

*Known
and loved.*
dignity for all

COURSE OVERVIEW

YEAR 9 2023



UNDERSTANDING THE CURRICULUM IN YEAR 9

St Peter Claver College is part of Brisbane Catholic Education which has set as the overarching goal for education in Catholic schools:

Empowering learners of all ages to shape and enrich their changing world, by living the Gospel of Jesus Christ.

The achievement of this overarching goal involves students learning to become lifelong learners. In all courses, teachers plan for students to learn through the Brisbane Catholic Education Learning and Teaching Framework.

All subjects offered in Year 9 follow the Australian Curriculum. Religion is developed from the Brisbane Catholic Education Religion syllabus.

The Australian Curriculum emphasises the common teaching of seven general capabilities across all learning areas. These are Literacy, Numeracy, Information and Communication Technology (ICT), Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding and Intercultural Understanding capabilities. These form a common curriculum that connects all subjects.

The Year 9 curriculum at St Peter Claver College is based around the principles of **CHOICE, CHALLENGE** and **COMPETENCE**. Year 9 students at St Peter Claver College have substantial choice in their curriculum offerings. This is deliberately designed to engage and challenge students to learn and excel. As well, a core program is structured to develop each student's competence in Literacy and Numeracy. Different levels are offered within these areas to enable all students to be challenged and strive for improvement and achieve success.

Year 9 students will participate in the National Assessment Program - Literacy and Numeracy (NAPLAN) in Term 1 2023. These tests are designed to measure their learning against State and National benchmarks. The results of these assessments are particularly useful in assisting the College to refine how its teaching and curriculum meet the needs of students. Students are also assessed through ACER (Australian Council for Educational Research) Reading and Numeracy tests. Teachers use this information in combination with NAPLAN data to establish learning needs.

In regard to course costs, we have attempted to include the cost of most materials and excursions in a General Levy instead of requiring families to pay for and provide materials on a weekly basis. This generally lowers costs as the College can purchase materials in bulk.

Please read the options carefully and select the desired course using the Web Preferences process explained in this booklet. Please use the User Name and Password provided.

To be considered for the most sought-after preferences, students need to have their preferences entered online by Thursday 1 September 2022. Web Preferences will be closed after this date. If you do not have access to the internet at home, you are welcome to enter your child's preferences at the College. The Library is open before and after school (until 3:30 pm) and your child and you may use his/her laptop in the Library for this purpose. There are also instructions and a subject selection form attached to the back of this booklet if you cannot get access to the internet. **If using the manual form, return to the Student Desk no later than Thursday 1 September 2022.**

Todd Riggs
Assistant Principal Curriculum





YEAR 9 CURRICULUM STRUCTURE

Students study eight subjects each semester as well as Pastoral, Vocational Learning and Sport.

COMPULSORY CORE SUBJECTS (WHICH ARE SELECTED FOR STUDENTS)

- English - two semesters.
- History - one semester.
- Mathematics - two semesters.
- Religion - two semesters.
- Science - two semesters.

COMPULSORY CORE SUBJECTS (IN WHICH STUDENTS HAVE SOME CHOICE)

Health and Physical Education

Theoretical units:

- Food for Performance: Focus on Nutrition for Physical Activity.
- Exploring Me: Focus on Sexuality and Relationships.

Practical subjects:

- Dance Development.
- Football/Futsal Development.
- Life Sports.
- Netball Development.
- Rugby League Development.

ELECTIVE SUBJECTS

Students study five or six units across the year from the following subject options within the learning areas below:

Health and Physical Education

- Exercise Physiology and Sociology.

Humanities and Business

- Geography.
- Business.

Technologies

- Design and Technologies - Materials (Fashion).
- Design and Technologies (Food Specialisations).
- Design and Technologies - Manufacturing.
- Digital Technologies.

Languages

- Japanese.

The Arts

- Dance.
- Drama.
- Media.
- Music.
- Visual Arts.

Please note that individual elective subjects will only be offered if there is sufficient demand.





CORE CLASSES

RELIGION (RE)

THE VISION FOR RELIGION AT ST PETER CLAVER COLLEGE

As a Catholic community, we educate all to live the gospel of Jesus Christ as successful, creative, confident, active and informed learners empowered to shape and enrich our world. (BCE 2022). At St Peter Claver College, Religion allows students to develop religious literacy in light of the Catholic Christian tradition, so that they might participate critically and authentically in contemporary Australian culture.

TERM 1 - MAKING SENSE OF JESUS: WHAT CAN MODERN BELIEVERS TAKE FROM JESUS' TEACHINGS FOR THEIR OWN TIME AND PLACE?

