



PALM BEACH
CURRUMBIN

STATE HIGH

Year 10
Subject Selection Guide
2019

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Welcome to the Palm Beach Currumbin Senior School

The purpose of Year 10 is to:

- Continue to build foundation Literacy and Numeracy skills
- Preparation for subjects in Years 11 and 12
- Sampling for subjects in Years 11 and 12
- Building pathways to qualifications and further learning beyond school

Subject Selection

- All students must study 6 subjects in Year 10
- All students must study English, Maths and Science in Year 10. Students will be placed in their level of English and Maths. Selected students will be invited to do Advanced Maths and Advanced English.
- All students must study 3 electives.
- Students must have been accepted into academic, creative arts or sports excellence subject

Consider the following when choosing your elective subjects

- What subjects sound interesting and I think I would like to try before I get to Year 11 and 12?
- Have I selected some subjects that I think I will enjoy?
- Have I considered my future learning pathways (University, TAFE or Work)?
- Do I need to build strengths in certain areas?
- Should I choose certain subjects that might relate to my career aspirations and my strengths?

Changes to Senior Schooling for 2019

The Queensland Government has announced a steady and considered transition to revitalised senior assessment and tertiary entrance systems. Designed to meet the needs of current and future students, the features of these systems will be:

- A model that uses school-based assessment and common external assessment
- New processes that strengthen the quality and comparability of school-based assessment
- A move away from the Overall Position (OP) rank to an Australian Tertiary Admission Rank (ATAR)

In the new system, General subject results will be based on a student's achievement in three school-based assessments and one external assessment that is set and marked by the Queensland Curriculum and Assessment Authority (QCAA). These changes will improve the validity and reliability of subject assessments and increase confidence in the Queensland Certificate of Education (QCE).

For more information regarding these changes see the QCAA website: www.qcaa.qld.edu.au

Introduction to Year 11 and 12 Senior Pathways at PBC

At Palm Beach Currumbin SHS students have access to two pathways in Year 11 and 12 to achieve their Queensland Certificate of Education (QCE):

- ATAR
or
- Personalised

Student results at the end of Semester 1 of Year 10 determine the pathway options available to students. Each student will receive an individual SET Plan form indicating their pre-determined pathway.

ATAR Pathway

This pathway is for students who intend to study at University. The ATAR student is a diligent and dedicated academic student who aims to get the best possible result in each class. They are capable of independent study, revision and research. They are also willing to undertake 5 or more external examinations worth up to 50% of their subject result at the end of Year 12.

Criteria:

Where a student has received their Senior Education and Training (SET Plan) form with the pathway ATAR indicated and they wish to undertake this pathway they must comply with the following rules:

- Students must select a total of 6 subjects
- Students must select 5 or 6 ATAR subjects
- Students must select General English (and/or Literature where applicable)
- For a student to select Mathematical Methods or Specialist Mathematics they must have achieved at least a B10 in Year 10 Maths
- Students can only complete one VETIS course at school (not including a school based traineeship).

ATAR Eligibility-

Students must achieve a B in English and B in Maths as well as a B in two other subjects at the end of Semester 1 Year 10 to be ATAR Eligible in Years 11 & 12.

All Academic Excellence students will also be ATAR Eligible.

Personalised Pathway

This pathway is personalised to meet the needs of the individual student and has a focus on building the student's levels of training and qualifications. This pathway will also provide students with an option to allow them to study some University courses, enter straight into the workforce or further training post school.

Criteria:

Where a student has received their Senior Education and Training (SET Plan) form with the pathway 'Personalised' indicated they must comply with the following rules:

- Students must select a total of 6 subjects
- Students must study an English and a Math subject at the level recommended or below
- Students may enrol in a maximum of 3 General subjects
- Students should complete a VET course, preferably certificate III, IV or Diploma (this is likely to provide a pathway for tertiary study). While more than one VET Course may be undertaken students can only undertake one VETis funded (government subsidised) course.
- Students should consider undertaking a school based traineeship

Please see subject specific entry requirements below. Students must achieve the cut –off results in Semester 1 of Year 10 to be able to study the selected subjects below:

Subject Type	Year 11 Subject	Year 10 Semester 1 Grade	Year 10 Subject	Subject Type	Year 11 Subject	Year 10 Semester 1 Grade	Year 10 Subject
General	General English	C5	English	General	Film, Television & New Media	C5	English
General	Literature	C5	English	General	Food and Nutrition	C5	English
General	General Mathematics	C5	Mathematics	General	Geography	C5	English
General	Mathematical Methods	B10	Mathematics	General	Health	C5	English
General	Specialist Mathematics	B10	Mathematics	General	Japanese	C5 C1	English Japanese
General	Accounting	C5 C1	English Mathematics	General	Legal Studies	C5	English
General	Ancient History	C5	English	General	Marine Science	C5 B1	English Science
General	Biology	C5 B1	English Science	General	Modern History	C5	English
General	Business	C5	English	General	Music	C5	English
General	Chemistry	C5 B1	English Science	General	Philosophy & Reason	C5	English
General	Dance	C5	English	General	Physical Education	C5	English
General	Design	C5	English	General	Physics	C5 B1	English Science
General	Digital Solutions	C5	English	General	Psychology	C5 B1	English Science
General	Drama	C5	English	General	Spanish	C5 C1	English Spanish
General	Economics	C5 C1	English Mathematics	General	Visual Art	C5	English
General	Engineering	C5	English				

Subject Type	Year 11 Subject	Requirements		Subject Type	Year 11 Subject	Year 10 Semester 1 Grade	Year 10 Subject
Applied	Essential English			VET	Cert I Construction		
Applied	Essential Mathematics			VET	Cert II Engineering		
Applied	Aquatic Practices	Competent Swimmer		VET	Cert II Kitchen Ops/Cert III Hospitality		
Applied	Business Studies			VET	Cert III Early Childhood Studies		
Applied	Industrial Graphics Skills			VET	Cert III Fitness		
Applied	Industrial Technology Skills			VET	Cert III Health Services		
Applied	Social and Community Studies			VET	Cert IV Crime & Justice Studies	C1	English
Applied	Sport & Recreation	Competent Swimmer		VET	Diploma of Business	C1	English
Applied	Tourism						
Applied	Visual Arts in Practice						

Excellence Programs



Academic Excellence Overview

Course Overview

Access to the Senior Academic Excellence strand is through offer or application and examination.

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.

Subject Costs: See 2019 Schedule of Fees.

Philosophy and Reason

Course Overview

Philosophy and Reason analyses the truth behind principles and practises that construct our world. Students will study the fundamentals of logic and argument within the context of conspiracy theory; moral philosophy within the context of a contemporary issue; social and political philosophy and the philosophy of art. Students will develop high order thinking skills including analysis, synthesis and evaluation and the ability to respond to issues and arguments in a variety of contexts. Community of Inquiry is an integral part of this subject. Students will explore the big questions and are expected to justify their own responses and logically evaluate the responses of others. The skills developed in this course can be applied across all high school subjects and prepare students for university courses in Law (Philosophy is an integral component of all Law courses), Science and across the Humanities.

