

**YEAR 9 2022**

**SUBJECT SELECTION GUIDE**



**St Joseph's College**



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**COOMERA**

*Courage to Love, Learn and Serve*





# St Joseph's College

## COOMERA

*Courage to Love, Learn and Serve*

### The St Joseph's Graduate

The staff and leadership of St Joseph's College understand we are a foundational influence in their lives in guiding young people in their educational journey. We have, with parents, the great honour and responsibility of challenging and shaping the character, spirit and intellect of our young people and their faith.

Our school will prepare the intellect of each child for the journey that awaits. However, our greater function is to ensure the foundational elements of faith and character are secure. In so doing we ensure a life that may be lived to the full as Christ intended. A belief anchored in our faith where each child's actions and decisions are founded in strength and integrity.

As such the St Joseph's graduate will:

- Be persistent in their thoughts and attitudes and have an ability to think flexibly being solution focused
- Show empathy and search for understanding of other people and act 'beyond themselves' through service and action within their communities
- Strive for accuracy, question the world around them and pose problems for solution to create a society of integrity and reflectiveness
- Think and work interdependently and understand that through cooperation and collaboration the best outcomes, and best practice, is ensured.
- Be encouraged to think and communicate with clarity and precision, gathering data from multiple sources through multiple mediums, ensuring responsibility, reliability and success in decision making and action.
- Always look to create, imagine and innovate in the world around them to shape their own path in the world.
- Endeavour to take time, manage their impulsivity and take risks that are responsible and beneficial to our communities now and in the future.
- Will always look to learn, and reflect on their learning, to ensure their continuous improvement, always thinking about the past to inform their future direction and new experiences.
- Enjoy life to its fullest, finding humour, responding with joy and experiencing the fullness of God's creation with awe.

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## INTRODUCTION

Our Year 8 students are about to engage with their opportunity to select subjects. It is an exciting stage in their secondary schooling and highlights the gradual and purposeful shift to more independent and self-reflective learners. As this process will occur at several key junctures across the next few years, an important part is to highlight the skills and priorities that will position your son or daughter well in making decisions.

In selecting subjects, parents and students are asked to remember two key messages:

- I. At this point in time, subjects studied are designed to inform students about possible careers for the future, and not to lock them into a pathway.
- II. In designing a curriculum plan for Year 9, students will be asked to provide their preferences and using these will be allocated to a course of study. Students are required to demonstrate a commitment to these semester electives. As we move to Year 11 & 12, the new Senior Schooling will not support or benefit students who make changes to their course of study. For this reason, we will introduce our students to this expectation; making a commitment to their subjects as they progress in length from a term, to a semester, to a full year course and to a two-year Senior course.

This guide will assist students and parents in making an appropriate selection of elective subjects in the areas of Humanities, Languages, The Arts and Technologies for Year 9.

It is possible not all these course offerings will run, and this will be based on the demand and capacity of the College to offer the course.

We are excited to work with students and their parents across the next few years as we navigate pathways for each individual student at St Joseph's College.

## HOW TO CHOOSE ELECTIVE SUBJECTS

Choosing your elective subjects for Year 9 is an opportunity for you to explore and discover your own particular talents, skills and interests. When selecting your elective subjects, you should consider subjects you enjoy and will be successful in, keeping in mind the choices you make could have a bearing on your future career goals and aspirations.

When choosing your elective subjects there are a few things you should consider:

- What are my personal interests and hobbies?
- What am I good at and will be successful in?
- What are my career goals and aspirations?

The subjects you choose may lead to new career pathways or interests e.g. Art may lead you to cultivate an interest in the Arts. You may become an Artist or enjoy it as a hobby. Even if you do not pursue a career in Art, it could help you to pursue a career in design e.g. Fabrics, Dressmaking and Graphic Art. Similar things might be said about other subject areas.

**You are not being asked to make major career choices at this point.** Most career paths will be open to you even after you have completed Year 9 and students will be invited to choose electives again in mid-2022 for the following year.

Steps in Choosing Subjects:

1. Think about the things you enjoy and value.
2. Talk to your parents and teachers.
3. With your parents, complete the **Subject Selection Online process**.

