



2026 SUBJECT COURSE GUIDE SENIOR PREPARATION PHASE – YEAR 10



PACIFIC PINES STATE HIGH
INSPIRING EXCELLENCE TO EMPOWER SUCCESS

Contents

Key Staff Contacts	4
Key and Leadership Staff	4
Heads of Department	4
General Information	5
Year 10 Subject Semester 1 & 2.....	5
Core Subjects (compulsory subjects)	5
Elective Subjects (Non-Compulsory Subjects).....	5
Centre of Excellence Program Subjects	6
Examples.....	6
General Advice for Subject Selection	6
Assessment & Reporting	7
What is a School-Based Apprenticeship/Traineeship?	7
Studying Other Courses Offered Outside of School	7
Faculty – English.....	8
English – Core and Extension.....	8
Faculty – Mathematics.....	10
Foundation Maths	10
Mathematics – Core	11
Mathematics Extension	12
Specialist Maths – Elective (Semester 2 Only)	13
Faculty - Science.....	14
Science - Core.....	14
Science Extension.....	15
Psychology - Elective	16
Faculty – Humanities	17
History - Core	17
Geography – Elective.....	18
Civics and Citizenship - Elective	19
Faculty – Economics and Business.....	20
Economics and Business – Elective	20
Centre of Excellence – Business, Leadership & Enterprise - Elective.....	21
Faculty – Health & Physical Education.....	22
Health & Physical Education - Core	22
Health – Elective	23
Physical Education – Elective	24
Centre of Excellence – AFL, Soccer and/or Touch.....	25
Faculty – Technologies	26
Materials & Technologies Specialisation TMT (Furnishing Skills) - Elective	26
Materials & Technologies Specialisation 2 TTZ (Construction Skills) – Elective	27
Design and Technology – Elective.....	28
Digital Technologies – Elective	29

Food Specialisation - Elective	30
Centre of Excellence – Culinary Skills - Elective	31
Textiles and Design in Action – Elective	32
Faculty - Arts	33
Centre of Excellence – Dance - Elective.....	33
Centre of Excellence - Drama - Elective	35
Dance - Elective	36
Drama - Elective.....	37
Media Arts - Elective	38
Music – Elective	39
Centre of Excellence – Music - Elective.....	40
Visual Art - Elective	42
Faculty – Languages.....	43
Japanese - Elective	43

Key Staff Contacts

Key and Leadership Staff

Principal	Mark Peggrem	mpegg4@eq.edu.au
Head of School	Troy Olsen	tolse37@eq.edu.au
Director Senior Phase & Work Readiness (Year 12)	Marg Tonge	mtong4@eq.edu.au
Director Senior Phase & Work Readiness (Year 11)	Chris Bell	cbell8@eq.edu.au
Director Senior Prep Phase & Senior Transitions (Year 10)	Nicole Gilmore	nagil0@eq.edu.au
Director Senior Prep Phase & Senior Transitions (Year 9)	Simon Lydiard	sxlyd0@eq.edu.au
Director Junior Phase & Primary Partnerships (Year 8)	Reuben Smith	rsmit562@eq.edu.au
Director Junior Phase & Primary Partnerships (Year 7)	Jess Monroe	jmonr4@eq.edu.au
Guidance Officer (Year 8 and 11)	El-Marie Chambers	ecrun2@eq.edu.au
Guidance Officer (Year 9 and 10)	Jaz Shewell	jshew7@eq.edu.au
Guidance Officer (Year 7 and 12)	Ness Schepp	vlsch0@eq.edu.au
Industry Liaison Officer	Liz Harvey	industry_liaisons@pacificpinesshs.eq.edu.au

Heads of Department

Junior Phase (7&8) Humanities and English	Bec Pegg	rpegg0@eq.edu.au
Senior Prep Phase (9&10) English	Bonnie Sweetser	bmswe0@eq.edu.au
Senior Prep Phase (9&10) Humanities and Japanese	Leviene Jones	lwarn16@eq.edu.au
Senior Phase (11&12) Humanities and English	Serena Paley	spale4@eq.edu.au
Junior Phase (7&8) Science and Maths	Jamie Gutteridge	jkrau67@eq.edu.au
Senior Prep Phase (9&10) Science and Maths	Jodie Lotz	jlotz4@eq.edu.au
Senior Phase (11&12) Science and Maths	Todd Buric	tburi1@eq.edu.au
Health and Physical Education	Mitch Montgomery	mmmon0@eq.edu.au
Business/Home Economics/RTO Manager	Bridget Gutteridge	bdenn28@eq.edu.au
Technologies (ITD) and Technologies - Digital	Scott Humphrey	shump7@eq.edu.au
Creative Arts	Fiona Salmon	fsalm3@eq.edu.au
Inclusion: Support and Intervention	Mahalia Ryan	mkrya0@eq.edu.au
Junior Phase (7&8) Engagement & Student Success	Megan Clayton	mclay78@eq.edu.au
Senior Prep Phase (9) Engagement & Student Success	Luke Basile	labas0@eq.edu.au
Senior Prep Phase (10) Engagement & Student Success	Emilija Hurley	extem0@eq.edu.au
Senior Phase (11&12) Engagement & Student Success	Julie Paul	jpaul60@eq.edu.au

General Information

This handbook has been compiled to provide information to students and parents on the curriculum that is offered at Pacific Pines State High School. It is designed to assist students and parents in selecting a course of study for Year 10.

Students should select subjects that will suit their career aspirations and that will match their abilities and interests. Students and parents should use this handbook in conjunction with the advice received from class talks, information evenings and discussions with teachers, Heads of Departments, Directors and the School Guidance Officer.

Some subjects have additional costs. Please refer to the current Schedule of Fees on our website pacificpinesshs.eq.edu.au/support-and-resources/payments for the specific cost of a subject.

The curriculum program for Year 10 uses the Australian Curriculum subjects and achievement standards. Year 10 subjects are also designed to prepare students for the content, assessment and rigour of the subjects offered for Years 11 and 12. Students will select senior subjects at the SET Plan Review meeting in Term 3 of Year 10. For more information about senior subjects, please see the Senior Subject Selection Booklet, which can be found on the school website.

Year 10 Subject Semester 1 & 2

All students will study six (6) subjects per semester; four (4) core and two (2) electives or five (5) core and one (1) elective. Combination of core and electives will be determined by the timetable line structure.

Core Subjects (compulsory subjects)

All students will study:

- English or English Extension (2 semesters)
- Foundation Maths, Core Maths or Maths Extension (2 semesters)
- Science or Science Extension (2 semesters)
- History (either Semester 1 or Semester 2)
- HPE (either Semester 1 or Semester 2)

Please note: If History is studied in Semester 1, HPE will be studied in Semester 2 and vice versa.

Elective Subjects (Non-Compulsory Subjects)

All students will study four (4) elective subjects from the table below over two semesters, usually two (2) electives for Semester 1 then an additional two (2) electives for Semester 2. Combination of the electives will be determined by the timetable line structure. Students are permitted to study an elective subject for one semester only. Repeated elective subjects are not permitted.

General Electives		
Civics and Citizenship	Geography	Physical Education
Dance	Health	Psychology
Design and Technology	Japanese	Specialist Maths (Semester 2 only)
Digital Technologies	Materials & Technologies Specialisation (Furnishings)	Textiles and Design in Action
Drama	Materials & Technologies Specialisation 2 (Construction)	Visual Arts
Economics and Business	Media Arts	
Food Specialisations	Music	
Centre of Excellence Program Subjects		
COE - AFL	COE - Drama	COE – Touch
COE – Business, Leadership & Enterprise	COE - Music	COE – Culinary Skills
COE - Dance	COE - Soccer	

Centre of Excellence Program Subjects

Centre of Excellence (COE) subjects run for two semesters. Students in COE subjects will study their COE subject and two other elective subjects only. Students in COE Sport subjects (AFL, Soccer and Touch) do not study core HPE. Students in COE Business, Culinary Skills, Drama, Dance and Music cannot also do the general elective subject (e.g., a COE Drama student cannot also study Drama). Students who are not currently in a COE subject in Year 9 who wish to join a COE program in Year 10 must apply through the COE application process as outlined on the school website and COE Prospectus.

Examples

	General Student	COE Student	COE Sport Student
Semester 1	English Maths Science History Elective 1 Elective 2	English Maths Science History COE subject Elective 1	English Maths Science History COE subject Elective 1
Semester 2	English Maths Science HPE Elective 3 Elective 4	English Maths Science HPE COE subject Elective 2	English Maths Science COE subject Elective 1 Elective 2

General Advice for Subject Selection

It is advised that students choose subjects:

- They enjoy
- In which students have already had some success
- Which will help students reach their chosen career/careers, or at least keep many careers open to them
- Which will develop skills, knowledge and attitudes useful throughout students' life

It is important to remember that everyone is an individual, and that needs and requirements in subject selection will be quite different from those of other students. This means that it is unwise to either take or avoid a subject because:

- Someone told you that you will like or dislike it
- Friends are or are not taking it
- Like or dislike the teacher
- 'All the students take that subject' (all subjects have equal value for everyone).

Be honest about one's abilities and be realistic with set career aims. There is little to be gained by continuing with or taking advanced levels of subjects that have proved difficult even after best efforts have been applied. Similarly, if the career aims require the study of certain subjects, ensure the ability and determination to work hard enough to achieve the necessary levels of results in those subjects is applied.

Remember, the choice of subjects now may affect the choice of subjects in Years 11 and 12. For example:

- Students must achieve a B grade in English to be eligible to study any General subject in senior.
- Students must achieve a B grade in Year 10 Core Mathematics to be eligible to study General Maths in senior.
- Students must achieve a B grade in Year 10 Math Extension to be eligible to study Mathematical Methods and Specialist Maths in senior.
- Students must achieve a B grade in Science Extension to be eligible to study any science subject in senior.
- Music and languages in the senior years require previous study in Years 9 and 10.

