



2026 SUBJECT COURSE GUIDE SENIOR PREPARATION PHASE – YEAR 9



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
Overall Plan	5
Centre of Excellence	6
Faculty – English	7
English Core	7
Centre of Excellence – English, Literature & Media - Core	9
Faculty – Health and Physical Education.....	11
Health & Physical Education – Core.....	11
Centre of Excellence – Physical Education - Core	12
Faculty – Mathematics	13
Mathematics - Core	13
Faculty – Science.....	14
Science - Core	14
Centre of Excellence – STEM – Science & Mathematics – Core	15
Faculty – Humanities.....	16
History - Core.....	16
Geography - Elective	17
Civics and Citizenship - Elective	18
Faculty – Economics and Business	19
Economics and Business - Elective.....	19
Centre of Excellence – Business, Leadership & Enterprise - Elective	20
Faculty – Arts	21
Visual Art – Elective	21
Dance - Elective.....	22
Centre of Excellence – Dance Elective	23
Drama – Elective	24
Semester Unit: Elements of Drama Through Improvisation and Scripted Text.....	24
Centre of Excellence – Drama Elective	25
Media Arts - Elective.....	26
Music - Elective.....	27
Centre of Excellence - Music.....	27
Faculty – Languages	29
Japanese - Elective	29
Centre of Excellence – Japanese - Elective	30
Faculty – Technologies	31
Digital Technologies - Elective	31
Centre of Excellence – STEM - Technology - Elective.....	32
Design Technologies (DAT) - Elective.....	33

Centre of Excellence – Culinary Skills - Elective	34
Food Specialisations – Elective	35

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 give students and parents/carers information on the range of 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 9.

There are many important decisions you must make while at school. Some of the most important are concerned with the choice of subjects to take in Years 9 and 10, and later the selection of subjects for Years 11 and 12. These are important decisions since they may affect the type of occupation or career you can follow when you leave school. Your course selections can also directly affect your success at school and how you feel about school. Students should select subjects that will suit career aspirations and that will match abilities and interest and should use the advice received from class talks, information provided on parades and discussions with teachers, Heads of Department 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 Years 7, 8 and 9 at Pacific Pines State High School is based on the National Curriculum guidelines and is centered around the achievement of student learning outcomes. As students move through Years 10 to 12, they will be offered a greater freedom of choice in the subjects they choose to study.

All Year 9 students will study five (5) core subjects and choose four (4) elective subjects. This will include:

- English, Mathematics and Science will be studied for the full year.
- History and Health & Physical Education subjects will be studied for one semester each.
- Each elective is studied for one semester.
- Students cannot choose to study the same elective subject twice.

Overall Plan

As an overall plan, it is suggested that you choose subjects:

- You enjoy
- You have already had some success with
- Which will help you reach your chosen career/careers, or at least keep many careers open to you
- Which will develop skills, knowledge and attitudes useful throughout your life.

It is important to remember that you are an individual, and that your 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
- Your friends are or are not taking it
- Your siblings did or didn't do take it

Be honest about your abilities and realistic with your career aims. There is little to be gained by continuing with or taking advanced levels of subjects that have proved difficult even after you have put in your best effort. Similarly, if your career aims require the study of certain subjects, do you have the ability and determination to work hard enough to achieve the necessary levels of results in those subjects?

Centre of Excellence

The Centre of Excellence programs at Pacific Pines State High School are designed to develop the skills and attitudes of our students so they become creative and critical thinkers who are empowered and prepared for the opportunities of the 21st century. These skills, integrated into our Year 9 programs, prepare you for continued success in the Senior School.

As a Centre of Excellence student, you can study:

Academia:

- STEM – Science & Mathematics
- STEM - Technology
- English, Literature & Media
- Japanese

Enterprise:

- Business, Leadership & Enterprise
- Culinary Skills

Creative Industries:

- Drama
- Dance
- Music

Sports:

- Soccer
- AFL
- Touch
- Netball

Students continuing their learning in Centre of Excellence from Year 8 do not need to apply for Centre of Excellence again. Their enrolment will continue if **they select their COE subject/s on the subject selection form, and they are meeting the behaviour/effort and achievement requirements of the program**. Students wishing to join a Centre of Excellence program must collect an application form from Administration, fill it in and return it for further processing.

Students are **not** to select a COE subject on their selection form unless they are already in the program.

Faculty – English

English Core

Outcomes

By the end of Year 9, 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 and expand on ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select and experiment with language features including 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/or engage audiences. They analyse representations of people, places, events and concepts, and how texts respond to contexts. They analyse the aesthetic qualities of texts. They analyse the effects of text structures, and language features including literary devices, intertextual references, and multimodal features.

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

Course Description

The English curriculum is built around the 3 interrelated strands of *Language*, *Literature* and *Literacy*. 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 9, 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 are beginning to 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 9 as independent readers may be drawn from a range of genres. They may involve complex, challenging plot sequences and/or hybrid structures that may serve multiple purposes. These texts may explore themes of human experience and cultural significance, interpersonal relationships, and/or 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 a wide range of 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 9 students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive, analytical and/or critical; for example, narratives, performances, reports, discussions, literary analyses, arguments, transformations of texts and reviews for a range of audiences.

