

**ST COLUMBA'S CATHOLIC COLLEGE**



**ACT JUSTLY**

**YEAR 9 ELECTIVE SUBJECTS**

**Information booklet for student use**

2017

## Introduction

This booklet provides you with an outline of the elective subjects on offer for Year 9, 2017. This represents a significant step in your education as it provides an opportunity for you to make choices about some subjects you will study for the next two years.

The process of decision making is a challenging one and you will be supported in this by your teachers and parents. Ultimately, however, this is your decision and we anticipate that you will make it wisely.

Be aware that next year marks the commencement of your Record of School Achievement (ROSA) that is accumulated over Years 9 and 10. Your elective subjects should be an area of study that you enjoy and in which you believe you can do well.

The next two years are important foundations for your senior studies. The preparation for this time in terms of selection of electives is one critical step in this process.

I also challenge you to give serious consideration to the goals you set for yourself for the next two years. I would hope that you acknowledge your responsibility to do your personal best and to gain as much from your educational experiences as possible. I would also expect that you would give serious thought to how you are able to contribute to our Catholic community. In the quality of your relationships with staff and students, in your academic endeavours, in your involvement in a range of extra-curricular activities, you can make an important contribution to St Columba's.

I wish you well as you undertake this important process of preparing for Year 9.



Mr Paul Ryan  
Principal

# School Life in Years 9 and 10

## ***Thinking about Years 7 and 8***

The first two years of Catholic College are very different to Primary School.

- A new and bigger school.
- You have met many new people, both students and staff.
- You are the youngest students in the school rather than the oldest.
- You are studying many new subjects.
- You have become accustomed to many new school rules.

## ***Looking ahead to Year 9***

1. For the first time you will be able to choose what subjects you do.
2. It will be assumed by your teachers that because you have chosen the course, then you will be ready to work hard.
3. You are laying the foundations for your studies in Year 11 and 12. It is important that you develop useful study habits:
  - Keep a homework diary in which all learning preparation is recorded.
  - Being organised for every class i.e. Correct books and equipment.
  - Following a study timetable at home.
  - Planning ahead to do your assignments on time.

# Agricultural Technology

## **KLA: TAS**

### **Course Content**

Through the study of Agricultural Technology students develop knowledge, understanding and skills which enable the student to contribute positively to their own lifestyle and to the social, economic and environmental future of Australia. The course provides scope for students to explore the many and varied career opportunities in agriculture and its related service industries. It also provides students with opportunity to experience aspects of an agricultural lifestyle through direct contact with plants and animals and a variety of outside activities.

In Agricultural Technology students study the essential content of interactions, management and sustainability within the context of agricultural enterprises. Students will also undertake a range of related practical activities.

A range of enterprises may be studied, with both a practical and theoretical approach, including:

- Vegetable Production
- Sheep Production
- Beef Production
- Winter Cropping
- Poultry Production

Practical work reinforces their understanding of concepts and a minimum of 50 per cent of the allocated course time consists of practical work.

### **Recommendations and Restrictions**

Students be provided with opportunity to attend local shows which may occur on weekends. Students may be required to prepare the animals for these shows. Students will be required to meet all safety expectations as they participate in practical work.

### **Assessment**

Students are assessed on their practical skills and their understanding of the content. Assignments are practical and theoretical in orientation and examinations concentrate on course content.

# Commerce

## **KLA: HSIE**

### **Course Content**

Commerce provides knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal financial management. Through the study of Commerce students develop financial literacy which enables them to participate in the financial system in an informed way.

Central to the course is the development of an understanding of the relationship between consumers, businesses and governments in the overall economy. Through their investigation of these relationships, students develop the capacity to apply problem-solving strategies which incorporate the skills of analysis and evaluation. Students engage in the learning process which promotes critical thinking, reflective learning and the opportunity to participate in the community.

To function competently in our democratic and pluralistic society, students need to develop the ability to research information, evaluate options and participate in collaborative decision-making by evaluating a range of consumer, financial, business, legal and employment strategies. In examining these they also develop attitudes and values that promote ethical behaviour and social responsibility and a commitment to contribute to a more just and equitable society.

