

# BEAUDESERT STATE HIGH SCHOOL



## 2024 Year 10 Curriculum Handbook

*Helping students achieve their Personal Best.*

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# MESSAGE FROM THE PRINCIPAL

Important decisions must be made while at school. Some of the most important involve choices of subjects to take in Year 10. These decisions may affect the type of career or occupation you follow when you leave school. Your course selection also affects your happiness and success while at school.

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.

My advice to students is you should ensure that you are honest about your abilities and realistic about your career aims.

In the end, though, success at study involves hard work and commitment. Students need to, and indeed are expected to, give their personal best at all times. This means a daily commitment to attendance, attitude and achievement, and a focus on the school's values – Respect, Responsibility, and Readiness to work and learn.

I am convinced that the wonderful courses of study offered at this school will bring great benefits to students – both now and in the future.

Grant Stephensen  
Principal

# YEAR 10 CURRICULUM OVERVIEW

Year 10 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	Subject	Time allocation
English	English	3 periods per week all year
Mathematics	Mathematics Mathematics Extension	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	HPE Sport	3 periods per week for 1 semester 1 period per week all year

Students choose 2 ELECTIVE subjects from any of the following key learning areas: Humanities, Technologies and The Arts.

Key Learning Areas	Subject	Time allocation
Design and Technologies	Design and Technologies Food and Fibre Production Food Specialisation Materials and Technologies Specialisations	3 periods per week all year
Digital Technologies	Digital Technologies	3 periods per week all year
Humanities	Economics & Business Geography	3 periods per week all year
The Arts	Dance Drama Media Arts Visual Arts	3 periods per week either all year / semester only based on subject selections.

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

# Some helpful hints when choosing areas of study

The following points should be taken into consideration when choosing areas of study for Year 10.

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 the results in year 8 or 9 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 (Some careers will require core & extension)	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	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

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### 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 to 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, developing 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 skill 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.

### 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.

### FUTURE PATHWAYS

- a) **SENIOR:** A sound achievement or above at exit of Year 10 is a prerequisite for Senior English. Those students who have experienced difficulties or do not need a literature-oriented course should choose Essential English in year 11 and 12.
- b) **TERTIARY:** Students and their parents should be aware that a Sound Achievement at exit of Senior English is a prerequisite or assumed for most tertiary courses.
- c) **EMPLOYMENT AND LIFESKILLS:** A Sound Achievement at the end of Year 10 English is required for General or Trade entry into the Defence Forces. Please consult a Career Advisor/Guidance Officer for further advice.

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# MATHEMATICS

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## 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.

Students studying Mathematics in Year 10 consolidate and extend concepts, skills and processes developed by students in Years 1 to 9 at a level most suited to their ability. In order to achieve this, Mathematics is subdivided into two separate courses of study:

- Mathematics Extension
- Mathematics

## COURSE OUTLINE

### Mathematics Extension

**PREREQUISITE: An achievement of B or above in Year 9 Mathematics.**

This course is suited to higher ability students. It is the prerequisite subject for the study of Mathematical Methods and Specialist Mathematics in Years 11 and 12. The course covers Algebra, Deductive Geometry, Trigonometry and Analytical Geometry in great detail.

### Mathematics

This course is suited to average ability students. It is the prerequisite subject for the study of General Mathematics or Essential Mathematics in Years 11 and 12. The course requires less abstract reasoning ability than does Mathematics Extension. The topics concentrate on further development of basic Mathematics concepts, skills and processes and their application in a wide range of real-life situations.

## ASSESSMENT

Assessment will take the form of mid- and end-semester tests as well as assignments/ investigations.

## FUTURE PATHWAYS

The levels of achievement below are an indication of performances required, at exit of Year 10, for a realistic chance of success in the selected Years 11/12 Mathematic course:

- Specialist Mathematics - To have a realistic chance of succeeding in this subject at the end of Year 10 students should have achieved a **High B or above** in Extension Maths (MAX). Note: Students Studying Specialist Mathematics in Year 11/12 MUST ALSO study Mathematics Methods in Year 11/12
- Mathematical Methods - To have a realistic chance of succeeding in this subject, at the end of year 10 students should have achieved a **High B or above** in Extension Maths (MAX) or an **A** in Core Maths (MAT).
- General Mathematics - To have a realistic chance of succeeding in this subject, at the end of year 10 students should have achieved a **C** in Extension Mathematics (MAX) or **B or above** in Core Mathematics (MAT)
- Essential Mathematics - This subject is suitable for Mathematics students who struggled to pass Core Mathematics.

