

Bracken Ridge State High School

2027 Year 10 Curriculum Guide



A place where all students find their path for success.

STRIVE TO ACCOMPLISH



Bracken Ridge State High School

Senior Subject Selection Handbook – for students in Year 9 into Year 10 in 2027

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Introduction

Students and their parents or caregivers should carefully consider the information provided in the following pages when making Year 10 subject selections.

Choosing Year 10 subjects is an important step in planning for the future. The subjects selected can influence a student's senior schooling pathway and their opportunities beyond school. Students should use the Year 10 School Curriculum Handbook to explore the subjects available, understand the requirements of different pathways, and consider how their choices may support future study, training or employment.

When selecting subjects, students should consider:

- their academic strengths and areas for improvement
- subjects they have found enjoyable, interesting and personally rewarding
- possible career pathways, including advice from the Guidance Officer and information available through QTAC
- prerequisites for future university, TAFE or other training courses
- any additional training or employment requirements.

Subject offerings are dependent on student demand, staffing availability and school resources. Courses that do not receive sufficient student interest may not be offered. Students affected by the cancellation of a course will be asked to select another subject from those available.

Class sizes are also limited. For this reason, changes to subject selections may not be possible once a class has reached capacity. Students are encouraged to consider their selections carefully and submit them by the required deadline.

Students and parents or caregivers who have questions about the Year 10 Subject Guide or the subject selection process are encouraged to speak with the:

- Deputy Principal
- Guidance Officer
- Middle School Head of Department
- relevant curriculum Head of Department
- student's current classroom teachers.



From the Principal

At Bracken Ridge State High School, we are proud to be a learning community that recognises and nurtures the unique potential of every student. Diversity is celebrated, collaboration is encouraged, and each learner is supported to grow in confidence, capability and independence. Together, we are a community inspiring respectful, responsible and resilient learners - a place where all students find their path for success.

Year 10 is an important transition year that prepares students for the Senior Phase of Learning. Throughout the year, students are encouraged to understand their strengths, interests and learning needs while considering the question, “**What is my plan?**” Our focus is to help every student “**GET SET**” to make informed decisions and develop a clear pathway towards senior schooling, vocational education, training or employment.

Students will explore the world of work, career opportunities and the knowledge and skills required for future success. Through subject selection, career education, pathway programs and Senior Education and Training Plan interviews, students begin creating a realistic plan that reflects their abilities, aspirations and future goals.

This curriculum handbook provides students, parents and carers with information about Year 10 core subjects, electives, pathway programs and course expectations. It is designed to support informed subject choices and ensure that each student develops the strongest possible foundation for Years 11 and 12.

Students should consider the subjects they enjoy, the areas in which they are most likely to succeed, the skills they want to develop and the senior pathways they may wish to pursue. These decisions should be supported through conversations with parents, carers, teachers, Heads of Department, the Guidance Officer and other members of the school’s support team.

Success is personal and will look different for every student. What matters is that each student accepts responsibility for their learning, embraces new opportunities and remains focused on achieving their goals. We look forward to supporting every student as they prepare for senior schooling and develop a plan for a successful future.

Strive to Accomplish.



Mrs Michelle Lyons

Principal – Bracken Ridge State High School



Preparing for Senior Pathways

At Bracken Ridge State High School, we are committed to supporting every student to make informed and purposeful decisions about their future.

Year 10 is an important transition year. It provides a bridge between Middle School and the Senior Phase of Learning, helping students prepare for further study, vocational education and training, apprenticeships, traineeships or employment.

Throughout Year 10, students will be supported to explore their interests, strengths and career aspirations. They will develop an understanding of the senior pathways available at Bracken Ridge State High School and identify the subjects, qualifications and learning experiences that will best prepare them for future success.

Careful subject selection, effective Senior Education and Training Planning and ongoing career education will help each student develop a clear and achievable pathway through senior schooling and beyond.

Transitioning to Senior

To prepare for the transition into senior schooling, training or employment, all students will develop a Senior Education and Training Plan (SET Plan) in year 10.

A SET Plan:

- is a personalised plan that builds on each student's strengths, interests and aspirations while identifying areas for further development
- is developed collaboratively by the student, their parent or caregiver and the school
- identifies the subjects, qualifications and learning pathway that will support the student's future goals
- begins during Term 1 and is finalised through SET Plan interviews in Term 3.

Our commitment is to support students to make informed decisions that strengthen their future opportunities. Depending on their interests, goals and individual circumstances, pathways may include:

- continuing into Senior School at Bracken Ridge State High School
- completing vocational education and training
- participating in an approved education, training or employment pathway



Recommended Achievement Levels for Senior Subjects

Bracken Ridge State High School is committed to ensuring that every student can succeed in their chosen subjects and is well prepared for the demands of senior schooling.

Year 10 subject selections and achievement can affect eligibility for senior subjects and may influence future study, training and career opportunities. Opportunities to change subjects are limited. Any change must be approved by the relevant Head of Department and a parent or caregiver. Except in exceptional circumstances, subject changes will only be considered during the first two weeks of Semester 1 or Semester 2.

To support informed subject selection in year 10, the school has established recommended achievement levels for Years 11 and 12 subjects. These recommendations reflect the foundational knowledge, skills and learning behaviours students are likely to need to engage successfully with senior coursework.

When selecting Year 10 subjects, students and their parents or caregivers should carefully consider these recommendations alongside the student's strengths, interests, career aspirations and intended senior pathway. Selecting subjects that align with future goals will help students build the strongest possible foundation for success in Years 11 and 12.



Recommended Levels of Achievement for Senior Subjects

RECOMMENDED LEVELS OF ACHIEVEMENT

General Subject	Recommended Level of Achievement in Year 10
Biology	Science – B result English – B result
Business	English – B result
Chemistry	Science – B result English – B result Maths – A result
Drama	Drama – B result or consult with HoD
	English – B result advantageous
English	English – B result
General Maths	Mathematics – B result
Legal Studies	English – B result Civics advantageous
Marine Studies	Science – B result English – B result
Mathematical Methods	Maths – A result English – B result
Modern History	English – B result History advantageous
Music	Music - B result or consult with HoD
	English – B result advantageous
Physical Education	English – B result HPE – C result
Physics	Science – B result English – B result Maths - A result
Visual Art	Art - B result or consult with HoD
	English - B result advantageous
Geography	English – B Maths - C

Applied Subject	Recommended Level of Achievement in Year 10
Essential English	Students selecting Essential (Applied) subjects are automatically accepted into the subject.
Essential Maths	
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.
Hospitality Practices	
Music in Practice	
Social & Community	
Sport & Recreation	
Visual Arts in Practice	
Vocational Education and Training (VET)	
ICT20120 – Cert II in Applied Digital Technologies	CHC30221 - Cert III in School Based Education Support
SIT20122 – Cert II in Tourism	ICT30120 - Cert III in Information Technology
BSB20120 - Cert II in Workplace Skills	FSK20119 - Cert II Skills for Work and Vocational Pathways
CPC20220 - Cert II Construction Pathways	MEM20422 - Cert 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 Pathways

The **Middle School Pathway Options** outlined in this document are designed to prepare students for their chosen **Senior Pathway**. This booklet is designed for students and contains important information and advice which should be considered carefully before making subject choices for Year 10.

2027 Compulsory Subjects

In 2027, Year 10 students continue to study English and Mathematics and Science as compulsory subjects. In addition, each is required to complete a semester course of study in Vocational Education and Training - Certificate II in Skills for Work and Vocational Pathways.

A student can select three (3) elective subjects to study for the full year and one (1) semester 2 elective subject in a “Pathways Preparation Program”.

English and Mathematics

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. This applies to the core subjects of English and Math. In senior schooling, these middle school pathways link directly to four distinct **Senior Pathway Options**:

- **ATAR Direct** – General subject pathway for direct entry into university.
- **UNI @ School** – Advanced academic pathway allowing students to begin university study while completing Year 12.

English and Mathematics - Foundation

Get SET (Training) – Focuses on a senior pathway that develops 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. This applies to the core subjects of English and Math. These core subject choices are identified as foundation courses required for success in the senior pathways; Pathways to Work and Pathways Plus

- **Pathway to Work** – Applied and VET subjects leading to employment.
- **Pathways Plus** – Combination of Applied, VET, and limited General subjects with external training or workplace learning.



Compulsory Vocational Education and Training (VET) - Certificate II in Skills for Work & Vocational Pathways

Bracken Ridge State High School is committed to helping every student succeed in their chosen pathway. In Semester 1, all Year 10 students complete a Certificate II in Skills for Work and Vocational Pathways. In Semester 2, students select a Pathways Preparation Program designed to support their transition into senior schooling.

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

Advice

When selecting elective subjects, students should consider subjects they enjoy, have previously experienced success in, and that align with their interests, future pathways and career aspirations. Previous achievement can be a useful indicator of future success; however, students should also consider the broader knowledge, skills and attitudes each subject can provide for life, further study, training and employment.

