

Gold Creek School

9/10 Electives

Semester 1, 2024



Dear Parents, Carers and Students,

At Gold Creek School, we are pleased to be able to offer a wide range of educational choices for selection in 2024 designed to provide students with a balanced and manageable learning program and one that is underpinned by the values and mission of the school as an International Baccalaureate World School. Elective Modules are aimed at providing students with the opportunity to explore more deeply options that support their personal academic and career goals as well as areas of talent/interest.

In Semester 1, 2024, students in year 9 and 10 will have the opportunity to select 2 lines of electives in the disciplines of Arts, Design, Interdisciplinary and/or Physical Education and Health. **For year 10 students and in 2024 only**, Language Acquisition may not be included as a core curriculum subject. If we are unable to staff the Language Acquisition Programme for all students, year 10 students will have the option to opt out of language acquisition studies and complete a work studies programme instead. In addition, students will have the opportunity to select a Language and Literature, and an Individuals and Societies elective for Semester 2, 2024. The data collected for these faculty preferences will assist with class planning in Semester 1, enabling a seamless transition to Language and Literature and Individual and Societies electives in Semester 2, 2024. More details on other Semester 2 electives will be made available to students in Term 2, 2024.

We will be using the Web Preference database for students to state their elective preferences. Students should consider their preferences carefully based on academic and career pathways and special areas of interest. Efforts will be made to place students in their 1st preference subjects where possible, however, due to class size restriction some students may be placed in a reserve subject.

In 2024 Gold Creek School families will be asked to pay a one-off Elective Contribution of \$60 either through the Book Pack or directly to the school. Please also be aware that some electives will have additional excursion or camp costs.

****Please Note****

- Any of the courses in this guide can only run if enough students are enrolled and we have teachers to run them. Some practical courses have smaller class sizes, in accordance with Occupational Health and Safety recommendations.
- Beginner Outdoor Education, Exercise Science, Psychology and Forensic Science and 10A Mathematics are one semester only courses. Students who have completed these electives in Year 9, 2023, will not be able to select these subjects.
- Swimming ability is essential for students choosing the Outdoor Education elective.
- Students who have successfully completed Digital Design: Computer Technology, Product Design: Woodwork, Simulation Gaming and/or Resilience and Wellbeing through Sports in a previous semester, and want to continue in these subjects, can reapply and will be offered assessment tasks and investigation opportunities designed to further develop their skills in these subject areas.
- Year 10 Students who are successfully placed in Advanced Outdoor Education elective are in yearlong course. They will automatically be rolled over into this elective in Semester 2, 2024. These will not be offered as semester-based electives in Semester 2, 2024.

Regards

Daniel Breen
Principal

INTRODUCTION**SUMMARY OF ELECTIVE MODULES****The Arts**

MYP Course Description and Aims
 Dance: Journey Through Dance Styles
 Drama: Original Works & Theatre Skills
 Music: The Power of Chords
 Visual Arts: Images with Impact

Design

MYP Course Description and Aims
 Digital Design: Computer Technology
 Product Design: Food - Young Chefs
 Product Design: Textiles - It's all about Fashion
 Product Design: Woodwork

Interdisciplinary

MYP Course Description and Aims
 Psychology
 Exercise Science
 Forensic Science
 10A Mathematics (Year 10 only)
 Role-Playing and Gaming

Language Acquisition (2024 Year 10 students only)

MYP Course Description and Aims
 French
 Japanese
 Korean

Physical & Health Education

MYP Course Description and Aims
 Resilience and Wellbeing Through Sport and Fitness (Boys)
 Resilience and Wellbeing Through Sport and Fitness (Girls)
 Outdoor Education
 Advanced Outdoor Education Course

THE ARTS

MYP Course Description and Aims

In MYP arts, students function as artists as well as learners of the arts. Artists must be curious. By developing curiosity about themselves, others and the world, students become effective learners, inquirers, and creative problem-solvers. Students create, perform and present arts in ways that engage and convey feelings, experiences, and ideas. Through this practice, students acquire new skills and master those developed in prior learning.