This subject facilitates the study of Philosophy and Reason in Years 11 and 12.

Prerequisites Students require at least an HA standard in both English and Maths for Year 9.

Course Units

Term 1	Term 2
<p>Fundamentals of Argument: Conspiracy Theory Evaluate the strength of your chosen conspiracy using the skills of logic Propositional Logic, correlation, causation & associated fallacies, standard argument form, hypothesis</p> <p>Assessment: Paired multimodal speech</p>	<p>Moral Philosophy: A Healthy Argument Apply schools of philosophical thought to a student selected contemporary issue</p> <p>Assessment: Debate</p>
Term 3	Term 4
<p>Social and Political Philosophy: Governance Human nature, the state of nature and the social contract. Individual rights and the greatest good. How should we be governed? Problems associated with governance</p> <p>Assessment: Extended response and exam</p>	<p>Philosophy of Art: The Search for Beauty Subjective and objective nature of art. The application of ancient Greek and contemporary philosophers to the idea that beauty is in the eye of the beholder.</p> <p>Assessment: Extended response, Speech, exam and report</p>

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



Creative Arts Excellence Overview

Course Overview

This program is designed to meet the needs of students at an advanced level of practical ability in the areas of Dance, Drama, Music, (Year 7 - 12), Visual Arts, (Year 7 – 10) 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 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 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 also 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 bands and choral groups, school Musical, Dance Teams, and regional/state/national showcases.

Subject Costs: See 2019 Schedule of Fees.

Dance Excellence

Course Overview

This subject is an extension of the mainstream Dance subject and focuses on the areas of performance, choreography, technique and appreciation, at a more advanced level. Students will perform in a variety of solo and ensemble settings, engage in workshops with guest artists and present public performances at least twice throughout the year. Commitment to workshops and rehearsals outside of class time is required

Students may specialise in a particular style of dance, however a broad variety of techniques will be studied. Students may also specialise in a particular style or choreography should indicate this on their application form.

The class will consist of students from different year levels; therefore the quota for each grade will be limited.

Prerequisites

Experience in the area of Dance is essential as is achieving at a B standard or higher in the Year 9 parent subject, Dance. Entry will only be accepted through successful audition and application processes, or continued enrolment from year 9 dance excellence.

Course Units

Semester 1. Unit 1 - Pushing the Barre	Semester 2. Unit 3 -Triple Threat!
<ul style="list-style-type: none"> Choreography Performance Extended work created for PBC Festival 	<ul style="list-style-type: none"> Performance (Guest devised for GC Eisteddfod) Performance (Adapted repertoire)
Unit 2 – Pointe has a point	Unit 4 – So You think Men Can Dance?
<ul style="list-style-type: none"> Appreciation – analytical essay in response to live work Ballet technique exam 	<ul style="list-style-type: none"> Appreciation (Presentation) Choreography (Any style)

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

Subject 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.

Drama Excellence

Course Overview

This course is an extension of the mainstream Drama subject and is focused specifically on the areas of performance, technique and critique at a more advanced level. Students will perform in a variety of solo and ensemble settings, engage in workshops with guest artists and present public performances at least twice throughout the year.

Prerequisites

- Experience in the area of Drama is essential and students should be achieving at a B standard or higher in Year 9 in the parent subject, Drama. Entry will only be accepted through successful audition and application processes, or continued enrolment from year 9 drama excellence.
- Students must be highly motivated and work well individually and as part of a group.
- Commitment to workshops and rehearsals outside of class time is required.

Course Outline

Term 1 – Acting for film	Term 2 – History of Theatre
Students will study the techniques of screen performance to produce their own short films using either provided, adapted or original text.	Students will study Theatre History, select a period to research and present their findings in a multi-modal presentation incorporating dramatic style and technique from the chosen period.
Term 3 – Class Production	Term 4 – Theatre for social awareness
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 Political Theatre in order to create their own campaign to spread awareness of an issue of their choice.

Assessment Outline

Term 1	Term 2 – History of Theatre
Group presenting	Individual/Group Forming Individual Responding
Term 3 – Class Production	Term 4 – Theatre for social awareness
Presenting Individual Reflecting	Group Forming

Course and Assessment rotate through Years 10, 11 and 12

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.



Media Excellence

Course Overview

This course is an extension of the mainstream Media and focuses on the areas of film planning and film production at a much higher level than that of the mainstream subject area.

The overarching focus of the course is to allow participants to develop skills that reflect real world film practices in the areas of designing (treatment, script writing, storyboarding) production (filming, editing) and to develop critical thinking skills. Engagement within the course also provides opportunities for students to develop a folio of work that can be used to gain entry into University, TAFE or shown to prospective employers.

This course is modelled on the senior Film, Television and New Media Program and therefore mirrors the key learning areas, assessment styles, thinking skills and practical techniques required for success in the senior subject.

Prerequisites

Excellence in the area of Media is essential and students achieving a B standard or higher 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 a short film (based on a theme to be given at the time of application) and participate in an interview with the course coordinator.

Course Outline

Students will complete 3 units of work across 2 semesters.

Unit 1 sees students studying the way in which **suspense** is created in thriller, mystery and horror films. After studying the works of Alfred Hitchcock, students will compare a sequence from the movie "*Rear Window*" with the remake "*Disturbia*" in order to identify the ways in which both scenes use different techniques to create suspense. From here the focus of the course shifts to a more practical approach to learning as students are asked to script, storyboard and produce their own suspense films.

Unit 2 focuses on how **advertising techniques** are used to convince consumers to buy a product. After analysing selected advertisements across a variety of mediums, students will then apply these techniques to script, pitch and produce an advertisement of their own.

Unit 3 allows students complete freedom as they put their film-making skills to the test to **produce a short film**. Based around the real-world *Tropfest Jnr* model, students are allocated a signature item that must be included in their films. On completion, films are screened to a variety of audiences in order to determine winners within the following categories:

- Principal's Choice Award
- Students' Choice Award
- Audience Choice Award

Media Excellence

Assessment Outline

Unit 1 – Creating Suspense	Unit 2 – The Gruen Transfer	Unit 3 – PBC Film Festival
<ul style="list-style-type: none"> • Critique: analysis of suspense techniques • Design: script for a • Suspense film • Production: Work individually to produce a short film. 	<ul style="list-style-type: none"> • Critique: Analysing advertising techniques • Design: Two advertisements to promote the PBC Care program • Production: Work individually to produce a 1 minute advertisement. 	<ul style="list-style-type: none"> • Production: Working in groups to produce 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

Course Overview

The year 10 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.

Prerequisites

Experience in the area of music is essential students should be achieving at a B standard or higher for Year 9 in the parent subject, Music. Entry will only be accepted through successful audition and application process, or continued enrolment from year 9 music excellence.

It is advisable that students have private vocal/instrumental tuition to complement the school learning. It is advisable for students to 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
<ul style="list-style-type: none"> Large Ensembles 	<ul style="list-style-type: none"> An instrument and its repertoire Cultural Music Study

Assessment Outline

Semester 1	Semester 2
<ul style="list-style-type: none"> Written exam Jazz Performance and Composition 	<ul style="list-style-type: none"> Analysis Own Choice Composition Performance

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.

