COURSE PLANNING

BOOKLET

Year 9 - 2017
Year 10 - 2018
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INTRODUCTION

This booklet has been produced in order to assist Year 8 students in choosing subjects for Years 9 and 10. In Year 8 students experience a common course of a variety of subjects, but towards the end of the year some choices have to be made for the following years.

Step 1  Students are asked to start thinking about their choices of elective subjects for Years 9 and 10.

Step 2  A Year 9 Subject Selection Evening is held at the College. Students and their parents are invited to attend. Information is presented by College staff about the elective choices and the elective structure. Teachers are available for informal discussions after the presentation.

Step 3  Subject preferences are entered using the online process outlined on the last page of this booklet. These preferences are collated and subject line structures are determined based on the best fit for all students.

Step 4  Students and parents are notified through a letter of confirmed subjects for the following year.

While every endeavour will be made to accommodate each student’s choices, if there are insufficient numbers to form a class, the College may choose not to offer that particular elective. The process of determining classes will begin immediately after the deadline for completing the online preferences.

Students who do not complete the online preferences by the deadline may have their subject choices restricted as decisions will already be made regarding subject offerings and combinations.
**KEY QUESTIONS**

Year 8 is a very early time to be making decisions about the future. While many options remain open in Year 11 and 12, choice of subjects now could impact choices in the future and may limit some options. When selecting subjects for Years 9 and 10, students and their parents are asked to keep these questions in mind:

1. What vocation would I like to follow? To what am I best suited? What sort of job attracts me? What options do I want to keep open?

2. What are my abilities? To what areas of the curriculum do my talents seem to point?

3. What is the best combination of subjects for me to study? How can I best make a selection of subjects which reflect my interests and talents, offer variety and a broad education, and also keep future study options open?

4. Are any of these subjects prerequisites for subjects I wish to study in Years 11 and 12?

5. In what ways can I ensure that my talents might be best used for service to my God and my fellow human beings?

In making your choices make sure you talk to a number of people and discuss your ideas with them. Family and teachers are the ones with whom to make a start. Don't forget to pray about it too.

**THE RIGHT REASONS FOR CHOOSING A COURSE OF STUDY**

1. I enjoy the subject.

2. I am good at the subject.

3. I am interested in learning more in this area.

4. I would like to pursue this as a career possibility.

**THE WRONG REASONS FOR CHOOSING A COURSE OF STUDY**

1. Your friends are doing it.

2. You are good at this subject but not very interested.

3. You pick a subject because of the teacher or decide against a subject because of the teacher.

4. It seems to be the easiest option.
LENGTH OF COURSES

Both core and elective groups of subjects are taught as courses which span four semesters (2 years).

All students study the same core subjects for the two years. Students select three electives which they will usually study for two years.

In Year 10 subjects have been designed to prepare students for Year 11. There will be an increase in volume and complexity of tasks allowing students to develop skills necessary for senior work.

Students may change subjects during the course; however, students are reminded that to gain depth of expertise in a subject continuity of study is encouraged.

MAKING CHANGES TO SUBJECTS

Discuss the change with parents and teachers. Examine your reasons carefully. Find out all the necessary information about the subject into which you intend to change. Bring a letter from parents explaining reasons for the change.

Make an appointment with the Middle Years Curriculum Co-ordinator. The reasons for the change will be discussed. Timetabling constraints and optimum class sizes will be examined.

If the timetable and class sizes permit the change to occur, have the blue Subject Change form signed by the relevant staff and then by parents.

1. Return the completed form to the Middle Years Curriculum Co-ordinator.
2. Collect the new timetable from the Teachers’ Aides Office.
3. All changes must be completed by the end of the third week of Term 1 or Term 3.

Places in class will be allocated in order of the receipt of requests for changes. If spaces are not available, the student’s name will be placed on a waiting list. When places become available, students will be allocated to those places according to the date that the formal request was received.

YEARS 11 AND 12

Core subjects lead to a variety of specialised subjects in Years 11 and 12. Study of most electives from Years 9 and 10 can be continued into Years 11 and 12. The College offers a majority of subjects in Years 11 and 12 which will lead to students gaining an ATAR (Australian Tertiary Admission Rank). Students may also be eligible for a Queensland Certificate of Education at the completion of Years 11 and 12. Students who wish to gain a head start on trade qualifications may undertake a School-Based Traineeship. For those wishing to begin tertiary courses there are a number of options available. An example of this is the participation of students in the University of the Sunshine Coast’s Headstart program.
GOOGA OUTDOOR EDUCATION EXPERIENCE

During Year 10 all students are required to attend Googa Outdoor Education Centre to participate in our intensive, outdoor education experience. Googa is a former forestry camp near Blackbutt, owned and operated by Good Shepherd and two other Lutheran schools. Currently Year 10 students attend Googa for four weeks in Semester 2. Outdoor Education is a compulsory component of the Year 10 core curriculum at Good Shepherd.

The physical environment at Googa has essentially been left as it was in the days of the forestry camp with basic facilities and minimal modern day luxuries. A major emphasis of the program is to experience a simple, old fashioned lifestyle, sampling bush life, a sense of remote living and making your own entertainment.

