



ST PATRICK'S COLLEGE
TOWNSVILLE

2021

Curriculum Handbook

YEARS 8 & 9

TABLE OF CONTENTS

INTRODUCTION	4
CURRICULUM MATRIX.....	5
YEARS 8 AND 9.....	7
CORE SUBJECTS	7
ELECTIVE SUBJECTS.....	7
CONSIDERATIONS WHEN CHOOSING SUBJECTS.....	8
CORE SUBJECT DESCRIPTIONS.....	9
ENGLISH.....	9
INTENSIVE ENGLISH.....	9
HEALTHY FEARLESS WOMEN PROJECT	10
HUMANITIES.....	10
HISTORY.....	10
GEOGRAPHY	11
CIVICS AND CITIZENSHIP.....	11
MATHEMATICS.....	11
INTENSIVE MATHEMATICS.....	11
RELIGION.....	12
SCIENCE.....	12
ELECTIVE SUBJECT DESCRIPTIONS.....	13
DANCE	13
DESIGN THINKING.....	13
DRAMA.....	13
ECONOMICS AND BUSINESS	14
HOSPITALITY.....	14
JAPANESE.....	14
LANGUAGE, LITERACY AND NUMERACY SUPPORT (LLNS).....	15
MUSIC.....	15
PHYSICAL EDUCATION.....	16
VISUAL ART.....	17
OTHER CURRICULUM SUBJECT DESCRIPTIONS.....	18
READING (Year 8).....	18
CAREERS (Year 9).....	18
FACULTY EMAIL CONTACT LIST	19

INTRODUCTION

From the Deputy Principal - Academic



TO STUDENTS

This handbook is designed to provide you with information about subjects which may be offered at St Patrick's College Townsville. It should help you in the process of selecting the course of study that best suits your individual pathway.

As you progress through secondary schooling and into Years 10, 11 and 12, the demands and expectations will increase. You are the person responsible for your study and the results that you achieve.

Parent/Guardians and teachers can offer guidance and support, but ultimately your success will rely on your ability to apply yourself to your studies, establish good study habits, set goals, revise work consistently and persevere.

Teachers, Heads of Faculty, Heads of House, the Head of Faculty - Careers and Vocational Education and I are very happy to answer questions that you may have and provide further information to support you to make well-informed decisions about your course selection.

TO PARENTS/GUARDIANS

St Patrick's College Townsville aims to provide a rich and varied curriculum for our students with a high degree of relevance to their needs and chosen pathways.

This handbook is just a starting point. Teachers are available to provide information you may require to help your daughter with her course selection. Course and careers information may be obtained from various sources, including tertiary institutions, our Careers Office and Internet sites including the [College Careers Website](#). Please feel free to contact myself or the Head of Faculty - Careers and Vocational Education for information and assistance. Please also note that we will endeavour to offer all subjects, however, the timetable and subject offerings will be dependent on the combination of student preferences, student numbers and resourcing.

A handwritten signature in black ink, appearing to read 'Amy Byrnes'.

