



# Middle Phase Curriculum Handbook

Years 9 and 10  
2018





PIMPAMA STATE  
SECONDARY  
COLLEGE

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# Welcome from the Principal

At Pimpama State Secondary College our mission is to develop learners who can identify opportunity and manage risk, who can innovate and create, who can shape and define their future. The focus of the junior phase of learning at Pimpama State Secondary College has been to build a strong foundation of 21st century skills that will ensure our students experience success both in senior and in their post- schooling pathways.

**John Thornberry**  
**Principal**

## Statement of Intent

Our primary focus will be on personalising the learning experience for each child. This means focusing on the relationship between the teacher and the student, using technologies to engage and enrich learning and making innovative use of our learning spaces. To achieve a personalised approach to learning we will have the following five goals:

1. High expectations and early intervention so that every child can achieve their dream.
2. A belief that every child can learn and their learning will be tailored to their individual level.
3. Our teachers will be learners. They will be able to articulate what they do, why they do it and how effective it is.
4. Teachers will develop a deep understanding and insight into each student’s learning needs and preferences and adapt teaching, learning and assessment to maximise individual potential for success.
5. The use of technology will enrich and personalise learning experiences for students, make learning 24/7, and develop 21st century learning and communication skills.



## Skills for the 21<sup>st</sup> Century Learner

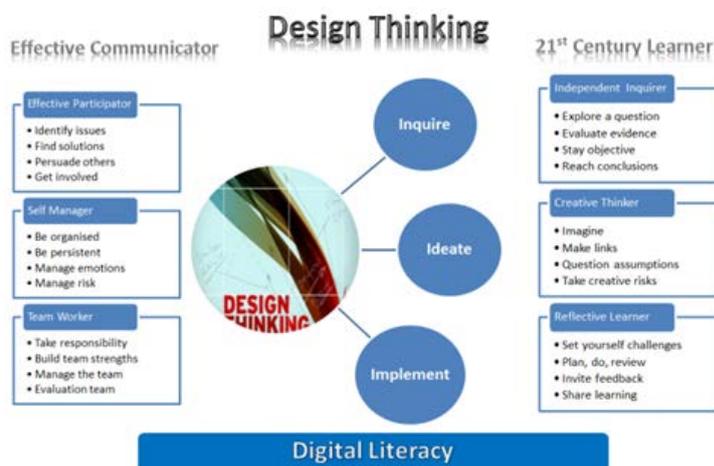
The focus of our curriculum will be on the development of the 21st Century Learner Profile; Digitally Literate, Effective Communicator and 21st Century Learner.

**Digitally Literate:** An understanding about how technology can be used to achieve a specific purpose or goal and the ability to find, access, evaluate and use information.

**Effective Communicator:** The ability to communicate with both individuals and groups in a positive manner.

### 21st Century Learner:

- **Creative Thinking** encourages students to imagine, question and take risks. It is the means of producing something new or original that is either personally or culturally significant.
- **Independent Inquiry** encourages students to explore and evaluate a problem while remaining objective as they search for a conclusion.
- A **Reflective Learner** is someone who sets challenges, plans and reviews, seeks feedback and shares their learning.



These skills will be prized in the 21st Century economy and a successful individual needs to develop and cultivate these essential life skills.

Design Thinking will be the vehicle through which these skills are developed. Design thinking is a different way to solve problems that encourages collaboration and experimentation. It follows the process of discovery, interpretation, ideation, experimentation and evolution.

While being innovative and 'cutting edge' are important aspects of creating a relevant 21st century learning environment there are many traditional values that cannot be overlooked in ensuring our learning environment is supportive and positive and nurtures the aspirations of all students, regardless of background and culture.

### How we organise our curriculum

- Organised around the 8 Key Learning Areas.
- Australian Curriculum units in English, Mathematics, Science, History and Health & Physical Education
- Design thinking is the underpinning philosophy of the curriculum encouraging the acquisition of knowledge through enquiry and problem based styles of learning.
- Design is the theme throughout the junior secondary curriculum with Designing Futures in Year 7, Creative Design in Year 8 and a number of elective subjects for students to pursue in Year 9.
- Health Education is the other curriculum theme evident throughout the junior secondary curriculum, with students exploring individual, peer and community health topics



## Curriculum Time Allocations

KEY LEARNING AREA	YEAR 9	YEAR 10
<b>ENGLISH</b>	(210 mins/week)	(210 mins/week)
<b>MATHEMATICS</b>	(210 mins/week)	(210 mins/week)
<b>SCIENCE</b>	(210 mins/week)	(210 mins/week, 1 Semester)
<b>SOSE</b>	History (210 mins/week, 1 Semester) GEL (210 mins/week, 1 Semester)	History (210 mins/week, 1 Semester) Electives Events that Shaped the World Studies of Environment
<b>PATHWAYS</b>	NA	SET Plan, First Aid, Civics, IT (140mins/week)
<b>LANGUAGE OTHER THAN ENGLISH (LOTE)</b>	<b>Elective</b> - Chinese (210 mins/week)	<b>Elective</b> - Chinese (210 mins/week)
<b>HEALTH</b>	- Community Health - Physical Education (140 mins/week) <b>Elective</b> - Enhancing Athletic Performance	<b>Electives</b> - Health - Physical Education - Enhancing Athletic Performance(210 mins/week)
<b>THE ARTS</b>	<b>Electives</b> - Music - Dance - Drama - Visual Arts (210 mins/week)	<b>Electives</b> - Music - Dance - Drama - Visual Arts (210 mins/week)
<b>TECHNOLOGY</b>	<b>Electives</b> - Industrial Technology & Design - Food Studies - Business Enterprises - Playmakers - Designing Futures (210 mins/week)	<b>Electives</b> - Business Enterprises - Foundation Design - Foundation Information Technology Systems - Foundation Technology Studies - Graphics - Hospitality (210 mins/week)



# Science

## Introduction

Science provides opportunities for students to develop an understanding of science, carryout scientific inquiry, and explore the contribution of science to culture, society and its applications in our lives. Students experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence- based conclusions using scientific methods.

## College Pathways

Junior School		Middle School		Senior School
Year 7	Year 8	Year 9	Year 10	Year 11 and 12
Science	Science	Science	Science (core)  Biology and Marine Studies  Physics and Chemistry	Biology  Chemistry  Physics  Marine Science

## Subject Information

Science		Year 9	
<b>Pathways:</b>	Physics Chemistry Biology Marine Studies	<b>Resources:</b>	Exercise book, scientific calculator and a pencil case with pens and pencils, colouring pencils, glue, scissors and a ruler.
<p><b>Subject Overview</b></p> <p><u>Semester 1</u></p> <p>Unit 1: Electricity Unit 2: Tectonic Plates Unit 3: Homeostasis Unit 4: Waves</p> <p><u>Semester 2</u></p> <p>Unit 5: Ecosystems Unit 6: Elements &amp; Periodic Table Unit 7: Chemical Reactions Unit 8: Scientific Method</p>			
<b>Assessment:</b>	<p>In Science students undertake a variety of assessment tasks which may include the following:</p> <ul style="list-style-type: none"> <li>• Research Assignments</li> <li>• Supervised Exams</li> <li>• Group/Individual Projects</li> <li>• Experimental Investigation</li> </ul>		
<b>Subject Costs:</b>	Nil		