Life at Googa involves students looking after their own basic needs and their share of the group's responsibilities. There is a strong emphasis on both working as part of a group and on accepting individual responsibility. Each student should expect to be extended physically, mentally, socially and spiritually.

The major goals of the Googa Program are:

- To develop in students an understanding of our relationship to the physical and biological aspects of God's creation as expressed in the Australian countryside.
- To promote initiative and self-reliance in students by offering a challenge beyond that presented in the usual College program.
- To increase the opportunity for students to develop a sense of co-operation, inter-dependence and community spirit and to encourage self-expression.
- To deepen students' spiritual life.

Activities include:

- Group initiative games
- Hiking
- Pioneering
- Environmental awareness
- Orienteering
- Abseiling
- High and low ropes
- Preparing devotions
The text is as follows:

**YEAR 9 AND 10 SUBJECTS**

Year 9 and 10 students at Good Shepherd Lutheran College undertake courses in two broad areas. These are *Core Subjects* which each student must study and *Elective Subjects* where students may choose an area of study.

### CORE SUBJECTS

These subjects are compulsory for all students:

- **Christian Studies**
- **English**
- **Health and Physical Education**
- **Humanities**
- **Mathematics**
- **Science**

### CHRISTIAN STUDIES

**CONTENT**

During Years 9 and 10, students will be challenged to develop their awareness of Christianity and its relation to various other religions and philosophies in the following ways:

- **Understanding**  
  Study of the Bible, teachings and history of the Christian church, other religions, systems of philosophy and ethical issues, God in popular culture, approaches to suffering and social justice.

- **Experience**  
  Opportunities for community service

- **Worship**  
  Theoretical and practical exposure to Christian forms of worship

- **Reflection**  
  Exploration and critique of the students’ own ideas and world views in light of the alternative positions investigated.

**ASSESSMENT**

Students’ progress will be monitored using a variety of instruments such as: PowerPoint presentations, film reviews, orals and written assignments, personal journals, exams and practical group work.

**FUTURE DIRECTIONS**

These years provide a platform from which students are able to further explore and consider a Christian world-view and investigate Christian values for purposeful life in community through workshops, seminars and excursions in Years 11 and 12.
As English is compulsory in all years of secondary schooling, all Year 9s and 10s at Good Shepherd Lutheran College will take part in a common core course. This will include studies of novels, poetry, plays, short stories, media, new media and film. There is a wide range of resources available from which core units will be devised. The following table shows the units and sample texts studied in Years 9 and 10:

**CONTENT**

**Year 9**

Unit 1 - Living in a Digital World: what are we putting on the line when we go on line?

Unit 2 - The Stolen Generations: what are we saying sorry for? ("Rabbit Proof Fence" film; “The Rabbits”; poetry)

Unit 3 - Generation Teen: how do popular fiction texts represent adolescent experiences? ("The Outsiders", “Holes”, “Don’t Call Me Ishmael”)

Unit 4 - Wide World Worries: what is wrong with our world? (“Scattered Lives” play; a selection of poetry/protest songs based on environmental and war themes)

**Year 10**

Unit 1 - Facing our Fears: what can we do when the “Big Bad Wolf” comes knocking on our door? ("Wolf on the Fold", “The Running Man”, “A Bridge to Wiseman’s Cove”, “Peeling the Onion”, “Tyro”)

Unit 2 - A Tale of Star-Cross’d Lovers: how can a play written in the sixteenth century possibly resonate with twenty-first century teens? (“Romeo and Juliet”, Baz Luhrman’s “Romeo + Juliet”, “Gnomeo and Juliet”)

Unit 3 - A Picture Paints a Thousand Words: how can poetry tell a story? (“Love, Ghosts and Nose Hair”)

Unit 4 - Documentaries and Mockumentaries: what techniques are used in these texts to represent important issues? (”An Inconvenient Truth”, “March of the Penguins”, “First Australians”, “Bowling for Columbine”, “Sporting Nation”, “Razzle Dazzle”, “Modern Family”)

In addition, all students will have one lesson per week which focuses on grammar, spelling skills and a wider reading program. Students will generally work from a set text during this lesson.

The aims of the English course are twofold. The first is to further develop skills in the core components of reading, writing, speaking, listening and viewing. The second is to prepare students for choosing the appropriate English course in Years 11 and 12.

**ASSESSMENT**

Assessment is continuous over the two year period and consists of a total of six pieces in Year 9 & 10 (4 written, 2 spoken). Each year two pieces will be completed under supervised conditions in order to prepare students for the demands of Years 11 and 12. The length of tasks also increases slightly from Year 9 to Year 10, as does the complexity, in order to prepare students for the rigorous expectations of Year 11.

Middle Years English, students will be introduced to aspects of critical literacy, which is the focus for study in Senior English. In Semester 2 Year 10, for instance, students will be required to rewrite a segment of "Romeo and Juliet", filling in a gap left by the text, or
adapting a scene for a different context. They will also focus on how readers are positioned to take on particular meanings in texts.

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education involves students in the learning and understanding of the how and why of maintaining healthy lifestyles as well as the how and why of performing various physical skills and activities. Furthermore, the students are introduced to the study of health and human movement and their relevance to our society.