Amy Byrnes
DEPUTY PRINCIPAL - ACADEMIC

CURRICULUM MATRIX

	Years 8 & 9	Year 10 Pathway	Year 11 & 12
CAREERS/ VOCATIONAL EDUCATION	<ul style="list-style-type: none"> ❖ Hospitality ❖ Careers (Year 9) 	<ul style="list-style-type: none"> ❖ Hospitality* ❖ Careers 	<ul style="list-style-type: none"> ❖ Certificate III Business** ❖ Dual Qualification: Certificate II Health Support Services /Certificate II Community Services, Certificate III Health Services Assistance** ❖ Hospitality Practices* ❖ Other TAFE/Private Provider Options ❖ Careers
DRAMATIC ARTS & PERFORMANCE	<ul style="list-style-type: none"> ❖ Drama ❖ Dance 	<ul style="list-style-type: none"> ❖ Drama 	<ul style="list-style-type: none"> ❖ Drama
ENGLISH & LANGUAGES	<ul style="list-style-type: none"> ❖ English ❖ Intensive English* ❖ Japanese 	<ul style="list-style-type: none"> ❖ English ❖ Essential English* ❖ Japanese 	<ul style="list-style-type: none"> ❖ English ❖ Essential English* ❖ Japanese
HEALTH & PHYSICAL EDUCATION & SPORT	<ul style="list-style-type: none"> ❖ Physical Education 	<ul style="list-style-type: none"> ❖ Physical Education ❖ Sport & Recreation* 	<ul style="list-style-type: none"> ❖ Physical Education ❖ Sport & Recreation*
HUMANITIES	<ul style="list-style-type: none"> ❖ Humanities ❖ Economics & Business 	<ul style="list-style-type: none"> ❖ Geography ❖ History ❖ Legal Studies ❖ Economics ❖ Accounting 	<ul style="list-style-type: none"> ❖ Accounting ❖ Ancient History ❖ Economics ❖ Geography ❖ Legal Studies ❖ Modern History
LEARNING SUPPORT	<ul style="list-style-type: none"> ❖ Language, Literacy & Numeracy Support (LLNS)# 		
MATHEMATICS & DIGITAL TECHNOLOGIES	<ul style="list-style-type: none"> ❖ Mathematics ❖ Intensive Mathematics* ❖ Design Thinking 	<ul style="list-style-type: none"> ❖ General Mathematics ❖ Mathematical Methods ❖ Essential Mathematics* ❖ Engineering 	<ul style="list-style-type: none"> ❖ General Mathematics ❖ Mathematical Methods ❖ Essential Mathematics* ❖ Specialist Mathematics
MUSIC & PERFORMANCES	<ul style="list-style-type: none"> ❖ Music 	<ul style="list-style-type: none"> ❖ Music ❖ Music in Practice* 	<ul style="list-style-type: none"> ❖ Music ❖ Music in Practice* ❖ Music Extension (Units 3 and 4 only)
PERSONAL DEVELOPMENT	<ul style="list-style-type: none"> ❖ Healthy Fearless Women Project 	<ul style="list-style-type: none"> ❖ Health & Fitness 	<ul style="list-style-type: none"> ❖ Personal Development
RELIGION	<ul style="list-style-type: none"> ❖ Religion 	<ul style="list-style-type: none"> ❖ Study of Religion ❖ Religion & Ethics* 	<ul style="list-style-type: none"> ❖ Study of Religion ❖ Religion & Ethics*
SCIENCE	<ul style="list-style-type: none"> ❖ Science 	<ul style="list-style-type: none"> ❖ Physical Science – Physics/Chemistry ❖ Natural Science – Biology/Marine 	<ul style="list-style-type: none"> ❖ Biology ❖ Chemistry ❖ Marine Science ❖ Physics
VISUAL ARTS & EXHIBITIONS	<ul style="list-style-type: none"> ❖ Visual Art 	<ul style="list-style-type: none"> ❖ Visual Art ❖ Visual Arts in Practice* 	<ul style="list-style-type: none"> ❖ Visual Art ❖ Visual Arts in Practice*
OTHER	<ul style="list-style-type: none"> ❖ Reading (Year 8) 		

* **Applied Subject** – can only be studied as part of a non-ATAR pathway.

** **Vocational Qualifications** – delivered as a timetabled subject. Please liaise with the Head of Faculty – Careers and Vocational Education in regards to these qualifications.

Language, Literacy and Numeracy Support (LLNS) – this subject is made available to students who require more intensive Language, Literacy and Numeracy Support to help them succeed across all of their subject areas. Please liaise with the Head of Faculty – Learning Support regarding this subject area.

Please Note: *The College reserves the right to withdraw a subject if the numbers are too small for it to be viable.*

YEARS 8 AND 9

The College's curriculum has been designed to encourage students to acquire depth in learning experiences, as a foundation from which future career options may be explored. The aim is for each student to choose a course of study which will cater to her individual interests and abilities. In Year 8 and 9, students will study a common core of subjects – English, Mathematics, Religion, Science, Humanities, Healthy Fearless Women Project, Reading (Year 8) and Careers (Year 9). Each student then has the opportunity to choose the balance of her course from elective subjects designed to appeal to her particular skills and abilities, encouraging her to engage with subjects she finds relevant and meaningful.