Biology and Marine Studies		Year 10	
<b>Pathways:</b>	Biology and Marine Studies	<b>Resources:</b>	Laptop, calculator, exercise books, pens and pencils.
<p>Biology and Marine Studies is an elective course designed to give Year 10 students a good understanding of basic Biology and Marine Science topics and concepts in preparation for Year 11 and 12 Biology or Marine Science. Therefore, this subject is recommended for students with an interest in human systems, cells, classification, ecosystems, oceanography and conservation.</p>			
<b>Assessment:</b>	<p>The assessment for this subject may include such tasks as written exams, projects and research assignments. It is also expected that students will need to complete approximately 1-2 hours of homework / study each week due to the demands of this subject.</p>		
<b>Subject Costs:</b>	Nil		

Physics and Chemistry		Year 10	
<b>Pathways:</b>	Physics Chemistry	<b>Resources:</b>	Laptop, calculator, exercise books, pens and pencils.
<p>Physics and Chemistry is an elective course designed to give students a good understanding of basic topics and concepts of Physics and Chemistry in preparation for Year 11 and 12 Physics or Chemistry. Therefore, this subject is recommended for students with an interest in motion, forces, chemical reactions and subatomic particles and for those who have a fairly good grasp on mathematics.</p>			
<b>Assessment:</b>	<p>The assessment for this subject may include such tasks as written exams, projects and research assignments. It is also expected that students will need to complete approximately 1-2 hours of homework / study each week due to the demands of this subject.</p>		
<b>Subject Costs:</b>	Nil		

# Science

# Year 10

<b>Pathways:</b>	Physics Chemistry Biology Marine Studies	<b>Resources:</b>	Exercise book, scientific calculator and a pencil case with pens and pencils, colouring pencils, glue, scissors and a ruler.
<p>Science is a compulsory Science subject for all students that contributes to fulfil the minimum requirement hours for Science for the national curriculum. This course will cover various topics surrounding biology, chemistry, physics and earth sciences.</p>			
<b>Assessment:</b>	The assessment for this subject may include such tasks as written exams, projects and research assignments. It is also expected that students will need to complete approximately 1-2 hours of homework / study each week due to the demands of this subject.		
<b>Subject Costs:</b>	Nil		

# Performing Arts

## Introduction

The Performance Arts faculty offers three subjects in both Year 9 and Year 10: Dance, Drama and Music, as well as extension subjects in all three arts areas. These subjects are designed to prepare students for subjects offered in Year 11 and 12

## College Pathways

Junior School		Middle School		Senior School
Year 7	Year 8	Year 9	Year 10	Year 11 and 12
Aspiring Performers Program - Dance, Drama, Music.	Performance Arts	Dance	Dance	Dance
	Aspiring Performers Program - Dance, Drama, Music.	Drama	Drama	Drama
		Music	Music	Music
		Aspiring Performers Program – Dance Stream Drama Stream	Aspiring Performers Program - Dance Stream Drama Stream	Music Extension Certificate III in Music Industry

## Subject Information

### Dance

Year 9

<b>Pathways:</b>	Dance	<b>Resources:</b>	Laptop, exercise book, pens, pencils and dance wear.
<p>All societies, both past and present, use dance as a powerful means of expression and communication. It is practiced in many forms such as social, educational and entertainment contexts.</p> <p>In Dance, students work collaboratively to create dance works in various genres and contexts. They develop coordination, strength, flexibility and expressive skills during performance work. Critical thinking skills including analysis, interpretation and evaluation are in focus when responding to dance works.</p> <p>The study of dance therefore develops not only the physical body, but the creative mind. Imagination, collaboration and discipline, key 21<sup>st</sup> Century Thinking skills which are highly valued by employees, are developed in this subject and therefore transferable to many workplaces and areas of employment.</p> <p><b>Subject Overview</b></p> <ul style="list-style-type: none"> <li>• Rewind: Popular Dance in History</li> <li>• All Around the World: World Dance</li> <li>• Spirit Fingers: Musical Theatre / Jazz Dance</li> <li>• Telling Stories: Contemporary Dance</li> </ul>			
<b>Assessment:</b>	Students will complete a range of assessment pieces including: choreographing short dance sequences and dance works; performing short works to a range of audiences; written and/or oral assessments appraising professional works as well as critically reflecting on their creative process and performance abilities. Students' knowledge, understanding and skills are assessed using the two assessable elements of Making (Performing and Composing) and Responding.		
<b>Subject Costs:</b>	Nil		

### Drama

Year 9

<b>Pathways:</b>	Drama	<b>Resources:</b>	Laptop, exercise book, pens, pencils and theatre blacks.
<p>Drama is a unique art form that re-presents and re-enacts experiences, ideas, stories and emotions. Drama is one of the oldest forms of artistic expression and continues to be significant in all cultures and societies. Drama is a collaborative art form that is shaped and given meaning by the participants. Drama is a unique subject as it allows students to blend intellectual skills and emotional experiences providing opportunities to experience, understand and communicate different perspectives on the world.</p> <p><b>Subject Overview</b></p> <ul style="list-style-type: none"> <li>• Clowning Around: Comedy and Clowning</li> <li>• Move It, Move It: Physical Theatre</li> <li>• Little People: Children's Theatre</li> <li>• Cyber Drama: Digital Drama</li> </ul>			
<b>Assessment:</b>	Students will complete a range of assessment pieces including: create and construct short dramatic sequences and dramatic works; performing and direct short dramatic works to a range of audiences; analytical, interpretive and evaluative writing tasks as well as critically reflecting on their creative process and performance abilities. Students' knowledge, understanding and skills are assessed using the two assessable elements of Making (Performing and Composing) and Responding.		
<b>Subject Costs:</b>	Nil		

## Music

Year 9

<b>Pathways:</b>	Music	<b>Resources:</b>	Laptop, exercise book, pens, pencils, manuscript book and own instrument (when required).
<p>Music is significant all cultures and societies serving social, cultural, celebratory, political and educational roles. It is a powerful educative tool, which contributes to holistic development of the individual. A study of music helps students to develop their practical and creative potential and to understand and heighten enjoyment of the arts. It develops their hand eye coordination, concentration, listening skills, discipline and team work, ability to synthesise, be creative problem solvers and risk-takers and understand the value of perseverance.</p> <p><b>Subject Overview</b></p> <ul style="list-style-type: none"><li>• Pop Musik: Popular Music</li><li>• Music in the Media: Film, TV and Advertising Music</li><li>• Earth's Songs: World Music</li><li>• Technologic: Music in Technology</li></ul>			
<b>Assessment:</b>	Students will complete a range of assessment pieces including knowledge, visual and aural skills exams, written and electronic compositions and practical performances. Students' knowledge, understanding and skills are assessed using the two assessable elements of Making (Performing and Composing) and Responding.		
<b>Subject Costs:</b>	Nil		

## Dance Extension – Aspiring Performers Program (APP)

Year 9

<b>Pathways:</b>	Dance Extension	<b>Resources:</b>	Laptop, exercise book, pens, pencils, dance wear, and jazz shoes.
<p>Entrance into Year 9/10 Dance Extension is by successful audition only. The two-year course is designed to develop highly skilled dancers who are versatile performers in various dance styles. The class addresses the need for a greater pace and complexity of learning paired with instruction that encourages students to broaden their abilities by working in collaboration with other like-minded students, teachers and industry professionals. Therefore the extension class focuses strongly on technique and performance skills, as well as highly challenging choreographic objectives.</p> <p><b>Skills and Techniques</b></p> <ul style="list-style-type: none"><li>• Strategies for Success in Dance (Class situations/Auditions)</li><li>• Skills for Live Performance</li><li>• Technical Skills (Flexibility, Strength, Placement, Endurance, Control, Accuracy)</li><li>• Expressive Skills (Increasing Confidence, Focus, Musicality)</li><li>• Genre Specific Techniques (C.S.T.D. Jazz, Tap, A.C.B. Ballet, Hip Hop, Contemporary, Lyrical)</li><li>• Reflective Practice on Self as Dance Artist</li><li>• Improvisation/Choreographic Practices</li></ul>			
<b>Assessment:</b>	Students will complete a range of assessment pieces including: choreographing short dance sequences and dance works; performing short works to a range of audiences; written and/or oral assessments appraising professional works as well as critically reflecting on their creative process and performance abilities. Students' knowledge, understanding and skills are assessed using the two assessable elements of Making (Performing and Composing) and Responding.		
<b>Subject Costs:</b>	\$80 (annual amount)		

