2017
Year 10
Curriculum Handbook
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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.

Fortunately, 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. This will, no doubt, be enhanced by daily commitment to:

- Learning
- Punctuality and attendance
- Cooperation and courtesy

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.

In return, the school is committed to providing high quality teaching and learning practices matched by high quantity teaching and learning time.

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

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.

Alan Smith
Principal
YEAR 10 CURRICULUM OVERVIEW

Year 10 students need to base their subject selections and decision-making processes on the notion that this is a foundation year for senior studies. There is a core of English, Mathematics and Science. Involvement in Sports activities and Get Connected are also expected within the timetable.

Students choose THREE electives from any of the following key learning areas: The Arts, Technology, Humanities, LOTE and Health and Physical Education.

<table>
<thead>
<tr>
<th>KLA (Key Learning Areas)</th>
<th>Subject</th>
<th>Time allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English Extension</td>
<td>3 periods per week all year</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Functional English</td>
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</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics Extension</td>
<td>3 periods per week all year</td>
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<tr>
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<td>Mathematics</td>
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<tr>
<td></td>
<td>Functional Mathematics</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>3 periods per week all year</td>
</tr>
<tr>
<td></td>
<td>Science Foundation</td>
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</table>

Select three subjects from the following:

<table>
<thead>
<tr>
<th>The Arts</th>
<th>Dance</th>
<th>Drama</th>
<th>Media Arts</th>
<th>Visual Arts</th>
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<tbody>
<tr>
<td>Technology</td>
<td>Agricultural Mechanics</td>
<td>Agricultural Science</td>
<td>Animal Husbandry</td>
<td>Business Studies</td>
</tr>
<tr>
<td></td>
<td>Food Studies</td>
<td>Graphics</td>
<td>Information and Communication Technologies</td>
<td>Shop A (Woodwork)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Shop B (Metalwork)</td>
</tr>
<tr>
<td>Humanities</td>
<td>History</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>LOTE</td>
<td>Japanese</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Health and Physical Education</td>
<td>HPE</td>
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</tbody>
</table>

Extra Activity:

| Co-Curricular | Instrumental Music Program | Music lessons arranged by the Music Teacher |
SOME HELPFUL HINTS WHEN CHOOSING AREAS OF STUDY

The following points should be taken into consideration when choosing areas of study for Years 9 and 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

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

<table>
<thead>
<tr>
<th>Agricultural subjects</th>
<th>Business Studies and ICT</th>
<th>Computer Studies</th>
<th>Health &amp; Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Science</td>
<td>Business Studies</td>
<td>Computer Studies</td>
<td>HPE</td>
</tr>
<tr>
<td>Agricultural Technology</td>
<td>Information and</td>
<td></td>
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</tr>
<tr>
<td>Animal husbandry</td>
<td>Communication Technology</td>
<td></td>
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</tr>
<tr>
<td>Agricultural engineer</td>
<td>Accountant</td>
<td>Architectural drafter</td>
<td>Acupuncturist</td>
</tr>
<tr>
<td>Agricultural Science</td>
<td>Bank officer</td>
<td>Business systems analyst</td>
<td>Ambulance officer</td>
</tr>
<tr>
<td>Teacher</td>
<td>Bookkeeper/accounts clerk</td>
<td>Computer assembler</td>
<td>Beauty therapist</td>
</tr>
<tr>
<td>Agricultural technical officer</td>
<td>Cashier</td>
<td>Computer engineer</td>
<td>Chiropractor</td>
</tr>
<tr>
<td>Animal attendant</td>
<td>Court and Hansard reporter</td>
<td>Computer hardware service technician</td>
<td>Fitness instructor</td>
</tr>
<tr>
<td>Botanist</td>
<td>Court officer</td>
<td>Data processing operator</td>
<td>Hospital manager</td>
</tr>
<tr>
<td>Economist – agricultural</td>
<td>Credit officer</td>
<td>Database administrator</td>
<td>HPE Teacher</td>
</tr>
<tr>
<td>Environmental Scientist</td>
<td>Croupier</td>
<td>Desktop publisher</td>
<td>Jockey</td>
</tr>
<tr>
<td>Food technologist</td>
<td>Economist</td>
<td>Games developer</td>
<td>Massage therapist</td>
</tr>
<tr>
<td>Forest officer</td>
<td>Farm manager</td>
<td>Help desk operator</td>
<td>Nurse</td>
</tr>
<tr>
<td>Forester</td>
<td>Hotel/motel manager</td>
<td>Multimedia developer</td>
<td>Occupational therapist</td>
</tr>
<tr>
<td>Horticulturist</td>
<td>Law clerk</td>
<td>Programmer</td>
<td>Physiotherapist</td>
</tr>
<tr>
<td>Jackeroo/jillaroo</td>
<td>Office administrator</td>
<td>Software developer</td>
<td>Podiatrist</td>
</tr>
<tr>
<td>Landscape gardener</td>
<td>Real estate salesperson</td>
<td>Software engineer</td>
<td>Psychologist – sport</td>
</tr>
<tr>
<td>Motor Mechanic</td>
<td>Receptionist</td>
<td>Systems analy</td>
<td>Personal Trainer</td>
</tr>
<tr>
<td>Pest controller</td>
<td>Secretary</td>
<td>Systems designer</td>
<td>Radiation therapist</td>
</tr>
<tr>
<td>Stock and station agent</td>
<td>Stock and station agent</td>
<td>Teacher</td>
<td>Recreation officer</td>
</tr>
<tr>
<td>Veterinary nurse</td>
<td>Teacher</td>
<td>Training consultant</td>
<td>Sports scientist</td>
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<tr>
<td>Wool classer</td>
<td>Travel consultant</td>
<td>Technical support officer</td>
<td>Sports coach</td>
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AGRICULTURAL SUBJECTS