After completing the common course in Year 7, students must make some elective choices for Year 8 and 9. A student entering Year 8 must study SEVEN Core Subjects and select THREE Electives. Please note: not all combinations of electives may be possible.

CORE SUBJECTS

- ❖ Careers (Year 9)
- ❖ English
- ❖ Healthy Fearless Women Project
- ❖ Humanities
- ❖ Mathematics
- ❖ Reading (Year 8)
- ❖ Religion
- ❖ Science

ELECTIVE SUBJECTS

- ❖ Dance
- ❖ Design Thinking
- ❖ Drama
- ❖ Economics and Business
- ❖ Hospitality
- ❖ Japanese
- ❖ Language, Literacy and Numeracy Support (LLNS)#
- ❖ Music
- ❖ Physical Education
- ❖ Visual Art

Language, Literacy and Numeracy Support (LLNS) This subject is available to students who require more intensive Language, Literacy and Numeracy Support to help them succeed across all of their subject areas. Please liaise with the Head of Faculty - Learning Support regarding this subject area.

CONSIDERATIONS WHEN CHOOSING SUBJECTS

1. **Take subjects you will enjoy**
2. **Take subjects in which you will do your best**
3. **Take subjects in which you are interested**
4. **Select a broad range of subjects**

Choose a selection of subjects which make it possible for you to 'keep your options open'. This is the time to explore areas of interest before you need to narrow your choices in the future.

5. **Find out more about subjects**

Even though you have studied a wide range of subjects in Year 7, it is important to find out as much as possible about the subjects offered in Year 8 and 9. Some of the subjects will be new, such as Economics and Business or Design Thinking. Talk to teachers about the subjects they teach, read the subject descriptions in this handbook and speak with older students who have experienced these subjects.

6. **Some subjects will be prerequisites for subjects offered in Years 11 and 12**

It will be impossible in the future to take certain subjects in Year 10, 11 and 12 without studying them in Year 8 and 9. Music, Dance and Japanese almost always require previous study in Years 8 and 9.

7. **Do not choose subjects based on other people's value judgements**

It is important to make decisions that suit you. It is unwise to take or avoid a subject because your sister said it was boring, your friends aren't taking it or you like or dislike the teacher.

8. **Be realistic about your ability**

Be honest about your abilities and realistic with your career aims. There is little to be gained by continuing with or taking advanced levels of subjects that have proven difficult even after you have put in your best effort. Similarly, if your career pathway requires the study of certain subjects; ask yourself do you have the ability and determination to work hard enough to achieve the necessary level of results in those subjects?

CORE SUBJECT DESCRIPTIONS

ENGLISH

English is studied through three strands: language, literature and literacy. Through studying English, students learn to listen, speak, read and view, write and create increasingly sophisticated texts with accuracy, fluency and purpose. Students come to appreciate the nature of the English language and understand how it works to construct countless meanings. The study of English helps to extend and deepen relationships, better understand individual identities, navigate the changing world and to become ethical, thoughtful and well-versed citizens. It also seeks to engage student's imaginations through literature, to understand and appreciate the historical literary journey.

Whilst the focus is on producing and presenting analytical, creative and persuasive texts, students will also have the opportunity to develop skills in information and communication technology (ICT), literacy, critical and creative thinking. They will develop a sense of personal and social competence, intercultural understanding and ethical behaviour. Students also engage with:

- ❖ A range of texts including novels, plays, poetry, film, advertising and short stories
- ❖ Written tasks that are imaginative, analytical, persuasive, reflective and informative

Assessment will include a variety of instruments, including:

- ❖ Examinations
- ❖ Assignments
- ❖ Oral Presentations with Integrated Technology

INTENSIVE ENGLISH*

St Patrick's College Townsville offers some identified Year 8 and 9 students in 2021 the option to select an English subject pathway that provides intensive language and literacy support. Students in Year 8 and 9 will have the choice of either studying English or Intensive English. Intensive English is also a course of study that may be suitable for students who speak English as an additional language or dialect.

