



ST EDWARD'S COLLEGE

WHERE YOUNG MEN ACHIEVE

Year 9 Subject Selection Handbook 2019

Year 9 Subject Selection Handbook

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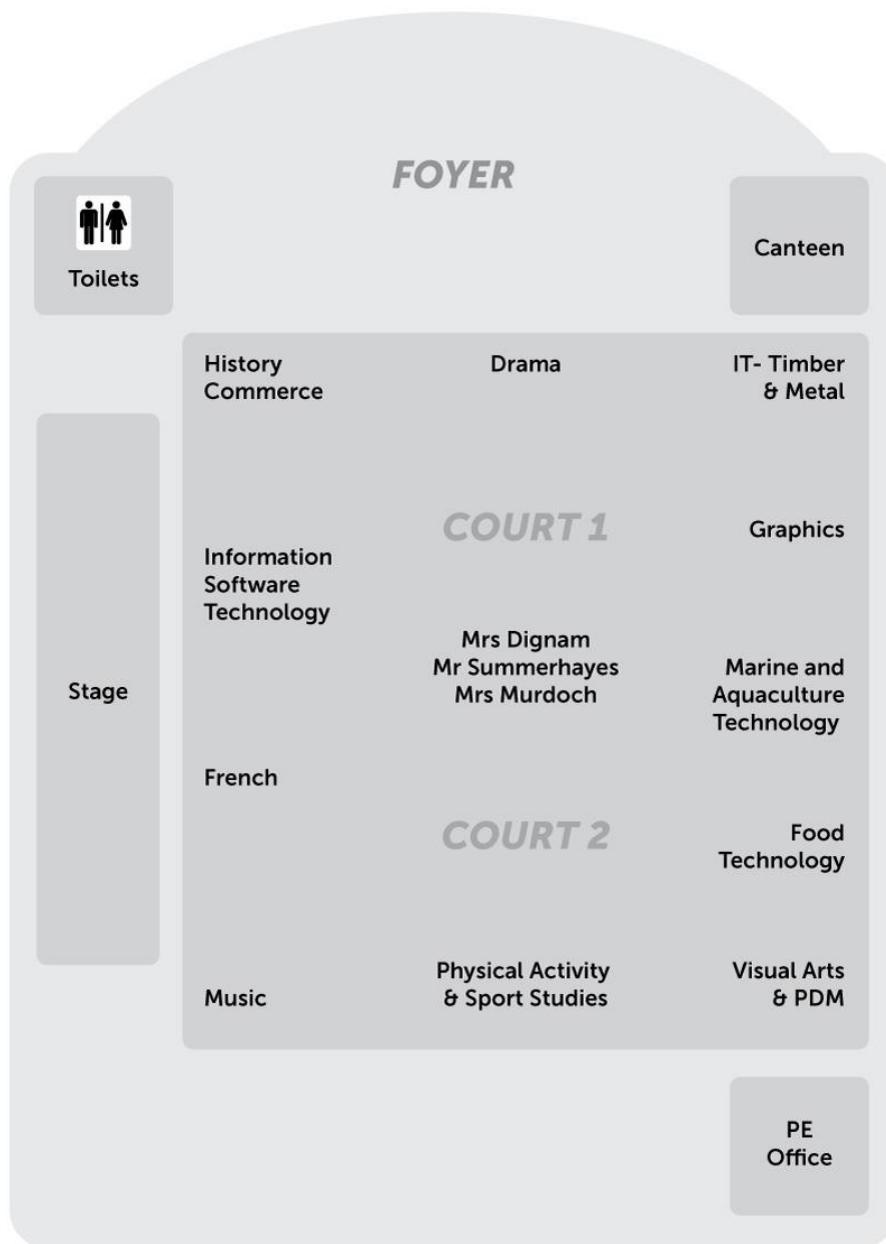
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Year 9 Subject Selection Evening

Thursday, 13th September - 7:30pm

Teachers will be in the Edmund Rice Centre in the places indicated. Parents and students are welcome to move around the Centre and speak to the teachers about the courses that are offered as electives for Year 9. Note that Mrs Dignam, the Careers Adviser, will be available throughout the evening, as will Mr Summerhayes and Mrs Murdoch.

