



PALM BEACH
CURRUMBIN

STATE HIGH

YEAR 9
SUBJECT SELECTION GUIDE
2019



Introduction	3
EXCELLENCE PROGRAMS	4
Academic Excellence Program	5
Creative Arts Excellence	6
Dance Excellence Program	7
Drama Excellence Program	8
Film and Media Excellence Program.....	9
Music Excellence Program	10
Visual Arts Excellence Program.....	11
Sports Excellence Program	12
ENGLISH	13
English	14
HEALTH AND PHYSICAL EDUCATION	15
Health and Physical Education.....	16
Extension Physical Education	17
HUMANITIES	18
Economics and Business.....	19
Geography.....	20
History (year long course)	21
Humanities (core).....	22
Japanese	23
Spanish	24
MATHEMATICS	25
Mathematics	26
SCIENCE	27
Science.....	28
TECHNOLOGY.....	29
Digital Innovation	30
Technology Food.....	31
Technology Design.....	32
Technology Digital.....	33
Technology Engineering	34
THE ARTS.....	35
Art	36
Dance.....	37
Drama.....	38
Media Arts.....	39
Music.....	40



Introduction

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

Year 9 students elect two of their subjects. 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 the Senior School. In particular, consider what do they enjoy and what they are good at.

All students in Year 9 will study:

- English
- Maths
- Science
- Humanities
- Health and Physical Education

In addition, students choose two electives which provide 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, the Middle School Guidance Officer or Head of Department Middle School.



EXCELLENCE PROGRAMS



Academic Excellence Program

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

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

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

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

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

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

Costs: See 2019 Schedule of Fees. It is expected that students will attend field experiences and participate in workshops and academic competitions during the course.



Creative Arts Excellence

Course Overview

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

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

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

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

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

Students may also only enrol in one excellence subject.

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

Subject Costs: See 2019 Schedule of Fees.



Dance Excellence Program

Course Overview

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

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

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

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

Course Units

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

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

Assessment Outline

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

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

Costs: See 2019 Schedule of Fees. It is expected that students will attend several field experiences and performances and participation in workshops during the course. While in most cases, these are covered by course fees that may attract additional costs.



Drama Excellence Program

Course Overview

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

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

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

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

Course Units

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

Assessment Outline

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

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

Costs: See 2019 Schedule of Fees. It is expected that students will attend several field experiences and participate in workshops during the course. While in most cases these are covered by course fees, they may attract additional costs.



Film and Media Excellence Program

Course Overview

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

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

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

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

Course Units

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

Assessment Outline

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

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

Costs: See 2019 Schedule of Fees. It is expected that students will attend several field experiences and participate in workshops during the course. While in most cases these are covered by course fees, they may attract additional costs.



Music Excellence Program

Course Overview

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

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

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

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

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

Course Units

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

Assessment Outline

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

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

Costs: See 2019 Schedule of Fees. It is expected that students will attend several live performances and participate in workshops during the course that may attract additional costs.



Visual Arts Excellence Program

Course Overview

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

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

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

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

Course Units

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

Assessment Outline

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

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

Costs: See 2019 Schedule of Fees. It is expected that students will attend several field experiences and participate in workshops during the course. While in most cases these are covered by course fees, they may attract additional costs.



Sports Excellence Program

Course Overview

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

Course Outline

Targeted Sports – Practical

Australian Rules (boys and girls), Basketball, Kayak/Surf League, Netball, Rugby League, Soccer (boys and girls), Surfing, Tennis, Touch (girls only) 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 – AIS Mental Skills and Performance Reflections

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.

Costs: See 2019 Schedule of Fees.



ENGLISH



English

Course Overview

Year 9 English is an exciting and challenging endeavour for our students. We have embraced the National Curriculum in 2012 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'	Narrative (unseen exam) 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.
2. Viva la Revolution!	Persuasive essay Students read Richard Harland's novel 'Worldshaker' which is a steampunk novel exploring an alternative history. Students will engage in an in-depth study of the novel and listen to, read and view literary texts to examine how authors present different perspectives on issues.
3. 12 Angry Men	Internal monologue Students read and study the play '12 Angry Men' which explores a teenage boy from a minority group in 1950's America who has been accused of murdering his father. Students select a juror from the play and write an internal monologue that explores the prejudice of particular characters.
4. 'Distinctively Australian'	Analytical essay (exam – seen) 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 and evaluates the effectiveness of poetic devices used to position audiences in certain ways.