## Drama Extension – Aspiring Performers Program (APP)

Year 9

<b>Pathways:</b>	Drama Extension	<b>Resources:</b>	Laptop, A4 art journal, pens, pencils and theatre blacks.
<p>Entrance into Year 9/10 Drama Extension is by invitation only. The two-year course is designed to develop highly skilled actors who are versatile performers in various dramatic genres. The class addresses the need for a greater pace and complexity of learning paired with instruction that encourages students to broaden their abilities by working in collaboration with other like-minded students, teachers and industry professionals. Therefore the extension class focuses strongly on technique and performance skills, as well as highly challenging student-driven projects.</p> <p><b>Skills and Techniques</b></p> <ul style="list-style-type: none"> <li>• Acting</li> <li>• Directing / Design</li> <li>• Devising</li> <li>• Improvisation</li> <li>• Reflection (Journals and Portfolios)</li> </ul>			
<b>Assessment:</b>	<p>Students will complete a range of more complex project-based assessment pieces than those in Year 10 Drama including: create and construct short dramatic sequences and dramatic works; performing and direct short dramatic works to a range of audiences; analytical, interpretive and evaluative tasks to critically reflect on their creative process and performance abilities. It is mandatory that student's complete a set number of live, public performances over the duration of the two-year course. Students' knowledge, understanding and skills are assessed using the two assessable elements of Making (Performing and Forming) and Responding (Reflection).</p>		
<b>Subject Costs:</b>	\$50 (annual amount)		

## Dance

Year 10

<b>Pathways:</b>	Dance	<b>Resources:</b>	Laptop, exercise book, pens, pencils and dance wear.
<p>All societies, both past and present, use dance as a powerful means of expression and communication. It is practiced in many forms such as social, educational and entertainment contexts.</p> <p>In Dance, students work collaboratively to create dance works in various genres and contexts. They develop coordination, strength, flexibility and expressive skills during performance work. Critical thinking skills including analysis, interpretation and evaluation are in focus when responding to dance works.</p> <p>The study of dance therefore develops not only the physical body, but the creative mind. Imagination, collaboration and discipline, key 21<sup>st</sup> Century Thinking skills which are highly valued by employees, are developed in this subject and therefore transferable to many workplaces and areas of employment.</p> <p><b>Subject Overview</b></p> <ul style="list-style-type: none"> <li>• All That Rhythm and Dance: Hip Hop/Funk Tap/Body Percussion</li> <li>• The Spectacular: Dance for Specific Events (Opening Ceremonies/Music Performances/Competition Dance e.g. So You Think You Can Dance etc.)</li> <li>• Controversial Contemporary: Contemporary Dance</li> </ul>			
<b>Assessment:</b>	<p>Each Semester:</p> <ul style="list-style-type: none"> <li>• Performance of teacher or student devised choreography in varying styles</li> <li>• Written assessments, oral and/or multimedia presentation</li> <li>• Individual choreography of a section in a dance work.</li> </ul>		
<b>Subject Costs:</b>	Additional excursion/workshop costs involved approximately \$30 - \$60 per year		

## Drama

Year 10

<b>Pathways:</b>	Drama	<b>Resources:</b>	Laptop, exercise book, pens, pencils and theatre blacks.
<p>In Year 10 Drama, students explore and depict real and fictional worlds through use of body language, gesture and space to make meaning as performers and audience. They create, rehearse, perform and respond to drama.</p> <p><b>Topics include:</b></p> <ul style="list-style-type: none"><li>• Read Between the Lines: Australian Contemporary Realism</li><li>• Read All About It: Documentary Drama</li><li>• Old Skool Comedy: Commedia Dell'Arte</li><li>• Soap Bubbles: Modern Melodrama</li></ul>			
<b>Assessment:</b>	Each semester: <ul style="list-style-type: none"><li>• Written assignment, exam or oral presentation</li><li>• Creation of practical and scripted dramatic works in various genres</li><li>• Performance of scripted drama, student-devised performance to varying audiences.</li></ul>		
<b>Subject Costs:</b>	Additional excursion/workshop costs involved approximately \$30 - \$60 per year		

## Music

Year 10

<b>Pathways:</b>	Music Music Extension	<b>Resources:</b>	Laptop, exercise book, pens, pencils, manuscript book and own instrument (when required)
<p>Year 10 music extends the skills and knowledge taught in Year 9. This year long subject assumes prior musical knowledge but does not exclude students who have not completed Year 9 music. This course of study focuses on musicianship, which brings together the knowledge and understanding of music with the development of inner hearing, cognition, artistic sensitivity and creativity in all music activity and thought. It involves critical reflection on music as an art form and as an expression of culture. The skills and experiences gained in Year 10 Music prepare students well for the study of music in Year 11 and 12.</p> <p><b>Topics include:</b></p> <ul style="list-style-type: none"><li>• Face the Music and Dance: Music for Dance<ul style="list-style-type: none"><li>○ Pair Dancing – Waltz, Tango and Salsa</li><li>○ Group Dancing - Irish Step Dance, Line Dancing (Country and Western), Bhangra (Bollywood)</li><li>○ Improvised Dancing – Disco, Club</li></ul></li><li>• Pop Arrangements: Arranging for Popular Music/4 Chord Pop Song/ Using Riffs and Ostinatos in Pop Music</li><li>• I Love Rock 'n' Roll: Pioneers of Rock (1950s to Today)</li><li>• A Grand Affair: Fanfares/Music for Special Occasions</li></ul>			
<b>Assessment:</b>	Each semester: <ul style="list-style-type: none"><li>• Written assignment, exam or oral presentation</li><li>• Song writing/arranging for voice and instruments</li><li>• Performances of singing, playing or conducting a solo and/or ensemble.</li></ul>		
<b>Subject Costs:</b>	Additional excursion/workshop costs involved approximately \$30 - \$60 per year		

# Drama Extension – Aspiring Performers Program (APP)

Year 10

<b>Pathways:</b>	Drama Extension	<b>Resources:</b>	Laptop, A4 art journal, pens, pencils and theatre blacks.
<p>Entrance into Year 10 Drama Extension is by invitation only. The two-year course is designed to develop highly skilled actors who are versatile performers in various dramatic genres. The class addresses the need for a greater pace and complexity of learning paired with instruction that encourages students to broaden their abilities by working in collaboration with other like-minded students, teachers and industry professionals. Therefore the extension class focuses strongly on technique and performance skills, as well as highly challenging student-driven projects.</p> <p><b><u>Skills and Techniques</u></b></p> <ul style="list-style-type: none"><li>• Acting</li><li>• Directing / Design</li><li>• Devising</li><li>• Improvisation</li><li>• Reflection (Journals and Portfolios)</li></ul>			
<b>Assessment:</b>	Students will complete a range of more complex project-based assessment pieces than those in Year 10 Drama including: create and construct short dramatic sequences and dramatic works; performing and direct short dramatic works to a range of audiences; analytical, interpretive and evaluative tasks to critically reflect on their creative process and performance abilities. It is mandatory that student's complete a set number of live, public performances over the duration of the two-year course. Students' knowledge, understanding and skills are assessed using the two assessable elements of Making (Performing and Forming) and Responding (Reflection).		
<b>Subject Costs:</b>	\$50 (annual amount)		