<table>
<thead>
<tr>
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<tr>
<td>Animal Husbandry</td>
<td>Bookkeeper/accounts clerk</td>
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<td>Cashier</td>
<td>Computer engineer</td>
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<td>Animal husbandry</td>
<td>Court and Hansard reporter</td>
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<tr>
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<td>Database administrator</td>
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<td>Animal husbandry</td>
<td>Croupier</td>
<td>Desktop publisher</td>
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<tr>
<td>Animal husbandry</td>
<td>Economist</td>
<td>Games developer</td>
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<td>Animal husbandry</td>
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<td>Systems designer</td>
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<td>ART</td>
<td>DRAMA/DANCE</td>
<td>HOME ECONOMICS</td>
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<td>Visual Art, Practical Art</td>
<td>Drama, Dance &amp; Media</td>
<td>Food Studies</td>
</tr>
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<td>Actor</td>
<td>Butcher</td>
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<td>Announcer</td>
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</tr>
<tr>
<td>Craftsperson</td>
<td>Arts administrator</td>
<td>Clothing production worker</td>
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<tr>
<td>Diversional therapist</td>
<td>Choreographer</td>
<td>Cook/chef</td>
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<tr>
<td>Dressmaker</td>
<td>Dancer</td>
<td>Craftsperson</td>
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<tr>
<td>Engraver</td>
<td>Film and TV lighting operator</td>
<td>Dietician / Nutritionist</td>
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<td>Film and TV producer</td>
<td>Dressmaker</td>
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<td>Make-up artist</td>
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<tr>
<td>Graphic designer</td>
<td>Model</td>
<td>Fashion designer</td>
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<td>Public relations officer</td>
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<td>Interior decorator</td>
<td>Recreation officer</td>
<td>Home care worker</td>
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<tr>
<td>Industrial designer</td>
<td>Set designer</td>
<td>Home economist</td>
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<td>Jeweller</td>
<td>Speech pathologist</td>
<td>Hospital food service manager</td>
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<td>Stage manager</td>
<td>Interior decorator</td>
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<td>Landscape gardener</td>
<td>Teacher – dance</td>
<td>Nanny</td>
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<tr>
<td>Make-up artist</td>
<td>Teacher – speech &amp; drama</td>
<td>Nurse</td>
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<tr>
<td>Multimedia developer</td>
<td>Teacher – film &amp; TV</td>
<td>Pattern cutter</td>
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<td>Photographer</td>
<td>Tour guide</td>
<td>Retail buyer</td>
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<tr>
<td>Set designer</td>
<td>Writer</td>
<td>Tailor</td>
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<td>Screen-printer</td>
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<tr>
<td>Sign-writer</td>
<td>Wood turner</td>
<td>Teacher</td>
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<tr>
<td>Teacher</td>
<td></td>
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<tr>
<td>Wood turner</td>
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<tr>
<th>MUSIC</th>
<th>TECHNOLOGY &amp; DESIGN</th>
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<tr>
<td>Music</td>
<td>Graphics</td>
</tr>
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<td>Shop A &amp; B</td>
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<tr>
<td>Announcer</td>
<td>Architect</td>
</tr>
<tr>
<td>Arts administrator</td>
<td>Architectural drafter</td>
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<tr>
<td>Composer</td>
<td>Assembler</td>
</tr>
<tr>
<td>Computer games developer</td>
<td>Automotive electrician</td>
</tr>
<tr>
<td>Conductor</td>
<td>Boilermaker</td>
</tr>
<tr>
<td>Film and TV producer</td>
<td>Builder</td>
</tr>
<tr>
<td>Music librarian</td>
<td>Cabinetmaker</td>
</tr>
<tr>
<td>Music therapist</td>
<td>Carpenter/joiner</td>
</tr>
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<td>Musical instrument maker</td>
<td>Cartographer</td>
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<td>Musician</td>
<td>Drafter</td>
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<td>Piano technician</td>
<td>Engineering associate</td>
</tr>
<tr>
<td>Recreation officer</td>
<td>Fitter</td>
</tr>
<tr>
<td>Singer/vocalist</td>
<td>Graphic designer</td>
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<tr>
<td>Sound technician</td>
<td>Industrial designer</td>
</tr>
<tr>
<td>Stage manager</td>
<td>Landscape architect</td>
</tr>
<tr>
<td>Teacher – early childhood</td>
<td>Leadlight worker</td>
</tr>
<tr>
<td>Teacher – music</td>
<td>Metal fabricator</td>
</tr>
<tr>
<td>Teacher – primary</td>
<td>Metal machinist</td>
</tr>
<tr>
<td>Teacher – secondary</td>
<td>Panel beater</td>
</tr>
<tr>
<td>Teacher</td>
<td>Picture framer</td>
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<tr>
<td></td>
<td>Sheet-metal worker</td>
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<tr>
<td></td>
<td>Teacher</td>
</tr>
<tr>
<td></td>
<td>Wood machinist</td>
</tr>
</tbody>
</table>
YEAR 10

