

Brisbane
Boys'
College.
Year 10
Curriculum
Handbook
2022.

Contents

Curriculum Overview 2022	3
Heads of Department	4
Year 10 Curriculum	5
Core Subjects	
Christian Education	6
English.....	7
Health and Physical Education	8
Mathematics	9
Mathematical Methods	9
General Mathematics	10
Essential Mathematics	11
Elective Subjects	
The Arts	12
Visual Art	12
Drama.....	13
Film, Television and New Media	14
Music	16
Health and Physical Education	17
Physical Education	17
Sport and Recreation	18
Humanities	19
Ancient History	19
Modern History	20
Geography	21
Introduction to Commerce.....	22
Philosophy and Reason	24
LOTE	25
Chinese	25
French	26
Japanese	27
Science	28
General Science.....	28
Earth and Environmental Science	29
Biology	30
Chemistry	31
Physics	32
Psychology	33
Technology	34
Design	34
Digital Solution	35
Engineering Foundations	36
Information & Communication Technology	37
Industrial Graphics Skills	38
Industrial Technology Skills	39
Certificate III in Aviation (Remote Pilot)	40

Curriculum Overview 2022

YEAR 10

CORE SUBJECTS

Christian Education

English

English

Health and Physical Education

Health and Physical Education

Mathematics

Mathematics Methods

General Mathematics

Essential Mathematics

ELECTIVE SUBJECTS

The Arts

Visual Art

Drama

Film, Television and New Media

Music

Health and Physical Education

Physical Education

Sport and Recreation

Humanities *

Ancient History

Modern History

Geography

Introduction to Commerce

Philosophy and Reason

LOTE

Chinese

French

Japanese

Science *

General Science

Earth and Environmental Science

Biology

Chemistry

Physics

Psychology

Technology

Design

Digital Solutions

Engineering Foundations

Information & Communication Technology

Industrial Graphics Skills

Industrial Technology Skills

Certificate III in Aviation (Remote Pilot)

* Students must choose at least one subject

Head of Department

Art

Mr Adrian Hunter
E: ahunter@bbc.qld.edu.au

Chinese

Ms Joanne Cheng
E: jcheng@bbc.qld.edu.au

Christian Education

Mr Stephen Phillpotts
E: sphillpotts@bbc.qld.edu.au

Intro to Commerce

Coordinator

Mr Lee Bennett
E: lbennett@bbc.qld.edu.au

Drama

Ms Catherine Heffernan
E: cheffernan@bbc.qld.edu.au

English

Ms Grace Loyden
E: gloyden@bbc.qld.edu.au

French

Mrs Christelle Luxford
E: cluxford@bbc.qld.edu.au

Health and Physical Education

Mr Ben Spearritt
E: bspearritt@bbc.qld.edu.au

Humanities

Mr Peter Auliciems
E: pauliciems@bbc.qld.edu.au

Japanese

Mr Hiro Suzuki
E: hsuzuki@bbc.qld.edu.au

Mathematics

Mr Chicri Maksoud
E: cmaksoud@bbc.qld.edu.au

Music

Mr Stuart Quill
E: squill@bbc.qld.edu.au

Science

Mr David Fisher
E: dfisher@bbc.qld.edu.au

Technology

Mr Rory Whitelaw
E: rwhitelaw@bbc.qld.edu.au

Teaching and Learning Team

Head of Academic Performance and Innovation

Dr Leigh Hobart
E: lhobart@bbc.qld.edu.au

Director of Operations

Mr Brett Jennings
E: bjennings@bbc.qld.edu.au

Careers Counsellor (Years 7 to 12)

Ms Roma Deo
E: rdeo@bbc.qld.edu.au

Senior School Curriculum Coordinator

Mr Dominic Piacun
E: dpiacun@bbc.qld.edu.au

Middle School Curriculum Coordinator

Amelia Apogremiotis
E: apogremiotis@bbc.qld.edu.au

YEAR 10 CURRICULUM



Christian Education

Subject Overview

The purpose of Christian Education within the school curriculum is to enable each student's understanding and reflection on both Gospel values and the relationship that they can enter into with God through Jesus Christ. Students will investigate Christ's calls for transformational living and for us to be agents of change in the world.

Christian Education assists students to understand God's call on our lives and the many ways we can positively respond to the Gospel.

The College seeks to make a strong link between real world issues and the Bible's relevance in a young man's life. The Christian Education program at BBC is both practical and experiential, offering many opportunities for boys to respond to the Gospel's foundations of salvation, justice, restoration and renewal.

The Year 10 course will give opportunity for students to ask searching questions of the foundational claims of the Christian faith and its relevance to their lives. Within the course there will be opportunities for the student to explore how God can empower our lives.

Course Structure

Semester One - The Holy Spirit and Christian Spirituality

- Christian history is characterised by followers acting out of their faith, informed by their spirituality
- World religions
- A comparative study of four major world religions and their influence in history. Students will also compare and contrast the religion they are studying with Christianity. The unique claims of Christ will also be explored.

Semester Two - Life transformations

- Students will examine addictive behaviour and issues surrounding the use of illegal substances. Students investigate transformed lives out of addiction through the dimension of faith.
- Sexuality and relationships
- Discussions based around the text "Worth the Wait" including medical presentations of sexually transmitted infections. Relationships will be considered through a biblical paradigm.
- The destructive psychology of cults
- Identifies cult behaviour in its various forms in recent history.
- Les Miserables
- A study of the themes within Hugo's novel that echo the Gospel story and deal with values of justice, forgiveness and grace.

Assessment

Term One - Exam

Term Two - World Religions oral presentation assignment

- End of semester exam

Term Three - Exam

Term Four - Cults group oral assignment

- End of semester exam

English

English

Subject Overview

Year 10 English offers students opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives. Students are asked to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes.

The subject English focuses on the study of both literary and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence and challenge ideas and interpretations through the analysis and creation of varied texts.

Integral to the English course at Brisbane Boys' College is a progressive, sequenced study of: grammar, syntax, spelling, punctuation and vocabulary. Students are issued with English skills workbooks they are required to complete throughout the year of study so they can progressively hone their skills in technical accuracy, proof-reading and editing.

Both National Curriculum and essential cognitions required for students to negotiate Senior English subjects are addressed in the Year 10 English course.

