



# St Patrick's College Gympie

## Year 9 Student Handbook for 2022



*Fostering talent, Providing challenge, Pursuing wisdom*

# ST PATRICK'S COLLEGE GYMPIE

## YEAR 9 HANDBOOK

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## **WELCOME TO YEAR 9 2022**

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

## **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

You will then study **three** elective subjects **each semester**. 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.

It will be possible to study some subjects in each semester, while others will be offered for one semester only. This is indicated in the booklet below. The number of semesters that some subjects are offered for and the semester in which they are offered will depend on student interest in those subjects. For example, if very few students choose a subject, that subject will not be offered. You will need to nominate a full set of preferences.

Subjects will end up being timetabled in a 'set' or 'Line' - they will be scheduled at the same time. You may find that by listing all your preferences, your top 3 preferences each semester may be possible. For some, it may be that a lower preference is allocated in one or both semesters or in 1 or 2 lines, as there may be opportunity to offer multiple classes or a class of that subject at that time. This could be due to a combination of factors related to staff availability, enough students selecting the subject to make it viable, room availability.

The reality is that not all students will get into their first preference – hence **choosing a considered set of priority preferences is important**. 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 2022 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.

## **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 Student and Parent Portal Calendars. 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.

### **Reporting**

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 (CORE Subject)**

### **Concepts**

#### Making Sense of Jesus

- Miracle and parable stories
- Incarnation, resurrection and ascension of Jesus
- Maranatha
- Anointing
- Four sources Pentateuch
- The Incarnation, Resurrection and Ascension of Jesus are foundational beliefs of Christianity

#### Restoring the Balance

- Meditation and contemplative practices
- Christian vocation
- Catholic social teaching:
- Technology good or evil
- Dignity of the human person and respect for human rights
- Penance and reconciliation
- World journeying to perfection
- Prayers of healing and forgiveness

#### Learning from the Past

- The monotheistic faith traditions
- The good and evil of war and invasion
- Major themes of the Pentateuch, sin, covenant
- Experience of sin
- Church responding in new ways to the needs of the faithful
- Beliefs and practices reflect an understanding of God

### **Skills developed**

- Comparing and contrasting points of view
- Analysis of Scripture/text
- Interpretation of text and symbols
- Interpretation of timeline
- Interpreting maps
- Writing and communicating
- Inquiry processes/Investigating
- Evaluating
- Applying
- Synthesis of sources
- Historical inquiry
- Deriving meaning from art, objects and rituals and artefacts

### **Assessment**

- In-class written responses to images and questions
- Written responses to inquiry
- Multimedia response to inquiry

### **eLearning Skills:**

- PowerPoint presentation skills
- Word processing
- Clickview
- 'Learning Byte' online tool

## **ENGLISH (CORE Subject)**

### **Concepts**

Representations of teenagers  
Stereotypes and tropes  
Persuasive language  
Advertising and the Power of the Media

### **Skills developed**

- Expository and persuasive writing
- Narrative composition
- Explaining language choices based on genre
- Close analysis of film techniques
- Planning and drafting written work
- Critical analysis of visual texts
- Developing an understanding of audience positioning
- Use of cohesive devices – especially devices that signal chronology, paragraphs
- Using direct quotes and paraphrasing
- Proofreading
- Vocabulary

### **Assessment**

- Narrative – based on novel (rewriting a scene from the perspective of a different character, alternative ending or beginning)
- Analytical essay on a film
- Multimodal advertising pitch

### **eLearning Skills**

- Word processing using various platforms
- PowerPoint presentation skills
- Email

## **MATHEMATICS (CORE Subject)**

### **Concepts**

Financial Mathematics

Pythagoras Theorem

Index laws

Scientific notation

Algebra

Linear and non-linear relationships

Area, volume, and surface area

Geometric reasoning

Trigonometry

Probability

Statistics

### **Skills developed**

- Spatial awareness
- Manipulative skills
- Use of abstract concepts
- Calculator use
- Report writing
- Mathematical reasoning
- Problem solving

### **Assessment**

- Exams
- Assignments

### **eLearning Skills**

- Spread sheeting skills
- Graphing using digital applications

## **SCIENCE (CORE Subject)**

### **Concepts**

The human body as a system and its external environment and the interdependencies between biotic and abiotic components of ecosystems

The atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay

Matter and chemical change

Conservation of matter and energy transfer

Energy and forces to global systems such as continental movement

### **Skills Developed**

- Methods and processes of scientific investigation
- Research
- Working in a laboratory
- Using evidence to support claim
- Working safely to investigate electrical circuits
- Use ray boxes to explore light

### **Assessment**

- Supervised assessments
- Scientific report writing
- Research task
- Experimental investigation

### **eLearning Skills**

- Data logging
- Email
- One Drive for data sharing
- Word processing and Spread sheeting skills
- Online analytics and data visualization tools
- Clickview
- Scootle
- Online Risk Assessment

## **HEALTH AND PHYSICAL EDUCATION (CORE Subject)**

### **Concepts**

Practical units:

Selection of sports including Tee Ball / Softball, Volleyball, Basketball, Soccer, Touch, AFL, Cricket, Hockey, European Handball, Minor Games, e.g., Skittles, Aerobics, Athletics, Softcrosse, Netball and Fitness

Theory units:

Sport and Society  
Exercise for Well Being  
Sports coaching

### **Skills developed**

- Ball handling skills
- Offensive and defensive strategies
- Refereeing
- Game play
- Glove work
- Racquet/ball coordination
- Teamwork
- Sportsmanship

### **Assessment**

- Exams
- Assignments
- Projects
- Reports
- Continuous evaluation of participation, sportsmanship, skills and game play

### **eLearning Skills**

- Use of electronic equipment
- internet Research

### **Note:**

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.

## **HISTORY (CORE Subject)**

### **Concepts**

Industrial Revolution

Asia and the World: Studying the Impact of Imperialism

World War I / Gallipoli and Anzac Day

### **Skills developed**

- Use of primary and secondary sources
- Discerning source validity
- Analysing and describing cause and effect, continuity and change
- Timelines and mapping
- Interpreting and explaining statistics and other forms of historical data
- Making inferences based on visual distributions of data depicting trends and patterns
- Representing data – climate graphs, population pyramids etc.
- Inquiry skills – asking and refining questions to guide research

### **Assessment**

- Stimulus-response tasks
- Research assignments
- Multimodal presentations
- Knowledge exams

### **eLearning Skills**

- Online research – using databases and referencing apps
- Word processing using various platforms

## **LIFE SKILLS (CORE Subject)**

### **Concepts**

The development of skills that will promote optimal health and well-being for the individual, both now and in the future. A greater understanding of individual capacity to aid future subject and career directions. Specific awareness of Cognitive Verbs and their application in framing learning and thinking.

### **Skills developed**

- 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

### **Assessment**

- No formal assessment

## **DRAMA (can study for one or both semesters)**

### **Concepts**

Improvisation

Movement and physical theatre

Script presenting

Script writing

Critical analysis

### **Skills developed**

- Human Context
- Physical and vocal characterization
- Movement
- Place and space
- Language
- Mood
- Symbols
- Tension

### **Assessment**

- Working with a script (Two Weeks with the Queen)
- Page to Stage (Script Writing)
- Physical Theatre and Puppetry
- Process Drama
- Analysing drama (Written Responding)

### **eLearning Skills**

- PowerPoint creations in performance
- Creating soundscapes (sound editing)

## **BUSINESS (can study for one or both semesters)**

### **Concepts**

- The contribution of work to people's sense of identity
- The 'market system' as a defining feature of Australia's economy
- The influence of government on the way markets operate in Australia
- The shifting importance of different sectors in the Australian economy
- The performance of the Australian economy and how this is perceived
- How participants in the global economy are dependent on each other
- The responsibilities of employers and employees in the workplace
- How individuals and businesses plan to achieve short- and long-term financial objectives
- How people manage financial risks and rewards

### **Skills developed**

- Questioning about economic or business issues or events
- Researching data, evidence and information from primary and secondary sources:
- Analysing data in charts, graphs, diagrams and tables
- Applying economic and business skills and knowledge to familiar and unfamiliar situations
- Communicating arguments and conclusions

### **Assessment**

- Reports
- Short response exams

### **e-Learning Skills**

- Online research – using databases and referencing apps
- Microsoft Office Suite
- Email
- TEAMS – using a digital platform for sharing, collaborating and storing information.

