



PALM BEACH  
CURRUMBIN  

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STATE HIGH

YEAR 9  
SUBJECT SELECTION GUIDE



## Contents

Introduction .....	3
<b>EXCELLENCE PROGRAMS.....</b>	<b>4</b>
Academic Excellence Program.....	5
Creative Arts Excellence.....	6
Dance Excellence Program .....	7
Drama Excellence Program .....	8
Film and Media Excellence Program .....	9
Music Excellence Program .....	10
Visual Arts Excellence Program.....	11
Sports Excellence Program .....	12
<b>OTHER.....</b>	<b>13</b>
Problem Based Learning (PBL) .....	14
<b>ENGLISH.....</b>	<b>15</b>
English (Core) .....	16
<b>HEALTH AND PHYSICAL EDUCATION.....</b>	<b>17</b>
Health and Physical Education (Core).....	18
Advanced Health and Physical Education (AHP) .....	19
Health and Wellbeing (HAW) .....	20
Outdoor and Adventure Education (OAE) .....	21
<b>HUMANITIES.....</b>	<b>22</b>
Humanities (Core) .....	23
Civics and Legal (CVL) .....	24
Economics and Business (ECB) .....	25
Geography (GEG) .....	26
History (HIS).....	27
Philosophy (PRE) .....	28
Spanish (SPN) .....	29
<b>MATHEMATICS.....</b>	<b>30</b>
Mathematics (Core) .....	31
<b>SCIENCE.....</b>	<b>32</b>
Science (Core) .....	33
<b>TECHNOLOGY .....</b>	<b>34</b>
Technology Food (TFD) .....	35
Industrial Technology Studies (TMT) .....	36
Technology Digital (DIG).....	37
Design And Technology (DAT) .....	38
Technology Textiles and Design (TTD) .....	39
<b>THE ARTS .....</b>	<b>40</b>
Visual Arts (ART) .....	41
Dance (DAN) .....	42
Drama (DRA) .....	43
Media Arts (MED) .....	44
Music (MUS) .....	45



## Introduction

Year 9 is an important and exciting year that helps to transition students from junior secondary to the senior phase of schooling. It is the first time in a student's schooling that students can choose electives.

Year 9 students elect two of their subjects (which would exclude Sport/Creative Arts Excellence). Parents and caregivers are advised to discuss thoughtfully the choices to be made. If questions arise from this booklet, please consult Subject Teachers or the school's Guidance Officer.

Students are encouraged to explore the options available and to consider what subject areas they want to experience in readiness for future study in senior secondary. In particular, consider what do they enjoy and what they are good at.

All students in Year 9 will study the following Core subjects:

- English
- Maths
- Science
- Humanities (semester course)
- HPE (semester course)

In addition, students choose four electives, which will be taken for six months each. This provides opportunities to develop their talents or try new skills.

Careful and planned choices will enable a smooth start to Year 9.

Students concerned about elective choices should speak with the subject's Head of Department or the relevant Deputy Principal.



# EXCELLENCE PROGRAMS



## Academic Excellence Program

Access to the Academic Excellence strand in Year 9 is through merit based application. Positions in the program are highly sought after and a rigorous process underpins the selection of suitable students when positions in the program become available. Applicants will be required to provide:

- Evidence of high level Numeracy Skills – (NAPLAN, ICAS, School Reports etc.)
- Evidence of high level Reading Comprehension Skills - (NAPLAN, ICAS, School Reports etc.)
- Evidence of highly competent Writing Ability - (NAPLAN, ICAS, School Reports etc.)

The purpose of our Academic Excellence program is to assist able students to reach their potential and connect them to future pathways by providing an appropriately challenging and enriched curriculum.

Students enrolled in the Academic Excellence program will complete all subject work as well as taking part in special enrichment activities and programs. The aim is to develop their potential as students and enhance their academic prospects. This will include completion of extension activities, mentoring and special seminars.

As with all Excellence Programs at PBC, student performance is monitored regularly. It is important that students maintain high academic achievement whilst in the program. The School reserves the right to withdraw students from the program at any time.

Participation in the Academic Excellence Program is limited. A small fee is payable upon enrolment. Funds raised through this levy are spent on providing resources to students within the program; including technology software, guest speakers, curriculum support material, specialised training for staff, entry fees for University of NSW competitions, and subsidies for some excursions.

It is expected that students will attend field experiences and participate in workshops and academic competitions during the course.



## Creative Arts Excellence

### Course Overview

This program is designed to meet the needs of students at an advanced level of practical ability in the areas of Dance, Music, (Years 7-12) Visual Arts (Year 8-10), Drama (Year 9 – 12) and Film and Media (Year 9–10). The program is an innovative response to the need for focused arts learning at a higher level than current programs offer, with direct links to the arts and entertainment industries.

Students wishing to apply for the program must complete a trial through audition and/or interview demonstrating their capacity and potential in the specific Creative Arts field.

Learning experiences within the courses include: scheduled workshops, extended rehearsal/production time allocation, preparation for professional auditions, folio preparation, links to industry and further education and numerous performance and production opportunities.

### Prerequisites:

All eligible students will have demonstrated a high level of artistic ability. Students showing high proficiency in a mainstream Arts class, are encouraged to apply and may be invited to trial for the program.

The program is also open to all students in Years 7 – 12 who complete a successful trial.

Students may also only enrol in one excellence subject.

### Assessment Outline:

Students will be expected to complete a variety of solo, small group and whole-class performance and production works, as well as critiques of industry standard works. As well as the development of curricular works, students will also be expected to contribute to both school extra-curricular and representative works, such as bands and choral groups, school musical, dance teams and regional/state/national showcases.



## Dance Excellence Program

### Course Overview

Year 9 Dance Excellence includes talking, reading, writing, thinking about and watching dance, and above all, becoming involved in dance. Students will experiment in various ways of moving and with different styles of Dance. They will also work collaboratively with peers.

There is a mixture of theory and practical work, both in the course structure and assessment. The theory work is in the area of Dance Appreciation. Practical work focuses on choreographic and performance techniques, with a large focus on various Eisteddfod routines and dance competitions. Students will also have at least one opportunity to work with a guest choreographer throughout the year (contemporary or jazz).

Students should be enthusiastic, willing to experiment, learn and be committed to the course. It is advisable that students have a desire to learn about the body and its movement capabilities. Students involved in the subject will also be given various excursion opportunities throughout the course. Excursions in the past have included Creative Generation and Dance shows at HOTA and QPAC.

### Prerequisites:

Experience in the area of dance is essential. Entry will only be accepted through successful audition and application process, or continued enrolment from Year 8 Dance Excellence. It is advisable that students have a strong interest in the subject and currently/ have in the past, taken dance outside of school, to compliment the school learning. Students should also have a good grasp of language skills (both written and spoken), achieving at least a 'C' standard in English.

