St Patrick’s College
Gympie

Year 9 Student Handbook
2016

Fostering talent, Providing challenge, Pursuing wisdom.
# TABLE OF CONTENTS

The Junior Curriculum 4  
Elective SubjectChoices 6  
Achievement 7  

## Core Subjects

- Religious Education 8  
- English 9  
- Mathematics 10  
- Science 11  
- Health and Physical Education 12  
- History 13  
- Life Skills 14  

## Elective Subjects

- Business 15  
- Drama 16  
- Geography 17  
- Graphics 18  
- Industrial Technology and Design 19  
- Home Economics 20  
- Japanese 21  
- Music 22  
- Sport and Recreation 23  
- Visual Art 24
Dear Students,

As you move into Year 9, you are entering a new phase in your education. Year 8 has been a year of adjusting to the changes associated with secondary school: the different teachers and subjects, the different approaches to learning, and the different ways that learning is assessed.

You now have the opportunity to make some choices in the subjects that you study. While you should be aware of what you might need for future study and employment, it is important that you choose subjects which interest you and which you enjoy. Over the next two years, you will be able to experience a wide range of learning areas. In all of these subjects, you will be challenged to develop skills in working with people, in making decisions, in assessing information critically, and in presenting your work. These will be important in the future. Make the most of this time: be aware of your learning and take control of it.

Please read this information booklet carefully so that you can make wise choices. Discuss these with your parents and teachers.

Over the next two years, take every opportunity to “Let your light shine” so that these years will be fulfilling and interesting. At this stage of your learning ‘how’ you study is more important than ‘what’ you study. They are important formative years as you establish learning patterns that will stay with you for a very long time.

Karen Harrison
Principal
GENERAL INFORMATION

St Patrick’s College Mission Statement

St Patrick’s College aspires to be based on Gospel values of love, forgiveness, care, respect, sensitivity and justice.

We strive to:
• witness to belief in God and the Christian way of life in our dealings with each other and the wider community,
• foster and celebrate the talents and potential of each member of our school community,
• promote intellectual, spiritual, emotional, social and physical development to the full, and
• foster a deepening personal commitment to God.

The College badge and motto were designed to encompass the aims and ideals of Catholic Education in St Patrick’s Parish, Gympie.

Let Your Light Shine

Fostering talent, Providing challenge, Pursuing wisdom

We aim to develop the talents, skills and attributes of our students. However, it is important that they are challenged to further develop these themselves. The overall goal of education is for the students to become wise. This is a life-long process and the College endeavours to assist them in this journey.
THE JUNIOR CURRICULUM

There are many important decisions you have to make while at school. These include the choice of elective subjects for Years 9 and 10, and later the selection of subjects for Years 11 and 12.

It is important that the choice of Junior subjects is made carefully as decisions may affect success and attitudes about school.

Many students in Year 8 have thought about their future, but are still uncertain about courses and careers they would like to follow after they have finished at school. It is wise, therefore, when looking at subjects, to "keep your options open". This means taking subjects that make it possible for you to continue thinking about career choice over the next two years before making more definite choices as you approach the end of Year 10. Because of this, St Patrick's College requires all students to study the following subjects:

- Religious Education
- English
- Mathematics
- Science
- History
- Health & Physical Education
- Life Skills

As well as these core subjects, you select subjects from three option lines.

You are advised to choose subjects:

- which you enjoy,
- which will help you reach your chosen course and career goals, or at least keep many careers open to you, and
- which will develop skills, knowledge, and attitudes useful throughout your life.

It is helpful to have some ideas about possible career choices at this stage, even though you may change plans or review decisions in Years 9 and 10. During these years, the College Counsellor may be able to help you get started by giving you some suggestions on how to investigate jobs and how to approach career decision making. The following resources are available and give information on subjects, courses and careers:

- *Queensland Job Guide* and other careers information
- *Job and Course Explorer (JAC)* computer program
- *Queensland Tertiary Courses Guide*
- *Career Voyager Computer Program*
In Year 10, you will be given more career advice about choosing senior subjects related to career goals.

Even though you have studied a wide range of subjects in Year 8, it is important to find out as much as possible about the subjects offered in Years 9 and 10. Read the subject descriptions and course outlines in this booklet, and if necessary, ask the teachers of particular subjects for more information.

