

# YEAR 9 & 10 SUBJECT SELECTION BOOKLET 2025



**SHALOM  
COLLEGE**  
PROVIDING OUTSTANDING FUTURES



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## YEAR 9 SUBJECT SELECTION INFORMATION

### Year 9 Introduction

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All students entering **Year 9** will study ten subjects in total. Six core subjects that are studied for the entire year, plus four elective subjects that are studied for one semester. This means students will study two elective subjects each semester.

Year 9 students will receive timetables with separate subjects appearing in the place of the traditional Core Studies A (Mathematics and Science) and Core Studies B (English and Humanities). These are now studied as four discrete core areas.

### Year 9 Core Subjects

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Core subjects are compulsory for all students. **Year 9 core subject** areas are:

- Religious Education
- English
- Humanities & Social Sciences
- Mathematics
- Health & Physical Education
- Science

### Year 9 Elective Subject Areas

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There are twelve different elective options for students to choose from in Year 9. Each elective subject is studied for one semester. Year 9 students are required to study **four** from the list below. When selecting their subjects electronically students will have to select the four subjects they wish to study and two reserve electives they are willing to study (if needed).

- Business Studies
- C.A.D and Design
- Dance
- Digital Technologies
- Drama
- Engineering Technologies
- Food Technology
- Industrial Skills
- Japanese
- Media Arts
- Music
- Visual Art

## YEAR 10 SUBJECT SELECTION INFORMATION

### Year 10 Introduction

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Students will study a total of nine subjects. Five core subjects studied for the entire year, one humanities core subject (History) studied for one semester, plus three elective subjects each studied for a semester. Year 10 is considered part of the Senior school. It is a transitional year where students continue and complete core studies with a focus on “filling gaps” and “building bridges” towards future studies and work. In Year 10 all core subjects are treated as discrete subject areas.

### Year 10 Core Subjects

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Core subjects are compulsory for all students. The **Year 10 core subject** areas are:

- Religious Education
- English
- Mathematics
- Health & Physical Education
- Science
- Humanities & Social Science (History – one semester only)

**Please note - English, Mathematics, Science and History** offer an Essential stream for these core areas. These classes are **by invitation only**, students are not able to select these. Parents will be notified in writing of their child's invitation to these classes. These classes are for students who require additional support to enable them to access and have success across the Year 10 curriculum and standards.

## Year 10 Elective Subject Areas

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Year 10 students have 27 electives to choose from across the various learning areas. The list below indicates how many electives are available in each of the Learning Areas. Students will study each elective for one semester. Students will be required to choose three electives and three reserve electives they are willing to study (if needed) when selecting their subjects electronically.

It is important to note that three core Learning Areas also offer additional elective options that are available for selection in Year 10 (see shaded learning areas below).

- Art (3 electives)
- Business Education (3 electives)
- Food Technology & Hospitality (2 electives)
- Humanities & Social Sciences (Core + 3 electives)
- Industrial Technology & Design (4 electives)
- Japanese (2 electives)
- Mathematics (Core + 1 elective)
- Media Studies & Digital Solutions (3 electives)
- Performing Arts (4 electives)
- Health & Physical Education (Core + 2 electives)

Descriptions of each elective offered across all subject areas are provided on the following pages. While potentially disruptive, elective subjects may be changed within the first two weeks of the semester if necessary. Procedures for requesting a change are outlined in the **Student Record Book**.

The following table shows the different elective choices available to Year 10 students:

Ancient & Modern History	C.A.D & Design	Civics and Citizenship
Contemporary Sculpture	Dance	Drama
Digital Solutions	Engineering	Film, TV & New Media
Geography	Hospitality	Hospitality B
Industrial Metal Skills	Industrial Wood Skills	Introduction to Accounting
Introduction to Business	Introduction to Legal Studies	Introduction to Media Arts
Japanese	Japanese Extension	Music
Painting – Pop, Props & Shots	Photography and Design	Physical Education
Rugby League	Specialist Mathematics	Stagecraft

## Subject Selection

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Subject selection for both Year 9 and Year 10 is completed on-line using the *Edval WebChoice* portal [<https://my.edval.education/login>]. Instructions including a link will be sent to students via their school email account. Students will select, in order of preference, elective subject areas for Year 9 and for Year 10, along with reserve preferences.

While it is likely that most students will receive their first preferences, some elective subjects offered initially for selection may not proceed. The Principal reserves the right to determine subject viability and class membership based on merit if necessary. Students who have selected a subject that does not proceed will be allocated a reserve subject.

We hope that parents and students will collaborate in the choice of subjects. Some issues to be considered when making choices are:

- interest in subjects
- performances to date in subjects
- possible subject choices for Years 11 and 12
- possible future employment or career directions.

A **Course Planner** is included with this booklet to assist students and parents and as a record of choices. The course planner is for personal use only and is not submitted as part of the subject selection process.

In addition, a **Curriculum Overview** is included on the next page to illustrate how subject areas develop through the College from Year 7 to Year 12.

Parents and students wishing to plan Year 10 courses while considering Year 11 and 12 pathways are welcome to access the Shalom Senior Subject Selection Guide to read further about future courses. This is available on the College website ([www.shalomcollege.com](http://www.shalomcollege.com) > Curriculum > Year 10 Personal Futures).

Stationery lists are also available on the College website via the above pathway. These are updated in Term 4 ready for the next year.

All resources are available on SIA for students in the **Students Dashboard**. Students need to select **Subject Selection, Year 8 -> 9 and Year 9 -> 10 Subject Selection**. Or through the **Parent Dashboard** in Sia – **Curriculum, Teaching & Learning, Curriculum, Subject Selection, Year 8 -> 9 and Year 9 -> 10 Subject Selection**.

Students do not have to follow subject area pathways once selected; there is flexibility until the commencement of Year 11 studies, where the new senior courses require a consistent study pattern. While there are no prerequisites for the study of subjects such as Accounting and Dance in Years 11 and 12, it is useful to have taken related subjects in Years 9 and 10 such as Business and Dance respectively.

**It is strongly recommended that students who intend to take Senior Japanese select Japanese in Years 9 and 10.**

## Advice

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All staff at Shalom College are available to offer advice in relation to subject selection. However, subject specific queries should be directed to faculty Heads. Queries related to curriculum policy should be directed to Mrs Gail Norris (Assistant to the Principal Curriculum). Any queries about Career pathways should be directed to Mrs Liza O'Donnell (Pathways Coordinator). Any senior schooling questions can be answered by Mrs Patricia Allen (Dean of Senior School) and middle schooling questions can be answered by Mrs Megan Munckton (Dean of Middle School).

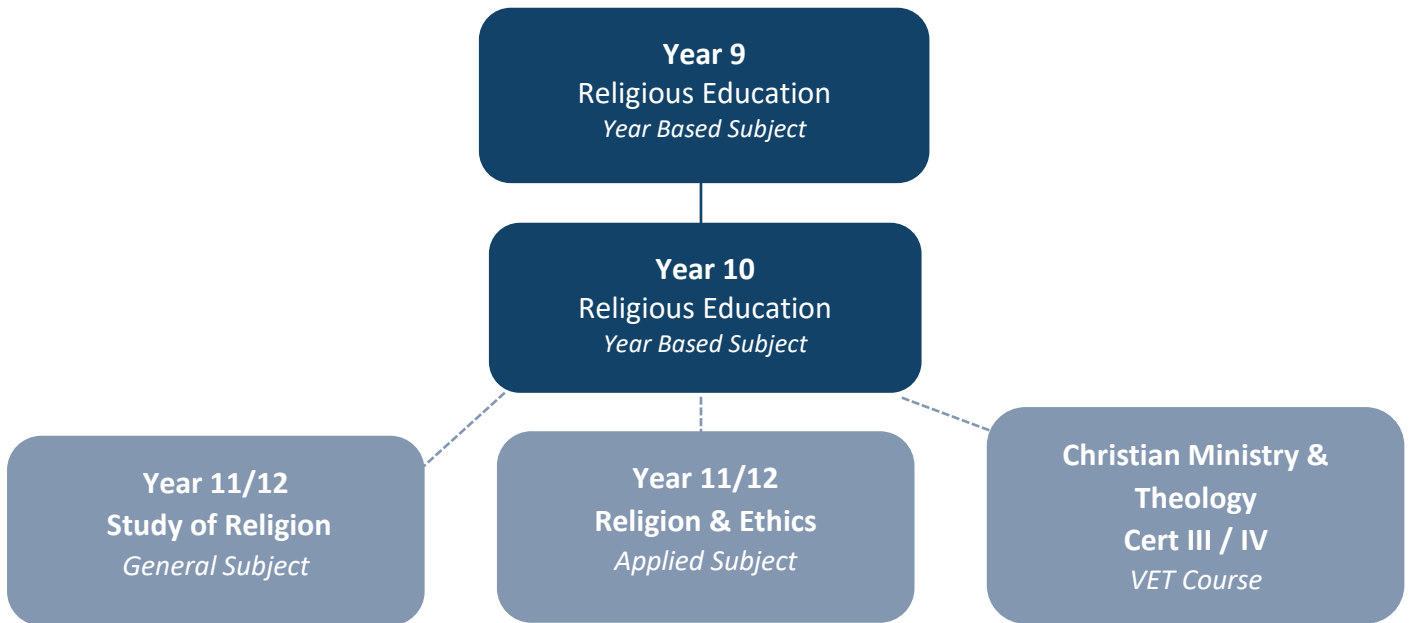
# Shalom College – Curriculum Overview by Subject and Year Level, 2025