Course Structure

Unit 1: Representations of Power

Unit 2: Understanding and Experimenting with Style

Assessment

- Spoken persuasive assignment
- Written analytical exam
- Written imaginative exam
- Spoken analytical assignment

Health and Physical Education (Core Program)

Subject Overview

Year 10 students refine more specialised movement skills and complex movement strategies and concepts in a range of physical contexts. There is a strong focus on personal and social skills including leadership, teamwork and cooperation in, through and about physical activities. Students examine their own and other's movement performances with an emphasis on analysis and evaluation to improve performance. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also devise strategies to support preventative health practices ensuring community health and wellbeing is considered.

Course Structure

Semester One

- Unit 1: Cooperation in striking, catching and fielding games
- Unit 2: Risk-taking behaviours

Semester Two

- Unit 3: Leading a constraints approach to invasion games
- Unit 4: Performance analysis

Assessment

- Unit 1: Project folio assignment
- Unit 2: Investigation assignment
- Unit 3: Performance assignment
- Unit 4: Multimodal assignment

Mathematics

Mathematical Methods

Subject Overview

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of Mathematics.

Course Structure

The course involves topics and problem solving about data interpretation and statistics, measurement and geometry, trigonometry, formulae and equations, numbers and patterns, ratio and proportion, probability, and financial Mathematics. Students use a graphics calculator.

Assessment

- Internal assessment involves a written exam in Terms One to Three weighted at 15% each and regular tests weighted at 10% in total. The Term Four exam is 35% of the course mark.
- In Term Three students do a problem solving and modeling task (PSMT) weighted at 10%. All assessment replicates the intended structure evident in the new Senior Courses.
- Understanding and fluency is assessed as simple familiar tasks. Reasoning involves complex familiar tasks and problem solving is assessed by complex unfamiliar tasks.

Prerequisite

- Year 9 Mathematical Methods

General Mathematics

Subject Overview

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of Mathematics.

Course Structure

The course involves topics and problem solving about data interpretation and statistics, measurement and geometry, trigonometry, formulae and equations, numbers and patterns, ratio and proportion, probability, and financial Mathematics. Students use an electronic calculator.

Assessment

- Internal assessment involves a written exam in Terms One to Three weighted at 15% each. The Term Four exam is 45% of the course mark.
- In Term One students do a problem solving and modeling task (PSMT) weighted at 10%. All assessment replicates the intended structure evident in the new senior courses.
- Understanding and fluency is assessed as simple familiar tasks. Reasoning involves complex familiar tasks and problem solving is assessed by complex unfamiliar tasks.

Prerequisite

- Year 9 General Mathematics

Essential Mathematics

Subject Overview

The course is designed to build confidence and success when using Mathematics in everyday contexts, to develop skills such as using a calculator, maps, and tables to identify and use relevant technologies in Mathematics. The course aims to improve numeracy skills as preparedness for work entry through apprenticeships and traineeships. Boys will be expected to work cooperatively with others, in groups. The course expects boys to make informed mathematical decisions after researching and suitably presenting various projects and tasks. In this course, the teaching and learning contexts is one that has personal relevance to students and is related to real life. This is achieved primarily through the three general objectives of knowing, applying, and explaining. This course meets the requirements of the Australian Curriculum Achievement Standards.

Course Structure

Topics studied are number, data, distance and time, measurement, and finance, reading and using graphs and tables and applications of real-life Mathematics. Students use an electronic calculator.

Assessment

- Each term internal assessment involves a written exam.
- In Semester One students do a problem solving and modelling task (PSMT).
- All assessment replicates the intended structure evident in the new Senior Course.

Prerequisite

- Year 9 Essential Mathematics

The Arts

Visual Art

Subject Overview

The Years 7-12 Visual Art program primarily aims to develop visual literacy through active involvement in various art making processes. Visual literacy requires an understanding of the visual design language and the application of creative problem solving. This understanding can also be developed by responding to artworks.

The course is designed primarily to provide a well informed foundation, including a broader understanding of the historical and cultural significance of the visual arts throughout time, from which students can make decisions regarding subject choices for Years 11 and 12. It also aims to identify those students with an affinity towards the visual arts and to cultivate their interest, as well as provide some direction and understanding of the content of the Senior Art Course

Course Structure

Semester One - Illusion of Space

- Making (Practical Folios)
- Drawing – devices used to create the illusion of space
- Painting – techniques of past masters
- Design – composition and layout
- Appraising (The Theory of Art)
- A comparative survey of the development of spatial illusion in the history of painting to the present day

Semester Two - Mass and Volume

- Making (Practical Folios)
- Drawing – the illusion of mass and volume
- Painting – Spontaneous realism
- Sculpture – Cubism and re-construction
- Appraising
- A comparative survey of the inherent properties of materials and their application in sculpture and architecture.

Assessment

- Creating (Visual Literacy) – Making tasks, student workbook
- Presenting (Application) – Making tasks, student workbook, appraising task
- Responding (Appraising) – Research Assignment, Exam, Homework tasks, student workbook

Drama

Subject Overview

Students in Drama learn experientially through a process of inquiry, initiated by questions that make connections between conventions and the dramatic action. The course provides students with opportunities to explore a diverse range of styles, play texts and contexts, building on the knowledge and skills developed in the Middle School Drama program.

By the end of Year 10, students will be able to analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They will use their own experiences and developing world view to evaluate drama from different viewpoints.

Students use the key skills of communication, collaboration, creativity and critical thinking to make informed decisions relevant to both practical and written analytical work and justify their decisions with evidence to support their conclusions.

All students will attend live professional theatre performances and in-class workshop with industry experts.

Course Structure

Semester One - Acting and Reacting

This unit develops student's skills in acting and script writing. Students will have the opportunity to develop the skills necessary to block and present polished scenes for performance. Furthermore, they will learn the process for developing and publishing a script. Finally, they will respond to a live performance in written form.

Semester Two - Movement That Means Something

This unit encourages students to acquire the knowledge and skills necessary to create dramatic meaning through skills of Physical Theatre and understanding of stage design, space, lighting and costume. An important aspect of this unit will be to structure drama in order to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements. Students will both devise their own work and respond to stimulus material, drawing on a broader world context. Seeing their work as a part of a global perspective encourages citizenship, empathy and social intelligence.