Your choice of subjects and degree of success with them now may affect your choice later in Years 11 and 12. Success at the highest level of Mathematics is necessary if you wish to study Maths B and C, Physics and Chemistry. While other subjects may be commenced in Year 11 without prior study, it is advantageous to have studied the corresponding subject in Years 9 and 10. For example, having studied Junior Graphics helps if you wish to study Senior Graphics. It also means that you will have a greater understanding of what is involved in this subject, and so will know if you enjoy it and do well in it.

In Years 11 and 12, you will decide whether you wish to be eligible for an Overall Position (OP). You will probably choose this if you do well at academic subjects and hope to go to university. You will probably choose more vocational subjects if you are much better at practical subjects, and hope to go to TAFE or find a job immediately after Year 12. You still need effort and hard work. There is no “easy option”.

Be honest about your abilities and realistic with your career aims. There is little to be gained by continuing with or taking advanced levels of subjects that have proved difficult even after you have put in your best effort. Similarly, if your career aims require the study of certain subjects, consider whether you have the ability and determination to work hard enough to achieve the necessary level of results in those subjects. In senior, you need to pass subjects (Sound Achievement) for them to contribute to the Queensland Certificate of Education.

If you need more help, then seek it. Talk to your parents, teachers, the Deputy Principal, and the College Counsellor.
ELECTIVE SUBJECT CHOICES

In making subject choices, Year 9 students are asked to indicate their first three preferences and three reserve preferences for the whole year. Year 10 students indicate their preferences and reserve choices for each semester. Students may not receive their first preferences as too many students may wish to enrol in some classes, or too few students wish to enrol in others. If there are too many students enrolled, preference will be given to those students who returned their choice forms first. If there are too few students, the subject will not be offered.

Students make choices at the end of Year 8 and again at the end of Year 9. When choosing Year 10 subjects, students have the opportunity to preview senior subjects. These electives may be offered for one or two semesters, depending on student demand. Students are encouraged to experience as wide a range of subjects as possible.

When you make your choices, realise that it is not possible to study every subject. Therefore, make the choices that suit you best. It is possible to request a subject change at the end of Semester 1, but the change depends on whether there is space available in the requested class.

Students make their elective subject choices using Subject Selection Online at www.countrynet.net.au. To do this, they use their College student code and a PIN provided by the College. They work through the program to indicate their preferences as well as their reserve preferences (in order of preference). In Term 4, students receive their allocated subjects. Parents then approve these selections.
**ACHIEVEMENT**

**Homework and Study**
Students are encouraged to spend about 8 to 10 hours per week on school work at home. This is an average of 12 minutes per subject per night.

This time should be spent doing set homework (usually due the next day), assignments (which may be due in 1-2 weeks), and extra work/revision that the students set for themselves (study).

All homework should be noted in the Student Diary. These diaries are checked by the Home Room teachers to ensure that the students are using them. Whenever no homework is explicitly set by the subject teacher, the student should use that time to study the subject.

At the beginning of each semester, assessment planners are provided on the College website. These detail the assignments and examinations for each subject for the semester. They should help students use their time effectively. For example, up to five assignments might be due in a particular week. In this case, the students need to be working steadily on these before that time to avoid 'last-minute' panic.

**Assessment**
Students are assessed using a range of instruments depending on the particular subjects. These include instruments such as end-of-term formal examinations, assignments, folios of work, practical exercises, and oral presentations.

As well as providing information about the student's performance in the subject, assessment is used to help the student attain better results. It provides a learning experience for the student whose performance should improve when similar assessment instruments are used again. It also allows feedback to the student, so that action may be taken to improve the results.

The assignment policy is detailed in the Student Diary. Of particular note are the sections on extensions of time, timeliness, oral assessment and plagiarism.

**Achievement**
School reports are issued at the end of Terms 1, 2 and 4.

The Term 1 report is a report designed to indicate how successfully the student has adapted to the new year level. It is followed up with Parent-Teacher meetings to allow this to be discussed. Similarly, the Semester 1 report is followed by Parent-Teacher interviews in July. If parents have a concern about their child’s progress, appointments with the relevant teacher(s) may be made during the year.

