



**YEAR 10**

**CURRICULUM**

**HANDBOOK**

**2026**

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# YEAR 10 SUBJECTS

Students will be assigned English, Health & Physical Education and Christian Education.

They will also need to select a Mathematics subject plus five electives, of which one must be a Science Subject and one must be a Humanities subject. (Introduction to Business falls under the Humanities subjects).

## CORE SUBJECTS

Christian Education

English

English Honours

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

Philosophy and Reason

Business Academy\*\*

Introduction to Business

### LOTE

Chinese

French

Japanese

### Science \*

General Science

Biology

Chemistry

Physics

Psychology

### Technology

Design

Digital Solutions

Engineering Foundations

Industrial Technology Skills

*\* Students must choose at least one subject*

*\*\* Introduction to Business falls under the Humanities subjects*

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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

## 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.

## Assessment

- Spoken persuasive exam (controlled conditions)
- Written analytical exam (unseen)
- Written imaginative exam (seen)
- Written analytical exam (seen)

## English Honours

Selected students will be provided with the opportunity to extend themselves and further develop their skills through invitation to the Honours English course. This is an enrichment course that enables students to pursue their interests and abilities in English. As part of the Honours course, students will follow an accelerated program, completing the QCAA Literature Course across Years 10 and 11.

# 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: Leading Constraints-based Learning
- Unit 2: Leadership Games (Event Management)

### Semester Two

- Unit 3: Level Up (Own your Online Identity)
- Unit 4: Evaluating Performance in Invasion Games

## Assessment

- Unit 1: Performance & Oral Evaluation
- Unit 2: Performance & Evaluation in Exam Conditions
- Unit 3: Digital Media Campaign
- Unit 4: Performance Evaluation (Written)

# Mathematics

## Mathematics 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

Each term consists of two quizzes and an examination, which is structured under the criteria of Simple Familiar (60%), Complex Familiar (20%) and Complex Unfamiliar (20%). In Terms 1 and 3, the examination covers the term's content and in Terms 2 and 4 the examination covers the semester's content. In Term 3, students will complete a Problem Solving and Modelling Task (PSMT).

Terms 1, 2, and 4

- Quiz 1 - 2.5%
- Quiz 2 - 2.5%
- Examination 20%

Term 3

- Quiz 1 - 2.5%
- Quiz 2 - 2.5%
- Examination 10%
- PSMT - 10%

# 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

Each term consists of two quizzes and a term examination, which is structured under the criteria of Simple Familiar (60%), Complex Familiar (20%) and Complex Unfamiliar (20%). In Term 3, students will complete a Problem Solving and Modelling Task (PSMT).

Terms 1, 2, and 4

- Quiz 1 - 2.5%
- Quiz 2 - 2.5%
- Examination 20%

Term 3

- Quiz 1 - 2.5%
- Quiz 2 - 2.5%
- Examination 10%
- PSMT - 10%

# 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.

# The Arts

## Visual Art

### Subject Overview

Visual Arts in Year 10 continues to build on each student's prior learning and experiences as students develop their capability and confidence across the practices of Visual Arts. They continue to use visual conventions, visual arts processes and materials in purposeful and creative ways that are informed by their engagement with the work of living visual artists, visual arts practices and arts spaces in local, regional, national and global contexts such as countries or regions in Asia, including use of visual arts in multi-arts, trans-disciplinary or hybrid forms. This awareness of the diversity of visual arts practices, forms, styles and representations informs their own visual arts practice. They work collaboratively with peers and teachers.

### Course Structure

#### Semester One

Unit 1 is a teacher-led inquiry where students explore the inquiry question 'How am I influenced by people I admire?' in response to the stimulus episode of 'Ahn's Brush with Fame' (Season 3, Episode 3, ABC).

As artists, they research, develop and resolve to produce an acrylic portrait by reflecting on their connections to significant people in their life. They consider how different use of materials, techniques and processes changes the meaning of artworks to communicate personal viewpoints as a response to the stimulus.

As audience, students consider how artist mentors use visual conventions, materials, techniques and processes to communicate literal and non-literal meaning in their work, and how they challenge our perspectives and engagement with artwork.

#### Semester Two

Unit 2 is a student-led inquiry where students the inquiry question 'How do artists communicate meaning about place?' in response to their chosen stimulus artwork from the Bisset Collection.

As artists, they research, develop and resolve a final work reflecting on their own connections to significant places in their life. They consider how different use of materials, techniques and processes can change the meaning of artworks to communicate personal viewpoints as a response to the stimulus.

As audience, students consider their own connections to subjects, objects and places represented by artists, how selected artist mentors use visual conventions, materials, techniques and processes to communicate literal and non-literal meaning in their work, and how they challenge our perspectives and engagement with the work of artist mentors and their own work.