## CONTACT PERSON

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# SCIENCE

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## 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 BSHS 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 5 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 10 include:

- Designing and analyzing a model roller coaster,
- Exploring the inheritance of genes,
- Investigating links between the history of the formation of the universe and issues on Earth,
- Experimenting with chemicals and more.

**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 piece of assessment will be used to gain credit towards a semester level of achievement.

## FUTURE PATHWAYS

Whether students continue formal science education after Year 10 or not, Science education is invaluable preparation for future education and life in general. Science develops more effective decision-making processes and analytical skills.

## CONTACT PERSON

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# HISTORY

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## RATIONALE

History is more than just learning facts about the past. Confucius said *If you wish to divine the future, study the past*. History is an investigation into how people lived in different times and places, issues they struggled with and catastrophes they survived. We study the past in order to diagnose situations and provide solutions to contemporary problems.

## HOW WILL YOU LEARN?

Yes, we read books and require students to write BUT these are necessary skills for everyone who envisions a successful future career. You will also investigate and analyse a range of evidence from the past in order to determine what happened, why, and should we allow history to repeat itself.

## COURSE OUTLINE

Modern History	Unit 1: Rights and Freedoms in the Modern World Unit 2: Flashpoints from the Cold War
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## ASSESSMENT

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

- Short Response Knowledge and Skills Test
- Essay Exam Response to Historical Sources
- Research Assignment – Virtual Museum

## FUTURE PATHWAYS

1. **SENIOR:** Students will receive training in relation to higher order thinking and writing skills including comprehension, application, analysis, interpretation, evaluation and decision-making processes.
2. **TERTIARY:** The skills gained from the History classroom are vital for university courses which rely to a great degree on research methodology and these institutions assume students have been given adequate preparation in high school. History can be useful in courses relating to Law, Journalism, Media Studies, Politics, Psychology, Sociology and Teaching.
3. **EMPLOYMENT AND LIFE SKILLS:** Research and organising skills; Oral and written skills; Everyday life skills such as understanding situations, putting events in perspective, identifying causes and consequences, acknowledging the viewpoints of others, developing personal values, making judgements and reflecting upon decisions.

## CONTACT PERSON

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# HEALTH and PHYSICAL EDUCATION

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## 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 sports
- Prepare students for future study in Health and Physical Education and Sport and Recreation courses
- Show students how physical education can be used to improve physical performance and health
- Develop students who are healthy – physically, mentally, emotionally and socially
- Develop an appreciation of the benefits of being healthy and active
- 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:

### Units Covered

1. Biomechanics and Volleyball	<p><b>Theory:</b> In this unit, students will develop a basic understanding of the ways in which human movement is analysed from a biomechanical perspective to help improve skill performance. Students will be able to understand the biomechanical principles of human movement, measure and analysis human movement and apply the principles to evaluate their own and others performances and make recommendations on how their performance can be improved with biomechanical concepts.</p> <p><b>Practical:</b> In this unit, students will learn proper technique and rules. Students will be using the biomechanical principles taught to improve their technique. This will also help them to apply decision-making skills on which skill to use or shot they should perform to achieve their desired outcome.</p>	Multimodal Project
2. Australian Sporting Culture	<p><b>Theory:</b> In this unit students examine the role that a Australian culture has on physical activity, outdoor recreation and sport and how this has played a part in defining the Australian cultural identity. They will critique behaviours and contextual factors that influence participation in physical activity and changing cultural identity.</p> <p><b>Practical:</b> In this unit, students will demonstrate leadership, fair play and cooperation. They will transfer understanding from pervious movement experiences and create solutions to movement challenges when playing AFL.</p>	Persuasive Essay

In year 10 HPE, students have the option to trial for an academy class. The academy classes will follow the same outline as above, however, the focus sport in each unit will be their academy sport. In 2024, the academy focus sports will be Rugby League, Soccer and Volleyball (both males and females in all three sports). If the student is successful in their trial and offered a position in the academy of their choice, a levy fee of \$200 is required to be paid to secure their place.

