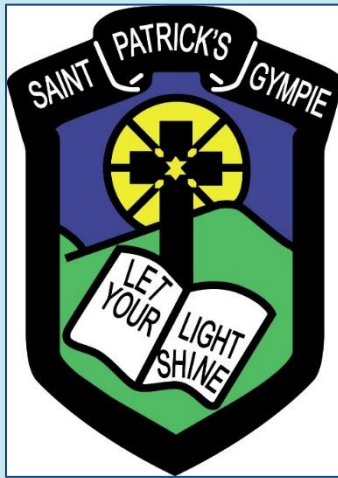


# St Patrick's College Gympie

## Elective Course Guide for Year 9 2023



Fostering talent  
Providing challenge  
Pursuing wisdom

# Welcome to Year 9 2023

Dear Students,

As you move into Year 9, you are entering a new phase in your education. 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. None of the subjects in Year 9 are directly employable subjects – you should be looking to expand your capacity and pursue areas of interest. 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.

Mr Mark Newton  
Principal

## 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.

## A Guide to Subject Selection

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

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 core subjects listed below. Note that information about these subjects can be found on the College website:

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

**You are invited to choose three elective subjects for each semester.**

It is important that you choose subjects which interest you and which you enjoy. You should be looking to expand your capacity and pursue areas of interest.

The reality is that not all students will get into their first preference. Therefore, make sure you also carefully consider what subjects you choose as reserves when making your selections.

Final subject offerings are developed from student preference, teacher availability, and room and resource capacity. Some subjects may not be able to be offered due to a combination of the above factors.

Should you wish to revise your choices once the 2023 year begins, there will be opportunity to do so at the beginning of Semester 1 and before the beginning for Semester 2. Please keep in mind that at that stage, there may be limited room in some of the elective subjects.

# Design and Technology Subjects

## Engineering

The Engineering subject is tailored for students interested in learning more about metal work skills. Students learn a vast array of sheet metal techniques and steel fabricating skills. This is all done while using supplied hand tools, materials, and industry standard machinery.

Students begin by learning about the fundamentals of machinery safety, safe operating procedures, hand tool safety expectations, and first aid skills. Students are taught how to correctly read industry standard technical drawings and implement basics maths skills to identify values not always specified.

## Materials (Woodwork)

Students looking to study Materials can expect to learn multiple timber joinery skills, finishing techniques, correct use of hand tools along with basic machinery operation. In both subject, students are taught how to correctly read industry standard technical drawings and implement basics maths skills to identify values not always specified.

As with Engineering, students begin by learning about the fundamentals of machinery safety, safe operating procedures, hand tool safety expectations, and first aid skills. Students are taught how to correctly read industry standard technical drawings and implement basics maths skills to identify values not always specified.

## Graphics

Students will learn technical drawing skills using industry standard programs such as Revit, Inventor and AutoCad. In addition to learning sketching and project design skills, students will learn about paying attention to detail in attending to client wants and needs. This subject will also give students the opportunity to practice the fundamental skill of generating new ideas in response to a design problem.

## **Food Specialisation**

In this subject, students are exposed to the Design Process in the context of Food Technologies. The classes are a combination of practical and theory, with the purpose to design a marketable food product. Students will learn about kitchen production skills and safety, food science principles and develop their own criteria for success to evaluate the finished product.

Examples of lesson topics include:

- The art and science of Pastry
- The magic of sugar
- Preserves
- Sensory Analysis
- Design Challenges
- Product Marketing

As this subject is predominantly a practical based subject, it is essential that students follow all the required Workplace Health and Safety requirements including wearing formal leather shoes. Please note that soft leather shoes will not be acceptable.

At the end of some practical lessons, students will be invited to take home the product they have made. In order to do this, they must bring in a container from home.

## **Food Production**

In this subject, students follow the Design process in the context of Food Production. The classes are predominantly of a practical and outdoor nature, with the purpose of improving sustainability at a Food Production level for an Urban context. Students will learn about various Agricultural processes within food production and test and refine their design idea.

Examples of Lessons include:

- Innovations in Urban garden design
- Sustainable and ethical food production
- The relationship between soil health and nutrient dense foods
- Skills required for growing your own food
- Seasonal menu planning

As this subject is predominantly practical and outdoors, it is essential that students follow all the required Workplace Health and Safety requirements including wearing formal leather shoes and a hat when outdoors. Please note that soft leather shoes will not be acceptable.

Note that both Food Specialisation and Food Production would be beneficial for the following Senior subjects:

- Certificate II Hospitality
- Certificate III Tourism
- Certificate III Business
- Hospitality in Practice
- Agriculture in Practice
- Design

## **Digital Technologies**

Students will have the opportunity to learn a variety of new skills to use with their computers and in common software applications. Students will work through the design process to investigate, develop and create digital solutions & products. There will be project based design challenges that allow for innovative and creative solutions for real world problems.

Project management skills are an essential part of successfully developing products. Students will learn to plan their time, materials and resources during the design and then creation of their ideas. This subject also provides students with the opportunity to build on and further develop their technological literacy through the use of programming & scripting languages, computer software packages and new technology hardware. Throughout the course students will learn both graphical and written communication skills in the completion of their design folios.

## **Science, Technology, Engineering and Mathematics Extension (STEM)**

This subject is designed for students who like to work independently on projects that are interest based.

Student projects will adhere to the Queensland Science Contest regulations and the BHP Foundation Science and Engineering Awards.

The student projects must fit in to one of the following categories.