Assessment

Assessment in Drama is completed in Making and Responding dimensions, in alignment with assessment styles they will encounter in Years 11 and 12

Semester One

Making:

- Practical Group Performances
- Individual Directorial Vision

Responding:

- Analytical Response to Live Performance

Semester Two

Making:

- Practical Group Performances
- Individual Dramatic Concept

Responding:

- Analytical Response to Live Performance

Film, Television and New Media

Subject Overview

Film, Television and New Media aims to promote a critical awareness of visual and media literacy and an appreciation of the impact moving images have in our everyday lives. We have long associated moving images with film and television, however, new technologies have enabled new, interactive ways that individuals and groups can communicate. This subject explores the changes and developments in moving image media, associated issues and the ways that moving images represent our world. Students develop their understanding of this subject through a combination of practical and theoretical learning experiences.

By the end of Year 10, students analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute. They evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning. They evaluate how social, institutional and ethical issues influence the making and use of media artworks.

The units of study are based on developing and understanding of five key concepts in Film, Television and New Media. These key concepts are -

- Technologies are a tool for creating meaning in moving images
- Languages are the signs, symbols and codes in moving images
- Representations are constructions of people, places, events, ideas and emotions in moving images
- Audiences are made up of specific groups or individuals for whom moving-image products are made
- Institutions enable or constrain media production

Throughout the course students will have access to camera and editing equipment, textbook and computer resources and professional personnel. Students will be encouraged to take an active interest in film, video, television and multi-media production in the wider community. Excursions to cinemas and production houses may also be a component of the course whenever possible.

This course of study also meets vocational needs, particularly for students wishing to pursue future careers in the Information or Creative Industries such as Print/ Broadcast Media, Computing, Multimedia, Journalism, Public Relations, and Business in general.

Film, Television and New Media also promotes self-discipline and independent learning, responsibility, a sense of personal worth, confidence and teamwork skills, all of which are transferable to a range of work options and life paths. Although this subject should be no more time consuming than any other senior course of study, students may be required to complete practical assessment at the College outside of normal class times.

Course Structure

Semester One – Unit 1: Foundations of Film

This unit encourages students to explore the world around them through the moving image medium of documentary. Students learn about why documentary is important and how technical and symbolic meaning can be made using moving image. Students have the opportunity to create their own short documentary right from the pre-production research stage, to editing and the end in a video production.

Unit content includes:

- Creating meaning with moving image media
- Understanding symbolic and technical codes
- Researching and communicating
- Practical filming and editing skills.

Semester Two – Unit 2 – Stories we tell

This unit encourages students to explore film genres and start to look at the concepts of narrative and story structure. Students have the opportunity to devise original screenplays, work with actors and direct their very own genre film. Students learn skills of communication, collaboration and creativity to help solve complex problems that can occur in a short period of time.

Unit content includes:

- Developing an eye for genre and mis-en-scene
- Developing an original film idea and seeing it come to life over the unit
- Working on technical skills of camera operation, lighting and editing
- Communicating with actors and external parties to experience real world film making

Assessment

Semester One

- Case study investigation
- Multiplatform project design
- Multiplatform project production

Semester Two

- Multiplatform project design
- Multiplatform project production
- Case study exam

Music

Subject Overview

Year 10 sees the introduction of a Music acceleration program whereby all students begin the QCAA General Music Syllabus. This course begins a student's journey towards completing General Music a year earlier than they might be able to at other schools. The General Music course contributes towards a student's tertiary entrance rank (ATAR) and Queensland Certificate of Education (QCE) units.

Course Structure

Students commence General Music in Year 10, aiming to complete it at the end of Year 11. Students can then elect to do one of the Music Extension Syllabi in Year 12. The Course is structured in the following way:

Year 10	Year 11	Year 12
General (ATAR) Music	General (ATAR) Music	
Unit 1 and Unit 2	Unit 3 and Unit 4	Music Extension (ATAR)
All assessment is Formative with only a satisfactory/unsatisfactory result needing to be passed on to QCAA.	Unit 3 and Unit 4	
Unit 1: Designs	All assessment is Summative and counts towards ATAR.	All assessment is Summative and counts towards ATAR.
Unit 2: Identities	Unit 3: Innovations	
	Unit 4: Narratives	

Assessment

Year 10	Year 11	Year 12
General (ATAR) Music Unit 1 and Unit 2	General (ATAR) Music Unit 3 and Unit 4	Music Extension (ATAR) Unit 3 and Unit 4
Formative as outlined above. IA1 – Performance IA2 – Composition IA3 – Integrated Project IA4 – Trial Exam	Summative as outlined above. IA1 – Performance IA2 – Composition IA3 – Integrated Project IA4 – External Exam	All assessment is Summative and counts towards ATAR.

Prerequisite

- B or above in Year 9 Music as well as regular vocal or instrumental lessons either privately or at the College.
- While not mandatory, an approximate Grade 4/5 AMEB practical and Grade 1/2 AMEB Theory or Musicianship is recommended as students enter Grade 10.

Health and Physical Education (Electives)

Physical Education

Subject Overview

Over the course of study, units use engagement in physical activity learning contexts to investigate the biophysical, sociocultural and psychological bases of physical activity, and explore their applications to performance.

Students in Physical Education learn experientially through a process of inquiry, initiated by questions that make connections between the subject matter and physical activity. Physical activity learning contexts are a medium and context for deep learning.

Students make informed decisions relevant to specific questions and validate their decisions with evidence to justify strategies.

Intelligent performance in physical activity learning contexts demonstrates the inter connectedness and holistic conceptualisation of the basis of physical activity.

Course Structure

- Movement, motor learning and physical activity
- Energy, training and physical activity
- Sport psychology, and physical activity
- Sociology in sport and physical activity

Assessment

- Performance - Folio (25%)
- Project - Folio (30%)
- Project - Folio (30%)
- Investigation - Report (15%)

Sports and Recreation

Subject Overview

This program offered is a course that allows each student to focus on the role recreation has on their own life and that of the communities. Students will experience the challenge and fun of active participation in physical activity while developing life skills. The skills developed in Recreation may help you in work, personal fitness, or general health and wellbeing. Recreation is a subject that is designed to expose students to the holistic development of an individual in the sport and recreation industry as an athlete, coach and administrator. As with Physical Education, there is a strong emphasis on literacy in Recreation and this must be considered when selecting this as a subject for senior studies.

Course Structure

Students will participate in a variety of learning experiences across multiple units of work that are embedded in these core topics.