Learning Area	Middle School		Senior School	
	Years 7 & 8	Year 9	Year 10	Year 11 & 12
Religious Education	Religious Education	Religious Education	Religious Education	<i>Certificate III/IV in Christian Ministry &amp; Theology or Religion &amp; Ethics or Study of Religion</i>
English	Core Studies B English	English	Essential English or English	English or <i>Essential English</i> Literature
Health & Physical Education	Health & Physical Education	Health & Physical Education	Health & Physical Ed Rugby League Physical Education	<i>Certificate II in Sport and Recreation</i> <i>Certificate III in Fitness</i> Physical Education <i>Sport and Recreation</i>
Humanities & Social Sciences	Core Studies B Humanities & Social Sciences	Humanities & Social Sciences	Essential History or History (one semester only) Geography Civics and Citizenship Ancient & Modern History	Ancient History Geography Modern History <i>Social &amp; Community Studies</i> <i>Tourism</i>
Mathematics	Core Studies A Mathematics	Mathematics	Essential Mathematics or General Mathematics or Mathematical Methods Specialist Mathematics	<i>Essential Mathematics or General Mathematics or Mathematical Methods</i> Specialist Mathematics
Science	Core Studies A Science	Science	Essential Science or Science	Physics Biology Chemistry Psychology <i>Agricultural Practices</i> <i>Aquatic Practices</i> <i>Cert III Health Services Assistance)</i>
Art	Visual Art	Visual Art	Contemporary Sculpture Painting – Pop, Props & Shots Photography and Design	Visual Art <i>Visual Arts in Practice</i>
Business Education	Business Studies	Business Studies	Introduction to Business Introduction to Accounting Introduction to Legal Studies	Accounting Business Legal Studies <i>Certificate III in Business</i>
Food Technology & Hospitality	Food & Nutrition	Food Technology	Hospitality Hospitality B	Food & Nutrition <i>Certificate II in Hospitality</i>
Industrial Technology & Design (InTAD)	Industrial Tech & Design	Industrial Skills	Industrial Wood Skills Industrial Metal Skills	Design Engineering <i>Certificate I in Construction / Certificate II in Construction Pathways</i> <i>Certificate II in Engineering Pathways</i> <i>Furnishing Skills</i> <i>Industrial Technology Skills</i>
		C.A.D & Design	C.A.D & Design	
		Engineering Technologies	Engineering	
Japanese	Japanese	Japanese	Japanese Japanese Extension *	Japanese
Media Studies & Digital Solutions	Media Studies & Digital Technologies	Digital Technologies	Digital Solutions	Digital Solutions Film, Television & New Media <i>Information and Communication Technology</i>
		Media Arts	Introduction to Media Arts Film, TV & New Media	
Performing Arts	Dance & Drama	Dance	Dance	Dance
		Drama	Drama Stagecraft	Drama
	Music	Music	Music	Music Music Extension (Year 12 only)

Shading indicates compulsory subject areas. Subjects listed are based on initial offerings: subjects are offered conditional upon viable class numbers. Subjects listed above in italics, referred to as “Applied Subjects”, will only make a limited contribution towards an ATAR.

\* Year 10 Japanese Extension is a Semester 2 subject only. Year 10 Japanese must be taken first to be able to choose Year 10 Japanese Extension.

## Religion Education Curriculum Pathway



## RELIGIOUS EDUCATION

**Course Description** Religious Education develops students' knowledge and understandings of Christianity in the Catholic tradition, in dialogue with their own religious background and other worldviews. It seeks to explore this story within our diverse contemporary culture. Religious Education expands students' spiritual awareness and religious identity as well as fostering their capacity to be discerning citizens who think critically and seek truth. It challenges and inspires students to be of service to others and engaged members of their community.

**Course Units**

**Year 9 & Year 10:**

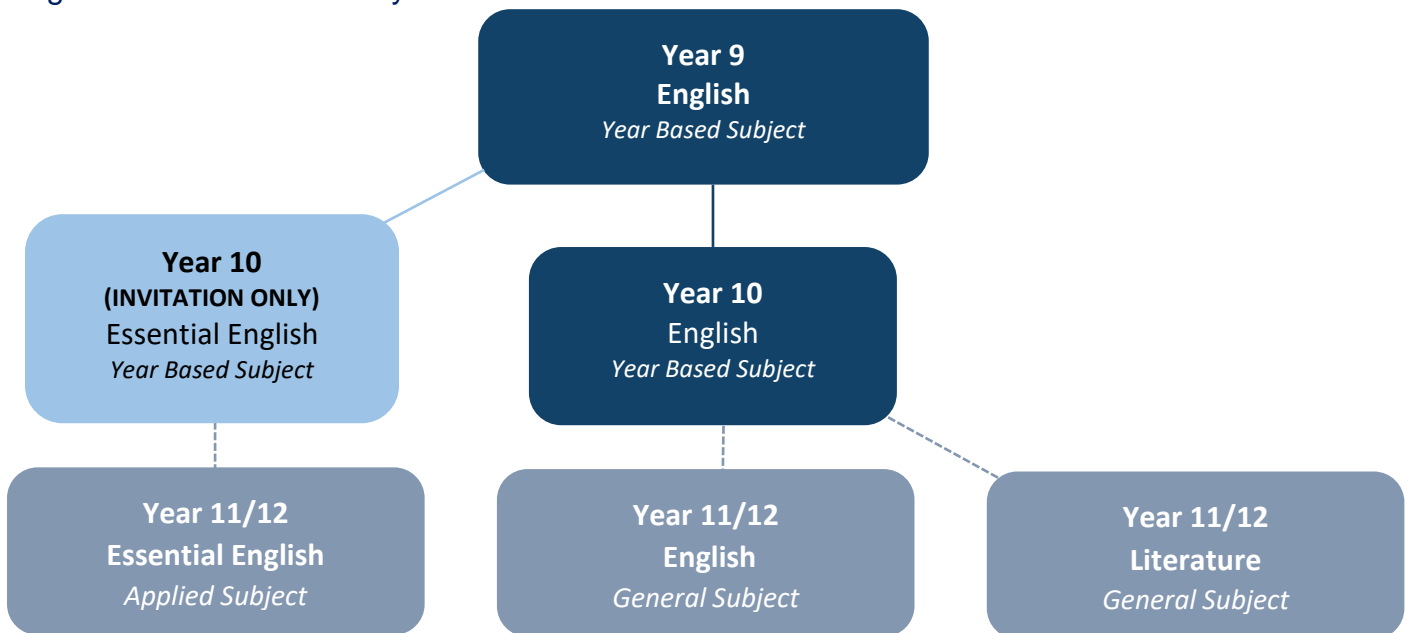
- Term 1 Sacred Texts
- Term 2 Beliefs
- Term 3 Church
- Term 4 Christian Life

**Assessment**

- Modes of assessment includes reports, projects and written responses.



## English Curriculum Pathway



## ENGLISH EDUCATION

**Course Description** The English program at Shalom College is designed to meet the needs, interests and abilities of a wide range of students and to prepare them for the various roles in life. Our goal is to develop and refine the students' ability to compose, comprehend and present spoken and written English fluently, appropriately, effectively and critically - for a wide range of personal and social purposes and specified audiences.

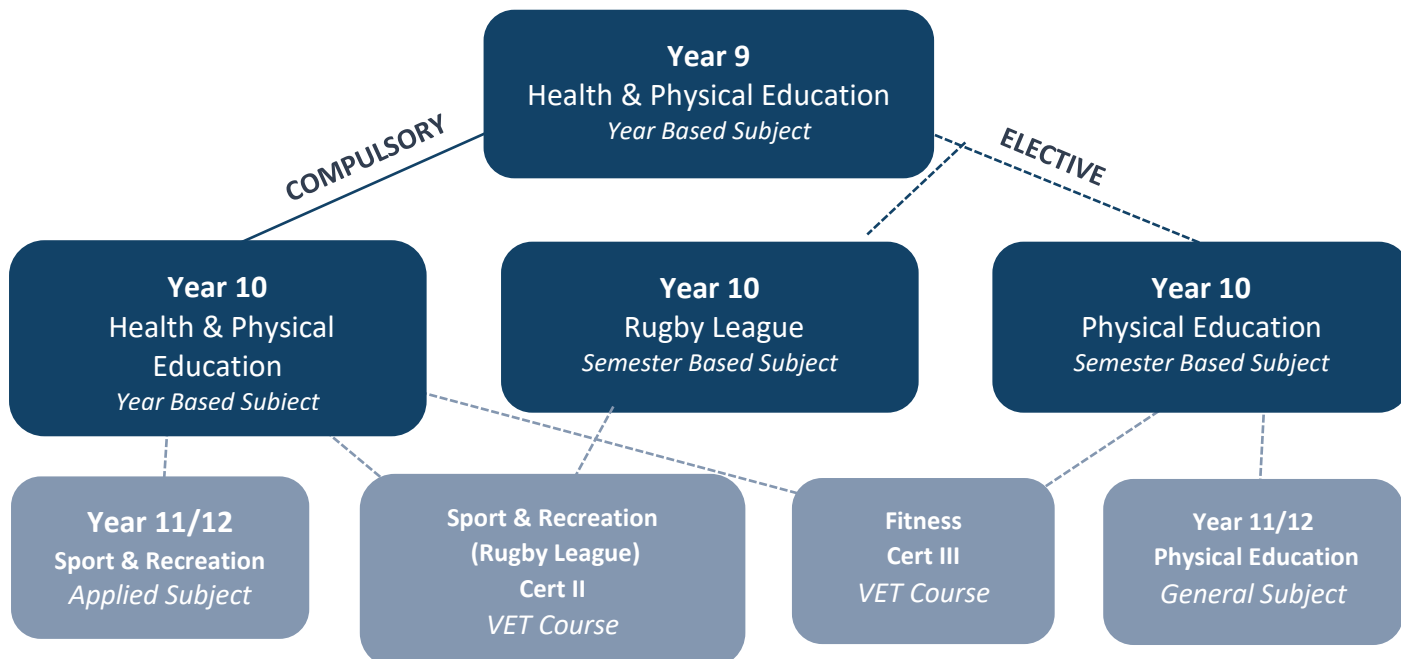
**Course Units** **Year 9:** Students in Year 9 English will engage in a wide variety of English components to prepare them for later years. This will include developing and refining students' ability to compose, comprehend and present spoken and written English. Assessment pieces will include written exams, as well as written and spoken assignments.

**Year 10: Essential English:** This subject is available to students by **invitation only**. Parents will be notified in writing with the invitation for their student to join this class. The Essential English course is designed for students to consolidate basic literacy skills with a view to selecting Essential English in Years 11 and 12. Assessment pieces will include written exams as well as written and spoken assignments.