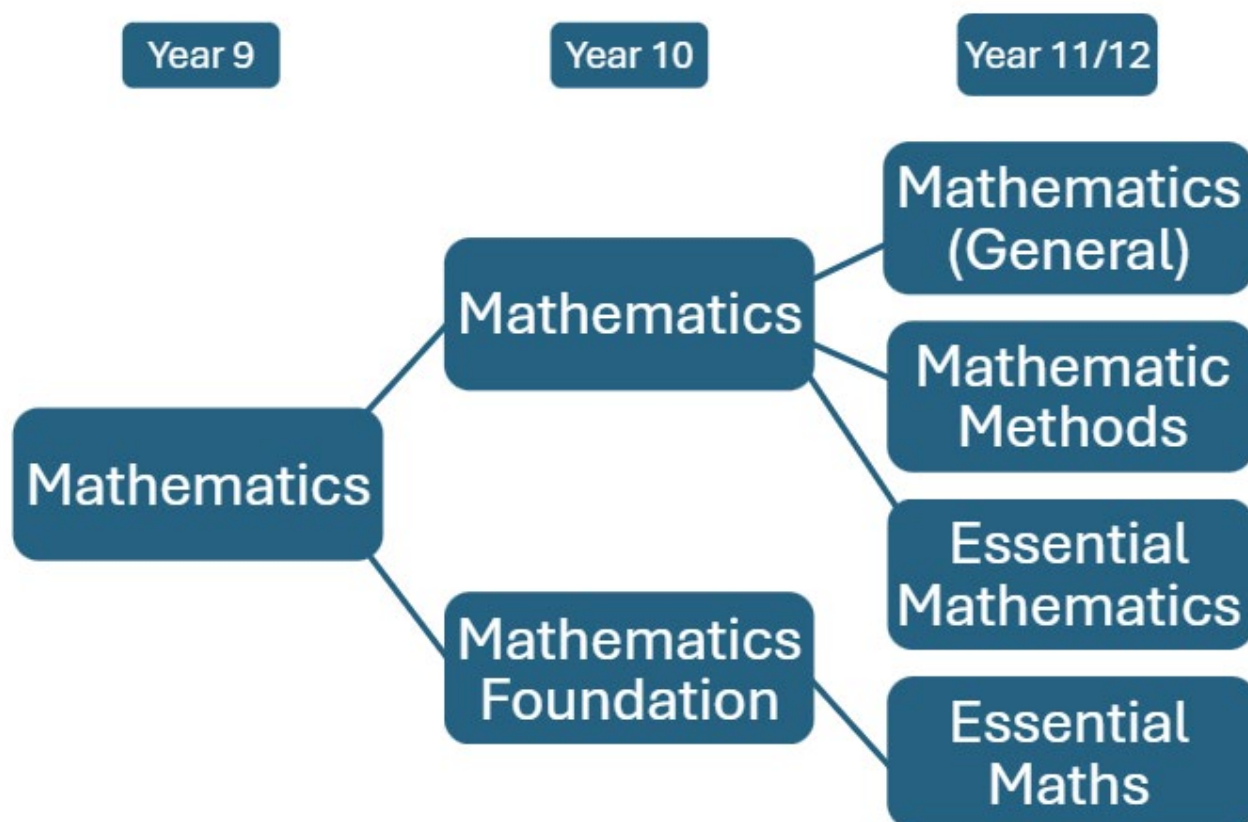
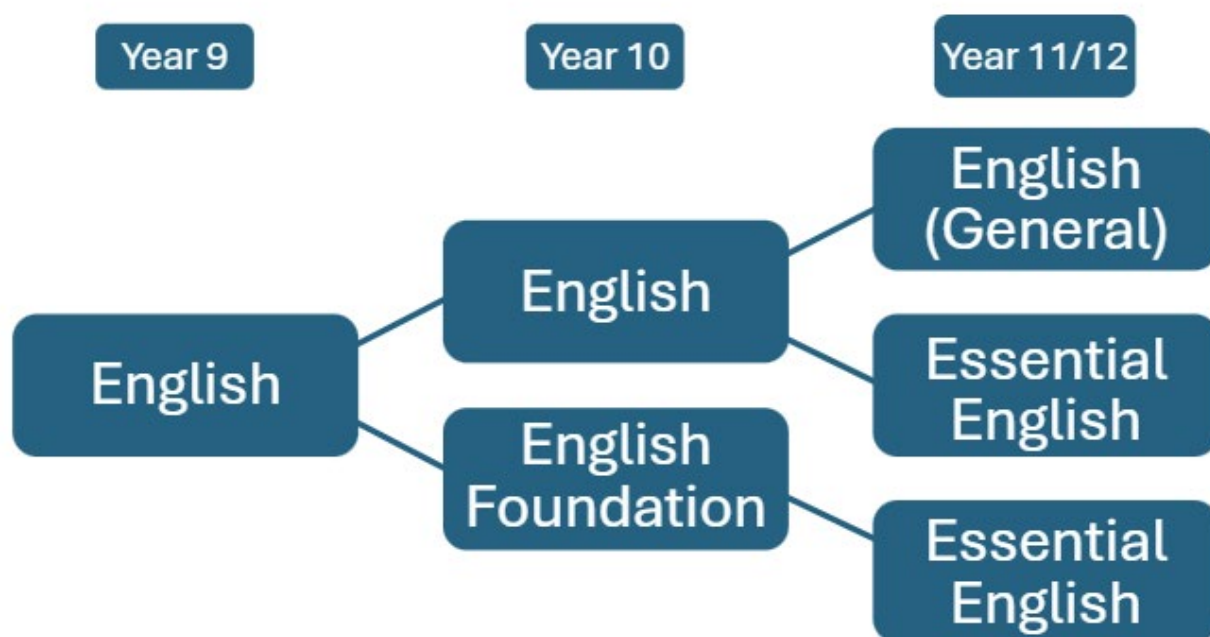
Students should not avoid a subject simply because it does not directly relate to a preferred career. Every subject provides opportunities to develop valuable skills, and strong achievement can support future education, training and employment applications.

It is important that students fully understand each subject before making their selections. Subjects may differ significantly from similar courses studied in earlier year levels. Students are encouraged to:

- read the subject information provided in this handbook
- speak with the relevant subject teachers or Head of Department
- review the learning materials and assessment requirements
- talk with students who are currently studying, or have previously studied, the subject.

Subject choices should not be based on preferences for particular teachers or classmates, as staffing and class groupings may change.

English & Mathematics Pathway Chart



BRACKEN RIDGE MIDDLE SCHOOL PATHWAY OPTIONS:



Get SET



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.



BRACKEN RIDGE SENIOR PATHWAY OPTIONS



Pathways to Work

A general training pathway focused on building a wide range of transferable skills, empowering students for confident entry into the workforce and providing clarity for their future career direction.

Suitable for:

Students preparing for direct entry into the workforce after school.

Recommended Prior Learning:

There are no prerequisites other than specific academic and behaviour requirements for particular subjects.

Points to note:

- Students will choose 6 subjects and attend a 5 day on campus timetable
- Subject offerings will include:
 - Essential English
 - Essential Maths
 - 1 x Cert II qual. minimum
 - 3 x Applied/VET combination of subjects
- Students may engage in approved workplace learning during designated periods



Pathways Plus

A skills-focused training pathway that develops practical, job-ready abilities and effective study habits, preparing students for pathways such as full-time work, vocational training, or further study.

Suitable for:

Students who have identified a vocational training or specific career pathway.

Recommended Prior Learning:

Students must be achieving Cs across all Year 10 subjects and meet any prescribed prerequisites for particular subjects.

Points to note:

- Students attend 4 days at school
- Students attend 1 day of learning at TAFE or external RTO or attend work placement connected to a school-based apprenticeship or traineeship (SAT)
- Students select 5 subjects from General/Applied/VET offerings
- Maximum of 2 General subjects



ATAR Direct Entry

A pathway to achieve an ATAR and pursue university entry immediately after graduation or gap year.

Suitable for:

Students with strong academic skills and a clear focus on pursuing university studies post school.

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 study 5 General subjects + 1 x Applied or 1 x Certificate III Qualification at school
- General English is compulsory
- Students will be required to attend 5 days at school
- Students will not be able to engage in external training e.g. TAFE or Traineeships



Uni @ School

An advanced pathway for approved students to complete up to 2 university units and obtain an ATAR.

Suitable for:

Students who demonstrate very strong academic skills, possess independent and effective study habits, with a specific university pathway in mind.

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.
- A second university unit may 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



Vocational Education & Training (VET)

Nationally recognised qualifications

VET qualifications are developed by industry and are nationally recognised, ensuring consistency and quality across Australia.

Training Delivery

Competency-based training- (CBT) is an approach to VET designed to develop the skills and knowledge necessary to achieve competency. It focuses on an individual's level of skill, whereby an individual is deemed competent or not yet competent in that skill (no grading).

Mix of theory and practical training components- combines theoretical knowledge with practical, hands-on experience to prepare individuals for specific trades and careers. These programs are designed to equip students with the skills and knowledge needed to enter the workforce directly after completing their training or furthering their studies with higher qualifications.

All VET teachers and trainers in Australia must have recent and relevant experience in their industry. This means you will learn from industry professionals who can share their expertise and experience, industry insights and trends, and knowledge of skills areas in high demand.

Senior Education & Training (SET) Plans and Subject Selection

Some of the most important decisions students make at school are those relating to subject selections. These decisions are important since they may directly affect your success at school and how you feel about school. Senior subject selections are also an important part of career planning, particularly if tertiary study becomes integral to your career.

As an overall strategy, it is suggested that you choose subjects:

- You enjoy
- You have demonstrated, or feel confident of achieving, some success in
- Will help you to develop skills, knowledge and attitudes useful throughout life
- Help you to achieve your chosen career goals (if such goals have been formulated) or to keep your career options open should you be unsure of your post-school direction. (Please be assured that being uncertain of one's career direction at this age is quite normal.)

Following are more specific guidelines, and a brief glossary of key terms intended to support your decision-making processes.



Who Do I See for Subject Information?

Students and families are encouraged to seek advice before finalising subject selections.

Middle School and Senior Schooling Head of Department

- general subject selection and pathway advice
- direction to the appropriate staff member for specific information
- advice about vocational courses, school-based apprenticeships and traineeships
- advice and approval regarding subject changes.

Curriculum Heads of Department

- information about subjects offered within their faculty
- advice about recommended achievement levels and subject requirements
- advice and approval regarding subject changes.

Subject Teachers

- advice about a student's current achievement, capabilities and suitability for a particular subject
- information about subject content, assessment and expectations.

Guidance Officer

- advice regarding career planning, university courses and alternative pathways
- support relating to learning difficulties
- advice regarding Access Arrangements and Reasonable Adjustments (AARA)
- advice about subject changes and their potential impact on future pathways.

Attendance and Participation

When a student turns 16 or completes Year 10, whichever occurs first, they enter the **Compulsory Participation Phase**. During this phase, the student must participate full-time in one or more of the following eligible options:

- approved education or training (including registration for home education)
- paid employment of a minimum 25 hours per week
- a combination of approved education, training and paid employment.