### Assessment

#### Semester One

- Making folio Part A
- Making folio Part B
- Responding - Comparative Essay

#### Semester Two

- Making folio Part A
- Making folio Part B
- Responding - Extended Response Exam

# 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 Years 7-9 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

## 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.

## Film, Television and New Media continued

### 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 commence 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 EA – 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

- Performance Evaluation in Physical Activities
- Energy, fitness & Training
- Sport Psychology for Performance
- Ethics & Integrity in Sport

### Assessment

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

# 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

Dive into the world of Ancient History and bear witness to the dramatic events and remarkable personalities that shaped the Ancient World. Studying Ancient History is not just about learning what happened long ago; it's about understanding the roots of the world as we know it today. Imagine, without the groundbreaking ideas of the Greeks, we wouldn't have the ability to choose our government or freely express our opinions.

In Ancient History, students will be at the heart of the action, engaging in the process of historical investigation. This subject is not just about reading old texts—it is about 'doing' history where students develop critical enquiry skills; digging deep into the motivations and actions of historical figures and uncovering the reasons behind pivotal events.

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

##### **Term One: an introduction to 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 the archaeologists who have played a key role in increasing our understanding of the past. The first case study is Ancient Egypt. In this unit students study how and why the pyramids were built, Egyptian burial practices, the role of the gods, daily life and the role of the pharaoh.

Assessment: Examination- short responses to sources

##### **Term Two: Weapons and warfare in the Ancient and Medieval world**

A study of the development and role of weapons and warfare in shaping the Ancient and Medieval worlds. Students will study these two theories to understand how and why war occurs: the Western Way of War; Sun Tzu and the Art of War. Students may consider the role of weapons, tactics such as sieges, and leadership in the outcome of selected battles. These range from Mesoamerica and South America (Mayans, Aztecs, Incas), the Vikings, Europe, British Isles OR any other which is relevant and interests them.

Assessment: Investigation (essay)

#### Semester Two

##### **Term Three: Personalities from the past**

A study of the movers and shakers who shaped the Ancient and Medieval worlds. These may include Julius Caesar, Ramesses II, Attila, Boudicca, Socrates, Richard the Lionheart, Saladin, Hannibal, William the Conqueror, Hatshepsut, Plato, Alexander the Great, Xerxes OR someone of particular interest to the student.

Assessment: Investigation (essay)

##### **Term Four: Plagues and Pandemics**

A study of the role of disease in shaping societies. Students may study the plague in 5th century BCE Athens, Plague of Justinian in 6th Century Byzantium and the Black Death of the 14th century.

Assessment: Examination - short response to sources

### Assessment

Semester One - Short response examination and investigative essay

Semester Two - Investigative essay and short response examination

# Modern History

## Subject Overview

'History remembers the past, explains the present and gives hope and vision for our future.'

Modern History benefits students as it enables them to thrive in a dynamic, globalized and knowledge-based world. Through Modern History, students acquire an intellectual toolkit consisting of 21st century skills including:

- Critical thinking
- Creative thinking
- Communication
- Collaboration and teamwork
- Information and communication technologies skills

This ensures students of Modern History gain a range of transferable skills to help them forge their own pathways to personal and professional success, as well as become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future. A course of study in Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis. The skills developed in Modern History can be used in students' everyday lives when they need to understand situations, place them in perspective, identify causes and consequences, acknowledge the viewpoints of others, make judgements and reflect on decisions. Such a unique study provides context for our own lives and establishes a range of values that cultivates our own attitudes, beliefs and behaviours.

## Course Structure

### Semester One – The Weimar Republic and Nazi Germany

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 Nationalist Socialist German Workers' Party (Nazis). Hitler was a powerful and spellbinding orator who attracted a wide following of Germans desperate for change. He promised the disenchanted 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. 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 difficult to operate in any other way. The course culminates in a study of Nazi Germany.

### Semester Two – Second World War – 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 examining 1930's Japan and the rise of militarism, which ultimately led to the invasion by Japan of China, Southeast Asia and the Pacific. Specific events including the invasion of China, the rape of Nanking, the fall of Singapore, Pearl Harbor, Kakoda 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. To enhance their studies, boys will participate in a day of off-campus military style activities designed to facilitate courage, mateship and perseverance. Activities include: Escape from Colditz, Commando Cable Crossing, Tunnel Rats of Vietnam and the Bridge over River Kwai <https://www.emugully.com.au>).

## Assessment

### Semester One

- Essay based on historical sources
- Sources examination

### Semester Two

- Essay based on historical sources
- Sources examination

# 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 use maps, satellite imagery and databases effectively. 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 natural environments such as coasts, catchments, and Pacific islands. Students will assess the importance of these natural environments to people, and how people have altered the natural system. Moreover, students will be challenged to suggest how these impacts can be best managed.

Currently, the major topics studied are Coastal Change and Management and The Impact of Climate Change on Pacific and Torres Strait island environments. Coasts play a significant role in the lives of many Australians, so students will be involved in a study of the dynamic nature of coastlines, of people's impact on coasts and how the impact can be managed. Australia's Torres Strait Islands and our neighbouring Pacific islands are currently under threat from a changing climate. The second topic investigates the impact of climate change on the people and environments of these islands, and how the impact might be best managed.

