



PIMLICO

STATE HIGH SCHOOL

Making a world of difference

2027

Year 9 & 10

Junior Curriculum Handbook



CRICOS Provider Name: Department of Education
Trading Name: Education Queensland International
CRICOS Provider Number: 00608A

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General Information

In years 9 & 10, all students study seven (7) subjects from the Australian Curriculum within the eight Learning Areas. This will involve five (5) compulsory Core subjects of:

- English
- Mathematics
- Science
- Humanities or Global Studies
- Health and Physical Education

Students are provided with the opportunity to consider their future learning pathways through the provision of a range of elective subjects. Students will have the option of selecting two (2) Elective subjects in year 9 and again in year 10.

A Course Outline for each subject is issued at the beginning of the course. It gives information on the course of study for the year as well as details of the assessment programme, including draft and due dates of all assessment tasks.

Students must comply with the requirements of each subject as detailed in the Year 7 – 10 Assessment Policy. The policy has been developed to be equitable to all students and to ensure that students meet their obligations regarding completion of a course of study.

It is important to consider a range of factors when deciding which electives to study as these choices can impact success at school, wellbeing and may have an impact on career plans and subject selections in Year 11 and 12. It is normal for some students to not know what they want to do when they leave school. At Pimlico SHS, students are encouraged to explore as many options prior to entering Year 11 and 12. As such students will choose two electives in Year 9 and two different electives in Year 10.

The school operates a voluntary Student Resource Scheme offering the option of hiring, rather than purchasing, necessary textbooks and resources. This scheme is designed to reduce the overall costs to parents. Special Subject Charges for resources other than textbooks are payable where students and their guardians opt not to join the Student Resource Scheme.

Reports are issued at the end of each semester of study.

All activities have an inherent level of risk. In planning school curriculum programs teachers determine the level of risk of activities and include appropriate control measures when required so that activities are conducted with an acceptable level of risk. For information about Health and Safety policies and risk management in Education Queensland schools visit <https://ppr.qed.qld.gov.au/attachment/managing-risks-in-school-curriculum-activities-procedure.pdf>

BRING YOUR OWN DEVICE (BYOD)

At Pimlico State High School, it is a requirement that all students bring their own computer device to school, each day. The preferred device is a Windows 2-in-1 tablet, although an updated Windows laptop or Apple MacBook is also acceptable.

Other devices, including iPads, Chromebooks and Android devices are unsupported by Department of Education network services and hardware and are therefore not permitted as BYO devices.

What Is BYOD?

BYOD stands for 'Bring Your Own Device'. This program allows students to bring a computer device to school that best supports their learning needs (within specifications).

Why BYOD?

In order to provide students with the best opportunities, access to a personal computing device at school is desirable. These devices assist students in learning by collaborating, creating and making meaning of the real world. Computer technology offers a wealth of opportunity for students to construct knowledge and build skills, as they investigate, collaborate, reflect, communicate, innovate and engage in real-world problem solving. Having their own computer device greatly assists students in achieving these learning outcomes.

Choosing Your Computer Device

Our Recommended device are a new Windows 11, 2-in-1 device + stylus. Students with such devices have reported greater satisfaction with the BYOD program.

All new Windows 11 laptop devices purchased from a major electronics retailer will be compatible. All new MacBooks can be supported, but will add complexity for students connecting to the network.

Chromebooks, Android tablets, iPads and other laptop devices that are not running at least Windows 11 or macOS13 are **not compatible** in any capacity.

Ensure all devices are kept current with Windows and macOS updates to ensure BYOD connectivity. Parental controls and limited user accounts will prevent initial BYOD connectivity, but can be reenabled once students have connected to the school network.

We continue to recommend that parents **do not purchase** additional third-party software. The free Windows Defender continues to provide the best antivirus protection for students' usage. Office 365 is available for free to all EQ students through the Microsoft website.

For second-hand or clearance devices running Windows 11, the minimum specifications are:

	<i>Minimum Specs</i>
Processor:	Intel CORE iSeries or AMD Ryzen CPU
RAM:	8gb of RAM
Storage	256gb SSD
WiFi	Dual-band WiFi: sometimes marketed as WiFi802.11ax or WiFi6
Battery:	Battery must provide at least 6 hours of continuous operation.

NOTE: Some subject areas recommend a higher processor and RAM due to the software being used. These subjects include Design and Film, Television and New Media.

A protective carry case for the device is a mandated requirement. This case must be used to carry the device at all times, including to and from class.

Insurance

Purchasing insurance is a personal choice; however, it is highly recommended that you purchase Accidental Damage Protection in order to minimise the cost of future repairs. All insurance claims must be settled between you and the insurance company.

Warranty

We recommend that all devices are covered by an extended warranty (3 years).

Repairs and Maintenance – Loan Devices

All maintenance for the device, operating systems and software purchased by the family are the responsibility of the family. The school provides a limited number of laptops that students can borrow, where personal devices are being repaired. Students are required to provide evidence that their device is undergoing repairs. Borrowing is limited to a period of 2 weeks and if needed an extension can be requested. Please be aware that there is no guarantee of a loan device or extension due to the limited availability of spare devices. Upon receipt of the loan device, students and therefore parents/careers, are responsible for the care of the device. Any negligence or loss will be invoiced to families for payment.

Free - Microsoft Office 365

All Queensland state school students can download a copy of the latest Microsoft Office 365 to their personal home computers and mobile devices. Using your student's @eq.edu.au email address and login, navigate to <https://portal.office.com/ols/mysoftware.aspx> and follow the prompts to download and execute OfficeSetup.exe.

Connecting to the School's Computer Network (Windows)

Detailed instructions for completing this installation for all devices can be found on the school's website (<https://pimlicoshs.eq.edu.au>, click Curriculum and then BYOD).

In order for the student's device to connect to the school's wireless network:

1. They must 'Add a work or school account' to their device, and sign into their @eq.edu.au account. When this has been done, students can connect to the EQNET school WiFi network.
2. Use the Microsoft Store from their @eq.edu.au account to download the 'Company Portal' app.
3. While at school and connected to the school's network, students should use 'Company Portal' to install and run 'BYOx Mapper', which will complete the BYOD process for students.

Existing Computer Devices

If a student already has an existing laptop device that has similar specifications to what has been indicated, then there is no requirement to purchase a new device. We ask that parents consider the performance of the existing device and its effectiveness in assisting the student's education, in their decision making.

Equitable Access

Given the importance of all students having access to a device, there are a limited number of 'Equity Access Program' devices available. To be eligible, families must provide a government issued Health Care Card or provide evidence of other severe financial hardship or circumstances. Priority will be given to those families in greatest need. School fees must be up-to-date or a payment plan in place.

Parents should visit the school website to access the charter: <https://pimlicoshs.eq.edu.au/curriculum/bring-your-own-device>



ELECTIVE COURSES OF STUDY

YEARS 9 & 10

Students study two elective subjects in both Year 9 and Year 10. These elective subjects are studied for one year only. At the end of Year 9, students choose two different electives to study for Year 10. This gives students a broad selection of subjects to assist in their future selection of senior subjects in Years 11 and 12.

The elective subjects are classified under the following Learning Areas:

The Arts	– Visual Arts, Dance, Drama, Media Arts, Music
Languages	– French, Japanese
Technology	– Digital Technologies, Design and Technology – Materials; Food; Textiles and Aviation
Humanities	– Business and Economics
Science	– Stem

In year 9, students must select from FOUNDATION courses. In Year 10, students may select different FOUNDATION courses to those from year 9 or an EXTENSION course. Students are not able to study an elective in Year 9 and the exact same one again in Year 10 unless the subject is Music as it follows an A/B year format. Students studying a language may choose a different elective in Year 10 but students may not choose these subjects in Year 10 if they have not studied it in Year 9.

Some Year 10 subjects will have EXTENSION opportunities. In this case students may choose to study an EXTENSION subject or one that specialises in a particular facet of the subject. For example, students could study Visual Arts Foundation in Year 9 and then choose the Extension course in Year 10 however, you cannot choose the Extension course if you haven't studied Visual Arts Foundation in Year 9. This course is for students who wish to build a deep understanding of Visual Arts and its curriculum in preparation for senior studies. Please read the subject information in each of the subject areas for more information regarding the options and prerequisites.

SELECTING SUBJECTS - GUIDELINES

It is suggested that students choose subjects which they:

- enjoy
- do well in
- may need do in order to achieve their chosen career goals
- can develop skills and knowledge that will be useful for lifelong learning
- explore to discover if there is a potential future pathway for them

A student **SHOULD NOT** choose subjects for the following reasons:

- 'My friend is taking that subject.' There are usually several classes in a subject, so even if you are doing the same subjects, you won't necessarily be in the same class.
- 'I do/don't really like the teacher.' There is no guarantee that you will have any particular teacher.
- 'Someone told me that the subject is fun (or easy, or interesting).' It may be enjoyable/ easy/interesting for someone but not necessarily for you. Make up your own mind based on what you enjoy.
- 'Someone told me that the subject is boring.' See point 3.
- 'Someone told me that I do/don't need that subject for the course I want to take in Year 12/at university.' If you are planning this far ahead, speak with the relevant Head of Department, check tertiary prerequisites or see a Guidance Officer.

IMPORTANT

Discuss your choice with as many people as possible:

- Parents/Carers
- Teachers
- Heads of departments
- Guidance officers

It is helpful to have some ideas about possible career choices. A good starting point is to identify those subjects you enjoy and do well in. The career choices people make are often directly linked to their favourite subjects at school. A few places you could start looking at are:

<https://myfuture.edu.au/>

<https://www.qtac.edu.au/>

<https://www.australianapprenticeships.gov.au/>

<http://www.disabilitysupportqld.org.au/portfolio-items/my-future-my-life/>

Throughout Year 9 and 10 students will be learning about possible future pathways in a variety of subjects. In Year 10 this culminates in a Senior Education and Training Plan which includes the student, parents/carers/ and a staff member. Keep in mind that a lot of tertiary course have prerequisites in English and is a requirement for good employment opportunities. Continually working towards improvement is very important.

During the first 3 weeks of the year, students may apply for a subject change. Changes will be approved if there is a sound educational reason for the change and there is space available in the destination subject. Any changes outside of this period will be addressed on a case by case basis and will need to be of an extraordinary nature to be considered. Students changing their minds or the subject wasn't what they expected or they have developed a dislike of the subject are not appropriate reasons for requesting subject changes. Either a note or an email to the Guidance Officers from parent/carer is required.