As part of their learning experiences this term, students will:

- Become familiar with two forms of Biblical criticism when examining miracles and parables from the New Testament to better understand the purpose and message of Biblical texts.
- Examine and explain the significance of the Sacraments of Healing (Penance and Anointing of the Sick) in the lives of believers.

TERM 2 - LET THERE BE LIGHT: TO ERR IS HUMAN, TO FORGIVE IS DIVINE.

As part of their learning experiences this term, students will:

- Recognise examples of good and evil co-existing throughout human history.
- Make connections between the experience of sin throughout human history, God's gift of free will to humanity and the imperfect nature of God's created world.

TERM 3 - LEARNING FROM THE PAST: WHAT ARE THE CAUSES AND EFFECTS OF THE EVENTS THAT DEVELOPED THE CHURCH IN THE MODERN WORLD?

As part of their learning experiences this term, students will:

- Examine the Church's response to significant events and developments in the Church (c. 1750 CE - c.1918 CE) as it was forced to question its nature and role in the world.
- Examine the key messages of various religious and lay leaders for example Mary MacKillop and St Vincent de Paul, that inspired and empowered people to participate in the priestly, prophetic and kingly work of Jesus Christ.

TERM 4 - RESTORING THE BALANCE: WHY SHOULD I CARE?

As part of their learning experiences this term, students will:

- Examine the teaching of Jesus Christ and apply principles of Catholic social teaching to particular real world examples of scientific and technological advances.
- Investigate the Church's response to emerging moral and environmental issues including the response of key Church agencies, e.g. the St Vincent de Paul Society.





ENGLISH (ENG)

The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. English is a compulsory subject. At the end of Year 8 students that are identified as excelling in all areas of English assessments and testing will be offered a place in the Accelerated English class.

Units of work are designed using the Australian National Curriculum: English to ensure students are well prepared for the NAPLAN tests.

The Australian Curriculum: English aims to ensure that students:

- Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose.
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.
- Understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning.
- Develop interest and skills in inquiring into the aesthetic aspects of texts and develop an informed appreciation of literature.

Assessment provides students with opportunities to demonstrate their quality of learning, that is, whether they have achieved below, at or above the standard. To make these judgments, teachers draw on assessment data that they have collected as evidence during the course of the teaching period. These judgments about the quality of learning are one source of feedback to students and their parents/caregivers and inform formal reporting processes.





MATHEMATICS (MAT)

Mathematics is an integral part of a general education. It enhances an understanding of the world and the quality of participation in a rapidly changing society.

Mathematics at St Peter Claver College offers students the opportunity to develop mathematical knowledge, techniques and skills in the areas of Number and Algebra, Measurement and Geometry, Statistics and Probability. These units of work have been designed using the Australian Curriculum: Mathematics, thus students are prepared for the NAPLAN tests. Furthermore, students are encouraged to apply learnt procedures to real life, authentic situations and to critically analyse and reflect on how and why these procedures work.

The Mathematics program aims to:

- Allow all students of all levels of ability to demonstrate what they know, understand and can do with their knowledge, using Information & Communication Technologies to support learning.
- Use purposeful teaching to assess and report on students' progress by collecting evidence, monitoring and making sure there is continuity across units of work.

The Mathematics program at St Peter Claver College offers students the opportunity to follow a variety of pathways, including:

- **Accelerated Mathematics** - Year 9 Australian Mathematics Curriculum with opportunities for extension into Year 10 Australian Mathematics Curriculum concepts.
- **Standard Mathematics** - Year 9 Australian Mathematics Curriculum.

In some cases, students needing support to access the Australian Mathematics Curriculum will be grouped into smaller classes where they can receive that support. Parents/caregivers of students who would be suited to participate in the Modified Mathematics class will be contacted by the College.

The initial placement of students at different levels will be done by the Mathematics Department at the end of Year 8. The decision is based on a student's achievement, commitment, confidence and problem solving skills. Parents/caregivers are welcome to provide input on this decision.





HISTORY (HIS)

History is an inquiry into the past and enriches our appreciation of how the world and its people have changed. The study of history enables students to contribute more effectively to creating the future. Awareness of history is an essential characteristic of any society and historical knowledge is fundamental to understanding ourselves and others.

History prepares students for life, work and further studies. The knowledge and skills acquired help students to make informed decisions about what they will do with their lives, in order to become active and informed citizens.

The skills and understandings developed during the semester include:

- Planning and conducting research.
- Investigating issues.
- Using and analysing sources.
- Drawing conclusions and making decisions.
- Communicating in a variety of written and non-written formats.
- Responding and reflecting on findings.
- Working independently and with others.