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 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.

Year Ten English is divided into two programmes:
- English
- English Extension

To be considered for English Extension, students’ class results and NAPLAN results will be reviewed.

**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 English Communication 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.

**CONTACT PERSON:** Mrs M DeVivo (Head of Department)
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.

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 Mathematics B and Mathematics C in Years 11 and 12. The course covers Algebra, Deductive Geometry, Trigonometry and Analytical Geometry in great detail.

Mathematics
PREREQUISITE: Nil
This course is suited to average ability students. It is the prerequisite subject for the study of Mathematics A or Pre-vocational 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:

• MATHEMATICS C - 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 Mathematics C in Year 11/12 MUST ALSO study Mathematics B in Year 11/12

• MATHEMATICS B - 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). Note: It is not possible to enter Mathematics B or Mathematics C from Mathematics Foundation courses in Years 9 and 10

• MATHEMATICS A - 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)

• PREVOCATIONAL MATHEMATICS - This subject is suitable for Mathematics students who struggled to pass Core Mathematics.

CONTACT PERSON: Mr S Wilson (Head of Department)
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 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 include:

- Designing and analyzing a model roller coaster,
- Arguing whether food can help cure disease,
- Reporting on the ethics of biotechnology,
- 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 tests. Every activity that students participate in will be used as an opportunity for students to gain credit for their knowledge and understanding of the course outcomes.

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

CONTACT PERSON: Mr M Gould (Head of Department)
LEARNING DIVERSITY STUDIES

These courses are highly modified individualised programs suited to students with a disability:

- Functional Mathematics
- Functional English
- Science Foundation

CONTACT PERSON: Mrs S Kinsella (Head of Department)
YEAR 10

ELECTIVE SUBJECTS
AGRICULTURAL MECHANICS

RATIONALE
A range of life skills associated with the principles of motor mechanics & basic engine operation will be useful to students later in life. It is recommended that students seeking entry into Automotive Mechanics in Year 11 study Agricultural Mechanics in both Years 9 & 10. Learning is delivered through well-resourced, modern fully-equipped mechanics and engineering workshops as well as a wide range of farm vehicles and machinery.

AIMS
Upon completion of this Course, students will have developed:
- Knowledge and understanding of the operation of a range of mechanical systems, vehicles, machines
- A range of skills and techniques practiced in modern engineering and agricultural workshops
- Understanding of engineering and mechanical principles in the operation and maintenance of (agricultural) machinery

COURSE OUTLINE

Semester 1
- Automotive Systems – revision of 4 Stroke cycle, multicylinder engines
- Accessory Systems – Liquid cooling, fuel and lubrication systems
- Welding and Fabrication

Semester 2
- Electrics and electronics
- Scrapheap challenge

Practical work in the mechanics and welding workshops and field areas will be conducted as required.

ASSESSMENT
Students will be assessed through a range of the following methods:
- Formal Tests
- Assignments
- Practical Tests
- Student notebooks/folders
- Informal/diagnostic in-class tests

FUTURE PATHWAYS
Agricultural Mechanics will prepare students for the following subjects in Years 11 & 12:
- Engineering Studies
- Automotive Mechanics
- Agriculture Practices

Students leaving school for employment or further education (eg. TAFE, Australian Agricultural Colleges) will gain valuable skills and experiences for these pathways. Also, Agricultural Mechanics will provide invaluable experiences that will be useful in later life in hobbies and recreational pursuits.

CONTACT PERSON: Ms K Bandrowski (Head of Department)
AGRICULTURAL SCIENCE

RATIONALE
This course provide 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

COURSE OUTLINE

Semester 1
• UQ Gatton Sunflower competition
• Fruit and Vegetable production
• Genetics, reproduction and breeding programs for agricultural plants and animals

Semester 2
• Technology in Agriculture, sustainable production, precision agriculture, agribusiness
• Aquaponics/invertebrates

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

FUTURE PATHWAYS
Agricultural Science will prepare students for all of the following subjects in Years 11 & 12:
• Senior Agricultural Science
• Biological Science
• Chemistry
• Agricultural Practices

Students leaving school for employment or further education (eg. TAFE, Australian Agricultural, Rural Training Colleges) will gain valuable skills and experiences for these pathways. Also, Agricultural Science will provide invaluable experiences that will be useful in later life in hobbies and recreational pursuits.

