Year 9

SUBJECT SELECTION BOOKLET

2017
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- Study of Society and Environment (Subjects: History, Geography, Civics): 8

## CORE SUBJECTS

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- Maths: 6
- Science: 7
- Study of Society and Environment (Subjects: History, Geography, Civics): 8

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GENERAL INFORMATION

This handbook has been compiled to give students and parents 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.

Students should select subjects that will suit particular 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 Departments and the School Guidance Officer.

The curriculum program for Years 8 and 9 at Pacific Pines State High School is centred 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 that they choose to study.

All Year 9 students will study 5 core subjects and choose 4 elective subjects.

English, Maths, Science and SOSE will be studied for the full year. A Health & Physical Education Subject will be studied for one semester.

- Each elective is studied for one semester.
- Students cannot choose the same elective subject twice.
- Students are allowed to study a maximum of two subjects from Dance, Drama, Visual Art or Music.

There are many important decisions you have to 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.

OVERALL PLAN

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

- You enjoy
- In which you have already had some success
- 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 particular 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
- You like or dislike the teacher
- “All the boys or girls take that subject” (all subjects have equal value for males and females).

Be honest about your abilities and realistic with your career aims. These 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?
Remember too, that your choice of subjects now may affect your choice later in Years 11 and 12. For example:

- It will be difficult in the future to take Mathematics B and C without receiving a good result in Year 10 Mathematics
- Chemistry and Physics will be much easier after a study of Science and Mathematics
- Music and languages in the Senior years almost always require previous study in Years 9 and 10
- Subjects such as Accounting or IPT may be taken for the first time in Year 11, though it is useful to have taken related subjects in Years 9 and 10.
OUTCOMES
During this course students will:
 Practice and develop literacy skills associated with writing, reading, speaking and listening
 Appropriately select ideas, texts and information to formulate an adequate response to a given thesis.
 Comprehend, recognise and develop written and spoken texts in a variety of genres and styles
 Develop an understanding of how and why texts are constructed in particular ways
 Compose/present work which is coherent, fluent and logically organised
 Use and structure paragraphs and sentences appropriately
 Demonstrate control over written language features such as grammar, spelling, punctuation and vocabulary.
 Demonstrate control over spoken language features such as pace, tone, gesture and body language.
 Develop work through adequate drafting and responding to feedback throughout the drafting process
 Edit and proofread work with reasonable success
 Demonstrate adequate organisational skills and submit work by the required due date
 Actively participate in and contribute to group work when applicable

COURSE DESCRIPTION
Communication is a key skill that is required in every facet of life. In year 9 English, students build on the skills and knowledge developed in year 8 to extend their capabilities and further develop their confidence in communication. English at Pacific Pines SHS follows the units and capabilities outlined by the Australian Curriculum, and students will be studying the following concepts:
 Examining representations of Australia’s peoples, histories, and cultures and create an alternative perspective
 Reading, creating and interpreting information texts and speculative fiction
 Exploring ethical issues through a drama text
 Evaluating characters in a novel and examining perspectives on events and issues.

EQUIPMENT/RESOURCES
 Required texts will be available from the Resource Centre and through the textbook hire scheme. A stationery list will be supplied.
 **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 include the following;
 Homework set by the teacher
 Preparation and development of assessment items
 Exam study

The student is responsible for catching up on work which may have been missed for any reason. The student is also responsible for resitting items which have not successfully met the required outcomes of the course. This may include attendance at tutorial sessions or after school detentions in addition to home study.
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 and sportsmanship and safety.
- Consider the health needs of particular population groups and propose strategies to meet these needs.
- Plan and practise 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 PPSHS Health and Physical Education program reflects the learning outcomes outlined in the Australian Curriculum. HPE is organized 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 the following for one semester.

HPE: one theory lesson and two practical lessons in physical activities that may include touch, softball, athletics, ultimate Frisbee and orienteering

Theory topics may include: healthy relationships, sun safety, mental health, nutrition, alcohol and other drugs.

EQUIPMENT, RESOURCES/POSSIBLE EXCURSIONS
- Travel to outside venues may be included in some units and may incur a small fee.
- **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.

