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<td>Mathematics</td>
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<td>Science</td>
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<tr>
<td>Humanities</td>
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<tr>
<td>Creative Arts</td>
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</tr>
</tbody>
</table>
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 21st 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.
<table>
<thead>
<tr>
<th>KEY LEARNING AREA</th>
<th>YEAR 9</th>
<th>YEAR 10</th>
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</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>(210 mins/week)</td>
<td>Core/ Essential/ Short Course</td>
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<td></td>
<td>Literacy (210 mins/week)</td>
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<tr>
<td>MATHEMATICS</td>
<td>(210 mins/week)</td>
<td>Methods / General / Essential</td>
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<td>(210 mins/week)</td>
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<tr>
<td>SCIENCE</td>
<td>(210 mins/week)</td>
<td>Electives (210 mins/week)</td>
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<tr>
<td></td>
<td></td>
<td>- Science in Practice</td>
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<td></td>
<td></td>
<td>- Biology</td>
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<td></td>
<td></td>
<td>- Marine Studies</td>
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<td>- Physics</td>
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<td>- Chemistry</td>
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<td></td>
<td></td>
<td>- Engineering</td>
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<tr>
<td>HUMANITIES</td>
<td>(210 mins/week 1 Semester each)</td>
<td>Electives (210 mins/week)</td>
</tr>
<tr>
<td></td>
<td>- Humanities (Geography, History</td>
<td>- Social Science</td>
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<tr>
<td></td>
<td>and Legal Studies)</td>
<td>- Modern History</td>
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<tr>
<td></td>
<td>Elective (210 mins/week)</td>
<td>- Cultural History</td>
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<td></td>
<td>- Warriors of the Ancient World</td>
<td>- Legal Studies</td>
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<tr>
<td></td>
<td></td>
<td>- Geography</td>
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<td>- Chinese</td>
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<td>PATHWAYS</td>
<td>N/A</td>
<td>SET Plan, Cert II Skills for Work</td>
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<td></td>
<td></td>
<td>(140 mins/week)</td>
</tr>
<tr>
<td>VISUAL ARTS &amp; DIGITAL</td>
<td>Electives (210 mins/week)</td>
<td>Electives (210 mins/week)</td>
</tr>
<tr>
<td>MEDIA</td>
<td>- Visual Arts</td>
<td>- Visual Art</td>
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<td></td>
<td>- Digital Media &amp; Design</td>
<td>- Fashion</td>
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<tr>
<td></td>
<td></td>
<td>- Digital Media &amp; Design</td>
</tr>
<tr>
<td>HEALTH AND PHYSICAL</td>
<td></td>
<td>Electives (210 mins/week)</td>
</tr>
<tr>
<td>EDUCATION</td>
<td></td>
<td>- Health Education</td>
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<td></td>
<td>- Health and Physical Education</td>
<td>- Physical Education</td>
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<td></td>
<td>(140 mins/week)</td>
<td>- Recreation</td>
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<td></td>
<td>Elective (210 mins/week)</td>
<td>- Elite Athlete Development</td>
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<tr>
<td>PERFORMING ARTS</td>
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<td>Electives (210 mins/week)</td>
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<td>- Music</td>
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<td>- Dance</td>
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<td>- Drama</td>
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<td></td>
<td>- Dance in Practice (90 mins/week)</td>
<td>- Cert II in Music Industry</td>
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<td></td>
<td>- Drama in Practice (90 mins/week)</td>
<td>- Dance in Practice</td>
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<tr>
<td></td>
<td></td>
<td>- Drama in Practice</td>
</tr>
<tr>
<td>CREATIVE INDUSTRIES</td>
<td>Electives (210 mins/week)</td>
<td>Electives (210 mins/week)</td>
</tr>
<tr>
<td></td>
<td>- Design</td>
<td>- Industrial Technology Skills</td>
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<tr>
<td></td>
<td>- Playmakers</td>
<td>- FIX-ED</td>
</tr>
<tr>
<td></td>
<td>- Industrial Technology Skills</td>
<td>- Design</td>
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<tr>
<td></td>
<td></td>
<td>- Digital Solutions</td>
</tr>
<tr>
<td>BUSINESS AND ENTERPRISE</td>
<td>Electives (210 mins/week)</td>
<td>Electives (210 mins/week)</td>
</tr>
<tr>
<td></td>
<td>- Business Enterprise</td>
<td>- Business Enterprise</td>
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<td></td>
<td>- Food Studies</td>
<td>- Introduction to Hospitality</td>
</tr>
</tbody>
</table>
Introduction

The study of Business and Enterprise will help students develop effective decision-making skills to become informed 21st century citizens, consumers, workers and entrepreneurs. Business and Enterprise 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. The subjects offered play an important part for students as they gain a degree of independence in accumulating and managing finances, making decisions about goods and services including diet and food preparation. Collectively, Business and Enterprise subjects lead to acquiring knowledge and skills preparing students for the responsibilities as citizens.

The Business and Enterprise Faculty offers two subjects in Year 9 (Business Enterprise and Food Studies) and two in Year 10 (Business Enterprise and Introduction to Hospitality). All of these subjects are offered as elective subjects and are designed to prepare students for subjects offered in Year 11 and 12.

College Pathways

<table>
<thead>
<tr>
<th>Junior School</th>
<th>Middle School</th>
<th>Senior School</th>
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</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>Year 8</td>
<td>Year 9</td>
</tr>
<tr>
<td>Business Enterprise</td>
<td>Business Enterprise</td>
<td>Business Enterprise</td>
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<tr>
<td>Food Studies</td>
<td>Introduction to Hospitality</td>
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</tr>
<tr>
<td>Certificate III Business</td>
<td>Certificate II Hospitality</td>
<td></td>
</tr>
</tbody>
</table>
### Subject Information

**BUSINESS ENTERPRISE**

**Senior Pathways:** Business Certificate III Business

**Resources:** Laptop, Calculator, display folder, exercise book, USB.

Year 9 Business Enterprises is a subject that gives students an introduction into a range of different business principles and concepts. These subjects includes topics such as marketing and advertising, Financial Literacy, Indigenous Tourism and Business systems.

Units studied:
- Unit 1: Marketing and Advertising
- Unit 2: Financial Literacy
- Unit 3: Indigenous Tourism
- Unit 4: Global Business and Diversification

**Assessment:** Each Semester:
- Written and practical exams; presentations and written reports; research business plan

**Subject Costs:** Nil

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**FOOD STUDIES**

**Senior Pathways:** Certificate II Hospitality

**Resources:** 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.

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.

Students will use industry standard processes, production skills and design thinking to create thoughtfully designed food solutions to real-world needs and opportunities.

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.

**Subject Overview**
- Kitchen Safety and Hygiene
- Recipe and Menu Selection
- Practical Cooking Skills and Techniques
- Diet and Nutrition

**Assessment:** In Food Studies, students undertake a variety of assessment tasks that may include both practical making and theory appraising tasks each term:

- **Practical:** Weekly Practical cookery assessments that will see students using processes and techniques to create, make and present food solutions.

- **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.

**Subject Costs:** See Student Resource Scheme for more information.
BUSINESS ENTERPRISE  

**Senior Pathways:** Accounting, Business, Certificate III Business Legal Studies, Tourism  
**Resources:** Laptop, Calculator, display folder, exercise book, USB.

Year 10 Business is a subject that gives students an introduction to business concepts. Within this subject students will typically study topics such as management, the changing and various business environments, human resource management, diversification of a portfolio, tourism and social entrepreneurship.

Units Studied:  
Unit 1: Business Organisation  
Unit 2: Human Resource Management  
Unit 3: Tourism  
Unit 4: Social Media Marketing

**Assessment:** Each Semester:  
Written and practical exams; written reports; research action projects

**Subject Costs:** Nil

INTRODUCTION TO HOSPITALITY  

**Senior Pathways:** Certificate II Hospitality  
**Resources:** Laptop, Calculator, display folder, exercise book, USB.

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.

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.

**Subject Overview**  
- Smart food Choices  
- Sustainability  
- Entertaining and Baking  
- International Cuisines

**Assessment:** Each Semester:  
Practical tasks, short response test, reports, planning and decision making relevant to Hospitality.

**Subject Costs:** See Student Resource Scheme for more information.
Introduction

The Creative Industries Faculty is made up of a range of subjects that lay at the crossroads of design, entrepreneurialism, technology and industrial practices. 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.