Students are expected to participate in and pass spoken tasks.

Students who fail to pass their spoken tasks are deemed to have failed the subject regardless of their writing ability. This is a directive from Education Queensland. The school goes to great lengths to assist students who struggle to speak publicly.

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

Costs: See 2019 Schedule of Fees.



HEALTH AND PHYSICAL EDUCATION



Health and Physical Education (semester course)

Course Overview

HPE is 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 minor games	Students will explore and apply a range of minor and adapted games to enhance fair play, inclusivity and encouragement of others underpinning participation.	Performance: Inclusive participation
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 	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/

Costs: See 2019 Schedule of Fees.



Extension Physical Education

Course Overview

Extension PE is an elective subject in Year 9, studied for two semesters.

Extension 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.

Course Outline

Students will study EPE for two semesters.

Unit	Focus	Assessment
1. Building performance capacity	Students will investigate the development of energy systems through training to improve performance	Exam Practical performance
2. Tactical awareness in football	Students will investigate tactical awareness to develop team movement sequences and strategies within football.	Practical performance folio
3. Psychology of performance in volleyball	Students will investigate psychological impact of game events on performance in volleyball.	Investigation: research report Practical performance
4. Tactical awareness in tennis	Students will investigate tactical awareness to develop individual movement sequences and strategies within tennis.	Practical performance folio

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/

Costs: See 2019 Schedule of Fees.



HUMANITIES



Economics and Business (semester course)

Course Overview

This course introduces the student to the world of Economics and Business. In Year 9, we concentrate on providing students the opportunity to develop their understanding of economic and business concepts by exploring the interactions both at a domestic and global level.

Students will have the opportunity to participate in the Australian Economics Competition and partake in various workshops such as: Create an app in a day workshop, Somerset College Celebration of Entrepreneurship, and the Smart Start Program.

Course Units

Unit 1 - Introduction to Business and Personal Finance	Term 3 - Entrepreneurship and Economics
<ul style="list-style-type: none"> • Business environments – internal and external • Types of Business Enterprises • Create an app prototype • Consumerism • Marketing–product, price, promotion and place • Budgeting, Online shopping and scams, first car, phone contracts, bank accounts • Start Smart Program 	<ul style="list-style-type: none"> • Role of the Australian economy (Asia region focus) • How do we fit into the global economy? • How do we compete as a business in the global economy? • Marketing –product, price, promotion and place • Straits of successful entrepreneurs • How to create a successful unique business \$20 Boss Program – running your own business activity

Assessment Outline

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

Assessment:

- Introduction to Business and Personal Finance – Create and pitch an App- Prototype in a day- Youth
- Entrepreneurship and Economics - Group Business Plan - \$20 Boss Program

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

Costs: See 2019 Schedule of Fees.



Geography (year-long course)

Course Overview

Geography is an area of study that is concerned with the relationship between society and the environment. It is a discipline that combines both the physical and social sciences and by doing so, provides students with the skills and conceptual frameworks needed to understand the complex processes that shape the world around them. It covers a range of approaches to society and the environment, including natural systems, political economy and cultural politics.

You will learn something about every region of the world in Geography. You will learn how to not only manipulate data, but to be able to make a logical decision. In an increasingly complex world, the ability to make informed, critical judgements on issue-based problems is a highly desirable and a life-long skill to have.

By the end of Year 9, students explain how geographical processes change the characteristics of places. They predict changes in the characteristics of places over time and identify the possible implications of change for the future. They analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments. Students use research to identify geographically significant questions to frame an inquiry. They collect and evaluate a range of primary and secondary sources and select relevant geographical data and information to answer inquiry questions.

