

YEAR 9 & 10 SUBJECT SELECTION BOOKLET 2021



**SHALOM
COLLEGE**
PROVIDING OUTSTANDING FUTURES



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Introduction

All students entering Year 9 in 2021 will study eight subjects. Six of these subjects will be core subjects studied throughout the year and four will be elective subjects. Two elective subjects will be studied in each semester.

Year 10 students will study five core subjects throughout the year, one humanities core subject for one semester and three elective semester modules across the year.

Core Subjects

Core subjects are compulsory for all students in Years 9 and 10. The Year 9 core subjects are:

- Religious Education
- Mathematics
- Science
- English
- Humanities
- Physical Education

Year 9 students will receive timetables with separate subjects appearing in place of the traditional Core Studies A and Core Studies B.

Year 10 is 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. The Year 10 core subject areas are:

- Religious Education
- English
- History (one semester)
- Mathematics
- Physical Education
- Science

In the core subject areas of English, Mathematics, Science and Humanities in Year 10 modules will be offered in Semesters One and Two to allow students to continue to make the necessary transitions into relevant Senior subjects.

Courses are developed from Australian Curriculum and QCAA documents.

Elective Subject Areas

The elective subject areas proposed for 2021 are:

- Art
- Business Education
- C.A.D and Design
- Dance
- Digital Technologies
- Drama
- Engineering Technologies
- Food Technology
- Humanities (elective in Year 10)
- Industrial Skills
- Japanese
- Media Studies
- Music
- P.E. (elective in Year 10)

Descriptions of each elective subject area (including associated Year 10 elective semester modules) are provided on following pages. While potentially disruptive, elective subject areas and semester modules 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.

Subject Selection

Subject selection for both Year 9 electives and Year 10 modules 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 or semester modules for Year 10, along with reserve preferences. An offline form is available to print from the back of this booklet, for any students without internet access.

While it is likely that most students will receive their first preferences, some elective subjects and semester modules 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 or module that does not proceed will be allocated a reserve subject.

We hope that parents and students will collaborate in the choice of elective subjects and modules. 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 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 2021 to read further about future courses. This is available on the College website (www.shalomcollege.com > Curriculum > Forms & Publications > General). Stationery lists are also available on the College website via the above pathway.

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 consistent study patterns. 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

All staff at Shalom College are available to offer advice in relation to subject selection. However, subject specific queries should be directed to Learning Area Coordinators. Queries related to curriculum policy should be directed to the Assistant to the Principal (Curriculum).

Middle School Subject Selection Time-Line

- 12 August 2020: Release of Middle School Subject Selection Booklet online
- 18 August 2020: Parent Information Evening (**cancelled**)
- 18 August 2020: **Edval WebChoices** portal opens for students
- 28 August 2020: Submission of **signed Edval WebChoices** receipt to Student Reception.

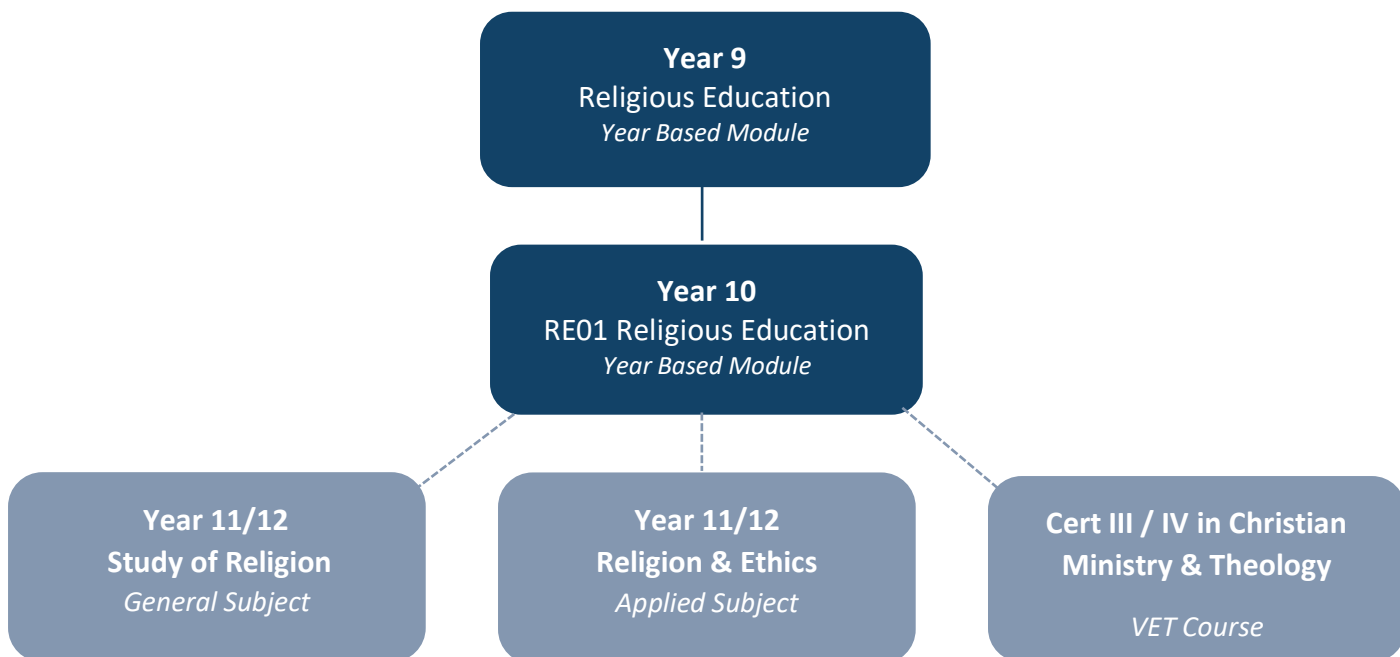
Shalom College – Curriculum Overview by Subject and Year Level, 2021

Learning Area	Middle School		Senior School	
	Years 7 & 8	Year 9	Year 10	Year 11 & 12
Religious Education	Religious Education	Religious Education	RE01 Religious Education	<i>Certificate III/IV in Christian Ministry & Theology or Religion & Ethics or Study of Religion</i>
English	Core Studies B	English	EN01 Essential English <u>or</u> EN02 English	<i>English or Essential English, Literature</i>
Health & Physical Education	Physical Education	Physical Education	PE01 Physical Education PE02 Rugby League PE03 Physical Education	<i>Certificate II/III in Sport and Recreation (Rugby League or Touch), Certificate III in Fitness, Physical Education, Sport and Recreation</i>
Humanities & Social Sciences	Core Studies B	Humanities	HU01 Essential History <u>or</u> HU02 History (one semester only) HU03 Geography HU04 Social Science HU05 Ancient & Modern History	<i>Ancient History, Geography, Modern History, Social & Community Studies, Tourism</i>
Mathematics	Core Studies A	Mathematics	MA01 Essential Mathematics <u>or</u> MA02 General Mathematics <u>or</u> MA03 Mathematical Methods MA04 Specialist Mathematics	<i>General Mathematics or Mathematical Methods or Essential Mathematics; Specialist Mathematics</i>
Science	Core Studies A	Science	SC01 Essential Science <u>or</u> SC02 Science A <u>or</u> SC03 Science B	<i>Physics, Biology, Chemistry, Psychology, Health**, Aquatic Practices, Health Certificates (Cert II/III)</i>
Art	Art	Art	AR01 Contemporary Sculpture AR02 Painting – Pop, Props & Shots AR03 Design Studies	<i>Visual Art, Visual Arts in Practice</i>
Business Education	Business and Civics	Business and Civics	BU01 Introduction to Business BU02 Introduction to Accounting BU03 Introduction to Legal Studies	<i>Accounting, Business, Certificate III in Business, Legal Studies</i>
Food Technology & Hospitality	Food Technology	Food Technology	HO01 Hospitality A HO02 Hospitality B	<i>Food & Nutrition, Certificate II in Hospitality</i>
Industrial Technology & Design (InTAD)	Design & Technology	Industrial Skills	DT01 Industrial Skills - Wood DT02 Industrial Skills - Metal	<i>Design, Engineering, Certificate I in Construction, Certificate II in Engineering Pathways, Furnishing Skills, Industrial Graphics Skills; Industrial Technology Skills</i>
		C.A.D & Design	DT03 C.A.D & Design	
		Engineering Technologies	DT04 Engineering	
Japanese	Japanese	Japanese	JA01 Japanese*	<i>Japanese</i>
Media Studies & Digital Solutions	Media Studies & Digital Technologies	Digital Technologies	MS02 Digital Solutions	<i>Digital Solutions, Information and Communication Technology, Film, Television & New Media</i>
		Media Studies	MS01 Developing Multimedia MS03 Film & Media	
Performing Arts	Dance & Drama	Dance	DA01 Dance	<i>Dance</i>
		Drama	DR01 Drama DR02 Stagecraft	<i>Drama</i>
	Music	Music	MU01 Music	<i>Music, Music Extension (Yr 12 only)</i>

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-long subject | . ** Discontinuing subject. Only available for Yr12 students in 2021.