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 tasks will require students to use their own time to complete.
OUTCOMES
During the course of this subject students will:-
- Utilise basic numeracy skills to solve maths problems
- Solve everyday problems involving mass, time length, area, and volume
- Solve real life problems involving percentage and money
- Use algebraic procedures to solve real life problems
- Draw and interpret graphs and tables to solve simple statistical and geometrical problems
- Solve simple real life problems using trigonometry

COURSE DESCRIPTION
The year 9 Mathematics course follows the Australian Curriculum. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

UNITS OF STUDY INCLUDE
- Problem solving
- Measurement
- Algebra
- Trigonometry
- Statistics and Probability
- Volume and 3D Shapes
- Angles and Plane Shapes
- Percentage and Money
- Analytical Geometry
- Ratio and Proportion

EQUIPMENT, RESOURCES/POSSIBLE EXCURSIONS
- Students will require a scientific calculator. The 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.

REQUIRED HOME STUDY
Students in year nine should expect to do approximately 1 to 1.5 hours of study per week for Maths.

SUBJECT LEADS TO
- Year 11/12 Mathematics A, B and C
- Pre Vocational Maths
SUBJECT AREA-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 scepticism, 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.

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

<table>
<thead>
<tr>
<th>Science understanding</th>
<th>Physics and chemistry</th>
<th>Biology</th>
<th>Earth science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science inquiry skills</td>
<td>formulate scientific questions or hypotheses for testing</td>
<td>design and conduct science investigations involving measurement and repeated trials</td>
<td>gather and organise data from a variety of sources</td>
</tr>
<tr>
<td>Science as a human undertaking</td>
<td>be aware of contemporary issues</td>
<td>apply scientific understandings to make responsible, ethical and informed decisions about issues</td>
<td>appreciate that science provides rewarding careers</td>
</tr>
</tbody>
</table>

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/POSSIBLE EXCURSIONS
- Students will require a scientific calculator. Sharp EL531 or Casio FX82 is recommended, however any scientific calculator will be suitable.
- Students will participate in one or two excursions. The cost of excursions is the responsibility of 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
Students in Year 9 should expect to do approximately 1 to 1.5 hours of study per week for Science.

SUBJECT LEADS TO
Senior Subjects:
- Biology
- Chemistry
- Physics
SUBJECT AREA: SOSE
STUDY OF SOCIETY AND ENVIRONMENT
History, Geography and Civics

The school’s motto is “A Culture of Achievement”. The SOSE Department reflects this ethos, with a learning program centred upon the components of an inclusive, relevant and meaningful curriculum. SOSE curriculum offerings are centred upon three subjects exploring topics related to History, Geography and Civics.

TODAY’s SOCIETY, OUR COMMUNITY AND THE REAL WORLD.

The goal of this course is that the content of each unit will be:
- Relevant
- Meaningful
- Interesting and engaging and
- Aligned with clear and specific outcomes

Three subjects studied incorporate the National Curriculum including
- History
- Geographical Studies
- Civics and Citizenship

The process of inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

Curriculum focus: World and Australian History, Geography and Civics through the analysis and use of sources and interpretation. As students move into adolescence, they undergo a range of important physical, cognitive, emotional and social changes. Students often begin to question established conventions, practices and values. Their interests extend well beyond their own communities and they begin to develop concerns about wider issues. Students in this age range increasingly look for and value learning that is perceived to be relevant, is consistent with personal goals, and/or leads to important outcomes. Increasingly they are able to work with more abstract concepts and are keen to explore the nature of evidence and the contestability of ideas.

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.

ASSESSMENT techniques include a variety of assessment tasks including: essays, projects, computer tasks, short answer tests, etc.

OUTCOMES: The study of SOSE subjects such as History, Geography and Civics, incorporates many skills and is especially appropriate to students intending to follow the careers listed below. It is also a suitable subject to combine with other subject selections for specific vocations. Possible careers include Education, Law, Defence, Tourism, Environmental Studies, Earth Science, Mining and Geology, Journalism and Politics.

The skills taught in this subject assist with ANY course of university study.
SUBJECT AREA: ARTS  ART  ELECTIVE

OUTCOMES
During this course students will:
- Demonstrate a clear understanding of the principles of art, and extend knowledge to a higher level through Year 9 art modules.
- Complete a range of 2D and 3D tasks with consideration to the Criteria of:- Knowledge and Understanding, Creating, Reflecting, Responding and Display.
- Follow Workplace Health and Safety procedures and a common sense attitude in alignment with the Responsible Thinking Process.

COURSE DESCRIPTION
Teachers will choose themes to work on throughout the year. Students will engage in:
- Making Experiences.
- Appraising Experiences.
  Including: Evaluations, Research, Critical analysis.

