

**Gold Creek**

**Years 9 and 10**

**Pathways Courses**

**Information Booklet**



**Semester 2 2017**

Dear parents, carers and students,

At Gold Creek School, we are pleased to be able to offer the wide range of educational choices displayed in this booklet, for selection in semester 2. Each course is of a high standard, in both a practical and academic sense, and we are sure your child will enjoy and appreciate the range available to them. Pathways courses are aimed at providing students with the opportunity to explore multiple options that support their personal academic and career goals as well as areas of talent/interest.

Students have 8 lines or classes. Their studies consist of a number of curriculum areas these include: English, Mathematics, Science, Physical Education and Health, Humanities, Languages and Pathways classes each semester.

Students are required to select at least one Arts and/or one Design subject each year. All courses may only be studied once in the two years.

Please help your child to make their selections carefully, based on their academic and career pathways and special areas of interest. Once students are placed into their selected classes no class changes may be made. All classes have a limit to the number of students that can enrol, however, every effort will be made for students to be placed in their first or second preference class. Careful Pathways' choices can help lead your child to make informed, happier and healthier life choices, further study at the end of Year 10, CIT or work placements.

Finally, it is important that you understand that some courses can only be offered if we include a modest charge for the materials and resources students will use. Each course clearly states what the associated cost will be for that course and if we are unable to recoup these costs, we may only be able to offer theoretical classes, not practical, hands-on courses which the students truly enjoy. Course costs will be invoiced at the beginning of semester 2 once students have been placed into classes.

The Pathways guide will be made available to students and parents via the school website from Friday 16 June. Students will then be given an opportunity to complete their selections in class on Wednesday 21 June or can complete these online before COB 22 June using the link on the school website.

Thank you for your support in this matter.

Regards

Michelle Morthorpe  
Associate Principal  
Senior Site

# The Arts

## **Drama - Children's Theatre - possible excursion costs**

This pathway course offers students the opportunity to take part in the performance of 'Peter Pan'. Students audition for and play their own acting part or technical role in a performance intended for Junior School audiences. Detailed coaching will be given in performing roles, voice, language and using physical humour to play out the nuances of this classic tale. Students undertaking a technical role will be coached in the use of equipment, and in choosing design elements to convey dramatic meaning to an audience.

## **Music - Bach To The Future**

Students develop their knowledge and understanding of various styles of 'classical music' and its influence on music made since, and in other genres. They build performance techniques, explore their compositional skills, and learn some tricky aspects of musical analysis and theory along the way. Students utilise state-of-the-art technology to create some super cool remixes, and are also encouraged to seek performance opportunities - in assemblies, at break times and school events, and in our local community.

## **Dance**

This pathway course explores the key elements of composition in preparation for a number of performances, including at the Canberra Theatre for DanceFest 2017. Students explore, compose, practice and refine their skills, including putting together a piece including costume, lighting and music. Students research, create, and perform dances from different genres to a variety of audiences, and complete a musical theatre film comparison study.

## **Sculpture - Big Stuff - possible excursion costs**

Students work on a range of large scale, three-dimensional artworks to be made in a variety of materials. Outdoor public art, space, installation and the effect of scale in presenting objects are studied. Students collaborate to imagine, design and create large artworks (including some theatre prop options) to be displayed throughout the school. Artists & Artworks studied: Claes Oldenberg/Mount Rushmore/Brett Whiteley/Pipilotti Rist/Indigenous Art Triennial 2017.

## **Visual Arts - Cartoons and Animations**

Students develop drawing skills in the investigation of political cartoons, the invention of their own cartoon character, a study of perspective drawing and combine these elements into a stop-motion animation as the final project. Artists studied: Political cartoonists/19th Century Japanese Manga/Graphic Novelists/William Kentridge, and PES animations.

# Science

## **Psychology**

Students examine a range of topics (through both guided and independent study) including, but not limited to:

- Psychological theorists and theory
- Structures and functions of the human brain
- Social psychology
- Comparative studies
- Child psychology and development
- Abnormal psychology
- Ethics of psychological research

Course content includes a combination of theory and limited practical research and experiments.

# The Humanities

## **Terror and Extremism: A Stateless Enemy**

This pathways course closely studies the world today, with the seemingly constant stream of media reports on acts of terror. It seeks to understand the origin of terrorism and how individuals, groups and governments respond to these threats, and the ideas and ideologies behind them. The course is divided into two parts: terrorism and extremism before the attacks on the United States of America on September 11, 2001, and the development of contemporary terrorism from 2001 until the present.

