

YEARS 9 & 10

SUBJECT SELECTION GUIDE

2018



**GOLD COAST
CHRISTIAN
COLLEGE**

Christ Centred
Service Oriented
Innovative Learning

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INTRODUCTION

What an exciting time in a student's life – mapping the course for their future! This booklet has been designed to provide students and parents with valuable information for you to select elective subjects for Years 9 and 10. Subject teachers and administrative staff are always willing to provide assistance as you make this important decision. Year 9 and 10 matter!

CHOOSING SUBJECTS

As an overall plan, students are advised to choose subjects:

- they enjoy
- they have demonstrated some ability or aptitude in
- that lead to planned future course/s and career goals
- that develop skills, knowledge and attitudes useful throughout your life.

SUBJECT OPTIONS

Students will be enrolled in each of the Core Subjects and one Elective Subject from each line.

CORE SUBJECTS – all students will be enrolled in the following subjects

Encounter, English, Mathematics, Science, Health and Physical Education and History.

ELECTIVE SUBJECTS – choose one subject from each line

Line 1	<input type="checkbox"/> ICT (Information and Communications Technology)	<input type="checkbox"/> Art	
Line 2	<input type="checkbox"/> IDT (Industrial Design and Technology)	<input type="checkbox"/> Drama	<input type="checkbox"/> Japanese
Line 3	<input type="checkbox"/> Business Studies	<input type="checkbox"/> Home Economics	

NOTE:

Some subjects/courses may involve additional costs due to 'take home' projects, specialised equipment or excursions. Some classes have limitations on the number of available places. In the event of a class being full, students will be asked to select another subject on that line as their next choice. Timeliness in returning this form and/or past performance/attitude in a subject in Year 8 may be considered when allocating places in classes that reached their maximum enrolment.

Subject options are conditional on class size requirements being met.

HOW OFTEN CAN SUBJECTS BE CHOSEN?

Towards the end of Year 8, elective subjects are chosen for Year 9 and 10; these are two year courses. Towards the end of Year 10, students will chose subjects again for Year 11 and 12; these are two year courses as well.

CHANGING SUBJECTS

GCCC seeks to ensure that students are studying a course that is most satisfying and fulfilling to them. Good initial decisions regarding subject choice are therefore important. On some occasions however, students may decide that they would prefer doing a different subject. A change of subject is conditional on the following general guidelines:

- No student is to change classes without approval.
- A student who has demonstrated a positive attitude towards learning creates for themselves greater opportunities.
- A subject change may be limited by availability or class size.
- A subject change may be limited by already missed assessment items.
- Suitability of a student for a particular subject may be considered.
- Any subject change must be applied for within the first 4 weeks of term 1, or within the first 2 weeks of terms 2 or 3.
- Year 9 and 10 elective subjects are normally done as a two year course. Subject change requests will be considered on an individual basis.
- To apply for a subject change, students should obtain a Subject Change Form from the Dean of Studies.

ASSESSMENT POLICY

The goal of assessment policy is to encourage students to plan and take responsibility for their learning. The policy of the Queensland Curriculum and Assessment Authority is as follows. "In cases where students do not submit a response to an assessment instrument by the due date, judgments should be made using evidence available on or before the due date." This policy is compulsory for Years 11 and 12 and is the preferred policy for Years 7 to 10.

In cases where students are not able to provide any evidence of assignment work to submit on the due date, a late penalty, of one grade per day will apply for Years 9 and 10, unless an extension has been approved.

Extensions will only be approved when there are unavoidable circumstances, such as illness or bereavement. Procrastination and lack of effort are not classified as extenuating circumstances.

Extension requests need to be completed as soon as possible after the extenuating circumstances become known and such requests are to be made to the Dean of Studies.

ASSESSMENTS AND THE END OF TERM

It is very important for a student's academic success, their development in responsibility and the good order of the College to attend school on all school days unless they are ill or there are some special unavoidable circumstances affecting the family, such as bereavement. Taking a holiday early is not considered to be an unavoidable circumstance.

If students are absent from exams or fail to hand in assignments on due dates because they are on holidays, students may receive no credit for their work. This may well have an effect on students' final results and potential future study opportunities. It is not appropriate for exams to be set at different times to accommodate such students, considering issues such as equity and security. If you are hoping to take holidays during or at the end of the school term, contact the College first to see what the implications may be for your child.

SPECIAL PROVISION

Special provisions is a positive act of making reasonable adjustment to assessment requirements and conditions to ensure that assessment is equitable for all students. All students, including those with specific educational needs, should have opportunities to demonstrate their current knowledge and skills.