## Assessment

### Semester One

- Exam
- Investigation Report

### Semester Two

- Investigation Report
- Exam

# 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

### Semester Two

- Exam and Assignment

# Business Academy

## Introduction to Business

### Subject Overview

Introduction to Business provides a valuable foundation in knowledge and skills that can be easily transferred to Senior subjects. These Senior subjects include Legal Studies, Accounting, Economics and the Diploma of Business. Please note, the Year 10 units are not prerequisites for Senior Business subjects. They serve as a guide, introducing students to key subject specific concepts, skill development, and the types of assessment methods that will be further explored in Senior studies.

Excursions and activities to complement the course may include:

- A visit to Parliament House where students get first-hand knowledge of democracy and law making
- Participating in the ASX stock market game
- Invitation to attend the Student Entrepreneur Workshop in Term 2
- Guest speakers from the Queensland Police on the topics of safety, law, and responsible behaviour.

### Course Structure

Unit 1: Introduction to Legal Studies

- Topic 1.1 – Law, Society and Political Involvement
- Topic 1.2 – Law in Action - focusing on negligence and criminal negligence

Unit 2: Introduction Accounting and Business

- Topic 2.1 – Financial Reporting - story telling with numbers
- Topic 2.2 – Accounting for Today's Businesses – Service and/or Trading

Unit 3: Introduction to Economics

- Topic 3.1 – Understanding the Economy
- Topic 3.2 – Measuring Australia's Economic Performance
- Topic 3.3 - Links Between Economic Performance and Living Standards

Unit 4: Financial Literacy

- Topic 4.1 – An introduction to Investing
- Topic 4.2 – Moving Towards Independence and Budgeting

### Assessment

Assessment for this course will mirror the assessment types used in the senior aligned subjects of Accounting, Economics, Legal Studies and the Diploma of Business. There is assessment at the end of each term. All four examinations will have both short and extended response tasks. It will be in the format of :

- Examination - Combination Response.

# LOTE

## Chinese

### Subject Overview

China is the largest trading partner 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.

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.

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 and inform their capacity to create texts for various contexts, purposes, and audiences. Central to the capacity to evaluate and develop texts are the skills of critical and creative thinking, intellectual flexibility, and problem-solving, which are vital in the 21st century. Learning Chinese provides the opportunity to develop these complementary skills. It also requires students to use language in a meaningful way through exchanging information, ideas, and perspectives relevant to their life experiences.

As a result of Chinese language acquisition, students are able to reflect on their understanding of the language and the communities that use it, in addition to negotiating experiences and meaning across cultures.

Year 10 Chinese is a one-year course. 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 One

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

#### Semester Two

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

### Assessment

All four micro-skills (Speaking, Listening, Reading, and Writing) are assessed in both Semester One and Two.

### Prerequisite

- Years 7, 8 and 9 Chinese
- An interest and a good learning attitude in the second language studies
- Students are recommended to achieve a B or higher in Year 9 to continue Chinese in Year 10.

# French

## Subject Overview

French at BBC is taught in a communicative way following the Version 9.0 Australian Curriculum as well as using the College's Pedagogical Framework.

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
- Analyse French texts in French

## Prerequisite

- Years 7-9

# Japanese

## Subject Overview

Japanese involves studying about 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

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

# 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
- Data examination
- Practical & theory examination

# Chemistry

## Subject Overview

In Semester One students study periodic trends, symbols, formulas and equations and chemical bonding. 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. They also study rates of chemical reactions and how these can be influenced or controlled. Students are again practice writing reports in the ATAR formats and focus on error measurements, significant figures and how these inform judgements following experimentation.

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

- Research Investigation
- Exam

### Semester Two

- Student Experiment
- 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.

Students will explore the human brain and the intricacies of the human mind, from understanding human behaviour to unravelling the complexities of social relationships, emotion, memory, perception, and learning. Students investigate cognitive processes, social influences, and the diverse perspectives that shape our understanding of the mind. Students will engage in critical thinking as they analyse experiments, theories, and real-world applications.

In Semester One, students are introduced to Psychology as a discipline. They will examine individual development in the form of the role of the brain, cognitive development, memory, sensation, and perception. Additionally, they will consider the influence of others by examining theories of social psychology, attitudes, and cross-cultural psychology.

In Semester Two, students will examine social psychology in more depth by investigating interpersonal skills, aggression, and the contribution of emotion and motivation on individual behaviour. Students will also investigate the concept of intelligence, and the process of diagnosis and how to classify a psychological disorder.

## 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

- 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 transferable 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 Communication
- Engineering Mechanics
- Engineering Material

## Assessment

- Project - Folio
- 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-making
- Welding and Fabrication
- Sheet Metal Working

### Assessment

- Project (digital portfolio and product)
- Practical demonstration





BRISBANE BOYS' COLLEGE

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