With a smaller class environment that allows students to be supported through meeting their individual literacy needs, students will study and create a range of imaginative, informative, analytical texts. Students will also have the opportunity to develop skills in information and communication technology (ICT), literacy and critical and creative thinking. They will develop a sense of personal and social competence, intercultural understanding and ethical behaviour. Whilst the units and subject content will reflect the topics studied in English, teaching and assessment will be tailored to allow for a deeper focus on reading, writing, listening and speaking skills.

It is through the study of Intensive English that each student will learn to analyse, understand, communicate with and build relationships with others. Formal homework will be given. When it is not, it is expected that students read or work on assessment.

Consultation with parents/guardians will be undertaken to ensure this course is suitable for the student, with guidance from the Head of Faculty- Learning Support.

HEALTHY FEARLESS WOMEN PROJECT

In Years 8 and 9, Healthy Fearless Women Project is a year long subject which will include Personal Development Education. Based on the Rock and Water Program, this subject provides students with a pathway to self-awareness, increased self-confidence and social functioning. Healthy Fearless Women Project focuses on personal growth as students learn to respond to life with either a 'rock' or 'water' attitude.

The subject is designed to support students to find their grounding. Specifically, Healthy Fearless Women Project focuses on a number of key areas including:

- ❖ Intuition
- ❖ Body Language
- ❖ Attitude
- ❖ Mental Health and Strength
- ❖ Empathetic Feeling
- ❖ Social Interactions
- ❖ Self Confidence
- ❖ Communication Skills
- ❖ Positive and Cooperative Relationships
- ❖ Identity Development

Personal Development Education is included in this subject, and the content for these lessons is taken from various sources including Positive Psychology, the health section of the HPE curriculum and restorative practices.

Focus areas may include:

- ❖ Moral Judgement
- ❖ Healthy Relationships
- ❖ Perseverance & Resilience
- ❖ Decision Making
- ❖ Risk Taking Behaviour
- ❖ Drug Education
- ❖ Social Responsibility
- ❖ Global Citizenship
- ❖ Leadership
- ❖ Growing Up (Puberty)
- ❖ Study Skills
- ❖ Digital Citizenship
- ❖ Bullying
- ❖ Strengths, Values and Self-Esteem

HUMANITIES

In Years 8 and 9, Humanities consists of a combination of History, Geography, and Civics and Citizenship.

HISTORY

When studying History units, the Medieval to the Modern World is the historical period covered. Through studying this time period, students recognise and explain patterns of change and continuity over time; describe the effects of change on societies, individuals and groups; describe events and developments from the perspective of different people who lived at the time; explain the role of groups and how they were influenced by the beliefs and values of their society; and different interpretations of the past.

Topics may include:

- ❖ The Western and Islamic World: Medieval Europe
- ❖ Expanding Contacts: The Black Death
- ❖ The Asia-Pacific World: Japan under the Shoguns
- ❖ Making a Better World: The Industrial Revolution
- ❖ World War I
- ❖ Australia and Asia: Making a Nation

GEOGRAPHY

Throughout the Geography units, students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world, and propose actions designed to shape a socially just and sustainable future.

Topics may include:

- ❖ Landforms and Landscapes
- ❖ Changing Nations
- ❖ Biomes and Food Security
- ❖ Interconnections

CIVICS AND CITIZENSHIP

The Civics and Citizenship unit allows students to learn skills and values in order to become active and informed citizens. Students will investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society.

Topics may include:

- ❖ Me in the Real World - Government and Democracy

MATHEMATICS

In Years 8 and 9, students study a range of mathematical topics to prepare them for senior subject pathways. Topics students study include simple interest, interpreting ratio and scale factors. They recognise the connections between similarity and trigonometric ratios. Students compare techniques for collecting data from primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.

Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations. Students calculate areas of shapes and the volume and surface area of right prisms and cylinders. They use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.