# Design

## **Food Glorious Food**

This elective focuses on the design process. In particular, students develop research skills in the development of their own recipes. Students have the opportunity to select recipes, enabling them to cook various sweet and savoury dishes through an effective and safe use of relevant equipment. The theory component covers research and design process skills, as well as understanding the cooking methods used in relevant dishes. During the semester, students are expected to utilise their research, design and practical skills to complete a portfolio. Students may be required to bring some ingredients for some recipes.

## **Costume Design - possible excursion costs**

This pathways course offers the opportunity for students to have a major creative role in the 2017 whole-school production of Legally Blonde, and the Children's Theatre show, Peter Pan. In addition to other projects, students will design and create the costumes for both plays.

## **Trendy Foods - possible excursion costs**

Students learn how to make great coffee, be involved in catering for events and the running of a school cafe. In this unit, students examine the diverse range of foods offered in the Australian marketplace and identify the factors that influence this selection. Food trends influence food selection, food service and food presentation; students examine historical and current food trends and explore factors that influence their appeal and acceptability. Students plan, prepare and present safe, appealing food that reflect contemporary food trends. Students develop food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. It also provides students with the context through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences. Integral to this course is students developing the ability and confidence to design, produce and evaluate solutions to situations involving food. They will learn to select and use appropriate ingredients, methods and equipment safely and competently. Students may be required to bring some ingredients for some recipes.

## **What 'Wood' You Do?**

Students develop and extend their individual skills, knowledge and experiences, whilst exploring their abilities and interests in wood technology. Students have the opportunity, through a number of practical exercises and safety tests, to work with tools, materials and a range of processes to produce artefacts out of timber. Processes involve hand tools for marking out, cutting, shaping and finishing; and various power tools and machines.

## **The STEAM Engine - Computing, Design, and Engineering**

Students look at design styles through the lense of STEAM (Science, Technology, Engineering, Arts and Maths) and create solutions to a wide variety of problems. They explore creativity through drawing, construction, and conceptual design and represent and display these skills in various ways. Students develop their own strategies for planning, problem solving, reflecting, and evaluating and often guide their own learning. They are pushed out of their comfort zones and explore concepts, develop skills, and maintain a growth mindset for the entirety of this pathways course. Technology and computing is used for many parts of this course, but will not be used every lesson.

**A Year in the Life** - this is an annual unit and students who wish to remain enrolled must choose this course. There is room for a few more though...

Students explore the production qualities of film, documentary, podcasting/audio, text, and graphic media styles, with an emphasis on developing and understanding the technical skills and knowledge required to produce these various forms to a high standard. They work on documenting, in a variety of different formats, everything that takes place throughout the school year. Further to this, students become part of a school media team, and use their skills in promoting the school and events to our local and wider community.

As well as developing Journalism skills, by the end of the course, students compile a portfolio, showcasing skills in a number of different media formats, and will be responsible for the publications of the annual whole-school Yearbook, and Year 10 Farewell book.

## **Health & Physical Education**

### **Sports Science**

Sports Science studies how the healthy human body works during exercise, and how sport and physical activity promote health from cellular to whole body perspectives. The study of Sports Science traditionally incorporates areas of Physiology (Exercise Physiology), Psychology (Sports Psychology), Anatomy, Biomechanics and Biochemistry (Kinesiology). Sport Scientists and performance consultants are growing in demand and employment numbers, with the ever-increasing focus within the sporting world on achieving the best results possible. Through the study of Science and Sport, researchers have developed a greater understanding on how the human body reacts to exercise, training, different environments and many other stimuli. This elective is mainly theory based, with minimal practical activity.

### **Outdoor Education - camp costs (camps cost on average approximately \$150 per term)**

This learning sequence focuses on students who want to partake in the basic components of outdoor education. The unit covers activities such as team building, indoor rock climbing, basic caving, adventure bushwalking, camping, orienteering and bush cooking. This pathways course follows the 'leave no trace' philosophy of outdoor education and students will learn how to coexist, work, and enjoy the outdoors with minimal impact. There is opportunity to participate in two major trips as part of the course. The first is a beach camp at the South Coast, where the students participate in surfing, snorkelling and outdoor climbing. The second camp is be a bush camp at Wee Jasper, where the students will participate in caving, rock climbing, abseiling and bush cooking. Students are expected to attend at least one camp per semester as part of their assessment. Camp costs are always made as affordable as possible.