**General English:** This subject is **compulsory** for all Year 10 students, except for those students invited to Essential English. Students wishing to undertake English as a part of their tertiary entrance pathway must choose General English as their English course, however, an ATAR may still be acquired without taking General English. This course will cover analytical, persuasive and imaginative genres in a way that ensure students learn to read widely, work independently, and progressively learn to self-edit their work in addition to conferencing with their class teachers.

If students wish to extend their English abilities in senior classes, Literature is available from Year 11 onwards. Assessment pieces will include written exams and written and spoken multi-modal assignments.

## Health & Physical Education Curriculum Pathway



## PHYSICAL EDUCATION

**Course Description** The subject involves learning through participation in a variety of physical activities and associated studies on maintaining and improving health, fitness and performance. The associated studies focus on the efficient functioning of body systems, the cultural values underlying the practical activities of the course, and health issues relating to the lifestyles of the students. The subject challenges and prepares students to develop decision-making and academic skills, as well as physical skills.

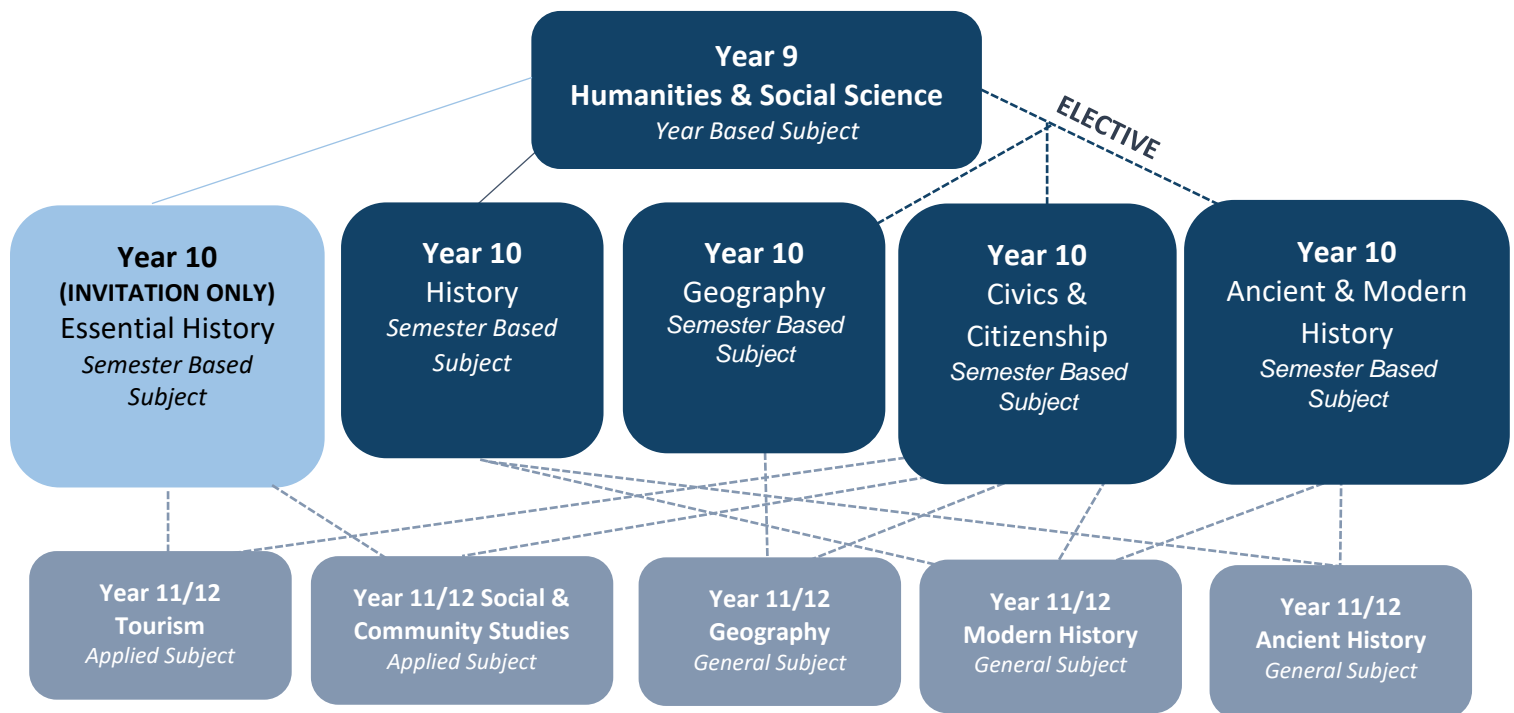
**Course Units** **Year 9:** Students in Year 9 Health & Physical Education participate in a wide range of practical and theoretical activities surrounding fitness, health, and performance. Assessment pieces will include written tests, assignments, multi-model presentations, and practical assessments.

**Year 10: Health & Physical Education:** This course is a **compulsory** subject in Year 10 and will cover a wide variety of practical and theoretical subjects that will prepare students for senior physical education electives, or to finish off their high school physical education. Assessment pieces will include written tests, assignments, multi-modal presentations, and practical assessment.

**Rugby League:** This is an elective subject that is designed for students who have a special interest in Rugby League. Practical elements include body preparation (fitness), defensive principles, offensive principles, and core skills. Theoretical elements include sociology, psychology, physiology, and nutrition for rugby league. Assessment pieces will include written tests, assignments, multi-model presentations, and practical assessment.

**Physical Education:** This subject is an elective subject in Year 10 in which students may participate in physical education that is similar to the modules assessed in Year 11/12. This includes practical elements such as minor games, volleyball, and aerobic activities (run/cycle), and theory elements such as ethics and integrity, energy, fitness training, and motor learning and tactical awareness. Assessment pieces will include written tests, assignments, multi-model presentations, and practical assessment.

## Humanities Curriculum Pathway



## HUMANITIES EDUCATION

**Course Description** Humanities at Shalom College focuses on the discipline areas of History and Geography in the Middle School. Students develop skills and knowledge which will help them to investigate social, environmental, historical, economic, political and cultural issues relevant to the world they live in today. A range of local, state, national and global issues, both past and present, are included as topics of study.

**Course Units** **Year 9:** Students in Year 9 Humanities undertake a separate subject covering a semester of history and a semester of geography, as opposed to Year 7 & 8 in which these subjects are covered in Core Studies B classes. Assessment pieces can include examinations, assignments and reports.

**Year 10: Essential History:** This subject is available to students by **invitation only**. Parents will be notified in writing with the invitation for their student to join this class. Essential History covers the same topics as History – World War II and Building Modern Australia. Course work and assessment is developed with additional literacy support and is not sufficient grounding for senior Ancient or Modern History.

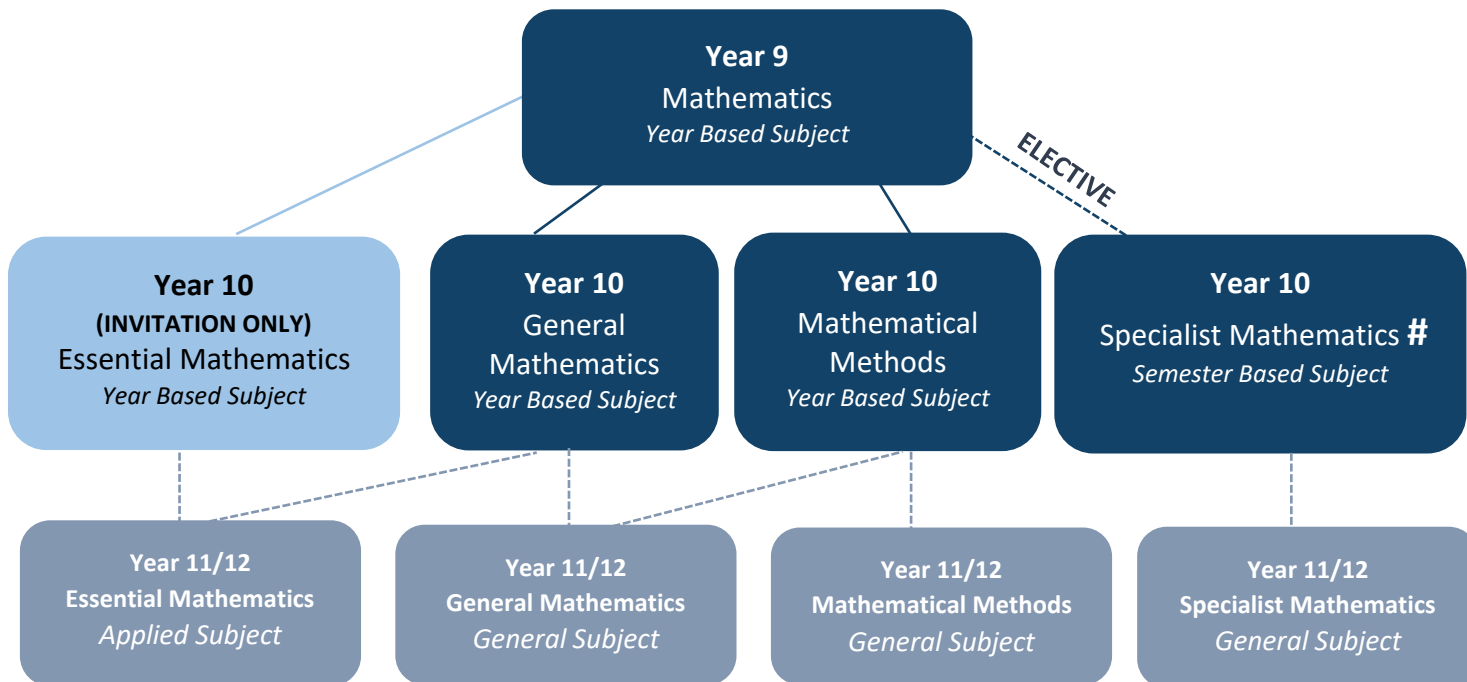
**History:** This subject is **compulsory** for all Year 10 students, except those who have been invited to study Essential History. It covers the Australian Curriculum History units of World War II and Building Modern Australia. Students may use this subject as a basis for choosing either of the senior history courses. Assessment pieces include an examination and a research assignment.

**Geography:** Students taking Geography are introduced to the ideas and skills of the senior Geography course in two units – Environmental Change and Management and Geographies of Human Wellbeing. Fieldwork is included in this subject. Assessment pieces model the senior assessment task types and include a field report and an examination.