INTENSIVE MATHEMATICS*

Intensive Mathematics has been designed to assist students who find mathematics difficult and have struggled to keep up with the curriculum requirements. Intensive Mathematics focuses on teaching students using different learning styles to ensure students can perform mathematical operations required in the work force. Intensive Mathematics aims to prepare students for the applied Essential Mathematics subject offered in Years 10-12.

Consultation with parents/guardians will be undertaken to ensure this course is suitable for the student, with guidance from the Head of Faculty- Learning Support.

RELIGION

In Year 8 and 9, students deepen their knowledge of the Catholic faith as well as extend their knowledge of other major religious traditions such as Judaism and Islam. Students are challenged to critically analyse contemporary social issues through the lens of Catholic Social Teachings, in particular issues of global poverty, inequality and climate change. Students are also introduced to different forms of prayer.

Students will explore topics including:

Year 8

- ❖ What are covenants of faith?
- ❖ What is God's saving plan for creation?
- ❖ How has the Spirit moved people in the past?
- ❖ How does the Spirit move us today?

Year 9

- ❖ How did Catherine McAuley respond to the needs of others?
- ❖ How do we love one another?
- ❖ How do we care for creation?
- ❖ What is the point of prayer?

Assessment will include a variety of instruments, including:

- ❖ Short Response and Response to Stimulus Examinations
- ❖ Multimodal Presentations
- ❖ Extended Written Investigations

SCIENCE

In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students will also look at geological changes and continental movement through the theory of plate tectonics. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views while considering other points of view.

Science in Year 9 continues to build on the learning in Years 7 and 8, with an increased emphasis placed on evaluating the material as well as the surface knowledge of recalling facts. The highlights of Year 9 include practical work where students apply theoretical knowledge acquired in the classroom in a practical environment. Students look into the human body system to see how multicellular organisms depend on internal systems to respond to changes in the environment, as well as the interdependencies of organisms in an ecosystem. They investigate the atom and the subatomic particles and how these atoms interact while observing the Law of Conservation of Mass. Students will also look to understand how important combustion and acidic reactions are to living and non-living systems. They will explore the theory of plate tectonics as well as look at how energy transfer through mediums can be explained by using wave and particle models. Students will also have the chance to discover the nature of electricity through practical based activities.

Assessment is based on three criteria from the Australian Curriculum:

- ❖ Science Understanding;
- ❖ Science as a Human Endeavour;
- ❖ Science Inquiry Skills.

Assessment tasks include:

- ❖ Examinations
- ❖ Reports on experiments conducted in the laboratory
- ❖ Research assignments

ELECTIVE SUBJECT DESCRIPTIONS

DANCE

Dance in Years 8 and 9 takes story-telling to the next level with students required to choreograph their own movement through the help of a vocal line in music. Throughout this course, students will explore the impact of dance from different cultures, places and times. They will learn to create and perform dances at a more sophisticated level, with an introduction on how to meaningfully communicate through movement. Dance allows students to express different feelings and perspectives and develop their personal aesthetic. Choreography is a creative process where patterns of movement are combined and structured in space, using dance elements to express ideas. Students will learn to analyse movement in others in order to communicate intent through performed, self-choreographed and viewed sequences.

Making and Responding Assessment:

- ❖ Practical Performances
- ❖ Choreographic Devices
- ❖ Analysis and Evaluation
- ❖ Journal Writing

DESIGN THINKING

Design Thinking is a new subject in 2021 which will provide students with the opportunity to critically analyse design and solve technology and engineering type problems. Students will receive education in Microsoft Excel for improved statistical and mathematical manipulations enabling them to generate tables, graphs and perform complex calculations using technology utilised in many modern professions. Students will also be taught how to use other software programs such as Microsoft PowerPoint, advanced functions in Microsoft Word, and design programs such as TinkerCad.

Teaching the process of how to analyse a complex problem to come up with the optimal solution will be an important aspect of this course. Using iterative and collaborative techniques will help students learn how to break more complex problems up into smaller, more manageable tasks. Students will use these skills along with software programs to generate solutions to assigned problems. Communication and presentation of these results is critical, as such this course will also focus on technical writing, which will assist students not only in this subject but also in their mathematical and scientific report writing.