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 religious 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:**

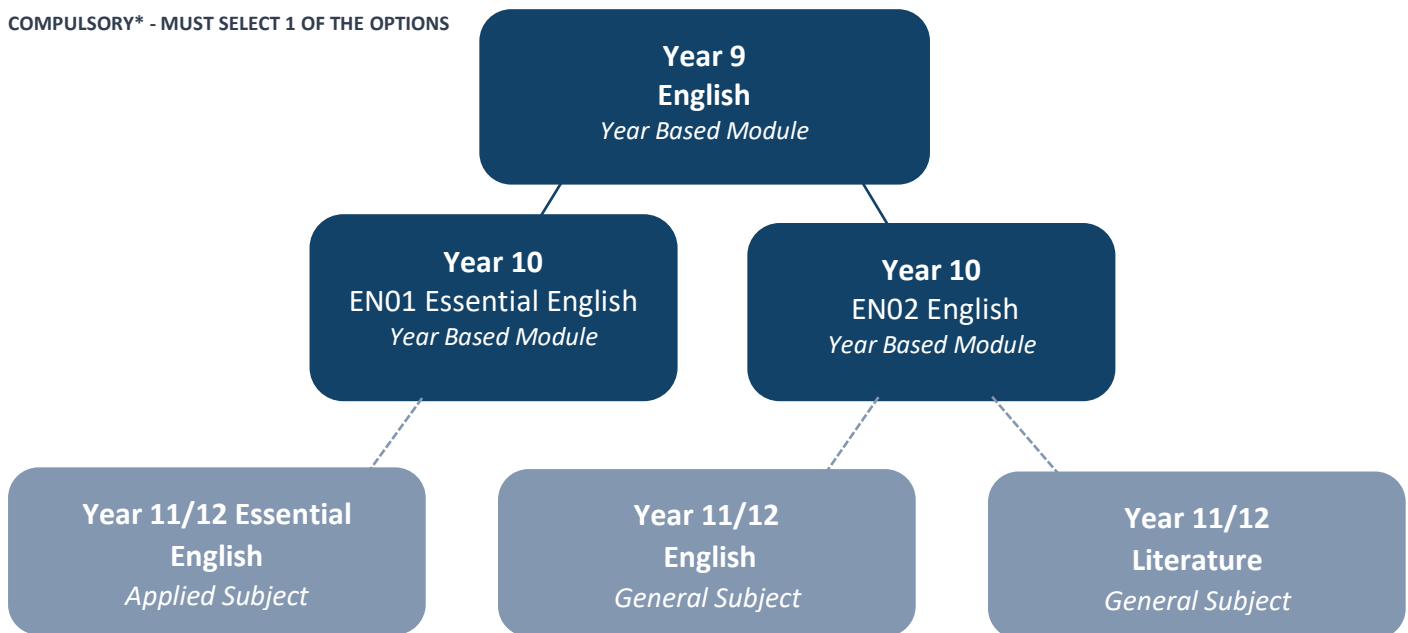
- Term 1 Sacred Texts
- Term 2 Beliefs
- Term 3 Church
- Term 4 Christian Life

Assessment

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

English Education Curriculum Pathway

COMPULSORY* - MUST SELECT 1 OF THE OPTIONS



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 student's 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.

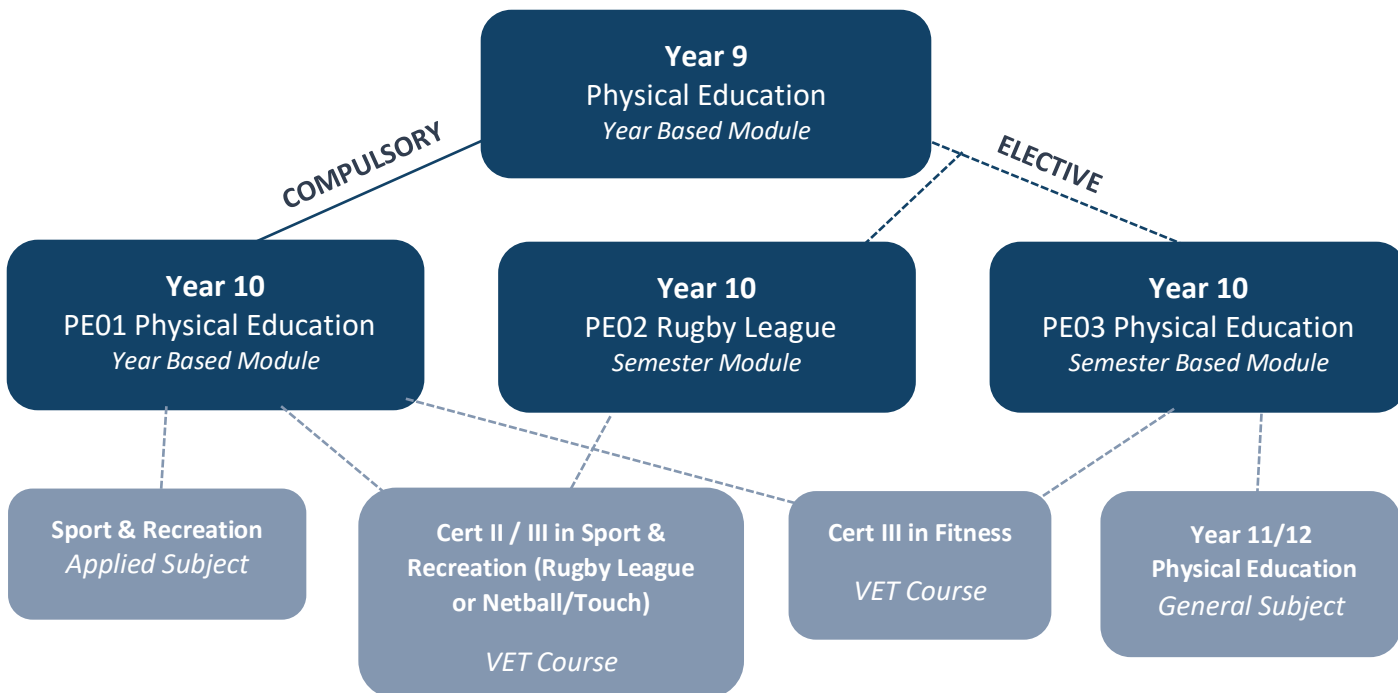
Course Units **Year 9:** Students in Year 9 English will engage in a wide variety of English components to prepare them for later years. This will include developing and refining the student's ability to compose, comprehend and present spoken and written English. Assessment pieces will include; written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

Year 10: Essential English (EN01): This course is recommended for students achieving a C- and below in Year 9 English. This 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; assignments and oral presentations.

General English (EN02): This subject is recommended for students achieving a C or above in Year 9 English. Students wishing to undertake English as a part of their tertiary entrance pathway must choose EN02 as their English course, however, an ATAR may still be acquired without taking EN02. This course will cover analytical, persuasive, imaginative and reflective genres in a way that ensure students learn to read widely, work independently, and progressively learn to self-edit their work in addition to conferenceing with their class teachers.