Students will have the opportunity to participate in the Australian Geography Competition and partake in various excursions to conduct field work. Students may visit such places as: Seaworld; Local farms- Beechmont Dairy Farm, Morton's Quality Meats, Gold Coast Permaculture, Providence Farm, Glen Tech Hydroponics (Second Nature Tours).

Course Units

Unit	9 Geography
1	Biomes
	Assessment: Short Response Test Due Date: Week 8, Term 1
2	Food Security
	Assessment: Multimodal Presentation Due Date: Week 8, Term 2
3	Geography of Interconnections
	Assessment: Inquiry Report Due Date: Week 8, Term 3
4	Antarctica
	Assessment: Extended Response Due Date: Week 7, Term 4

Assessment Outline

Students will be 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/

Costs: See 2019 Schedule of Fees. It is expected that students will attend several excursions during the course that may attract additional costs.



History (year-long course)

Course Overview

History aims to profile the rich tapestry of human endeavour, achievement and disaster from pre-history to the fall of the Roman Empire. Students will be required to develop higher order thinking skills by using the process of inquiry, providing excellent preparation for tertiary study. The course places a great deal of importance on literacy skills with a strong emphasis on research skills and the use of specific genres.

This subject gives the student skills that transcend subject disciplines; Skills of critical inquiry, decision-making, hypothesis testing and synthesis, which are valuable in almost every tertiary degree or career. Students with a background in history are sought-after in a multitude of careers extending from finance, health sciences and the public service to education. Students suited to Ancient History are those who are considering a research-based course at university such as History, Anthropology, Social Work, Law and Psychology.

Students will have the opportunity to test 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.

Course Units

Unit	History
1	The French Revolution
	Assessment: Extended Response to Historical Evidence (Essay) Due Date: Week 8, Term 1
2	The Roaring 20s
	Assessment: Independent Research Assignment Due Date: Monday, Week 10, Term 2
3	Vikings
	Assessment: Extended Response to Historical Evidence (Essay) Due Date: Week 8, Term 3
4	Gods, Myths and Heroes
	Assessment: Short Response to Historical Evidence (Exam) Due Date: Week 8, Term 4

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/

Costs: See 2019 Schedule of Fees. It is expected that students will attend several excursions during the course that may attract additional costs.



Humanities (Core)

Course Overview

The Year 9 Humanities Curriculum provides a study in line with the Australian curriculum.

HISTORY Course Overview

The content provides opportunities to develop historical 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

GEOGRAPHY Course Overview

Geography content is organised into two strands: Geographical Knowledge and Understanding and Skills. Key themes include: sustainability, citizenship and problem solving.

Course Units

History
<ul style="list-style-type: none"> Global Mayhem – The significance of WW1.
Geography
<ul style="list-style-type: none"> The Dying World – The destruction of The Amazon Rainforest

Assessment Outline: Students will be assessed using a variety of methods including source analysis, multimodal presentations, extended responses and tests.

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

Costs: See 2019 Schedule of Fees. It is expected that students will attend several excursions during the course that may attract additional costs.



Japanese (semester course)

Course Overview

The Year 9 course is designed to develop students skills in listening, speaking, reading and writing in Japanese with a better understanding of their own and Japanese cultures. Japanese is offered to Senior level. As Australia's economic, social and cultural ties with Japan are strengthened; students who choose careers in business, commerce and marketing, public relations, tourism and hospitality, journalism, law, foreign affairs and teaching will find Japanese a useful asset. For many of our past students, career paths have been created in the banking industry, international diplomacy, teaching and hospitality, both locally and internationally. In addition, those students who wish to broaden their perspectives and earn money at the same time may choose to take up employment in Japan.

Students also have the opportunity to be involved in a wide variety of activities such as competitions, speech contests, restaurant excursions and visits from schools in Japan and home stay visits to Japan which are offered through the Languages Department. School trips to Japan are organised biennially so start saving!!

PBC has regular native speakers who visit and we also have videoconferencing links for PBC students with schools in Japan.