RUSSELL DRYSDALE STREET



Introduction

The purpose of this booklet is:

- To outline the subjects available for students to study in Years Nine and Ten
- To give some guidance to parents and students regarding choice of elective subjects in Year 9
- To give details of the Record of School Achievement (RoSA) awarded to students who decide to leave school prior to completion of the HSC and
- To outline the timeline for the implementation of the National Curriculum.

Choice of Subjects

Students in Year 9 and Ten at St Edward's College are required to study the following subjects:

- Religious Studies
- English
- Mathematics
- Science
- HSIE (History and Geography)
- Personal Development, Health and Physical Education

In addition to these compulsory subjects, students choose two other subjects from the following list:

- | | |
|--|--|
| <ul style="list-style-type: none">• Commerce• Drama• Music• Visual Arts• Photographic and Digital Media• History• Physical Activity and Sports Studies | <ul style="list-style-type: none">• Graphics• Industrial Technology (Timber)• Industrial Technology (Metal)• French• Food Technology• Information & Software Technology• Marine and Aquaculture Technology |
|--|--|

Outlines of these subjects are contained in this booklet.

Choosing Elective Subjects

This booklet gives a brief outline of the content of all subjects taught in Year 9 at St Edward's College. Parents and their sons are urged to read the outlines that follow, as well as the introductory material on the Record of School Achievement. If further information is required about the elective subjects, parents and their sons should attend the information evening, details of which have been included in the letter at the front of this booklet.

In choosing elective subjects, be mindful of the following points:

1. Students should choose subjects in Year 9 and Ten based on their interests and abilities. Students whose subject choices are based on interest and ability have a better chance of experiencing success and remaining committed to study than those who choose subjects for other reasons, e.g. "I think this subject will be easy".
2. It is likely that students will be given the opportunity to change elective subjects again for Year 10. Students will be able to continue their study of their Year 9 electives if they wish or choose alternative courses. Students who study different elective subjects for Year 10 will be given a grade on their Record of School Achievement for their Year 9 elective subjects. In awarding these grades teachers compare students with Year 10 students who have studied the course for two years. Because of this it is possible that students who change elective subjects at the end of Year 9 will receive a grade on their Record of School Achievement that is not as high as the grade on their Year 9 report.
3. The teachers will examine students' subject choices and, if they seem inappropriate, will discuss these choices with the students and, if necessary, with parents.

The Record of School Achievement

The NSW Minister for Education announced on 4 August, 2011 that the School Certificate tests would not be administered beyond 2011. It was announced that there will be a new credential to replace the School Certificate called the Record of School Achievement (RoSA).

The RoSA is designed to record and credential all secondary school students' academic results up until the HSC.

- While all students currently receive grades for courses they complete at the end of Year 10, this system will be extended to also capture grades for courses a student completes in Year 11.
- 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 leave school for employment or other training opportunities before receiving their HSC.

Additional information about the RoSA credential will be given to parents and students in a booklet about assessment distributed at the beginning of Year 10.

The Implementation of the National Curriculum

New South Wales joined the Australian Government and other States and Territories in the development of the Australian Curriculum. Throughout 2013, the staff of St Edward's has worked on the development of new teaching programs for the implementation of the Australian Curriculum in 2014. The timeline for implementation was staged with the subject areas of English, Mathematics, Science and History delivered in Years 7 and 9 in 2014, followed by Years 8 and 10 in 2015. Geography was implemented in Years 7 and 9 this year in 2017. The remaining Key Learning Areas are at various stages of consultation between the NESA, schools and systems and their timeline for implementation will be made available in the future.

** Students need to be aware that in Year 11 there are some prerequisites for subject selection based on student performance in Years 9 and 10. These are listed on the next page.

