



PALM BEACH
CURRUMBIN

STATE HIGH

YEAR 9
SUBJECT SELECTION GUIDE
and
SUBJECT OVERVIEWS
2025



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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.

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 learning areas:

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

Students enrolled in the Academic Excellence program will also study English, Maths, Science, Humanities (one semester) and HPE (one semester), however their assessment will be adjusted to enrich and extend students academically.

In addition, all students will preference six electives*, of which they will study four. 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.

*** Electives - Sports excellence and Creative arts excellence students will only study two electives as these subjects are year-long.**



SUBJECT SELECTION PROCESS - ONESCHOOL

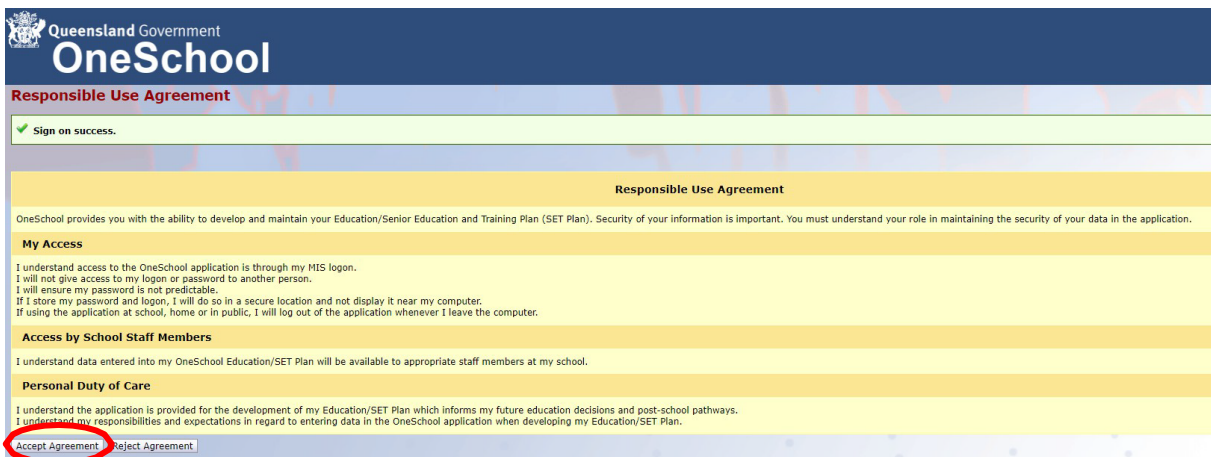
SUBJECT SELECTION PROCESS Instructions

Instructions for Subject Selections in OneSchool:

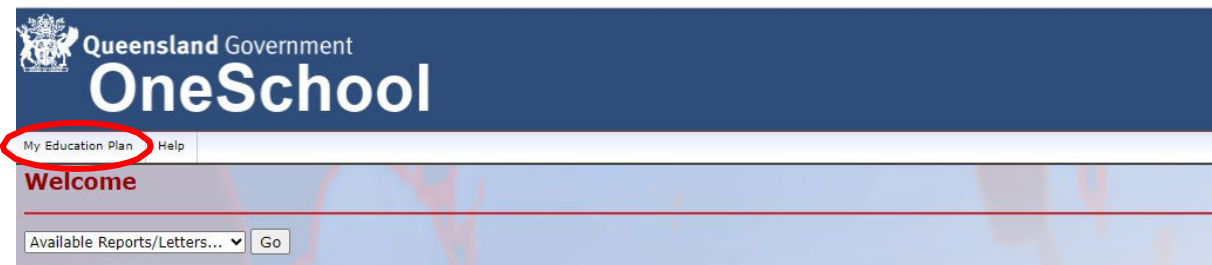
Go to <http://oslp.eq.edu.au> using your internet browser.

Students to log in using their school usernames and passwords (e.g. jsmit22).