Assessment & Reporting

Teachers will use a range of different assessment strategies to ascertain what each student has learnt (actual achievement) and will make judgments about the extent and quality of each student's achievement in relation to the Australian Curriculum achievement standards.

Reporting to parents will provide information about a student's actual achievement against the achievement standards. The use of Australian Curriculum achievement standards as a common reference point for reporting to parents will contribute to national consistency in reporting.

Current Commonwealth requirements for reporting to parents include the requirement for student achievement to be reported in terms of A-E grades (or an equivalent 5-point scale). Students will also receive a report about their effort and behaviour.

What is a School-Based Apprenticeship/Traineeship?

At the commencement of Semester 2 Year 10, students who intend to take the QCE Flexible or Work Ready Pathway may choose to participate in a school-based traineeship or apprenticeship. This will involve working for one day each week and completing a qualification (usually a Certificate II or III). Students are paid for the time they work.

Traineeships and apprenticeships contribute QCE credit points in the senior years and are a great way to gain industry experience while at school. A traineeship is usually undertaken over 2 years with no guarantee of continuing employment at the end of the traineeship. An apprenticeship is undertaken up until the time the student completes Year 12 or finishes school and they then continue to complete the apprenticeship on a full-time basis.

It needs to be noted that students who wish to study an ATAR pathway are not eligible for traineeships, apprenticeships or external VET/Diploma courses (that are not offered Period 5 Wednesday in Year 11). The Industry Liaison Officer coordinates school-based traineeships and apprenticeships. Appointments can be made through the school office or phone the Industry Liaison Officer on 5502 5119. All Traineeships and Apprenticeships to be approved by the relevant Phase Director.

Studying Other Courses Offered Outside of School

Students also can access courses offered by outside organisations other than Pacific Pines State High School. There are a wide variety of certificate courses available from various RTOs. STUDENTS MUST BE 14 years and 9 months ON COMMENCEMENT of the COURSE.

For more information about careers etc:

- Contact your school
- Visit the QCAA website at www.qcaa.qld.edu.au
- Visit the Department of Employment and Training at www.det.qld.gov.au for information about school-based apprenticeships and traineeship
- Look in the books "Job Guide" and "QTAC"

Faculty – English

English – Core and Extension

LINK TO SENIOR SUBJECTS: ENGLISH (GENERAL)/ESSENTIAL ENGLISH (APPLIED ESSENTIAL) / LITERATURE (GENERAL) PRE-REQUISITE SUBJECTS: Year 9 English

Course Outline

The English curriculum is built around the 3 interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all 3 strands. Together, the 3 strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.

In Year 10, students interact with others and experience learning in familiar and unfamiliar contexts, including local or global community and vocational contexts.

Students engage with a variety of texts for enjoyment. They analyse, interpret, evaluate, discuss, create and perform a wide range of texts. Texts may include various types of media texts including film, digital and online texts, novels, non-fiction, poetry, dramatic performances and multimodal texts. Themes and issues may involve levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of how texts, language, and visual and audio features are influenced by context.

The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.

Literary texts that support and extend students in Year 10 as independent readers may be drawn from a range of genres. They may involve complex, challenging plot sequences and hybrid structures that may serve multiple purposes. These texts may explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas in real-world and fictional settings. They may represent a variety of perspectives. Informative texts may represent a synthesis of technical and abstract information (from credible or verifiable sources) about specialised topics and concepts. Language features may include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and/or dense information supported by various types of images and graphics.

Year 10 students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive, analytical and/or critical; for example, narratives, arguments that include analytical expositions and discussions, analysis and responses that include personal reflections, reviews and critical responses for a range of audiences.

Outcomes

By the end of Year 10, students interact with others and listen to and create spoken and multimodal texts including literary texts. With a range of purposes and for audiences, they discuss ideas and responses to representations, making connections and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select, vary and experiment with language features including rhetorical and literary devices, and experiment with multimodal features and features of voice.

They read, view and comprehend a range of texts created to inform, influence and engage audiences. They analyse and evaluate representations of people, places, events and concepts, and how interpretations of these may be influenced by readers and viewers. They analyse the effects of text structures, and language features including literary devices, intertextual connections, and multimodal features, and their contribution to the aesthetic qualities of texts.

They create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing ideas and representations, making connections and providing substantiation. They select and experiment with text structures to organise, develop and link ideas and representations. They select, vary and experiment with language features including literary devices, and experiment with multimodal features.

Required Home Study

Home study will include the following:

- Homework set by the teacher
- Preparation, development and editing of assessment items
- Exam study

The student is responsible for catching up on work which may have been missed for any reason.

Books and Stationery

Required texts will be available for short-term loan from the student resource scheme. A stationery list will be supplied.

English Requirement for Senior Subjects

Students must achieve a minimum of a 'B' standard in Year 10 English if they wish to select General subjects or enrol in the ATAR pathway in senior school.

Faculty – Mathematics

Foundation Maths

LINK TO SENIOR: Essential Mathematics (Applied subject)

PRE-REQUISITE SUBJECTS: Year 9 Mathematics

Course Description

Foundation Mathematics is aimed at students who wish to take a flexible pathway in Year 11 (TAFE, Work, Applied Pathway). A review of student results will be undertaken at the end of Term 3, Year 9 to determine the most appropriate strand of Mathematics for Year 10.

Students will be placed into the mathematics level based on results and conversations with Parents/Guardians.

Course Outline

- Trigonometry
- Algebraic Techniques
- Statistics & Probability
- Geometry
- Measurement
- Financial Mathematics
- Linear Functions

Assessment

Students will complete 1 Assignment and 3 exams in Year 10 Foundation Mathematics.

Homework

Most homework is related to the following:

- Reviewing and practicing skills and content taught in class
- Completing drafts and checkpoints which teachers mark and use to provide students with feedback on how to improve their work
- Responding to teacher feedback to improve drafts and editing their own work prior to final submission
- Studying for exams using exam preparation documents

Cost and/or Essential Equipment

- Students will require a scientific calculator (Casio FX82 is recommended) however any scientific calculator will be suitable.
- **Computer Software and Hardware Requirements:** Students in this subject will be working with Microsoft Office (freely available to EQ students) for the presentation of information. They may also be accessing the internet for research and graphing software.

Mathematics – Core

LINK TO SENIOR: General Mathematics (General)

PRE-REQUISITE SUBJECTS: 'C' level of achievement in Year 9 Mathematics

Course Description

Core Mathematics is aimed at students who wish to study General Mathematics in Year 11 and 12. Students who achieve a 'B' or better in this level of Mathematics may go on to study General Mathematics in Year 11. A review of student results will be undertaken at the end of Term 3, Year 9 to determine the most appropriate strand of Mathematics for Year 10 study.

Students will be placed into the mathematics level based on these results and conversations with Parents/Guardians.

Students who may want to be an Electrician need to complete Core or Extension Mathematics to ensure they have the required skills for General Mathematics in Senior Schooling.

Course Outline

- Trigonometry
- Algebraic Techniques
- Statistics & Probability
- Geometry
- Measurement
- Financial Mathematics
- Linear Functions

Assessment

Students will complete 4 exams and 1 assignment in Core Mathematics.

Homework

Most homework is related to the following:

- Reviewing and practicing skills and content taught in class
- Completing drafts and checkpoints which teachers mark and use to provide students with feedback on how to improve their work
- Responding to teacher feedback to improve drafts and editing their own work prior to final submission
- Studying for exams using exam preparation documents

Cost and/or Essential Equipment

- Students will require a scientific calculator (Casio FX82 is recommended) however any scientific calculator will be suitable.
- **Computer Software and Hardware Requirements:** Students in this subject will be working with Microsoft Office (freely available to EQ students) for the presentation of information. They may also be accessing the internet for research and graphing software.

Mathematics Extension

LINK TO SENIOR: Mathematics Methods (General)

PRE-REQUISITE SUBJECTS: Year 9 Mathematics (B or A)

Course Description

This strand of Year 10 Extension Mathematics is aimed at those students who wish to study Mathematical Methods and Specialist Mathematics in Senior Schooling. Mathematics Methods is a highly rigorous Mathematics strand aimed at those who wish to go on and study Mathematics, Science, Engineering or similar at university. Extension Mathematics is a prerequisite subject for Mathematical Methods and Specialist Mathematics in Senior School.

A review of student results will be undertaken in Term 3 Year 9 to determine the most appropriate strand of Mathematics.

Students will be placed into the mathematics level based on results and conversations with Parents/Guardians.

Course Outline

The course will focus on advanced topics to prepare students for senior studies and will include:

- Algebraic Techniques
- Statistics and Probability
- Measurement
- Financial Mathematics
- Functions: Linear, Quadratic, Exponential, Logarithmic and Trigonometric
- Indices and Logarithms as a skill

Assessment

Students will complete 1 assignment and 2 exams each semester.

Homework

Students should expect to be complete 1-2 hours of Extension Mathematics related work at home. This will consist of:

- Reviewing and practicing skills and content taught in class
- Completing drafts and checkpoints which teachers mark and use to provide students with feedback on how to improve their work
- Responding to teacher feedback in order to improve drafts and editing their own work prior to final submission
- Studying for exams using exam preparation documents

Cost And/ Or Essential Equipment

- Students will require a scientific calculator (Casio FX82 is recommended) however any scientific calculator will be suitable.
- **Computer Software and Hardware Requirements:** Students in this subject will be working with Microsoft Office (freely available to EQ students) for the presentation of information. They may also be accessing the internet for research and graphing software. A Casio Graphics Calculator will be provided to students in Year 10 to use in select learning activities during class time.