CONTENT

Each semester is organised into practical and theoretical units. Typical practical units include: volleyball, touch football, basketball, aquatics, athletics, badminton, gymnastics, dance and surf lifesaving.

Theoretical units include:

- Personal Health and Fitness
- Nutrition and Health
- Personal and Community Diseases
- Drug Education
- Sociology of Sport

The aim of the course is to provide practical experience which will help students to gain confidence and satisfaction through improved physical performance.

ASSESSMENT

The assessment program is based on practical learning experiences. Judgements of a student's performance are made against specified criteria. Students are given multiple opportunities to demonstrate skill and understanding in a practical environment. Theoretical units are assessed using a number of ways including marking of ongoing course work, assignments and written exams.

FUTURE DIRECTIONS

The Health and Physical Education course in Year 9 and 10 helps to prepare students for the demands of the Senior Physical Education course. Physical activities encountered in Senior PE are introduced during Year 9 and 10. This includes theory components such as exercise physiology and sociology of sport which are studied in depth in senior years.

HUMANITIES

Humanities encompasses the Australian National Curriculums of History, Geography, Civics and Citizenship. Each subject is studied for one term, with History studied for two terms. The purpose of Humanities is for students to develop a wide variety of knowledge, understanding, and skills so that they can successfully interact and participate in modern Australian society. This in turn empowers young people in becoming global citizens.

By undertaking this course, students should be able to:

- Develop and extend Humanities literacy and numeracy skills.
- Develop and extend independent inquiry learning.
- Question the inequities in Australian society and actively work towards resolution.
- Actively and responsibly participate in the school community and our local society.
- Be equipped with sound foundational knowledge, understandings, and skills for Senior School studies.
- Build a foundation suitable for application in a wide variety of tertiary courses or careers.

**CONTENT**

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Year 10</th>
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</thead>
<tbody>
<tr>
<td>Impact of Industrialisation [History]</td>
<td>World War II [History]</td>
</tr>
<tr>
<td>World War I [History]</td>
<td></td>
</tr>
<tr>
<td>Biomes and Food Security [Geography]</td>
<td>Popular Culture [History]</td>
</tr>
</tbody>
</table>

*Note: This is a selection of topics and topics studied may vary according to the amendment of the National Curriculum.*

**ASSESSMENT**

Students will be assessed on their achievement of the following criteria by completing one assessment instrument per term. Students will build a Portfolio of a range of assessment instruments throughout course of study of the year.

**Standards:**

**HISTORY**
- Historical Knowledge & Understanding
- Questioning and Researching
- Analysing and Interpreting
- Communicating

**GEOGRAPHY**
- Geographic Knowledge & Understanding
- Questioning and Researching
- Analysing and Interpreting
- Communicating

**CIVICS**
- Knowledge & Understanding
- Questioning and Researching
- Analysing and Interpreting
- Communicating

**Instruments:**

Assessment instruments may include:
- Extended response – research, report, essay
- Multi-modal (non-written presentation, written, research)
- Exam - short response, extended response, skills

*Note: Standards may vary according to implementation of the National Curriculum*

*Note: Criterion may vary according to implementation of the National Curriculum*

**FUTURE DIRECTIONS**

Humanities lays sound foundations to senior studies, encompassing Modern History, Ancient History, Legal Studies, Business Communication Technology and Geography, further tertiary studies at TAFE, colleges, or university or for entering the workplace (either casual, part time, or full time), traineeship, apprenticeship.
**MATHEMATICS**

Year 9 Mathematics continues to develop the strands of Mathematics as outlined below. The course has a much greater emphasis on symbolic and algebraic notation than in Year 8. Year 10 involves significant preparation for the senior subjects of Mathematics A, Mathematics B and Mathematics C.

**CONTENT**

All students will study concepts from the following six strands of Mathematics.

**Number** including whole numbers, fractions, integers, percentage, ratios and proportion, money.

**Measure** including time, area, volume, length, angles, trigonometry.

**Space** including analytical geometry, shapes, 3D shapes, geometry of a sphere.

**Algebra** Working mathematically including problem solving skills and a knowledge of the scope of Mathematics.

**Chance and Data** including collection, display and interpretation of data (statistics), and probability.

**ASSESSMENT**

Assessment for Mathematics involves a combination of formal testing, and assignments in the form of real-life investigations and projects.

Examinations test students' skills across the three criteria of Knowledge and Procedures, Modelling and Problem Solving, and Communication and Justification. The exams are typically scheduled for mid-term and end-of-term, with coverage across multiple topics. An investigative assignment will be completed in each semester, and are completed over several weeks. During this time, a formal progress check is conducted, whereby students are encouraged to ask questions, and seek feedback, specific to their task.

**SCIENCE**

Science is a ‘way of knowing’ and/or a ‘way of doing’ and is used by people to explore, explain and understand their experiences of phenomena of the universe. It is a process for constructing new knowledge about the world as part of the human quest for understanding and wisdom. Such knowledge and understanding supports citizens in the process of making informed decisions about issues that relate to the world as we know it.

Science is more than a collection of facts, principles and theories. It is a method of enquiry by which scientific information is obtained, organised, interpreted and communicated.