CORE SUBJECTS - YEAR 9 & 10	
- English - Mathematics - Science - Humanities or Global Studies - Health & Physical Education	
ELECTIVE SUBJECT OPTIONS (2 in year 9, 2 in year 10)	
YEAR 9 FOUNDATION COURSES ONLY	YEAR 10 FOUNDATION or EXTENSION COURSES
- Economics & Business – Foundation - Dance - Foundation - Materials Design & Technologies - Foundation - Food Design & Technologies - Foundation - Food & Fibre - Design & Technologies - Foundation - Digital Technologies - Foundation - Drama - Foundation - French - Foundation - Japanese - Foundation - Media Arts - Foundation - Music - Course A - STEM - Visual Arts - Foundation	- Economics & Business - Foundation - Business & Accounting - Extension - Dance – Foundation - Dance – Extension - Materials Design & Technologies - Foundation - Materials Design & Technologies - Extension - Drones, Engineering & Aviation (year 10, 11 & 12) - Food Design & Technologies - Extension - Food & Fibre - Design & Technologies - Foundation - Digital Technologies - Drama - Foundation - Drama - Extension - French - Extension - Japanese - Extension - Media Arts - Foundation - Media Arts - Extension - Music - Course A - Visual Arts - Foundation - Visual Arts - Extension - STEM

Based on the preferences that are submitted, students will be allocated to two elective subjects. It is not always possible for students to be allocated the elective subjects that they nominated as their first or second preference. Five preferences are requested so timetabling can consider student preferences. Subjects will only run if there are sufficient numbers of students in the class.

Subject descriptions start on the following page.



COURSE OUTLINE

By the end of Year 10 students listen to, read and view a range of spoken, written and multimodal texts, recognising how events, situations and people can be represented from different perspectives, and identifying stated and implied meaning in texts.

Students create engaging representations of people, places, events and concepts in coherent and well-structured written, spoken and multimodal texts. Students develop their capacity to create texts for specified purposes, including entertainment, analysis and persuasion

The following strands will be studied in Year 9:

Language: developing knowledge about the English language

Literature: understanding, appreciating, responding to, analysing and creating texts

Literacy: expanding a repertoire of skills and knowledge, to enhance English usage

Together, the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing.

Content descriptions in each strand are grouped into sub-strands that, across the year levels, present a sequence of development of knowledge, understanding and skills. The sub-strands are:

Language	Literature	Literacy
Language variation and change	Literature and context	Texts in context
Language for interaction	Responding to literature	Interacting with others
Text structure and organisation	Examining literature	Interpreting, analysing and evaluating
Expressing and developing ideas	Creating literature	Creating texts

ASSESSMENT PROGRAM

- Assignments
- In class exam
- Spoken Presentations

COURSE OUTLINE

English is one of the 'core' subjects studied by all students in Year 10.

By the end of Year 10 students listen to, read and view a range of spoken, written and multimodal texts, recognising how events, situations and people can be represented from different perspectives, and identifying stated and implied meaning in texts.

Students create engaging representations of people, places, events and concepts in coherent and well-structured written, spoken and multimodal texts. Students develop their capacity to create texts for specified purposes, including entertainment, analysis and persuasion

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Expressing and developing ideas	Creating literature	Creating texts

ASSESSMENT PROGRAM

- Written Assessments –Imaginative and Analytical
- Spoken Presentations- Persuasive

EXTENSION ENGLISH

If you would like to join the Extension English class for 2027 send an expression of interest to the HOD English jburn334@eq.edu.au

To prepare students wanting to pursue Literature and Extension English in Senior Studies, we are offering a Grade 10 English Extension Program. Students develop a sophisticated knowledge and understanding of concepts in English by engaging in a range of activities aligned to further study in Senior. This course covers all strands as per the Australian Curriculum with emphasis on creative and analytical writing and speaking.

ASSESSMENT PROGRAM

Students in Year 10 will complete:

- Written Assessment – Analytical and Imaginative
- Spoken Assessment -Imaginative
- In Class Exam- Analytical



COURSE OUTLINE

The following content strands are studied in Year 9:

Number and Algebra

- Number and place value, 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 PROGRAM

Students in Year 9 will complete:

- Exams
- Problem Solving Tasks

Students in all courses are required to have a scientific calculator.

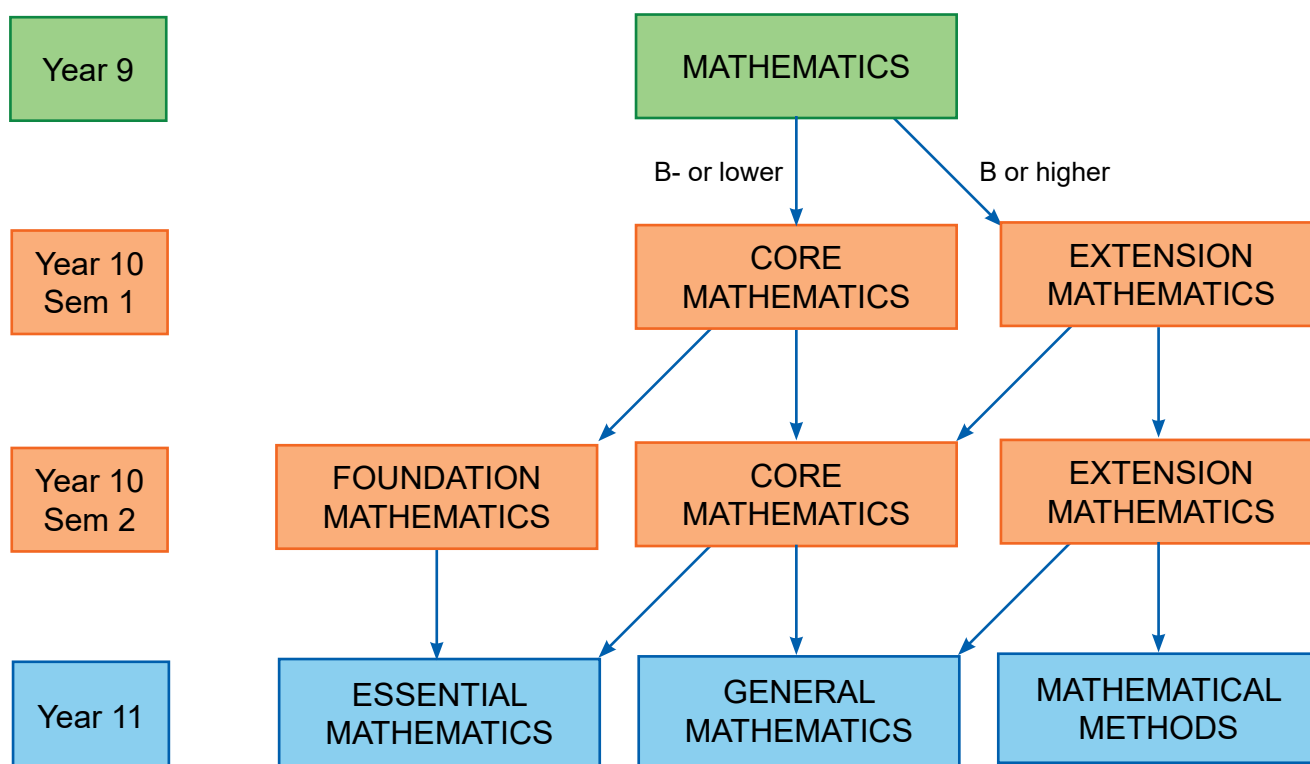
COURSE OUTLINE

At the conclusion of Year 9, pending results, pre-requisites and recommendation from the school, students will enrol in one of two courses in Semester 1:

1. **MATHEMATICS** (ACARA Curriculum for Year 10)
2. **EXTENSION MATHEMATICS** (ACARA Curriculum with extension components, suited to students who are considering studying Mathematical Methods & Specialist Mathematics)

At the conclusion of Semester 1, pending results, pre-requisites and recommendation from the school, students will choose one of three courses for Semester 2.

1. **FOUNDATION MATHEMATICS** – targeted preparation for Essential Mathematics in Year 11.
2. **CORE MATHEMATICS** – targeted preparation for General Mathematics in Year 11.
3. **EXTENSION MATHEMATICS** – targeted preparation for Mathematical Methods and Specialist Mathematics in Year 11.



Students who are considering choosing Mathematical Methods in Year 11 must choose Extension Mathematics for Semesters 1 and 2. The same applies for students intending to also study Specialist Mathematics.

Students who are considering choosing to study General Mathematics in Year 11 can choose either course in Semester 1, but should choose Core Mathematics in Semester 2.

It is recommended that students who are unsure whether they intend to study Mathematical Methods or General Mathematics should select Extension Mathematics for Semester 1.

Students who are choosing to study Essential Mathematics in Year 11 should select Core Mathematics in Semester 1 and then Foundation Mathematics.

It will not be possible for students to move from Year 10 Core Mathematics into Year 11 Mathematical Methods, and likewise from Year 10 Foundation Mathematics into Year 11 General Mathematics.



All courses cover:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Depending on the course, certain topics are covered in more detail in order to prepare students for their possible senior subject selections. See the course descriptions below:

CORE MATHEMATICS (Sem 1) followed by FOUNDATION MATHEMATICS (Sem 2)
(Preparation for Essential Mathematics)

Students develop foundation knowledge and skills essential for everyday living and employment in trades and businesses. This course covers all strands as per the Australian Curriculum; a particular emphasis is placed on financial mathematics and measurement.

CORE MATHEMATICS (whole year)
(Preparation for General Mathematics)

Students develop foundation knowledge and skills in theoretical and practical aspects of mathematics. This course covers all strands as per the Australian Curriculum; a particular emphasis is placed on topics such as bivariate statistics, linear relations, trigonometry and measurement.

EXTENSION MATHEMATICS – (preparation for Mathematical Methods, Specialist Mathematics)

Students develop foundation knowledge and skills in theoretical and practical aspects of mathematics. This course covers all strands as per the Australian Curriculum plus some additional topics; a particular emphasis is placed on surds, quadratics, exponentials and logarithms, probability, and periodic functions.

ASSESSMENT PROGRAM

Students in Year 10 will complete:

- Exams
- Problem Solving Tasks

Students in all courses are required to have a scientific calculator.

The school may need to place students into a specific Year 10 Semester 2 subject due to classroom sizes that are different to the subject desired. This will be completed in conjunction with the student and parents/carers.

Science aims to ensure that students develop:

- an interest in science as a way of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world they live in
- a solid foundation of knowledge of the biological, Earth and space, physical and chemical sciences, including being able to select and integrate scientific knowledge and practices to explain and predict phenomena and to apply understanding to new situations and events
- an understanding of scientific inquiry and the ability to use a range of scientific inquiry practices, including questioning; planning and conducting experiments and investigations based on ethical and intercultural aware principles; generating and analysing data; evaluating results; and drawing critical, evidence-based conclusions
- an ability to communicate scientific understanding and findings to a range of audiences, to justify claims with evidence, and to evaluate and debate scientific explanations and arguments
- an ability to solve problems and make informed decisions about current and future uses of science while taking into account ethical, environmental, social and economic implications of decisions
- an understanding of the dynamic nature of science knowledge including historical and global contributions, and an understanding of the relationship between science and society including the diversity of science careers.