The course will be arranged around the theme of 'The Making of the Modern World 1750 - 1918' where students will gain an appreciation of:

- The consequences intended and unintended, that arose from the movement of peoples (1750 - 1901) - such as the impacts of industrialisation and European settlement of Australia.
- The making of Australia and the experiences of Aboriginal and Torres Strait Islander people and non-Europeans.
- World War I and the Australian experience of war.

Students will investigate historical sources to understand different points of view of events that took place.

Assessment will consist of:

- Response to Stimulus Exam.
- Research Task.

<https://www.google.com.au/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwiN5ZXp1dvOAhUJFZQKHZZ6BLcQjRwIBw&url=https://www.pinterest.com/explore/world-history/&psig=AFQjCNFTQt22KuIn281OZBJzB0LIVJA9A&ust=1472183633428664>





SCIENCE (SCI)

Science provides the ability to answer interesting and significant questions to make sense of our world. It expands the curiosity of students and increases their willingness to explore, ask questions and speculate on the changing world in which they live. An ability to think and act in scientific ways helps build the broader suite of capabilities in students as confident, self-motivated and active members of our society.

There are many skills associated with the study of any of the Sciences, and as such, Science prepares students for further studies and for living and working in the real world. Students are equipped to make informed and mature decisions about scientific and technological issues that arise in their own lives. These scientific skills are increasingly important for anyone living in a technological society to enable an understanding of the processes of the human body and the world around us.

The skills and understandings developed in Science include:

- Questioning and predicting.
- Observing and hypothesising.
- Designing and performing experiments.
- Processing and analysing data and information.
- Evaluating.
- Effective communication.

All students study Science for the full year. The course will focus on developing scientific understandings, skills and literacy. The topics of interest to be studied are:

- Chemical reactions (Important chemical reactions and radioactivity).
- Earth Science (Plate tectonics and phenomena caused by plate movement: volcanoes and earthquakes).
- Systems (Ecosystems and body systems: How systems maintain balance).
- Energy (Heat, light and sound).

Students will engage in learning experiences in the areas of:

- Practical Experiments.
- Group work.
- Scientific research.
- Report writing.





COMPULSORY CORE SUBJECTS

(In which students have some choice)

HEALTH AND PHYSICAL EDUCATION (HPE)

The Key Learning Area of Health and Physical Education provides a foundation for developing active and informed members of society, capable of managing their interactions and lifestyle in the pursuit of good health.

Health and Physical Education is a core subject across Year 9. The theoretical component of the course is standard across all of the elective practical elements and are dictated by the National Curriculum documents.

All students study common **theoretical units**. These are:

- **Food for Performance:** In which students study Nutrition, including food labels and how the body converts food into energy. Students will learn multiple formulae calculations to assess their own nutritional intake and analyse their energy consumption with and without physical activity to include an understanding of nutrient poor and nutrient rich foods.
- **Exploring Me:** In which students undertake study of gender identity, sexual identity, intimate relationships, sexual health and the complexity of these issues. A focus of the unit is on exploring community health services and resources and the assistance these agencies can provide to support individuals struggling to cope with the changes they are experiencing.

Students select **one** of the following HPE **practical subjects**:

DANCE DEVELOPMENT

Dance Development is suited to all students with a love of dance and movement to music, who are also interested in becoming involved in the St Peter Claver College Dance program.

Dance focuses on developing skills in dance and physical conditioning. Students will learn skills in Hip Hop styles of dance. They will learn choreographed routines, as well as have the opportunity to choreograph, prepare and perform their own dance routines. Students will participate in dance classes with a professional dance teacher/choreographer and workshops focusing on how to create their own dance moves using everyday movements.





FOOTBALL/FUTSAL DEVELOPMENT

Football/Futsal Development is suited to students who want to be part of the St Peter Claver College Football and Futsal programs. Students are encouraged to represent the College in Football and/or Futsal if they choose this subject.

Football/Futsal Development focuses on developing skills in Football and Futsal. Students will complete various fitness assessments and participate in tactical game play. They will participate in Football and Futsal skills, game play, fitness, weights and resistance training sessions. Students will also reflect on and evaluate their personal performance of the specialised skills, tactics and teamwork required when playing Football/Futsal.

LIFE SPORTS

Students will participate in the following physical activities: Basketball, Fitness, Soft Crosse, Softball and/or Volleyball. Aquatic pursuits may be undertaken depending upon the availability of facilities.

Students undertake skill development and socialisation in, about and through undertaking physical activity. A focus on skill development and teamwork is aimed at preparing individuals for a lifelong involvement in being physically active.

NETBALL DEVELOPMENT

Netball Development is suited to those students who have played Netball before and want to be part of the St Peter Claver College Netball program.

Netball Development focuses on developing skills in Netball. Students will complete various fitness assessments and participate in skill development and tactical game play. They will participate in Netball skills, game play, fitness, weights and resistance training sessions. Students will reflect on and evaluate their personal performance of the specialised skills, tactics and teamwork required when playing Netball.