## **ASSESSMENT**

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

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.

## **FUTURE PATHWAYS**

1. SENIOR: Physical Education, Sport and Recreation and Certificate III in Fitness.
2. TERTIARY: courses such as: Health Science, Exercise Science, Exercise Physiology, Sciences, Nursing, Human Movement Studies, Teaching, and Physiotherapy.
3. EMPLOYMENT AND LIFESKILLS: team work, communication, decision making, leadership, Information Technology skills, healthy body and mind.

## **CONTACT PERSON**

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# ELECTIVE SUBJECTS

## DANCE

### RATIONALE

Dance is expressive movement with purpose and form that communicates ideas and stories of personal and cultural identity through the body. Early sensory experience of the body and movement through dance is fundamental to the development of kinaesthetic knowledge and contributes to student's foundational aesthetic understanding. In dance, using the body as the instrument of expression and movement as the medium, students represent, celebrate, question, and communicate personal, social, emotional, spiritual, and physical human experience.

### AIMS

- Body awareness and technical and expressive skills to communicate through movement confidently, creatively and intelligently
- Choreographic and performance skills, and skills for responding to their own and others' dances
- Aesthetic, artistic, and cultural understanding of dance in past and contemporary contexts as choreographers, performers, and audiences
- Respect for and knowledge of the diverse purposes, traditions, histories and cultures of dance as active participants and informed audiences.

### COURSE OUTLINE

Curriculum	SEMESTER 1 (Unit 3)	SEMESTER 2 (Unit 4)
Unit name	Moving viewpoints	Moving futures
Unit description	Students respond, perform through the lens of contemporary and one other genre viewpoints that are representative of cultures, places, and times in their storytelling.	Students explore contemporary dance, cultural and technology fusions to find new possibilities in delivering dance today and in the future.
Assessment	Developing practice and skills Presenting and performing	Exploring and responding Making and creating

### \* In year 10 – Dance is offered in two ways

- a) Yearlong (student will **complete both Unit 3 and 4** – this must be preference 1 and 2 in your subject selection)
  - Completing the yearlong program is ideal for any student wishing to study General Dance in Year 11 and 12
- b) Semester only (student will **complete either Unit 3 or Unit 4** – select either preference 3 or 4)
  - Unit 3 focuses on the *performing aspect* of the Arts  
(Ideal for students who wish to pursue studying dance, drama and/or music)
  - Unit 4 focuses on the *creating aspect* of the Arts  
(Ideal for students who wish to pursue studying ANY ART subject in year 11 and 12)

Both options will be offered concurrently throughout the year, with all Dance students presented the opportunity to attend excursions and perform on the annual Dance Drama Night (Semester 1) and Arts Night (Semester 2).

## **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.

## **FUTURE PATHWAYS**

1. **SENIOR:** For a realistic chance of success in Year 11 and 12 Dance, it is recommended that students complete the Junior Dance program. Dance is a General subject that counts towards an ATAR.
2. **TERTIARY:** Skills developed through the study of Dance provide valuable assets for many careers and can also assist with some tertiary courses. Possible career paths include: Dance Teacher, Secondary school/ Private studio; Early Childhood and Primary School teaching; Theatre; Dance Company/ Professional dance associations; Recreation worker; Youth worker; Choreographer; Entertainer; Set designer; Makeup artist; Writer/Critic.
3. **EMPLOYMENT AND LIFESKILLS:** Students develop a number of lifelong skills that are valued in any work place. Students learn to present themselves confidently in a number of situations. Creative and problem-solving abilities are fostered through research, synthesis and communication of ideas, images and feelings. Students' self-confidence and the necessary social skills to work effectively, individually and in teams, are developed.

## **CONTACT PERSON**

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# DESIGN and TECHNOLOGIES

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## RATIONALE

Design and Technologies 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 new innovative ideas.

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity 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.