Design Thinking prepares students for the senior pathway subject of Engineering which is a general (ATAR) subject that will be offered from Year 11, 2022 at St Patrick's College Townsville.

DRAMA

Students have the opportunity to further develop their communication skills to apply to other areas. In this course, students learn to create and perform tasks through an introduction on how to meaningfully deliver text. Through an exploration of character building, students are taught how to confidently deliver speeches, seminars and even conduct interviews. Drama instils confidence when presenting to peers and parents, and particularly assists in the preparation of spoken tasks and presentations for other subjects.

Making and Responding assessment will include:

- ❖ Individual Performances (Scripted and Original Text)
- ❖ Group Performances (Improvised or Scripted)
- ❖ Directorial Concepts (Individual or Group devised works that tell a story)
- ❖ Analysis and Evaluation
- ❖ Journal Writing

ECONOMICS AND BUSINESS

In Years 8 and 9, students learn through studying contemporary issues, events and case studies that cover different contexts including personal, local, regional, national and global. Students develop their understanding of economics and business concepts by considering Australia's economic performance and standard of living. The ways governments manage the economy to improve living standards is explored, along with the reasons why economic performance and living standards differ within and between economies. Students will also examine the need for business owners to be abreast of the constantly changing nature of the global economy and marketplace, in order for them to respond and foster productive and competitive business models which still operate in an ethical and socially responsible way.

Topics include:

- ❖ An Introduction to the Australian Economy
- ❖ An Introduction to the Law and Citizenship
- ❖ Competition in the Marketplace
- ❖ Managing Financial Responsibilities and Risk
- ❖ Measuring Economic Performance
- ❖ Living Standards
- ❖ Government Management of the Economy
- ❖ Business Productivity and Innovation
- ❖ Business Ethics and Corporate Social Responsibility

Assessment will include a variety of instruments, including:

- ❖ Examinations
- ❖ Research Assignments
- ❖ Spoken Tasks with Integrated Technology

HOSPITALITY

Hospitality will continue to provide an emphasis on healthy eating and nutritional values in Years 8 and 9. Students will cover a range of topics including food hygiene, kitchen safety, nutrition and healthy eating, methods of cooking and food presentation. The study of Hospitality will encourage students to develop appropriate research skills, analysing and operating within a safe environment. It will foster the development of decision making, hands on skills and creativity. Students will have the opportunity to prepare and present nutritious foods. They will demonstrate learning through:

- ❖ Reading and understanding food labels and researching nutritional values
- ❖ Applying the inquiry process to a specific design challenge with fun and appealing outcomes
- ❖ Evaluating and justifying decisions made to choose healthier foods
- ❖ The impacts of food processing on the environment; and the nutritional impacts on people
- ❖ Understanding the importance for children to receive nutritional foods that assist them with their growth and development
- ❖ Critically analysing social, ethical and sustainable considerations that impact on food packaging solutions
- ❖ Investigating how technologies have changed food over time

JAPANESE

Learning Japanese assists students to improve their business relationship skills with Japanese people and/or companies, which increases students' potential employment prospects. People who speak Japanese are in demand as diplomats, teachers, translators, interpreters, and in business and tourism. Learning Japanese will enrich students' lives. It gives insight into a nation of people with a long history and complex culture.

Topics include:

- ❖ Fashion
- ❖ Healthy lifestyle
- ❖ Travel
- ❖ Homestay
- ❖ Music
- ❖ Celebration
- ❖ Anime
- ❖ Dreams of Future

To undertake Japanese in Years 8 and 9, 2021 students should have studied Japanese in Years 7 and 8, 2020.