### LEARNING OPTIONS OVERVIEW

Learning Area	Years 7-8 (Electives termly)	Year 9 (Electives by semester)	Year 10 (Full year course)
<b>Religious Education</b>	Religious Education	Religious Education	Religious Education A (Extension) Religious Education
<b>English</b>	English	English	English A (Extension) English
<b>Mathematics</b>	Mathematics	Mathematics	Maths A (Extension) Maths
<b>Science</b>	Science	Science	Science A (Extension) Science
<b>Health and Physical Education</b>	Health and Physical Education	Health and Physical Education	Health and Physical Education
<b>Humanities and Social Sciences</b>	History Geography Economics and Business Civics and Citizenship	History Geography Economics, Business & Legal Studies	History Geography Economics, Business & Legal Studies
<b>Languages</b>	Chinese	Chinese	Chinese
<b>The Arts</b>	Drama Media Music Visual Arts	Drama Media & Film Studies Music Visual Arts	Drama Media & Film Studies Music Visual Arts
<b>Technologies</b>	Digital Technologies Design and Technologies	Digital Technologies Design and Technologies Design and Technologies (Engineering and Materials) Design and Technologies (Food Specialisation)	Digital Technologies Design and Technologies Design and Technologies (Engineering and Materials) Design and Technologies (Production Skills) Design and Technologies (Food Specialisation) Design and Technologies (Hospitality)

## MIDDLE YEARS SUBJECT CURRICULUM

The curriculum offered to Year 7, Year 8, Year 9 and Year 10 students at St Joseph's College seeks to provide all students with a quality and broad education. Traditionally as student's progress through their schooling, they are given a greater scope to specialise, adapt course choices to their own talents and abilities, and to develop their plans for future careers and vocations.

### CORE KEY LEARNING AREAS

In Year 9, **all** students are required to study the following CORE Key Learning Areas.

- Religion
- English
- Mathematics
- Science
- Health and Physical Education
- History
- Geography

### ELECTIVE SUBJECTS

In Year 9, all students are required to study a set range of elective subjects from Humanities, Languages, Technologies and The Arts. In Year 9, students are asked to **choose four (4) electives** from the subjects listed below which they will study for a semester each.

- Economics, Business & Legal Studies
- Chinese
- Drama
- Media & Film Studies
- Music
- Visual Arts
- Digital Technologies
- Design and Technologies
- Design and Technologies (Engineering and Materials)
- Design and Technologies (Food Specialisation)

## SUBJECT SELECTION PROCESS

1. Students complete the online survey indicating in order of preference, the subjects they wish to study in Year 9.
2. A 'line structure' will be developed that provides the widest range of elective combinations (within timetabling constraints).
3. 'Subject Selection' will have to be reconsidered for the few students (if any) whose preferences are not completely satisfied by the 'line structure'.

*Note: Subject selections for new enrolments will be made according to the 'line structure' and are subject to class size constraints.*

## Choosing Electives

It is important to remember that you are an individual, and that your particular needs and requirements in subject selection will be quite different to those of another student.

This means it is **unwise** to either take or avoid a subject because:

- Your friends are, or are not, taking it;
- You supposedly like or dislike a teacher
- You think it is only for boys or only for girls (all subjects have equal value for males and females)

## ENQUIRIES

Do not be afraid to consult the appropriate teachers, Curriculum Leaders, Pastoral Leaders or the College Leadership Team. Do not be afraid or too shy to seek their assistance, they are here to help you.

### College Leadership Team:

Principal	Mr Simon Crothers
Head of Secondary	Ms Gabrielle Jansen
Assistant Principal – Curriculum	Mr David Grimes
Assistant Principal – Identity & Mission	Mr Danny McCormick

### Curriculum Leaders:

English and Humanities	Ms Susan Ridley
STEM	Mr Simon de Souza
Program Leader Senior School Preparation	Mr Wes Guthrie
Program Leader Music Culture and the Arts	Mr Marshall Fenwick
Program Leader Sport	Mr Daniel Kenyon

### Pastoral Leaders:

MacKillop & Ignatius	Mrs Tayla-Jay Topp
Unaipon & McCormack	Mr Mark Allen
Francis & Woods	Mr David Richardson

## CORE SUBJECTS OVERVIEW

### English

Year 9 English will incorporate the three interrelated strands of language, literature and literacy. St. Joseph's students will engage with literature for enjoyment, including various types of media texts, film, digital texts, fiction and non-fiction. They will study themes and issues which are relevant in contemporary Australia, in addition to texts from and about Aboriginal and Torres Strait Island peoples and Asia to understand cultural similarities and differences, whilst also focusing on traditional elements of language and how they influence society today.