Code	Subject	Year 10 Prerequisite
11DR0	Drama	Significant interest or some experience in Drama highly recommended.
11ET0	Entertainment	Significant interest or some experience in Entertainment highly recommended. This is a non performing course.
11ENA0	English Advanced	Minimum B grade and in the top 40% of cohort.
11ENE0	English Extension 1	English (Advanced) course. Note: English Extension Course 1 is prerequisite for HSC English Extension Course 2 This highly demanding course is suitable for those students performing to the top end of the cohort as determined by the Head of English.
11ENS0	English Standard	Minimum C grade. Students who are ranked in the top 40% may still select English Standard in discussion with the class teacher and Head of Department.
11EST0	English Studies	Students not attaining a grade C minimum in year 10 will be enrolled into this course.
11AH0	History Ancient	Significant interest in Ancient History highly recommended.
11BS0	Business Studies	Significant interest in Business highly recommended.
11ECO0	Economics	Minimum B grade in 5.3 Maths and English. An ability to write high order extended responses, and confidently perform calculations using economic data is highly important.
11LS0	Legal Studies	Significant interest in Law highly recommended and the ability to write cohesive essays
11MH0	History Modern	Significant interest in History highly recommended.
11FC0	French Continuers	Minimum B grade in Year 9 and 10 French elective or equivalent knowledge/experience.
11MA0	Mathematics	Minimum B grade and completion of 5.3 mathematics in the top 75%.
11MAE0	Mathematics Extension 1	Minimum A grade and completion of 5.3 mathematics in the top 20%.
11MAG0	Maths Standard	Completion of 5.3 or 5.2 mathematics. Students completing 5.1 or achieving less than a C grade in year 10 mathematics will be placed in a Mathematics Standard class that will be preparing for the Mathematics standard 1 course in the HSC year, or no further study of mathematics.
11MU0	Music 1	All students undertaking this course must be capable of playing an instrument or sing, although specific levels are not prescribed. Some students may need to take private tuition to attain these skills. It is advantageous to have completed the year 9 and 10 music elective.
11HE0	PDHPE	Significant interest in Physical Education and Health highly recommended
11SPC0	Sport Coaching	Significant interest in sports coaching highly recommended.

Code	Subject	Year 10 Prerequisite
11RE0	Catholic Studies	Develop knowledge and understanding of Catholicism and other Religious traditions
11RES0	Studies of Catholic Thought	Minimum B grade in both English and Religion. An ability to write structured answers and essays.
11BIO	Biology	Minimum 60% in Year 10 Science (Biology).
11CHO	Chemistry	Minimum B grade in Year 10 science.
11PH0	Physics	Minimum B grade in Year 10 science and 5.3 mathematics. Recommend studying the Mathematics course in Year 11.
11SC0	Investigating Science	Significant interest in Science highly recommended.
11CN0	Construction	Significant interest in Construction highly recommended.
11ES0	Engineering Studies	Minimum B grade in Year 10 5.3 mathematics. Recommend studying the Mathematics course in Year 11.
11FT0	Food Technology	Significant interest in Food Technology highly recommended and C grade in English.
11HO0	Hospitality	Significant interest in Hospitality highly recommended.
11IP0	IPT	Significant interest or some experience in Information Processing Technology highly recommended.
11ITM0	Industrial Technology MM	Significant interest or some experience in Adobe software highly recommended.
11ITW0	Industrial Technology Timber	Significant interest or some experience in Timber highly recommended.
11ME0	Metals and Engineering	Significant interest or some experience in Metals and Engineering highly recommended.
11SD0	Software D & D	5.2 mathematics in top 15%. Recommend studying the Mathematics course in Year 11.
11AR0	Visual Arts	Significant interest or some experience in Visual Arts highly recommended.
11PG0	Photography	Significant interest or some experience in Photography highly recommended.

Elective Subjects

Commerce

Coordinator: Mr G Hannelly

Life involves individuals in relationships with other people and institutions. Much of this involvement occurs within the context of a changing commercial environment. The nature of this commercial environment is the interaction of individuals, organisations and governments. Its purpose is the satisfaction of individual and community wants.