MEDIA AREAS
- printmaking
- ceramics
- drawing
- digital art

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.

SAFETY REQUIREMENTS
T-shirt or old shirt to protect uniform and impervious shoes.

REQUIRED HOME STUDY
Set homework each week of approximately 30 minutes duration.

SUBJECT LEADS TO (possible senior subject careers)
- Art teaching
- Graphic Designer
- Industrial Designer
- Fashion Designer
- Freelance Artist
- Potter
- Art Gallery Director
- Art Consultant
- Hairdresser
- Mural Artist
SUBJECT AREA: ARTS  
DANCE  
ELECTIVE

Dance is a language of movement where the potential of the body as an instrument of communication is realised. It is a powerful and dynamic form of human expression and it encourages the holistic involvement of the individual.

OUTCOMES
During this course students will:-
- use dance components and skills to explore and create dance works in differing contexts to convey their intent
- develop and demonstrate dance components and skills to interpret and communicate a choreographic intent in dance works from differing contexts
- develop their knowledge and understanding of dance components and skills to respond to dance texts from differing contexts
- explore the life-enhancing possibilities that engaging with, responding to and creating dance works can offer

COURSE OUTLINE
Within the Dance Excellence course, students study dance at a much higher level of complexity than in the Year 9 dance class. Assessment is still based on the three criteria of Choreography, Performance and Appreciation, with a stronger level of focus on developing the practical skills of technique and expression. Students will be assessed in individual and group situations. They will compete at the Brisbane and Gold Coast Eisteddfods and perform at various school functions. The course outline and assessment thoroughly prepares students for senior dance if they choose to continue with this subject in Years 10, 11 and 12. Students who are selected for this class will study dance for the entire year.

UNITS OF STUDY
Units of study are dependent on the schedules, competitions and performance requirements of that particular year. However, students will study core ballet and contemporary units, as well as a variety of other styles that may include jazz, tap, hip-hop, ballroom and character. They will experience workshops in a variety of styles led by the classroom teacher and by industry professionals. Students will be required to complete a theory component as well.

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

SUBJECT LEADS TO
Senior Dance and possible careers:
- dancer
- choreographer
- entertainer
- teacher
- fitness instructor / personal trainer
- journalist
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 to prepare and present drama. These skills are essential for success at school, in any job, and in personal relationships. Drama also provides a greater ability to work with others, to improvise (think on your feet), greater self-confidence and more highly developed artistic and creative skills.

OUTCOMES
During this course students will:

- Recognise, utilise and manipulate the elements of drama to achieve a desired dramatic effect;
- Foster an appreciation of a range of cultural contexts within Australia and in the rest of the world.
- Explore and develop abilities and skills appropriate to a range of work and other life paths.
- Recognise and work/perform appropriately in a variety of dramatic styles eg, comedy, tragedy, realism, mime, improvisation, and puppetry.
- Work positively and productively alone and with groups of varying sizes.
- Use a variety of vocal skills and demonstrate control over vocal features and techniques.

COURSE OUTLINE
Drama is assessed in three dimensions of Presenting, Responding and Forming. These are of equal weighting and receive approximately equal class time and emphasis throughout the course. Students will be assessed in individual and group situations. 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 AND CLOWNING
Students will explore the foundation of the Elements of Drama and Clowning conventions. 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 complete a theory component as well.

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.

SUBJECT LEADS TO:
- Acting/ modelling
- Teaching
- Advertising/publicity
- Directing
- Journalism
- Scriptwriting
- TV presenting
- Radio announcement
- Lighting and sound technicians
- Film and Media industry
- Set and stage designing
- Physical Theatre Internships
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**

**Semester 1**

‘Music in Advertising’

Students have the opportunity to explore music that sells and create their own jingles.

‘Keyboard Music’

A course that caters for the beginner, intermediate and advanced keyboardist.

**Semester 2**

‘Guitar’

A course that allows the beginner guitarist an opportunity to learn basic skills and the more experienced guitarist time to learn to read guitar music.

‘Pop Music’

Students have the opportunity to explore music from the 1950’s through to the present day, through performance and composition.

**ASSESSMENT METHODS**

Music assessment consists of Composition assignments, Theory exam, Research task and Performances.