Course Units

Aspects of daily life are covered during the Year 9 course. By the end of Year 9 students should be able to function in day to day situations, as follows:

Unit 1	Unit 2
Food <ul style="list-style-type: none"> - Introduction of authentic Japanese food - Meal Planning - Table manners - Cultural delicacies from each Japanese region 	Our House and Locations <ul style="list-style-type: none"> - Prepositions- describing the location of household items - Typical Japanese houses - Vocabulary- items found within a house - House manners and etiquette

Assessment Outline

Student will be assessed in the four macro skills of: Reading; Speaking; Writing and Listening against the key criteria of Communicating and Understanding

Unit 1	Unit 2
Assessment: Reading/Listening/Speaking Test Due Date: Week 8	Assessment: Writing/Speaking Assessment Due Date: Week 8

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

Costs: See 2019 Schedule of Fees. It is expected that students will attend several excursions during the course that may attract additional costs.



Spanish (semester course)

Course Overview

The Year 9 course is designed to develop students' skills in listening, speaking, reading and writing in Spanish with a better understanding of their own and Spanish cultures.

At PBC we aim to encourage students to learn a second language because it is a definite advantage in a multilingual world. English is certainly spoken widely throughout the world; however, native speakers will lose the competitive advantage that is conferred by fluency in English. Reliance on one language places English monolinguals at a significant disadvantage in a multilingual world in which:

- 90% of the population live in countries where English is not the native language
- 67% of the world economy lies in non-English speaking countries (ANU research)

Spanish is the official language of 21 countries and is widely spoken in 22 other countries. In addition, the U.S.A. has nearly 40 million speakers of Spanish. So we believe that students would find great benefit in continuing their Spanish studies at PBC. Furthermore, learning a second language allows students to understand their own and others' languages, thus extending their range of literacy skills. Students will also be able to understand and use diverse ways of knowing, being and doing. Our goal is to not only enable students to communicate in a second language, but to also encourage cultural awareness in our learners.

Aspects of daily life are covered during the Year 9 course. Students need to have prior knowledge in Spanish to undertake this course of study; however, it is possible for very committed students to participate in Spanish in Year 9.

Course Units

Unit 1	Unit 2
In the City <ul style="list-style-type: none"> - Names for places and attractions in the city - Describing places in the city: museums, sports stadiums, beach, art gallery - Where is, where are - There is, there are - You can... 	My Own Superhero <ul style="list-style-type: none"> - Verbs- body parts and clothing - Physical descriptions - Super hero powers and abilities - Jobs - Colours - Body parts

Assessment Outline

Student will be assessed in the four macro skills of: Reading; Speaking; Writing and Listening against the key criteria of Communicating and Understanding

Unit 1	Unit 2
Assessment: Writing/Speaking Assessment Due Date: Week 8	Assessment: Reading/Listening Assessment Due Date: Week 8

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

Costs: See 2019 Schedule of Fees. It is expected that students will attend several excursions during the course that may attract additional costs.



MATHEMATICS



Mathematics

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 use the essential processes and ways of working to develop and demonstrate their knowledge and understanding of various mathematical concepts.

Evidence of student learning is demonstrated over time in relation to 'Understanding' + Fluency' and 'Problem Solving + Reasoning', thinking and reasoning (modelling) and communication.

Course Units

Term 1	Term 2
Unit 1 <ul style="list-style-type: none"> Rates, Ratios and Direct Proportions Linear Relationships Measurement 	Unit 2 <ul style="list-style-type: none"> Patterns and Algebra Pythagoras and Trigonometry
Term 3	Term 4
Unit 3 <ul style="list-style-type: none"> Statistics and Data Unit 4 <ul style="list-style-type: none"> Geometry Simple Interest 	Unit 5 <ul style="list-style-type: none"> Probability Units of Measurement Linear and Non-Linear Relationships

Assessment Outline

Term 1	Term 2
Unit 1 <ul style="list-style-type: none"> Examination - Week 9 	Unit 2 <ul style="list-style-type: none"> NAPLAN Examination – Week 5 Exam – Week 9
Term 3	Term 4
Unit 3 <ul style="list-style-type: none"> Data Investigation – Week 5 Unit 4 <ul style="list-style-type: none"> Exam – Week 10 	Unit 5 <ul style="list-style-type: none"> Examination – Week 9

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

Costs: See 2019 Schedule of Fees. It is expected that students will attend several excursions during the course that may attract additional costs.



