

Brisbane
Boys'
College
Year 9
Curriculum
Handbook
2024

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YEAR 9 SUBJECTS

CORE SUBJECTS

Christian Education
English
History and Geography
Mathematics
Health and Physical Education
Science

ELECTIVE SUBJECTS

Creative Arts
Drama
Music
iCreate
Visual Art
LOTE
Chinese
French
Japanese
Technology
Design Technology
Digital Technology
iFutures

*Must select one option from each Learning Area.

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Christian Education

Subject Overview

The place of Christian Education within the School's curriculum is to inform each student's intellect with a clear reference point to both Gospel values and the redeeming person of Jesus Christ. Students will investigate Christ's call for transformational living and for us to be agents of change in the world. Christian Education assists students to understand God's call in 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 justice, restoration and renewal.

Exploring Christian belief through the Middle and Senior Schools incorporates Old and New Testament Bible study, comparative religions research, topic based research projects and a wide range of invited speakers.

Course Structure

Semester 1 - In the Beginning God created What?

- Students explore the importance and role of the Old Testament for the Christian faith.
- Students to understand what it means to wrestle with the conscience, as the lives of Old Testament characters are studied. Students consider the importance of the family unit.
- The Ten Commandments - the relevance of the Ten Commandments today are explored through the account of Moses.
- Leadership - Students reflect on the value of a leader's capacity to trust God through a study of Israel's kings.
- Jesus in the Old Testament – how the roles of Jesus and king, prophet and high priest are foretold in the Old Testament.

Semester 2 - The Ten Commandments

- Students explore the importance of forgiveness in relationships and how God has forgiven us through Jesus' death and resurrection
- Students will examine a variety of relationships as modelled in the life of the apostle Paul and be challenged to value and develop good relationships in their own lives

Assessment

Semester 1

- End of Term 1 exam & Ten Commandments assignment

Semester 2

- End of Term 3 exam

English

English

Subject Overview

The National Curriculum in English requires students in Years 7-10 to respond to a variety of literary and non-literary texts from various authors and perspectives, across a range of cultural contexts. Students are also required to produce a variety of literary and non-literary texts, representing different social contexts, times and places, attitudes, values and perspectives. The course enables individuals to identify, understand, empathise and critically engage with various people, viewpoints and experiences in life.

During their course of study, students learn to articulate their own attitudes, values and viewpoints, evaluate texts and representations of people and contexts, as well as create their own informative, imaginative, multi-modal, persuasive, and analytical-expository texts.

Integral to the English course at Brisbane Boys' College is a progressive, sequenced study of the basics: grammar, syntax, spelling, punctuation and vocabulary. Students are encouraged to read widely to expand their vocabulary, revise spelling and their use of sentence punctuation, to improve their literacy skills in English. Students are also strongly urged to read novel and drama texts before viewing film representations.

Course Structure

Semester 1

- Exploring issues

Semester 2

- Making connections

Assessment

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

English Honours

Selected students will be provided with the opportunity to extend themselves and further develop their skills across persuasive, imaginative, and analytical texts through invitation to the Honours English course. This is an enrichment course that enables students to pursue their interests and abilities in the English subject. The course explores topics, themes, genres and texts with greater breadth and depth than is normally required and thus enables learners to develop an appreciation of the wider context of a subject area. While the texts and focus may change, the Honours English program will mirror the course structure of the English program and students will be assessed using the same assessment types.

Health and Physical Education

Health and Physical Education

Subject Overview

Year 9 students learn to apply specialised movement skills and complex movement strategies and concepts in a range of physical contexts. There is a focus on personal and community health and wellbeing. Students begin to examine their own and others movement performances with a focus 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 begin to propose strategies to support preventative health practices ensuring community health and wellbeing is considered.