COURSE OUTLINE

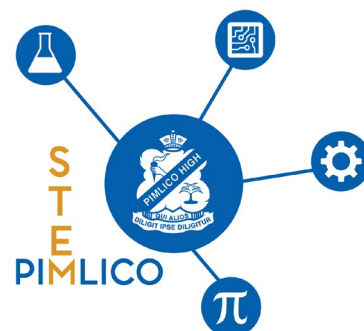
YEAR 9 TOPICS:

- Biology –They explore ways in which the human body system responds to changes in the external environment through physiological feedback mechanisms and the reproductive processes that enable a species to respond to a changing environment over time.
- Chemistry - They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems.
- Physics - They are introduced to the concepts of conservation of matter and energy and begin to develop a more sophisticated view of energy transfer.
- Earth Science - They explore the global carbon cycle. Students begin to consider how well a sample or model represents the phenomena under study and use a range of evidence to support their conclusion

ASSESSMENT PROGRAM

Students in Year 9 will complete:

- Examinations
- Investigations
- Experimental Investigations



Science aims to ensure that students develop:

- an interest in science as a way of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world they live in
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- an understanding of scientific inquiry and the ability to use a range of scientific inquiry practices, including questioning; planning and conducting experiments and investigations based on ethical and interculturally aware principles; generating and analysing data; evaluating results; and drawing critical, evidence-based conclusions
- an ability to communicate scientific understanding and findings to a range of audiences, to justify claims with evidence, and to evaluate and debate scientific explanations and arguments
- an ability to solve problems and make informed decisions about current and future uses of science while taking into account ethical, environmental, social and economic implications of decisions
- an understanding of the dynamic nature of science knowledge including historical and global contributions, and an understanding of the relationship between science and society including the diversity of science careers.

COURSE OUTLINE

YEAR 10 TOPICS:

- Biology - They investigate natural selection and processes of heredity and they come to understand the evolutionary feedback mechanisms that ensure the continuity of life.
- Earth Science - They sequence key events in the origin and evolution of the universe and describe the supporting evidence for the big bang theory. They describe trends in patterns of global climate change and identify causal factors.
- Chemistry - Students develop a more sophisticated understanding of atomic theory to understand patterns and relationships within the periodic table.
- Physics - They understand that motion and forces are related by applying physical laws and can be modelled mathematically.

ASSESSMENT PROGRAM

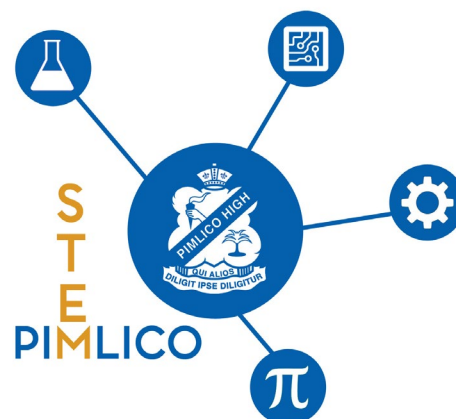
Students in Year 10 will complete:

- Examinations
- Investigations
- Experimental Investigations

Please Note:

Year 10 Science is a pre-requisite for studying general science in Year 11 and 12. Below are the requirements:

- Biology - a minimum of a B standard in Year 10 Science
- Chemistry - a minimum of a B in Year 10 Science and at least a B in Year 10 Extension Maths
- Physics - a minimum of a B in Year 10 Science and at least a B in Year 10 Extension Maths



COURSE OUTLINE

The course includes History, Geography, Civics and Citizenship, and Careers Education. Business and Economics is an elective in Year 9.

Humanities is concerned with investigating how society operates, encouraging students to learn about their past and to suggest positive changes for the future. It enables students to reflect on values, democracy, social justice, economic and ecological sustainability and peace.

In Year 9, students explore the making of the modern world. Units in Year 9 are derived from the National Curriculum. The course is divided into strands:

HISTORY: Topics include Making and Transforming the Australian Nation and World War I.

CIVICS AND CITIZENSHIP: Topics include the Role of Australia's political, government and court systems, and the Role that citizens play in civic life.

CAREERS EDUCATION: Topics include learning about an individual's role in the world of work and career development, processes for gaining work, work skills and the nature of workplaces, as well as entrepreneurial behaviours.

GEOGRAPHY: Topics include Biomes and Food Security and Geographies of Interconnections

Humanities in Year 9 develops general capabilities within students that they use in class and in their lives outside school. These include information and communication technology; critical and creative thinking; ethical behaviour; intercultural understanding; Aboriginal and Torres Strait Islander histories and cultures; sustainability; and, Australia's engagement with Asia. A key component of the Year 9 and 10 courses is the completion of fieldwork which is directly related to assessment pieces.

Humanities is designed to give young Australians the understanding needed to make sense of their own world, an appreciation of the diversity, complexity and interdependence of places and their peoples, and a set of skills that will be useful in their future life. It will give them a knowledge of both Australia and of the world, and of significant trends and issues that will affect their lives. Above all, they will learn how to think, how to find and evaluate new knowledge, and how to be critical users of this knowledge in their adult life.

ASSESSMENT PROGRAM

Formative and summative assessment is aimed at developing students' skills in research, using a variety of assessment techniques including research assignments, exams, individual/group work, and examining and solving problems in projects. Summative assessment will be based on in-class learning and/or independent research each semester.

COSTS

There are costs relating to excursions e.g. local fields trips.

COURSE OUTLINE

The course includes History, Geography, Civics and Citizenship, and Careers Education.

Business and Economics is an elective in Year 10.

Humanities is concerned with investigating how society operates, encouraging students to learn about their past and to suggest positive changes for the future. It enables students to reflect on values, democracy, social justice, economic and ecological sustainability and peace.

In Year 10, students explore the modern world and Australia. Units in Year 10 are derived from the National Curriculum. The course is divided into strands:

HISTORY: Topics include the Movements for the Rights and Freedoms of First Nations peoples in Australia since 1967, and World War II.

CAREERS EDUCATION: Topics include SET planning, career development, maintaining work and deepening work skills, the nature of workplaces, as well as entrepreneurial behaviours, and interview skills. This course in year 10 is a QCAA Careers Education Short course that allows students to gain their first two points towards their Queensland Certificate of Education as the end of year 12.

CIVICS AND CITIZENSHIP: Topics include the Role of Australia's Government Globally, and International Legal Obligations.

SENIOR INTRODUCTORY SUBJECTS: Term 4 sees students have the option to try out HASS Senior subjects prior to year 11 commencing in an internal elective process where students select a topic they would like to study. Topics include Geography, Ancient and Modern History, Legal and Economics, and Social and Community Studies.

Humanities in Year 10 develops general capabilities within students that they use in class and in their lives outside school. These include information and communication technology; critical and creative thinking; ethical behaviour; intercultural understanding; Aboriginal and Torres Strait Islander histories and cultures; sustainability; and, Australia's engagement with Asia. A key component of the Year 10 course is the completion of fieldwork which is directly related to assessment pieces.

Humanities is designed to give young Australians the understanding needed to make sense of their own world, an appreciation of the diversity, complexity and interdependence of places and their peoples, and a set of skills that will be useful in their future life. It will give them a knowledge of both Australia and of the world, and of significant trends and issues that will affect their lives. Above all, they will learn how to think, how to find and evaluate new knowledge, and how to be critical users of this knowledge in their adult life.

ASSESSMENT PROGRAM

Formative and summative assessment is aimed at developing students' skills in research, using a variety of assessment techniques including research assignments, exams, individual/group work, and examining and solving problems in projects. Summative assessment will be based on in-class learning and/or independent research each semester.

COSTS

There are costs relating to excursions e.g. local fields trips.

Global Studies replaces Humanities as one of the 'core' subjects studied by all students in Year 9 & 10. The course is based on the Humanities but has a greater emphasis on global competencies, communication, collaboration and future pathways.

The Program of Excellence in Global Studies is aimed at academically high-performing students and/or students with a keen interest in developing their global competencies and 21st-century skills. Global Studies provides opportunities for academic extension and enrichment while developing the skills and attributes required to be engaged and successful members of our complex and rapidly changing world.

Students who are not part of the Global Studies Program in Year 8, may apply for Year 9 by completing and submitting a Global Studies Program of Excellence Application Form, from the school's website.

COURSE OUTLINE

In Year 9, students participate in an accelerated Global Studies program that focuses on the students' global competencies such as personal impact, collective action, effective collaboration, and communication. The course is divided into 4 strands, which are derived from the National Curriculum and Value-Added Programs (VAP):

- 1. Biomes and Food Security** – Analysis and Extrapolation: Students focus on next level 21st century skills such as breaking down complex ideas; analysis, extrapolation of information from various sources and prediction, to prove the facts and propose solutions. The strand focuses on biomes and food security, which provide the necessary background to engage in international collaborations in Year 10. Students complete a presentation which tests their mastery of 21st Century Skills.
- 2. The Australian Nation** – Varying Perspectives: Students focus on analysing the complex historical events of early settlement by exploring the story of Australia. They examine the differing perspectives of events and the significant individuals who helped shape modern Australia. The students practice their video editing and communication skills by completing a multimodal task using a format selected by them. Students focus on using evidence to support the various views on events from early Australia, with a focus on our First Nations people.
- 3. Historical Events – WWI** – Guided Research: Students undertake guided research on World War I to find their own story of Gallipoli and Australia's involvement in WWI. They examine historical interpretations; identify causes and actions; motivation and action to better understand the causes and impact of war. The assessment is an opportunity to develop their speech writing skills as they write a speech for the school's Anzac Day ceremony. Students focus on sharing the story of WWI from a more humanistic and engaging perspective rather than just historical facts.
- 4. Global Citizen in Action** – The National Project: Students work collaboratively and independently to find solutions to a real-world issue that the class identify as being of significance to themselves and their community. Students undertake an authentic investigation which will develop entrepreneurial skills; complex problem solving; collaboration and making informed decisions that balance social, economic, and ethical considerations. The students create their own project jobs and complete a portfolio of tasks and a discussion paper as part of their assessment. The year finishes with the students developing a pitch to sell an idea to the class about an idea related to the project.

Global Careers - Pathways: As part of the Global course, students also participate in a one period per week strand focused on building students' general capabilities. The course builds upon the interests and aspirations while supporting students to make informed decisions about their subject choices and pathways after Year 9 and 10. It empowers students to develop the 21st Century Skills through the lens of work skills, communication skills, entrepreneurship, and project-based learning.