Commerce provides a means whereby young people learn to face the realities of the market place, the world of work and leisure, changing technology and of government decisions and actions. Through acquisition of knowledge and understanding, development of skills and exploration of attitudes and values, the study of Commerce guides students towards personal competence and helps to develop their confidence to participate responsibly in a commercial environment.

The Commerce classes will be operating their own business venture, the Bean Machine selling coffees and hot chocolates. Operating as a typical small business they will purchase all equipment, pay taxes, make loan repayments as well as build revenue.

In terms of investment opportunities, the students participate in share market competitions, compare interest levels on loan repayments and simulate investments in the property market.

The aims and objectives the Commerce syllabus are achieved through a planned study of content drawn from the following areas: Business, Consumers, Government, Labour, Law, Money and Records.

Excursions: Local Courts, local shopping centres and Gosford Police Station. Assessment will consist of topic tests, assignments, excursion reports, bookmarks, and semester examinations.

History (Elective)

Coordinator: Mr G Hannelly

History is being offered as an elective subject in Stage 5, in addition to the compulsory History, Civics and Citizenship course. History (Elective) allows students who have a deep interest in history to explore a whole range of areas not undertaken in the compulsory course. In addition, the History (Elective) course is a great opportunity for those students who have a genuine interest in the history of societies other than Australian. To this end, a considerable number of studies will be determined by student interest, in consultation with the course teacher.

There are three units in History (Elective):

1. Constructing History – This unit focuses on the development of students' understanding of the nature of history and the ways in which history can be constructed. That's right – there are many ways in which history can be written and presented! Through the study of topics as diverse as 'Biography', 'Film as History', 'Historical Fiction', 'Local History' and 'Historical Reconstructions' it is hoped that students' understanding of the many ways in which historical meaning can be made will be broadened.
2. Ancient, Medieval and Early Modern Societies – This unit offers the opportunity to study in depth the major features of societies, with focus on areas such as the archaeology and literature of the ancient world, the medieval world, the Renaissance and the early modern world, Asia, America, the Pacific and Africa. Here is the chance to really investigate some different areas of historical interest.
3. Thematic Studies – This unit contains a large number of fascinating studies which will allow the lover of history to hone their investigative skills. There is something for everyone in this unit, including options such as 'Heroes and Villains', 'Sport and Recreation in History', 'War and Peace', 'World Myths and Legends', 'Crime and Punishment', 'Music Through History' and 'Terrorism'.

It is envisaged that excursions will be undertaken to museums, historical groups and it is hoped to investigate a site where historical reconstructions occur.

Assessment will include a major historical investigation in both Year 9 and Year 10, as well as a series of briefer historical presentations, and responses to historical sources.

Take History (Elective) and ponder these and other viewpoints on history:

- Oscar Wilde – 'Any fool can make history, but it takes a genius to write it.'
- Jane Haddam – 'People always seemed to know half of history, and to get it confused with the other half.'
- Kurt Vonnegut – 'History is merely a list of surprises. It can only prepare us to be surprised yet again.'
- Max Beerbohm – 'History does not repeat itself. The historians repeat one another.'
- William Hesseltine – 'Writing intellectual history is like trying to nail jelly to the wall.'
- Schopenhauer – 'Clio, the muse of history, is as thoroughly infected with lies as a street whore with syphilis.'

Please talk to Mr Griffin if there are any other questions regarding this course.

French

Coordinator: Mrs P Papeix

Students will

- learn to listen to, read, speak and write French.
- learn to communicate in French in real life and simulated situations.
- increase their mastery of the French grammatical system enabling them to express themselves verbally and in writing, with precision and authenticity.
- gain an understanding of cultural aspects of French-speaking communities.
- enhance their skills in English by studying a foreign language.

There is extensive use of technology, both for producing work and learning vocabulary. In some areas, each student will be able to work independently, acquiring and extending his skills at his own pace. This method of learning will complement the group work and shared learning experiences, which create a very supportive learning environment for the acquisition of the French language.