RUGBY LEAGUE DEVELOPMENT

Rugby League Development is suited to students who want to be part of the St Peter Claver College Rugby League program. Students will be introduced to the practical and technical aspects of the following football codes: Rugby League, Rugby Union and Touch Football. They will participate in physical skills and training drills in the various football codes, fitness, weights and resistance training sessions. Students will also reflect on their personal performance of the specialised skills, tactics and teamwork required when playing the various football codes.





ELECTIVE SUBJECTS

LANGUAGES

JAPANESE (JPN)

The study of Japanese language and culture is very important, as Japan is Queensland's largest trading partner and one of Australia's biggest export markets. Furthermore, the continued cultural and technological exchanges between Japan and Australia since World War II have brought the two societies closer together to the point where there is great friendship between Australia and Japan.

There are almost endless career possibilities for students who have studied Japanese. These include hospitality, tour guiding, import and export managing positions, teaching, research, etc. Many students who have studied Japanese go to Japan to work in a variety of positions. Some of these include interpreting for large car firms such as Toyota and Mazda or even acting in Japanese movies requiring foreigner roles. Also, Ipswich's close relationship with its sister city Nerima has created jobs for local residents.

At St Peter Claver College one of the main aims of learning Japanese is to develop communicative competence. Rather than just learning structures and grammar (although these are very important), emphasis is placed on assisting students to develop a working knowledge of the language. Furthermore, students have many opportunities to interact with Japanese people and to use Japanese in an authentic manner. In this course, emphasis is also placed on developing literacy. Therefore, students are given a range of reading and writing exercises covering a wide diversity of topics. These exercises incorporate hiragana, katakana and basic kanji. Japanese in Year 9 is suited to those students who studied Japanese in Year 8 and wish to gain proficiency in the language to enhance future employment or travel prospects.

HEALTH AND PHYSICAL EDUCATION

EXERCISE PHYSIOLOGY AND SOCIOLOGY (HPEC)

Exercise Physiology and Sociology is designed for those who have a high level of interest in developing their understanding of physical education with a focus on preparing students for theoretical content and physical activities required in the Senior Physical Education course. All physical activities prepare students for the General Subject - Physical Education, whilst the theoretical units focus on the Australian Curriculum requirements. Exercise Physiology and Sociology is offered in Semester 2; therefore, it is a requirement that students have completed Health and Physical Education in Semester 1 in order to be adequately prepared for this course. Students participate in physical activities similar to those assessed in the Senior Physical Education course. Students also build greater knowledge on topics, including systems of the body and legal drugs.

Senior Physical Education in Year 11 and 12 is a highly academic course. Hence, preparing students adequately by exposing students to physical activities they will be assessed on in Senior Years will build skills and develop deeper understanding of the tactical aspects of the sport. By the time students reach Senior Physical Education, focus can be on tweaking skills and developing their theoretical knowledge and understanding.

Multimodal assignments, exams, response to stimulus exams and criteria-based assessment of practical performance are utilised to evaluate student performance. All assessment methods are based on the National Curriculum assessment strands of Knowledge & Understanding and Skills. Students should expect minimal learning at home; however, it is recommended that students perform private study and completion of assignments is to be completed by students in their own time.





HUMANITIES AND BUSINESS

GEOGRAPHY (GEO)

People who understand Geography are better prepared to make decisions about their own lives and for the community. This is because Geography uniquely integrates knowledge from sciences, humanities and Information Communication Technologies (ICT) to develop a better understanding of the world. Geography is about places and the way people value places in different ways and how this can lead to competing interests and even conflicts about human actions in that place. In Year 9 Geography students will develop an understanding of how places are valued, the challenges they face and then be able to develop strategies for a more sustainable future.

This subject is based on two units:

Biomes and Food Security: In this unit students will go on a field study to look at local food producers and some of their challenges. They investigate the issue of our food security and whether we will have enough food and whether it will be safe to eat. This is such an important issue in a world facing global warming and other environmental challenges.

Global Interconnections: This unit explores how people are interconnected across the world. Students will look at the positive and negative impacts of technology and the internet, and focus specifically on globalisation and the increasing problem of e-waste as well as social media issues

Students are assessed for their Geographical Knowledge as well as their Inquiry Skills. Tasks will consist of:

- A food security field report using data collected in the field.
- An Inquiry response exploring how we solve the problem of e-waste on a national and global scale. Students look at both the problems as well as suggesting innovative solutions.

BUSINESS (ECBUS)

Year 9 Business is an introduction to Business concepts in preparation for the study of Business in Senior and for understanding business in the community. Students learn what makes a business ethical and successful. They explore the practical details of running a business, including setting up the business, managing resources, including staff and marketing the product.

