



YEAR 10 CURRICULUM

2007



PRINCIPAL'S INTRODUCTION

I extend a welcome to all students commencing their senior phase of learning at Beerwah State High School. The senior phase of learning will provide you with the opportunity to build strong foundations for your future.

Our school motto is "Success for All" and we offer a range of subjects covering a diverse range of interests. Our subject range, combined with excellent teachers, facilities and resources and a wide range of learning experiences, provides ample opportunity for every student to experience success and to develop multiple pathways to the future.

Developing multiple pathways to the future is fundamental in building strong foundations for success. Our aim is to help every student to "**Get the Edge**" - that competitive edge in transitioning to further education and training and employment.

The range of subjects and pathways available allows you to select:-

- Academic subjects that prepare you for university entrance
- Vocational subjects that prepare you for direct entry to the workforce or for further education and training at a TAFE college
- A combination of both
- A school-based traineeship to complement any of the pathways above.

In the senior phase of learning you must take increasing responsibility for your own learning and it is also a time for strengthening your commitment to lifelong learning.

A lifelong learner is:-

- A knowledgeable person with deep understanding
- A complex thinker
- An active investigator
- A responsive creator
- An effective communicator
- A participant in an interdependent world
- A reflective and self-directed learner.

Beerwah High School will provide you with many opportunities to build the foundations to your future, but ultimately the responsibility for your success rests with you. Passing of subjects (a Sound Achievement or better) is of great importance and as such Year 10 results will have a significant influence on Year 11 and 12 subject choices.

The senior phase of learning isn't easy, but with good personal organisation, self-discipline, good work and study habits you can be very successful and achieve your goals. Set clear goals and be committed to working hard to achieve them.

I trust that you will enjoy the challenges of senior schooling and that you will reap the benefits for your future. If we work together, you will "**Get the Edge**" - that competitive edge that you need.

B.G. Jorgensen
Principal

COMMON PROGRAM

Essentials of the Beerwah High Year 10 Curriculum

Beerwah State High School has developed its Year 10 Curriculum from the National Curriculum Framework. The National Curriculum Framework provides common ground across Australia for studies in curriculum and reporting. As a school community we have decided that the following Key Learning Areas are mandatory:

- ⇒ LANGUAGE
- ⇒ MATHEMATICS
- ⇒ SCIENCE
- ⇒ STUDY OF SOCIETY & ENVIRONMENT

From these Key Learning Areas the **COMMON PROGRAM** of four subjects has been developed. Students must study the **COMMON PROGRAM** in both semesters of Year 10 . However Music Excellence Program / Athletics Excellence Program students do not study Study of Society and Environment. Year 10 students study 6 subjects.

What is the Common Program?

- ⇒ English
- ⇒ Junior Mathematics **OR** Foundation Mathematics
- ⇒ Science
- ⇒ Study of Society **and** History **OR** Geography **OR** Athletics Excellence Program **OR** Music Excellence Program

Students specialising in Athletics Excellence Program or Music Excellence Program study this for the whole year and do not study Study of Society, History and Geography.

KEY LEARNING AREAS				
	ENGLISH	MATHEMATICS	SCIENCE	STUDY OF SOCIETY & ENVIRONMENT
SUBJECTS	ENGLISH	JUNIOR MATHEMATICS OR FOUNDATION MATHEMATICS	JUNIOR SCIENCE	STUDY OF SOCIETY And HISTORY OR GEOGRAPHY

* NB: Athletics Excellence Program and Music Excellence Program students do not study Study of Society and Environment

OPTIONAL PROGRAM - YEAR 10

- N.B. Optional subjects will be dependent on staffing and facilities.