### Course Units

Term 1	Term 2
Popular Dance Through The Ages	Performance Skills
Term 3	Term 4
Once Upon A Time...	Dance Around The World

**\* Please note that order of units are subject to change based on performance opportunities.**

### Assessment Outline:

Term 1	Term 2
1. Responding (Presentation in pairs on chosen era of dance) 2. Making – Creating	3. Making – Performing (Eisteddfod Routine)
Term 3	Term 4
4. Making – Creating (Dance based on a children's book) 5. Responding (Written Support Documentation)	6. Making – Performing (Irish Dance Routine)

### Equipment:

Refer to the Subjects Requirement List at [www.pbc-shs.eq.edu.au](http://www.pbc-shs.eq.edu.au)

It is expected that students will attend several field experiences and performances and participation in workshops during the course. While in most cases, these are covered by course fees that may attract additional costs.



## Drama Excellence Program

### Course Overview

This course is an extension of the subject of Drama and focuses on the areas of creating, producing and appreciating drama at a much higher level than that of the mainstream subject area.

This central focus of each unit is to allow participants to develop their independence in devising drama, their performance skills and their ability to critically evaluate drama as an Art form.

Engagement within the course also provides opportunities for students to extend themselves by producing work to be staged in the public arena throughout the year during the schools Arts Festivals and showcases. Commitment to workshops and rehearsals outside of class time is required.

### Prerequisites:

Students must be highly motivated and work well individually and as part of a group. Students must also work efficiently in class and be willing to complete some work outside of class time if required.

### Course Units

<b>Term 1 - Improvisation "Thank God You're Here!"</b>	<b>Term 2 – Origins of Theatre – Classic Monologues</b>
Students will study the building blocks of Drama to devise their own scenario for a live performance version of "Thank God You're Here!"	Students will study the major movements of Western Theatre and devise an original monologue consistent with their choice of classic conventions.
<b>Term 3 – Class Production</b>	<b>Term 4 – Childrens' Theatre</b>
Students will rehearse a devised/published play or selection of scenes, to be performed for a live audience.	Students will learn about the techniques of Pantomime and Children's Theatre in order to create their own production for a Primary School audience.

### Assessment Outline:

<b>Term 1</b>	<b>Term 2</b>
<ul style="list-style-type: none"> <li>• Group practical Forming</li> <li>• Individual Responding</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Written Forming</li> <li>• Individual Presenting</li> </ul>
<b>Term 3</b>	<b>Term 4</b>
<ul style="list-style-type: none"> <li>• Presenting</li> <li>• Individual Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Group Forming</li> </ul>

### Equipment:

Refer to the Subjects Requirement List at [www.pbc-shs.eq.edu.au](http://www.pbc-shs.eq.edu.au)

It is expected that students will attend several field experiences and participate in workshops during the course. While in most cases these are covered by course fees, they may attract additional costs.





## Film and Media Excellence Program

### Course Overview

This course is an extension of the mainstream Media subject and focuses on the areas of film planning and film production at a comprehensive level. This central focus of each unit is to allow participants to develop skills that reflect real world film practices in the areas of both designing (treatment, script writing, storyboarding) and production (filming and editing).

Engagement within the course also provides opportunities for students to extend themselves by producing work to be showcased in the public arena through 'in-house' film screenings as well as external festivals such as the One Minute Film Competition.

### Prerequisites:

Experience in the area of Media is preferred but not essential and students showing proficiency in mainstream Media Studies are encouraged to apply for Media Excellence.

Alternatively students seeking to apply for the excellence program who have NOT had experience in the subject previously will be asked to submit evidence of previous media production work and /or participate in an interview with the course co-ordinator.

### Course Units

Term 1	Term 2	Term 3	Term 4
Film language and Cinematography	Narrative structure and Representations	Editing	The Do-Over
Students will study the principles of image composition and how this can be used to shape representations.	Students will identify what makes a successful short film and use this knowledge to plan, film and edit a short film for the One Minute Film Competition.	Students will examine the way editing can be used to tell a story. Students will plan, film and edit a short narrative sequence.	Students will analyse the effectiveness of the editing in film sequences. Students will reflect on their progress and complete a film that demonstrates their growth as a filmmaker.

### Assessment Outline:

<b>Term 1</b> <ul style="list-style-type: none"> <li>Making – portfolio of film products</li> <li>Responding to own work</li> </ul>	<b>Term 2</b> <ul style="list-style-type: none"> <li>Responding to the work of others</li> <li>Making – planning and production of a short film</li> </ul>
<b>Term 3</b> <ul style="list-style-type: none"> <li>Making – planning and production of a narrative film sequence</li> </ul>	<b>Term 4</b> <ul style="list-style-type: none"> <li>Responding to existing film sequences</li> <li>Making – planning and production of a short film</li> </ul>

### Equipment:

Refer to the Subject Requirement List at [www.pbc-shs.eq.edu.au](http://www.pbc-shs.eq.edu.au)

It is expected that students will attend several field experiences and participate in workshops during the course. While in most cases these are covered by course fees, they may attract additional costs.



## Music Excellence Program

### Course Overview

The Year 9 Music Excellence course is an advanced course where students will extend their skills in music by listening, reading, analysing, performing and composing music.

Students will perform in a variety of solo and ensemble settings and will get the opportunity to engage in workshops with guest artists. They will also study a comprehensive course which covers all aspects of music, from a broad range of musical styles, from different times in history and from other parts of the world. Commitment to workshops and rehearsals outside of class time is required.

Students who are a part of the Year 8 Music Excellence class are expected to be a member of one of our school's large ensembles. Occasionally there are extra rehearsals and performances.

### Prerequisites:

Experience in the area of music is essential. Entry will only be accepted through successful audition and application process.

It is advisable that students have private vocal/instrumental tuition to compliment the school learning and that students have a good grasp of language skills (both written and spoken), achieving at least a 'C' standard in Core English.

### Course Units

Semester 1	Semester 2
Term 1 – Pioneers of Rock Term 2 – Music Technology	Term 3 – Musicals Term 4 – World Music

### Assessment Outline:

Term 1	Term 2
<ul style="list-style-type: none"> <li>Performance</li> <li>Musicology exam</li> </ul>	<ul style="list-style-type: none"> <li>Composition</li> <li>Performance</li> </ul>
Term 3	Term 4
<ul style="list-style-type: none"> <li>Performance</li> <li>Musicology (integrated task)</li> </ul>	<ul style="list-style-type: none"> <li>Composition</li> <li>Reflection</li> </ul>

### Equipment:

Refer to the Subject Requirement List at [www.pbc-shs.eq.edu.au](http://www.pbc-shs.eq.edu.au)

It is expected that students will attend several live performances and participate in workshops during the course that may attract additional costs.



## Visual Arts Excellence Program

### Course Overview

This course is an extension of the mainstream Visual Art subject, and focuses on producing bodies of work at a comprehensive level.

This central focus of each unit is to allow participants to develop their mastery in their key artistic skill areas while also immersing them in their training of other mediums. They will be nurtured in their areas of interest while also being extended and challenged to produce folios of their own work that reflect Arts pathways.

Engagement within the course also provides opportunities for students to extend themselves by producing work to be displayed in the public arena throughout the year during the schools Arts Festivals and showcases.

### Prerequisites:

Experience in the area of Visual Art is preferred and students showing proficiency in mainstream Visual Art are encouraged to apply for Visual Art Excellence. Alternatively students seeking to apply for the excellence program who have NOT had experience in the subject previously will be asked to submit examples of their own "recreational" work and participate in an interview with the course coordinator.