**OUTCOMES**

- Accurate notation of music
- Effective use of musical elements to create mood and character
- Effective use of problem-solving skills and drafting process
- Effective use of composition software
- Ability to demonstrate reasonable control over rhythm, pitch, dynamics, articulation and tempo
- Ability to rehearse and perform individually and in an ensemble
- Ability to demonstrate adequate knowledge of music theory

**EQUIPMENT, RESOURCES/POSSIBLE EXCURSIONS**

- A4 size manuscript book, notebook, pen, HB pencil, eraser and ruler, USB memory stick, headphones (mP3)
- **Computer Software and Hardware Requirements**: Students in this subject will be working with the composition software package, Sibelius. 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 of these learning experiences will incur additional costs.

**SAFETY REQUIREMENTS**

No specific safety requirements are associated with this subject area. School rules associated with banned items and appropriate behaviour apply.
SUBJECT AREA: SOSE
JAPANESE ELECTIVE

OUTCOMES
During this course students will:-
- Give and exchange details about oneself and others
- Exchange information about one’s weekly schedule and daily timetable
- Give information and enquire about different activities
- 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. The students will be required to use certain language functions in a limited number of settings within a specific group of topics. Consistent application to set tasks in class and as homework is necessary to learn a language successfully.

EQUIPMENT, RESOURCES/POSSIBLE EXCURSIONS
- Excursions may occur and will 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.

SAFETY REQUIREMENTS
No specific safety requirements are associated with this subject area. School rules associated with banned items and appropriate behaviour apply.

REQUIRED HOME STUDY
Frequent revision (2-3 times a week) of vocabulary, grammar patterns and script(s) studied in class as well as

SUBJECT LEADS TO
- Senior Japanese (entrance for University)
- Hospitality Japanese
- Travel
- Tourism
- Hotel
- Restaurants
- Business Japanese
- Translators
- Interpreters
- Sales people
- Diplomatic Service
SUBJECT AREA: TECHNOLOGY

DEVELOPING CREATIVE THINKERS, BUSINESS LEADERS & ENTERPRENEURS

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? Do you like to know your legal rights and responsibilities? If so, then this subject is for you.

TOPICS

Unit 1: Marketing - The 4Ps
Unit 2: Law – What it means to me
UNIT 3: Enterprise & Entrepreneurship – designing, making and selling a product using the NAB $20 Challenge

EQUIPMENT, RESOURCES/POSSIBLE EXCURSIONS

- In an effort to make this subject real and relevant, students will have direct links with the business world through the support of business mentors and/or excursions. There may be some costs associated with 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.
- It is highly recommended students are part of the BYOD program.

REQUIRED HOME STUDY

Students will be expected to regularly complete homework, revise class work, and complete assignments by due dates.

Assessment for this subject will be on-going and will use a variety of techniques including the completion of practical workbooks, assignments, projects and exams.

SUBJECT LEADS TO YEAR 10

- Business and Legal Studies
- Certificate I & II in Business (up to 4 QCE points)
LET THE JOURNEY BEGIN…
Digital Technology 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.

TOPICS (may change dependent on resourcing)
Unit 1: Core IT
- Software Essentials (OneNote, Excel, MS Word)
- Hardware, Software, Networks, Ethical use of IT
- Basic Graphic Design (Adobe Photoshop)

Unit 2: Choice of one of the following:
- Multimedia (e.g. Web Design, Animation, or Video Editing)
- Basic Game Design (SCRATCH)
- Expert Systems

Unit 3: Choice of one of the following:
- Programming for Real (Simple Programming Language e.g. Lego Mind Storms)
- Story Starter (Choice of Claymation, Lego Animation or Robot Adventures)

COURSE ESSENTIALS
Helpful in leading into the following subjects:
Year 10 Digital Technologies -
Year 10 Certificate I and II in IDMT

Assists in career choices and pathways in:
- Graphic designer  
  IT Teacher
- Web developer  
  University Lecturer
- Multimedia developer  
  Network engineer
- Graphic designer  
  Systems administrator
- IT Sales  
  Computer Technician
- Computer Technician  
  IT Support

EQUIPMENT/RESOURCES
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.

Subject Specific Software:
- Adobe Design Web Suite (Dreamweaver) All students with their own suitable device will be able to get a copy of Adobe Design Web for free. This can be manually installed by the student when in school via a USB memory stick.

Specific Hardware Requirements:
- Windows laptop that meets minimum specifications as per BYOD Information Guide. However, 4 GB RAM is recommended.
- Students must be part of the BYOD program.