Specialist Maths – Elective (Semester 2 Only)

LINK TO SENIOR: Specialist Mathematics (General)

PRE-REQUISITE SUBJECTS: Year 9 Mathematics (B or A)

Course Description

Mathematics Specialists is a highly rigorous Mathematics strand aimed at those who wish to go on and study Maths, Science, Engineering or similar at university. Specialist Mathematics is aimed at those students who wish to study Specialist Mathematics in Year 11 and 12. It is a prerequisite subject for Specialist Mathematics in senior as the course material prepares them with the prior skills and knowledge required to be successful in Year 11 and 12. Students must be doing Maths Extension in Year 10 to accompany this elective.

Course Outline

The course will focus on advanced topics to prepare students for senior studies and will include:

- Algebra
- Vectors and proof
- Complex numbers, trigonometry, functions and matrices
- Mathematical induction, and further vectors, matrices and complex numbers

Assessment

Students will complete 2 exams for the semester.

Homework

Students should expect to be complete 1-2 hours of Specialist Mathematics related work at home. This will consist of:

- Reviewing and practicing skills and content taught in class
- Completing drafts and checkpoints which teachers mark and use to provide students with feedback on how to improve their work
- Responding to teacher feedback to improve drafts and editing their own work prior to final submission
- Studying for exams using exam preparation documents

Cost And/Or Essential Equipment

- Students will require a scientific calculator (Casio FX82 is recommended) however any scientific calculator will be suitable.
- **Computer Software and Hardware Requirements:** Students in this subject will be working with Microsoft Office (freely available to EQ students) for the presentation of information. They may also be accessing the internet for research and graphing software. A Casio Graphics Calculator will be provided to students in Year 10 to use in select learning activities during class time.

Faculty - Science

Science - Core

LINK TO SENIOR: N/A

Science is a core subject prescribed in the National Curriculum that all year 10 students must do.

PRE-REQUISITE SUBJECTS: Year 9 Science (D/E or C)

Course Description

Science emphasises inquiry-based teaching and learning. It provides student the opportunity to engage in hands-on learning around the four strands of Science (Biology, Physics, Chemistry and Earth Science). This subject is for students that do not want to study senior Science subjects. Students will be required to complete Science Extension if they wish to study Biology, Physics, Psychology or Chemistry in Year 11. A review of student results will be undertaken in Term 3, Year 9 to determine the most appropriate strand of Science for Year 10 study. Students will be placed into the Science level based on results and conversations with parents/guardians.

Course Outline

Study will be completed in two semesters. They will encompass the Biology, Chemistry, Physics and Earth Science Strands.

Assessment

Students will complete class-based folios, exams and assignments throughout the two semesters.

Homework

Most homework is related to the production of assessment tasks/folio.

Cost And/ Or Essential Equipment

Computer Software and Hardware Requirements: Students in this subject will be working with Microsoft Office (freely available to EQ students) for the presentation of information. They may also be accessing the internet to research.

Science Extension

LINKS TO SENIOR: Chemistry, Physics, Biology, Psychology

PRE-REQUISITE SUBJECTS: Year 9 Science (B or A)

Course Description

This strand of science is aimed at students who wish to study Biology, Psychology, Chemistry or Physics in Senior.

A review of student results will be undertaken in Term 3, Year 9 to determine the most appropriate strand of Science for Year 10 study. Students will be placed into the Science level based on results and conversations with Parents/Guardians.

The course will be completed in 3 units over the four terms described below:

UNIT 1 - Physics provides opportunities for students to engage with the understandings of the laws of motion. Students will learn valuable skills required for the scientific investigation of questions. In addition, they will develop critical skills to evaluate and make evidence-based decisions about current scientific issues.

Physics aims to develop:

Appreciation of the wonder of physics and the significant contribution physics has made to contemporary society.

Understanding of the ways in which matter and energy interact and move in physical systems across a range of scales.

UNIT 2 - Chemistry is the study of materials and their properties and structure.

Chemistry aims to develop:

- Understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products
- Appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making

UNIT 3 - Biology is the study of the living organisms.

Biology aims to develop:

- Understanding of how cells work, and processes linked to cell process and structure
- Scientific theories that explain the origin of the universe and the diversity of life on Earth
- Explanation of the processes that underpin genetics, heredity and evolution.

Future Pathways

Science Extension will prepare students for a variety of tertiary pathways including Science, Engineering, Biomedical Science, Environmental and Health Science, Education, and many other courses, as well as training or employment opportunities.

Assessment

In Science Extension, student will complete the types of assessment as used in Senior Science subjects (Research Investigation, Student Experiment, Data Test and Exam) to prepare them for their senior pathway.

Homework

Most homework is to produce and prepare for the assessment tasks:

- Studying class notes
- Organising notes and research into user-friendly material
- Completing drafts which teachers use to provide feedback on how students can improve their work
- Responding to teacher feedback to improve drafts and editing their own work

Cost And/ Or Essential Equipment

Computer Software and Hardware Requirements: Students in this subject will be working with Microsoft Office (freely available to EQ students) for the presentation of information. They may also be accessing the internet to research.

Psychology - Elective

LINKS TO SENIOR: Psychology

(General) Pre-Requisite

- Students must receive a minimum 'C' level of achievement in Year 9 English and Maths and a 'B' level of achievement Science in Semester 2, 2024.
- Students must also be completing Science Extension in 2025

Course Description

Psychology is the scientific study of the mind and its functions. It is a broad discipline which incorporates both the scientific study of human behaviour - its biological, cognitive, and social bases - and the systematic application of this knowledge to applied problems. Students of psychology will not only gain increased knowledge and understanding of themselves and others, but also develop critical thinking skills which are valuable personally and in many professions.

Studying psychology as an elective in Year 10 will provide students with a basic understanding of core concepts to assist with their transition into senior coursework. Psychology in Years 11 and 12 is a general subject and, as such, results contribute to an Australian Tertiary Admission Rank (ATAR).

Future Pathways

Psychology is a senior General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

Course Outline

Student will complete an introductory Unit of Psychology around concepts of memory and behaviour. This will prepare students for senior Psychology and allow them to understand the rigour and challenge of this subject.

Assessment

- Summative assessment - Student Experiment
 - Students will conduct an experiment to investigate the effect of cued recall on a short-term memory test, documenting their results and data analysis in a scientific report.
- Summative Assessment – Exam

Homework

Students are expected to complete homework related, but not limited to, the following:

- Researching and responding to set questions
- Organising and studying class notes
- Responding to teacher feedback in order to edit and improve their own work
- Successful completion of set homework tasks is a minimum requirement of students enrolled in psychology.

Cost and/or Essential Equipment

Computer Software and Hardware Requirements: Students will require regular access to Microsoft Office - freely available to EQ students - to access lesson notes and resources, and to prepare material for their assessment. They will also require access to the internet, as well as the school's BYOD network drives.

Faculty – Humanities

History - Core

LINKS TO SENIOR: MODERN HISTORY (GENERAL) & SOCIAL & COMMUNITY STUDIES (APPLIED)

PRE-REQUISITE: N/A

Rationale

The study of History invites students to investigate some of the most compelling events of Modern History. The skills developed in Year 10 History will be of great value to students considering studying senior Ancient or Modern History in Years 11 and 12.

History teaches the RESEARCH and WRITING skills which are highly valued skills for success at university, regardless of the course studied.

UNIVERSITY SKILLS such as researching, referencing and essay writing are extensively taught to help students succeed in any university course. Exam skills, including skills for this and other subject external exams, are developed using source analysis and extended writing.

Course Aims

The student of History will develop an appreciation of the modern world through an inquiry of our past. They will learn to establish global connections including the links between historical events and their own lives. Students develop these understandings through the processes of critical inquiry. Skills developed include locating, interpreting, analysing and evaluating historical sources and constructing effective arguments in both written and spoken genres.

Course Outline

The Year 10 History units include inquiry studies from ancient, medieval and modern times. Topics covered could include:

- Propaganda and power throughout the interwar period and World War II. (MODERN HISTORY)
- Modern Australia post war

Assessment

Assessment includes a short response examination and historical research essay. Across these assessment tasks, students demonstrate key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability through the two strands of historical knowledge and understanding historical skills.

Cost and/or Essential Equipment

There may be an excursion during the year. Costs to cover entry fees, transport costs or equipment hire will be the responsibility of the student.

Computer Software and Hardware Requirements

Students in this subject will be working with Microsoft Office (freely available to EQ students) for the presentation of information. They may also be accessing the internet to research.

Geography – Elective

LINKS TO SENIOR: GEOGRAPHY (GENERAL)

PRE-REQUISITE SUBJECTS: Extended reading and writing tasks are a requirement of the course so a 'C' level of achievement in English is required.

Rationale

The study of Geography invites students to investigate some of the most compelling issues in our global environment. The skills developed in Year 10 Geography will be of great value to students considering studying senior Geography in Years 11 and 12.

Geography teaches the RESEARCH and WRITING skills which are highly valued skills for success at university, regardless of the course studied.

UNIVERSITY SKILLS such as researching, referencing and essay writing are extensively taught, to help students succeed in any university course. Exam skills, including skills for this and other subject external exams, are developed using source analysis and extended writing.

Course Aims

The student of Geography will develop an appreciation of the modern world through a study of the environment, people and places. They will learn to establish global connections including the links between geographical events and their own lives. Students develop these understandings through the processes of critical inquiry. Skills developed include locating, interpreting, analysing and evaluating both internet and on-site sources and constructing effective arguments in both written and spoken genres.

Course Outline

There are two units of study in the Year 10 curriculum for Geography: 'Environmental Change and Management' and 'Geographies of Human Wellbeing'. 'Environmental Change and Management' focuses on investigating environmental geography through an in- depth study of a specific environment. 'Geographies of Human Wellbeing' focuses on investigating global, national and local differences in human wellbeing between places.

