The Year Nine program at Galen provides students with subjects we consider essential (called core subjects) and a range of elective subjects, where students are able to pursue up to three subjects of their own choice each semester. In Year 9, core subjects are Religious Education, English, Health, Humanities, Mathematics, Physical Education and Science. In one of the two semesters, students study these core subjects as quite separate subjects, in the traditional model of teaching. Students are familiar with this model, because this is how they have studied their core subjects in Year 8.

The other semester is distinctly different in the way the core subjects are delivered. In the Discovery program, the knowledge and skills of the core subjects are taught in a series of integrated units. These integrated units are called Identity and Relationships, Sacred Mountains, My Place, Bigfoot, Energize, Don’t Supersize Me, Farming and The Real Game. Mathematics and Physical Education are not included in these integrated units and are taught in the more traditional style. In Discovery, students take three electives, and in the other semester, three as well.
The outdoors can stimulate learning with a sense of excitement, challenge and purpose.

Adventure Camp

For over twenty years Galen College has given Year 9 students the opportunity to participate in a three day adventure camp held at Mount Buffalo.

Students from Year 9 are divided into two groups for three separate camps. Each group travels to Mount Buffalo National Park to engage in a range of outdoor recreational pursuits. Over a period of two and a half days, groups of 8-9 students rotate through five different activities over the duration of the camp.

These activities include:
- Introduction to Abseiling
- Exploration of an Underground River
- Introduction to Rock Climbing
- Local Bushwalk (looking at Alpine Environments)
- Introduction to Canoeing

There are also night activities including a short night hike or walk to The Horn. Whilst on camp students live in a communal setting and all meals and snacks are catered for with a central kitchen. Prior to the camp, students are required to organize themselves into small tent groups of 2-3 students for sleeping.

This well-established camp has been a highly successful trip for many years and one that all Year 9 students benefit from significantly.

Students attend this camp while studying the traditional component of the Year 9 program. This means that some groups will attend the camp in Semester 1, while others will be able to enjoy this experience in Semester 2.
The engagement of Year 9 students in meaningful curriculum activities is an ever increasing need in secondary education.

More and more school communities across Catholic, Government and Independent sectors are endeavouring to develop programs which will engage Year 9 students and prepare them for the type of independent and self directed learning required to successfully complete secondary school and lead on to work or further study.

By using an integrated approach the Discovery Program aims to help students make connections between specific subject areas, their own learning and real life issues in addition to developing their academic and personal skills.

The Discovery Program provides a number of out of school learning opportunities and teaches in themes or units which are relevant to the students’ stage of development and interests. Sustainability and personal development are major themes running throughout the Program.

The broad aims of the Discovery Program are for students to:
- develop an enjoyment of life
- build relationships
- be purposeful and resilient
- be competent in society
- make connections between learning and life
- be empowered through problem solving
- develop lifelong learning principles: negotiation, responsibility, ownership, calculated risk taking, self reflection
- develop a sense of stewardship for our earth
- continue to develop skills with teamwork, and continue to develop personal leadership skills.

Identity & Relationships

This unit introduces students to how they learn and the changes which occur during adolescence. It provides a foundation for understanding multiple intelligences, the styles of teaching and learning used in this program, and uses teaching and learning tools.

One activity is brain research and dissection. Another is personality and intelligence tests. Students develop an understanding of the hormonal changes they experience during adolescence and their emerging sexuality. Activities include understanding our personal values, our relationship with God through scripture and how to develop healthy relationships and a positive sense of self.

The major assessment tasks are a book report and a portfolio. The Division of General Practice organizes a visit from a local GP to make students aware of the health facilities in their local area, and to answer any questions that have arisen as a result of their study of sexuality.

Sacred Mountains

During this unit students are involved in classroom activities to prepare them for challenging outdoor experiences. The Overnight Bushwalk has been a challenging and rewarding experience for all participants over the last few years. The development of stronger relationships within the homeroom group and with the teachers is very evident.

