Subject Selection

Year 10

2013
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Dear Parents and Students,

Year 10 is the culmination of stage 5 and provides an essential foundation for progression into senior studies. Students are once again offered the opportunity to experience another elective course that will hopefully provide them with a deeper understanding of skills that may be required in a variety of subjects in stage 6. Furthermore, year 10 is also an important year if students choose to complete their schooling as the grades obtained this year will appear on their Record of School Achievement (RoSA).

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 year.

With best wishes,

Brother Patrick Howlett fms
This booklet is designed to help you understand the program of study students will be following in Year 10 and to assist parents and their sons in selecting the elective they intend to study in 2013. Within ‘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 reiterate 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)
Heads of Department

Acting Assistant Principal (Curriculum)  Mr G Hays
Project Based Learning (PBL-Stage 5)  Mrs K Bauer
Year 9 Coordinator               Mr Brett Sargent
Religious Education               Mr K Challinor
English                          Ms S D'Souza
Mathematics                      Mr A Blomfield
Science                          Ms C Viney
Creative & Performing Arts       Ms A Jones
HSIE                             Mr V Hunt
PDHPE                            Mr C Brennan
Languages                        Mr G Hays
TAS                              Mr B Pather
Computing                       Mrs K Bauer
Literacy                        Mr D Wales
Learning Needs                   Mr G Hays
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 students consistent and conscientious work throughout the next two years.

**General Performance Descriptors**

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></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><strong>B</strong></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><strong>C</strong></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><strong>D</strong></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><strong>E</strong></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. |
Year 10 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 general studies course is a new and innovative course designed to provide students with experiences in which the intellect, the emotions and imagination of a range of content areas are brought to life through deep problematic analysis.

Aim

The aim of the Year 10 General Studies Course is to develop students' knowledge, understanding, skills, values and attitudes, so that students become significantly more aware of the world, in which they live.

Based on an approach of problem-based learning, this course is designed to enhance students' capacity to think critically and creatively, whilst allowing them numerous opportunities to improve their ability to listen, speak, read and write appropriately and effectively in the areas of history, geography, civics, science, the arts, personal development and health.

Course Content

Students will participate in a depth study from an area of interest each term. These areas of interest may include:

- history
- geography
- civics
- science
- the arts
- personal development and health

The primary focus of general studies is for students to participate in the analysis of contemporary issues. Furthermore, this subject will target and foster a students’ ability to think critically, which is an important skill required in senior studies.
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>Sport and Recreation in History</td>
</tr>
<tr>
<td>Heritage and Conservation</td>
<td>An Asian Study (medieval Japan)</td>
<td>War and Peace</td>
</tr>
<tr>
<td>History and the Media</td>
<td>The Americas</td>
<td>World Myths and Legends</td>
</tr>
<tr>
<td>Local History</td>
<td>The Pacific</td>
<td>Crime and Punishment</td>
</tr>
<tr>
<td>Museum and/or Archives Studies</td>
<td>Africa</td>
<td>Music through History</td>
</tr>
<tr>
<td>Oral History</td>
<td>A 19th century study</td>
<td>Slavery</td>
</tr>
<tr>
<td>Historical Reconstructions</td>
<td>A 20th century study</td>
<td>Terrorism</td>
</tr>
<tr>
<td>A history website/CD-ROM</td>
<td></td>
<td>Women in History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School-developed study</td>
</tr>
</tbody>
</table>
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.
The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries. Core modules develop knowledge and skills in the use of materials, tools and techniques related to timber which are enhanced and further developed through the study of specialist modules in:

- Cabinetwork
- Wood Machining

Practical projects undertaken should reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber-related technologies. These may include:

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

Projects should promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course. A note to Teachers about Practical Experiences To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences should be used to develop knowledge and understanding of and skills in designing, producing and evaluating. Student capacity, confidence and expertise at their current stage of development are important considerations in determining the teaching and learning sequences in the course.

In developing and delivering teaching programs, teachers should be aware of and adopt the relevant guidelines and directives of their education authorities and/or schools. Teaching programs should recognise and reflect relevant State and Commonwealth legislation, regulations and standards including Occupational Health and Safety, Chemical Safety in Schools and Animal Welfare guidelines. Teachers need to be aware of activities that may require notification, certification, permission, permits and licences.
The Years 9 and 10 Visual Arts course allows students to extend the general knowledge and skills that they have gained in the Board of Studies mandated Years 7 and 8 study of Art. Many industries require, or find desirable, four to six years of formal art training during secondary education. These include architecture, graphic and commercial design, teaching, silk screening, photography, fashion design, interior design, model making, sign writing, television and theatre work.

**Course Content**

The Visual Arts course is a process-based course, which brings theory and practice into a closer relationship by the use of a Visual Art diary.

Students will study:

- the local and contemporary environment and art of Australia and other cultures
- the relationship of art to industry and to everyday life
- how to develop an effective personal expression in visual/verbal communication
- perception and how the human mind visualises ideas
- at least 3 of the following media:
  - ceramics
  - sculpture and model making
  - photography
  - drawing
  - mixed media
  - screen and lino printing
  - painting
  - design (interior, graphic, wearable, landscape)

**Assessment**

Students are assessed throughout the year on their Visual Art diary research, minor and major works, theory, research assignments and tests. The assessment periods are divided into the two semester units of each of the two years of the course.
Aim

The aim of the Italian Syllabus is to enable students to develop communication skills, focus on languages as systems and gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits.

Course Content

Stage 5 should be regarded as the basis for the further development of knowledge, understanding and skills in Italian in Stage 6. The purpose of this subject is to build upon the work of stage 4 and allow students to participate in a greater development of the Italian language.

Using Language

<table>
<thead>
<tr>
<th>Using Language</th>
<th>A student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening and Responding</td>
<td>5.UL.1 selects, summarises and analyses information and ideas in spoken texts and responds appropriately</td>
</tr>
<tr>
<td>Reading and Responding</td>
<td>5.UL.2 selects, summarises and analyses information and ideas in written texts and responds appropriately</td>
</tr>
<tr>
<td>Speaking</td>
<td>5.UL.3 uses Italian by incorporating diverse structures and features to express own ideas</td>
</tr>
<tr>
<td>Writing</td>
<td>5.UL.4 experiments with linguistic patterns and structures in Italian to convey information and to express own ideas</td>
</tr>
</tbody>
</table>

Making Linguistic Connections

| Making Linguistic Connections | 5.MLC.1 demonstrates understanding of the nature of languages as systems by describing and comparing linguistic features across languages |
|                               | 5.MLC.2 uses linguistic resources to support the study and production of texts in Italian |

Moving Between Cultures

| Moving Between Cultures       | 5.MBC.1 explores the interdependence of language and culture in a range of texts and contexts |
|                              | 5.MBC.2 identifies and explains aspects of the culture of Italian-speaking communities in texts. |

Assessment

Students will participate in a range of practical projects within context of the school and the wider community.
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.