College Pathways

<table>
<thead>
<tr>
<th>Junior School</th>
<th>Middle School</th>
<th>Senior School</th>
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<tbody>
<tr>
<td><strong>Year 7</strong></td>
<td><strong>Year 8</strong></td>
<td><strong>Year 9</strong></td>
</tr>
<tr>
<td>CoDesign (Academy)</td>
<td>CoDesign (Academy)</td>
<td>Playmakers</td>
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<tr>
<td>Designing Futures</td>
<td>Design</td>
<td>Design</td>
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<tr>
<td>Industrial Technology Skills</td>
<td>Industrial Technology Skills</td>
<td>Industrial Technology Skills</td>
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<td>FIX-ED</td>
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</table>
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.

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.

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.

**Assessment:**

In Playmakers, students undertake a variety of assessment tasks which may include the following:

- **Intro to CODE**  
  Students learn about computational thinking through the exploration of coding techniques to develop digital solutions

- **Intro to Unity**  
  Students learn how to combine SketchUp 3D modeling and Unity terrains to develop virtual platforms in a 3D gaming environment

- **MindStrom**  
  Students learn how to combine LEGO, LDD and EV3 robotics to follow commands and complete tasks

**Subject Costs:**  
Nil
## Design

<table>
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<th><strong>Year 9</strong></th>
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<tr>
<td><strong>Pathways:</strong></td>
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<td><strong>Resources:</strong></td>
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</table>

The study of Design 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.

Students in Design 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 Industrial Design by exploring a range of theory and practical based learning opportunities.

### Assessment:

*In Design, students undertake a variety of assessment tasks that will include both practical making and theory appraising tasks each term:*

- **Experiencing Design**  
  *Students are introduced to the Double Diamond design process currently used in industry*

- **Ed_Toy**  
  *Students work in groups/pairs to develop a toy concept for a specified user - Teacher identified*

- **Plastic_Pressure**  
  *Students learn about different types of plastics, recycling and injection moulding*

- **SoundFlex (CNC Tech)**  
  *Students design and CNC machine a flat pack non-electrical sound enhancer for their phones - AKA "Passive Amps"*

- **C02 Challenge**  
  *Students apply the design process to test and develop an aerodynamic car concept to compete in the end of year CO2 drag race in week 9*

### Subject Costs:

See Student Resource Scheme for more information.
### Industrial Technology Skills

<table>
<thead>
<tr>
<th>Pathways:</th>
<th>Industrial Technology Skills, FIX-ED, Cert I in Construction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources:</td>
<td>Laptop, 2B/4B pencils, eraser, USB, Leather Shoes</td>
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</tbody>
</table>

Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries.

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work. Students will learn the basics of following industry relevant procedures to operate advanced manufacturing machinery and work safely in a practical environment.

<table>
<thead>
<tr>
<th>Assessment:</th>
<th>In Industrial Tech Skills, students undertake a variety of assessment tasks that will include both practical making and planning theory each term:</th>
</tr>
</thead>
</table>
|             | - Mono-Amp (Electronics)  
|             | Students follow a process to solder electronic components to a Circuit Board to create an electronic Amplifier for a phone or portable device  
|             | - Mono-Amp (Housing)  
|             | Students choose from 3 different designs to CNC machine and assemble to house their electronic amplifier components  
|             | - Intro to Plastics and Injection Moulding  
|             | Students explore the world of plastics in production and experiment with injection moulding  
|             | - Falcon_X  
|             | Students work in teams to develop a rocket for a toy company made from various materials including injection moulded plastics. Their final rocket concept will be launched in the College’s Rocket Cannon for testing  
|             | - C02 Challenge  
|             | Students design and manufacture a rocket car as well as learn to use sketchup to 3D print a selected component of their car ready to compete in the end of year drag race. |

| Subject Costs: | See Student Resource Scheme for more information. |
**Digital Solutions**

<table>
<thead>
<tr>
<th><strong>Pathways:</strong></th>
<th>Digital Solutions, Digital Design, Cert II in Creative Industries</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resources:</strong></td>
<td>Laptop (see school resource scheme for minimum requirements), 2B/4B pencils, eraser, USB.</td>
</tr>
</tbody>
</table>

Digital Solutions is a creative and technical pathways for a range of software, hardware and multimedia design solutions as well production, management and evaluation skills of information technology systems.

Over the year long program, students start to develop independent and collaborative Software, Hardware and Multimedia Design briefs and outcomes that link to website and gaming design. Students will be introduced to industry recognized software (i.e. Unity) and guided through a range of processes used to develop and maintain programs such as video games, animations, interactive media, augmented reality and databases.

**Assessment:**

*In Digital Media & Design, students undertake a variety of assessment tasks that will include both practical making and appraising theory each term:*

- **HTML & Java**  
  *Students are introduced to HTML and JavaScript coding* language to develop concepts in response to a brief

- **PHP**  
  *Students are introduced to PHP (Hypertext Preprocessor) script language to develop concepts in response to a brief*

- **SQL**  
  *Students are introduced to SQL language and database management*

- **Unity**  
  *Student are taught how to create a 3D rollerball game in Unity using C# language*

**Subject Costs:** Nil
This program builds on the Design program in Year 9 that introduces students to more advanced principles and strategies of Design and Design Thinking. The program creates an effective transition to Senior Design and as well as other offerings in the Creative Industries and Creative Arts Faculty.

Over the year long program, students work towards increasingly independent and collaborative design briefs with some support by industry mentors and community partnerships. Students will focus on the processes involved before products are mass-manufactured. Looking closely at user-centered design and how designers move back and forth between design ideas and testing prototypes to solve a specific need or problem.

**Assessment:**

In Design, students undertake a variety of assessment tasks that will include both practical making and theory appraising tasks each term:

- **Experiencing Design**
  Students explore the Double Diamond design process through a range of class based design challenges

- **Plasma_PIT**
  Students follow the design process to design a flat-pack, lock-together fire pit from sheet metal. Students will have the opportunity to use a CNC Plasma cutting machine to produce their final concept

- **FutureBoard**
  Students design and make an innovative transportation concept modeled from the traditional skateboard design using CNC machining Technology and manufacturing processes to produce their final concept

- **Wearables**
  Students create a wearable design (jewellery, splints, accessories, etc.) that addresses a specific need.

**Subject Costs:**

See Student Resource Scheme for more information.
### Industrial Technology Skills

**Pathways:** Industrial Technology Skills, Certificate I in Construction  
**Resources:** Laptop, 2B/4B pencils, eraser, USB, Leather Shoes

Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries.

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work. Students will learn the basics of following industry relevant procedures to operate advanced manufacturing machinery and work safely in a practical environment.

**Assessment:**

*In Industrial Tech Skills, students undertake a variety of assessment tasks that will include both practical making and planning theory each term:*

- **IRONFab**  
  *Students are taught through a range of welding and metal forming techniques that are used in industrial practices*

- **Pimpama_DRIFT**  
  *Students work in professional teams to build electric drift trikes - focusing on advanced manufacturing techniques, CNC technologies and on-site problem solving skills*

- **Circuit_Breaker**  
  *Students learn about the electric circuit that drives their drift trikes*

- **CNC_Skatie**  
  *Students choose from a selected few laminated project types to manufacture industry standard skateboard decks or wall art*

**Subject Costs:** See Student Resource Scheme for more information.

### FIX-ED

**Pathways:** Design, Industrial Technology Skills, Cert II in Creative Industries, Cert I in Construction  
**Resources:** A5 Visual Art Journal, 2B/4B pencils, eraser, USB, Leather shoes

FIX-ED is the Creative Industries award winning ([Good Design Awards Australia](https://gooddesign.org.au) 2018) program that empowers students with a range of 21st century skills by connecting them to real world users with real world problems. Students use the design process to work through challenges within our society, while giving back to the community and improving the quality of life of the intended users.

More information about the program can be found at [www.fix-ed.org](http://www.fix-ed.org)

*Note: student will need to complete an application form to be considered for this program.*

**Assessment:** Each Semester:  
Design labs, concept folio, prototypes, design journal.

**Subject Costs:** See Student Resource Scheme for more information.
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.

