Subject Selection

Year 9

2013
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Dear Parents and Students,

Year 9 is the beginning of a new phase in a student’s progress towards the completion of his school education. For the first time, students are offered significant choice in the courses they elect to study and the levels they attempt. Year 9 also marks the beginning of the accreditation process for the stage 5. Some students will gain grades in Year 9 that will appear on the Record of Achievement at the end of Year 10. Others will be involved in two years of study towards those grades.

It is an exciting time for studying at Parramatta Marist. Some of the courses we are now able to offer are new. Parramatta Marist is embracing a vision of technology in education that will benefit our students as they prepare for future studies and the modern workplace. All of the courses offered in this booklet are taught using information technologies of one kind or another.

Partnerships, between parent and son, between school and home, between student and teacher, are part of our Marist tradition. I urge families to read the information in this booklet carefully and discuss the choices carefully. My experience over many years suggests that parents and students who work together to achieve goals in schooling find the Higher School Certificate less stressful.

Every boy can set goals and strive to achieve them. If we have high expectations, we will have high standards. This is an essential part of the spirit of the school. I look forward to the progress and success of this group of students over the next two years.

With best wishes,

Brother Patrick Howlett fms
This booklet is designed to help you understand the program of study students will be following in Years 9 and 10 and to assist parents and their sons in selecting the package of courses you intend to study over the next two years. This part of a student’s education is called ‘Stage 5’. Students are required to study elective courses and must make some critical decisions about the Mathematics course they will undertake.

There are several important things to consider when making a choice. Do not choose a course simply because it might be “relevant” for a student’s future career. At this stage of a student’s education they do not know what that career might be — many of the jobs of the twenty-first century have not yet been developed and the workers of tomorrow are likely to change careers three or four times during their working life. The best advice to students is, you should choose courses which interest you and ones in which you are likely to meet success.

Choices should not be made based on perceptions of the requirements of Years 11 and 12 courses. Commerce in Stage 5, for example, is not required for entry into Business Studies or Economics in Years 11 and 12. Entry into courses in Year 11 is more often governed by the level of achievement across Years 9 and 10, especially in English, Mathematics and Science.

Students are expected to demonstrate increasing maturity in their studies and a commitment to academic excellence. A minimum of two hours of study per night, on at least four nights a week, would be the minimum required to achieve a reasonable set of academic goals. The assistance of parents in achieving a balance of study, recreation, work and sleep is essential for students to make the most of this time.

I invite students and parents to discuss these choices widely with their teachers, the Heads of Department and me as they consider their options over the coming week.

Mr Gavin Hays
Acting - Assistant Principal (Curriculum)
<table>
<thead>
<tr>
<th>Department</th>
<th>Head of Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting Assistant Principal (Curriculum)</td>
<td>Mr G Hays</td>
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<tr>
<td>Project Based Learning (PBL-Stage 5)</td>
<td>Mrs K Bauer</td>
</tr>
<tr>
<td>Year 9 Coordinator</td>
<td>Mr Brett Sargent</td>
</tr>
<tr>
<td>Religious Education</td>
<td>Mr K Challinor</td>
</tr>
<tr>
<td>English</td>
<td>Ms S D'Souza</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mr A Blomfield</td>
</tr>
<tr>
<td>Science</td>
<td>Ms C Viney</td>
</tr>
<tr>
<td>Creative &amp; Performing Arts</td>
<td>Ms A Jones</td>
</tr>
<tr>
<td>HSIE</td>
<td>Mr V Hunt</td>
</tr>
<tr>
<td>PDHPE</td>
<td>Mr C Brennan</td>
</tr>
<tr>
<td>Languages</td>
<td>Mr G Hays</td>
</tr>
<tr>
<td>TAS</td>
<td>Mr B Pather</td>
</tr>
<tr>
<td>Computing</td>
<td>Mrs K Bauer</td>
</tr>
<tr>
<td>Literacy</td>
<td>Mr D Wales</td>
</tr>
<tr>
<td>Learning Needs</td>
<td>Mr G Hays</td>
</tr>
</tbody>
</table>
What is learning like in Stage 5?