### Course Units

<b>Term 1 - Drawing</b>	<b>Term 2 - Painting</b>
Students will study the fundamentals of shape, tone and form to create a folio for display.	Students will move onto the medium of paint to experiment with colour and texture.
<b>Term 3 - Three Dimensions</b>	<b>Term 4 - Mixed Media</b>
Students will study 3D forms of art, including sculpture and ceramics.	Students will consolidate their work with the major artistic mediums to create a piece exploiting their artistic possibilities.

### Assessment Outline:

<b>Term 1</b>	<b>Term 2</b>
<ul style="list-style-type: none"> <li>Visual Diary</li> <li>Folio/Refined Work</li> <li>Reflection Task</li> </ul>	<ul style="list-style-type: none"> <li>Visual Diary</li> <li>Folio/Refined Work</li> <li>Reflection Task</li> </ul>
<b>Term 3</b>	<b>Term 4</b>
<ul style="list-style-type: none"> <li>Visual Diary</li> <li>Folio/Refined Work</li> <li>Written Task</li> </ul>	<ul style="list-style-type: none"> <li>Visual Diary</li> <li>Folio/Refined Work</li> </ul>

### Equipment:

Refer to the Subject Requirement List at [www.pbc-shs.eq.edu.au](http://www.pbc-shs.eq.edu.au)

It is expected that students will attend several field experiences and participate in workshops during the course. While in most cases these are covered by course fees, they may attract additional costs.



## Sports Excellence Program

### Course Overview

The Sports Excellence Program aims to provide students talented in sport with the opportunity to undertake high quality sports coaching and training while pursuing academic achievement.

### Course Outline

Targeted Sports – Practical.

Australian Rules (boys and girls), Basketball, Kayak/Surf League, Netball, Rugby League (boys and girls), Soccer (boys and girls), Surfing, Tennis, Touch (girls only), Future Stars and Track.

**Assessment:** Will occur each term and be based on tasks completed.

Students will be assessed on:

- Training and conditioning practice
- Sport skills
- Sport fitness
- Competition performance
- Theory – 2 x Well Being Modules

### Equipment:

Students must meet course costs and purchase necessary sports clothing and specialist sport equipment from the school uniform store.

### Program Requirements:

Students will only retain their position by continuing to meet the requirements of their chosen sport and their school subjects (effort and behaviour benchmarks).



# OTHER



## Problem Based Learning (PBL)

### Course Overview

*To survive in today's workforce, individuals must know how to take care of their learning – to plan, develop, adapt and change in a digital, interactive and global society*

The *Problem-Based Learning* elective seeks to develop these skills to a high level by immersing students in deep learning projects where the focus is on the General Capabilities of the Australian Curriculum; turning the table where knowledge acquisition is a by-product of the development of:

- critical and creative thinking
- personal and social capability
- intercultural understanding
- ethical understanding
- ICT capability

Many students enjoy studying issues at a deep level, particularly when they have the option to choose an area of interest; this suits the capabilities of gifted and talented and highly able students. By applying self-direction, these learners empower themselves to take personal responsibility, choosing how they use information in the construction of meaning.

Students will immerse themselves in an area of study framed by a driving inquiry question. Initially they will decide as a group what that question will be and gradually they will be able to frame their own questions to follow an area of personal interest.

### Prerequisites:

A high level of literacy skill is required, as is the ability to work with others and accept opposing opinions. Preference for entrance into this subject will be given to students exiting the Year 8 Integrated Learning Program, other Academic Excellence students and then students from the general cohort.

### Course Outline:

TOPIC	ASSESSMENT
<p><b>TERM A:</b></p> <ul style="list-style-type: none"> <li>• Preliminary activities include exercises in team building and effective communication/team conflict resolution</li> <li>• As a class, 1 or 2 units from those presented (8-10 options) will be chosen to work on. Students will work in groups of 5-6 to complete the unit and present their findings</li> </ul>	<p>Each student will be assessed individually against the ACARA General Capabilities Standards (Level 5 and Level 6) that apply to their unit of study. If students choose a curriculum-based unit, they can choose to also be assessed against subject-specific criteria, but reporting will be against achievement of the General Capabilities. Most units of study will involve a presentation (individual or group) of findings to others in the class</p>
<p><b>TERM B:</b></p> <ul style="list-style-type: none"> <li>• Students work in smaller groups (3-4) to select a unit of interest from those presented (up to 20 options)</li> </ul>	

### Equipment:

Refer to the Subject Requirement List at [www.pbc-shs.eq.edu.au/](http://www.pbc-shs.eq.edu.au/)



# ENGLISH

## English (Core)

### Course Overview

Year 9 English is an exciting and challenging endeavour for our students. We have embraced the National Curriculum and will continue this journey in the years to come exploring the strands of language, literature and literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Year 9 is a stepping stone towards senior schooling wherein students develop skills within and around reading and comprehension strategies, as well as visual and critical literacy.

### Course Units

Units	Assessment & unit intentions
1. 'What if'	<p>Narrative (unseen exam)</p> <p>Students will listen to, read and view a variety of information and speculative fiction texts. They will generate ideas about possible 'what if' questions they could use to develop an innovative speculative short story.</p>
2. Tomorrow When the War Began	<p>Persuasive essay</p> <p>Students read John Marsden's novel 'Tomorrow when the War Began'. They will explore themes, characters and the plot and create a persuasive essay in response to a question.</p>
3. 12 Angry Men	<p>Internal monologue (Spoken)</p> <p>Students read and study the play '12 Angry Men' which explores a teenage boy from a minority group in 1950's America who has been accused of murdering his father. Students select a juror from the play and write an internal monologue that explores the prejudice of particular characters.</p>
4. 'Distinctively Australian'	<p>Analytical essay (exam – seen)</p> <p>Students explore the way Australian peoples, cultures and histories are represented to convey ideas and values surrounding the Australian identity. Students write an analytical essay that identifies and analyses representations of Australian identity used to position audiences in certain ways.</p>

### Equipment:

Refer to the Subject Requirement List at [www.pbc-shs.eq.edu.au/](http://www.pbc-shs.eq.edu.au/)





# HEALTH AND PHYSICAL EDUCATION



## Health and Physical Education (Core)

### Course Overview

HPE is a semester course and a compulsory subject in Year 9.

Health and Physical Education is an integral aspect of the total education of our young students. HPE offers students the opportunity to gain a broad understanding of health. This understanding of health is learnt through structured classroom learning and within the medium of physical activity. During the course, students will study one movement and one health unit per term

### Course Outline

Students will study HPE for one semester.

Unit	Focus	Assessment
<b>1. Tactical Awareness in Football</b>	Students will explore and apply a range of tactical awareness strategies in the performance of European handball.	<b>Performance:</b> Performance
<b>2. Protecting myself</b>	Students will develop skills for self-care and identity protection. This unit will cover topics such as; <ul style="list-style-type: none"> <li>• Media literacy</li> <li>• Gender construction</li> <li>• Sexuality</li> <li>• Wellbeing</li> <li>• Drugs and alcohol</li> </ul>	<b>Investigation:</b> Research report
<b>3. Biomechanics in striking</b>	Students will investigate the biomechanics of a striking skill in one selected striking sport from the list below. Students will apply feedback to peers on skill performance through biomechanical checklists. Students will perform a range of skills within the selected striking sport. <ul style="list-style-type: none"> <li>• Softball</li> <li>• Badminton</li> <li>• Cricket</li> <li>• Paddle tennis</li> </ul>	<b>Project:</b> Practical performance Exam

### Equipment:

HPE uniform (red shorts and polo shirt). It is required students wear hats during lessons that are outside the classroom. Participation is not permitted in formal uniform. Refer to the Subject Requirement List at [www.pbc-shs.eq.edu.au/](http://www.pbc-shs.eq.edu.au/)



## Advanced Health and Physical Education (AHP)

### Course Overview

Advanced PE (AHP) is an elective subject in Year 9.