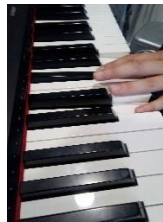
Development in the arts is a dynamic process, and not necessarily linear. Students move freely through a creative process towards a deeper understanding of the arts. The process of creating artwork, as well as the product, demonstrates what students have experienced, learned, and attempted to convey.

Arts in the MYP stimulate young imaginations, challenge perceptions, and develop creative and analytical skills. The course encourages students to understand the context and cultural histories of artworks, supporting the development of an inquiring and empathetic world view. Arts challenge and enrich personal identity and build awareness of the aesthetic in a real-world context.

MYP arts has four objectives of equal importance and value: knowing and understanding; developing skills; thinking creatively; responding. Although the objectives can be addressed separately to scaffold learning, collectively they enrich teaching and learning of the arts.

The aims of MYP arts are to encourage and enable students to:

- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-) discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art
- deepen their understanding of the world.



The Arts	Dance: Journey Through Dance Styles	Drama: Original Works & Theatre Skills	Music: The Power of Chords	Visual Arts: Images with Impact
	Duration: 1 Semester Grades: 9, 10 Prerequisite: None	Duration: 1 Semester Grades: 9, 10 Prerequisite: None	Duration: 1 Semester Grades: 9, 10 Prerequisite: None	Duration: 1 Semester Grades: 9, 10 Prerequisite: None
	This course covers specific content which is designed to suit individuals in the class and varies according to the skills and interests of the students. Students will have the opportunity to learn a variety of different dance steps in a variety of different styles including Latin, Hip Hop, Contemporary and Jazz, whilst understanding technical concepts with the elements of dance and choreographic techniques.	In this unit, students develop their knowledge, skills, and understanding of physical and verbal language through analysing the dramatic conventions of several great practitioners and applying them to devising an original script. The unit focuses specifically on symbolism, relationships, mood, character, tension and contrast. Students will have the opportunity to extend their understanding of the elements of drama through writing their own scripts for potential inclusion in the Canberra Theatre Centre's 'Acting Up' competition.	Chords are massively important in all types of music. Students will explore popular chord sequences across a range of musical time periods and cultures. They will also investigate some of the theory behind various chords and chord labelling systems. There will be a variety of performing, composing, listening and analysis activities and assignments (mainly based around developing guitar and/or keyboard skills in this unit, as you need to be able to play more than one note at the same time to play a chord!). Students are also encouraged to seek performance opportunities - in assemblies, at break times and school events, and in our local community.	In this course students will explore various printmaking techniques and identify their role as a communication tool and catalyst for change in a historical, political and cultural context. Students will develop and use skills to create works. Both international and Australian artists and artworks will be studied for students to develop knowledge of artist intention, art history and artwork analysis.

DESIGN

MYP Course Description and Aims

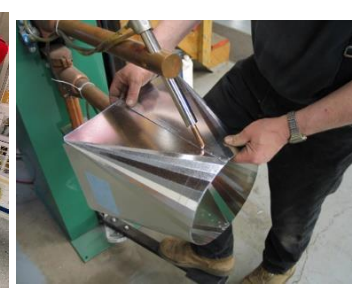
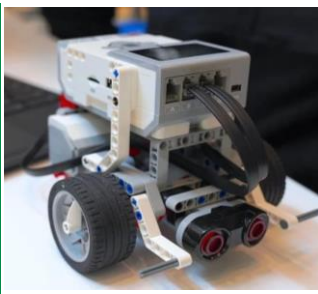
Design, and the resultant development of new technologies, has given rise to profound changes in society, transforming how we access and process information, adapt our environment, communicate with others, solve problems, work and live. MYP design challenges students to apply practical and creative-thinking skills to solve design problems; encourages students to explore the role of design in historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action.