Assessment Techniques:
- Practical Tasks  
- Digital Projects
- Interactive Storyboard  
- Journals
- Examinations
SUBJECT AREA: Technology

FOOD STUDIES

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 weekly cookery sessions
- Gain knowledge and develop skills to assist with making informed food choices
- Develop interpersonal skills to work collaboratively with peers.

COURSE DESCRIPTION
Food Studies is a course comprising one semester of food technology. Students will study topics including basic hygiene and safety, oven management, cooking methods and techniques and participate in food preparation lessons.

Assessment will include practical exams, weekly cooking, a written exam based on theory work covered as well as an assignment. Practical work will include different recipes every week for each term focusing on baked products and buffet foods.

EQUIPMENT/RESOURCES

- Most kitchen equipment is provided (with the exception of some baking trays, pie dishes, etc). Students will need to bring their own ingredients each week, the cost of which will vary according to individual choices from the cooking calendar provided (approximately $10-$12 per week). Some recipes will be prepared for one serving, to eat at school – other recipes will be larger portions to take home.
- **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.

SAFETY REQUIREMENTS
Safety is paramount when working in the school kitchen. Students must follow the Workplace Health & Safety guidelines, and wear appropriate impervious leather footwear (i.e. no canvas/mesh). Aprons will be provided by the school.

REQUIRED HOME STUDY
It is advised that students pack their own ingredients for their weekly cookery classes as this develops organisational skills suitable for use in practical situations. While class time is given, there will be occasions when assignment work will need to be completed at home.

SUBJECT LEADS TO: Food Studies (Year 10) and Certificate II in Hospitality (Year 10)
Possible future careers (after study) include:

- Home Economics Teacher
- Food & Beverage Attendant
- Food Demonstrator
OUTCOMES
At the completion of this course students will:
- Develop knowledge and procedures with using LASER cutters, and 3D PRINTERS
- Demonstrate a general knowledge and appreciation of workshop materials, processes and procedures.

COURSE DESCRIPTION
Industrial Technology and Design is a course of study that investigates the nature and functions of available resources through the application of inquiry, design and problem solving methodologies. It requires students to identify and understand a problem, implement a plan and evaluate the outcomes.

CURRICULUM
We aim for students to learn 2 components:
1. The fundamentals of hand tools and power tools and workshop procedures so students can safely and confidently create products in the furnishings/construction industry.
2. Because of the changing technology with equipment in this industry, students are introduced to a $35,000 laser cutter and 3d printing technology to create products and prototypes. Students will also gain knowledge of CAD software—such an essential high order creative skill.

Typical units that students will be immersed in are: (because of the dynamic environment, these may change)
- Basketball stand for a rubbish bin
- 3D Printed Lego man

THIS SUBJECT LEADS TO
- Yr 11/12 Furnishing, Construction
- Vocational Education – Yr11 Certificate I in Furnishings and Certificate I in Construction
- Yr 11/12 Technology Studies, Engineering
- Students studying Technology studies in senior and who achieve a C standard may have a guaranteed entrance into the Griffith University Engineering Program.*

*Nb: Griffith University Engineering Program: must also achieve a C in English and a C in Maths B
SUBJECT AREA- MATHS/SCIENCE | COE - MATHEMATICS, ENGINEERING AND APPLIED SCIENCES | EXCELLENCE PROGRAM

PROGRAM DESCRIPTION
At the Pacific Pines SHS Centre of Excellence for Mathematics, Engineering and Applied Sciences, high achieving STEM (Science, Technology, Engineering & Mathematics) students will be given the tools to excel in all areas of Mathematics and Sciences. This will be done through Launchpad, which is a dedicated program aimed at preparing students for success in university studies in Science and Engineering. Launchpad is made up of three components; Launchpad Extension Mathematics & Science, Launchpad Projects, and Launchpad Links, through universities and industry partnership.

ENTRY REQUIREMENTS
Students participating in the Centre of Excellence for Mathematics, Engineering and Applied Sciences will be high performing maths and science students achieving A’s in their Year 6 Report in both areas. Exemplary behaviour, effort and attendance is also a requirement, and these standards are expected to be upheld for the duration of study. Students participating in Launchpad are also expected to be part of the BYOD program.