Advanced Physical Education draws on scientific aspects of physical performance. Students will learn a range of sports science concepts and be able to apply them to sporting performance for development.

Students must have achieved a B or higher in year 8 Health and Physical Education to enrol in Advanced Physical Education.

### Course Outline

Students will study AHP for one semester.

Unit	Focus	Assessment
<b>1. Building performance capacity</b>	Students will investigate the development of energy systems through training to improve performance	Exam Practical performance
<b>2. Psychology of performance in volleyball</b>	Students will investigate psychological impact of game events on performance in volleyball	Investigation: research report Practical performance
<b>3. Leadership in sport</b>	Students will develop leadership techniques to conduct physical activity sessions for younger students	Folio (including practical performance)

### Equipment:

HPE uniform (red shorts and polo shirt). It is required students wear hats during lessons that are outside the classroom. Participation is not permitted in formal uniform. Refer to the Subject Requirement List at [www.pbc-shs.eq.edu.au/](http://www.pbc-shs.eq.edu.au/)



## Health and Wellbeing (HAW)

### Course Overview

Health and Wellbeing (HAW) is an elective subject in Year 9.

Health and Wellbeing is based on the development of a thriving individual. A thriving individual is one who is healthy and functional in the physical, mental, emotional and social domains.

### Course Outline

Students will study HAW for one semester.

Unit and Topic	Focus	Assessment
<b>Unit 1: Caring for self</b>	Building capability to be physically healthy and well. Students will learn about the influence of nutrition, sleep, breathing and range of movement.	Folio – video + written response
<b>Unit 2: Mental fitness</b>	Building capability to be mentally and emotionally healthy and well. Students will study the strategies of mindfulness, meditation, goal setting, affirmation, kindness and gratitude.	Research assignment

### Equipment:

Refer to the Subject Requirement List at [www.pbc-shs.eq.edu.au/](http://www.pbc-shs.eq.edu.au/)



## Outdoor and Adventure Education (OAE)

### Course Overview

Outdoor and Adventure Education (OAE) is an elective subject in Year 9.

Outdoor and Adventure Education is based on physical interaction with the natural environment.

### Course Outline

Students will study this subject for one semester.

Unit	Focus	Assessment
<b>1. Aquatic adventure</b>	Students will learn sustainable kayaking and fishing practices within local waterways.	Exam Practical performance
<b>2. Trekking adventure</b>	Students will learn sustainable trekking practices within the local environment.	Folio Practical performance

This subject will involve excursions. An ability to swim 400 metres unaided is essential.

### Equipment:

HPE uniform (red shorts and polo shirt). It is required students wear hats during lessons that are outside the classroom. Participation is not permitted in formal uniform. Refer to the Subject Requirement List at [www.pbc-shs.eq.edu.au/](http://www.pbc-shs.eq.edu.au/)



# HUMANITIES



## Humanities (Core)

### Course Overview

The Year 9 Humanities Curriculum is a semester long Core subject which provides a study in line with the Australian curriculum.

### Course Overview

The content provides opportunities to develop historical and geographical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

The History content at this year level involves two strands: Historical Knowledge and Understanding and Historical Skills.

### Course Units

<b>History</b>
Global Mayhem – The significance of WW1.
<b>Geography</b>
Environmental Issues - Rainforest

### Assessment Outline:

Students will be assessed using a variety of methods including source analysis, extended responses and research reports.

### Equipment:

Refer to the Subject Requirement List at [www.pbc-shs.eq.edu.au/](http://www.pbc-shs.eq.edu.au/)



## Civics and Legal (CVL)

### Course Overview

This course introduces the student to the syllabus of civics and legal studies. It is designed to stimulate critical thinking and educate students to become aware and informed citizens with solid understanding of the world. Student capacity will be built through focused and explicit teaching, along with inquiry-based learning of legal concepts and issues. The learning approach includes discussion, debate, reflection, and engagement all aimed at fostering more informed citizens in our world. The subject aligns with the Year 9 Civics and Legal Achievement Standards, emphasising soft skills and general capabilities as fundamental aspects of the learning experience.

**Prerequisite:** C5 in English required

### Course Units

Unit 1 - Criminal Law	Unit 2 - Social Justice
<ul style="list-style-type: none"> <li>• Introduction to Law/How Laws Are Changed</li> <li>• Active Citizenship</li> <li>• Community Concerns &amp; Action</li> <li>• Law Enforcement and the Courts</li> <li>• Criminal offences</li> <li>• Youth Sentencing</li> <li>• How Laws Are Made/Future Laws</li> </ul> <p><b>Assessment:</b> Combination Response Exam</p> <p><b>Due Date:</b> Week 9</p>	<ul style="list-style-type: none"> <li>• What is Social Justice</li> <li>• Current Social Issues</li> <li>• Social Justice Campaigns</li> <li>• United Nations &amp; Human Rights</li> <li>• Global Goals</li> </ul> <p><b>Assessment:</b> Group Project - Infographic, Article, Petition and PowerPoint</p> <p><b>Due Date:</b> Week 9</p>

### Assessment Outline:

Students are assessed using the four key criteria of: Knowledge and Understanding; Questioning and Researching; Analysing and Interpreting and Communicating.

### Equipment:

Refer to the Subject Requirement List at [www.pbc-shs.eq.edu.au/](http://www.pbc-shs.eq.edu.au/)



## Economics and Business (ECB)

### Course Overview

This course introduces students to the world of Economics and Business. In Year 9, our focus is on providing students with opportunities to develop their understanding of economic and business concepts by exploring interactions at both domestic and global levels.

Students will have the chance to participate in the Australian Economics Competition and engage in various workshops, including the "Create an app in a day" workshop, the Somerset College Celebration of Entrepreneurship, and the Smart Start Program.

**Prerequisite: C5 in English required**

### Course Units

Unit 1 - Personal Finance/App Creation- Financial Literacy	Unit 2 – Entrepreneurship- Create your own Business
<p>Students will research financial literacy topics for teens such as: budgeting, the risks of using a credit card, online shopping, scams, phone contracts, applying for their first job, employee rights in the workplace, buying your first car, debit, credit and layby, refunds and establishing a bank account.</p> <ul style="list-style-type: none"> <li>- Students will present their findings to (inform) their peers, through the creation of an app. Explaining how the app works and justifying their design choices.</li> <li>- This unit provides personal finance skills for teens in an engaging and practical setting, whilst focusing on team building skills.</li> </ul> <p><b>Assessment:</b> Teens Talk Money App Building</p> <p><b>Due Date:</b> Week 9</p>	<p>The unit focus is on identifying and developing leadership and entrepreneurial skills, needed for the modern workforce.</p> <ul style="list-style-type: none"> <li>- Students will learn how to create a successful &amp; unique business. They will focus on the 4 Ps of marketing – product, price, promotion and place.</li> <li>- Students participate in the \$30 Boss Program – designing, creating and running their own business activity.</li> <li>- Students run a market day stall showcasing their unique product design.</li> </ul> <p><b>Assessment:</b> Year 9 Business &amp; Economics Market Day Challenge. Business start-up group assessment - Links in with \$20 Boss Challenge.</p> <p><b>Due Date:</b> Week 9</p>

### Assessment Outline:

Students are assessed using the four key criteria of: Knowledge and Understanding; Questioning and Researching; Analysing and Interpreting and Communicating.

