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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 9.

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

New Queensland Certificate of Education (QCE) and Tertiary Entrance Systems

Late last year, the Queensland Curriculum and Assessment Authority (QCAA) announced details of changes to senior assessment and tertiary entrance processes. The proposed changes come into effect from 2019. There are some main points for parents/caregivers to be aware of:

- The OP score will be replaced by an Australian Tertiary Assessment Rank (ATAR). This means a different scoring system and brings Queensland in line with other states of Australia.
- There will be external assessment for each subject in Year 12. This represents a significant change for the existing curriculum and assessment process.
- There is a review of the range of subjects to be offered under the new Senior program across the state.
- The manner in how assessment is moderated and grades awarded is under review.
- There is no change to the Queensland Certificate of Education (QCE) requirements.

Our current Year 9 students will be the first cohort to commence their senior studies under the new system, which means that current Year 10 students will be the final cohort under the existing system. Draft syllabuses for new subjects have been released; feedback is being sought.

The new assessment and tertiary entrance model presents significant changes to how schools assess student work and therefore how our teachers deliver the curriculum. As more details of the senior assessment and tertiary entrance process are made available, they will be shared with our school community.

For further information you can visit <https://www.qcaa.qld.edu.au/senior/new-snr-assessment-te>

YEAR 9 CURRICULUM OVERVIEW

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

Students can then choose three ELECTIVE subjects from The Arts, Technology, LOTE, Health and Physical Education and Social Science.

Year 9		
Key Learning Areas	Subject	Time Allocation
English	English Extension English Functional English	3 periods per week all year
Mathematics	Mathematics Extension Mathematics Functional Mathematics	3 periods per week all year
Science	Science Science Foundation	3 periods per week all year
Humanities	History Humanities and Social Sciences Foundation	3 periods per week all year
Health and Physical Education	Health and Physical Education Sport	3 periods per week for 1 semester 1 period per week all year
Select three subjects from:		
The Arts	Dance Drama Media Arts Visual Arts	3 periods per week for 1 semester
Technology	Agricultural Science Animal Husbandry Business Studies Food Studies Graphics Information & Communication Technologies Shop A (Woodwork) Shop B (Metalwork)	3 periods per week for 1 semester
LOTE	Japanese	3 periods per week for 1 semester
Humanities	Geography	3 periods per week for 1 semester
Health and Physical Education	Sports Science	3 periods per week for 1 semester

Some helpful hints when choosing areas of study

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

You need to consider:

Past Achievement

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

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

The Nature of Subjects

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

Aptitude/Ability

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

Ambition/Career Plans

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

Interests

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

The Final Choice

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

Final Allocation of Subjects

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

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

SUBJECTS AND CAREER PATHWAYS

ENGLISH	MATHEMATICS	SCIENCE	HISTORY
English	Mathematics (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

AGRICULTURAL SUBJECTS	BUSINESS STUDIES and ICT	COMPUTER STUDIES	HEALTH & PHYSICAL EDUCATION
Agricultural Science, Agricultural Mechanics, Animal Husbandry	Business Studies, Information and Communication Technology	Computer Studies	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	LANGUAGES OTHER THAN ENGLISH
Visual Art, Practical Art	Dance, Drama, Film & Media	Food Studies	Japanese
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	Announcer Anthropologist Archaeologist Book editor Customs officer Employment officer Flight attendant Foreign affairs and trade officer Interpreter Journalist Probation and parole officer Ship's officer Social worker Sociologist Teacher Tour guide Translator Travel consultant Writer

MUSIC	TECHNOLOGY & DESIGN		
Music	Graphics Shop A & B		
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	Architect Architectural drafter Assembler Automotive electrician Boilermaker Builder Cabinetmaker Carpenter/joiner Cartographer Drafter Engineering associate Fitter Graphic designer Industrial designer Landscape architect Leadlight worker Metal fabricator Metal machinist Panel beater Picture framer Sheet-metal worker Teacher Wood machinist		

YEAR 9

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 and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- creating interest and skills through inquiring into the aesthetic aspects of texts; developing an informed appreciation of literature.

COURSE OUTLINE

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

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

Year Nine English consists of two programmes:

- English
- English Extension

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

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

ASSESSMENT

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

CONTACT PERSON: Ms M DeVivo (Head of Department)

HEALTH & PHYSICAL EDUCATION

RATIONALE

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

HPE provides opportunities for students to:

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

AIMS

Health and Physical Education aims to:

- Develop students who can perform a range of skills and tactics across a variety of sports and recreational pursuits
- Prepare students for future study in Health and Physical Education and Sport and Recreation courses
- Show students how knowledge of physical education can be used to improve physical performance and health
- Develop students who are healthy – physically, mentally, emotionally and socially
- 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:

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

Students will be expected to wear clothing suitable (particularly footwear) for each practical activity and will be assessed in all units. **Broad brimmed 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.