Assessment will include a variety of instruments, including:

- ❖ Spoken, reading and listening examinations
- ❖ Assignment/Project work

LANGUAGE, LITERACY AND NUMERACY SUPPORT (LLNS)

In Years 8 and 9, St Patrick's College Townsville provides support for students with English as an additional language and/or learning difficulties in areas of literacy and numeracy. Students will have an opportunity to revise key concepts, complete set tasks and prepare for assessment. In addition to the development of skills specific to other subject areas, LLNS aims to strengthen executive functional skills by planning and implementing strategies to improve their learning and individual learning styles. Class sizes will remain small.

New students to the College will be offered a place in the Language, Literacy and Numeracy Support program after a series of initial tests and in consultation with Learning Support staff, parents and teachers. Students who completed Language, Literacy and Numeracy Support in Years 7 or 8 in 2020 can choose to continue with this subject in Years 8 and 9, 2021 after consultation with Learning Support staff, parents/guardians and teachers. There is no formal assessment for this subject, however, there will be continual monitoring of students' literacy and numeracy skills.

MUSIC

The study of Music encourages the development of the whole musician through a well-trained mind, ear, heart and hand. Over the course of the two-year sequential program, performance skills are further developed and applied through performance on voice, keyboard, ukulele, and percussion. Students also deepen their reading, writing, analysing, composing and improvising skills through practical tasks. From these experiences, students deepen their understanding of a variety of musical concepts, genres and styles. Active music listening experiences are facilitated, including the exploration of classical art music, folk music, and popular music.

The classroom Music program has a focus on musical skill development and is founded in sound pedagogical practice based on the Kodály concept of music education. Hungarian Zoltán Kodály believed that music is a gift for everyone, and as such, should be taught in a way that allows students the opportunity to access and engage with music while developing a deep understanding of the elements of music. The St Patrick's College Townsville classroom Music program embraces this philosophy, and methodology is continuously developed to cater for a diverse range of learning styles.

Assessment:

Students will be assessed through a variety of techniques, such as:

- ❖ Performance – Vocal and Instrumental Performances and Musicianship Tasks that develop part-thinking and audiation
- ❖ Responding – Dictations, Music and Genre Analysis, Examinations
- ❖ Composition – Creation of melodies, rhythms, lyrics in own works, use of technology to compose and record

PHYSICAL EDUCATION

Students in Years 8 and 9 have the opportunity to study Physical Education as an elective. The objective of the course is to expand students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions and behaviours. Students learn to practice maintaining a healthy lifestyle through respectful relationships, personal and community safety and wellbeing, whilst also developing a range of physical skills through participation in a variety of individual and team sports and activities.

In Year 8 the objective of the subject is to enhance the following key areas for all students:

- ❖ Developing movement and performance skills
- ❖ Understanding and learning through movement
- ❖ Communicating and interacting for health and wellbeing
- ❖ Being healthy, safe and active
- ❖ Contributing to healthy and active communities

Each term students will undertake one theory unit that encompasses Health, Personal Development or Physical Education, and also one practical unit.

Practical units may include:

- ❖ Swimming
- ❖ Aerobics
- ❖ Track and Field
- ❖ Touch
- ❖ Cricket
- ❖ Netball
- ❖ Fitness
- ❖ Bush Dancing

In Year 9, students begin the course by investigating body and movement concepts through various physical activities. In becoming physically educated, students learn to see how body and movement concepts and scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity.

Physical Education engages students in closely integrated written, spoken and physical learning experiences based on the study of selected physical activities. A strong interest in physical activity is essential as full participation from students is required for assessment.

In Year 9, students will study subject matter in one of the four units:

- ❖ Motor learning
- ❖ Equity – barriers and enablers
- ❖ Functional anatomy and biomechanics
- ❖ Energy, fitness and training

Four physical activities are covered throughout Year 9. These are chosen from an extensive list which may include:

- ❖ Netball
- ❖ Touch
- ❖ Volleyball
- ❖ European Handball
- ❖ Golf
- ❖ Hockey
- ❖ Gymnastics
- ❖ Modified Games

In Years 8 and 9 Physical Education, assessment is conducted in all areas of study. Theory instruments may include:

- ❖ Reports
- ❖ Examinations
- ❖ Presentations
- ❖ Response to Stimulus

Practical assessment is conducted through:

- ❖ Skill Tests
- ❖ Game Play
- ❖ Performance Evaluation.