**Civics & Citizenship:** Civics & Citizenship offers a broad introduction to a variety of concepts and skills relevant to all senior Humanities courses. The subject explores three aspects of modern Australian society: Globalisation and democracy; Law and citizens; Citizenship, diversity and identity. Assessment pieces include a project and an examination.

**Ancient & Modern History:** Ancient & Modern History is a specific introduction to the Ancient and Modern History courses offered in Years 11 and 12. Two units are explored: The Trojan War - Myth or Reality and The Cold War, with a focus on the Berlin Wall. Assessment models the senior assessment types of a short response examination and a source interrogation research task.

## Mathematics Curriculum Pathway



## MATHEMATICS EDUCATION

**Course Description** The Mathematics program at Shalom College is designed to meet the needs, interests and abilities of a wide range of students to develop their mathematical capabilities. These skills are developed through the rigours of mathematical manipulations and the development of problem solving skills.

**Course Units** **Year 9:** Students in Year 9 Mathematics will consolidate and extend the basic groundwork established in Year 7/8 CSA. Assessment pieces will include written exams and assignments.

**Year 10: Essential Mathematics:** This subject is available to students by **invitation only**. The Essential Mathematics course is a support level module designed for students to consolidate basic mathematical and numeracy skills with a view to selecting Essential Mathematics in Years 11 and 12. Assessment pieces will include written examinations and assignments.

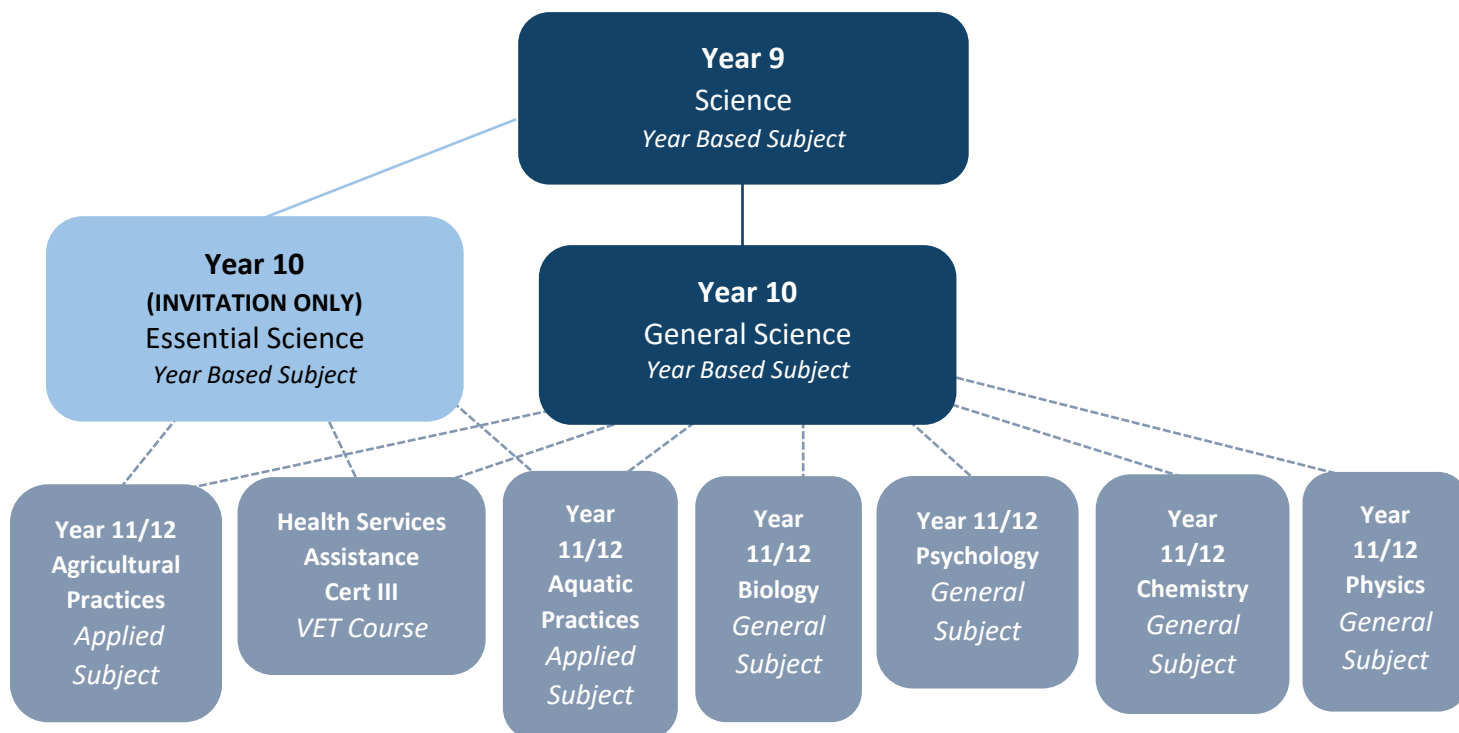
**General Mathematics:** This subject is an ordinary level module that builds on skills developed in Years 7 to 9 and is intended to provide a link with General Mathematics or Essential Mathematics in Years 11 and 12. Assessment pieces will include written examinations and assignments.

**Mathematical Methods:** This subject is an advanced level module that aims to develop higher level mathematical knowledge, especially the algebraic and spatial skills required for Mathematical Methods (and Specialist Mathematics) in Years 11 and 12. Students choosing this module should have good mathematical skills, particularly in the area of Algebra. Assessment pieces will include written examinations and assignments.

**Specialist Mathematics #:** This is an extension level module that aims to introduce some of the higher-level concepts and skills required for studying Mathematics at an advanced level. Students choosing this **elective** should have very good mathematical skills and a strong interest in Mathematics. Assessment pieces will include written examinations and assignments.

**# REQUIRES SELECTION WITH MATHEMATICAL METHODS. IT IS STRONGLY RECOMMENDED THAT STUDENTS WHO INTEND TO STUDY SENIOR SPECIALIST MATHEMATICS SELECT SPECIALIST MATHEMATICS ELECTIVE IN YEAR 10.**

## Science Curriculum Pathway



## SCIENCE EDUCATION

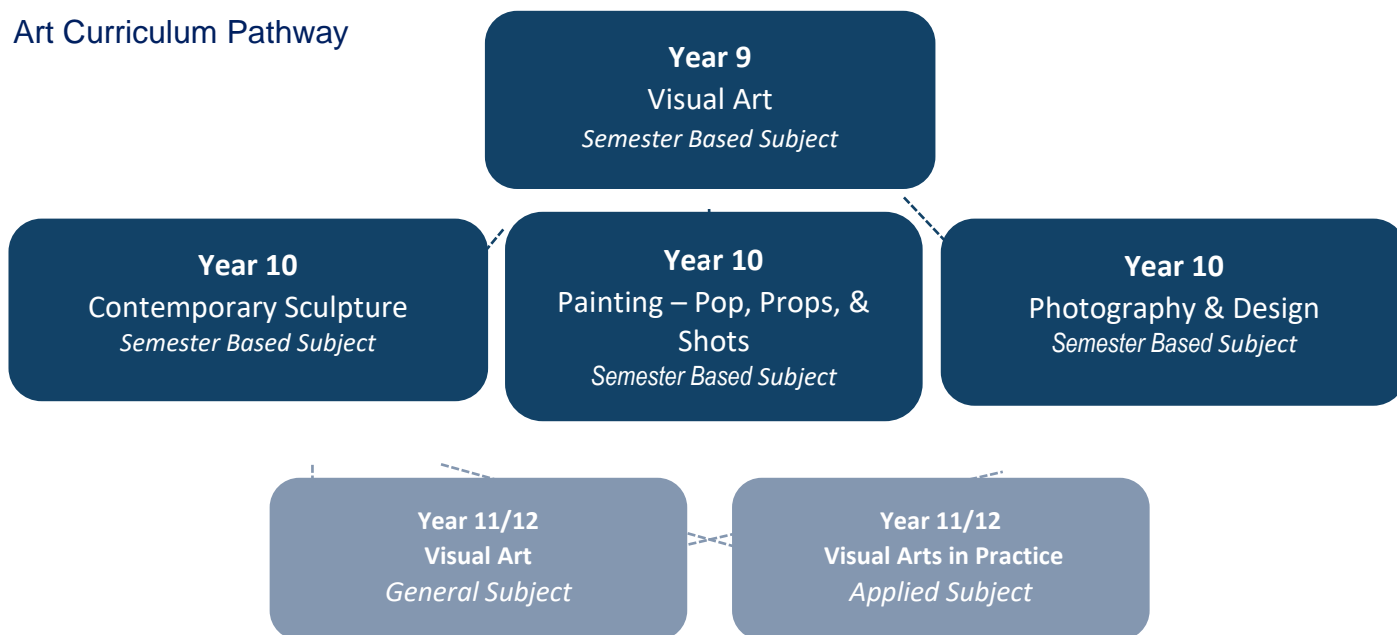
**Course Description** The Science program at Shalom College is designed give students a broad understanding of scientific concepts in their high school years, leading up to Year 10 and beyond. The course is divided into three main strands of scientific learning, inquiry skills, understanding, and science as a human endeavour.

**Course Units** **Year 9:** Students in Year 9 Science will consolidate and extend the basic groundwork established in Year 7/8 CSA. Assessment pieces will include written exams, assignments, and reports.

**Year 10: Essential Science:** This subject is available to students by **invitation only**. Parents will be notified in writing with the invitation for their student to join this class. The Essential Science course is designed for students who require further support. The topics offered will be grounded in real life contexts. The course provides a natural progression to Aquatic and Agricultural Practices and Certificate Courses in Year 11. Assessment pieces will include written exams, assignments, and reports.

**General Science:** This subject is **compulsory** for all Year 10 students, except if invited to study Essential Science. This core module builds on skills developed in Years 7 to 9 and is intended to provide a link with General Senior Science subjects in Years 11 and 12 by demonstrating the necessary knowledge and skills that are foundational to the senior subjects. Assessment pieces will include written exams, assignments, reports and provide the necessary skills required for the development of the literacy needed for General subjects.