The reports indicate progress, showing overall achievement in the subject. More information is given by the results in the dimensions of the subject. While not all students can be high achievers, there is cause for concern if a teacher’s comments indicate that the attitude towards a subject is negative.
RELIGIOUS EDUCATION

Religious Education consists of two distinct but complementary dimensions, namely an educational dimension and a faith dimension.

- The first dimension most commonly referred to as the classroom teaching and learning of religion, is focused on Religious Education as an educational activity. It utilises a range of teaching and learning processes and resources.
- The second dimension, faith formation, is reflected in the religious life of the school as well as in the family and parish.

In Years 9 and 10 our aim is to promote the development of knowledge, skills and values that students need to participate as lifelong learners within church and community contexts. Students will also be challenged to discover their religious voice in our contemporary society. Students will be actively involved in constructing understandings of the Catholic tradition as well as acknowledging other traditions, the nature of religion and its place in life and Australian society.

This key learning area has been organised into four strands:

2. Beliefs – about God and Trinity, about Human Existence, from World Religions
3. Church – Liturgy, Sacraments, Meaning of ‘Church’ as a people, Church History

These strands are combined into the themed units from Year 9 through Year 10:

- Making Sense of Jesus – Learning from the Past – Living Justly –

Celebration of the highlights of the Church’s liturgical calendar – Lent, Holy Week, Pentecost, Advent, St Patrick’s Day are seen as an important aspect of the program, as is participation in the Year 10 Retreat in Term 4.

Prayer as a focusing and reflective moment is an important part of the Religious Education in the College. It also connects us with our history and Catholic Identity. Prayer is included as part of the daily life of the College, and is part of Religious Education lessons, class liturgies, homeroom prayer, Assembly liturgies, the Mass and the Sacraments.

Raising awareness and encouraging advocacy through mission, justice activities and fundraising in the College and wider community continue to be part of the religious life of the school and connect us with our school’s Catholic Identity – acting the values and message of Jesus in our contemporary society.
ENGLISH

English aims to prepare students for the range of language use they will need in their present and future lives; to participate as active members of family and community life; to have the language skills to undertake further formal and informal study and perform paid and unpaid work; and to participate in a range of activities which involve literature, drama and the mass media.

To this end, activities in English are designed to refine the student’s ability to compose and comprehend spoken and written English - fluently, appropriately, effectively and critically - for a wide range of personal and social purposes.

<table>
<thead>
<tr>
<th>UNITS - 9 ENGLISH</th>
<th>TYPICAL ASSESSMENT (Typically students will do 6 major items of assessment a year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writer’s Workshop</td>
<td>Short Story</td>
</tr>
<tr>
<td></td>
<td>Persuasive Writing</td>
</tr>
<tr>
<td>Media Study: Contemporary Journalism and Advertising</td>
<td>Advertising Campaign</td>
</tr>
<tr>
<td>Teen Worlds: Novel Study</td>
<td>Analytical Essay</td>
</tr>
<tr>
<td>Teen Worlds: Young Adult Fiction</td>
<td>Wider Reading Assignment</td>
</tr>
<tr>
<td>Imagine This: Poetry and Drama</td>
<td>Dramatic Performance</td>
</tr>
<tr>
<td></td>
<td>Imaginative Recreation</td>
</tr>
</tbody>
</table>

Success in this subject usually results from an extensive and varied participation in activities that use language. Students are therefore encouraged to be involved, not only in activities within English classes but also in a range of other activities such as assemblies, public speaking, debating and working competitions. Students are also encouraged to develop habits of wide reading in their leisure time.
MATHEMATICS

The Year 9 course is the penultimate year in the eleven-year ACARA Australian Curriculum: Mathematics. As with all year levels at St. Patrick’s College, the Year 9 Mathematics course aims to ensure that students:

- become confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens.
- develop increasingly sophisticated understanding of mathematical concepts and fluency with processes, able to pose and solve problems and reason in number and algebra; measurement and geometry; and statistics and probability.
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

The content strands introduced in previous years are continued and extended, as shown below:

<table>
<thead>
<tr>
<th>CONTENT STRANDS – Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUMBER AND ALGEBRA</td>
</tr>
<tr>
<td>1. FINANCIAL MATHS</td>
</tr>
<tr>
<td>2. INDEX LAWS</td>
</tr>
<tr>
<td>3. LINEAR &amp; QUADRATIC FUNCTIONS</td>
</tr>
<tr>
<td>4. LINEAR EQUATIONS</td>
</tr>
<tr>
<td>5. SIMULTANEOUS EQUATIONS</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

The assessment will continue to reflect the four ACARA proficiency strands (Understanding and Fluency, Problem Solving and Reasoning) and will include both supervised examinations and assignment work.

All students at St. Patrick’s College participate in the Australian Mathematics competition. Throughout the year, a variety of extension activities are offered, including the Australian Mathematics Challenge, the QAMT Problem Solving Competition, and the QAMT Maths Teams Challenge.
SCIENCE

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world.

The Australian Curriculum: Science provides opportunities for students to develop an understanding of

- important science concepts and processes,
- the practices used to develop scientific knowledge,
- the contribution of Science to our culture and society, and its applications in our lives.

Focus for learning

In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

To help achieve this learning the College has four laboratories.

Assessment

Student assessment will focus on key words; describe, analyse, explain and evaluate.

Students will be assessed for evidence of

- Understanding of the content and concepts
- Appropriate methods and processes of scientific investigation
- Arguments or explanations based on a scientific perspective using appropriate scientific language and a variety of communication types.

This will be achieved by a combination of Supervised Assessments, Research Tasks, Experimental Investigations and Scientific Reports.
HEALTH AND PHYSICAL EDUCATION

There is an increasing emphasis today on our health and well-being. Health and Physical Education offers students the opportunities to develop knowledge, processes, skills and attitudes for making informed decisions about:

- Their health and the health of others.
- Physical activities and leisure activities to pursue and engage in.
- The organisation and implementation of physical activities and training processes.
- Developing and expanding their personal well-being.

These opportunities are provided during practical and theoretical lessons. Four HPE lessons are timetabled per fortnight – consisting of practical lessons and theory lessons.

Examples of Practical units:

- Tee Ball / Softball
- Basketball
- Touch
- Cricket
- European Handball
- Aerobics
- Athletics
- Netball
- Volleyball
- Soccer
- AFL
- Hockey
- Minor Games, eg Skittles, Ultimate
- Fitness
- Softcrosse

Active engagement in physical activity is the major emphasis within this subject. We ask all students to ‘have a go’ and to interact with all members of their class. Students are required to wear their sports uniform and to implement Workplace Health and Safety requirements as well as Sun Safety requirements for their practical lessons.

For each theory lesson, although students will have the use of their laptops, students will still be required to keep a theory notebook. If a student is absent, it is their responsibility to catch up with work they miss. Theory units implemented in Year 9 include: Sports and Society, Nutrition and Exercise for Well Being, Informed Positive Decision Making and Drug Awareness.

Assessment in Health and Physical Education includes exams, assignments, projects, reports in the theory component and continuous evaluation of participation, sportsmanship, skills and game play in the practical component.
HISTORY

History is a disciplined process of engagement and inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

The curriculum takes a world history approach within which the history of Australia is taught and studied. This assists students to appreciate Australia's distinctive path of social, economic and political development, its position in the Asia-Pacific region, and its global interrelationships. This knowledge and understanding is essential for informed and active participation in Australia's diverse society.

History aims to ensure that students develop:

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

The Australia Curriculum requires three depth studies per year, with some time provided for brief linking or current interest topics. The subject topics covered from the Australian Curriculum list are:

1. Progressive Ideas and Movements
2. Asia and the World (with a link and emphasis on Australian settlement and early history leading to some key ideas relating to Australian social formation prior to 1914)
3. World War I

Assessment:
Assessment items include Stimulus Response Exams, Research tasks, in class exams, multi-modal responses, and field study from the class excursions.
LIFE SKILLS

The aim of this subject is to foster the development of skills that will promote optimal health and well-being in the individual, both now and for the rest of their lives.