The Middle Years Science course is concerned with both the body of scientific knowledge and with the processes of scientific enquiry by which this knowledge is obtained.

The three Australian Curriculum Science strands are:

- **Science Understanding:** which has four sub-strands: Biological, Chemical, Earth & Space and Physical sciences
- **Science as a Human Endeavour:** which has two sub-strands: Nature and development of science and the Use and influence of science
- **Science Inquiry Skills:**
  which has five sub-strands: Questioning and predicting, planning & conducting, processing and analysing data and information, evaluating and communicating

**CONTENT**

**Year 9**
- Chemistry by Design:
  - The atom; Important materials; Reaction types.
  - *Contexts: Nuclear power – (friend or foe?); Nano-pharmaceuticals; Controlling acid rain.*
- Light, Sound, Action:
  - *Contexts: Ear Protection; Wi-Fi; Green technology.*
- The Changing Earth:
  - Ecosystems and Plate Tectonics.
  - *Contexts: Aborigines, fire and ecosystems; Collecting and using data from earthquakes.*
- Life in the Balance:
  - Body Co-Ordination and Disease.
  - *Contexts: Artificial pacemakers; Bionic ears and eyes.*

**Year 10**
- DNA and Genetics, Natural Selection and Evolution, The Periodic Table, Chemical Reactions, Motion and Energy, Structures, Forensic Science, Global Systems, Geological Time and The Universe.

A significant component of Year 9 Science course is the investigative “Science Fair Major Project” when students engage in projects of their own choosing over an extended period. They are challenged to be creative and to persevere with problems / questions / ideas / inventions which concern individuals, our community or the environment. Students then select a topic, plan the experiments, carry them out, organise their findings, analyse their results and communicate their inferences.

In Year 10 students will be provided with the opportunity to experience a sample of Senior Science coursework in Chemistry, Physics, Biology, Science 21 and Marine Studies. This will enable students to gain insights into work expectations and the academic and intellectual demands that will be placed upon them should they choose to select Senior Science subjects in Years 11 and 12. The courses will be challenging, although because of the Googa experience, the groups will be small. Students will be expected to make better informed decisions about subject choices for Years 11 and 12.

**ASSESSMENT**

Assessment instruments take a variety of forms and are each intended to be valid, reliable and an integral part of the learning process by focussing upon student’s demonstrations of learning outcomes. E.g. Assessment items will include supervised written tests, investigative reports, laboratory reports, oral and/or media presentations and stimulus response tasks.
ELECTIVE SUBJECTS

In Years 9 and 10 students will study three elective subjects from the list below.

- Art
- Business Studies
- Design and Manufacturing
- Drama
- Food and Textiles
- German
- Graphics
- Information Technology
- Japanese
- Music

Students will select six preferred subjects, **in the order of preference**, in case one of their first three preferences is unavailable.

Elective subjects are designed as two year courses. Student progress, standard attained and preparation for senior subjects will be optimised when studied for the full two years.

Whilst students will generally continue the electives studied in Year 9 into Year 10, some students may wish to adjust their Year 10 elective choices to align more closely with intended Year 11 and 12 pathways.

**ART**

Art is a universal form of human expression and a unique way of knowing that engages us in affective, imaginative and productive activity. Learning through art helps students to explore, shape and communicate their sense of identity and understanding of the world, while providing opportunities to develop self-confidence, resilience and adaptability.

**CONTENT**

In Year 9 and 10 Art, students will learn through direct engagement with different studio areas such as, painting, drawing, printmaking, ceramics, sculpture and mixed media. They will develop a range of different skills, knowledge, understandings and techniques. Students will learn to explore ideas through imaginative engagement, making and presenting art and design works, and engaging critically with these works and processes.

Students will work with a range of materials, design elements, technologies and processes, and develop skills, knowledge and understanding about art, craft and design practices. They develop an understanding of visual arts as a field of knowledge informed by particular histories, theories and cultures. Students will also learn to critically analyse, evaluate and understand personal and collective contexts for art making and responding and will be able to consider these from various perspectives.
**ASSESSMENT**

Students will be assessed using the following assessment methods:

**Responding** (written and verbal responses)

Students develop an understanding and appreciation of design principles and composition. Students demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts.

Students comment on the effectiveness of their own work and ideas. Students reflect critically on their own development and processes at different stages of their work.

**Making** (practical)

Students are involved in developing skills and techniques in drawing, painting, ceramics, printmaking, sculpture and collage/ mixed media. Students develop an idea, a theme or a personal interpretation.

(Visual Diary) Practical work completed in an A4 diary and homework task. Students develop their own ideas through individual research, experimentation and art making.

**FUTURE DIRECTIONS**

Year 10 Art further enhances student’s knowledge and understanding of this subject and helps to prepare students for the more complex demands of senior Art at Years 11 and 12. Students are introduced to different Art movement and styles. They have the opportunity to develop their own concepts by enhancing skills and techniques through exploring a range of different materials and media.
The world of Business and Commerce continues to develop and become a more important and demanding aspect of everyday life in our community. Business activity affects the daily lives of all Australians as we work, spend, save, invest, travel, and play. It influences jobs, incomes, and opportunities for personal enterprise. Business refers to enterprising endeavours undertaken to meet human needs and wants. Business, economic, and legal activity impacts on all aspects of our daily life.