The **OPTIONAL PROGRAM** will be made up from the Key Learning Areas of:

- ⇒ TECHNOLOGY
- ⇒ THE ARTS
- ⇒ L.O.T.E. (Languages Other Than English)
- ⇒ HEALTH AND PHYSICAL EDUCATION

Students are asked to adhere to the following guidelines in the selection of their Optional Program:

1. In choosing their optional subjects for Year 10, students are to study two subjects for a minimum of two semesters.

KEY LEARNING AREAS				
	TECHNOLOGY	THE ARTS	LOTE	HEALTH & PHYSICAL EDUCATION
SUBJECTS	HOME ECONOMICS SHOP A (Woodworking, Woodturning & Plastics) SHOP B (Metalwork, Machining & Electronics) GRAPHICS TECHNOLOGY STUDIES JUNIOR COMPUTER STUDIES ENTERPRISE EDUCATION FOOD PREPARATION & TECHNOLOGY	ART SPEECH & DRAMA DANCE MUSIC	SPANISH	HEALTH & PHYSICAL EDUCATION OR RECREATIONAL STUDIES

ASSESSMENT / CERTIFICATION

A variety of different assessment instruments is used. In some subjects, students may be required to complete assignments as well as sit for tests. Each subject in this booklet indicates the type of assessment used.

The most important reason for assessment is for students to learn from their mistakes. Some assessment is also used to decide the level of achievement the student will be awarded for a subject. At Beerwah State High School we call this summative assessment. Assessment which is for learning purposes only is called formative assessment. Many Year 11 and 12 subjects have pre-requisites which require a Sound Achievement or better in Year 10.

Reports: A Progress Report is issued to students four times each year. Parents are welcome to contact the school at any time to investigate the progress of their student

PROCESS FOR SELECTION OF SUBJECTS FOR STUDENTS ENTERING YEAR 10 IN 2007

STAGE 1

Commencing July 12, 2006

Students will be given information on the Common and Optional Programs of study available in Year 10 at Beerwah SHS.

STAGE 2

Term 3, Tuesday, August 15, 2006

Subject Expo Evening 2006 6.30pm - Student Centre

STAGE 3

Term 3, 2006

Initial Subject choices for Year 10, 2007 are required.

What is required?

Subject Selection Survey Form for Year 10, 2006, returned by **Friday August 18, 2006**

How many subjects?

Core subjects and two Optional subjects which are studied for the whole year.

STAGE 4

By Monday September 11, 2006 Subject Selection Forms handed out.

STAGE 5

Friday September 22, 2006 Subject Selection Forms due back.

STAGE 6

Term 4, 2006

Confirmation - students will receive confirmation of subjects for 2006.

STAGE 7

End of Term 2, 2007

Students' last chance to change Semester 2 Option Courses.

ENGLISH

PRE-REQUISITES: None

COURSE OUTLINE:

Students will complete two semesters of the subject. Activities involve reading/writing and speaking/listening in a range of forms including prose, poetry, drama, media and other non literary resources.

Students in Year 10 will complete eight pieces of assessment which will contribute to the Exit folio. An emphasis will be placed on activities which are relevant to the world beyond the classroom. Assessment tasks will be completed under a range of conditions eg. class tests, assignments. In some cases students may have the opportunity to negotiate aspects of assessment.

Students will study one novel in depth in class.

SPANISH

PRE-REQUISITES:

Study of Spanish in Year 9 is highly recommended.

COURSE OUTLINE:

Spanish is a practical three year course which has been divided into the following units:

A Basic Knowledge of Spanish (Year 8): Where learners are required to meet the demands of a basic communicative situation.

Creative Spanish (Year 9 and year 10): To prepare students with proficient language skills in oral and written Spanish.

This three year course content incorporates a significant introduction to the Spanish and Latin American culture in line with practical information designed to develop language and thinking skills in young people. Modern computer and interactive CD-ROM technology will be a feature of the program.

JUNIOR MATHEMATICS

In Year 10, students will be studying one of three Mathematics subjects:

- Extension Mathematics
- Core Mathematics or
- Foundation Mathematics

In general, students will be placed in these classes based on their achievement in Year 9 and the advice of their Year 9 teacher.

Extension Mathematics

The Extension Mathematics course will include outcomes from level 6 and beyond level 6 for the Number, Patterns and Algebra, Measurement, Chance and Data and Space strands with particular emphasis on the algebra required for Mathematics B in Year 11.