# Dance Extension – Aspiring Performers Program (APP)

Year 10

<b>Pathways:</b>	Dance Extension	<b>Resources:</b>	Laptop, exercise book, pens, pencils, dance wear, and jazz shoes.
<p>Entrance into Year 10 Dance Extension is by successful audition only. The two-year course is designed to develop highly skilled dancers who are versatile performers in various dance styles. The class addresses the need for a greater pace and complexity of learning paired with instruction that encourages students to broaden their abilities by working in collaboration with other like-minded students, teachers and industry professionals. Therefore the extension class focuses strongly on technique and performance skills, as well as highly challenging choreographic objectives.</p> <p><b>Skills and Techniques</b></p> <ul style="list-style-type: none"> <li>• Strategies for Success in Dance (Class situations/Auditions)</li> <li>• Skills for Live Performance</li> <li>• Technical Skills (Flexibility, Strength, Placement, Endurance, Control, Accuracy)</li> <li>• Expressive Skills (Increasing Confidence, Focus, Musicality)</li> <li>• Genre Specific Techniques (C.S.T.D. Jazz, Tap, A.C.B. Ballet, Hip Hop, Contemporary, Lyrical)</li> <li>• Reflective Practice on Self as Dance Artist</li> <li>• Improvisation/Choreographic Practices</li> </ul>			
<b>Assessment:</b>	<p>Students will complete a range of assessment pieces including: choreographing short dance sequences and dance works; performing short works to a range of audiences; written and/or oral assessments appraising professional works as well as critically reflecting on their creative process and performance abilities. Students' knowledge, understanding and skills are assessed using the two assessable elements of Making (Performing and Composing) and Responding.</p>		
<b>Subject Costs:</b>	\$80 (annual amount)		

# Maths

## Introduction

The study of mathematics develops the numeracy capabilities that all students need in their personal, work and community life. Students are given opportunities to engage in real life problem-solving learning experiences that are personalized to their needs. It provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. In mathematics students are taught to be critical and creative learners through a focus on real-life problem-solving, effective communication and 21st Century Learning approaches.

## College Pathways

Junior School		Middle School		Senior School
Year 7	Year 8	Year 9	Year 10	Year 11 and 12
Mathematics	Mathematics	Mathematics	Mathematics (core) Mathematics (extension)  Short Course Numeracy	Mathematics A Mathematics B Mathematics C Prevocational Maths

## Subject Information

Mathematics		Year 9	
<b>Pathways:</b>	Mathematics (core) Mathematics (extension)	<b>Resources:</b>	Laptop, calculator, exercise books, pens and pencils.
<p><b>Subject Overview</b></p> <p>Term 1: Rates/Algebra and Measurement</p> <p>Term 2: Algebra/Geometric Reasoning and Trigonometry</p> <p>Term 3: Data and Chance</p> <p>Term 4: Algebra/Finance and Measurement</p>			
<b>Assessment:</b>	<p>In Mathematics students undertake a variety of assessment tasks which may include the following:</p> <p>Research Assignments, Supervised Exams, Group/Individual Projects, Modelling and Problem Solving Task, Mathematical Investigation.</p>		
<b>Subject Costs:</b>	Nil		

Mathematics CORE		Year 10	
<b>Pathways:</b>	Mathematics A Prevocational Maths	<b>Resources:</b>	Laptop, calculator, exercise books, pens and pencils
<p>This subject is aimed at preparing students for Senior Mathematics such as Mathematics A.</p> <p><u>Number and Algebra</u></p> <ul style="list-style-type: none"> <li>• Money and financial mathematics</li> <li>• Patterns and algebra</li> <li>• Linear and non-linear relationships</li> </ul> <p><u>Measurement and Geometry</u></p> <ul style="list-style-type: none"> <li>• Using units of measurement</li> <li>• Geometric reasoning</li> <li>• Pythagoras and trigonometry</li> </ul> <p><u>Statistics and Probability</u></p> <ul style="list-style-type: none"> <li>• Chance</li> <li>• Data representation and interpretation</li> </ul>			
<b>Assessment:</b>	<p>Assessment techniques for Year 10 are grouped into 2 categories. The following categories of assessment techniques may be considered:</p> <ul style="list-style-type: none"> <li>• Extended modelling and problem-solving tasks (minimum of 2 per year)</li> <li>• Exams.</li> </ul>		
<b>Subject Costs:</b>	Nil		

## Mathematics EXTENSION

Year 10

<b>Pathways:</b>	Mathematics B Mathematics C	<b>Resources:</b>	Laptop, calculator, exercise books, pens and pencils.
<p>This subject is aimed at preparing students for Senior Mathematics such as Mathematics A.</p> <p><u>Number and Algebra</u></p> <ul style="list-style-type: none"><li>• Money and financial mathematics</li><li>• Patterns and algebra</li><li>• Linear and non-linear relationships</li></ul> <p><u>Measurement and Geometry</u></p> <ul style="list-style-type: none"><li>• Using units of measurement</li><li>• Geometric reasoning</li><li>• Pythagoras and trigonometry</li></ul> <p><u>Statistics and Probability</u></p> <ul style="list-style-type: none"><li>• Chance</li><li>• Data representation and interpretation</li></ul>			
<b>Assessment:</b>	Assessment techniques for Year 10 are grouped into 2 categories. The following categories of assessment techniques may be considered: <ul style="list-style-type: none"><li>• Extended modelling and problem-solving tasks (minimum of 2 per year)</li><li>• Exams.</li></ul>		
<b>Subject Costs:</b>	Nil		

## Short Course Numeracy

Year 10

<b>Pathways:</b>	Prevocational Mathematics	<b>Resources:</b>	Laptop, calculator, exercise books, pens and pencils.
<p>This subject is suited for students in Years 10-12 who are performing at least at Level 2 of the ACSF and who may:</p> <ul style="list-style-type: none"><li>• be at risk of not attaining the literacy requirement for the QCE</li><li>• be disengaged with school.</li></ul> <p>In this course of study students will:</p> <ul style="list-style-type: none"><li>• learn a variety of strategies to develop and monitor their own learning</li><li>• identify and communicate mathematical information that is embedded in a range of texts and contexts from everyday life and work</li><li>• use mathematical processes and strategies to solve problems in a range of situations</li><li>• reflect on outcomes and the appropriateness of mathematical processes used.</li></ul> <p>The requirements for the course are:</p> <ul style="list-style-type: none"><li>• the objectives within the dimensions of identifying and communicating mathematical information, problem-solving and mathematical processes and learning</li><li>• the subject matter: number and calculations, shape and space, data and statistics, measurement, location and direction, and formulas and algebra</li><li>• the six aspects of communication</li></ul>			
<b>Assessment:</b>	Assessment techniques for Year 10 are grouped into 2 categories. The following categories of assessment techniques may be considered: <ul style="list-style-type: none"><li>• Extended modelling and problem-solving tasks (minimum of 2 per year)</li><li>• Exams.</li></ul>		
<b>Subject Costs:</b>	Nil		

# Languages

## Introduction

Learning additional languages widens horizons, broadens cognitive and cultural experience, develops communication and intercultural understandings and opens up new perspectives for students, not only in relation to other cultures and languages, but also to their own language and cultural practices.

