



PALM BEACH
CURRUMBIN

STATE HIGH

YEAR 9
SUBJECT SELECTION GUIDE
2027



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Introduction

Purpose of Year 9

Year 9 is a vital transition year from junior secondary to the senior phase of learning. It is the first opportunity for students to select elective subjects, allowing them to explore interests and strengths ahead of senior study.

Required Programs

All Year 9 students will study:

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

Students enrolled in Academic Excellence will study the same core subjects with enriched assessment to extend academic performance.

Electives Program

- All students will preference six electives; however, will only study four.
- Sports and Creative Arts Excellence students will only study two electives.

Subject Selection Advice

When choosing electives, students should consider:

- What subjects do I enjoy or excel in?
- What areas might I want to explore before senior secondary?
- Are there subjects that align with my career goals or build strengths I need?
- Do these subjects support my future learning pathway (University, TAFE, or Work)?

Support

Families are encouraged to discuss subject options together. If unsure, students should consult with:

- Subject Teachers
- Care Teachers
- Heads of Year
- Heads of Department
- Guidance Officer
- Deputy Principal

Carefully planned choices will ensure a confident start to Year 9.

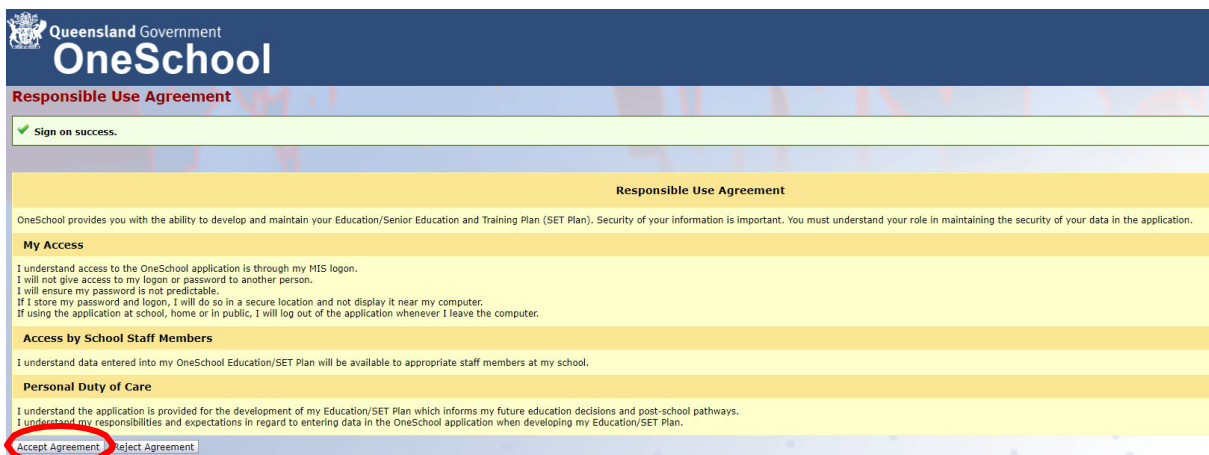
ONESCHOOL SUBJECT SELECTION Instructions

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.



Queensland Government
OneSchool

Responsible Use Agreement

✓ Sign on success.

Responsible Use Agreement

OneSchool provides you with the ability to develop and maintain your Education/Senior Education and Training Plan (SET Plan). Security of your information is important. You must understand your role in maintaining the security of your data in the application.

My Access

I understand access to the OneSchool application is through my MIS login.
I will not give access to my login or password to another person.
I will ensure my password is not predictable.
If I store my password and login, I will do so in a secure location and not display it near my computer.
If using the application at school, home or in public, I will log out of the application whenever I leave the computer.

Access by School Staff Members

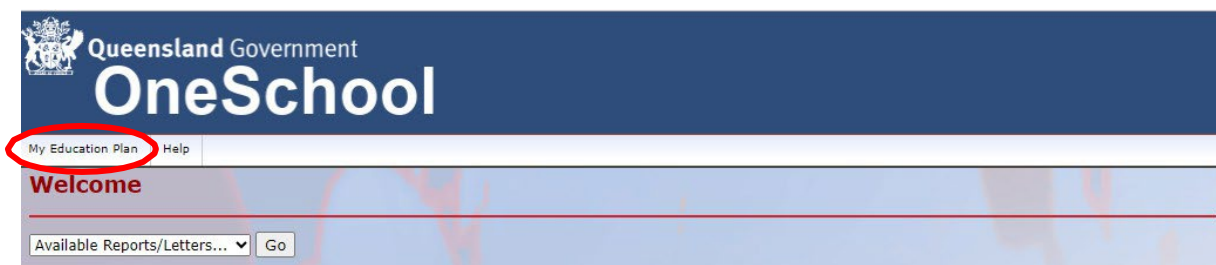
I understand data entered into my OneSchool Education/SET Plan will be available to appropriate staff members at my school.

Personal Duty of Care

I understand the application is provided for the development of my Education/SET Plan which informs my future education decisions and post-school pathways.
I understand my responsibilities and expectations in regard to entering data in the OneSchool application when developing my Education/SET Plan.

Accept Agreement **Reject Agreement**

Select **My Education Plan**.



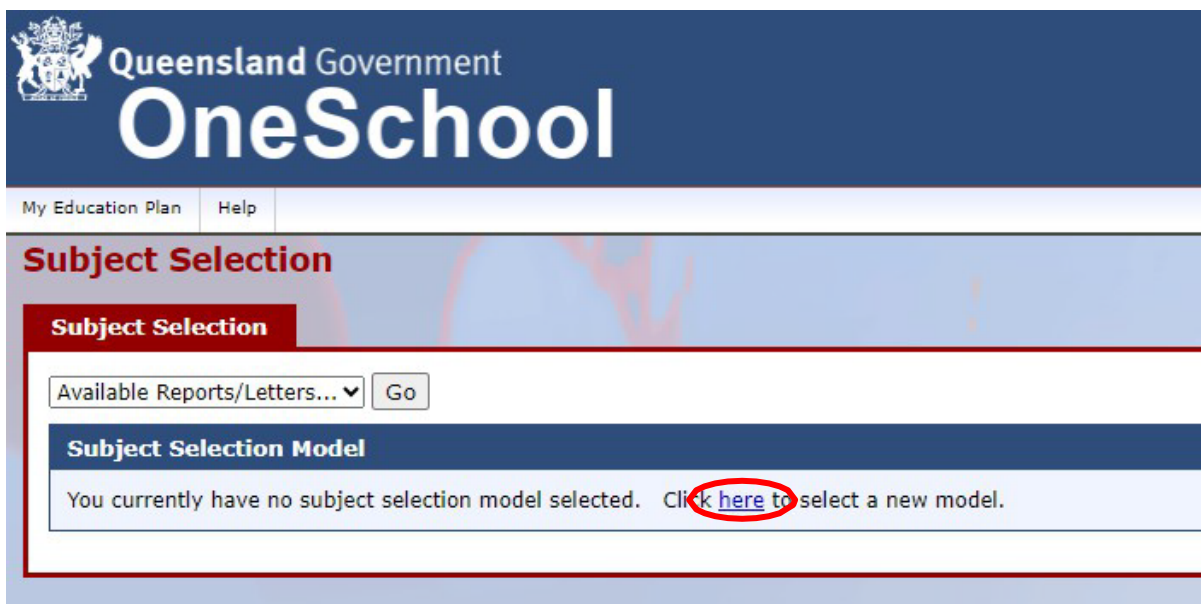
Queensland Government
OneSchool

My Education Plan **Help**

Welcome

Available Reports/Letters... **Go**

Under Subject Selection, click on the [here](#) button.