Eligible options for education or training are provided by learning institutions such as schools, universities, TAFE institutes or registered training organisations.



Striving Student

Middle School– Striving Student Standard

Personal Growth & Mindset

- Reflect on strengths, challenges, and goals
- Develop resilience and adaptability
- Make informed subject and career choices
- Seek guidance and actively participate

Future Focus & Senior Transition

- Explore career pathways and post-school options
- Understand workplace expectations and skills
- Develop and commit to an Education & Career Plan (SET P) and attend interview



Striving Student Philosophy – Personal Growth & Mindset Explained

Reflect on strengths, challenges, and goals

Understanding personal abilities, areas for improvement, and setting clear goals helps students take ownership of their learning. Regular reflection allows students to recognize progress, adjust strategies, and stay motivated to achieve their full potential.

Develop resilience and adaptability

Learning involves challenges, and success requires the ability to persist through setbacks. Resilience helps students manage stress, overcome obstacles, and maintain a growth mindset. Adaptability ensures they can adjust to new subjects, learning environments, and expectations as they progress through school and beyond.

Make informed subject and career choices

Choosing subjects and career pathways should be based on personal strengths, interests, and future aspirations. Students should research their options, understand subject prerequisites, and consider how their choices align with potential career paths to ensure long-term success.

Seek guidance and actively participate

Engaging with teachers, mentors, and career advisors provides valuable insights and support. Actively participating in class, school activities, and career planning opportunities helps students develop skills, build confidence, and gain the knowledge needed to make informed decisions about their future.



Striving Student

Striving Student Philosophy – Future Focus & Senior Transition

Explore career pathways and post-school options

Students should research different career opportunities, industries, and further education pathways, such as university, TAFE, apprenticeships, or direct employment. This helps them make informed decisions about their future and understand the skills and qualifications required for their desired career. Engaging in career expos, work experience, and industry talks can provide valuable insights and real-world exposure.

Understand workplace expectations and skills

Transitioning into the workforce requires more than just technical knowledge. Students should develop key employability skills such as communication, teamwork, problem-solving, time management, and professionalism. Understanding employer expectations, workplace rights, and responsibilities prepares them for success in part-time jobs, internships, and future careers.

Develop and commit to an Education & Career Plan (SET P) and attend interview

The Senior Education and Training (SET P) Plan helps students map out their learning and career goals. This process involves selecting the right subjects, identifying necessary qualifications, and setting clear steps towards their chosen career path. Attending the SET P interview allows students to discuss their plans with teachers and career advisors, ensuring their choices align with their strengths, interests, and aspirations.

Striving Student Philosophy

As a Year 10 Student at Bracken Ridge SHS students must uphold our Striving Student Standards in order to be eligible to receive an invitation to our Year 10 pathway celebration.

As a Year 10 Student at Bracken Ridge SHS students must uphold our Striving Student Standards to be eligible to receive recognition as a Striving Student (Badge). Below are the criteria to meet.

Attendance: > 90% attendance in class

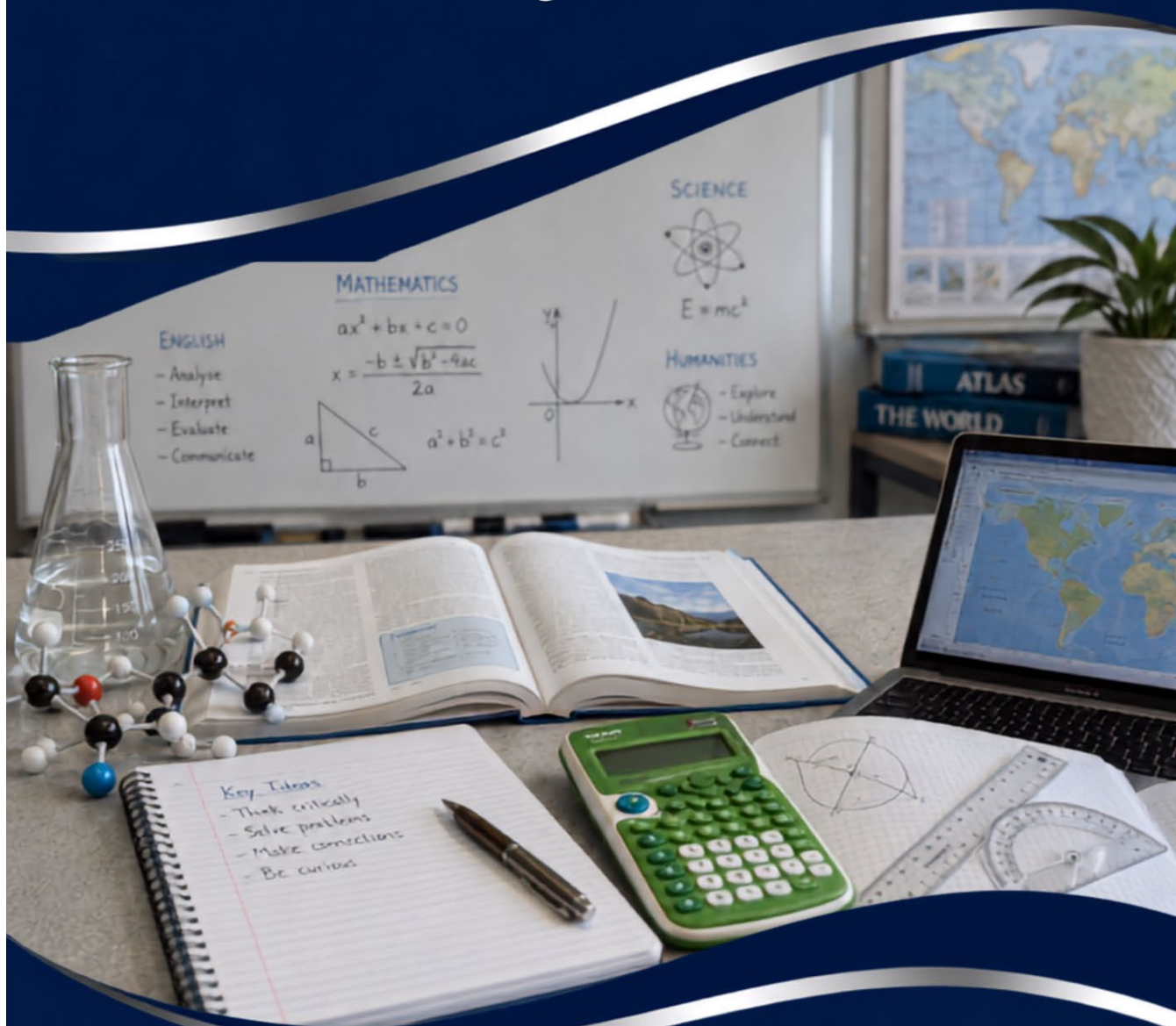
Participation & Engagement: C result or higher in English & Mathematics
Completed, or working towards competency in Cert II in Workplace Skills
Completed & Endorsed Senior Education Plan (SET-P)

Behaviour & Attitude: < 1 minor Behaviour record per Term
Nil suspensions
Demonstrated the 5 Cs to the best of their ability
Satisfactory or better for **Behaviour** in all subjects
Satisfactory or better for **Effort** in all subjects.

If students are unable to meet the Striving Student Standards, they may request a meeting with the Middle School Head of Department or Deputy Principal to discuss their circumstances and present reasons they believe they should still be considered for Striving Student recognition.



Core Subjects



**Bracken Ridge
State High School**

Strive to Accomplish



English



Mathematics



Science



Certificate II FSK20119



General English

Core Subject

Senior course readiness and pathways

Prepares students for future studies in General English and Essential English.

What is the course about?

English extends students' ability to read, analyse and compose complex texts across a range of genres and modes. Students develop critical and creative thinking through literature, persuasive writing and analytical response, while exploring how language shapes meaning and culture.

What will I learn?

Students engage with traditional and contemporary texts, including novels, plays, poetry, persuasive texts and film. The course emphasises sophisticated written arguments while also providing opportunities for spoken and creative responses.

- creative writing in the form of short stories
- literary analysis of texts
- persuasive speech writing on topics relevant to teenagers
- film study and interpretation
- regular reading across the year

What skills will I learn through English?

- read, write and analyse diverse traditional and contemporary texts
- interpret and evaluate complex ideas, themes and language choices
- develop analytical, creative and persuasive writing skills
- construct essays, literary responses and extended analytical responses
- communicate through spoken and creative tasks

Course content

Unit 1	Unit 2	Unit 3	Unit 4
Creative writing - Short stories	Text study - feature article	Text study - Analytical essay exam	Persuasive writing - Speech writing



General English

Core Subject

How will students be assessed?

Students complete two pieces of summative assessment in each semester. Assessment is designed to prepare students for senior English requirements.

Semester 1	Semester 2
Two summative assessment pieces A range of written, spoken or creative genres	Two summative assessment pieces A range of written, spoken or creative genres

Assessment may include:

- essays
- extended analytical writing
- responses to literature
- spoken and creative tasks

Homework requirements

Students are expected to improve and refine written work at home and undertake additional reading. Homework is set regularly and may include assessment completion and reading.

Other information

The English Department offers writing and speaking competitions and endeavours to provide access to theatrical productions. Entry fees may apply and are advised through the school calendar.

Costs incurred

Novels are supplied to students who participate in the Student Resource Scheme (SRS). Theatrical production entry fees may apply.

Pathways

The course prepares students for General English and Essential English and supports a broad range of future study, training and employment pathways.

Subject Summary

Subject type	Assessment	Homework	Costs
Core subject	Two summative assessment pieces each semester	Regular assessment completion and extra reading	Novels supplied through SRS; production fees may apply



Foundation English

Core Subject

Course focus and pathways

Builds practical literacy and communication skills for further study, work and active participation in society.

What is the course about?

Foundation English builds confidence in using language for real-world purposes. Students interpret, create and respond to visual, spoken and written texts, with an emphasis on clear communication, practical application and accessible contemporary texts.

What will I learn?