Gold Coast Christian College tries to ensure that all students are able to achieve the results commensurate with their capabilities.

Special Provision could be given for the following reasons:

- medical: chronic illness, short term illness, accident, psychological issues
- disabilities & personal trauma
- ESL – English as a Second Language
- Excessive SCHOOL RELATED commitments

SUBJECT OUTLINES

The following pages contain important information about each of the subjects on offer at Gold Coast Christian College. If you would like any further information, please feel free to contact the College to speak with the relevant teacher.

YEAR 9 & 10 CORE SUBJECTS

ENCOUNTER – BIBLICAL STUDIES

INTRODUCTION

Encounter is a subject at the very core of this College's existence. Students explore themes which develop their belief, faith and trust in the God who is both the God of Creation and their personal Saviour.

CONTENT

Drawing on the Holy Bible students will explore: What is our God really like? What has He done for me? How do I relate and respond to Him? How do I relate to others around me, including those in need? What does the Bible tell me about how I should live my life? These are the critical questions at the centre of the curriculum for Years 9 and 10.

ASSESSMENT

Assessment tasks will cover a variety of group and individual activities. Journals, multi-modal presentations, speeches, reports, case studies, assignments and tests will be used to give the student an opportunity to demonstrate learning achieved during the course.

LINKS TO SENIOR SUBJECTS

Students who achieve well in Encounter and English have the option of doing the OP subject, Study of Religion in Year 11 and 12. Other students will study Religion and Ethics, which is a non-OP subject.

SPECIFIC REQUIREMENTS

Students need a willingness to consider questions and search for answers that will last.

ENGLISH

INTRODUCTION

Studying English is essential for all students. It helps them to develop effective communication skills, to think imaginatively and to ultimately become learned citizens, able to make ethical, thoughtful and informed decisions. A good command of English is vital for success in education, training and the workplace. Proficiency in English is vital in Australia and invaluable in the rest of the world.

CONTENT

English is built around three strands: language, literature and literacy. These strands develop students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. The students are exposed to a variety of texts including media texts, film and digital texts, fiction, non-fiction, poetry, dramatic performance and multimodal texts. This range of texts includes works from Asia and Indigenous Australia.

ASSESSMENT

Students will be assessed in writing, speaking, reading (and viewing) and listening.

LINKS TO SENIOR SUBJECTS

Students must pass Year 10 English in order to enter into senior English. If they do not achieve a passing grade in Year 10, they will be enrolled in English Communication, which is an authority-registered (non-OP) subject. A pass in Year 10 English is also an essential prerequisite for a number of other humanity-based senior subjects. A pass in Year 12 English is a prerequisite for **all** university courses.

SPECIFIC REQUIREMENTS

Students need to bring to class their laptop, textbook, notebook and pens.

MATHEMATICS

INTRODUCTION

Mathematics is a compulsory subject in Years 9 and 10. The Year 9 Mathematics course provides a foundation for the work that will be studied through to Year 12. Students are placed in either Core or Advanced Mathematics for Year 10. To be eligible to be placed in Advanced Maths in Year 10, a student will need to achieve an overall grade of A or B in Year 9. A student with a strong C may also be considered for this level; however, this is at the discretion of the Maths teacher in consultation with Administration.

CONTENT

Number and Algebra, Measurement and Geometry, Statistics and Probability.

ASSESSMENT

Each semester's assessment may consist of unit tests, an assignment, a mark based on homework/bookwork and Term tests.

LINKS TO SENIOR SUBJECTS

Students who successfully complete Year 10 Mathematics with a grade of B or better are eligible to enrol in Mathematics A, Mathematics B or Mathematics C, or a combination of these in Years 11 and 12.

Students who complete Mathematics in Year 10 with a C or above are eligible to enrol in Mathematics A in Years 11 and 12.

Other students can enrol in Pre-vocational Mathematics, a non-OP subject.

SPECIFIC REQUIREMENTS

Students need to bring to class their laptop, notebook, pens, scientific calculator, ruler, pencil,

At this stage the school will provide graphic calculators when needed in class.

SCIENCE

INTRODUCTION

Science is a body of knowledge and a set of methods for learning about the natural world. The science course exposes students to key ideas and concepts in science. It encourages students to learn problem solving and research skills. Understanding science is vital to becoming an informed citizen. Students at Gold Coast Christian College are encouraged and given opportunity to reflect on the significance of science for Christian faith.

CONTENT

In Years 9 and 10, a selection of topics that provide a foundation for further study in the sciences and topics of general interest are presented. Topics include: Life in the balance; the changing Earth; waves and particles; the patterns of chemistry; the recipe of Life; chemical reactions matter; Galileo's new science and the big ideas of science.