Assessment

Assessment includes an inquiry-based research task on data collected from a local geographical site (excursion) and a short response examination. Through the strands of geographical knowledge and understanding, and geographical inquiry and skills, students identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences. They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge using environmental, economic, political and social criteria and draw reasoned conclusions.

Cost and/or Essential Equipment

There may be an excursion during the year. Costs to cover entry fees, transport costs or equipment hire will be the responsibility of the student.

Computer Software and Hardware Requirements

Students in this subject will be working with Microsoft Office (freely available to EQ students) for the presentation of information. They may also be accessing the internet to research.

Civics and Citizenship - Elective

LINKS TO SENIOR: LEGAL STUDIES

Pre-requisite

Extended reading and writing tasks are a requirement of the course so a 'C' level of achievement in English is required.

Rationale

The study of Civics and Citizenship invites students to critically examine political and legal systems, explore complex global issues, and consider multiple perspectives. The skills developed in Year 10 Civics will be of great value to students considering studying senior Legal Studies.

The Year 10 Civics and Citizenship curriculum develops students' skills in questioning, research, analysis, interpretation, evaluation, and communication. Through applying these skills, students become active, informed citizens who can engage with democratic processes and contribute to discussions on human rights, justice, and international cooperation.

The curriculum fosters the ability to evaluate evidence, develop reasoned arguments, and communicate ideas effectively, preparing students to participate thoughtfully and ethically in their communities and the broader world.

University skills such as researching, referencing and essay writing are extensively taught to help students succeed in any university course. Exam skills, including skills for this and other subject external exams, are developed using source analysis and extended writing.

Course Aims

The student of Civics and Citizenship will have a deep understanding of Australia's political system and its role in the global community. They will be encouraged to make a critical comparison of democratic systems, such as Australia's and Indonesia's, to build awareness of political values and civic responsibilities. Through the study of human rights and Australia's global engagement, students develop ethical understanding, intercultural awareness, and a sense of global citizenship. The course fosters informed, active participation in democratic society through evidence-based reasoning and communication.

Course Outline

The Year 10 Civics and Citizenship topics covered could include:

- Democratic systems – Comparing Australia and Indonesia
- Australia's engagement with the world – Human Rights

Cost and/or Essential Equipment

There may be an excursion during the year. Costs to cover entry fees, transport costs or equipment hire will be the responsibility of the student.

Computer Software and Hardware Requirements

Students in this subject will be working with Microsoft Office (freely available to EQ students) for the presentation of information. They may also be accessing the internet to research.

Assessment

Assessment includes a research essay and a proposal. Across these assessment tasks, Students demonstrate understanding of democracy, justice, rights and responsibilities, and civic participation. They compare political systems and evaluate democratic values, and they apply ethical reasoning and propose informed civic action, showing how individuals can contribute to a fair and just global society.

Faculty – Economics and Business

Economics and Business – Elective

LINKS TO SENIOR: BUSINESS and ACCOUNTING (GENERAL), CERTIFICATE III in BUSINESS and CERTIFICATE III in ACTIVE VOLUNTEERING (VET)

PRE-REQUISITE SUBJECTS: 'C' level of achievement in English and Maths is recommended.

Course Description

Students interested in entering the business world as owners, managers or employees who deal with finances and financial decision-making should consider selecting Economics and Business. In Year 10, this subject will introduce economics and business knowledge and understanding, and economic and business skills. Throughout the course, students will be introduced to entrepreneurial processes, business concepts and skills, as well as the basics of personal and business economics. Working in the financial field is so much more than merely dealing with numbers and recording information. Students will be required to use business and financial information as a decision-making tool to help improve a business's financial and physical resources, which is a highly desired skill.

Economics and Business will prepare students for a variety of pathways including further education, training and employment.

Course Outline

Topics – Investigating entrepreneurship, Investigating business, and Investigating economics.

Assessment

A variety of techniques will be used including:

- Exam
- Posters
- Investigation

Homework

Most homework is related to the effective study of class notes and responding to self, peer and teacher feedback in order to see growth and improvement.

Cost and/or Essential Equipment

Computer Software and Hardware Requirements: Students will need to be part of the BYOD program and will be working with Microsoft Office (freely available to EQ students) for the presentation of information. Students will be provided with trial access to MYOB on their BYOD.

Career Options / Further Study

Business skills gained from this course are in high demand by employers. Possible future careers include:

- | | |
|--|------------------------|
| • Self Employed | • Office Administrator |
| • Accountant – tax, forensic, management | • Sales Consultant |
| • Manager – HR, marketing, operations | • Financial Advisor |
| • Teacher | • Personal Assistant |
| • Bank Officer | • Auditor |

"The spectacle-wearing pencil pusher in the green visor is so far in the past, it barely even registers as a stereotype anymore. Accounting today is one of the most high-tech, cutting-edge professions out there, making advances in realms ranging from Big Data analytics to cloud computing to block chain technology. Accountants are the professionals who make sure that the money of corporations, governments, organisations, and individuals are being used well, and that means that, if there's money, accountants will be indispensable." The Accounting Degree Review

Centre of Excellence – Business, Leadership & Enterprise - Elective

LINKS TO SENIOR: BUSINESS and ACCOUNTING (GENERAL), CERTIFICATE III in BUSINESS and CERTIFICATE III in ACTIVE VOLUNTEERING (VET)

Outcomes

The Centre of Excellence for Business, Leadership & Enterprise was established to extend, engage and excite students in the areas of business, leadership and enterprise. This program extends students in all areas of business, leadership, enterprise, and provides the tools required to excel in these areas. With the workforce continually reshaping, these skills will enable students to actively engage in all levels of business and meet the ever-changing demands of the 21st century. Our students will acquire the skills highly sought after by organisations which will ensure lasting employability once they're ready for the 'real world'. Our curriculum areas prepare students for further study and employment, as well as lifelong learning and civic participation.

Students in this program will be provided with hands-on, real-world activities, including:

- Leading and organising school events
- Be Your Own Boss Challenge
- Setting up and running small businesses
- Simulated business activities
- Participating in excursions - e.g., EKKA

Students must apply for Centre of Excellence – see Centre of Excellence Prospectus for more information. This is a year-long course.

Topics

The topics covered throughout the program include: Investigating entrepreneurship, Investigating business, Investigating events and Investigating economics.

Future Pathways/Options

This program provides students with the knowledge and skills to choose Senior Secondary General subjects such as Business and/or Accounting which prepare students for post-secondary education study at University or TAFE. This program also prepares students with the required skills to complete a certificate course such as a Certificate III in Business, Certificate III in Active Volunteering and/or the Diploma of Business, which are great starting points for the workforce and further studies.

Equipment/Resources & Possible Excursions

- Computer Software and Hardware Requirements: Students in this subject will be working with Microsoft Office (freely available to EQ students) for the presentation of information
- They may also be accessing the internet to research
- Excursions will incur additional costs, such as excursions to the EKKA

Subject Levy

This subject incurs a fee that must be paid to continue enrolment in selected subject. Please refer to the current Schedule of Fees on our website pacificpinesshs.eq.edu.au/support-and-resources/payments for the specific cost of this subject.

Homework

Most homework is related to the production of assessment tasks:

- Studying class notes
- Completing drafts which teachers mark and use to provide students with feedback on how to improve their work
- Responding to teacher feedback to improve drafts and editing their own work

Faculty – Health & Physical Education

Health & Physical Education - Core

LINKS TO SENIOR: PHYSICAL EDUCATION/HEALTH (GENERAL)/ SPORT & RECREATION (APPLIED)/ CERTIFICATE III FITNESS (GENERAL OR APPLIED)

PRE-REQUISITE SUBJECTS: NIL

Course Description

Health & Physical Education continues students' study of the Australian Curriculum for HPE. Students investigate ways to promote and maintain their own health and well-being and the health and well-being of others through the study of a range of health topics and engaging in a variety of physical activities.

Future Pathways

HPE provides a pathway into the senior subjects of Physical Education (General), Health (General), Sport and Recreation (Applied) and Certificate III Fitness.

Course Outline

Students will investigate the health of young people, the ethics and integrity of sport and physical activity and First Aid.

These topics include; equity and integrity in sport, health issues in young people and CPR/First Aid.

Students engage in a rotation of the following physical activities; Volleyball, European Handball, Softball and Cricket.

Assessment

Assessment is 80% theory and 20% practical. Assessment for theory units will be written examinations and a written report.

Homework

Most homework is related to the production of assessment tasks.

- Organising and revising class notes for revision
- Research for assessment
- Completing rough drafts
- Responding to teacher feedback to improve drafts and editing their own work

Cost and/or Essential Equipment

Computer Software and Hardware Requirements: Students in this subject will work with Microsoft Office (freely available to EQ students) for the presentation of information in Word and/or PowerPoint and OneNote. They may also access the internet to research information

Health – Elective

LINKS TO SENIOR: HEALTH (GENERAL)

PRE-REQUISITE SUBJECTS: At least a 'B' level of Achievement in year 9 HPE and English and a strong interest in health is recommended.

Course Description

Health students investigate the factors that contribute to lifelong health for individuals and the wider community. The subject draws on topics from the health, behavioural, social and physical sciences. Students learn to define and understand health issues, plan and take action to address issues and to evaluate the effectiveness of actions in response to health issues.

Future Pathways

Health leads directly into the Year 11 and 12 General subject Health. Its topics, structure and assessment closely align with the senior course. Study of Health in Years 11 and 12 can lead to further study and employment in the fields of health science, public health, health education and promotion, allied health services, nursing and medical professions.

Course Outline

Students will investigate a health issue that is important to young people and plan and implement an action plan to address it in the school setting.