College Pathways

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<tbody>
<tr>
<td>Year 7</td>
<td>Year 8</td>
<td>Year 11 and 12</td>
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<tr>
<td>English</td>
<td>English</td>
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<td>Essential English</td>
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<td>Short Course in Literacy</td>
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<td>English</td>
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<td>Literature</td>
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**Subject Information**

**English**

<table>
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<tr>
<th>Pathways:</th>
<th>English</th>
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<tbody>
<tr>
<td>Resources:</td>
<td>Laptop, exercise book, pens and pencils.</td>
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</tbody>
</table>

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.

**Subject Overview:**

- **Unit 1:** Speculative fiction
- **Unit 2:** Exploring issues of War: Tomorrow When the War Began/Parvana
- **Unit 3:** Examining issues of Justice; 12 Angry Men
- **Unit 4:** Persuade Me

**Assessment:**

In English students undertake a variety of assessment tasks which may include the following:

- 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
- Spoken Assessment: monologue, multi-modal presentation, persuasive speech.

**Subject Costs:** Nil

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**English**

<table>
<thead>
<tr>
<th>Pathways:</th>
<th>English Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources:</td>
<td>Laptop, exercise book, pens and pencils.</td>
</tr>
</tbody>
</table>

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.

**Subject Overview:**

- creative writing (e.g. short story)
- literature (e.g. novels, films)
- language and the media (e.g. newspapers)
- personal/reflective writing

**Assessment:**

*Students undertake a variety of assessment tasks which may include the following:*

- Written assessment: narrative intervention (short story), feature article, analytical essay
- Spoken assessment: persuasive speech

**Subject Costs:** Nil
### Literature

**Pathways:** English Literature  
**Resources:** Laptop, exercise book, pens and pencils.

The study of Literature is an elective that helps young people develop an understanding how different perspectives influence and engage readers of a variety of texts. This subject is designed for students who have a passion for reading and love creative and analytical tasks, where they get to discuss their opinions and those of others.

**Subject Overview:**
- creative writing (e.g. short story)
- literature (e.g. novels, films)
- analytical writing (analysing the ideas of others about texts)
- personal/reflective writing

**Assessment:** Students undertake a variety of assessment tasks which may include the following:
- Written assessment: narratives, essays, feature writing
- Spoken assessment: speech/multimodal

**Subject Costs:** Nil

### Essential English

**Pathways:** Essential English  
**Resources:** Laptop, exercise book, pens and pencils.

The study of Essential English helps young people develop the knowledge and skills needed for the workplace. This subject will provide an important platform for students wishing to study Essential English and enter the workplace or VET training in the Senior phase of learning.

**Subject Overview:**
- creative writing (e.g. short story)
- literature (e.g. novels, films)
- language and the media (e.g. newspapers)
- personal/reflective writing

**Assessment:** Students undertake a variety of assessment tasks which may include the following:
- Written assessment: narrative intervention (short story), news article, analytical essay
- Spoken assessment: persuasive speech

**Subject Costs:** Nil

### Short Course in Literacy

**Pathways:** Essential English  
**Resources:** Laptop, exercise book, pens and pencils.

The study of Essential English helps young people develop the knowledge and skills needed for the workplace. This subject will provide an important platform for students wishing to study Essential English and enter the workplace or VET training in the Senior phase of learning.

**Subject Overview:**
- Responding to workplace and social dilemmas using sustained written responses to stimulus
- Unpacking and improving a student’s language conventions
- Reviewing and interacting with current information regarding identity and the workplace
- personal/reflective writing

**Assessment:** Students undertake a variety of assessment tasks which may include the following:
- Written assessment: journal reflections, response to stimulus exam, resume and cover letter writing, reports
- Spoken assessment: presentations, verbal responses and reflections on work.

**Subject Costs:** Nil
Introduction

In Health and Physical Education students develop knowledge, understanding and skills in both physical and health 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 three electives in Year 10: Health, Physical Education and Recreation. Year 10 Health is designed to prepare students for Senior Health offered in Year 11 and 12. Year 10 PE is designed to prepare students for Senior Physical Education offered in Year 11 and 12. Year 10 REC is designed to prepare students for Certificate II in Sport and Recreation offered in Year 11 and 12.

In the Junior School, Health and Physical Education is compulsory for all students. The Pimpama Sport Academy runs alongside the HPE curriculum in years 7-12 and is designed for students who aspire and want to train to be an elite athlete. In years 7-8 students in the Sport Academy complete the Elite Athlete Development (EAD) program in place of regular HPE. In year 9-10, EAD is an elective. Students wishing to be accepted into the EAD program need to apply through the Head of Department HPE. Students gaining acceptance in year 9&10 will need to select 'Elite Athlete Development (EAD)' as one of their electives.

In year 9, HPE forms part of the core curriculum. In year 10, students map pick Health Education and only one practical subject, PE, REC or EAD.

College Pathways

<table>
<thead>
<tr>
<th>Junior School</th>
<th>Middle School</th>
<th>Senior School</th>
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</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>Year 8</td>
<td>Year 9</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>Health &amp; Physical Education</td>
<td>Health Education</td>
</tr>
<tr>
<td>Elite Athlete Development (EAD)</td>
<td>Elite Athlete Development (EAD)</td>
<td>Physical Education</td>
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<tr>
<td></td>
<td></td>
<td>Recreation</td>
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<tr>
<td></td>
<td></td>
<td>Elite Athlete Development (EAD)</td>
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<tr>
<td></td>
<td></td>
<td>Certificate II in Sport and Recreation</td>
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<tr>
<td></td>
<td></td>
<td>Certificate III Fitness</td>
</tr>
</tbody>
</table>
Subject Information

Elite Athlete Development (EAD)  

| Pathways: | Elite Athlete Development (EAD) and Physical Education in Year 10 | Resources: | Pens, exercise book, laptop, training gear (TBD). |

This program is delivered under the Pimpama Sport Academy which forms part of the HPE department. 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).

Athletes can apply as a Technical athlete in the sports of Football (soccer), AFL, Basketball, Touch/Rugby or as a General athlete. Technical athletes receive sports specific coaching as well as the athlete development program and General athletes, who can be from any sport, complete the athlete development program as well as a variety of technical skills that translate to improving their performance in their various sports.

Students train before, during and after school by trained teacher-coaches as well as external providers Brisbane Roar Academy (football) and G.M.G Sport Training Coaches to provide quality expert training throughout the course of the program. Teachers also work in partnership with other external providers including Fighting Fit Physio and the Gold Coast Institute of Sport to provide quality experiences for Academy athletes.

Assessment: 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:
- Individual/Group Projects
- Personal Health Plans/Reflections
- Physical Performance Assessment
- Fitness Profile

Subject Costs: See Student Resource Scheme for more information.

Health and Physical Education  

| Pathways: | Health Education  
Physical Education | Resources: | Laptop, exercise book, pens, pencils, sports uniform and college hat. |

In Health and Physical Education students develop knowledge, understanding and skills in both physical and health 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.

**Subject Overview**

**Semester 1**
Health Education – Relationships and Sexuality, Health Benefits of Physical Activity  
Physical Education – Oztag, Softball

**Semester 2**
Health Education – Drugs and Alcohol, Mental Health and Wellbeing  
Physical Education – Fitness, Athletics, Orienteering, Indigenous Games, Non Traditional Games

Assessment: 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.

Subject Costs: Nil
**Elite Athlete Development (EAD)**  
**Year 10**

<table>
<thead>
<tr>
<th><strong>Pathways:</strong></th>
<th>Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resources:</strong></td>
<td>Pens, exercise book, laptop, training gear (TBD).</td>
</tr>
</tbody>
</table>

This program is delivered under the Pimpama Sport Academy which forms part of the HPE department. 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).

Students enrolled in Year 10 EAD also complete a Certificate II in Sport Coaching as a part of the program. This is an incredible opportunity for students to gain a national qualification whilst developing their athlete skills.

Athletes can apply as a Technical athlete in the sports of Football (soccer), AFL, Basketball, Touch/Rugby or as a General athlete. Technical athletes receive sports specific coaching as well as the athlete development program and General athletes, who can be from any sport, complete the athlete development program as well as a variety of technical skills that translate to improving their performance in their various sports.

Students train before, during and after school by trained teacher-coaches as well as external providers Brisbane Roar Academy (football) and G.M.G Sport Training Coaches to provide quality expert training throughout the course of the program. Teachers also work in partnership with other external providers including Fighting Fit Physio and the Gold Coast Institute of Sport to provide quality experiences for Academy athletes.