PATHWAYS
Through the Centre of Excellence for Mathematics, Engineering & Applied Sciences, students will be involved in a unique and exciting pathway forged with Griffith University. From Year 7 our students will be enrolled as Griffith University students, giving them access to resources and embedded links that no other program offers. Graduates from the Centre of Excellence for Mathematics, Engineering and Applied Sciences who maintain a designated Grade Point Average will have a Guaranteed Pathway into Science or Engineering degrees at Griffith University, and can look forward to University pathways and careers in:

· Mechatronics and Robotics
· Civil, Electrical & Mechanical Engineering
· Applied physics
· Medicine
· Pharmacology & Pharmacy
· Financial risk analysis (mathematics)
· Stock market analysis (mathematics)
· Lasers & Optics (telecommunications, optometry, holography, etc.)
· Space science (mission specialists, satellite design, etc.)
· Architect
· Maths or Science Lecturer

ADDITIONAL INFORMATION
Students in the Centre of Excellence for Mathematics, Engineering & Applied Sciences will be part of a partnership program facilitated through Griffith University’s Faculties of Science and Engineering. From Year 7 students in the Centre of Excellence in Mathematics, Engineering & Applied Sciences will be enrolled as Griffith University students, giving them access to resources, labs, equipment, and expertise, that will allow the integral links required to excel in the authentic and real life Science and Engineering projects that the students will be participating in.

Students will also participate in a range of camps and excursions, including multiple Griffith University and industry visits and experiences off and on campus.
SUBJECT AREA: ARTS  COE – CREATIVE ARTS – DANCE  EXCELLENCE PROGRAM

High achieving students from Year 6 who are successful entrants into the program via audition, will be placed in the Centre of Excellence for Dance class. Unique program elements may include:

- Master classes and workshops with industry professionals
- Excursions to live performances
- Representing the school in Dance Eisteddfods (Gold Coast, Brisbane & surrounds)
- Contribute own choreography for a major school work (Showcase Evening, Awards Evening)
- Academic rigour and support: working on outcomes beyond the age level with greater depth and complexity
- Dance industry partnerships

ENTRY REQUIREMENTS
Students must first complete the application form and return it to Pacific Pines SHS, with a copy of their recent Semester 2 Report, as well as a transcript (one A4 page) of their Dance history (exam results, achievements, studio information).

Entry to the program will also be determined via an audition process, involving a practical examination to be conducted by the program teachers.
This program is for gifted and talented Visual Art students. High achieving students from Year 6 who are also successful entrants into the program via portfolio, will be placed in the Centre of Excellence for Visual Arts class. Unique program elements may include:

- Specialised skills training
- Workshops delivered by practicing artists
- Partnerships with Art galleries, identities and training organisations
- Exposure to and utilisation of specialised Arts resources and facilities
- Fostering and exhibiting of original works
- Portfolio development

ENTRY REQUIREMENTS
Students must complete the application form and return it to Pacific Pines SHS, with a copy of their recent Semester 2 Report, and a collection of 7-10 photographs or images of their Art work.
SUBJECT AREA: ARTS

COE – CREATIVE INDUSTRIES - PERFORMING ARTS

EXCELLENCE PROGRAM

The Centre of Excellence for Performing Arts is for gifted and talented Drama and Music students. High achieving students from Year 6 who are also successful entrants into the program via audition, will be placed in the Centre of Excellence for Performing Arts class. The program incorporates a holistic approach to skill development through a combined Drama/Music curriculum in Years 7 and 8, but also provides opportunities for students to focus on just one area of specialisation in Years 9 and 10. Unique program elements may include:

• Specialised skills training in chosen Arts area (Drama or Music)
• Workshops delivered by practicing actors and musicians
• Partnerships with Arts companies, identities and training organisations
• Arts showcases
• Class, small group and independent Drama and Music projects
• Exposure to and appreciation of industry standard Arts works

ENTRY REQUIREMENTS

Students must first complete the application form and return it to Pacific Pines SHS, with a copy of their recent Semester 2 Report, as well as a transcript (one A4 page) of their Drama or Music history (exam results, achievements, studio information).

Entry to the program will also be determined via a Drama or Music audition process, involving:

Drama - A practical examination to be conducted by the program teachers, along with a 1 minute prepared monologue from the student.

OR

Music - Prepared piece on chosen instrument. Practical sight reading examination to be conducted by the program teachers.
PROGRAM DESCRIPTION
The Creative Writing and Literary program develops aspiring writers into creative and critical thinkers in a collaborative learning environment. This program not only provides students with an understanding of the writing industry, but also provides a perspective on writing as both a vocation and creative practice that builds on real-life skills. Students are exposed to the industry via Queensland Writer’s Centre, the Brisbane Writer’s Festival, the Somerset Literature Festival and university links to creative writing and literary courses. Students will be encouraged to submit work to journals and writing competitions to maximise their potential in this program.