Students work with films, graphic novels, advertising, digital media and accessible written texts. Learning emphasises visual, spoken and multimodal communication, with a balance of shorter written responses and practical creative tasks.

- visual and written texts
- media, advertising and digital communication
- spoken presentations and group discussion
- multimodal products, podcasts and vodcasts
- short practical written responses and short-response examinations

What skills will I learn through Foundation English?

- communicate ideas clearly for different real-world purposes
- interpret meaning in visual, spoken and written texts
- create practical and creative multimodal responses
- participate in collaborative discussion and presentation
- develop essential literacy, critical thinking and confidence

Course content

Focus 1	Focus 2	Focus 3	Focus 4
Spoken communication - Multimodal presentation	Media literacy - Short response examinations	Film study - Short story	Spoken communication – Persuasive speech



Foundation English

Core Subject

How will students be assessed?

Students complete at least one assessment task each term. Assessment is balanced across spoken, written and multimodal forms.

Practical communication	Written and multimodal communication
Speeches Group discussions Presentations	Podcasts and vodcasts Short-response examinations Multimodal products

Assessment may include:

- speeches
- multimodal presentations
- podcasts
- vodcasts
- movie reviews
- short stories

Homework requirements

The course is designed to be completed through class and home learning. Students who are absent must contact their teacher and complete missed work.

Other information

Students may enter writing and speaking competitions. The English Department also endeavours to provide access to theatrical productions, for which an entry fee may apply.

Costs incurred

Novels are supplied to students who participate in the Student Resource Scheme (SRS). Theatrical production entry fees may apply.

Pathways

Foundation English develops literacy, critical thinking and communication skills for further study, work and participation in the community.

Subject Summary

Subject type	Assessment	Homework	Costs
Core subject	At least one assessment task each term	Catch-up and completion work as required	Novels supplied through SRS; production fees may apply



Mathematics

Core Subject

Senior course readiness and pathways

Prepares students for Essential Mathematics, General Mathematics, Mathematical Methods or Specialist Mathematics pathways.

What is the course about?

In Year 10, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice.

What will I learn?

Mathematics is presented in year levels for each year from Foundation to Year 10. Content is organised under 6 interrelated strands:

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

What skills will I learn through Mathematics?

An expectation of mathematical proficiency has been embedded into curriculum content across all strands to ensure that students develop mastery in mathematics through the development and application of increasingly sophisticated and refined mathematical understanding and fluency, reasoning, and problem-solving skills.

Mathematical processes refer to the thinking, reasoning, communicating, problem-solving and investigation process skills involved in working mathematically. The mathematical processes of mathematical modelling, computational thinking, statistical investigation, probability experiments and simulations are mathematical problem-solving and investigation processes that students learn to use in mathematics, and that draw upon students' mathematical process skills and proficiency in mathematics in an interconnected way.

Course content

Unit 1	Unit 2	Unit 3	Unit 4
Number Measurement	Algebra	Statistics Probability	Measurement Space

*Students may engage in the optional 10A content at times



Mathematics

Core Subject

How will students be assessed?

Assessment each semester may include examinations, problem-solving and modelling tasks, and monitoring strategies.

Assessment may include:

- examinations
- problem-solving and modelling tasks
- monitoring strategies

Homework requirements

Homework must be completed whenever set. Students should practise current work, revise earlier concepts and use online learning platforms when directed. As a guide, students should complete about 20 minutes of Mathematics homework and study each night.

Other information

Placement is based on Year 9 Mathematics results. Requests to change placement require consultation with the Head of Department. Movement between courses may be considered at the end of Terms 1 and 2 based on achievement and teacher recommendation.

Costs incurred

Textbooks are supplied through the Student Resource Scheme (SRS). All students must provide a scientific calculator.

Pathways

Foundation Mathematics prepares students for Essential Mathematics. General Mathematics prepares students for General Mathematics and Mathematical Methods, with further senior pathways determined by achievement and prerequisites.

Subject Summary

Subject type	Assessment	Homework	Costs
Core subject	Exams, problem solving, modelling tasks and monitoring	Approximately 10 minutes per night	Textbooks through SRS; scientific calculator required



Foundation Mathematics

Core Subject

Senior course readiness and pathways

Prepares students for Essential Mathematics.

What is the course about?

In Year 10, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice.

What will I learn?

Mathematics is presented in year levels for each year from Foundation to Year 10. Content is organised under 6 interrelated strands:

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

What skills will I learn through Mathematics?

An expectation of mathematical proficiency has been embedded into curriculum content across all strands to ensure that students develop mastery in mathematics through the development and application of increasingly sophisticated and refined mathematical understanding and fluency, reasoning, and problem-solving skills.

Mathematical processes refer to the thinking, reasoning, communicating, problem-solving and investigation process skills involved in working mathematically. The mathematical processes of mathematical modelling, computational thinking, statistical investigation, probability experiments and simulations are mathematical problem-solving and investigation processes that students learn to use in mathematics, and that draw upon students' mathematical process skills and proficiency in mathematics in an interconnected way.

Course content

Unit 1	Unit 2	Unit 3	Unit 4
Number Measurement	Algebra	Statistics Probability	Measurement Space

*Students may engage in the optional Prep-9 content that bridges gaps in learning for the students

Foundational Mathematics differs from Core Mathematics in that the teaching and learning sequence is designed to bridge learning gaps and misunderstandings in order to ensure that students are prepared for Essential Mathematics.

Please note that this course does not prepare students for General Mathematics or Mathematical Methods.



Foundation Mathematics

Core Subject

How will students be assessed?

Assessment each semester may include examinations, problem-solving and modelling tasks, and monitoring strategies.

Assessment may include:

- Examinations
- Problem-solving and modelling tasks (PSMT)
- Monitoring strategies

Homework requirements

Homework must be completed whenever set. Students should practise current work, revise earlier concepts and use online learning platforms when directed. As a guide, students should complete about 10 minutes of Mathematics homework and study each night.

Other information

Placement is based on Year 9 Mathematics results. Requests to change placement require consultation with the Head of Department. Movement between courses may be considered at the end of Terms 1 and 2 based on achievement and teacher recommendation.

Costs incurred

Textbooks are supplied through the Student Resource Scheme (SRS). All students must provide a scientific calculator.

Pathways

Core Mathematics prepares students for Essential Mathematics, General Mathematics and/or Mathematical Methods. These further senior pathways are determined by achievement and recommended prior learning.

Subject Summary

Subject type	Assessment	Homework	Costs
Core subject	Exams, Problem Solving and Modelling Tasks, and Monitoring Strategies	Approximately 10 minutes per night	Textbooks through SRS; scientific calculator required



Science

Core Subject

Course focus and pathways

Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world. Through science, we explore the unknown, investigate universal phenomena, make predictions and solve problems. Science gives us an empirical way of answering curious and important questions about the changing world we live in. Science knowledge is revised, refined and extended as new evidence arises and has proven to be a reliable basis for action in our personal, social and economic lives.

What is the course about?

Science enables students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, science's contribution to our culture and society, and its uses in our lives. It supports students to develop the scientific knowledge, understandings and skills needed to make informed decisions about local, national and global issues, and to succeed in science-related careers. **What will I learn?**

Content is organised under 3 interrelated strands:

- Science understanding
 - Biological Sciences
 - Earth and Space Sciences
 - Physical Sciences
 - Chemical Sciences
- Science as a human endeavour
 - Nature and Development of Science
 - Use and Influence of Science
- Science inquiry.
 - Questioning and Predicting
 - Planning and Conducting
 - Processing, Modelling and Analysing
 - Evaluating
 - Communicating

Together, the 3 strands provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry practices.

What skills will I learn through Science?

- plan and conduct ethical scientific investigations
- collect, process and analyse data
- draw evidence-based conclusions and evaluate results
- justify claims and debate scientific explanations
- consider ethical, environmental, social and economic implications

Course content

Unit 1	Unit 2	Unit 3	Unit 4
Chemical Sciences	Physical Sciences	Biological Sciences	Earth and Space Sciences



Science

Core Subject

How will students be assessed?

Assessment varies according to the focus of each unit and measures scientific knowledge, inquiry practices, analysis and communication.

Assessment may include:

- examinations
- student experiments
- research tasks
- monitoring strategies

Homework requirements

Written work, textbook and handout reading, revision and online learning are essential for success. Students should complete approximately 15 to 20 minutes of Science homework each day.

Other information

Students are expected to participate in excursions and workshops offered to enrich the course. STILE interactive educational software is used in the subject.

Costs incurred

Textbooks are supplied through the Student Resource Scheme (SRS). Excursion and workshop costs are advised when offered. Students need to purchase access to STILE.

Pathways

Science builds knowledge and inquiry capabilities relevant to further science study and the wide range of careers that use scientific understanding and evidence.

Subject Summary

Subject type	Assessment	Homework	Costs
Core subject	Exams, experiments, research and monitoring	Approximately 10 minutes per day	SRS textbooks, safety glasses; STILE and activity costs apply



FSK20119 Certificate II in Skills for Work and Vocational Pathways

Vocational Education and Training

Bracken Ridge State High School - RTO Number: 30416



Core Subject

Overview

This qualification develops practical reading, writing, numeracy and oral communication skills for work and further vocational training. Successful completion contributes 4 QCE credits and strengthens students' employability by building a foundation for future career and training opportunities.

Course Outline

The course supports students to develop:

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

Entry Requirements

Nil

QCE Credits on Completion

4 QCE credits. Completed qualifications contribute to the Core category of the QCE.

Course Structure

To achieve this qualification, students must demonstrate competency in 14 units: 1 core unit and 13 elective units. Refer to training.gov.au for specific qualification information.

Core Unit

Unit Code	Unit Title
Unit Core	Use routine strategies for work-related learning (Core unit)
FSKLRG011	Use routine strategies for work-related learning (Core unit)

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
FSKOCM007	Interact effectively with others at work
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
FSKWGT008	Complete routine workplace formatted texts
FSKWGT009	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



Unit Code	Unit Title
BSBTEC203	Research using the internet
BSBPPEF101	Plan and prepare for work readiness

Assessment

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

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

Projects, tasks and work evidence will be progressively gathered by the assessor for each unit of competency until sufficient valid evidence is available to make a competency decision. 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.

