BEAUDESERT STATE HIGH SCHOOL

2023
Year 9
Curriculum Handbook

Helping students achieve their Personal Best.

CONTENTS

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MESSAGE FROM THE PRINCIPAL

Students at Beaudesert State High School have access to a comprehensive and quality curriculum that continues to develop foundation skills in the traditional areas of English, Mathematics, Science and Humanities, while at the same time provides variety and flexibility through a significant range of elective subjects.

Students are afforded every opportunity to acquire the essential knowledge, skills and understanding for future success. In the end, though, success at study involves hard work and commitment. Students at Beaudesert State High School need to, and indeed are expected to, give their ***personal best*** at all times. This means:

Daily commitment to:	**Ongoing focus on:**
Attendance Attitude Achievement	Respect for all Responsibility for your actions Readiness to work and learn

Now is the time for a careful selection of subjects based on students' needs and ambitions, their past achievements and their general interests.

We have fully implemented the Australian Curriculum. The Australian Curriculum sets the expectations for what all young Australians should be taught, regardless of where they live in Australia or their background. ACARA draws on the best national talent and expertise, and consults widely to develop the Australian Curriculum and resources.

Education plays a critical role in shaping the lives of young Australians and contributing to a democratic, equitable and just society that is prosperous, cohesive and culturally diverse.

The rationale for the introduction of the Australian Curriculum centres on improving the quality, equity and transparency of Australia's education system:

- Quality – an Australian Curriculum will contribute to the provision of a world-class education in Australia by setting out the knowledge, understanding and skills needed for life and work in the 21st century and by setting high standards of achievement across the country.
- Equity – an Australian Curriculum will provide a clear, shared understanding of what young people should be taught and the quality of learning expected of them, regardless of their circumstances, the type of school that they attend or the location of their school.

The commitment to develop a national curriculum reflects a willingness to work together, across geographical and school-sector boundaries, to provide a world-class education for all young Australians. Working nationally makes it possible to harness collective expertise and effort in the pursuit of this common goal. It also offers the potential of economies of scale and a substantial reduction in the duplication of time, effort and resources.

This implementation will mean that there will be some changes in the subject choices and time allocations for subjects.

The Beaudesert community is very proud of its local secondary school, and I am convinced that the courses of study at this school will bring great benefits to students – both now and in the future.

Grant Stephensen
Principal

YEAR 9 CURRICULUM OVERVIEW

Year 9 students study the CORE subjects of English, Mathematics, Science, History and Health & Physical Education. Involvement in Sports activities and Get Connected is also expected within the timetable.

Key Learning Areas	Core Subject	Time Allocation
English	English	3 periods per week all year
Mathematics	Mathematics	3 periods per week all year
Science	Science	3 periods per week all year
Humanities	History	3 periods per week for 1 semester
Health and Physical Education	Health and Physical Education Sport	3 periods per week for 1 semester 1 period per week all year

Students choose 4 ELECTIVE subjects from any of the following key learning areas: Humanities, Technologies and The Arts.

Key Learning Areas	Elective Subject	Time Allocation
Design and Technologies	Design and Technologies Food and Fibre Production Food Specialisation Materials and Technologies Specialisations	3 periods per week for 1 semester
Digital Technologies	Digital Technologies	3 periods per week for 1 semester
Humanities	Economics and Business Geography	3 periods per week for 1 semester
The Arts	Dance Drama Media Arts Visual Arts	3 periods per week for 1 semester

	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6
Term	English	Mathematics	Science	History / HPE	Electives	Electives
T1					Elective 1	Elective 2
T2						
T3					Elective 3	Elective 4
T4						

Some helpful hints when choosing areas of study

The following points should be taken into consideration when choosing areas of study for Year 9.

You need to consider:

Past Achievement
A student's past record is a very good indication of future success, consideration should, however, be given to whether a student has worked to their maximum ability. If results in Year 8 have been disappointing it may mean that the student has not worked diligently and consistently, that they did not like particular subjects or it may mean that they are not capable of high academic results.

Subject teachers and Heads of Departments will be able to give advice in this area.

The Nature of Subjects
Some students enjoy subjects with a high practical workload while others may enjoy more theoretical subjects. It is essential that students and parents carefully read subject descriptions and/or make enquiries of teachers of that subject before a final choice is made.

Aptitude/Ability
Does the student have special talent in a particular area for example; good with his/her hands, or has artistic or creative aptitude. These abilities and aptitudes should be encouraged.

Ambition/Career Plans
If a student has specific career plans/ambitions, then it would be wise to discuss with the Guidance Officer which subjects would best lead to that career. Where no specific career goals exist, a choice of subjects that keep as many options open as possible is advised.

Interests
Success in a subject is much more likely if a student is interested in that subject. After considering all the above points, try to choose subjects that you are most interested in.

The Final Choice
The selection of areas of study is made by the school in consultation with the student's parents and teachers. Please consider carefully the school's advice before final choices are made.