Equipment/Resources

- Required texts will be available from the bookroom and through the English Department
 - Computer Software and Hardware Requirements: Students in this subject will be working primarily from Microsoft OneNote, Qlearn as well as other applications available from Microsoft Office (freely available to EQ students). They may also access the internet to research.

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.

Subject Leads To

Senior Subjects:

- English
- English Literature

Centre of Excellence – English, Literature & Media - Core

This subject is only available to students who have been accepted through the COE application process.

Outcomes

By the end of Year 9, 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 and expand on ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select and experiment with language features including 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/or engage audiences. They analyse representations of people, places, events and concepts, and how texts respond to contexts. They analyse the aesthetic qualities of texts. They analyse the effects of text structures, and language features including literary devices, intertextual references, and multimodal features.

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

In addition to meeting the year 9 English outcomes, the Centre of Excellence for English, Literature & Media develops aspiring writers and English enthusiasts into creative and critical thinkers in a collaborative learning environment. This program encourages students to engage in all elements of 21st century communication, culminating in a course that examines printed texts and modern media including podcasting, videoing and journalism.

Course Description

The Centre of Excellence for English, Literature & Media program is multifaceted, and recognises the importance of developing the skills of leadership and community awareness as an integral part of the program. Alongside their curriculum, ELM students complete extension projects including an interactive student magazine and analytical vlogs for Pacific Pines State High School students. These projects are a wonderful opportunity for all class members to create, inform, entertain and communicate their 'voice' using platforms that are accessible to our educational community.

Students are encouraged to participate in a range of extra-curricular activities that fosters the development of these skills including:

- Seminars with industry professionals such as local authors and publishers
- Podcasting & other modern-media applications
- Writing competitions
- Public speaking
- Book swaps

Reading and writing are essential life skills that will help foster success in any career pathway. Students in this course are able to continue studies in Senior General English, Literature or may also choose to specialise further into Film and Television.

Students with a particular interest in the pursuit of writing and literacy studies will be in good stead to pursue a successful career in writing, media, film and television.

Equipment/Resources

- Required texts will be available from the Resource Centre and through the English Department.
- Computer Software and Hardware Requirements: Students in this subject will be working primarily from Microsoft One Note, as well as other applications available from Microsoft Office (freely available to EQ students). They may also access the internet to research.
- Ability to download podcasting and media applications for classroom use.

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.

Subject Leads To

Senior Subjects:

- English
- English Literature

Faculty – Health and Physical Education

Health & Physical Education – Core

Student's study one semester of Health & Physical Education.

Outcomes

During this course students will:

- Plan and implement ways of improving physical performance through developing teamwork, strategic thinking and tactical knowledge in games
- Operate as an effective team member incorporating the ideals of fair play, sportsmanship and safety
- Consider the health needs of population groups and propose strategies to meet these needs
- Plan and practice strategies for supporting oneself and others in a range of situations
- Demonstrate skills to deal with challenge and conflict in social, team or group activities
 - Gain knowledge of individual, group and community action that enables people to adopt health promotion strategies which address inequities and promote health and wellbeing

Course Description

An increase in the incidence of lifestyle diseases and employment competition has brought with them a greater need for people to be aware of how to live a healthy life. Health and Physical Education makes a significant contribution to the development of a balanced curriculum. The Pacific Pines State High School Health and Physical Education (HPE) program reflects the learning outcomes outlined in the Australian Curriculum. HPE is organised into two strands:

1. Personal, social and community health.
2. Movement and physical activity.

Students learn to apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity and propose strategies that support the development of preventive health practices that build and optimise community health and wellbeing.

Students will study HPE for one semester, comprised of two theory lessons and two practical lessons every week. Physical activities that may be studied include touch football, athletics, and orienteering. Theory topics include fitness and training and inclusion in sport.

Equipment/Resources

- Laptop: theory units are delivered via OneNote and online resources.
- Students must have access to Microsoft Word, Excel, and PowerPoint for assessment tasks.

Uniform Requirements

- All students who do HPE must have a sports uniform, hat, and appropriate sport shoes for practical lessons.
- Students with long hair must have it tied back for practical lessons.
- Jewellery **must not** be worn in practical lessons.

Required Home Study

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

Subject Leads To

Senior Subjects:

- Physical Education
- Sport and Recreation
- Health

Centre of Excellence – Physical Education - Core

This subject is only available to students who have been accepted through the COE application process.

Outcomes

The Centre of Excellence for Sports and Physical Education program is a specialised training and coaching program for talented sports students designed to develop their knowledge, skills and abilities to achieve their athletic goals. All sports are open to male and female athletes and undertake structured developmental coaching and training programs to develop sports-specific skills and physical preparation requirements, as designed and delivered by highly qualified and experienced school staff with input from local and state sporting associations.

Course Description

Students may elect one (1) sport specialisation from AFL, Soccer, Touch, or Netball. Training and specialised coaching programs are conducted during school time in place of core HPE lessons. Students will study core Health topics from Junior HPE and may also study sports related topics such as fitness and training, inclusion in sport competition preparation, leadership, resilience, game analysis and psychology. Coaching sessions will also occur outside school hours as required by individual coaches. All teams will receive specialised coaching by industry experts and will have the opportunity to participate in various competitions relating to their chosen sport.