Course Structure

Semester 1

- Unit 1: Physical fitness for biathlon
- Unit 2: Nutrition for physical activity

Semester 2

- Unit 3: Invasion games
- Unit 4: Men's health
- Unit 5: Creative movements

Assessment

- Unit 1: Project Folio
- Unit 2: Exam
- Unit 3: Performance
- Unit 4: Group Presentation
- Unit 5: Project Folio

Humanities

History and Geography

Subject Overview

The Year 9 History curriculum provides a study of the history of the making of the modern world from 1750 to 1918 with a particular focus on the making and transformation of the Australian nation 1750-1914. This was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I, 1914-1918, the 'war to end all wars'. The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. Students also learn to evaluate key primary and secondary sources, making use of information in sources as evidence in historical inquiry. They explain the origin, content, context and purpose of primary and secondary sources and compare perspectives of significant events and developments.

In Semester Two, students commence two units of study in the Year 9 curriculum for Geography: 'Biomes and Food Security' and 'Geographies of Interconnections'. 'Biomes and Food Security' focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges of and constraints on expanding food production in the future. 'Geographies of Interconnections' focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the (positive and negative) effects of their production on the places that make them.

As part of their studies, students collect, represent and compare relevant and reliable geographical data and information by using a range of primary research methods and secondary research materials in a range of formats. They interpret and analyse data and information to explain patterns and trends and infer relationships. They draw evidence-based conclusions about the impact of the geographical phenomenon or challenge. They also learn how to make effective use of geographical knowledge, concepts, terms and digital tools as appropriate to develop descriptions, explanations and responses that acknowledge research findings.

Course Structure

Semester 1 - History

- The Industrial Revolution
- World War I

Semester 2 - Geography

- Biomes and Food Security
- Interconnections

Assessment

Semester 1

- The Industrial Revolution - Historical essay in response to sources
- World War I - Historical essay based on research

Semester 2

- Knowledge and skills assessment
- Investigative report

Mathematics

Mathematical Methods

Subject Overview

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematical 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 covers and extends the Australian Curriculum and involves topics from the strands of number and algebra, measurement and geometry, and statistics and probability.

Semester 1

- Money and Financial Mathematics
- Algebraic techniques
- Solving linear equations
- Simultaneous equations
- Indices and surds
- Geometry

Semester 2

- Measurement
- Algebraic techniques
- Money and Financial Mathematics
- Probability
- Trigonometry
- Linear relations

Assessment

The objectives of understanding, fluency, problem-solving and reasoning form the basis of assessment.

- Term 1 Exam 15%
- Term 2 End of semester exam 20%
- Term 3 Exam 20%
- Term 4 End of semester exam 45%

General Mathematics

Subject Overview

The proficiency strands of 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 covers the Australian Curriculum and involves topics from the strands of number and algebra, measurement and geometry, and statistics and probability.

Semester 1

- Money and Financial Mathematics
- Patterns and Algebra
- Pythagoras
- Using units of Measurement

Semester 2

- Measurement
- Congruence and similarity
- Pythagoras and trigonometry
- Probability
- Statistics
- Linear and non-linear graphs

Assessment

The objectives of understanding, fluency, problem-solving and reasoning form the basis of assessment.

- Term 1 Exam 15%
- Term 2 End of semester exam 20%
- Term 3 Exam 20%
- Term 4 End of semester exam 45%

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 boy's 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.

Assessment

- Folio of work - including mini tasks, pre and post tests.
- End of semester examination

Science

Science

Subject Overview

Science as a 'way of knowing' is used by people to explore and explain their experiences of phenomena of the universe. It is a process for constructing new knowledge. Science is part of the human quest for understanding and wisdom and reflects human wonder about the world.

The study of Science as a 'way of knowing' and a 'way of doing' can help students reach deeper understandings of the world. Scientists work in ways which influence the nature and credibility of the conclusions they draw.

People who understand how scientists work are more likely to make thoughtful and critical decisions about scientific claims which influence their own lifestyle, health and environment.

When working scientifically, students make sense of the phenomena they experience as they investigate, understand and communicate. They develop an appreciation of working 'scientifically' when they learn the concepts of Science through engaging in the widest range of active learning experiences.