Students attend school to allow them to learn skills that they will require sometime in their future. Some of the content taught at school is exceedingly important for later life (i.e., budgeting) whilst for other content areas the students may never refer to them again, after leaving school. There are also other skills that are important for students to master, but which do not currently fit within any KLA subject (i.e., they are not required to be taught by the current NSW Syllabus documents). These 21st Century skills include teamwork, work ethic, communication skills and literacy.

Learning in Stage 5 at Parramatta Marist High School is rigorous, relevant, authentic and student-centred. It is designed around a PBL (project based learning) approach, refined from the New Technology Network model. During years 9 and 10, students still learn content however they are also challenged to work well in teams, meet deadlines, be able to present and justify their viewpoint (both in written and verbal format) and to think. There is never just one correct answer in the PBL model and the more students practice opening their minds to possibilities, the increasingly endless the possible responses become. We hope that when students leave our school, they take with them a passion for discovery and become life-long learners.

Why Year 9?

In most high schools, students in year 9 disengage from their learning, as they can’t see why the content is worth studying. Unlike the senior years, year 9 students also find difficulty being self-motivated as there is no statewide testing to conclude this year level and hence no real accountability for what they should be learning. Often this lack of direction results in year 9 students having increased behaviour management problems.

After discussions with staff from the New Technology Network, it was clear that PBL had the ability to motivate and engage students, make learning enjoyable for the participants and provide students with the means to connect their school learning to authentic real world tasks that are challenging.
How is it structured?

At Parramatta Marist High School we teach PBL across 6 KLA’s (key learning areas). Some of our PBL subjects are integrated courses, meaning that two subjects are joined together to form a single course the students attend, whilst other courses remain separate. In 2012, our PBL courses were:

- CathTECH (an integration of Catholic Studies and IST: Computing)
- Social Studies (an integration of English and HSIE)
- Science

To support the students and provide ample opportunities to work within different groups, most of our PBL courses, with the exception of Science, are taught in double-sized classrooms with 2 teachers from different subject specialty areas and approximately 60 students.

Students also have access to anywhere, anytime learning that is supported by a high-speed wireless network, 1:1 student to mac laptop ratios and a learning support system that is maintained and modified by the teaching staff. No longer does learning start and stop when the bell rings and being away is not an acceptable excuse for not completing your tasks or not supporting your group.
The Record of School Achievement (RoSA) is the new credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC). It replaces the previous exit credential, known as the School Certificate (SC).

If a student leaves school before receiving a grade in Year 11 or 12 courses, their RoSA will record the courses they commenced. This measure acknowledges the fact that many students begin senior secondary study but then leave school for employment or other training opportunities before receiving their HSC.

How is it different?

Students will not often leave school after year 10 due to changes in the student leaving age. Therefore, a significant majority of students will continue into stage 6. As a result, student grades are recorded by the Board of Studies in the event that they wish to leave prior to completing the HSC.

What are the Literacy and Numeracy Tests?

Students who leave school before they get their HSC will have the option to undertake the Literacy and Numeracy tests. The tests, which will be offered online and under teacher supervision, will be reported separately from the RoSA credential. The tests will not be available to all students, only those who indicate they wish to leave school. The tests will be designed to reflect the needs and expectations of students who leave school before undertaking the HSC. Students will be able to take the tests during ‘windows’ of availability throughout the year. They will be able to sit for the test only once during each window, but can sit for them again should they decide to stay at school longer.
To be eligible to complete stage 5 and progress to stage 6 students must:

Satisfactorily complete in Years 9 and 10:

- The core English Course
- One core Mathematics course from the range:
  - 5.3 (formerly Advanced)
  - 5.2 (formerly Intermediate)
  - 5.1 (formerly Standard)
- The core Science course
- The core History/Geography course from the Human Society and Its Environment (HSIE) Key Learning Area (KLA)
- Two 200-hour elective course (Catholic Studies & Information Software & Technology).
- A course in PDHPE

In addition, they must:

- Satisfy Board of Studies and school requirements for attendance, conduct and effort.
- A school requirement is for completion of the Diocesan Religious Education program Sharing Our Story. This is recorded on the students Record of Achievement as Catholic Studies.
- Furthermore, students will study a 100-hour school based elective course which does not count towards their RoSA credentialing. These courses will attract class work, assessments and will be reported on across the year.
Assessment Guidelines

Assessment is the process of collecting information to guide a student’s learning. Most assessment has the purpose of assisting a teacher to recognise student progress and diagnose difficulties a student may be facing. Some assessment is designated as formal assessment and has the primary purpose of providing a ‘snapshot’ of student achievement for the purpose of reporting to parents and other parties.