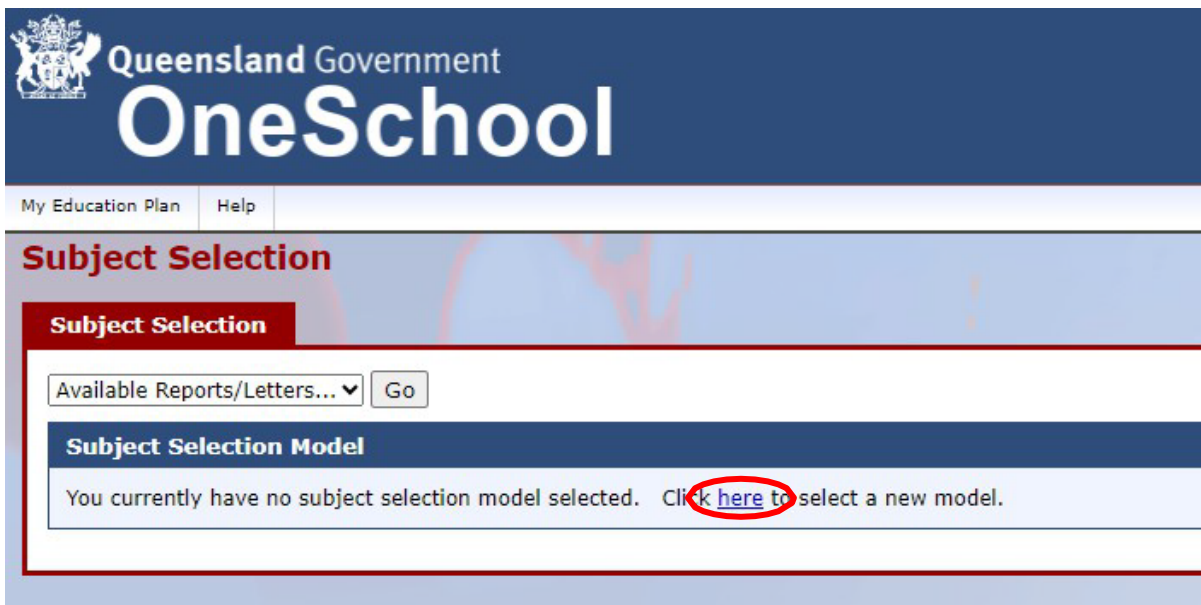
Accept Responsible Use Agreement.



Select **My Education Plan**.

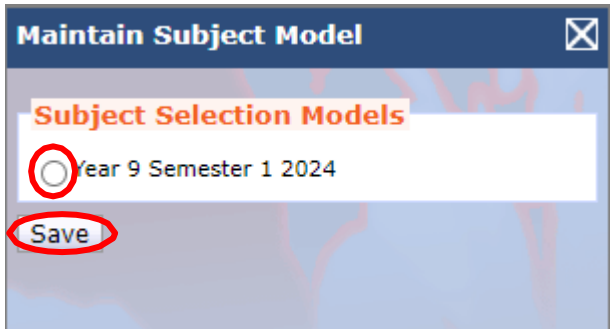


Under Subject Selection, click on the **here** button.

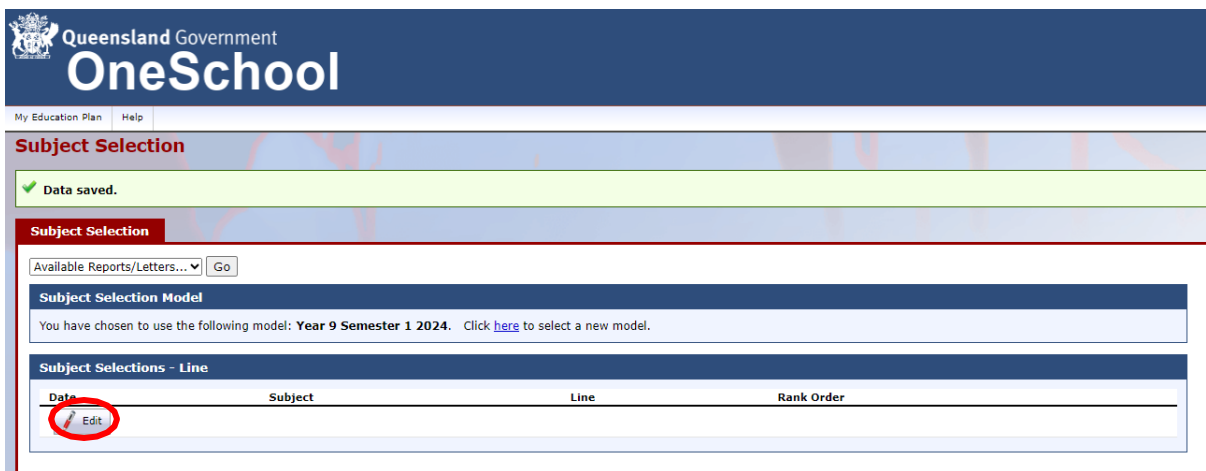




Select **Year 9 Semester 1 2025** and then **Save**.