Inquiry and problem-solving are at the heart of design. MYP design requires the use of the design cycle as a tool, which provides: the methodology to structure the inquiry and analyse problems; the development of feasible solutions; the creation of solutions; and the testing and evaluation of the solution. In MYP design, a solution can be a model, prototype, product, or system independently created and developed by students.

MYP design enables students to develop not only practical skills but also strategies for creative and critical thinking.

The aims of MYP design are to encourage and enable students to:

- enjoy the design process, and develop an appreciation of its elegance and power
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems
- develop an appreciation of the impact of design innovations for life, global society and environments
- appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- develop respect for others' viewpoints and appreciate alternative solutions to problems
- act with integrity and honesty and take responsibility for their own actions developing effective working practices.



Design	Digital Design: Computer Technology	Product Design: Food - Young Chefs	Product Design: Textiles- It's all about Fashion	Product Design: Woodwork**
	<i>Duration: 1 Semester</i> <i>Grades: 9, 10</i> <i>Prerequisite: None</i>	Duration: 1 Semester Grades: 9, 10 Prerequisite: None	Duration: 1 Semester Grades: 9, 10 Prerequisite: None	<i>Duration: 1 Semester</i> <i>Grades: 9, 10</i> <i>Prerequisite: None</i>
	<p>This course is designed to guide students towards becoming safe and responsible users of computing technologies and developers of innovative digital solutions. Students also have opportunities to develop understanding of the interrelationships between technical knowledge, social awareness, and project management. Students will develop their skills through practical application and design to produce and evaluate creative solutions using a range of computing technologies.</p> <p>**Students who have completed this elective in a previous semester are welcome to select this subject and will be offered assessment tasks designed to further develop their skills in this subject area.</p>	<p>Students apply knowledge to design, produce and evaluate several food items and recipes using a variety of cooking techniques. They will gain knowledge and practical skills in the use of a variety of cooking methods and an emphasis will be placed on foods for specific needs and food as a service. This unit will focus on the different methods of cooking, various ingredients and the organisation and flow when developing meals from scratch. Students will get a taste for what it is like working in the Hospitality Industry focusing on preparing meals for others while demonstrating safe work practices and collaborating with their peers.</p>	<p>This course provides students with the opportunity to develop and/or improve their fashion design and sewing skills. Focus will be on the various elements of design cycle to plan, construct and evaluate a variety of projects. Students will learn a variety of textile techniques including screen printing, tie dying, sewing, applique and felt making. The focus will be technological advances in the Fashion industry and students will design and make a garment or accessory incorporating technologies such as 3D printing, laser cutting and electronics.</p>	<p>This unit introduces students to design and Woodworking through the inquiry process. Students will have opportunities to design and create a variety of projects through innovative application of their skills and knowledge. Students will be expected to display their inquiry in a design portfolio format which will demonstrate their knowledge and its application to a 'real world' situation.</p> <p>**Students who have completed this elective in a previous semester are welcome to select this subject and will be offered assessment tasks designed to further develop their skills in this subject area.</p>

INTERDISCIPLINARY

MYP Course Description and Aims

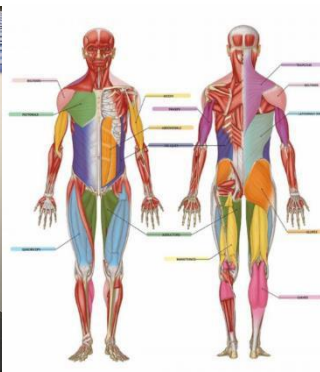
Interdisciplinary learning can take place between different subject groups and between different disciplines within a subject group to encourage broader perspectives on complex issues and deeper levels of analysis and synthesis. Interdisciplinary connections must be meaningful.

In the MYP, interdisciplinary learning is the process by which students come to understand bodies of knowledge and modes of thinking from two or more disciplines and then integrate them to create a new understanding. Students demonstrate this by bringing together concepts, methods or forms of communication to explain a phenomenon, solve a problem, create a product or raise a new question in ways that would have been unlikely through a single discipline.