Visual Arts Excellence

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 but not essential and students achieving a B standard or higher 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 create a folio of drawings that communicate meanings.	Students will create a folio of work based on a theme.
Term 3 - Body of Work	Term - 4 Body of Work
Students will create a body of work based on a concept and individual focus.	Students will create a body of work based on a concept and individual focus.

Assessment Outline

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

Course Overview

Sports Excellence is a selective program designed for gifted and talented students who demonstrate advanced ability/considerable potential in one of PBC's targeted sports. It is an opportunity for students to pursue sporting excellence in a supportive educational environment.

Targeted Sports

- AFL Boys and Girls
- Basketball Boys and Girls
- Kayak and Surf League
- Netball
- Rugby League Boys
- Soccer Boys and Girls
- Surfing
- Tennis
- Touch Football Girls
- Track

Prerequisites

Students will only retain their position by continuing to meet the requirements of their chosen sport and their school subjects. Progression from Year 9 into Year 10 Sports Excellence is not automatic. To continue in the program, school and sport selection criteria must be met each year.

Course Units

Term 1 - Foundation	Term 2 - Pre-Competition
PRACTICAL – Term cycle may change from sport to sport	
<ul style="list-style-type: none"> • Key Skill and fitness indicators. • Testing • Program Development 	<ul style="list-style-type: none"> • Specialised • Skill and fitness development • Competition strategies
THEORY - Theory completed as field and/or class studies	
<ul style="list-style-type: none"> • Time Management • Training and Conditioning Practice 	<ul style="list-style-type: none"> • Injury Prevention • Skill development
Term 3 - Competition	Term 4 - Transition
PRACTICAL – Term cycle may change from sport to sport	
<ul style="list-style-type: none"> • Fitness peaking • Skill under pressure • Specialised tactics 	<ul style="list-style-type: none"> • Time for change • Major skill/fitness challenges addressed • Cross training
THEORY - Theory completed as field and/or class studies	
<ul style="list-style-type: none"> • Sports Psychology • Strategy 	<ul style="list-style-type: none"> • Performance evaluation • Athletic profile adjustment

Assessment Outline: Assessment is based on practical and theoretical work completed each term during the program.

- Sports specific fitness
- Skill
- Event/Game Strategy
- Training and Conditioning Practice

Equipment: Each sport has a compulsory specified uniform. 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 competitions during the course that may attract additional costs.

The Arts

Dance

Course Overview

Year 10 Dance 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 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 Choreographic Techniques and basic Performance qualities.

Prerequisites

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. It is advisable students are achieving at a C standard in English.

Course Units

Semester 1	Semester 2
The Art of Choreography Introduction to Contemporary Dance Men in Dance	The History of Jazz Dance Post Modern Dance/ Dance for Film

Assessment Outline

Semester 1	Semester 2
Performance teacher devised/ adapted repertoire Choreography group task Oral presentation/Analysis Choreography Task	Performance Jazz style Choreography group work in chosen style Choreography partner or small group in non-traditional space Appreciation written analysis of major dance work Unseen Exam

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 10 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.

Prerequisites

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 students are achieving at a C standard in Core English.

Course Units

Semester 1	Semester 2
<ul style="list-style-type: none"> • <i>Camera, Action</i> - Acting for Screen • <i>The Play's The Thing</i> - Shakespeare 	<ul style="list-style-type: none"> • <i>Keeping It Real</i> – Documentary Drama • <i>We're All In This Together</i> – Class Production

Assessment Outline

Semester 1	Semester 2
<ul style="list-style-type: none"> • Performance – Given Scene (Individual) • Responding – Written comparison (Individual) • Performance – Group Performance • Forming – Written interpretation of Shakespeare 	<ul style="list-style-type: none"> • Forming – Devised Documentary Drama • Performance – Live Performance • Responding – Reflective Journal (Individual) • Unseen Exam

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 Studies

Course Overview

Year 10 Media Studies program mirrors the analysis, design and production skills required for success in the senior Film and Television program. The course aims to provide students with a considered understanding of the principles and practises that influence the construction of film texts, specifically approaches to narrative. Students must undertake a variety of written assessment tasks prior to practical film production work. While students will often work together to collaborate, all assessment items (including practical items) are completed individually.

This subject facilitates the study of Film, Television and New Media in Years 11 and 12.

Prerequisites

This course is structured to maximise independent learning in both written and practical assessment items. Students are required to work outside of class time on both homework and assessment items, have self-discipline when working independently and must display a high level of motivation. Due to the weighting on written tasks it is advisable that students have advanced literacy skills and are achieving a minimum of a C standard in General English.

Course Units

Unit 1 – Short Film	Unit 2 – Music Video	Unit 3 – Remix Narratives
This unit focuses on the construction of short film narratives. Students will learn to critically analyse the ways in which script-writers and directors manipulate story arcs and character archetypes to communicate meaning. Students will then apply narrative techniques to write their own short film design and film and edit part of a short film production.	This unit focuses on the construction of representations in Music Videos. Students will learn to critically analyse the ways in which artists and directors manipulate representations to communicate meaning. Students will then apply narrative techniques to write their own music video design and work individually to produce a music video.	This unit focuses on the manipulation of representations in Film Trailers. Students will learn to critically analyse the ways in which directors rely on common representations to communicate genre. Students will then apply genre techniques to plan and produce a remixed film trailer and reflection statement.

Assessment Outline

Unit 1 – Short Film	Unit 2 – Music Video	Unit 3 – Remix Narratives
<p>CASE STUDY: (written task) An analysis of the narrative elements in a short film. <u>800-1000 words</u></p> <p>TREATMENT: (written task) Planning a short film based around a theme. <u>600-800 word treatment and 24 frame Storyboard</u></p> <p>FILM PRODUCTION: Individually filming and editing a short film (or film section) <u>1-3 minutes long</u></p>	<p>EXAM: (written task) Critical analysis essay based on an unseen stimulus. <u>600-800 words</u></p> <p>TREATMENT: (written task) Planning a narrative music video. <u>600-800 word treatment and 24 frame Storyboard</u></p> <p>FILM PRODUCTION: Individually filming and editing a music video. <u>1-3 minutes long.</u></p>	<p>TREATMENT: (written task) Planning a remixed movie trailer <u>600-800 word treatment</u></p> <p>FILM PRODUCTION: Individually editing a remix movie trailer <u>1-3 minutes long.</u></p> <p>REFLECTION: (written task) Synthesis of personal aesthetic <u>200-400 written statement</u></p>

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

Costs: See 2019 Schedule of Fees.



Music

Course Overview

The Year 10 music course enables students to become skilled in three main areas of music. This course has 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 for the student to have 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 10 course, students will be focussing on music from the seventies and beyond.

They will study the following topics:

- Music of the Seventies
- Music of the Eighties and Nineties
- Music from 2000 and onwards
- Choose your own adventure

Assessment Outline

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

- Responding to music
- Performing music
- Composing 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. Refer to the Subject Requirement List at www.pbc-shs.eq.edu.au

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

Art

Course Overview

Art is a mostly practical subject, where students will receive instructions in drawing, painting, mixed media and ceramics. Students will have the opportunity to refine practical skills and techniques, as well as express their own creativity and imagination. Students will also learn about Art history and contemporary practices in the Visual Arts.