Elective Subjects



Bracken Ridge
State High School

Strive to Accomplish



Technologies



Art



Drama

Civics and Citizenship

Year 10 Subject

Course focus and pathways

Develops understanding of Australian democracy, government, law, international responsibilities and active citizenship.

What is the course about?

Students compare the key features and values of Australia's system of government with another system of government. They examine Australia's regional and global responsibilities, the role of the High Court, the influence of international legal obligations, and challenges to a resilient democracy and cohesive society.

What will I learn?

The course integrates civics and citizenship knowledge and understanding with civics and citizenship inquiry skills. Students develop questions, locate and compare reliable information, evaluate perspectives and challenges, and consider strategies for civic participation and action.

- government and democracy
- law and citizens
- citizenship, diversity and identity
- international legal obligations and government policy
- challenges to a resilient democracy and cohesive society

What skills will I learn through Civics and Citizenship?

- develop civics and citizenship knowledge and understanding
- apply knowledge to civic and legal contexts
- synthesise information and make informed decisions
- research government, legal and international issues
- communicate ideas through written, oral and practical tasks

Course content

Unit 1	Unit 2	Unit 3	Inquiry and participation
Government and Democracy Australian government Comparison of systems	Law and Citizens High Court of Australia International legal obligations	Citizenship, Diversity and Identity Resilient democracy Cohesive society	Questioning and research Evaluating perspectives Civic participation and action



Civics and Citizenship

Year 10 Subject

How will students be assessed?

A variety of formative and summative assessment instruments is used to assess knowledge, comprehension, application, synthesis, decision-making, research and communication.

Investigation	Research report and examination
Inquiry questions Evidence-based conclusions	Research report Short-response examination

Assessment may include:

- tests and practical exercises
- group activities and folios
- oral presentations and essays
- assignments

Homework requirements

No specific homework requirement is stated in the source document. Students may need to complete research, preparation or assessment work outside class.

Other information

The subject develops foundational skills for Senior Social Science studies, including Modern History, Legal Studies and Social and Community Studies.

Costs incurred

Students may participate in competitions and excursions. Costs may include transport, materials and venue entry.

Pathways

The course supports future study in Modern History, Legal Studies and Social and Community Studies.

Subject Summary

Subject type	Assessment	Homework	Costs
Year 10 subject	Investigations, research reports and short-response examinations	Research and assessment completion as required	Competition and excursion costs may apply



Food Specialisations

Elective Subject

Course focus and pathways

Develops design thinking, food preparation, nutrition, safety and hospitality-related skills through practical production.

What is the course about?

Students use design and technology knowledge, processes and production skills to create food products. They work independently and collaboratively, use technologies for sustainable living and respond to real-life problems through creative and practical solutions.

What will I learn?

The course uses a design process to generate, develop, make, evaluate and refine products. Students build responsibility, self-reliance, personal management and teamwork while developing sound practices in food selection, preparation, nutrition and safety.

- food sustainability
- food styling and presentation
- cafe culture
- introduction to the hospitality industry and catering practices
- safe and effective food preparation

What skills will I learn through Food Specialisations?

- select and prepare food safely
- manage time, resources and practical tasks
- work independently and collaboratively
- evaluate and refine products and presentation

Course content

Focus 1	Focus 2	Focus 3	Focus 4
Food sustainability - Responsible food choices	Food styling and presentation - Product appearance and quality	Cafe culture - Menu items and service context	Hospitality industry - Introduction to industry practices



Food Specialisations

Elective Subject

How will students be assessed?

Students are assessed through written evidence of the design process and practical food preparation and production.

Design portfolio	Practical production
Written evidence documenting investigation, design decisions, evaluation and refinement	Food preparation and production of menu items using safe kitchen practices

Assessment may include:

- portfolio evidence of the design process
- practical food preparation
- menu item production

Homework requirements

Written learning tasks and assignment work are set as required and may need to be completed at home.

Other information

Kitchen practical work involves greater risk than a normal classroom. Students must follow safety instructions and provide required personal protective equipment, including suitable footwear and restraints for long hair.

Costs incurred

Kitchen equipment and resources are supplied through the Student Resource Scheme (SRS). An additional subject fee applies; refer to the Student Resource Scheme Schedule.

Pathways

The subject introduces food technology and hospitality contexts and develops practical, design, teamwork and personal management skills.

Subject Summary

Subject type	Assessment	Homework	Costs
Elective subject	Design portfolio and practical production	Written and assignment work as required	Additional subject fee applies



Materials and Engineering

Elective Subject

Course focus and pathways

Develops design processes, engineering thinking and practical production skills through materials-based projects.

What is the course about?

Students create quality designed solutions for identified needs and opportunities. They manage projects independently and collaboratively from conception to realisation, applying systems thinking and design processes to investigate, generate, produce and evaluate solutions.

What will I learn?

The course includes Materials and Technologies Specialisations and Engineering Principles and Systems. Learning is organised through knowledge and understanding and processes and production skills.

- how technologies influence and are influenced by society
- engineering principles and systems
- materials and technology specialisations
- investigating and defining design problems
- generating, producing, evaluating and managing solutions

What skills will I learn through Materials and Engineering?

- investigate needs and define design opportunities
- generate and communicate design ideas
- produce and implement practical solutions
- evaluate products, processes and outcomes
- collaborate and manage projects safely

Course content

Strand 1	Strand 2	Knowledge and understanding	Processes and production skills
Materials and Technologies Specialisations	Engineering Principles and Systems	Technology contexts Influence of technology and society	Investigating Designing Producing Evaluating Managing



Materials and Engineering

Elective Subject

How will students be assessed?

Students complete a project and a portfolio each term.

Project	Portfolio
Practical designed solution produced in the workshop	Evidence of investigation, design development, planning, production and evaluation

Assessment may include:

- one project each term
- one portfolio each term

Homework requirements

Most practical work is completed at school. Students are expected to complete theory activities that support their practical work.

Other information

Workshop activities involve greater risk than a normal classroom. Students must follow safety requirements and provide suitable personal protective equipment, including enclosed footwear and restraints for long hair.

Costs incurred

The SRS covers course information, workshop equipment and maintenance. Students provide writing equipment and a display folder. An additional materials levy applies; refer to the SRS Schedule.

Pathways

The subject develops transferable design, engineering, project management and practical skills relevant to further study, constructive leisure and the world of work.

Subject Summary

Subject type	Assessment	Homework	Costs
Elective subject	A project and portfolio each term	Theory work supporting practical activities	Additional materials levy applies



Digital Technologies (DIG)

Elective Subject

Senior course readiness and pathways

Prepares students for senior VET Digital certificates and further education or employment in information technology.

What is the course about?

Digital Technologies develops knowledge of technology systems and the skills to analyse real-life situations, determine requirements and create digital solutions. Previous Year 9 Digital Technologies study is helpful but not required.

What will I learn?

Students study digital systems, data representation and the processes used to collect, manage and analyse data. They investigate, design, produce, implement and evaluate digital solutions while collaborating and communicating as a team.

- databases and networks
- 3D printing and object design
- cyber security and coding
- Robotics
- Arduino programming

What skills will I learn through Digital Technologies (DIG)?

- analyse real-life problems and determine requirements
- design and implement digital solutions
- use coding structures and digital systems
- collect, manage and analyse data
- collaborate and establish communication channels

Course content

Term 1	Term 2	Term 3	Term 4
Databases and Networks	3D Printing and Object Design	Cyber Security	Robotics



Digital Technologies (DIG)

Elective Subject

How will students be assessed?

Students complete digital projects and research tasks across the four units.

Digital design and production	Research and coding
Digital database project 3D printed object Robotics Arduino	3D printing research task Coding project in cyber security

Assessment may include:

- digital database project
- 3D printing research task and printed object
- Coding project
- Robotics project

Homework requirements

Course work is hosted online using STILE. Internet access is recommended so students can complete outstanding work and research digital projects and implementations from home.

Other information

Students need access to a suitable device and are required to participate in the Student Laptop Resource Scheme or collect a day-loan device each morning.

Costs incurred

Resources are supplied through the Student Resource Scheme (SRS). Student laptop scheme requirements apply.

Pathways

The course prepares students for senior VET Digital certificates and possible further education or employment in information technology.

Subject Summary

Subject type	Assessment	Homework	Costs
Elective subject	Database, 3D printing, coding and robotics projects	Online completion and research as required	SRS resources; laptop access required



Drama

Elective Subject

Course focus and pathways

Develops performance, collaboration, creativity and critical response through making and responding to drama.

What is the course about?

Students make and respond to drama independently and in groups through improvisation, scripted drama, rehearsal and performance. They explore role and character and communicate understandings of human issues through real and imagined events.

What will I learn?

Students develop confidence and self-awareness as they collaborate to create and present drama. They study forms, styles and purposes of drama in different cultural, social, historical, political and economic contexts.

- Styles: realism, contemporary theatre, Shakespearean theatre
- making and responding processes

What skills will I learn through Drama?

- Performance skills: use role, character, elements and conventions of drama
- improvise, devise, rehearse and perform
- collaborate effectively in performance groups
- analyse and evaluate dramatic works
- communicate meaning to audiences in different forms and styles

Course content

Unit 1	Unit 2	Unit 3	Unit 4
Remember: Realism	Reimagine: Directorial Vision	Transform: <i>The Tempest</i>	Innovate: Performing



Drama

Elective Subject

How will students be assessed?

Assessment may include:

- practical performances
- scripted and devised drama
- written or spoken responses
- scriptwriting, design or directing folios
- analysis and evaluation of texts and performances

Homework requirements

Theory assignments and homework are linked to units. Students may need to organise group rehearsals outside class 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

Students may attend a live QPAC performance and the cost for this excursion will be approximately \$60. For further details please refer to the SRS Schedule.

Pathways

Drama builds performance, communication, collaboration and analytical skills and supports continued study and participation in Performing Arts.