Semester One

- Sport, recreation and healthy living. Physical activity context - Golf.

Semester Two

- Sport, recreation, and the community. Physical activity context - Squash.

Assessment

For Sport and Recreation, students are assessed in the criteria of acquiring, applying and evaluating. The following assessment techniques could be used to determine the student's result.

Semester One

- Examination
- Performance

Semester Two

- Performance
- Research assignment

Humanities

Ancient History

Subject Overview

“Was there a Trojan War? Were the Vikings really so bloodthirsty? Did you know that in ancient Greece you would have had bread dipped in olive oil for breakfast? Was there really a golden fleece and was it found by Jason? Did aliens build the pyramids? Why do the Romans matter? Did you know that brown haired Viking men bleached their hair blonde and that the Romans had special farms to breed snails for eating?”

Through a study of Ancient History, dramatic events and personalities of the past will come alive for students. They are relevant to an understanding of how our world came to be. After all, without the Greeks we would not be able to choose our government or freely express an opinion.

“So, how did that come about?”

Emphasis is placed on ‘doing’ history, on being involved in the process of historical investigation, and developing skills of critical enquiry into the motivations behind historical people and events.

To do this, students solve problems and learn how to communicate their views; skills which are vital for interacting in all aspects of today’s world.

Students can study both Ancient and Modern History in Year 10. They have the option of taking one semester in each subject, or alternatively, taking either Ancient or Modern History over the full year.

Course Structure

Semester One: People and places in the Ancient and Medieval Worlds Archaeology: how do we know about the past?

Today’s archaeology uses the latest forensic technology seen in shows such as CSI. This topic looks at famous finds and archaeologists.

The first case study is Ancient Egypt. In this unit students study how and why the pyramids were built, Egyptian burial practices including mummification, and the role of the gods, daily life and the role of the pharaoh is studied.

For the second case study students will be able to choose one of the following:-

1. Mesoamerica: the Mayans, Aztecs and Incas intrigue everyone with their impressive buildings and agricultural techniques
2. The Vikings: we ask the question: “Was there more to the Vikings than raiding?” The answer may surprise you.
3. Personalities: looking at the movers and shakers of the Ancient and Medieval world. People such as Julius Caesar, Ramesses II, Hannibal, Richard the Lionheart, Boudicca, Socrates and many more.

Semester Two: Warfare and change in the Ancient and Medieval worlds

“When did people starting fighting?”

Who were the most successful and innovative? The Assyrians, the Greeks, the Romans, or maybe the Crusaders or even the Aztecs? What weapons and tactics were used?

Warfare: This unit looks at the development of warfare including changes in organisation, techniques (including siege warfare) and weapons. Two theories of warfare will be considered: The Western Way of War and the Eastern Art of War as outlined by the likes of Sun Tzu.

Change: what causes it and what effect does it have? The Black Death in the 14th century had a huge impact. Find out what it was all about. Could something like this happen again?

Assessment

Semester One - Examination essay and investigation report

Semester Two – Investigation report and exam

Modern History

Subject Overview

History is about change. It looks at people over times past and present in different societies, noticing and explaining their attitudes, beliefs and behaviours, and interpreting their reactions to the various pressures, conditions and events that induce change.

The ultimate purpose of studying history is to give meaning to our own life – a personal statement of identity. We incorporate into our own experiences and understandings the examples and case studies of other peoples who have expressed their hopes, endured conflicts, lived ordinary lives with their environment, and in their localities.

When studying history, as in everyday life, we ask meaningful questions, collect evidence, sift through it, analyse it and evaluate it, to produce satisfactory answers to problems of living. These answers provide a context for our own lives and establish a range of values that shape our attitudes, beliefs and behaviours.

History remembers the past, explains the present and gives hope and interpretation for our future. History provides contexts, meanings and explanations for our lives.

Course Structure

Semester One – The Nazis and the Holocaust

The aim of this study is to investigate how Germany's humiliating defeat during World War I and subsequent lack of confidence in their weak government known as the Weimar Republic, provided the chance for the rise of a new leader, Adolf Hitler, and his party, the National Socialist German Workers' Party (Nazi party).

Hitler was a powerful and spellbinding speaker who attracted a wide following of Germans desperate for change. He promised the disenfranchised a better life and a new and glorious Germany. The Nazis appealed especially to the unemployed, young people, and members of the lower middle class (small store owners, office employees, craftsmen and farmers). The party's rise to power was rapid.

In his endeavour to effect change, Adolf Hitler used force, directly or indirectly, to achieve power and to maintain his role through suppression (often violent) and disempowerment of his people. It will be important to reflect upon the notion that once power has been gained through force, it becomes incredibly difficult to operate in any other way. The course culminates in a study of the Holocaust.

Semester Two – WWII – The Pacific War

Through a study of the armed conflict that took place in East Asia and the Pacific between 1937 – 1945 students (with the use of case studies and their associated sources) will evaluate different perspectives and interpretations to make judgements about the views of individuals and groups.

The unit begins by looking at 1930's Japan and the rise of militarism, which ultimately leads to the invasion by Japan of China, Southeast Asia and the Pacific.

Specific events like the invasion of China, the rape of Nanking, the fall of Singapore, Pearl Harbour, Kokoda and the atomic bombing of Japan will be studied in detail.

Moreover, students will synthesise historical sources and evidence, combining different parts or elements into a coherent whole in order to create a new understanding.

Assessment

Semester One

- Examination Essay
- Investigation Report

Semester Two

- Investigation Report
- Exam

Geography

Subject Overview

How do we interact with our natural and urban environments and how can these be made more sustainable? These are issues which are directly addressed in the study of Geography and students are encouraged to be proactive and consider how these issues can be managed. This subject is a diverse discipline which involves geographical investigation (facilitated by field trips). Geography is more than a subject - it's a field. You'll learn things in Geography that will help you in most of your other classes. Moreover, Geography educates students in collecting, analysing and synthesising information, communicating ideas and information orally and through writing, problem solving and decision making skills. It teaches students how to research and organise information and also to effectively use maps, satellite imagery and databases. Year 10 Geography introduces students to a wide range of physical and social geography units. This assists students in understanding the world around them and also exposes them to a Year 11/12 style approach so they can make informed senior subject selections.