CONTACT PERSON: Ms K Bandrowski (Head of Department)
ANIMAL HUSBANDRY

RATIONALE
Students who choose this elective will learn about farm livestock and their management. The principles of farm animal care can be extended to the care of personal pets and other domestic animals. A range of useful life skills relating to the care of animals will be practiced and learnt.
Animal Husbandry is designed to give students a basic understanding of how animals function, through studies of animal anatomy and physiology. Studies of livestock industries are included throughout the Courses of Study. Animal Husbandry also provides an opportunity for students to gain experience and develop skills in various techniques and practices associated with the topics listed below.

COURSE OUTLINE

| Semester 1 |
|-----------------|----------------|
| EQUINE STUDIES  | • Anatomy and Physiology  
|                  | • Feeding  
|                  | • Shoeing  
|                  | • Saddlery  
|                  | • Animal Behaviour  
|                  | • Horses in Work  
|                  | • Biosecurity  
| POULTRY STUDIES | • Ethical production, growth and production trials |

| Semester 2 |
|-----------------|----------------|
| BEEF and MEAT SCIENCE | • Beef Industry – selection practices, feed-lotting, yarding, handling procedures  
|                  | • Breeding Technology – artificial breeding techniques  
| DISEASES        | • Disease and natural selection, pathogens, herd health, diagnosis, treatment, prevention  
| FARM SKILLS     | • Feeding, herd recording, hygiene, marking, cost analysis, condition scoring, leading and handling, drenching, vaccinating |

Practical work with sheep, cattle, poultry and horses will be conducted when appropriate. Excursions will form an important teaching tool particularly in the horse husbandry program.

ASSESSMENT
Students will be assessed through a range of the following methods:
• Formal Tests
• Assignments
• Practical Tests
• Practical Reports
• Student notebooks/folders
• Informal/diagnostic in-class tests
• Oral presentation

FUTURE PATHWAYS
Animal Husbandry will prepare students for all of the following subjects in Years 11 & 12:
• Senior Agricultural Science
• Agricultural Practices
• Biological Science

Students leaving school for employment or further education (eg. TAFE, Australian Agricultural Colleges) will gain valuable skills and experiences for these pathways. In addition, this subject will provide will provide invaluable experiences that will be useful in later life in hobbies and recreational pursuits.

CONTACT PERSON: Ms K Bandrowski (Head of Department)
BUSINESS STUDIES

AIMS
This course aims to make students aware of the world of commerce. Skills gained in the course will help students in their future business dealings. On completion of the course a student should be able to record transactions into journals and ledgers and extract a trial balance.

COURSE OUTLINE
- Certificate I in Information, Digital Media and Technology (ICA10111) – completing a total of 6 units, consisting of 4 core units plus 2 elective units
- Certificate I in Business (BSB10112) – completing a total of 6 units, consisting of 1 core unit plus 5 elective units

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<thead>
<tr>
<th>Certificate I in Information, Digital Media and Technology – ICA10111</th>
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<tbody>
<tr>
<td><strong>Core Units</strong></td>
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<td>ICAICT101A</td>
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<td>ICAICT102</td>
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<td>ICAICT104A</td>
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<td><strong>Elective Units</strong></td>
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<td>BSBWHS201A</td>
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Elective units studied are subject to teacher availability. Correct at time of publication but subject to change.

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<tr>
<th>Certificate I in Business – BSB10112</th>
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<tr>
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<td>BSBADM103A</td>
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<td>BSBADM104A</td>
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ASSESSMENT
Assessment will comprise the completion of particular modules – with no limit to the number of times the student tries to complete each module. The satisfactory completion of all modules/competencies will be a priority for assessment and will contribute towards credit for the Queensland Certificate of Education.

USE OF COMPUTERS/LAPTOPS
Internet access at home is desirable – however, all laptops provided as part of the Beaudesert State High School laptop Scheme come 3G enabled. Every effort is made to use computers constructively for such avenues as report and multi-modal presentation, spreadsheeting via Excel, and word processing.

FUTURE PATHWAYS
The main benefit is the relevant qualifications gained for competencies in Information Technology and Business. This may prove extremely worthwhile for the future. As well, Business Studies will provide some insight into the senior subjects of Accounting and Business Communications and Technologies (BCT). This subject is useful, but not crucial, should students wish to study Senior Accounting or Business Communication and Technologies in Years 11 and 12.