Within this course our students will create innovative informative, narrative and persuasive texts, these will be communicated in different formats; spoken, digitally and written. Through this process they will manipulate language features and images to engage their audience. The students will evaluate and integrate ideas from a variety of texts to form their own interpretations, analysing and explaining how language conventions are used to influence specific audiences. Making presentations, contributing actively to class discussion and questioning the reasons texts are created in the way they are, will be an integral part of this course. Through these discussions students will respectfully interact with classmates and teachers, in order to allow everyone within the group to flourish.

### Maths

In Year 9 Mathematics, the proficiencies of: understanding, fluency, problem-solving and reasoning, continue to provide the language to build in the developmental aspects of learning mathematics. Topics covered include linear and non-linear relationships, patterns in algebra, geometric reasoning, Pythagoras and trigonometry. In each of these areas students will reinforce the importance of working mathematically within the content and describe how the content is explored, developed and relevant in real-world situations. Students will also be given the opportunity to complete various tasks that take them beyond the class and challenge their collaborative skills including assignments and the use of technology that aids their problem solving and critical thinking skills through a Problem Solving Modeling Tasks (PSMT).

### Science

In Year 9 Science, students will continue to develop inquiry and practical report writing skills as they begin their last of their developmental stages. Students will be given multiple opportunities to plan, design and carry out their own investigations within the Science disciplines of: Biological, Chemical, Earth & Space and Physical Science. Students explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the atom and its sub-atomic components and how they can be changed through nuclear decay. Students learn that matter can be rearranged through chemical change and that these changes play an important role in many systems that lend themselves to technologies that are innovative and yet to be discovered. Students are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

## ELECTIVE SUBJECTS

### Humanities:

09ECBUS	Economics, Business & Legal Studies
<b>Course Description</b>	<p>Business, Economics &amp; Legal will encompass the everyday choices we face as consumers, employers, and employees. This course will assist in the student's ability to make informed financial, legal, and business decisions.</p> <p>Students will study the Australian economy from the local, national and global levels. They will investigate how consumer choices are monitored by businesses to ensure they maintain a competitive advantage within the marketplace. Furthermore, the interpretation and analysis of cost-benefit data will be used to assist their own decisions making in a stimulating business environment.</p> <p>This course will also allow students to examine the implications of the Australian legal system has on business and the influence business has on the local, state and federal parliaments. Additionally, analysing the rights of Australian citizens as consumers, political activists, and individuals in their own right.</p>
<b>My Path</b>	<p><b>Possible career opportunities include:</b>            Accounting, Advertising, Business Management, Banking, Financial Planning, Marketing, Human Resource, International Business, Business Law, teacher, entrepreneur.</p>

### Language:

09CHI	Chinese
<b>Course Description</b>	<p>Mandarin Chinese is one of the most widely spoken languages throughout the world. China has a rich history, culture and a growing presence in the world's economic stage. Learning Chinese offers students the opportunity to explore and participate in a range of interactions in which they exchange meaning and develop intercultural understanding. Students will learn how to understand, construct, and converse in written and spoken Mandarin in Year 9. Over the semester, there are two units:</p> <ul style="list-style-type: none"> <li>• Foundation Chinese focusing on reviewing the basic vocab and expression.</li> <li>• House which is a new topic focusing on description of the house.</li> </ul> <p>The assessment for both units will be in class exams.</p>
<b>My Path</b>	<p><b>Possible career opportunities include:</b>            Learning Chinese opens a door to many future pathways for study, employment such as: Public relations, Translator/Interpreter, Travel &amp; Tourism Industry, Teacher, Communications Officer, Management,</p>

	Banking, Business, Trade, Customer Service, Law and Hospitality to name a few.
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**The Arts:**