Issues for investigation will be chosen from these areas:

- Mental health
- Alcohol and drug use
- Body image
- Healthy relationships

Assessment

Students will be assessed through the following tasks:

- Diagnostic Examination (Formative assessment)
- Examination (Summative assessment)
- Report (Summative assessment)

This is not a practical subject; all assessment is theory based.

Homework

- Most homework is related to the production of assessment tasks.
- Organising and revising class notes
- Research for assessment
- Completing rough drafts
- Responding to teacher feedback to improve drafts and editing their own work

Cost And/ Or Essential Equipment

Computer Software and Hardware Requirements: Students in this subject will work with Microsoft Office (freely available to EQ students) for the presentation of information. They will also access the internet for research.

Physical Education – Elective

LINKS TO SENIOR: PHYSICAL EDUCATION (GENERAL)/ SPORT & RECREATION (APPLIED)/ CERTIFICATE III FITNESS (VET)

PRE-REQUISITE SUBJECTS: At least a 'B' level of achievement in Year 9 HPE and English and a strong interest in health is recommended.

Course Description

Physical Education students study how physiological, psychological, biomechanical and sociological factors influence human physical performance in individual and team physical activity contexts. Physical Education engages students as intelligent performers, learning in, about and through physical activity. Students will complete a range of tests and activities (labs), as well as participate in sport and exercise activities.

Future Pathways

Physical Education leads directly into the Year 11 and 12 Physical Education subject. Its topics, structure and assessment closely align with the senior course. Physical Education can also lead into Sport and Recreation and Certificate III in Fitness.

Course Outline

Students investigate the fundamentals of exercise physiology and biomechanics: the musculoskeletal system, energy systems, types of movement, force production, levers and projectile motion to learn how they contribute to providing energy and movement for sport and exercise. Students will participate in fitness testing and laboratory activities to apply this knowledge in a practical setting. These concepts will be studied through the sports of netball, and badminton.

Assessment

Assessment is 80% theory (project folio and combined response exam) and 20% practical performance of the unit's selected sports (netball or badminton).

Homework

Most homework is related to revision and preparation for the final examination.

- Completion of integrated lessons reflections.
- Revising class notes

Cost And/ Or Essential Equipment

Computer Software and Hardware Requirements: Students in this subject will work with Microsoft Office (freely available to EQ students) for the presentation of information in Word and/or PowerPoint and One Note. They may also access the internet to research.

Centre of Excellence – AFL, Soccer and/or Touch

LINKS TO SENIOR: PHYSICAL EDUCATION (GENERAL)/ SPORT & RECREATION (APPLIED)/ CERT III FITNESS (VET)

PRE-REQUISITE SUBJECTS: This subject is only open to students currently enrolled in the Year 9 AFL Excellence, the Year 9 Soccer Excellence and the Year 9 Touch Football Excellence classes. Any other interested students must apply via the Centre of Excellence application process (refer to the school website and Centre of Excellence prospectus for details).

Outcomes

The Centre of Excellence Sport subjects in Year 10 are continuations of the Junior AFL Excellence, Junior Soccer Excellence and Junior Touch Excellence programs. They are specialised training and coaching programs for talented AFL, Soccer and Touch students designed to develop their knowledge, skills and abilities and physical preparation requirements in their respective sports.

Course Description

Training and specialised coaching are conducted during school time in place of core HPE lessons. Students will study core Health topics from Year 10 HPE and may also study sports related topics such as sports nutrition, exercise physiology, mental health, competition preparation and psychology. Coaching sessions will also occur outside school hours as required by individual coaches.

This is a year-long course and will replace students' core HPE subject in one semester and be an elective subject in the other semester.

These programs lead into the senior General subjects of Physical Education and Health, the Applied subject of Sport & Recreation and the VET course Certificate III in Fitness.

Equipment and Resources

- Sports Excellence uniform (purchased through the uniform shop) and all required sports shoes, football boots and protective equipment (for AFL mouthguards are mandatory, headgear is optional).
- Laptop: theory units are delivered via OneNote and online resources
- Students must have access to Word or other word processing programs for assessment tasks

Required Home Study

One hour per week some assessment tasks will require students to use their own time to complete

Subject Levy

This subject incurs a fee that must be paid to continue enrolment in selected subject. Please refer to the current Schedule of Fees on our website pacificpinesshs.eq.edu.au/support-and-resources/payments for the specific cost of this subject.

Faculty – Technologies

Materials & Technologies Specialisation TMT (Furnishing Skills) - Elective

LINKS TO SENIOR: FURNISHING SKILLS (APPLIED) PRE-REQUISITE SUBJECTS: NIL

Rationale

Furnishing Skills focuses on the underpinning industry practices and production processes required to manufacture furnishing products. This subject provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

Course Aims

This course aims to develop transferable skills relevant to a range of industry-based electives and future employment opportunities. Students develop understanding of industry practices, interpret specifications, including information and drawings, demonstrate and apply safe practical production processes with hand/power tools and equipment.

Course Outline

The program is primarily project work orientated underpinned by a complementary theoretical component.

Assessment

Assessment will be on a term basis through practical projects and theoretical assessment. It will include:

- Production of a camping stool and serving tray.
- Responses to test questions addressing core components of Workplace Health and Safety, and subject related matter.
- Completion of a digital portfolio that addresses knowledge and understanding of skills taught through practical lessons.

Essential Equipment

- Students intending to study this subject must adhere to strict WHS guidelines regarding personal protective equipment and safe workshop behaviour. Students and parents are to sign a safety contract that if broken, may result in students unable to use workshop facilities.
- Computer Software and Hardware Requirements: Students in this subject will be working with Microsoft Office (freely available to EQ students) for the presentation of information. They may also be accessing the Internet for research purposes. Students will also be completing CAD drawings using “inventor” software. Students will also be completing CAD drawings using “inventor” software.

Subject Levy

This subject incurs a fee that must be paid to continue enrolment in selected subject. Please refer to the current Schedule of Fees on our website pacificpineshs.eq.edu.au/support-and-resources/payments for the specific cost of this subject.

Career Options

- | | |
|-----------------------|---------------------------------------|
| • Cabinet Making | • Boat Building |
| • Commercial fit out | • Furniture Polishing and Manufacture |
| • Wood Machining | • Picture Framing |
| • Hospitality fit out | • Upholstery |

Further Study

Year 10 Furnishings leads to a course of study in:

- Furnishing Skills in Year 11
- Certificate I in Construction in Year 11 & 12 (external RTO)

Materials & Technologies Specialisation 2 TTZ (Construction Skills) – Elective

LINKS TO SENIOR: BUILDING & CONSTRUCTION (APPLIED)/ CERT I CONSTRUCTION (VET) PRE-REQUISITE SUBJECTS: NIL

Rationale

This subject provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

Course Aims

Students develop understanding of industry practices, interpret specifications, including information and drawings, demonstrate and apply safe practical production processes with hand/power tools and equipment, communicate using oral, written and graphical modes, organise, calculate and plan production processes and evaluate the products they create using predefined specifications.

Course Outline

The program is project work orientated underpinned by a complementary but minimal theoretical component.

Assessment

- Assessment will be on a term basis through practical projects and theoretical assessment. It will include:
- A group assessment of small, framed construction and external cladding and concrete foundations that includes several industry related practices. Students will gain knowledge and skills in plan reading and interpretation, timber member identification, shaping materials and assemble components. Students use a variety of hand and power construction tools.
- Responses to test questions addressing core components of Workplace Health and Safety, and subject related matter.
- Completion of a digital workbook that consists of various related industry, literacy and numeracy exercises.

Essential Equipment

- Students intending to study this subject must adhere to strict WHS guidelines regarding personal protective equipment and safe workshop behaviour. Students sign a strict safety contract that if broken may be denied the use of workshop facilities.
- Computer Software and Hardware Requirements: Students in this subject will be working with Microsoft Office (freely available to EQ students) for the presentation of information. They may also be accessing the Internet for research purposes. Students will also be completing CAD drawings using “inventor” software.

Subject Levy

This subject incurs a fee that must be paid to continue enrolment in selected subject. Please refer to the current Schedule of Fees on our website pacificpineshs.eq.edu.au/support-and-resources/payments for the specific cost of this subject.

Career Options

- Building & Construction various trades
- Project management

Further Study

Year 10 Construction leads to a course of study in:

- Certificate I in Construction in Year 11 & 12 (external RTO)
- Construction Skills in Year 11 & 12
- Construction Industry pathways

Design and Technology – Elective

LINKS TO SENIOR: INDUSTRIAL GRAPHICS SKILLS

PRE-REQUISITE SUBJECTS: NIL

Rationale

Design and Technology offers students the opportunity to engage in innovative, hands-on learning where they can bring their ideas to life. Through designing, making, and evaluating their creations, students explore the relationship between creativity and practical application. This subject nurtures problem-solving, critical thinking, and technical skills essential for future vocational and academic pathways. Students gain exposure to modern manufacturing technologies, including 3D printing and laser cutting, providing insight into contemporary design and production methods.

Course Aims

Students will:

- Develop an understanding of the design process from concept to production
- Learn to interpret and produce technical drawings and documentation
- Apply safe and effective use of hand tools, machinery, and digital fabrication technologies
- Communicate design ideas through sketches, models, presentations, and reports
- Evaluate design solutions based on criteria and performance
- Plan, organise, and manage projects using time and materials efficiently

Course Outline

This is a practical, project-based subject supported by foundational theoretical knowledge. Students will undertake a variety of design tasks that incorporate digital and physical production methods. Each project will follow the design-make-evaluate cycle and may include components produced using 3D printers and/or laser cutters.

Assessment

Assessment is project-based and includes design portfolios, practical outcomes, and evaluations aligned with set design criteria.