## College Pathways

Junior School		Middle School		Senior School
Year 7	Year 8	Year 9	Year 10	Year 11 and 12
Chinese	Chinese	Chinese (Elective)	Chinese (Elective)	Chinese

## Subject Information

Chinese		Year 9	
<b>Pathways:</b>	Chinese	<b>Resources:</b>	Chinese learning online program Language Perfect, laptop, exercise book, pens and pencils.
<p>Year 9 Students learn to manipulate the language in order to participate in meaningful communication. Throughout the year, the socio-cultural dimension of their language learning challenges students to widen their horizon. For example, students visit Buddha Festival and Chinese restaurant to increase their understanding of Chinese religion and Chinese cuisine. Participation in the Chinese Competition and Chinese language proficiency test are also encouraged.</p> <p><b>Subject Overview</b></p> <ul style="list-style-type: none"><li>- Unit 1: My Super Star (descriptions of appearance and personality)</li><li>- Unit 2: Time, daily routine and transportation</li><li>- Unit 3: Eating out and Shopping</li><li>- Unit 4: Traveling Around the World</li></ul>			
<b>Assessment:</b>	Students will complete assessment in the four macro skills of listening, speaking, reading, writing and projects.		
<b>Subject Costs:</b>	Nil		

Chinese		Year 10	
<b>Pathways:</b>	Chinese	<b>Resources:</b>	Chinese learning online program Language Perfect, laptop, exercise book, pens and pencils.
<p>Year 10 Students learn to manipulate the language in order to participate in meaningful communication. Throughout the year, the socio-cultural dimension of their language learning challenges students to widen their horizon. For example, students visit Buddha Festival and Chinese restaurant to increase their understanding of Chinese religion and Chinese cuisine. Participation in the Chinese Competition and Chinese language proficiency test are also encouraged.</p>			
<b>Assessment:</b>	Students will complete assessment in the four macro skills of listening, speaking, reading, writing and projects.		
<b>Subject Costs:</b>	Nil		

# Health and Physical Education

## Introduction

In Health and Physical Education students develop knowledge, understanding and skills in both health and physical domains. These include building and maintaining resilience, a strong sense of self, satisfying relationships, making healthy decisions and participation in physical activity. Students will engage in an interconnected health and physical education curriculum, which will build the knowledge and skills to be healthy and active citizens into the future. The Health and Physical Education (HPE) faculty offers four electives in Year 10: Health Education, Physical Education, Recreation Studies and Elite Athlete Development.

Year 10 Health Education is designed to prepare students for Senior Health offered in Year 11 and 12.

Year 10 Physical Education is designed to prepare students for Senior Physical Education offered in Year 11 and 12.

Year 10 Recreation Studies is designed to prepare students for Senior Recreation offered in Year 11 and 12.

In the Junior School, Health and Physical Education is compulsory for all students. Within the HPE Faculty is the Pimpama Sports Academy (PSA). Students wanting to be in the Sports Academy need to apply through the HOD HPE. Selection into the program will be based on Application Profile and Trial results. Students gaining acceptance will need to select 'Elite Athlete Development (EAD)' as one of their electives.

All students in Year 9 will do compulsory core HPE. Health Education, Physical Education, Recreation Studies and EAD are four separate electives in Year 10. Students may pick a maximum of two out of the four.

## College Pathways

Junior School		Middle School		Senior School
Year 7	Year 8	Year 9	Year 10	Year 11 and 12
HPE	HPE	HPE	Health Education	Health Education
EAD	EAD	EAD	Physical Education	Physical Education
			Recreation	Recreation
			EAD	Certificate II/III Health Support Services
				Certificate III Fitness

## Subject Information

### Elite Athlete Development (EAD)

Year 9

<b>Pathways:</b>	Elite Athlete Development (EAD)	<b>Resources:</b>	Pens, exercise book, laptop, training gear (TBD).
<p>This program offers a sports specific (Soccer) and a non-sport specific (General) pathway. It is designed to develop the aspiring athlete, enhance performance and maximize opportunity to reach elite level status in their chosen sport. Students will learn to implement their knowledge to their own specific needs through an Individual Performance Plan (IPP). Teachers work in partnership with G.M.G Sport Training Coaches to provide quality expert training throughout the course of the program.</p> <p>EAD is available to Year 7 - 10 students. Selection into this program is based on a Selection Trial and Athlete Profile Application held at the end of Term 3. Students in year 7 &amp; 8 in this program elect to do EAD in place of HPE, year 9 students selected for this program will need to choose EAD as an elective in addition to compulsory HPE class. In year 10, EAD, Health Education and Physical Education are separate electives. In year 10, Students can choose a maximum of two of the above electives.</p>			
<b>Assessment:</b>	<p>Students will undertake in a variety of assessment tasks to assess their understanding and Skills in both their chosen Physical domains. Types of assessment may include:</p> <ul style="list-style-type: none"> <li>• Individual/Group Projects</li> <li>• Personal Health Plans/Reflections</li> <li>• Physical Performance Assessment</li> <li>• Fitness Profile</li> </ul>		
<b>Subject Costs:</b>	<p>General Applicant: \$90 Technical Applicant (Soccer): \$170</p>		

### Health and Physical Education

Year 9

<b>Pathways:</b>	Health Education Physical Education	<b>Resources:</b>	Laptop, exercise book, pens, pencils, sports uniform and college hat.
<p>In Health and Physical Education students develop knowledge, understanding and skills in both health and physical domains. These include building and maintaining resilience, a strong sense of self, satisfying relationships, making healthy decisions and participation in physical activity. Students will engage in an interconnected health and physical education curriculum, which will build the knowledge and skills to be healthy and active citizens into the future.</p> <p><b>Subject Overview</b>            Term 1: Respectful Relationships and Oztag            Term 2: Sustainable Health Challenge and Softball            Term 3: My Social Responsibility and Athletics/Orienteering            Term 4: Mental Health and Fitness in the Community</p>			
<b>Assessment:</b>	<p>Students will undertake in a variety of assessment tasks to assess their understanding and skills in both the Health and Physical domains. Types of assessment may include: Research assignments, supervised exams, individual/group projects, investigation reports, personal health plans/reflections, physical performance assessment, fitness profile.</p>		
<b>Subject Costs:</b>	<p>Nil</p>		

## Elite Athlete Development (EAD)

Year 10

<b>Pathways:</b>	Elite Athlete Development (EAD)	<b>Resources:</b>	Pens, exercise book, laptop, training gear (TBD).
<p>This program offers a sports specific (Soccer) and a non-sport specific (General) pathway. It is designed to develop the aspiring athlete, enhance performance and maximize opportunity to reach elite level status in their chosen sport. Students will learn to implement their knowledge to their own specific needs through an Individual Performance Plan (IPP). Teachers work in partnership with G.M.G Sport Training Coaches to provide quality expert training throughout the course of the program.</p> <p>EAD is available to Year 7 - 10 students. Selection into this program is based on a Selection Trial and Athlete Profile Application held at the end of Term 3. Students in year 7 &amp; 8 in this program elect to do EAD in place of HPE, year 9 students selected for this program will need to choose EAD as an elective in addition to compulsory HPE class. In year 10, EAD, Health Education and Physical Education are separate electives. In year 10, Students can choose a maximum of two of the above electives.</p>			
<b>Assessment:</b>	Students will undertake in a variety of assessment tasks to assess their understanding and Skills in both their chosen Physical domains. Types of assessment may include: <ul style="list-style-type: none"><li>• Individual/Group Projects</li><li>• Personal Health Plans/Reflections</li><li>• Physical Performance Assessment</li><li>• Fitness Profile</li></ul>		
<b>Subject Costs:</b>	General Applicant: \$90 Technical Applicant (Soccer): \$170		