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

## AIMS

By the conclusion of the course of study, students will:

- describe design problems and design criteria
- represent ideas, design concepts and design information using drawing and low-fidelity prototyping
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- synthesise ideas and design information to propose design concepts
- evaluate ideas and design concepts to make refinements
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

## COURSE OUTLINE

<b>Design in Practice:</b> <ul style="list-style-type: none"><li>• Experiencing design</li><li>• Design Process</li><li>• Design Styles</li></ul>	<b>Commercial Design:</b> <ul style="list-style-type: none"><li>• EXPLORE-client needs and wants</li><li>• DEVELOP-collaborative design</li></ul>
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<b>Human Centred Design:</b> <ul style="list-style-type: none"><li>• Designing with empathy</li></ul>	<b>Sustainable Design:</b> <ul style="list-style-type: none"><li>• EXPLORE-sustainable design opportunities</li><li>• DEVELOP-redesign</li></ul>
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## ASSESSMENT

Assessment will take the form of two Examination-design challenges and two projects.

Students electing to complete this subject must have a high degree of interest in visual arts, problem solving, higher order thinking and designing for a better future.

## FUTURE PATHWAYS

This course is a preparatory course for students intending to undertake Design in the senior years. It also provides a valuable foundation for students wishing to pursue a career in architecture, cyber security, digital media design, engineering, fashion design, graphic design, industrial design, interior design, robotics and systems design.

## CONTACT PERSON

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# DIGITAL TECHNOLOGIES

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## RATIONALE

By the end of Year 10, students explain the control and management of networked digital systems and the security implications of the interaction between hardware, software and users. They explain simple data compression, and why content data are separated from presentation. Students plan and manage digital projects using an iterative approach. They define and decompose complex problems in terms of functional and non-functional requirements.

## COURSE OUTLINE

Curriculum	SEMESTER 1 (Unit 3)	
Unit name	Python and Algorithmic basics	Desktop Application – Database and GUI
Unit description	Students investigate basic programming logic using Python syntax. Students will examine and practice concepts such as creating and using variables, iteration, looping and branching.	Students will investigate Structured Query Language (SQL) as a means to communicate with a database. Students will use a Python code library to create a Graphical User Interface (GUI). Combining Python skills from Unit 1 with SQL skills from Unit 2 will allow students to create a digital solution in the form of a desktop application as a response to stimulus.
Assessment	Examination	Project Investigation

Curriculum	SEMESTER 2 (Unit 4)	
Unit name	PyGame – Game Design	Capture the Flag – Competitive coding
Unit description	Students will use a Python code library (PyGame) to create a game.	Students will modify bots in a premade game of Capture the flag. Students will have to plan the logic of their bots to successfully compete against each other to test the effectiveness of their code.
Assessment	Project: Game	Project: Game

\* In year 10 – Digital Technologies is offered in two ways

- a) Yearlong (student will **complete both Unit 3 and 4** – this must be preference 1 and 2 in your subject selection)
- b) Semester only (student will **complete either Unit 3 or Unit 4** – select either preference 3 or 4)

## COURSE REQUIREMENTS

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.

## 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
- being open to new experiences
- the exploration of ideas
- the ability to see things through to completion
- disciplined working
- self-motivation
- communication
- the ability to work alone or in groups

## COURSE OUTLINE

Curriculum	SEMESTER 1 (Unit 3)	SEMESTER 1 (Unit 4)
Unit name	Where We've Come From	Opposites Attract
Unit description	In this unit, students will be introduced to the techniques and conventions of the specific theatre form (Greek and Physical) and conventions of storytelling (Context – Indigenous). They will develop their understanding of how to devise and perform a physical theatre piece, compare, and contrast conventions of realism to go on to present a realism text honouring the style and context of the original play.	In this unit, students integrate other forms of theatre with realism vs workshopping different types of movement using Commedia techniques to experiment with different clowning characters. Students will learn to make directorial decisions and reflect them whilst they devise multiple roles within a performance.
Assessment	Developing practice and skills Presenting and performing	Exploring and responding Making and creating

### \* In year 10 – Drama is offered in two ways

- a) Yearlong (student will **complete both Unit 3 and 4** – this must be preference 1 and 2 in your subject selection)
  - Completing the yearlong program is ideal for any student wishing to study General Drama in Year 11 and 12
- b) Semester only (student will **complete either Unit 3 or Unit 4** – select either preference 3 or 4)
  - Unit 3 focuses on the *performing aspect* of the Arts  
(Ideal for students who wish to pursue studying dance, drama and/or music)
  - Unit 4 focuses on the *creating aspect* of the Arts  
(Ideal for students who wish to pursue studying ANY ART subject in year 11 and 12)

Both options will be offered concurrently throughout the year, with all Drama students presented the opportunity to attend excursions and perform on the annual Dance Drama Night (Semester 1) and Arts Night (Semester 2).