MYP schools must engage students in at least one collaboratively planned interdisciplinary unit in each year of the MYP in order to integrate knowledge and skills from two or more subject groups in an interdisciplinary manner.

The aims of interdisciplinary learning in the MYP are to:

- develop a deeper understanding of learning skills and apply them in meaningful contexts
- integrate conceptual learning, ways of knowing and methods of inquiring from multiple disciplines
- inquire into compelling issues, ideas and challenges by creating products or explaining phenomena
- reflect on and communicate understanding of the interdisciplinary learning process



Interdisciplinary	Psychology	Exercise Science**	Forensic Science	10A Mathematics	Role-Playing and Gaming**
	Duration: 1 Semester Grades: 9, 10 Prerequisite: None	Duration: 1 Semester Grades: 9, 10 Prerequisite: None	Duration: 1 Semester Grades: 9, 10 Prerequisite: None	Duration: 1 Semester Grades: 10 only Prerequisite: None	Duration: 1 Semester Grades: 9, 10 Prerequisite: None
	<p>Psychology is the study of the mind and human behaviour. This is offered as a pre-college taster for those wishing to continue with psychology. Students will explore the areas of:</p> <ul style="list-style-type: none"> • Psychological theorists and theory • Learning and Motivation • Personality • Intelligence and Ability • Social Psychology • Development • Abnormal psychology • Ethics of Psychological Research <p>Students who participate in this course will gain a greater understanding of human behaviour, social interaction, language and communication, human motivation and emotion and the process of decision-making.</p>	<p>This Exercise Science module has been designed for students in Year 9 and 10 who have a solid interest in sport, science and exercise. This course is a science-based module focused on Human Movement. Units of study will include anatomy, components of fitness and individual performance. Classes will be conducted as theory lessons, with some time being spent doing practical activities related to experimenting and finding answers to questions related to the movement and psychology of sports performance.</p> <p>**Students who have completed the Sports Science elective in a previous semester are welcome to select this subject and will be offered assessment tasks designed to further develop their skills in this subject area.</p>	<p>Forensic Science is the application of sciences to the criminal and civil laws that are enforced by police agencies in a criminal justice system. In this unit, students will develop inquiry and problem-solving skills that provide analysis of samples and evidence related to criminal activity.</p>	<p>10A Mathematics will extend student learning beyond the standard Year 10 Mathematics Curriculum. It will cover additional Mathematical concepts required for students looking to study Tertiary Mathematics at college and beyond.</p>	<p>Students are immersed in a fantasy world of their creation. Using resources from popular 'Dungeons and Dragons' franchise, students work in groups to create fantasy characters. Role playing as this character, students are taken on an adventure where they are in charge of the story, their choices will determine their fates. When not role playing, students will be creating maps, artefacts, and journal entries detailing their adventures from within the game. Students will take a deep dive into the art of game design. Drawing from modern board games and video games, students will work together to study real world and historical situations and analyse how board game designers have used mechanisms and language to convey an experience that simulates the real thing. Students will split time between playing games, researching, writing critiques and blogs and developing game designs of their own. This unit incorporates Language and Literature, Mathematics, Individuals & Societies as well as some hands on design and development. The elective encourages teamwork, problem solving and analytical thinking.</p> <p>**Students who have completed the Simulation Gaming elective in a previous semester are welcome to select this subject and will be offered assessment tasks designed to further develop their skills in this subject area.</p>

Language Acquisition

MYP Course Description and Aims

The study of additional languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world.

The acquisition of the language of a community and the possibilities to reflect upon and explore cultural perspectives of our own and other communities:

- is valued as central to developing critical thinking, and is considered essential for the cultivation of intercultural awareness and the development of internationally minded and responsible members of local, national and global communities
- is integral to exploring and sustaining personal development and cultural identity, and provides an intellectual framework to support conceptual development
- greatly contributes to the holistic development of students and to the strengthening of lifelong learning skills
- equips students with the necessary multiliteracy skills and attitudes, enabling them to communicate successfully in various global contexts and build intercultural understanding.