The activity is designed to be accessible to all students, regardless of fitness levels, and we expect all students to participate. Each student participates with his or her homeroom group with the homeroom teacher, Discovery teacher, other teachers and adult assistants. Students will be briefed on safety procedures, equipment and food requirements of the walk. Hiking packs are supplied.

In the past we have had many parents participate in this walk as assistant leaders. We would welcome any parents who wish to attend. During Semester 1 the group travels to Falls’ Creek, while in Semester 2 the focus is on the Warby Ranges. The group also investigates Creation Stories from a variety of traditions. These include the Christian, Aboriginal and Sherpa people of the Himalayas who follow the Buddhist tradition. An Aboriginal elder is also invited to speak to the group.

Assessment tasks include a bushwalk log and a response to the question, ‘To climb or not to climb Uluru?’

My Place

This unit has a strong focus on historical studies and explores key concepts such as change and continuity. Students research changes in the built environment in Wangaratta.

The students participate in a range of experiences around the historic North East to develop an appreciation of how a place changes over time. A follow-up local history assignment is completed in response to this tour.

A feature of the Discovery program is the Night of the Notables. During class the students research a notable of their choice and prepare a visual display. On the evening the students dress in costume and take on the role of their notable, when speaking to parents and guests.
Big Foot

Using the Dr. Seuss classic children’s book, The Lorax, students brainstorm environmental problems associated with the storyline. A follow-up activity will allow the students to investigate the actions they can take to reduce, reuse and recycle the resources they consume.

The students use the Ecological Footprint tool to calculate their daily impact on the planet. With this information, they plan a number of ways in which their families can reduce their Ecological Footprint.

A range of excursions and field work is provided for students to investigate a number of environmental topics and provide out-of-school learning opportunities. This unit also examines the image of God as Creator and related stories from Genesis that illustrate this image.

The students may also read the novel, Blueback, and undertake a series of text responses, to continue their development of text analysis and literacy skills. They respond in a variety of ways, using some of the environmental themes presented in The Lorax and Blueback with specific reference to the potential for each individual to make a difference.

Students may visit a home to conduct a sustainability audit. They apply this knowledge to their own home which they redesign to reduce their carbon footprint.

Religious Education

The Year 9 Religious Education course is based on the Diocesan Religious Education Curriculum, Source of Life.

In Discovery, there are two R.E. units included in the integrated curriculum. These are Identity and Relationships and Stewardship. In Identity and Relationships, students learn about relationships, and personal decision making in relation to adolescence, sexuality and Catholic values.

The Stewardship unit examines sustainable living from a Christian approach.

Religious Education in the other semester covers three units: The Church Through Time, Prayer and Meditation, and Eucharist. The Church Through Time studies the history of Catholicism in Australia. Prayer and Meditation investigates different forms of prayer and reflection to communicate with and express our relationships with God. Through this, students can find meaning in their lives.

Eucharist invites students to become more familiar with the components of the Mass and associated values. Students participate in prayer and Eucharist.

Energise, Don’t Supersize Me

This unit of work further develops health related issues, by looking at the obesity crisis, declining fitness levels and the impact of the fast food industry. It also focuses on the important area of body image.

Students study the documentary “Supersize Me”. They also complete a series of science experiments to illustrate the nutrition and energy content of foods. Body systems are discussed so students can understand the importance of maintaining a healthy body.

The major assessment tasks include a response to the film “Supersize Me”, and a research project which investigates the issue of lifestyle diseases in our modern society.

The Real Game

This unit develops work readiness skills that students will need when applying for jobs. It is a skill based unit that centres on the “The Real Game” activity, developed by the Commonwealth Government Department of Education, Science and Training. Students work with real life issues; applying for jobs, writing resumes, interviewing, understanding their rights and responsibilities and budgets.

Students complete a series of activities which provide them with skills required for independent living, as well as knowledge of life in the work force. Students also investigate the important role of volunteering in developing strong communities.