Final Allocation of Subjects
The final allocation of subjects will be determined by the school and may be affected by the number of places available in certain subjects.

The school reserves the right to withdraw a subject from the curriculum that year for reasons of staffing and lack of student interest.

SUBJECTS AND CAREER PATHWAYS

ENGLISH	MATHEMATICS	SCIENCE	HISTORY
English	Mathematics	Science	History
Actor Archivist Author Book editor Broadcaster Copywriter Diplomat Interpreter Journalist Lawyer Librarian Management consultant Personnel manager Printing machinist Publisher Receptionist Speech pathologist Teacher's aide Travel consultant Writer	Accountant Actuary Bank officer (Building society, credit union officer) Bookkeeper/accounts clerk Credit manager Economist Electrical fitter Engineer Geologist Mathematician Motor mechanic Pattern cutter/designer Physicist Programmer (information technology) Quantity surveyor Statistician Stockbroker Surveyor Tax agent Teacher	Automotive electrician Cane tester Chemist Computer programmer Electrical fitter Engineer Electronics service person Environmental scientist Forensic scientist Laboratory worker Medical practitioner Meteorologist Nurse Pharmacist Photographer Refrigeration and air-conditioning Mechanic Sports scientist Teacher Telecommunication technician Veterinarian Winemaker	Anthropologist Archaeologist Archivist Barrister Community development officer Criminologist Diplomat Historian Journalist Lawyer Librarian Museum curator Palaeontologist Photographer Public relations officer Religious leader Sociologist Stage manager Teacher/Lecturer Writer

FOOD and FIBRE PRODUCTION	ECONOMICS and BUSINESS, ICT	COMPUTER STUDIES	HEALTH and PHYSICAL EDUCATION
Agricultural Science	Economics and Business Digital Technologies	Digital Technologies	HPE
Agricultural engineer Agricultural Science Teacher Agricultural technical officer Animal attendant Botanist Economist – agricultural Environmental Scientist Food technologist Forest officer Forester Horticulturist Jackeroo/jillaroo Landscape gardener Motor Mechanic Pest controller Stock and station agent Veterinary nurse Wool classer	Accountant Bank officer Bookkeeper/accounts clerk Bookmaker Car Rental officer Cashier Court and Hansard reporter Court officer Credit officer Croupier Economist Farm manager Hotel/motel manager Law clerk Office administrator Real estate salesperson Receptionist Secretary Stock and station agent Teacher Travel consultant	Architectural drafter Business systems analyst Computer assembler Computer engineer Computer hardware service technician Data processing operator Database administrator Desktop publisher Games developer Help desk operator Multimedia developer Programmer Software developer Software engineer Systems analyst Systems designer Teacher Training consultant Technical support officer Telecommunications engineer Website developer	Acupuncturist Ambulance officer Beauty therapist Chiropractor Fitness instructor Hospital manager HPE Teacher Jockey Massage therapist Nurse Occupational health and safety officer Occupational therapist Physiotherapist Podiatrist Psychologist – sport Personal Trainer Radiation therapist Recreation officer Sports scientist Sports coach Stunt performer

ART	PERFORMING ARTS	HOME ECONOMICS	DESIGN and TECHNOLOGIES
Visual Art Practical Art	Dance Drama Film & Media	Food Specialisation	Design and Technologies Materials and Technologies Specialisations
Architect Artist Craftsperson Diversional therapist Dressmaker Engraver Fashion designer Florist Graphic designer Hairdresser Interior decorator Industrial designer Jeweller Landscape architect Landscape gardener Make-up artist Multimedia developer Photographer Set designer Screen-printer Sign-writer Teacher Wood turner	Actor Announcer Arts administrator Choreographer Dancer Film and TV lighting operator Film and TV producer Make-up artist Model Public relations officer Receptionist Recreation officer Set designer Speech pathologist Stage manager Teacher – dance Teacher – speech & drama Teacher – Film & TV Tour guide Writer	Butcher Catering manager Clothing production worker Cook/chef Craftsperson Dietician / Nutritionist Dressmaker Dry cleaner Fashion designer Food technologist Home care worker Home economist Hospital food service manager Hotel/motel manager Interior decorator Nanny Nurse Pattern cutter Retail buyer Tailor Teacher	Architect Architectural drafter Assembler Automotive electrician Boilermaker Builder Cabinetmaker Carpenter/joiner Cartographer CNC Operator CNC Programmer Drafter Engineering associate Electrical Engineer Fashion Designer Fitter and turner Graphic designer Industrial designer Landscape architect Mechanical Engineer Metal fabricator Metal machinist Panel beater Picture framer Robotic Engineer Sheet-metal worker Teacher Wood machinist

MUSIC		GEOGRAPHY	
Music		Geography	
Announcer Arts administrator Composer Computer games developer Conductor Film and TV producer Music librarian Music therapist Musical instrument maker Musician Piano technician Recreation officer Singer/vocalist Sound technician Stage manager Teacher – early childhood Teacher – music Teacher – primary Teacher – secondary		Agricultural scientist Anthropologist Archaeologist Architect Armed forces officer Cartographer Civil engineering technologist Ecologist Environmental scientist Farm manager Foreign Affairs and Trade Officer Forester Geologist Geophysicist Hydrologist Land economist Landscape architect Meteorologist Mine engineer Natural resource manager Navy officer Park ranger Pilot	Geography cont. Sociologist Surveyor Tour guide Tourist information officer Urban and regional planner Writer

CORE SUBJECTS

ENGLISH

RATIONALE

English helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, and communicate; building relationships with others and the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society.