Equipment/Resources

- Sports uniform (purchased through the uniform shop) and all required sports shoes, football boots, netball shoes, 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 Microsoft OneNote, 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 Leads To

Senior subjects:

- Physical Education
- Health
- Sport & Recreation
- Certificate III in Fitness

Faculty – Mathematics

Mathematics - Core

Course Description

All students in Year 9 will study Mathematics. This course will support students in building their problem solving, critical thinking, and mathematical fluency and reasoning capabilities whilst providing links on how Mathematics as a discipline is used in other subjects and the real world. Year 9 Mathematics is aimed at students who wish to study Essential Mathematics, General Mathematics or Mathematical Methods in Senior Schooling. This course is for all levels of students to continue into the correct pathway for Year 10 and Senior.

Course Outline

Students will study the following concepts:

- Trigonometry
- Algebraic Techniques
- Statistics & Probability
- Earth geometry
- Measurement
- Linear Functions

Assessment

Students will complete one assignment and four exams in Year 9 Mathematics.

Homework

Most of the homework is related to the following:

- Reviewing and practicing skills and content taught in class.
- Completing drafts 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.

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.

Subject Leads To

Senior Subjects:

- Essential Mathematics
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Faculty – Science

Science - Core

Course Description

The Science curriculum will foster an interest in Science and a curiosity and willingness to speculate about and explore the world. Students will be able to engage in communication of and about science, value evidence and skepticism, and question scientific claims made by others. They will be able to identify and investigate scientific questions, draw evidence-based conclusions and make informed decisions about their own health and wellbeing. Science is a human endeavour that students should learn to appreciate and apply to daily life.

Course Outline

The Science Syllabus is organised in 3 strands, Science as; Understanding, Inquiry skills, & Human Endeavour.

Science Understanding:

- Physics
- Biology
- Chemistry
- Earth Sciences

Science Inquiry:

- Formulate scientific questions or hypotheses for testing
- Improve and conduct science experiments involving measurement and repeated trials
- Gather and organise data from a variety of sources
- Analyse and test models and theories based on the evidence available
- Explain and summarise patterns in data using science concepts

Science as a Human Endeavour:

- Analyse secondary data and claims to evaluate different perspectives.
- Be aware of contemporary issues
- Appreciate that science provides rewarding careers

Studies of these topics will provide students with a good general understanding of the various branches of Science and lead them towards a study of senior sciences in the future.

Equipment/Resources

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 to research.

Assessment

Students will complete one assignment and two exams each semester.

Required Home Study

Students in Year 9 should expect to do approximately 1 to 1.5 hours of study per week.

Subject Leads To

Senior Subjects:

- Biology
- Chemistry
- Physics
- Psychology
- Aquatics

Centre of Excellence – STEM – Science & Mathematics – Core

This subject is only available to students who have been accepted through the COE application process.

Outcomes

The Centre of Excellence for STEM – Science & Mathematics is a specialised program for high achieving STEM students. Students are given the tools to excel in all areas of Mathematics and Sciences. The Centre of Excellence for STEM – Science & Mathematics focuses on the skillset to be highly effective and creative problem solvers and critical thinkers. Students will also undertake an Engineering Project each term as part of the STEM subjects.

Through the Centre of Excellence for STEM – Science & Mathematics, students will participate in a range of competitions including the Gold Coast Science Competition, Australian Mathematics Competition and The University of Newcastle Science and Engineering Challenge. There will also be opportunities where the students will lead both small and large groups through experience days and Primary School challenges.

It is strongly encouraged that students pair this subject with Centre of Excellence STEM - Technology.

Equipment/Resources

- Students will require a scientific calculator, Casio FX82 is recommended, however any scientific calculator will be suitable
- Students will participate in 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.

Required Home Study

Students in Year 9 should expect to do approximately 1 to 1.5 hours of study per week.

Subject Leads To

Senior Subjects:

- Mathematical Methods
- Specialist Mathematics
- Biology
- Chemistry
- Physics
- Psychology

Faculty – Humanities

History - Core

Students study one semester of History.

Yesterday, Today and Tomorrow

“Those who do not learn from the mistakes of the past, are destined to repeat it” - George Santayana

As students' progress through their schooling and their young adult lives, they are quick to question the “why?” of any situation or development presented to them. As they grow more curious, we must grow their ability to search for these answers when these questions arise. The study of history equips students with the skills to search through the stories of the past for answers to questions in the modern world. Through a deep dive into the rich history of Modern Australia, students will come to understand our own history as a fledgling country and how we established ourselves on the world stage with our indomitable ANZAC spirit on the shores of Gallipoli. From the arrival of the First Fleet to the courageous stories echoing from across the Dardanelles, students will experience Australia's very own chapters in the history books. A curious nature serves students well in the study of history, as they are encouraged to question the “why?” at every twist and turn. But for now, the only question should be... when do we start?