Prerequisites

Year 10 Art builds upon the experiences and skills learned in Year 9 Art. While having studied Art before is beneficial, it is not mandatory. Students selecting this subject should display an interest in Art and be willing to have a go and try their very best in each activity. Drawing is a core skill in Art.

Course Units

Unit 1 – Mixed Media	Unit 2- Landscapes	Unit 3 - Body of Work	Unit 4 - Mixed Media
<ul style="list-style-type: none"> Drawing and collage with a variety of mediums 	<ul style="list-style-type: none"> Painting on canvas 	<ul style="list-style-type: none"> Mixed media 	<ul style="list-style-type: none"> Ceramics

Assessment Outline

Unit 1	Unit 2	Unit 3	Unit 4
Folio of small works <ul style="list-style-type: none"> Major Painting Visual Diary Artist Statement Art Test 	<ul style="list-style-type: none"> Major Painting Visual Diary Art Test 	<ul style="list-style-type: none"> Body of Work Visual Diary Written Task 	<ul style="list-style-type: none"> Ceramic Piece Visual Diary Artist Statement Written Task

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

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

English



English

Course Overview

This is a core subject which aims to develop students' skills and abilities in using English as active and informed citizens. The course enhances language growth through reading, writing, listening, speaking and viewing. Students will compose and comprehend English for a wide range of personal and social purposes. They will experience and explore a variety of communication forms in various relevant social settings.

Prerequisites

Students in the Year 9 classes are not streamed however their Year 9 results dictate which level of English they will do in Year 10. This Year 10 level then dictates which English subject they are able to enter in Year 11.

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.

Course Units

Units of Work	Year 10 Folios will contain
<ul style="list-style-type: none">• Satire• Novel study• Poetry• Shakespeare• Media	<ul style="list-style-type: none">• Analysis of Political Cartoon• Narrative• Spoken Monologue• Poetry analysis speech• Romeo and Juliet film review• Response to stimulus task

Assessment Outline:

Students are required to complete a number of written and spoken responses in each semester under a range of conditions.

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

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



Essential English

Course Overview

The subject Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community, social and applied learning contexts. The subject encourages students to recognise language and texts as relevant in their lives now and in the future and to enable them to accept or challenge the values and attitudes in these texts.

Prerequisites

There are no prerequisites for this subject however it is advised that students wishing to follow a highly academic pathway in Year 11 and 12 should study Year 10 English rather than Essential English.

Entry to this course is by invitation only.

Course Units

Units of Work	Year 10 Folios will contain
<ul style="list-style-type: none">• Responding to contemporary work texts• Creating texts for different professions• Responding to popular culture texts• Creating texts that explore the Australian Contexts• Responding to mass media texts• Creating texts about community, local and global issues.	<ul style="list-style-type: none">• Multimodal presentation• Analytical response• Short response exam• Persuasive multi modal presentation• Interpretive text examination

Assessment Outline:

Students are required to complete a number of written and spoken responses in each semester under a range of conditions.

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

Costs: 2019 Schedule of Fees.



Advanced English

Course Overview

This course aims to prepare students for Year 11 and 12 English and for the Year 12 English Extension (Literature) course. As such this course will be challenging and aimed at producing highly literate students that are well equipped to perform at a VHA level in Senior English.

Students will be encouraged to improve their use of language in all forms of communication. They will understand how to write and speak creatively and analytically in order to craft a highly sophisticated, concise piece of communication with layers of meaning. Students will learn how language use varies according to context, purpose, audience and content, and modes and mediums. The study of language helps students appreciate the social, imaginative and aesthetic uses of language and to understand how language can be used selectively. Students also develop their abilities to talk about language and to reflect on and critique its use in responding to and constructing texts, both literary and non-literary.

Students will consider how reading practices, seen as sets of strategies that readers draw on when making sense of texts, have opened up the ways that texts may be read and of what literature can be. Throughout the course students will explore a variety of texts and contexts. By using different approaches to reading texts, students extend their conceptualisation of the central question, that whatever literature is, it is dependent on how, when, where, by whom, and for what purposes it is read. Students will need to consider a range of literary texts, including canonical texts and those from popular culture. (Extension English Literature Syllabus). Students will understand the cultural contexts of texts and the ways and reasons later manifestations of the text are valued.

Students will be encouraged to develop their independence throughout the course. As such the course will conclude with students creating a substantial major work of their own choice. This could be any genre they choose including media, analytical, interpretive or creative. Students will understand how to work independently in a specialised area of interest.

Prerequisites

Students will need to be achieving a VHA in year 9 English. Inclusion in the course will depend on teacher input.

Health and Physical Education

Health and Psychology

Course Overview

Health and Psychology provides students with the valuable opportunity to engage in “real life” learning in preparation for the separate senior subjects of Health and Psychology. Year 10 Health and Psychology provides students with valuable thinking and learning strategies as they understand how to manage the varied influences on their own health and development.

Prerequisite:

None

Course Units

Unit 1	Unit 2
An Introduction to Health and Psychology: <ul style="list-style-type: none"> • Essential frameworks of Health • Basic neuroscience 	Understanding influences on health choices: <ul style="list-style-type: none"> • Researching and applying information to respond to a research claim
Unit 3	Unit 4
Understanding the influence of arousal and motivation on performance: <ul style="list-style-type: none"> • Investigating varied arousal states and their influence on performance • Applying two models of motivation and inferring influence on performance 	Understanding emotion: <ul style="list-style-type: none"> • Basic neuroscience (continued) • Applying two models of emotional processing and inferring influence on choice

Assessment Outline

Unit 1	Unit 2
<ul style="list-style-type: none"> • Exam – multiple choice and short response 	<ul style="list-style-type: none"> • Investigation: research report
Unit 3	Unit 4
<ul style="list-style-type: none"> • Investigation: analytical exposition 	<ul style="list-style-type: none"> • Exam – short response and extended response

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

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

Health and Physical Education

Course Overview

Health and Physical Education (HPE) is an integral part of the total education of our young students. HPE contributes to the intellectual development of the student through the medium of physical activity. HPE offers students the opportunity to develop an integrated knowledge of physical activity, whilst catering for those who aspire to high levels of performance.

Prerequisites

Course Units

Unit 1	Unit 2
Designing and managing a competition (racquet sports): <ul style="list-style-type: none"> • Types of competition structures • Table tennis, badminton, tennis 	Understanding influences on health choices (alcohol): <ul style="list-style-type: none"> • Understanding and applying essential health frameworks • Investigating government policy and action on alcohol use
Unit 3	Unit 4
Understanding the influence of energy and fitness on performance: <ul style="list-style-type: none"> • Investigating energy systems and their influence on performance • Investigating components of fitness and their influence on performance • AFL and basketball 	Understanding ethics and equity in duathlon: <ul style="list-style-type: none"> • Understanding basic concepts of ethics in sport • Duathlon (run-swim)

Assessment Outline:

Unit 1	Unit 2
<ul style="list-style-type: none"> • Folio • Participation and performance in racquet sports 	<ul style="list-style-type: none"> • Exam – multiple choice and short response
Unit 3	Unit 4
<ul style="list-style-type: none"> • Investigation: project 	<ul style="list-style-type: none"> • Exam – short response and extended response • Duathlon performance

Uniform

HPE uniform (red shorts and polo shirt OR sports excellence uniform). It is required that students wear hats during lessons that are outside the classroom.