Course Structure

Semester One – The Geography of Well Being

This unit introduces students to studies about liveability, for students to appreciate that throughout the world there are regional disparities in relationship to access to education, health, water, government services, civil liberties and housing. There is also a unit which focuses on the political hot-spots of the world and the chance for students to make some sense about contemporary conflicts and how these in turn impact upon the lives of their citizens.

Semester Two – Environmental Change and Management

This unit focuses upon a range of different biomes like coasts and catchments. Students will assess how humans and invasive plants and animals have altered the natural system. Moreover, students will be challenged to suggest how these impacts can be best managed.

Assessment

Semester One

- Exam
- Investigation Report

Semester Two

- Investigation Report
- Exam

Introduction to Commerce

Subject Overview

Introduction to Commerce is a full year course for Year 10 students that encompasses two subjects within the Humanities and Social Science learning area of the Australian Curriculum; civics and citizenship and economics and business.

The primary aim of the course is to provide students with the knowledge and skills to become active and informed citizens. The course also offers students a valuable platform of knowledge and skills that can be readily transferred to the three strands of commerce offered at the senior level. These include the Queensland Curriculum and Assessment Authority subjects of Accounting, Economics and Legal Studies.

The units of work in Year 10 are not designed to be a prerequisite for enrolling in any of the senior commerce subjects, but rather a guide to the areas of knowledge and the types of skills and assessments that are developed more intensively in these subjects at the senior level.

Course Structure

Unit 1: Introduction to Economics

- Topic 1.1 - Understanding the Economy
- Topic 1.2 - Measuring Australia's Economic Performance
- Topic 1.2 - Living Standards

Unit 2: Introduction to Legal Studies

- Topic 2.1 - Government, Democracy and the Citizen
- Topic 2.2 - Australia's Legal System
- Topic 2.3 - Crime and Punishment

Unit 3: Introduction to Accounting and Business

- Topic 3.1 - The Changing Work Environment
- Topic 3.2 - The Business Environment
- Topic 3.3 - Accounting and Business

Unit 4: Introduction to Financial Literacy

- Topic 4.1 - Managing Financial Risks and Rewards
- Topic 4.2 - Credit and Debt
- Topic 4.3 - Getting a Job

Assessment

Assessment for this course will mirror the assessment types used in the senior aligned subjects of Accounting, Economics and Legal Studies. Students will be assessed using the following cognitive criteria across a range of four assessments:

- Analysing
- Communicating
- Comprehending
- Creating
- Describing
- Evaluating
- Executing
- Explaining
- Problem-solving
- Selecting

The four assessments include:

- Combination Short Response Test
- Research-based Argumentative Essay
- Combination Short Response Test
- Research-based Investigative Report

Philosophy and Reason

Subject Overview

The Year 10 Philosophy and Reason course is a one-year class which will highly benefit those boys who choose to do Philosophy and Reason in Year 11 and Year 12, but is also advantageous and rewarding no matter what courses you might choose in the future and as such does not have to be just a precursor subject. Philosophy and Reason is concerned with developing the ability to think well - to be able to reason critically and independently, leading to the development of your own informed views. In the process, this subject will introduce you to some of the most influential ideas to shape our contemporary world. The ability to analyse, present arguments and to reason well are highly useful life skills which have been consistently identified by community and business leaders as necessary for success in the modern working environment. The skills acquired in this course are also particularly beneficial for those considering university level study in any subject.

The Year 10 course introduces students to some of the basic concepts of philosophy and logical thought. Philosophy and Reason will add value to whatever course of study you are contemplating. The subject seeks to help you develop the skills above all others required for success at school, university, in the workplace and in life. How to think and how (best) to live! The study of Philosophy and Reason is the basis for further education and employment in the fields of law, medicine, psychology, philosophy, journalism, teaching, politics, creative arts and engineering. The development of thinking skills in this course establishes the transferable skills of critical thinking and would support post-school participation in a wide range of fields. The contribution that the study of Philosophy and Reason makes to students lies in their attainment of the knowledge, skills and processes of rational thought. These directly affect the students' quality of life, not only in determining the rational nature of their own decisions but also their responses to the views of others.

Course Structure

A sample of experiences students can expect to encounter include:

- Applying logical problem solving strategies
- Analysing and evaluating the quality of reasoning contained in arguments drawn from a wide variety of everyday sources
- Formulating and justifying points of view both orally and in writing in relation to contemporary issues
- Being exposed to various philosophical ideas which underlie beliefs, ways of thinking and social structures
- Engaging in philosophical discussion and debate in an atmosphere of openness, generosity and respect
- Leading seminars and workshops

Semester One

- What is a human being?
- What makes a good argument?

Semester Two

- What is the mind?
- What makes a good government?

Assessment

Semester One

- Exam and Assignment/Multimodal

Semester Two

- Exam and Assignment/Multimodal

LOTE

Chinese

Subject Overview

This course consists of seven lessons fortnightly. Two semesters of work are necessary and students are required to enrol in Semesters One and Two.

Chinese is a subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Chinese can establish a basis for further education and employment in many professions and industries. For example, those which value the knowledge of an additional language and the intercultural understanding it encompasses, such as business, hospitality, law, science, technology, sociology and education.

Other resources supplement the textbook (e.g. videos, computer software, and handouts prepared by the teacher). Teaching strategies focus on the communicative approach and learning is based on interesting, comprehensive and communicative activities.

As students experience and evaluate a range of different text types, they reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions. This informs their capacity to create texts for a range of contexts, purposes and audiences. Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these interrelated skills, and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

Course Structure

Semester One

- Term One My school life
- Term Two Location and direction

Semester Two

- Term Three Weekend fun
- Term Four Applying for sick leave

Assessment

Term One: Analysing Chinese texts in English and Creating Chinese texts in Chinese

Term Two: Analysing Chinese texts in English, Creating Chinese texts in Chinese and Exchanging information in Chinese

Term Three: Analysing Chinese texts in Chinese and Exchanging information in Chinese

Term Four: Analysing Chinese texts in English and Creating Chinese texts in Chinese

Prerequisite

- Years 7, 8 and 9 Chinese
- An interest and a good learning attitude in the second language studies

French

Subject Overview

French at BBC is taught in a communicative way following the Australian Curriculum as well as using the Dimensions of Learning.