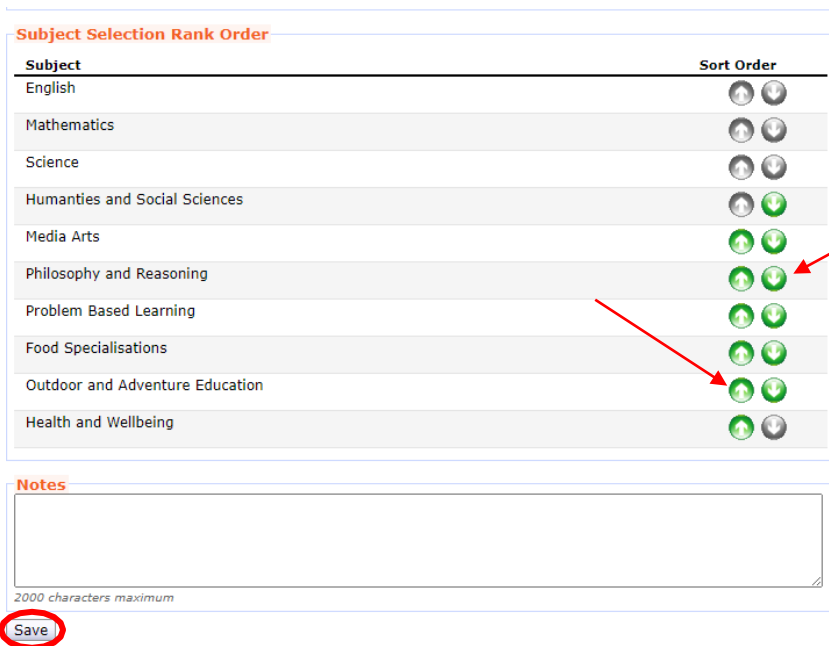


Click on the **Edit** button.



Read instructions at the top of the page.

Select your core subjects (English, Maths, Science), and then select 6 Electives. Please note the instructions regarding Sport/Art Excellence programs. Put your electives **in order** of preference using the arrows. Select **Save**.





CORE SUBJECT OVERVIEWS

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 Multimodal</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 multimodal in response to a question.</p>
3. Australian Identity	<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>
4. Minority Report	<p>Feature Article (assignment)</p> <p>Student explore minority groups that are evident in modern and historical times of Australia through a variety of texts. Students will engage in an in-depth study of a number of texts that explore indigenous perspective, immigration perspectives, gender minority groups and their individual journeys. Students will create a multi-modal persuasive feature article to take a stand for a chosen group and how they should be acknowledged and celebrated within our Australian communities.</p>

Equipment:

Refer to the Subject Requirement List at www.pbc-shs.eq.edu.au/

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

Assessment Outline:

Term 1	Term 2
Unit 1 <ul style="list-style-type: none"> Investigation: Geometric Constructions Examination 	Unit 2 <ul style="list-style-type: none"> Investigation: Cycle Around Australia Examination
Term 3	Term 4
Unit 3 <ul style="list-style-type: none"> Investigation: Maximising Income Examination 	Unit 4 <ul style="list-style-type: none"> Investigation: The Odd Games Examination

Equipment:

Refer to the Subject Requirement List at www.pbc-shs.eq.edu.au/

Cost:

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



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 - Survival of the Species: Homeostasis and Reproduction	Term 2 - Cycle Influencers: Investigating Sphere Interactions and the Carbon Cycle
Students will investigate: <ul style="list-style-type: none"> • Homeostasis. • reproductive strategies. • how the development of imaging technologies has improved understanding of body systems. 	Students will investigate: <ul style="list-style-type: none"> • the Carbon Cycle. • how interactions within and between Earth's spheres affect the carbon cycle. • the scientific consensus supporting global warming and the role of scientific peer review in this process.
Term 3 - Energy Dynamics: Analysing Conservation and Describing Energy Transfer	Term 4 - Atomic Alchemy: Explaining Atomic Rearrangement, Structure, and Mass Changes
Students will investigate: <ul style="list-style-type: none"> • energy transfer through different mediums using the particle model. • how different materials affect wave motion and the transfer of energy. • the Law of Conservation of Energy and apply this to analyse system efficiency. 	Students will investigate: <ul style="list-style-type: none"> • the historical development of the model of the atom. • alpha, beta and gamma radioactive decay. • the Law of Conservation of Mass and use this understanding to model the rearrangement of atoms in chemical reactions.

Assessment Outline:

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

- Written Examination - Students respond to a combination of multiple choice and short and extended response questions.
- Experimental Investigation - Students collect experimental data, and present the findings in a scientific report.
- Research Investigation - Students complete a research-based task.
- Seminar – Students will participate in a seminar. This will be a formative assessment task.

Term 1	Term 2
Item 1 – Written Examination	Item 2 – Research investigation Item 3 – Seminar
Term 3	Term 4
Unit 4 – Experimental Investigation – Week 9	Item 5 – Written Examination

Equipment:

Refer to the Subject Requirement List at www.pbc-shs.eq.edu.au/

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



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
1. Tactical Awareness in Sport	Students will explore and apply a range of tactical awareness strategies in the performance of European handball.	Performance: Performance
2. Protecting myself	Students will develop skills for self-care and identity protection. This unit will cover topics such as; <ul style="list-style-type: none"> • Media literacy • Gender construction • Sexuality • Wellbeing • Drugs and alcohol 	Investigation: Research report
3. Biomechanics in striking	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"> • Softball • Badminton • Cricket • Paddle tennis 	Project: 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/



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 Outline

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

History
Global Mayhem – The significance of WW1.
Geography
Biomes of the World.

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/



ELECTIVE SUBJECT OVERVIEWS



Advanced Health and Physical Education (AHP)

Health and Physical Education - Elective

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.

Prerequisite: Students must have **achieved a B or higher** on their end of semester academic report for year 8 Health and Physical Education to enrol in Advanced Physical Education.

Course Outline

Students will study AHP for one semester.

Unit	Focus	Assessment
1. Building performance capacity	Students will investigate the development of energy systems through training to improve performance	Exam Practical performance
2. Psychology of performance in volleyball	Students will investigate psychological impact of game events on performance in volleyball	Investigation: research report Practical performance
3. Leadership in sport	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/



Health and Wellbeing (HAW)

Health and Physical Education - Elective

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. This subject includes low intensity, non-competitive physical activity as well as intellectual thought on wholistic health.

An excursion during Unit 2 to attempt a high ropes course is planned. This will be **a cost** to the student.

Course Outline

Students will study HAW for one semester.

Unit and Topic	Focus	Assessment
Unit 1: Caring for self	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
Unit 2: Mental fitness	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/

Cost: An excursion during Unit 2 to attempt a high ropes course is planned. This will be a cost to the student.



Outdoor and Adventure Education (OAE)

Health and Physical Education - Elective

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.

Prerequisite: An ability to swim 400 metres unaided is essential.

Course Outline

Students will study this subject for one semester.

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

This subject will involve excursions.

Equipment:

Students **must** own and wear the PBC rash shirt, which can be purchased from the uniform shop.

HPE uniform (red shorts and polo shirt) is required. 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/



Civics and Legal (CVL)

Humanities and Languages - Elective

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.

Course Units

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



Economics and Business (ECB)

Humanities and Languages - Elective

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.

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"> - 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. - This unit provides personal finance skills for teens in an engaging and practical setting, whilst focusing on team building skills. <p>Assessment: Teens Talk Money App Building</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"> - Students will learn how to create a successful & unique business. They will focus on the 4 Ps of marketing – product, price, promotion and place. - Students participate in the \$30 Boss Program – designing, creating and running their own business activity. - Students run a market day stall showcasing their unique product design. <p>Assessment: Year 9 Business & Economics Market Day Challenge. Business start-up group assessment - Links in with \$20 Boss Challenge.</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/



Geography (GEG)

Humanities and Languages - Elective

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.