They will have a Knowledge and Procedures test and a Modelling and Problem Solving test each term and will complete 3 assignments. The assignments involve practical applications of equations, financial mathematics and inequations. A Sound Achievement in this course is a pre-requisite for Mathematics B in Year 11.

Core Mathematics

The Core Mathematics course will include outcomes from level 6 for the Number, Patterns and Algebra, Measurement, Chance and Data and Space strands with particular emphasis on the outcomes required for Mathematics A in Year 11. They will have a Knowledge and Procedures test and a Modelling and Problem Solving test each term and will complete 3 assignments. The assignments involve practical applications of volume, financial mathematics and probability. A Sound Achievement in this course is a pre-requisite for Mathematics A in Year 11.

FOUNDATION MATHEMATICS

Foundation Mathematics is designed to improve the numeracy levels of students who struggle with mathematics. The course will focus on using basic concepts including number skills, measurement, money, time, reading tables and statistics, in everyday contexts. The course will be based on themes

which might include sport, making money, spending money, travel and the community. Foundation Mathematics will involve a lot of project work to make the situations as realistic as possible.

NOTE: A scientific calculator is required in Year 10.

JUNIOR SCIENCE

COURSE OUTLINE:

Science, through technology, continues to transform our world. It is a powerful way of generating and organising knowledge, and a significant contributor to the cultural and intellectual development of our society. It is a way of looking at things with a critical and logical structure that leads the observer to new learnings and understandings. Science is not merely a collection of facts, nor is it just a set of theories, mental processes and manipulative skills. It is a fluid and changing body of knowledge and procedures that are the product of imaginative human endeavour.

Safety issues are one of our prime concerns. Students are advised of the safety rules and are instructed on safe practices and procedures to be used in science laboratories. Students have a responsibility to follow these to reduce the risks faced by all. All students should wear shoes with impervious uppers to protect themselves from spilt chemicals or dangerous implements. Students will study units selected from the list below.

YEAR 10: Topics covered will be from the fields of Biology, Chemistry and Physics.

COURSE ORGANISATION:

Science will be offered each semester for Year 10. There will be some teacher rotation of classes so that specialist areas are catered for.

In Semester 1, students will have a choice of different science electives so that they may pursue studies in their fields of interest. Each elective will be studied for one term each.

In Semester 2, students will have an opportunity to study a preparatory course for Year 11. This study can focus on either a Physics / Chemistry or Biology / Chemistry focus. If students are not interested in studying Science in Year 11 then a general science program will be undertaken.

FOOD, PRODUCTION & TECHNOLOGY

PRE-REQUISITES: None

COURSE OUTLINE:

This Strand of Home Economics focuses on technology and management practice in the area of food production. Technology practice involves developing practical, purposeful and innovative products that meet human needs.

Through the process of investigating needs and creating ideas, students will gain skills and knowledge that can be applied in the broader aspects of life. Personal management factors such as planning, organising and completing tasks allows for the development of independence and responsibility in adolescent years.

This subject incorporates the units -

- Personal and environmental hygiene in food production
- Food safety procedures in the kitchen
- Investigating the behaviour of food during preparation

- Designing and producing a food item
- Preparation and presentation of food
- Simple table service and etiquette
- Recipe costing and analysis.

SPECIAL CONSIDERATIONS:

Students are responsible for supplying their own ingredients for dishes produced. It is recommended that students intending to study Hospitality Practices in Yr 11 and 12 take this subject. There is a \$16.00 levy to cover consumable costs in the cooking lessons.

HOME ECONOMICS

PRE-REQUISITES:

None, however it would be beneficial for those choosing this subject in Year 10 to have completed the Year 9 units of work.

COURSE OUTLINE:

The focus of Home Economics is the well being of people within the context of their personal, family, community and work roles.

Home Economics is about becoming independent; living in the wider society; and promoting ways to enhance future physical, emotional and intellectual wellbeing.