## Art Curriculum Pathway



## ART EDUCATION

**Course Description** The Art program at Shalom College is designed to intellectually engage thought by making and responding to art. Students are encouraged to interrogate the human experience and challenge their understandings by investigating alternative ways of seeing, thinking and doing. The course focuses on two interconnected components of making and responding.

**Course Units** **Year 9:** Students in Year 9 Art engage in skills that will encompass ceramics, drawing, painting, and sculpture within a semester long module. Assessment is based on three assessment items that involve making artworks and responding to stimuli.

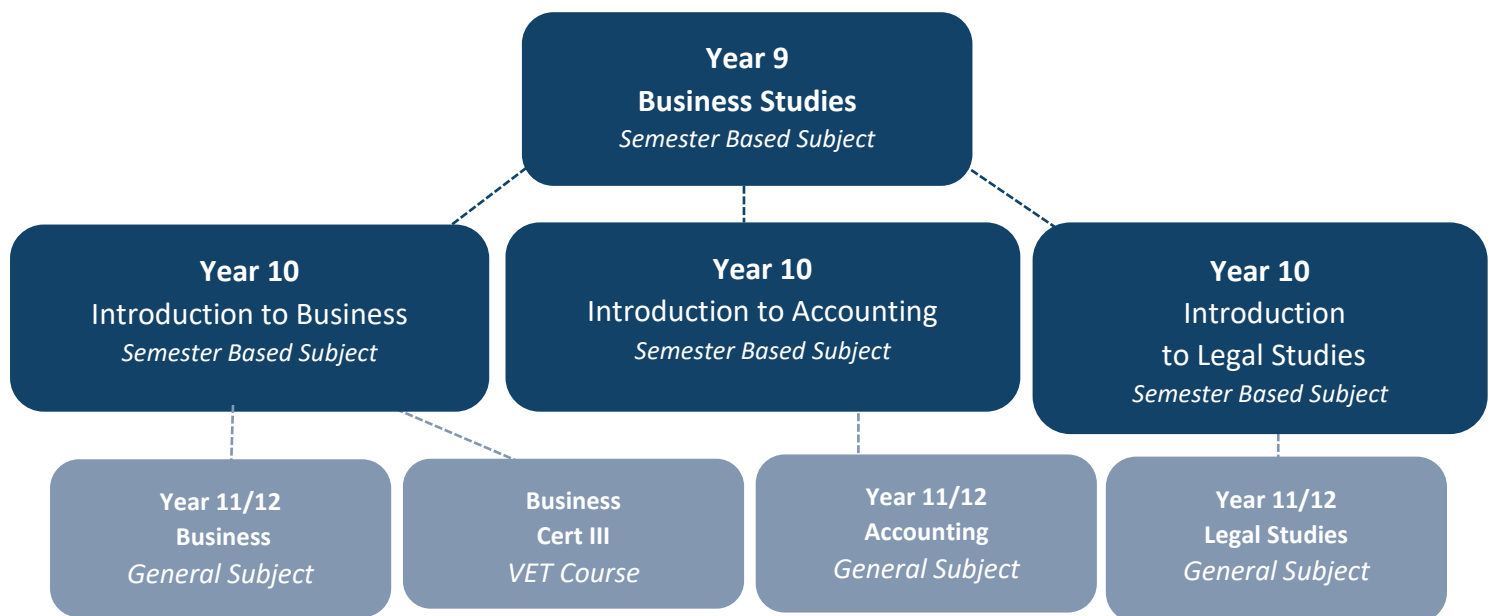
**Year 10: Contemporary Sculpture:** This subject explores a range of visual representations, practices and processes that involve traditional and contemporary sculptural techniques. Students explore ceramic hand-building techniques to create contemporary creative outcomes, and construction techniques where new forms and purpose is brought to inanimate found materials. Assessment is based on three assessment items that involve making artworks and responding to visual stimuli.

**Painting – Pop, Props, & Shots:** This subject will explore a range of visual representations, practices and processes that involve traditional and contemporary painting media, styles and the communication of complex ideas through imaging making; in a two-dimensional format. Assessment pieces will include practical work and assignments.

**Photography & Design:** This subject explores a range of visual representations, practices and processes that cover areas such as: graphic design with its aesthetics, photograph folios, advertising and corporate imagery; product design investigating ergonomics and complex problem solving. Assessment pieces will include practical work and assignments.



## Business Studies Curriculum Pathway



## BUSINESS EDUCATION

**Course Description** Students in Business Studies gain knowledge and skills in financial management, the Australian and global economy, buying and selling of goods and services, and the legal rights and responsibilities of citizens. They develop effective problem-solving and decision-making skills in relation to consumer, business and government behaviour, and the management and evaluation of financial information. Upon completion of Business Studies, students will have economic, legal and financial literacy skills that are applicable to both their personal and future employment and self-employment goals.

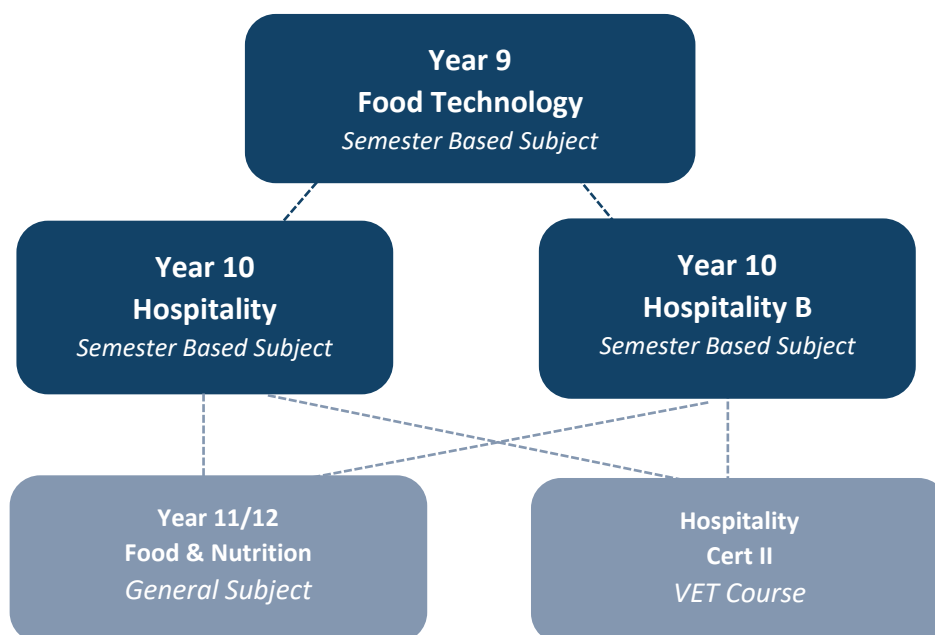
**Course Units** **Year 9:** Year 9 Business Studies provides students with knowledge and skills relating to business, civics, economics, technology and financial literacy. Topics include basic accounting concepts and financial management and the key principles of Australia's political and legal systems and the role of Australia's court system. Students also investigate Australia's role in international trade. Assessment tasks in Year 9 include an investigation and combination-response examinations.

**Year 10: Introduction to Business:** This subject develops introductory knowledge and skills relating to the business discipline and for those students wishing to study Business in Years 11 and 12. Topics include business fundamentals, operations, environments, enterprises, and economic performance. Assessment tasks are aligned to the QCAA Senior Syllabus requirements and include assignments and combination-response examinations.

**Introduction to Accounting:** This subject develops introductory knowledge and skills relating to the accounting discipline and for those students intending to study Accounting in Years 11 and 12. Students explain accounting concepts, prepare financial records, and analyse and interpret financial information. Assessment tasks are aligned to the QCAA Senior Syllabus requirements and include combination-response examinations.

**Introduction to Legal Studies:** This subject develops introductory knowledge and skills relating to the Australian legal system and for those students intending to study Legal Studies in Years 11 and 12. Topics include the origins and structure of the legal system, and the study of Criminal Law and Civil Law. Assessment tasks are aligned to the QCAA Senior Syllabus requirements and include assignments and combination-response examinations.

## Food Technology & Hospitality Curriculum Pathway



## FOOD TECHNOLOGY AND HOSPITALITY EDUCATION

**Course Description** Food Technology has been developed in response to an increased interest in food skills forming a good introduction to Food and Nutrition subjects in Years 11 and 12. The courses allow students to explore food preparation and nutrition as a life skill, leisure activity, growth industry area, source of future employment and avenue to further study.

**Course Units**

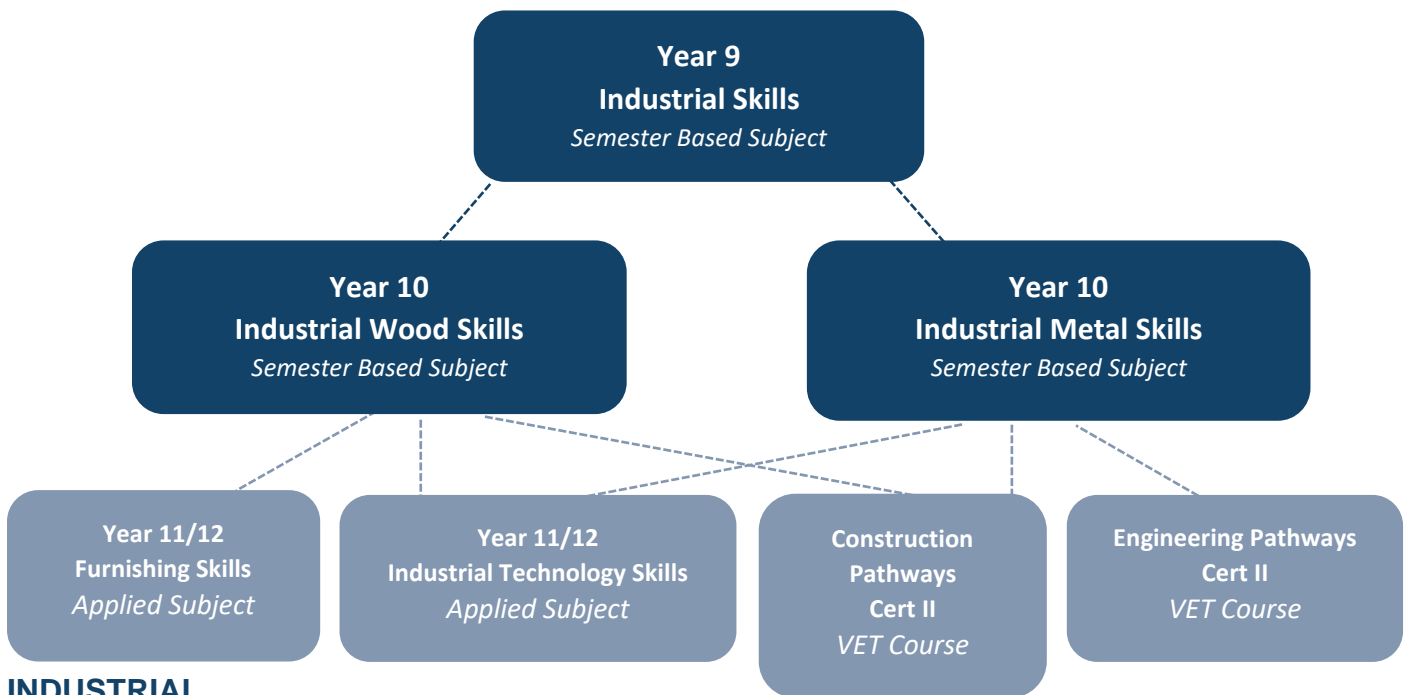
**Year 9:** Year 9 Food Technology is a 'hands-on' subject in which students cover both theoretical and practical aspects that cover a wide range of topics, including safety procedures, hygiene, food preparation, and cooking. Assessment pieces will include practical cookery, examinations, and assignments.