The major assessment tasks include written assignments and practical activities which provide students with skills and knowledge they will use later in life.

Students also complete an interview with an older person to gain an understanding of how education, work and volunteering has changed over time.

Farming

During this unit, Discovery students research the history, present and future of farming activities in Australia, particularly in the North East of Victoria, with a focus on sustainability. Students develop an understanding of factors which influence farming practices. They also study plant nutrition, soil testing and photosynthesis.

In groups, students investigate a number of environmental issues related to farming. Individually they prepare a restoration plan to tackle a number of problems on ‘their farm’, including; salinity, soil degradation and erosion.

All of the students visit a number of working farms in the district and talk with the farmers about the work that needs to be planned and undertaken during the year. Special emphasis is placed on the ways in which each farm seeks to improve the soil fertility and the productivity of their farms.

The Discovery Program explores work and life skills.
Advertising
Advertising is a rapidly changing and important way of communicating ideas, information and emotions. This unit looks at advertising in newspapers, television and magazines, as well as incidental, online and other types of advertising. Students look at a range of production techniques used in advertising and experiment with these techniques with print and video exercises. There is an emphasis on visual composition and the persuasive techniques used by advertisers. Then they design and produce an original ‘advertising package’ for a real or imaginary product.

Television
Television is the single most popular form of entertainment in Australia. This unit uses one genre of television program, the ‘situation comedy’, to explore character types, storytelling techniques, types of comedy and production and editing techniques. Students complete a series of practical exercises with video equipment and video editing software to develop their skills with script writing, camera work and video editing.

Visual Communication Design
Visual Communication and Design (VCD) further develops students’ design and illustration skills through the use of problem solving, computer programs and drawing. Students use a variety of media, materials and techniques throughout the course. Work will be mainly practical, with one or two small theory/appreciation assignments.

Architecture & Building Design
In this unit, students research a style of architecture and then design and draw a two-point perspective exterior of a building in the chosen style. They use a variety of materials and media to construct a scale model of a building. They learn to use a range of graphic devices and drawing techniques, as well as other aspects of architectural drawing.

Painting & Drawing
During this course students investigate and experiment with drawing and painting techniques and working processes. They develop personal responses to a variety of subject matter such as portraits, landscapes and still life and strive to improve their technical competence and the use of art elements and principles in their work. In addition to acrylic paint, students will learn to paint in oils, experimenting with techniques and processes and develop multi-media artworks. Art appreciation and research are important components of the course where students learn to write and discuss the aesthetic qualities of artworks as well as identifying the historical and cultural influences on artists.

Photography & Printmaking
This course aims to develop students’ creativity, imagination and skills in black and white photography using a pin-hole camera, relief printing and digital photography. They will use a computer program to manipulate their prints. Students will learn how to use basic darkroom printing processes. In printmaking they will learn multiple colour and block printing techniques to produce colourful lino prints. Students will be required to produce a folio of works, while researching photographs and prints made by artists, which relates to their practical work.

Ceramics & Sculpture
This course aims to develop students’ creativity, imagination, skills, craftsmanship and knowledge of ceramics and sculpture. Their explorations will be selected from a range of sculptural materials and ceramic techniques, using different media and different tools, equipment and techniques. An emphasis is given to problem solving. Much of the work will be of a practical nature, but students also research overseas and Australian artists relevant to their practical work. Students are required to work both individually and co-operatively and may be involved in community projects.

Music, Just Vocals and Drama - see following page.
Music

Music performance is a strong component of this course. Students take part in both solo and group performance activities and learn about efficient rehearsal and performance techniques. Understanding and evaluating music from other styles and cultures may also be incorporated into the unit. An introduction to basic composition and arranging for music groups is also included in this course. Music software allows students to produce high quality printed copies of their compositions and arrangements. Students are also expected to complete activities in aural and notation work to support their performance and compositional skills.

