

# Gold Creek School

## 2026 Year 9 Electives



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 2026 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 IB 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.

**There have been a few changes in our approach to electives for 2026. Of note, year 9 students will have one line only per semester of Art and Design electives and placement will be made at before the beginning of the year for both semester 1 and semester 2.** Within the range of subjects on offer, some subjects include one unit of study only. Students will be able to study in these subject areas for one semester only. Other subjects like Food, Textiles, Visual Art, Music and Drama offer a different module in Semester 2 to that offered in Semester 1. Students who would like to specialise in one of these areas will need to include both modules of study in their preferences.

In Semester 1& 2, students may have the option to complete a Physical Education and Health elective. Selecting RAWS (Resilience and Wellbeing through Sport and Fitness) as a preference will be considered an expression of interest to complete a one semester trial for inclusion in the Year 10 RAWS program. A separate process will take place to finalise placement in this elective.

In addition, students will have the opportunity to indicate preferences for an Individuals and Societies elective for Semester 2, 2026. The data collected for this faculty area will assist with class planning in Semester 1, enabling a seamless transition to an Individual and Societies elective in Semester 2, 2026.

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 1<sup>st</sup> or 2<sup>nd</sup> preference subjects where possible, however, due to class size restriction some students may be placed in a reserve subject.

**\*\*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.
- 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.

Regards

Daniel Breen  
Principal

## INTRODUCTION

## SUMMARY OF ELECTIVE MODULES

### The Arts

MYP Course Description and Aims  
 Drama: ACT UP! - Identity and Culture (Semester 1)  
 Drama: From Page to Performance: Bringing Scripts to Life (Semester 2)  
 Media Arts  
 Music: The Power of Chords (Semester 1)  
 Music: The Sound of Musicals (Semester 2)  
 Visual Arts: Images with Impact (Semester 1)  
 Visual Arts: Art and Culture (Semester 2)  
 Visual Arts: Creations in Clay (Semester 1)  
 Visual Arts: Ceramics – Surface and Structure (Semester 2)

### Design

MYP Course Description and Aims  
 Digital Design  
 Food: Creative Cooking (Semester 1)  
 Food: Brilliant Baking (Semester 2)  
 Textiles: Fashion and Design (Semester 1)  
 Textiles: Textile Arts (Semester 2)  
 Product Design: Woodwork

### Physical & Health Education (One semester only)

MYP Course Description and Aims  
 RAWS - Resilience and Wellbeing through Sport and Fitness (Boys)  
 RAWS - Resilience and Wellbeing through Sport and Fitness (Girls)  
 Scope – Sports Culture Origins in Physical Education

### Individuals and Societies

MYP Course Description and Aims  
 Economics and Business  
 Geography  
 History

# 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.

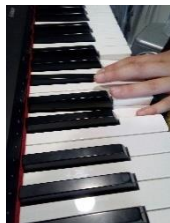
Development in the arts is a dynamic process, and not necessarily linear. Students move freely through a creative process towards a deeper understanding of the arts. The process of creating artwork, as well as the product, demonstrates what students have experienced, learned, and attempted to convey.

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.