If students wish to extend their English abilities in senior classes, Literature (EN03) is available from Year 11 onwards. Assessment pieces will include; written exams, assignments, and oral presentations.

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 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.

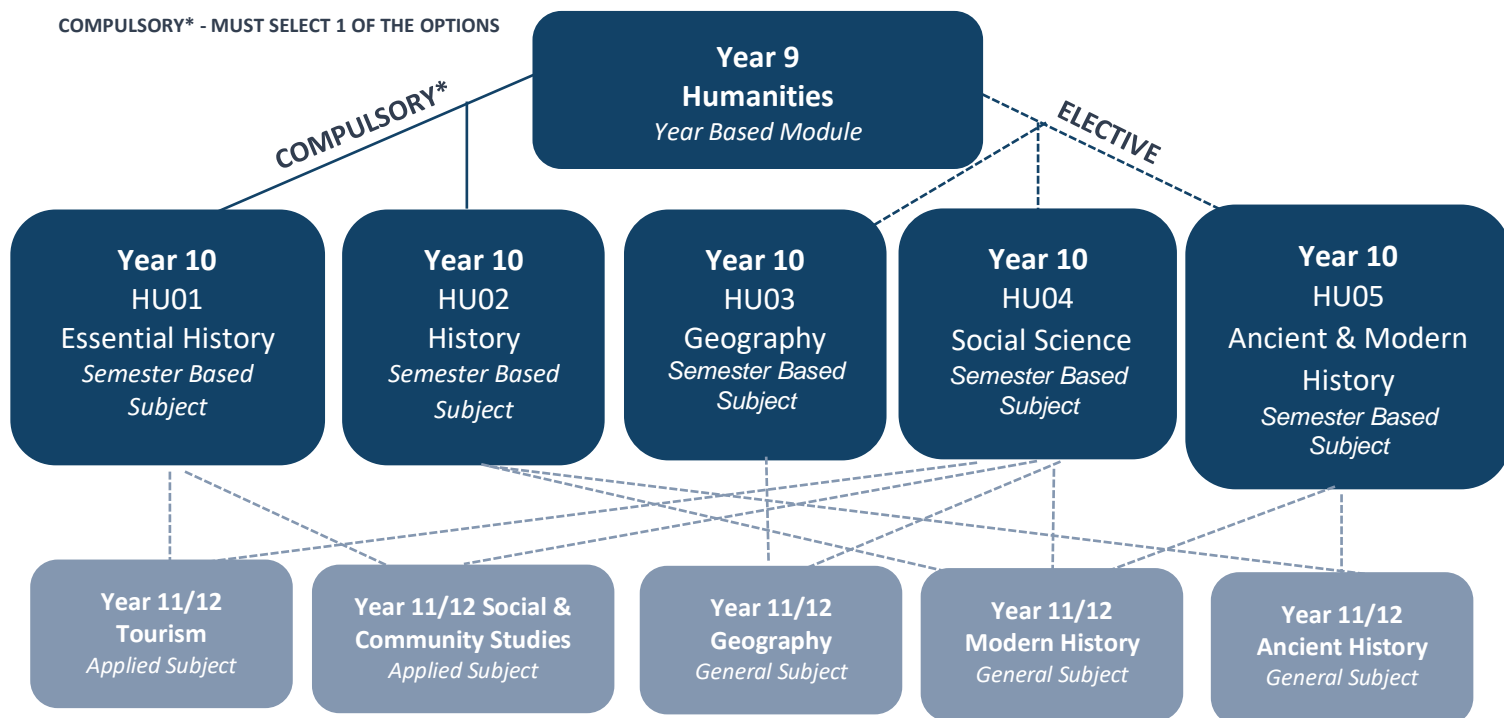
Year 10: Physical Education (PE01): This course is a compulsory subject in Year 10 and will cover a wide variety of practical and theoretical subjects that will prepare students for senior physical education electives, or to finish off their high school physical education. Assessment pieces will include; written tests, assignments, multi-modal presentations, and practical assessment.

Rugby League (PE02): 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 (PE03): 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 Education Curriculum Pathway

COMPULSORY* - MUST SELECT 1 OF THE OPTIONS



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 (HU01): HU01 covers the same topics as HU02 – Australia’s involvement in World War II and the Civil Rights Movement; however, course work and assessment is developed with additional literacy support and is not sufficient grounding for senior Ancient or Modern History.

History (HU02): This subject is compulsory for all Year 10 students, except those who have selected HU01. It covers the compulsory Australian Curriculum History units of Australia’s Involvement in World War II and the Civil Rights Movement in the United States and 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.

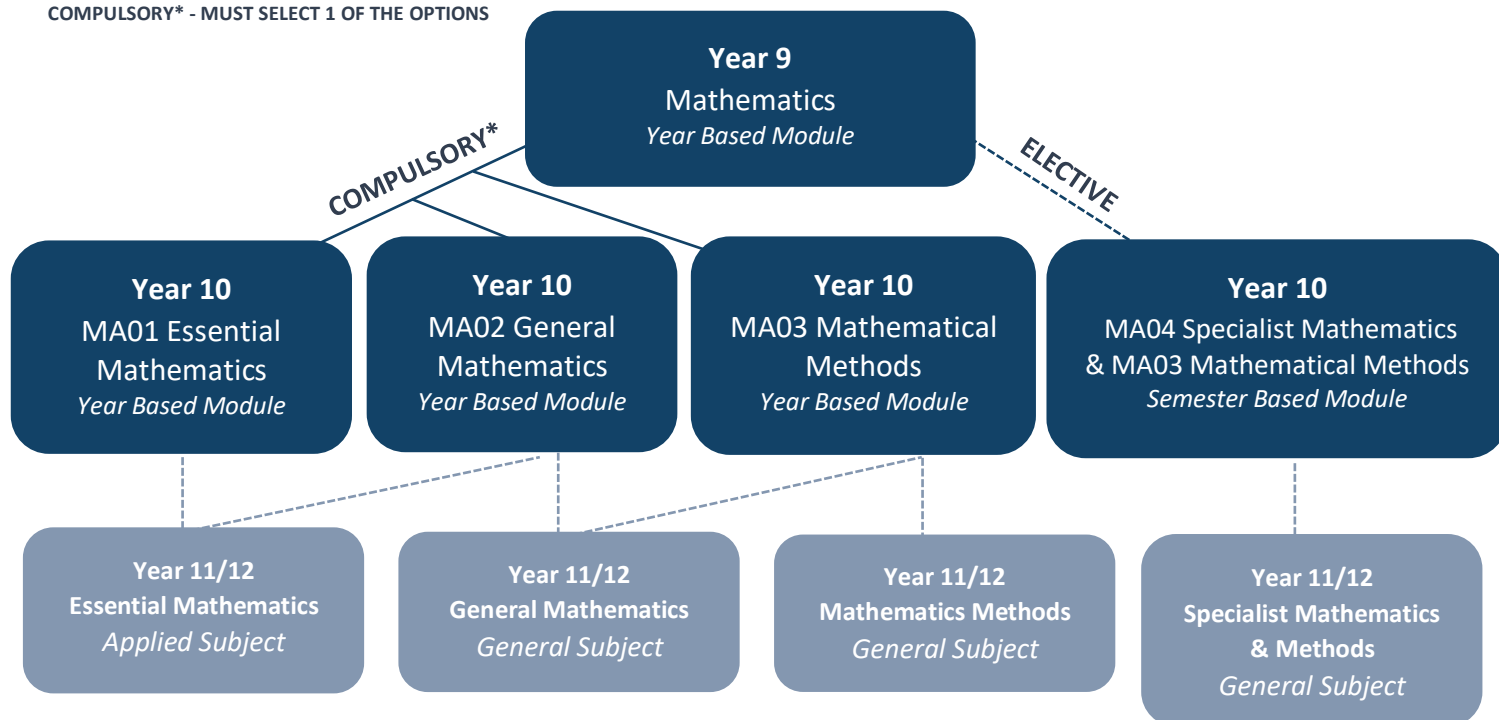
Geography (HU03): Students taking HU03 are introduced to the ideas and skills of the senior Geography course in two units – Environmental Change and Management and Geographies of Human Wellbeing. Fieldwork is included in this subject. Assessment pieces model the senior assessment task types and include a field report and an examination.