ASSESSMENT

Students will be required to create a multimedia / multi modal health campaign to promote awareness for their chosen health promotion. They will also be required to design a portfolio to assist them in implementing their tournament. In a practical setting, students will be assessed on their practical ability in regards to invasion games.

CONTACT PERSON: Ms A Savage (Head of Department)

HISTORY

RATIONALE

History is an enquiry into the past that develops students' curiosity and imagination. Students will develop a greater understanding of the events of the past that have shaped our world into what it is today. History will allow students to develop an appreciation of the influence of significant people on world events and how the world and its people have changed culturally, politically and economically as a result of these people and events. In this way, the study of History enables students to contribute more effectively to creating their future.

AIMS

History aims to equip students for the world in which they live. A knowledge of world history will enhance their understanding of Australian history through highlighting the role of the Australian people and the Australia nation in world events, including major global and regional conflicts. Additionally, students will study how, through the development of nationhood, Australia has developed a strong position in the Asia-Pacific region in influencing human rights and freedoms of people. As such, students can develop the capacity for informed and active participation in society.

History aims to develop in each student:

- knowledge and understanding of the past and the forces that shaped societies including Australian society
- understanding and appreciation of historical concepts including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability
- capacity to undertake historical enquiry, including skills in the analysis and use of sources, communication and explanation
- interest in historical study for lifelong learning and work, including their capacity and willingness to be active and informed citizens

COURSE OUTLINE

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

Term 1	World War 1: Rise of the Australian nation
Term 2	World War 2: War on Australian shores
Term 3	The Globalising World: Migration and Australia's Asia-Pacific Neighbours
Term 4	Rights and Freedoms: Your rights or mine?

ASSESSMENT

The basis of assessment for all units of work will be one assessment piece per term (i.e. 4 assessment pieces for the year) which may include a selection of the following:

- Research report: based on library/internet research
- Essay: based on analysis of source material
- Exam: based on knowledge and analysis of source material
- Multi-modal 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.

CONTACT PERSON: Ms P Veverka (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 9 at Beaudesert State High School consolidate and extend concepts, skills and processes developed by students in Years 1 to 8 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: A high C or above in Year 8 Mathematics.

This course is suited to higher ability students. Greater depth of treatment of many topics occurs, including Algebra, Deductive Geometry, Trigonometry and Analytical Geometry.

Mathematics

This course is suited to average ability. It 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 and assignments/ investigations/practical tests.

NOTES

1. At the end of Year 8, the Mathematics teachers and the Head of Department will discuss students' results and make recommendations as to the Mathematics course they consider it to be in each student's best interests to study in Year 9. These decisions will be made very clear to Yr9 students so that appropriate choices are made going in to Yr9. A letter home will also be presented to Yr8 students with these recommendations.
2. Changes in levels of Mathematics ("up" or "down") are possible at the end of each semester in Year 9. Parent consultation will take place in these instances.

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 Beaudesert State High School will give students this understanding as well as important thinking skills to work with new ideas.

AIM

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

COURSE OUTLINE

There are 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 9 include:

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

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

ASSESSMENT

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

Students will be given regular opportunities to demonstrate their understandings of scientific concepts in as many ways as possible, including daily activities, journals, conversations, models, reports, displays, experiments and 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.

CONTACT PERSON: Mr Keith Tyrrell (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
- Humanities and Social Sciences Foundation

CONTACT PERSON: Mrs S Kinsella (Head of Department)

YEAR 9

ELECTIVE SUBJECTS

AGRICULTURAL SCIENCE

RATIONALE

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

AIMS

Upon completion of this course, students will have developed:

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

COURSE OUTLINE

1. Agricultural Crop Production and Hydroponics:
 - Cropping Systems & Cycles (Agronomy and Horticulture)
 - Crop Production Practices (Cultivation, Pest Control and Harvesting)
 - Crop Management Techniques (Processing, Sales and Marketing)
 - Sustainable and ethical agriculture (sustainable production)
2. Animal Science:
 - Intro to animal studies
3. Agricultural Mechanics:
 - General introduction into engines and agricultural machinery

ASSESSMENT

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

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

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

CONTACT PERSON: 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.

AIMS

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 in the course outline.