It is important to note that most assessment does not take place under test conditions. The school is guided by the letter and spirit of the Board of Studies syllabus documents that contain explicit advice regarding assessment. Students will be issued with an assessment handbook in the beginning of the school year that explains the process of assessment and indicates the formal assessment tasks for each course.

Grading

Grades for the RoSA are awarded using information from a student’s performance in assessment tasks that make up the school’s formal stage 5 assessment scheme. These tasks are devised to address the knowledge and skills objectives and outcomes of the individual syllabuses. assessment policies, procedures and specific task details. The grades that are used for the RoSA are obtained form the assessments completed in year 10.

A student’s performance across all tasks is matched against the specific Course Descriptors published in the Board syllabus documents for each course. The general descriptors are reproduced on the next page. The descriptors will indicate the student’s achievement relative to the specific knowledge and skill objectives of the course. There is no fixed number of each grade that must be awarded in the
school and it is worth noting that a Grade D represents satisfactory achievement. Student achievement will be determined by a student’s consistent and conscientious work throughout the next two years.

**General Performance Descriptors**

The general performance descriptors describe performance at each of the five grade levels:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.</td>
</tr>
<tr>
<td>B</td>
<td>The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.</td>
</tr>
<tr>
<td>C</td>
<td>The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.</td>
</tr>
<tr>
<td>D</td>
<td>The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.</td>
</tr>
<tr>
<td>E</td>
<td>The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.</td>
</tr>
</tbody>
</table>
| N     | Those who have not satisfactorily completed the course in one or more of:  
  - Attendance  
  - Participation in learning experiences  
  - Effort and achievement. |
Selecting a program of study

Students entering Year 9 embark upon a two-year program of study that culminates at the end of Year 10 with the award by the Board of Studies of the NSW School Certificate.

This stage of secondary schooling is an especially important one, for several reasons.
- It is during Years 9 and 10 that students establish and consolidate the patterns of organisation and application that are major determinants of success in the Higher School Certificate years.
- Many courses in the senior school at Parramatta Marist High have entry-level requirements from School Certificate courses.
  - **Mathematics** – The course is constructed on the assumption that students have achieved the outcomes in the core of the 5.3 Mathematics (Advanced) course for the School Certificate.
  - **Mathematics Extension 1** - The course is constructed on the assumption that students have achieved the outcomes of the 5.3 Mathematics (Advanced) course with a grade of A or B for the School Certificate.
  - **Music 1** – The course has a prerequisite of the Music Stage 4 (Year 7 and 8) course (or equivalent)

Selecting Individual Courses

All courses will depend on the numbers of students electing to study it. It is important that students select their preferences appropriately. If they do not gain access to their first preference students will be asked to enrol in their next preference.

Individual courses are described in the following section. Students are encouraged to consult Heads of Department and current teachers of these courses for more detailed information.
Year 9 2013 students will be required to select ONE school based course. Student will be required to have 7 preferences.

Students will submit their selections via web preferences.

This is completed online using a password and the School then reviews all preferences.
The Years 9-10 Drama course is designed to provide students with experiences in which the intellect, the emotions, the imagination and the body are involved and developed through observation, expression, performance and reflection.

Aims
Students will be provided with opportunities to:
• Communicate, with increased skill and confidence, verbally and non-verbally;
• Use voice and movement effectively;
• Use methods of relaxation and concentration;
• Work co-operatively and creatively in group situations;
• Create situations and characters of their own imagining and interpret those devised by others;
• Use and experiment with the elements of dramatic presentation;
• Select the form of dramatic presentation most appropriate to given circumstances;
• Observe, actively and accurately, real and enacted situations;
• Identify and clarify ideas and issues through enactment;
• Write critically about drama and theatre;

Course Content
The course includes work from the following eight areas:
• Improvisation
• Play building
• Dramatic Forms
• Reading and Writing of Scripts as Texts for Performance
• Performance Spaces and Conventions of Theatre
• Technical Aspects of Production
• Experience of Dramatic Presentations
• Discussion, Reading and Writing about Drama and Theatre