Social Science (HU04): Social Science offers a broad introduction to a variety of concepts and skills relevant to all senior Humanities courses. The subject explores modern Australian society in two units: Globalisation and Popular Culture and Australia’s Place in the World. Assessment pieces include a project and an examination.

Ancient & Modern History (HU05): HU05 is a specific introduction to the Ancient and Modern History courses offered in Years 11 and 12. Two units are explored – Vikings, with a focus on archaeology, 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 Education Curriculum Pathway

COMPULSORY* - MUST SELECT 1 OF THE OPTIONS



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 CSB. Assessment pieces will include; written exams, assignments, and reports.

Year 10: Essential Mathematics (MA01): This subject is a support level module for students with basic mathematical skills. It will provide a link with Essential Mathematics only in Years 11 and 12. Assessment pieces will include; written exams, and assignments.

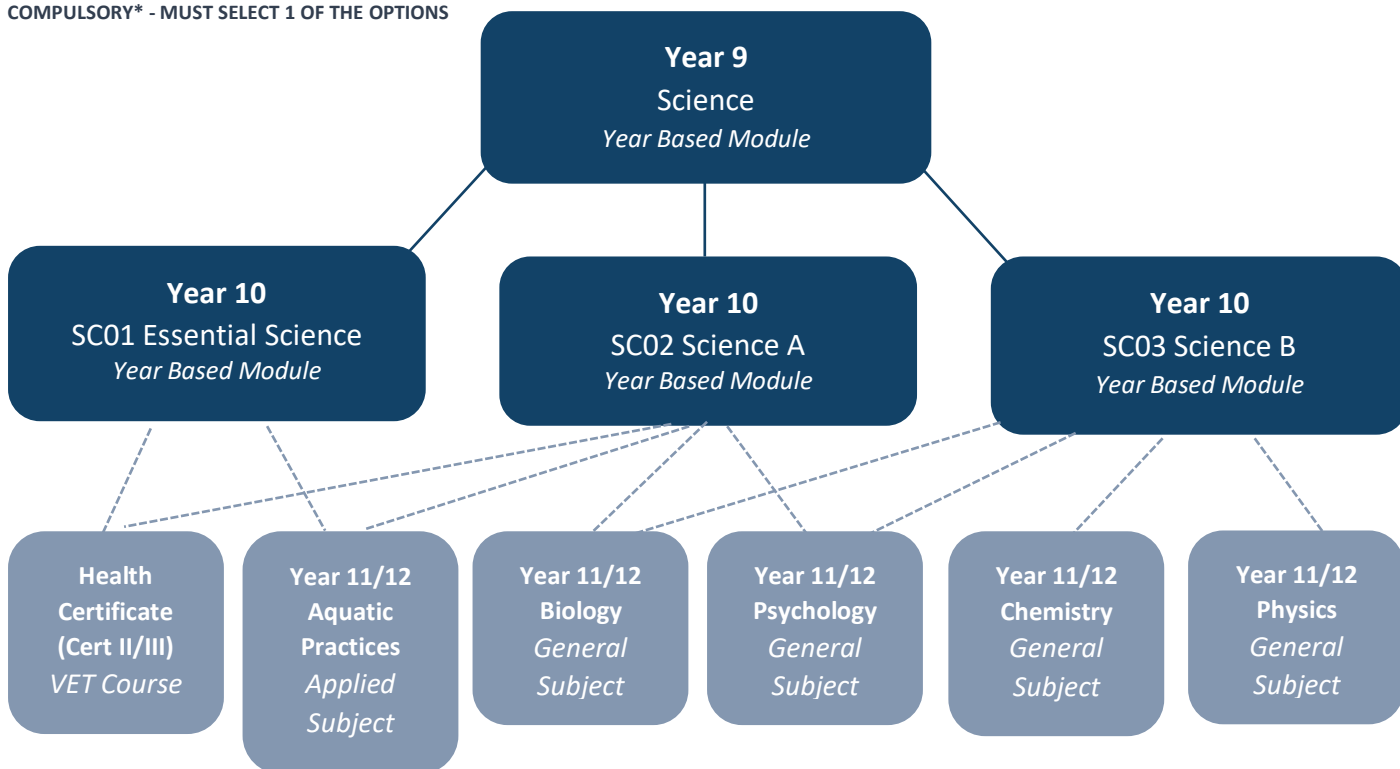
General Mathematics (MA02): This subject is an ordinary level module that builds on skills developed in Years 7 to 9 and is intended to provide a link with General Mathematics or Essential Mathematics in Years 11 and 12. Assessment pieces will include; written exams, and assignments.

Mathematical Methods (MA03): 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 exams, and assignments.

Specialist Mathematics (MA04): 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 exams, and assignments.

Science Education Curriculum Pathway

COMPULSORY* - MUST SELECT 1 OF THE OPTIONS



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.

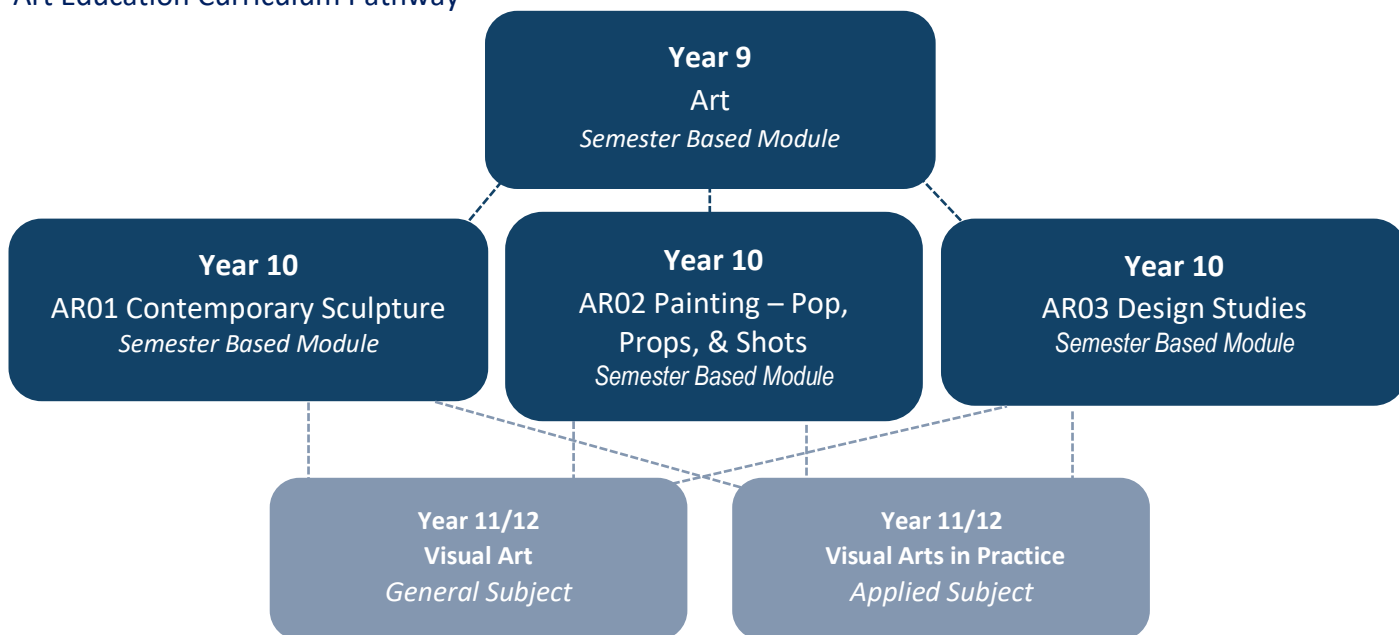
Course Units **Year 9:** Students in Year 9 Science will consolidate and extend the basic groundwork established in Year 7/8 CSB. Science is linked to the Mathematics content where possible. Assessment pieces will include; written exams, assignments, and reports.