**Assessment:**

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:

- Individual/Group Projects
- Personal Health Plans/Reflections
- Physical Performance Assessment
- Fitness Profile
- Certificate II Sport Coaching Assessment Modules

**Subject Costs:**

See Student Resource Scheme for more information.

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**Health Education**  
**Year 10**

| **Pathways:** | Health Education  
| Certificate II Health Services |
| **Resources:** | Laptop, exercise book, pens and pencils. |

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels.

Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation.

Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

By the end of Year 10, students should have a good idea of whether they would like to continue into the Senior Health and pursue an interest in this field into their careers.

**Assessment:**

The health assessment for this subject will include such tasks as written exams and action research assignments.

**Subject Costs:**

Nil
Physical Education


Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts.

Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies.

Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

By the end of Year 10, students should have a good idea of whether they would like to continue into Senior PE and pursue an interest in this field into their careers.

| Assessment: | The PE assessment for this subject will include such tasks as written exams and research assignments. |
| Subject Costs: | Nil |

Recreation


Recreational Studies provides students with skills in the recreation industry through the completion of a variety of activities including fitness testing, circuit and gym training, outdoor education, lifestyle activities and various other ball sports. It is a course that incorporates both practical and theoretical components. Students will participate in a series of pursuits that would not normally be offered in a Physical Education course.

By the end of Year 10, students should have a good idea of whether they would like to continue into a Certificate II in Sport and Recreation and pursue an interest in this field into their careers.

| Assessment: | The theory 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. |
| Subject Costs: | Nil |
**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**

<table>
<thead>
<tr>
<th>Junior School</th>
<th>Middle School</th>
<th>Senior School</th>
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<tbody>
<tr>
<td>Year 7</td>
<td>Year 8</td>
<td>Year 9</td>
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<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
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</tbody>
</table>
### Mathematics

<table>
<thead>
<tr>
<th>Pathways</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>All year 10 Mathematics</td>
<td>Laptop, calculator (casio fx-82AU), exercise books, pens and pencils</td>
</tr>
</tbody>
</table>

**Number Overview**

- **Number and Algebra**
  - Real numbers
  - Money and financial mathematics
  - Patterns and algebra
  - Linear and non-linear relationships

- **Measurement and Geometry**
  - Using units of measurement
  - Geometric reasoning
  - Pythagoras and trigonometry

- **Statistics and Probability**
  - Chance
  - Data representation and interpretation

**Assessment:**

In Mathematics students undertake a variety of assessment tasks which may include the following:
- Research Assignments
- Supervised Exams
- Group/Individual Projects
- Modelling and Problem Solving Task
- Mathematical Investigation

**Subject Costs:**

Nil

### General Mathematics

<table>
<thead>
<tr>
<th>Pathways</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Mathematics</td>
<td>Laptop, calculator (casio fx-82AU), exercise books, pens and pencils</td>
</tr>
</tbody>
</table>

This subject is aimed at preparing students for Senior General Mathematics.

- **Number and Algebra**
  - Money and financial mathematics
  - Patterns and algebra
  - Linear and non-linear relationships

- **Measurement and Geometry**
  - Using units of measurement
  - Geometric reasoning
  - Pythagoras and trigonometry

- **Statistics and Probability**
  - Chance
  - Data representation and interpretation

**Assessment:**

Assessment techniques for Year 10 are grouped into 2 categories. The following categories of assessment techniques may be considered:
- Extended modelling and problem-solving tasks (minimum of 2 per year)
- Exams.

**Subject Costs:**

Nil
### Mathematical Methods

<table>
<thead>
<tr>
<th>Pathways:</th>
<th>Mathematical Methods</th>
<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Specialist Mathematics</td>
<td>Laptop, calculator (casio fx-CG50AU), exercise books, pens and pencils.</td>
</tr>
</tbody>
</table>

This subject is aimed at preparing students for Senior Mathematics: Mathematical Methods and Specialist Mathematics.

**Number and Algebra**
- Money and financial mathematics
- Patterns and algebra
- Linear and non-linear relationships

**Measurement and Geometry**
- Using units of measurement
- Geometric reasoning
- Pythagoras and trigonometry

**Statistics and Probability**
- Chance
- Data representation and interpretation

**Assessment:**
Assessment techniques for Year 10 are grouped into 2 categories. The following categories of assessment techniques may be considered:
- Extended modelling and problem-solving tasks (minimum of 2 per year)
- Exams.

**Subject Costs:**
Nil

### Essential Mathematics

<table>
<thead>
<tr>
<th>Pathways:</th>
<th>Essential Mathematics</th>
<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Laptop, calculator, exercise books, pens and pencils.</td>
</tr>
</tbody>
</table>

This subject is aimed at preparing students for Senior Essential Mathematics. It focuses on Simple Familiar Core Mathematics concepts.

**Number and Algebra**
- Money and financial mathematics
- Patterns and algebra
- Linear and non-linear relationships

**Measurement and Geometry**
- Using units of measurement
- Geometric reasoning
- Pythagoras and trigonometry

**Statistics and Probability**
- Chance
- Data representation and interpretation

**Assessment:**
Assessment techniques for Year 10 are grouped into 2 categories. The following categories of assessment techniques may be considered:
- Problem solving and modelling tasks
- Supervised Assessment

**Subject Costs:**
Nil
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.

The demand for creativity in employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of dance develop transferable 21st century skills essential for many areas of employment. As people are asked to think innovatively and differently, unconventionally and from new perspectives, the role of ‘the creative’ across many workplaces is increasingly in demand. Diverse pathways may include fields such as psychology, social work, counselling, law, journalism and human relations.

College Pathways

<table>
<thead>
<tr>
<th></th>
<th>Junior School</th>
<th>Middle School</th>
<th>Senior School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 7</td>
<td>Year 8</td>
<td>Year 9</td>
</tr>
<tr>
<td><strong>DANCE</strong></td>
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<tr>
<td>GENERAL</td>
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<td></td>
<td>Dance</td>
</tr>
<tr>
<td>ASPIRING PERFORMERS ACADEMY</td>
<td>Dance Excellence</td>
<td>Dance in Practice</td>
<td>Dance in Practice (A)</td>
</tr>
<tr>
<td><strong>DRAMA</strong></td>
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<td></td>
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</tr>
<tr>
<td>GENERAL</td>
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<td>Performance Arts</td>
<td>Drama</td>
</tr>
<tr>
<td>ASPIRING PERFORMERS ACADEMY</td>
<td>Drama Excellence</td>
<td>Drama in Practice</td>
<td>Drama in Practice (A)</td>
</tr>
<tr>
<td><strong>MUSIC</strong></td>
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<tr>
<td>GENERAL</td>
<td>Performance Arts</td>
<td>Music</td>
<td>Music</td>
</tr>
<tr>
<td>ASPIRING PERFORMERS ACADEMY</td>
<td>Music Excellence</td>
<td>Music Excellence</td>
<td>Music Extension (Yr 12 ONLY) (G)</td>
</tr>
</tbody>
</table>

Cert III in Music Industry (V)

Cert II in Music Industry (V)
### Dance

<table>
<thead>
<tr>
<th>Pathways:</th>
<th>Year 10 Dance</th>
<th>Resources:</th>
<th>Laptop, exercise book, pens, pencils and dance wear.</th>
</tr>
</thead>
</table>

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. 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.

The study of dance therefore develops not only the physical body, but the creative mind. Imagination, collaboration and discipline, key 21st Century Thinking skills which are highly valued by employees, are developed in this subject and therefore transferable to many workplaces and areas of employment.

**Subject Overview**

- **All Around the World:** Performance based (World Dance)
- **Rewind:** Choreographic Elements (Popular Dance in History)
- **Spirit Fingers:** Responding assessment (Musical Theatre / Jazz Dance)
- **Telling Stories:** Stimulus based choreography (Contemporary Dance)

**Assessment:**

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 Choreographing) and Responding.

**Subject Costs:** Nil

### Drama

<table>
<thead>
<tr>
<th>Pathways:</th>
<th>Year 10 Drama</th>
<th>Resources:</th>
<th>Laptop, exercise book, pens, pencils and theatre blacks.</th>
</tr>
</thead>
</table>

Drama enables students to imagine and participate in exploration of their worlds. Students actively use body, gesture, movement, voice and language, taking on roles to explore real and imagined worlds. They create, rehearse, perform and respond using the elements and conventions of drama and emerging and existing technologies available to them.