Prerequisites: It is advisable that students are achieving at a C level in English.

Course Units

Unit	Geography
1	Ecosystems and Sustainable Development
	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. Assessment: Combination Response Exam
2	Geographies of Interconnections
	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). Assessment: Investigation: Research Report

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/

Cost:

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



History (HIS)

Humanities and Languages - Elective

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.

Prerequisites: It is advisable that students are achieving at a C level in English.

Course Units

Unit	History
1	Ancient Leaders
	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. Assessment: Extended Response to Historical Evidence (Essay in Exam)
2	Australia's involvement in WW2
	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. Assessment: Short Response to Historical Evidence (Exam conditions)

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/

Cost:

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



Philosophy (PRE)

Humanities and Languages - Elective

Course Overview

Everybody is a philosopher – so you may as well be good at it. Learn the skills of logic and reason, to think with your head and not your heart.

Why study philosophy?

Because it is super interesting. Community of inquiries are built into the course where you get to discuss ideas about life with your classmates. Philosophy is in all subjects at school – and at university: law, medicine, design and technology, engineering, sciences, business, journalism and more. People that have a degree in philosophy add a further avenue for employment.

Learn about fallacious and biased arguments. Use these skills to determine the truth of modern dilemmas.

Prerequisites: It is advisable that students are achieving at a C level in English.

Course Units

Unit 1	Unit 2
<p>Big Questions</p> <p>Explore the truth of a self-selected big question such as, is there life after death? Did aliens build the pyramids?</p> <p>Construct arguments for and against. Determine the answer to the big question.</p>	<p>Thinkers & Schools of Thought</p> <p>Choose one school of thought to make comment on its usefulness in a modern context</p> <ul style="list-style-type: none"> • Existentialism • Nihilism • Stoicism
<p>Assessment:</p> <p>With a partner</p> <p>Spoken multi-modal presentation</p>	<p>Assessment:</p> <p>Analytical Essay</p>

Equipment:

Refer to the Subject Requirement List at www.pbc-shs.eq.edu.au/



Spanish (SPN)

Humanities and Languages - Elective

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.

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"> - Places around town - Numbers - Adjectives <p>Assessment: Reading/Listening Assessment</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"> - Weather vocabulary / seasons - Adjectives to describe the weather - Geography of the Spanish-speaking world. - Recommendations about clothing to wear and activities to do that suit the weather conditions. <p>Assessment: Writing/Speaking Assessment</p>

Equipment:

Refer to the Subject Requirement List at www.pbc-shs.eq.edu.au/

Cost:

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



Food Specialisations (TFD)

Technologies - Elective

Course Overview

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

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/

Cost:

\$80.00 Annual Technology Food Subject Fee (\$20.00 per term).

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



Materials and Technology Specialisations (TMT)

Technologies - Elective

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"> Workshop safety tests and tools demonstration Pencil Box 	<ul style="list-style-type: none"> Serving Tray Dovetail Box

Assessment Outline:

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

Equipment:

Refer to the Subject Requirement List at 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.

Cost:

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



Digital Technologies (DIG)

Technologies - Elective

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

Assessment Outline:

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

Equipment:

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



STEM and Robotics (STR)

Technologies - Elective

Course Overview

STEM and Robotics is an engaging and dynamic course designed to immerse students in the fields of Science, Technology, Engineering, and Mathematics (STEM) through the lens of robotics, drones, aviation, and digital technologies. The course promotes critical and creative thinking, hands-on experimentation, and problem-solving skills:

- Apply innovative technologies to solve real-world problems.
- Engage confidently and responsibly with cutting-edge digital tools.
- Design, build, program, and evaluate robotic systems.
- Develop critical thinking and teamwork skills in STEM contexts.

Course Units

Semester 1	Semester 2
<ul style="list-style-type: none"> • Understand the basics of robotics, including mechanical design, electronic circuits, and programming. • Explore engineering principles through hands-on projects. • Learn to design and build simple robots using microcontrollers and sensors. • Introduction to coding languages such as Python and block-based programming. 	<ul style="list-style-type: none"> • Explore the integration of robotics with digital technologies such as 3D printing. • Introduction to drones and their applications in various industries. • Basics of aviation technology and its intersection with robotics. • Engage in collaborative projects to solve complex challenges.