## Health Education

Year 10

<b>Pathways:</b>	Health Education Certificate II Health Services	<b>Resources:</b>	Laptop, exercise book, pens and pencils.
<p>Health Education is a subject that would interest students who are concerned about social justice issues and who have a strong commitment to community. Students considering careers in health related fields including health policy development, health and safety laws, regulations, health advocacy, health information management, counselling, social work, medicine and nursing would find this subject beneficial.</p> <p>Curriculum will be driven by relevant health issues such as:</p> <ul style="list-style-type: none"><li>• Stress Management</li><li>• Drug Education</li><li>• Sun Safety</li><li>• Immunisation.</li></ul>			
<b>Assessment:</b>	In Health students undertake a variety of assessment tasks which may include the following: <ul style="list-style-type: none"><li>• Research Assignments</li><li>• Supervised Exams</li><li>• Group / Individual Projects</li><li>• Action Research Report</li></ul>		
<b>Subject Costs:</b>	Nil		

## Physical Education

Year 10

<b>Pathways:</b>	Physical Education Recreation	<b>Resources:</b>	Laptop, exercise book, pens and pencils.
<p>This subject will focus on physical components around fitness testing, circuit and gym training, athletics, lifestyle activities and various other ball sports.</p> <p>By the end of Year 10, students should have a good idea of whether they would like to continue into the senior HPE subjects and pursue an interest in this field into their careers.</p>			
<b>Assessment:</b>	The PE assessment for this subject will include such tasks as written exams and research assignments. Students will also be assessed on physical activity for various sports or games.		
<b>Subject Costs:</b>	Nil		

## Recreation

Year 10

<b>Pathways:</b>	Recreation	<b>Resources:</b>	Laptop, exercise book, pens and Pencils.
<p>This subject will focus on Outdoor Recreational activities including Abseiling/Rock Climbing, Camping and Outdoor Survival, Tournament Organisation and Minor Games.</p> <p>By the end of Year 10, students should have a good idea of whether they would like to continue into the senior HPE subjects and pursue an interest in this field into their careers.</p>			
<b>Assessment:</b>	The theory assessment for this subject will include such tasks as written exams and completing log books and risk assessments. The practical assessment includes participation and skill based competency		
<b>Subject Costs:</b>	Nil		

# English & Humanities

## Introduction

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. It helps them become ethical, thoughtful, informed and active members of society. English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

The study of English in Year 9 and 10 is the foundation for their studies in Year 11 and 12. The content presented and the way students are taught to respond are reflective of the processes and skills required in any of our English subjects in the Senior School.

The study of Humanities focuses on humankind, our cultures, societies and the world and environment we inhabit. Pimpama State Secondary College offers three Year 10 and three senior Humanities subjects (all Authority Subjects) at Year 11 and 12 levels. The Year 10 Humanities courses aim to provide a seamless link between Junior Secondary Humanities and the Year 11 and 12 Authority subjects.

## College Pathways

Junior School		Middle School		Senior School
Year 7	Year 8	Year 9	Year 10	Year 11 and 12
English	English	English	English	English
English Extension	English Extension	History	History	English Communication
History	History	Geography, Economics and Legal Studies (GEL)	Social Science	Modern History
Geography	Geography		This Is Not a Test	Geography
				Legal Studies

## Subject Information

English		Year 9	
<b>Pathways:</b>	English	<b>Resources:</b>	Laptop, exercise book, pens and pencils.
<p>The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. It helps them become ethical, thoughtful, informed and active members of society. English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.</p> <p><b>Subject Overview:</b></p> <ul style="list-style-type: none"> <li>• Unit 1: Persuade Me</li> <li>• Unit 2: Speculative fiction</li> <li>• Unit 3: Exploring issues through plays: 12 Angry Men</li> <li>• Unit 4: Examining issues through a novel: Parvana</li> </ul>			
<b>Assessment:</b>	<p>In English students undertake a variety of assessment tasks which may include the following:</p> <ul style="list-style-type: none"> <li>• Written Assessment: listening, reading and viewing comprehension questions in response to a variety of texts, analytical essay, newspaper article, short story, drama script, persuasive review</li> <li>• Spoken Assessment: monologue, multi-modal presentation, persuasive speech.</li> </ul>		
<b>Subject Costs:</b>	Nil		

Geography, Economics and Legal Studies (GEL)		Year 9	
<b>Pathways:</b>	Geography Legal Studies	<b>Resources:</b>	Laptop, exercise book, pens and pencils.
<p>GEL is the study of the social, cultural, political, economic and physical world. It is an interesting and engaging blend of Geography, Economics and Legal studies that encourages students to investigate and understand complex social, political and environmental issues. Global Studies promotes an understanding of the world in which we live by examining the factors which combine to influence our lives.</p> <p><b>Subject Overview:</b></p> <ul style="list-style-type: none"> <li>• Biomes and Food Security</li> <li>• Geographies of Interconnections</li> </ul>			
<b>Assessment:</b>	Students will complete a range of assessment pieces including knowledge exams, research reports and creating design solutions.		
<b>Subject Costs:</b>	Students may participate in enrichment activities that may incur minimal costs.		

## History

Year 9

<b>Pathways:</b>	History	<b>Resources:</b>	Laptop, exercise book, pens and pencils.
<p>History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. History has its own methods and procedures which make it different from other ways of understanding human experience. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.</p> <p><b>Subject Overview:</b></p> <ul style="list-style-type: none"><li>• The Industrial Revolution</li><li>• Making a Nation</li><li>• World War One</li></ul>			
<b>Assessment:</b>	Students will complete a range of assessment pieces including knowledge exams, research reports and creating design solutions.		
<b>Subject Costs:</b>	Students may participate in enrichment activities that may incur minimal costs.		

## English

Year 10

<b>Pathways:</b>	English English Communication	<b>Resources:</b>	Laptop, exercise book, pens and pencils.
<p>The study of English helps young people develop the knowledge and skills needed for education. This subject will provide an important platform for students wishing to study authority English and all senior subjects. Students will be expected to complete analysis, persuasive, creative and reflective tasks, as well as both the oral and written components of the course.</p> <p><b>Subject Overview:</b></p> <ul style="list-style-type: none"><li>• Unit 1: Media Study – students deconstruct and analyse bias and the constructed nature of media texts.</li><li>• Unit 2: Novel Study – students respond reflectively and creatively to the characters and situations presented in a novel.</li><li>• Unit 3: Romeo and Juliet – students deconstruct and analyse character responses throughout the text and determine whether the actions of individuals were justified.</li><li>• Unit 4: Satire – students analyse and evaluate the use of satire in popular culture texts.</li></ul>			
<b>Assessment:</b>	Students undertake a variety of assessment tasks which may include the following: Written Assessment: analytical response, narrative intervention (short story), feature article, analytical essay. Spoken Assessment: multi-modal presentation; persuasive speech or monologue.		
<b>Subject Costs:</b>	Nil		

## History

Year 10

<b>Pathways:</b>	Modern History	<b>Resources:</b>	Laptop, exercise book, pens and pencils.
<p>General History is a compulsory subject for all students that contributes to fulfil the minimum requirement hours for History for the national curriculum. This course will cover various topics surrounding World War II and Human Rights.</p> <p>Subject Overview:</p> <ul style="list-style-type: none"><li>• Unit 1: WWII – students complete response to stimulus exams based on events that led to Hitler’s rise to power, or to Australia’s involvement in WWII.</li><li>• Unit 2: Human Rights – students create a documentary about a famous activist who assisted in creating change for a group of people.</li></ul>			
<b>Assessment:</b>	The assessment for this subject may include such tasks as written exams, projects and research assignments.		
<b>Subject Costs:</b>	Nil		