Students will study the following core topics over Years 9 and 10

- Consumer Choice
- Personal Finance
- Law and Society
- Employment Issues

Students must complete a minimum of five of the following option topics:

Investing	Towards Independence	Our Economy
Promoting and Selling	Political Involvement	Community Participation
E-Commerce	Travel	Running a Business
Global Links	Law in Action	School Developed Option

### **Assessment**

Assessment will be based on a number of activities which could include library research, research in the local community, poster design, simulation exercises, comprehension exercises, worksheets, group assignments, oral reports, tests and skills exercises based on media reports, graphs, charts and statistics and multimedia presentations.



# Dance

## **KLA: Creative Arts**

### **Course Content**

Through Dance, students will develop physical skill as well as aesthetic, artistic and cultural understanding. Learning in dance and learning through dance, enables students to apply their own experiences to their study of dance. They learn to express ideas creatively as they make and perform dances and analyse dance as works of art. They think imaginatively and share ideas, feelings, values and attitudes while physically and intellectually exploring the communication of ideas through movement.

The integration of the practices of performance, composition and appreciation is a key feature of the syllabus. Safe dance practice is embedded through the practices to ensure that students are able to maintain safe, healthy and rewarding lives.

### **Recommendations and Restrictions**

Students will need to be interested in both theoretical and practical aspects of dance. They will need to be involved in individual composition and have the opportunities to share their skills in group activities.

Secondly, students who have not studied dance will learn the fundamental skills and those more experienced will have progression activities to extend their abilities.

### **Assessment**

Students will be assessed through individual and group performance pieces, class participation in workshops, journal writing, and individual composition projects.

# Drama

## **KLA: Creative Arts**

### **Course Content**

Through Drama, students will explore a variety of issues, including indigenous and multicultural perspectives relating to them and to society at large. They will engage in an integrated study of learning about drama and theatre styles, techniques and conventions, through research and workshop performing activities and appreciating in critical analysis.

Students will study the following key areas:

- Improvisation and Mime
- Developing Acting Skills
- Play Building – developing a script to performance
- Mask And Physical Theatre, Clowning And Street Theatre
- Production Skills – lighting, sound, stage craft
- Stage Design – props, costumes, sets
- History of Theatrical Traditions and Performance Styles from Greek to Modern 21<sup>st</sup> Century, Documentary Theatre
- Directing and Stage Management
- Using Information Technology – word processing, internet research, video and playback
- Evaluating and Reviewing Live Performances

### **Recommendations and Restrictions**

This course is suitable for all students who enjoy performing and / or who, wish to further develop and improve their self-confidence and communication skills. This can be valuable for students seeking employment in the interpersonal service industries such as tourism, marketing, advertising and hospitality as well as entertainment industry courses.

### **Assessment**

Students will be assessed through individual and group performance pieces, class participation in workshops, journal writing, excursion note, individual projects and written reviews.



# Food Technology

## **KLA: TAS**

### **Course Content**

The study of Food Technology provides students with a broad knowledge and understanding of food processing and preparation. It addresses the importance of hygiene and safe work practices. It also provides students with a context through which to explore the richness, pleasure and variety that food adds to life.

This knowledge and understanding is fundamental to the development of food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. Students develop practical skills in preparing and presenting food that will enable them to select and use appropriate ingredients, methods and equipment.

Students study core content related to food preparation, food processing, nutrition and food consumption. This content is presented through each focus areas such as:

- Food in Australia
- Food Equity
- Food Product Development
- Food Selection and Health
- Food Service and Catering
- Food for Special Needs
- Food for Special Occasions
- Food Trends

Through practical experience, students will develop the skills of food preparation by designing, producing and evaluating food items related to the focus areas studied.

Students undertake a broad range of practical activities and will generally cook once or twice per fortnight.

### **Recommendations and Restrictions**

A white cooking apron and cap is essential. This can be purchased from the school uniform shop.

### **Assessment**

Assessment will be based on a variety of tasks covering student's knowledge and skills in both written and practical areas.



# Industrial Technology – Timber

## **KLA: Technology and Applied Studies (TAS)**

### **Course Content**

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries.

In Year 9 students study two core modules that develop knowledge and skills in the use of materials, tools and techniques related to timber. This is further enhanced and developed in year 10 through the study of two specialist Cabinetwork modules.

Some of the topics students will learn about include:

- The safe use, handling and maintenance of hand, power and machine tools.
- The properties and working characteristics of solid timber and manufactured boards.
- A range of processes and techniques used for preparing, joining and finishing timber.
- Design principles and processes.
- Project sequencing, costing and time management.
- How to read, interpret and produce working drawings.
- Industrial processes and career paths in the timber industry.
- The effects of the timber industry on society and the environment.