The main aims of this two year course are:

- To prepare students for commercial enterprise, especially in the area of small business, from the perspective of employers and employees.
- To better equip students to successfully participate in society as informed consumers and citizens.
- To develop in students the skills and knowledge that act as valuable foundations for study in Years 11 and 12.

**CONTENT**

**Year 9**

**Nature of Business:** A broad introduction to the world of small business, where students establish the relationship between consumer needs/wants to business activity. Types of business organisation/ownership and legislation are studied, prior to students writing a business plan for their own hypothetical business.

**Workplace Communication:** Students engage in learning valuable communication skills, interpersonal skills, and personal presentation that can be applied to College, home, and work contexts. The assessment task prepares students for future work interviews. Various types of written business communication are also studied.

**Managing Information:** Different types of business information, legislation, types of information storage, and security of information is an essential part of a small business. Databases are part of everyday life and a valuable tool for small businesses to manage information. Using Microsoft Access, students resolved information problems for small businesses by designing, creating, and using databases.

**Financial Documents:** How does stock get to be on shelves in a shop? Where does a small business get stationery from? To address these questions, students learn the process of how a business places orders, receives orders, creates and pays invoices, and records receipt and payment of money.

**Year 10**

**Financial Documents:** Low-cost items are required by a small business on a weekly basis, and are usually paid using petty cash. Petty cash procedures are the focus of this unit.

**Australian Stock Exchange:** The Australian Stock Exchange runs a national competition each year. The ASX Schools Sharemarket Game allows students to experience the excitement of the Australian Sharemarket. With a hypothetical $50 000 to invest over 10 weeks, students create their own virtual share portfolio, place orders online and compete against other students for a prize.

**Entrepreneurs:** Term 2 offers Business Studies students the opportunity to operate and run a business venture. Marketing is the focus of the business venture, with students writing an individual marketing plan. Working in a small group, each venture manufactures/purchase a product, and sell the product during the first break to students.
and staff, with the purpose of making a profit. The assessment task requires an evaluation of the success of the business venture.

**Contract Law:** The business perspective of how contract law combines the legal system and business practices. The elements of a contract are examined, and students discover how making every day transactions is actually making a contract.

**Financial Management:** Businesses are required by law to manage their finances. Knowing the financial position of the business is also essential to the business owner. Students manually and electronically produce business reports and analyse the information to determine the financial position of a business.

**ASSESSMENT**

Students will be assessed on their achievement using the following criteria by completing assessment instruments. Students will build a Portfolio of a range of assessment instruments throughout course of study of the year.

**Criteria:**
- Knowledge & Understanding
- Practices
- Communication

**Instruments:**
Assessment instruments may include:
- Report - extended written response, research
- Multi-modal task (non-written presentation, written, research)
- Exam - short response, extended response, skills
- Portfolio of completed tasks - skills

**FUTURE DIRECTIONS**
- Entering the workplace (either casual, part time, or full time), traineeship, apprenticeship,
- Senior subjects of Business Communication and Technologies (BCT) and Legal Studies,
- Further tertiary studies at TAFE, colleges, or university.

**DESIGN AND MANUFACTURING**

The focus in Design and Manufacturing is on industrial products. There are many separate industries in our society such as transportation, engineering and communication using many different materials to make products.

Design and Manufacturing draws learning experiences from numerous traditional and contemporary industries and involves using various plastics, metals and timbers as well as the different safe work practices. For each there is one thing common to all our industries – designing. Designing is researching and thinking about the best ways of producing a product before it is made. Design and Manufacturing uses this product design process.

Students learn how the elements and principles of design are best applied in finding solutions to problems. Another important theme involved is sustainability. Students in Design and Manufacturing learn about the close relationship between technology, industry and society and how products impact on the environment.

**CONTENT**

Design Folios (for a new product)
- Investigating
- Designing
- Producing
- Evaluating
ASSESSMENT

Students will be assessed against set criteria in the areas of:

- Knowledge and Understanding
- Processes and Production Skills

These areas are assessed on a continuous basis focusing on three complete design folios each year.

FUTURE DIRECTIONS

This subject would be beneficial if students are considering studying Technology Studies or Industrial Technology Studies subjects in Years 11 and 12.

Possible careers that the study of Design and Manufacturing can lead to include:

- trade industries
- manufacturing industries
- engineering
- set design
- product design

DRAMA

Drama plays a major role in our lives. We all experience ‘real life’ drama in the form of our own personal experiences as well as ‘real life’ drama in the news and current affairs. We are also exposed to fictional drama in film, on television, and in the theatre. By studying drama’s impact on our culture we can start to look more critically at what these media offer us and we can choose whether or not to accept the messages that they give. By studying Drama we become intelligent spectators who can distinguish between good and bad drama as well as ‘right’ and ‘wrong’ ideologies.

CONTENT

The Drama course includes: Improvisation, Theatre for Young People, Physical Theatre, Scripted Drama, Commedia dell’ Arte and Docudrama. The study of Drama involves reviewing live theatre performances and making justified decisions. Students need to feel comfortable and willing to perform in front of a variety of audiences.