Queensland Government
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My Education Plan **Help**

Subject Selection

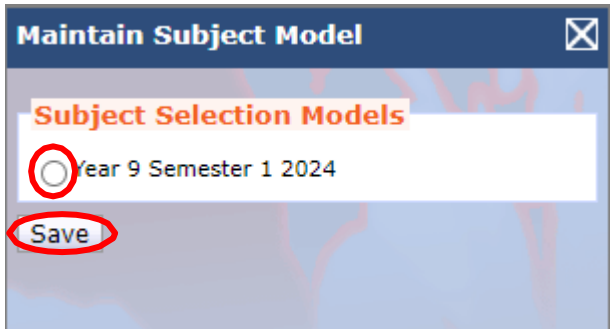
Subject Selection

Available Reports/Letters... **Go**

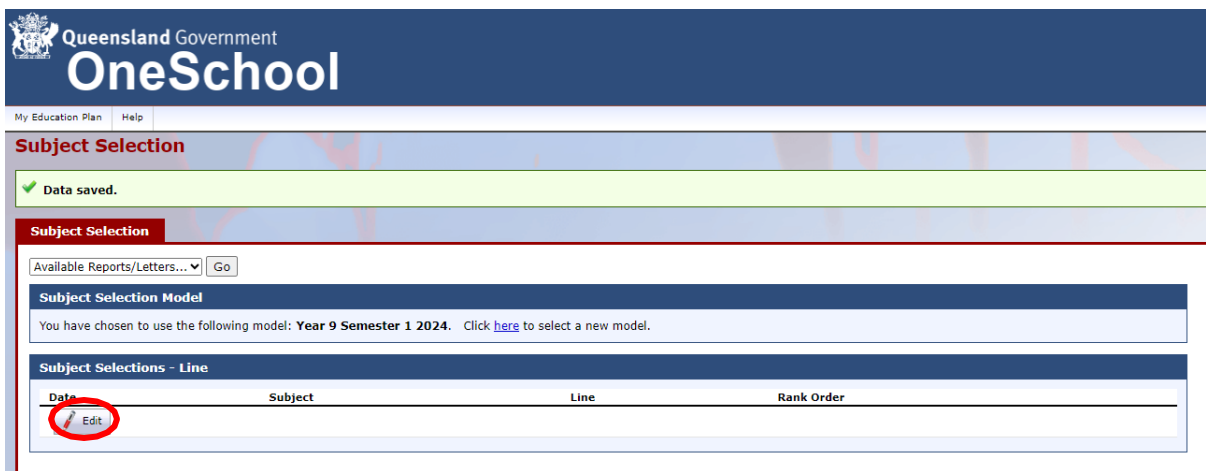
Subject Selection Model

You currently have no subject selection model selected. Click [here](#) to select a new model.

Select **Year 9 Semester 1 2027** and then **Save**.

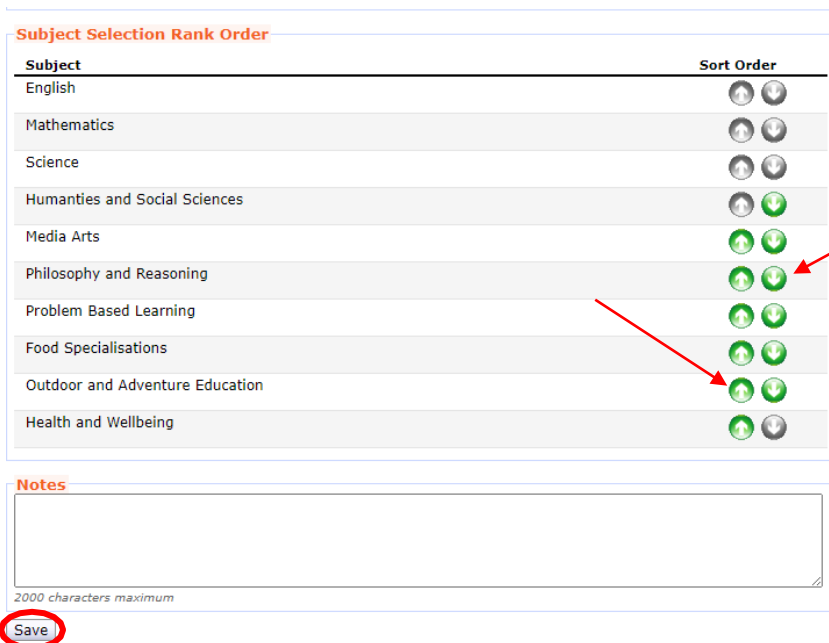


Click on the **Edit** button.



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**.



Subject	Sort Order
English	Up Arrow, Down Arrow
Mathematics	Up Arrow, Down Arrow
Science	Up Arrow, Down Arrow
Humanities and Social Sciences	Up Arrow, Down Arrow
Media Arts	Up Arrow, Down Arrow
Philosophy and Reasoning	Up Arrow, Down Arrow
Problem Based Learning	Up Arrow, Down Arrow
Food Specialisations	Up Arrow, Down Arrow
Outdoor and Adventure Education	Up Arrow, Down Arrow
Health and Wellbeing	Up Arrow, Down Arrow

Notes

2000 characters maximum

Save



REQUIRED SUBJECT OVERVIEWS

English

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.

Students who achieve an A in this subject, will be invited to enrol in Advanced English and Literature Studies in Year 10.

Course Units

Units	Assessment & unit intentions
1. Creative Writing	Narrative (unseen exam). Students will listen to, read and view a variety of information and fiction texts. They will generate ideas for developing their own innovative short story.
2. Minority Report	Feature Article (assignment). Students 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 several 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.
3. Australian Identity	Analytical essay (exam – seen). Students view the film “Red Dog” and 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.
4. Persuasive Spoken	Persuasive Multimodal. Students will choose an issue relevant to young people to complete a spoken multimodal task (for example – inclusion of a power point).