The students are encouraged to grow not only their linguistic skills but also their cognitive and metacognitive competencies in view of them becoming fully independent learners. Year 10 is a period of language exploration and vocabulary expansion, and of experimentation with different modes of communication such as digital and hypermedia, collaborative performance and group discussions. Increasing control of language structures and systems builds confidence and interest in communicating in a wider range of contexts.

Learners use French to communicate and interact, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a wider range of texts and experiences. They use French more fluently, with a greater degree of self-correction and repair. Students reference the accuracy of their language use against a stronger frame of grammatical and systems knowledge. They demonstrate understanding of language variation and change, and of how inter-cultural experience, technology, media and globalisation influence forms of communication. Learners also develop general capabilities such as literacy and numeracy.

Students who want to do French in Years 11 and 12 must take French for both semesters as Semester Two builds up on Semester One vocabulary. Students who want to do French for one semester can only do so in Semester One.

- French Film Festival (March)
- Eating at French restaurants
- Bastille Day (July)

Course Structure

Semester One

- Health and Fitness issues
- Life issues for young people
- Societal changes in the 20th Century

Semester Two

- Recounting past events
- Environmental issues
- Future plans

Assessment

At the end of each Term, there will be tests according to the following program. These tests have been created to mirror the tests in Years 11 and 12 in order to prepare the students for the Senior Syllabus.

Term One

- Analyse French Texts in English

Term Two

- Analyse French Texts in English
- Create French Texts with French Stimulus
- Exchange Information and Ideas in French

Term Three

- Analyse French Texts in English
- Create French Texts with French Stimulus
- Exchange Information and Ideas in French

Term Four

- Analyse French Texts in English
- Create French Texts with French Stimulus
- Exchange Information and Ideas in French

Prerequisite

- Years 7-9

Japanese

Subject Overview

Japanese involves studying about Japanese language (speaking, writing, reading and listening) and its culture.

Japan has one of the largest economy in the world and largest trading partners for Australia. Japan is one of the most powerful countries in our region and as such, exerts considerable influence on our own economy. Australia has many ties with Japan through trade, Governmental and cultural activities. This creates a demand for Australians who are linguistically competent and who are sensitive to the socio-cultural background which influences Japanese behaviour.

The language of Japanese is spoken by over 120 million people. Understanding of the Japanese way of thinking and an ability to speak Japanese is a very valuable skill to possess when entering the work force, as past students can attest.

BBC takes part in two student exchanges with Japanese schools, so opportunities exist for boys to experience the culture and lifestyle and make Japanese friends whilst still at school.

Course Structure

The basic elements of the Japanese language and an understanding of the uniqueness of the Japanese social and cultural traditions are integrated through a focus upon specific topics in the Syllabus.

At least 100 frequently recurring Kanji are practised in reading and writing exercises throughout Year 10.

Topics are chosen to facilitate active, communicative use of the language and include school life/social life in Japan, sports, hobbies, recreations, and simple language tasks to assist with shopping, talking about families and asking for directions in the street.

Assessment

Each of the four skills, Listening, Speaking, Reading, and Writing are normally assessed twice per semester. Each skill is weighted equally, i.e. 25% of the total.

To assess Listening skills, comprehension passages relating to topics covered are prepared. Speaking is assessed with reference to fluency and pronunciation. Writing needs to convey meaning concisely and be grammatically correct. Reading skills are assessed for comprehension.

Prerequisite

- Students must know all Hiragana and Katakana.
- Basic verbs, adjectives and nouns are essential.
- Students are recommended to achieve a B or higher in Year 9 to continue Japanese in Year 10.

Science

Year 10 students at BBC have the opportunity to select individual sciences—Biology, Chemistry, Earth Science, Physics and Psychology—as electives in Year 10. In all of these areas students will cover the requirements of the Australian Curriculum but also have a chance to start learning the individual subjects in depth. This has the advantage of providing a solid foundation for these subjects in the ATAR courses in Years 11 and 12.

General Science

Subject Overview

General Science is a science subject for students who know they are not taking an ATAR (Senior) science subject like Physics, Chemistry or Biology, but are still interested in how science can explain the world and processes around them.

In Semester One students will study the Earth and space and cover topics like mass extinctions, geochemical cycling, the causes and impact of climate change and the earth in space. They will also cover kinetic molecular theory and how it relates to reactions. Key reactions and how to control their rate and finally materials like metals and polymers.

In Semester Two students will study a unit on motion using common objects like bicycles and cars to understand concepts like distance, speed, conversion between units of speed, graphing distance, time and speed and acceleration. These move students onto studying inertia and forces in one and two dimensions. Once motion is covered the boys will move onto the last unit on Biology. This covers reproduction—both asexual and sexual—and the systems used for each. Genetics and human traits and how these are passed on from generation to generation completes the unit.

Assessment

Semester One

- Student experiment
- Exam

Semester Two

- Research investigation
- Exam

Earth and Environment Science

Subject Overview

In Semester One students cover how global systems, including the carbon cycle, rely on interactions in the biosphere, lithosphere, hydrosphere and atmosphere. They also cover the universe—galaxies, stars, the solar system and cosmic inflation theory. Students undertake analysis and manipulation of data, and the calculation of errors, to introduce them to assessment methods in Years 11 and 12. Students develop reading and writing skills in writing reports in the format needed for ATAR Earth and Environmental Science. Collaborative experimental work also helps students to develop communication, interaction, and self-management skills.

In Semester Two students further explore Earth processes and phenomena that occur in different Earth systems and how they are interrelated. An understanding of Earth processes is essential to appreciate the significance of Earth's four systems: geosphere, atmosphere, hydrosphere and biosphere. Students investigate phenomena associated with Earth systems and processes. They examine relevant concepts, models, principles and theories to analyse common past and present Earth features, processes and phenomena.

Contexts that are investigated include local, regional and global Earth features, processes and phenomena. Through the investigation of these contexts, students explore ways to predict future changes to the geosphere, atmosphere, hydrosphere and biosphere; provide advice about ways to mitigate the effect of human-induced change; explore ways in which science knowledge interacts with social, economic, cultural and ethical factors; and describe and explain complex models of the Earth's interior.

Assessment

Semester One

- Student experiment
- Exam

Semester Two

- Research investigation
- Exam

Biology

Subject Overview

In Semester One students will study reproduction in animals and in humans in particular. After this they will cover reproductive technologies, the cell cycle cell, Mendelian genetics, pedigrees and evolution. Students will undertake a number of practicals, experiments and investigations that introduce them to writing reports in the format needed for ATAR Biology and also manipulating data and calculating uncertainty. Collaborative experimental work also helps students to develop communication, interaction, and self-management skills.