<b>Drama: ACT UP! - Identity and Culture</b>	<b>Drama: From Page to Performance</b>	<b>Music: The Power of Chords</b>	<b>Music: The Sound of Musicals</b>
<p><i>Duration: 1 Semester (Semester 1 only)</i>  <i>Grades: 9</i>  <i>Prerequisite: None</i></p>	<p><i>Duration: 1 Semester (Semester 2 only)</i>  <i>Grades: 9, 10</i>  <i>Prerequisite: None</i></p>	<p><i>Duration: 1 Semester (Semester 1 only)</i>  <i>Grades: 9</i>  <i>Prerequisite: None</i></p>	<p><i>Duration: 1 Semester (Semester 2 only)</i>  <i>Grades: 9, 10</i>  <i>Prerequisite: None</i></p>
<p>This course is designed for aspiring young artists eager to delve into the world of self-devised theatre and script writing. Throughout the semester, students will collaborate in dynamic groups to brainstorm, develop, and perform original works that reflect their unique perspectives. Through a mix of workshops, peer feedback sessions, and performance opportunities, participants will enhance their self-management skills, balancing the demands of creation with time management and goal setting. Students will not only develop dramatic skills but also foster a deeper understanding of teamwork, communication, and the power of storytelling. Unleash your creativity and take the stage!</p>	<p>In this engaging course, students will explore the art of storytelling through script analysis and live performance, with chances throughout the semester of performing in front of an audience. Building on foundational drama skills, learners will delve into published scripts to develop character, interpret dialogue, and bring scenes to life on stage. Students will also develop a deeper appreciation for theatrical forms and conventions, and through group work, performance projects, and reflective practice, will explore their creativity and gain confidence in public speaking. This course encourages risk-taking, empathy, and critical thinking as students embody diverse perspectives through drama.</p>	<p>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!).</p> <p>Students are also encouraged to seek performance opportunities - in assemblies, at break times and school events, and in our local community.</p>	<p>Students will explore a range of music from different stage shows in this course. There will be a variety of performing, composing, listening, and analysing activities and assignments. Students will develop performance techniques within musical theatre on their chosen instruments (including voice) and come up with their own idea for a musical, composing at least one song/piece in a style of their choice. Students are also encouraged to seek performance opportunities - in assemblies, at break times and school events, and in our local community.</p>

<b>Media Arts</b>	<b>Visual Arts: Creations in Clay</b>	<b>Visual Arts: Ceramics - Surface and Structure</b>	<b>Visual Arts: Images with Impact</b>	<b>Visual Arts: Art and Culture</b>
Duration: 1 Semester Grades: 9, 10 Prerequisite: None	Duration: 1 Semester (Semester 1 only) Grades: 9, 10 Prerequisite: None	Duration: 1 Semester (Semester 2 only) Grades: 9, 10 Prerequisite: None	<i>Duration: 1 Semester (Semester 1 only)</i> <i>Grades: 9, 10</i> <i>Prerequisite: None</i>	Duration: 1 Semester (Semester 2 only) Grades: 9, 10 Prerequisite: None
<p>In this course, students are provided with opportunities to collaboratively experience and enhance their storytelling skills through various media arts disciplines. Emphasising group work, students will focus on developing their abilities in narrative structure, storyboarding, filming and editing.</p>	<p>This course is designed to teach students about ceramic history and processes. Throughout this unit, students will develop their own independent 3D works using a range of construction techniques. The use of the art elements and design principles is at the core of developing our work and language. A variety of artists and artistic traditions are studied as students analyse the relationships between artist intention, audience and Global Context. Both historic and contemporary Australian and International artists are used as case studies to explore the use of ceramics in visual arts.</p>	<p>This course is designed to extend students understanding of ceramic art, history, and processes. Students will explore the expressive potential of clay through the development of independent three-dimensional works, applying a range of construction and surface techniques including coil building and sgraffito. A strong emphasis is placed on the elements of art to enhance both form and surface, encouraging students to refine their visual language. Throughout the unit, students will investigate historical and contemporary Australian and international ceramic artists, analysing the relationships between artistic intention, audience, and Global Context.</p>	<p>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.</p>	<p>Students explore and experiment with a range of media and techniques to plan and create 2 and 3-dimensional artworks. Practical work requires careful selection and manipulation of materials, developing conceptual and design processes and problem-solving skills. Students work independently and as a group to study and create artworks responding to their discussions of aesthetics, cultural traditions, artist intention and exhibition. Students study Australian and international cultures and artists to explore areas of design, representation, appropriation, and celebration. A variety of contexts and cultures are investigated to analyse the relationships between Artist, Artwork, Audience and Global Context.</p>