Essential Equipment

A Laptop that meets or exceeds our school's specifications due to the significant requirements of the Computer graphics software. A computer mouse which is required to use the graphics Drawing software easier.

Further Study

Year 10 Digital Solutions leads to a course of study in:

- Year 11 Digital Solutions

Subject Levy

\$35

Career Options

- Product Design
- Industrial Design
- Engineering
- Architecture
- Manufacturing and Fabrication Industries
- CAD Drafting
- Trades and Technical Apprenticeships

Further Study

Design and Technology in Year 10 leads to senior subjects such as:

- Industrial Graphics Skills
- Design

Digital Technologies – Elective

LINKS TO SENIOR: DIGITAL SOLUTIONS (GENERAL)

PRE-REQUISITE SUBJECTS: Students having a sound level from Year 9 in English and Maths, but a high rating is strongly recommended. It is expected that students who complete Year 9 Centre of Excellence STEM - Technology continue in this subject. Non-COE students are also encouraged to apply if they have a strong interest in IT, a good work ethic, and are wanting to learn programming and databases.

Course Aims

Digital Solutions provides students with the skills required to succeed in the 21st century. It is said that 85% of the jobs that will exist in 2030 have not yet been invented. It is also anticipated that most of these future occupations will be created within the IT sector. The Digital Solutions subject aims to develop student's computational thinking and lay the foundations to successfully completing the Year 11 & 12 Digital Solutions course and succeed in future occupations.

Course Outline

The course builds upon IT fundamentals such as

- Problem solving
- Computer programming
- Database connected websites

Future Pathways

Digital Solutions will prepare students for a variety of tertiary pathways including science, technologies, engineering, mathematics, and many other courses, as well as training or employment opportunities. The subject also touches on entrepreneurial self-employment opportunities.

Assessment

To assist students to gain a deeper understanding of Information Technology, a variety of assessment techniques will be used including:

- A project following the Design Develop Evaluate process
- A portfolio of work
- Related research skills

Homework

While class time is always given, there will be occasions when assignment work will need to be completed at home. Most homework relates to the production of the written component of the project

Essential Equipment

- Computer Software and Hardware Requirements: Students in this subject will need a Windows 10 or 11 laptop (this is the preferred device OS) or Mac OSX BYOD laptop with at least 250GB storage. A USB stick and mouse will also be needed.
- *iPads / basic tablets / phones are NOT sufficient to complete mandatory course requirements.*
- Subject Specific Software: All required software will be provided.

Further Study

Year 10 Digital Solutions leads to a course of study in:

- Year 11 Digital Solutions

Food Specialisation - Elective

LINKS TO SENIOR: HOSPITALITY PRACTICES (APPLIED)

Pre-Requisite Subjects

A pass (C) In English is recommended.

Course Description

The hospitality industry has become increasingly important as a source of expanding employment opportunities. Food Specialisations is studied for one semester and is designed to introduce students to the hospitality Industry, as well as the design process behind creating and adapting food to meet different needs. Students will develop decision-making skills together with practical kitchen skills for food preparation and presentation.

Course Outline

The following areas will be examined during the course:

- Safe and hygienic work practices
- Teamwork and communication
- Service procedures, including customer service
- Planning and implementation in the kitchen
- Analysis and decision-making
- Food presentation
- Food preparation skills and techniques. Practical work will be dependent upon the assessment task and could include such items as lunch and café style foods, desserts and slices etc.
- Participate in the design process

Assessment

Students will be continuously monitored throughout the course. Assessment will consist of projects (folios of work), which focus upon both knowledge and skills. The design process will be used in the food context.

Homework

While class time is always given, there will be occasions when assignment work will need to be completed at home. Most homework relates to the written component of the project/practical task.

Essential Equipment

- Students will be required to wear shoes with impervious uppers as per the school policy and follow workplace health and safety procedures in the kitchen. Aprons are provided by the school
- Computer Software and Hardware Requirements: Students in this subject will be working with Microsoft Office (freely available to EQ students) for the presentation of information. They will also be accessing the internet to research.

Subject Levy

This subject incurs a fee that must be paid to continue enrolment in selected subject. Please refer to the current Schedule of Fees on our website pacificpineshs.eq.edu.au/support-and-resources/payments for the specific cost of this subject.

Future Pathways

This subject leads directly into the senior subject Hospitality Practices which can establish the basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students may choose to pursue further studies in hospitality, hotel, event and tourism or business management.

Centre of Excellence – Culinary Skills - Elective

LINKS TO SENIOR: Traineeships/apprenticeships in hospitality industry and/or Hospitality Practices (Applied). Also aligns well with Certificate III in Business and Certificate III in Active Volunteering

PRE-REQUISITE SUBJECTS: A pass (C) In English is recommended.

Course Description

Master Chef and The Great Australian Bake Off have helped revitalise the 'fun' in food, as have the trendy cafes and restaurants. Centre of Excellence – Culinary Skills is studied for the full year and will immerse students into the hospitality industry. Students will develop decision-making and communication skills, together with practical kitchen skills to create delicious dishes. Student will also participate in the design process behind creating and adapting food to meet different needs.

Students must apply for Centre of Excellence – see Centre of Excellence Prospectus for more information. This is a year-long course.

Subject Levy

This subject incurs a fee that must be paid to continue enrolment in selected subject. Please refer to the current Schedule of Fees on our website pacificpineshs.eq.edu.au/support-and-resources/payments for the specific cost of this subject.

Future Pathways

This subject leads directly into the senior Applied subject Hospitality Practices which will establish the basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Traineeships/apprenticeships in the hospitality industry are also viable, along with Certificate III in Business and Certificate III in Active Volunteering. Students may choose to pursue further studies in hospitality, hotel, event, tourism or business management.

Course Outline

The following areas will be examined during the course:

- Safe and hygienic work practices
- Teamwork and communication
- Service procedures, including customer service
- Planning and implementation in the kitchen
- Analysis and decision-making
- Food presentation
- Food preparation skills and techniques. Practical work will be dependent upon the assessment task and could include such items as lunch and café style foods, desserts and slices etc.
- Participate in the design process

Assessment

Students will be continuously monitored throughout the course. Assessment will consist of projects (folios of work), which focus upon both knowledge and skills. The design process will be used in the food context.

Homework

While class time is always given, there will be occasions when assignment work will need to be completed at home. Most homework relates to the written component of the project/practical task.

Essential Equipment

- Students will be required to wear shoes with impervious uppers as per the school policy and follow workplace health and safety procedures in the kitchen. Aprons are provided by the school.
- Computer Software and Hardware Requirements: Students in this subject will be working with Microsoft Office (freely available to EQ students) for the presentation of information. They will also be accessing the internet to research.
- Students will participate in a range of incursions and excursions during the course. Excursions will incur additional charges.

Textiles and Design in Action – Elective

LINKS TO SENIOR: CERTIFICATE II IN APPAREL, FASHION AND TEXTILES (TAFE)

PRE-REQUISITE SUBJECTS: N/A

Rationale

In recent times, many social, environmental, economic and technological changes have occurred. These have impacted on society and have had an enormous effect on education across Australia. Education is more dynamic than ever before and now requires the assistance of flexible and innovative ideas to meet the needs of students and communities. Technology involves the purposeful use and manipulation of information, materials and systems to meet the needs of society.

Course Aims

It is expected that all learning in technology should incorporate the four interdependent strands of learning, which include: designing, making and appraising; information; materials; and systems. The subject investigates textiles as important and necessary materials. Using the design process, students will be encouraged to investigate, design, produce and evaluate textiles in their modern world. Written information is supported by diagrams and activities.

The design process is explained in detail, and it is expected that students put this process into practice when working through the design projects for each topic.

Subject Levy

This subject incurs a fee that must be paid to continue enrolment in selected subject. Please refer to the current Schedule of Fees on our website pacificpinesshs.eq.edu.au/support-and-resources/payments for the specific cost of this subject.

Course Outline

Topic 1 – Textiles – Technology and Design

Topic 2 – Textiles – Structures and Properties

Topic 3 – Textiles – Design and Construction

Topic 4 – Textiles – Social Significance

Assessment

Students will complete a portfolio of tasks, through the design process, that demonstrate their understanding of the structure, as well as the historical and cultural purpose, of garments in social settings.

Additional Costs and/or Essential Equipment

There may be an excursion during the year. Costs to cover entry fees, transport costs or equipment hire will be the responsibility of the student.

Computer Software and Hardware Requirements: Students will need to be part of the BYOD program and will be working with Microsoft Office (freely available to EQ students) for the presentation of information.

Career Options / Further Study

This multifaceted subject will develop students' knowledge and understanding to confidently pursue pathways in a range of diverse careers, training, and further education. The study of textiles provides opportunities for further education and employment in the fields of:

- Design and Manufacturing
- Textiles industries
- Fashion

Faculty - Arts

Centre of Excellence – Dance - Elective

LINKS TO SENIOR: CERTIFICATE IV IN DANCE

Pre-Requisite Subjects

- A pass in core English is recommended.
- Currently in 9 Dance Excellence or studied 9 Dance with 'A' achievement.
- Students not currently in Dance Excellence must apply via the Centre of Excellence application process (refer to the school website and Centre of Excellence prospectus for details). An audition will be required.

Course Description

The Centre of Excellence for Creative Industries Dance program foster the creative talents of artistic students. Each of these programs provide a platform for students to thrive through an extended curriculum study in which they work collaboratively with other students, expert teachers and guest professionals to fine tune their skills and prepare for a future in creative industries.

This program gives our Creative Industry students the skills and connections that students require today, for pathways into Senior Secondary Dance, Certificate 4 Dance and the career agility required in the future.