The aims of the teaching and learning of MYP language acquisition are to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.



Language Acquisition	10 French	10 Japanese	10 Korean
	Duration: 1 or 2 Semester Grades: 10 Prerequisite: Prior French studies	Duration: 1 or 2 Semester Grades: 10 Prerequisite: Prior Japanese studies	Duration: 1 or 2 Semester Grades: 10 Prerequisite: Prior Korean studies
	In Semester 1, French students approach language learning through the concepts of communication and cultural identity. These concepts are explored through a range of themes including technology, social media and food. They communicate their preferences and highlight the advantages and disadvantages of social media. Students reflect on how a country's culture influences their food. They will also use their communication skills to take part in role plays for dining out. In Semester 2, French students approach language learning through the concepts of communication and culture. These concepts are explored through a range of themes including health and wellbeing. They will also use their communication skills to demonstrate their understanding about the way a country's history can shape its identity.	In Semester 1, Japanese students will gain a thorough understanding of Japan's municipal geography and infrastructure, through a working knowledge of Japan's extensive rail network and local settings. They will learn how to give and receive directions and catch trains. Students will learn about the differences between Japanese and Australian homes and how this affects their lifestyles regarding rules and customs. Through learning prepositions, they will be able to use more descriptive language, giving them the ability to describe the orientation of themselves and the things around them. In Semester 2, Japanese students will learn about appearance through youkai. Youkai are the personification of strange phenomenon and appear in the form of mythological creatures. They have a heavy influence in pop culture, especially anime and manga, and also inspire superstitions. Through youkai, students will learn about how to describe appearance by learning adjectives, body parts and colours. They will also learn about prohibitions and warning signs in Japan which will help them respect the culture. Students will also learn about Japanese connection to the seasons. Japanese people live their life according to the seasons. Their food, fashion and festivals constantly pay homage to them. Students will enhance their reading skills as they learn about Japanese seasonal customs and how to express their desire to experience them.	In Semester 1, Korean students will gain a better understanding of Korea's municipal geography and infrastructure. They will learn how to give and receive directions to catch public transport. Students will learn about the differences between Australian and Korean homes due to the differences in land size and the cultural differences which arise from it. Through learning prepositions, they will be able to use more descriptive language, giving them the ability to describe the orientation of themselves and things around them. In Semester 2, Korean students will learn about approaches to language through the Korean word '한' (Han) and how this culturally shapes the language used in Korean through a range of themes such as music. They will explore concepts through various mediums and use their communication skills to demonstrate their understanding of history shaping the country's identity through their knowledge of Korean proper nouns.

PHYSICAL & HEALTH EDUCATION

MYP Course Description and Aims

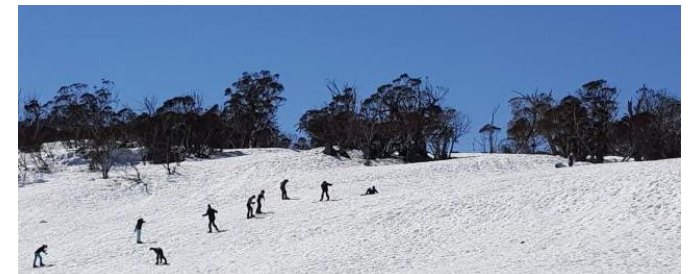
MYP physical and health education aims to empower students to understand and appreciate the value of being physically active while developing the motivation for making healthy and informed life choices. To this end, physical and health education courses foster the development of knowledge, skills and attitudes contributing to a balanced and healthy lifestyle.

Students engaged in physical and health education will explore a variety of concepts that help foster an awareness of physical development and health perspectives, as well as positive social interaction. Physical activity and health are of central importance to human identity and global communities, creating meaningful connections among people, nations, cultures, and the natural world.