Music - Just Vocals

In this unit students have the opportunity to learn group and solo singing techniques and to gain vocal performance experience. The emphasis is on taking part in groups that learn to perform to a high standard through appropriate singing techniques. Various music styles will be introduced and students will also develop and improve efficient rehearsal leadership and music reading skills. No previous singing experience is required. Successful completion of this unit prepares students for Just Vocals in Year 10.

Drama

Drama in Year 9 teaches performance skills. Students learn to create characters using voice, body and gesture. They develop their understanding of stagecraft, such as the use of sets, lighting, props and costumes. Students perform their own improvisations which may be developed into scripted plays. Fun drama games, such as Theatre Sports, are used to develop improvisation skills and confidence to perform in front of a group.

Students who have previously studied Drama can extend their experience and skills, while those who are new to the subject will learn all aspects of developing role and character. Students also study some historical aspects of theatre, because many features of modern performance have direct links to Elizabethan theatre. The culmination of the course is a performance of a modern interpretation of Shakespeare’s “A Midsummer Night’s Dream” to Junior classes.

English

Core Unit - English

In this unit, students will be involved in extending their language skills through speaking and writing effectively for a range of purposes and audiences in a variety of ways. Students are required to keep a workbook, including all drafts, class notes, handouts and finished work; read a range of texts for enjoyment and comprehension and respond both orally and in writing; explore the features of effective writing and produce a range of writing using the drafting process.

Literature Elective

The Literature course is designed to give students the opportunity to enjoy good literature by reading novels, plays, poetry and short stories, to study the techniques of recognised writers and to gain some experience in writing creatively themselves.
Humanities

Core Unit - Humanities

Humanities gives a basic knowledge of Australian society. It aims to develop students’ understanding of the society in which they live, by examining its key characteristics. Areas of study include a broad range of topics, enabling students to study the development of Australian society from prior to the first white settlement to modern times. The course covers Australian Identity, Election Procedures, The Gold Rush, Race Relations, The Murray River and Crime and Punishment.

This is an integrated course drawing on historical, environmental, economic, political and cultural aspects of Australian society. We use themes to cross time periods from the past to present and to link areas of study.

At Galen, Humanities is a core subject, and there are also the following Humanities electives students can choose to study.

Geography - Elective

This Course serves as an introduction to Geography and the working skills needed for its study. Several Physical and Human Geography topics are examined, including:

- The forces responsible for shaping the earth’s surface (volcanoes, earthquakes, continental drift, cyclones and tornadoes, weathering and erosion, etc).
- The effects of clearing on the landscape, including field studies of a local example.
- Other examples of human-induced effects on the environment.
- A problem solving exercise based on the local area involving students in data collection, interpretation and presentation.

Many geographic skills are presented and developed and the practical applications of the subject in society are especially emphasized.

History - Elective

History enables students to look at our past to see how it influences the way we live today. History challenges students to examine primary source materials, historical records and photographs. Students shall explore three periods of time in history during the semester:

- The Mongolian Empire and expansion (1206-1368), and the Leadership of Genghis Khan. Students learn how the Mongolian Empire became the largest land empires known to history and what impact this made on conquered civilizations, such as China and on trade throughout the world.
- Movement of Peoples (1750-1901), with the emphasis on slavery, convicts and Trade. Students explore the Mongolian legacies on China and the opening up of vital trade routes such as the Silk Road.
- Asia and the world, which studies the Australian gold-rush and the impact on Chinese immigrant miners and their families.

Students will learn how develop formal writing skills, how to make informed decisions about where to gather information from, and how to interpret research and summarise content.

Youth Enterprise - Elective

This elective is an opportunity to gain a feel for achieving one’s goals in terms of successfully running a business and investing in the share market. Major activities include:

- designing a product/service, building a prototype, marketing the idea, operating/running the idea, how to set about solving problems in a business, coming up with a workable solution, making decisions in business, computer-based case study, how the share market works and participating in the share market game.