Course Outline

- **Unit 1:** Making and transforming the Australian nation (1750–1914)
- **Unit 2:** World War I (1914–1918)

Outcomes

The study of Humanities subjects, such as History, incorporates many skills and is especially appropriate to students intending to follow careers in vocations such as Education, Law, Defence, Tourism, Teaching, Archaeology, Journalism, and Politics. It is also a suitable subject to combine with other subject selections for specific vocations. The skills taught in this subject assist with ANY course of university study as the essential skills of researching and communication are cornerstones of this unit.

Equipment/Resources

- 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
- Students will also be accessing the internet to research

Assessment

Students will complete two assessments over this unit. Their first assessment consists of a project which aims to demonstrate the historical significance of the people, ideas and events in Australia. The second assessment is a source investigation multimodal. Time to complete assessment is factored into class time but will also require students to complete sections in their own time.

Subject Leads To

Senior Subjects:

- Ancient History
- Modern History

Geography - Elective

The Land We Live On

“The study of geography is about more than just memorising places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. In the end, it’s about using that knowledge to help bridge divides and bring people together.” - Barack Obama

Isn’t it amazing that we exist on this land the way we do? How we use it, nurture it, and grow with it? The study of geography is essential for students to gain a deep appreciation for life on this planet and the delicate, intricate relationships that form the world as we know it. Throughout geography students explore this modern landscape, and study how this planet encourages life by holding many different factors in balance. Students explore the impact and influence of humanity on the Earth, in addition to the patterns of growth and movement of different populations. Throughout this study students are driven to explore how they fit into this living, breathing puzzle and the influence they themselves have on the world around them. By exploring these relationships and the wonders of the Earth, students gain a deeper understanding of their very own place on the global stage. So, are you ready to dive in?

Course Outline

- **Unit 1:** Biomes and food security
- **Unit 2:** Geographies of interconnections

Outcomes

The study of Humanities subjects, such as Geography, incorporates many skills and is especially appropriate to students intending to follow careers including Education, Law, Defence, Tourism, Environmental Studies, Earth Science, Mining and Geology, Journalism, and Politics. It is also a suitable subject to combine with other subject selections for specific vocations. The skills taught in this subject assist with ANY course of university study as the essential skills of researching and communication are taught.

Equipment/Resources

- 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
- Students will also be accessing the internet to research
- There may be an excursion during the semester that links to assessment. Costs to cover entry fees, transport costs or equipment hire will be the responsibility of the student.

Assessment

Students will complete two assessment tasks as part of this unit. Their first assessment is a written information report, which is to be completed both in class and during their own time. Their second assessment is a short response examination which is completed in class time.

Subject Leads To

Senior Subjects:

- Geography

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 empowers students to explore how democratic and legal systems shape society and enable change. The skills developed in Year 9 Civics will be of great value to students considering studying senior Legal Studies.

The Year 9 Civics and Citizenship curriculum explores civic participation and Australia's Constitution and court system. Students develop skills in questioning, research, analysis, and communication. The curriculum encourages ethical understanding, intercultural awareness, and active citizenship.

By examining real-world case studies and global issues, students learn how to think critically, participate responsibly, and contribute to positive change in their communities and beyond.

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 democratic and legal systems, including the Constitution and court processes. The course encourages students to explore how individuals and groups participate in civic life and contribute to change locally and globally. Through inquiry-based learning, students build skills in research, analysis, and communication, and reflect on the role of media, identity, and ethical decision-making in shaping civic participation and global citizenship.

Course Outline

The Year 9 Civics and Citizenship topics covered could include:

- Be the change: From cause to community
- Make the change: From constitution to courtroom

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 proposal and an exam. Students work in groups to design and present a proposal for a civic participation event based on a UN Sustainable Development Goal. They also analyse Australia's Constitution, law-making processes, and the role of the court system.

Faculty – Economics and Business

Economics and Business - Elective

Developing Creative Thinkers, Business Leaders & Entrepreneurs

Learn how to transform ideas into innovation...

Do you have the ability to think creatively? Would you like the opportunity to develop products that may make you your fortune? Are you interested in becoming an entrepreneur or small business owner? Would you like to know more about global trade? If so, then this subject is for you.

Topics

1. Australian trade with other nations
2. Entrepreneurship (Market Day and business plan)

Assessment

A variety of techniques will be used including:

- Examination – short response questions and extended response to stimulus material
- Project – business plan for the 'Be Your Own Boss' Challenge

Future Pathways / Options

- | | |
|--------------------|------------------------|
| • Accountant | • Office Administrator |
| • Bookkeeper | • Sales Consultant |
| • Payroll Officer | • Financial Advisor |
| • Teacher | • Personal Assistant |
| • Bank Officer | • Shop Convenor |
| • Self Employed | • Business Management |
| • Entrepreneurship | • Business Analytics |

Equipment/Resources

- **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

Homework

Most of the 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

Subject Leads To

Senior Subjects

- Accounting
- Business
- Certificate III in Business
- Certificate III in Active Volunteering

Centre of Excellence – Business, Leadership & Enterprise - Elective

This subject is only available to students who have been accepted through the COE application process.

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

Topics

The topics covered throughout the program include: financial responsibility, risks and rewards, competition in the global economy, and major consumer decisions and business productivity.

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, or the Diploma of Business, which are great starting points for the workforce.