Projects promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course. The majority of the course time is taken up by practical project experiences which could include the construction of:

- Furniture items
- Decorative timber products
- Storage and transportation products
- Small stepladders or similar
- Storage and display units

### **Recommendations and Restrictions**

This subject would suit students who:

- Are interested in pursuing a career in a timber trade or profession.
- Wish to develop practical skills for daily life.
- Would like to learn the craft of woodworking for personal interest.

Students are required to meet all safety expectations if they are to participate in practical project work.

### **Assessment**

Student assessment will be based on the completion of:

- Practical projects and management folios
- Technical drawing tasks

- Research and written assessment tasks
- Written examinations

# Information and Software Technology

## **KLA: TAS**

### **Course Content**

The study of Information and Software Technology assists students to develop the knowledge, understanding and skills to solve problems in real life contexts. Through experimental and collaborative tasks, students engage in processes of analysing, designing, producing, testing, documenting, implementing and evaluating information and software technology-based solutions.

This course integrates the study of core content within the context of options delivered through projects. The core content includes:

- Design, Produce and Evaluate
- Data Handling
- Hardware
- Issues
- Past, Current and Emerging Technologies
- People
- Software

The options that the core content will be integrated with include:

- Artificial Intelligence, Simulation and Modelling
- Authoring and Multimedia
- Database Design
- Digital Media
- Internet and Website Development
- Networking Systems
- Robotics and Automated Systems
- Software Development and Programming

### **Recommendations and Restrictions**

The Information and Software Technology course is designed for students who:

- Identify Computing Studies as a valuable area of study
- Regard the computer as a tool that they can learn to control in order to improve the quality of their lives
- Would like to further improve their existing personal computer skills

### **Assessment**

Assessment is continuous throughout the course and a wide range of assessment procedures are used. These include research projects, practical assignments, fieldwork and teacher observation of students at work.



# Japanese

## **KLA: Languages**

### **Course Content**

The study of Japanese provides access to the language and culture of one of the global community's most technologically advanced societies and economies. It also introduces students to an important part of the rich cultural tradition of East Asia. Through experience of the Japanese language system and cultural history, students gain valuable perspectives on art, music, customs, beliefs and the ways of thinking of Japanese people.

The process of teaching and learning languages focuses on linguistic systems and patterns. The need to move between linguistic systems assists students to develop enhanced mental dexterity.

Students learn how to introduce themselves, talk about school, family, shopping, tell the time and learn how to converse with a native speaker of Japanese on simple topics. Students learn how to read and write in Japanese, and develop skills in listening and speaking.

Students will learn and develop ICT skills in the areas of electronic communication and research. They will also develop their ICT skills to produce texts and materials using Japanese language.

Students in elective Japanese courses have an opportunity to take part in the study trip to Japan which St Columba's offers every second year through the successful sister school relationship with Hokusetsu Sanda Senior High School, in Japan.

There will be an opportunity for two Year 10 students to take part in the 6 months exchange program studying at St Columba's sister school, Hokusetsu Sanda Senior High School.

### **Recommendations and Restrictions**

Japanese is an ideal course for those who are interested in another culture and enjoy the challenge of learning a new language. The study of Japanese provides students with opportunities for continued learning and for future employment, both domestically and internationally, in areas such as business, tourism, hospitality, technology, media and international relations.

### **Assessment**

Unit tests including speaking, listening, reading and writing. Vocabulary lists, creative writing, role play, listening activities and Kanji (character) recognition tests are examples of possible tasks.

# Music

## **KLA: Creative Arts**

### **Course Content**

This course provides an opportunity for those students wanting to perform, write and understand music. Students develop valuable skills as a musician and as a member of a group. The course provides students with an opportunity to learn about different musical genres and styles. All students will be given the opportunity to learn popular songs and perform them in a band setting. As part of their ensembles, students will perform at a variety of school events. Students will also be encouraged to record their own compositions.

Students will learn to:

- Play music by ear and from a printed page.
- Play and understand a variety of instruments.
- Experiment with music technology.
- Discuss and apply musical concepts objectively, creatively and professionally.
- Work with other musicians as a cohesive group.
- Apply genre specific characteristics to the performances and compositions.
- Maintain an organised and disciplined approach to the overall practice of music.