OVERVIEW
Students will be encouraged to experiment with a variety of forms and genres, including novels, short stories, creative non-fiction, youth writing, media writing and poetry. An expert teaching team will help students build specialist writing skills for professional work, such as corporate writing, persuasive writing, editing and script writing.

ENTRY REQUIREMENTS
A completed writing sample from any genre of writing (e.g. feature article, short story, essay). No more than 500 words.

PATHWAYS
Be a part of the largest and most comprehensive writing course through QUT – Creative Industries: Creative Writing and Literary Studies.
Real World Pathways:
- Fiction writers
- Corporate writers
- Script writers
- Reviewers
- Travel writers
- Feature writers
- Editors
- Journalists
- Publishers
- Media workers
- Teachers

ADDITIONAL INFORMATION
- Queensland Writer’s Centre
- The Brisbane Writer’s Festival
- The Somerset Literature Festival
- University links to creative writing and literary courses
- Opportunity to submit work to journals and writing competitions
PROGRAM DESCRIPTION
The Sports Excellence Program is a specialised training and coaching program for talented sports students designed to develop their knowledge, skills and abilities so they achieve their athletic goals. Students with demonstrated ability in one of the targeted sports will pursue a training and education program under the guidance of accredited and experienced teachers and coaches.

OVERVIEW
The school’s targeted sports are: Rugby Union, Volleyball, Soccer, Basketball, Touch and Aerobics. All sports are open to both boys and girls.

All students in the program will satisfy the curriculum requirements for their stage of schooling as determined by the Queensland Department of Education and Training and the Queensland Curriculum and Assessment Authority. These students will also undertake structured developmental coaching and training programs to develop their sport-specific skills and physical preparation requirements, as designed and delivered by highly qualified and experienced school staff with input from state and local sporting associations.

Training and specialised coaching programs are conducted in school time and may include sports related topics such as sports nutrition, physiology, competition preparation and psychology as well as tuition in time management, study skills and goal setting. Training and coaching sessions will also occur outside of school hours as required by individual coaches.

Student achievement will be tracked through sport specific development reports and the standard school academic reporting system.

ENTRY REQUIREMENTS
Trials and physical testing for the targeted sports will be conducted over a series of dates that will be advertised on the school’s website. Applicants will also be required to submit their most recent academic reports. Additional documentation to support applications is also welcome, for example, letters of recommendation or records of sporting achievements or representation.

PATHWAYS
Potential pathways for program participants include:
- Elite, professional or representative level sport
- Sports Management
- Exercise Science
- Sport Coaching
- Sport Science
- Strength & Conditioning Coaching

ADDITIONAL INFORMATION
Dates, times and venues for trials will be advertised on the school’s website.
SUBJECT AREA: SOSE

JAPANESE EXCELLENCE PROGRAM

PROGRAM DESCRIPTION
Learning a second language is not just about being able to communicate in that language. It increases our native language ability which can result in an improvement in students’ performance across other subjects through enhanced listening skills and memory, improved literacy, reading and higher order thinking. Learning about other cultures allows us to view the world from a different perspective and develop a deeper understanding and appreciation of our own lives. It exposes us to far greater experiences when we travel abroad as we can see beyond the surface of the culture. Second language learners also have an advantage when applying for entry into university courses. Speaking a second language in today’s global economy can give you the advantage over the monolingual applicant applying for the same job!

Japanese Excellence at Pacific Pines SHS allows students with a passion for language to extend their 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. The lessons will be delivered immersion style to promote confidence in speaking and to accelerate the speed in which they process the information they hear.

ENTRY REQUIREMENTS
Students must first complete the application form and return it to Pacific Pines SHS with a copy of their most recent report and respond to a few questions outlining their reasons for applying for this program. Eligible students will ideally have achieved an A or B in Japanese. Students who have demonstrated success in a different language in primary school are also eligible to apply.

PATHWAYS
Learning a second language opens up a host of opportunities and increases the employment options available to students both in the short term and long term.