**DESIGN & TECHNOLOGY (ENGINEERING & MATERIALS) (can study for one or both semesters)**

**Concepts**

**Metal Fabrication**

- Materials & Equipment
- Hand Tools
- Steel manipulation
- Finishing techniques

**Sheet Metal Fabrication**

- Materials & Equipment
- Hand Tools
- Sheet metal manipulation
- Workshop machines

**Machine Operation**

- Machine recognition
- Operating procedures
- Measurements and calculations
- Materials

**Skills Developed**

- Sketching
- Design principles
- Reading and analysing engineering drawings
- Use of hand tools
- Machine safety
- Workshop processes
- Research and planning
- Production timing

**Assessment**

- production of projects

**eLearning Skills**

- Web based research

## **DESIGN AND TECHNOLOGY - GRAPHICS (can study for one or both semesters)**

### **Concepts**

#### Product Design

- Materials & Equipment & CAD
- Pictorial Views
- Orthographic Projection
- Perspective Projection

#### Built Environment

- Pictorial Views
- Materials & Equipment & CAD
- Architectural Drawing
- Perspective Projection

#### Business Graphics

- Pictorial Views
- Orthographic Projection
- Diagrams and Charts
- Materials & Equipment & CAD
- Plane Figures and Shapes

### **Skills Developed**

- Sketching & Rendering
- Design principles
- Reading and analysing engineering drawings
- CAD
- Animation
- Synthesising Ideas to solve problems
- Research and planning

### **Assessment**

- This subject is assignment based.

### **eLearning Skills**

Using a wide variety of programs, including:

- Autocad
- Inventor
- Revit
- Sketch-up
- Lumion

## **DESIGN & TECHNOLOGY (FOOD & MATERIALS) (can study for one or both semesters)**

### **Concepts**

Wellbeing of people within their personal, family, community and work roles

Nutrition

Textiles and fashion

Built environment

Human development

Relationships and behaviour

### **Skills developed**

- plan investigations, actions and activities
- collect, sort and analyse information and resources
- evaluate information, draw conclusions and make decisions
- examine risk, and decide upon and apply safe practices
- select and demonstrate personal development skills and strategies
- investigate and analyse products, processes or services in response to design challenges or problems
- design solutions to challenges or problems
- develop and use production plans to manage and refine procedures
- use safe and ethical practices
- create products, processes or services
- communicate design solutions
- validate and refine the effectiveness of solutions to challenges or problems
- analyse and evaluate the ethics and impacts of products, processes and services
- reflect on learning, applying new understandings of technological processes to wider contexts

### **Assessment**

- In-class tasks
- Textile item

### **eLearning Skills**

- Word processing
- Clickview

## **DIGITAL TECHNOLOGIES (can study for one or both semesters)**

### Concepts

- Cyber security
- Coding
- Robotics
- Networks
- CSV files

### Skills Developed

- Programming
- Basic robot inputs and outputs
- Problem solving
- Creating thinking
- Teamwork
- Communication

### Assessment

- Online course completion (GROK)
- Digital portfolio
- Robotics challenge
- Coding challenge

### e- learning

- A variety of programs will be used throughout the course

## **DESIGN & TECHNOLOGY (MATERIAL & TECHNOLOGY) (can study for one or both semesters)**

### **Concepts**

#### 3-D Frame Construction

- Workshop Safety
- Tools and Machine Use
- Timber Technology and Design
- Measuring, Marking and Jointing
- Adhesives, Abrasives and Finishing

#### Carcase Construction

- Workshop Safety
- Planning and Design
- Tools and Machine Use
- Measuring, Marking and Jointing
- Box, Dovetail and Housing Joint
- Adhesives, Abrasives and Finishing

#### Plastics Technology

- Workshop Safety
- Machine and Tool Use
- Plastics Technology and Identification
- Shaping and Forming
- Planning and Design

### **Skills Developed**

- Use of hand tools
- Use of basic woodworking machinery
- Reading & interpreting plans
- Managing time constraints
- Organisation of work space
- Development of production plans

### **Assessment**

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

### **eLearning**

- Web based research

## **MUSIC (can study for one or both semesters)**

### **Concepts**

Learning and assessment is based on three dimensions – Musicology, Composition and Performance.