- Scientific Investigation
- Engineering and Technology projects
- Classified collections
- Communicating science
- Environmental action projects
- Mathematical investigations

# The Arts

## Art

Students will build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints. They will have the opportunity to refine their personal aesthetic through working and responding perceptively and conceptually as an artist, craftsperson, designer or audience.

In class tasks students will be invited to use appropriate visual language to explain how artists and audiences interpret artworks through explorations of different viewpoints. Students will also research and analyse the characteristics, qualities, properties and constraints of materials, technologies and processes across a range of forms, styles, practices and viewpoints.

Possible tasks students will engage in for assessment:

- Still-Life drawing Folio
- Clay sculpture
- Painting
- Analytical Essay
- Visual Journal
- Artist Statement

## Drama

In Drama, students explore, depict, and celebrate human experience by imagining and representing other people through live enactment. Drama is a collaborative art, combining physical, verbal, visual and aural dimensions. In Drama students experience theatre and develop an understanding of the performer/audience relationship.

In Year 9 students can choose to select Drama for one semester or for two. If you choose to do Drama all year, please be aware that the content and units will be different for each semester, allowing you to experience a variety of different dramatic forms and styles.

Some of the units students will engage in are:

Realism, Melodrama, Collage Drama, Process Drama, Physical Theatre

Across the units, students will create drama, perform polished performances from published authors as well as analyse and interpret live professional performance. Sometimes we will travel to see these performances and sometimes they will come to the school.



By the end of the course, students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints.

Students develop and sustain different roles and characters for given circumstances and intentions. They perform devised and scripted drama in different forms, styles and performance spaces. They collaborate with others to plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting to engage audiences. They refine performance and expressive skills in voice and movement to convey dramatic action.

Drama is very practical with a written component and is designed to allow specialisation in the areas of dramatic action, developing scripts while learning about different styles and techniques while investigating actions, reactions and consequences. Drama helps develop communication, interpersonal and leaderships skills as well as self-esteem, confidence and discipline. This subject offers unique forms of self-expression and artistic freedom to extend your range of thinking skills while providing Creative Industry pathways.

## **Music**

Students investigate the evolving history and impact of culture on a variety 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.

## **Media Art**

Media Arts in Year 9 provides an insight into the theory, art and production processes of advertising, television and film. Students will design and create media for a range of community and institutional contexts and will consider social issues and audience expectations and beliefs. They will learn to use film and photographic media production processes to design, communicate and distribute media artworks to a range of audiences.

## **Humanities**

### **Geography Extension**

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.

### **Economics & Business**

In this subject, students have the opportunity to deepen their understanding of how society allocates limited resources to satisfy societal needs and wants. Students also explore how we participate in the economy as consumers, workers and producers. Students will develop and understanding of key aspects of entrepreneurship: identifying market opportunities, evaluating financial risk, gaining a competitive advantage, and analysing business strategies.

## **Modern History**

This elective subject explores major turning points and events of the 19<sup>th</sup>-20<sup>th</sup> century. The course content and skills in this course will provide a valuable foundation for all Humanities subjects. The particular focus will be how particular governments have confronted both internal and external threats to national peace.

Some topics that may be covered in this unit:

- Development and impacts of the United Nations
- The rise and fall of totalitarian regimes
- A depth study into an alternative government system (e.g. Russia, China, Indonesia, or Venezuela)

## **Ancient History**

In this subject, students are given the opportunity to study life in early civilisations based on the analysis and interpretation of primary and secondary sources. This will deepen students' understanding of and appreciation for the ancient past, their ability to conduct historical inquiry, and their capacity to use important critical thinking skills. This subject builds upon the skills introduced in the Core History subject, deepening students' understanding of key historical concepts and ideas.

This course is comprised of two main areas of focus:

1. The Mesoamerican civilisations of the Aztec, Maya and Inca
2. Polynesia

Studying these ancient civilisations will ignite students' curiosity and imagination, enrich their appreciation of humanity, and become enlightened to the legacies, beliefs and values of the ancient world.

## **Civics and Citizenship**

Civics provides students with an opportunity to develop their understanding of Australia's political and legal systems, including government and the courts, and explore ways we can contribute to creating positive change in our society. Civics can be thought of as an introduction to Senior Legal Studies.

This course is comprised of two main topics:

1. Government and Active Citizenship
2. Australia's Legal System

In Topic 1, students consider which influences shape Australian politics and explore how citizens can participate in our interconnected world. Students work in groups to run an election campaign, developing a party platform, three policies, and campaign advertising materials, ultimately leading to an in-class election.

In Topic 2, students consider the reasons for which we have laws, the history of law-making, and how laws are made and upheld in Australia. Students learn about how Australia's court system works in supporting our democratic and just society, while also engaging in debates, participating in mock trials, and exploring case studies.

## **Japanese**

Students are provided with new challenges and engage in more independent learning experiences. Continued scaffolding, modelling and monitoring support these challenges. Students are encouraged to develop increasing autonomy as language learners and users and to self-monitor and adjust language in response to their experience in different contexts.

Learners engage with a range of language-learning texts and supporting materials, such as textbooks, modified and authentic texts, film/video clips, media texts and online materials. They also draw increasingly on texts produced for young people in Japan, such as short stories, songs, poems, films, video clips, blogs and social media texts.

Skills Developed:

- Understand the systematic nature of Japanese language and grammatical forms, and explore how to use/combine these elements to express ideas and opinions
- Ask and Respond to questions surrounding their likes, dislikes and daily activities
- Written development of Katakana and recognition of basic Kanji.
- Development of contextual cultural understandings within Japanese Society