AIMS

The aim of English is the ensure that students:

- learn to listen to, read, view, speak, write and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a range of contexts
- appreciate, enjoy and use the English language and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- creating interest and skills through inquiring into the aesthetic aspects of texts; developing an informed appreciation of literature.

COURSE OUTLINE

English is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English. Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

- Language: knowing about the English language
- Literature: understanding, appreciating, responding to, analysing and creating literature
- Literacy: expanding the repertoire of English usage

Learning in English builds on concepts, skills and processes developed in earlier years, which will be revisited and strengthened.

ASSESSMENT

The assessment is continuous and involves class work, assessment tasks and tests. All skill areas (listening, viewing, reading, speaking and writing) will be assessed. Students will create a range of imaginative, analytical and persuasive types of texts including narratives, multimodal presentations, reviews and literary analyses for assessment.

CONTACT PERSON

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MATHEMATICS

AIMS

Through participation in the Mathematics Program at Beaudesert State High School, students will participate in a course designed from the Australian Curriculum that incorporates the topics of Statistics and Probability, Measurement and Geometry and Numbers and Algebra.

By the end of Year 9:

- Students solve problems involving simple interest.
- They interpret ratio and scale factors in similar figures.
- Students explain similarity of triangles.
- They recognise the connections between similarity and the trigonometric ratios.
- Students compare techniques for collecting data from primary and secondary sources.
- They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.
- Students apply the index laws to numbers and express numbers in scientific notation.
- They expand binomial expressions.
- They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment.
- They sketch linear and non-linear relations. Students calculate areas of shapes and the volume and surface area of right prisms and cylinders.
- They use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles.
- Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes.
- They construct histograms and back-to-back stem-and-leaf plots.

ASSESSMENT

Assessment will take the form of mid and end semester tests and assignments/ investigations/practical tests.

CONTACT PERSON

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HISTORY

RATIONALE

History is about change. It looks at people over times past and present in different societies, noticing and explaining their attitudes, beliefs and behaviours, and interpreting their reactions to the various pressures, conditions and events that lead to change. In Year 9, History particularly focusses on Australia within an international context.

HOW WILL YOU LEARN?

We learn about the past by investigating and analysing the physical evidence left behind – tangible objects such as bones, tools, weapons, buildings and photographs, and literary evidence such as letters, diaries, government records and newspapers.

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

COURSE OUTLINE

History will incorporate the following units of work in Year 9:

- The Industrial Revolution: Changing Nature of Work and Lifestyle
- The Making of a Nation: From Colonisation to Federation
- World War 1: Rise of the Australian Nation

ASSESSMENT

There will be three pieces of summative assessment per Semester. Specific assessment instruments will be drawn from the following types:

- Short Response Knowledge and Skills Test
- Essay Exam Response to Historical Sources
- Written Research Assignment

CONTACT PERSON

Mrs Sandra Malmstedt
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SCIENCE

RATIONALE

Science is a dynamic, hands-on, investigative, core subject that develops students understanding of the nature of the world today and a scientific approach to thinking, decision making and problem solving. To be an active participant in today's society all students will need an understanding of such key issues as genetics, the environment, our use of energy and sexual health. The science course offered at Beaudesert State High School will give students this understanding as well as important thinking skills to work with new ideas.

AIM

The aim of this course is to provide our students with the thinking skills and knowledge to make better decisions and better understand the world in which they live. An understanding of science is critical to being an informed citizen of today. Advances in medicine and genetic research demands that citizens be involved in making ethical decisions where deep knowledge is required. How science interacts with our society is an important aspect of Science. Students are asked to think about this and learn to understand and question the scientific ideas that underpin much of our society.

COURSE OUTLINE

There are five key components in Science. These are:

- Science as a Human Endeavour – examining issues with how science impacts on our lives and how we can be actively involved as citizens
- Chemistry – studying materials and how they are used, scientific theories and the patterns with which they interact
- Biology – examining the human body, ecology and environmental issues, genetics and heredity
- Physics – examining forces and energy, the ways they interact and sources of energy
- Earth Sciences – our universe and the use of resources on our planet are examined

Students will develop deep knowledge of science through real life inquiries. Examples of possible tasks in Year 9 include:

- Is there still dynamic Earth changing processes occurring today??
- How do humans, plants and animals connect to maintain their survival?
- Are there patterns in the way's chemicals react?
- Is sound-light and heat energy related?
- Why is biodiversity so important?