In preparing our students as Global Citizens, we are enabling them to have a deep understanding of global issues and trends; an authentic appreciation for social and cultural diversity; be competitive members of a global workforce; communicate and collaborate confidently with others from diverse backgrounds, through new media and technologies; and to generate innovative ideas and solutions to complex, interdisciplinary challenges at the local, national and global level.

COSTS

Students have the opportunity to participate in local fields trips, extracurricular activities and inter-state and international travel, which may incur additional cost.



The Program of Excellence in Global Studies is aimed at academically high-performing students and/or students with a keen interest in developing their 21st-century skills. Global Studies provides opportunities for academic extension and enrichment while developing the skills and attributes required to be engaged and successful citizens, in our complex and rapidly changing world.

Students who are not part of the Global Studies Program in Year 9, may apply for Year 10 by completing and submitting a Global Studies Program of Excellence Application Form, from the school's website.

COURSE OUTLINE

In Year 10, students continue with the accelerated Global Studies program that focuses on the global competencies of personal impact, collective action, effective collaboration, empathy, and communication. The Year 10 course provides the opportunity for students to become more independent learners and have greater choice in their areas of focus. The course is divided into 4 strands, which are derived from the National Curriculum and Value-Added Programs (VAP):

- 1. Building Australia – Micro Tasks:** Students explore 20th-century Australia and international developments, through the lens of social, cultural, economic, and political change. Students undertake self-guided research with a focus on explaining key events and exploring the actions of individuals and groups. Students are encouraged to step into the shoes of others to better understand the beliefs and values of a different time through the perspective of change and continuity. Students draw on the skills developed from Year 7 – 10 to complete a series of micro tasks that strengthen critical thinking, perspective-taking, ethical reasoning, and intercultural understanding.
- 2. Youth to Action - Collaborative Action:** Students participate in the Decarbonize Program - the world's largest synthesis of youth research and policy development on climate action. The students harness digital technology and the power of collaboration to participate in a global conversation; investigate different perspectives; and propose meaningful action. Pimlico works with schools from 80 countries to strengthen youth voice, creativity and their critical understanding of the political dynamics within global climate negotiations, policy and framing. Students identify and develop their own real-world projects, for evaluation and implementation in the Pacific, as part of the Youth to Action project. The students complete a portfolio of work as their assessment which includes their project and collaboration work with Pimlico and international students. Each year a number of students are selected to attend the overseas United Nations Climate Conference (COP) and the Youth to Action conference in the Pacific.
- 3. Philosophy and Diplomacy** – Students are introduced to philosophy, alongside critical reasoning and logic. It enables them to analyze contemporary ideas, make rational arguments, and engage in informed discourse. Students collaboratively investigate diverse perspectives, reflect on their own reasoning, and develop transferable skills such as analysis, evaluation, justification, communication, and collaboration. The philosophy course provides the students with a skillset to engage with current and historical global issues through the Model United Nations (MUN). Students interact through collaboration, debate, and consensus-building, while considering diverse perspectives, understanding the experiences of others, and reflecting on ethical and societal implications. This unit prepares students to participate thoughtfully in society, value multiple worldviews, and apply reasoned thinking in complex, real-world contexts. The assessment is based on a series of small tasks and preparation and participation in a MUN Conference in the class.
- 4. War and Historical Events – Independent Work:** Students analyze the causes and effects of WWII, and explore related social, cultural, economic, and political changes in Australia and internationally. They examine the roles of individuals, groups, and institutions, fostering ethical awareness, perspective-taking, and informed understanding of WWII and its ongoing impact. This unit develops students' global competencies by encouraging them to interact with historical perspectives and empathize with the experiences of diverse groups during WWII, including First Nations soldiers, Jewish communities, and Australian POWs.
- 5. Global Careers - Pathways:** This strand focuses on building students' general capabilities, interests, aspirations and making informed decisions about their subject choices and pathways after Year 10. It empowers students to develop 21st-century skills through the lens of work skills, communication skills, entrepreneurship, and project-based learning.



Year 10 students are Global Citizens, who develop a deep understanding of global issues; an authentic appreciation for social and cultural diversity; communicate and collaborate confidently with others from diverse backgrounds; and generate innovative ideas and solutions to complex challenges. The students complete Year 10 with the necessary skillset for Year 11 Global VLR and senior schooling.

COSTS

Students have the opportunity to participate in local fields trips, extracurricular activities and inter-state and international travel, which may incur additional costs.



CORE SUBJECT

HEALTH & PHYSICAL EDUCATION

YEAR

9

This subject aims to:

- Help students develop the skills, knowledge, and understanding to manage their identities, emotions, responses to change and respectful relationships.
- Assist students to evaluate how attitudes and beliefs about equality, respect, diversity and inclusion influence relationships.
- Help students learn to navigate and synthesise health information from a range of health-related sources, services and organisations.
- Teach students a variety of physical movement skills, concepts, tactics and strategies through a range of physical activities.
- Develop strategies and interventions designed to improve health, fitness and wellbeing of themselves and others.

COURSE OUTLINE

This course includes theoretical units on personal, social and community health including respectful relationships, positive mental health and wellbeing, sexual health, harm minimisation with the use of drugs and alcohol and the health benefits of physical activity. Practical units focus on movement and physical activity covering a variety of games, sports and other physical movement activities.

COURSE REQUIREMENTS

- Students are required to actively participate in both theory and practical lessons. **ALL UNITS ARE COMPULSORY.**
- No textbook is required for this course.

ASSESSMENT PROGRAM

- Theory units are assessed using a variety of techniques including examinations, investigations and projects.
- Practical units are assessed on the student's consistent performance of physical skills and strategies, proposal and implementation of physical activities and strategies to improve performance, participation, and demonstrate leadership, fair play and cooperation as well as their knowledge of rules and safety procedures.



Health and Physical Education is one of the 'core' subjects studied by all students in Year 10

This subject aims to:

- Help students develop the skills, knowledge, and understanding to manage their identities, emotions, responses to change and respectful relationships.
- Assist students to evaluate how attitudes and beliefs about equality, respect, diversity and inclusion influence relationships.
- Help students learn to navigate and synthesise health information from a range of health-related sources, services and organisations.
- Teach students a variety of physical movement skills, concepts, tactics and strategies through a range of physical activities.
- Develop strategies and interventions designed to improve health, fitness and wellbeing of themselves and others.

COURSE OUTLINE

This course includes theoretical units on personal, social and community health including food and nutrition, relationships and sexuality, the health benefits of physical activity and first aid and sport safety. Practical units focus on movement and physical activity covering a variety of games, sports and other physical movement activities.

COURSE REQUIREMENTS

- Students are required to actively participate in both theory and practical lessons. **ALL UNITS ARE COMPULSORY.**
- No textbook is required for this course.

ASSESSMENT PROGRAM

- Theory units are assessed using a variety of techniques including examinations, investigations and projects.
- Practical units are assessed on the student's consistent performance of physical skills and strategies, proposal and implementation of physical activities and strategies to improve performance, participation, and demonstrate leadership, fair play and cooperation as well as their knowledge of rules and safety procedures.



COURSE OUTLINE

Business activity affects the daily lives of all of us, as we work, spend, invest, travel and play. It influences the jobs we have, our income and opportunities for personal enterprise. "Business & Economics" refers to enterprising endeavours undertaken to meet our needs and wants, in order to become informed citizens, consumers and workers. Business, and economic activities impact on and present a range of challenges to not just us as individual members of society but also to groups and organisations.

TOPICS

Unit 1: Managing financial responsibilities, risks and rewards

- Explain investment options and point out financial risks and rewards associated with each option.
- Analyse and evaluate investment options and make recommendations to clients on the best option.

Unit 2: Competition in the global economy

- Explain why economies seek to create a competitive advantage
- Explain the importance of economic management
- Analyse the different strategies that may be used

Unit 3: Major consumer decisions and business productivity

- Evaluate alternative options to business organisation
- Describe business structures and environments
- Analyse data to assess Australia's economic performance
- Evaluate data against business performance

Unit 4: Economic performance and standard of living

- Analyse the different roles and responsibilities of participants in the workplace
- Develop informed questions and simple hypotheses when researching to frame an investigation of globalisation on workplaces

ASSESSMENT PROGRAM

Assessment includes: Class Tests, Computer Tasks, Supervised Projects and Non-written presentation.

BENEFITS OF STUDYING THIS SUBJECT AND FUTURE PROSPECTS:

Skills and Knowledge: Communication skills (including verbal and non-verbal communication), planning and organising, problem solving, self-management, using a range of computer skills.

Senior Subjects it Leads to: General Subjects of Accounting, Business, Economics and Certificate III in Business

Possible Career Paths: Clerical work, Management in all areas of the work force, Accounting, Banking, Marketing, Tourism, Human Resources, Receptionist, Foreign Affairs and Trade, Occupational Health and Safety Officer, Retail, Public Relations, Financial Planner and more.



PRE-REQUISITE

Students must have studied Year 9 Economics and Business to be able to select this Year 10 extension subject .

COURSE OUTLINE

In this subject, students will be involved in many activity-based learning experiences. It provides an introduction to the business world and helps young people understand their role in the world of business whether that will be working in a business, running their own business or a business consumer. Therefore, preparing them as potential employees, employers, leaders, managers and entrepreneurs. The subject offers an opportunity for students to develop the necessary business and accounting skills required to make a senior subject choice. The skills of report writing, use of computer software and the development and interpretation of financial reports are all developed.

TOPICS

Unit 1: Introduction to Business

- Explain business terms relating to e-business and social media by creating blogs
- Analyse and evaluate a business opportunity to make recommendations on how the idea will be feasible
- Create a website based on a new business idea

Unit 2: Introduction to Accounting

- Explain accounting terms such as assets, liabilities, owner's equity, expenses and revenue
- Explain how GST works and apply it to a number of transactions
- Analyse accounting ratios and financial reports

Unit 3: Venture

- Evaluate a number of different business opportunities
- Participate in running a business venture and selling on 'market days'
- Describe your business situation and competitive market
- Analyse financial data to assess the business success
- Evaluate information and data using a SWOT analysis

Unit 4: MYOB – Computerised Accounting

- Interpret transactions to create a computerised entry within MYOB
- Enter financial data to produce financial reports
- Analyse the different reports produced such as trial balance, balance sheet and statement of profit or loss

ASSESSMENT PROGRAM

Assessment may include: Class Tests, Computer Tasks, Supervised Projects, Venture Participation, Business Plan, and Non-written presentation.

BENEFITS OF STUDYING THIS SUBJECT AND FUTURE PROSPECTS:

Skills and Knowledge: Communication skills (including verbal and non-verbal communication), planning and organising, problem solving, self-management, teamwork, initiative and enterprise, using a range of computer skills.