To achieve this, students will be exposed to a range of activities and modules of work that investigate such topics as:

- self-understanding and awareness;
- relationship with self, others and the world in which they live;
- the role of the individual as well as the role of a group member;
- effective communication and collaboration;
- as well as reflecting on and reviewing many of the areas covered during the Year 8 phase of the program.
BUSINESS

Business gives students an opportunity to develop general business, office and entrepreneurial knowledge and skills.

Students may study the following units of work.

<table>
<thead>
<tr>
<th>Units of Study</th>
<th>Description</th>
</tr>
</thead>
</table>
| Introduction to Business| • Business safety  
                          • Ergonomics
                          • Cyber safety  
                          Assessment: short portfolio of tasks |
| Economics and Finance   | • What is economics?  
                          • What are economic models?  
                          • Should we spend or save?  
                          • Personal budget development using Excel 
                          Assessment: short answer and practical exam |
| Travel                  | • How do I plan a trip?  
                          • How do I prepare a budget for my holiday?  
                          • How do I prepare an itinerary for my holiday? 
                          Assessment: multi-modal presentation |
| Consumer Rights         | • What are consumer rights?  
                          • What kind of consumer am I?  
                          • How can I ensure my rights as a consumer are enforced?  
                          • BuySmart Competition  
                          Assessment: creative piece for BuySmart Competition |
| Social Media            | • How can a business use social media to promote themselves and their products?  
                          • Why should a business use social media? 
                          Assessment: report and presentation |
The study of drama contributes to a student’s ability to experience and understand the world from many different points of views.

Students learn about themselves, other people and the outside world. They are then better able to think out the consequences of their actions as well as understand the actions of others.

Drama challenges students to make meaning of their world.

An education in drama can:
- foster learning in a classroom setting that values active participation in a non-threatening supportive environment;
- develop students’ non-verbal and verbal, individual and group communication skills;
- build self-discipline and confidence; and
- give students knowledge and understanding of drama skills.

Units may vary depending on the size, character and interests of the group. Students will participate in individual and group practical activities and respond to and analyse live and video drama.

Students will have the opportunity of participating in a workshop with a visiting artist during each year.

**SAMPLE UNITS:**
- Working with a script
- Getting inside our history
- Mask
- Process Drama
GEOGRAPHY

Geography is a structured way of exploring, analysing and explaining the characteristics of the places that make up our world, through perspectives based on the concepts of place, space and environment.

A study of geography develops students’ curiosity and wonder about the diversity of the world’s places and their peoples, cultures and environments. Students examine why places have their particular environmental and human characteristics, explore the similarities and differences between them, investigate their significance and meanings to people, explain how they change over time, and evaluate their futures.

Students of geography investigate the effects of location and distance on the characteristics of places, the consequences of the interconnections between places, the significance of spatial distributions, and the management of the space that is the surface of the earth. Geography emphasises the role of the environment in supporting human life, the important interrelationships between people and environments, and the different understandings of these relationships.

Geography uses an inquiry approach to assist students to make meaning of their world. It teaches them how to ask distinctively geographical questions; to plan an inquiry and collect and evaluate information; to process, analyse and interpret that information and reach conclusions based on evidence and logical reasoning; to evaluate and communicate their findings; and to reflect on their inquiry and respond to what they have learned. Fieldwork, the mapping and interpretation of spatial distributions, and the use of spatial technologies are fundamental geographical skills. Through their inquiries students also develop a wide range of general skills and capabilities, including information and communication technology (ICT) skills, an appreciation of different perspectives, an understanding of ethical principles, a capacity for teamwork and an ability to think critically and creatively. These skills and capabilities can be applied in everyday life and to a variety of careers.

Students of geography use the subject’s concepts to integrate knowledge from the natural sciences, social sciences and humanities and to build on their broad and holistic understanding of the world. They also gain the understanding and ability to question why the world is the way it is, to reflect on their relationships with and responsibilities to that world, and to actively participate in shaping sustainable futures.
GRAPHICS

This subject is assignment based. This allows students who are prepared to spend extra time, the opportunity to achieve good results with only a limited time spent in this subject.

Students will gain insights into the world of work, as well as knowledge of career options and further professional studies. It will assist them to contribute to, and manipulate productively, communication processes and technological forces.