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

Homework

Most of the 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 – Arts

Visual Art – Elective

Outcomes

During this course students will:

- Demonstrate a clear understanding of the Elements and Principles of Art
- Complete a range of 2D and 3D tasks
- Follow Workplace Health and Safety procedures using a variety of different media and materials

Course Description

Teachers will choose themes to work on throughout the year. Students will engage in:

- Making Experiences. Including: practical folios, experimental work, create resolved artwork.
- Appraising Experiences. Including: evaluations, artist research, critical analysis

Media Areas

- Printmaking
- Ceramics 2025 YES, 2026 NO
- Painting
- Drawing

Equipment/Resources & Possible Excursions

- Possible excursions may include visits to the Queensland Art Gallery and Gold Coast Art Gallery and may incur additional costs.
- 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.

Stationery Requirements

- Impervious shoes must be worn.
- Basic stationery and computer.

Required Home Study

Set homework each week of approximately 30 minutes duration.

Future Pathways

- | | |
|------------------------|--|
| • Architect | • Graphic designer / Digital Designer, Multimedia Designer |
| • Art consultant | • Industrial designer, content creation |
| • Artist | • Fashion designer |
| • Art teacher | • Freelance artist |
| • Cartoonist | • Mural Artist |
| • Digital Design | • Photographer |
| • Ceramicists | |
| • Art gallery director | |

Subject Leads To

Senior subject:

- Visual Art Year 10 (General)
- Visual Art (Applied)

Dance - Elective

Overview

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.

Outcomes

Through studying Dance as both artist and as part of the 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.

Course Outline

In Dance, students will develop knowledge, understanding and skills to communicate ideas using the elements of Dance, including space, time, dynamics and relationships. They will work with the body as the instrument and movement as the medium of Dance, using dance composition processes to explore, organise and refine movement for choreography and performance. The course outline and assessment thoroughly prepares students for Senior Dance if they choose to continue this subject in Years 10, 11 and 12.

Units of Study

Students study a variety of dance styles, including modern and contemporary dance as well as popular styles. They choreograph dances by manipulating and combining the elements of dance, choreographic devices, form and production elements to communicate their choreographic intent.

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 classroom teacher and industry professionals.

Equipment/Resources & Possible Excursions

- 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.

Required Home Study

Home study will consist of:

- Homework set by the individual teacher
- Preparation and development of both written and practical tasks

Future Pathways

Senior Dance and possible careers:

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

Subject Leads To

Senior subjects:

- Dance
- Certificate IV in Dance

Centre of Excellence – Dance Elective

This subject is only available to students who have been accepted through the COE application process.

Outcomes

These programs are designed specifically to align with the coordinating senior subjects including Senior Dance. Future career pathways may include:

Dance: Performer, Dance Teacher

Course Description

The Centre of Excellence for Creative Industries programs 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 and Drama subjects 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 have the opportunity to perform in a professional atmosphere in a range of local and wider Gold Coast community events. Throughout the course of these programs, 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)
- Computer Software and Hardware Requirements: A laptop is required. Students in this subject will be working with a variety of composition software packages. The teacher can provide advice on how to access this software.
- Excursions may occur and include trips to see live performances. Students may have the opportunity to participate in workshops with guest artists and attend live concerts. These learning experiences will incur additional costs.

Drama – Elective

Overview

Drama focuses on students expressing and communicating understandings about human issues and experience through the enactment of real and imagined events. While interacting in a range of roles, relationships, situations and contexts, students investigate feelings, actions and consequences. They develop confidence and self-awareness as they collaborate with others to create artistic drama. These skills are essential for success in school, in any job, and interpersonal relationships.

Outcomes

During this course students will:

- Identify, analyse and manipulate the elements of drama to achieve dramatic action and meaning for audiences.
- Respond to and perform appropriately in a variety of dramatic forms such as Realism and Melodrama through both scripted and devised texts.
- Work positively and productively with independence and with groups of varying sizes.
- Use various movement and vocal skills to demonstrate control in drama skills and performance techniques.

Course Outline

Drama is assessed in three dimensions of Exploring & Responding, Creating & Making and Presenting & Performing. These are of equal weighting and receive approximately equal class time and emphasis throughout the course. Students will be assessed in individual situations while working in small groups. The course outline and assessment thoroughly prepares students for Senior Drama if they choose to continue with this subject in Years 10, 11 and 12. Students can only study Drama for a semester in Year 9.

Semester Unit: Elements of Drama Through Improvisation and Scripted Text

Students will explore the Elements of Drama through the style of Melodrama and develop an awareness in how to rehearse and performing a scripted Realism text. They will experience workshops focusing on stagecraft, vocal techniques and movement qualities. They may have the opportunity to perform at school events. Students will be required to respond to live or recorded theatre performances.

Equipment/Resources & Possible Excursions

- Excursions may include trips to see live drama performances, or guest drama instructors will hold workshops with the students (which will 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.

Future Pathways

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.

Subject Leads To

Senior subjects:

- Drama

Centre of Excellence – Drama Elective

This subject is only available to students who have been accepted through the COE application process. Students can select to study Drama Excellence.

Outcomes

These programs are designed specifically to align with the coordinating senior subjects including Senior Drama.

Future career pathways may include:

Dance Teacher

Drama: Producer, Director, Performer, Screenplay Writer, Theatre Professional, Drama Teacher, Screen Development and Curation.