Laboratory work is important in the sciences and there is a strong expectation that students will come prepared for this. This includes being well equipped, organized and ready to work! As safety is paramount, students involved in inappropriate behavior will be excluded from practical work. If exclusion is for an extended period, parents will be notified.

ASSESSMENT

Science assessment has two main aspects: The knowledge and understanding of science concepts, and scientific skills. Both are important for attaining a good result in Science.

Students will be given regular opportunities to demonstrate their understandings of scientific concepts in as many ways as possible, including daily activities, journals, conversations, models, reports, displays, experiments and of course exams. Every major assessment activity (one per term), will be used to gain credit towards a semester Level of Achievement.

CONTACT PERSON

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HEALTH and PHYSICAL EDUCATION

RATIONALE

Health and Physical Education is a physically based subject that uses knowledge from a wide variety of areas to assist students in the promotion of their own health.

HPE provides opportunities for students to:

- learn about different types of health
- experience different forms of physical activity
- recognise the value of physical activity to health
- develop the necessary physical and social skills for life long participation in physical activity

AIMS

Health and Physical Education aims to:

- Develop students who can perform a range of skills and tactics across a variety of sport
- Prepare students for future study in Health and Physical Education and Sport and Recreation courses
- Show students how knowledge of physical education can be used to improve physical performance and health
- Develop students who are healthy – physically, mentally, emotionally and socially
- Provide a foundation for developing active and informed members of society

COURSE OUTLINE

Health and Physical Education requires students to engage in both theoretical and practical components. Over the semester, students will be engaged in the following activities and concepts:

- **Respectful Relationships –** Theoretically, students identify what respectful relationships are and how empathy and ethical decision-making contribute. Students examine the changes they are going through as their sexuality and/or identity develops, and the impact these have on relationships. They evaluate situations and propose appropriate responses, as they reflect on possible outcomes and make decisions in relationship contexts. Practically, students develop their teamwork skills and their capacity to apply and transfer concepts and strategies in invasion games.
- **Sustainable Health –** Theoretically, students identify factors that contribute to sustainable health such as regular physical activity, balanced nutrition, a healthy state of mind and community connection. They examine the external influences that could impact on their ability to make good decisions and plan a response that promotes community health practices and addresses an identified sustainable health concern. Practically, students explore how the role of physical activity in daily life has changed over time.

Students have the option to trial for an academy class in Year 9. in 2023 these are Rugby League (boys and girls) and Volleyball (boys and girls). Levy fee will be $150. If students choose to apply for the Academy classes and are successful at trialling, their academy class will follow the same outline as above. However, the focus sport in each unit will be their academy sport.

Students will be expected to wear clothing suitable (particularly footwear) for each practical activity and will be assessed in all units. **Hats must be worn for practical sessions**. If students cannot participate physically for any reason a note explaining must be supplied and they will be required to complete written tasks related to the physical activity. Academy classes are required to bring appropriate footwear, mandated safety equipment (if required) and full training kit. A formal uniform will need to be purchased for students to wear to games.

ASSESSMENT

Students will be required to demonstrate their abilities to analyse, investigate, evaluate, demonstrate and compose through a range of theoretical and performance tasks.

CONTACT PERSON

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ELECTIVE SUBJECTS

DANCE

RATIONALE

Dance provides another mode of learning and developing special interests, needs and talents. Dance heightens awareness of, and develops respect for, the body and increases the quality of a person's physical well-being. Dance allows students to achieve their unique potential in and through the Arts.

AIMS

Dance aims to:

- develop physical coordination, discipline and self confidence
- understand that movement can have ritual, social and artistic purposes
- develop self-expression and motivation
- promote and realise creative, imaginative and inventive potential
- foster positive relationships with others
- develop critical analysis skills
- realise that dance is an intrinsic part of culture and heritage
- develop a well-rounded knowledge and appreciation of different dance styles, and to enhance performance and choreography skills

COURSE OUTLINE

Curriculum	Unit 1	Unit 2
Unit name	Moving their way	Moving your way
Unit description	Students perform and respond through the lens of jazz and dance theatre evolutions, that have impacted cultures, places and times on Australian dance.	Students explore contemporary and hip-hop genres to find new movement possibilities to create personal style.
Assessment	Making and Responding: Performance and Exam	Making: Choreography

All Dance students will have the opportunity to attend excursions and perform at the annual Arts Night.

***Within this course of study, an option of an Academy may be available. Students will be required to apply, through an application process, where it is at the Departments discretion for entry. Students will be advised when this becomes available.**

ASSESSMENT

Assessment is in the three key areas of performing, choreography and responding. This may take the form of written tests, assignments, orals, performances, self-evaluations and choreography tasks.