Musicology – Investigating Music Theory and the evolving history and impact of culture on various musical styles and genres

Composition – Looking at the structures and processes of creating original musical pieces through exploration and application of the elements of music

Performance – Individual or group performances of repertoire from a variety of styles and genres

Units include

- Film Music
- Musical Theatre
- Country Music
- Classical Music
- Instruments and World Music
- Get up Stand up (Investigating Protest music)

### **Skills Developed**

- Aural perception
- Music analysis
- Musicology - Knowledge of musical elements, notation and rhythm
- Composition - students will have the opportunity to layer tracks and mix audio with visual.
- Performance - working as part of a group and as individual performers

### **Assessment**

- Written – Theory, research and Musicology tasks
- Performance - Individual or Group
- Compositional - Individual

### **eLearning Skills**

- Music composition programs and apps specific to the study of Music
- Converting and exporting sound files
- Video and sound recording
- Online research – using data bases and referencing tools
- Using presentation software

**ART (can study for one or both semesters)**

**Concepts**

Creating

Responding

Displaying

**Skills Developed**

- 2-Dimensional Media
- 3-Dimensional Media
- Elements and principles of art and design
- Planning, documenting and evaluation of own artworks
- Writing about Artworks and Art History
  - Visual Art language and terminology
  - Referencing conventions for text and images
- Presenting and displaying artworks

**Assessment**

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

**eLearning Skills**

- Researching
- Word processing
- email
- Scanning images
- Editing images
- Referencing Generator

**DESIGN & TECHNOLOGY (food and fibre production) (can study for one or both semesters)**

**Concepts**

- Food Production
- Fibre Production
- Crop Management
- Design of sustainable crops
- Agricultural principles

**Skills Developed**

- Design
- Manage
- Evaluate
- Create
- Plan
- Teamwork

**Assessment**

- production of projects and designs

**eLearning Skills**

- Web based research
- Word processing

## MEDIA ART (FILM AND TELEVISION) (can study for one or both semesters)

### Concepts

- Film Making
- Video editing
- Shot types
- Storyboarding
- Film analysis
- Special effects
- Stop motion

### Skills developed

- Camera use and technique
- Creating with video editing software
- Critique writing
- Successful storyboarding
- Understanding stop motion and Claymation
- Working as a production team

### Assessment

- Stop motion movie
- Music video
- Special effects TV commercial
- Movie critique
- Storyboarding

### eLearning skills

- Video editing
- Music creation and editing
- Stop motion program use
- Cloud based storage
- Word processing

## **GEOGRAPHY EXTENSION (can study for 1 semester)**

### **Concepts**

An understanding of land cover based on biomes

The influence of anthropological actions on the environment

### **Skills developed**

- Creating graphs and maps
- Analysing and describing anthropological impacts
- Interpreting and explaining statistics and other forms of data
- Making inferences based on visual distributions of data depicting trends and patterns
- Representing data – climate graphs, population pyramids etc.
- Inquiry skills – asking and refining questions to guide research

### **Assessment**

- Stimulus-response tasks
- Research assignments
- Multimodal presentations
- Knowledge exams

### **eLearning Skills**

- Online research – using databases and referencing apps
- Word processing using various platforms

## **ECONOMICS EXTENSION (can study for 1 semester)**

### **Concepts**

The strategies that can be used to manage financial risks and rewards

The role of business in Australian society and government

### **Skills developed**

- Creating graphs
- Interpreting and explaining statistics and other forms of data
- Making inferences based on visual distributions of data depicting trends and patterns
- Representing data
- Inquiry skills – asking and refining questions to guide research

### **Assessment**

- Stimulus-response tasks
- Research assignments
- Multimodal presentations
- Knowledge exams

### **eLearning Skills**

- Online research – using databases and referencing apps
- Word processing using various platforms

## **DANCE (can study for one or both semesters)**

### **Concepts**

Make, perform and view choreography

Analysis of choreography

Evaluation of the impact of dance

### **Skills developed**

- Improvisation
- Choreography
- Technical skills
- Performance
- Evaluation
- Analysis

### **Assessment**

- Choreography (various styles)
- Performance (various styles)
- Analysis and Evaluation (written)

### **eLearning Skills**

- Recording and editing of performance footage

## **MODERN History Extension (can study for 1 semester)**

### **Concepts**

A selection from:

- Modern
  - Development and impacts of the United Nations
  - Development and effect of Political Themes in democratic nations
  - A depth study into an alternative government system

### **Skills developed**

- Use of primary and secondary sources
- Discerning source validity
- Analysing and describing cause and effect, continuity and change
- Timelines and mapping
- Interpreting and explaining statistics and other forms of historical data
- Making inferences based on visual distributions of data depicting trends and patterns
- Representing data – climate graphs, population pyramids etc.
- Inquiry skills – asking and refining questions to guide research

### **Assessment**

- Stimulus-response tests
- Inquiry assignments
- Source Analysis assignments

### **eLearning Skills**

- Online research – using databases and referencing apps
- Word processing using various platforms

## **ANCIENT HISTORY (can study for 1 semester)**

### **Concepts**

- Ancient
  - Analysis of Church v State in Medieval Europe
  - Development and impacts of a technology in an ancient civilisation
  - A depth study on the interaction of two distinct but neighbouring Ancient cultures.

### **Skills developed**

- Use of primary and secondary sources
- Discerning source validity
- Analysing and describing cause and effect, continuity and change
- Timelines and mapping
- Interpreting and explaining statistics and other forms of historical data
- Making inferences based on visual distributions of data depicting trends and patterns
- Representing data – climate graphs, population pyramids etc.
- Inquiry skills – asking and refining questions to guide research

### **Assessment**

- Stimulus-response tests
- Inquiry assignments
- Source Analysis assignments

### **eLearning Skills**

- Online research – using databases and referencing apps
- Word processing using various platforms

**SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS EXTENSION (STEM) (one or both semesters)**

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
- Poster presentation

**Skills Developed**

- Critical thinking
- Creative thinking
- Problem solving
- Time management
- Independent learning
- Communication

## **CIVICS & CITIZENSHIP (LEGAL STUDIES) – GOVERNMENT AND LEGAL SYSTEM**

(can study for 1 semester)

This subject provides students with an opportunity to deepen their understanding of Australia's legal system, including politics and the courts, and explore ways we can contribute to create positive change in our society.

### **Concepts**

- What influences shape the operation of Australia's political system?
- How do citizens participate in an interconnected world?
- How does Australia's court system work in support of a democratic and just society?

### **Skills Developed**

- Understanding of the rights, responsibilities and powers we have as active and informed citizens in our community
- Ability to create an election platform and campaign in a class election
- Understanding about why we need laws, the history of law-making, how laws are made and our court system

### **Assessment**

- Multimodal Presentation - Group Task (Government and Active Citizenship)
- Examination (Australia's Legal System)

### **eLearning Skills**

- Word processing
- Presentation media such as PowerPoint and other design applications
- Basic video production skills

## **CIVICS & CITIZENSHIP (LEGAL STUDIES) – LEGAL SKILLS IN PRACTICE (can study for 1 semester)**

This subject provides students with an opportunity to put into practice their knowledge, applying critical thinking skills to real-life legal scenarios. Please note, it is recommended that *Civics & Citizenship (Legal Studies) – Knowledge* be taken in Semester 1 to build on prior learning, however it is NOT compulsory.

### **Concepts**

- How does exploring case studies linked to well-known, real-life court cases help us understand legal concepts and principles?
- How does participating in mock trials deepen our understanding of the criminal trial process?
- By participating in debates and listening to others, can we broaden our perspectives on contentious contemporary issues?

### **Skills Developed**

- Research and critical thinking skills: Investigate and analyse well-known cases in criminal law, civil law, and environmental law
- Participate in mock trials
- Prepare for and participate in debates
- Improve your public speaking skills

### **Assessment**

- Research Task (Case Study – Report)
- Digital Presentation (Recorded Speech)

### **eLearning Skills**

- Word processing
- Presentation media such as PowerPoint and other design applications
- Basic video production skills

## JAPANESE (can be studied in one semester)

### Concepts

Japanese in Year 9 involves consolidation and progression. Learners 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

### Assessment

- Oral assessments and Written based assessments
- Group dialogue activities and presentations and guided group discussions
- Examining Japanese Culture to gain a deeper understanding

### eLearning

- Online language programs used to enhance vocabulary and encourage practise and correction of oral and written work