Senior Subjects it Leads to: General Subjects of Accounting, Business, Economics and Certificate III in Business

Possible Career Paths: Clerical work, Management in all areas of the work force, Accounting, Banking, Marketing, Tourism, Human Resources, Receptionist, Foreign Affairs and Trade, Occupational Health and Safety Officer, Retail, Public Relations, Financial Planner and more.

COURSE OUTLINE

In this one-year course, students will develop knowledge, understanding and skills to communicate ideas using the elements of dance, including space, time, dynamics and relationships. They will work with the body as the instrument and movement as the medium of dance, using dance composition processes to explore, organise and refine movement for choreography and performance.

TOPICS

Dance styles studied in units may include Popular Dance, Ballet, Jazz, Contemporary, Tap, Musical Theatre and Cultural Dance.

ASSESSMENT PROGRAM

Students are assessed on three strands of criteria:

1. Making: Choreographing

Students draw on their developing movement vocabulary as they engage in the creative process of making dance.

2. Making: Performing

Students acquire skills by practising, rehearsing, refining and applying physical and expressive techniques. They will perform both student devised and teacher devised routines.

3. Responding

Students respond to dance works by describing, explaining, evaluating and critically analysing their own dances and other dances they view.

Choreographing and Performing tasks are practical assessments in pairs, small groups and whole class, performing to peers and public audience.

Responding tasks are written assignments and in class exams.

NOTE

- Dance attire will need to be worn for practical classes and assessments.
- Dance classes can be physically demanding on the body.
- On some occasions, attendance at rehearsals outside of normal school hours may be required.
- Costumes may need to be purchased and made. Costs will be kept to a minimum.

PRE-REQUISITE

Students must have studied Year 9 Dance to be able to select this Year 10 extension subject.

COURSE OUTLINE

If there is sufficient interest, an extension year may be offered in this subject where Year 10 students would be able to study an additional two semesters. Year 10 Foundation and Extension students may be in the same class and study units in an A/B course rotation.

The aim of this extension year is to provide students with the opportunity to diversify their knowledge and skills through further styles to those studied in the one-year course. Part of this experience is intended to be gained from working with local or visiting industry professionals and/or participating in community showcase events. Units studied each year may vary to accommodate emerging opportunities. Students intending to pursue study and potentially a career path associated with this subject are encouraged to select this course.

TOPICS

Dance styles studied in units may include Popular Dance, Ballet, Jazz, Contemporary, Tap, Musical Theatre and Cultural Dance.

ASSESSMENT PROGRAM

Students are assessed on three strands of criteria:

1. Making: Choreographing

Students draw on their developing movement vocabulary as they engage in the creative process of making dance.

2. Making: Performing

Students acquire skills by practising, rehearsing, refining and applying physical and expressive techniques. They will perform both student devised and teacher devised routines.

3. Responding

Students respond to dance works by describing, explaining, evaluating and critically analysing their own dances and other dances they view.

Choreographing and Performing tasks are practical assessments in pairs, small groups and whole class, performing to peers and public audience.

Responding tasks are written assignments and in class exams.

NOTE

- Dance attire will need to be worn for practical classes and assessments.
- Dance classes can be physically demanding on the body.
- On some occasions, attendance at rehearsals outside of normal school hours may be required.
- Costumes may need to be purchased and made. Costs will be kept to a minimum.



MATERIALS DESIGN & TECHNOLOGIES - FOUNDATION

COURSE OUTLINE

This 12-month course is for students who have a genuine interest in learning to use materials & technologies to solve problems. Students will explore an inquiry question and follow a design process to create solutions using materials and technologies.

The course enables students to plan, design and generate designed solutions, using specific materials and technologies, for e.g. softwoods, plastics, traditional workshop machinery and 21st century technology. Students will use a variety of design process skills throughout the course, while exploring the social, cultural and ethical impacts of materials and technologies.

Materials Design & Technologies students:

- Develop confidence as critical users of technologies and designers and producers of designed solutions
- Investigate, generate and critique innovative and ethical designed solutions for sustainable futures
- Use design and systems thinking to generate design ideas and communicate these to a range of audiences
- Produce designed solutions suitable for a range of technologies contexts by selecting and manipulating a range of materials, systems, components, tools and equipment creatively, competently and safely; and managing processes
- Evaluate processes and designed solutions and transfer knowledge and skills to new situations
- Understand the roles and responsibilities of people in design and technologies occupations and how they contribute to society.

ASSESSMENT PROGRAM

By the end of Year 9 or 10, students will be assessed on design & technologies knowledge and production skills used to produce designed solutions.

Students will demonstrate knowledge of design and technologies by analysing the choice of materials, tools and equipment used to produce existing designs. They will identify changes to existing designs to meet their own innovations.

When producing their design concepts to meet needs and opportunities, students will evaluate the appropriateness of their ideas.

Students create designs using specific materials, technologies and processes, based on their critical evaluation of ideas. Ideas will be evaluated against their own design criteria, including sustainability, social, ethical and cultural considerations. Students will create multiple iterations of ideas, from sketches to computer generated prototypes, they will then independently and collaboratively create step by step procedural plans to produce their design solutions. Students will then select and use appropriate technologies to skilfully and safely produce suitable, high-quality, design solutions.

MATERIALS DESIGN & TECHNOLOGIES - EXTENSION

PRE-REQUISITE

Students must have studied Year 9 MTD to be able to select this Year 10 Extension subject.

COURSE OUTLINE

This 12-month course is for students who have a genuine interest in learning to use materials & technologies to solve problems. Students will explore an inquiry question and follow a design process to create solutions using materials and technologies.

The course enables students to plan, design and generate designed solutions, using specific materials and technologies, for e.g. softwoods, plastics, traditional workshop machinery and 21st century technology. Students will use a variety of design process skills throughout the course, while exploring the social, cultural and ethical impacts of materials and technologies.

Materials Design & Technologies students:

- Develop confidence as critical users of technologies and designers and producers of designed solutions
- Investigate, generate and critique innovative and ethical designed solutions for sustainable futures
- Use design and systems thinking to generate design ideas and communicate these to a range of audiences
- Produce designed solutions suitable for a range of technologies contexts by selecting and manipulating a range of materials, systems, components, tools and equipment creatively, competently and safely; and managing processes
- Evaluate processes and designed solutions and transfer knowledge and skills to new situations
- Understand the roles and responsibilities of people in design and technologies occupations and how they contribute to society.

ASSESSMENT PROGRAM

By the end of Year 10, students will be assessed on Design & Technologies knowledge and production skills used to produce designed solutions.

Students will demonstrate knowledge of Design and Technologies by analysing the choice of materials, tools and equipment used to produce existing designs. They will identify changes to existing designs to meet their own innovations. When producing their design concepts to meet needs and opportunities, students will evaluate the appropriateness of their ideas.

Students create designs using specific materials, technologies and processes, based on their critical evaluation of ideas. Ideas will be evaluated against their own design criteria, including sustainability, social, ethical and cultural considerations. Students will create multiple iterations of ideas, from sketches to computer generated prototypes, they will then independently and collaboratively create step by step procedural plans to produce their design solutions. Students will then select and use appropriate technologies to skillfully and safely produce suitable, high-quality, design solutions.



FOOD DESIGN & TECHNOLOGIES - FOUNDATION

COURSE OUTLINE

This 12-month course is for students who have a genuine interest in learning to use food to solve problems. Students will explore an inquiry question and follow a design process to create solutions using food.

The course enables students to plan, design generate & evaluate designed solutions, using specific types of food for e.g. ingredients (food) to solve a particular inquiry question. Students will use a variety of design process skills throughout the course, while exploring the sustainable, social, cultural and ethical impacts of different types of food.

Food Design & Technologies students:

- Develop confidence as critical users of technologies and designers and producers of designed solutions
- Investigate, generate and critique innovative and ethical designed solutions for sustainable futures
- Use design and systems thinking to generate design ideas and communicate these to a range of audiences
- Produce designed solutions suitable for a range of technologies contexts by selecting and manipulating a range of materials, systems, components, tools and equipment creatively, competently and safely; and managing processes
- Evaluate processes and designed solutions and transfer knowledge and skills to new situations
- Understand the roles and responsibilities of people in design and technologies occupations and how they contribute to society.

ASSESSMENT PROGRAM

By the end of Year 9 or 10, students will be assessed on design & technologies knowledge and production skills used to produce designed solutions.

Students will demonstrate knowledge by analysing the choice of different types of food and technologies used to meet specific needs. They will identify changes to existing solutions to meet their own innovations. When producing their unique concepts to meet needs and opportunities, students will evaluate the appropriateness of their ideas.

Students create design solutions using specific types of food, technologies and processes, based on their critical evaluation of ideas. Ideas will be evaluated against their own design criteria, including sustainability, social, ethical and cultural considerations. Students will create multiple iterations of ideas, they will then independently and collaboratively create procedures to produce their design solutions. Students will then select and use appropriate ingredients & technologies to skilfully and safely produce suitable, high-quality, design solution.

COSTS

For Year 9 a cost of \$30 for school supplied non-perishable ingredients. Students will need to supply perishable ingredients etc meat, fresh fruit & vegetables.

FOOD DESIGN & TECHNOLOGIES - EXTENSION

PRE-REQUISITE

Students must have studied Year 9 FDT to be able to select this Year 10 Extension subject.

COURSE OUTLINE

This 12-month course is for students who have a genuine interest in learning to use food to solve problems. Students will explore an inquiry question and follow a design process to create solutions using food.

The course enables students to plan, design generate & evaluate designed solutions, using specific types of food for e.g. ingredients (food) to solve a particular inquiry question. Students will use a variety of design process skills throughout the course, while exploring the sustainable, social, cultural and ethical impacts of different types of food.

Food Design & Technologies students:

- Develop confidence as critical users of technologies and designers and producers of designed solutions
- Investigate, generate and critique macro and micro nutrients with a focus of nutritional needs of consumers
- Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values.
- Use the problem-solving process to generate design ideas and communicate these to a range of audiences with a focus on sourcing food locally
- Use a problem-based learning approach to apply their food science, nutrition and technologies knowledge to solve real-world food and nutrition problems
- Produce designed solutions competently and safely; and managing processes to provide food for service and engage with the community
- Collaborate in an effective team environment and develop time management skills
- Evaluate processes and designed solutions and transfer knowledge and skills to new tasks

ASSESSMENT PROGRAM

By the end of Year 10, students will be assessed on design & technologies knowledge and production skills used to produce designed solutions.

Students will be challenged to think about, respond to, and create solutions for contemporary problems in food and nutrition and hospitality. Students will become enterprising individuals and make discerning decisions about the safe development and use of technologies in the local and global fields of food and nutrition and hospitality.