CONTACT PERSON: Ms P Cameron (Head of Department)
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
• 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
Semester 1
• Tap
• Musical Theatre

Semester 2
• Dance and Technology
• Contemporary Dance

All Dance students will have the opportunity to attend excursions and perform on the annual Dance Night and Choreography Competition.

ASSESSMENT
Assessment is in the three key areas of performing, choreography and appreciation. 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.

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; Choreography; Entertainer; Set designer; Make up artist; Writer/Critic.

3. EMPLOYMENT AND LIFESKILLS: Students develop a number of life long 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: Mr K Scarth (Head of Department)
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
• being open to new experiences
• communication
• the ability to see things through to completion
• the exploration of ideas

COURSE OUTLINE
Semester 1
• A comic approach to life – clowning / satire
• Play Study – directing and performing

Semester 2
• Docu-drama – selection of teenage issues
• Play Study – individual monologue

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

ASSESSMENT
The three equally weighted areas of assessment are Forming, Presenting 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 counts towards an O.P. and is weighted equally with all other O.P. subjects. 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: Mr K Scarth (Head of Department)
FOOD STUDIES

RATIONALE
Food Studies 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 Studies 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 YEAR 10

Semester 1
Fast Food Frenzy:
• Create, prepare, package and market a healthy fast food option suitable for sale. Students investigate a range of food options, production considerations, packaging, labelling, costing and advertising.

Cooking Around the World:
• Select and cook, research and learn about a variety of foods from countries that have influenced food styles in Australia today.

Semester 2
Easy Entertaining:
• Mocktails, finger food, pastries, cakes, slices and celebration cakes feature as students experience the organisation, preparation and presentation of a morning or afternoon tea.

Food as a Gift:
• Fudge, toffee, coconut ice, caramel popcorn, gingerbread, chocolates and preserves are examples of gift food that the students will prepare, package and label for presentation.

ASSESSMENT
A range of assessment tasks will be completed over the course of study.
• Practical tasks – consist of a written design task linked to a practical task.
• Written tests
• Weekly practical tasks
• Research task

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.

FUTURE PATHWAYS
This course leads to Hospitality Studies or Hospitality Practices in Years 11 and 12. Through studying this subjects, students will further develop their interpersonal and management skills - important for those seeking employment in the Hospitality Industry and the Retail Sector.

CONTACT PERSON: Mrs H Philp (Head of Department)
GRAPHICS

RATIONALE
Graphics is the ‘universal language’ that transcends spoken or written forms of communication. It is especially valuable and essential in any form of Engineering or trade work area, where detailed specifications and technical information needs to be conveyed without the risk of misunderstanding or misinterpretation. Creative and analytical thinking have become highly sort after qualities in our young learners and Graphics encapsulates these designing and creative processes and marries them with technical knowledge and digital expertise.

AIMS
The year 10 Graphics program is designed to empower students with the ability to convey information through the many different forms of graphical communication. These skills are invaluable for young adults moving into a society where graphical communication plays an important and ever increasing part in the modern world. This year length course provides students with a wide range of foundation skills, in both manual and digital drawing techniques; necessary to communicate and interpret information graphically. It aspires to develop graphic literacy in areas as diverse as: product design, technical drawings, drafting, sketching and presentational graphics.

COURSE OUTLINE
A range of computer-orientated graphics programs are learnt and investigated, to closely represent the ‘real world’ work situation. Students will be encouraged to attempt a series of design projects allowing individual creativity and expression. These programs include:
• ‘Autocad’ mechanical desktop
• ‘Inventor’ 3D modelling
• ‘Revit’ Architectural drafting

Content includes:
• Solid geometry and development drawing
• Engineering drawing
• Pictorial drawing and sketching
• Architectural drawing
• Situation analysis and problem solving
• Idea generation and presentational graphics
• Technical literacy
• Product design

ASSESSMENT
Course work and skill acquisition will be assessed on a continual basis through assignments and projects, as well through formal exams. 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 Graphics as an Authority subject (University entrance) in senior school. It will also more than adequately prepare students for ‘CAD’ and other vocational courses offered in senior school. It also provides a valuable foundation for students wishing to pursue a career in Engineering, Surveying, Electrical and Building industries.

CONTACT PERSON:  Ms K Bandrowski (Head of Department)
HEALTH & PHYSICAL EDUCATION

RATIONALE
HPE provides students with the unique experience of learning in, through and about physical activity. It enables students to study the relationships between physical activity and knowledge about how to improve their performance.

COURSE OUTLINE
Students will be subjected to 4 units throughout the duration of this course. The units are divided so that students get to experience both formats that the Physical Education department offers in the senior years. Two units will be based on Physical Education (OP eligible) and two units geared towards our Vocational courses (Cert III in Fitness and Recreation).

Skill Acquisition – Students will learn the process which is involved when acquiring a new skill. Students will be required to evaluate their own performance and provide suggestions on how to improve their level of ability. Associated sports: Either Soccer or Touch Football. Leading towards Physical Education (OP).