Throughout Stage 5, students will participate in various food experiences, competitions and excursions to the Alliance Française. There will also be the opportunity to travel to Francophone countries like France and New Caledonia on a school trip, to experience first-hand the French language and culture.

Drama

Coordinator: Ms J Connor and Mrs J Emmett

Drama provides a means of increasing self-confidence and social awareness. Students are involved physically, emotionally and intellectually – they learn through doing. Drama is a cooperative process through which students develop their ability to share and communicate. Drama helps students learn about emotions, problem solving and relating to others. Students develop their imagination and self-confidence.

In Drama, students learn about themselves and others by creating characters and situations. Drama provides a powerful means of exploring the way people react and respond to different situations, issues and ideas.

Course Content: 60% Practical 40% Written

- Improvisation
- Playbuilding
- Video and film making
- Physical theatre
- Scripted drama
- Mime
- Clowning/comedy
- Mask

Students will develop their ability to:

- use their voice effectively
- use movement effectively
- use methods of relaxation and concentration
- work cooperatively and creatively in-group situations
- create situations and characters of their own imagining
- interpret situations and characters devised by others
- use and experiment with the elements of dramatic presentation
- write critically about drama and theatre
- reflect and evaluate their work

Music

Coordinator: Mr P Toole

The study of **music** fosters knowledge, understanding, skills, values and attitudes that contribute to lifelong processes of learning and to the appreciation and enjoyment of music. The purpose of Stage 5 is to provide students with opportunities to extend their musical knowledge and serve as a pathway to possible further study in Stage 6 (Music is a HSC - 2 Unit Subject).

The students at St Edward's College who have achieved Stage 5 in Music have an understanding of music as an art form through engagement in **performing, composing and listening** across a range of styles, periods and genres. They have an understanding of the role music plays in their own life and the lives of others.

Students engage in a range of increasingly sophisticated **musical experiences**, developing an understanding of the **concepts of music** and how composers have worked with these concepts within a broad range of styles, periods and genres:

- Students **perform in groups** and as soloists a wide range of **repertoire characteristic of the topics they will be studying**. Most students major in just **one instrument of their choice** for the duration of the course.
- Students **explore, improvise, and construct musical compositions/songs**. They are able to explore the capabilities of instruments and how musical concepts can be manipulated for various effects. They notate their own work, choosing notational forms and conventions appropriate to the style, period or genre being explored - utilising **industry standard software**.

- Students aurally analyse and evaluate the repertoire studied. They engage in discussion of style and interpretation, with an awareness of the social, cultural and historical contexts of the music being studied. Students begin to explore music through a range of listening and score-reading activities.

Stage 5 programs and assessment tasks (designed by the music teachers of St Edwards College) are adaptable enough to meet the needs and abilities of students whose interests range from the **broadly based** to the pursuit of **specialised musical knowledge**.

Physical Activity & Sports Studies (PASS) Coordinator: Mrs V Henderson

The PASS course aims to build on the positive values and attitudes towards sport, exercise, fitness and health, gained in the PD/H/PE 7-10 Course. In order to accomplish this, students are given the opportunity to analyse individual and community attitudes towards sport. Students are challenged to assess their current level of physical activity and are provided with relevant information and methods for improving fitness. Students will also develop skills associated with the analysis of fitness and sporting performance to enable them to transfer this information to their own lifestyles.

This course is offered as two 100 hour courses or as one 200 hour course and is structured in the following manner:

Year 9: 100 Hour Course		Year 10: 100 Hour Course	
Module 1	Issues in physical activity and sport	Module 1	Body systems and energy for physical activity – The Body in Action
Module 2	Fundamentals of movement skill development – practice, precision, participation		
Module 3	World Games	Module 2	Enhancing performance – strategies and techniques
Module 4	Moving with Rhythm	Module 3	The Outdoor Challenge
Module 5	Event Management	Module 4	Active and Healthy
Module 6	Opportunities and pathways in physical activity and sport		

Years 9 and 10 combined equates to the 200 hour course.

The format of lessons is a combination of theory and practical sessions designed to improve students' knowledge and understanding of the concepts explored. This course would be particularly relevant for those students who have an interest in Sport and Physical Education.