Students will demonstrate knowledge by analysing the choice of different types of food and technologies used to meet specific dietary and consumer needs. They will identify changes necessary to existing food solutions and modify to meet constraints. When producing their unique concepts to meet constraints and considerations, students will evaluate the appropriateness of their ideas.

Students create design solutions using specific types of food, technologies and processes, based on their critical evaluation of ideas. Ideas will be evaluated against their own design criteria, including sustainability, social, ethical and cultural considerations. Students will create multiple iterations of ideas, they will then independently and collaboratively create procedures to produce their design solutions. Students will then select and use appropriate ingredients & technologies to skillfully and safely produce suitable, high-quality, design solutions.

COSTS

For Year 10 a cost of \$35 for school supplied non-perishable ingredients. Students will need to supply perishable ingredients etc meat, fresh fruit & vegetables.



FOOD & FIBRE (TEXTILE FOCUS) DESIGN & TECHNOLOGIES - FOUNDATION

COURSE OUTLINE

This 12-month course is for students who have a genuine interest in learning to use fibres (textiles) to solve problems. Students will explore an inquiry question and follow a design process to create solutions using fibres.

The course enables students to plan, design generate & evaluate designed solutions, using specific types of fibres, for e.g. exploring how the use of certain types of fibres might make school uniforms more sustainable. Students will use a variety of design process skills throughout the course, while exploring the social, cultural and ethical impacts of different types of fibre.

Food & Fibre - Design & Technologies students:

- Develop confidence as critical users of technologies and designers and producers of designed solutions
- Investigate, generate and critique innovative and ethical designed solutions for sustainable futures
- Use design and systems thinking to generate design ideas and communicate these to a range of audiences
- Produce designed solutions suitable for a range of technologies contexts by selecting and manipulating a range of materials, systems, components, tools and equipment creatively, competently and safely; and managing processes
- Evaluate processes and designed solutions and transfer knowledge and skills to new situations
- Understand the roles and responsibilities of people in design and technologies occupations and how they contribute to society.

ASSESSMENT PROGRAM

By the end of Year 9 or 10, students will be assessed on design & technologies knowledge and production skills used to produce designed solutions.

Students will demonstrate knowledge by analysing the choice of different types of fibres, textiles and technologies used to meet specific needs. They will identify changes to existing solutions to meet their own innovations. When producing their unique concepts to meet needs and opportunities, students will evaluate the appropriateness of their ideas.

Students create design solutions using specific fibres, textiles, technologies and processes, based on their critical evaluation of ideas. Ideas will be evaluated against their own design criteria, including sustainability, social, ethical and cultural considerations. Students will create multiple iterations of ideas, they will then independently and collaboratively create procedures to produce their design solutions. Students will then select and use appropriate materials and technologies to skillfully and safely produce suitable, high-quality, design solutions.

COSTS

For Year 9 a cost of \$15 for school supplied non-perishable ingredients. Students will need to supply perishable ingredients etc meat, fresh fruit & vegetables.



ELECTIVE SUBJECT DESIGN & TECHNOLOGIES

YEARS
10
11
12

DRONES, ENGINEERING & AVIATION

PRE-REQUISITE

B or greater in Maths & Science. Able to work independently with on-line studies.

This innovative 36-month course is made up of two VET certificates, MEM20422 Certificate II in Engineering Pathways and AVI30419 Certificate III in Aviation (Remote Pilot). The course is designed for forward thinking students who have interests or career aspirations in the emerging drone industry. An external RTO will be utilised, with a mix of on-line assessment and workshop practical activities.

COURSE OUTLINE

MEM20422 Certificate II in Engineering Pathways:

In Year 10 students will build their foundation skills of engineering and manufacturing – correct use of hand and power tools, appropriate understanding of PPE, prospering welding technique – leading into the application of the skills through a variety of projects, including the construction of their own drone.

AVI30419 Certificate III in Aviation (Remote Pilot):

Over Years 11 and 12, students who successfully completed their MEM20422 Certificate II in Engineering Pathways will move on to AVI30419 Cert. III in Aviation to learn how to effectively fly drones (in and out of line of sight).

This course has been written in consideration of Civil Aviation Safety Authority (CASA) regulations to ensure students are provided with the most up to date knowledge. Students will also be eligible to apply for their CASA Remote Pilot Licence (RePL) and Aeronautical Radio Operator Certificate (AROC) through this course.

Why choose Drones, Engineering and Aviation?

QCE: Through the successful completion of both MEM20422 and AVI30419 students will be eligible for 10 QCE points.
ATAR: Successful completion of AVI30419 Cert. III in Aviation also awards students with an automatic ATAR ranking of 68. (This information is subject to change per QCAA, please confirm with the HOD of Technologies if you have questions).

Career Pathways: By gaining a dual cert. you open yourself up to career opportunities in both the Engineering Pathways (welding) industry and the Aviation (remote pilot) industry; A great way to mix traditional skills with new and emerging technology.

FEES & IMPORTANT INFORMATION

Transition fee from MEM to AVI is waived so there will be no transition cost. The CASA Licence add-on has been increased to \$600.00 for students who wish to undertake their CASA Licence. The CASA RePL is a completely optional add-on that has no bearing on the student's completion of the AVI30419 qualification.

Fee for Service Prices for the qualifications are:

MEM20422: Certificate II -Engineering Pathways - Full Rate: \$4,660.00 per person.

AVI30419: Certificate III -Aviation - Transitioning from MEM (with 100.00% completion of the MEM qualification): \$0.00 per person

Full Rate: \$3,330.00 per person.

What is VETiS? Vocational Education and Training in Schools. VET qualifications that are funded by the government while students are still in school. Most year 10 students will be eligible, check with the HOD of Senior School for more information.

Important: By being accepted into Drones, Engineering and Aviation (DEA) you will not be eligible for VETiS funding if completing any other VET course. You will also not be eligible to complete our other MEM20422 Engineering Pathways course that is run over Year 11 & 12. This SENIOR course covers more trade skills relating to welding, machining and fabricating units of competency than our Year 10 course for DEA.

To help you make your decision, other VET courses we offer in Year 11 and 12 include: Cert. III Business, Cert. II Engineering Pathways, Cert. III Health Services, Cert. II Hospitality, Cert. II Applied Information Technology, Cert. IV Crime and Justice.

Only one class will be offered and students may need to write an application for approval into the subject.



COURSE OUTLINE

This course is for students who have a genuine interest in developing their existing knowledge of computer technology. In particular, computer networks and computer programming. The course enables students to plan, design and generate digital solutions, using a range of programming and scripting languages. Students will use a variety of applications throughout the course, while appreciating the personal, local and global impact of the use of computers, and the issues associated with the ethical integration of technology into their daily activities.

Digital Technologies offers students the ability to develop their:

- Critical thinking skills
- Creative thinking skills
- Communication skills
- Collaboration and team building skills
- Personal and social skills
- ICT skills

General Topics investigated:

- Networking & Data security (Research)
- Interface design and procedural programming (Python)
- Object oriented programming (Python)
- Robotics (EV3)

Examples of learning experiences students may undertake include:

- Research and report on digital systems
- Design and implement a Graphical User Interface (GUI)
- Program an application
- Design and program a robot to complete a task

ASSESSMENT PROGRAM

Students are assessed on their:

- Knowledge and understanding
- Processes and production skills

Assessment will involve a range of instruments such as design proposals, projects, folios and exams.



PRE-REQUISITE

It is recommended that students have strong Maths and English skills.

COURSE OUTLINE

This course is for students, regardless of whether they have completed Digital Technologies in Year 9 and have a genuine interest in computer technology. The course enables students to plan, design and generate digital solutions, extending their existing knowledge of programming and scripting languages. Students will use a variety of applications throughout the course, while appreciating the personal, local and global impact of the use of computers, and the issues associated with the ethical integration of technology into their daily activities.

General Topics investigated:

- The Internet of Things and Micro-controllers (Research and Micro:bit)
- Cookie Clicker OOP (PHP)
- Restaurant Ordering System Proposal
- Restaurant Web App Publishing (PHP and My SQL)

Examples of learning experiences students may undertake include:

- Micro-controller programming (transmitting data between micro-controllers)
- Data manipulation (importing and organising data into an application)
- Web Publishing (combining programming and databases)

ASSESSMENT PROGRAM

Students are assessed on their:

- Knowledge and understanding
- Processes and production skills

Assessment will involve a range of instruments such as design proposals, projects, folios and exams.



COURSE OUTLINE

In this one-year course, students explore, depict and celebrate human experience by imagining and representing other people through live enactment. Drama is a collaborative art, combining physical, verbal, visual and aural dimensions. In drama, students experience theatre and develop an understanding of the performer/audience relationship.

TOPICS

Units students will study:

1. Developing a Sense of Drama – Improvisation, basic performance skills and the Elements of Drama through the exploration of Realism
2. Developing a Sense of Culture – Ritual and Contemporary Theatre forms
3. Developing a Sense of Purpose – Theatre for Young People, script work and performance skills

ASSESSMENT PROGRAM

Students will be assessed on three strands of criteria:

- Making: Forming (creating drama)
- Making: Performing (acting)
- Responding (analysing performance)

Assessment will include small and large group performances, storyboarding, scriptwriting, and written responses.

NOTE

Students may be required to provide basic costumes for some performance tasks. Students will be required to attend some performances, such as Arts Council performances, in order to complete Responding Tasks.



ELECTIVE SUBJECT DRAMA - EXTENSION

YEAR
10

PRE-REQUISITE

Students must have achieved a minimum of a C standard in Year 9 Drama to be able to select this Year 10 Extension subject.

COURSE OUTLINE

If there is sufficient interest, an extension year may be offered in this subject where Year 10 students would be able to study an additional two semesters.

The aim of this extension year is to provide students with the opportunity to diversify their knowledge and skills through further styles to those studied in the one-year course. Part of this experience is intended to be gained from working with local or visiting industry professionals and/or participating in community showcase events. Units studied each year may vary to accommodate emerging opportunities. Students intending to pursue study and potentially a career path associated with this subject are encouraged to select this course.

TOPICS

Units students will study may include:

1. Developing a Sense of Reality - Plays & Monologues
2. Developing a Sense of Awareness - Contemporary Theatre and Collage Drama
3. Developing a Sense of Being - Modern Theatre, Script work and Performance skills

ASSESSMENT PROGRAM

Students will be assessed on three strands of criteria:

- Making: Forming (creating drama)
- Making: Performing (acting)
- Responding (analysing performance)

Assessment will include improvisation, small and large group performances, storyboarding, scriptwriting, and written responses.

NOTE

Students may be required to provide basic costumes for some performance tasks. Students will be required to attend some performances, such as Arts Council performances, in order to complete some Responding Tasks.



ELECTIVE SUBJECT

FRENCH - FOUNDATION

YEAR

9

COURSE OUTLINE

The French course is intended to prepare students for a world in which intercultural communication and understanding is paramount.