ASSESSMENT

Assessment in Science is drawn from a combination of topic tests, book work, and Laboratory reports. A major assignment is completed in each semester.

LINKS TO SENIOR SUBJECTS

Junior Science provides a foundation for Biology, Chemistry, and Physics in Years 11 and 12. Satisfactory achievement in Junior Science is a requirement for students wishing to study a science subject at senior level.

SPECIFIC REQUIREMENTS

Students need to bring to class their laptop, notebook, pens, calculator, ruler, pencil, and protractor.

HEALTH & PHYSICAL EDUCATION

INTRODUCTION

This subject involves learning and practicing healthy lifestyles and students becoming more responsible for decisions regarding their health. Students also learn and practice the skills of physical activities such as games and sports, athletics, outdoor pursuits and aquatics. Students are taught how to improve their performance in these activities.

CONTENT

Health & Physical Education requires continued involvement in both practical and theoretical work. Areas of study can include exercise physiology, sports and injuries safety, health and diet, human development, drug awareness, responsible choices, physical fitness, training strategies, biomechanics, sport in society, athletics, and a range of team sports.

ASSESSMENT

Assessment in this subject includes written tests, oral presentations, preparation and completion of reports and assignments and practical tests. Practical tests include testing mastery of skills learnt and application of these physical skills eg. marking of student's performance in a game situation.

LINKS TO SENIOR SUBJECTS

Physical Education

SPECIFIC REQUIREMENTS

Students are expected to wear full PE uniform for all lessons, which includes sport hat and lace-up sports shoes, worn correctly. Students who choose this subject must be physically able to complete the course and are expected to be actively involved in all components of the course. Field trips or visits to outside venues may take place from time to time, which may necessitate additional costs to students.

HISTORY

INTRODUCTION

History is a study of the record of past events to help students develop a better understanding of the world we live in. Awareness of history is an essential characteristic of any society; historical knowledge is fundamental to understanding ourselves and others, and historical understanding is as foundational and challenging as other disciplines. History is a distinctive and indispensable form of understanding practised across many generations. Human civilisation is marked by a preservation of the past in oral memory, documents, artefacts, monuments and traditions. It provides knowledge, understanding and appreciation of previous events, people, practices and ideas. It orders them, renders them intelligible and discerns patterns of continuity and change. It provides the means whereby individual and collective identities are formed and sustained. It enriches the present and illuminates the future.

History stretches from the distant past to the present, and provides a deeper understanding of present-day events as well as the enduring significance of earlier ones. It introduces us to a variety of human experience, enables us to see the world through the eyes of others, and enriches our appreciation of the nature of change.

CONTENT

Units in History will be based on the following themes:

Year 9

- World War I (1914-1918), An Overview of the Modern Era (1450-1914), The Industrial Revolution (1750 -1914), India.

Year 10

- World War II (1939-45), Rights and freedoms (1945 – the present), Popular culture (1954 – present), Environmental Movements.

ASSESSMENT

Assessment will include both formal and informal assessment from a combination of assignments, book work, group work and oral presentations.

LINKS TO SENIOR SUBJECTS

A pass in History is a prerequisite for any senior History subjects.

SCHOOL SPORT

Gold Coast Christian College believes in the importance of Sport for all students. Throughout the year students are given numerous opportunities to get involved in individual and team physical activities. In addition to the Gold Coast Christian College Carnivals (Athletics, Swimming, Cross Country) students are given a number of sporting opportunities outside of the College. These opportunities are provided through the Colleges involvement in AGCC, IDSS and ASSA.

AGCC INTERSCHOOL SPORT (ASSOCIATION OF GOLD COAST COLLEGES)

All students compete against seven other private Gold Coast Colleges in two seasons (Term 1/2 & Term 3) of interschool sport on Thursday afternoons in Touch Football, Soccer, Netball, Tennis, Oztag and Futsal.

IDSS (INDEPENDENT DISTRICT SCHOOL SPORT)

Selected students are given the opportunity to compete against students from schools in the Independent District in the following carnivals:

- Athletics
- Swimming
- Cross Country

Students achieving the required standard will be given the opportunity to represent the Independent District at the South Coast Regional Athletics Carnival.

ASSA (ADVENTIST SCHOOL SPORT ASSOCIATION)

Selected students are given the opportunity to compete against students from the other SDA schools around South-East Queensland at the following carnivals:

- Swimming
- Athletics
- Cross Country
- Junior team sports day (Netball, Basketball, Touch Football, Soccer)
- Senior team sports day (Netball, Soccer, Touch Football, Basketball)

RECREATION SPORTS (TERM 4)

Students are given a choice of recreation sport options: surfing, ice skating, laser skirmish, beach fitness and tennis.