Each student is assessed on the basis of individual progress and achievement: not in relation to absolute criteria or to the performance of other students, but by comparison with the skills, knowledge and attitudes with which he entered the course. Assessment judgments are made of the students in action, in both individual and group work.
Aims
This course affords students the opportunity to understand the nature of history and the ways in which different perspectives/interpretations of the past are reflected in a variety of historical constructions. Students are able to study in depth the major features of an ancient, medieval or early modern society. Integral to this course is the development of students’ understanding of the nature of history and historical inquiry. Of particular relevance is the study of historical causation and factors contributing to continuity and change. History Elective allows students to enjoy the study of history for its intrinsic interest and it also encourages more independent work practices and the application of analytical, inquiry based historical skills.

Course Content
The History Elective course can cover the following topics:

<table>
<thead>
<tr>
<th>Topic 1: Constructing History</th>
<th>Topic 2: Ancient, Medieval and early Modern societies</th>
<th>Topic 3: Thematic Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biography</td>
<td>Archaeology of the Ancient World</td>
<td>Children in History</td>
</tr>
<tr>
<td>Family History</td>
<td>Literature of the Ancient World</td>
<td>Heroes and Villains</td>
</tr>
<tr>
<td>Film as History</td>
<td>Medieval and Early Modern Europe</td>
<td>Religious Beliefs and Rituals through the Ages</td>
</tr>
<tr>
<td>Historical Fiction</td>
<td>The Ottoman Empire</td>
<td></td>
</tr>
<tr>
<td>Heritage and Conservation</td>
<td>An Asian Study (medieval Japan)</td>
<td></td>
</tr>
<tr>
<td>History and the Media</td>
<td>The Americas</td>
<td>War and Peace</td>
</tr>
<tr>
<td>Local History</td>
<td>The Pacific</td>
<td>World Myths and Legends</td>
</tr>
<tr>
<td>Museum and/or Archives Studies</td>
<td>Africa</td>
<td>Crime and Punishment</td>
</tr>
<tr>
<td>Oral History</td>
<td>A 19th century study</td>
<td>Music through History</td>
</tr>
<tr>
<td>Historical Reconstructions</td>
<td>A 20th century study</td>
<td>Slavery</td>
</tr>
<tr>
<td>A history website/CD-ROM</td>
<td></td>
<td>Terrorism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Women in History</td>
</tr>
</tbody>
</table>
<pre><code>                           |                               | School-developed study    |
</code></pre>

http://www.parramarist.nsw.edu.au
Aims
The study of Commerce aims to guide students towards personal competence and responsible participation in the changing commercial environment, with an appreciation of their roles as consumers, producers, citizens and members of the workforce.

Course Content
The Commerce course covers the following topics:

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You! The Consumer</td>
<td>1. International Trade</td>
</tr>
<tr>
<td>2. Use Your Money Wisely</td>
<td>2. Australians At Work</td>
</tr>
<tr>
<td>4. The Business Scene</td>
<td>4. So you want to be a business person</td>
</tr>
<tr>
<td>5. Earning An Income</td>
<td>5. Renting Accommodation</td>
</tr>
<tr>
<td>6. What does Government do for you?</td>
<td></td>
</tr>
<tr>
<td>7. Here comes the Judge</td>
<td></td>
</tr>
</tbody>
</table>

Assessment
Students will be assessed on both class work [using tests, work records, assignments, research tasks, group projects, etc] and formal examination performance. During Year 10 major assessment tasks, including across-the-form tests, major research assignments [where students design an advertisement and trade display], class work, semester test and across-the-form essays will contribute to student grades.
Aims

The course aims to:
• Provide students with a sound base of knowledge in basic anatomy and physiology.
• Develop that base into the allied areas of sport.

Although theoretical concepts will be developed, they will be based on practical examples and activities.

Course Content

The content draws on the many disciplines of Sports Studies and includes:
• Exercise Physiology
• Body Systems I and II
• Technology in Sport
• Olympic Games
• Lifesaving and resuscitation
• Nutrition in sport
• Coaching Principles
• Sports Injuries/First Aid
• Special sport studies (number of practical sports)

Assessment

Assessment will be class-based, including tests, assignments and reports.
Graphics Technology

Graphics Technology enables students to practice logical thought and decision-making while developing skills applicable to a range of domestic, commercial and leisure activities. They engage in both manual and computer-based forms of image generation and manipulation and develop knowledge of the wide application of graphics in a variety of contexts and an ever-increasing range of vocations. Graphics Technology also develops students’ technical and visual literacy, equipping them for participation in a technological world.