Assessment Outline:

Exam: Basics of Robotics, Engineering Principles, and Advanced Coding Techniques

Assignment: Design and Build a Simple Robot

Project: Collaborative Robotics and Drones Challenge

Equipment:

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

Join STEM and Robotics to explore the exciting world of innovative technologies, drones, and aviation, and gain hands-on experience that prepares you for a future in STEM fields.

Where to from here?

Year 10 Digital Technologies

Year 10 Cert II Engineering Pathways and Cert III ICT

Year 11 & 12 Digital Solutions

Year 11 & 12 Aviation



Design And Technology (DAT)

Technologies - Elective

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

Assessment Outline:

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

Equipment:

Refer to the Subject Requirement List at 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)

Technologies - Elective

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

Assessment Outline:

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

Equipment:

Refer to the Subject Requirement List at www.pbc-shs.eq.edu.au/

Cost:

\$60.00 Annual Technology Textiles and Design Subject Fee (\$15.00 per term).



Visual Arts (ART)

The Arts - Elective

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 – Iconic Australians	Painting - Appropriation

Assessment Outline:

Unit 1	Unit 2
<ul style="list-style-type: none"> • Visual Portfolio • Major Drawing – A3 of Iconic Australian • Artist Statement 	<ul style="list-style-type: none"> • Visual Portfolio • Major Painting – on Canvas • Artist Analysis, Evaluation and Reflection on Power Point

Equipment:

Refer to the Subject Requirement List at www.pbc-shs.eq.edu.au/

Cost:

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)

The Arts - Elective

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.

Prerequisites: It is advisable that students are achieving at a C level in English.

Course Units

Term 1	Term 2
<p>On Broadway</p> <p>Students will be introduced to the history of Musical Theatre and participate in teacher led workshops and dance lessons to develop their performing, choreography and responding skills. Students will learn a musical theatre routine to perform for Dance Night.</p>	<p>Phobias-Introduction to Contemporary Dance</p> <p>In this unit students will be introduced to the fundamentals of contemporary dance and the key dance concepts and skills. Students will experiment with the elements of dance, choreographic devices, form and production elements to create their own thematic dance work in small group based on phobias.</p>

Assessment Outline:

Term 1	Term 2
Performing (Musical Theatre – Jazz)	Choreographing a thematic contemporary routine in small groups Responding-Choreographic Statement

Equipment:

Refer to the Subject Requirement List at www.pbc-shs.eq.edu.au/

Cost:

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



Drama (DRA)

The Arts - Elective

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.

Prerequisites: It is advisable that students are achieving at a C level in English.

Course Units

Term 1	Term 2
<p>Improvisation - Making it up as we go Students will engage in various theatre sports and impromptu role play exercises to develop their performance and devising skills.</p>	<p>Text and Character - From Page to Stage 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"> • Forming Task • Responding Task 	<ul style="list-style-type: none"> • Presenting Task • Responding Task

Equipment:

Refer to the Subject Requirement List at www.pbc-shs.eq.edu.au/

Cost:

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)

The Arts - Elective

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, advertisements and film trailers.

The first term explores B-grade science-fiction films. Students investigate the codes and conventions of the B-grade sci-fi genre. Students apply these codes to create a treatment and storyboard for a B-grade science fiction trailer. They then select a trailer and work in groups to film it, individually editing their own version of the trailer.

The second term sees students explore the characteristics of Public Service Announcements (PSAs) and how film language and persuasive appeals can be employed to convey a message to a target audience. Students create a plan for a 30-60 second PSA that they will individually film and edit as the final assessment task for the semester. Students then complete an evaluation of the effectiveness of their PSA.

Course Units

Term 1 – B-Grade Sci-Fi	Term 2 – Public Service Announcement
Students delve into the creative world of Sci-Fi films and immerse themselves in elements of film making. Students will work through the creative process from storyboard to final cut through the use of editing software.	Students learn how to create impact through media and film language to effectively communicate a chosen Public Service Announcement (PSA).

Assessment Outline:

Term 1	Term 2
Students write a treatment (200-300 words) and create a storyboard (minimum 12 frames), before using cameras and editing software to produce a 1-2 minutes B-grade sci-fi film trailer.	Students use cameras and editing software to individually produce a 30-60 second Public Service Announcement. Students evaluate the effectiveness of their PSA in terms of clarity of message and appeal to the target audience (200-300 words).