### **Advanced Outdoor Education - camp costs (each camp costs on average approximately \$150)**

**\*\*This is an annual unit and only students already enrolled may choose this course.\*\***

This class is limited to 24 students. Those who wish to be included will need to apply in writing to ensure they understand that this will be a demanding course both physically and academically. Year 10 Advanced Outdoor Education works on extending the students roping, camping and bushcraft skills that they previously have learned during standard Outdoor Education in Year 9. In Semester One, students extend their coastal understanding, and develop advanced caving skills. The course also introduces the students to the alpine environment through theory, and a Cross Country skiing trip to Perisher Blue in Term Three. During Term Four, students participate in a hiking trip to the Budawangs where they will be self-sufficient and carry their own food, clothes and camping equipment for three days. This unit is for Year 10 students who have previously studied Outdoor Education. Students are expected to attend at least one camp per semester as part of their assessment. Camp costs are always made as affordable as possible.

### **Boot Camp - possible excursion costs**

This Bootcamp course is designed to develop students' mental and physical capacity for challenge and extreme physical fitness. Students participate in individual and group fitness exercises designed to increase leadership skills and overall fitness to a high level. Only students who want to be pushed to their limits should apply to follow this pathways course. It will be extremely physically demanding!

# English

## **Literature and Popular Culture**

In Literature and Popular Culture, students examine a central question - 'How have literary and other texts responded to changes in the world?'. Students undertake a brief survey of literary movements that have arisen since 1800 and examine how they link to their various contexts. Such movements include but are not limited to, Romanticism, the Gothic, Realism, Modernism and Postmodernism. Students study a range of text types, from short stories and poetry, to films and images, and undertake a detailed novel study. This course runs in conjunction with Gungahlin College, and students have the opportunity to have their work moderated to a Year 11 Tertiary standard, providing them with opportunity to improve their skills before the move to college. Students also have the opportunity to work with current Gungahlin College teachers and students to prepare themselves to hit the ground running in Year 11.

## **English as an Additional Language or Dialect (EAL/D)**

**\*\*This is an annual unit and students already enrolled must choose this course.\*\***

EAL/D is for students, new to living within an English speaking culture, to develop competence in the English language. It includes speaking, listening, reading, writing, grammar and viewing activities. Students develop skills in writing for a variety of purposes such as journals, letters, film, book reviews, reports, essays as well as creative and analytical responses. They improve in critical thinking, understanding and vocabulary in their reading and viewing. Students develop confidence in oral presentations and interviews and will gain an appreciation of Australian culture and history.

# The Languages

## **World Cinema**

Through exploration of films from a range of countries, students consider how key concepts in cinema are used to communicate different perspectives on fairness. In doing so, students gain an understanding of different cultures across a range of historical and contextual perspectives. They view several films and participate in seminar-based investigation of concepts such as gender, sexuality, postcolonialism and social marginalisation. Students research and lead their own seminar on a chosen film, as well as produce an analytical text in response.

# Student Support

## **Student Leadership**

Students must discuss entry into this class with Mr Bradley Lynch, the Director of School Culture, prior to selecting this as an option.

This elective is for the 2017 School Captains and Vice Captains plus students who display and model school values and who wish to contribute to the development of the School. Student leaders are required to lead and be involved in a variety of activities that allow them to develop and practice leadership styles and functions to improve the school community. These skills involve planning, reflecting on procedures, designing and managing activities and reviewing all of these within the Middle Years Programme and the global context of the broader school community. Year 9 students considering running for school captain in 2018 are highly encouraged to choose this elective.

Students are required to:

- Work successfully as part of a team and as a motivated individual.
- Develop effective decision-making processes
- Contribute in a meaningful way to leadership within the broader school community.
- Demonstrate initiative in managing often complex social and community projects.
- Act as positive role models within the school community.

**Work Ready - possible excursion costs**

Students who successfully enrol on this pathways course will be expected to undertake a Work Experience Placement. The focus of this course explores career education and transitional pathways. Students further develop an understanding of the meaning and aspects of work, as well as learn about workplace structures and roles associated in fields of employment. Students build upon their skills, attributes and personal strengths through organised work experience and career programs. A record of work, training and learning experiences is required to build a Career Portfolio. With guest presenters and other industry experiences, students are also be expected to attend the Careers EXPO in August 2017.

**\*\*Please Note\*\***

These courses can only run if enough students are enrolled. Some practical courses have smaller class sizes, according to Occupational Health and Safety recommendations.