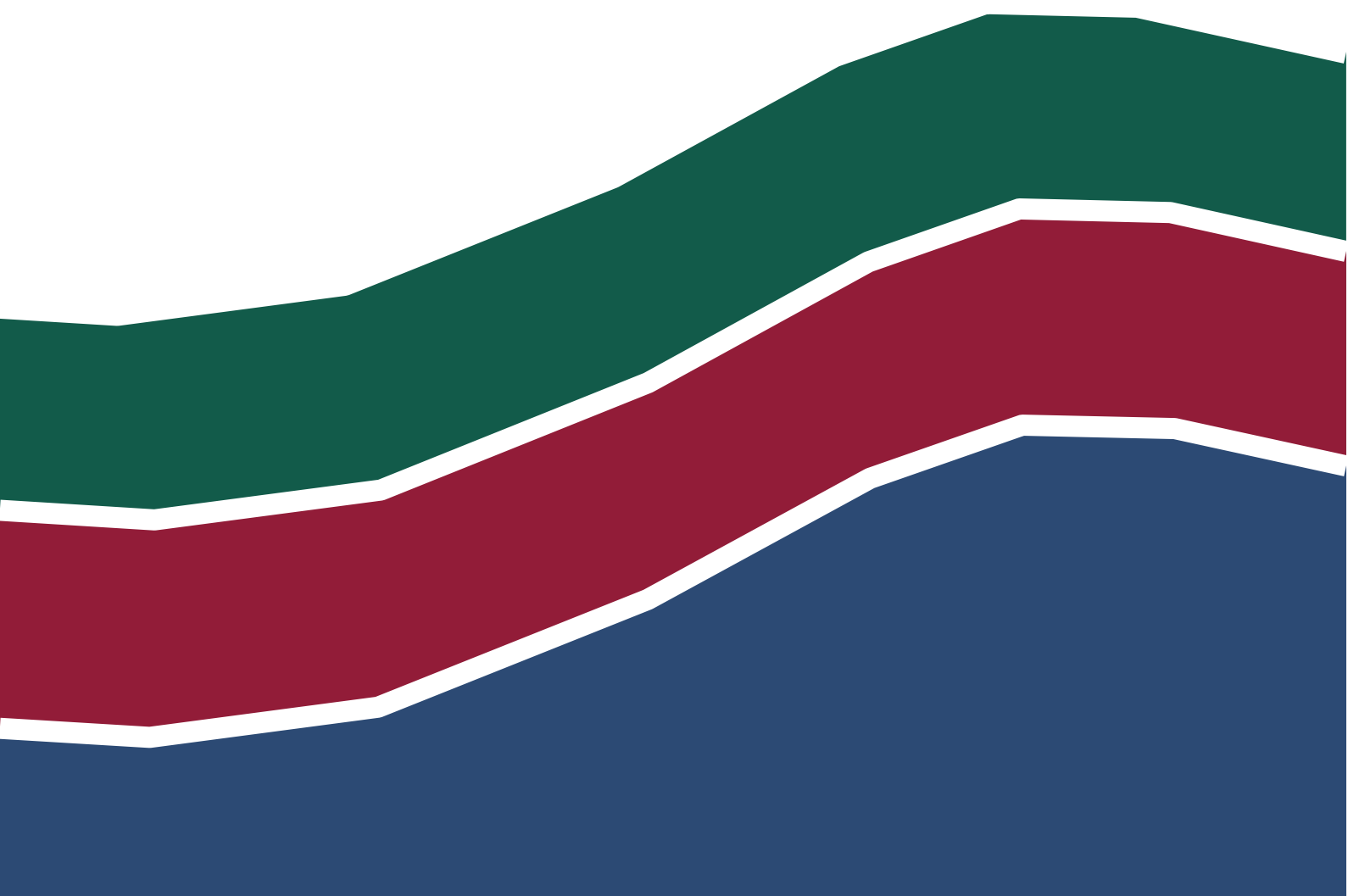




Pacific Pines State High

Year 9 - 2022

SUBJECT SELECTION BOOKLET



Inspiring Excellence to Empower Success



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GENERAL INFORMATION

This handbook has been compiled to give students and parent's information on the range of curriculum that is offered at Pacific Pines State High. 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 7, 8 and 9 at Pacific Pines State High is based on the National Curriculum guidelines and 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 that they choose to study.