Course Description

The Centre of Excellence for Creative Industries programs 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 and Drama subjects 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 programs, 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)
- Computer Software and Hardware Requirements: A laptop is required. Students in this subject will be working with a variety of composition software packages. The teacher can provide advice on how to access this software.
- Excursions may occur and include trips to see live performances. Students may have the opportunity to participate in workshops with guest artists and attend live concerts. These learning experiences will incur additional costs.

Media Arts - Elective

Overview

Media Arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Like all art forms, Media Arts has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. As an art form evolving in the twenty-first century, Media Arts enables students to use existing and emerging technologies as they explore imagery, text and sound and create meaning as they participate in, experiment with and interpret diverse cultures and communications practices. Students explore and interpret diverse and dynamic cultural, social, historical and institutional factors that shape contemporary communication through media technologies and globally networked communications.

Course Outline

Throughout the course of study students learn to be critically aware of ways that the media are culturally used and negotiated and are dynamic and central to the way they make sense of the world and of themselves. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks. Students engage with the key concepts, story principles and elements of media (technical and symbolic). The five interrelated key concepts provide a framework for students to create and analyse media artworks. They develop understanding of how the five key concepts explore media artworks representations – that is, constructed realities – of the world, communicated through languages and technology for an audience in community and institutional contexts.

Outcomes

- Transform pre-production visualisation into short film trailers clips and brand marketing design materials
- Interpret storyboard images and execute using camera equipment
- Demonstrate competency in technical skills and equipment use (cameras, tripod, mics etc.)
- Demonstrate ability to manipulate media using a range of software (iMovie, Adobe After Effects and Final Cut Pro)
- Extend the use of time, space, sound, movement and lighting as they use technologies

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.
- 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.
- SD card (16GB minimum) as well as a USB (16GB)
- *Excursions may occur, and include trips to Media Arts industry locations. Students may have the opportunity to participate in workshops with guests from the Film, TV and Media industries. These learning experiences will incur additional costs.

Music - Elective

Overview

Music is primarily a method of communication. Expressing ideas and emotions requires musicians to think laterally and challenges one's level of creativity to a high degree. Music also promotes the development of numerous skills including hand/eye coordination and analytical thinking – all skills which employers value. Interpersonal skills are also developed throughout the course, and students are provided with opportunities to develop their self-confidence through performance activities.

Course Outline

Unit: Rock Music!

This unit explores the exciting world of Rock Music! Student will develop performance skills through engaging, practical music-making activities. They will learn to rehearse and play as part of a band, using real instruments such as electric guitar, bass, drums, keyboard, and vocals. Students will also participate in a multimodal project, combining analysis, reflection, and practical demonstration of learning. They will explore the stylistic features of rock music, deconstruct and analyse iconic songs, and apply this knowledge to enhance their own ensemble performance skills.

Assessment Methods

Music assessment consists of performance and multimodal presentation tasks, including analytical components that link directly to students' practical work.

Outcomes

- Develop and refine performance skills on classroom instruments and voice
- Interpret and rehearse music in a range of styles with technical and expressive control
- Analyse how music elements and conventions are used to communicate meaning in rock music
- Work collaboratively to rehearse and present performances
- Demonstrate knowledge of music theory to support musical decision-making
- Use digital and traditional tools to plan and reflect on their learning

Equipment/Resources & Possible Excursions

- Notebook, pen, HB pencil, eraser and ruler, USB memory stick, headphones (mp3)
- Computer Software and Hardware Requirements: A laptop is required. Students in this subject will be working with a variety of composition software packages. The teacher can provide advice on how to access this software.
- Excursions may occur and include trips to see live performances. Students may have the opportunity to participate in workshops with guest artists and attend live concerts. Both learning experiences will incur additional costs.

Subject Leads To

Senior Subjects:

- General Music
- Applied Music

Overview

Year 9 Centre of Excellence - Music represents the culminating stage of the Junior Secondary Music Excellence program. Students in this course engage with advanced musical concepts through three diverse and challenging units, designed to extend performance, composition, and analytical skills in a creative and collaborative environment.

Course Outline

Unit: Master the Basics!

Year 9 Music Excellence marks the final stage of the Junior Secondary Music Excellence program. This course is designed to extend and challenge advanced music students through a series of diverse and engaging units. Students will refine their performance technique, enhance their theoretical understanding, and develop a deeper appreciation of music's cultural, technological, and historical dimensions.

Unit 1: World Music

Students explore traditional and contemporary music from around the globe, examining how sound expresses culture, identity, and community. Through performance and analysis, they will develop stylistic awareness and ensemble skills across diverse musical traditions.

Unit 2: Electronic Music

Students discover the creative potential of digital music-making through composition and sound design using professional software and tools. They will explore key electronic genres while learning to manipulate sound through techniques like sampling, synthesis, and layering.

Unit 3: Evolution / Revolution

This unit traces the development of Western music from the Medieval era to the 20th Century, exploring how music evolved alongside society. Students will perform and analyse works from key historical periods, deepening their understanding of stylistic change and musical innovation.

Assessment Methods

Music assessment consists of performance, composition, examinations and multimodal projects.