Students in Centre of Excellence for Creative Industries are exposed to intensive workshops with industry professionals, eisteddfods and excursions to live performances. Students also can perform in a professional atmosphere in a range of local and wider Gold Coast community events. Throughout the course of these program, students will enhance their skills while building their own portfolio of work essential to support their pathway within the industry.

Course Outline

- Students study a variety of dance styles, including hip-hop, contemporary and lyrical. They choreograph dances by manipulating and combining the elements of dance, choreographic devices, form and production elements to communicate their choreographic intent.
- Students will undergo a rigorous range of dance skills and technique classes to improve their abilities. Students can learn from industry professionals to improve their skills, network and get insight into what a world of dance can offer them
- Students choreograph, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style. They also analyse and evaluate dances they make, perform and view
- Students will experience workshops in various styles led by the industry professionals.

Outcomes

Through studying Dance as both artist and as audience, students will develop a range of interrelated concepts, understanding and skills in dance as an art form and as a means of social inclusion. Students will study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject.

Engaging in dance allows students to develop important, lifelong skills. Dance provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement.

This program is designed specifically to align with the coordinating senior subjects including Senior Dance and Cert 4 Dance. Future career pathways may include:

Senior Dance and possible careers:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Dancer • Choreographer • Entertainer | <ul style="list-style-type: none"> • Teacher • Fitness instructor / personal trainer • Journalist |
|--|--|

Subject Levy

This subject incurs a fee that must be paid to continue enrolment in selected subject. Please refer to the current Schedule of Fees on our website pacificpineshs.eq.edu.au/support-and-resources/payments for the specific cost of this subject.

Equipment/Resources & Possible Excursions

- Notebook, pen, HB pencil, eraser and ruler, USB memory stick, headphones (mp3)
- Excursions may include trips to see live dance performances, or guest dance instructors will hold workshops with the students (which may require an extra cost by the students).
- Computer Software and Hardware Requirements: Students in this subject will be working with Microsoft Office (freely available to EQ students) for the presentation of information. They may also be accessing the internet to research.

Centre of Excellence - Drama - Elective

LINKS TO SENIOR: DRAMA (GENERAL)/ DRAMA IN PRACTICE (APPLIED)

Pre-Requisite Subjects

- A pass in core English is recommended.
- Currently in 9 Drama Excellence or studied 9 Drama achieving 'A' or 'B'.
- Students not currently in Dance Excellence must apply via the Centre of Excellence application process (refer to the school website and Centre of Excellence prospectus for details). An audition will be required.

Course Description

Drama explores and embodies stories, experiences, emotions and ideas that reflect the human experience. Drama engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works. Students engage in a range of different performance styles and forms that allow them to explore diverse perspectives, cultures, and historical contexts.

Course Outline

Students develop their knowledge, understanding and skills required to make and respond to dramatic works about stories, human conditions, challenging our understanding of humanity and challenging meaning. Students will also develop their performance and expressive skills through a range of styles and forms. In Drama Excellence students will have access to hands-on workshops led by industry professionals and access to live theatre productions. Students will also put together a portfolio, showcasing their work within Drama that they will be able to provide to industry professionals when auditioning or applying for work.

Career Opportunities

Acting, Directing, Events Management, Teaching, Advertising/publicity/Broadcasting, Journalism, Scriptwriting, Human relations, Communications, Television presenting, Radio announcing, Lighting and sound technicians, Set and Stage designing, Film and Media Industry.

Assessment

Students study a range of plays and performance styles such as:

- Unit 1: Satire & Melodrama
- Unit 2: Absurdism
- Unit 3: Shakespeare
- Unit 4: Contemporary Theatre

Homework

Most homework is related to the production of assessment tasks such as learning lines, completing drafts, applying teacher feedback to improve their work.

Subject Levy

This subject incurs a fee that must be paid to continue enrolment in selected subject. Please refer to the current Schedule of Fees on our website pacificpineshs.eq.edu.au/support-and-resources/payments for the specific cost of this subject.

Costs and/or Essential Equipment

- Cost of attending live theatre is the responsibility of the student.
- Computer Software and Hardware Requirements: Students in this subject will be working with Microsoft Office (freely available to EQ students) for the presentation of information. They will be accessing the internet to research; and using simple editing software for SFX and performance.

Dance - Elective

LINKS TO SENIOR: DANCE IN PRACTICE (APPLIED)/ CERT IV DANCE

Pre-Requisite Subjects

Prior experience in any or all the arts subjects will provide students with an understanding of making and responding to assessment techniques in dance.

Outcomes

Through studying Dance as both artist and as audience, students will develop a range of interrelated concepts, understanding and skills in dance as an art form and as a means of social inclusion. Students will study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject.

Engaging in dance allows students to develop important, lifelong skills. Dance provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement.

This program is designed specifically to align with the coordinating senior subjects including Senior Dance and Certificate IV in Dance. Future career pathways may include:

Senior Dance and possible careers:

- Dancer
- Choreographer
- Entertainer
- Teacher
- Fitness instructor / personal trainer
- Journalist

Course Description

The Centre of Excellence for Creative Industries Dance program foster the creative talents of artistic students. Each of these programs provide a platform for students to thrive through an extended curriculum study in which they work collaboratively with other students, expert teachers and guest professionals to fine tune their skills and prepare for a future in creative industries.

This program gives our Creative Industry students the skills and connections that students require today, for pathways into Senior Secondary Dance, Certificate IV in Dance and the career agility required in the future.

Students in Centre of Excellence for Creative Industries are exposed to intensive workshops with industry professionals, eisteddfods and excursions to live performances. Students also can perform in a professional atmosphere in a range of local and wider Gold Coast community events. Throughout the course of these program, students will enhance their skills while building their own portfolio of work essential to support their pathway within the industry.

Equipment/Resources & Possible Excursions

- Notebook, pen, HB pencil, eraser and ruler, USB memory stick, headphones (mp3)
- Excursions may include trips to see live dance performances, or guest dance instructors will hold workshops with the students (which may require an extra cost by the students).
- Computer Software and Hardware Requirements: Students in this subject will be working with Microsoft Office (freely available to EQ students) for the presentation of information. They may also be accessing the internet to research.

Drama - Elective

LINKS TO SENIOR: DRAMA (GENERAL)/ DRAMA IN PRACTICE (APPLIED)

PRE-REQUISITE SUBJECTS: A pass in core English is recommended.

Course Description

The Drama program allows students to develop their creativity and performance skills through a range of theatrical styles. They will explore Collage Drama, using different texts, media, and performance techniques to create layered and meaningful works. In Contemporary Theatre, students will engage with modern performance styles that challenge traditional storytelling and reflect current social and cultural issues. They will also study Absurdism, a theatrical style that embraces illogical structures, exaggerated characters, and unconventional storytelling to explore the unpredictability of life. Throughout the course, students will refine their expressive and performance skills.

Course Outline

In Drama, students develop their skills in creating and responding to performances that explore stories, emotions, and human experiences. They learn how drama can challenge perspectives and convey deeper meanings. Students build confidence and expressive abilities by working with different drama styles and forms. They will develop performance techniques, voice and movement skills, and an understanding of stagecraft. Through collaboration, they refine their creativity, problem-solving, and teamwork skills.

As part of the program, students will create a portfolio showcasing their drama work. This portfolio will highlight their progress and achievements, helping them prepare for future opportunities in drama and beyond.

Career Opportunities

Acting, Directing, Events Management, Teaching, Advertising/publicity/Broadcasting, Journalism, Scriptwriting, Human relations, Communications, Television presenting, Radio announcing, Lighting and sound technicians, Set and Stage designing, Film and Media Industry.

Assessment

Students study a range of plays and performance styles such as:

- Unit 1: Collage Drama/Contemporary Theatre
- Unit 2: Absurdism

Homework

Most homework is related to the production of assessment tasks such as learning lines, completing drafts, applying teacher feedback in order to improve their work.

Cost and/or Essential Equipment

- Cost of attending live theatre is the responsibility of the student.
- Computer Software and Hardware Requirements: Students in this subject will be working with Microsoft Office (freely available to EQ students) for the presentation of information. They will be accessing the internet to research; and using simple editing software for SFX and performance.

Media Arts - Elective

LINKS TO SENIOR: FILM, TELEVISION & NEW MEDIA (GENERAL SUBJECT)/ MEDIA ARTS IN PRACTICE (APPLIED SUBJECT) PRE-REQUISITE SUBJECTS: NIL

Course Description

This course will focus on Film design and production. Students learn in and through developing understanding and application of the Media Arts concepts: media technologies, representations, audiences, institutions, media languages and relationships. They use production processes in purposeful and creative ways and continue to develop their connection with and contribution to the world as artists and as audiences. They work individually and in collaboration with peers and teachers.

Across the semester, students engage in a range of topics such as Australian Identity and Media Bias, and how the media use persuasive devices to influence audiences. Students are given the opportunity to analyse a Current Affairs program and create their own script and produce their own current affairs segment.

Future Pathways

Screen writer/ filmmaker, Filmography, Graphic Designer, Photographer/videographer, Computer generated graphics/animation designer, Journalist.

Course Outline

Assessment in Media will be based on both practical and theory tasks. Student will learn how to use a range of leading industry standard software such as Photoshop and Final Cut pro in compliment with high tech digital equipment to enhance their media skills.

Assessment

UNIT 1- Exploring Australian Identity in Film (9 weeks)

UNIT 2- Current Affairs Bias (10 Weeks)

Students will complete a PROJECT across a Unit and this type of assessment allows students to demonstrate their knowledge and understanding of Media processing and design, applying skill with Media technologies as well as creating and evaluating media artworks and ideas.

Projects are split into two different assessable components- written, spoken, multimodal or a standalone product.

Homework

Most homework is related to the production of assessment tasks.

- Research
- Filming and collecting footage. Editing in spare time.
- Studying class notes
- Completing rough drafts which teachers mark and use to provide students with feedback on how to improve their work
- Responding to teacher feedback to improve drafts and editing their own work.