Students learn to think, move, speak and act with confidence. They learn how to be focused, innovative and resourceful, collaborate and take on responsibilities for drama presentations. They explore their imagination, develop a sense of inquiry and empathy by exploring drama in the contemporary work and in other times, traditions, places and cultures.

**Subject Overview**

- **Improvisation:** Theatresports
- **Move It, Move It:** Physical Theatre
- **Little People:** Children’s Theatre
- **Mind Games:** Realism (Play Study)

**Assessment:**

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 Forming) and Responding.

**Subject Costs:** Nil
Music offers students the opportunity to learn as both musicians and audience through intellectual, emotional and sensory music experiences. Throughout the course, students improve their musicianship and instrumental skills on a chosen instrument. Using music software and technologies, students will also enhance their theory understanding as they compose and perform. Students will have access to both digital and live performance opportunities to extend their technical and expressive skills.

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.

**Subject Overview**
- Deeper development of the elements of music
- Instrumental Skills (Guitar, bass guitar, drums, keyboard, vocals)
- Music composition
- Music technology for music making and performance

**Topics include:**
- Essentials for the 21st Century, Developing Musician – Instrumental Skills (Individual/Group Performances)
- Musicology - Exam/composition
- Music Technology – Apply all skills into composition/studio recording/arranging/performance

**Assessment:** 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.

**Subject Costs:** Nil
**Dance Excellence – Aspiring Performers Academy (APA)**

### Year 9

| Pathways: | Year 10 Dance  
|           | Year 10 Dance in Practice (APA) |
| Resources: | Laptop, exercise book, pens,  
|           | pencils, dance uniform, jazz shoes, performance specific items. |

Acceptance into Year 9 Aspiring Performers Academy (APA) Dance Excellence is by audition only.

The 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 and industry skills. All students involved in the academy class perform in front of a live audience at various performance events.

Students will have the opportunity to prepare for and sit a *Commonwealth Society of Teachers of Dance - Modern Jazz* examination, as a part of the Year 9 APA Dance Excellence course. For each successfully completed exam over grade 4 students will be awarded 1 Enrichment credit point which will contribute towards the Queensland Certificate of Education (QCE).

**Skills and Techniques**
- Strategies for Success in Dance (Class situations/Auditions)
- Skills for Live Performance
- Technical Skills (Flexibility, Strength, Placement, Endurance, Control, Accuracy)
- Expressive Skills (Increasing Confidence, Focus, Musicality)
- Genre Specific Techniques
  - Jazz (Commercial/Street/Musical Theatre/Broadway)
  - Tap (Funk/Rhythm/Soft Shoe & Hoofing)
  - Contemporary (Lyrical/Abstract)
  - Popular Dance (Hip Hop/Street Dance/Lyrical Hip Hop)
- Reflective Practice on Self as Dance Artist
- Improvisation/Choreographic Practices

**Assessment:**

Assessment in Year 9 Aspiring Performers Academy (APA) Dance Excellence focus on the practical aspects of dance. 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 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 Choreographing) and Responding.

**Subject Costs:**

See Student Resource Scheme for more information.
Drama Excellence – Aspiring Performers Academy (APA) Year 9

Pathways: Year 10 Drama
Year 10 Drama in Practice

Resources: Laptop, A4 art journal, pens, pencils and theatre blacks (including PA polo).

Acceptance into Year 9 Aspiring Performers Academy (APA) Drama Excellence is by audition only.

The 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 creative projects.

Students gain practical experience in a number of onstage and offstage roles, including:
- actor/performer
- designer
- scriptwriter
- director
- publicity manager
- stage manager

Students will have the opportunity to prepare for and sit an Australian Music Examinations Board – Drama and Performance examination, as a part of the Year 9 APA Drama Excellence course. For each successfully completed exam over grade 5 students will be awarded 1 Enrichment credit point which will contribute towards the Queensland Certificate of Education (QCE).

Assessment: Students will complete a range of more complex project-based assessment pieces than those in Year 9 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 course. Students’ knowledge, understanding and skills are assessed using the two assessable elements of Making (Performing and Forming) and Responding (Reflection).

Subject Costs: See Student Resource Scheme for more information.
# Music Excellence – Aspiring Performers Academy (APA)

### Pathways:
- Year 10 Music
- Cert II in Music Industry

### Resources:
- Laptop, exercise book, pens, pencils, display folder, headphones, USB, manuscript book and own instrument (when required)

Acceptance into Year 9 Aspiring Performers Academy (APA) Music Excellence is by audition only. The course is designed to extend highly skilled musicians who are versatile performers in various musical 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 the exploration of compositional skills and musicianship. All students involved in the academy class perform in front of a live audience at various performance events.

### Skills and Techniques
- Fundamental Percussion / Keyboard / Guitar Skills
- Score reading (for multiple parts)
- Using music technology to record and compose own music
- Skills for live performance (both technical and expressive)
- Sound production and the acoustics of instruments
- A variety of composition skills and techniques

Students will have the opportunity to prepare for and sit an Australian Music Examinations Board – practical and theory of music examination(s), as a part of the Year 9 APA Music Excellence course. For each successfully completed exam over grade 4, students will be awarded 1 Enrichment credit point which will contribute towards the Queensland Certificate of Education (QCE).

### Assessment:
Students will complete a range of more complex assessment pieces than those in Year 9 Music including: composing short musical works utilising various composition skills; 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.

### Subject Costs:
See Student Resource Scheme for more information.
### Dance

**Pathways:** Dance (General)

**Resources:** Laptop, exercise book, pens, pencils and dance wear.

Year 10 dance extends the skills and knowledge taught in Year 9. This year long subject assumes prior knowledge, but does not exclude students who have not completed Year 9 dance.

Dance is the language of movement and a dynamic form of human expression. This subject engages the mind, body and spirit, allowing students to explore their physical abilities whilst developing creative thinkers and reflective, independent learners. Studying dance gives students' skills that are transferable across other areas of learning and life, but it also fosters the development of special interests and talents not emphasised in other subjects. It is a highly valuable foundation for students wishing to pursue senior dance studies and subsequently post-secondary dance, arts and health related careers. The skills and experiences gained in Year 10 Dance prepare students well for the study of general dance (ATAR) in Year 11 and 12 and further tertiary studies.

**Subject Overview**
- **All That Rhythm and Dance:** Hip Hop/Funk Tap/Body Percussion
- **The Spectacular:** Dance for Specific Events (Opening Ceremonies/Music Performances/Competition Dance e.g. So You Think You Can Dance etc.)
- **Controversial Contemporary:** Contemporary Dance (Graham Technique, Mia Michaels, Marko Panzic & Steven Tannos (Dance Dream Company), Travis Wall, Paul Malek, Stephen Page (Bangarra Dance Theatre)).

**Assessment:**
  - Each Semester:
    - Performance of teacher or student devised choreography in varying styles
    - Written assessments, oral and/or multimedia presentation
    - Individual choreography of a section in a dance work.

**Subject Costs:** See Student Resource Scheme for more information.

### Drama

**Pathways:** Drama (General)

**Resources:** Laptop, exercise book, pens, pencils and theatre blacks.

Year 10 drama extends the skills and knowledge taught in Year 9. This year long subject assumes prior knowledge but does not exclude students who have not completed Year 9 drama. Year 10 Drama allows students to explore forms which developed in response to social, political and cultural changes in order to create, shape, perform, analyse and evaluate these forms. Such development is integral for students to become critical thinkers who are able to challenge and influence contexts, not only in the Arts, but also within local and global communities. They learn to think, move, speak and act with confidence; to be focused, innovative, resourceful, and collaborate and take on responsibilities. The skills and experiences gained in Year 10 Drama prepare students well for the study of general drama (ATAR) in Year 11 and 12 and further tertiary studies.

**Topics include:**
- **Collage Drama:** Playbuilding and presenting.
- **Monologues:** One person show techniques
- **Social Commentary:**
  - Greek Theatre
  - Political/Epic Theatre

**Assessment:**
  - Each semester:
    - Written assignment, exam or oral presentation
    - Creation of practical and scripted dramatic works in various genres
    - Performance of scripted drama, student-devised performance to varying audiences.

**Subject Costs:** See Student Resource Scheme for more information.
Music Year 10

| Pathways: | Music (General)  
|          | Music Extension (General)  
| Resources: | Laptop, exercise book, pens, pencils, manuscript book and own instrument (when required)  

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 who have an equivalent musical knowledge. 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 for the study of music in Year 11 and 12 and further tertiary studies.