Course Structure

Semester 1 - Physics and Earth and Environmental Science

- Term 1: Geological activity and continental movement
- Term 2: Energy transfer

Semester 2 - Chemistry and Biology

- Term 3: Atomic structure and reactions
- Term 4: Multicellular organisms and ecosystems

Assessment

Semester 1: Research investigation and exam

Semester 2: Student experiment and exam

The Arts

Visual Art

Subject Overview

In Year 9, Visual Arts students will be given the opportunity to build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes, and viewpoints.

Students will refine their personal aesthetic through working and responding perceptively and conceptually as an artist. They will be able to identify and explain, using visual arts language, how artists and audiences interpret artworks through explanations of different viewpoints.

In all Units, students will be drawing on artworks from a range of cultures, times, and locations to produce artworks that are conceptually linked and informed by their own and others' personal experiences, ideas, and experimentations.

Course Structure

Semester 1

- Design, Painting and Sculpture

Semester 2

- Drawing and Mark-Making

Assessment

Semester 1

- Skateboard Deck
- Artist Statement
- Art Book
- Magiclay Sculpture

Semester 2

- Written Response - Essay
- Experimental Folio
- Art Book
- Resolved Folio

Drama

Subject Overview

In the words of the Seniors of 2020:

Drama provides a creative outlet and is a refreshing change of pace from the standard seat and desk classroom setting of other subjects. Drama is a rare subject where the ideas you have are actionable and you have the ability express yourself and your ideas in an interesting and enjoyable fashion.

Course Structure

Past, Present and Future Directions

Semester 1: Comedy and Tragedy

Students actively discover historical styles of Drama including physical theatre and comedy using masks in Commedia, and then sword-fighting, stage combat and tragedy in the work of William Shakespeare. This is followed by extending knowledge and understanding of working onstage in mask through exploration of traditional Italian style Commedia Dell' Arte.

Semester 2: Now and When

Beginning with modern plays, students explore the complexity of meaning in plays, analysing the relationship between context, text and subtext. They will then move to the incorporation of technology into live performance, exploring and building drama through online spaces and cinematic theatre.

Students attend evening performances of professional productions and in-class workshops with theatre professionals to develop their understanding and skills.

Assessment

Students will engage in a variety of small group and individual tasks that challenge and foster accomplishments in:

- Creativity
- Collaboration
- Critical Thinking
- Communication
- Character
- Citizenship

Assessment is conducted in the following criteria.

- Making - Creating: Ability to apply knowledge and understanding of the elements of Drama to create improvisation, directorial vision and playscripts.
- Making - Presenting: Demonstrate skills through a series of practical tasks. These include individual and small group performances, performed in front of their peers and a wider parent audience when possible.
- Responding and Reflecting: Demonstrate understanding of the elements of Drama through analysis of dramatic action from a wide range of styles and genres.

Music

Subject Overview

The Year 9 Music Course provides students with opportunities to explore a diverse range of musical styles and genres and continue to build on the knowledge and skills developed in the Year 8 Music program.

Students wishing to choose Senior Music in Years 11 and 12 are strongly encouraged to choose both Year 9 and Year 10 Music to maximise their experience and expertise in the subject.

Course Structure

Students interested in advancing their musical knowledge and skills will be both challenged and rewarded by the range of learning experiences covered in this course. In particular, students will have opportunities to be creative while enhancing performance, composing and analytical skills.

Throughout the course, students study a variety of styles and genres from historical time periods and cover all aspects of music education including theory and appreciation, aural development, composition and practical performance with the integration of Music technology.

It is recommended that all Year 9 Music students undertake private instrumental and/or vocal lessons and participate in at least one College ensemble.

Assessment

Students will engage in a variety of whole class, small group and individual tasks that challenge and foster a well- rounded musician. Assessment is conducted in the following criteria.