## **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.

## **FUTURE PATHWAYS**

1. **SENIOR:** While it is not necessary to have taken Drama in Year 10, most students in Year 11 have found the Junior subject to be helpful for a strong and focused work ethic.
2. **TERTIARY:** Senior Drama is a General subject that counts towards an ATAR. Many tertiary courses are on offer that incorporate, or benefit from, Drama. These courses are offered at TAFE, Universities and privately-run colleges.
3. **EMPLOYMENT AND LIFE SKILLS:** What students learn in drama will help with many jobs: speaking in public; working cooperatively; understanding spoken language and increasing vocabulary; presenting themselves confidently in many different situations; following timelines and meeting deadlines; revising and reworking material until it is the best it can be; understanding other people's motivation; reading people's body language; and confidence. Specific career paths include: Actor, Stage crew, Arts Administrator, Law, Advertising, Radio/TV Announcer, Public Relations Consultant, Dramatist, Writer, Youth worker, Teacher, Early Childhood.

## **CONTACT PERSON**

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# ECONOMICS and BUSINESS

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## 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 individuals 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 10 is studied for two semesters.

Semester 1	The Economy and Standard of Living
Semester 2	Consumer Decisions and Business Productivity

## ASSESSMENT

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

- Short Response Knowledge and Skills Test
- Research-Based Assignment
- Business Report
- Varied Response to Stimulus Material Exam

## FUTURE PATHWAYS

Studying Economics and Business in Year 10 will provide some insight into the senior subjects of Economics and Business (two distinct subjects in Years 11 and 12). Knowledge and skills developed throughout this course of learning will prove advantage should students wish to specialize in their final years of schooling.

## CONTACT PERSON

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# FOOD and FIBRE PRODUCTION

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## RATIONALE

Food and Fibre Specialisation is an interdisciplinary science subject suited to students who are interested in the application of science in a real-world context. They understand the importance of using science to predict possible effects of human and other activity, and to develop management plans or alternative technologies that minimise these effects and provide for a more sustainable future.

## 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

## COURSE OUTLINE

### Semester 1

#### Plant Science and Animal Science

- UQ Gatton Sunflower competition
- Fruit and Vegetable production
- Genetics, reproduction and breeding programs for agricultural plants and animals

### Semester 2

#### Mechanics and Agribusiness

- Technology in Agriculture, sustainable production, precision agriculture, agribusiness

Practical work will be conducted when appropriate. Use of the Agriculture Department computer laboratory will occur from time to time for the purposes of research and information processing. Q Fever and other zoonotic diseases are a risk when dealing with animals.

## ASSESSMENT

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

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

## FUTURE PATHWAYS

Food and Fibre Specialisation will prepare students for all of the following subjects in Years 11 & 12:

- Senior Agricultural Science
- Biology
- Chemistry
- Agricultural Practices

A course of study in Food and Fibre Specialisation can establish a basis for further education and employment in the fields of agriculture, horticulture, agronomy, ecology, food technology, aquaculture, veterinary science, equine science, environmental science, natural resource management, wildlife, conservation and ecotourism, biotechnology, business, marketing, education and literacy, research and development.

## CONTACT PERSON

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# FOOD SPECIALISATION

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## 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 Specialisation 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.

## 2024 Options

In 2024 there are two options available for students to select.

### Option 1 – Unit 1 and 2 offered over 1 semester

- focuses on enhancing practical cookery skills and knowledge of food topics. This is the option if students would like to do something practical but **not** necessarily wish to undertake hospitality in the senior school.

### Option 2 – Unit 1 to 4 offered over 12 months

- is designed for the students who have an interest in the hospitality sector. This course will prepare students wishing to undertake the Cert II in Hospitality in the senior school.