Students who may be interested in a career associated with the sporting industry, such as physiotherapist, gym instructor, sports trainer, sports writer or recreation officer, as well as those students who desire to improve their knowledge and skill for their own personal use are encouraged to consider this elective.

Industrial Technology

Coordinator: Mr M Austin

The study of Industrial Technology:

- provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings
- develops in students' knowledge and understanding of materials and processes
- leads students to an awareness of the relationship between technology, industry, society and the environment
- develops in students an understanding of the work environment and Work, Health and Safety

Topics covered include:

- Occupational Health and Safety
- Materials, tools and techniques
- Design
- Industry links
- Workplace Communication
- Societal and Environmental impact

Subjects are structured in modules that are sequential with the knowledge and skills developed in one module applied and enhanced through subsequent modules.

Assessment is based on the completion of projects, drawings, assignments and tests.

At St Edwards we are offering:

1. Industrial Technology Metal

This course involves the design, documentation, construction and evaluation of projects in metal technologies like Sheet Metalwork, Machining, Fabricating and Artistic Metal. Students will have the opportunity to use hand tools and machinery including lathes, the milling machine, the power hacksaw, pipe benders, the guillotine, oxy-acetylene welding and cutting equipment and MIG welding.

2. Industrial Technology Timber

This course involves the design, documentation, construction and evaluation of projects in natural and man-made timber products. Students will have the opportunity to use hand tools and machinery including routers, bandsaws, lathes and biscuit jointers.

Graphics

Coordinator: Mr M Austin

The study of Graphics enables students to practise logical thought and decision making while developing drawing skills that are applicable in domestic and commercial fields. They engage in manual and computer based forms of image generation and manipulation that enable them to convey technical and non-technical ideas and information.

The Year 9 course is structured around two Core Modules that provide a broad understanding of the principles and techniques associated with producing graphical presentations in a variety of styles and formats.

The Year 10 course has four modules that allow students to develop knowledge, understanding and skills in specific graphics-related fields. E.g. Engineering, Architecture, Technical Illustration and Product Illustration.

Assessment is based on classroom drawings, homework, assignments, assessment tasks and tests. Students will be issued with a Drawing kit in Year 9 that will enable them to complete the majority of their work. There is additional equipment provided in Year 10. The purchase of a double locking A3 drawing board is optional.

Food Technology

Coordinator: Mrs A McDonald

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe work practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life, as well as meeting student's needs and interests as each unit of work has practical activities designed to enhance the student's skills development. This knowledge and understanding are fundamental to the development of food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products, and prepare them for future employment prospects.

Students develop practical skills in planning, preparing and presenting food that will enable them to select and use appropriate ingredients, methods equipment and technology. This course provides for the development of relevant and meaningful learning experiences, inclusive of life experiences, values, learning styles and individual student characteristics. Through a study of food and its applications in domestic, commercial, industrial and global settings, the Food Technology Course caters for all students' needs and interests. It contributes to both vocational and general life experiences.

Over the duration of the Course, students will learn about the following:

- Food Selection and Health
- Food for Special Needs
- Food Trends
- Food Equity
- Food for Special Occasions
- Food Service and Catering
- Food in Australia
- Food Product Development

Assessment will be based on: 40% Practical

60% Theory, tests, assignments and excursion reports

This subject can be continued in Years 11 and 12 in either Food Technology or VET Hospitality - Kitchen Operations Course.

Visual Arts

Coordinator: Miss S Evans

This elective subject, studied in Year 9 and 10, can be continued in Years 11 and 12 as a 2 Unit subject.

Visual Arts encourages students to express themselves as unique personalities. This helps students to develop a positive self-concept and to participate more fully in the cultural life of the community.

What will students learn about?

Students will discover and learn that their own personal environment is an infinite source of visual images and can be used for developing ideas for making artworks. They will also learn that images and artworks have a powerful influence on people's lives.