**Topics include:**
- **Musical Foundations:** Development of a musician
- **Musical Explorations:** Investigation of the Impact of technology on Music

**Assessment:**
- Each semester:
  - Written assignment, exam or oral presentation
  - Song writing/arranging for voice and instruments
  - Performances of singing, playing or conducting a solo and/or ensemble.

**Subject Costs:**
- See Student Resource Scheme for more information.
Dance in Practice – Aspiring Performers Program (APA) Year 10

**Pathways:** Dance in Practice

**Resources:** Laptop, exercise book, pens, pencils, dance wear, jazz shoes, performance specific items.

Confirmation of enrolment in Year 10 Dance in Practice is by audition. The three-year course is designed to provide students with opportunities to explore established and progressive dance genres and styles through active engagement in dance and dance productions at a school and community level.

Students create, perform and produce dance works in class, school and community contexts. Students explore and apply techniques, processes and technologies individually and in groups to express dance ideas that serve particular purposes. They gain practical and technical skills, employ terminology specific to dance, investigate ways to solve problems, and make choices to communicate through dance and about dance. Through the physicality of dance and the use of their bodies as a medium for artistic expression, students experience a sense of enjoyment and personal achievement.

Students will have the opportunity to prepare for and sit a Commonwealth Society of Teachers of Dance - Modern Jazz examination, as a part of the Year 10 APA Dance Excellence course. For each successfully completed exam over grade 4 students will be awarded 1 Enrichment credit point which will contribute towards the Queensland Certificate of Education (QCE).

**Structure**
The Dance in Practice course is designed around core and elective dance genres. Students undertake the study of at least three dance genres across the four-unit course of study.

<table>
<thead>
<tr>
<th>Core</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dance Performance</strong></td>
<td><strong>Contemporary</strong></td>
</tr>
<tr>
<td>• Being a dancer</td>
<td>• Graham technique</td>
</tr>
<tr>
<td>• Observing an teaching others</td>
<td>• Mia Michaels, Natalie Weir</td>
</tr>
<tr>
<td>• Health and safe practices</td>
<td>• Chunky Move, Dance North</td>
</tr>
<tr>
<td><strong>Dance Production</strong></td>
<td><strong>Jazz</strong></td>
</tr>
<tr>
<td>• Production design and enactment</td>
<td>• Commercial, broadway, street, Musical theatre</td>
</tr>
<tr>
<td>• Choreographic skills</td>
<td>• Bob Fosse, Jermone Robbins, Kelly Abbey, Mandy Moore, Sanja Tayeh</td>
</tr>
<tr>
<td>• Group work and communication</td>
<td><strong>Tap</strong></td>
</tr>
<tr>
<td><strong>Dance Literacies</strong></td>
<td>• Broadway, soft shoe, Rhythm, Hoofing</td>
</tr>
<tr>
<td>• Responding to dance information and dance works</td>
<td>• Savion Glover, Fred Astaire, Dein Perry</td>
</tr>
<tr>
<td>• Dance terminology and language</td>
<td><strong>Popular dance</strong></td>
</tr>
<tr>
<td>• Dance genres, styles and contexts</td>
<td>• Hip Hop, Lyrical hip hop, Voguing</td>
</tr>
<tr>
<td></td>
<td>• Christopher Scott, Shane Sparks, Tabitha and Napoleon D’umo, Wade Robson</td>
</tr>
</tbody>
</table>

**Assessment:** Students will complete a range of project-based assessments including: class production and promotion of a dance work; conducting a choreographic workshop; participating in a dance performance at an event for a live audience; create a program for a dance production; design sets, costume, lighting, sound and/or audiovisual/multimedia for dance works; a review of a dance work or production; application for funding to produce a particular dance work; create and perform a dance/music video clip.

Students’ knowledge, understanding and skills are assessed using the three assessable elements of:

1. Knowing and understanding
2. Applying and analysing
3. Creating and evaluating

**Subject Costs:** See Student Resource Scheme for more information.
Confirmation of enrolment in Year 10 Drama in Practice is by audition. The three-year course is designed to provide students with opportunities to plan, create, adapt, produce, perform, appreciate and evaluate a range of dramatic works or events in a variety of settings. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practising artists.

As students gain practical experience in a number of onstage and offstage roles, including actor/performer, designer, scriptwriter, director, stage technician, publicity manager and stage manager.

Students explore and engage with two core topics of study — ‘Dramatic principles’ and ‘Dramatic practices’. Individually and in groups, they shape and express dramatic ideas of personal and social significance that serve particular purposes. They identify and follow creative and technical processes from conception to realisation, which fosters cooperation and creativity, and helps students develop problem-solving skills and gain confidence and self-esteem.

Through the core of dramatic practices students also learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner.

Students will have the opportunity to prepare for and sit an Australian Music Examinations Board – Drama and Performance examination, as a part of the Year 9 APA Drama Excellence course. For each successfully completed exam over grade 5 students will be awarded 1 Enrichment credit point which will contribute towards the Queensland Certificate of Education (QCE).

**Structure**

The Drama in Practice course is designed around core and elective topics. Students explore at least four electives and a maximum of eight electives across the four-unit course of study allowing teachers to cater to students’ interests.

<table>
<thead>
<tr>
<th>Core</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dramatic principles</td>
<td><strong>Elective 1</strong>: Acting (stage and screen)</td>
</tr>
<tr>
<td>Dramatic practices</td>
<td><strong>Elective 2</strong>: Career pathways (including arts entrepreneurship)</td>
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<td><strong>Elective 3</strong>: Community theatre</td>
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<td><strong>Elective 4</strong>: Contemporary theatre</td>
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<td><strong>Elective 5</strong>: Directing</td>
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<td><strong>Elective 6</strong>: Playbuilding</td>
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<td></td>
<td><strong>Elective 7</strong>: Scriptwriting</td>
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<tr>
<td></td>
<td><strong>Elective 8</strong>: Technical design and production</td>
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<tr>
<td></td>
<td><strong>Elective 9</strong>: The theatre industry</td>
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<tr>
<td></td>
<td><strong>Elective 10</strong>: Theatre through the ages</td>
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<td></td>
<td><strong>Elective 11</strong>: World theatre.</td>
</tr>
</tbody>
</table>

**Assessment:**

Students will complete a range of project-based assessments including: plan, produce and/or perform a dramatic work; conduct drama workshops; adapt stimuli into scripts to perform; design sets, costume, lighting, sound and/or audio-visual/multimedia for dramatic works; prepare a director’s vision for a dramatic work, write an application for funding to produce a dramatic work; analytical, interpretive and evaluative tasks to critically reflect on their creative process and performance abilities.

Students’ knowledge, understanding and skills are assessed using the three assessable elements of:

1. Knowing and understanding
2. Applying and examining
3. Creating and evaluating

**Subject Costs:**

See Student Resource Scheme for more information.
CUA20615 Certificate II in Music Industry

| Pathways: | Cert II in Music Industry | Resources: | Laptop, exercise book, pens, pencils, manuscript book and own instrument (when required) |

CUA20615 Certificate II in Music Industry is offered to students in partnership with the College of Sound and Music Production (RTO #41549). This qualification is for those students who have an interest in music and are keen to develop skills as a musician or producer with the aim to perform, use music technology and be involved with live music events.

Core units of competency in the program include developing and updating industry knowledge, participating in work, health and safety processes and working effectively with others. The elective units in the program allow students to develop skills in an area of their interest from preparing for performances, developing audio skills and knowledge or repairing and maintaining audio equipment. It is offered as a preparatory program and pathway into the Certificate III in Music Industry course.

Students who undertake the Certificate II in Music Industry are making a commitment to school/community events which may include rehearsals and performances outside school timetabled classes in order for them to meet their units of competency.