<b>09DRA</b>	<b>Drama</b>
<b>Course Description</b>	<p>Drama is a dynamic subject with both practical and theory elements that will introduce students to the world around them and encourage them to look at this world from different character perspectives, time frames and language ideas. Within the practical element they will experiment with mood, atmospheres, and dramatic symbols to suit different audiences. It encourages participants to continue questioning, exploring, and teasing out new ideas and ways of living and thinking.</p> <p>Within the course there will be a focus on the performance style of Commedia dell'arte and the students will experientially learn about working with stock characters and mask. Students will complete a genre study of melodrama and create a group devised performance showcasing their skills in the performance style. This program will build on their knowledge and understanding of the roles, characters and relationships within differencing genres, the use of voice and movements within productions to create tension, highlight a theme and manipulate time and space. Furthermore, students will analyse the importance of audience and consider the modification of a production in accordance to a specific audience.</p>
<b>My Path</b>	<p><b>Possible career opportunities include:</b></p> <p><u>Arts Administration and Management:</u> Arts administrator, booking agent, arts and cultural advisor, events and festivals producer</p> <p><u>Communication:</u> Writer, arts editor, communication strategist</p> <p><u>Creative Industries:</u> Professional performer, actor, director, producer, stage manager</p> <p><u>Education:</u> Arts educator, professional drama company education programs</p>

<b>09MEDA</b>	<b>Media and Film Studies</b>
<b>Course Description</b>	Media Arts enables students to build on their understanding of structure, intent, character, settings, points of view and genre conventions in media artworks. They do this by exploring the conventions used by media artists and examining the way different audiences engage with and share media artwork. Students analyse how social and cultural values and alternative

	<p>points of view are portrayed in media artworks they make, interact with, and distribute, specifically focusing on how Aboriginal and Torres Strait Islander Peoples have converted oral records using media technology.</p> <p>During the course of study, students experiment with the organisation of ideas to structure stories through media conventions and genres. They learn to create points of view in images, sounds and text examining how their own work can be interpreted differently by different people. This is done through developing and refining student media production skills to shape the technical and symbolic elements of images, sounds, movement, lighting, and text for a specific purpose and meaning.</p> <p>Students will engage with a range of technologies in the design, production, manipulation, editing and distribution stages and will experiment with differing media conventions and genres throughout the course.</p>
<b>My Path</b>	<p><b>21<sup>st</sup> Century Skills</b></p> <p>The processes and practices of Media &amp; Film Studies, such as project-based learning and creative problem-solving, develop transferable 21st century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity.</p> <p><b>Possible career opportunities include:</b></p> <p>A course of study in Media &amp; Film Studies can establish a basis for further education and employment in the fields of advertising and marketing, publishing, web design, television and filmmaking, animation and gaming, photography, curating, 3D and mobile application design, concept art and digital illustration. It can also establish a basis for self-employment and self-driven career opportunities.</p>

<b>09MUS</b>	<b>Music</b>
<b>Course Description</b>	<p>This Music course will allow students to build on their knowledge and understanding of the elements of music, specifically rhythm, pitch, structure and timbre. Students will study both contemporary and traditional styles of music and musicians from a range of cultural, social and historical contexts. They will examine how combinations of the musical elements can be manipulated to emphasise <i>expression</i>.</p> <p>In the practical element, students will include their music theory knowledge to help plan and record a composition using instruments and music technologies. They will rehearse to refine a variety of performance</p>

	<p>repertoire, with increasing technical and interpretative skill on their chosen instrument.</p> <p>Students will use their understanding of music making from different cultures, times and places to inform and shape their interpretations, performances and compositions. Their cultural understanding of music making will be re-enforced through an excursion to Blues on Broadbeach.</p> <p><b>Recommendations: It is highly recommended that students are learning or playing an instrument to take this course.</b></p>
<b>My Path</b>	<p><b>Possible music career opportunities include:</b></p> <p>Musician: Professional touring and recording artist.          Creative Industries: Gaming music and music-based technologies          Music Industry: Sound Engineer, Music Producer          Communication: Music copyist, music editor, sound archivist          Education: Music/Arts educator, instrumental teacher, music studio teacher, choral teacher</p>