SCIENCE



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

Term 1	Term 2
Unit 1 - Ecosystems Students explore systems of ecosystems relating to change and sustainability.	Unit 2 – The Changing Earth Students investigate Earths' movement, exploring continental drift, plate tectonics and activity around plate boundaries. Unit 3 – Body Systems Students explore life systems of the human body and its ability to respond to change.
Term 3	Term 4
Unit 4 – Everyday Chemistry This unit explores the understanding of atomic structures and of natural radiation and its practical uses. Students investigate common chemical reactions patterns and explore real world applications of chemistry.	Unit 5 - Students explore how energy can be transferred in a variety of ways through different mediums, focusing on heat, electricity, sound and light.

Assessment Outline

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

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

Term 1	Term 2
Unit 1 • Research Investigation – Week 8	Unit 2 • Examination – Week 4 Unit 3 • Examination – Week 10
Term 3	Term 4
Unit 4 • Scientific Investigation – Week 9	Unit 5 • Examination – Week 9

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

Costs: See 2019 Schedule of Fees. It is expected that students will attend several excursions during the course that may attract additional costs.



TECHNOLOGY



Digital Innovation

Course Overview

Students will be introduced to a range of traditional and Web 2.0 technologies combined with programming experiences by designing and developing interactive solutions that include general purpose programming languages. A major focus is on developing the student's abilities to work collaboratively and autonomously to plan and manage projects, while identifying risks; considering safety, sustainability and legal responsibilities.

As a student progresses through Digital Innovations they will get an opportunity to broaden their programming experiences which include a range of general-purpose programming languages, and incorporate subprograms into their solutions. They predict and evaluate their developed and existing solutions, considering time, tasks, data and the safe and sustainable use of information systems, and anticipate any risks associated with the use or adoption of such systems.

Course Units

Unit Content	Assessment Outline
Unit 7: <ul style="list-style-type: none"> • Computational Thinking • Graphical user interface • Game development • Learning JavaScript 	Unit 7 <ul style="list-style-type: none"> • Folio
Unit 8: <ul style="list-style-type: none"> • Data security, storage, transfer • SQL – Databases • Data validation • HTML in context • Robotics, Arduino, Smart houses and data collection 	Unit 8 <ul style="list-style-type: none"> • Test
Unit 9: <ul style="list-style-type: none"> • Human Interface • Security risks • GC Mayors Innovation Award 	Unit 9 <ul style="list-style-type: none"> • Project Proposal • Individual Inquiry Project

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.

Costs: See 2019 Schedule of Fees. It is expected that students will attend several excursions during the course that may attract additional costs.



Technology Food

Course Overview

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

Course Units

Term 1 - Introduction to the Hospitality Industry	Term 2 - Nutrition and Appliances
<ul style="list-style-type: none"> 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
Term 3 - Food Product Design	Term 4 - Indigenous Experience
<ul style="list-style-type: none"> Delighting the taste buds nutritionally Food Choices and Product invention Workplace health, safety and hygiene Mise-en-place Actions and behaviours appropriate to the industry Multi-culturalism and Australian Dietary guidelines Equipment Use and Food Preparation 	<ul style="list-style-type: none"> Investigation of different nationalities within Australia Comparison of bush foods and contemporary food Designing cookies Investigate cooking methods and use of native foods in today's market Workplace health, safety and hygiene

Assessment Outline: Each Semester Unit will require students 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/

Costs: See 2019 Schedule of Fees. It is expected that students will attend several excursions during the course that may attract additional costs.



Technology Design

Course Overview

The Technology Design course is aimed at developing students' ability to communicate with others through graphical means i.e. the use of sketches, diagrams, scale drawings and the correct methods and techniques of drawing objects from real life. A number of drawing techniques are used including pencil drawings, colour rendering, and computer aided drawing (CAD).

Technology Design provides a useful background and understanding for studies and or careers in Engineering, Architecture, Building (degree and associate diploma level), Drafting, Town Planning and most careers of a technical nature e.g. apprenticeships.