### Equipment:

Refer to the Subject Requirement List at [www.pbc-shs.eq.edu.au/](http://www.pbc-shs.eq.edu.au/)



## Geography (GEG)

### Course Overview

Geography is an area of study that focuses on the relationship between society and the environment. It combines the physical and social sciences, providing students with skills and frameworks to understand the processes shaping the world. Geography includes approaches like natural systems, political economy, and cultural politics.

You will gain knowledge about every world region, learning to manipulate and interpret data for making informed decisions. Participation in the Australian Geography Competition and fieldwork excursions, such as visits to Seaworld and local farms like Beechmont Dairy Farm, Morton's Quality Meats, Gold Coast Permaculture, Providence Farm, and Glen Tech Hydroponics (through Second Nature Tours) offers practical learning experiences. Developing critical judgement on issue-based problems is a valuable lifelong skill.

**Prerequisite: C5 in English required**

### Course Units

Unit	Geography
1	<b>Ecosystems and Sustainable Development</b>
	<p>Ecosystems and sustainable development are interconnected fields focused on preserving biodiversity, managing natural resources, and promoting equitable development. Understanding their balance is vital for conserving ecosystems, providing ecosystem services, and ensuring a prosperous future for humanity. Collaboration among geographers, policymakers, and communities is essential in addressing environmental challenges.</p> <p><b>Assessment:</b> Combination Response Exam  <b>Due Date:</b> Week 8</p>
2	<b>Geographies of Interconnections</b>
	<p>Students will learn about: people and perceptions, the impact of people and places, production and consumption, trade in goods and services, people and technologies, and geography in context (people and autonomous vehicles).</p> <p><b>Assessment:</b> Investigation: Research Report  <b>Due Date:</b> Week 8</p>

### Assessment Outline:

Students are assessed against the four criteria of: Geographical Knowledge and Understanding; Questioning and Researching; Analysing and Interpreting; Communicating

### Equipment:

Refer to the Subject Requirement List at [www.pbc-shs.eq.edu.au/](http://www.pbc-shs.eq.edu.au/)

It is expected that students will attend several excursions during the course that may attract additional costs.



## History (HIS)

### Course Overview

History aims to explore the rich tapestry of human endeavour, achievement, and disaster from prehistory to the fall of the Roman Empire. Students will be required to develop higher-order thinking skills through the process of inquiry, which provides excellent preparation for tertiary study. The course places significant importance on literacy skills, with a strong emphasis on research skills and the utilisation of specific genres.

This subject gives students skills that go beyond subject disciplines. Skills such as critical inquiry, decision-making, hypothesis testing, and synthesis are valuable in nearly every tertiary degree or career. Students with a background in history are sought after in a multitude of careers, ranging from finance, health sciences, and the public service to education. Students who are interested in pursuing research-based courses at university, such as History, Anthropology, Social Work, Law and Psychology, are well suited to History.

Furthermore, students will have the opportunity to assess their skills and knowledge by competing in the Australian History Competition. This subject facilitates the study of both Modern and Ancient History in Years 11 and 12.

**Prerequisite: C5 in English required**

### Course Units

Unit	History
1	<b>Ancient Leaders</b>
	Students will explore ancient leaders and their significance and impact on their societies and time period including Genghis Khan, Attila the Hun, Hannibal, Cleopatra and Julius Caesar.  <b>Assessment:</b> Extended Response to Historical Evidence (Essay in Exam)  <b>Due Date:</b> Week 8, Term 1
2	<b>Australia's involvement in WW2</b>
	Students will explore the Australian experience during World War II, including home front experiences, international relationships, and the fall of Singapore, POWs, involvement of indigenous Australians and the significance of the Kokoda campaign.  <b>Assessment:</b> Short Response to Historical Evidence (Exam conditions)  <b>Due Date:</b> Week 8, Term 3

### Assessment Outline:

Students will be assessed using the four key criteria of: Historical knowledge and Understanding; Questioning and Researching; Analysing and Interpreting; Communicating

### Equipment:

Refer to the Subject Requirement List at [www.pbc-shs.eq.edu.au/](http://www.pbc-shs.eq.edu.au/)

It is expected that students will attend several excursions during the course that may attract additional costs.



## Philosophy (PRE)

### Course Overview

'Philosophy' comes from Greek words meaning 'love of wisdom'. Philosophy uses the tools of logic and reason to analyse the ways in which humans experience the world. It teaches critical thinking, close reading, clear writing, and logical analysis; it uses these to understand the language we use to describe the world, and our place within it.

Students who learn philosophy get a great many benefits from doing so. The tools taught by philosophy are of great use in further education, and in employment. Despite the seemingly abstract nature of the questions philosophers ask, the tools philosophy teaches tend to be highly sought-after by employers. Philosophy students learn how to write clearly, and to read closely, with a critical eye; they are taught to spot poor reasoning and how to avoid it in their writing and in their work.

The aim in Philosophy is not to master a body of facts, so much as think clearly and sharply through any set of facts. Towards that end, philosophy students are trained to read critically, analyse and assess arguments, discern hidden assumptions, construct logically tight arguments, and express themselves clearly and precisely in both speech and writing.

By the conclusion of the course of study, students will:

- Analyse, evaluate and create arguments
- Explain notions of freedom, equality and justice and how these are achieved
- Apply philosophical theory to contemporary society
- Discuss how we should live an ethical life

### Course Units

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p><b>Fundamentals of Reason</b></p> <p>The learning consists of learning the principles of logic and reason in order to recognise, criticise and create arguments</p>	<p><b>Social &amp; Political Philosophy</b></p> <p>Students will explore human nature, rights and systems of government in order to determine which is more like to facilitate human flourishing</p>	<p><b>Thinkers &amp; Schools of Thought</b></p> <p>Choose one school of thought to make comment on its usefulness in our contemporary world</p> <ul style="list-style-type: none"> <li>• Existentialism</li> <li>• Nihilism</li> <li>• Stoicism</li> </ul>	<p><b>Moral Philosophy</b></p> <p>Apply Kantian Ethics and utilitarianism to a range of ethical dilemmas in order to determine the 'right' thing to do.</p> <ul style="list-style-type: none"> <li>• Virtue Ethics</li> <li>• Categorical Imperative</li> <li>• Bentham's Principle of Utility</li> </ul>
<p><b>Assessment:</b></p> <p>Short response exam</p>	<p><b>Assessment:</b></p> <p>Whole class debate 5 minutes per speaker</p>	<p><b>Assessment:</b></p> <p>Analytical Essay</p>	<p><b>Assessment:</b></p> <p>Community of Inquiry</p>

### Equipment:

Refer to the Subject Requirement List at [www.pbc-shs.eq.edu.au/](http://www.pbc-shs.eq.edu.au/)



# Spanish (SPN)

## Course Overview

The Year 9 course aims to develop students' skills in listening, speaking, reading, and writing in Spanish, fostering a better understanding of their own and Spanish cultures. At PBC, we encourage students to learn a second language for a definite advantage in a multilingual world. English monolinguals may lose the competitive edge as 90% of the world's population lives where English is not the native language, and 67% of the world economy is based in non-English speaking countries. Spanish, the official language of 21 countries and widely spoken in 22 others, holds great importance, including nearly 40 million Spanish speakers in the USA alone. Continuing Spanish studies at PBC benefits students greatly. Learning a second language also expands literacy skills, enabling students to understand their own language and others', and comprehend diverse ways of knowing, being, and doing. Our goal is to equip students with second language communication abilities and foster cultural awareness among learners.