Individual and Business Success: In this unit students will explore what makes a business successful. They will learn about the different types of businesses and ways of generating income, characteristics of a small business and entrepreneurship, before creating and running their own business venture. This will be lots of fun.

Responding to Opportunities: In this unit students will expand on their understanding of business and begin to look specifically at business in Australia and the changing workforce. Students explore ways in which young people today can understand the job opportunities available and make the best use of their skills. This is a very helpful and practical unit for students about to make decisions about future studies.

Tasks will consist of:

- A Feasibility Report assessing students' ideas about possible businesses.
- A Business Report exploring students' own business ventures conducted at school.





TECHNOLOGIES

DESIGN AND TECHNOLOGIES - MATERIALS (FASHION) (DTFM)

Design and Technologies - Materials (Fashion) is suited to all students who wish to understand and explore various textiles and fibres and increase their understanding of fabric characteristics to produce a useable textile item. Students considering a career in the fashion industry should consider selecting Design and Technologies - Materials (Fashion).

Students will explore a range of textile properties to solve various design challenges. They will design and make a sustainable textile item for a specified use.

Students will be encouraged to be creative problem solvers whilst working with materials - designing, manufacturing and marketing. They will create a sustainable fashion piece that reflects individual style and personality.

This course will also enable students to explore common uses and characteristics of various textiles and fabrics, to learn about technological equipment used in the textile industry and explore the use of embellishment techniques.

Other Relevant Information: Students who wish to study this subject are required to comply with specific WH&S policies relevant to the subject. This may include policies on personal hygiene, specific Personal Protective Equipment (PPE) for the workspace and/or uniform requirements.

DESIGN AND TECHNOLOGIES (FOOD SPECIALISATIONS) (DTFS)

Design and Technologies (Food Specialisations) is suited to all students who wish to understand and explore the when, where, why and how a certain food gets from the farm to your plate and who is involved in getting it there. Students develop food skills and an understanding of food properties, processing, preparation, nutrition and consumption. Students also learn to evaluate food choices in a range of contexts and to consider technological, cultural, economic, social and environmental factors. Students considering a career in the Hospitality industry should consider selecting Design and Technologies (Food Specialisations) as a subject.

Making healthy food choices goes beyond good nutrition. The choices we make about what we eat impacts on our health, our communities, our air, water and climate. Students will explore how food is raised, processed, transported, and eaten and how it affects both people and the environment. They will also learn about seasonal food, local food (where it is grown and how far it has travelled), food traditions (how food nourishes families and communities) and how food is intimately connected to ecosystems (composting and worm farms). In addition, students will be involved in menu planning from the perspective of the amount of water and energy required to make and transport the product and its ingredients, how far the ingredients have travelled, whether the producers have been treated fairly, whether the ingredients are processed or altered and how much packaging is involved. Students will plan and prepare safe food, demonstrating appropriate food handling and presentation skills.

Other Relevant Information: Students who wish to study this subject are required to comply with specific WH&S policies relevant to the subject. This may include policies on personal hygiene, specific PPE for the workspace and/or uniform requirements.





DESIGN AND TECHNOLOGIES - MANUFACTURING (DT)

Design Technology - Manufacturing is intended to provide students with a greater opportunity to develop knowledge and understanding through creative processes and problem-solving activities. A course of study in Design Technology - Manufacturing can establish a basis for further education and employment in vocational fields of engineering/fabrication/manufacturing.

The subject has two main learning contexts - Manufacturing and Design.

The Manufacturing context will focus on practical skills in materials and tools for the manufacturing environment. In these units students will learn about materials and tools and produce practical projects from plans provided by the teacher. Typical projects include bedside tables, camp stools, toolboxes etc.

The Design context will focus on design skills development in order to solve practical problems presented in real-world contexts. In these units students will learn about the design process cycle, sustainability, properties of materials, freehand design and sketching skills. There will be a heavy focus on sketching and modelling. Typical work includes Design Folios and the production of prototypes for set design problems.

Students develop their knowledge and expertise in using tools and machinery both safely and methodically to modify materials in order to manufacture projects from plans and specifications. With increasing confidence and independence, they will have the opportunity to design, develop and produce their own products/solutions. They will be able to manage their design projects/solutions with safety and sustainability in mind.

Assessment is based on the two dimensions: Knowledge and Understanding and Process and Production Skills. Students complete practical work related to technical processes in manufacturing. They will complete a production checklist and produce a Design Folio with a corresponding project. The theory safety component makes the use of the online learning facility 'OnGuard Safety Training' and students are also able to access this from home.