**CORE UNITS**
- BSBWHS201 Contribute to health and safety of self and others
- CUAIND201 Develop and apply creative arts industry knowledge
- BSBWOR203 Work effectively with others

**ELECTIVE UNITS**
- CUAMPF102 Develop ensemble skills to perform simple musical parts
- CUAMPF202 Incorporate music technology into music making
- CUASOU202 Perform basic sound editing
- CUASOU203 Assist with sound recordings
- CUASTA202 Assist with bump in and bump out of shows

**POSSIBLE FUTURE CAREER OPPORTUNITIES:**
- Musician
- Music Technician
- Singer
- Stage Producer
- Producer
- Stage Manager
- Session Musician
- Performer
- Songwriter
- Band member
- Arranger
- Promoter

**PATHWAY OPTIONS**
- CUA30915 Certificate III in Music Industry
- CUA40915 Certificate IV in Music Industry
- CUA50815 Diploma of Music Industry
- CUA60515 Advanced Diploma of Music Industry

**CONTRIBUTION TO SENIOR SECONDARY CERTIFICATE**
- Provide credit towards the attainment of a student’s Senior Secondary Certificate
- Provide credit towards further tertiary study
- Support a student’s transition from secondary school to employment or further vocational education and training

**Assessment:**
- Each semester:
  - Practical, observational and theoretical competency based assessment

**Subject Costs:**
- See Student Resource Scheme for more information.
Introduction

Science provides opportunities for students to develop an understanding of science, carry out 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

<table>
<thead>
<tr>
<th>Junior School</th>
<th>Middle School</th>
<th>Senior School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>Year 8</td>
<td>Year 9</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>STEMD (Academy)</td>
<td>STEMD (Academy)</td>
<td>Biology</td>
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<tr>
<td></td>
<td>STEMD (elective)</td>
<td>Chemistry</td>
</tr>
<tr>
<td></td>
<td>STEMD (Academy)</td>
<td>Engineering</td>
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<tr>
<td></td>
<td></td>
<td>Marine Science</td>
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<tr>
<td></td>
<td></td>
<td>Physics</td>
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<td></td>
<td>Science in Practice</td>
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<td></td>
<td>Biology</td>
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<td></td>
<td></td>
<td>Chemistry</td>
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<td></td>
<td>Science in Practice</td>
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<td></td>
<td></td>
<td>Psychology</td>
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</tbody>
</table>
### Subject Information

#### Science

**Year 9**

<table>
<thead>
<tr>
<th>Pathways:</th>
<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics</td>
<td>Exercise book, scientific calculator and a pencil case with pens and pencils, colouring pencils, glue, scissors and a ruler.</td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td></td>
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<tr>
<td>Marine Studies</td>
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</tr>
</tbody>
</table>

**Subject Overview**

**Semester 1**

- Unit 1: Electricity
- Unit 2: Tectonic Plates
- Unit 3: Chemistry

**Semester 2**

- Unit 4: Ecosystems
- Unit 5: My life in balance
- Unit 6: Waves
- Unit 7: Scientific method

**Assessment:** In Science students undertake a variety of assessment tasks which may include the following:

- Research Investigations
- Data tests
- Student Experiments
- End of Semester Exams

**Subject Costs:** Nil

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#### Biology

**Year 10**

<table>
<thead>
<tr>
<th>Pathways:</th>
<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Laptop, calculator, exercise books, pens and pencils.</td>
</tr>
</tbody>
</table>

Biology is an elective course designed to give Year 10 students a good understanding of basic Biology topics and concepts in preparation for Year 11 and 12 Biology. Therefore, this subject is recommended for students with an interest in ecology, cells, classification, ecosystems, genetics & evolution.

**Assessment:** The assessment for this subject will include data tests, student experiments, research investigations and end of semester exams. 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.

**Subject Costs:** Nil

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#### Chemistry

**Year 10**

<table>
<thead>
<tr>
<th>Pathways:</th>
<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>Laptop, calculator, exercise books, pens and pencils.</td>
</tr>
</tbody>
</table>

Chemistry is an elective course designed to give Year 10 students a good understanding of basic Chemistry topics and concepts in preparation for Year 11 and 12 Chemistry. Therefore, this subject is recommended for students with an interest in the periodic table, atomic structure, rates of reactions, chemical bonding, the chemistry of shipwrecks and forensic chemistry.

**Assessment:** The assessment for this subject will include data tests, student experiments, research investigations and end of semester exams. 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.

**Subject Costs:** Nil
### Engineering

**Pathways:** Engineering  
**Resources:** Laptop, calculator, exercise books, pens and pencils.

Engineering is an elective course designed to give Year 10 students a good understanding of basic Engineering topics and concepts in preparation for Year 11 and 12 Engineering. Therefore, this subject is recommended for students with an interest in engineering history & fundamentals, engineering mechanics & materials, engineering technologies, static & dynamic machines & mechanisms.

**Assessment:** The assessment for this subject will include project folios of work and end of semester exams. 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.

**Subject Costs:** Nil

### Marine Science

**Pathways:** Marine Science  
**Resources:** Laptop, calculator, exercise books, pens and pencils.

Marine Science is an elective course designed to give Year 10 students a good understanding of basic Marine Science topics and concepts in preparation for Year 11 and 12 Marine Science. Therefore, this subject is recommended for students with an interest in human impacts on the marine environment, ocean chemistry, marine tourism and marine ecosystems and diversity.

**Assessment:** The assessment for this subject will include data tests, student experiments, research investigations and end of semester exams. 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.

**Subject Costs:** Nil

### Physics

**Pathways:** Physics  
**Resources:** Laptop, calculator, exercise books, pens and pencils.

Physics is an elective course designed to give students a good understanding of basic topics and concepts of Physics in preparation for Year 11 and 12 Physics. Therefore, this subject is recommended for students with an interest in motion, forces, thermal, nuclear and electrical physics, gravity, electromagnetism and for those who have a fairly good grasp on mathematics.

**Assessment:** The assessment for this subject will include data tests, student experiments, research investigations and end of semester exams. 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.

**Subject Costs:** Nil
### Science in Practice  
**Year 10**

<table>
<thead>
<tr>
<th>Pathways:</th>
<th>Science in Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources:</td>
<td>Laptop, calculator, exercise books, pens and pencils.</td>
</tr>
</tbody>
</table>

Science in Practice is an elective course designed to give Year 10 students a good understanding of how science is used in our everyday lives and in the workplace. Science in practice is a good general science subject for those that have a practical interest in science in preparation for the Year 11 and 12 subject science in practice.

Topics for year 10 will include physics of flight, earth & space, the science of water and kitchen chemistry.

<table>
<thead>
<tr>
<th>Assessment:</th>
<th>The assessment for this subject will include hands-on projects, investigations, collection of work, extended responses and end of semester exams. 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.</th>
</tr>
</thead>
</table>

| Subject Costs: | Nil |

### Psychology  
**Year 10**

<table>
<thead>
<tr>
<th>Pathways:</th>
<th>Science in Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources:</td>
<td>Laptop, calculator, exercise books, pens and pencils.</td>
</tr>
</tbody>
</table>

Psychology is an elective course designed to give students a good understanding of basic topics and concepts of Psychology in preparation for Year 11 and 12 Psychology.

Therefore, this subject is recommended for students with an interest in concepts that explain behaviours and underlying cognitions. It is also suitable for those who have a fairly good grasp on mathematics due to the nature of statistics used and required throughout.

<table>
<thead>
<tr>
<th>Assessment:</th>
<th>The assessment for this subject will include hands-on projects, investigations, collection of work, extended responses and end of semester exams. 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.</th>
</tr>
</thead>
</table>

| Subject Costs: | Nil |

### STEMd (Elective)  
**Year 9**

| Pathways: | Physics  
Chemistry  
Biology  
Marine Studies  
Engineering  
Mathematical Methods  
Specialist Mathematics  
Digital Media and Design |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Resources:</td>
<td>Exercise book, laptop, scientific calculator and a pencil case with pens and pencils, colouring pencils, glue, scissors and a ruler.</td>
</tr>
</tbody>
</table>

STEMd is an elective course designed to give Year 9 students a good understanding of basic STEMd topics and concepts in preparation for a senior schooling STEMd pathway. Therefore, this subject is recommended for students with an interest in Science, Technology, Engineering, Mathematics and Design.

| Assessment: | In STEMd students undertake a variety of assessment tasks which may include the following:  
• Research Investigations  
• Data tests  
• Student Experiments  
• End of Semester Exams  
• Project based learning. |
| --- | --- |

| Subject Costs: | Nil |
Introduction

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

<table>
<thead>
<tr>
<th>Junior School</th>
<th>Middle School</th>
<th>Senior School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>Year 8</td>
<td>Year 9</td>
</tr>
<tr>
<td>History Geography</td>
<td>History Geography</td>
<td>Humanities (Geography, History and Legal Studies)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Warriors of the Ancient World (elective)</td>
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</table>
## Subject Information

### Humanities

<table>
<thead>
<tr>
<th>Pathways:</th>
<th>History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources:</td>
<td>Laptop, exercise book, pens and pencils.</td>
</tr>
</tbody>
</table>

Humanities combines the disciplines of History and Global Studies (Geography and Legal studies) to create informed, active citizens. 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. This subject lays the foundations for the senior humanities program. It establishes the necessary skills of communication, research and analysis which underpin the study of humanities at all levels.