Year 10: Essential Science (SC01): This course is designed for those students who found Core Studies A challenging. The topics offered will be grounded in real life contexts. The course provides a natural progression to Aquatic Practices and Certificate Health in Year 11. Assessment pieces will include; written exams, assignments, and reports.

Science A (SC02): 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 Biology, Psychology, Health and Aquatic Practices 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, and reports.

Science B (SC03): This subject is designed to provide extension and increased depth of coverage to cater for those students with a demonstrated interest and aptitude for Science. This strand allows students to appreciate the content and challenge presented by senior sciences. Assessment pieces will include; written exams, assignments, and reports.

Art Education 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.

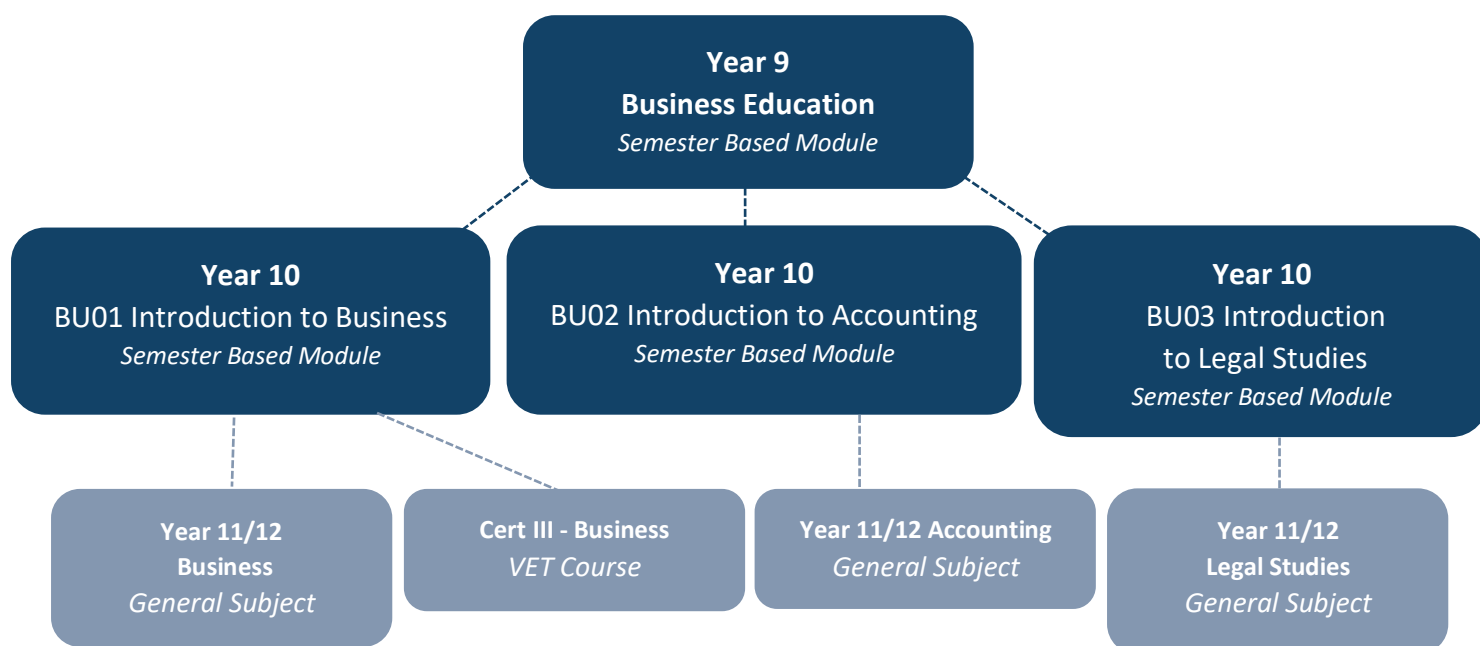
Course Units **Year 9:** Students in Year 9 Art engage in skills that will encompass ceramics, drawing, painting, and sculpture within a semester long module. Assessment is based on three assessment items that involve making artworks and responding to stimuli.

Year 10: Contemporary Sculpture (AR01): 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 (AR02): 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.

Design Studies (AR03): This subject explores a range of visual representations, practices and processes that cover areas such as: graphic design with its aesthetics, visual communication, advertising and corporate imagery; product design investigating ergonomics and complex problem solving. Assessment pieces will include; practical work and assignments.

Business Education Curriculum Pathway



BUSINESS EDUCATION

Course Description Students studying Business Education 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 studies in Business Education, students will have economic, legal and financial literacy skills that are applicable to both their personal and future employment and self-employment goals.

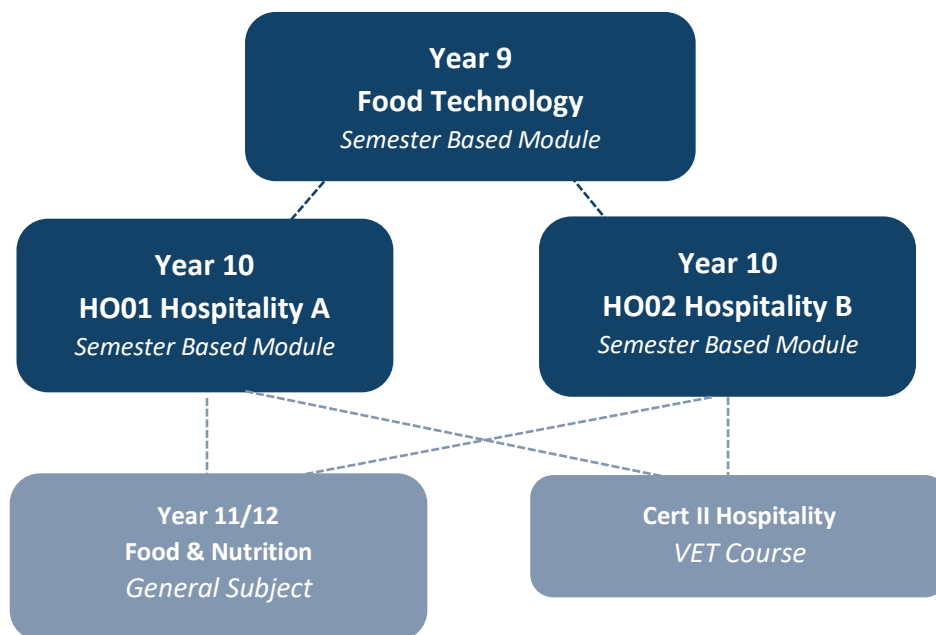
Course Units **Year 9:** Year 9 Business Education provides students with knowledge and skills relating to business, civics, economics, technology and financial literacy. Topics include basic accounting concepts and procedures, managing financial risks, and earning, saving, spending and investing money. Students are also introduced to the key principles of Australia’s legal system and analyse the role of Australia’s court system. Assessment tasks in Year 9 include assignments and combination-response examinations.

Year 10: Introduction to Business (BU01): 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 (BU02): 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. Topics include basic accounting concepts, maintaining financial records to trial balance, and the preparation and interpretation of simple accounting reports. Assessment tasks are aligned to the QCAA Senior Syllabus requirements and include assignments and combination-response examinations.