Equipment:

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

Cost:

Participation in any excursions or external activities associated with this subject may incur additional fees.

Mathematics

Course Overview

In this course, students build on their existing understanding of mathematical concepts and apply their knowledge to both real-life and purely mathematical situations.

The Australian Curriculum provides opportunities for students to creatively and efficiently develop and demonstrate their knowledge and understanding of a range of mathematical concepts.

Throughout the year, students build proficiency in mathematics while developing their understanding, fluency, reasoning, and problem-solving skills. Assessment has been developed in line with the Australian Curriculum Achievement Standards, allowing students to demonstrate their proficiency across the six strands of mathematics: Number, Algebra, Measurement, Space, Statistics, and Probability.

Course Units

Unit 1	Unit 2
Unit 1 – Geometric Me - 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 - Sampling techniques - Comparing and analysing data sets - Effect of outliers - Direct proportion, enlargement, similarity, ratio, and scale.
Unit 3	Unit 4
Unit 3 – Money Matters - Simplifying algebraic expressions - Expanding and factorising expressions - Solve equations and worded problems - Writing and graphing linear equations - Index laws and scientific notation - Factorising and solving monic quadratic expressions	Unit 4 – Power-up Your Odds - Compound events - Venn Diagrams and two-way tables - Surface area and volume of prisms and cylinders - Measurement error

Assessment Outline:

Unit 1	Unit 2
- Investigation: Geometric Constructions - Examination	- Investigation: Cycle Around Australia - Examination
Unit 3	Unit 4
Examination	- Investigation: Filling a pool using rainfall data - Examination

Equipment:

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

Cost:

Participation in any excursions or external activities associated with this subject may incur additional fees.

Science

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

Unit 1 - Survival of the Species: Homeostasis and Reproduction	Unit 2 - Cycle Influencers: Earth's spheres and the carbon cycle
Students will investigate: • Homeostasis. • reproductive strategies. • how the development of imaging technologies has improved understanding of body systems.	Students will investigate: • 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.
Unit 3 - Energy Dynamics: Conservation and transfer of energy	Unit 4 - Atomic Alchemy: Atomic structure
Students will investigate: • 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: • the historical development of the model of the atom. • 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 analytical task.

Term 1	Term 2
Written Examination	Research investigation
Term 3	Term 4
Student Experiment	Written Examination

Equipment:

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

Cost: Participation in any excursions or external activities associated with this subject may incur additional fees.

Health and Physical Education

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. Fair Play in Sport	Students will have the opportunity to devise, implement, and refine strategies for decision-making, leadership, communication and teamwork in group settings.	Performance: Performance
2. Protecting myself	Students will develop skills for self-care and identity protection. This unit will cover topics such as; • Media literacy • Prejudice and Gender construction • Holistic Wellbeing • Screen Time • Vaping	Investigation: Multimodal Presentation
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. • 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/

Cost: Participation in any excursions or external activities associated with this subject may incur additional fees.

Humanities

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 and Geography content at this year level involves two strands: Knowledge and Understanding and Skills.

Course Units

Unit 1: History: Global Mayhem – The significance of WW1	Unit 2: Geography: Biomes and Food Security
Students investigate the causes, experiences and consequences of World War I and evaluate its significance in shaping the modern world. They examine the long-term and short-term causes of the conflict, including militarism, alliances, imperialism, nationalism and the assassination of Archduke Franz Ferdinand. Students explore the experiences of Australian soldiers and civilians, including enlistment, the Gallipoli campaign, the Western Front, trench warfare and the changing role of women. They analyse a range of primary and secondary sources to identify perspectives, contestability, reliability and usefulness. Students develop a historical argument about the significance of World War I for Australia, including its impact on national identity, commemoration, society and international relations. Assessment: Essay (under exam conditions)	Students explore Antarctica as a unique and fragile biome. They examine the physical characteristics and ecological significance of the continent, including climate, landforms, ecosystems, and biodiversity. Students investigate the environmental challenges facing Antarctica, such as climate change, tourism, and international resource interests. Using geographical inquiry, they analyse how global systems including the Antarctic Treaty's aim to sustainably manage the continent's environment and resources. Students develop proposals to address issues of sustainability and human impact, applying spatial technologies, evidence, and ethical considerations in their recommendations. Assessment: Inquiry Report

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/

Cost:

Participation in any excursions or external activities associated with this subject may incur additional fees. SeaWorld Excursion – cost TBA.



ELECTIVE SUBJECT OVERVIEWS



HEALTH AND PHYSICAL EDUCATION

Health and Physical Education Extension

Course Overview

Health and Physical Education Extension (HXP) is an elective subject in Year 9.

Health and Physical Education Extension 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 Health and Physical Education Extension.

Course Outline

Students will study HXP for one semester.

Unit	Focus	Assessment
1. Fitness to improve performance	Students will develop an understanding of fitness components and methods of training to improve performance	Folio/Practical performance
2. Leadership in sport	Students will develop leadership techniques to conduct physical activity sessions for younger students.	Evaluation/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/

Cost:

Participation in any excursions or external activities associated with this subject may incur additional fees.

Health and Wellbeing

Faculty: Health and Physical Education

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.

Course Outline

Students will study HAW for one semester.

Unit and Topic	Focus	Assessment
Unit 1: PERMA framework for wellbeing	Building capability to be physically healthy and well. Students will learn about the influence of nutrition, sleep, breathing and range of movement. Students evaluate current practices and devise a strategy using research to improve health.	Folio – health diary, written evaluation & presentation of findings.
Unit 2: Mental Health – Drug & alcohol	Students explore mental skills for resilience and learn protective factors for strong mental health. They analyse factors that shape behaviours and attitudes in relation to drugs and alcohol and learn how they impact mental health. Students will learn about the effect of drugs and alcohol on the body.	Infographic Poster.

Equipment:

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

Cost:

Participation in any excursions or external activities associated with this subject may incur additional fees.

Outdoor and Adventure Education

Faculty: Health and Physical Education

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. Lifelong Physical Activity in the Outdoors	Students will develop an understanding of physical activity as a foundation for lifelong health and well-being through engaging in a variety of beach and creek-based activities including fishing.	Exam Practical performance
2. Water and Land Based Adventure	Students will learn sustainable hiking practices within the local environment. They will develop paddling skills, water safety principles and teamwork in a canoeing context.	Reflection based on hiking excursion Practical performance

Equipment:

HPE uniform (red shorts and polo shirt) and a PBC rash shirt are 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/.

Cost:

Participation in any excursions or external activities associated with this subject may incur additional fees.

HUMANITIES

Economics and Business

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.