Sociology – Students will be introduced to the basic principles of equality and inequality in the sports sector. They will gain an understanding of potential power struggles that currently happen in our sporting environment and their restrictions to access particular sports. Associated sports: Aerobics and Jive. Leading towards Physical Education (OP).

Tournaments – Students will be required to design and organise a portfolio with the aim of running a tournament. Associated sports: Badminton or Volleyball. Leading towards Recreation.

Sports Prescription – Students will learn how to identify the components of fitness, principles of training and methods of training. Students will be required to be trained and train another student in the aim of increasing performance. Associated sports: Either Basketball, Netball, European Handball or Futsal. Leading towards Certificate III in Fitness.

*** Students who do not enjoy physical activity or are not prepared to complete theoretical tasks should not choose this subject.

ASSESSMENT
A variety of assessment mediums are used in Year 10 HPE to gather evidence of student achievement. Portfolio presentation, Research assignments or Multi Modal, Set Tasks and Practical performances are used to test the range of content, skills and processes learned throughout the course. Theoretical assessment is made relevant by using tasks that involve real life situations that students can respond to personally.

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

CONTACT PERSON: Ms A Savage (Head of Department)
HISTORY

RATIONALE
The study of History will provide students with a wide understanding into the world in which they live through the study of past events. It will involve the investigation of controversial and challenging issues, promote critical thinking especially relating to interpretation and evaluation, and develop the ability for students to reflect on the values of democratic process, and social justice.

AIMS
History aims to provide students the capacity to:
• develop knowledge of the conflict relationships of distant and neighbouring nations
• develop an understanding of the complexities in the development and resolution of nations in conflict
• practise and develop skills of History i.e. analysis of sources, historical research, writing and referencing skills
• practise and develop critical and higher order thinking processes
• access information technologies that support learning and assessment
• prepare for studies in the senior school in Modern History and Ancient History as well as Geography and Legal Studies

COURSE OUTLINE
<table>
<thead>
<tr>
<th>Term 1</th>
<th>The Cold War – rivalry between USA and USSR</th>
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</thead>
<tbody>
<tr>
<td>Term 2</td>
<td>The Ottoman Empire – the rise of Turkey and its influence in Eastern Europe including the rise of Islam</td>
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<tr>
<td>Term 3</td>
<td>Movement of Peoples – the rise and impact of slavery</td>
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<tr>
<td>Term 4</td>
<td>Progressive Ideas and Movements – significant revolutions that have shaped the modern world</td>
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</tbody>
</table>

ASSESSMENT
The basis of assessment for all courses offered will be ONE assessment piece per term (ie. 4 pieces of assessment for the year) which may include a selection of the following:
1. Research report: based on library and internet research
2. Exams: Essay/document analysis exams, Short Response Exams
3. Multimodal presentation

USE OF COMPUTERS/LAPTOPS
This course is designed around access to IT and internet resources. It is therefore preferable that students are able to access the internet at home. Every effort is made to access and use computers in this course for such avenues as report and multi-modal presentation, sourcing of images for historical background, and Web Quests.

FUTURE PATHWAYS
1. SENIOR: It is desirable, but not crucial, that students study History in Year 10 if they wish to continue with Ancient History and/or Modern History in the senior school. 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 technique and these institutions assume students have been given adequate preparation in high school. History can be useful in courses relating to Teaching, Law, Journalism, Media Studies, Psychology and Social Work.

3. EMPLOYMENT AND LIFE SKILLS: Research and organising skills; Oral and written skills; Skills for participation as informed and thinking citizens; Skills relating to computer application and analysis; Independent learning skills.

CONTACT PERSON: Ms P Cameron (Head of Department)
INFORMATION COMMUNICATION AND TECHNOLOGIES

RATIONALE
Computer games are complex. After all, there are few practices that require skills from character animation through to behavioural algorithms. It is within this diverse and technically challenging field that we will help our students to develop meaningful, interactive experiences. Computer Games are more than just a meeting of Art and Programming. They are a medium for expression in the 21st century.

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 structured within the gaming context. Students will look into many aspects of the computer gaming industry for both mobile (Apple and Android) and non-mobile devices (Apple and PC computers). This will allow students to:
• think critically and strategically to solve problems
• learn in a rapidly changing environment
• build knowledge taken from numerous sources and different perspectives
• understand systems in diverse contexts
• collaborate locally and around the globe

COURSE OUTLINE

Unit 2: Video for Game
Unit 3: Game Salad Seahorse Project (User Interface)
Unit 4: Student Designed Game

Note: Students ARE NOT expected to have participated in the Year 9 course before choosing this course in Year 10.

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), Adobe Flash Professional, Adobe Photoshop, Gamesalad, Internet Explorer (or similar), and Audacity (or similar). Adobe Flash and Adobe Photoshop maybe acquired from the school, by students, to install on their BYOD device – this will only be valid for the time they are enrolled in the 10 ICT subject (a small fee maybe charged for this service). Further information will be available late in 2015. Internet access at home is desirable.