YEAR 9 & 10 ELECTIVE SUBJECTS

INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)

INTRODUCTION

ICT incorporates the safe use of digital technologies in the areas of presentation and graphical communication utilising motion and static images. It involves a wide variety of media types to prepare students for communicating in a very visually driven world. It also includes units with a work-place focus.

The skills and techniques learned in ICT would be used in a variety of other subject areas.

CONTENT

The broad areas to be covered in this course are:

- Digital imaging and video
- Computer hardware and Operating Systems
- Social and ethical issues in computer use
- Digital audio
- Robotics

ASSESSMENT

Assessment emphasises practical skills and involves:

- Projects
- Folios of work
- Exams

LINK TO SENIOR SUBJECTS

ICT flows into Senior Information Technology Systems. This is an OP subject with an emphasis on completing multimedia projects and has a client focus.

VISUAL ART

INTRODUCTION

Gold Coast Christian College recognises that valuing creativity and innovation cultivates higher order thinking. Developing students' Visual Literacy can enhance their performance in all subject areas. In this subject students will be provided with a range of opportunities to find their media and develop a degree of creative independence. Through a variety of learning experiences students will learn to create artworks that interpret their world and communicate their ideas and opinions visually. A Christian approach to aesthetics will be fostered.

CONTENT

Students are introduced to a variety of media through a range of different skill based exercises and will learn how to use materials traditionally initially, while allowing room for exploration into the less conventional possibilities of these materials. Learning experiences include printmaking, painting, sculpture, mixed media and drawing. The theory of different media and examples of artists who have excelled through the use of those materials will be integrated with the practical experiences.

ASSESSMENT

Visual Art at this level is assessed in two ways;

- *Making Art*: Practical tasks that assess a student's art making skills and their ability to communicate visually.
- *Appraising Art*: Responding and reflecting on artworks through short paragraph responses, essays, oral presentations and exams.

LINKS TO SENIOR SUBJECTS

While not a prerequisite, Junior Visual Art provides a firm foundation for Senior Visual Art studies. Students who wish to major in Senior Visual Art are encouraged to take Junior Visual Art. Senior Visual Art will involve the students specialising in media of their choice by the time they reach year 12. Junior Visual Art provides the opportunity to find the media that best suits the students' interests and abilities in order to prepare them for Senior Visual Art. The short responses and essays will develop their visual literacy and prepare them for the analytical and comparative essays required in Senior Visual Art.

SPECIFIC REQUIREMENTS

Most basic materials are provided by the College; however, for major tasks students may wish to choose to bring some additional items. They are expected to bring their 2B & 4B pencils to every art lesson. They are expected to bring their 2B and 4B pencils to every art lesson. One of each of

these pencils will be allocated to each student but if they are lost or broken, students are required to replace them.

OTHER

Art Gallery excursions are organized once or twice a year as required in the curriculum. These excursions may occasionally incur an additional cost.

INDUSTRIAL TECHNOLOGY AND DESIGN

INTRODUCTION

Skills for Life and Leisure! Industrial Technology and Design endeavours to prepare young men and women to live and contribute in a rapidly changing technological society. Regardless of career aspirations, this subject helps students develop the art of thinking in a logical way and act in a responsible manner by presenting them with problems for which they are required to provide practical solutions.

CONTENT

Students will be required to utilise a wide range of materials such as various timber species and metals to design and construct projects and design challenges.

ASSESSMENT

An assessment plan in Industrial Technology and Design usually consists of:

- Practical outcomes
- Design folio's
- Research report's and class presentations

LINKS TO SENIOR SUBJECTS

Industrial Technology and Design flows through to an OP design subject in senior called Technology Studies, and also links to trade based subjects.

SPECIFIC REQUIREMENTS

If students make considerably larger or more expensive projects than budgeted, they may be required to subsidise the cost of the project.

DRAMA

INTRODUCTION

Drama is essentially a reflection, a mirror of who we are, the experiences we share and the views we have. What we see on stage is a reflection of what we see in ourselves. Our experiences in drama teach us to laugh at ourselves and empathize with others. We are challenged to change what we don't like and to celebrate our successes. Drama allows us to ride the waves of human emotion and has the power to move us individually and as a society.

CONTENT

In drama, students are exposed to a variety of challenging issues/topics which they explore while developing their acting skills and an understanding of dramatic styles, both historical and contemporary. Self-confidence and team work skills are nurtured as each student is introduced to the power of performance.