Course Units

Unit 1 - Personal Finance/App Creation- Financial Literacy	Unit 2 – Entrepreneurship- Create your own Business
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. - 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. Assessment: Teens Talk Money. App Building.	The unit focus is on identifying and developing leadership and entrepreneurial skills, needed for the modern workforce. - 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 \$20 Boss Program – designing, creating and running their own business activity. - Students run a market day stall showcasing their unique product design. Assessment: Year 9 Business & Economics Market Day Challenge. Business start-up group assessment - Links in with \$20 Boss Challenge.

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/

Cost: Participation in any excursions or external activities associated with this subject may incur additional fees.

Geography

Faculty: Humanities

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. 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	Sustainable Oceans
	Students explore the significance of the world's oceans as vital natural systems that support biodiversity, climate regulation, and human livelihoods. They investigate how human activities such as overfishing, pollution, and coastal development impact marine environments. Using geographical concepts and skills, students analyse the effectiveness of global and local strategies to manage and protect ocean resources. Through inquiry-based learning and spatial technologies, students propose sustainable solutions for marine conservation, considering ecological, economic, and cultural perspectives.
	Assessment: Investigation: Research Report
2	Global Connections and Sustainable Tourism
	Students investigate how advances in transport, communication and technology have increased connections between people, places and environments. They examine the growth of international tourism and analyse its environmental, economic, social and cultural impacts on selected destinations. Students explore issues such as overtourism, pressure on infrastructure, environmental degradation, cultural change and unequal distribution of tourism income. Using maps, data, spatial technologies and geographical evidence, students evaluate strategies used by governments, communities and tourism operators to promote sustainable tourism. They develop recommendations that balance visitor experiences, economic opportunities, environmental protection and the needs of local communities.
	Assessment: Combination Response Examination

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: Participation in any excursions or external activities associated with this subject may incur additional fees.

History

Faculty: Humanities

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 conditions)
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:

Participation in any excursions or external activities associated with this subject may incur additional fees.

Legal Studies

Faculty: Humanities

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
• 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 Assessment: Combination Response Exam	• What is Social Justice • Current Social Issues • Social Justice Campaigns • United Nations & Human Rights • Global Goals Assessment: Group Project - Infographic, Article, Petition and PowerPoint

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/

Cost:

Participation in any excursions or external activities associated with this subject may incur additional fees.

Philosophy and Reasoning

Faculty: Humanities

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
Big Questions Explore the truth of a self-selected big question such as, is there life after death? Did aliens build the pyramids? Construct arguments for and against. Determine the answer to the big question.	Thinkers & Schools of Thought Choose one school of thought to make comment on its usefulness in a modern context. • Existentialism • Nihilism • Stoicism
Assessment: With a partner Spoken multi-modal presentation	Assessment: Analytical Essay

Equipment:

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

Cost:

Participation in any excursions or external activities associated with this subject may incur additional fees.

Spanish

Faculty: Humanities

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.

Students can partake in the **SPAIN TRIP** if they study Spanish!

Course Units

Unit 1 - My City	Unit 2 - What's the Weather Like?
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. - Places around town - Numbers - Adjectives Assessment: Reading/Listening Assessment	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. - 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. Assessment: Writing/Speaking Assessment

Equipment:

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

Cost:

Participation in any excursions or external activities associated with this subject may incur additional fees.

Problem Based Learning

Faculty: Humanities (Other)

Course Overview

What if your classroom felt more like a creative studio or an innovation lab than a typical lesson? Welcome to Problem-Based Learning (PBL) – where big questions drive real-world thinking. In this elective, you won't just learn facts, you'll tackle complex problems, collaborate with others, and create innovative solutions that matter. You'll work in teams on challenging projects built around an inquiry question that you design. You'll take charge of your own learning, diving deeper into topics that interest you and developing skills that future employers (and the world) are crying out for.

Why Study Problem-Based Learning?

The world is changing – fast. Success in tomorrow's workforce depends on how well you can think, adapt, collaborate, and problem-solve. PBL gives you the chance to build these skills now, through exciting projects that matter to you. It's hands-on, minds-on learning for curious and thinkers and future changemakers. If you're someone who likes thinking outside the box, enjoys a challenge, asking big questions, and working toward meaningful outcomes – this is your subject.

Prerequisites:

Preference is given to students from the Year 8 Integrated Learning Program, Academic Excellence classes, and then the wider cohort. This subject suits highly able students – even if they don't always realise it! To thrive in PBL, you'll need:

- Strong literacy skills
- A willingness to work with others
- An open mind for different perspectives

Course Outline:

UNIT 1 AND UNIT 2	UNIT 3 AND UNIT 4
Build Your Team • Kick off with fast-paced team-building challenges • Learn how to communicate effectively, manage conflict, and work to your strengths. Choose What Matters to You • Explore big ideas, issues, or passions that interest you • Collectively, decide which problems or topics are worth solving, and choose your group. • Topics change every year, because students change every year. Set the Rules • Work together to create clear and fair criteria • Define a successful project – and aim for it. Launch Your Project • Work in groups to tackle your chosen challenge • Research, design, test, build, interview, create, authenticate and reflect – the process is up to you • Present your final product, pitch, or findings to the class (and sometimes a wider audience).	PBL for the whole year? • Semester 2 takes your skills to the next level with fresh challenges, new projects, and deeper thinking. • Dive into hands-on simulations that put your teamwork, resilience, and creative thinking to the test • Tackle tricky scenarios to build real-world 21st Century skills like leadership, negotiation, and problem-solving Think Bigger, Together • Join Communities of Inquiry where you ask big questions, challenge assumptions, and build collective knowledge • Share progress and give feedback on each other's projects in meaningful, respectful ways • Start fresh with a new unit or continue a passion project from Semester 1 • Work with new group members and tackle different types of challenges.
ASSESSMENT: All projects end in a presentation, where students share a final product with the class. Assessment timelines vary depending on the nature of the problem or project being investigated.	

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

Cost: Excursions or external activities associated with this subject may incur additional fees.

TECHNOLOGY

Design And Engineering

Faculty: Technology

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 problems using research and knowledge of fundamental engineering and design processes. Several 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 – Unit 1	Term 2 / Term 4 – Unit 2
• 2D & 3D Design and Engineering Drawing • Computer Aided Drawing (CAD) • Structures • Laser Cutting Systems	• 2D & 3D Building Design & Drawing • Sustainable dwellings • The Design Process

Assessment Outline:

Term 1 / Term 3 – Unit 1	Term 2 / Term 4 – Unit 2
• Electronic Folio Presentation • Bridge Design & Construction	• 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.

Cost:

Participation in any excursions or external activities associated with this subject may incur additional fees.