Cost and/or Essential Equipment

- Computer Software and Hardware Requirements: Students in this subject will be working with Microsoft Office (freely available to EQ students) for the presentation of information. They may also be accessing the internet to research.
- Students should be in the BYOD program, and have Photoshop loaded onto their laptop. We will be using the MAC computers at school as well.
- In addition to this, students must have their own SD card (16GB minimum) as well as an USB (16GB).

Music – Elective

LINKS TO SENIOR: MUSIC (GENERAL)

Pre-Requisite Subjects

It is an advantage to have studied Year 9 music, have previously learned an instrument or be able to interpret music notation, however it is not compulsory. Rudimentary skills for guitar, bass guitar, keyboard, drums and voice will be taught during the unit.

Course Description

The Unit of work that will be studied during Year 10 is called 'Jazz it up' which looks at the characteristics of early jazz styles as well as the influence this has had on modern popular music genres such as pop, modern R&B and Hip-Hop. Students will explore the history and roots of early jazz styles within America and how they have developed and adapted over the years with a focus on music from the early 1900s to early 2000s. Assessment techniques and class activities closely follow the techniques and genres seen in the Senior Music program preparing students for future success in their studies.

Future Pathways

Professional musician/artist; Session musician, Composer for TV/Film; Music arranger, Live sound and audio engineer; Recording engineer, Music producer; Musical director; Producer, Private tutor or teacher; Plus, many more.

Course Outline

The unit 'Jazz it Up?' runs for 20 weeks. In this time, students will complete varying assessments including Composition Assessment, Performance and Musicology Exam.

Assessment

- Composition Assessment: Students arrange a Jazz standard for a big band ensemble using digitised computer notation software.
- Performance Assessment: Students will firstly work in groups to learn a song from the Pop repertoire. After learning to play their Pop song, students will work to arrange it in a Jazz style by composing new instrument parts. This portion of the assessment will combine both performance and composition disciplines.
- Musicology Exam: Students will analyse a piece of music from one of the styles studied and complete an extended response.

Homework

Most homework is related to the development of confident music reading skills and the production of assessment tasks.

- Organising notes and research into user-friendly material
- Studying class notes
- Completing rough drafts which teachers mark and use to provide students with feedback on how to improve
- Responding to teacher feedback to improve drafts and editing their own work
- Rehearsing performance pieces
- Accessing sites dedicated to improving the student's understanding of how to read music
- Accessing online activities designed to improve aural skills

Cost and/or Essential Equipment

- Computer Software and Hardware Requirements: Students will need to be part of the BYOD program. In this subject will be working with Microsoft Office (freely available to EQ students) for the presentation of information. They may also be accessing the internet to research.
- In addition to this, Sibelius composition software is available to students at school, but it is an advantage to purchase a student version of this software for at home use. Free alternatives such as Musescore are also available.
- While instruments such as guitars, pianos and drum kits are provided at school students may bring their own specialised instruments. See Music staff for more details.
- There are also opportunities to attend excursions to view live performances, enhancing student learning.

Centre of Excellence – Music - Elective

LINKS TO SENIOR: MUSIC (GENERAL)

Pre-Requisite Subjects

To enrol in the Year 10 Centre of Excellence - Music, it is beneficial for students to have prior experience such as studying Year 9 music, having basic proficiency in playing an instrument, or being able to read music notation. The course will cover rudimentary skills for guitar, bass guitar, keyboard, drums, and voice, providing a solid foundation for these instruments during the unit.

Course Description

The Year 10 Centre of Excellence - Music course is a year-long program designed to transition seamlessly into Senior Music, building upon the foundational skills from earlier excellence programs. It consists of four units structured to align with the Senior Music course themes and expectations.

In the "Designs"- Elements and Devices unit, students learn to create meaningful music through the effective combination and treatment of various musical elements and compositional devices.

"Identities" – A Universal Language explores how elements and devices in music can express diverse cultural, political, and personal themes.

"Innovations"- A New Frontier unit focuses on integrating contemporary musical techniques with the use of technology, while "Narratives" - Imagery teaches students to use music for storytelling, developing skills to evoke emotional responses through composition and performance. Overall, this course readies students for advanced studies in Senior ATAR Music, providing them with a deep understanding of music as a powerful form of expression and communication.

Future Pathways

Professional musician/artist; Session musician, Composer for TV/Film; Music arranger, Live sound and audio engineer; Recording engineer, Music producer; Musical director; Producer, Private tutor or teacher; Plus, many more.

Course Outline

Term 1	Term 2	Term 3	Term 4
Designs – Elements and Devices Through inquiry learning, the following is explored: How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?	Identities – A Universal Language Through inquiry learning, the following is explored: How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?	Innovations – A New Frontier Through inquiry learning, the following is explored: How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	Narratives – Imagery Through inquiry learning, the following is explored: How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

Assessment

- Composition 20% **Designs – Elements and Devices**
- Performance 20% **Identities – A Universal Language**
- Multimodal Performance or Composition 35% **Innovations – A New Frontier**
- Examination 25% **Narratives – Imagery**

Homework

For the Year 10 Music Excellence class, students are expected to actively engage in several key activities to enhance their musical proficiency and academic performance.

- Continuous independent practice on their chosen instrument.
- Regular rehearsal of performance pieces, both for assessments and community events.
- Completion of rough drafts for assignments, which will be marked and reviewed by teachers.
- Responsive editing of work based on teacher feedback to refine and improve drafts.
- Utilization of online resources dedicated to music reading to enhance understanding of music theory.

Subject Levy

This subject incurs a fee that must be paid to continue enrolment in selected subject. Please refer to the current Schedule of Fees on our website pacificpinesshs.eq.edu.au/support-and-resources/payments for the specific cost of this subject.

Cost and/or Essential Equipment

- Pacific Pines State High School has a suite of Music Software to accommodate all students for composition and production tasks such as: Logic Pro X, Ableton Live and Sibelius.
- As a BYOD school, students will be required to subscribe to the e-learning music education website.
- While instruments such as guitars, pianos and drum kits are provided at school students may bring their own specialised instruments. See Music staff for more details.
- There are also opportunities to attend excursions to view live performances and workshops to enrich student learning.

Visual Art - Elective

LINKS TO SENIOR: VISUAL ART (GENERAL)/ VISUAL ART IN PRACTICE (APPLIED)

Pre-Requisite Subjects

A 'C' level of achievement in Core English is recommended.

Course Description

Students study a minimum of 3 art disciplines including drawing, painting, and 3D artwork. Units of work are based on themes in which students develop personal responses to investigating different contemporary artists, in the creation of images and art works.

Future Pathways

- Graphic Artist & Book Illustrator
- Graphic, Web & Games Designer, Digital Art Designer
- Fashion Designer, Industrial designer, Multimedia Designer
- Painter, Ceramicist, Sculptor & Print Making
- Art Teacher, Art Historian & Art Restorer
- Street Art & Mural Artist
- Professional Photographer
- Art teacher, content creation

Course Outline

Students will explore techniques and develop skills in a variety of artistic mediums to prepare themselves for senior studies. The units of study are similar to those studied in Year 11 and will involve both 2 dimensional and 3-dimensional works. Students are required to develop supporting evidence of research, experimentation, reflection and documentation of progress. Computer design programs can be used throughout the units. Students will explore different artists and their concepts and techniques to gain a solid foundation for senior studies.

Assessment

Students will create multiple artworks within the 20 weeks which will consist of;

- Drawing
- Painting
- Dimensional Artwork

All progress, research and reflection work will be documented digitally. They will also undertake an analytical exam drawing on evidence from their supporting evidence and artist studied. This is designed to build written and analytical skills based on experimentation and reflection which is expected in their final external assessment task.

Homework

Research, reflection and documentation of practical work done in class or as homework.

Cost and/or Essential Equipment

- Basic stationery and computer. Some students may choose to frame their works for display.
- Computer Software and Hardware Requirements: Students will need to be part of the BYOD program and will be working with Microsoft Office and Photoshop, and on other AI programs accessible to students.

Faculty – Languages

Japanese - Elective

LINKS TO SENIOR: JAPANESE

Pre-Requisite Subjects

Year 9 Japanese preferred or other evidence of proficiency at Year 9 level *see Japanese teachers regarding pre-requisites.

Course Description

Year 10 Japanese is a Unit program that provides opportunities to build the foundations in grammar, vocabulary and writing skills necessary for Senior Japanese. Students increase their skills in the four macro skills of reading, writing, speaking and listening through the following topic:

Future Pathways

Interpreter, Linguist, International Business, Japanese Teacher, Tour Guide, Foreign Affairs, Employment in Japan e.g. ski resorts, major theme parks, English teacher positions, cultural liaison roles

Course Outline

Over the course of Unit 1, students will learn about a range of Japanese festivals and celebrations. These include traditional practices as well as more modern events. Students consider the significance of the traditions and make comparisons with their own experiences. In Unit 2, students will learn the language around occupations, including the skills, personality types, required qualifications etc. Students will learn about a range of different types of occupations specific to Japan and be look at how common occupations compare in Australia and Japan.

Assessment

Unit 1: Students present a speech about their favourite celebration and prepare an accompanying PowerPoint Presentation.

Unit 2: Students reading and listening comprehension skills are assessed through a range of different text types including job advertisements.

Homework

Most homework is related to the revision and use of language learned in class and may include:

- Regular revision of class notes
- Short translation exercises
- Research topics
- Completion of incomplete class work
- Assignment work

Equipment, Resources/Possible Excursions

- Excursions may occur and will incur additional costs
- Opportunity to join future Japan Study Tour Trips
- Opportunity to be a cultural ambassador for the School via the buddy program for international visitors