ASSESSMENT

Drama is assessed in 3 ways:

- Forming: Creating drama ie: scriptwriting, improvisation, directing skills.
- Presenting: Performance.
- Responding: Reflecting on own performance or live Performance. ie: reviews, orals.

LINKS TO SENIOR SUBJECTS

Junior drama is not a prerequisite for Senior Drama; however, the course provides a strong foundation and exposes students to the types of assessments set in Senior.

SPECIFIC REQUIREMENTS

While most assessments take place during school hours, some performances will take place in the evening or on weekends. Students doing drama will be required to attend these performances. These are arranged to provide students with an exposure to performing with an audience and to give parents and family the opportunity to see their child's talent and celebrate in their success.

OTHER

Excursions to Performing Arts Events will be arranged both during school and in the evenings. These excursions may incur an additional cost.

INTRODUCTION

Learning languages uniquely broadens student's horizons to include the personal, social and employment opportunities presented by an increasingly interconnected and interdependent world. The interdependence of countries increasingly means that people in all spheres of life need to be able to negotiate experiences and meanings across languages and cultures. It has also brought realisation that, despite its status as a world language, a capability in English only is insufficient and that a bilingual or multilingual capability has become the norm in most parts of the world. Languages have a key role in this context: they mediate the interpretation, creation and exchange of meaning among people in daily interactions within and across cultures.

For individuals, learning languages:

- extends students' capability to communicate.
- develops an intercultural capability which includes an understanding of, and respect for, diversity and difference.
- develops students' awareness of cultural assumptions and values that frame the world view shaped through their own first language(s) and culture(s)
- strengthens cognitive and general learning capabilities such as creative and critical thinking
- strengthens students' knowledge of concepts across the curriculum
- extends students' understanding of themselves, their own heritage and identities, and their sense of connectedness to others through reflection on their experiences and those of others
- enhances students' employment and career prospects.

CONTENT

Students studies will include grammatical structures, listening, speaking, reading, writing and cultural knowledge about Japan.

ASSESSMENT

Student's assessment will come under Listening, Speaking, Reading and Writing using various forms of assessment such as tests and assignments.

LINK TO SENIOR SUBJECTS

Students must have studied Japanese in Years 9 and 10 in order to be able to study it in Year 11 and 12. There is a possibility of a trip to Japan for those studying Japanese in Year 11. Costs involved will need to be incurred by parents if this eventuates.

BUSINESS EDUCATION

INTRODUCTION

Business Education is a junior school subject that lays the groundwork for a number of senior OP subjects. It provides a direct link to Accounting, Economics and Legal Studies. Business Education provides an excellent basis for understanding how the world works, particularly within the context of finance and economics.

CONTENT

Students in Business Education get to experience a variety of subjects including business structures and management, the workplace, bookkeeping and accounting, introductory economics, small business management and marketing and promotion. This involves classroom activities and excursions.

ASSESSMENT

Students are assessed in a variety of ways that include tests, projects, individual and group assignments. These can involve written responses, research work, multimedia presentations and spoken tasks.

LINKS TO SENIOR SUBJECTS

Accounting, Economics, Legal Studies, Business Communication and Technologies, Business Organisation and Management, and Tourism.

HOME ECONOMICS

INTRODUCTION

Home Economics focuses on the well-being of individuals, the family and the community in relation to everyday activities. The underpinning philosophy that is central to Home Economics is a focus on the beliefs that today's actions and attitudes determine present and future welfare, security and happiness of individuals, families and communities. This subject has a balance and link between theoretical and practical applications and it allows opportunity for creativity and talent to be explored through a range of different learning environments.

CONTENT

Home Economics combines the theoretical understandings and practical applications related to:

- food and nutrition
- textiles and fashion
- individuals, families and communities

Students will investigate, research, develop opinions, consider personal, family and wider community impacts, question their own values and beliefs, and design and develop products within all of the topic areas studied in the Year 9 and 10 course.

ASSESSMENT

Students will have a range of assessment types:

- practical tasks eg. product development & construction, models, trade displays
- oral tasks eg. discussions, role-plays, speeches, seminar presentations
- project folios
- written tasks
- computer generated presentations/projects eg. Promotional

LINKS TO SENIOR SUBJECTS

Junior Home Economics is good preparation for the Senior Home Economics.

SPECIFIC REQUIREMENTS

Home Economics has a practical component which is an integral part of the course. It is therefore expected that students will complete and participate in all tasks, both the theoretical and practical assessment tasks. It will be necessary for each student to purchase various resources required for the practical assessment tasks. There will be some additional cost for planned excursions that will enhance the learning experience.