Other Relevant Information: Students who wish to study this subject are required to comply with specific WH&S policies relevant to the subject. This may include policies on personal hygiene, specific PPE for the workspace and/or uniform requirements.

DIGITAL TECHNOLOGIES (DIGTEC)

Digital Technologies is suited to students who enjoyed the equivalent Year 8 course and wish to further develop their coding skills in a variety of contexts. The DIGTEC course will help students to become innovative creators of digital solutions and effective users of digital systems. Students will also develop a range of thinking skills, such as computational thinking, which can be applied in other school subjects and in their personal lives.

Website development will be the main focus in the first half of the course, with students learning how to build web pages using the HTML and CSS programming languages. HTML and CSS are highly valued skills in the DIGTEC workforce and will give students a better understanding of the web. Students will also explore simple data compression techniques that will help to improve the performance of websites.

In the second half of the course students will be working with a BBC micro:bit, which is a 'computer on a chip'. Using the MicroPython programming language students will write code for the micro:bit to create and display text messages and images on its array of 25 LEDs. They will develop computational thinking skills by solving problems of increasing complexity involving buttons and sensors on the micro:bit.





THE ARTS

DANCE (DAN)

Dance is suited to those students who want to complete further studies in Dance. This unit is for students who love Dance and want to experience different styles of Dance. They will study Hip Hop and Contemporary, developing performance skills and useful technical skills, as well as theoretical elements of dance. Students of Dance will analyse performances and choreograph their own dance routines.

DRAMA (DRA)

Drama is suited to those students who have an interest in Drama and want to develop their skills of performance, expression and confidence. Drama develops verbal and physical skills and will be of immeasurable benefit to those who would like a career in a field that requires public presence and/or empathy.

Students learn skills of vocal and physical performance and how to develop a role. They will study different forms of dramatic expression including Realism and Children's Theatre. Students will act in groups for their peers and public audiences, using published scripts and writing their own. They will develop their skills of collaboration and develop as an ensemble together. Students will engage in a mixture of theory and practical work. Drama is fun, academically enriching, creatively satisfying and personally challenging.

MEDIA (MEDA)

Media is suited to those students who have an interest in the Media Arts and want to analyse, evaluate, and create works of their own. Students who enjoy working with cameras, audio, or creative ICTs are particularly encouraged to consider Media. With the variety of industries today that require creative media produced as part of their day-to-day business, studying Media has never been more relevant or timely.

Students will learn how to critically analyse the Media, as well as create new Media products using a range of different technologies. They will write, shoot, edit and score their own work. Students will engage in a mixture of theory and practical work and examine the social and cultural values that emerge through Media Art works. They will engage in a number of workshops, learning advanced techniques of film editing and manipulation. Students will be given the opportunity both in class and outside of class to develop their own elaborate products, using technological resources in the College. Media students will become more organized, efficient collaborators with skills of creative thinking and the capacity to work better with unfamiliar technologies - and have fun while they're at it.

MUSIC (MUS)

Music is suited to students who have a passion for, or an interest in Music. Students who already play an instrument are particularly encouraged to consider study of Music, but even those with limited experience will develop the skills and experience that will enable them to succeed. Students work in a tactile, active studio environment where they collaborate, interact, perform and critically engage. Skills of confidence, creativity, literacy and numeracy are enhanced by the study of Music.





Students create and compose music using musical elements. They rehearse technical and interpretive skills of performance, through singing and/or playing. Students learn about a particular genre of music in depth, identifying the musical characteristics of the genre and its impact on emerging styles throughout time. They will also aurally and visually analyse and deconstruct musical elements and musical notation for a deeper understanding of how music works. Students will do a musical performance of a chosen piece to an audience and will create a musical composition. They will also undertake theory and musicology examinations.

VISUAL ARTS (VARTS)

Studying Visual Arts allows students the opportunity to further develop their creative intelligence through making original and exploratory works of art. Students work in a fun, fast paced studio setting and are given the opportunity to exhibit their works in the College gallery and at various exhibitions across the year. Studying Art allows students to express themselves, stretch their imaginations and create artworks they will be proud of.

In Year 9, students will produce two and three dimensional artworks using painting and ceramics. Students learn sculptural skills through the creation of a ceramics work inspired by the Surrealism art movement. This unit is thought-provoking and allows students to put their imaginations to the test. Students go on to develop skills in visual composition and design and put them into practice through the creation of a large scale contemporary painting. This task allows students to use the design process for creating an eye catching canvas painting. Students are assessed on their artworks; they complete either an analysis assignment or an exam and they work on a visual diary which shows their planning, small practical tasks, research and experimentation. Whilst a significant part of these tasks is completed within class time, there is an expectation that students need to complete some work during their own time. This course is energetic and fun. It equips students with the necessary creative skills to continue on into Year 10 Visual Arts.