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

English, Maths 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. Centre of Excellence Subjects run in lieu of mainstream electives [See Centre of Excellence page below]
- Students cannot choose to study the same elective subject twice.

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. 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

Year 9 is the final, exciting year for Centre of Excellence programs at Pacific Pines State High. The Centre of Excellence course is designed to foster learners who can discover, define, develop and deliver innovative and solution-focused ideas for the future. To do this, our Centre of Excellence programs embody the core values of leadership, innovation & design, inquiry, community responsibility & purpose, integrity and opportunity. 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:

- STEM – Science and Mathematics (this subject takes the place of mainstream maths and science)
- STEM – Young Innovators
- STEM – IT excellence
- Creative Industries - Dance Excellence
- Creative Industries - Drama Excellence
- Creative Industries – Music Excellence
- Japanese Excellence
- Sports Excellence - AFL
- Sports Excellence – Soccer
- Sports Excellence – Basketball
- Sports Excellence – Touch Football
- Business Leadership & Enterprise Excellence

Students continuing their learning in Centre of Excellence from year 8 need not apply for Centre of Excellence again. Their enrolment will continue as long **as they select their COE subjects on the subject selection form**. Students wishing to join a Centre of Excellence program in year 9 must select the COE subject on their subject selection form, and attend a trial or audition for that program as per the directions on their subject selection form.



SUBJECT AREA ENGLISH	ENGLISH	CORE
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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 SH 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 English Department. A stationery list will be supplied
- **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

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.



SUBJECT AREA ENGLISH	Centre of Excellence – English, literature and media	CORE
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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, students complete projects including an interactive student magazine and analytical Vlogs for Pacific Pines SHS 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 education community.

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

- Seminars with industry professional 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. A stationery list will be supplied
- **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 and development of assessment items
- Exam study

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



SUBJECT AREA HPE	Centre of Excellence – Physical Education	CORE
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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 specialization from AFL, Soccer, Basketball or Touch Football. 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 sports nutrition, exercise psychology, competition preparation 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.

These programs lead into the senior general subjects, Physical Education and Health. Students may also choose the applied subject, Sport & Recreation and the combined VET course Certificate III in Fitness/Certificate II in Sport & Recreation.

EQUIPMENT AND RESOURCES

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

REQUIRED HOME STUDY

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



SUBJECT AREA MATHS	MATHEMATICS	CORE
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COURSE DESCRIPTION

All students in Year 9 will study Mathematics. This strand of Maths is aimed at those students who wish to study Essential Mathematics, General Maths or Maths Methods in Senior. This course will support all levels of students to continue into the correct pathway for year 10 and Senior.

COURSE OUTLINE

- Trigonometry
- Algebra
- Data
- Earth geometry
- Measurement
- Finance
- Linear equations

ASSESSMENT

Students will complete 1 assignment and 2 exams each Semester

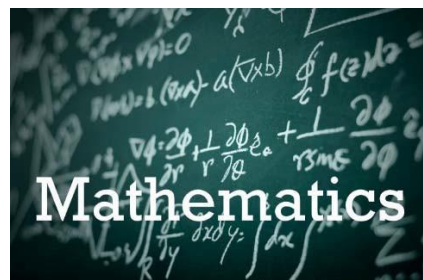
HOMEWORK

The majority of 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
- Studying for exams using exam preparation documents

EQUIPMENT, RESOURCES/POSSIBLE EXCURSIONS

- **Computer Software and Hardware Requirements:** In this subject they will be working with Microsoft Office Word and Excel (freely available to EQ students) for the presentation of information. Subject information will also be made available via OneNote. They may also be accessing the internet to research.
- Students will require a scientific calculator. The Casio FX82 is recommended, however any scientific calculator will be suitable.



SUBJECT AREA SCIENCE	SCIENCE	CORE
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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.