**Prerequisite:** C5 in English required

## Course Units

Unit 1- My City	Unit 2- What's the Weather Like?
<p>Students will develop an understanding of how to describe their town/city in Spanish. Students will create a multimodal presentation that compares and contrasts their own town/city to one in Spain.</p> <ul style="list-style-type: none"> <li>- Places around town</li> <li>- Numbers</li> <li>- Adjectives</li> </ul> <p><b>Assessment:</b> Reading/Listening Assessment <b>Due Date:</b> Week 8</p>	<p>Students will investigate and describe the weather in 5 different Spanish-speaking cities in the same country. They will then create a multimodal presentation and present it to the class.</p> <ul style="list-style-type: none"> <li>- Weather vocabulary / seasons</li> <li>- Adjectives to describe the weather</li> <li>- Geography of the Spanish-speaking world.</li> <li>- Recommendations about clothing to wear and activities to do that suit the weather conditions.</li> </ul> <p><b>Assessment:</b> Writing/Speaking Assessment <b>Due Date:</b> Week 8</p>

## Equipment:

Refer to the Subject Requirement List at [www.pbc-shs.eq.edu.au/](http://www.pbc-shs.eq.edu.au/)

It is expected that students will attend several excursions during the course that may attract additional costs.



# MATHEMATICS



## Mathematics (Core)

### Course Overview

In this course students build on their existing understanding of mathematical concepts and can relate Mathematics to real life and purely mathematical situations.

The newly developed Australian Curriculum offers opportunities for students to creatively and efficiently develop and demonstrate their knowledge and understanding of various mathematical concepts.

Over the year students' build proficiency in mathematics and develop their understanding, fluency, reasoning and problem-solving skills. Assessment has been developed in-line with Australian Curriculum Achievement Standards allowing students to demonstrate their proficiency across the 6 strands of mathematics (Number, Algebra, Measurement, Space, Statistics and Probability).

### Course Units

Term 1	Term 2
<b>Unit 1 – Geometric Me</b> <ul style="list-style-type: none"> <li>Rational &amp; Irrational numbers</li> <li>Pythagoras' Theorem</li> <li>Trigonometry</li> <li>Gradient, distance and midpoint between 2 points on the Cartesian Plane</li> <li>Geometric constructions</li> </ul>	<b>Unit 2 – Crunching Numbers &amp; Filling Spaces</b> <ul style="list-style-type: none"> <li>Sampling techniques</li> <li>Comparing and analysing data sets</li> <li>Effect of outliers</li> <li>Surface area and volume of right prisms and cylinders</li> <li>Errors in measurements</li> <li>Direct proportion, enlargement, similarity, ratio, and scale.</li> </ul>
Term 3	Term 4
<b>Unit 3 – Money Matters</b> <ul style="list-style-type: none"> <li>Expand binomial products</li> <li>Quadratic functions</li> <li>Factorise and solve monic quadratic expressions</li> </ul>	<b>Unit 4 – Power-up Your Odds</b> <ul style="list-style-type: none"> <li>Compound events</li> <li>Exponent laws</li> <li>Scientific notations</li> </ul>

### Assessment Outline:

Term 1	Term 2
<b>Unit 1</b> <ul style="list-style-type: none"> <li>Examination - Week 7</li> <li>Investigation: Geometric Constructions – Week 10</li> </ul>	<b>Unit 2</b> <ul style="list-style-type: none"> <li>Investigation: Navigation – Week 4</li> <li>Examination – Week 9</li> </ul>
Term 3	Term 4
<b>Unit 3</b> <ul style="list-style-type: none"> <li>Investigation: Maximising Profit – Week 5</li> <li>Examination – Week 9</li> </ul>	<b>Unit 4</b> <ul style="list-style-type: none"> <li>Investigation: The Odd Games - Week 4</li> <li>Examination – Week 8</li> </ul>

### Equipment:

Refer to the Subject Requirement List at [www.pbc-shs.eq.edu.au/](http://www.pbc-shs.eq.edu.au/)

It is expected that students will attend several excursions during the course that may attract additional costs.



# SCIENCE





## Science (Core)

### Course Overview

The Year 9 Science program follows the Australian Curriculum that has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills.

The Year 9 science curriculum is described by the sub-strands Biological sciences, Chemical sciences, Physical sciences, and Earth and Space sciences. Together, these strands provide students with understanding, knowledge and skills through which they can develop a scientific view of the world.

### Course Units

Term 1	Term 2
<b>Unit 1 - Ecosystems</b> Students investigate how changes in systems affect interrelationships, flows of energy and cycling of matter.	<b>Unit 2 – The Changing Earth</b> Students investigate geological processes and events including exploring continental drift, plate tectonics and activity around plate boundaries. <b>Unit 3 – Body Systems</b> Students explore structural hierarchy of human body and its ability to respond to change.
Term 3	Term 4
<b>Unit 4 – Everyday Chemistry</b> Students investigate atomic structures and of natural radiation and its practical uses. They understand common chemical reactions patterns and explore and investigate real world applications of chemistry.	<b>Unit 5 – Energy and Waves</b> Students explore how energy can be transferred in a variety of ways through different mediums, focusing on heat, electricity, sound and light.

### Assessment Outline:

Students are assessed using two criteria – Understanding and Skills. Students are assessed by:

- Supervised Assessment: Written test (SA-WT) - Students respond to a combination of multiple choice and short response questions.
- Supervised Assessment: Extended Response (SA-ER) - Students respond to stimulus material such as a data or an article.
- Experimental Investigation (EI) - Students collect experimental data, and present the findings in a scientific report.
- Research Investigation (RI) - Students complete a research-based task.

Term 1	Term 2
<b>Unit 1</b> - Research Investigation – Week 8	<b>Unit 2 &amp; Unit 3</b> – Combined Written Test – Week 9
Term 3	Term 4
<b>Unit 4</b> - Experimental Investigation – Week 9	<b>Unit 5</b> - Written Test with Extended Response – Week 8

### Equipment:

Refer to the Subject Requirement List at [www.pbc-shs.eq.edu.au/](http://www.pbc-shs.eq.edu.au/)

It is expected that students will attend several excursions during the course that may attract additional costs.