CONTACT PERSON: Mr G Ward (Head of Department)
RATIONALE
Situated as it is, equidistant from the increasingly multicultural centres of Brisbane and the Gold Coast, Beaudesert State High School recognises the importance of the study of a foreign language for all students as a window to the appreciation and understanding of cultural diversity in our society. Learning another language extends, diversifies and enriches the language learner’s way of thinking. It promotes a greater sensitivity to and understanding of languages in general, including English.

AIMS
By the end of Year 10, students should be able to read, write, speak and listen with understanding to simple but authentic Japanese, through situations in which they are most likely to be involved. Students should be able to communicate on a simple level as visitors to Japan, or when meeting a Japanese person, students will develop a deeper understanding and appreciation of Japanese culture and society.

COURSE OUTLINE
The course will include the following topics:
1. Overseas and Domestic Travel
2. Restaurants and Shopping
3. Occupations and Exchange Programs
4. Asking for and giving directions around town

Expressions and phrases commonly used in real life situations are introduced and studied. The cultural aspect is included in order to impart an appreciation and understanding of the lifestyle of the Japanese people. Direct contact with Japanese people is attained through home stays with students, the Japan Tour and exchange students. The Japan Tour is offered every second year.

The study of a foreign language involves a considerable amount of rote learning. This can be achieved through a range of methods of repetition, including such things as flashcards and computer activities available at the school. A further important aspect of languages studies is building on and using already learned structures from previous units. However, all of them involve a time commitment on the part of the student in order to achieve success.

ASSESSMENT
The study of a language involves a considerable amount of rote learning. Consistent study of the language is necessary to achieve success. Students are assessed on their ability to use vocabulary, sentence patterns and common expressions through the four skills of speaking, listening, reading and writing. Each of the four skills are assessed within the four units of study.

FUTURE PATHWAYS
1. SENIOR: The study of Japanese in Year 10 is pre-requisite to studying the subject in years 11 and 12.
2. TERTIARY: The study of Japanese through the later high school years creates a foundation for tertiary studies leading to careers such as interpreting, teaching and diplomatic positions. Japanese language skills enhance career pathways in areas such as law, economics, business management (especially international), journalism, and information technology. Courses in Japanese are offered at a range of tertiary institutions in Queensland where students may choose to focus on their Japanese studies, or to develop their skills in combination with other fields of study. A combined degree of Japanese with any of these fields will lead to a wider range of opportunities in the global workforce. students who complete a Language Other Than English to the end of Year 12 are awarded a bonus OP point for entry into university courses at the UQ, QUT and GU.
3. EMPLOYMENT AND LIFE SKILLS: Queensland’s broad and deep economic relations with Japan ensure that Queenslanders have a large amount of contact with Japanese businessmen, tourists and residents. The ability to communicate in the Japanese language is a valuable asset to students seeking employment in a wide range of industries, among them mining, tourism, business, law, government and education.

CONTACT PERSON: Mrs H Philp (Head of Department)
MEDIA ARTS

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
- 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
- be self-directed and self-assured
- be innovative and entrepreneurial
- explore new ideas and concepts
- be critical of what is seen, heard and read.

COURSE OUTLINE
- Music Video Clips
- Advertising
- Horror
- Institutions & Censorship

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 O.P. and is weighted equally with all other O.P. subjects. 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 lifeskills which will help with many jobs. These lifeskills 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: Mr K Scarth (Head of Department)
SHOP A (Woodwork)

RATIONALE
In an ever changing world, human kind has always endeavoured to change and manipulate its environment for the betterment of society. The near future holds many new and exciting challenges that may well determine the quality of our existence. Up and coming generations must be empowered to confront and overcome these challenges will ability, creativity and enthusiasm. Essential skills in creative and analytical thinking have become highly sort after qualities in our young learners; Industrial Design and Technology subjects encapsulate these skills and processes preparing students to take on the challenges of the future.

AIMS
‘Shop A’ provides opportunities for students to develop their technological expertise, knowledge and understanding. They will gain problem solving and practical skills through experiencing a range of materials, processes and their related theory. Projects are centred upon timber, but many other materials are utilized in the course.

COURSE OUTLINE
Students will be presented with a range of ‘design and problem solving’ challenges. These challenges will be individually orientated to extend and develop student capabilities and creativity.

Content will include:
• The design process
• Materials preparation and manipulation
• Project construction using a variety of materials including: Wood, Plastics, and Metal
• Thermo setting plastics - embedment, Fiberglass work
• Machine and workshop safety
• Framing construction
• Carcass construction
• Technical numeracy and literacy
• Housekeeping and maintenance
• Practical drawing skills and interpretation
• Quality principles
• Digital applications

ASSESSMENT
Assessment will be based on 70% for practical skills and 30% for related subject theory. Practical and problem solving skills and knowledge and understanding with be assessed on a continual basis, as well as through formal written and practical exams at the end of each semester.