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

Costs: See 2019 Schedule of Fees.

Technology

Food Technology

Course Overview

Year 10 Technology – Food Specialisations is a practical subject that focuses upon kitchen operations, food preparation, cooking and food service. The Food Industry and Hospitality Sector has become increasingly important to Australian business as well as a source of expanding employment opportunities. Technology – Food Specialisations provides a basis and introduces students to studies of Food and Nutrition and Hospitality in the senior years.

Prerequisites

None

Course Units

Term 1	Term 2
<ul style="list-style-type: none"> • Allspice to Zingiber • Sugar and Spice and all things nice • Herbs and Spices- Origin and uses • Food handling techniques • Preparation of food • 	<ul style="list-style-type: none"> • Food around the World • Cultural consideration around foods • Food handling techniques • Food market stall • Preparation of food
Term 3	Term 4
<ul style="list-style-type: none"> • Flavour Forecast Challenge • Recipe Development • Food Photography • Preparation of food • Restaurant and food trends • 	<ul style="list-style-type: none"> • Food Science • Molecular Gastronomy • Food systems

Assessment Outline:

Each semester students are graded against knowledge and understanding as well as processes and production skills. Instruments include practical tasks, technique tests, tests and events.

They are required to keep a journal of collected research, class work and recipes, ideas and information on each topic.

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.

Digital Technology

Course Overview

Digital Technologies has been identified as a priority area by state and federal governments. It is characterized 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 Year 12.

Course Units

Term 1	Term 2
Image Manipulation for the web <ul style="list-style-type: none"> • The social and ethical role of photo manipulation software in society. • Adobe Photoshop image manipulation for the web. • HTML programming language 	Web design and development <ul style="list-style-type: none"> • Design and develop a website • File management • Site Management • Templates • Principles of Design • Alpha and Beta testing • Collect and analyse peer feedback • Project management
Term 3	Term 4
3D modelling and electronics <ul style="list-style-type: none"> • Using 3D modelling software to plan and create 3D models • Preparing models for print. • Using Arduino electronics to create simple circuits. • Use the Arduino IDE to program circuits. 	Arduino Electronics/robotics. <ul style="list-style-type: none"> • Work collaboratively to develop a solution to a client problem. • File management • Collect and analyse peer feedback • Project management



Assessment Outline

Learning experiences include problem solving, collecting and analysing, communicating and collaborating.

Assessment items in terms 2 and 4, will address a range of skills in the use of software, seeking students to investigate, design, plan, manage, create and evaluate solutions for product development.

Assessment in terms 1 and 3 are a supervised written assessment that will address the student's knowledge and understanding of the topic content.

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.

Engineering Technology

Course Overview

This subject is considered an extension/course with a focus on engineering, design and technology. 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 hydraulics, bridge construction and load bearing and computer programming to run sensory devices on small machinery.

Prerequisites

None

Course Units

Term 1	Term 2
<ul style="list-style-type: none"> Workshop Induction and Safety requirements Design Folio and Construction Project/CO2 Car 	<ul style="list-style-type: none"> Design Folio and Construction Project/Hydraulic Arm
Term 3	Term 4
<ul style="list-style-type: none"> Design Folio and Construction Spaghetti bridge 	<ul style="list-style-type: none"> Design folio and Construction Propeller driven boat

Assessment Outline

Term 1	Term 2
<ul style="list-style-type: none"> Safety Theory Booklet Project Assessment Folio Production CO2 Car Final Product 	<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

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 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).

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.

Design in Years 11 and 12 is an Australian Tertiary Admission Rank (ATAR) contributing subject.

Prerequisites

None

Course Units

Term 1	Term 2
<ul style="list-style-type: none"> Safety Design 	<ul style="list-style-type: none"> Control systems (CAD / CAM)
Term 3	Term 4 Workshop Graphics
<ul style="list-style-type: none"> Materials Processes 	<ul style="list-style-type: none"> Workshop Graphics

Assessment Outline

Term 1 - Safety Design	Term 2 - Control Systems (CAD/CAM)
<ul style="list-style-type: none"> Design Folio Class Projects Class/Homework Theory Notes Exam Questions 	<ul style="list-style-type: none"> Design Folio Class Projects Class/Homework Theory Notes Exam Questions
Term 3 - Materials and Process	Term 4 - Workshop Graphics
<ul style="list-style-type: none"> Design Folio Class Projects Class/Homework Theory Notes Exam Questions 	<ul style="list-style-type: none"> Design Folio Class Projects Class/Homework Theory Notes Exam Questions

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.

Industrial Technology Studies

Course Overview

This subject is aimed at developing students' skills and knowledge in safe working with a range of materials including wood, metals and plastics. It is a useful grounding in all trade disciplines, most careers of a technical nature, as well as life skills. The course will focus on developing the hand and machine skills of students working with a range of different materials. Projects will be predominantly set in advance, with little student design required.

This course gives the students experience in the four subjects that are offered as Certificate subjects in our senior school:

- Building and construction
- Furniture making
- Engineering
- Automotive

After gaining experience in Year 11, the students can make an informed judgement on what certificate subject to pursue in senior school.

Prerequisites

None

Course Units

Term 1	Term 2
<ul style="list-style-type: none"> • Workplace Health and Safety • Hand and Machine Skills • Furnishing Skills 	<ul style="list-style-type: none"> • Workplace Health and Safety • Practical Projects • Materials • Engineering Skills
Term 3	Term 4
<ul style="list-style-type: none"> • Workplace Health and Safety • Practical Projects • Automotive 	<ul style="list-style-type: none"> • Workplace Health and Safety • Construction

Assessment Outline

Term 1	Term 2
<ul style="list-style-type: none"> • Workplace Health and Safety • Hand and Machine Skills • Furnishing Skills • Class Projects • Class/Homework Theory Notes • Theory Exam 	<ul style="list-style-type: none"> • Workplace Health and Safety • Materials • Engineering Skills • Class Projects • Class/Homework Theory Notes • Theory Exam
Term 3	Term 4
<ul style="list-style-type: none"> • Workplace Health and Safety • Automotive • Class Projects • Class/Homework Theory Notes • Theory Exam 	<ul style="list-style-type: none"> • Workplace Health and Safety • Construction • Class Projects • Class/Homework Theory Notes • Theory Exam

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 Core and Advanced

Course Overview

Mathematics is an integral part of a general education. It enhances an understanding of a rapidly changing world. It is a truly international system for the communication of ideas and concepts, and has been developed over many thousands of years.