Students are taught the language appropriate to situations they may come across as a visitor to France or French-speaking countries such as New Caledonia or Canada, or when meeting with French speakers who visit or live in Australia.

Studying French assists students to:

- engage with the global community
- develop their linguistic skills in French and English
- widen their cultural understanding and experiences
- be able to travel through parts of the world more easily (French is important in 44 countries around the world.) It is one of the world's fastest growing languages. It is widely spoken in Europe and Africa.
- Study university or complete an exchange in a Francophone country
- develop new perspectives and problem-solving skills
- work for international organisations such as Médecins Sans Frontières, the Red Cross and the United Nations

Topics in Year 9 may include:

- Unit 01: Technology and Social Media
- Unit 02: Healthy Living and Nutrition
- Unit 03: Healthy Living and Exercise
- Unit 04: Travel and Holidays

ASSESSMENT PROGRAM

- Video presentations and performances
- Persuasive performances and written analyses
- In-class exams and assignments

Understanding and Communicating are each assessed during the semester.



PRE-REQUISITE

Students must have studied Year 9 French to be able to select this Year 10 Extension subject.

COURSE OUTLINE

The French course is intended to prepare students for a world in which intercultural communication and understanding is paramount. You must have studied Japanese in Year 9 to continue in Year 10.

Students are taught the language appropriate to situations they may come across as a visitor to France or French-speaking countries such as New Caledonia or Canada, or when meeting with French speakers who visit or live in Australia.

Studying French assists students to:

- engage with the global community
- develop their linguistic skills in French and English
- widen their cultural understanding and experiences
- be able to travel through parts of the world more easily (French is important in 44 countries around the world.) It is one of the world's fastest growing languages.
- Study university or complete an exchange in a Francophone country
- develop new perspectives and problem-solving skills
- work for international organisations such as Médecins Sans Frontières, the Red Cross and the United Nations

Topics in Year 10 may include:

- Unit 01: Media
- Unit 02: Teenage Life
- Unit 03: Celebrations and Festivals
- Unit 04: Careers

ASSESSMENT PROGRAM

- Video presentations
- Persuasive performances and written analyses
- In-class exams and assignments

Understanding and Communicating are each assessed during the semester.



COURSE OUTLINE

“Australia is the 6th most linguistically diverse nation” - World Economic Forum 2021 and Pimlico SHS is tapping into leveraging our rich language asset. The Japanese course helps to position students to work and function within a global community and places an emphasis on communication and understanding.

The Japanese course follows the ii Tomo series and is aligned to the Australian Curriculum version 9. Students are taught the language appropriate to situations they may encounter either as a visitor to Japan or when meeting with Japanese speakers who visit or live in Australia. There is also scope for meaningful and authentic incursions, excursions and assessment tasks to further amplify the value and experiences of intercultural interaction.

Studying Japanese can assist students to:

- Encourage resilience and confidence by learning something challenging and practical.
- Inspire confidence for travel and communication
- Develop new perspectives and problem-solving skills
- Gain a greater insight into the workings of their own native language.

The use of authentic materials (e.g. videos, DVD's, audio CD's, magazine articles, Internet sites) originating from Japan or using Japanese native speakers ensures that students are learning “real” Japanese and come to understand the customs and cultures of Japanese-speaking countries.

TOPICS

Topics in Year 9 include:

- Effective Advertising
- I Can Live on Mars
- From Paddock to Plate
- Folktales.

Students who are interested in continuing to learn Japanese and wanting a gateway into the Asian region are strongly encouraged to take this subject.

ASSESSMENT PROGRAM

Assessment tasks include a variety of exams and assessments. The focus is on Understanding and Communicating skills which are assessed each semester.



ELECTIVE SUBJECT JAPANESE - EXTENSION

YEAR
10

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.” - Nelson Mandela.

PRE-REQUISITE

Students should have studied Year 9 Japanese or at least have a working knowledge of hiragana and katakana to be able to select this Year 10 subject.

COURSE OUTLINE

Studying Japanese in Year 10 helps students understand and engage with Australia's closest regional partners at a time when global connections are increasingly important. Learning the language builds cultural understanding and prepares young Australians to participate in Asia-focused opportunities for the future.

Studying Japanese can assist students to:

- Builds valuable communication skills and cross-cultural understanding.
- Strengthens memory, and flexible thinking through language learning.
- Enhances career opportunities in business, tourism, technology, and international relations.
- Deepens appreciation of Japan's culture, history, and global contributions.
- Prepares students to participate meaningfully in Australia's partnerships with Asia
- engage with the wider and global community
- widen cultural understanding and experiences
- be able to travel to some countries more easily
- gain a competitive edge in some parts of the job market
- develop new perspectives and problem-solving skills
- gain a greater insight into the workings of English The use of authentic materials (e.g. videos, DVD's, audio CD's, magazine articles, Internet sites) originating from Japan or using Japanese native speakers ensures that students are learning “real” Japanese and come to understand the customs and cultures of Japanese-speaking countries.

TOPICS

Topics in 10 include:

- Getting Around the Amazing Neighbourhood,
- Part-time jobs and Interviews,
- Life After School,
- Special Events & Homestay preparation

Students who are interested in continuing to learn Japanese and wanting a gateway into the Asian region are strongly encouraged to take this subject.

ASSESSMENT PROGRAM

Assessment tasks include a variety of exams and assessments. The focus is on Understanding and Communicating skills which are assessed each semester.



COURSE OUTLINE

In this one-year course, students develop knowledge, understanding and skills in the creative use of communications technologies and digital materials to tell stories and explore concepts for diverse purposes and audiences. Media artists represent the world using platforms such as television, film, video, newspapers, radio, video games, the internet and mobile media. Produced and received in diverse contexts, these communication forms are important sources of information, entertainment, persuasion and education and are significant cultural industries.

TOPICS

Examples of units include:

- Topics
- Short Film
- Photograph
- Representation

COMPUTER ACCESS

This is a computer-based subject. For participation in this subject, it is essential to have access to a computer and the required software in class and a computer at home for homework tasks and assignments.

ASSESSMENT PROGRAM

Students will be assessed on two strands of criteria:

- Making
 - Designing media
 - Producing media
- Responding
 - Reflecting on media
 - Critiquing media

Assessment will include written assessments (e.g. film design) and practical production tasks (e.g. short film). Practical tasks will involve both individual and group work and due to their nature, can be time consuming. Selected works from Units 1-3 will be showcased in the school's annual exhibition ARTSCAPE during Term 4



PRE-REQUISITE

Students must have achieved a minimum of a C standard in Year 9 Media Arts to be able to select this Year 10 Extension subject.

COURSE OUTLINE

If there is sufficient interest, an extension year may be offered in this subject where Year 10 students would be able to study an additional two semesters.

The aim of this extension year is to provide students with the opportunity to diversify their knowledge and skills through further styles to those studied in the one-year course. Part of this experience is intended to be gained from working with local or visiting industry professionals and/or participating in community showcase events. Units studied each year may vary to accommodate emerging opportunities. Students intending to pursue study and potentially a career path associated with this subject are encouraged to select this course.

TOPICS

Examples of units include:

- Photography Extension
- Short Film Production Extension

COMPUTER ACCESS

This is a computer-based subject. For participation in this subject, it is essential to have access to a computer and the required software in class and a computer at home for homework tasks and assignments.

ASSESSMENT PROGRAM

Students will be assessed on two strands of criteria:

- Making
 - Designing media
 - Producing media
- Responding
 - Reflecting on media
 - Critiquing media

Assessment will include written assessments (e.g. critical reviews), orals and practical production tasks. Practical tasks will only involve individual assessment. Peers may be used as actors and assistants to productions. Selected works from Units 1-2 will be showcased in the school's annual exhibition ARTSCAPE during Term 4.

COURSE OUTLINE

YEAR 9/10 2027 (B) and/or YEAR 9/10 2028 (A)

Students have the option of electing music as a one-year course (either Year 9 OR Year 10) OR two-year course. Students wishing to study music in Year 11 and 12 are strongly advised to complete two years (BOTH the A and B courses).

Through both the A and B courses, students build on the knowledge and skills developed in Year 7 and 8 Music. They use the concepts and materials of music to compose, improvise, arrange, perform, conduct and respond to their own and others' work. They deepen their knowledge of the elements of music and associated concepts including duration (time, rhythm and metre), pitch (melody, tonality and harmony), expressive devices (dynamics, articulation, tempo and techniques), structure (repetition, contrast and unity), timbre (sound quality) and texture (layers of sound and how they interact). They apply this knowledge to the materials of music, including the voice, instruments and other sounds sources (such as natural and manufactured objects, electronic and found sounds). They engage with music technologies such as digital audio workstations (DAWs), notation software (MuseScore) and audio equipment

Individually and collaboratively, students will develop

- the confidence to be creative, innovative, thoughtful, skilful and informed musicians
- skills to compose, perform, improvise, respond and listen with intent and purpose
- aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions
- an understanding of music as an aural art form as they acquire skills to become independent music learners.

TOPICS

COURSE A (Even years)	COURSE B (Odd years)
• Viewpoints A look at the history of Western and Non-Western Art Music, master composers and their use of music elements to communicate meaning. Students investigate a viewpoint of their own choice.	• Bach to the Future A study of the classics and how they underpin the music we love today. Students compose their own hit song and perform a cover in their own innovative way.
• On the Screen A study of how music enhances the drama in film, television, gaming and other digital media such as advertising.	• On the Stage A journey through music on the stage from the beginning of operas to today's modern musicals such as Hamilton.

ASSESSMENT PROGRAM

Students will be assessed on three strands of criteria:

Making: Performing

- Solo and/or ensemble performances (live or pre-recorded)

Making: Composing

- Film score composition (course A)
- Own choice composition (course A)
- Song in a classical structure (course B)
- Show tune orchestration and/or arrangement (course B)

Responding

- Music project



COURSE OUTLINE

This is a hands-on course that delivers science, technology, engineering and mathematics education in an interdisciplinary, innovative and integrated fashion.

TOPICS

Unit 1: STEM Fundamentals

STEM fundamentals develop knowledge, skills and understanding of essential STEM principles and processes. Students engage with engineering design processes to solve a range of problems. They develop fundamental skills required to complete other elective topics which form the basis of this course.

Unit 2: Computer-aided Design

Technological advancements in manufacturing combined with innovations in 3D modelling software have created an evolving need for a workforce with computer-aided design skills. Knowledge of the engineering design process, problem solving, creativity and collaboration have been identified as important skills that are required in this rapidly advancing field.

In this elective topic students develop skills in computer-aided design (CAD) with an emphasis on 3D modelling. Practical activities prepare students to develop skills in rapid prototyping, including additive and subtractive manufacturing. Students should be able to competently use CAD skills and 3D modelling to create, test and present solutions to real-world problems.