## YEAR COURSE OUTLINE EXAMPLE

<b>Unit 1</b>	<b>Easy Entertaining</b> Mocktails, finger food, pastries, cakes, slices and celebration cakes feature as students experience the organisation, preparation and presentation of a morning or afternoon tea.
<b>Unit 2</b>	<b>Australia's Cuisine Culture</b> Select and cook, and learn about a variety of foods from countries that have influenced food styles in Australia today.
<b>Unit 3</b>	<b>Fast Food Frenzy</b> Create, prepare, package and market a healthy fastfood option suitable for sale in the school canteen. Students investigate a range of food options, production considerations, packaging, labelling, costing and advertising.
<b>Unit 4</b>	<b>Food as a Gift</b> Select and prepare a variety of sweets, preserves, and treats. As a member of a small group, you will have the opportunity to plan, market, produce, package and deliver a variety of gift foods to local facilities eg. nursing homes.

## ASSESSMENT

A range of assessment tasks will be completed over the course of study:

- Projects – written and Practical
- Weekly practical tasks

**COURSE REQUIREMENTS**

The provision of cookery ingredients will be a combination of school and parents/carers. The teacher will specifically identify at the start of the unit which cookery ingredients parents/carers are to provide. Most food products will be taken home; however, some may be eaten at school. This is dependent on the nature of the task. Parents/Carers will need to supply all ingredients for their cookery exams.

**FUTURE PATHWAYS**

This course leads to Certificate II in Hospitality or Early Childhood Studies in Years 11 and 12. Studying this subject, students will further develop their interpersonal and management skills - important for those seeking employment in the Hospitality Industry, Retail sector or Childcare.

**CONTACT PERSON**

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# GEOGRAPHY

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## RATIONALE

Year 10 Geography takes you deeper into understanding how changes to the environment impact not only on the people that live in that environment but everything in that specific place as well. You will also understand the relevance today of the Geography of well-being and investigate how human well-being is different between the Australian context and other countries. The year 10 course is a jumping stone to senior studies in Geography.

## SKILLS:

Geography is an active skills-based course that relies on gathering data and information and looking for solutions relevant to issues faced in Australia and the world today.

Year 10 Geography extends further on the concepts of social justice introduced in year 9 and provides a more detailed study of Geographical knowledge, skills and concepts. This is a yearlong course with two units, one each semester. It is strongly recommended that if students wish to pursue this subject to year 11 they undertake this course of study.

## CONTENT and ASSESSMENT:

Semester 1	<u>Unit 1:</u> Environmental Change and Management	<ul style="list-style-type: none"><li>• In-depth study including Field Trip</li><li>• Human – Environment systems</li></ul>	Field Report: <ul style="list-style-type: none"><li>• Extended response (800-1000 words)</li><li>• Six lessons</li></ul>
Semester 2	<u>Unit 2:</u> Geographies of Human Well-Being	<ul style="list-style-type: none"><li>• Measuring and comparing human well-being between Australia and other countries</li></ul>	Research/Incursion Report: <ul style="list-style-type: none"><li>• Extended response (800-1000 words)</li><li>• Six lessons</li></ul>

Unit 1: Environmental change and management focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views - including those of Aboriginal and Torres Strait Islander Peoples - that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia through a field trip and compare this with classroom study and personal research of one other country. They apply human-environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

Unit 2: Geographies of human wellbeing focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate. This unit also relies upon gathering first hand data through field reporting and research.

## CONTACT PERSON

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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 aero skills, 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

Curriculum	SEMESTER 1 (Unit 3)	SEMESTER 2 (Unit 4)
Unit name	Timber Skills	Industrial Skills
Unit description	Students work with a range of hand tools and machines to complete a selection of timber projects. Students will develop their skills in reading plans, creating material lists, pricing costing sheets, and listing project procedure steps.	Students explore Building and Construction Skills as well as Industrial Skills. This unit will incorporate metal work, and construction skills. Students will continue to develop, in detail, reading plans, creating material lists, pricing costing sheets, and listing project procedure steps.
Assessment	Practical Projects Written Folio Assignments	Practical Projects Written Folio Assignments

### \* In year 10 – TMT is offered in two ways

- a) Yearlong (student will **complete both Unit 3 and 4** – this must be preference 1 and 2 in your subject selection)
  - Completing the yearlong program is ideal for any student wishing to study Building and Construction, Industrial Skills, or Furnishing Skills in Year 11 and 12
- b) Semester only (student will **complete either Unit 3** – select either preference 3 or 4)

## ASSESSMENT

Assessment consists of a practical project and a theory assignment. To be successful in TMT, students must complete both parts of assessment.