COURSE OUTLINE

1. THE HORSE INDUSTRY: Industry organisation, breeds, industry terminology, handling and husbandry
2. THE DAIRY INDUSTRY: Industry Organisation, breeds, industry terminology
3. CALF REARING: Feeds & methods, housing, hygiene & disease control
4. SHEEP AND WOOL: Introduction to the industry, flock management, stock handling, reproduction and breeding, health and diseases, husbandry operations, wool as a product

Practical work will be conducted on a regular basis. Please note that Q fever and other zoonotic diseases are a minor risk factor when working with animals.

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

CONTACT PERSON: Ms K Bandrowski (Head of Department)

BUSINESS STUDIES

RATIONALE

The focus of Business Studies in Year 9 is the world of commerce and the power of money. Business Studies is a subject that promotes students' investigation and practical application of 'idea' to determine the 'ideal' outcome. With many students set to embark upon their working life with casual employment, Business Studies offers students an opportunity to learn about the nature of the working world and what is required to obtain employment, as well as how money impacts our decisions and the importance of effective money management. Additionally, Business Studies allows students to develop basic financial skills, which can be transferred into the business world, either as employees or small business owners.

AIMS

Business Studies aims to provide students with the opportunity to develop their understanding of the world of commerce. The specific aims of the course are developed around three key concepts:

1. What's so important about money?
2. Let's get rich quick.
3. How to get that job!

Skills gained in the course will help students in their future monetary dealings. Students will study topics related to both personal and business finance. During the course students assume the role of 'detective' to investigate how money is made, spent, and lost. Furthermore, student's knowledge of the employment process is developed through their participation in practical simulated events. Through this course students will develop their inquiry, problem solving and decision-making and reasoning skills and be equipped with the knowledge of how to manage their money.

COURSE OUTLINE

Broadly, the following areas will be covered in this subject:

Theme: "SHOW ME THE MONEY"	
Business Knowledge and Understanding	6 weeks
Financial 'needs and wants'	4 weeks
Investing Money	4 weeks
Financial survival and success	6 weeks

ASSESSMENT

Assessment will be a folio of work ranging from a variety of tasks, both formal and practical, that reflect the key components of the business world.

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, spread sheeting via Excel, access to the internet-based program of "Essi Money" to assist with finance and creative computer usage via the ASX Share market game.

CONTACT PERSON: Ms P Veverka (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

Dance aims to:

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

COURSE OUTLINE

The following areas will be covered in this subject:

Theme: Evolution of Dance	
History of popular dance	2 weeks
21 Century Dance	3 weeks
Revolution of dance	2 weeks
Dance in th future	3 weeks

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

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

The following areas will be covered in this subject:

Theme: Drama Fusion	
Element of Drama	3 weeks
Indigenous Vs Contemporary Australian Drama	2 weeks
Physical theater	2 weeks
Responding, directing and performing	3 weeks

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

Please note: Average cost per student is \$10 per term, due to excursions for assessment. Subject to change.

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.

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

Making it Simple

Students develop a knowledge of foods and use a range of foods and cookery techniques to design, prepare, cook and present foods.

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

COURSE REQUIREMENTS

Students will be required to provide food for practical cookery each week.

Most food products will be taken home; however, some may be eaten at school. This is dependent on the nature of the task.

CONTACT PERSON: Mrs H Philp (Head of Department)

GEOGRAPHY

RATIONALE

In today's rapidly changing world, the study of Geography will provide students with a key to better understand the world in which they live today and the world they are moving into. In Year 9, Geography needs to be experienced, so field work is an essential component of the course. Students will travel to the Gold Coast to experience both coastal influences on the natural world but also the world of tourism. This field work links the two units studied in this semester. In the Danger Travel unit, students will use the internet to explore wild, unique and often dangerous places of the world where people travel and the thriving tourism industry this supports. In the Food First Unit, students will study the interconnectedness of rural and urban communities around the world and within Australia. Students will investigate controversial issues of social justice, economic and ecological sustainability as well as challenge their knowledge through critical thinking especially relating to elements of decision-making, and develop the ability to reflect on the values of an increasingly technologically connected world.

AIMS

Geography aims to equip every student with:

- Knowledge and understanding of the interconnectedness of the world in which they live and travel
- be more aware of the issues that affect their daily lives: food production and food security
- develop higher order thinking processes with IT initiatives, field work and hands on aspects specific to Geography
- develop skills relating to research and report writing that assist with all senior subjects at school and all areas of study at university.

COURSE OUTLINE

Food First: Biomes and Food Security – Environmental Geography

- a study investigating the role of the food in culture and society, and how food can connect communities, rural and urban as well as on a global scale.