Subject Summary

Subject type	Assessment	Homework	Costs
Elective subject	Practical and written/spoken assessment	Theory work and rehearsals outside class	Excursion and workshop costs may apply



Economics and Business

Elective Subject

Course focus and pathways

Develops understanding of economic performance, living standards, government decision-making and business responses.

What is the course about?

Students consider Australia's economic performance and standard of living, how governments manage performance, and why economic outcomes differ within and between economies. They also examine externalities and how businesses respond to changing economic conditions.

What will I learn?

The course integrates economics and business knowledge and understanding with economics and business skills. Contemporary issues, events and case studies are used across personal, local, national, regional and global contexts.

- how economic performance is measured
- why economic performance varies between economies
- government strategies for managing performance and living standards
- externalities and government intervention
- business and workforce responses to changing conditions

What skills will I learn through Economics and Business?

- interpret economic and business information
- apply concepts to contemporary issues and case studies
- analyse consequences of decisions
- research and communicate business ideas
- make informed personal and economic decisions

Course content

Focus 1	Focus 2	Focus 3	Focus 4
Consumer choice	Performance of the Australian economy	Roles and functions of Business	Improving organisational performance



Economics and Business

Elective Subject

How will students be assessed?

Students complete a range of written, examination, multimodal and practical business tasks.

Investigation and project	Examination
Economic or business investigation Evidence-based project response	Analysis of information and data Economic cause-and-effect relationships

Assessment may include:

- portfolio of work
- multimodal presentation
- combination examination
- trade display

Homework requirements

Homework may be set to revise lessons and prepare or complete assessment items.

Other information

Enrichment opportunities may include the ASX Sharemarket Game, Ecoman, ESSI online money game, the Australian Business Studies Competition, Start Smart talks and Digital Thumbprint talks.

Costs incurred

Students may participate in excursions offered to enrich the course. Costs are advised when activities are offered.

Pathways

The subject develops skills and knowledge for Senior Business and VET qualifications such as the Certificate II in Workplace Skills.

Subject Summary

Subject type	Assessment	Homework	Costs
Elective subject	Investigation, project and examination	Revision and assessment preparation	Excursion costs may apply

Geography

Elective Subject

Course focus and pathways

Develops geographical inquiry, data interpretation and understanding of human wellbeing and environmental change.

What is the course about?

Geography helps students explore, understand and evaluate the social and environmental dimensions of the world. Students develop interpretive, explanatory and analytical thinking and learn to participate as active citizens in shaping the future.

What will I learn?

The Year 10 course studies geographies of human wellbeing and environmental change and management. Students investigate spatial differences, environmental sustainability and strategies for managing change in Australia and other countries.

- concepts and measures of human wellbeing
 - causes of differences in wellbeing within and between countries
 - programs designed to reduce wellbeing gaps
 - environmental functions, challenges and world views
 - strategies for managing environmental change
- What skills will I learn through Geography?**
- conduct geographical inquiry and explanation
 - interpret maps, statistics, graphics and written texts
 - analyse causes and consequences of change
 - apply human-environment systems thinking
 - evaluate strategies and communicate findings

Course content

Unit 1	Unit 2	Knowledge and understanding	Inquiry and skills
Geographies of human wellbeing	Environmental change and management	Places, environments, spatial differences and sustainability	Data interpretation Fieldwork Analysis Evaluation Communication



Geography

Elective Subject

How will students be assessed?

Assessment measures knowledge, comprehension, application, synthesis, decision-making, research and communication.

Investigation and project	Examination
Geographical investigation Project using environmental, social and economic criteria	Knowledge and understanding Geographical inquiry and skills

Assessment may include:

- tests and group activities
- oral presentations and practical exercises
- folios and field reports
- assignments

Homework requirements

No specific homework requirement is stated in the source document. Students may need to complete research, fieldwork preparation or assessment outside class.

Other information

The subject develops foundational knowledge and skills for General Geography, Social and Community Studies and the Certificate III in Tourism.

Costs incurred

Students are expected to participate in fieldwork excursions. Costs may include transport, materials and venue entry.

Pathways

The course supports future study in General Geography, Social and Community Studies and Certificate III in Tourism.

Subject Summary

Subject type	Assessment	Homework	Costs
Elective subject	Investigation, project and examination	Research and assessment completion as required	Fieldwork excursion costs apply



Health and Physical Education

Year 10 Subject

Senior course readiness and pathways

Introduces senior Physical Education concepts while developing health knowledge, physical performance and lifelong participation skills.

What is the course about?

Health and Physical Education supports intellectual, physical, social and emotional development. Students examine influences on wellbeing and experience different forms of physical activity while building fitness, movement and social skills.

What will I learn?

The course models the Australian Curriculum and Queensland Senior Physical Education. Students study four physical activities with equal emphasis and develop both game-specific and general athletic skills through progressively challenging drills and performance contexts.

- sports medicine and fitness
- exercise physiology, training and touch football
- sports psychology and netball
- tactical awareness and badminton
- health, fitness and physical performance

What skills will I learn through Health and Physical Education?

- apply health and movement concepts
- analyse performance and tactical decisions
- develop game-specific and general athletic skills
- use training, psychology and sports medicine principles
- communicate and collaborate in physical activity settings

Course content

Unit 1	Unit 2	Unit 3	Unit 4
Sports Medicine and Fitness	Exercise Physiology and Training - Touch Football	Sports Psychology - Netball	Tactical Awareness - Badminton



Health and Physical Education

Year 10 Subject

How will students be assessed?

Assessment includes analytical and research tasks, multimodal communication, annotated performance evidence and practical performance.

Theory and analysis	Practical performance
Research or analytical assignments and reports Multimodal presentations	Annotated video performance Practical assessment tasks Physical performance showcase reel

Assessment may include:

- research and analytical assignments
- reports and multimodal presentations
- annotated video performance
- practical assessment tasks
- physical performance showcase reel

Homework requirements

Homework is set regularly and may include completing tasks, study, skill practice and assessment work.

Other information

Students should bring running shoes, sports uniform or a change of clothes, sunscreen and a school hat for each practical lesson.

Costs incurred

Materials are supplied through the Student Resource Scheme (SRS). Excursions forming part of assessment may involve transport, materials and venue entry costs.

Pathways

The course prepares students for Senior Physical Education, Sport and Recreation and Certificate II in Health Support Services.

Subject Summary

Subject type	Assessment	Homework	Costs
Year 10 subject	Theory, multimodal and practical assessment	Regular study, skill practice and assessment work	Assessment excursion costs may apply



History

Elective Subject

Course focus and pathways

Develops historical inquiry, source analysis and understanding of Australia and the modern world from 1918 to the present.

What is the course about?

History helps students make informed and ethical decisions as global citizens. Students develop interpretive and explanatory thinking, evaluate evidence and understand the causes and consequences of past events on the modern world.

What will I learn?

The Year 10 curriculum examines the modern world and Australia from 1918 to the present, with emphasis on Australia in its global context. In-depth studies include World War II, popular culture, and rights and freedoms.

- World War II
- popular culture
- rights and freedoms
- Australia's place in the Asia-Pacific region and the world
- evidence, continuity and change, cause and effect, perspectives and contestability

What skills will I learn through History?

- conduct historical inquiry
- analyse and evaluate primary and secondary sources
- explain cause, effect, continuity and change
- consider perspectives, empathy, significance and contestability
- construct evidence-based written and oral responses

Course content

Depth study 1	Depth study 2	Depth study 3	Historical inquiry
World War II	Popular culture	Rights and freedoms	Evidence Cause and effect Perspectives Significance Contestability



History

Elective Subject

How will students be assessed?

Assessment measures historical knowledge, source analysis, research, explanation and communication.

Research and investigation	Examinations
Historical exhibit research investigation Essay investigation based on sources	Essay examination in response to historical sources Short-response examination

Assessment may include:

- historical exhibit research investigation
- source-based essay examination
- source-based essay investigation
- short-response examination

Homework requirements

Homework varies by unit and may include reading notes, completing classwork, researching and drafting assessment.

Other information

The subject develops foundational skills for Senior Modern History, Legal Studies and Social and Community Studies.

Costs incurred

Students may participate in competitions, incursions or excursions. Costs may include transport, materials and venue entry.

Pathways

The course supports future study in Modern History, Legal Studies and Social and Community Studies.

Subject Summary

Subject type	Assessment	Homework	Costs
Elective subject	Research investigations and source-based exams	Reading, research and drafting as required	Activity and excursion costs may apply



Music

Elective Subject

Senior course readiness and pathways

Prepares students for Music and Music in Practice. Students will also learn transferrable skills for other Arts subjects, Instrumental Music and English.

What is the course about?

Music engages, inspires and enriches students by developing imagination and creative expression. Students learn to listen with intent, manipulate and respond to sound, and communicate ideas and values through music.

What will I learn?

Students develop their musicianship through performing, composing and critical listening across different styles, cultures and technologies. Students perform solo and ensemble repertoire through singing and/or instruments. They arrange and compose using notation, recording experimentation and digital technologies such as Soundtrap. Throughout the year, students will critically analyse and evaluate their own and others' music practices using appropriate terminology.

What skills will I learn through Music?

- perform with confidence, expression and stylistic integrity
- compose, arrange and improvise original music
- use notation and technologies to record and share music
- listen critically to analyse and evaluate musical choices
- justify your opinions using music terminology.

Course content

Semester 1	Semester 2
Successful Scores - Music in film, television and games	Funky Fusions - Combining music from different cultures, times and places including cover songs, mashups and remixes.



Music

Elective Subject

How will students be assessed?

Assessment includes performing, composing and responding tasks.

Assessment may include:

Making	Responding
Solo or ensemble performance through singing or instrument Digital, improvised, notated or recorded compositions	Written or multimodal analysis and evaluation of music

Homework requirements

Students prepare for assessment and complete set tasks attached to each unit.

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 may attend a live QPAC performance and the cost for this excursion will be approximately \$60. For further details please refer to the SRS Schedule.

Pathways

Music develops creative, critical and performance capabilities and supports continued participation in school and community music activities.