Unit 3: Alternative Energies

Alternative energy is an important emerging topic in our society. Energy sources that are economically and operationally resilient, and environmentally and socially sustainable are highly desirable. They create liveable places, foster productive economies, reduce emissions, and support equity and the wellbeing of our communities.

In this specialised topic, students will develop skills, knowledge and understanding of sustainability and sustainable energy sources by completing a range of inquiry-based and problem-based learning tasks. Students will explore current issues facing the energy sector and how current and emerging technologies can be designed, constructed, and evaluated to provide solutions to real-world challenges.

Unit 4: MedTech

MedTech includes products, services, or solutions that use medical technology to improve people's health by preventing, diagnosing, monitoring, and treating disease. Medical technologies have the potential to positively transform lives and improve quality of life.

Modern medical technologies increasingly allow patients to play a greater role in their own care and smart devices increase connection of patients with health-care providers.

ASSESSMENT PROGRAM

Assessments will include: portfolios, design challenges, presentations, evaluations.

BENEFITS OF STUDYING THIS SUBJECT & FUTURE PROSPECTS

"Research has shown that students who study STEM are more creative, flexible and able to take advantage of the changes that are predicted in the workforce and workplaces of the future. Jobs from accounting, construction, nursing, to hair dressing all use STEM skills – let alone what the jobs of the future might be." (CSIROscope, 2023)

COURSE OUTLINE

This is a hands-on course that delivers science, technology, engineering and mathematics education in an interdisciplinary, innovative and integrated fashion.

TOPICS

Unit 1: Industrial Fermentation

Fermentation is a process that is involved in a wide variety of industries such as in the production of food (cheese, bread, kimchi) and drinks (ciders, kombucha), biofuels, pharmaceuticals and biopolymers. This unit looks at the chemistry and biology required to understand the fermentation process. During the unit you will be involved in the production of cider and bread.

Unit 2: Forensic Science

This unit aims to introduce students to fundamental processes involved in forensic science. Students are introduced to techniques used by forensic scientists to assist the judicial system to help solve crimes, or to help that a law has been broken. The students will be exposed to ballistics, fingerprinting, blood analysis, handwriting, DNA profiling and taking casts.

Unit 3: Makers Empire

Students will be involved in a Makers Empire Managed Project where they will use their understanding of the problem-solving process to work as part of a team to come up with a solution for a real-world problem. They will then use various techniques to design a product to solve the problem. As part of this unit students will have the opportunity to present their ideas to a panel of judges.

Unit 4: SailLab

SailLAB is a STEM initiative created by Sailing Australia to allow students to investigate STEM concepts linked to sailing. Students will take part in an excursion to Townsville Sailing Club where they will get to learn the basics of sailing, use remote controlled boats and other on-land activities. During their lessons students will be able to apply their first hand experiences to lessons on Mechanical advantage, Seabreeze and Ocean Currents, Lift, Drag and Speed as well as sail and hull design.

ASSESSMENT PROGRAM

Assessments will include: portfolios, design challenges, presentations, evaluations.

BENEFITS OF STUDYING THIS SUBJECT & FUTURE PROSPECTS

“Research has shown that students who study STEM are more creative, flexible and able to take advantage of the changes that are predicted in the workforce and workplaces of the future. Jobs from accounting, construction, nursing, to hair dressing all use STEM skills – let alone what the jobs of the future might be.” (CSIROscope, 2023)



ELECTIVE SUBJECT VISUAL ARTS - FOUNDATION

YEAR
9/10

COURSE OUTLINE

In this one-year course, students learn through direct engagement with two-dimensional, three-dimensional and time-based art and design practices and concepts, theories, histories and critiques. They develop skills, knowledge, understandings and techniques as artists, designers, critics and audiences. Students learn to explore ideas through imaginative engagement, making and presenting art, craft and design works, and engaging critically with these works and processes.

TOPICS

Through inquiry learning, the following concepts and art forms are explored:

- Unit 1: 'Art as Mood' (Drawing)
- Unit 2: 'Art as Masquerade' (Sculpture)
- Unit 3: 'Art as Impression' (Painting)
- Unit 4: 'Art as Idol' (Printmaking)

ASSESSMENT PROGRAM

In each semester, students are assessed on two strands of criteria: MAKING and RESPONDING:

Making is assessed through artwork Projects

Responding is assessed through written assignment Investigations

Students are encouraged to also work on Projects outside of class time (in classrooms at break times and/or at home for homework) in order to complete artworks to a higher standard of display.

Selected artworks from Units 1-4 will be showcased in the school's annual exhibition ARTSCAPE during Term 4.



PRE-REQUISITE

Students must have achieved a minimum of a C standard in Year 9 Visual Arts to be able to select this Year 10 Extension subject.

COURSE OUTLINE

If there is sufficient interest, an extension year may be offered in this subject where Year 10 students would be able to study an additional two semesters.

The aim of this extension year is to provide students with the opportunity to diversify their knowledge and skills through further styles to those studied in the one-year course. Part of this experience is intended to be gained from working with local or visiting industry professionals and/or participating in community showcase events. Units studied each year may vary to accommodate emerging opportunities. Students intending to pursue study and potentially a career path associated with this subject are encouraged to select this course.

TOPICS

Through inquiry learning, concepts and art forms that may be studied include:

- Unit 1: 'Art as Self' (Drawing)
- Unit 2: 'Art as Appropriation' (Painting)
- Unit 3: 'Art as Dream' (Sculpture)
- Unit 4: 'Art as Possession' (Mixed Media)

ASSESSMENT PROGRAM

In each semester, students are assessed on two strands of criteria: MAKING and RESPONDING:

Making is assessed through artwork Projects

Responding is assessed through written assignment Investigations

Students are encouraged to also work on Projects outside of class time (in classrooms at break times and/or at home for homework) in order to complete artworks to a higher standard of display.

Selected artworks from Units 1-4 will be showcased in the school's annual exhibition ARTSCAPE during Term 4.



SCHOOL SUBJECTS

ALL YEAR LEVELS

FACULTY AREAS	YEAR 7/8	YEARS 9/10	YEARS 11/12
Mathematics	Mathematics	Mathematics Year 10 – Sem 1 Core/Extension Year 10 – Sem 2 Essential/General/ Methods	Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics
English	English	English	Essential English General English English Literature and Extension (Yr 12 only)
Science	Science	Science STEM	Aquatic Practices Biology Chemistry Physics Science in Practice
Humanities and Social Science	Humanities or Global Studies (includes History and Geography)	Humanities or Global Studies (includes History, Civics and Geography)	Ancient History Economics Geography Justice (Cert IV) Legal Studies Modern History Social and Community Studies
Design and Technologies	Design and Technologies	Design and Technologies: Food Materials Textiles Engineering Pathways (Cert II)	Building & Construction Skills Engineering Pathways (Cert II) Hospitality (Cert II) Aviation (Cert III)
The Arts	Visual Arts Music	Visual Arts Dance Drama Media Arts Music	Dance Drama Film, Television & New Media Music Music Extension (Yr 12 only) Visual Art Visual Arts in Practice
Languages	French Japanese	French Japanese	French Japanese
Business		Business & Accounting Economics & Business	Accounting Business Business (Cert III)
Health and Physical Education	Health and Physical Education	Health and Physical Education	Early Childhood Studies Health Services (Cert III) Physical Education Sport & Recreation Fitness (Cert III)
Digital Technology	Digital Technologies	Digital Technologies	Digital Solutions Applied Digital Technologies (Cert II)



SENIOR SUBJECT PRE-REQUISITE REQUIREMENTS

ENGLISH	Recommended - C in Year 10 English
ESSENTIAL ENGLISH	Nil
FRENCH	Essential - C in Year 10 French
JAPANESE	Essential - C in Year 10 Japanese
GENERAL MATHEMATICS	Essential – a high B in Year 10 Mathematics
MATHEMATICAL METHODS	Essential - A in Year 10 Mathematics and a high B in Extension components
SPECIALIST MATHEMATICS	Essential - A in Year 10 Mathematics and a high B in Extension components
ESSENTIAL MATHEMATICS	Nil
BIOLOGY	Essential – B in Year 10 Science
CHEMISTRY	Essential – B in Year 10 Science and at least a B in Year 10 Extension Maths components
PHYSICS	Essential – at least a B in Year 10 Extension Maths components and a B in Year 10 Science
AQUATIC PRACTICES	Essential - Ability to swim 200 metres without stopping and skul I /float / tread water for 10 minutes in a swimming pool
CERTIFICATE II AQUACULTURE	Nil
ANCIENT HISTORY	Essential - C in Year 10 Humanities and English
ECONOMICS	Essential - C in Year 10 Humanities and English
GEOGRAPHY	Essential - C in Year 10 Humanities and English
LEGAL STUDIES	Essential - C in Year 10 Humanities and English
MODERN HISTORY	Essential - C in Year 10 Humanities and English
SOCIAL AND COMMUNITY STUDIES	Nil
JUSTICE (CERT IV)	Recommended – C in Year 10 English



SENIOR SUBJECT PRE-REQUISITE REQUIREMENTS

BUILDING & CONSTRUCTION	Desirable - Year 10 Design and Technologies (ITD)
ENGINEERING PATHWAYS (CERT II)	Desirable - Year 10 Design and Technologies (ITD) and Incompatible - Drones, Engineering & Aviation (Engineering Pathways Cert II)
HOSPITALITY (CERT II)	Nil
AVIATION (CERT III)	Essential - Drones, Engineering & Aviation (Engineering Pathways Cert II)
DANCE	Recommended - C in Year 10 English
DRAMA	Recommended – C in Year 10 English
FILM,TELEVISION AND NEW MEDIA	Recommended – C in Year 9/10 Media Arts and English
MUSIC	Recommended – C in Year 9/10 Music, minimum level of Grade 2 AMEB, ability to read music and a background in instrumental music or vocal performance is desirable
VISUAL ART	Recommended – C in Year 10 English and a C in Year 9/10 Visual Arts or Media Arts
VISUAL ARTS IN PRACTICE	Nil
ACCOUNTING	Recommended – C in Year 10 English and helpful to have studied Year 10 Business
BUSINESS	Recommended – C in Year 10 English and helpful to have studied Year 10 Business
BUSINESS (CERT III)	Nil
PHYSICAL EDUCATION	Recommended – B in Year 10 HPE
SPORT & RECREATION	NIL
HEALTH SERVICES (CERT III)	NIL
FITNESS (CERT III)	NIL
EARLY CHILDHOOD	NIL
DIGITAL SOLUTIONS	Recommended - B in Year 10 Mathematics with at least a C in Extension Maths components
INFORMATION, DIGITAL MEDIA & TECHNOLOGY (CERT II)	Nil