Outcomes

- Refine technical and expressive performance skills on a range of classroom instruments and voice.
- Interpret, rehearse, and present music across diverse genres with increasing independence and musical sensitivity.
- Analyse and evaluate how musical elements, conventions, and context shape meaning and expression in various styles.
- Collaborate effectively in ensemble settings, demonstrating leadership, adaptability, and rehearsal discipline.
- Apply theoretical knowledge to inform creative and performance-based decision-making.
- Utilise both digital and traditional tools to compose, reflect, and document musical learning with clarity and purpose.

Equipment/Resources & Possible Excursions

- Notebook, pen, 2B pencil, eraser and ruler, USB memory stick, headphones (mp3)
- Computer Software and Hardware Requirements: A laptop is required. Students in this subject will be working with a variety of composition software packages. The teacher can provide advice on how to access this software.
- Excursions may occur and include trips to see live performances. Students may have the opportunity to participate in workshops with guest artists and attend live concerts. Both learning experiences will incur additional costs.

Subject Leads To

Senior Subjects:

- General Music
- Applied Music

Faculty – Languages

Japanese - Elective

Outcomes

During this course students will:

- Give and exchange details about oneself and others
- Exchange information about one's school life and daily timetable routine
- Learn Katakana script through fast food menus and language around ordering food at restaurants.
- Express opinions
- Read and write Japanese using Hiragana, Katakana and basic Kanji

Course Description

By the end of Year 9, students should be able to communicate on a simple level as a visitor to Japan or with Japanese people in Australia. The study will provide a basis for further work in the language which may lead to vocational opportunities. Consistent application to set tasks in class and as homework is necessary to learn a language successfully.

Equipment/Resources

Excursions may occur and will incur additional costs

- Opportunity to join the Japan Trip 2026
- Opportunity to be a cultural ambassador for the school via the buddy program for international visitors to our school
- Entry into competitions such as speech competitions, video matsuri.

Required Home Study

Frequent revision (2-3 times a week) of vocabulary, grammar patterns and script(s) studied in class as well as assessment preparation when necessary.

Future Pathways

- | | |
|--------------------------------|--|
| • Hospitality | • Anime Creator |
| • Travel and Tourism | • IT related jobs in Japan |
| • Hotel and Restaurants | • Cultural Liaison Officer through programs such as JET |
| • Business Japanese | • Japanese Teacher |
| • Translators and Interpreters | • English Teacher or Assistant Language Teacher in Japan |
| • Sales and Customer Service | |
| • Diplomatic Service | |

Subject Leads To

Senior subjects:

- Japanese

Centre of Excellence – Japanese - Elective

This subject is only available to students who have been accepted through the COE application process.

Outcomes

The Centre of Excellence for Japanese program allows students with a passion for language to extend learning through an enhanced Japanese curriculum. Students will be motivated and committed to their studies as they embrace the challenges this program has to offer. Immersion-style instruction will promote confidence in speaking and accelerate the speed in which students acquire language.

Speakers of additional languages also have an advantage when applying for entry into university courses and in today's global economy, bilingual or multilingual job seekers have an edge over monolinguals. Learning a second language increases our native language ability which can result in an improvement in performance across other subjects.

Course Description

This program offers unique elements including:

- The opportunity to enter Japanese Speech, Short Film and Story Writing Competitions
- Special Obento days to enjoy Japanese lunches
- Enjoy traditional art forms such as calligraphy, taiko drums and comic theatre
- Priority to travel to Japan to experience the culture and language firsthand through homestay and travel, communicate with pen pals in Japanese Schools or be a 'buddy' for visiting Japanese students.

Equipment/Resources & Possible Excursions

- Excursions and incursions may occur (could incur additional costs)
- Opportunity to join the Japan Trip 2026
- Opportunity to be a cultural ambassador for the school via the buddy program for international visitors to our school

Computer Software and Hardware Requirements

- Students in this subject will sometimes be working with Microsoft Office (freely available to EQ students) and will require Japanese script capabilities on their laptops. They will also be accessing the internet to conduct research, participate in programs such as Quizlet and access online dictionaries.
- They also require internet access to research.

Required Home Study

Frequent revision (2-3 times a week) of vocabulary, grammar patterns and script(s) studied in class as well as assessment preparation when necessary.

Future Pathways

This program provides students with the knowledge and skills to achieve a high level of success in Senior Japanese. This can in turn lead to some exciting opportunities for the future. Some examples of future pathways are:

- Translator or Interpreter
- Language Teacher in Japan or Australia
- Game Design
- Department of Foreign Affairs
- Flight Attendant
- Retail and Hospitality Industry Position
- Cultural Liaison Officer through the JET Program
- Ski Resort Positions
- Theme Park positions with entertainment crew (e.g., dancers)

Faculty – Technologies

Digital Technologies - Elective

Outcomes

Digital Technologies will develop student competence in a wide range of general information and communication technologies necessary to support small and medium enterprises that require broader ICT support. Students will develop skills such as critical and creative thinking, problem solving, team-working and communication. This is the perfect subject for any student who is keen to work in the digital and creative industry of IT.