<b>09VARTS</b>	<b>Visual Arts</b>
<b>Course Description</b>	<p>Visual Arts students will have the opportunity to experiment and manipulate different art making materials and mediums. Students will learn new techniques and processes and have opportunities to refine skills, to ultimately represent ideas, messages and subject matter in their artworks. In Visual Arts, students will evaluate and analyse artworks and artists, for meaning and intention. Students will develop knowledge on art over time by looking at different cultures, times and places. This subject provides students with the platform to inspire and demonstrate their creativity.</p>
<b>My Path</b>	<p><b>Possible career opportunities include:</b></p> <p>Practising Artist, Design Professional, Curator, Exhibition Design and Management, Art Critic, Arts Marketing, Advertising, Film -production Industry, Education, Graphic Art, Game Design.</p>

**Technologies:**

<b>09DIGTEC</b>	<b>Digital Technologies</b>
<b>Course Description</b>	<p>In this course students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions that are authentic for various individual and global communities. Students work independently and collaboratively to problem-solve the complexities of contemporary life and make connections to specialised occupations and further study.</p>

	Students use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration. When defining problems students consider the functional and non-functional requirements of a solution through interacting with clients and regularly reviewing processes using digital systems, digital information and computational thinking. Through project work students develop understanding of the relationship and interconnectedness between the components of digital systems in authentic situations. They consider social, cultural, legal, environmental and ethical issues employing computational thinking methods and strategies to understand and solve information problems.
<b>My Path</b>	<b>Possible career opportunities include:</b> Electronics Engineer, Software Engineer, Data Analytics, Bioinformatics, Web Designer, Web Security, Game Designer, Multimedia Developer, Social Media and PR Manager, Digital Artist, Finance Solutions, Operations Manager and Marketing.

<b>09DT</b>	<b>Design and Technologies</b>
<b>Course Description</b>	<p>Design Technology builds on the concepts, skills and processes developed in earlier years. Students will use the design thinking process to produce designed solutions to identified needs or opportunities of relevance to individuals, regional and global communities. Students will focus on preferred futures, considering ethics, legal issues, social values, economic, environmental and social sustainability factors. Students use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration. Students identify the steps involved in planning the production of designed solutions and develop detailed project management plans.</p> <p>Students will enter the world of Electronics and Robotics as they investigate a range of circuitry components and discover their purpose and correct use. Students will create designed solutions that will combine aspects of circuit design, Arduino coding and design. They will access soldering equipment to create useable items of their designs. Students will also investigate Robotics and create designs to show movement with the use of micro:bit coding systems.</p>
<b>My Path</b>	<b>Possible career opportunities include:</b> Engineering, graphic design, industrial design, engineering trades, manufacturing industries, architecture, interior design.

<b>09DTENG</b>	<b>Design and Technologies (Engineering and Materials)</b>
<b>Course Description</b>	Engineering and Materials expands the Design Technology skills with a focus on human centred design and construction. Students will analyse how motion, force and energy are used to control and manipulate systems when designing engineered solutions. Students will investigate concepts that allow engineers to produce structures that are strong but also aesthetically pleasing. Students will investigate the principles of force with its impact on various structures and how design is vital in safe and stable constructions. Students will problem solve by designing and constructing model bridges from various materials to span a distance and be challenged to support the heaviest weight. Forces are then applied to the design and construction of CO2 racers. Aerodynamics is also investigated and applied to the racer designs to achieve the fastest timed result.
<b>My Path</b>	<b>Possible career opportunities include:</b> Engineering, graphic design, industrial design, engineering trades, manufacturing industries, architecture, interior design, landscape architecture.

<b>09DTFS</b>	<b>Design and Technologies (Food Specialisation)</b>
<b>Course Description</b>	The program provides students with skills, interest and knowledge which enable them to respond and work within a rapidly changing world. Food Technology is an elective subject from Year 9 where students learn about food related issues and content is constantly modified and updated to reflect current trends in food preparation and presentation. The aim of Food Technology is to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students will develop confidence and proficiency in their practical interactions with and explore the richness, pleasure and variety food adds to life. During the course, students will investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating. Food Technology also addresses the importance of hygiene and safe working practices in the production of quality food products.
<b>My Path</b>	<b>Possible career opportunities include:</b> The study of Food Technology can lead to future certificate courses, through TAFE, in Hospitality. Employment pathways include: <ul style="list-style-type: none"> <li>• Hospitality and Services Industry</li> <li>• Science</li> <li>• Health Industry</li> <li>• Technological Industry</li> <li>• Food Product Development</li> </ul>