Introduction to Legal Studies (BU03): 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 Education Curriculum Pathway



FOOD TECHNOLOGY AND HOSPITALITY EDUCATION

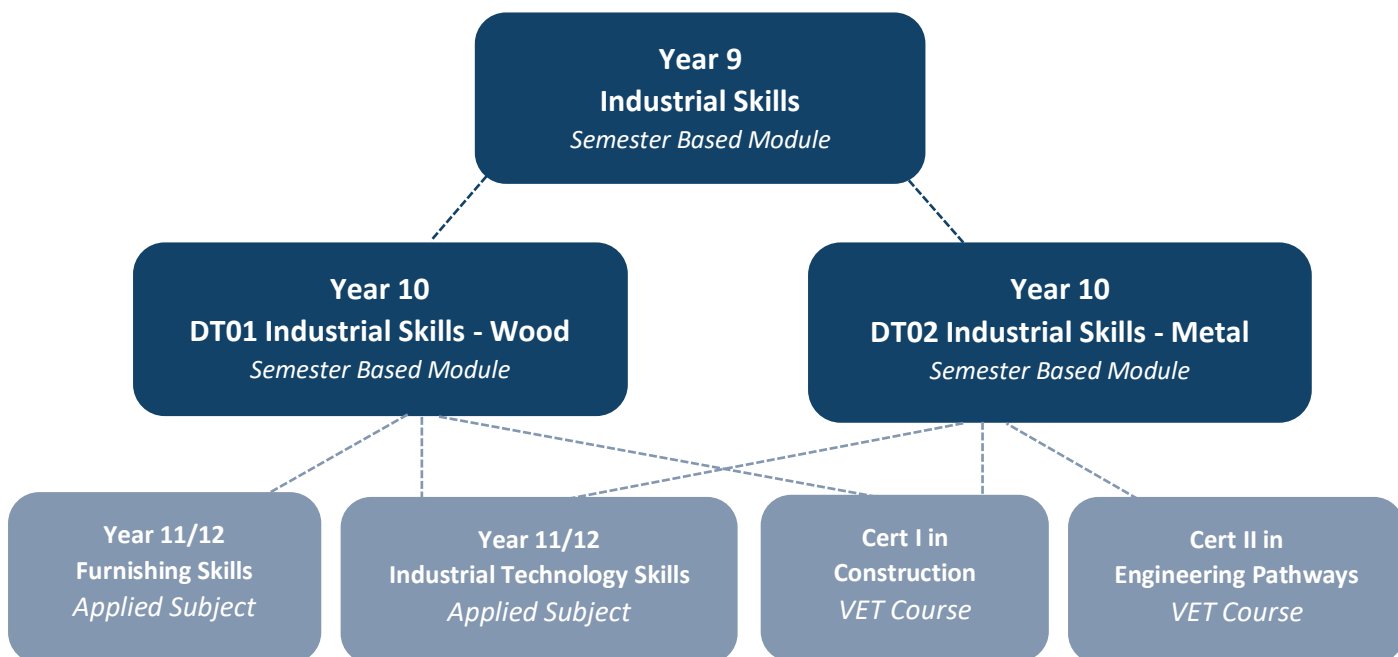
Course Description Food Technology has been developed in response to an increased interest in food skills forming a good introduction to Food and Nutrition subjects in Years 11 and 12. The courses allows students to explore food preparation and nutrition as a life skill, leisure activity, growth industry 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 A (HO01): 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 (HO02): This course is aimed at preparing students for the production, processing, preservation, and packaging of food items. This will include making and presenting food, 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 Education Curriculum Pathway



INDUSTRIAL SKILLS EDUCATION

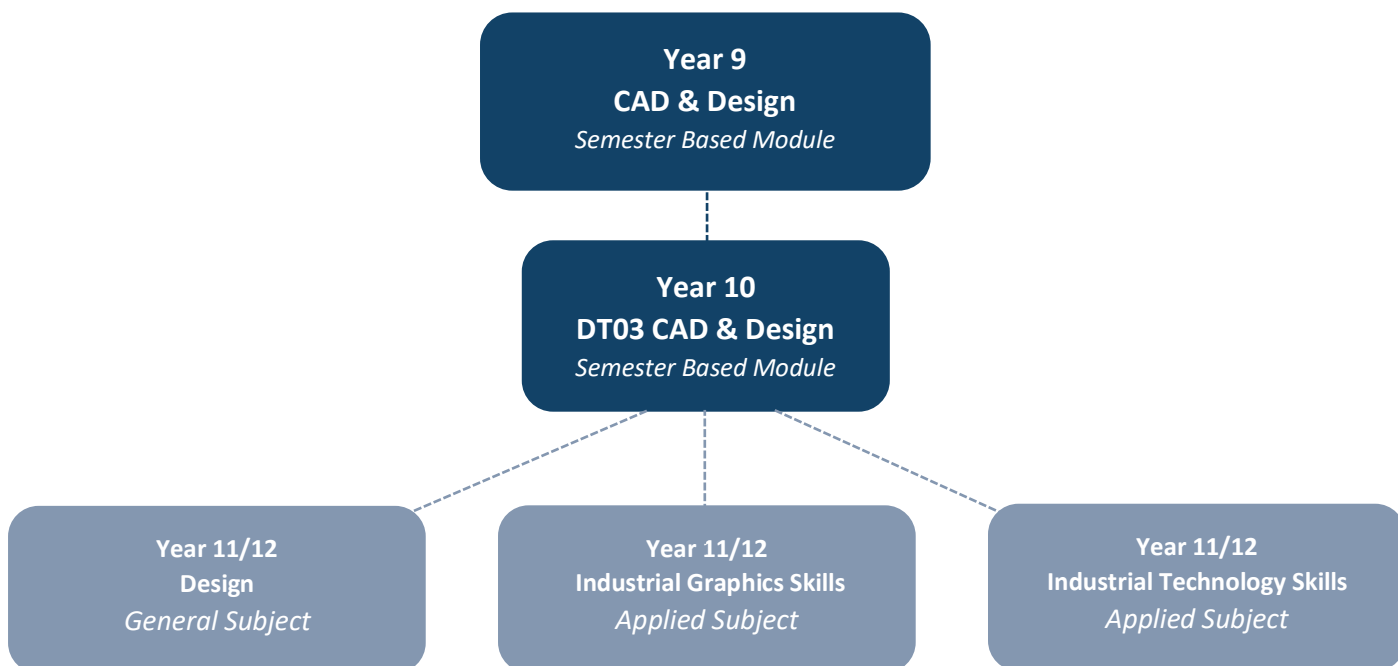
Course Description Industrial Skills is an integrated, materials-based course aimed to develop knowledge, understanding and practical skills in the areas of safety, woodworking, plastics, woodturning, sheet-metals, fitting and fabrication, metal turning and basic graphical skills.

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 (DT01): 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 (DT02): 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 Education Curriculum Pathway



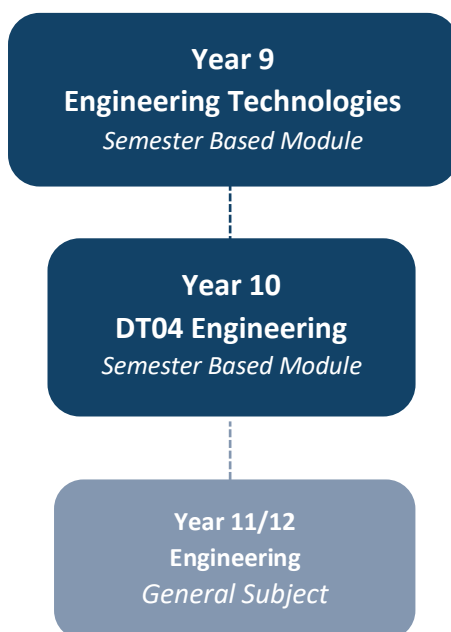
CAD & DESIGN EDUCATION

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 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 (DT03): 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 explores 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 Education Curriculum Pathway



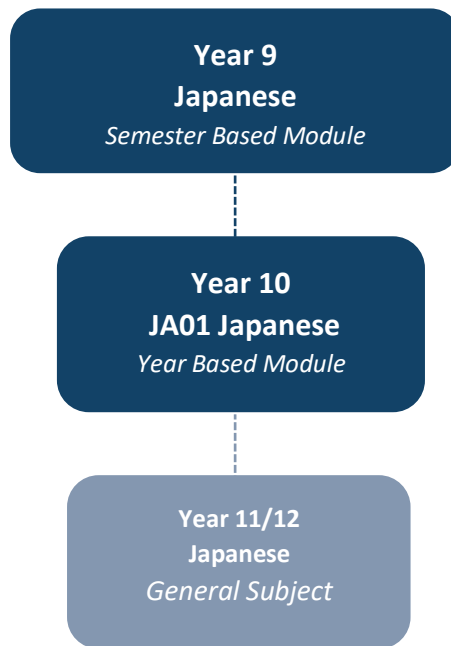
ENGINEERING TECHNOLOGIES EDUCATION

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	<p>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 criteria, 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.</p>
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Year 10: *Engineering (DT04)*: 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 40% theory and 60% practical components.