Through physical and health education, students learn to appreciate and respect the ideas of others and develop effective collaboration and communication skills. This subject area also offers many opportunities to build positive interpersonal relationships that can help students to develop a sense of social responsibility and intercultural understanding.

The aims of MYP physical and health education are to encourage and enable students to:

- use inquiry to explore physical and health education concepts
- participate effectively in a variety of contexts
- understand the value of physical activity
- achieve and maintain a healthy lifestyle
- collaborate and communicate effectively
- build positive relationships and demonstrate social responsibility
- reflect on their learning experiences.



Physical and Health Education

Physical and Health Education	Resilience and Wellbeing through Sport and Fitness (Boys)**	Resilience and Wellbeing through Sport and Fitness (Girls)**	Outdoor Education**	Advanced Outdoor Education
	Duration: 1 Semester Grades: 9, 10 Prerequisite: None Restrictions: <i>This is a boys only class Non-binary/gender diverse/non disclosed students can select which group to join.</i>	Duration: 1 Semester Grades: 9, 10 Prerequisite: None Restrictions: <i>This is a girls only class Non-binary/gender diverse/non disclosed students can select which group to join.</i>	Duration: 1 Semester Grades: 9, 10 Prerequisite: None	Duration: Full year Grades: 10 Prerequisite: Year 9 PE: Outdoor Education Costs: Each camp costs on average approx. \$200
	<p>This unit will help participants develop their understanding of leadership, resilience, self-management and team building through physical activity. The unit is devised to harness the strengths of teamwork and leadership through fitness, sport and positive role modelling. Students will be involved in a multitude of individual and team based, fitness and sports activities. They will be provided with opportunities to show leadership within the group as well as within the greater school community and will be held to a high standard of behaviour across the program. Students will be required to complete practical activities that will improve their fitness, health and wellbeing. They will play a variety of sports, participate in student directed coaching sessions and participate in wellbeing focussed learning throughout the semester.</p> <p>This unit will give them the tools that they need to develop healthy habits around fitness and exercise that they can take and use beyond school. It will also give participants the opportunity to inquire into the impact of society's expectations and social media on self-esteem and general wellbeing and to challenge those ideas to help build their own self-worth and confidence.</p> <p>**Students who have completed this elective in a previous semester are welcome to select this subject and will be offered assessment tasks designed to further develop their skills in this subject area.</p>	<p>Social and emotional wellbeing is a key component of mental health and wellbeing. The Girls RAWS program, students will be provided an opportunity to engage in leadership, re-engagement and personal development. The emphasis of the program is on developing students' strengths and the ability to adapt and deal with daily challenges. We will provide a foundation for students to build self-confidence and leadership through a range of opportunities which include:</p> <ul style="list-style-type: none"> • Being a good friend • Choosing a sport that will be challenging and fun for all • Resolving conflict amongst themselves • Challenging the Mean Girls trope • Communication skills and confidence • Body Image and Health • Team building • An interstate camp <p>**Students who have completed this elective in a previous semester are welcome to select this subject and will be offered assessment tasks designed to further develop their skills in this subject area.</p>	<p>This class is limited to 24 students. This learning sequence focuses on students who want to inquire into the basic components of outdoor education. The unit will cover activities such as team building, rock climbing, basic caving, adventure bushwalking, camping, orienteering and bush cooking. The course will be following the 'leave no trace – minimal impact' principal of outdoor education and students will become balanced learning how to co-exist, work and enjoy the outdoors. There will be the opportunity to be risk takers by participating in overnight camping trips. The first camp will be a beach camp at the South Coast, where students will participate in surfing, stand up paddle boarding and coastal educations. The second camp will 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.</p> <p>**Swimming ability is essential for students selecting this elective.</p>	<p>This module 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. Advanced Outdoor Education works on extending the students roping, camping and bushcraft skills that they previously have learned during standard Outdoor Education. In Semester One, students extend their coastal understanding, and develop outdoor climbing 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 canyoning trip to the Blue Mountains as a culmination of their studies. 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.</p>