Science

Core Unit - Science

Students explore the development and structure of the periodic table, the structure and behaviour of atoms and molecules, chemical bonds and different chemical reactions, the behaviour of light, the eye, origin of the universe and understanding of the earth’s crust.

The course has a large practical component and regular laboratory work. Library research and classroom activities are used to develop a broad range of investigative skills. There is both practical and theoretical science.

Forensic Science - Elective

Students use Forensic Science to investigate and solve mysteries. Some forensic methods studied include fingerprinting, hair and fibre analysis, handwriting analysis, blood grouping, blood splatter, chromatography, DNA analysis, genetics, identification of mystery powders, footprint and tyre prints. Students complete a report on a crime novel or write a crime story. They research a forensic method in detail and complete a large practical component. They have the opportunity to ‘solve’ a crime at the end of the unit using skills they have developed. Students may also have the opportunity to visit the Gene Technology Access Centre in Melbourne to experience practical work using laboratory grade equipment.
**Core Unit - Maths**

Students are required to learn and practise mathematical routines and processes, using them to find solutions. They are also expected to apply these skills and techniques to solve problems.

In this course, students work on Number, Measurement, Algebra, Geometry and Chance and Data. More specifically, topics cover:

- **Number:** Index notation, Scientific Notation, Percentages.
- **Measurement:** Metric units, Length, Area, Surface Area and Volume, Pythagoras’ Theorem.
- **Algebra:** Linear Equations, Factorising and Expanding, Linear Graphs.
- **Geometry:** Angles, 3D Shapes, Triangles, Quadrilaterals, Congruent and Similar Figures.
- **Chance & Data:** Probability and Statistics.

**Maths and Science** enhance a student’s logical thinking processes. They are about precision and measurement.

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**Core Unit - Physical Education**

Physical Education enhances a student’s development in areas of self-confidence, self-discipline, independence, sportspersonship and leadership. Students learn the importance of leading an active lifestyle. Students are introduced to a wide variety of sports in the Physical Education curriculum, and we encourage all students to participate positively. With each sport, students are introduced to the rules and taught strategies to best perform in that particular sport. This also allows the students to develop new skills and enables them to improve skills they have already developed.

Units covered include Bike Education, Circuit Training, Rock Climbing, Bocce, Quoits, Croquet, Klop, Thunder Hockey, Basketball, Table Tennis, Squash and Ultimate Frisbee.

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**Core Unit - Health Education**

The general aim of the Health Education course is to encourage young people to make healthy and informed decisions to enhance their quality of life. This course is based on a range of health issues related to young adolescents. Units studied in this semester include Mental Health, Identity/Independence, Relationships & Sexuality. It focuses on the areas of protective behaviours, harm minimization, assertiveness and resilience strategies. Guest speakers bring real-life experience to their study of mental health education.

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**P.E. Extension Elective**

PE Extension involves preparing students for life-long participation in physical activity. PE Extension is an academic subject aimed at students who are considering studying PE Theory (Pathway subject) at Year 10 and VCE Physical Education.

This course provides students with the opportunity to build upon past experiences in PE and Sport at Galen and in their own recreational experiences. Areas of study include Coaching, Waterpolo, Fitness Activities & Testing, Biomechanics and Health & Physical Activity. Students are expected to participate in all theory and practical lessons.

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**P.E. 4 Girls or P.E. 4 Boys Elective**

Students who elect to study PE 4 Girls or PE 4 Boys will have the opportunity to participate in sports of their choice in a same sex environment.

PE 4 Girls and PE 4 Boys is a practical-based subject for those students who wish to participate in more PE, but may not be interested in pursuing the academic path followed in the PE Extension elective.

As this subject is catered to girls-only, or boys-only, students are able to participate in a more competitive and even playing field, which may not have been the case in traditional co-ed practical classes.

Possible sports include, but are not limited to: gym sessions, boxing, circuit training, yoga, Zumba, AFL, soccer, netball and basketball.