CONTACT PERSON

Mr Kerry Scarth
Head of Department - The Arts & Information Technology
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DESIGN and TECHNOLOGIES

RATIONALE

In an increasingly technological and complex world, it is important to develop knowledge and confidence to critically analyse and creatively respond to design challenges. Knowledge, understanding and skills involved in the design, development and use of technologies are influenced by and can play a role in enriching and transforming societies and our natural, managed and constructed environments.

Design and Technologies enables students to become creative and responsive designers. When they consider ethical, legal, aesthetic and functional factors and the economic, environmental and social impacts of technological change, and how the choice and use of technologies contributes to a sustainable future, they are developing the knowledge, understanding and skills to become discerning decision-makers.

The Design subject focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit innovative ideas.

AIMS

By the conclusion of the course of study, students will gain an understanding of:

- describing design problems and design criteria
- representing ideas, design concepts and design information using drawing and low-fidelity prototyping
- analysing needs, wants and opportunities using data
- devising ideas in response to design problems
- synthesising ideas and design information to propose design concepts
- evaluating ideas and design concepts to make refinements
- making decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

COURSE OUTLINE

- Introduction to design thinking
- Divergent and convergent thinking strategies
- Clients wants and needs
- Designing with empathy
- Product redesign
- Human-Centered design
- Commercial Design
- Sustainable Design

ASSESSMENT

Course work and skill acquisition will be assessed on a continual basis through assignment work, as well through a formal exam at the end of the semester.
Problem solving skills and knowledge and understanding will also be evaluated through the production of folios of work based upon a theme and drawing software.

FUTURE PATHWAYS

This course is a preparatory course for students intending to undertake Design and Technology in years 9 and 10, as well as Senior Design in years 11, and 12. It provides a valuable foundation for students wishing to pursue a career in architecture, digital media design, engineering, fashion design, graphic design, industrial design, interior design, robotics and systems design.

CONTACT PERSON

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DIGITAL TECHNOLOGIES

RATIONALE

Students design and evaluate user experiences and algorithms. They design and 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 take account of privacy and security requirements when selecting and validating data. Students test and predict results and implement digital solutions. They evaluate information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise. They share and collaborate online, establishing protocols for the use, transmission and maintenance of data and projects.

AIMS

This course is designed around the use of computers and associated software to enhance and build upon students' previously acquired ICT knowledge and skills. All learning experiences are structured within a problem-solving project context.

COURSE OUTLINE

Curriculum	Unit 1	Unit 2
Unit name	Web Page Project Defining and Designing	Web Page Project Implementing & Evaluating
Unit description	Students learn how to manage a digital project using an iterative approach. They learn about the design and development of user experience and user interface in HTML, about the security implications of digital solutions, functional and non-functional requirements of projects and about the how the risks, sustainability and innovation of a digital solution are important.	Students learn how to manage a digital project using an iterative approach. They design, develop, implement and test algorithms using modular coding in Python integrating with their HTML using Flask. They learn about the security implications of digital solutions, functional and non-functional requirements of projects and about the how the risks, sustainability and innovation of a digital solution are important.
Assessment	Project: Interactive web application coding	Project: Interactive web application coding

COURSE REQUIREMENTS

Students will need ready access to computers both at school and at home. The computer needs to be capable of running the software packages listed below (in some cases a similar software package will be acceptable).

Software Packages required: An Office Suite (eg *Microsoft Word*, *Excel* or similar) and *Internet Explorer* (or similar).

CONTACT PERSON

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DRAMA

RATIONALE

Drama is more than just learning lines and acting. Drama can develop students' artistic and creative skills. It can also provide knowledge and skills that are transferable to a variety of artistic, social and work-related activities. It focuses on students expressing and communicating understandings about human issues and experience through the enactment of real and imagined events. Students as dramatic artists and critics develop confidence and self-awareness as they collaborate to prepare and present performances. They also develop understanding of the forms, styles and purpose of drama.

AIMS

Drama encourages the development of:

- creative, critical, imaginative and inventive thinking
- disciplined working
- the ability to work alone or in groups
- self-motivation
- communication
- the ability to see things through to completion
- the exploration of ideas
- being open to new experiences

COURSE OUTLINE

Curriculum	Unit 1	Unit 2
Unit name	Magical Realism and Australian Gothic Theatre	Collage Drama
Unit description	Students will explore the different dramatic conventions and styles within Magical Realism and Australian Gothic theatre. Students will explore Aboriginal and Torres Strait Islander storytelling and dramatist as they transition to contemporary Australian theatre within Magical Realism and Australian Gothic Theatre. Students will develop their performance skills along with their self-evaluation skills throughout the rehearsal process.	Students explore different styles of theatre and dramatic conventions through a Collage Drama play building unit. Students will work in large groups to create a performance based on theme or issue decided by the class. Students will experiment with, practical roleplay, writing in role, improvisation, play building, journal documenting, storyboarding, and other devising techniques. Students will present a class/large group collage drama piece at the end of the unit.
Assessment	Performance: Scripted Drama	Performance: Student devised and Written Response

*All Drama students will have the opportunity to attend excursions, workshops and perform on the annual Arts Night.