Subject Summary

Subject type	Assessment	Homework	Costs
Elective subject	Performing, composing and responding	Assessment preparation and set unit tasks	QPAC excursion approximately \$60



Visual Arts

Elective Subject

Senior course readiness and pathways

Prepares students for Senior Visual Art or Visual Arts in Practice through inquiry, making and responding.

What is the course about?

Visual Arts develops practical skills, personal expression, understanding and analysis of artworks and art in the environment. Students research, develop, resolve and reflect on ideas, supporting broad educational and vocational capabilities.

What will I learn?

Students use an Inquiry Learning Model of researching, developing, resolving and reflecting to transform ideas into artworks. Making involves production of artworks considering context, meaning and aesthetic value. 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 and involves researching, analysing, interpreting and evaluating artworks.

What skills will I learn through Visual Arts?

- research and develop visual ideas
- experiment with materials, techniques and processes
- resolve ideas into individual artworks
- analyse, interpret and evaluate artworks
- document and reflect on creative development

Course content

Unit 1	Unit 2	Unit 3	Inquiry model
Movements that Matter - Cubism and 2D still life	Pot-ential in Clay - sculpture including 3D plant pot	Art as Fashion - Wearable art and mixed media	Activism in Art - Art with a message



Visual Arts

Elective Subject

How will students be assessed?

Assessment consists of folios of making and responding work developed during the course.

Making	Responding
2D and 3D Production techniques Resolved artworks Visual journal development and experimentation	Extended written or multimodal responses Research, analysis, interpretation and evaluation

Homework requirements

Students maintain a Visual Diary and undertake research and developmental work in their own time. Practical and theoretical assignment work may also be completed at home.

Other information

Visual Arts supports future pathways including architecture, engineering, town planning, advertising, arts administration, teaching, curating, design, illustration, film, television and multimedia.

Costs incurred

Students participating in the SRS receive a Visual Diary and class materials. Additional costs may apply for gallery excursions and materials for individual artworks.

Pathways

The course prepares students for Senior Visual Art and Visual Arts in Practice and develops skills relevant to a wide range of creative and design careers.

Subject Summary

Subject type	Assessment	Homework	Costs
Elective subject	Making and responding folios	Visual Diary, research and development work	Excursion and individual material costs may apply



Instrumental Music Program

Co-curricular Program

Program focus and participation

Provides instrumental tuition and ensemble experience for students across all year levels.

What is the course about?

The program supports musical development through group instrumental instruction and ensemble participation. It adds an extra dimension to the school Music Program and provides opportunities to develop performance skills in live settings.

What will I learn?

Students receive one instrumental lesson each week on strings, brass, woodwind or percussion instrument. Lessons operate on a rotational timetable to minimise absence from other curriculum classes. Students participate in one or more of school ensembles: Concert Band, Jazz Band and String Ensemble. Ensembles rehearse weekly and perform at school and community events.

The curriculum goal is 'students becoming musicians' which is taught and assessed through the following interrelated dimensions:

Literacy	Technique	Performance
Instrument, Symbol & Terms, Rhythm & Melody, Sight Reading	Posture, Tuning & Intonation, Tone, Articulation, Pitch Repertoire	Solo & Ensemble Performance

What skills will I learn through Instrumental Music Program?

- develop instrumental technique and musicianship
- rehearse and perform as part of an ensemble
- read music and respond to musical symbols and terms
- develop tone, tuning, articulation and rhythmic accuracy
- contribute confidently to live performances.

Course content

Instrument tuition	Ensemble experience	Musicianship	Performance
One group lesson each week Rotational timetable	Concert Band Stage Band String Ensemble	Tone Pitch Rhythm Sight reading Posture	School and community concerts and events



Instrumental Music Program

Co-curricular Program

How will students be assessed?

Students sit regular practical performance assessments which usually include scales, sight-reading and prepared piece/s. They take part in small group lessons and school ensembles. A-E reports are issued at the end of each semester.

Assessment may also include:

- holistic judgements about informal and formal assessment
- student performance in both lesson and ensemble environments.

Homework requirements

Homework is an important aspect of Instrumental Music and it is expected that students will complete regular home practice on their instrument to support their progress. It is recommended that students practice for 15 minutes at least 5 times each week. Teachers will provide resources and teach routines around homework for students as needed.

Other information

Further details are available in the Instrumental Music Handbook.

Costs incurred

All participants pay a \$60 annual ensemble fee. Optional school instrument hire is \$50 per year; large school-based instruments such as baritone saxophone, double bass and tuba are \$15 per year.

Pathways

Studying instrumental music develops performance, leadership, creativity, collaboration, confidence, discipline and pathways into further study, careers and lifelong music-making. It supports and is supported by the Classroom Music program and includes school-based and community performances.

Subject Summary

Subject type	Assessment	Homework	Costs
Co-curricular program	Practical performance assessment	Personal practice and repertoire preparation	Annual ensemble and instrument hire fees as relevant



Pathways Preparedness Programs



**Bracken Ridge
State High School**

Strive to Accomplish



Technologies



Art



Drama



10VVP Arts Production Skills

Elective Subject

Senior course readiness and pathways

This program is designed for students who want to create a collaborative arts project. It contributes towards FSK20119 Certificate II in Skills for Work and Vocational Pathways and develops practical employability skills through authentic production experiences. At school it is connected to Drama, Music, Visual Art, Music in Practice and Visual Arts in Practice. The course is also connected to pathways into music, theatre, dance, film, television, visual arts, design, media, production, creative technology, event management, customer service and entertainment industries.

What is the course about?

Arts Production Skills is a practical, project-based subject in which students create a collaborative arts project. Students work as members of a production team and take responsibility for roles that reflect their interests, strengths and future pathways. The subject develops communication, teamwork, organisation, problem-solving, time-management, leadership and the ability to respond constructively to feedback.

Students plan, develop, promote and present a substantial arts production. Depending on the interests of the class, the project may be a live theatre production, performance showcase, short film, multimedia production, or an audio, music or podcast project with a launch event. No previous experience in acting or arts production is required.

What will I learn?

Students take part in the full production process, including:

- developing and pitching ideas
- allocating production roles and preparing schedules
- rehearsing, filming or creating production material
- promoting and presenting the final production
- reflecting on their contribution and completed work.

What skills will I learn through Arts Production Skills?

- communication, teamwork and collaboration
- organisation, planning and time management
- creative and practical production skills
- leadership, responsibility and problem-solving
- responding to feedback and maintaining a digital portfolio.

Course content

Students choose a major and minor pathway from the following during the production:

Devising and Performing	Producing and Marketing	Media	Technical Production
Acting and directing Scriptwriting and devising Rehearsing and performing	Production management Event planning and publicity Graphic design Front of House	Filming and photography Editing and animation Audio and motion graphics	Lighting and sound Stage management and backstage crew Props, sets and multimedia



10VVP Arts Production Skills

Elective Subject

How will students be assessed?

Assessment approach	Evidence of competency
Competency-based assessment	Practical production work and completion of allocated responsibilities
Reported as Competency Achieved or Competency Not Achieved	Teacher observations, skill sign-offs and a digital portfolio of evidence

Each Major and Minor pathway contains a practical skills checklist. Students must successfully complete the required checklist tasks and participate in planning, rehearsals and production activities.

Homework requirements

Students may be required to complete planning, research, editing, script development or portfolio organisation outside regular class time. Scheduled rehearsals, production meetings, performances or presentation events may also occur outside normal class hours. Advance notice will be provided where possible.

Other information

Students can contribute through performance, media, technical, design, management and promotional roles. They should be prepared to work collaboratively, accept responsibility for an allocated role, meet deadlines, respond constructively to feedback, collect evidence of their work and participate in the final production or presentation.

Pathways

This subject supports pathways into senior Arts, media and production subjects, vocational education and training, creative industries, event production, film and digital media, technical theatre, marketing and workplace learning.

Subject Summary

Subject type	Assessment	Pathways	Costs
Elective subject; contributes towards FSK20119	Competency-based practical tasks, observations and digital portfolio	Drama (General) Visual Arts in Practice (Applied)	Fees may apply for this course, refer to the SRS for information



STEM - Advanced Manufacturing Future Skills Program

Semester 2 Elective Subject

Senior course readiness and pathways

This program is designed for students who want to solve real-world problems and use 3D design to create solutions for industry-informed manufacturing challenges. It supports the development of skills connected to Queensland's advanced manufacturing industry, STEM learning and Design and Technologies.

What is the course about?

The STEM Advanced Manufacturing Future Skills Program is delivered through Makers Empire in collaboration with the Department of Natural Resources and Mines, Manufacturing and Regional and Rural Development. Students work through an industry-informed project that links design thinking, manufacturing, technology and enterprise.

Students identify and solve a manufacturing problem, develop a business case, create a prototype or product, and present their work to an industry judging panel at a showcase event.

What will I learn?

Through the program, students will learn to:

- identify and define a real-world manufacturing problem
- use 3D design processes to develop possible solutions
- use appropriate technologies and manufacturing skills to create prototypes and products
- develop a business case to explain and support a proposed solution
- prepare and present a project to an industry judging panel.

What skills will I learn through GET SET STEM?

- problem-solving and design thinking
- 3D design, prototyping and advanced manufacturing skills
- project planning and business-case development
- communication, teamwork and industry presentation skills
- responding to industry feedback and refining a solution.

Course content

Problem Identification	3D Design and Prototyping	Business Case	Industry Showcase
Real-world challenge Industry-informed problem Design requirements	3D design Manufacturing technologies Prototype or product development	Solution justification Project planning Business-case preparation	Industry judging panel Showcase presentation Awards and project resources



STEM - Advanced Manufacturing Future Skills Program

Semester 2 Elective Subject

How will students demonstrate their learning?

Program component	Evidence of learning
Problem solving	Identification and development of a solution to a manufacturing problem
Design and production	3D designs, prototypes and products developed using appropriate technologies
Enterprise skills	A business case that explains and supports the proposed solution
Communication	Presentation to an industry judging panel at the showcase event

Program delivery requirements

Students will be required to attend some industry visits and showcase opportunities outside of school hours. These will be minimised as much as possible but travel to other locations will sometimes require early arrival or a later departure from school. Advance prior notice will be given to parents via QParents Consent Manager. Students will work in Teams, and as such, their regular attendance is a mandatory requirement.