Science Understanding	<ul style="list-style-type: none"> • Physics • Biology • Chemistry • Earth Sciences
Science inquiry skills	<ul style="list-style-type: none"> • Formulate scientific questions or hypotheses for testing • Improve and conduct science practicals 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 • Analyse secondary data and claims to evaluate different perspectives.
Science as a Human Endeavour	<ul style="list-style-type: none"> • Be aware of contemporary issues • Apply scientific understandings to make responsible, ethical and informed decisions about 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/POSSIBLE EXCURSIONS

- 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

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



SUBJECT AREA SCIENCE	Centre of Excellence – STEM Science & Mathematics	CORE
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COURSE DESCRIPTION

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 problem solvers and critical thinkers. The Centre of Excellence for STEM - Science & Mathematics works in conjunction with the other COE programs to deliver the design and engineering elements of the program.

Through the Centre of Excellence for STEM, students will participate in a range of competitions including the Gold Coast Science 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.

EQUIPMENT, RESOURCES/POSSIBLE EXCURSIONS

- 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:

- Biology
- Chemistry
- Physics
- Psychology



SUBJECT AREA HUMANITIES	History	CORE
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The School's motto is "Inspiring Excellence to Empower Success". The Humanities Department reflects this ethos, with a learning program centered upon the components of an inclusive, relevant and meaningful curriculum. Humanities curriculum offerings are centered upon subjects exploring topics related to History.

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
- Aligned with clear and specific outcomes

Subjects studied incorporate the National Curriculum: History – which transitions to Senior Ancient History and/or Senior Modern History as General Elective Subjects.

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 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 will also be accessing the internet to research. Additional IT programs may also be utilised

ASSESSMENT techniques include a variety of assessment tasks including extended written, computer tasks, short answer tests, etc.

OUTCOMES

The study of Humanities subjects such as History 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. Careers include Education, Law, Defence, Tourism, Teaching, University Lecturer, Archaeologist, Journalism, and Politics.



The skills taught in this subject assist with ANY course of university study as the essential skills of RESEARCHING and COMMUNICATION are taught.

SUBJECT AREA HUMANITIES	Geography	ELECTIVE
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The School's motto is "Inspiring Excellence to Empower Success". The Humanities Department reflects this ethos, with a learning program centered upon the components of an inclusive, relevant and meaningful curriculum. Humanities curriculum offerings are centered upon subjects exploring topics related to Geography.

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
- Aligned with clear and specific outcomes

Subjects studied incorporate the National Curriculum: Geography – which transitions to Senior Geography as a General Elective Subject.

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 Geography 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 can 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 will also be accessing the internet to research. Additional IT programs may also be utilised

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

OUTCOMES

The study of Humanities subjects such as Geography 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. Careers include Education, Law, Defence, Tourism, Environmental Studies, Earth Science, Mining and Geology, Journalism, Politics.



The skills taught in this subject assist with ANY course of university study as the essential skills of RESEARCHING and COMMUNICATION are taught.

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

TOPICS

Unit 1: Financial responsibility, risks and rewards

Unit 2: Competition in the global economy

ASSESSMENT

A variety of techniques will be used including:

- Examination – short response questions and extended response to stimulus material
- Project – business plan for the \$20 ‘Be Your Own Boss’ Challenge

FUTURE PATHWAYS / OPTIONS

- | | |
|--|---|
| <ul style="list-style-type: none"> • Accountant • Book-keeper • Payroll Officer • Teacher • Bank Officer • Self Employed • Entrepreneurship | <ul style="list-style-type: none"> • Office Administrator • Sales Consultant • Financial Advisor • Personal Assistant • Shop Convenor • Business Management • Business Analytics |
|--|---|

FUTURE PATHWAYS / OPTIONS

This subject 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. Students also gain valuable skills to complete a certificate course such as a Certificate III in Business or the Diploma of Business, which are great starting points for the workforce.