In Visual Arts students use process and learning experiences which stimulate observation, imagination and expression and develop fluency in expressing themselves using a wide range of materials and technologies.

Students will learn about Australian Art and the art of other cultures, past and present is studied and related to the student's own creative artmaking. The students will learn to express themselves orally and in written form: verbal presentations, essays, creative writing and case studies.

Students investigate and respond to a wide range of artists and artworks in making, critical and historical studies. Students will engage with the components of content - the Conceptual Framework, the Frames and Practice.

What will students learn to do?

Students learn to work in many 2D and 3D expressive forms such as:

- Painting
- Drawing
- Sculpture
- Printmaking
- Ceramics
- Design
- Graphics
- Photography
- Digital Imagery

Students document and develop their artmaking and historical and critical study by keeping a Visual Art Diary (VAD) where they record their ideas, imaginings experimentations and investigations.

Excursions:

As a part of their studies, the students will visit galleries and exhibitions related to their work.

Course Requirements

The college will provide student with a Visual Arts diary as well as the material used for each artmaking experience.

The possibilities for a career in this area are excellent and varied, e.g. advertising and graphic design, computer graphics, industrial design, animation, and television. If boys show an interest in choosing this subject and are enthusiastic and willing to work hard, parents are asked to encourage them as this exciting, meaningful and innovative course should become an integral part of a student's all-round education.

Photographic and Digital Media

Coordinator: Miss S Evans

Course Description

Photography and Digital Media provides opportunities for students to enjoy making and studying a range of photographic and digital media works. It enables students to represent their ideas and interests about the world, to engage in contemporary forms of communication and understand and write about their contemporary world. Photographic and Digital Media enables students to investigate new technologies, cultural identity and the evolution of photography and digital media into the 21st century.

What will students learn about?

Students learn about the pleasure and enjoyment of making different kinds of photographic and digital media works in still, interactive and moving forms. They learn to represent their ideas and interests with reference to contemporary trends and how photographers, videographers, film-makers, computer/digital and performance artists make photographic and digital media works. Students learn about the creative aspects of photographic practice including composition, viewpoint, depth of field and visual elements.

Students learn about how photography and digital media is shaped by different beliefs, values and meanings by exploring photographers and works from different times and places, and relationships in the artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their making and critical and historical studies.

What will students learn to do?

Students learn to make photographic and digital media works using a range of materials and techniques in still, interactive and moving forms, including ICT, to build a Photographic and Digital Media portfolio over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their making practice in their Photography and Digital Media journal.

Students learn to investigate and respond to a wide range of photographic and digital media artists and works in making, critical and historical studies. Students will engage with the components of content—the Conceptual Framework, the Frames and Practice.

Students will develop skills using a digital camera and its manual functions, Photoshop, setting up and using a studio to shoot subjects such as portraits, still-life, creating magazine cover designs, gel release transfer of images and wet darkroom photography. They will also learn to create images through scanning objects and create a video using Adobe Premier.

Course Requirements

- Students are not required to purchase a digital camera for this course, but if they wish to use their own, a functioning Digital camera (at least 9 megapixel) that is no older than five years would be suitable. Student will have access to College cameras.
- Students are required to have an 8GB memory stick specifically for this course.
- Students are required to produce a Photography and Digital Media portfolio and keep a Photography and Digital Media journal (supplied by the College).

Information and Software Technology

Coordinator: Mr M Young

Information and Software Technology is an elective course that may be studied for Years 9 and 10. St Edward's is aware that most students will require highly developed levels of computing and technology literacy for their future lives. As such we have undertaken to offer this course for the Year 9 boys with a view that they continue it on in Year 10.

The course will consist primarily of individual and group tasks, performed over a range of projects, which will enable students to gain the necessary knowledge and skills they need through practical-based experiences. The course will also contain an amount of theory appropriate to the tasks, skills and knowledge required to successfully become competent in the use of computers.

Within the scope of this course some of the modules contain programming as well as detailed investigations into formulae, relational databases, SQL and scripting, thus Information and Software Technology can create challenges that are both rewarding and fun. The rule of thumb for game lovers is..... you can ONLY play the game if you write and script the game.