Mathematics is specifically designed to prepare Year 10 students for enrolment into Senior Mathematics subjects. In the year 10 Core course, students will be introduced to concepts from the Senior Mathematical Methods and General Mathematics syllabi. Students studying the Advanced course will be extended in all topics, introducing concepts from Senior Mathematical Methods and Specialist Mathematics syllabi.

Prerequisites

An A or B10 in Mathematics in Year 10 is a prerequisite for enrolment in Mathematics Methods in Year 11. A minimum C5 in Mathematics in Year 10 is a prerequisite for enrolment in Mathematics General in Year 11.

Course Units

Unit 1	
<ul style="list-style-type: none"> • Trigonometry • Probability 	
Unit 2	
<ul style="list-style-type: none"> • Linear Functions • Quadratic functions 	
Unit 3	
<ul style="list-style-type: none"> • Measurement & Formal Proofs • Financial Maths 	
Unit 4	
<ul style="list-style-type: none"> • Statistics • Indices & Exponential Functions 	

Order of topics may change based on the Australian Curriculum

Assessment Outline:

Exam or in class assessment

Assessments:

Units 1 Exam – Week 10

Units 2 Exam – Week 10

Units 3 Assignment – Week 7

Units 3 & 4 Exam – Week 8

Equipment: A Scientific Calculator (Casio fx-82 AU Plus II) is essential. Also refer to the Subject Requirement List at www.pbc-shs.eq.edu.au

Costs: See 2019 Schedule of Fees.



Mathematics – Essentials

Course Overview

Mathematics is an integral part of a general education. It enhances an understanding of a rapidly changing world. It is a truly international system for the communication of ideas and concepts, and has been developed over many thousands of years.

Mathematics Essential is specifically designed to prepare Year 10 students for enrolment into Senior Mathematics Essential course and is suited to those students who are interested in pathways that lead to work or vocational education. In the year 10 Essential Mathematics course, students will be introduced to concepts from the Senior Essential Mathematics syllabus.

Prerequisites

There are no prerequisites for this course. It is suitable for all.

Course Units

Unit 1
<ul style="list-style-type: none">• Rates and ratios• Probability
Unit 2
<ul style="list-style-type: none">• Financial maths• Algebra and equations
Unit 3
<ul style="list-style-type: none">• Statistics and data• Time and motion
Unit 4
<ul style="list-style-type: none">• Measurement• Energy

Order of topics may change.

Assessment Outline:

Exam or in class assessment

Assessments:

Units 1 Problem Solving Task - week 7

Units 2 Exam - Shutdown

Units 3 Exam - Shutdown

Units 4 Problem Solving Task – Shutdown

Equipment: A Scientific Calculator (Casio fx-82 AU Plus) is essential. Also refer to the Subject Requirement List at www.pbc-shs.eq.edu.au

Costs: See 2019 Schedule of Fees.

Science

Science

Course Overview

The Year 10 Science program follows the Australian Curriculum which has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. The Year 10 Science curriculum is described by the following 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.

Prerequisites

None for Year 10 Science

Note: Students wanting to study an Australian Tertiary Admission Rank (ATAR) subject in Years 11 and 12, must achieve at least a B standard in Year 10 Science.

Course Units

Term 1 Biology	Term 3 Physics
<ul style="list-style-type: none"> The transmission of heritable characteristics from one generation. The theory of evolution by natural selection explains the diversity of living organisms. 	<ul style="list-style-type: none"> Energy conservation in a system can be explained by describing energy transfers & transformations The motion of objects can be described & predicted using the laws of physics
Term 2 Chemistry	Term 4 Global Systems
<ul style="list-style-type: none"> The atomic structure and properties of elements; the Periodic Table Different types of chemical reactions are used to produce a range of products & can occur at different rates 	<ul style="list-style-type: none"> The universe contains features including galaxies, stars & solar systems. The Big Bang theory can be used to explain the origin of the universe Global systems, such as the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere & atmosphere

Assessment Outline:

Students are assessed using two criteria – Understanding and Skills.

Term 1	Term 3
<i>Research Investigation (RI)</i> – Students research and analyse secondary evidence to form a justified conclusion about a claim; presented as an Analytical Report.	<i>Student Experiment (SE)</i> – Students modify an experiment to collect and analyse data to form justified conclusions; presented using scientific report structure.
Term 2	Term 4
<i>Exam</i> – short response (e.g. multiple choice, short response, calculations) and combination response (e.g. short response, responding to unseen data &/or stimulus, paragraph responses).	<i>Exam</i> – short response (e.g. multiple choice, short response, calculations) and combination response (e.g. short response, responding to unseen data &/or stimulus, paragraph responses).

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

Costs: See 2019 Schedule of Fees.

Science Extension

Course Overview

Science Extension is an elective offered by the Science Department to students in Year 10. Science Extension further develops the understandings and skills necessary to participate in high level science. The course will focus on scientific concepts related to the disciplines of Biology, Chemistry and Physics. Science can be applied to nearly every aspect of everyday life. Science Extension aims at providing students with a sense of curiosity about the impact of science in to the future.

This subject is suited to those students wanting to study one or more senior science subjects, leading towards a science-based career. Content for this subject is delivered online using an internet site called stileapp.com. Students will have access to all lessons online at home or at school. Stileapp will be their digital note book and text book. Subsequently, students must have access to their own BYOD every lesson.

Students will participate in the Brain Bee competition hosted by the Queensland Brain Institute. High achieving students may go through to the state finals hosted by the QBI at the University of Queensland. All students enter the Gold Coast Science Competition which allows them to investigate a scientific concept of interest in detail.

Prerequisites

Students in Year 9 Science must have achieved at least a B+ standard to select Extension Science in Year 10. Students must have a BYOD.

Course Units

Term 1 Neuroscience Students study the exciting field of Neuroscience, investigating how the brain works, how we learn and issues arising from brain disorders. Students will choose an area of neuroscience to develop a multi-modal presentation.	Term 3 Scientific Investigation The Gold Coast Science Competition becomes the focus of their work during term 3 as students submit an entry into this annual event. Students choose a category to enter and then work independently throughout the term on their submission.
Term 2 Biochemistry Students will gain an insight into the chemical processes inside our bodies.	Term 4 Electrical Energy Students investigate relationships within traditional electrical circuits and are introduced to body functions controlled by our own electrical system.

Assessment Outline:

Students are assessed using two criteria – Understanding and Skills. Term 1	Term 3
<i>Research Investigation (RI)</i> – Students research and analyse secondary evidence to form a justified conclusion about a claim; presented as a report or multi-modal.	Student choice: <i>Research Investigation (RI)</i> – Students research and analyse secondary evidence to form a justified conclusion about a claim; multi-modal presentation. <i>Student Experiment (SE)</i> – Students modify an experiment to collect and analyse data to form justified conclusions; report or multi-modal presentation using scientific report structure.
Term 2	Term 4
Exam – short response (e.g. multiple choice, short response, calculations) and combination response (e.g. short response, responding to unseen data &/or stimulus, paragraph responses)	Exam – short response (e.g. multiple choice, short response, calculations) and combination response (e.g. short response, responding to unseen data &/or stimulus, paragraph responses)



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.