## Social Science

Year 10

<b>Pathways:</b>	Geography Legal Studies	<b>Resources:</b>	Laptop, exercise book, pens and pencils.
<p>This elective explores the relationship between geography and the legalities of sustainable practices by using inquiry methods to respond to local and global issues. Students will observe and measure spatial, environmental, economic, political, social and cultural factors and apply their understanding using geographical inquiry to identify potential challenges to places and evaluate and justify appropriate and sustainable responses. Furthermore, they will investigate appropriate legislation and legal systems to ensure that the rights of all individuals are protected in alignment with the environmental issue presented.</p>			
<b>Assessment:</b>	The assessment for this subject may include such tasks as written exams, projects and research assignments.		
<b>Subject Costs:</b>	Nil		

## This Is Not a Test

Year 10

<b>Pathways:</b>	Geography Legal Studies History	<b>Resources:</b>	Laptop, exercise book, pens and pencils.
<p>This is Not A Test is a one term compulsory subject where students will be exposed to a simulated environment of a Zombie Apocalypse. By using a hypothetical example, students will engage in thinking skills associated with the Habits of a 21st Century Learner. Throughout the course, students will be given scenarios that they will have to solve using creative and innovative thinking strategies.</p>			
<b>Assessment:</b>	The assessment for this subject may include such tasks as written exams, projects and research assignments.		
<b>Subject Costs:</b>	Nil		

# Creative Industries

## Introduction

The Creative Industries Faculty is made up of a range of subjects that lay at the crossroads of art, design, entrepreneurialism and technology. The Creative Industries provide a significant contribution to our national prosperity and capacity to propel a creative, imaginative nation into the future.

Our subject offerings and teachers will help foster students' individual and collective creativity, skills, and talents and set them on a pathway that offers diverse and rewarding career opportunities. The Creative Industries Faculty offers a number of Foundation Subjects designed to prepare students for subjects offered in Year 11 and 12.

In Year 11 and 12 there are a range of Authority (OP) and Non-Authority subjects (SAS) from which students may choose an individual or combination of subjects.

## College Pathways

Junior School		Middle School		Senior School
Year 7	Year 8	Year 9	Year 10	Year 11 and 12
<b>Designing Futures</b>	<b>Designing Futures</b>  <b>Industrial Technology and Design</b>	<b>Industrial Technology and Design (Elective)</b>  <b>Play Makers (Elective)</b>  <b>Visual Art (Elective)</b>	<b>Foundation Design</b>  <b>Foundation Graphics</b>  <b>Foundation Technology Studies</b>  <b>Foundation Information Technology Systems</b>  <b>Foundation Visual Art</b>	<b>Digital Design (SAS)</b>  <b>Graphics</b>  <b>Industrial Technology Skills (SAS)</b>  <b>Technology Studies</b>  <b>Information Technology Systems</b>  <b>Practical Art &amp; Design (SAS)</b>  <b>Visual Art</b>

## Subject Information

### Industrial Technology & Design

Year 9

<b>Pathways:</b>	Foundation Design Technology Studies Graphics	<b>Resources:</b>	Laptop, A5 Visual Art Journal, 2B, 4B pencils, eraser, USB.
<p>The study of Industrial Technology &amp; Design (ITD) will help students develop problem-solving and creative thinking skills in order to make informed conclusions and rationalise their design decisions for the 21st Century.</p> <p>Students in ITD will develop solutions for design-based problems through the application of industrial technologies and resources (information, materials and systems). Students will also develop a foundational knowledge and understanding of ITD by exploring a range of theory and practical based learning opportunities.</p>			
<b>Assessment:</b>	<p>In ITD, students undertake a variety of assessment tasks that will include both practical making and theory appraising tasks each term:</p> <ul style="list-style-type: none"> <li>• Introduction to the process of design-based thinking, through which students will acquire the judgment and practical processes to design products which are user centered.</li> <li>• Instil students with a strong working knowledge and understanding of safe work shop practices through hands-on skills-based competencies viewed as fundamental in working technology to produce artefacts.</li> <li>• Exploration of Advanced Digital Subtractive Manufacturing technologies such as CNC machining.</li> </ul>		
<b>Subject Costs:</b>	\$30 per semester		

### Visual Art

Year 9

<b>Pathways:</b>	Foundation Visual Art Foundation Design	<b>Resources:</b>	Laptop, A5 Visual Art Journal, 2B, 4B pencils, eraser, USB.
<p>The Year 9 Art Course is centred on the acquisition of skills and the learning of art making techniques. Students will be provided with a variety of opportunities to create, develop, explore and analyse artworks through practical and theory classroom activities, gallery excursions and artist workshops.</p> <p>Student outcomes are supported by industry mentors and community partnerships including The Asia Pacific Design Library, QUT's The Cube and Griffith University QCA Design Futures Program.</p> <p><b>Semester Overview:</b></p> <ul style="list-style-type: none"> <li>• 2D Drawing and Wet Media</li> <li>• Mixed Media</li> <li>• 3D Sculpture and Construction</li> <li>• Print Making (Lino, Etching, Block Cut, Relief Surface)</li> </ul>			
<b>Assessment:</b>	Each Semester: Studio practice, visual art process diary and theory assignments.		
<b>Subject Costs:</b>	\$30 per semester		

# Playmakers

Year 9

<b>Pathways:</b>	Information Technology Systems Foundation Design Graphics Technology Studies	<b>Resources:</b>	Laptop, A5 Visual Art Diary, 2B pencil, exercise book, access to a computer for Digital Making, USB.
<p>The study of Gaming and Media (Playmakers) will help students develop the capabilities of successful and creative 21st century citizens and enable them to respond to unknown future challenges.</p> <p>Students will discuss the properties and history of games and unlock the transformative power of Creativity and Systems Thinking as they become seekers and solvers of complex problems, risk takers and designers.</p> <p>Games and creative media content are already widely used as doorways into content areas, introductions into specific skill sets and/or nodes in larger knowledge networks. Throughout the course, students will think and act as designers: brainstorming, building prototypes, putting them in front of play testers (parents, siblings, classmates and staff), considering the qualitative and quantitative feedback they receive and iterating to make their games and media content better. To be successful, they must continually plan, solve problems and think critically, computationally and systemically.</p>			
<b>Assessment:</b>	<p>In Playmakers, students undertake a variety of assessment tasks which may include the following:</p> <ul style="list-style-type: none"><li>• Design Solution (multi-modal assessment): students collaboratively develop, design and present Design Solutions in response to open-ended Design problems. Students select, in consultation with their teacher, the best manner in which to present their solutions.</li><li>• Reverse Design (analytical report): students discover the underlying Design decisions of a device, object, or system based on thorough observation and analysis of its structure, function, and operation with little or no additional knowledge about the procedures involved in the original production.</li><li>• Teacher Consultation/Interview: students participate in informal and formal discussions at various stages of the Design process.</li><li>• Self and Peer Assessment: students reflect through self and peer assessments in order to provide more immediate feedback and self-regulate their learning.</li></ul>		
<b>Subject Costs:</b>	Nil		

## Foundation Design

Year 10

<b>Pathways:</b>	Digital Design Practical Art & Design	<b>Resources:</b>	A5 Visual Art Journal, 2B, 4B pencils, eraser, USB.
<p>This program builds on the Designing Futures programs in Junior Secondary and introduces students to more advanced principles and strategies of Design and Design Thinking. The program creates an effective transition to Digital Design and Interdisciplinary Design as well as other offerings in the Creative Industries Faculty.</p> <p>Over the year long program, students work towards increasingly independent and collaborative design briefs with some support by industry mentors and community partnerships including The Asia Pacific Design Library, QUT's The Cube and Griffith University QCA Design Futures Program.</p>			
<b>Assessment:</b>	Each Semester: Design labs, concept folio, prototypes, design journal.		
<b>Subject Costs:</b>	\$20 per semester		