Our new Year 10 Program provides opportunities to understand and make preferred choices to challenges such as:-

- taking control of one's health
- choosing and preparing nutritious foods
- designing and creating areas of food and textiles
- making informed responsible consumer decisions about new products
- addressing issues of personal and social significance such as body image, fashion choice, family conflict.

The units of work may include topics such as -

- Food for me
- Food display and presentation

- Living with others, sharing spaces
- Modern consumer practices in the home
- Textile decision making - Design Brief
- Food and other cultures.

SPECIAL CONSIDERATIONS:

Students are responsible for supplying their own ingredients and fabrics for items designed and produced. There is a \$16.00 levy to cover consumable costs in the cooking and sewing lessons.

WOODCRAFT, DESIGN & TECHNOLOGY

PRE-REQUISITES: None

COURSE OUTLINE:

Woodcraft Design and Technology provides a grounding for life in a technological age by investigating the nature, application and working of materials, such as timber based products (natural and man made) and plastics materials. Workshop graphics, workshop procedures and safety are integrated into the course structure. A design approach will be investigated in certain individual projects. Areas of study are Woodworking, Woodturning and basic Plastics fabrication. This subject aims to develop both thinking skills and manipulative skills which will promote the holistic development of each student.

ASSESSMENT:

Related technology theory tests and class project results in each semester will contribute to assessment.

SPECIAL CONSIDERATIONS:

- (i) Students will be required to contribute towards the cost of materials used in practical projects. Students should not select this course if unable to contribute to materials costs or alternatively supply their own materials per project specifications.
- (ii) A protective apron will be supplied.
- (iii) Projects made by students in this course are considered as educational exercises only. There is no guarantee explicit or implied that they satisfy any safety standards applicable to a given project. Usage of student exercises is therefore at the owners risk.

METALCRAFT, DESIGN & TECHNOLOGY

PRE-REQUISITES: None

COURSE OUTLINE:

Metalcraft, Design and Technology provides a grounding for life in a technological age by investigating the nature, application and working of metal based materials including the various sheetmetal products available. Workshop graphics, workshop procedures and safety are integrated into the course structure. A design approach will be investigated in certain individual projects. Areas of study are Sheet Metalwork, Art Metalwork, Fitting and Fabrication, Turning and Basic Electronics. This subject aims to develop both thinking skills and manipulative skills which will promote the holistic development of each student.

ASSESSMENT:

Related technology theory tests and class project results in each semester will contribute to assessment.

SPECIAL CONSIDERATIONS:

- (i) Students will be required to contribute towards the cost of materials used in practical projects. Students should not select this course if unable to contribute to materials costs or alternatively supply their own materials per project specifications.
- (ii) A protective apron will be supplied
- (iii) Projects made by students in this course are considered as educational exercises only. There is no guarantee explicit or implied that they satisfy any safety standards applicable to a given project. Usage of student exercises is therefore at the owners risk.

GRAPHICS

PRE-REQUISITES: None

COURSE OUTLINE:

Graphics provides a grounding for life in a technological age by investigating drawings, sketches, and other graphical communication techniques via traditional drafting methods and electronic media (computer) presentations.

The areas of study are:

- i) Two dimensional viewing systems and
- ii) Three dimensional viewing systems.

Subject matter will be covered within the following contexts: Foundation Studies, Production Graphics (products) and Built Environment ie. real life situations in drawing products and building constructions etc.. This subject aims to develop both thinking skills and manipulative skills which will promote the holistic development of each student.

ASSESSMENT:

Graphics tests, selected classwork drawings and homework sketches will contribute toward assessment.

SPECIAL CONSIDERATIONS:

Students must provide their own drawing equipment per stationery lists and contribute towards materials costs.

TECHNOLOGY STUDIES

PRE-REQUISITES:

Students undertaking this course should have at least one HA and no less than an SA in the following Year 9 subjects: English and Mathematics . It is also highly recommended that students possess Information Technology skills or the capacity to develop these skills.