Students will learn through activities like games and warm up, improvisation and theatre-sports. Students will have the opportunity to perform individually and also in group performances. A significant component of Drama is Media and involves using the camera to film an episode of a television series. Students enjoy this Year 9 unit, which involves script writing and storyboarding an episode from a Soap Opera. Students play the role of the Director and Actor in their very own television series. Again, in Year 10 Drama students use their filming techniques to produce their very own Documentary on a local issue of concern.

A large component of the course is practical; however the study of the subject involves some creative writing. Students must be willing to become actively involved in the following areas: individual and group performance work, class improvisations, individual research, organising out of class rehearsal sessions, contributing to class discussions and workshops and critically evaluating the work of themselves and others.
Students will be challenged to further develop skills in areas such as speaking confidently to a group, taking risks that see them expand their personal comfort zone, developing self-confidence and assertiveness, working collaboratively with fellow class members, organising their time wisely, responding to a live audience, working autonomously, meeting deadlines, relying on others to get a job done, written expression, accepting and giving constructive criticism, viewing live theatre and reviewing live theatre.

**ASSESSMENT**

Students will be assessed in the dimensions of:
- Forming ~ Making drama through the management of the elements of Drama
- Presenting ~ Practical presentations – either individually or as part of a group focussing on acting skills
- Responding ~ Usually in a written format to dramatic ideas, and stimulus and critical evaluation of performances

**FUTURE DIRECTIONS**

The aims of the Drama course in Year 10 are to prepare students for the demands of the Senior Drama course. The Senior Drama Course is an OP subject and allows for students to experiment with their acting for the stage. Play texts selected are challenging and the assessment program is modelled on the requirements of a senior course in Drama. The Senior Drama Course involves creative written pieces and ensemble performances. Studying Drama has a lot of personal benefits for students. It helps with building self-confidence, speaking in public, and developing interpersonal skills. Drama will help you to be more aware of how your physical presentation can affect the way people see you. Ethically, it provides the motivation to start to evaluate your own values and beliefs.

**FOOD AND TEXTILES**

Food and Textiles offers students opportunities to discover and further develop critical and creative capabilities that enhance individual and family wellbeing. In turn, these attributes can be used in their personal and professional lives, informing their future decisions and actions.

A central premise of Food and Textiles is that today's actions and attitudes determine present and future welfare, security, and happiness of individuals, families and communities. These skills help to educate, inform and advise government, industry and the community as well as help individuals to make better lifestyle choices.
CONTENT
Food and Textiles offers students opportunities to engage in challenges to understand the processes of food and fibre production. Students will progressively develop knowledge and understanding about the managed systems that produce food and fibres.

Food specialisations includes the application of nutrition principals (as described in Health and Physical Education), knowledge about the characteristics and properties of food to food selection and preparation.

The focus in Year 9 Food is on healthy and balanced breakfasts and lunch boxes. The Textiles focus will revolve around using the sewing machines to construct a pillow case and a pencil case. One term of Year 10 will centre on Food @ Googa, with a focus on the cooking and nutritional factors students need to consider when on their month long experience. Another term will see the students use their sewing skills to ‘upstyle’ a business shirt. The final semester will have an International food focus.

ASSESSMENT
Assessment in Food and Textiles enables students to demonstrate achievement in the 2 stands of knowledge and understanding and processes and production skills.

Forms of assessment include supervised written assessments (exam), research assessments (magazine article, research report), performance and products (practical tasks and process journal).

FUTURE DIRECTIONS
Career opportunities are available in community and education agencies such as health, families, housing, and community services as well as in industries related to design, fashion, food and textiles.

Possible careers that the study of Food and Textiles can lead to include:

- Interior Decorator
- Food Technologist
- Dietician
- Textile Designer
- Welfare Worker
- Cookery Demonstrator
Learning a foreign language can widen horizons, increase cultural awareness, develop communication skills and open up new perspectives for students. Studying a foreign language in senior years can boost ranking points for tertiary entrance. The German language remains an important and valuable area of study as Australia has strong business and tourism ties with Europe, of which Germany is one of the major power brokers.

**CONTENT**

The course in Year 9 and 10 aims to consolidate the language skills covered in Year 8 and to provide opportunities where students are challenged to expand their knowledge through a range of activities relevant to their daily lives. For this reason language functions and grammar points are largely based around concrete everyday situations, linking life and outlook in Australia with Germany. Overall the course will provide students with the content and skills necessary to tackle the German course in Years 11 and 12.

The following core topics will be studied in Years 9 and 10.

- Identification, the self, family, school life, sport and hobbies
- Living in a German town - visiting a town, sightseeing, asking and giving directions, transactions in a bank and post office, shopping, food, clothing
- Travelling - using public transport, landmarks, geography
- Going for a holiday in Germany (staying in youth hostels, staying with German penfriends)
- German culture, traditions, songs, legends, festivals

**ASSESSMENT**

Assessment tasks are designed to assess a student's ability to use spontaneous language in a real life, authentic situation.

The four language skills - Reading, Writing, Listening and Speaking are given equal weighting. There are approximately two tests per skill per semester.