**Students can participate in a wide range of sports through House Athletics and Swimming, NEDSSSA and CAS.**
Indonesian
This year of study aims to build upon the units of work in Year 8. The course uses familiar situations and topics such as family, school, shopping and the weekend to develop knowledge of the Indonesian language and culture. Each semester, students complete a cultural assignment exploring cuisine, famous places and people, puppet theatre, batik making and so on. Developing competence with basic oral and written language is the main focus of the course. A study tour to Indonesia or Malaysia has been available to Year 9 students in previous years. It features intensive language study and varied and interesting cultural tours that complement this work extremely well. Availability of this trip depends on student numbers and government travel advisories.

Italian Immersion (CLIL) or Indonesian Immersion (CLIL)
Year 9 Italian Immersion and Year 9 Indonesian Immersion subjects involve the study of a Humanities subject (either GEOGRAPHY or HISTORY for one semester). This subject is designed to give Year 9 students the opportunity to enhance their literacy and communicative skills in either Italian or Indonesian, and also study aspects of Geography or History at the same time. Both units will be delivered using the Italian language or Indonesian language and students will be required to achieve the same outcomes as the units in the English language. All texts studied will be in Italian or Indonesian. Considerable use will be made of ICT in language development, researching prescribed topics and in the assessment of student work. Immersion students will use a second language as the language of work and communication and develop intercultural competencies and multidimensional subject specific knowledge at the same time.

If you are looking for an interesting challenge and to obtain a heightened sense of achievement, then this is a subject for you.

Themes studied in Italian Immersion
The themes studied in 2014 were ‘The Industrial Revolution’ and ‘WW2’.

Themes studied in Indonesian Immersion
The themes that will be studied in 2015 will be ‘Asia and the World: European Power in Indonesia’ and ‘WW2’.

Some perceived advantages of an immersion/CLIL program
- Increased levels of fluency and literacy in both English and Italian/Indonesian
- Increased intercultural understanding
- Increased language and grammar awareness
- Frequent use of new media to source material and develop language
- An enhanced ability to compete in an international market place
- Development of the concept of global citizenship
- Multidimensional subject specific knowledge
- Dual focus on language and content
- Development of metacognition and analytical skills

Italian
Year 9 Italian aims to consolidate and build upon the previous year’s work. The course further develops the linguistic and cultural topics of Year 8, and introduces students to new grammatical concepts and expressions. The students’ spoken and comprehension skills are developed through the use of drama, audio materials, video, interactive language CDs and web sites. Students are required to complete an original story book in Italian and also research a topic of their choice. In Year 9 Italian, students also have the opportunity to take part in the 3 day Italian Camp which provides a more intensive study of the language.
Technology Electives

Food Technology
Students discover the cuisines of Asia, Europe and America and the influence these countries have on the Australian diet. Students work in pairs and research the food habits of their chosen country. Each week a group chooses recipes for a two course meal, typical of their country of choice.

Textiles
In this unit students complete two production items, either two sewn garments or a wide range of other items of their choice, including teddy bears, quilts and even practical household items. Each piece of work is explored using the Technology Process: investigate, design, produce and evaluate. With the construction of these items, students explore garment/item care labelling; commercial patterns and sizing; complex sewing and construction skills; fabric embellishment (including screen printing, hand and machine threadwork and appliqué) and label designing. Students’ understanding and use of the sewing machine is enhanced from previous year’s experience. Year 8 Textiles, however, is not a prerequisite for this subject.

Systems & Technology
Technology refers to the equipment and processes people use to enhance, maintain, manipulate and modify their environment and resources. Technology education gives students the knowledge and skills to produce quality products that solve problems or meet needs. It involves studying mechanical, electronic, electrical and other technological systems (which are combinations of human and technical elements that work together to achieve specific outcomes).

Materials & Technology
Basic skills, safety procedures and working practices are taught as students construct models and useful items from the materials of wood, metal and plastic. Proper care and use of both hand and power tools is emphasised. Students complete a number of projects, working through a design and problem-solving process. They present a practical folio which demonstrates the required skills, and submit a workbook which consists of sketches and processes, knowledge and class notes.