EQUIPMENT and 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

The majority of 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 in order to improve drafts and editing their own work

SUBJECT AREA
HUMANITIES**Centre of Excellence – Business Leadership & Enterprise****ELECTIVE**

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
- Setting up and running small businesses
- Participating in excursions eg EKKA
- \$20 Be Your Own Boss Challenge
- Simulated Business Activities
- Working with business and senior student mentors

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 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 and Somerset Festival of Entrepreneurship

HOMEWORK

The majority of 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 in order to improve drafts and editing their own work



SUBJECT AREA ARTS	ART	ELECTIVE
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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.
- 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. Including: Practical Folios, Preliminary experimental work, Major resolved pieces, Journal
- 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 while impervious shoes must be worn.

REQUIRED HOME STUDY

Set homework each week of approximately 30 minutes duration.

SUBJECT LEADS TO (possible senior subject careers)

- | | |
|---|---|
| <ul style="list-style-type: none"> • Art teaching • Potter • Graphic Designer • Art Gallery Director • Industrial Designer | <ul style="list-style-type: none"> • Art Consultant • Fashion Designer • Hairdresser • Freelance Artist • Mural Artist |
|---|---|



SUBJECT AREA ARTS	DANCE	ELECTIVE
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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 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

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.



UNITS OF STUDY

Students will study dance components, languages and cultural protocols in relation to the Popular Dance style, the function, purpose and target audience of Music Videos.

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

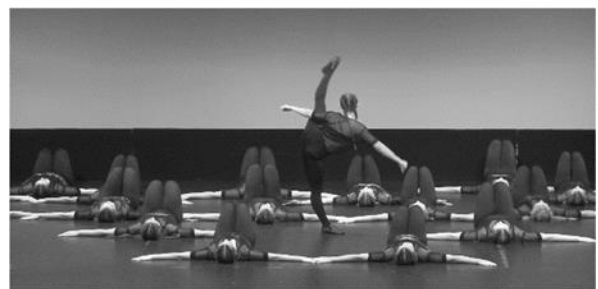
Home study will consist of:

- 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 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 Comedy, Realism and Improvisation through both scripted and devised texts.
- Work positively and productively with independence and with groups of varying sizes.
- Use a variety of movement and vocal skills to demonstrate control in drama skills and performance techniques.

COURSE OUTLINE

Drama is assessed in *two dimensions of Making* (Forming & Presenting) and *Responding*. 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 Improvisation 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 live 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.

This subject leads to:

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 AREA ARTS	MUSIC	ELECTIVE
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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: Are you game?

This unit of work looks at music from the world of computer games and film. Students will learn to read music from these genres and basic performance skills on keyboard, guitar and voice. In addition to this, the class will compose music suitable to games and film using a variety of software programs.

Unit: Music on the small screen

This unit of work looks at music from popular TV shows from the past and current favourites. Students will learn to read music from these genres and basic performance skills on keyboard, guitar and voice. In addition to this, the class will compose music suitable to the unit, using a variety of software programs.

ASSESSMENT METHODS

Music assessment consists of Composition assignments 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

- 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 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 ARTS	MEDIA ARTS	ELECTIVE
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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 stop-motion animation/film clips
- 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 guest from the Film, TV and Media industries. Both of these learning experiences will incur additional costs.

COURSE OUTLINE

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, Drama and Music 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.

Students in the Centre of Excellence – Creative Industries can select to study either dance, drama or music.

OUTCOMES

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

Future career pathways may include:

Dance: Performer, Dance Teacher

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

Music: Sound, Music Agent, Music Publisher

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 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 LANGUAGES	JAPANESE	ELECTIVE
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OUTCOMES

During this course students will:

- Give and exchange details about oneself and others
- Exchange information about one's school life and daily timetable
- Give information and enquire about weekend & holiday 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. 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
- Opportunity to join the Japan Trip 2022
- 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 access Education Perfect for activities and revision. They will require internet access to conduct research, participate in programs such as Quizlet and use online dictionaries.
- They also require internet access 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 assessment preparation when necessary.

SUBJECT LEADS TO

- Senior Japanese (entrance for University)
- Hospitality
- Travel
- Tourism
- Hotel
- Restaurants
- Business Japanese
- Translators
- Interpreters
- Sales people
- Diplomatic Service
- Anime Creator
- IT related jobs in Japan



**SUBJECT AREA
LANGUAGES****Centre of Excellence - Japanese****ELECTIVE****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 monolingualists. 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 first hand through homestay and travel, communicate with pen pals in Japanese Schools or be a 'buddy' for visiting Japanese students.