***Within this course of study, an option of an Academy may be available. Students will be required to apply, through an application process, where it is at the Departments discretion for entry. Students will be advised when this becomes available.**

ASSESSMENT

The two equally weighted areas of assessment are Making and Responding. Practical assessment is both individual and group and includes; improvisation, scripted performance work and monologues. Written assessment includes; journals, analysis of performance, directing plans and programmes and script writing.

CONTACT PERSON

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ECONOMICS AND BUSINESS

RATIONALE

The study of Economics and Business provides students with the knowledge and skills to be financially literate in their everyday life, as well as being able to understand and participate within the global economy as either an individual or a business entrepreneur.

HOW WILL YOU LEARN?

An inquiry approach leads students to learn about how economic performance is measured and managed, and how governments, businesses and aindividuals respond to changing economic conditions. Students will investigate the local, national and global economy and then draw upon this knowledge to devise and "implement" various business ventures.

COURSE OUTLINE

Economics and Business in Year 9 is studied for a single semester.

Term A	Financial Responsibilities: The Risks and the Rewards
Term B	Competing as a Business in the Global Economy

ASSESSMENT

There will be one piece of summative assessment per Unit. Specific assessment instruments will be drawn from the following types:

- Short Response Knowledge and Skills Test
- Research-Based Assignment
- Business Report

CONTACT PERSON

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FOOD and FIBRE PRODUCTION

RATIONALE

Food and Fibre Production provides students with opportunities to experience the scientific principles and practices that are engaged in modern agricultural production. These experiences are delivered in an agricultural context by employing the assets of a well-resourced school farm and an additional grazing property on the outskirts of Beaudesert.

AIMS

Upon completion of this course, students will have developed:

- Knowledge and understanding of the sciences within the framework of an agricultural context
- A range of communication and processing skills and techniques employed in agricultural and scientific practices
- Appreciation of the role that responsible farming and agricultural science play in Australian society
- Appreciation of the importance of sustainable agriculture in a world of finite resources
- Prepare students for Food and Fibre Production and Agricultural Mechanics in Year 10

COURSE OUTLINE

1. Agricultural Crop Production and Hydroponics:
    - Cropping Systems & Cycles (Agronomy and Horticulture)
    - Crop Production Practices (Cultivation, Pest Control and Harvesting)
    - Crop Management Techniques (Processing, Sales and Marketing)
    - Sustainable and ethical agriculture (sustainable production)

2. Animal Science:
    - Intro to animal studies

3. Agricultural Mechanics:
    - General introduction into engines and agricultural machinery

ASSESSMENT

Students will be assessed through a range of the following methods:

- Formal Tests
- Assignments
- Practical Tests
- Experiment & Practical Reports
- Student notebooks/folders
- Informal/diagnostic in-class tests

Practical work will be conducted as required. Use of the Agriculture Department computer laboratory will occur from time to time for the purposes of research and information processing. Please note that Q fever and other zoonotic diseases are a minor risk factor when working with animals.

CONTACT PERSON

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FOOD SPECIALISATION

RATIONALE

Food Specialisation is a practical subject supported by theory components. This subject focuses on the study of foods and their selection, preparation and presentation. The subject allows students to enjoy a range of experiences and equips them with basic skills that can be transferred to general life including home, school and work.

AIMS

The Food Specialisation course aims to develop students' knowledge of food, food selection and preparation skills. Food Studies encourages students to experiment with new foods and flavours and provides opportunities for students to research, design and create practical food products for specific purposes. The learning experiences provided will enable students to further develop their decision-making, personal interaction, problem solving and resource management skills.

COURSE OUTLINE

Curriculum	Unit 1	Unit 2
Unit name	**FOUNDATION FOR HEALTH**	**MENU PLANNING**
Unit description	In this unit students will revise safety, hygiene and organisational procedures in the kitchen. Students will develop their knowledge and preparation skills of the following food products: - • Eggs • Cereals • Pasta • Noodles • Rice • Fats and sugar • Vegetables This unit provides opportunities for students to:- • Researching recipes for a specific purpose eg. Picnic hamper • Observing teacher demonstrations • Select and use appropriate technologies to skilfully and safely produce a high-quality product • Apply and modify management plans • Reflect and evaluate the application of production processes on the end product and recommending changes. • Establish criteria for effective evaluation of the production of recipes	In this unit students will develop their knowledge and preparation skills of the following food products: - • Meat • Poultry • Dairy • Hot and cold desserts • Fruit • Menu planning • Table setting • Food presentation This unit provides opportunities for students to: - • Researching recipes for a specific purpose e.g. celebration event • Observing teacher demonstrations • Select and use appropriate technologies to skilfully and safely produce a high-quality product • Apply and modify management plans • Reflect and evaluate the application of production processes on the end product and recommending changes. • Establish criteria for effective evaluation of the production of recipes

ASSESSMENT

Each unit assessment includes:

- Project – written and practical
- Theory Exam
- Participation in weekly practical tasks

COURSE REQUIREMENTS

Students will be required to provide food for practical cookery each week.
Most food products will be taken home; however, some may be eaten at school. This is dependent on the nature of the task.