The Physical Education program requires full participation from students, emphasising the need for regular and varied physical activities.

VISUAL ART

Years 8 and 9 Visual Art is a two-year elective course. This course will provide students with opportunities to develop knowledge and skill application across a range of two-dimensional art (painting, drawing and printmaking), three-dimensional art (sculpture and ceramics) and design, including multimedia and photography as well as the Adobe Creative Suite. Experimentation, independent research and idea development is encouraged as students explore the creative process to refine ideas. During Years 8 and 9, students complete critical studies in order to develop their use of appropriate terminology and visual art language. Emphasis will be placed on the development of research skills and written analysis as well as independent idea generation.

Assessment is based on two criteria from the Australian Curriculum: Making and Responding. Assessment will include a variety of instruments, including:

- ❖ Completed Artworks
- ❖ Folio Submission
- ❖ Written and Spoken Responses
- ❖ Reflective Journal Entries
- ❖ Digital Presentations using ICT's
- ❖ Written Examinations

OTHER CURRICULUM SUBJECT DESCRIPTIONS

READING (Year 8)

Students continue to participate in reading classes as they progress into Year 8. In these classes it can be a valuable time for students to concentrate on prescribed texts or take the time to read and focus on reading for enjoyment. This consolidated skill will be transferrable into other facets of life as they mature and ensure language and comprehension is ever increasing.

CAREERS (Year 9)

Careers Education at St Patrick's College Townsville is structured and planned using the guidelines in the [ABCD: Australian Blueprint for Career Development](#) and with careful consideration of the Employability Skills for the Future. These include: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology.

The St Patrick's College Townsville Career Education Program is offered from Year 9 and supports students in planning their own career journey. Students are also exposed to the myriad of future pathways available to them. Tertiary institutions, alternative pathway providers, industry experts and past students speak to students about up-to-date options. Students are also shown how to access most recent and relevant information in order to equip themselves with the appropriate strategies and tools to make decisions about their future pathways. These pathways may include further training, tertiary study or direct entry into paid employment after Year 12.

Topics covered in the Year 9 Careers Education Program include:

- ❖ Self-Awareness
- ❖ Career Research
- ❖ Employability Skills
- ❖ Labour Market Trends
- ❖ Job Search Strategies
- ❖ Job Applications
- ❖ Applications for Unique Student Identifiers (USI) and Tax File Numbers (TFN)

Further information regarding careers can be found on the [College Careers Website](#).

FACULTY EMAIL CONTACT LIST

Faculty	Head of Faculty	Email Address
ENGLISH & LANGUAGES	Ms Amy Plumridge	aplumridge@stpatscollege.qld.edu.au
MATHEMATICS & DIGITAL TECHNOLOGIES	Mr Grant McGregor	gmcgregor@stpatscollege.qld.edu.au
RELIGION	Ms Zoey Fellows	zfellows@stpatscollege.qld.edu.au
SCIENCE & TECHNOLOGY	Mr Chris Pacey	cpacey@stpatscollege.qld.edu.au
HUMANITIES	Ms Kelli Chapman	kchapman@stpatscollege.qld.edu.au
HEALTH & PHYSICAL EDUCATION & SPORT	Mr Ben Williams	bwilliams@stpatscollege.qld.edu.au
CAREERS/ VOCATIONAL EDUCATION	Ms Catherine Rentoule	crentoule@stpatscollege.qld.edu.au
LEARNING SUPPORT	Ms Tracy Nioa	tnioa@stpatscollege.qld.edu.au
DRAMATIC ARTS & PERFORMANCE	Ms Alyssa Kelly	akelly@stpatscollege.qld.edu.au
MUSIC & PERFORMANCE	Mr Johnathon Goulter	jpgoulter@stpatscollege.qld.edu.au
VISUAL ARTS & EXHIBITIONS	Ms Harriet Geater-Johnson	hgeater-johnson@stpatscollege.qld.edu.au