Digital Technologies

Faculty: Technology

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

Unit 1 and Unit 2
Networks, Websites and the Internet • 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 graphic design software to create original graphics for the web. • Design and develop a website using HTML and CSS languages.

Assessment Outline:

Unit 1 and Unit 2
Networks, Data and Websites • 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.

Cost:

Participation in any excursions or external activities associated with this subject may incur additional fees.

Food Specialisations

Faculty: Technology

Course Overview

Food Specialisations focuses upon kitchen operations, food preparation, cooking, and food service. It provides an introduction to Australian Guide to Healthy Eating and Diet Related Diseases, then Indigenous Foods.

Course Units

Unit 1 – Australian Guide to Healthy Eating & Diet Related Diseases	Unit 2 – Indigenous Foods / Native Australian Foods
- Weekly Cooking - Explore healthy eating & foods that contribute to disease Assessment: Written folio & practical assessment	- Weekly Cooking - Students will explore indigenous foods and how to modify recipes - Opportunities to taste different indigenous herbs, fruits & meats - Investigate sustainable packaging options & learning requirements Assessment: Design & cook a pasta recipe + written folio

Assessment Outline:

Students are required to complete a folio of work.

Students are required to complete a practical assessment each term.

Principles of fullest and latest apply.

Equipment:

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

Cost:

\$50.00 Annual Technology Food Subject Fee (\$25.00 per term).

Participation in any excursions or external activities associated with this subject may incur additional fees.

Industrial Technology Skills

Faculty: Technology

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
- Workshop safety tests and tools demonstration - Serving Tray	Wastepaper Basketball hoop

Assessment Outline:

Term 1	Term 2
- Practical project and folio - Multimodal research assignment - Safety and tools test	- Practical project and folio - Multimodal research 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:

Participation in any excursions or external activities associated with this subject may incur additional fees.

STEM and Robotics

Faculty: Technology

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 and drone systems.
- Develop critical thinking and teamwork skills in STEM contexts.

Course Units

Unit 1 - Robotics	Unit 2 - Aviation
• Investigate and apply engineering principles through VEX robotics kits • Design, build, and iterate robotic solutions • Program robots using block-based and Python coding • Use sensors, inputs, and outputs to control robot behaviour • Collaborate on open-ended robotics challenges and competitions	• Introduction to drone technology and safe flight operations • Program autonomous drone flight paths • Use drones for mapping and surveillance operations • Explore the connection between aviation principles and digital systems • Solve real-world problems using drones

Assessment Outline:

Assignment: Build and code a Lego 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

Cost: Participation in any excursions or external activities associated with this subject may incur additional fees.

Textiles and Fashion Design

Faculty: Technology

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:

Unit 1	Unit 2
• Sewing safety • Sewing equipment • Sewing basics and using a sewing machine • Fabric decoration and embellishments	• Fibres, yarns and thread • Sustainability and fashion • Sleepwear fashion designers • Reading patterns

Assessment Outline:

Unit 1	Unit 2
• Project: Bag • Folio: Documentation of design process	• 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).

Participation in any excursions or external activities associated with this subject may incur additional fees.

THE ARTS

Dance

Faculty: The Arts

Course Overview

Year 9 Dance builds confidence, creativity, teamwork, and self-expression through fun, hands-on learning. Open to all levels, the course encourages students to explore different dance styles, choreograph routines, and reflect on professional performances.

With a strong focus on practical work, students collaborate in groups to develop core choreographic and performance skills. Simple written tasks support reflection, and students may attend a professional dance show.

No experience is needed—just a willingness to participate and be creative in a supportive environment.

Students may also have the chance to perform at Dance Night at The Star in Term 4, a highlight of the year.

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

Studying this subject in Year 9 may lead to subjects such as Dance and Dance Excellence in Year 10.

Course Units

Unit 1	Unit 2
On Broadway 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.	Phobias-Introduction to Contemporary Dance Students are introduced to the fundamentals of contemporary dance and key concepts and skills. They will experiment with dance elements, choreographic devices and production elements to create a thematic dance in small groups.

Assessment Outline:

Unit 1	Unit 2
Presenting: Performing (Musical Theatre – Jazz)	- Creating: Choreograph 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:

Students studying Year 9 Dance will have the opportunity to study Year 10 Dance and Dance General in Year 11 and 12. Dance is a creative subject of self-discovery and collaborative expression and has many benefits for students including building strong communication skills, time management and self-expression. Skills developed through this subject transfer into creative and health industries.

Additionally, there is an opportunity to perform at Dance Night at The Star.

Potential opportunity for inclusion in Dance Excellence through invitation and audition process only.

This course is separate from **Dance Excellence**, so students can select both Dance subjects.

Drama

Faculty: The Arts

Course Overview

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

This is a predominantly practical subject with some theory that focuses on reflecting and responding to dramatic elements. Practical work focuses on creating through forming drama and performance qualities.

No prior drama experience is necessary, just a willingness to participate, experiment, and engage in a creative and supportive environment.

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

Studying this subject in Year 9 may lead to subjects such as Drama and Drama Excellence in Year 10.

Course Units

Unit 1	Unit 2
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.	Script work – What matters to me! Students will explore ensemble performance through group work and rehearsal.

Assessment Outline:

Unit 1	Unit 2
- Creating: Devising through improvisation - Presenting: Performance in small groups - Responding: Reflect on own and groups performance	- Presenting: Performance in small groups of a provided script that explores teen issues - Responding: Reflect on own and groups production

Equipment:

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

Cost:

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

Pathways:

Students studying Year 9 Drama will have the opportunity to study Year 10 Drama and Drama General in Year 11 and 12. Drama is a creative subject of self-discovery and independent and collaborative work and has many benefits for students including building strong communication skills, time management, self-expression and confidence. Skills developed through this subject transfer into creative industries, communication, media and marketing industries.

Media Arts

Faculty: The Arts

Course Overview

Media is a creative, hands-on subject where students become visual storytellers. They'll learn how filmmakers use techniques like camera angles, lighting, sound, and editing to shape meaning, build emotion, and capture attention. By exploring how media influences audiences, students develop both creative and critical thinking skills.

In this course, students step into the exciting world of media production, where creativity meets real-world filmmaking processes. Students will learn how to plan and develop ideas using tools like *treatments* (written outlines) and *storyboards* (visual scene plans), before bringing their concepts to life on screen.

From concept development to final edit, this course offers a dynamic mix of storytelling, technical learning, and teamwork — perfect for students who enjoy being creative and want to understand how film and media really work.

Studying this subject in Year 9 may lead to subjects such as Media in Year 10 and Film, TV New Media in Year 11 and 12.

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

Course Units

Unit 1	Unit 2
Editing Students learn how to explore editing techniques and tell a story by using a montage sequence.	B-Grade Sci-Fi 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 using editing software.

