

Gold Creek School

Year 10 Electives

Semester 1, 2026



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.

For Semester 1, 2026, Year 10 students will have the opportunity to submit preferences for 2 lines of electives in the disciplines of Arts, Design, Interdisciplinary Sciences, Physical Education and Health and Language Acquisition. **In 2026**, Language Acquisition will not be included as a core curriculum subject for year 10 students. Year 10 students who want to continue to study a language will have the option to choose a language acquisition subject as an 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. More details on other Semester 2 electives will be made available to students in Term 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 1st or 2nd 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.
- Sports Leadership and Coaching, Psychology, Forensic Science, and Jewellery Portfolio are one semester only courses. Students who have completed these electives in Year 9, 2025 will not be able to select these subjects.
- Advanced Personal Fitness will not run in Semester 1 but will be made available in Semester 2, 2026. Students applying for a class at a higher level must have completed the entry level course to a C grade or above and are expected to be a role model for entry level students. Students who have completed a subject for 2 semesters in year 9, 2025 will not be able to select these subjects.
- Year 9 students who are currently studying Resilience and Wellbeing through Sport will automatically be rolled over into this elective in 2026 unless they choose to opt out.
- Students can only do one Physical Education and Health elective per semester.

Regards

Daniel Breen
Principal

INTRODUCTION

SUMMARY OF ELECTIVE MODULES

The Arts

MYP Course Description and Aims
Drama: ACT UP! Identity and Culture
Media Arts
Music: The Power of Chords
Visual Arts: Images with Impact
Visual Arts: Creations in Clay

Design

MYP Course Description and Aims
Digital Design
Food: Global Kitchen
Textiles: Fashion and Design
Design Lab
Product Design: Woodwork

Interdisciplinary

MYP Course Description and Aims
Psychology
Forensic Science

Physical & Health Education

MYP Course Description and Aims
Personal Fitness
Sports Leadership and Coaching (Semester 1 only)
Resilience and Wellbeing Through Sport and Fitness (Boys)
Resilience and Wellbeing Through Sport and Fitness (Girls)

Languages

MYP Course Description and Aims
French
Japanese
Korean
Indonesian

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.

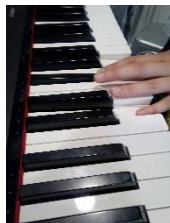
Development in the arts is a dynamic process, and not necessarily linear. Students move freely through a creative process towards a deeper understanding of the arts. The process of creating artwork, as well as the product, demonstrates what students have experienced, learned, and attempted to convey.

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.



<p>Drama - ACT UP! - Identity and Culture</p>		<p>Music: The Power of Chords</p>			
<p><i>Duration: 1 Semester</i> <i>Grades: 9, 10</i> <i>Prerequisite: None</i></p>		<p><i>Duration: 1 Semester</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, with the opportunity to perform their piece in the Canberra Theatre’s “Act Up” festival. 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>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>Media Arts</p>		<p>Visual Arts: Creations in Clay</p>		<p>Visual Arts: Images with Impact</p>	
<p><i>Duration: 1 Semester</i> <i>Grades: 9, 10</i> <i>Prerequisite: None</i></p>		<p><i>Duration: 1 Semester</i> <i>Grades: 9, 10</i> <i>Prerequisite: None</i></p>		<p><i>Duration: 1 Semester</i> <i>Grades: 9, 10</i> <i>Prerequisite: None</i></p>	
<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>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>	

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	Food: Global Kitchen		Textiles: Fashion and Design		
	<i>Duration: 1 Semester</i> <i>Grades: 9, 10</i> <i>Prerequisite: None</i>		<i>Duration: 1 Semester</i> <i>Grades: 9, 10</i> <i>Prerequisite: None</i>		
	<p><i>Global Kitchen</i> is an engaging and hands-on culinary unit that introduces students to the diverse foodways, ingredients, cooking techniques, and cultural traditions of world cuisines. Through a combination of cooking labs, research, and cultural exploration, students will prepare and analyse iconic dishes from various regions including Asia, Africa, Europe, the Middle East, Latin America, and Indigenous cultures. This unit emphasises the role of food as a lens to understand geography, history, climate, migration, and social customs. Students will learn basic to intermediate culinary skills, food safety, and nutrition, while gaining a deeper appreciation for the ways in which food connects people across borders and generations.</p>		<p>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.</p>		
	Design Lab		Product Design: Woodwork		Digital Design
	<i>Duration: 1 Semester</i> <i>Grades: 9, 10</i> <i>Prerequisite: None</i>		<i>Duration: 1 Semester</i> <i>Grades: 9, 10</i> <i>Prerequisite: None</i>		<i>Duration: 1 Semester</i> <i>Grades: 9, 10</i> <i>Prerequisite: None</i>
	<p>In this Design course, students will embark on a creative journey that intertwines design principles, cultural exploration, and sustainable practices. Through the lens of personal story telling, students will engage with the design cycle, investigate sustainable materials, and reflect on the relationship between personal and cultural identity.</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>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.</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

Duration: 1 Semester
Grades: 9, 10
Prerequisite: None

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:

- Psychological theorists and theory
- Learning and Motivation
- Personality
- Intelligence and Ability
- Social Psychology
- Development
- Abnormal psychology
- Ethics of Psychological Research

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.