**Year 10: Hospitality:** This course is aimed at preparing students to cater for events and will include a wide range of topics. These include menus, management, meal courses, multi-cultural cookery, planning, and more. Assessment pieces will include practical cookery, examinations, and assignments.

**Hospitality B:** This course is aimed at preparing students for the production, processing, preservation, and packaging of a range of sweet related items. This will include making and presenting desserts and Christmas inspired food products, to packaging and storage, food preservation, labelling, chemistry of cooking, and cost of food items. Assessment pieces will include practical cookery, examinations, and assignments.



## Industrial Skills Curriculum Pathway



## INDUSTRIAL SKILLS EDUCATION

**Course Description** Industrial Skills is an integrated, materials-based course aimed to develop knowledge, understanding and practical skills in the areas of safety, woodworking, plastics, woodturning, sheet-metals, fitting and fabrication, metal turning and basic graphical skills.

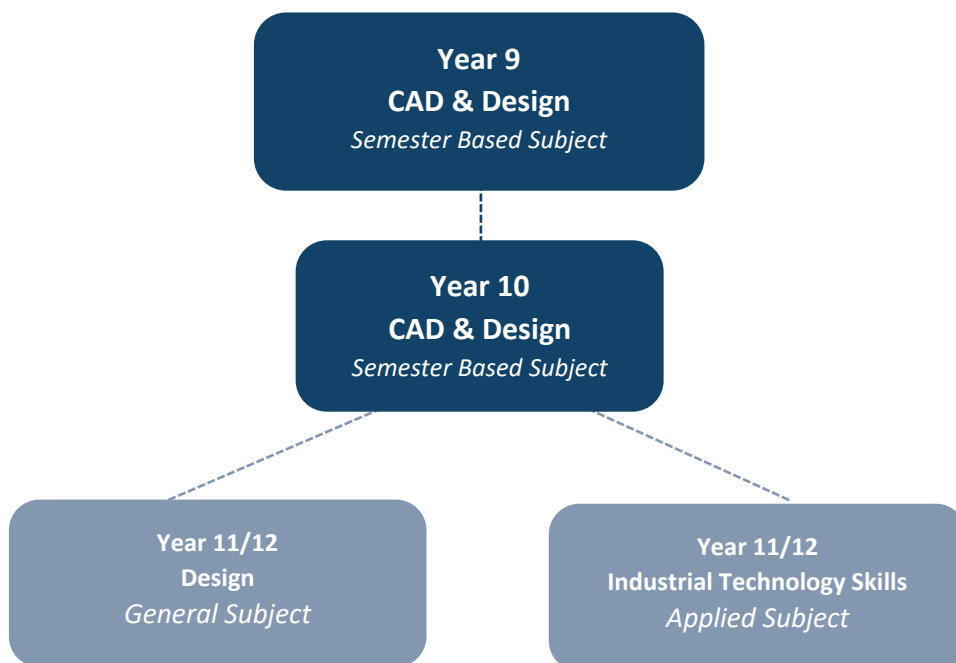
**Course Units**

**Year 9:** Year 9 activities will be organized and project-based within a workshop environment, including: planning, fabrications of metals and timber, machinery, designs, and reading technical drawings. Assessment pieces will include practical projects, safety tests, theory tests, and research assignments.

**Year 10: Industrial Skills - Wood:** This course is aimed at manufacturing projects with a timber bias and developing basic graphical communications essential for industrial skills. Assessment pieces will include practical components, examinations, and assignments.

**Industrial Skills - Metal:** This course is aimed at manufacturing projects with a metal bias and developing basic graphical communications essential for industrial skills. Assessment pieces will include practical operations, examinations, and assignments based on practical experiences.

## CAD & Design Curriculum Pathway



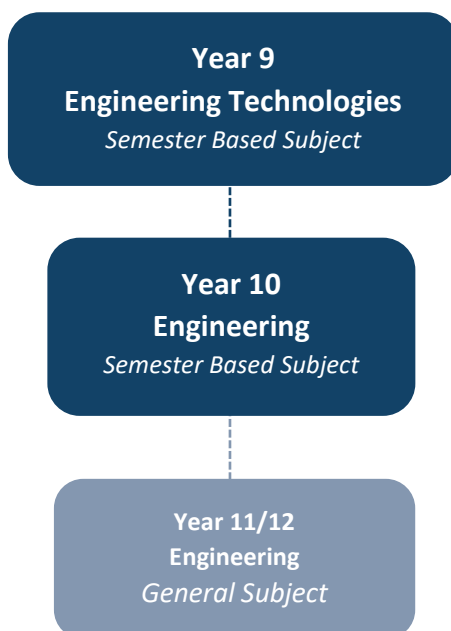
## CAD & DESIGN EDUCATION

**Course Description** Thinking of a career in Construction, Architecture, Industrial Design or Engineering? Then consider CAD and Design as an elective subject in Years 9 and 10. During this course, students will learn how to read and present graphical information to technical people (such as builders, engineers, and architects), they will develop skills in sketching to help them develop their design ideas as well as learning modern presentation techniques used by graphic artists.

**Course Units** **Year 9:** Year 9 students investigate the use of the elements and principles of design as part of a project-based assignment using a design process. They analyse the forms and sources of graphical information. They use accepted construction and presentation standards to transform and transmit information and present solutions to design challenges for different audiences. Assessment pieces will include producing a folio or practical drawings, drawing tests, and design portfolio-based assessment.

**Year 10: CAD & Design:** This course will extend on the skills developed in Year 9, and students will explore graphical concepts and problem solving in more detail. This subject will act as an introduction to the senior subjects; 'Design', 'Industrial Technology Skills', and 'Industrial Graphics Skills' and will explore the basic concepts to be developed in the Senior curriculum. Assessment pieces will include producing a folio or practical drawings, drawing tests, and design portfolio-based assessment.

## Engineering Technologies Curriculum Pathway



## ENGINEERING TECHNOLOGIES EDUCATION

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**Course Description** Engineering Technologies explores the relationships between technology and society and helps students become informed, responsible and responsive users and creators of technology. Knowledge, resources, materials and processes are used to develop a range of solutions to design challenges. Students respond to real problems based on identified human needs, potential improvements or advances.

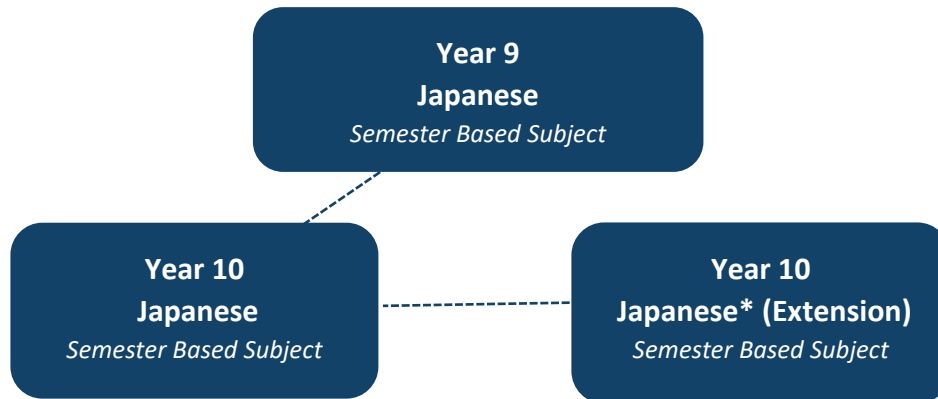
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**Course Units**

**Year 9:** Year 9 students will develop the skills they need in order to consider sustainable and innovative designs, analyse design factors to develop ideas, critique and evaluate ideas and products in a design criterion, and justify decisions to make recommendations. Areas of study will include safety, structures, materials, environment, tools, processes, mechanics, electronics, mechanisms, and more. Assessment pieces will include theory tests, assignments, and a folio of task booklets, which will incorporate theory, design, and evaluation. In Year 9 set projects will consist of approximately 50% theory and 50% practical components.

**Year 10: *Engineering*:** This course will extend on the skills developed in Year 9, and students will explore graphical concepts and problem solving in more detail. This subject will act as an introduction to senior subjects. Assessment pieces will include theory tests, assignments, and a folio of task booklets, which will incorporate theory, design, and evaluation. In Year 10 set projects will consist of approximately 60% theory and 40% practical components.

## Japanese Curriculum Pathway



## JAPANESE EDUCATION

**Course Description** The Japanese language course is designed to allow students to learn about the culture, people and language. While all macro skills (speaking, listening, reading and writing) will be further developed, the focus of the course is on increasing the students' confidence in using the language in a variety of in- and out-of-classroom settings.