Assessment Outline:

Unit 1	Unit 2
- Creating: write a treatment for creating a montage - Presenting: produce a montage film	- Creating: write a treatment and create a storyboard - Presenting: Produce a B-Grade sci-fi film trailer

Equipment:

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

Cost: Students will have the opportunity to attend an excursion through the year, which will incur additional costs.

Pathways:

Students studying Year 9 Media will have the opportunity to study Year 10 Media and Film, TV New Media General or Media in Practice Year 11 and 12. Media is a creative subject of self-discovery, storytelling and provides student with opportunities to work independently and collaboratively. Skills developed through this subject have many benefits for students including building strong communication skills, time management and self-expression, along with a strong foundation in technology knowledge and application. Skills developed through this subject transfer into film making, content creation, creative industries, communication, media and marketing industries.

Music

Faculty: The Arts

Course Overview

Year 9 Music is a creative, hands-on course where students express themselves through performance, songwriting, and musical exploration. Open to all skill levels, it supports growth in performing, creating, and analysing music in a practical, supportive environment.

Students will write original songs, rehearse and perform music, and explore different styles through analysis. Group and solo work build collaboration and confidence, with regular performance helping develop stage presence.

A willingness to perform and practise outside class is essential. Access to an instrument at home is strongly recommended.

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

Course Outline

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

Unit 1	Unit 2
Australian Music Students will be introduced to the landscape of Australian music and be given an opportunity to explore a range of genres to develop their performance and responding skills as a musician.	Electronic Dance Music Students develop composition skills through the study of Electronic Dance Music (EDM) genres and the use of digital music making software.

Assessment Outline:

Unit 1	Unit 2
- Presenting: perform a song in a small band or individually to your class - Responding: reflect on your performance	- Creating: compose an original song in the style of EDM using digital music software - Responding: reflect on the song writing process

Cost: Students will have the opportunity to attend an excursion through the year, which will incur additional costs.

Pathways:

Students studying Year 9 Music will have the opportunity to study Year 10 Music and Music General or Music in Practice in Year 11 and Music Extension in year 12. Music is a creative subject of self-discovery and independent and collaborative work and has many benefits for students including building strong communication skills, time management and self-expression. Skills developed through this subject transfer into creative industries, communication, media and marketing industries.

Potential opportunity for inclusion in Music Excellence through invitation and audition process only.

This course is separate from **Music Excellence**, so students can select both Music subjects.

Visual Arts

Faculty: The Arts

Course Overview

Year 9 Visual Art is a hands-on, creative subject where students explore their imagination while developing technical skills in drawing and painting. Through guided instruction and personal expression, students will refine their abilities and experiment with a range of materials and techniques.

As they create their own artworks, students will also learn how to interpret and analyse the work of others, gaining insight into the meaning behind visual art. The course introduces students to contemporary artists, key movements in art history, and the role of design in visual culture, helping them appreciate both the creative process and the broader context of art-making.

This course is ideal for students who enjoy being creative, want to build their artistic skills, and are interested in expressing ideas visually.

Studying this subject in Year 9 may lead to subjects such as Visual Art and Visual Arts Excellence in Year 10.

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

Course Units

Unit 1	Unit 2
Drawing Students plan, design and create a portrait based on an iconic Australian. They analyse traditional and contemporary portraits identifying how different artists use visual conventions.	Painting Students plan, design and create a two-dimensional artwork appropriating the works of two other artists from two different art movements. They make connections about how artists use visual conventions to communicate meaning.

Assessment Outline:

Unit 1	Unit 2
- Visual Portfolio - Major Drawing – A3 paper - Artist Statement	- 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 will have the opportunity to attend an excursion through the year, which will incur additional costs. Students are not required to purchase art equipment; these will be supplied throughout subject.

Pathways: Students studying Year 9 Visual Art will have the opportunity to study Year 10 Visual Art and Visual Art General or Applied in Year 11 and 12. Visual Arts is a creative subject of self-discovery and independent work and has many benefits for students including building strong communication skills, time management and self-expression. Skills developed through this subject transfer into creative industries, communication, media and marketing industries.

This course is separate from **Visual Arts Excellence**, so students can select both Visual Art subjects.



EXCELLENCE PROGRAMS

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.

Course Outlines

Advanced English

Unit 1 and Unit 2	Unit 3 and Unit 4
Unit 1: Language and Literacy Spelling, grammar, punctuation and comprehension skills. Identifying and using literary and persuasive devices. Assessment: • Short response for each genre Unit 2: To Kill a Mockingbird <i>Students study To Kill a Mockingbird through close analysis of representation, perspective and context. They examine how language features, literary devices and text structures shape meaning and position readers.</i> <i>Students then apply their understanding by creating a multimodal narrative that fills a gap or silence in the novel.</i> Assessment: • Narrative Intervention, Literacy Test	Unit 3: Verona on Trial: Justice, Blame and Tragedy in Romeo and Juliet Students read the play <i>Romeo and Juliet</i> and explore how Shakespeare represents conflict, responsibility, fate, consequences, power and human decision-making. Students explicitly develop persuasive argument and speaking skills and present an individual persuasive speech to Prince Escalus arguing who or what is most responsible for the tragic events of the play. Assessment: • Persuasive Speech Unit 4: Australian Identity Analyse literary and poetic devices in a range of Australian colonial poetry. Assessment: • Unseen Exam - Analytical essay

Advanced Maths

Semester 1	Semester 2
Units 1 and 2 - 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 Exploring problem solving strategies, real life applications and use of digital tools across all strands. Assessment: Unit 1 – Exam Unit 2 – Exam	Units 3 and 4 - 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 Exploring problem solving strategies, real life applications and use of digital tools across all strands. Assessment: Unit 3 – PSMT + Exam Unit 4 – Exam



Advanced Science

Semester 1	Semester 2
Unit 1: Survival of the Species Students will compare the role of the body's systems and ways in which they regulate and coordinate the body's response to stimulus. Assessment: Exam Unit 2: Cycle Influencers Students explore the carbon cycle. They will learn how interactions within and between the atmosphere, biosphere, lithosphere and hydrosphere affect the carbon cycle. Assessment: Science Investigation	Unit 3: Energy Dynamics Students will explain the transfer of energy using different models and predict how future applications of science and technology may affect peoples' lives. Assessment: Exam – multiple choice and extended response Unit 4: Atomic Alchemy 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. Assessment: Exam

Advanced Humanities

Semester 1	Semester 2
Unit 1: World War 1 • 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 Assessment: Exam	Unit 2: Biomes and Food Security • 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 Assessment: Inquiry Task
Excursion: Queensland Museum and the Anzac Legacy Exhibit	Excursion: Paddock to Plate

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 requirements of the program as per their contract.