Equipment:

Refer to the Subject Requirement List at www.pbc-shs.eq.edu.au/

Cost:

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



Music (MUS)

The Arts - Elective

Course Overview

The Year 9 music course enables students to become skilled in the three main areas of music; performance, composition and responding. 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:

Term 1	Term 2
<p>Pioneers of Rock</p> <p>Students will be introduced to the Pioneers of Rock music from a historical perspective and be given an opportunity to explore a range of rock genres to develop their performance and responding skills as a musician.</p>	<p>Electronic Dance Music</p> <p>Students develop composition skills through the study of Electronic Dance Music (EDM) genres and the use of music making software.</p>

Assessment Outline:

Term 1	Term 2
<ul style="list-style-type: none"> • Performance Task (Rock) • Responding Task 	<ul style="list-style-type: none"> • Composition Task (Electronic) • Responding Task

Cost:

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



Problem Based Learning (PBL)

Course Overview - *To survive in today's workforce, individuals must know how to take control 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:

SEMESTER 1	SEMESTER 2
<p>Preliminary activities include exercises in team building and effective communication/team conflict resolution.</p> <p>Exploration of issues or topics of interest to students, to identify key units to be chosen to work on. (Numbers and topics are amended based on class needs).</p> <p>Creation of criteria, which is student driven and agreed upon.</p> <p>Students work in groups (various) to complete units and present their findings. (Students may have the option to extend project beyond Semester timeframe).</p>	<p>Preliminary activities include exercises to simulate conflict or challenging situations, to continue to strengthen 21st Century skills.</p> <p>Students engage in communities of inquiry to build knowledge of each other and ongoing projects.</p> <p>Students complete additional projects with varied group members, examining new and different units. (Some projects may continue from Semester 1). Tangible output of project must be demonstrated.</p>
<p>ASSESSMENT: 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. All units of study will involve a presentation (individual or group) of findings or 'product' to others in the class. Timeframes for assessment vary for groups, as it depends on problem and project under investigation.</p>	

Equipment:

Refer to the Subject Requirement List at www.pbc-shs.eq.edu.au/



EXCELLENCE PROGRAMS



Sports Excellence Program

Excellence Programs

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).



Creative Arts Excellence Program

Excellence Programs

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.

Course Outlines

Drama Excellence

Semester 1	Semester 2
Improvisation "Thank God You're Here!" Origins of Theatre – Classic Monologues	Class production Children's theatre

Dance Excellence

Semester 1	Semester 2
Performance unit History of Jazz Dance	Our Land From the Roots

Music Excellence

Semester 1	Semester 2
Pioneers of Rock Musicals	Jazz Music My Instrument and it's Repertoire

Visual Arts Excellence

Semester 1 – Drawing and Painting	Semester 2
Drawing Painting	Three Dimensions Mixed Media

Equipment:

Refer to the Subject Requirement List at 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 which would be advised in advance.

Program Requirements:

Students will only retain their position by continuing to meet the requirements of their chosen arts program and their school subjects (effort and behaviour benchmarks) as per their contract.



Academic Excellence Program

Excellence Programs

Course Overview

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 and field trips.

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, and subsidies for some excursions.

Course Outlines

Advanced English

Semester 1	Semester 2
<p>Unit 1: Literacy Literary Spelling, grammar, punctuation and comprehension skills. Identifying and using literary and persuasive devices.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Short response for each genre <p>Unit 2: To Kill a Mockingbird <i>'Prejudice and discrimination are woven into the very fabric of Maycomb. It is the way Maycomb operates.'</i> Create a multi-modal analytical essay that discusses this statement in relation to Harper Lee's 'To Kill a Mockingbird'.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Analytical essay with a full draft <p>Literacy Test</p>	<p>Unit 3: The Merchant of Venice Adopt the position of legal councillor for either the defence or prosecution of Shylock on the charges of usury.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Legal summation with whole class feedback <p>Unit 4: Australian Identity Analyse literary and poetic devices in a range of Australian colonial poetry.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Unseen Exam - Analytical essay • Literacy Test