Global Studies is the study of the social, cultural, political, economic and physical world. It is an interesting and engaging blend of Geography 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.

### Subject Overview:
- Movements of People
- World War One
- Biomes
- Fighting for Change

### Assessment:
Students will complete a range of assessment pieces including knowledge exams, research reports and creating design solutions.

### Subject Costs:
Nil

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### Warriors of the Ancient World

<table>
<thead>
<tr>
<th>Pathways:</th>
<th>Geography, Ethics, Legal Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources:</td>
<td>Laptop, exercise book, pens and pencils.</td>
</tr>
</tbody>
</table>

This unit explores some of the significant people in history which have had major impact on the world. The course is designed to give students a good understanding of Modern and Ancient history topics and concepts in preparation for Senior. Topics include:
- The Spanish Conquests
- The Vikings
- Shogunate Japan
- The Mongol Hordes

### Assessment:
Students will complete a range of assessment pieces including knowledge exams, research reports and creating design solutions.

### Subject Costs:
Nil
### Modern History

**Pathways:** Modern History  
**Resources:** Laptop, exercise book, pens and pencils.

This subject explores some of the major events in history which have had significant impact on the world. The course is designed to give students a thorough understanding of Modern History topics and concepts in preparation for Year 11 and 12 and will cover topics surrounding World War II, Environmental Movements and Human Rights. Therefore, this subject is recommended for students with an interest in Modern History.

**Assessment:** The assessment for this subject may include such tasks as written exams, projects and research assignments.

**Subject Costs:** Nil

### Ancient History

**Pathways:** Ancient History  
**Resources:** Laptop, exercise book, pens and pencils.

This subject explores some of the major events in history which have had significant impact on the development of art, architecture and government structures in the modern world. The course is designed to give students a thorough understanding of Ancient History topics and concepts in preparation for Year 11 and 12 and will cover topics surrounding the formation of democracy, the myths and legends of the past and art and architecture in the ancient world. Therefore, this subject is recommended for students with an interest in Ancient History.

**Assessment:** The assessment for this subject may include such tasks as written exams, projects and research assignments.

**Subject Costs:** Nil

### Social Science

**Pathways:** Psychology, Social and Community Studies  
**Resources:** Laptop, exercise book, pens and pencils.

This subject explores how the moral and ethical understandings of the world impact on the way society responds to various issues. The course is designed to give students a thorough understanding of human behaviour and the ways individuals and groups communicate in the world in preparation for Year 11 and 12. Therefore, this subject is recommended for students with an interest in Psychology or Social and Community Studies.

**Assessment:** The assessment for this subject may include such tasks as written exams, projects and research assignments.

**Subject Costs:** Nil

### Chinese

**Pathways:** Chinese  
**Resources:** Chinese learning online program Language Perfect, laptop, exercise book, pens and pencils.

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 Budda 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.

**Assessment:** Students will complete assessment in the four macro skills of listening, speaking, reading, writing and projects.

**Subject Costs:** Nil
### Legal Studies

**Pathways:** Legal Studies  
Certificate IV in Crime and Justice Studies  

**Resources:** Laptop, exercise book, pens and pencils.

This subject explores how the Australian Government forms policies and legislation, and how these are enforced in society. The course is designed to give students a thorough understanding of how to apply the law to case studies and make judgments and decisions about whether the outcomes were just and equitable in preparation for Year 11 and 12. Therefore, this subject is recommended for students with an interest in Legal Studies or the Certificate IV in Crime and Justice Studies.

**Assessment:** The assessment for this subject may include such tasks as written exams, projects and research assignments.

**Subject Costs:** Nil

### Geography

**Pathways:** Geography

**Resources:** Laptop, exercise book, pens and pencils.

This subject explores how the human induced environmental changes that challenge sustainability and the way the environmental world views people and their implications for environmental management. The course is designed to give students a thorough understanding of the way society impacts on the environment, while incorporating a range of GPS and other technologies to enhance the practicality of the course in preparation for Year 11 and 12. Therefore, this subject is recommended for students with an interest in Geography.

**Assessment:** The assessment for this subject may include such tasks as written exams, projects and research assignments.

**Subject Costs:** Nil
Introduction

The Creative Arts Faculty is made up of a range of subjects that lay at the crossroads of Visual art, Textiles, Design, Digital and New Media. The Creative Arts provide opportunities for students to develop and apply their creativity; problem solving, analysis and communication skills; as well as form opinions through Making and Responding.

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 Arts 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 General, Applied and Vocational subjects from which students may choose an individual or combination of subjects.

College Pathways

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<thead>
<tr>
<th>Middle School</th>
<th>Senior School</th>
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<tbody>
<tr>
<td><strong>Year 9</strong></td>
<td><strong>Year 10</strong></td>
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<tr>
<td>Visual Art</td>
<td>Visual Art</td>
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<tr>
<td>Fashion</td>
<td>Fashion</td>
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<tr>
<td>Digital Media &amp; Design</td>
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## Visual Art

**Pathways:** Visual Art, Visual Arts in Practice

**Resources:** Laptop, A4 Visual Art Journal, 2B, 4B pencils, eraser, USB.

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; along with potential gallery excursions and artist workshops.

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.

**Semester Overview:**
- 2D Drawing and Wet Media
- Mixed Media
- 3D Sculpture and Construction
- Print Making (Lino, Etching, Block Cut, Relief Surface)

**Assessment:** Each Semester:
- Studio practice, visual art process diary and theory assignments.

**Subject Costs:** Nil

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## Digital Media & Design

**Pathways:** Film, TV and New Media, Digital Media & Design, Media Arts in Practice, Cert II in Creative Industries

**Resources:** Laptop, display folder, exercise book, USB.

Digital Media & Design introduces students to the power of image capture through modern technologies and traditional practices. Students learn about film, television and new media as our primary sources of information and entertainment. They learn about the processes and techniques that are used to effectively record images and video. Students creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and investigate and respond to moving-image media content and production contexts.

**Assessment:** *In Digital Media & Design, students undertake a variety of assessment tasks that will include both practical making and appraising theory each term:*
- Introduction to the process of using hardware and software to project imagery and stories
- Instills students with a strong working knowledge and understanding that film, television and new media are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities.

**Subject Costs:** Nil
### Digital Media & Design  
**Year 10**

<table>
<thead>
<tr>
<th><strong>Pathways:</strong></th>
<th>Film, TV and New Media, Media Arts in Practice, Cert II in Creative Industries</th>
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<td><strong>Resources:</strong></td>
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**Subject Costs:** Nil

### Visual Art  
**Year 10**

| **Pathways:** | Visual Art  
Visual Arts in Practice  
Cert II in Creative Industries |
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<tr>
<td><strong>Resources:</strong></td>
<td>2B, 4B &amp; 6B pencils, eraser, black fine tip pen, A4 Visual Art Journal, USB.</td>
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</tbody>
</table>

This 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). Visual 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.

**Assessment:**  
Each Semester:  
- Studio practice, visual art process diary and theory assignments.

**Subject Costs:** Nil
<table>
<thead>
<tr>
<th>Fashion</th>
<th>Year 9/10</th>
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<tr>
<td><strong>Pathways:</strong></td>
<td><strong>Fashion</strong></td>
</tr>
<tr>
<td><strong>Resources:</strong></td>
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Fashion explores what underpins fashion culture, technology and design. Students use their imaginations to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts.

Students engage in a design process to plan and produce fashion items. They investigate textiles and materials and their characteristics and how these qualities impact on their end use. They experiment with combining textiles and materials and how to make and justify aesthetic choices.

**Assessment:** In Fashion, students undertake a variety of assessment tasks that will include both practical making and appraising theory each term:
- planning and designing wearable products
- manipulation of materials and garments to realise concepts and design ideas
- follow safe practices to use machinery and resources

**Subject Costs:** Nil - However: Students will need to supply their own fabrics if they want types/patterns other than the school’s supply.