Marine Science

Course Overview

Marine Science is an elective offered by the Science Department to students in Year 10. Marine Science develops understanding of how science is applied to industry, research, management and conservation in the marine environment. This course examines the study of the marine environment through the following strands: Practices and Skills, Industry, Oceanography, Ecology and conservation. Throughout the course, students will be presented with a wide range of learning activities, which focus on giving students real-life tasks through hands-on experiences relevant to the strand of study including experiments, dissections, aquaculture and field work.

Marine science does not include activities such as snorkelling, boating, sailing and fishing as these are offered in Years 11 and 12 only. This course is designed to lead into the senior (Year 11 and 12) Australian Tertiary Admission Rank (ATAR) contributing subject Marine Science.

Year 10 Marine Science is not a prerequisite for Aquatic Practices however it may prove useful, providing a greater background of marine concepts.

Year 10 Marine Science provides opportunities for those with an interest in marine education and those interested in careers in marine science or maritime studies, such as marine or environmental scientist, marine biologist, oceanographer, coastal management officer, coastal engineer or a naval career.

Pre-requisites

Students must have achieved a C standard in Year 9 Science.

Course Units

Marine careers, Oceanography & Water Chemistry	Industries that are related to coastal and marine environments; e.g. fishing, marine ecotourism and aquaculture. The physical and chemical interactions between the ocean and the coast; (e.g. Ocean Features, Sea Water, Ocean Cycles, tides and Weather patterns, Ocean Currents, Effects of climate change on oceans).
Marine Vertebrates and Conservation	Classification, Structural, Functional and behavioural adaptations of marine vertebrates including their conservation and management.
Invertebrates biology, Ecology and Marine Plants	Marine organisms are shaped by their environments and interactions. Marine environments support an abundance of diverse life, which is classified according to a range of characteristics.
Ecosystems, Aquaculture and Aquaria	The biological interactions that occur between the ocean and the coast. (e.g. how plants and animals survive and interact in a marine environment, classifying marine organisms).

Assessment Outline:

Students will be assessed through term tests, research assignments, and experimental activities.

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

Business Studies

Course Overview

The Business Studies course introduces students to the world of business. In Year 9, the course is about how business affects each of us in our personal lives and how we may improve our lives with good money management. In Year 10, students are introduced to more advanced business concepts, focusing on how businesses work, the business life cycle and how business is managed. This course is a great way for students to identify which businesses courses they will be interested in when selecting subjects for Years 11 and 12.

Students will be given multiple opportunities to immerse themselves in the business world throughout the year. Some of these opportunities include travelling to Somerset College to partake in the Celebration of Entrepreneurship activities, being involved in the GenIn competition and attending the Griffith University Business and Commerce Day. There will also be opportunities to enter into the Australian Business Studies Competition and the Griffith Ambassadors Program.

Prerequisites

Nil

Course Units

Unit 1: Business Fundamentals	Unit 2: Creating a Business Start Up
Students learn about the different types of business structures and the business life cycle. Assessment: Combination exam	Students will establish their own businesses in response to an identified problem within their local community. Students will pitch ideas to a group of potential investors Assessment: Group pitch
Unit 3: Business Diversification	Unit 4: Business Reposition
Students will explain the effects of imports and exports on the Australian economy. Students will understand our position within the global economy and identify benefits and issues of global trade. Assessment: Individual presentation	Students will conduct an investigation on a business that is in the maturity stage of the business life cycle. Students will learn about business strategies needed to boost business growth when in the maturity and post-maturity stages Assessment: Combination exam

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

Costs: There are no fees for this course. Excursions throughout the year may incur an extra fee.

Economics

Course Overview

The course in Accounting and Economics has a core purpose to empower students to understand the link between the two disciplines and how they are integral to running a business/understanding business in general. Budding entrepreneurs and business owners will be exposed to the use of data and information including how it is used to make informed financial decisions. This course will teach students the fundamental principles relating to owning/operating their own business and develop their understanding of Accounting and Economic theories from the perspective of not only business owners, but also individuals.

Financial success or failure impacts on individuals, families and the wider community. This course assists to ensure that the financial decisions made by students are well informed and backed by research. Students will be introduced to valuable Accounting and Economic concepts that will allow them to make informed decisions regarding their enrolment in Senior Accounting and Economics courses.

Prerequisites

Nil

Course Units

Unit 1: Introduction to Accounting	Unit 2: MYOB (Accounting Software)
<ul style="list-style-type: none"> • What is accounting? • The importance of accounting to business owners of the future • The Accounting Equation • Double-entry nature of accounting • Preparing financial statements • Calculating financial ratios • Preparing and posting journal entries 	<ul style="list-style-type: none"> • Learn how to use the MYOB accounting program to enter business transactions • Real-world applications useful for potential business owners/entrepreneurs • Prepare financial reports using the software • Analyse and evaluate financial data to inform business decisions
Unit 3: Personal Finance	Unit 4: The Share Market
<ul style="list-style-type: none"> • Based on The Game of Life board game and ESSI Money online game • Achieve an understanding of the basic concepts surrounding financial management, in the areas of Earning, Saving, Spending and Investing. • Learn how making common life decisions can have both positive and negatives impacts on a person's financial situation • Highly engaging Unit that is personalised to suit each student's short and long term financial goals 	<ul style="list-style-type: none"> • The Stock Exchange – nature and purpose • Companies – private/public listed/unlisted • ASX – Stock market game competition • The role of stock brokers • Investing options in Australia • Trading effectively on the ASX
Unit 5: Introduction to Economics	
<ul style="list-style-type: none"> • Decision making • Circular flow • Supply & Demand 	

Assessment Outline

Two assessment items linked to games and competitions – Win Prizes; Short-response exams; Research and project work

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

Costs: See 2019 Schedule of Fees and \$15.00 for an excursion

Geography

Course Overview Geography

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.

Students will partake in a compulsory excursion to the Southport Seaway and Local Area tour of Dreamworld and Movieworld. Students will also have the opportunity to partake in the biennial South East Asia Tour.

Prerequisites

Nil

Course Units

Unit 1: Environmental Change and Management	Unit 2: Geographies of Human Wellbeing
<ul style="list-style-type: none"> Understand the difference between natural and human-induced environmental change. Understand the difference between natural and human-induced environmental change – Understand the role of world views in influencing attitudes and approaches to environmental management. Understand how to apply social, economic and environmental criteria to evaluate responses to environmental change. <p>Assessment: Research Report</p>	<p>'Geographies of Human Wellbeing' focuses on investigating global, national and local differences in human wellbeing between places.</p> <ul style="list-style-type: none"> different concepts and measures of wellbeing, and the differences in these measures between countries spatial differences in wellbeing within and between countries and the variety of perspectives of wellbeing <p>Assessment: Exam – data response</p>
Unit 3: Geographies of Tourism	Unit 4: Australian Environments
<ul style="list-style-type: none"> Types, trends and impacts of Tourism International case studies (Bali) Local case study (Gold Coast) Environmental, political, social, and economic impacts of tourism <p>Assessment: Multimodal Presentation</p>	<ul style="list-style-type: none"> Australian landforms and landscapes Australian climate and Biomes Urban, desert, rainforest, marine and ocean environments Human impacts on biomes <p>Assessment: Exam – extended response</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 may attend excursions during the course that may attract additional costs.