Danger Travel: Geographies of Interconnections – Human Geography

- a study which focusses on the places people travel, through their choices and actions, are connected to places throughout the world in a variety of ways, and how these connections help to make and change places and their environments.

ASSESSMENT

The basis of assessment for Geography will be based on reporting the findings of their field work, and will be the major assessment task each term i.e. 2 pieces of assessment for the semester) which may include a selection of the following:

1. Travel Weblog Research Report – based on field work and/or internet research.
2. Food Festival Research Report – based on field work and/or internet research.

USE OF COMPUTERS/LAPTOPS

Internet access at home is desirable. Students will be expected to access internet at school and at home to support their studies in Geography this year, particularly with respect to research, report and Powerpoint presentation, sourcing of images, graphs and statistics, and spatial technologies such as Google Earth/Maps.

CONTACT PERSON: Ms P Veverka (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 trade or 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 9 Graphics program is designed to teach students how to communicate through the many forms of graphical communication but specificity through technical drawing mediums. The skills learnt by students will be invaluable to them as they move into a society where graphical communication plays an ever increasing and important part in the modern world.

This semester 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

- Sketching and free hand drawing skills
- Revisiting Graphics Principles using 2D computer program
- Plane geometry
- 3 Dimensional computer generated Drawing
- Working Drawings - computer generated Orthographic Drawings
- Manufacturing Design - Creating and developing products
- Communication in the Media - Charts, Diagrams, Logos etc.
- Rendering and presentational graphics
- Computer work will be integrated into the course where-ever possible using a variety of programs. Including: Autocad / Autodesk / M.S. Inventor

ASSESSMENT

Course work and skill acquisition will be assessed on a continual basis through assignment work, as well through a formal exam at the end of the semester.

Problem solving skills and knowledge and understanding will also be evaluated through the production of folios of work based upon a theme and drawing software.

FUTURE PATHWAYS

This course is a preparatory course for students intending to undertake Graphics in year 10, 11, and 12. It provides a valuable foundation for students wishing to pursue a career in: Engineering, Surveying, Electrical and Building.

CONTACT PERSON: Ms K Bandrowski (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 learning experiences are structured within a 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).

COURSE OUTLINE

Unit 1: Life as a Game Critic

Understand the five elements for successful game design:

- Aesthetics: Analyse visual and audio aspects of games
- Narrative: Discuss importance of an interesting plot and how it effects target audiences
- Mechanics: Explore and compare the same game on multiple systems
- Originality: Investigate how originality can make or break a game
- Difficulty: Argue the significance of varying difficulties and the impact on the final game

Unit 2: You've Got Character

- Discover what makes an interesting character and why
- Learn the basics of Flash illustration/animation and how it is used in the world
- Propose a design for two characters based on a prepared character description and backstory

Unit 3: Got Game?

- Learn basic Flash animation
- Manipulate a Flash game template and make it your own
- Discover and develop new Flash functions and apply them to a Flash game
- Expand Flash knowledge by learning how to program in Actionscript 3.0

Unit 4: Gaming of the Future – Augmented Reality to the Great Outdoors

- Look at taking games away from a static screen game and move it into a truly immersive environment. No sitting down at a computer here.
- We look at Drones as affordable 'toys' and gaming with them.

ASSESSMENT

- Design two original characters in *Adobe Flash*; write two character descriptions
- Students designed Flash game (using a Flash template)
- Student designed Flash game (using Actionscript 3.0)
- ALL assessment is completed in class

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, Internet Explorer* (or similar), and *Audacity* (or similar). Adobe Flash and Adobe Photoshop maybe acquired from the school, by students, to install on their BYOX device – this will only be valid for the time they are enrolled in the 9 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)

JAPANESE

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 units of study:

1. Year 8 script and vocabulary review
2. Weather
3. School Life

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, Study Tours and exchange students. The Japan Tour is offered every second year.

The various Japanese scripts, hiragana, katakana and kanji are incorporated throughout the course.

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.

OTHER INFORMATION

In deciding to select Japanese for study in Year 9, students should consider the following questions:

- Do I have a genuine desire to communicate using Japanese language?
- Am I interested in the culture and enthusiastic about learning Japanese?
- What degree of success did I achieve in the subject in Year 8? (If you had difficulties, see your Year 8 Japanese teacher before reaching a final decision.)
- Will an ability to communicate in Japanese be useful for my future possible occupation?
- Am I prepared to spend 30-40 minutes per week, revising the vocabulary and sentence patterns and completing homework?