**FUTURE DIRECTIONS**

Further study of German opens up the opportunity to participate in the annual German Exchange Program which is available to Year 11 and 12 students studying German at GSLC. Knowledge of a foreign language can be useful in a wide range of careers.

- Providing services to Australia’s non-English speaking community
- The tourism and hotel industry
- Business and International trade, export marketing
- Foreign language teaching at all levels
- Translating and interpreting
- Foreign Affairs, Defence Forces and other internationally focused public sector departments
- Publishing and Editing (for example, language teaching materials, dictionaries, phrase books)
- Technical writing, Engineering
- Media (journalism, public relations, press agencies)
- International Development (United Nations, NGOs)
GRAPHICS

The focus in Graphics is using designing process skills such as investigation of ideas, concept development and solutions. A large proportion of graphics is the communication of information and ideas. This is achieved by graphical methods that concentrate on sketching techniques and computer aided drafting as well as researching, analysing and presenting written report data (language). These skills are real life lessons in a world that is technologically structured.

CONTENT

Design based tasks form the main part of the course. For example: a design challenge or competition format enables students to develop various thinking skills and the ability to present graphical ideas. Students use industry standard computer aided programs (Inventor, Sketch-up, Autocad and Revit) to achieve this outcome.

Students develop technology practice (designing skills), drafting and computer modelling skills at an increasingly greater depth across the two year course. At the conclusion of the course students will be able to model and animate 3D models from real-world applications.

ASSESSMENT

Students will be assessed against set criteria in the areas of:

- Knowledge and Understanding
- Processes and Production Skills

These areas are assessed on a continuous basis focusing on three complete design folios each year and one exam.

FUTURE DIRECTIONS

This subject would be beneficial to studying Graphics in Years 11 and 12.

Possible careers that the study of Graphics can lead to include:

- architectural designing
- cartography
- landscape and environmental designing
- interior designing
- fashion/textile designing
- graphic designing
- industrial product designing

INFORMATION TECHNOLOGY

Computing plays an integral part in all walks of life. All current and future occupations will require high levels of competency in using Information Technologies and an ability to assimilate with new technologies.

In IT our goal is to make our students lifelong learners in the area of Information Technology. All lessons are highly practical and developed to allow students to practice their skills utilising a wide range of up to date technologies.
CONTENT

The focus over the two year course is to develop knowledge and understanding of the processing and productions skills used to create products for a wide range if IT disciplines. Students will use the design, develop and evaluation cycle along with the capacity to identify problems, investigate solutions, plan around design specifications and create workable content that meets the identified needs. The aim is to develop a capacity for students to use a range of investigated tools to make their use of computers efficient and creative.

The major topics covered in this two year course include:

- 3D Modelling and 3D Printing – Using 3DsMax and 3D Printers
- Fundamentals of Programming – Using Python
- Game Design – Using Unity 3D and C#
- Audio and Video Design – Using Audacity, Adobe Premier Pro and Adobe After Effects
- Microcontrollers and Electronics – Using Arduino and Progressive Programming
- Computing Fundamentals – Covering hardware, software, programming languages and the future of technology
- App Design – Using MIT App Inventor and Java

As IT is an ever evolving subject the content listed above will be revised appropriately so that this subject remains current with technological and societal changes.

ASSESSMENT

Assessment will be in a variety of formats including: projects, exams, reports, and multimodal presentations. This is a progressive subject and units studied in Year 10 build on the basic skills and knowledge studied in the related units of Year 9; however, there is a shift towards longer, more complex units of study.

A significant emphasis is placed on the design cycle. Projects require students to plan and organise their time and resources in order to complete all tasks. Once completed, projects need to be effectively evaluated.

Students will be assessed against set criteria in the areas of:

- Knowledge and Understanding
- Investigating and Designing
- Processes and Production Skills
- Evaluating and Reflecting

These areas are assessed on a continuous basis focusing on four complete design folios each year.

FUTURE DIRECTIONS

This subject is a prerequisite for students considering studying Information Technology in Years 11 and 12.

IT can be helpful to any career path as technology is embedded within all modern professions. Possible future study paths could include:

- game design
- software engineer
- network administration
- 3D designer
- IT technician
- Systems analysis
- animator
Learning a second language can widen horizons, increase cultural awareness, develop communication skills and open up new perspectives for students. Given our strong ties in both tourism and business with Japan and the increasing recognition placed on our position in Asia, the Japanese language remains an important and valuable area of study. Studying a second language in senior years can boost ranking points for tertiary entrance.

The course in Year 9 aims to consolidate on the language covered in Year 8 and to provide opportunities where students are challenged to expand their knowledge through a range of activities relevant to their daily lives. For this reason language functions and grammar points are largely based around concrete everyday situations, linking life and outlook in Australia with Japan. Overall the course will provide students with the content and skills necessary to tackle the Japanese course in Years 10, 11 and 12.

The following core topics will be studied in Years 9 and 10.

- Talking about our local area and where you live.
- School - grades, subjects, describing things, making requests, asking permission.
- Sport and Leisure - time, going places, transport, routines.
- Families - occupations, likes, dislikes, pets.
- Having Fun - pastimes, food, shopping, special celebrations.
- Directions - finding your own way or directing others.
- Complete knowledge of Hiragana and Katakana.