The study of Graphics Technology will develop in students an understanding of the significance of graphical communication and the techniques and technologies used to convey technical and non-technical ideas and information. They will learn about the application of these techniques and technologies in industrial, commercial and domestic contexts.

Through the study of Graphics Technology students will develop the capacity to solve problems and generate and communicate solutions. They will become confident in the application of conventions and procedures that are essential to the global transfer of concepts and images irrespective of language barriers.

Through the study of Graphics Technology students become increasingly productive, creative, discriminating and confident in the development and use of a range of technologies relevant to current practice in graphics and graphics-related industries. The syllabus encourages the development of collaborative skills in the real and virtual worlds using intranet and/or extranet technologies, and fosters an understanding of the advantages and responsibilities that are associated with these processes.

The study of Graphics Technology in Years 7-10 develops in students an understanding of related work environments while developing skills and understanding that will equip them for potential vocational pathway, future learning and leisure and lifestyle activities.
Aim

Geography is a rich and complex discipline involving two key dimensions: • the spatial dimension – where things are and why they are there • the ecological dimension – how humans interact with environments.

Geography (Elective) provides students with a broader understanding of the discipline of Geography and the processes of geographical inquiry, and enables depth studies. The study of Geography builds on students’ knowledge and experience to enable them to explain patterns, evaluate consequences. This course equips students with the ability to critically assess the ideas and opinions of others and to form and express their own ideas and arguments. In so doing it forms a basis for active participation in community life, ecological sustainability, creating a just society, promoting intercultural understanding and lifelong learning. Students will also have the opportunity to develop their geographical skills and tools. ICT is integrated into the teaching and learning activities.

Course Content

• Physical Geography – The geographical processes that form and transform the physical world.
• Oceanography – The features and importance of the world’s oceans and issues associated with them.
• Development Geography - The spatial patterns and causes of global inequality and the need for appropriate development strategies to improve the quality of life.
• Australia’s Neighbours – The environments of Australia’s Neighbours and specific geographical issues within the Asia – Pacific Region.
• Political Geography – The nature and distribution of political tensions and conflicts and strategies towards effective resolutions.
• School developed option – Ways in which the spatial and ecological dimensions interact and the role of informed and active citizenship in the interaction.
Aim

The Construction Curriculum Framework is designed to enable students to acquire a range of technical, practical, personal and organisational skills valued both within and beyond the workplace. They will also acquire underpinning knowledge and skills related to work, employment and further training within the construction industry. Through the study of this subject, students will gain experiences that can be applied to a range of contexts, including work, study and leisure and that will assist them to make informed career choices.

Course Content

Below is the course sequenc:

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 5</td>
<td>Start Stage 6</td>
<td>Stage 6</td>
<td></td>
</tr>
<tr>
<td>100hrs</td>
<td>120hrs</td>
<td>120hrs</td>
<td>120hrs</td>
</tr>
<tr>
<td>Students will complete</td>
<td>At the end of year 11 students will have a Cert II in Building &amp; Construction. Students will also be eligible to sit the HSC exam</td>
<td>Students have the option to commence Cert III in some modules</td>
<td></td>
</tr>
<tr>
<td>No work placement</td>
<td>They will need to complete 70 hours of work placement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment

The VET courses within the Construction Curriculum Framework are competency-based. Advice on appropriate assessment practice in relation to the Construction Curriculum
It should be noted, that Saturday Language School is open to all students regardless of their previous knowledge or skills. These schools are located across the Sydney Metropolitan Area and are conducted on Saturdays.

Students wishing to study via Open High School (Distance mode) are required to be background speakers in their chosen language. Any students interested in these courses are required to be interviewed and tested by Mr Hays. There are additional costs that are incurred to undertake these courses.

If you wish to undertake a Stage 6 course in a language then you must have studied the selected course in Stage 5.

Students wishing to undertake external languages will need to make an appointment to speak to Mr Hays.