The subject provides opportunities for the development of the key competencies. Students will collect, analyse and organise information in various forms, and plan and organise research and investigations.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Topics</th>
<th>Assessment Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Materials &amp; Equipment &amp; CAD&lt;br&gt;S sketching &amp; Rendering&lt;br&gt;Pictorial Views&lt;br&gt;Orthographic Projection</td>
<td>All classwork&lt;br&gt;Assignments&lt;br&gt;Homework&lt;br&gt;Drawing Folios of multiple sheets related to a required outcome or topic&lt;br&gt;Class tests</td>
</tr>
<tr>
<td>2</td>
<td>Diagrams and Charts&lt;br&gt;Plane Figures and Shapes&lt;br&gt;Architectural Drawing&lt;br&gt;Mechanical Drawing</td>
<td></td>
</tr>
</tbody>
</table>
INDUSTRIAL TECHNOLOGY AND DESIGN

Students will be involved in both practical and technology theory lessons in this course. Class ‘skill projects’ will be used to develop knowledge and skills in each area.

All major projects will involve students working through the design of the object and developing their own ideas and approaches to the work required. The course is organised to allow students the opportunity to develop individual manipulative and creative skills as well as preparing them to cope with a wide range of related technology that effects our every day lives.

Assessment includes all practical class work, class skill projects, major projects, design folio work, technology theory tests, assignments, and safety tests.

Students are required to pay for the cost of excess materials for projects. Parents need to be aware that the products are a result of a teaching exercise only. They do not, and were never intended to, conform to Australian Standards and should not “be used for their normal practical purposes”. Legal opinion suggests that parents would be under an onus to similarly warn any other party who might try to use the products.

<table>
<thead>
<tr>
<th>Topics</th>
<th>3-D Frame Construction</th>
<th>Carcase Construction</th>
<th>Creative Metal Projects</th>
<th>Plastics Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Workshop Safety</td>
<td>Workshop Safety</td>
<td>Workshop Safety</td>
<td>Workshop Safety</td>
</tr>
<tr>
<td></td>
<td>Tools and Machine Use</td>
<td>Planning and Design</td>
<td>Tools and Machine Use</td>
<td>Machine and Tool Use</td>
</tr>
<tr>
<td></td>
<td>Timber Technology and Design</td>
<td>Tools and Machine Use</td>
<td>Design and Planning</td>
<td>Plastics Technology</td>
</tr>
<tr>
<td></td>
<td>Measuring, Marking and Jointing</td>
<td>Measuring, Marking and Jointing</td>
<td>Shaping and Forming</td>
<td>Shaping and Forming</td>
</tr>
<tr>
<td></td>
<td>Adhesives, Abrasives and Finishing</td>
<td>Adhesives, Abrasives and Finishing</td>
<td>Surface Finishing</td>
<td>Planning and Design</td>
</tr>
</tbody>
</table>
HOME ECONOMICS

Home Economics aims to develop knowledge, attitudes, skills and values which will enhance personal and family living. It endeavours to provide practical skills to equip students for more effective and independent lives in the society in which they live.

During Year 9 the students examine each of the food groups and will cook various recipes from these food groups. During the textile unit, they will learn basic machine and hand sewing skills through the production of craft items.

Junior Home Economics Outline:

<table>
<thead>
<tr>
<th>Year</th>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Textiles</td>
<td>Food Studies</td>
<td>Textiles</td>
<td>Food Studies</td>
</tr>
<tr>
<td></td>
<td>Patchwork</td>
<td>Food Groups Part A</td>
<td>Craft</td>
<td>Food Groups Part B</td>
</tr>
</tbody>
</table>

Assessment: instruments include end of semester tests, assignments and assessment of practical skills. Assessment is weighted equally between theory and practical.
JAPANESE

Junior Japanese prepares students for basic communication in a variety of situations. Students learn skills that will allow them to talk with and write to native speakers of Japanese about different topics. A communicative methodology is used to teach Japanese. Students intending to continue with Japanese in Year 11 and 12 will need to take 4 semesters of Japanese in Year 9 and 10. In years when the numbers are too small for a class at St Patrick’s, students may pursue Japanese through Brisbane School of Distance Education.