**ASSESSMENT**

A variety of communicative tasks will be assessed in the four macro skills:

- Listening
- Speaking
- Reading
- Writing

Tasks in these skill areas are designed to assess a student’s ability to use spontaneous language in a real life, authentic situation.

**FUTURE DIRECTIONS**

Knowledge of a foreign language can be useful in a wide range of careers.

- Providing services to Australia’s non-English speaking community
- The tourism industry (hotels, airlines, tour operators/guides, hospitality, brochure production, duty free retail, airlines, and attractions)
- International trade, export marketing, sales (large international companies, consultants)
- Foreign language teaching at all levels
- Translating and interpreting in all of the above fields and in other areas
- Diplomatic, defence and other internationally focused public sector departments
- Publishing and Editing (for example, language teaching materials, dictionaries, phrase books)
- Technical Writing
- Media (journalism, public relations, press agency and broadcasting work)
Music in Year 9 and 10 focuses on students making music and developing the ability to think and express themselves in sound. Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Students work with the elements and materials of music to develop musicianship, critical thinking and aesthetic understanding through a diverse range of repertoire.

Music is an important part of everyday life, and through a study of Music all students learn to appreciate and participate in this important art form. Students who learn an instrument, including voice, are encouraged to select music so that they can gain academic recognition for their skills. Music technology and Media skills, music reading and writing skills and composition skills are developed in Year 9 and 10 Music and are essential for any musician.

Music is divided into two areas of study:

**MAKING MUSIC**

Students play instruments or sing, individually and with others. They perform music that is appropriate for them in terms of technical difficulty, vocal range, musical concepts and style. Students are encouraged to play their chosen instrument as well as learn new instruments, vocal techniques and conducting.

Students are taught to apply their skills and knowledge of musical patterns, structures and elements to read and write music and to express themselves through composing and arranging. Students use computers to compose written music using the latest technology, or record their songs on to CD’s. Students compose film scores and remix songs using media skills.

**RESPONDING TO MUSIC**

Students identify, analyse and respond to musical patterns, tone colours, structures and expressive elements in music from various cultural and historical contexts. Students develop higher order thinking skills as they learn to analyse music. Students develop their knowledge and understanding of music reading and writing skills through class activities. (Students use media skills such as recording and editing Interviews and Film and TV music).

**CONTENT**

Year 9 Studio Sessions

Be a Music Producer: Students discover how to create and edit sound, and create their own unique sounds. Students create their own mobile phone ringtones.

Be An Audio Engineer:
Students master Multitrack recording then record their own drum parts and loops. This culminates in students creating their own remixes.
Be a Film Composer: Students enter the world of a film composer and embark on storytelling using sound design and special effects. Students compose their own music to an animation.

Styles of Rock
progressive rock, reggae, commercial pop, electronic music and rap. Students will compose and perform a rock song and learn to use recording equipment to record this on CD. Students film and edit an interview with a "rock musician".

Movie Hits
Composing for film involves cleverly manipulating such elements of music as melody, rhythm and instrumentation to give a character-study in sound. In this unit, students will learn to play, sing, conduct, read, write and listen to music that is used to convey ideas about a character in a film. Scenes and pieces will be selected from a variety of movies, including Harry Potter, Lord of the Rings, Pirates of the Caribbean and others. Students use media skills to create a film scene and music.

Year 10 World Music
In this unit students will respond to a varied repertoire of music from a range of Countries and cultural contexts. Repertoire will include music from Africa, Latin America, Japan, Greece, India and China. Students will apply their knowledge and understanding to reflect on and discuss music they hear and perform, and will perform a song from another country in a band.

The Musical
Musicals are one of the most popular forms of theatrical entertainment today. In this unit we will sing, play and listen to a range of songs from musicals, from early American examples like The Sound of Music to modern rock musicals and current Australian musicals like The Boy from Oz and Wicked. Students will arrange and perform their own mini musical.

Keys and Chords
This unit is a focus on the piano and guitar, gaining practical performance skills and extending existing skills on both instruments, as well as related music reading and writing skills for both instruments, including filming and recording songs for both instruments.

Classical Hits
Music notated as it today appeared in the Baroque Period (1600 – 1750) and from this time composers wrote certain works that have proved to be masterpieces and that are still popular. Students will apply their knowledge and understanding to a range of classical hits and will perform a piece that has become a classic. Students will film and edit an interview with a classical composer.

ASSESSMENT
Students will be assessed using the following mechanisms:

- group performances, individual performances, filmed and recorded by students
- music analysis written tests, websites, multimedia presentations
- compositions, arrangements, CD recordings, rock songs, remixes

FUTURE DIRECTIONS
Year 9 and 10 Music prepares students to undertake the OP eligible Senior Music in Year 11 and 12. As one of the Arts, Music has strong connections to the other Arts subjects especially Media. In Music students study Media skills to record and edit film music, music video clips, and interviews; and record their own songs, preparing them for further study in either, Senior Music and / or Film or TV.

Students also have the option of selecting the Year 12 OP eligible subject “Music Extension” where they can focus on developing and extending their skills as a performer or composer.