EQUIPMENT, RESOURCES/POSSIBLE EXCURSIONS

- Excursions may occur and will incur additional costs
- Opportunity to join the Japan Trip 2020
- 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

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 assessment preparation when necessary.

SUBJECT LEADS TO

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



**SUBJECT AREA
TECHNOLOGIES**

DIGITAL TECHNOLOGIES

ELECTIVE

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

Unit 1: Programming/Robotics

- Foundation IT
- Algorithms and Visual Programming
- Procedural Programming and Problem Solving

Unit 2: Entertain the masses with gaming

- Design and develop your very own video game
- Create the graphics, sound effects and music
- Discover hidden talents
- Discuss money making possibilities



COURSE ESSENTIALS

Helpful in leading into the following subjects:

Information Communication and Technology Certificate I and II in IDMT

Assists in career choices and pathways in:

- | | |
|---|--|
| <input type="checkbox"/> Graphic designer | <input type="checkbox"/> IT Teacher |
| <input type="checkbox"/> Web developer | <input type="checkbox"/> University Lecturer |
| <input type="checkbox"/> Multimedia developer | <input type="checkbox"/> Network engineer |
| <input type="checkbox"/> IT Sales | <input type="checkbox"/> Systems administrator |
| <input type="checkbox"/> IT Support | <input type="checkbox"/> Computer Technician |

Students will develop ...

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

New skills students will learn ...

- Data Analysis and Representation
- Robotics
- Procedural Programming

**Digital Technology
Using technology as a
problem-solving and
communication tool**

EQUIPMENT/RESOURCES

- 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.

ASSESSMENT TECHNIQUES:

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

HOMEWORK

The majority of 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 in order to improve drafts and editing their ownwork

The Centre of Excellence for STEM - Information Technology was established to provide students with the skills required to succeed in the 21st century. It is said that 85% of the jobs that will exist in 2030 have not yet been invented. It is also anticipated that the vast majority of these future occupations will be created within the IT sector. Strong foundational IT skills are paramount in such an environment. This program utilises a range of learning experiences in science, design, business and IT to set students up to become successful leaders, network architects, Artificial Intelligence (AI) engineers, software developers and many more.

* Centre of Excellence for STEM - Information Technology works in conjunction the other STEM programs to deliver the design and engineering elements of the program. It is strongly advised that students apply for all STEM subjects. Providing a structured approach throughout junior high school, this program will immerse students in a wide variety of engaging topics:

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

Students will engage in fun, hands-on, practical learning experiences, as well as developing very strong foundational knowledge and skills, all contributing to being leaders in IT.

This program provides students with the knowledge and skills in to choose Senior Secondary General subjects such as Digital Solutions that prepares 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 II in IDMT which is a great starting point for the workforce.

EQUIPMENT/RESOURCES

- 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.

ASSESSMENT TECHNIQUES:

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

HOMEWORK

The majority of 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 in order to improve drafts and editing their own work



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 cookery sessions
- Generate and develop ideas for suitable product development
- Develop interpersonal skills to work collaboratively with peers
- Critically analyse and evaluate designed products

COURSE DESCRIPTION

Food Studies is a course comprising one semester of food technology. In this unit students are given the opportunity to investigate, critically analyse, and manipulate resources to produce designed products for real life situations. Students will study topics including basic hygiene and safety, general kitchen management and food preparation skills.

Students will be assessed using an online exam and a folio of work including a practical task.

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 will also be accessing the internet to research, develop surveys and laptops will be required to access course workbooks.
- Students will be required to bring ingredients for their product testing and final assessment task. These ingredients are chosen by the student and are at the discretion of the family
- Students will be supplied ingredients to work as a pair during most practical sessions
- Bring a container to take items home.

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.

Students will need to complete/sign an agreement and the Ongoard online safety program prior to participating in any practical activities.

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 Hospitality
- The applied senior subject, Hospitality.

PLEASE NOTE – Studying this subject does incur a levy (price TBA).