CONTACT PERSON

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GEOGRAPHY

RATIONALE

Being an informed global citizen requires an understanding of our natural environment and the impact that human activity has upon it. Informed people take responsibility for actions that will preserve our planet and our lifestyles – now and in the future.

HOW WILL YOU LEARN?

Geography is a skills-based course of learning. You will engage in mapping, graphing, sketching and decision-making in order to propose solutions to problems that affect everyone who lives on Earth whether locally or globally.

Through analysis of geographical data, students will investigate the causes, consequences and future implications of changes to places and environments, and consider how such change can be managed.

This course of learning includes a mandatory field excursion.

COURSE OUTLINE

Geography in Year 9 is studied for a single semester.

Term A	Biomes and Food Security: Feeding the World
Term B	Geographies of Interconnections: The Effect of Transportation and Communication

ASSESSMENT

There will be three pieces of summative assessment for this course of learning:

- Short Response Knowledge and Skills Test
- Written Field Report based upon mandated field excursion
- Data-Researched Written Report

CONTACT PERSON

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Lead Teacher
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MATERIALS and TECHNOLOGIES SPECIALISATIONS

RATIONALE

Technology has been an integral part of society for as long as humans have had the desire to create products to improve their quality of life. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian manufacturing industries to create products.

AIMS

The Materials and Technologies Specialisations subject focuses on the underpinning industry practices and production processes required to manufacture products in a variety of industries, including aeroskills, automotive, building and construction, engineering, furnishing and plastics. 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.

COURSE OUTLINE

Part A	**Timber Trade Skills**
Week 1	Safety in the Workshop, Engineering Drafting Skills
Weeks 2 & 3	Timber Trade Skills – Pencil Case
Weeks 4 – 9	Timber Trade Skills – Toy Truck – Material List, Costing Sheet, Time Sheet
Week 10	Final Portfolio
Part B	**Metal Trade Skills**
Week 1	Safety in the Workshop, Engineering Drafting Skills
Weeks 2 – 5	Metal Trade Skills – Carry All Tool Box – Material List, Costing Sheet, Time Sheet
Weeks 6 – 9	Metal Trade Skills – Adjustable Bevel – Material List, Costing Sheet, Time Sheet
Week 10	Final Portfolio

ASSESSMENT

- Theory Tasks – Engineering drawing, material lists, costing sheets and time sheets
- Practical Components – Projects

FUTURE PATHWAYS

Year 9 Materials and Technologies Specialisations gives students an introduction into the timber and metal trades industries. Students will gain the knowledge, understanding and skills to confidently undertake a range trade based options in senior secondary such as

- Vocational courses including Automotive, Building and Construction, Engineering, and Industrial Technology Skills
- School based traineeships and apprenticeships

CONTACT PERSON

Ms Amanda Johnston
Acting Head of Department - Design and Technologies
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MEDIA ARTS

RATIONALE

Media develops more active and critical media users who will demand, and could contribute to, a greater diversity of media in the future. Students are equipped to live in a global community that communicates through various technologies that combine still and moving images, words and sounds. Students are also versed in the skill of media interpretation and analysis, via written assignments. A primary aim of the course is to develop an awareness of how the media functions.

AIMS

Students will be able to:

- communicate information and ideas
- use and explore technology, and multi-media production
- create for a purpose
- produce for an audience
- work in teams
- persevere through to completion
- explore new ideas and concepts
- be critical of what they see, hear or read

COURSE OUTLINE

Curriculum	**Unit 1**
Unit name	Film Fundamentals
Unit description	Students respond to short films from across the world. They design and produce a portfolio of work including a poster, web design and promotional video.
Assessment	Responding: Written Essay Making-Designing & Production: Storyboard & Film

***Within this course of study, an option of an Academy may be available. Students will be required to apply, through an application process, where it is at the Departments discretion for entry. Students will be advised when this becomes available.**

ASSESSMENT

Students will be assessed using a variety of techniques. Video productions created using computer technology are the main form of practical assessment. Written assignments assessing theoretical components may be submitted on paper or in any electronic format approved by the teacher.

CONTACT PERSON

Mr Kerry Scarth
Head of Department - The Arts & Information Technology
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VISUAL ARTS

RATIONALE

By the end of Year 10, students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists on their own artworks.