Cost:

A fee of \$350 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, training for staff, and subsidies for some excursions.

Creative Arts Excellence Program

Excellence Programs

Overview

The Creative Arts Excellence Program offers passionate and talented students the opportunity to deepen their skills and experience in Dance, Music (Years 7–12), Visual Arts (Years 7–10), and Drama (Years 9–12). Designed for students working at an advanced level, the program provides a dynamic and focused learning environment that extends beyond the standard curriculum.

With strong links to the arts and entertainment industries, this program supports students in refining their technical abilities, developing their creative voice, and preparing for future pathways in the arts. Learning experiences include specialised workshops, extended rehearsal or studio time, folio and audition preparation, and access to industry professionals and mentors.

Collaboration is a key feature of the Dance, Drama, and Music Excellence courses, where students work in ensemble and group-based projects that reflect real-world creative practice. Visual Art Excellence supports more independent, self-directed work, where students explore and refine their personal style. Across all disciplines, students have opportunities to showcase their work through school-based and community performances, exhibitions, and events—celebrating their achievements and creative growth throughout the year.

Entry into the program is by audition and/or interview, where students demonstrate both their current skills and their potential for growth in their chosen creative field.

Prerequisites

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

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

Students may only enrol in one Creative Arts 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 community festivals, school Musical, Dance Teams, and regional/state/national showcases.

Excellence Expectations

Please refer to the Creative Arts Excellence Contract for details.

Dance Excellence

Excellence Programs

Course Overview

Dance Excellence is an advanced course for dedicated dancers ready to extend their technique, creativity, and performance skills. Building on the mainstream Dance subject, it offers deeper focus on choreography, versatility, and critical appreciation.

Students perform solo and in groups, join guest artist workshops, and take part in at least two public performances annually. Rehearsals outside class are essential and reflect real-world expectations.

While students can specialise in a style or choreographic focus, they will explore a wide range of techniques. Specialisations should be noted on the application.

This Year 9 class has limited places and provides a collaborative, inspiring space for committed dancers.

Prerequisites

Experience in the area of Dance is essential. Entry will only be accepted through successful audition and application processes, or continued enrolment from Year 8 Dance Excellence.

Course Units

Semester 1 - Unit 1 – Performance	Semester 2 - Unit 3 - Our Land
Students will study and practice dance technique including correct alignment and health and fitness in dance. Students will also learn a dance routine for Eisteddfods taught by a guest choreographer.	This unit explores Australian identity through the work of Bangarra, with students using contemporary dance to express themes of culture, story, and place.
Unit 2 – History of Jazz	Unit 4 – From the Roots
Students explore the rich cultural roots and evolution of jazz dance. Working in small groups, they apply their understanding by choreographing and performing an original piece that blends historical context with contemporary flair.	Building on from the previous unit, students will experience a teacher-adapted performance piece from <i>Bangarra</i> to further develop contemporary dance techniques and expressive skills relevant to the style studied.

Assessment Outline

Semester 1 - Unit 1 - Performance	Semester 2 - Unit 3 - Our Land
Presenting: performance - demonstrate an understanding of contemporary, ballet and/or jazz technique	- Responding: analytical essay - Creating: choreograph a contemporary dance inspired by an Australian theme
Unit 2 - History of Jazz	Unit 4 - From the Roots
- Creating: choreograph in small groups create a jazz dance in one of the following styles: - o Afro-jazz - o Broadway jazz - o Commercial jazz	Presenting: performance – a contemporary routine adapted from <i>Bangarra</i> in small groups

Cost: Students will have the opportunity to attend an excursion, workshops and competitions through the year, which in most cases, these are covered by course fees, they may attract additional costs. Students who are successful in gaining a place in a Super Team will be invoiced a separate amount to cover costs of this experience.

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

Pathways: Students studying Year 9 Dance Excellence will have the opportunity to study Year 10 Dance Excellence and Year 10 Dance, along with Dance General in Year 11 and 12. Dance is a creative subject of self-discovery and collaborative expression and has many benefits for students including building strong communication skills, time management and self-expression. Skills developed through this subject transfer into creative and health industries. This course is separate from **Dance**, so students can select both Dance subjects.

Excellence Expectations: Please refer to the Creative Arts Excellence Contract for details.

Drama Excellence

Excellence Programs

Course Overview

Drama Excellence is an advanced course for students who love performing and creative storytelling. Building on the mainstream Drama subject, it focuses on acting technique, character development, and theatrical appreciation.

Students explore improvisation, perform monologues, and collaborate on a full class production. The year ends with a children's theatre project, adapting performance for a younger audience. Ensemble work, public performance, and commitment to rehearsals are key components.

Throughout the year, students refine voice, movement, and stagecraft while engaging with a range of theatrical styles.

Prerequisites

Experience in Drama is essential. Entry will be accepted through invitation or successful audition and application processes.

Course Units

Semester 1 - Unit 1 – “Thank God You’re Here!”	Semester 2 - Unit 3 – From Page to Stage
Students develop quick-thinking, characterisation, and storytelling skills through high-energy improvisation, building confidence and collaboration in unscripted performance.	Students bring scripted scenes to life by analysing texts, developing roles, and working collaboratively to stage a polished class performance for a live audience.
Unit 2 – Origins of Theatre – Classic Monologues	Unit 4 – Children’s Theatre
Students explore the foundations of theatre by interpreting and performing iconic monologues, focusing on vocal delivery, movement, and dramatic meaning.	Students use expressive movement, exaggerated characters, and clear storytelling to create engaging performances tailored to entertain and connect with young audiences.

Assessment Outline

Semester 1 - Unit 1 – “Thank God You’re Here!”	Semester 2 - Unit 3 - From Page to Stage
• Creating: devising an improvise scene using spontaneous characterisation and narrative skills • Presenting: perform improvised work	• Creating: collaborate to devise and rehearse scripted scenes • Presenting: perform staged scenes demonstrating ensemble skills
Unit 2 - Origins of Theatre – Classic Monologues	Unit 4 - Children’s Theatre
• Creating: develop and rehearse a classic monologue using voice and movement techniques • Presenting: perform a polished solo monologue • Responding: reflect on performance choices and impact	• Creating: devise original theatre for young audiences using movement and storytelling • Presenting: perform engaging children's theatre pieces • Responding: reflect on audience response and creative choices

Cost: 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.

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

Pathways: Students studying Year 9 Drama Excellence will have the opportunity to study Year 10 Drama Excellence and Year 10 Drama, along with Drama General in Year 11 and 12 (numbers permitting) or Drama Excellence (Applied). Drama is a creative subject of self-discovery and collaborative expression and has many benefits for students including building strong communication skills, time management and self-expression. Skills developed through this subject transfer into creative and performing arts industries. This course is separate from **Drama**, so students can select both Drama subjects.