Advanced Maths

Semester 1	Semester 2
<p>Units 1 and 2</p> <ul style="list-style-type: none"> • Ratio, proportion and scale • The Cartesian Plane - gradient, distance, midpoint, linear functions • Constant and variable rates • Surds – estimations using geometric constructions, expressing values in exact form, Pythagoras' Theorem, • Measurement – surface area and volume, calculating percentage error • Algebra skills – binomial expansion, factorising, recognising and applying perfect squares and difference of two squares identities • Solving linear equations • Solving quadratic equations with two terms using factorisation and the null factor theorem • Solving inequations and graphing the result • Solving simultaneous equations using graphing and substitution methods • Trigonometry – trig ratios, bearings, angles of elevation and depression, 3D applications <p>Exploring problem solving strategies, real life applications and use of digital tools across all strands.</p> <p>Assessment: Unit 1 – Exam Unit 2 – Exam</p>	<p>Units 3 and 4</p> <ul style="list-style-type: none"> • Simple and compound interest, • Statistics – sampling techniques, comparing data sets using statistical measures and graphical representations, effects of outliers • Similarity – similar triangle tests, enlargements and reductions and the effect on area and volume • Indices and scientific notation • Factorising monic and non-monic quadratic expressions with three terms • Operations with algebraic fractions • Solving quadratic equations by factorising/using the quadratic formula • Sketching quadratic functions • Representing compound events (trees, tables, Venn diagrams) • Determining probabilities of outcomes of compound events • Digital simulations of compound events <p>Exploring problem solving strategies, real life applications and use of digital tools across all strands.</p> <p>Assessment: Unit 3 – PSMT + Exam Unit 4 – Exam</p>



Advanced Science

Semester 1	Semester 2
<p>Unit 1: Ecosystems Students explore the concepts of change and sustainability within an ecosystem. They will understand that all life is connected through ecosystems and changes to its balance can have an effect on the populations, interrelationships and the flow of matter and energy. They will investigate and reflect upon the state of Australian environments, locally and nationally, and their individual and collective responsibility for the sustainability of ecosystems.</p> <p>Assessment: Research and Investigation Report</p> <p>Unit 2: Changing Earth Systems Students explore the theory of plate tectonics. They investigate geological processes involved in Earth movement.</p> <p>Unit 3: Changing Body Systems Students identify human body systems, the ways in which they work together in balance to support life. Students will analyse and predict the effects of the environment on body systems, and discuss the body's responses to diseases. Students will research the positive and negative aspects of vaccination.</p> <p>Assessment (Units 2 & 3): Exam - Covers both the Changing Earth and The Effect of External Factors on the Body</p>	<p>Unit 4: Everyday Chemistry Students explore the development of scientific ideas about atoms and the subatomic particles. Students engage in the exploration of chemical reactions and the application of these in living and non-living systems in everyday life. They apply their understanding to evaluate claims related to environmental issues and consider how the application of chemistry affects people's lives.</p> <p>Assessment: Student Experiment/Scientific Report</p> <p>Unit 5: Energy and Waves Students will explain the transfer of energy using different models and predict how future applications of science and technology may affect peoples' lives.</p> <p>Assessment: Exam – multiple choice and extended response</p>



Advanced Humanities

Semester 1	Semester 2
<p>Unit 1: World War 1</p> <ul style="list-style-type: none"> • The causes of WW1 • The significance of the Gallipoli campaign • Australia's involvement on the Western Front • Indigenous soldiers in WW1 • Changes in the use of technology and weaponry • Changing role of women • Referendums and conscription • The ANZAC legend and ANZAC Day <p>Assessment:</p> <ol style="list-style-type: none"> 1. Inquiry research task 2. Extended response <p>Excursion: Queensland Museum and the Anzac Legacy Exhibit</p>	<p>Unit 2: Biomes and Food Security</p> <ul style="list-style-type: none"> • Climate and geographical processes • Major biomes of the world • Distribution patterns • Biome contribution to global food production and food security • Human impacts to biomes • Solutions to food security <p>Assessment:</p> <ol style="list-style-type: none"> 1. Exam 2. Mini-Inquiry task <p>Excursion: Paddock to Plate</p>

Equipment:

Refer to the Subject Requirement List at www.pbc-shs.eq.edu.au

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

Program Requirements:

Students will only retain their position by continuing to meet the academic requirements of the program as per their contract.