The following list is indicative of topics studied in Year 9 Japanese.

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>➢ Describing subjects</td>
<td>➢ Katakana and Kanji</td>
</tr>
<tr>
<td></td>
<td>➢ Expressing likes and dislikes</td>
<td>➢ Family</td>
</tr>
<tr>
<td></td>
<td>➢ Making requests</td>
<td>➢ Occupations</td>
</tr>
<tr>
<td></td>
<td>➢ Asking permission</td>
<td>➢ Pets</td>
</tr>
<tr>
<td></td>
<td>➢ Time and daily routine</td>
<td>➢ Discussing current actions</td>
</tr>
<tr>
<td></td>
<td>➢ Inviting</td>
<td>➢ Describing people</td>
</tr>
<tr>
<td></td>
<td>➢ Transport</td>
<td>➢ Location</td>
</tr>
<tr>
<td></td>
<td>➢ Hiragana and Kanji</td>
<td>➢ Housing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Giving advice</td>
</tr>
</tbody>
</table>

Assessment each semester includes assignments and examinations in the skills of reading, writing, speaking and listening.
**MUSIC**

Why study Music? A very good question.

“Music enhances the process of learning. The systems they nourish, which include our integrated sensory, attention, cognitive, emotional and motor capacities, are shown to be the driving forces behind all other learning.” *Konrad, R.R., Empathy, Arts and Social Studies, 2000*

“Musical training increases brain volume and strengthens communication between brain areas.” *Christopher Bergland, Psychology Today, 2013*

These are very good answers as to why Music is a valuable inclusion in our junior curriculum.

Through a range of units and activities, students investigate the evolving history and impact of culture on various musical styles. They will participate in activities such as aural perception, expand their current knowledge of notation and rhythm, and take part in composition and performance. Students will then have opportunities to put these skills into practice through involvement in public performances, both at school and in the wider community. Therefore, there may be times during or after school hours when students will be invited to perform. Students who cannot perform outside school hours will not be disadvantaged.

Students are encouraged to develop their own style, while being exposed to various popular styles in history. They have opportunities to work as part of a group and as an individual performer.

Assessment is of a practical, compositional and theoretical nature and students are assessed mostly on an individual basis, with minimal group-work criteria. Digital resources will be explored as a means of composing where students will have the opportunity to layer tracks and mix audio with visual.

Units studied across years 9 and 10 include Film Music, Musical Theatre, Country Music, Classical Music, Instruments and World Music, Get up Stand up and a choice of student’s own style.

Primarily, Music at St Patrick’s College is designed to be an avenue for: exploring creativity, building theoretical knowledge and skills, adding life and colour to the school community, contributing to the wider community and students reaching their full potential.
SPORT & RECREATION

Within our society there is an increasing emphasis on our overall health and well-being. Participating in Sport and Recreational pursuits provides an opportunity for any person to improve these aspects of their life.

The elective subject of Sport and Recreation aims to develop these attributes within our students, through physical activity. Students, who enjoy the practical aspects of their HPE classes, would be most suited to this subject. The focus would be on working through a range of sports and games based on student interest, climate and available facilities. Students would be involved in coaching, umpiring and participating in chosen sports or recreational activities. It is hoped that each individual will gain personal enjoyment and further development of their practical capabilities.
**VISUAL ART**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Topics</th>
<th>Assessment Program</th>
</tr>
</thead>
</table>
| 1        | Elements and principles of art and design and *Drawing on the Right side of the Brain* Introduction to printmaking | Research Assignment  
Visual Journal  
Folio of Practical work |
| 2        | Sculpture – Clay  
Painting  
Installation Art | Research Assignment  
Visual Journal  
Folio of Practical work |

In Year 9 the fundamentals of drawing and creative design are reinforced. Students explore colour theories and elements and principles of design. There is a strong carry-through into the fields of drawing, printmaking, sculpture and painting. Art appraising activities initially cover a basic overview of Art history and are later allied to the practical work completed in class.

Emphasis is on the development of a broad range of arts making skills and understanding of appraising methods.

For the most part, however, the work is practical, and pupils who show any inclination for expressing themselves through drawing, design and 3-D work find this subject rewarding.