- Making - Creating: Ability to apply knowledge and understanding of the musical elements to reproduce and/or create sophisticated musical compositions in a particular style and genre.
- Making - Presenting: Demonstrate musical skills through a series of practical tasks. These include a solo or as part of an ensemble; give an authentic performance of a work or song from a particular style and genre.
- Responding and Reflecting: Demonstrate understanding of the musical elements through aural and visual analysis of music from a wide range of styles and genres.
- Assessment will include performances on an instrument of a student's choice, compositions, musicological analysis and musicianship tasks

iCreate

This subject enables students to bring in elements of design thinking and creativity to spark their curiosity and innovation. Students will research and develop products to be marketed and sold to their chosen demographic, creating items ranging from various categories, toiletries to homewares.

The creative element of design will be the focus, how products are developed with the people using them as a priority. Sustainability and ethical production processes must be considered and factored into cost feasibility.

The projects will be opportunities to reflect on how much of the design process is based on creative choices. Innovation and progress come from creative problem solving and divergent thinking, two key elements of the artmaking process.

Students will be required to design and make objects and to develop a marketing strategy for those products.

Labels, packaging, logos, colours, and materials will all need to be included.

Assessment

Project based portfolio and collection of work

LOTE

Chinese

Subject Overview

China is one of the largest trading partners of Australia and the second-largest economy in the world. The Chinese language is widely spoken across the world, including in China, Taiwan, Hong Kong, Singapore, Malaysia, and the Chinese communities worldwide. Also, Madeiran is the second most used language in Australia.

Communication in a second language, such as Chinese, is an essential 21st century skill. Students develop the knowledge, understanding, and skills needed for successful participation in a global society. As national and global citizens, students' horizons and opportunities are expanded by language learning.

In Years 9, Chinese language learning builds on each student's prior learning and experiences. Students use Chinese language to initiate and sustain interactions while sharing their own and others' experiences of the world. They listen, speak, read and view, and write to communicate with speakers of Chinese in local and global settings through authentic community and online events. Also, students are encouraged to apply the Chinese language in real-life situations. Moreover, students gain a better understanding of China by learning about Chinese culture, values, and beliefs through various activities.

BBC organizes a China trip for Year 10 students upwards to experience both China's modern and traditional aspects once every two years.

Course Structure

Semester 1

- Having a birthday party
- Shopping and bargaining

Semester 2

- Dining out
- Planning a trip

Assessment

The four skills, listening, speaking, reading and writing are assessed separately and are equally weighted, i.e. 25% each of the total assessment.

Each skill will be assessed once per semester for summative purposes.

Prerequisite

- Year 7 and Year 8 Chinese

French

Subject Overview

French at BBC is taught in a communicative way following the Australian Curriculum as well as using the College's Pedagogical Framework.

Students are encouraged to grow not only their linguistic skills but also their cognitive and metacognitive competencies in view of them becoming more independent learners. Year 9 is a period of language exploration and vocabulary expansion at that level, 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 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 wider framework 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.

Course Structure

The students will be able to participate in the following events:

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

Semester 1

- My home
- My life/My routine
- My work

Semester 2

- My leisure
- My outings/My travels
- My food

Assessment

Assessments will take place every term and will be based on a multi-modal approach and the students demonstrating their communication in the target language as well as their understanding of the language, its system and its culture.

Term 1-IA1

- Analyse French Texts in English

Term 2-IA2

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

Term 3-IA3

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

Term 4-IA4

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

Prerequisite

- Years 7-8 French

Japanese

Subject Overview

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

Studying Japanese offers a multitude of captivating aspects. It grants you the opportunity to immerse yourself deeply in Japanese culture. Japan boasts a rich history, traditional values, and exquisite arts. Its customs and festivals are unique, and learning the Japanese language allows for meaningful interactions with Japanese people, providing insights into their way of life and mindset.

The language of Japanese is spoken by over 125 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. By mastering Japanese, you can broaden your career horizons and unlock doors to collaborate with Japanese companies across diverse fields.