# TECHNOLOGY



## Technology Food (TFD)

### Course Overview

Technology Food focuses upon kitchen operations, food preparation, cooking, and food service. It provides an introduction to careers within the industry and provides a basis for senior studies Certificate, Authority and Authority Registered Programs in Food and Nutrition and Tourism.

### Course Units

Term 1 - Introduction to the Hospitality Industry	Term 2 - Nutrition and Appliances
<ul style="list-style-type: none"> <li>• Working in the Kitchen</li> <li>• Food for Fun</li> <li>• Workplace health, safety and hygiene</li> <li>• Food handling techniques and preparation of food</li> <li>• Risk management within a hospitality setting</li> <li>• Methods of cooking</li> <li>• Knife Know How</li> <li>• Careers in Hospitality</li> <li>• Cooking Terms</li> </ul>	<ul style="list-style-type: none"> <li>• What to Eat? Nutrients</li> <li>• Workplace health, safety and hygiene</li> <li>• Food handling techniques and preparation</li> <li>• Investigations of hospitality and inter-relationships with tourism</li> <li>• Investigation of kitchen appliances</li> </ul>

### Assessment Outline:

Students are required to keep a journal of research, recipes and ideas, and participate in a range of practical activities and tests for each topic.

Students' knowledge and ways of working are assessed to determine their final grade.

Principles of fullest and latest apply.

### Equipment:

Refer to the Subject Requirement List at [www.pbc-shs.eq.edu.au/](http://www.pbc-shs.eq.edu.au/)

It is expected that students will attend several excursions during the course that may attract additional costs.

### Cost:

\$60.00 Annual Food Technology Subject Fee (\$15.00 per term).



## Industrial Technology Studies (TMT)

### Course Overview

Students use the essential processes of ways of working to develop and demonstrate their knowledge and understanding. When thinking and working technologically, they individually and collaboratively select tools and implement techniques to manipulate and process, and control and manage materials. They make products to detailed specifications and standards. They reflect on their learning and evaluate the suitability of their own and others' products and processes and recommend improvements.

### Course Units

Term 1	Term 2
<ul style="list-style-type: none"> <li>Workshop safety tests and tools demonstration</li> <li>Pencil Box</li> </ul>	<ul style="list-style-type: none"> <li>Serving Tray</li> <li>Phone stand</li> </ul>

### Assessment Outline:

Term 1	Term 2
<ul style="list-style-type: none"> <li>Practical projects</li> <li>Research Folio completed in class time and H and S Assignment</li> </ul>	<ul style="list-style-type: none"> <li>Practical projects</li> <li>Research Folio completed in class time and H and S Assignment</li> </ul>

### Equipment:

Refer to the Subject Requirement List at [www.pbc-shs.eq.edu.au/](http://www.pbc-shs.eq.edu.au/). Students will be required to comply with Workplace Health and Safety practices as explained by teachers and will include, wearing safety glasses and face shields where necessary in the workshops, but these will be supplied by the school.)

It is expected that students will attend several excursions during the course that may attract additional costs.



## Technology Digital (DIG)

### Course Overview

Digital Technologies has been identified as a priority area by state and federal governments. It is an industry characterised by frequent and rapid change. The practical nature of the Technologies learning area engages students in critical and creative thinking, experimentation, problem-solving, prototyping and evaluation.

Technology Digital aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- Make informed and ethical decisions about the role, impact and use of data in the economy, environment and society for a sustainable future
- Engage confidently and responsibly with appropriate technologies
- Investigate, design, plan, manage, create and evaluate technology solutions
- Are creative, innovative and enterprising when using coding languages

### Course Units

Semester 1
<p><b>Networks, Websites and the Internet</b></p> <ul style="list-style-type: none"> <li>• Understand the hardware and software required in networked systems including the World Wide Web.</li> <li>• Investigate how data is stored, represented and transferred through the Internet.</li> <li>• Use Adobe Photoshop to create original graphics for the web.</li> <li>• Design and develop a website using HTML and CSS languages</li> </ul>

### Assessment Outline:

Semester 1
<p><b>Networks, Data and Websites</b></p> <ul style="list-style-type: none"> <li>• Exam: Networks and data representation</li> <li>• Assignment: Website creation</li> </ul>

### Equipment:

Refer to the Subject Requirement List at [www.pbc-shs.eq.edu.au/](http://www.pbc-shs.eq.edu.au/). Students will be required to comply with Workplace Health and Safety practices as explained by teachers.



## Design And Technology (DAT)

### Course Overview

This subject is considered an extension/course with a focus on Engineering and Design. It is aimed at developing students' problem solving and design skills as well as safe workshop practice and practical skills. Students will be required to design, make and appraise solutions to set problems using research and knowledge of fundamental engineering and design processes. A number of drawing techniques are used including pencil drawings, colour rendering, and computer aided drawing (CAD).

During this subject, students will acquire hand and machine skills necessary to safely work with a range of different materials, as well as the introduction to modern control system technology using computers and automation processes. The subject is a useful grounding in most careers of a technical nature and leads into the higher level courses of Engineering Technology and/or Design and/or Industrial Graphics in senior secondary.

### Course Units

Term 1 / Term 3	Term 2 / Term 4
<ul style="list-style-type: none"> <li>• 2D &amp; 3D Design and Engineering Drawing</li> <li>• Computer Aided Drawing (CAD)</li> <li>• Structures</li> </ul>	<ul style="list-style-type: none"> <li>• 2D &amp; 3D Building Design &amp; Drawing</li> <li>• Sustainable dwellings</li> <li>• The Design Process</li> <li>• Laser Cutting Systems</li> </ul>

### Assessment Outline:

Term 1 / Term 3	Term 2 / Term 4
<ul style="list-style-type: none"> <li>• Electronic Folio Presentation</li> <li>• Bridge Design &amp; Construction</li> </ul>	<ul style="list-style-type: none"> <li>• Building Design Drawings</li> <li>• Design Folio Presentation</li> </ul>

### Equipment:

Refer to the Subject Requirement List at [www.pbc-shs.eq.edu.au/](http://www.pbc-shs.eq.edu.au/).

Students will be required to comply with Workplace Health and Safety practices as explained by teachers and will include, wearing safety glasses and face shields where necessary during practical lessons. These will be supplied by the school.



## Technology Textiles and Design (TTD)

### Course Overview

Textiles have played a significant role throughout human history, satisfying both functional and aesthetic needs. Textiles and design provide students with broad knowledge of the properties, performance and uses of textiles in which fabrics, yarns and fibres are explored, and how these are used in conjunction with colouration and decoration techniques.

Textiles and design students will be introduced to design process and concepts used in the textile industry. Students learn to design, produce and evaluate textile items across a range of focus areas. Project work gives students the opportunity to develop and refine skills to produce quality textile items. Students complete a textiles item for each unit of work delivered, thereby developing practical skills in designing, producing and evaluating.