HOW TO ENTER YOUR SUBJECT PREFERENCES ONLINE

Please follow these simple steps:

1. Read your subject book and discuss with your student the subjects they have to study and the choices available.
2. On a computer open the web page: **www.selectmysubjects.com.au**

The Web Preferences Welcome page will appear with the log in box.

From the Web Preferences Access Guide (Supplied with your Subject Selection Book) type in the Student Access Code (including the dashes) and the password.

Web Preferences Log In

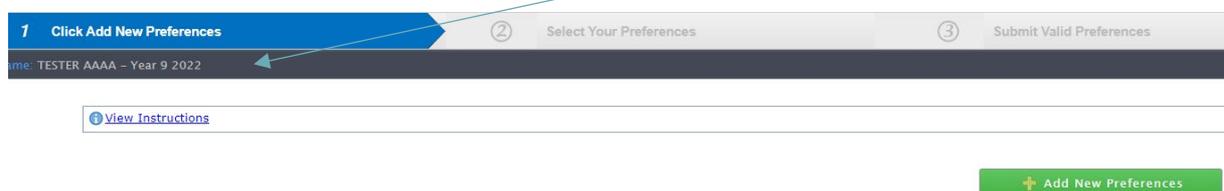
Student Access Code

Password

Log In

Ensure correct casing and dashes are used exactly as it appears on the Access Guide

3. Click on the Log In box.
4. The Add New Preferences page will appear. Your name and year level will appear in the top left hand corner. Also in the top left hand corner of this screen you will notice the 'View Instructions' sign. You can click on this and instructions on how to choose your subjects will appear.



5. Click the green Add New Preferences button on the right hand side.





6. The Select Your Preferences page will open.

VIEW INSTRUCTIONS

In selecting elective subjects for **Year 9 in 2023**, please be aware that you must select the number of subjects indicated in each selection box.

- In Health and Physical Education (HPE) all students select one subject and one reserve (in case that subject is unavailable due to a clash or insufficient enrolments).
- With the Elective Subjects, all students select four subjects and three reserves (in case that subject is unavailable due to a clash or insufficient enrolments).

Give your highest preference to the subjects you want the most.

When selecting **Reserve Subjects**, these cannot be the same subjects as your initial preferences.

7. To choose your subjects click on the drop down box beside each subject area.

Health and Physical Education (HPE)

Preference 1 - Click on the drop down arrow ▼ and choose one HPE subject and one reserve.

Electives from Humanities, Languages, Arts and Technology

Preference 2 through to 5 - click on the drop down arrow ▼ and choose an Elective subject for each preference.

Reserve Elective 2 to 4 - click on the drop down arrow ▼ and choose an Elective subject for each reserve.

You will notice as you go through this process that the red bar across the top of the page will update, telling you the minimum number of subjects required, and how many you have selected. You will not be able to process your subject preferences until all subjects are entered correctly.

Note: If you repeat a subject anywhere in your preferences you will not be able to click on PROCEED to submit your preferences.





8. Once all your preferences are in, click on:



Your preferences will appear on the screen. Sample below:

Your Preferences	
Preference No	Preference Name
Preference 1:	HPE - Dance Development
Preference 2:	Business
Preference 3:	Design and Technologies - Manufacturing
Preference 4:	Geography
Preference 5:	Media
Reserve 1:	HPE - Life Sports
Reserve 2:	Music
Reserve 3:	Digital Technologies
Reserve 4:	Visual Arts
	Total:

9. If you are happy with your preferences click Submit Valid Preferences, which opens your Preference Receipt.



Sample Preference Receipt:

Preference Receipt: ST608-48503-6187680-3483518

Student Name:	TESTER AAAA
School Name:	St Peter Claver College (Year 9 2023)
Receipt Date:	19/07/2022 8:24:25 AM
Number of Subjects/Units Selected:	5
Submission No.:	1

Preference 1: HPE - Dance Development
 Preference 2: Business
 Preference 3: Design and Technologies - Manufacturing
 Preference 4: Geography
 Preference 5: Media
 Reserve 1: HPE - Life Sports
 Reserve 2: Music
 Reserve 3: Digital Technologies
 Reserve 4: Visual Arts

Please print or save (as a PDF) this receipt for your records. There is no requirement to submit a copy of this receipt to the College. The subjects students are enrolled in will not be available until November.