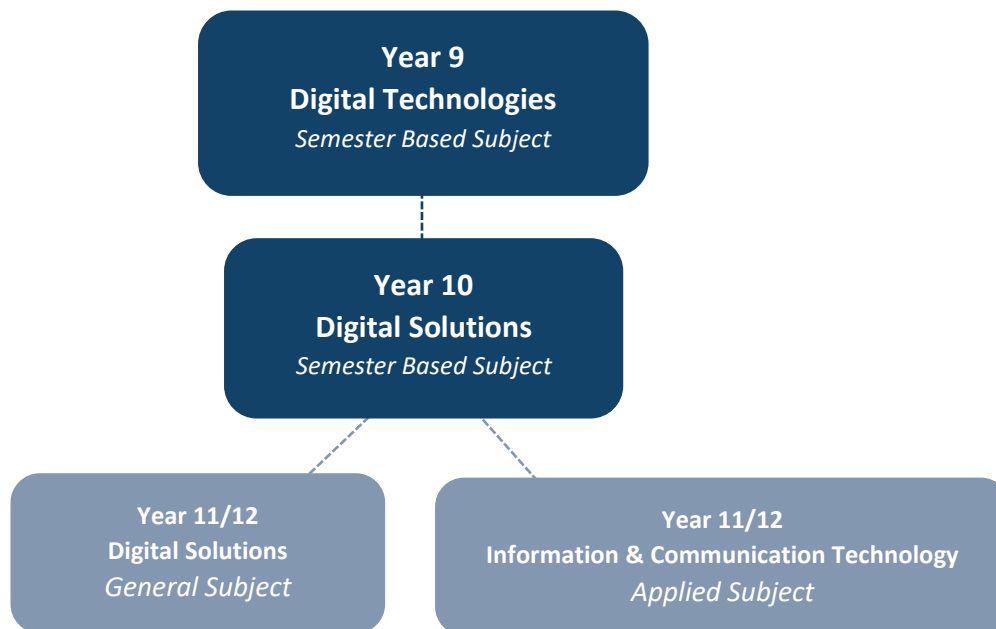
**Course Units** **Year 9:** In Year 9 students will develop the skills they need in order to effectively learn a second language. Year 9 studies include travelling to Japan, daily routine, anime, international cuisine, school life, festivals, and culture. Assessment pieces will include tests, assignments, and classroom tasks in four macro-skills (speaking, listening, reading, and writing).

**Year 10: Japanese:** In Year 10, students will extend their knowledge learnt in Year 9 and will continue to develop their speaking, listening, reading, and writing skills. This will include communication with a Japanese native speaker, role-play, cultural excursions, Japanese film and media, communications with Japanese students, cooking, and more. This course has been developed for students to continue to enhance their skills from a range of topics including Life's milestones, Food from Around the World and Tourism in Japan. This semester of work involves learning more basic conversational skills for when students may have the opportunity to meet and converse with Japanese native speakers. Assessment pieces will include tests, assignments, and classroom task in four macro-skills (speaking, listening, reading, and writing).

**Japanese – Extension\*:** In this semester of work students study arrange of topics including Homestay and Living Abroad, Sightseeing and planning a trip to Japan, Part time work in Japan, Future aspirations and Living in the Future. This unit of work has been designed for students intending on studying Japanese in the Senior Years of High School and Tertiary Education. During the course students will be encouraged to further develop their language knowledge with more complex grammar structures and Kanji while engaging in cultural tasks to expose the students to richer subject matter and expertise required to continue their studies further. Assessment pieces will include Multi-modal Japan tour, speaking conversation and speeches, tests and assignment task and online classroom tasks.

**\* JAPANESE – EXTENSION IS A SEMESTER 2 ONLY SUBJECT. JAPANESE MUST BE TAKEN FIRST TO BE ABLE TO CHOOSE JAPANESE – EXTENSION.**

## Digital Technologies Curriculum Pathway



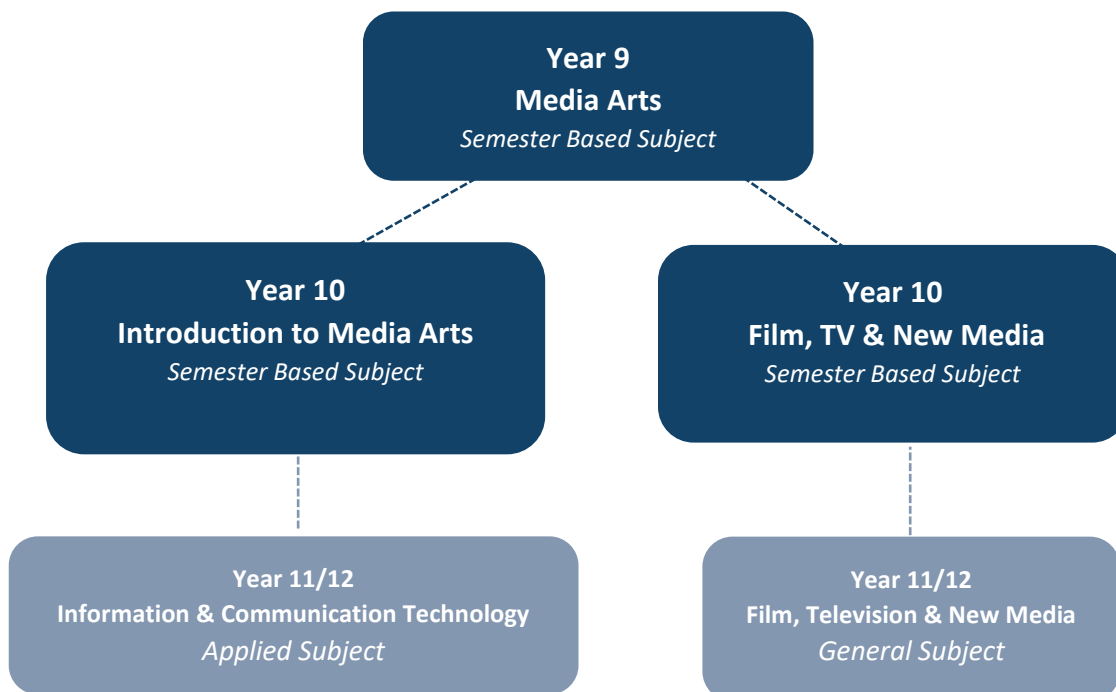
## DIGITAL TECHNOLOGIES EDUCATION

**Course Description** Digital Technologies develop the knowledge, understanding and skills, individually and collaboratively, to design and create innovative digital solutions using computational thinking. Students will also use digital systems to efficiently and effectively automate the transformation of data into information and creatively communicate ideas in a range of settings.

**Course Units** **Year 9: *Digital Technologies*:** Year 9 Digital Technologies provides students with the opportunities to analyse problems and to design, implement and evaluate a range of digital solutions. The course provides an introduction to application development through game programming as well as exploration of networking, hardware and systems. Assessment for this subject includes in-class tasks, assignments and examinations.

**Year 10: *Digital Solutions*:** This subject develops introductory skills and knowledge relating to digital technologies and for those students intending to study Digital Solutions or Information and Communication Technology in Years 11 and 12. Topics studied include algorithms and coding, information systems, application development, human computer interaction and artificial intelligence. Assessment for this subject includes in-class tasks, assignments and examinations.

## Media Arts Curriculum Pathway



## MEDIA STUDIES EDUCATION

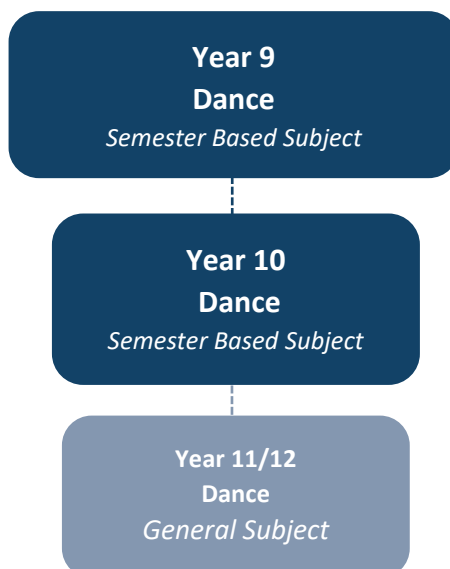
**Course Description** Media Arts involves creating representations of the world and telling stories through communication technologies such as television, film, video, newspapers, radio, video games, the internet, and mobile media. Media Studies connects audiences, purposes and ideas, exploring concepts and viewpoints through the creative use of materials and technologies. Media Arts draws on the disciplines of graphic design, animation, film and new media.

**Course Units** **Year 9:** In Year 9 Media Arts, students analyse the ways in which audiences make meaning and how audiences interact with and share media artworks and compositions. Topics include graphic design, digital and stop animation, film (camera technique and film language) and audio (podcast narrative). Assessment for this subject includes in-class tasks, assignments, and critiques.

**Year 10: Introduction to Media Arts:** This subject develops introductory skills and knowledge in areas including animation, game design, graphic design, interactive media development and application development. Year 10 Introduction to Media Arts also provides useful preparatory skills and knowledge for students interested in studying Information and Communication Technology in Years 11 and 12. Assessment for this subject includes in-class tasks and assignments.

**Film, TV & New Media:** This subject develops introductory skills and knowledge in areas including camera equipment use (composition, camera angles, shot types and movement), storyboard design, short film production, analysis and critique of products, concepts and ideas (film reviews and text analysis), and the investigation of new media. This is also a preparatory subject for students considering the study of Film, Television and New Media in Years 11 and 12. Assessment for this subject includes in-class tasks and assignments.

## Dance Curriculum Pathway



## DANCE EDUCATION

**Course Description** Dance involves structuring gesture and motion to convey an idea, story, image or feeling, using the body as an instrument of communication. Students learn not only how to manipulate the body to convey meaning but also personal and social skills.

**Course Units** **Year 9:** In Year 9 students study the foundations of dance. This may include:

- Safe dance practice
- Elements of dance, written and practical exploration
- Performances (Dance - In the Spotlight, Shalom Dance Night)
- Styles of dance include jazz, theatre jazz, contemporary, hip hop, and cultural dance
- Analysis and evaluation of professional dance works

Assessment pieces will include choreography, performances, and responding tasks.