Japanese Education Curriculum Pathway



JAPANESE EDUCATION

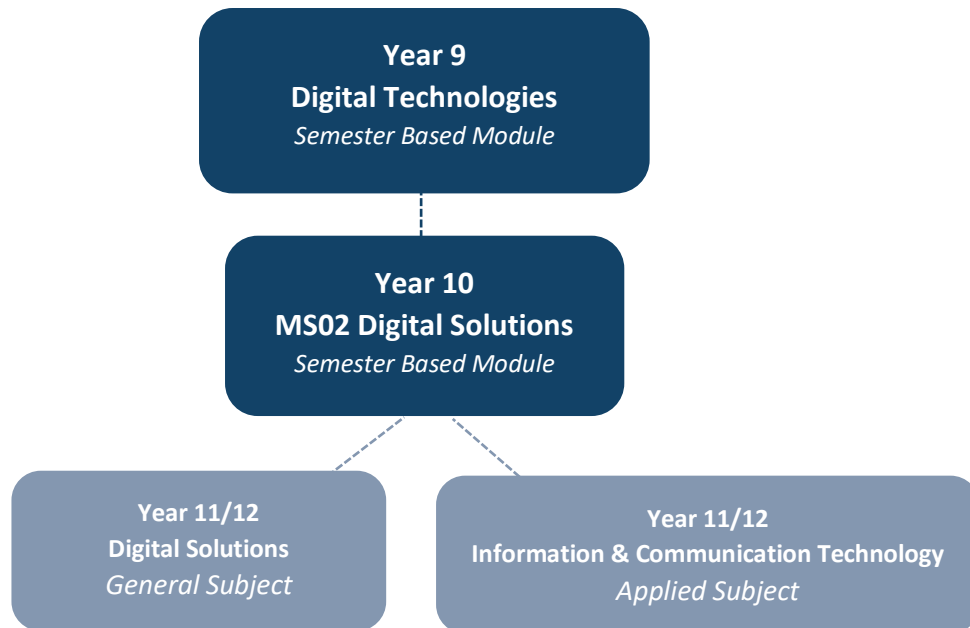
Course Description The Japanese language course is designed to allow students to learn about the culture, people and language. While all macro skills (speaking, listening, reading and writing) will be further developed, the focus of the course is on increasing the students' confidence in using the language 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 (JA01): Due to the nature of this subject, Japanese (JA01) will automatically be allocated across two semesters and will take up two elective spots in senior years. 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. Assessment pieces will include: tests, assignments, and classroom task in four macro-skills (speaking, listening, reading, and writing).

Digital Technologies Education Curriculum Pathway



DIGITAL TECHNOLOGIES EDUCATION

Course Description Digital Technologies aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students 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: In Year 9 Digital Technologies, students will have the opportunity to analyse problems and design, implement and evaluate a range of digital solutions, such as:

- Game development
- Robotics
- Information systems
- IOT (Internet of Things)

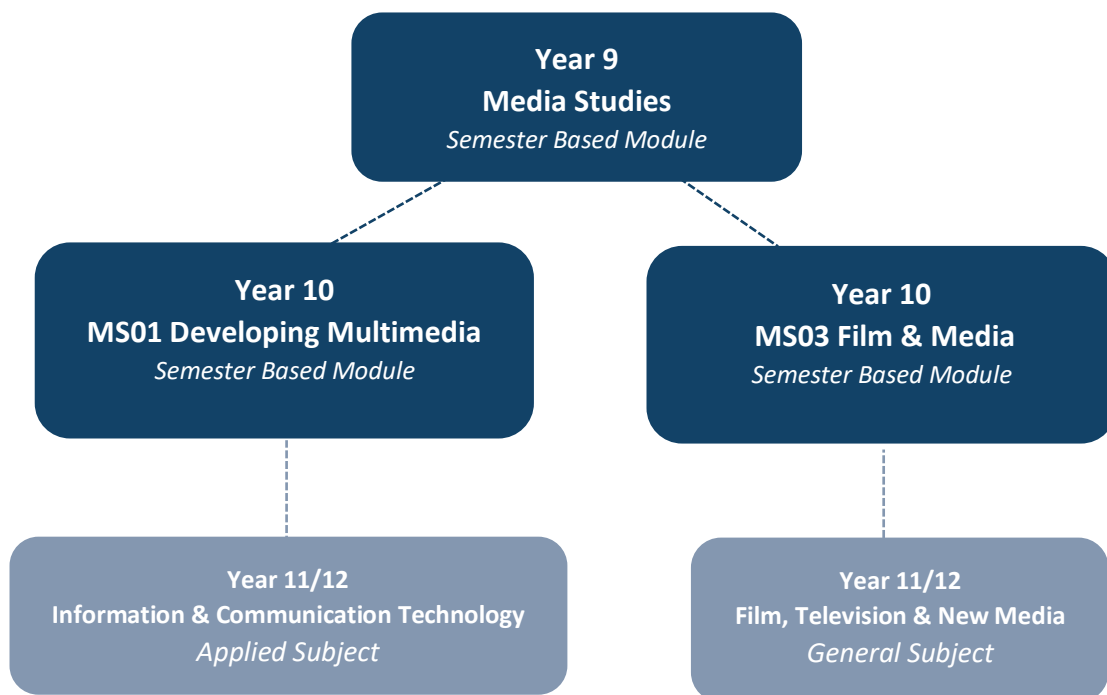
Assessment pieces will include: exams, in-class tasks, and assignments.

Year 10: *Digital Solutions (MS02)*: In Year 10 Digital Solutions, students will build on the skills they developed in Year 9 by extending their learning into subject areas such as:

- Algorithms and coding
- Information systems and databases
- Web application development
- Human computer interaction
- Artificial intelligence and robotics

Assessment pieces will include: exams, in-class tasks, and assignments.

Media Studies Education Curriculum Pathway



MEDIA STUDIES EDUCATION

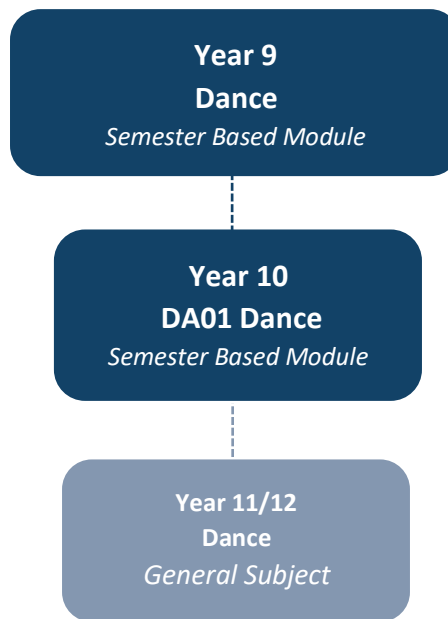
Course Description Media Studies involves creating representations of the world and telling stories through communication technologies such as television, film, video, newspapers, radio, video games, the internet, and mobile media. Media Studies connects audiences, purposes and ideas, exploring concepts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

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

Year 10: *Developing Multimedia (MS01)*: In Year 10 Developing Multimedia, students will build on the skills they developed in Year 9 by extending their learning into subject areas such as: animation, game design (character design), graphic design, interactive media development (app, ePub), and application development. Assessment pieces will include: in-class tasks, and assignments.

***Film & Media (MS03)*:** In Year 10 Film, Television & New Media, students will build on the skills they developed in Year 9 by extending their learning into subject areas such as: use of camera equipment (composition, camera angles, shot types, movement), storyboard design, short film production, analysis and critique of products, concepts and ideas (film review, text analysis), and the investigation of new media. Assessment pieces will include: in-class tasks, and assignments.

Dance Education 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 (Shalom Showcase, Shalom Dance Night).
- Styles of dance include: classical, jazz, tap, contemporary hip hop, and multicultural dance.
- Analysis and evaluation of professional dance work.