Course Units

Term 1	Term 2
<ul style="list-style-type: none"> • Sketching Engineering drawings • Orthographic Projection • Plane geometry • Isometric / Oblique Developments 	<ul style="list-style-type: none"> • Orthographic Projection continued • Pictorial Drawing Isometric / Oblique • CAD 2D Drawing
Term 3	Term 4 - Workshop Graphics
CAD 2D and 3D Drawing	Assembly and Rendering using CAD

Assessment Outline

Term 1	Term 2
Class Work Folio Comprising hand drawn projects of course units Theory Exam Covering all units to date	Class Work Folio Comprising both CAD and hand drawn projects Assignment Production Graphics CAD Assignment
Term 3	Term 4
Class Work Folio Comprising both CAD and hand drawn projects of course units Assignment Business Graphics Assignment	Class Work Folio Comprising both CAD and hand drawn projects of course units Assignment Built Environment Assignment

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

Costs: See 2019 Schedule of Fees. It is expected that students will attend several excursions during the course that may attract additional costs.



Technology Digital

Course Overview

Digital Technologies has been identified as a priority area by state and federal governments. It is characterised by frequent and rapid change.

The practical nature of the Technologies learning area engages students in critical and creative thinking, including understanding interrelationships in systems when solving complex problems. A systematic approach to experimentation, problem-solving, prototyping and evaluation instils in students the value of planning and reviewing processes to realise ideas.

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

- Investigate, design, plan, manage, create and evaluate solutions
- Are creative, innovative and enterprising when using traditional, contemporary and emerging technologies, and understand how technologies have developed over time
- Make informed and ethical decisions about the role, impact and use of technologies in the economy, environment and society for a sustainable future
- Engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, components, tools and equipment – when designing and creating solutions
- Critique, analyse and evaluate problems, needs or opportunities to identify and create solutions

This course allows the students to determine their level of interest and ability before undertaking more specific IT qualifications in years 10, 11 and 12.

Course Units

Semester 1	Semester 2
Networks, Data and Websites <ul style="list-style-type: none"> • How data is stored, represented and transferred in a digital system • Data be gathered, evaluated, manipulated and presented for a purpose • Website development using HTML and CSS 	Game Development <ul style="list-style-type: none"> • Coding in C# using Unity • Security concerns and solutions related to game development • Functional/non-functional requirements • 2D game development in Unity

Assessment Outline

Semester 1	Semester 2
Networks, Data and Websites <ul style="list-style-type: none"> • Exam: Networks and data representation • Assignment: Data collection, manipulation and presentation • Assignment: Website creation 	Game Development <ul style="list-style-type: none"> • Exam: Algorithms, Coding and Security • Assignment: Plan and develop a 2D platform game in Unity

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.

Costs: See 2019 Schedule of Fees. It is expected that students will attend several excursions during the course that may attract additional costs.



Technology Engineering

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. Students will be required to design, make and appraise solutions to set problems using research and knowledge of fundamental engineering and design processes.

During this development, 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 course of Engineering Technology in the senior school.

Traditionally in this subject students have researched, designed, produced and tested projects involving design, catapults and balloon cars and computer programming to run sensory devices on small machinery.

Course Units

Term 1	Term 2
<ul style="list-style-type: none"> Workshop Induction and Safety requirements Workshop orientation Design Project 	<ul style="list-style-type: none"> Design Folio and Construction Project/Balloon Car
Term 3	Term 4
<ul style="list-style-type: none"> Design Folio and Construction Catapult 	<ul style="list-style-type: none"> Design folio and Construction Time Piece

Assessment Outline

Term 1	Term 2
<ul style="list-style-type: none"> Safety Theory Booklet Project Assessment Folio Production Design Project 	<ul style="list-style-type: none"> Folio oral folio presentation Project assessment testing
Term 3	Term 4
<ul style="list-style-type: none"> Project Assessment 	<ul style="list-style-type: none"> Project Assessment

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.)

Costs: See 2019 Schedule of Fees. It is expected that students will attend several excursions during the course that may attract additional costs.