# 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.



<b>Design</b>	<b>Food: Creative Cooking</b>	<b>Food: Brilliant Baking</b>	<b>Digital Design</b>
	<i>Duration: 1 Semester (Semester 1 only)</i> <i>Grades: 9, 10</i> <i>Prerequisite: None</i>	<i>Duration: 1 Semester (Semester 2 only)</i> <i>Grades: 9, 10</i> <i>Prerequisite: None</i>	Duration: 1 Semester Grades: 9, 10 Prerequisite: None
	This course invites students to explore the dynamic world of food design through a hands-on approach, integrating essential kitchen skills with an understanding of nutrition, cultural awareness, and the design cycle. Students will engage in inquiry-based learning, focusing on both global and Australian culinary traditions, while developing their creativity and practical cooking skills.	In this unit, students will explore the science and creativity behind baking, focusing on essential baking techniques, ingredients, and the design process. Through a variety of baking projects, students will learn how to apply critical thinking, planning, and creativity to produce a range of baked goods. The unit will culminate in a final project where students design and bake their own unique creations, presenting their work with a focus on taste, texture, appearance, and originality.	In this hands-on and inquiry driven course, students will explore the design cycle through real world challenges that foster creativity, critical thinking, and innovation. Students will investigate, plan, create, and evaluate designed solutions in a variety of contexts, including digital systems, sustainable materials, and emerging technologies. This course encourages responsible design choices and supports the development of global-minded learners who can apply ethical and sustainable approaches to solve complex problems.
	<b>Textiles: Fashion and Design</b>	<b>Textiles: Textile Arts</b>	<b>Product Design: Woodwork</b>
	<i>Duration: 1 Semester (Semester 1 only)</i> <i>Grades: 9, 10</i> <i>Prerequisite: None</i>	<i>Duration: 1 Semester (Semester 2 only)</i> <i>Grades: 9, 10</i> <i>Prerequisite: None</i>	Duration: 1 Semester Grades: 9, 10 Prerequisite: None
	Students will explore clothing design and manufacturing - designers and fashion trends, the use of elements and principles of design for personalising clothing style, production methods, and related issues of ethics and sustainability. They will develop skills for fashion design drawing, garment construction techniques and practical applications – garment such as skirt, tailored shorts or other negotiated choice. Students will document their design journey in a design portfolio.	Students will explore the artist’s use of textiles in fibre, yarn or fabric form in both traditional and contemporary textile arts and experience a range of these textile arts through sample work. Students will have the opportunity to develop their inquiry of a textile art and will consider environment and culture to inspire a design for a garment or home furnishing of their choice. Students will document their textile art journey in a design portfolio or process journal.	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.

# PHYSICAL & HEALTH EDUCATION

## MYP Course Description and Aims

MYP physical and health education seeks to empower students to recognise and appreciate the significance of physical activity while inspiring them to make healthy and informed life choices. Our elective courses encourage the development of knowledge, skills, and attitudes that contribute to a balanced and healthy lifestyle.

Each elective unit offers the chance to explore various concepts that enhance awareness of physical development and health, along with promoting positive social interactions. Physical activity and health play a vital role in shaping human identity and global communities, fostering meaningful connections among individuals, nations, cultures, and the natural environment.

Through this curriculum, students learn to value diverse perspectives and cultivate effective collaboration and communication skills. Additionally, these units provide ample opportunities to build positive relationships, nurturing 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.