FUTURE PATHWAYS
Year 10 Shop A gives students sound knowledge, understanding and skills to confidently undertake a range of Design and Technology options in the senior school, including:
• Vocational courses such as Automotive, Engineering, Building and Construction, and Furnishing
• School based traineeships and apprenticeships

CONTACT PERSON: Ms K Bandrowski (Head of Department)
SHOP B (Metalwork)

RATIONALE
In an ever changing world, human kind has always endeavoured to change and manipulate its environment for the betterment of society. The near future holds many new and exciting challenges that may well determine the quality of our existence. Up and coming generations must be empowered to confront and overcome these challenges will ability, creativity and enthusiasm.
Essential skills in creative and analytical thinking have become highly sort after qualities in our young learners; Industrial Design and Technology subjects encapsulate these skills and processes preparing students to take on the challenges of the future.

AIMS
‘Shop B’ aims to provide opportunities for students to develop their technical expertise, knowledge and understanding. Students will gain in-depth problem solving and practical skills through extended experiencing with a range of materials, processes and related theory. Projects are centred upon metal, but many other materials are utilized in the course.

COURSE OUTLINE
Students will be presented with a range of ‘Design and problem solving’ challenges. These challenges will be individually orientated to extend and develop student capabilities and creativity.
This course will cover:
• Industrial Systems and Control
• Graphical Communication
• Product Design and Manufacture
• Technology practice

Students will be exposed to materials processes and practices, including:
• The design process
• Materials preparation and manipulation
• Project construction using a variety of materials including: Metal, Plastics and Wood
• Machine and workshop safety
• Introduction to mechanisms
• Systems control
• Metal fabrication
• Metal machining
• Metal welding
• Technical numeracy and literacy
• Housekeeping and maintenance
• Practical drawing skills and interpretation

ASSESSMENT
Assessment will be based on 70% for practical skills and 30% for related subject theory. Practical and problem solving skills will be assessed on a continual basis, whereas knowledge and understanding will be tested once per semester through formal written exams.

FUTURE PATHWAYS
Year 10 Shop B gives students sound knowledge, understanding and skills to confidently undertake a range of Industrial Technology options in the senior school, including:
• Vocational courses such as Automotive, Engineering, Building and Construction, and Furnishing
• School based traineeships and apprenticeships

CONTACT PERSON: Ms K Bandrowski (Head of Department)
VISUAL ARTS

RATIONALE
To develop a high degree of visual literacy and engage in experiences involving creativity, interpretation and evaluation of visual art forms.

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

COURSE OUTLINE
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. In 3D studies, students explore the possibilities of media such as clay, plastics and fabrics in a range of construction techniques and are involved in such activities as sculpture and pottery.

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

Please note – In the first week of Art, students will be required to purchase canvases and art kits. To keep prices reasonable, these are sold at the school.

ASSESSMENT
Assessment is based upon achievement in three areas: Making, Displaying and Appraising images and objects. Making involves the process involved in developing an idea and experimenting with various techniques. Displaying relates to the assessment of a finished piece of work. Appraising is the theoretical component. Here, students are assessed on their ability to analyse and interpret various art works in both written and oral form.

FUTURE PATHWAYS
a) SENIOR: This subject is desirable, but not crucial, should students wish to study Visual Art (Authority subject) in Years 11 and 12. It is a good basis for Visual Art Studies (Authority-registered subject).

b) TERTIARY: Senior Visual Art counts towards an O.P. and is equally weighted with all O.P. subjects. 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: Mr K Scarth (Head of Department)
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.

<table>
<thead>
<tr>
<th>BOYS:</th>
<th>GIRLS:</th>
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<tbody>
<tr>
<td>Australian Rules</td>
<td>Basketball</td>
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<tr>
<td>Golf</td>
<td>Soccer</td>
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<tr>
<td>Rugby League</td>
<td>Rugby League</td>
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<tr>
<td>Super 8 Cricket</td>
<td>Netball</td>
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<tr>
<td>Touch Football</td>
<td>Tennis</td>
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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, rugby union, AFL, soccer, netball, cricket, futsal and touch. You will need to check with coaches to see if Year 11 students have the opportunity to be represented.

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.

f) Recreational Sport
Students in Year 10 and 11 play recreational sports competition on Wednesday afternoons. The year 10 Recreational Sports program includes opportunities for students to experience squash, volleyball, skateboarding, beach volleyball, street hockey, indoor soccer, 3 on 3 basketball, flag football and scuba diving.

CONTACT PERSON(S): Mrs N Bennett (Interschool and Recreational Sport), Ms A Savage (Head of Department)
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. Musical aptitude
3. Physical characteristics pertinent to a particular instrument
4. 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.

Initial enrolment in the class is for a minimum period of one year, subject to a trial period of one month.

COSTS

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: Mr K Scarth (Head of Department)