Some of the pathways include:
- Translator or interpreter
- Tour Guide
- Assistant language teacher in Japan
- Department of Foreign Affairs
- Retail and hospitality industry positions
- Flight attendant
- IT industry
- Graphic design
- Japanese teacher

ADDITIONAL INFORMATION
Some of the opportunities offered to successful applicants are:
- Excursions and incursions to enhance your learning experience
- Entry into speech competitions
- Special obento days to enjoy Japanese lunches
- Communicating with pen friends in Japanese schools
- Travel to Japan to experience the culture and language first hand and be a part of a Japanese family
- Challenge yourself in a range of national competitions such as short film making and story writing
- Practise traditional art forms such as calligraphy
- Be buddies for visiting Japanese students
PROGRAM DESCRIPTION
Students in the Business Leadership and Enterprise Excellence Program will participate in a range of excursions, including multiple university and industry visits and experiences off and on campus. Students will have the opportunity to interact with guest speakers and presenters, from local and national organisations.

OVERVIEW
At the Pacific Pines SHS Business Leadership and Enterprise Excellence Program, high achieving business and leadership students will be given the tools to excel in all areas of business, enterprise, leadership and civics. This will be done through StartUp Model which is a dedicated program aimed at preparing students for success in university studies in business and law, as well as being successful leaders in all areas of business, management, enterprise and innovation.

ENTRY REQUIREMENTS
Students participating in the Business Leadership and Enterprise Excellence Program will be high performing students, achieving A’s in at least three (3) of their Year 7 subjects and who have a keen interest in building leadership, innovation and enterprise skills. Exemplary behaviour, effort and attendance is also a requirement, and these standards are expected to be upheld for the duration of study. Students participating in StartUp are also expected to be part of the BYOD program.

PATHWAYS
Embedded within the program is a focus on identifying and exploring related industry pathways. These pathways may include:
Business Leadership and Enterprise Excellence
Years 8 and 9
Classes will be aimed at extending students in leadership and enterprise skills. Focus will be on engaging with industry leaders to develop skills. Students will participate in a range of extra-curricular activities.
Year 10
Students will study an extension program in business that continues to build on enterprising and leadership skills. Students will be immersed in school and wider community leadership activities.
Year 11 and 12
University partnerships and opportunities to demonstrate leadership and business expertise will be the focus. Students will have access to subjects that cater for leadership and enterprise, including Diploma of Business and Certificate IV Justice Studies. Year 11 students have the opportunity to participate in Northern Collegiate Leadership Australian Business Week (ABW).
SUBJECT AREA: TECHNOLOGY | YOUNG INNOVATORS EXCELLENCE | EXCELLENCE PROGRAM

PROGRAM DESCRIPTION
The Young Innovators (Yi) Program at Pacific Pines SHS sharpens the minds and ‘out of the box’ thinking of students. This program assists students in developing their innovative, design and technology skills to seek alternatives to problems. It investigates the nature and functions of available resources through the application of scientific inquiry, design and problem solving methodologies.

The Yi program empowers students to explore the relationships between technology and society in order to design and manufacture a feasible and innovative solution to a real-world problem.

OVERVIEW
Students in the Yi Program will be granted opportunities to be challenged beyond the core technology curriculum. Such opportunities may include:

- Enhanced training in the use of CAD (Computer Aided Drafting)
- Class, small group and independent projects
- Exposure to and utilisation of specialised Technology Studies resources and facilities such as laser cutters and 3D printers
- Collaboration with students from other Technology and Science fields

Teachers within the Young Innovators Program are committed to continually improving the learning outcomes for all students. At Pacific Pines SHS we will continue to focus on:

- Ongoing enhancement of teacher knowledge and skills
- Educational provision for highly capable students
- Fostering attitudes which contribute to improved learning culture in the classroom
- Updating and improving thinking processes and skills.
- Teachers who are selected to be part of the Yi Program are leading practitioners who together bring a wealth of industry specific experience and training to the program.

ENTRY REQUIREMENTS
Young Innovators is a selective program and entry can be competitive. Students need to have a genuine interest into pathways related to Applied Science and Technology or Research and Development. Whilst applications are open to anyone with this interest, the following conditions are strongly recommended:

- General ability and aptitude
- Mathematical ability
- Writing ability
- Reading comprehension

PATHWAYS
Embedded within the Yi program is a focus on identifying and exploring related Industry pathways. These pathways may include:

- Senior Technology Studies (OP)
- Griffith University guaranteed admission program (Griffith Engineering)
- Other tertiary institutions and requisites
- Research and development careers
- Work placements
- Supplementary qualifications