Assessment pieces will include: choreographed dance, performances, and assignments.

Year 10: *Dance (DA01)*: 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.

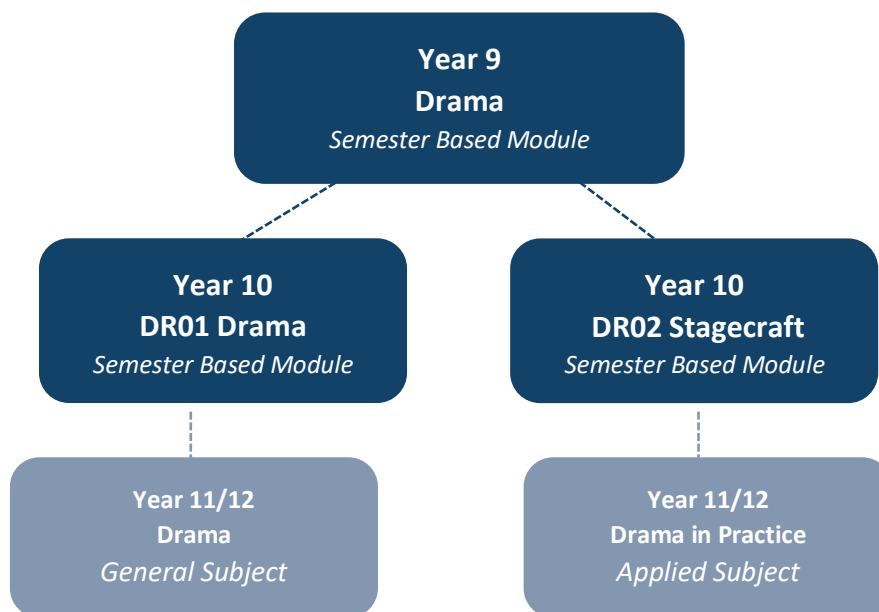
Assessment pieces will include: choreographed dance, performances, and assignments.

Additional Special Requirements

- Uniform – Black tights or pants, and plain black leotard (girls) or fitted black shirt (boys). Specific footwear may be required throughout the course of study.
- Students may be expected to purchase or make 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 if taking Dance as a subject.

Drama Education 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 groups
- Viewing and analysing professional and student performance work

Assessment pieces will include; scripted performances, drama folios and analysis of live performance

Year 10: Drama (DR01): In Year 10, Drama students will build on the foundations they made in Year 9, and will extend their abilities. Topics studied will include:

- Documentary and Collage 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

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

Stagecraft (DR02): 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:

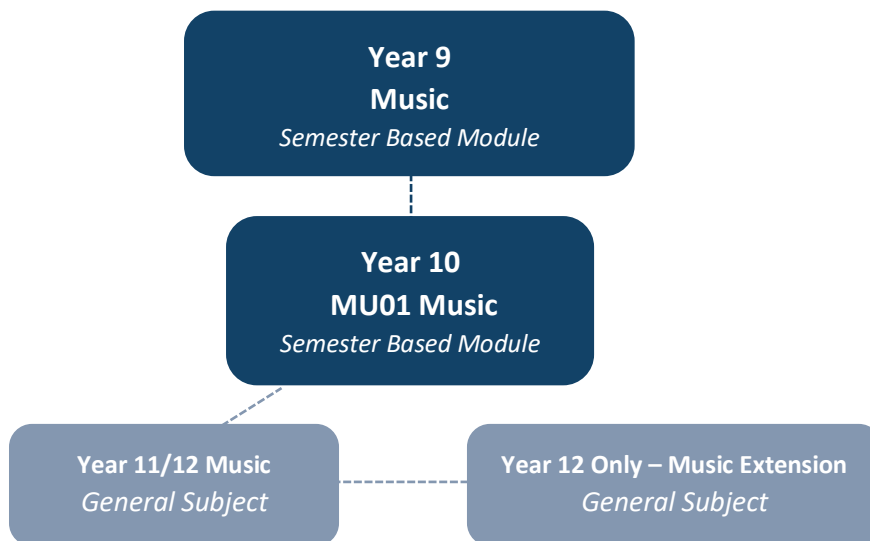
- Stage, make-up and costume design
- Lighting and sound
- Event management
- Film, TV and Media development and analysis

Assessment pieces will include: projects and assignments.

Additional Special Requirements

- Attendance at selected dramatic performances outside school hours is expected
- A commitment to group rehearsal, sometimes outside school hours
- Students are required to be involved in evening performances; this is a requirement for participation in both Year 9 Drama and DR01 Drama

Music Education Curriculum Pathway



MUSIC EDUCATION

Course Description In additional 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 it 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 (MU01): In Year 10 Music Media, 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.
- Attendance at selected musical performances within the community or outside Bundaberg if and when the opportunity arises. These could include workshops or productions such as musicals which includes singers, musicians and dancers; rock shows; symphony or band concerts to name a few.

Additional Information and Forms

- Curriculum Overview
- Course Planner
- Middle School Off-line Subject Selection Form - (Year 9, 2021)
- Senior School Off-line Subject Selection Form - (Year 10, 2021)

New Senior Assessment & Tertiary Entrance Information & Links

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_assessment_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 ATAR will be introduced for students commencing Year 11 in 2019, who will graduate from the end of 2020 and seek entry to tertiary courses from 2021. 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

Middle School Off-line Subject Selection Form – Year 9, 2021

Name: _____

PC Group: _____

Students are encouraged to make subject selections on-line via <https://spring.edval.education/login> using the emailed code. Students do not have access to the internet may use this form.

Select 4 main preferences and 3 reserve subjects (a total of 7 preferences) from the list below by numbering each in order of preference from 1 (highest) to 7 (lowest). Only subjects that the student is prepared to study are to be selected.

Completed off-line subject selection forms must be submitted to Student Reception by **Friday 28th August 2020**

- Art
- Business Education
- Computer Aided Drafting and Design
- Dance
- Digital Technologies
- Drama
- Engineering Technologies
- Food Technology
- Industrial Skills
- Japanese
- Media Studies
- Music

PARENT SIGNATURE: _____

DATE: _____

Senior Off-line Subject Selection Form – Year 10, 2021

NAME: _____

PC GROUP: _____

Students are **asked to make subject selections on-line** via: <https://spring.edval.education/login> using the emailed code. Any student unable to access the internet may use the form below. Select subjects by completing the semester module code in the spaces provided. When selecting subjects, follow the instructions supplied in the column on the left for both core and elective subject areas.

If you have completed an off-line subject selection forms must be submitted to Student Reception by **Friday, 28 August 2020**.

Selection information: The study of core subject areas is compulsory for all students:

- Year modules are compulsory and preselected for Religious Education (RE01) and Physical Education (PE01)
- Students must select an English, Mathematics and Science module to study for the entire year. For example: EN02, MA03, SC01
- One semester study of Humanities is compulsory (HU01 or HU02), further elective units can be chosen if desired
- Japanese as an elective studied for the entire year. Students electing to study Japanese in Year 10 must select JA01 twice in succession as it accounts for two of the four semester modules available

Please note students can only select a maximum of two (2) semester modules from an elective subject area.

Subject – Year Based	Module Code		Subject - Semester based	Module Code
Religious Education	RE01		Humanities	HU01 OR HU02
English	EN0 _____		1	
Mathematics	MA0 _____		2	
Physical Education	PE01		3	
Science	SC0 _____		4	
			5	
			6	

Students must select six (6) semester modules from the elective subject areas by writing the module code in the column on the right in order of preference. While three semester modules from elective subject areas are actually studied, it is important that students select modules as preferences 1 to 6 that they are prepared to study. Most, if not all, students will be able to study their first four preferences. Choices should be made carefully in order of preference with 1 being the choice with the highest preference.

For example

1	Hospitality B	HO02
2	Contemporary Sculpture	AR01
3	Geography	HU03

Students cannot choose the semester order in which selected modules will be studied, this will be dictated by the timetable. Please read carefully the course outlines contained in this booklet before selecting your subjects.

PARENT SIGNATURE: _____

DATE: _____