COURSE OUTLINE:

This course aims to enhance students' ability to solve problems in an industrial technology context. It further aims to improve students' understanding of construction and fabrication processes. Content is largely based on design, safety, materials and processes. This subject aims to develop both thinking skills and manipulative skills which will promote the holistic development of each student. **The use of information technology is a feature of this course.** Students should have/or be prepared to develop high level skills in this area.

ASSESSMENT:

Assessment will consist of written design assignments, classwork projects and an objective test.

SPECIAL CONSIDERATIONS:

- (i) Students will be required to contribute towards the cost of materials used in practical projects. Students should not select this course if unable to contribute to materials costs or alternatively supply their own materials per project specifications.
- (ii) A protective apron will be supplied.
- (iii) **Projects made by students in this course are considered as educational exercises only. There is no guarantee explicit or implied that they satisfy any safety standards applicable to a given project. Usage of student exercises is therefore at the owners risk.**

JUNIOR COMPUTER STUDIES

PRE-REQUISITES:

There are no pre-requisites however, it would be VERY BENEFICIAL for those choosing Junior Computer Studies in Year 10 to have completed Junior Computer Studies in Year 9.

COURSE OUTLINE:

Junior Computer Studies has been designed to enhance student's computer skills which can be applied in other areas.

Students may develop skills to give them the confidence to adapt to any software they may encounter in the future. This includes Microsoft products as well as software to plan concept maps and story boards. Students will acquire skills in using a range of hardware including digital cameras, scanners, data projectors and printers.

Students will learn:

In Year 10 (1 year course):

- Creating documents in publisher (eg. Yearbook)
- Designing and accessing databases
- Programming involving recreational software
- Create multimedia presentations using photo story
- Develop integrated projects which use a variety of software learnt the course (eg spreadsheets, databases, desktop publishing, web page, design, powerpoint.)

ASSESSMENT:

In class computer based assignments and tests.

ENTERPRISE EDUCATION

COURSE OUTLINE:

This is a Business Excellence subject. Enterprise Education is a very practical-based subject and has been designed to give students an overview of the diversity of the business world. As such, students need to be able to work, at times, in an unsupervised environment. It is therefore essential that students can work safely and cooperatively in group situations.

In Year 10 students are involved in operating a class business. This includes preparing a business plan, surveying the market, applying for a loan, marketing/advertising the product, completing orders and keeping financial records. There are also theory elements covered which compliment the practical element eg *What makes a successful business and business person?*

PRE-REQUISITES

Students who choose Year 10 will need to complete a Student Application Form and an Interview. Only those students who complete an application form and interview will be admitted to the class.

ASSESSMENT

A variety of assessment techniques are used to evaluate the students' abilities such as theory exams, practical exams, research assignments, oral presentations and computer-based assessment.

In Year 10 students are also assessed on their commitment and participation in running a business, as well, as the success of the venture itself.

STUDY OF SOCIETY

PRE-REQUISITES: None

COURSE OUTLINE:

In 2006, Study of Society has incorporated the Set Plans into its curriculum. It is a compulsory part of the government's initiative to better equip students to identify pathways and opportunities in the employment sector.

SOSE is an inquiry based subject which investigates issues of social significance in Australia and the world. It incorporates elements of both history and geography and demonstrates how these traditional areas of study relate to social concerns and problems.

CONTENT:

The three main units as part of this course are as follows;

- Culture and Identity
- Consumerism and Capitalism
- Rights and Rebellion

ASSESSMENT:

Each unit will involve students in a variety of assessment;

- Response to Stimulus
- Oral Presentation
- Practical

SPECIAL CONSIDERATIONS:

This course includes field trips at the student's own expense (approximately \$12.00)

HISTORY

PRE-REQUISITES:

An interest in our past and a desire to understand and appreciate the heritage of our world.

COURSE OUTLINE:

This course of study helps students make sense of the modern world and encourages students to interpret and evaluate events in an analytical manner.

The course covers inquiries into Democracy, Australia and its involvement in major conflicts (eg. World Wars, Vietnam War) and Hitler and the Third Reich.