Forensic Science

Duration: 1 Semester
Grades: 9, 10
Prerequisite: None

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.

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

<h2>Sports Leadership and Coaching</h2>	<h2>Personal Fitness**</h2>
<p>Duration: 1 Semester Grades: 9, 10 Prerequisite: None</p>	<p>Duration: 1 Semester Grades: 9, 10 Prerequisite: None</p>
<p>This unit is intended for students who want to cultivate leadership skills. The course will emphasise sports leadership and coaching across various sports. Students will learn to design programs and break down skills into teachable components. A significant aspect of the course will involve collaborating with peers and teaching skills to younger students, such as those at the Primary Site. Communication skills will be a major focus throughout the course. Additionally, students will have the opportunity to participate in sports development and coaching courses.</p> <p>In 2026, Sports Leadership and Coaching will be offered in Semester 1 only. An alternate PE elective will be offered in Semester 2.</p>	<p>This elective unit is designed to help students enhance their self-awareness through fitness, diverse alternative physical activities, and goal-setting exercises. Students will work on improving their individual fitness levels by creating meaningful workout plans, fostering self-discipline, practicing self-management, and reflecting on their progress for further improvement. Furthermore, they will expand their understanding of basic nutrition, negative lifestyle factors, and foundational sports science concepts. There is also an opportunity for students to explore their personal interests related to exercise, health, and fitness.</p> <p>An active membership with Club Lime Gold Creek is required in Term 2 for gym visits.</p> <p>**Students who have successfully completed this elective previously are welcome to select Advanced Personal Fitness as a preference in Semester 2 2026.</p>
<h2>Resilience and Wellbeing through Sport and Fitness (Boys)**</h2>	<h2>Resilience and Wellbeing through Sport and Fitness (Girls)**</h2>
<p>Duration: Full year Grades: 9, 10 Prerequisite: None</p>	<p>Duration: Full year Grades: 9, 10 Prerequisite: None</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. 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 IS A FULL YEAR COURSE.</p> <p>**Students who have completed this elective in 2025 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 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>** THIS IS A FULL YEAR COURSE.</p> <p>**Students who have completed this elective in 2025 are welcome to select this subject and will be offered assessment tasks designed to further develop their skills in this subject area.</p> <p><i>Applications from Non-binary/gender diverse/non-disclosed students are welcome.</i></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
Duration: 1 or 2 Semester Grades: 10 Prerequisite: None	Duration: 1 or 2 Semester Grades: 10 Prerequisite: None
<p>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.</p> <p>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.</p>	<p>Students will develop a comprehensive understanding of Japan's geography and infrastructure, as well as practical skills for navigating the Japanese rail network. They will acquire the ability to give and receive directions and confidently use public transport. The program also includes a review of essential language for ordering food, which will be highly beneficial for participants preparing for a Japan trip.</p> <p>In addition, students will explore aspects of Japanese homes, daily life, and customs, expanding their descriptive vocabulary to articulate the locations of various objects. The curriculum introduces Youkai—mythological creatures prominent in Japanese pop culture—to support the learning of adjectives, body parts, and colours as students learn to describe appearances.</p> <p>The importance of the four seasons in Japanese culture will be examined through an investigation of seasonal foods, fashion, and festivals. Students will further strengthen their reading skills while investigating seasonal traditions and learn how to express their desire to experience these cultural events.</p>
10 Korean	10 Indonesian
Duration: 1 or 2 Semester Grades: 10 Prerequisite: None	Duration: 1 or 2 Semester Grades: 10 Prerequisite: None
<p>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.</p> <p>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.</p>	<p>In semester one Indonesian students will gain a better understanding of communicating online and through social media in an Indonesian context. Students analyse social media trends among young people in Indonesia and compare with their own experience. The second unit builds confidence and competence to communicate various facets of family and home.</p> <p>In Year 10 Semester 2, Indonesian students will explore the art of bargaining in the Indonesian context, gaining insights into the cultural nuances, communication strategies, and psychological factors that influence successful negotiation. Students will also explore the rich tapestry of Indonesian culture by examining its diverse ceremonies and celebrations. Through a blend of language learning, cultural analysis, hands-on experiences, and creative projects, students will gain insights into the significance of rituals, the fusion of tradition and modernity, and the role of celebrations in fostering social cohesion.</p>