Students will develop:

- Electronic file management
- Application of the principles of effective design (PRAC)
- Word processing skills

New skills students will learn:

- Website Design
- Database Analysis and Representation
- Procedural Programming
- Digital Technologies
- Using technology as a problem-solving and communication tool

Equipment/Resources & Possible Excursions

- Students will need to be part of the BYOD program with either a Windows or MAC laptop. ***IPADS are not suitable as a device for Year 9 Digital Technologies***
- Students will be working with Microsoft Office (freely available to EQ students) for the presentation of information.

Assessment

- Practical Tasks
- Examinations
- Digital Projects
- Team Based projects

Homework

- Most of the homework is related to the production of assessment tasks.
- 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

Future Pathways

- Graphic designer
- Web developer
- Multimedia developer
- IT Sales
- IT Support
- IT Teacher
- University Lecturer
- Network engineer
- Systems administrator
- Computer Technician

Centre of Excellence – STEM - Technology - Elective

This subject is only available to students who have been accepted through the COE application process.

Course Description

The Centre of Excellence for Technology was established to provide students with the skills required to succeed in the 21st century. It is anticipated that many future occupations will be created within the IT sector (Manyika, 2017); strong foundational IT skills will be paramount in this environment. This program draws on a wide variety of skills from IT, Design, Science and Business to best prepare students to become successful leaders in the field of Technology. The skill set developed during this course inspires a passion for technology and design, possibly leading to a career in Network Architecture, Artificial Intelligence (AI) Engineering, Software Developing and much more.

Students will engage in fun, hands-on, practical learning experiences, as well as develop strong foundational knowledge and skills. Centre of Excellence for Technology provides a structured approach throughout the Junior years, and will immerse students in a wide variety of engaging topics including:

- Foundational PC Skills
- Gaming, Web Design and App Development
- Hardware and Programming
- Emerging Trends
- Data Analysis
- Robotics and Artificial Intelligence (AI)

This program provides students with knowledge and skills required when choosing Senior Secondary General subjects such as Digital Solutions; a course that prepares students for post-secondary education at University or TAFE, where they can choose to further their knowledge in the fields of Information, Digital Media and Technology.

It is strongly encouraged that students pair this subject with STEM.

Equipment/Resources & Possible Excursions

- 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.
- The Adobe Suite (free for BYOD students – installers available from school) and Visual Studio (free) will also be used, along with a variety of other freely available software and resources. Students will need a device to be able to run CAD software such as 'Inventor'.

Assessment

- Practical Tasks
- Examinations
- Digital Projects
- Team Based projects

Homework

- Most homework is related to the production of assessment tasks.
- 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

Design Technologies (DAT) - Elective

Outcomes

At the completion of this course students will demonstrate a general knowledge and appreciation of Materials, Design, Technology and Engineering.

Course Description

Design Technologies develop the capacity for action to create innovative solutions that improve the lives of people and societies globally, using traditional, contemporary and emerging technologies, to meet current and future needs. Design Technologies aids students to be confident and responsible when individually and collaboratively creating solutions, by making informed and ethical decisions when investigating, designing, planning, managing and evaluating for a sustainable economy, environment and society. Design Technologies is a course of study where students are also able to learn in a practical environment by interpreting technical drawings to manufacture products. Students are taught the essential skills that are fundamental to the furnishing and construction industries.

Curriculum

We aim for students to learn two components:

1. The fundamentals of hand and power tools and workshop procedures so students can safely and confidently create products in the furnishings and construction industry.
2. Designing products with sustainability in mind. Realising these designs through manipulation of tools and machinery to create products.

Typical units that students will be immersed in are: (because of the dynamic environment, these may change)

- Lamp shade through use of CAD and Laser cutting technologies.
- Manufacturing timber lamp shade frame with movable bridle timber joints.

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.

This Subject Leads To

- Year 10, 11 and 12 Furnishings and Construction
- Trade based occupations
- Griffith University Engineering or Design Program.

Centre of Excellence – Culinary Skills - Elective

This subject is only available to students who have been accepted through the COE application process.

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.

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.

A subject levy will also be charged and students must be participating in the Student Resource Scheme.

Future Pathways

This subject leads directly into the senior 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/Excursions

- 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.

This Subject Leads To

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

Food Specialisations – Elective

Outcomes

During this course students will:

- Participate in safe and hygienic kitchen practices
- Utilise a range of kitchen equipment
- Develop basic practical cookery skills while participating in practical cooking sessions
- Generate and develop ideas for suitable product development
- Develop interpersonal skills to work collaboratively with peers
- Critically analyse and evaluate designed products
- Participate in the design process

Course Description

In this course students are given the opportunity to investigate, critically analyse, and manipulate resources to produce designed products for real life situations in the context of the kitchen. Students will study topics including basic hygiene and safety, general kitchen management and food preparation skills.

Students will be assessed through projects (folios of work), including practical skills.

Equipment/Resources

- 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.
- 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, develop surveys and laptops will be required to access course workbooks.
- Students are encouraged to bring a container to take items home.

Required Home Study

While class time is always given, there will be occasions when assignment work will need to be completed at home.

Subject Leads To

- Year 10 Food Specialisations
- The applied Senior subject; Hospitality Practices
- Traineeships and apprenticeships in the hospitality industry.