## FUTURE PATHWAYS

**SENIOR:** For a realistic chance of success in Year 11 and 12 in either Building and Construction, Industrial Skills, or Furnishing Skills student will complete the course of study offered in Year 10 TMT.

**TERTIARY:** Skills developed through the study of TMT provide valuable assets for many careers and can also assist with some tertiary courses. Examples include; Automotive, Building and Construction, Engineering, Furnishing Skills and Industrial Technology Skills, School based traineeships and apprenticeships

## CONTACT PERSON

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# MEDIA ARTS

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## RATIONALE

Media develops 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

- use and explore technology, and multi-media production
- be innovative and entrepreneurial
- explore new ideas and concepts
- create for a purpose
- produce for an audience
- communicate information and ideas
- be critical of what is seen, heard and read
- persevere through to completion
- be self-directed and self-assured
- work in teams

## COURSE OUTLINE

Curriculum	SEMESTER 1 (Unit 3)	SEMESTER 2 (Unit 4)
Unit name	Suspense	Representations
Unit description	Students respond to suspense films. They edit a suspense trailer, and write a suspense script.	Students respond to Reality TV shows. They will design and produce a reality TV segment/trailer.
Assessment	Exploring and responding Making and creating	Exploring and responding Making and creating

### \* In year 10 – Media Arts is offered in two ways

- a) Yearlong (student will **complete both Unit 3 and 4** – this must be preference 1 and 2 in your subject selection)
  - Completing the yearlong program is ideal for any student wishing to study General Film, Television and New Media in Year 11 and 12
- b) Semester only (student will **complete either Unit 3 or Unit 4** – select either preference 3 or 4)  
(Either unit is ideal for students who wish to pursue studying ANY ART subject in year 11 and 12)

Both options will be offered concurrently throughout the year, with all Media Arts students presented the opportunity to participate in excursions and have their work selected for Arts Night (Semester 2).

## 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.

## FUTURE PATHWAYS

- a) **SENIOR:** This subject would be useful, but not crucial, for students wishing to study Senior Film and Television in Years 11 and 12.
- b) **TERTIARY:** Senior Media is called Film and Television which counts towards an ATAR. Many tertiary courses are on offer that incorporate, or benefit from, Media. These courses are offered at TAFE, Universities and privately-run colleges. Some of these courses are:
  - Bachelor of Arts (Communications and Media)
  - Bachelor of Arts (Film & TV)
  - Bachelor of Arts (TV Sound Production)
  - Bachelor of Business (Majoring in Corporate Video)
- c) **LIFE SKILLS:** Media also provides students with invaluable life skills which will help with many jobs. These life skills include: creative problem solving; communication skills; cooperation with others; an understanding of visual text and meaning; application of ICT technologies; critical analysis skills; revising and reworking material; being

organised; following design briefs; meeting deadlines; visualising ideas; implementing plans of action and being sensitive to individual differences.

- d) **EMPLOYMENT:** Career paths can include: Advertising, Animator, Audio engineering, Education, Events management, Film production, Graphic design, Hospitality, Interior design, Journalism; Lighting, Film Stage and TV Director, Cameraman, Media Analysis and Production, Floor Manager, Public Relations Officer, Studio Stage Hand, Audio Visual Technician, Cinema Studies, Multi-Media Producer, Web Designer, Make-up artist and many more.