### Course Units:

Term 1	Term 2
Unit 1 <ul style="list-style-type: none"> <li>• Sewing safety</li> <li>• Sewing equipment</li> <li>• Sewing basics</li> <li>• Fabric decoration and Embellishments</li> </ul>	Unit 2 <ul style="list-style-type: none"> <li>• Fibres, yarns and thread</li> <li>• Sustainability and fashion</li> </ul>

### Assessment Outline:

Term 1	Term 2
Unit 1 <ul style="list-style-type: none"> <li>• Project: Bag</li> <li>• Folio: Documentation of design process</li> </ul>	Unit 2 <ul style="list-style-type: none"> <li>• Project: Garment/Apparel</li> <li>• Folio: Documentation of design process</li> </ul>

### Equipment:

Refer to the Subject Requirement List at [www.pbc-shs.eq.edu.au/](http://www.pbc-shs.eq.edu.au/)



# THE ARTS





## Visual Arts (ART)

### Course Overview

Art students will discover their creativity. They will develop technical skills in drawing, painting, design, printmaking and construction.

The students will be introduced to contemporary artists, design and art history. They will gain an appreciation for the meaning and creative process associated with art making.

### Course Units

Unit 1	Unit 2
Drawing	Printmaking Painting

### Assessment Outline:

Unit 1	Unit 2
<ul style="list-style-type: none"> <li>• Visual Diary</li> <li>• Major Drawing</li> <li>• Artist Statement</li> </ul>	<ul style="list-style-type: none"> <li>• Visual Diary</li> <li>• Major Painting and Lino-print</li> <li>• Art Test – Artist statement</li> </ul>

### Equipment:

Refer to the Subject Requirement List at [www.pbc-shs.eq.edu.au/](http://www.pbc-shs.eq.edu.au/)

Students may attend several excursions during the course that may attract additional costs. Students are also required to purchase their own Visual Arts Diary (A4) and drawing equipment.



## Dance (DAN)

### Course Overview

Year 9 Dance includes talking, reading, writing, thinking, watching and above all, becoming involved in dance. Students will experiment in various ways of moving and different styles of Dance.

There is a mixture of theory and practical work, both in the course structure and assessment. The theory work is in the area of Dance Appreciation. Practical work focuses on basic choreographic and performance skills. Please note that this course involves regular group work and collaborative skills. A variety of dance styles are studied.

Students do not have to be experienced dancers. Instead, they should be enthusiastic, willing to experiment, learn and be committed to the course. It is advisable that students have a desire to learn about the body and its movement capabilities.

Students involved in the subject will also be required to perform at Dance Night at HOTA in Term 4.

It is advisable that students are achieving at a sound level in English.

### Course Units

Term 1	Term 2
<p><b>Jazz and Musical Theatre</b></p> <p>Students will be introduced to the history of Jazz and Musical Theatre and participate in teacher led workshops and dance lessons to develop their performing, choreography and responding skills.</p>	<p><b>Introduction to Contemporary Dance</b></p> <p>Students will learn the evolution of contemporary dance and learn a contemporary dance routine to perform for Dance Night. Students will also engage in choreography workshops and respond to dance.</p>

### Assessment Outline:

Term 1	Term 2
Performing (Musical Theatre – Jazz)	Performing (Contemporary routine) Choreographing a contemporary routine in small groups

### Equipment:

Refer to the Subject Requirement List at [www.pbc-shs.eq.edu.au/](http://www.pbc-shs.eq.edu.au/)

It is expected that students will attend several live performances and participate in workshops during the course that may attract additional costs.



## Drama (DRA)

### Course Overview

The Year 9 Drama course enables students to become competent in the skills of drama, communication, self-expression and teamwork through the areas of elements of dramatic form, elements of functional communication, other expressive forms and areas of special interest.

There is a mixture of theory and practical work, both in the course structure and assessment. The theory work is in the area of responding to Drama. Practical work focuses on forming drama and basic performance qualities.

Students do not have to be experienced performers. Instead they should be enthusiastic, willing to experiment, learn and be committed to the course. It is advisable that students have advanced literacy skills due to the weighting on written and spoken tasks.

It is advisable that students are achieving at a sound level in English.

### Course Units

Term 1	Term 2
<p><b>Making it up as we go – Improvisation</b> Students will engage in various theatre sports and impromptu role play exercises to develop their performance and devising skills</p>	<p><b>From page to stage - Text and Character</b> Students will explore a published play – text and develop ensemble skills in re-creating excerpts of the play enhanced by production aspects.</p>

### Assessment Outline:

Term 1	Term 2
<ul style="list-style-type: none"> <li>Forming Task</li> <li>Responding Task</li> </ul>	<ul style="list-style-type: none"> <li>Presenting Task</li> <li>Responding Task</li> </ul>

### Equipment:

Refer to the Subject Requirement List at [www.pbc-shs.eq.edu.au/](http://www.pbc-shs.eq.edu.au/)

It is expected that students will attend several live performances and participate in workshops during the course that may attract additional costs.



# Media Arts (MED)

## Course Overview

Year 9 Media Studies provides students with a solid grounding in how films and television shows are constructed. Students develop an understanding of film language such as shot sizes, camera angles, camera movement, shot composition, editing, sound, lighting and visual effects. Using this knowledge, students analyse media products to understand how film language works to create meaning for the viewer. In addition, students design and create their own media products in the form of storyboards, music videos and film trailers.

The first term explores B-grade science-fiction films. Students investigate the way in which gender representations have changed over time and how these changes are reflected in movie posters. Students will then study the generic codes and conventions of the B-Grade science fiction genre in order to plan and produce a movie trailer.

Term two introduces students to storyboarding as a planning tool for making films. Students individually create a storyboard using appropriate shot sizes, camera movements and framing to tell a story in the form of a music video. Students then work in groups to film the music videos and edit them individually.

## Assessment Outline:

Term 1 – B-Grade Sci-Fi	Term 2 – Music Video
<p><b>Written task:</b></p> <p>Students evaluate the ways science fiction film posters of different eras represent gender</p> <p><u>300-400 words</u></p> <p><b>Production task:</b></p> <p>Students use cameras and editing software to produce a B-grade sci-fi film trailer</p> <p><u>1-2 minutes long</u></p>	<p><b>Planning task:</b></p> <p>Students create a storyboard for a music video (minimum 12 frames)</p> <p><b>Production task:</b></p> <p>Students use cameras and editing software to produce a music video</p> <p><u>1-2 minutes long</u></p>

## Equipment:

Refer to the Subject Requirement List at [www.pbc-shs.eq.edu.au/](http://www.pbc-shs.eq.edu.au/)

It is expected that students will attend several excursions during the course that may attract additional costs.



## Music (MUS)

### Course Overview

The Year 9 music course enables students to become skilled in the three main areas of music. There is a mixture of theory and practical work, both as activities and as assessment.

Part of this course requires the student to perform in front of an audience, so the student must be willing to do this to complete the course. It is also desirable that the student has access to their musical instrument at home, as they will need to prepare for performances outside of class time.

This course is separate to the Music Excellence class, so students can elect to do both subjects if they wish.

### Course Outline

Throughout the year 9 course, students will be focusing on popular music. They will study the following topics:

- Popular Music
- Rock Music
- Dance Music

### Assessment Outline:

Students are assessed progressively throughout the year and will complete assessments of the following types:

- Responding to music
- Presenting music
- Creating their own music
- Reflecting on their own work
- Knowledge and understanding of music

### Equipment:

Students will have the opportunity to attend excursions through the year, which will incur additional costs.