AIMS

Students will be able to:

- create, critique, imagine and invent
- work independently or in a team, where required
- push boundaries and explore new expressions
- communicate visually and kinaesthetically
- see things through to completion by resolving ideas
- explore ideas and concepts

COURSE OUTLINE

The following areas will be covered in this subject: Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

Curriculum	Unit 1	Unit 2
Unit name	Nature Vs Mechanics	Selfie
Unit description	Students explore surrealism through drawing media and experiments to develop an understanding and appreciation of the world around them.	Explore identity and self through expression by exploring printmaking techniques to demonstrate a personal approach to the concept of self.
Assessment	Making Project: Folio & Artist Statement	Making Project: Folio & Artist Statement

***Within this course of study, an option of an Academy may be available. Students will be required to apply, through an application process, where it is at the Departments discretion for entry. Students will be advised when this becomes available.**

Two-dimensional art work covers areas such as drawing and painting, screen printing and lino printing and design related activities, including computer graphics, which involve the use of a variety of media techniques.

We explore the representation of landscapes, still life, portraits and abstract environments through various art techniques. We study how other artists have approached such subjects in their own work throughout history.

ASSESSMENT

Assessment is based upon achievement in three areas: Making & Responding to images and objects. Making involves the process involved in developing an idea and experimenting with various techniques. Responding is the theoretical component. Here, students are assessed on their ability to analyse and interpret various art works in written form.

CONTACT PERSON

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CO-CURRICULAR SUBJECTS

SPORT YEAR 9

(COMPULSORY)

RATIONALE

All students are involved in the school sport program as it:

- provides time for regular physical activity, which is an important lifelong habit
- allows school teams to be chosen for inter-school carnivals
- provides opportunities to interact with other students from other schools
- builds team work, communication and decision-making skills

AIMS

At Beaudesert SHS we aim to provide:

- A wide range of sporting options in both a competitive and recreational environment
- Time to improve their student's physical skills
- Practical situations for students to develop team skills, resolve conflict, set goals and develop problem solving strategies
- Encouragement for students to realise the health benefits of regular physical activity and fitness
- Opportunity for students who wish to pursue a career in representative sport

Sport and Activities is scheduled within the student timetable for one lesson per week. This will continue through the full school year but changes to the sport and activity will be made each trimester. For trimesters 1 and 2, students will be with their Roll Class and rotate through a range of sport and cultural activities. For the final trimester, students will select an offered sport or activity.
Sport in the school is offered through Intra-school (recreational) competition and Inter-school competition.

COURSE OUTLINE

a) Interhouse: Inter-house carnivals are conducted in Swimming (February), Cross Country (end of Term 1) and Athletics (end of Term 2) and all students in the school are required to participate. Students are placed in a house according to their surname - Cunningham (A-D), Fraser (E-K), Kennedy (L-Q), Leichhardt (R-Z) and from these carnivals students are chosen to represent the school in the district (Pacific), regional (South Coast) and State titles.

b) Interschool Sports Available: Three seasons will be conducted for interschool sport. Each season will involve two full round robin days against other schools.

BOYS:	Basketball	GIRLS:	Basketball	Soccer
	Rugby League		Netball	Touch Football
	Soccer		Rugby League	Volleyball
	Touch Football			
	Volleyball			

District premiers will progress to compete at the Gold Coast finals.

c) Knockout Competitions: The school participates in various interschool competitions, both carnival and knock out style. Teams are normally nominated in rugby league, soccer, netball, futsal and touch.

e) Representative Sports: All students are eligible to represent their District, Region or State at their chosen sport and these students are selected at the various competitions conducted by each sport throughout the year. Pacific and South Coast sports days are held in term one, two and three and from these days the representative teams to participate in the State titles are selected.

CONTACT PERSON

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INSTRUMENTAL MUSIC PROGRAM

Instrumental Music is offered at Beaudesert High School in addition to students' regular subjects. Tuition is provided in the following areas:

- Strings
- Brass
- Woodwind
- Percussion

Ensemble experience is provided through the formation of concert bands, orchestras and other ensembles. The program becomes an integral part of the student's music education. Instruction takes place on a group basis with 3-10 students learning together.

SELECTION CRITERIA

Students will be selected for the program according to the various criteria:

1. student's willingness to learn
2. physical characteristics pertinent to a particular instrument (eg. Student must be able to reach all the keys).
3. commitment of student and parent both to daily practice and to regular attendance at lessons and rehearsals

Every student must agree to:

- Practice regularly - a short period every day.
- Become a member of the school concert band or orchestra or other group.
- Take part as required in all concerts and camps.
- Attend lessons, rehearsals and other classes regularly as required.

COSTS

Fees are consistent with those charged by cluster schools:

- $30 per year levy using own instrument, PLUS
- $20 per year if hiring a school instrument.

Regular expenses are required at various intervals for reeds, strings, oils, etc. and these must be met by parents.

Where parents are considering the purchase of an instrument for their child, they are requested to consult with the instructor before arranging any purchase.

CONTACT PERSON

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