CONTACT PERSON: Mrs H Philp (Head of Department)

MEDIA ARTS

RATIONALE

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

AIMS

Students will be able to:

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

COURSE OUTLINE

The following areas will be covered in this subject:

Theme: Film & Advertising	
Film Analysis	5 weeks
Film Pre-Production	4 weeks
Film Production	4 weeks
Advertising Design & Production	7 weeks

ASSESSMENT

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

CONTACT PERSON: Mr 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 with 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 (woodwork) aims to provide 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 incorporated in the course.

COURSE OUTLINE

Student will commence this course through the traditional 'teacher directed' learning approach. As students gain increased knowledge and ability, they will be encouraged to attempt a series of practical projects with an increasing personal design element allowing individual creativity and development.

The following content is taught in this semester length course include:

- Tool identification and use
- Hand tool and machine safety
- Safe work practises
- Common woodworking and allied materials
- Reading a technical drawing
- Materials preparation
- Common fasteners and hardware
- Joining processes
- Basic finishing processes
- Technical numeracy and literacy
- Framing construction
- Carcass construction

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 will be assessed on a continual basis, as well as through formal written and practical exams at the end of each semester.

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 with 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 (metalwork) 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 incorporated in the course.

COURSE OUTLINE

Student will commence this course through the traditional 'teacher directed' learning approach. As students gain increased knowledge and ability, they will be encouraged to attempt a series of design projects allowing individual creativity and development.

Practical activities may include the following:

- Basic hand and power tool usage
- Introductory machining safety and operation
- Sheet metal processes
- Foundation skills in welding and fabrication processes
- Introductory lathe processes

The following content is taught in this semester length course:

- | | |
|---------------------------------|--------------------------------------|
| • Tool identification and use | • Introductory metal machining |
| • Safe work practises | • Introductory welding processes |
| • Reading a technical drawing | • Common Metals and allied materials |
| • Common fasteners and hardware | • Mechanical joining processes |
| • Sheet metal fabrication | • Technical numeracy and literacy |

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.

CONTACT PERSON: Ms K Bandrowski (Head of Department)

SPORTS SCIENCE

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 and ultimately their health.

AIMS

This course is offered as an elective in Year 9. Students intending to pursue a course of study in Physical Education or Physical Recreation in the Senior School will find this course a suitable foundation as it incorporates learning experiences, physical activities and assessment tasks that students will encounter in their senior studies.

COURSE OUTLINE

All students will study core units during the semester.

Core Units

- **Smooth Moves** – Biomechanics and team sports
- **Energised** – Energy usage, training and physical conditioning for team sports and training
- Students who do not enjoy physical activity and/or are not prepared to complete theoretical tasks should not choose this subject.
- **Broad brimmed hats are also required for practical tasks.**

ASSESSMENT

A variety of assessment mediums are used in Year 9 HPE Extension to gather evidence of student achievement. Multimodal presentation, research assignments, exam essays, 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

- a) **Towards Year 11 and 12:** Senior Physical Education, Senior Physical Recreation and Certificate III in Fitness
- Health Science
 - Exercise Science
 - Exercise Physiology
 - Sciences
 - Nursing
 - Human Movement Studies
 - Personal Trainer
 - Health and Physical Education Teaching
 - Physiotherapy
 - Fitness Instructor
- b) **Towards Employment and Lifeskills:** team work, communication, decision making, leadership, Information Technology skills, healthy body and mind.

CONTACT PERSON: Miss A Savage (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.

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.

AIMS

Students will be able to:

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

COURSE OUTLINE

The following areas will be covered in this subject:

Theme: Breaking reality	
Appraising task:Surrealism	3 weeks
Experimental Folio	2 weeks
Painting	2 weeks
Printmaking	3 weeks

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.

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

Please note: Average cost per student is \$16 per term, due to supplies. Please see stationary lists for more information. Subject to change.

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.

CONTACT PERSON: Mr K Scarth (Head of Department)

CO-CURRICULAR SUBJECTS

SPORT YEAR 9

(COMPULSORY)

RATIONALE

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

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

AIMS

At Beaudesert SHS we aim to provide:

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

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

Sport in the school is offered through Intra-school (recreational) competition and Inter-school competition.

COURSE OUTLINE

a) Interhouse

Inter-house carnivals are conducted in Swimming (February), Cross Country (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:	Australian Rules	Basketball	GIRLS:	Australian Rules	Basketball
	Golf	Rugby League		Golf	Netball
	Rugby Union	Soccer		Rugby League	Soccer
	Super 8 Cricket	Tennis		Super 8 Cricket	Tennis
	Touch Football	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, 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

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)