CONTENT:

The three main units as part of this course are as follows;

- Anzac Cove to Anzac Day
- Hitler
- Make your vote Count.

ASSESSMENT:

Each unit will involve students in a variety of assessment;

- Objective Test
- Oral
- Research Assignment
- Response to Stimulus Test

SPECIAL CONSIDERATIONS:

This course includes field trips at the student's own expense (approximately \$12.00)

GEOGRAPHY

PRE-REQUISITES: An interest in others countries and spatial awareness of where countries are located in the world.

COURSE OUTLINE:

Geography is concerned with people and their relations with various environments around the world. This subject helps students to know what the world is like and be more willing to understand people in other cultures.

CONTENT:

The three main units as part of this course are as follows:

- Globalisation/Multinationalism
- Ride the Wave of Erosion
- Core Skills Unit

ASSESSMENT:

Each unit will involve students in a variety of assessment:

- Practical
- Knowledge Test
- Essay
- Field trip report

SPECIAL CONSIDERATIONS:

This course includes field trips at the student's own expense (approximately \$12.00)

ART

PRE-REQUISITES: None

COURSE OUTLINE:

The Junior Art Program is organised on a media-based format. Each semester explores two (2) media areas in depth as well as related theoretical concepts.

The program aims to develop **skills** in a variety of media areas, with greater emphasis on **self-expression, creativity, and problem solving** in Year 10.

The units may include:

YEAR 10: Unit 1 - Print Making

Unit 2 - Sculpture

Unit 3 - Painting

Unit 4 - Design in Everyday Life

(Units include associated theory)

SPEECH AND DRAMA

PRE-REQUISITES: None

COURSE OUTLINE:

Speech and Drama is designed to promote confidence and successful communication. These are attributes which are highly valued by today's employers and are seen as important skills for living.

The basic elements of actor's craft and stagecraft will be studied and students will exercise creativity in a variety of performance situations with emphasis on the effective use of voice and movement.

The subject is divided into presenting, forming and responding. Units studied include: Physical Theatre, Comedy, Theatre Sports, , Melodrama, Scriptwriting and Theatrical Production.

DANCE

PRE-REQUISITES: None

COURSE OUTLINE:

Dance is designed to develop self-esteem and physical coordination while encouraging divergent thinking. It provides students with the opportunity to create, perform, reflect and evaluate.

As well as gaining an understanding of its historical background and importance in various cultures, students will experiment with the components of dance and explore different styles and forms of the art.

The subject is divided into choreography, performance and appreciation. Units studied include: Elements of Dance; Contemporary Dance; Musical Theatre; Safe Dance; Theatrical Production; Dance Analysis; Dance Composition and Popular Dance.

MUSIC

PRE-REQUISITES: None

COURSE OUTLINE:

By the end of this music course students should be able to identify different types of music and play musical instruments.

Class time each week is given for group performance (small and large), aural and compositional skills. Students are taught how to play, and are given practical time to develop their skills.

Instruments include: acoustic and bass guitar, drum kit.

Units studied include:

- * The Elements of Music
- * The Development of Popular Music
- * Jazz Music.

INCOMPATIBLE:

Music is incompatible with Music Excellence.

MUSIC EXCELLENCE

PRE-REQUISITES:

- Music Excellence Course in Year 8 and Year 9
- Audition for those students new to the school OR those who wish to try out for the program.

NB: There is a cost of \$20 per term which includes the cost of workshops for the year, purchase of a workbook and tutorials. Students who are involved in the Music Excellence course are also expected to be a member of a school band or vocal group.

Students enrolled in the Year 10 Music Extension program will:

- Participate in the school's Instrumental Music program
- Join at least one of our School Bands/Choir
- Choose music as an elective in Year 9 and 10
- Study of Music in Year 11 & 12 is encouraged but not compulsory.