Pathways

The program supports future learning and career exploration in advanced manufacturing, STEM, Design and Technologies, 3D design, prototyping and related industry pathways.

Subject Summary

Subject type	Learning evidence	Pathway	Costs
Semester 2 elective program	Manufacturing solution, 3D design, prototype, business case and industry presentation	Cert III in Digital Technology	Fees apply for this course, refer to the SRS for information



10VVP Marine Careers Immersion Program

Semester 2 Elective Subject

Senior course readiness and pathways

This program is designed to prepare students to enter Aquatic Practices, Marine Science and Tourism.

What is the course about?

The program takes students through soft skills required to train and work in the marine industry. Students then move through a series of lessons focused on different marine career pathways and participate in learning experiences related to these careers.

Students have the opportunity to pay for and complete their marine white card at a reduced cost. Marine Card is the marine industry's Workplace Health & Safety induction card. Industry employees, contractors, and workers, along with DIY boat owners, use the card as evidence that they have participated in the Marine Card induction. Marinas, boatyards and other marine work-sites accept the card, often as a condition of entry to the site.

What skills will I learn through the Marine Careers Immersion Program?

- Foster an understanding and appreciation of marine ecosystems, biodiversity, and conservation efforts.
- Provide students with hands-on, experiential learning opportunities in marine environments.
- Develop students' practical skills in marine science, including data collection, analysis, and environmental monitoring.
- Promote critical thinking and problem-solving skills through real-world applications of marine studies.
- Encourage stewardship of marine environments and sustainable practices.
- Support students in exploring potential career pathways in marine science, environmental management, and related fields.

Course content

Marine Ecosystems	Practical Marine Skills	Industry Preparation	Career Exploration
Biodiversity Conservation efforts Sustainable practices	Data collection Analysis Environmental monitoring	Workplace soft skills Marine-industry safety awareness Marine Card opportunity	Marine science Environmental management Tourism and related fields



10VVP Marine Careers Immersion Program

Semester 2 Elective Subject

How will students be assessed?

Assessment approach	Examples of evidence
VET-style assessment	Observations, role plays and simulations
Knowledge and understanding	Quizzes, presentations and portfolios
Practical application	Practical skill assessments

Marine Card opportunity

Students have the opportunity to pay for and complete their Marine Card at a reduced cost. The Marine Card is the marine industry's Workplace Health and Safety induction card. Industry employees, contractors, workers and DIY boat owners use the card as evidence that they have participated in the induction. Marinas, boatyards and other marine worksites may accept the card as a condition of entry.

Learning experiences

Students move through lessons focused on different marine career pathways and participate in learning experiences related to these careers. The program combines industry preparation, marine-environment learning and practical application.

Pathways

The program is designed to support future study in Aquatic Practices, Marine Science and Tourism and to introduce potential pathways in marine science, environmental management and related fields.

Subject Summary

Subject type	Assessment	Pathways	Costs
Semester 2 elective option	VET-style observations, simulations, quizzes, practical tasks, presentations and portfolios	Aquatic Practices (Applied) Marine Science (General)	Fees apply for this course, refer to the SRS for information

MSL20122 Certificate II in Sampling and Measurement

Vocational Education and Training

Leichhardt Training - RTO Number: 32368

Elective Subject



Overview

This program is designed for students who are planning on an ATAR direct pathway. This program will use students VETiS funding, so it is not designed for students who plan to student a VETiS funded certificate in year 11.

This program is for students who are wanting to study Chemistry, Biology, Marine Science and/or Physics in Year 11.

Course Outline

Students will train with Leichhardt training to attain a Certificate II in Sampling and Measurement MSL20122.

Entry Requirements

Nil

QCE Credits on Completion

4 QCE credits. Completed qualifications contribute to the Core category of the QCE.

Course Structure

This course is designed to walk participants through the accepted practices of taking unbiased field samples, and the scientific theory surrounding sampling. Courses are highly practical (60% practical work) and prepare samplers for fieldwork. Course topics reflect this.

Units

Unit Code	Unit Title
MSL912002	Work within a laboratory or field workplace
MSL922002	Record and present data
MSL943004	Participate in laboratory or field workplace safety
MSL952003	Collect routine site samples
MSL952004	Handle and transport samples or equipment
MSL972002	Take routine site measurements
MSL933008	Perform calibration checks on equipment and assist with its maintenance
MSMENV272	Participate in environmentally sustainable work practices



MSL20122 Certificate II in Sampling and Measurement

Vocational Education and Training

Leichhardt Training - RTO Number: 32368

Elective Subject



Assessment

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

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

Projects, tasks and work evidence will be progressively gathered by the assessor for each unit of competency until sufficient valid evidence is available to make a competency decision. Evidence of skills and knowledge will be gathered simultaneously.

Fees

This course is funded using the students VETiS funding model.

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.



10VVP Writing for Publication

Elective Subject

Senior course readiness and pathways

No prerequisite or prior experience is specified. This subject is suited to students who enjoy creative writing, storytelling, publishing, teamwork and producing work for an audience beyond the classroom.

What is the course about?

Writing for Publication is a practical, project-based subject in which students work collaboratively to create and publish a book. Each student contributes an original piece to a shared publication that can be presented to the wider community.

Students explore a range of writing styles and text types while developing the processes used by professional authors, editors and publishers. The semester culminates in the publication of the book and a community launch event.

What will I learn?

Students will have opportunities to:

- develop creative and professional writing skills
- write for authentic audiences and purposes
- plan, draft, edit, proofread and publish an original text
- respond to feedback and improve written work
- collaborate with others to produce a published book
- learn about the writing and publishing industry
- organise advertising and a community book launch.

What skills will I learn through Writing for Publication?

- planning and producing writing for a specific audience and purpose
- editing and proofreading for clarity, accuracy and effectiveness
- using feedback to improve a written product
- collaborating effectively to complete a shared project
- managing time and meeting project deadlines
- reflecting on writing development and completed work.

Course content

Explore and Plan	Draft and Create	Edit and Publish	Promote and Launch
Explore writing styles and text types Identify audience and purpose Plan an original contribution	Create a short story, poem, historical fiction or persuasive text Draft and refine ideas Apply the writing process	Edit and proofread Respond to feedback Prepare work for the shared book	Learn about publishing roles Develop advertising Organise and host a community book launch



10VVP Writing for Publication

Elective Subject

How will students be assessed?

Assessment approach	Evidence of competency
Competency-based assessment	Planning and producing writing for an identified audience and purpose
Practical project evidence	Drafting, editing, proofreading and applying feedback through to publication
Collaborative project participation	Contributing to the shared book, meeting deadlines and supporting the book launch

Students demonstrate practical competencies rather than receive traditional A–E grades. Evidence may include written drafts, edited work, feedback records, the final published contribution, collaboration and reflection.

Learning experiences

Students may participate in workshops and guest-speaker sessions and may have opportunities to work alongside authors, illustrators or editors. They also explore advertising and event management while preparing the book launch.

Homework requirements

Specific homework requirements are not stated in the source document. Students will need to manage drafting, editing and project deadlines across the semester.

Pathways

The subject develops foundation skills relevant to creative and professional writing, publishing, editing, communications, advertising, collaborative project work and event management.

Subject Summary

Subject type	Assessment	Pathways	Costs
Elective, project-based subject	Competency-based writing, editing, collaboration and reflection	English (General) Essential English (Applied)	Nil



10VVP Pathways to Health Program

Year 10 Elective Subject

Senior course readiness and pathways

Open to any Year 10 student who wants to explore a pathway in healthcare or has an interest in health. This introductory program is delivered by the third-party partner Connect 'n' Grow.

What is the course about?

The Pathways to Health Program introduces students to the fundamentals of the healthcare system and the range of work undertaken across the health industry. Students work collaboratively to complete the course requirements and develop an understanding of safe and effective workplace practices.

The program develops practical and employability skills that are transferable to healthcare and many other industries, including teamwork, communication, time management, workplace safety and infection prevention.

What will I learn?

Students will learn about:

- Workplace Health and Safety
- basic first aid
- Personal Protective Equipment
- time management
- infection control.

What skills will I learn through the Pathways to Health Program?

- understanding the fundamentals of the healthcare system
- applying workplace safety and infection-control practices
- working collaboratively as part of a team
- managing time and completing course requirements
- communicating with others in workplace-style learning
- exploring healthcare sectors and career pathways.

Course content

Healthcare Foundations	Safety and First Aid	Professional Skills	Career Exploration
Healthcare system Health-industry sectors Introductory health learning	Workplace Health and Safety Basic first aid Personal Protective Equipment	Teamwork and collaboration Time management Transferable workplace skills	Industry presentations Healthcare pathways Health-sector site visits



10VVP Pathways to Health Program

Year 10 Elective Subject

How will students be assessed?

Assessment approach	Course requirements
Provider-set learning activities	Students complete course activities and work collaboratively to meet the provider requirements.
Assessment details	Specific assessment methods and completion requirements will be advised by Connect 'n' Grow.

Specific assessment methods and completion requirements are established by Connect 'n' Grow. The supplied course information does not provide further assessment detail.

Industry engagement

Healthcare professionals will present to students as part of the course. These presentations will introduce different sectors of the healthcare industry and explain the pathways available to students.

Site visits

After students have developed a basic understanding of the healthcare industry, site visits may be offered during VVP lessons to provide further exposure to the professions and workplaces that exist across the health sector.

Pathways

This program supports students to explore healthcare careers and health-related study or training. The teamwork, safety, communication and time-management skills developed through the program are also transferable to many other industries.

Subject Summary

Subject type	Assessment	Pathways	Costs
Year 10 elective program	Provider-set course requirements; details advised by provider	Physical Education (General) Sport & Recreation (Applied)	Fees may apply for this course, refer to the SRS for information