Excellence Expectations: Please refer to the Creative Arts Excellence Contract for details.

Music Excellence

Excellence Programs

Course Overview

Music Excellence is designed for students who are passionate about performing, composing, and engaging with music in a creative and challenging environment. This advanced course further develops students' instrumental, vocal, and composition skills through practical, hands-on learning.

Throughout the year, students work both independently and collaboratively to refine their technique, create original compositions, and rehearse and perform across a variety of styles. In Year 9, students are offered increased opportunities to build their performance skills through school-based and community events, giving them valuable exposure to larger audiences and real-world musical settings.

These authentic experiences help students develop confidence, creativity, and stage presence, while also providing networking opportunities within the wider music community.

Entry is by audition, and students may apply to join the program in Year 9, regardless of whether they were part of Music Excellence in earlier years.

Prerequisites

Experience in Music is essential. Entry will be accepted through invitation or successful audition and application processes, or continued enrolment from Year 8 Music Excellence.

Course Units

Semester 1 - Unit 1 – Pioneers of Rock	Semester 2 - Unit 3 – Jazz Music
Students explore the evolution of rock music from the 1960s to today, discovering how iconic artists and bands shaped the genre. Through practical music-making, they engage with the style, energy, and influence of rock across the decades.	Students are introduced to the rich traditions and styles of jazz, from its early roots to modern sub-genres. Through listening, analysis, and performance, students explore the expressive techniques and improvisational qualities that define jazz music.
Unit 2 – Musicals	Unit 4 – My Instrument and It's Repertoire
Students explore a range of musical theatre songs and their defining features. They bring characters and stories to life through performance and original composition inspired by classic and contemporary musicals.	Students take a deep dive into their chosen instrument, exploring its history, techniques, and key repertoire. Through research and performance, students develop a strong connection to their instrument and their identity as a musician.

Assessment Outline

Semester 1 - Unit 1 – Pioneers of Rock	Semester 2 - Unit 3 - Jazz Music
- Creating: rehearse and prepare a group performance of a rock song - Presenting: perform a selected rock piece in a small ensemble - Responding: write a performance statement	- Creating: rehearse and prepare a performance of a jazz standard - Presenting: perform the jazz standard individually or in a small group - Responding: analyse and evaluate a jazz song and present findings in a viva voce presentation
Unit 2 - Musicals	Unit 4 - My Instrument and It's Repertoire
- Creating: compose an original musical theatre song based on a given narrative - Presenting: perform a musical theatre song as a solo or small group - Responding: write statements	- Presenting: perform a selected piece live on their instrument - Responding: present research findings and analysis of their chosen piece in a PowerPoint presentation

Cost: 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.

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

Pathways: Students studying Year 9 Music Excellence will have the opportunity to study Year 10 Music Excellence and Year 10 Music, along with Music Excellence in Year 11 (Applied) and General in Year 11 and 12 and Music Extension in Year 12. Music is a creative subject of self-discovery and collaborative expression and has many benefits for students including building strong communication skills, time management and self-expression. Skills developed through this subject transfer into creative and performing arts industries.

This course is separate from **Music**, so students can select both Music subjects.

Excellence Expectations: Please refer to the Creative Arts Excellence Contract for details.

Visual Arts Excellence

Excellence Programs

Course Overview

Visual Arts Excellence is designed for passionate and dedicated young artists ready to deepen their skills and creative expression. Throughout the year, students build on their existing talents by exploring a range of mediums and techniques across diverse, challenging projects.

This advanced course encourages individual artistic voice and technical refinement, while also fostering critical thinking through the study of contemporary artists, art history, and design principles. Students have opportunities to showcase their work in school and community exhibitions, celebrating their creativity and growth.

This is a dedicated Year 9 class with limited places, offering an inspiring environment where motivated artists can push their boundaries and develop a professional approach to their craft.

Prerequisites

Experience in Visual Arts is essential. Entry will be accepted through invitation or successful portfolio and application processes, or continued enrolment from Year 8 Visual Art Excellence.

Course Units

Semester 1 Unit 1 – Drawing: People, Places and Objects	Semester 2 Unit 3 – Pop Art – 3D
In this unit, students develop technical drawing skills by creating a series of close-up drawings based on a chosen theme, exploring composition and how visual choices communicate meaning.	Students explore the Pop Art movement by planning and creating a three-dimensional artwork, then reflect on how cultural influences shape their work and others.
Unit 2 – Painting: Homage	Unit 4 – Pop Art – 2D
Students plan, design, and create a painting that pays homage to a historical art movement, exploring its styles and techniques.	Students deepen their understanding of Pop Art by planning and creating a two-dimensional artwork inspired by the movement, then reflect on how to effectively present their work.

Assessment Outline

Semester 1 Unit 1 – Drawing: People, Places and Objects	Semester 2 Unit 3 – Pop Art – 3D
- Creating: develop a series of four close-up drawings based on the theme 'seeing the unseen' - Presenting: present the completed drawings as a cohesive series - Responding: reflect on how composition and visual choices communicate meaning	- Creating: plan, design, and create a three-dimensional Pop art sculpture of oversized food - Presenting: present the artwork in class or exhibition space - Responding: write a reflection and artist's statement evaluating cultural influences on their work and Pop Art in general
Unit 2 – Painting: Homage	Unit 4 – Pop Art – 2D
- Creating: plan, design, and create a painting inspired by a historical art movement - Responding: articulate how their work connects with the styles and techniques of the chosen art movement	- Creating: plan, design, and create a two-dimensional artwork inspired by Pop Art - Presenting: prepare and present your artwork on a skateboard deck - Responding: reflect on how to best display your artwork

Cost: 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.

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

Pathways: Students studying Year 9 Visual Arts Excellence will have the opportunity to study Year 10 Visual Arts Excellence and Year 10 Visual Art, along with Visual Art General in Year 11 and 12.

Visual Arts is a creative subject of self-discovery and independent work and has many benefits for students including building strong communication skills, time management and self-expression. Skills developed through this subject transfer into creative industries, communication, media and marketing industries.

This course is separate from **Visual Arts**, so students can select both Visual Art subjects.

Excellence Expectations: Please refer to the Creative Arts Excellence Contract for details.



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 / NFL flags (boys and girls) and Track (sprints and distance).

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).

Pathway:

Participation in Sports Excellence programs can lead to a wide range of sporting and career pathways, including State and National representative teams, U.S. college scholarships, professional playing careers, Commonwealth and Olympic Games selection, coaching, strength and conditioning, player management, and athlete wellbeing. These are just some of the many opportunities available within a broad and diverse sporting industry.