COURSE OUTLINE:

- An in-depth study of music history
- Advanced musicianship/theory skills
- Advanced ensemble work
- Compositional techniques
- Solo practical skills
- Advanced Aural training
- Preparation for AMEB practical and musicianship/theory examinations
- Sight reading skills
- Vocal skills

Units studied include:

- The Elements of Music
- The Development of Popular Music
- Vocal, Musicals and Opera
- Jazz Music
- Development of Western Classic Music
- Technology in Music
- Development of the Keyboard (Harpsichord, Organ, Piano)

INCOMPATIBLE:

Music Excellence is incompatible with Music.

PHYSICAL EDUCATION

PRE-REQUISITES: None

COURSE AIM:

Health and Physical Education in the junior school promotes the following student learning outcomes:

- * the health of individuals and communities;
- * developing movement concepts and motor skills;
- * enhancing personal development.

COURSE OUTLINE:

During the two year course of study, students will:

- * investigate their own health needs and concerns and examine personal and community strategies which promote adolescent health.
- * demonstrate coordinated actions of the body by creating movement sequences and motor skills required in individual, group activities and modified games and sports.
- * examine factors which influence personal identity, relationships and behaviours and demonstrate processes required to improve interpersonal communication.

PHYSICAL COMPONENTS:

Students will select from a range of physical tasks. Games and sports, aquatics, athletics, dance, gymnastics, self-initiated games, weights, orienteering and outdoor education are some of the options available.

THEORY COMPONENTS:

Students will be exposed to a diverse range of topics. Fitness, Personal Identity, Physiology, Water and Sun Safety, Drugs and Society and Disease and Lifestyle. There will be a continued focus on literacy and an integration of technology in both written and physical components of the course.

SPECIAL CONSIDERATIONS: In some units, there may be costs involved with field trips and excursions as part of course requirements.

ATHLETICS EXCELLENCE PROGRAM (A.E.P.)

PRE-REQUISITES:

Students must demonstrate or show the potential to reach a high degree of proficiency in one or more athletic events. School, zone, regional or state representation in athletics or other sports would be advantageous. Students are selected after nominations are received and a series of fitness tests conducted.

Students in Year 8 and 9 Athletics Excellence Programs who have performed to the required criteria are able to continue the program in subsequent years. Other students may apply in writing to join the program.

COURSE AIM:

The promotion of athletic excellence by integrating students' functional literacy of theoretical concepts related to athletic performance and exposure to concentrated athletic skill development.

COURSE OUTLINE:

Integrated approach to learning focusing on -

- * Waterwork
- * Athletic Skill Development
- * Anatomy & Physiology
- * Training Programs
- * Technology
- * Literacy and Computer Work
- * Games and Sports with an athletic focus
- * Sports Nutrition
- * Social, emotional and mental well being of the athlete

SPECIAL CONSIDERATIONS:

This course is part of the Key Learning Area of Health and Physical Education and as such, students must be prepared to commit themselves not only to school athletics but the curriculum as well.

RECREATION STUDIES

PRE-REQUISITES: None

OBJECTIVES:

- Students can achieve accreditation in a variety of areas
- Provide broad based education in fitness, recreation and healthy lifestyles
- Provide skills to live active and healthy lives
- Provide participation in a wide range of life long recreational pursuits.

CONTENT:

	<u>Practical</u>	<u>Theory</u>
<u>Aquatics</u>	Bronze Star Snorkelling Flipper Ball	Carnival Organisation Coaching Principles Bushcraft History of Sport & Leisure

Initiative Games

Challenge Activities Team Building
Indigenous / Ethnic Games

Team Games

Speedball Ultimate Disc
Gridiron Street Hockey
Volleyball

Individual Pursuits

Orienteering Archery
Tennis Table-Tennis

ASSESSMENT:

- Accreditation in Coaching Principles, Bronze star, Snorkelling
- Relevant practical and theoretical testing as required.

SPECIAL REQUIREMENTS/COMMENTS:

- Where possible, certification and accreditation will be offered in theoretical and practical elements and consequently costs will have to be met by students
- Excursion cost will have to be met by students
- A camp will be offered in Year 12
- Preparation will begin in Year 10.