Print Receipt | Download PDF | Close

Web Preferences Receipt

St Peter Claver College (Year 9 2023)

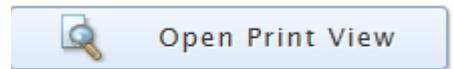
Student Name:	TESTER AAAA		
Home Group:			
Date:	19/07/2022 8:24:25 AM	No. of Subjects/Units Selected:	5
Receipt Code:	ST608-48503-6187680-3483518	Submission No.:	1

Preference List:

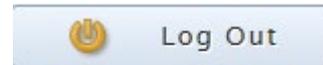
- Preference 1: HPE - Dance Development
- Preference 2: Business
- Preference 3: Design and Technologies - Manufacturing
- Preference 4: Geography
- Preference 5: Media
- Reserve 1: HPE - Life Sports
- Reserve 2: Music
- Reserve 3: Digital Technologies
- Reserve 4: Visual Arts

Please print or save (as a PDF) this receipt for your records. There is no requirement to submit a copy of this receipt to the College. The subjects students are enrolled in will not be available until November.

10. You can **PRINT YOUR PREFERENCE RECEIPT** by clicking 'Open Print View' and clicking 'Print Receipt'.



11. Exit Web Preferences by clicking the Log Out button.





HOW TO CHOOSE YOUR SUBJECT PREFERENCES MANUALLY IF YOU DO NOT HAVE ACCESS TO THE INTERNET

MANUAL SUBMISSION INSTRUCTIONS

- Complete the two page form in the back of this book.
- Circle your subject choice for each preference.
- Student and parent/guardian to sign the form.
- Return the form to the Student Desk no later than **Thursday 1 September 2022**.

In selecting subjects for Year 9 in 2023, please be aware that you must select the number of subjects indicated in each selection box.

- In Preference 1 - **Health and Physical Education Semester 1**, all students select one subject and one reserve (in case that subject is unavailable due to a clash or insufficient enrolments).
- Preferences 2 to 5. With the **Elective from Humanities, Languages, Arts and Technology Subjects**, all students select **four** subjects and **three** reserves (in case that subject is unavailable due to a clash or insufficient enrolments). **Give your highest preference to the subjects you want the most.**

When selecting Reserve Subjects, these cannot be the same subjects as your initial preferences.





YEAR 9 2023 SUBJECT SELECTION FORM



Student Name:	
Parent/Caregiver Name:	
Parent/Caregiver Signature:	

Subject Selection Instructions:

- Students will be automatically allocated to **English, Mathematics, Science, Religion, History and Pastoral** classes.
- For **Health and Physical Education (HPE)** subjects, students must select **one first preference** and **one reserve preference**.
- For **Humanities, Languages, Arts and Technology** subjects, students must select **four first preferences** and **three reserve preferences**.
- Your **reserve preferences** will be allocated should your first choice not be available.

HEALTH AND PHYSICAL EDUCATION (HPE)		
Preference 1:		
First Preference Tick box to indicate your first preference.	<input type="checkbox"/>	HPE - Dance Development
	<input type="checkbox"/>	HPE - Football/Futsal Development
	<input type="checkbox"/>	HPE - Life Sports
	<input type="checkbox"/>	HPE - Netball Development
	<input type="checkbox"/>	HPE - Rugby League Development
Reserve 1: Cannot be the same as the subject you selected above.		
Reserve Preference Tick box to indicate your reserve preference.	<input type="checkbox"/>	HPE - Dance Development
	<input type="checkbox"/>	HPE - Football/Futsal Development
	<input type="checkbox"/>	HPE - Life Sports
	<input type="checkbox"/>	HPE - Netball Development
	<input type="checkbox"/>	HPE - Rugby League Development

PLEASE COMPLETE BACK PAGE

YEAR 9 2023 SUBJECT SELECTION FORM



ELECTIVE SUBJECT PREFERENCES

Preferences 2, 3, 4 and 5:

<p>First Preferences</p> <p>Number boxes 1 to 4 in order of preference.</p>		Business
		Dance
		Drama
		Design and Technologies - Materials (Fashion)
		Design and Technologies (Food Specialisations)
		Design and Technologies - Manufacturing
		Digital Technologies
		Geography
		HPE - Exercise Physiology and Sociology
		Japanese
		Media
		Music
	Visual Arts	

Reserves 2, 3 and 4: Cannot be the same as the subjects you selected above.

<p>Reserve Preferences</p> <p>Number boxes 1 to 3 in order of preference.</p>		Business
		Dance
		Drama
		Design and Technologies - Materials (Fashion)
		Design and Technologies (Food Specialisations)
		Design and Technologies - Manufacturing
		Digital Technologies
		Geography
		HPE - Exercise Physiology and Sociology
		Japanese
		Media
		Music
	Visual Arts	

PLEASE RETURN THIS FORM TO THE STUDENT DESK NO LATER THAN THURSDAY 1 SEPTEMBER 2022

Office Use Only:

Date Received: / /	Time Received: am/pm	Processed by:	Date Processed: / /
--------------------	----------------------	---------------	---------------------