In Semester Two students explore natural ecosystems with a focus on the cycling of carbon between living and non-living components. The processes of photosynthesis and cellular respiration are investigated at a cellular level and related to the exchange of matter and energy with their immediate environment. A student experiment investigating this topic is completed, promoting critical scientific skills such as predicting, experimental design, data analysis and evaluation of experimental processes.

Throughout the semester, students develop skills in conducting real or virtual laboratory work and carrying out microscopic examination of cells and tissues. They use these skills to construct and use models to describe and interpret data about the functions of cells and organisms and to explain cellular processes.

Assessment

Semester One

- Research investigation
- Exam

Semester Two

- Student experiment
- Exam

Chemistry

Subject Overview

In Semester One students study kinetic theory and how particles behave in relation to each other, atomic structure and the periodic table and trends and then different reaction types and how the rates of reactions can be controlled. Students will undertake a number of practicals and experiments that introduce them to writing reports in the format needed for ATAR Chemistry and also manipulating data and calculating errors. Collaborative experimental work also helps students to develop communication, interaction, and self-management skills.

In Semester Two students relate matter and energy in chemical reactions as they consider the breaking and reforming of bonds as new substances are produced. The properties of a material depend on, and can be explained by, the material's structure. A range of models at the atomic and molecular scale enable explanation and prediction of the structure of materials, and how this structure influences properties and reactions.

Students conduct further practical investigations to develop their understanding of patterns in the properties and composition of materials. They explore the structure of materials by describing physical and chemical properties at the macroscopic scale, and use models of structure and primary bonding at the atomic and subatomic scale to explain these properties. They are introduced to the mole concept as a means of quantifying matter in chemical reactions.

Assessment

Semester One

- Student experiment
- Exam

Semester Two

- Research investigation
- Exam

Physics

Subject Overview

In Semester One Physics students explore energy and motion. Students will use Physics concepts to understand how energy conservation in a system can be explained by describing energy transfers and transformation, and the motion of objects can be described and predicted using the laws of Physics. Semester One Physics focuses on developing students' ability to work scientifically by collecting and analysing data, and reporting on experimental findings. Topics to be covered include energy conservation, transfers and transformations, and describing the motion of objects using the Laws of Motion and Newton's Laws.

In Semester Two, students explore the ways Physics is used to describe, explain and predict the energy transfers and transformations that are pivotal to modern industrial societies. An understanding of heating processes, nuclear reactions and electricity is essential to appreciate how global energy needs are met. Students investigate heating processes, apply the nuclear model of the atom to investigate radioactivity, and learn how nuclear reactions convert mass into energy. They examine the movement of electrical charge in circuits and use this to analyse and design electrical circuits.

In both semesters, participation in a range of experiments and investigations will allow students to progressively develop their suite of science inquiry skills, while gaining an enhanced appreciation of the range of technologies that have contributed to the development of physics understanding. Collaborative experimental work also helps students to develop communication, interaction, character and management skills.

Assessment

Semester One

- Student experiment
- Exam

Semester Two

- Research investigation
- Exam

Psychology

Subject Overview

Psychology prepares students to either take ATAR Psychology in Years 11 and 12 or give them a good background in human behaviour and interactions as they study other subjects like Legal Studies, Accounting, Geography, Modern and Ancient History and Drama.

In Semester One students are introduced to Psychology as a discipline and then study memory, development of the personality and stereotyping, prejudice and discrimination.

In Semester Two students study both individual and societal learning, human aggression, social influence and finally research methods and how to analyse data from studies.

Assessment

Semester One

- Student experiment
- Exam

Semester Two

- Research investigation
- Exam

Technology

Design

Subject Overview

The Design course is a foundation course for students thinking of studying Design in Year 11 and 12. The course focuses on the practical application of design thinking, drawing skills and prototyping skills to develop creative ideas in response to identified needs, wants and opportunities.

Design is a service, used to develop objects, spaces and information communications in disciplines such as architecture, business, graphic and digital media design, industrial design, interior design and landscape architecture. Designers are required to balance technical, commercial, human, cultural and aesthetic requirements.

The teaching and learning approach uses a design process based on the problem-based learning framework. This approach enables students to learn about design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and prototyping skills; and evaluating ideas and design concepts. Students communicate design proposals to suit different audiences.

Students will develop an appreciation of designers and the role of the design disciplines in society. Students learn the value of creative thinking and build resilience as they experience iterative design processes where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

Course Structure

Units of Work

- Topic 1 – Foundation
- Topic 2 – Develop phase
- Topic 3 – Design Folio
- Topic 4 – Foundation

Assessment

- Collection of Foundation Work
- Design Examination
- Design Folio

Digital Solutions

Subject Overview

The Digital Solutions course is a foundation course for students thinking of studying Digital Solutions in Year 11 and 12. Through each semester, students continue expanding on the programming concepts learned during Year 9. Students will be introduced to environments utilised in business and academics. Through this course students will broaden their appreciation of the applications and fundamental concepts that drive technology we use today. Students who may consider continuing their studies into Year 11 should take the course as a prerequisite unless the student is able to demonstrate the skills and understanding to continue further study.

Course Structure

- Interactive programming
- Python: Core Skills

Assessment

- Examination
- Project

Engineering Foundations

Subject Overview

The problem-solving process in Engineering involves the practical application of Science, Technology, Engineering and Mathematics (STEM) knowledge to develop sustainable products, processes and services. Engineers use their technical and social knowledge to solve problems in ways that meet the needs of today's individuals, communities, businesses and environments, without compromising the potential needs of future generations.

Students who study Engineering develop technical knowledge and problem-solving skills that enable them to respond to and manage ongoing technological and societal change. Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning. Students learn to explore complex, open-ended problems and develop engineered solutions.

They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Engineering provides students with an opportunity to experience, first-hand and in a practical way, the exciting and dynamic work of real-world engineers. Students learn transferrable human skills that support their life aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. The study of Engineering inspires students to become adaptable and resilient. They appreciate the engineer's ability to confidently and purposefully generate solutions that improve the quality of people's lives in an increasingly complex and dynamic technological world.