## Foundation Graphics

Year 10

<b>Pathways:</b>	Graphics Technology Studies	<b>Resources:</b>	Laptop, A5 Visual Art Journal, 2B, 4B pencils, eraser, USB.
<p>Creative and technical pathways for graphic design, industrial design, built environment design (architecture, landscape architecture and interior design), engineering, urban and regional planning, surveying and spatial sciences, and building paraprofessionals.</p> <p>Over the year long program, students will gain knowledge in the fundamentals of technical drawing and Computer Aided Drawing. Concepts in geometric, orthographic and pictorial drawing are studied. Built Environment (Architectural) and Product Design units are studied using Auto Cad - Revit Architecture and Inventor.</p>			
<b>Assessment:</b>	Each Semester: Design labs, concept folio, prototypes, design journal.		
<b>Subject Costs:</b>	\$20 per semester		

## Foundation Information Technology Systems

Year 10

<b>Pathways:</b>	Information Technology Systems Digital Design	<b>Resources:</b>	Laptop, A5 Visual Art Journal, 2B, 4B pencils, eraser, USB.
<p>Creative and technical pathways for a range of software, hardware and multimedia design as well production, management and evaluation skills of information technology systems.</p> <p>Over the year long program, students start to develop independent and collaborative Software, Hardware and Multimedia Design briefs and outcomes supported by industry mentors and community partnerships including The Asia Pacific Design Library, QUT's The Cube and Griffith University QCA Design Futures Program.</p>			
<b>Assessment:</b>	Each Semester: Technology labs, concept folio, software, hardware and multimedia works, design journal.		
<b>Subject Costs:</b>	Nil		

## Foundation Technology Studies

Year 10

<b>Pathways:</b>	Industrial Technology and Design Industrial Technology Skills Practical Art & Design	<b>Resources:</b>	Laptop, A5 Visual Art Journal, 2B, 4B pencils, eraser, USB.
<p>Creative and technical pathways for industrial technology and design, product design, civil engineering, mechanical engineering, electrical engineering, architecture and project management.</p> <p>Over the year long program, students will be introduced to the design process and produce a range of products (woodwork, plastics and metalwork) whilst completing introductory theory units. Students will be introduced to a variety of industry standard machines, power tools and processes.</p>			
<b>Assessment:</b>	Each semester: Technology and design workshops, concept folio, computer aided drawing (cad), prototypes, design journal.		
<b>Subject Costs:</b>	\$30 per Semester		

## Foundation Visual Art

Year 10

<b>Pathways:</b>	Visual Art Practical art & Design	<b>Resources:</b>	2B, 4B & 6B pencils, eraser, fine tip pen, A5 Visual Art Journal, USB.
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The Foundation Art program introduces Year 10 students to the wider possibilities of art studies, with an emphasis on contemporary and Asia- Pacific culture. The program accentuates studio practice and the development of visual literacy, application of materials, and appraisal of artworks (theory). Foundation Art is an excellent preparation for Senior Art studies and other pathways in the Creative Industries.

Student outcomes are supported by industry mentors and community partnerships including The Asia Pacific Design Library, QUT's The Cube and Griffith University QCA Design Futures Program.

<b>Assessment:</b>	Each Semester: Studio practice, visual art process diary and theory assignments.
<b>Subject Costs:</b>	\$30 per semester

# Business & Enterprise

## Introduction

The study of Business will help students develop effective decision-making skills to become informed 21st century citizens, consumers, workers and entrepreneurs. Business activities affect the daily lives of all Australians as they work, spend, save, invest, travel and play. It influences future employment, income capacity and opportunities for personal enterprise. Business plays an important part for students as they gain a degree of independence in accumulating and managing finances, making decisions about goods and services and acquiring legal rights and responsibilities as citizens.

## College Pathways

Junior School		Middle School		Senior School
Year 7	Year 8	Year 9	Year 10	Year 11 and 12
	<b>Business Enterprise</b>	<b>Business Enterprise (Elective)</b>	<b>Business Enterprise</b>	<b>Accounting Business Management Certificate II Business</b>
		<b>Food Studies (Elective)</b>	<b>Hospitality</b>	<b>Certificate II Hospitality  Fashion</b>

## Subject Information

### BUSINESS ENTERPRISE

### Year 9

<b>Senior Pathways:</b>	Accounting Business Management Certificate II Business Certificate IV Business	<b>Resources:</b>	Calculator, display folder, exercise book, USB.
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Year 9 Business Enterprise is a subject that gives students an introduction to marketing and international business concepts. Within this subject students will typically study topics such as business, government, economics, business and events management.

#### Subject Overview

Unit 1: Marketing and Advertising  
Unit 2: Web Design  
Unit 3: International Business  
Unit 4: Events Management

<b>Assessment:</b>	Each Semester: Written and practical exams; written reports; research business plan
<b>Subject Costs:</b>	Nil

## FOOD STUDIES

Year 9

<b>Senior Pathways:</b>	Certificate II Hospitality	<b>Resources:</b>	Pens, exercise book, laptop, a container to take home cooking in each week. All cooking utensils, aprons and kitchen equipment will be supplied by the school.
<p>Students in Food Studies will learn to apply nutrition knowledge through the preparation of food. Providing students with opportunities to learn about where food comes from, how it is produced and how they can prepare it can positively influence future attitudes and behaviours regarding healthy living.</p> <p>Students will use industry standard processes, production skills and design thinking to create thoughtfully designed food solutions to real-world needs and opportunities.</p> <p>Students will also have opportunities to learn about the production of the food that they eat and the environment in which they live. This learning will address the key processes of production, marketing, consumption, sustainable use of resources and waste recycling.</p> <p><b><u>Subject Overview</u></b></p> <ul style="list-style-type: none"><li>• Kitchen Safety and Hygiene</li><li>• Recipe and Menu Selection</li><li>• Practical Cooking Skills and Techniques</li><li>• Diet and Nutrition</li></ul>			
<b>Assessment:</b>	<p>In Food Studies, students undertake a variety of assessment tasks that may include both practical making and theory appraising tasks each term:</p> <p>Practical: Weekly Practical cookery assessments that will see students using processes and techniques to create, make and present food solutions.</p> <p>Theory: Theory assessments that will see students research, analyse and reflect on their own eating habits as well as addressing key process of production, marketing, consumption sustainability and recycling.</p>		
<b>Subject Costs:</b>	\$30 per semester		

## BUSINESS ENTERPRISE

Year 10

<b>Senior Pathways:</b>	Accounting Business Management Certificate II Business Certificate IV Business	<b>Resources:</b>	Calculator, display folder, exercise book, USB.
<p>Year 10 Business Enterprise is a subject that gives students an introduction to accounting principles and business concepts. Within this subject students will typically study topics such as business, government, economics, business and accounting practices including the use of software such as MYOB.</p> <p><b><u>Subject Overview</u></b></p> <p>Unit 1: Financial Business Operations Unit 2: Human Resource Management Unit 3: Social Entrepreneurship Unit 4: International Business and Tourism</p>			
<b>Assessment:</b>	Each Semester: Written and practical exams; written reports; research action projects		
<b>Subject Costs:</b>	Nil		

## HOSPITALITY

Year 10

<b>Senior Pathways:</b>	Certificate II Hospitality	<b>Resources:</b>	Calculator, display folder, exercise book, USB.
<p>The study of Hospitality is designed to provide an understanding of the hospitality industry. Students investigate hospitality as a possible future career and development awareness of ethical and responsible attitudes in the work environment.</p> <p>Students will be introduced to issues associated with food production and presentation through exploration, examination and evaluation of contemporary issues as well as study the opportunities for a sustainable future for the hospitality industry.</p>			
<b>Assessment:</b>	Each Semester: Practical tasks, short response test, reports, planning and decision making relevant to Hospitality.		
<b>Subject Costs:</b>	\$35 per semester		