### **Recommendations and Restrictions**

Although prior experience in music is not essential, a commitment to the subject is needed in order to succeed. Students who have previous experience in music will have the opportunity to extend their skills through more challenging musical activities.

### **Assessment**

Students will be assessed through individual and group performances, participation in class workshops, portfolio work and listening tasks as well as completed composition work.

# Physical Activity and Sports Studies

## **KLA: PDHPE**

### **Course Content**

Physical Activity and Sport Studies provides a comprehensive study of physical activity and movement. It incorporates a study of the way the body functions and how to prepare to move efficiently in a variety of contexts. It includes study of the social issues related to physical activity and its role in the lives of the individual and Australian society. It also has a focus on moving with skill in order to enjoy participation and to achieve performance goals.

The content is organised in modules within the following three areas of study:

- Foundation of Physical Activity
- Physical Activity and Sport in Society
- Participation and Performance

A further requirement of the course is a strong focus on practical application in relation to a range of movement applications. These may include:

- Aerobics and Fitness
- Aquatics
- Athletics
- Games
- Dance
- Gymnastics
- Martial arts
- Outdoor Education
- Recreational Pursuits

### **Recommendations and Restrictions**

Students will need to be interested in both theoretical and practical aspects of sport and physical activities. The course promotes healthy and active lifestyles with each unit making students aware of the needs of their bodies to live life to its fullest capacity. Secondly we promote excellence through the use of extensive mixed abilities activities, extension questions, group work and a challenging curriculum.

### **Assessment**

Assessment is in the form of both practical and theoretical tasks with a variety of methods used to ascertain the achievements of the education outcomes of the syllabus.



# Textiles Technology

## **KLA: TAS**

### **Course Content**

Students will complete a minimum of 4 practical projects that will involve the development of practical skills and the documentation of the process undertaken. Projects may be developed from the following areas:-

- Apparel – includes clothing and accessories such as hats and jewellery.
- Furnishing – includes items such as cushions and door stops.
- Costume – includes theatre costumes, fancy dress and dance costumes.
- Textile Arts – includes wall hanging, embroidery and wearable art.
- Non-apparel items – includes book covers, toys, bags and back packs.

Students learn about the principles of design and Australian designers. We also learn about textiles in other cultures and the properties of various fibres, yarns and fabrics.

### **Recommendations and Restrictions**

Students should have a keen interest in practical projects and a desire to develop the ability to work independently.

Students will need to purchase some equipment and materials.

Student projects may be negotiated to suit students' needs and interests

### **Assessment**

Students will be assessed on:-

- Practical projects
- Research
- Documentation of project work
- Knowledge of course content



# Visual Arts

## **KLA: Creative Arts**

### **Course Content**

Visual Arts provides students with specialized learning opportunities to investigate the practice of making artworks and critically and historically interpret art informed by the students understanding of practice, the conceptual framework and the frames.

A broad range of activities are offered to develop particular and personal interest. The students will make artworks and critically and historically interpret artworks in the following areas:

- Drawing
- Painting
- Ceramics
- Printmaking
- Digital Imaging
- Photography
- Sculpture
- Graphics
- Computer Based Technologies

### **Recommendations and Restrictions**

Visual Arts is concerned with developing student's confidence in engaging in the practice of art making and critical and historical studies.

Students should have an interest in making and studying artworks.

### **Assessment**

Students will be assessed on:

1. Artmaking from units based on specific practice, the conceptual framework and the frames.
2. Visual Arts Diary documenting the development of ideas, processes, research and evaluation.
3. The critical and historical component of the course through the completion of written work in class and in assignments.



# Visual Design

## **KLA: Creative Arts**

### **Course Content**

Visual Design provides students with specialised learning opportunities to investigate the role of the artist as designer and to explore the meaning of visual design artworks in the areas of print, objects and space-time design, e.g:

- Posters
- Multi-media
- Advertising
- Illustration
- Typography
- Jewellery
- Ceramics
- Textiles
- Theatre design

### **Recommendations and Restrictions**

Students should have a keen interest in art, design and computer based technologies.

A broad range of activities are offered to develop particular and personal interest in design artmaking and in the critical and historical study of design artworks.

### **Assessment**

Students will be assessed on:

1. Design artmaking.
2. Visual Design Journal documenting the development of ideas, processes, experiments and evaluations.
3. The critical and historical component of the course through the completion of written work in class and in assignments