Information Technology Electives

Programming, Games, Apps and Widgets
Many students already know a lot about computers. Many like playing games on them; they use them for school work; they probably surf the net, send and receive e-mail and exchange instant messages with friends. This course is for those curious about what allows computers to do these things. It is for students who want to understand what’s inside the computer, how it works, and - most of all, how you can program it to do what you want? Students learn what programming a computer is all about. They are introduced to programming with crocodile ICT and then use Game Maker to make some cool games. Students are guided through the steps of writing computer programs in Flash, VB and App construction. There will be opportunity to develop simple games, and there are many examples so that you see how easy it really is.

Multimedia
In this course, we produce information products using the web site tool Microsoft Expression Web. We create web 2.0 interactive websites and use Flash to make some exciting animation Toys. We work with video editing, Paint programs, Flash, HTML and PowerPoint, Photo story and Audacity.

Robotics
Robots are machines that can sense and/or navigate the environment around them. A robot has energy to power itself and some intelligence to perform logical actions. The Robotics industry is expected to be larger than the automotive industry. In this unit we cover how to analyse requirements and the environment. We develop design principles in construction and practical programming skills. The technology used is LEGO ROBOTICS, the LEGO MINDSTORMS Education NXT software and VB.net.
Three Elective Groups

Electives are offered in three groups. Students study three electives each semester. Students make their choices on the separate subject selection form and can select four preferences from each group detailed below:

**Group 1**
- Architecture & Building Design
- Computer Maths
- Drama
- Visual Communication Design
- Literature
- Music
- Just Vocals
- Painting & Drawing
- Photography & Printmaking
- Ceramics & Sculpture
- Television

**Group 2**
- Advertising
- Geography
- History
- LOTE: Italian 1
- LOTE: Italian 2
- LOTE: Indonesian 1
- LOTE: Indonesian 2
- Multimedia
- Youth Enterprise

**Group 3**
- Materials & Technology
- Food Technology
- Programming Games, Apps and Widgets
- Robotics
- P.E. Extension
- P.E. 4 Girls
- P.E. 4 Boys
- Forensic Science
- Systems & Technology
- Textiles
- Indonesian Immersion: Geography
- Indonesian Immersion: History
- Italian Immersion: Geography
- Italian Immersion: History

**Steps to Take in Your Subject Selection**

There are many ways you can find out more about the subjects that might interest you:
- See the Galen teachers who specialise in the subjects you’re interested in.
- Talk to other students and parents. Make time to talk with your Mini School Director, Year Level Coordinator or Homeroom teacher.

Students will study three elective units from the Arts, Humanities and Science / Technology areas each semester. Place a number beside those electives you wish to do, in order of preference, with 1 being your first preference, 2 your 2nd and so on. Choose FOUR options from each Group. Because of timetable and class size restrictions we cannot guarantee all students will get their first two preferences. By indicating 4 preferences we can allocate you to another class if your first 2 preferences are not available.

Students will not be allocated a subject outside their priorities without the opportunity to discuss their choices. Remember if you choose Italian or Indonesian, put it as choices 1 and 2 as you need to study it BOTH semesters and you will do no other units in this group.

**Final subject selections are due on Friday 5th September.**
Forms are to be given to Homeroom teachers.
Galen Catholic College is strongly committed to the ideals of a Catholic education. Galen especially prides itself on the level of care and concern given to each student, including those with special needs. We endeavour to support young people who are well-equipped to cope with the demands of today’s rapidly changing society and who have a sound value system on which to base their future lives.

**Galen aims to:**
- Create a strong sense of Christian community, fostering faith and personal development
- Cater for all students’ needs
- Take account of the requirements of parents, tertiary bodies and employers in a changing society
- Guide students to the development of personal responsibility and self discipline
- Develop individual talents and education for leisure
- Offer an educational program to extend each individual student
- Encourage a life-long approach to education.