**Year 10: *Dance*:** In Year 10, Dance students will build on the foundations they made in Year 9, and will extend their abilities through a wide variety of techniques and styles, including:

- Contemporary dance styles, choreographic methods, technical and expressive skills
- Refining analytical and evaluation skills
- Further explorations of styles of dance

Assessment pieces will include choreography, performances, and a responding examination.

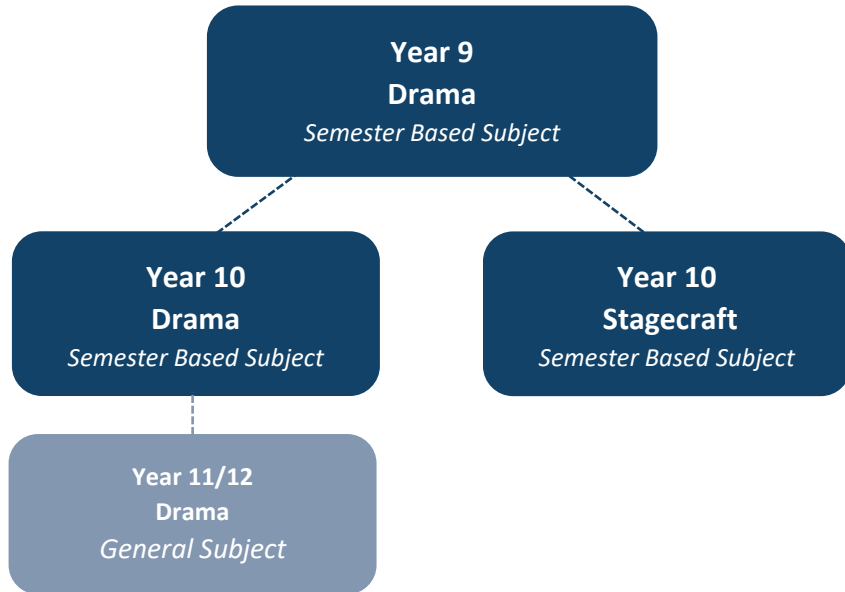
**Additional Special Requirements**

- Uniform – Black tights, and plain black leotard (girls) or fitted black shirt (boys). Specific footwear may be required throughout the course of study such as jazz shoes. Black leotard available from the Uniform Shop.
- Students may be expected to purchase or create costumes for specific performances.
- There will be attendance required at performances and rehearsals outside school hours.
- The subject requires a definite commitment to group rehearsal, sometimes outside of class time.

**N.B: There is a mandatory requirement to perform at the annual Shalom Dance Night and Dance - In the Spotlight if taking Dance as a subject.**



Drama Curriculum Pathway



**DRAMA EDUCATION**

**Course Description** Drama is an academic discipline and an outlet for creative energy. As well as developing an understanding of drama and learning essential dramatic skills, students develop effective social interaction, self-discipline and confidence.

**Course Units**

**Year 9:** In Year 9 students will explore:

- The techniques of drama including improvisation, stage acting and play building
- The Elements of Drama, play-building and the foundations of drama
- Evening public performance of short scripts/one act plays in Drama - In the Spotlight
- Viewing and analysing professional and student performance work

Assessment pieces will include scripted performances, creating tasks and analysis of live performance.

**Year 10: Drama:** In Year 10, Drama students will build on the foundations they made in Year 9 and will extend their abilities. Topics studied will include:

- Brechtian/Epic Theatre – a study of a style of theatre that can be used to empower members of our communities. A time for students to become aware of the world around them.
- Students will prepare a full class Collage Drama for public performance at Drama - In the Spotlight

Assessment pieces will include scriptwriting, scripted performances and analysis of live performance.

**Stagecraft:** In Year 10, Stagecraft students will begin developing skills that will assist with the making of props, costumes, and character building within a drama context. Topics studied include:

- Stage, make-up and costume design
- Lighting and sound
- Event management
- Film, TV and Media development and analysis

Assessment pieces will include projects and assignments.

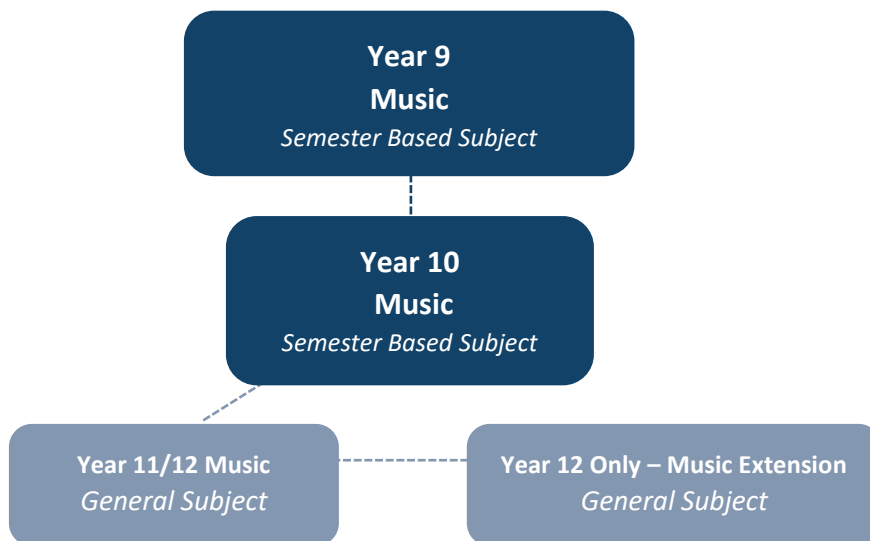
**Additional Special Requirements**

- A commitment to group rehearsal, sometimes outside school hours

**N.B: There is a mandatory requirement to perform at the evening Drama- In the Spotlight performances if taking Drama as a subject.**



Music Curriculum Pathway



MUSIC EDUCATION

**Course Description** In addition to personal enjoyment, the study of music can be very beneficial to the development of young brains and can improve the quality of work in other subjects. Music also has many career pathways that can lead students to a wide range of jobs and professions. By studying music, students will develop their abilities in musicology, public performances, and composing.

**Course Units** **Year 9:** In Year 9 students move beyond the foundations of music, applying their knowledge and understanding to composing and performing existing and original music, including:

- Composing original music in a negotiated context
- Performing music as a soloist or in a group
- Investigating a variety of styles and genres
- Development of aural awareness and music theory understanding
- Integrating technology into music-making

Assessment pieces will include performances, written and aural assignments.

**Year 10: Music:** In Year 10 Music, students will build on the skills they developed in Year 9 by extending their learning into subject areas such as:

- An overview of music composed and performed for various styles of theatre and film
- Performance (solo or group/ instrumental or vocal) of music from theatre or film
- Composition (solo or group/ instrumental or vocal, notation or sound source) of music to illustrate an action, scene or theme for theatre or film

Assessment pieces will include performances, and assignments.

**Additional Special Requirements**

- Students are encouraged to have some music reading and performance skills in order to benefit from most opportunities that the subject offers.
- Whilst it is not compulsory, students are encouraged to be a member of at least one school music performance group offered freely to all students. These groups include choir, concert bands, string orchestras, musicals, showcase concerts.

**N.B: There is a mandatory requirement to perform at the evening Music - In the Spotlight performance if taking music as a subject.**

## Middle School Subject Selection Timeline

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- 5 August: Release of Middle School Subject Selection Booklet online
- 13 August: **Edval WebChoice** portal opens for students
- 13 August: Parent Information Evening
- 23 August: **Signed Edval WebChoice** receipt submitted to **Student Reception**.

## Additional Information and Forms

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- Middle School Course Planner – page 24

## New Senior Assessment & Tertiary Entrance Information & Links

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### New Senior Assessment

The Queensland Government introduced a new senior assessment with Year 11 students in 2019. This has:

- introduced common external assessments
- strengthen the quality and comparability of school-based assessment
- replaced the Overall Position (OP) with the Australian Tertiary Admission Rank (ATAR) for the purposes of tertiary entrance – see below.

[https://www.qcaa.qld.edu.au/downloads/senior/snr\\_new\\_assess\\_te\\_info\\_parents.pdf](https://www.qcaa.qld.edu.au/downloads/senior/snr_new_assess_te_info_parents.pdf)

<https://www.qcaa.qld.edu.au/senior/new-snr-assessment-te/resources>

### New Tertiary Entrance Process from 2020 Onwards

From 2020, the ATAR will replace the OP as the standard pathway to tertiary study for Queensland Year 12 students. The ATAR is the primary mechanism used nationally for tertiary admissions and indicates a student's position relative to other students. The Queensland Tertiary Admissions Centre (QTAC) will calculate ATARs for Queensland school leavers.

<https://www.qtac.edu.au/atar/>

# Middle School Course Planner

**NOTE: This form is for recording, planning and goal setting purposes only. It is NOT a subject selection form and is NOT to be handed in.**

Name: \_\_\_\_\_ Final Senior Year: \_\_\_\_\_

MIDDLE SCHOOL		SENIOR SCHOOL				AFTER YEAR 12
Year 9		Year 10		Years 11 & 12		
Elective subject area selections (two each semester plus some reserve preferences)		Elective module selections (three in total, plus some reserve preferences)		Possible Years 11 & 12 subjects (six subjects including English, Maths, Religion, plus two reserve preferences)		Possible career(s):
1		1		ILO*:		
				1		
2		2		2		
				3		
3		3		4		
				5		
4		4		6		
5		5		8		
				9		
						Possible further study:

\* **Intended Learning Option** – All students must be registered with the Queensland Curriculum & Assessment Authority (QCAA) within one year before turning 16 years of age. Registration with the QCAA will open a Learning Account for the student. The registration process includes gathering information about the student’s demographic details such as name, age and sex. The process also gathers information about the student’s intended learning options for their Senior Phase of Learning. After the initial registration, which creates the Learning Account, the provider (Shalom College) will maintain the student’s details on a regular schedule by updating the Learning Account data. Learning Account data will be used to determine a student’s eligibility for a Queensland Certificate of Education (QCE). More information about this process (including the QCE) will be provided to students and parents during Year 10.

**KEEP THIS FORM IN A SAFE PLACE FOR FUTURE REFERENCE AND UPDATING**