SUBJECT AREA TECHNOLOGIES	DESIGN TECHNOLOGIES (ITD)	ELECTIVE
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OUTCOMES

At the completion of this course students will:

- Demonstrate a general knowledge and appreciation of workshop materials, processes and procedures.
- Build on foundations taught in years 7 and 8 in working with new tool and machinery on both timber and acrylic.

COURSE DESCRIPTION

Industrial Technology and Design is a course of study where students are 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 and above all, safe practice.

CURRICULUM

We aim for students to learn 2 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. Because of the changing technology with equipment in this industry, students are introduced to laser cutting technology to create and finish products.

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

- Basketball stand for a paper basket
- Acrylic cake lifter

THIS SUBJECT LEADS TO

- Year 11 and 12 Furnishings and Construction
- Year 11 and 12 Design (General Subject)
- Griffith University Engineering Program.



PLEASE NOTE – Studying this subject does incur a levy (price TBA).

SUBJECT AREA TECHNOLOGIES	Centre of Excellence – STEM YOUNG INNOVATORS N	ELECTIVE
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OUTCOMES

The Centre of Excellence for STEM - Young Innovators program aims to foster, enhance and progress many of the characteristics required for students to be successful in their future.

Attributes such as creativity, communication, teamwork and critical thinking are all essential for 21st century success.

The STEM - Young Innovators Program develops the skills and knowledge to apply innovation and design processes to develop theoretical practical solutions to real world problems.

* Centre of Excellence for STEM - Young Innovators works in conjunction the other STEM programs to deliver the design and engineering elements of the program. It is strongly advised that students apply for all STEM subjects.

COURSE DESCRIPTION

In this program, the development of 21st century skills and knowledge are developed through identifying real world issues and designing solutions. In this program, students are exposed to:

- Individualised learning. Student feedback is sought to ensure students' needs are being met.
- Assessment that is developed with senior syllabus and tertiary requirements in mind.
- Introduction to and use of a range of industry specific computer programs including Adobe Illustrator and Autodesk Inventor, access to current industry processes and machinery such as 3D printers, vinyl and laser cutters and mini design problem units such as Arduino.

THIS SUBJECT LEADS TO

This program provides students with the knowledge and skills to choose Senior Secondary General subjects which focus on design that prepare students for post-secondary education study at University or TAFE. Students can utilise the expertise gained within this program in their future careers in:

- Architecture
- Engineering
- Landscape
- Fashion Design
- Graphic Design
- Digital Media Design
- Industrial Design
- Interior Design



SUBJECT AREA TECHNOLOGIES	ConEx - CONSTRUCTION (semester 2) - MATERIALS AND TECHNOLOGIES SPECIALISATIONS (2)	ELECTIVE
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OUTCOMES

At the completion of this course students will:

- ☑ Demonstrate in depth understanding of skills and knowledge specific to the construction industry
- ☑ Understand the role the construction industry plays in Australia’s continued success
- ☑ Be able to work efficiently as part of a construction team to complete construction related tasks

COURSE DESCRIPTION

As one of the worlds most developed countries, Australia has a strong building and construction industry that provides employment for many people. The building and construction industry transform raw materials into buildings and structures which adds value for both enterprises and consumers. The ConEx construction course at Pacific Pines State High School offers students the opportunity to develop in depth knowledge and skills which underpin industry practices and construction processes required to create, maintain and repair the built environment. It provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

A course of study in ConEx can lead to senior Construction Skills and establish a basis for further education or employment in civil, residential or commercial building and construction fields. These include roles such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler, plumber, steel fixer, landscaper and electrician.

COMMUNITY CONNECTIONS

ConEx understands and recognises the value and role the local community plays in creating and implementing pathways for students. One of ConEx’s primary concerns is to work in conjunction with the local community to assist both students and businesses connect with one another. This will be achieved through ongoing communication and interaction between students, families and businesses. The teachers of ConEx all have industry related backgrounds with many years of experience in the building and construction industry.

THIS SUBJECT LEADS TO

- Year 10, 11 & 12 Building & Construction Skills
- A range of construction industry related tertiary education opportunities