Course Structure

- Engineering Communications
- Engineering Mechanics
- Engineering Material

Assessment

- Project - Folio
- Examination

Information & Communication Technology

Subject Overview

The subject Information and Communication Technology (ICT) is a foundation course that focuses on the knowledge, understanding and skills related to engagement with information and communication technology through a variety of elective contexts derived from work, study and leisure environments of today.

Across business, industry, government, education and leisure sectors, rapidly changing ICT practices and protocols create corresponding vocational opportunities. To enable students to take advantage of these opportunities, this subject area will equip them with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems. Students will develop knowledge, understanding and skills across multiple platforms and operating systems, and will be ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions.

The subject Information and Communication Technology is concerned with skills in applying knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts. Through practice in problem-solving in a variety of contexts, both individually and collaboratively, it promotes adaptable, competent and self-motivated users and consumers of ICT who can work with clients and colleagues to identify issues and solve problems.

Course Structure

Units of Work

- Introduction to HTML/CSS
- Introduction to animation production
- Introduction to video and audio production
- Introduction to database production and management
- Introduction to document production
- Introduction to online communication

Assessment

- Extended Response
- Project

Industrial Graphics Skills

Subject Overview

Industrial Graphics Skills focuses on underpinning industry practices and drafting processes required to produce technical drawings in a variety of industries including building and construction, engineering and furnishing. It provides a unique opportunity for students to experience the challenge and personal satisfaction of producing technical drawings and models while developing beneficial vocational and life skills.

The subject includes two Core Topics – “Industry practices” and “Drafting processes”. Industry practices are used by manufacturing enterprises to manage the management of products from raw materials. Drafting processes combine drawing skills and processes with the knowledge of materials and tools to produce industry-specific technical drawings. Students explore the knowledge, understanding, and skills of the core topics through selected industry-based electives in response to local needs and resources.

By completing drafting and modelling tasks, students develop transferable skills relevant to a range of industry-based practices, interpret technical drawings, demonstrate and apply safe practical modelling procedures with tools and materials, communicate using oral and written modes, organise and produce technical drawings and evaluate drawings using specifications.

This course is further developed in Years 11 and 12 to a greater depth.

Course Structure

- Building and Construction
- Engineering Drafting

Assessment

- Project
- Practical demonstration
- Examination

Industrial Technology Skills

Subject Overview

The Industrial Technology Skills subject focuses on the underpinning industry practices and production processes required to manufacture products in a variety of industries. The industry areas studied at Brisbane Boys' College are Engineering and Furnishing. It provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

The subject includes two core topics - 'Industry practices' and 'Production Processes'. Industry practices are used by manufacturing enterprises to manage the manufacturing of products from raw materials. Production Processes combine the production skills and procedures required to create products. Students explore the knowledge, understanding and skills of the core topics through selected industry-based electives in response to local needs, available resources and teacher expertise.

Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time. Most of the learning is done through manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

By doing manufacturing tasks, students develop transferable skills relevant to a range of industry-based electives and future employment opportunities. They understand industry practices, interpret specifications, including technical drawings, demonstrate and apply safe practical production processes with hand/power tools and machinery, communicate using oral, written and graphical modes, organise, calculate and plan production processes and evaluate the products they create using predefined specifications.

Course Structure

The Industrial Technology Skills course is designed around core and elective topics.

Core Topic

- Industry practices
- Production processes

Elective topics

- Cabinet-making
- Furniture finishing
- Furniture-making
- Welding and Fabrication

Assessment

- Project (digital portfolio and product)
- Practical demonstration

Certificate III in Aviation (Remote Pilot)

Subject Overview

This qualification prepares you for a role as a licensed drone pilot and will provide you with the skills, knowledge and licenses to operate commercially. This could be for your own business, working for a company or working for one of many government departments which are utilising drones. The course is also an excellent entry point into the aviation industry as you will be learning the same subjects that pilots of manned aircraft in airlines and the military learn. The course is a mix of theory and practical flying to ensure you have the skills and knowledge to be employed as a drone pilot in a full time role or part time role.

Qualification

A total of nine core units and five elective units of competency must be completed (14 in total) to be awarded VI30419 Certificate III in Aviation (Remote Pilot). Upon successful completion of the course you will also be eligible to receive the CASA Remote Pilot Licence for multi-rotor aircraft up to 7kgs.

This qualification is covered by VETIS funding. Those students wishing to complete an apprenticeship are not advised to undertake this course. The cost (approx. \$200) of CASA licencing is to be covered by students.

Duration

The completion time-frame for this qualification is a full school year, when included into secondary school curriculum. Durations may vary between new learners and those who have recognised previous aviation qualifications or have prior UAV experience.

Training will be delivered face to face where the student will attend classes with qualified trainers and assessors, including practice and assessment of physical remote pilot skills using a hands on approach. An online learning management system also supports the students during their course of study.

Course Structure

9 Core Units

- AVIF0021 - Manage human factors in remote pilot aircraft systems operations
- AVIH0006 - Navigate remote pilot aircraft systems
- AVIW0028 - Operate and manage remote pilot aircraft systems
- AVIW0004 - Perform operational inspections on remote operated systems
- AVIY0052 - Control remote pilot aircraft systems on the ground
- AVIY0023 - Launch, control and recover a remotely piloted aircraft
- AVIY0053 - Manage remote pilot aircraft systems energy source requirements
- AVIY0031 - Apply the principles of air law to remote pilot aircraft systems operations
- AVIZ0005 - Apply situational awareness in remote pilot aircraft systems operations

5 Elective Units

- AVIG0003 - Work effectively in the aviation industry
- AVIZ0004 - Maintain security awareness and vigilance in an aviation workplace
- AVIY0027 - Operate multi-rotor remote pilot aircraft systems
- AVIH0008 - Operate remote pilot aircraft systems extended visual line of sight (EVLOS)
- AVIW0008 - Conduct aerial search using remote pilot aircraft Systems

Assessment

- Online Course assessment
- Practical Demonstration
- Written Flight Proposal documentation



BRISBANE BOYS' COLLEGE

THE PRESBYTERIAN AND METHODIST SCHOOLS ASSOCIATION TRADING AS BRISBANE BOYS' COLLEGE
KENSINGTON TERRACE · TOOWONG · QUEENSLAND · 4066 · CRICOS 00491J
TELEPHONE +61 7 3309 3500 · FACSIMILE +61 7 3371 2679 · WWW.BBC.QLD.EDU.AU