Studying Japanese contributes to personal growth. Mastering a new language is an intellectual challenge and a pathway to self-improvement. While obstacles may arise along the way, the growth and sense of accomplishment experienced throughout the journey are remarkably fulfilling.

Course Structure

Semester 1

- Hiragana / Katakana
- Moving House / School

Semester 2

- Seasons/Weather
- Body parts/Appearance

Assessment

Each of the four skills; listening, speaking, reading and writing are normally assessed twice per semester. Each skill is weighted equally.

To assess Listening skills, comprehension passages relating to topics covered are prepared by students. 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.

Pre-requisite

Hiragana and Katakana. Those topics covered in Year 8 and Year 9. All tenses in verbs and adjectives.

Technology

Design Technology

Subject Overview

Design Technology engages students to explore how people consider factors that impact on design decisions and the technologies used to produce products, services and environments. They are challenged to identify the changes necessary to designed solutions to realise preferred futures they have described. When producing their solutions, students will evaluate the features of technologies and their appropriateness for purpose or stakeholder.

Students will create solutions based on the critical evaluation of the needs and wants of a stakeholder or opportunity, they will establish criteria for success, including sustainability considerations, and use these to evaluate their ideas, solutions and processes. Students will be required to communicate and document their projects, including marketing for a range of audiences. Throughout the course, students will work independently and collaboratively apply sequenced production and management plans when producing their solutions, making adjustments to plans as necessary as a result of their evaluation against their criteria.

Course Structure

- Build It – Technology Skills Development.
- Fabricate It – Technology Skill Development
- Save Place – Emergency Housing challenge
- Help Us - Addressing Homelessness

Assessment

- Digital Portfolio
- Design Folio
- Design Examination

Digital Technology

Subject Overview

Digital Technology challenges students to plan and manage digital projects using an iterative approach, defining and decomposing complex problems in terms of functional and non-functional requirements. They will design and evaluate user experiences and algorithms, implement modular programs, including an object oriented program, using algorithms and data structures involving modular functions that reflect the relationships of real-world data and data entities.

They will explain digital systems and interactions between software and users, they also explain simple data encoding, and why content data are separated from presentation.

They will evaluate the information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise, as well as sharing and collaborating online, establishing protocols for the use, transmission and maintenance of data and projects.

Course Structure

- Game Programming
- Programming with Python

Assessment

- Examination
- Skills Assessment
- Programming Project
- Game Maker Project

iFutures

Subject Overview

iFutures is a bespoke program at BBC that allows students the freedom to design and create across a range of technology areas within the one learning environment. The course will incorporate elements from Digital Technologies, Design Technology and Engineering.

As part of the course students will be empowered to approach an ever increasingly technological and complex world, and develop the confidence to develop knowledge, critically analyse and creatively respond to digital & design challenges. Throughout the course students will develop the knowledge, understanding and skills involved in the analysis, design, development and prototyping of technology solutions

Students are provided with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. Students will be actively engaged in creating quality designed solutions for identified needs and opportunities. They will manage projects independently and collaboratively from conception to realisation and apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions.

By the end of the course, students should be able to :

- Identify the changes necessary for designed solutions to be realised
- Create designed solutions based on a critical evaluation of needs or opportunities
- Create and connect design ideas and processes of increasing complexity and justify decisions
- Communicate and document design process for solutions
- Select and use appropriate technology skilfully and safely to produce high quality designed solutions suitable for the intended purpose
- Explain the control and management of digital systems
- Plan and manage digital projects using an iterative approach
- Design and implement modular programs, including an object oriented program, using algorithms and structures involving modular functions that reflect the relationships of real world and entities
- Test and predict results and implement digital solutions

Course Prerequisites

A student must have received a minimum of a B standard in Digital Technology, Design Technology and Mathematics

Course Structure

Term 1

- Battle Bots

Term 2

- Design Challenges
- Engineering & Materials Challenges

Term 3 & 4

- iFutures Challenge – Drone rescue

Assessment

- Folio & practical demonstration
- Design & Engineering folio
- Engineering examination



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