History

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.

Prerequisites: Nil

Course Units

Term 1	Term 2
<p>Unit 1: The Glory of Death in the Ancient World: Vikings and Spartans. This unit explores the concepts of death and glory within the ancient world, and the value that was placed upon the glorification of death in battle. During this unit students will study the Spartan and Viking civilizations who, despite having no contact with each other held many of the same beliefs surrounding the importance of death in battle. Assessment: Extended Response to Historical Evidence (Essay)</p>	<p>Unit: 3: Gold and Gods: Pharaonic Power in Ancient Egypt This unit extends on the concepts of power in the ancient world explored in the previous unit. The unit itself focuses on Pharaonic power in ancient Egypt primarily concentrating on the concept of 'Devine Kingship' highlighting the relationship between power and religion in ancient Egypt. Assessment: Short Response to Historical Evidence (Exam)</p>
Term 3	Term 4
<p>Unit: 3: Nazi Germany Students will study Nazi Germany from 1933-1939 including the NSDAP's establishment, consolidation and dissemination of power, including the regimes influence, ideologies, impacts and policies. Assessment: Extended Response to Historical Evidence (Research).</p>	<p>Unit: 4: The Cold War This unit looks at Post-war Soviet expansionism in Eastern Europe which was fuelled by many Americans' fears of a Russian plan to control the world. Students will: comprehend terms, concepts and issues. They will analyse evidence from historical sources to show understanding; synthesise evidence from historical sources to form a historical argument; evaluate evidence from historical sources to make judgments. Assessment: Short Response to Historical Evidence (Exam).</p>

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

Costs: See 2019 Schedule of Fees.

Japanese

Course Overview

The Year 10 Japanese course is designed to develop students' skills in listening, speaking, reading and writing. Studying a language will increase your brain capacity, enable you to learn more efficiently and will allow you to effectively travel and work abroad. Speaking a foreign language improves the functionality of your brain by challenging it to recognise, negotiate meaning, and communicate in different language systems. This skill boosts your ability to negotiate meaning in other problem-solving tasks as well.

The course will increase cultural awareness and build the capacity of students to communicate more effectively and will instil a sense of responsibility as global citizens. Hiragana, Katakana and Kanji will be studied in the course.

As Australia's economic, social and cultural ties with Japan are strengthened: students, who choose certain careers, will find Japanese a useful tool. Some of these occupations include business, commerce, marketing, public relations, tourism, hospitality, journalism, law, foreign affairs and teaching. For many of our past students, career paths have been created both locally and internationally in the banking industry, international diplomacy, teaching and hospitality. Many part-time jobs on the Gold Coast in particular, are only available to speakers of Japanese. In addition, students who wish to broaden their perspectives and earn money at the same time often choose to take employment in Japan.

Students studying Japanese will have the opportunity to participate in the biennial Japan trip; MLTAQ Speech contest; Cultural eating program; and Takoyaki making.

Prerequisites

Nil

Course Units

Aspects of daily life are covered during the Year 10 course. By the end of Year 10 students should be able to function in day to day situations, as follows:

Unit 1: Advertisements <ul style="list-style-type: none"> Analyse Japanese advertisements Compare and contrast the similarities and differences between Japanese and Australian advertisements Deduce unknown words from the sources Assessment: Reading/Writing Test	Unit 2: The Best job in the world? <ul style="list-style-type: none"> Japanese job options Writing a resume in Japanese Analyse and evaluate Japanese job advertisements Assessment: Reading/Writing Test
Unit 3: Walking in Japan <ul style="list-style-type: none"> Japanese traffic rules Cultural differences with Japanese clothes and fashion Asking for and giving directions Assessment: Reading/ Speaking Test	Unit 4: Japanese Subculture <ul style="list-style-type: none"> Japanese subcultures: Cartoons, Manga, Harajuku fashion, Cosplay; Music Assessment: Listening/Speaking Test

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

Course Overview

The Year 10 course is designed to develop students' skills in listening, speaking, reading and writing in Spanish. Speaking a foreign language improves the functionality of your brain by challenging it to recognise, negotiate meaning, and communicate in different language systems. This skill boosts your ability to negotiate meaning in other problem-solving tasks as well.

Goethe stated that: "Those who know nothing of foreign languages know nothing of their own" and General Peter Cosgrove has stated that "Language skills and cultural sensitivity will be the new currency of this world order."

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.

Prerequisites

Nil

Course Units

Aspects of daily life are covered during the Year 10 course.

Unit 1: Time and Leisure Activities	Unit 2: Food
<ul style="list-style-type: none"> Learn to tell the time in Spanish Routines and times Past to present tense Learning to talk about leisure activities such as various sports and hobbies <p>Assessment: Writing/Listening Test</p>	<ul style="list-style-type: none"> Learning to communicate about topics relating to food Student will learn to order food, shop for food and describe food likes and dislikes Spanish vocabulary building- learning to use culinary terms in context <p>Assessment: Listening/Writing Test</p>
Unit 3: Clothing and Body Parts	Unit 4: Holidays/Media
<ul style="list-style-type: none"> Describe and understand parts of the body and clothing items Describe what people are wearing in detail Shopping for clothes in Spanish <p>Assessment: Speaking/Writing Test</p>	<ul style="list-style-type: none"> Discuss and plan a holiday in Spanish Discuss past and future tenses Evaluate and analyse various Spanish media formats Discus films and provide an opinion or viewpoint <p>Assessment: Reading/Speaking Test</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.

Legal Studies

Course Overview

Legal Studies is an introductory course for Year 10 students that is intended to provide opportunities to explore the law and its impact on our lives. Students develop skills in analysis and evaluation, and report and essay writing, all of which are essential for success in senior schooling.

Students will have the opportunity to travel to the Supreme Court in Brisbane to view live cases and visit the Queensland Police Museum to solve a forensic cold case. There are opportunities for Legal Studies students to participate in the Griffith University Ambassadors program and Mooting Competitions.

Prerequisites

Nil

Course Units

Unit 1: Forensics and the Law	Unit 2: Criminal Law
<p>Exploring types of forensic evidence and how it may be used in court to secure convictions.</p> <p>Students will apply their knowledge of the law to provide advice to clients and to solve cases.</p>	<p>Focus on minor drug and motor vehicle offences. Students develop skills needed to effectively analyse real world situations and apply criminal law principles to determine likely outcomes.</p> <p>Students will view real and fictional cases to apply their knowledge of offences against the person and offences against property.</p>
Unit 3: Minors and the Law	Unit 4: Human Rights
<p>Queensland has recently amended laws regarding the sentencing of minors. Students take a stance on whether minors be subject to the same sentences as adults?</p>	<p>An investigation of Australia's international human rights obligations. Students understand the operation of Australia's human rights protections and discuss calls for the introduction of a Bill of Rights.</p>

Assessment Outline:

Predominantly written, some non-written based on involvement in activities – tests, assignments, class work, homework.

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.