<b>Physical Education and Health</b>	<b>Resilience and Wellbeing through Sport and Fitness (Boys)</b>	<b>Resilience and Wellbeing through Sport and Fitness (Girls)</b>	<b>SCOPE (Sports Culture Origins in Physical Education)</b>
	Duration: Semester Grades: 9 Prerequisite: None	Duration: Semester Grades: 9 Prerequisite: None	Duration: Semester Grades: 9 Prerequisite: None
	<b>Selecting RAWS as a preference will be considered an expression of interest to complete a one semester trial for inclusion in the Year 10 RAWS program. A separate process will take place to finalise placement in this elective.</b>		
	<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.</p> <p>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.</p> <p>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>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.</p> <p>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.</p> <p>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><b><i>Applications from Non-binary/gender diverse/non-disclosed students are welcome.</i></b></p>	<p>The <b>SCOPE</b> unit examines the dynamic interplay between sports and culture, focusing on the origins of Australian culture through sport and its influence on society. Students will explore how Australia's unique cultural environment shapes its sporting identity and recreational practices. Engaging activities and discussions will encourage learners to reflect on the significance of physical activity for personal development and community well-being. This unit promotes critical thinking about contemporary issues in sports and recreation while fostering a lifelong appreciation for active lifestyles. As students navigate this multifaceted subject, they will develop essential skills, knowledge, and a sense of responsibility as engaged members of their communities.</p>

# INDIVIDUALS AND SOCIETIES

## MYP Course Description and Aims

MYP individuals and societies encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments. It encourages learners, both students and teachers, to consider local and global contexts.

MYP individuals and societies incorporates disciplines traditionally studied under the general term “the humanities” (such as history and philosophy), as well as disciplines in the social sciences (such as economics, business management, geography, sociology and political science). In this subject group, students can engage with exciting, stimulating and personally relevant topics and issues. Many sensitive and personally challenging topics require careful consideration in the context of a safe and responsible learning environment characterized by respect and open-mindedness. The study of individuals and societies helps students to appreciate critically the diversity of human culture, attitudes and beliefs. Courses in this subject group are important for helping students to recognize that content and methodology can be debatable and controversial, and for practising the tolerance of uncertainty. The IB’s approach to individuals and societies includes a strong focus on inquiry and investigation. Students collect, describe and analyse data used in studies of societies; test hypotheses; and learn how to interpret increasingly complex information, including original source material. This focus on real-world examples, research and analysis is an essential aspect of the subject group. The study of individuals and societies helps students to develop their identities as individuals and as responsible members of local and global communities. These explorations of our common humanity are intrinsically interesting, and disciplines in this subject group are filled with potential for creating in students a lifelong fascination with “the human story” as it continues to evolve in an era of rapid change and increasing interconnectedness. Studies in individuals and societies are essential for developing empathy and international-mindedness, including the idea that “other people, with their differences, can also be right.

The aims of MYP individuals and societies are to encourage and enable students to:

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve
- identify and develop concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.

<b>Individuals and Societies</b>	<b>Economics and Business</b>	<b>Geography</b>	<b>History</b>
	Duration: Semester 2 only Grades: 9 Prerequisite: None	Duration: Semester 2 only Grades: 9 Prerequisite: None	Duration: Semester 2 only Grades: 9 Prerequisite: None
	<b>The data collected for these electives preferences will assist with Individuals and Societies class planning in Semester 1, enabling a seamless transition to an Individual and Societies elective in Semester 2, 2026.</b>		
	<p><b><i>Australia's financial sector and global trade</i></b></p> <p>In this unit, students develop skills to interpret and analyse economic data and present reasoned arguments for economic problems. Students will learn about the role of businesses, banks, the ASX, the ATO, and superannuation in Australia. They also examine Australia's place in the global economy, trade and how interdependent we are</p>	<p><b><i>Biomes and interconnections</i></b></p> <p>In this unit, students learn how to locate and analyse geographical data to draw their own conclusions about the world around them. Students will explore different biomes on Earth and how humans interact with them. They will also investigate the interconnections between humans and our environment and how this relationship impacts how we live and consume into the future.</p>	<p><b><i>Asia and the World</i></b></p> <p>In this unit, students investigate the key political, social, and cultural changes in Asia and the wider world between 1750 and 1914, examining the impacts of imperialism, industrialisation, and reform movements. Through multiple perspectives, they develop an understanding of how global interactions shape societies and identities, while building critical thinking, research, and communication skills.</p>