**CONTACT PERSON**

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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

- creative, critical, imaginative and inventive thinking
- the exploration of ideas and concepts
- pushing boundaries and exploring new expressions
- an openness to new experiences
- disciplined working
- the ability to see things through to completion, resolving ideas
- visual and kinaesthetic communication
- self-motivation, self-direction
- the ability to work independently or in a team, where required

## COURSE OUTLINE

Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

Curriculum	SEMESTER 1 (Unit 3)	SEMESTER 2 (Unit 4)
Unit name	Art as Inquiry	Art for Self and Others
Unit description	Develop independence and critical thinking through the inquiry process responding to the work of self and others.  Create and convey meaning from various viewpoints and develop new skills and knowledge to develop a personal aesthetic.	Explore the concept of self and others through 2D and 3D artworks. Investigating a diverse range of stimulus to generate and express individualised ideas and ways of working to communicate representations, thoughts, feelings or experiences.
Assessment	Exploring and responding Making and creating	Developing practice and skills Presenting and performing

### \* In year 10 – Visual Arts is offered in two ways

- a) Yearlong (student will **complete both Unit 3 and 4** – this must be preference 1 and 2 in your subject selection)
  - Completing the yearlong program is ideal for any student wishing to study General Art in Year 11 and 12
- b) Semester only (student will **complete either Unit 3 or Unit 4** – select either preference 3 or 4)
  - Unit 3 is ideal for students who wish to pursue studying General Art in Year 11 and 12
  - Unit 4 is ideal for students who wish to pursue studying Visual Arts in Practice in Year 11 and 12

Both options will be offered concurrently throughout the year, with all Visual Arts students presented the opportunity to participate in excursions, art competitions and have their work selected for Arts events throughout the year.

## ASSESSMENT

Assessment is based upon achievement in two 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.

## FUTURE PATHWAYS

- a) **SENIOR:** This subject is desirable, should students wish to study Visual Art (General subject) in Years 11 and 12. It is a good basis for Visual Art in Practice (Applied subject), but not crucial.
- b) **TERTIARY:** Senior Visual Art counts towards an ATAR. Professions for which Art is a useful subject are: Advertising, Archaeology, Teaching, Industrial and Interior Design, Fashion Design, Photography, Architecture, Fine Arts, Occupational Therapy, Sign Writing, Printing Trades, Theatre and Television.

- c) EMPLOYMENT AND LIFESKILLS: The Visual Art Course enables students to become articulate and informed practitioners of art. Visual literacy is also improved which enables students to understand the increasingly complex world in which we live. What students learn in visual arts will help with many jobs: creative problem solving; communicating visually; understanding visual text and meaning; using traditional and contemporary media and technologies; determining a personal aesthetic; being organised, following design briefs and meeting deadlines; discriminating and being selective of trends and tastes; understanding other people's motivation; being sensitive to cultural and historical differences.

**CONTACT PERSON**

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# ACADEMY SPORT

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## RATIONALE

Our Academy Sport electives provides an extension in the students' chosen sporting field beyond the mainstream classroom. The program allows students to become autonomous learners who are actively engaged in the development of their skills and talents and aims to develop players that are not only technically and tactically proficient, but are good decision-making players that have a highly developed knowledge of their chosen sport. Our teaching team is comprised of staff who are experts in their fields. They stay abreast of current and emerging research to ensure that their curriculum is dynamic and engaging.

Students who successfully trial to be a member of the academy are required to choose the Academy Sport of their choice - 6-month elective option.

## AIMS

Academy Sport aims to:

- incorporate decision-based training that forces training of skills under pressure
- compulsory fitness testing
- regular strength and conditioning sessions – including compulsory gym attendance
- explicit training of game strategy

Academy programs are underpinned by high expectations and clear consequences for not meeting them. We stress that our students are humble and respectful people whose attitudes reflect their desire to be great.

## COURSE OUTLINE

Curriculum	Unit 3	Unit 4
Unit name	Training, Over Training and Recovery	Drugs in Sport
Unit description	Students synthesise health information from a range of health professionals specialising in a balance between training over training, injury prevention and rehab after injuries to propose and justify strategies to enhance their own and other's performances.	Students propose, evaluate and justify strategies to manage their identities and health where external factors may impact on their ability to make healthy and safe choices.
Assessment	Reflective Journal Practical performance	Folio Project – Multi modal Practical Performance

This elective allows the students opportunities to complete in local, state and national level competitions.

## ASSESSMENT

Assessment is in the two key strands of Personal, Social and Community Health and Movement and Physical Activity. This may take the form of written tests, assignments and practical performance.

## CONTACT PERSON

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# CO-CURRICULAR SUBJECTS

## SPORT YEAR 10

(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. Each trimester, students will select their sporting option.

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 (May) and Athletics (August) 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**

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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 another 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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