THE ARTS



Art

Course Overview

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

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

Course Units

Unit 1	Unit 2
Drawing	Printmaking Painting
Unit 3	Unit 4
Ceramics	Painting

Assessment Outline

Unit 1	Unit 2
<ul style="list-style-type: none"> • Visual Diary • Major Drawing • Artist Statement 	<ul style="list-style-type: none"> • Visual Diary • Major Painting and Lino-print • Art Test – Artist statement
Unit 3	Unit 4
<ul style="list-style-type: none"> • Visual Diary • Ceramic Sculpture • Artist Statement 	<ul style="list-style-type: none"> • Visual Diary • Major Painting • Written Task – Artist statement

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

Costs: See 2019 Schedule of Fees. It is expected that students will attend several excursions during the course that may attract additional costs.



Dance

Course Overview

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

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

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

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

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

Course Units

Term 1	Term 2
Popular Dance Through the Ages	Dance Around the World
Term 3	Term 4
Body Talk	Deconstructing Dance

Assessment Outline

Term 1	Term 2
1. Making – Performing (Dance Through The Ages Routine)	2. Responding (Presentation in pairs on County) 3. Making – Creating
Term 3	Term 4
4. Making – Creating (Dance in groups based on the "Gold Coast") 5. Making – Performing (Dance Night)	6. Responding (Analysis of choreography)

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

Costs: See 2019 Schedule of Fees. It is expected that students will attend several live performances and participate in workshops during the course that may attract additional costs.



Drama

Course Overview

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

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

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

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

Course Units

Term 1	Term 2
Making it up as we go - Improvisation	From page to stage - Text and Character
Term 3	Term 4
Where it all started – Classic comedy and tragedy	Sharing what we've learnt - Theatre in Education

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
Term 3	Term 4
<ul style="list-style-type: none"> Presenting Task Responding Task - Responding to a Live performance 	<ul style="list-style-type: none"> Forming Task Presenting Task

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

Costs: See 2019 Schedule of Fees. It is expected that students will attend several live performances and participate in workshops during the course that may attract additional costs.



Media Arts

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 soundtracks, storyboards and film trailers.

The first semester begins by exploring the integral role sound effects and music play in creating meaning in films and television shows. Students will study the use of sound in both Australian and International animated film texts in order to understand the way in which audio elements combine with on-screen action to create meaning for local and international audiences. Students will then go on to storyboard and produce an animation based on the children’s book ‘It’s a Miroocool’.

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

Assessment Outline

Semester 1 - Sound of Australia	Semester 2 - Science Fiction
<p>Case Study: (written task) Students analyse the way in which sound, dialogue and music help to construct representations in a variety of animated films. <u>300-500 words</u></p> <p>Australian Audio Production: (editing task) Students re-dub the opening sequence of a foreign film in order to demonstrate how sound and music is used to convey Australian representations. <u>1-2 minutes long.</u></p> <p>Australian Animation: (planning task) Students create a storyboard for a section of an animated film. <u>6-8 frames (3-4 pages)</u></p> <p>Australian Animation: (making task) Students use animation software to produce a section of an animated film. <u>30-45 seconds long</u></p>	<p>Unseen Exam (written task): Students evaluate the ways science fiction film posters of different eras represent gender. <u>300-400 words</u></p> <p>Movie trailer Storyboard: (planning task) Students create a storyboard for a B-Grade science fiction film trailer. Minimum 12 frames (min of 6 Pages long)</p> <p>Movie Trailer Production : (making task) Students use cameras and editing software to produce a science fiction film trailer <u>1-2 minutes long</u></p>

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

Costs: See 2019 Schedule of Fees. It is expected that students will attend several excursions during the course that may attract additional costs.



Music

Course Overview

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

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

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

Course Outline

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

- Origins of Popular Music
- Rock Music
- Popular Music
- Dance Music

Assessment outline

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

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

Equipment:

Students are required to have their own performance equipment. For some, this is simply just their instrument. However, drummers will have access to drum kits, but must bring their own drum sticks. Guitarists can use guitars at school, however must bring their own lead and pick. For more information and clarification, please see the music teachers at school.

Costs: See 2019 Schedule of Fees. Students will have the opportunity to attend excursions through the year, which will incur additional costs.