What will students learn about?

The core content to be covered in this course is integrated into the options chosen within St Edward's. The course has been designed with an emphasis on practical activities aimed at Year 9 – 10 boys' level of interest. The option topics to be studied within this course include:

- Artificial Intelligence
- Simulation and Modelling
- Software Development and Programming
- Authoring and Multimedia
- Robotics and Automated Systems
- Internet and Website Development

What will students learn to do?

Students will identify a need or problem to be solved, explore a range of possible solutions and produce a full working solution. They will use a variety of technologies to create, modify and produce products in a range of media formats.

Group and individual project-based work will assist in developing a range of skills, including research, design and problem-solving strategies over the chosen topics.

Excursions

As a part of their studies, the students will be involved in a CLAYMATION workshop and may also go to businesses, the Australian Technology Park as well as IMAX Theatre and The Powerhouse Museum

Marine and Aquaculture Technology

Coordinator: Mr T Foster

Marine and Aquaculture Technology is an elective course that can be studied for 100 or 200 hours during Years 9 and 10.

Marine and Aquaculture Technology develops students' capacity to design, produce, evaluate, use and manage marine and water related environments in a sustainable way.

Students study a core of 25 hours and five 15 hour optional modules. The five modules that may be covered in Year 9 include:

- Marine Mammals
- Currents and Tides
- Basic Snorkelling
- Rock Platforms
- and a choice of either
 - Fish Harvesting or Food from the Sea

What will students learn about?

Students learn about marine and aquatic environments. They study water safety, general first aid and the maintenance of equipment. The economical sustainability of aquaculture and marine environments is emphasised together with the preservation of wild seafood stocks. Students learn about the ethical and sustainable use, management and protection of the marine environment. The responsible selection and safe use of equipment in aquaculture and marine and maritime activities is emphasised. They also study a range of industries and organisations that use, manage and regulate the marine environment.

What will students learn to do?

The major emphasis of the Marine and Aquaculture Technology syllabus is on practical experiences. Students learn about Occupational Health and Safety (OHS) issues and apply principles of water safety and first aid in marine situations. They also learn to responsibly select, use and maintain materials and equipment and to use appropriate techniques in the context of the modules selected for study. Students will learn to research, experiment and communicate in relation to aquaculture, maritime and marine activities and to apply ethical and sustainable practices in the use and management of the marine environment. Other learning experiences in the course are dependent on the optional modules studied.

Compulsory Subjects

Religious Studies

Coordinator: Mrs F Toomey

In this subject, in alignment with the Catholic Schools Office and EREA, students undertake a study of religion in our contemporary culture. The aim is to provide students with opportunities for clarifying their own beliefs and values through an appreciation of the Christian Religious traditions, particularly our Catholic story.

Topics covered over the two years are:

Year 9	Year 10
<ul style="list-style-type: none">• The Journey of the Catholic Faith• Serving as a disciple - "Ways of Being" and "Ways of Doing"• Interpreting God's word• Jesus in Luke's Gospel• Catholicism in Australia• Reverence in Creation	<ul style="list-style-type: none">• Leading as a Disciple, "Ways of Being" and "Ways of Doing"• Justice and Reconciliation• Religious Diversity in Australia• Conscience and Decision Making

Assessment: will be included in most topics and include exams, film studies, portfolios, research assignments, class and home tasks.

Compulsory Retreat Days: Year 10 concentrate on relationships with others and God, participating in an extended day retreat. Opportunity is provided for all students to participate in the creation and experience of liturgy at a class and whole school level.

English

Coordinator: Mrs S Hatfield-Smith

The Year 9-10 English program at St Edward's College is based on developing the students' growth in language and building on the skills and outcomes in Stage 4 to enable students to develop their competence in the modes of reading, writing, speaking, listening and viewing and representing. This will be encouraged through purposeful language activities in the contexts of everyday communication and personal expression (both formal and informal), literature and the mass media.

Teachers will provide opportunities for your son to develop his personal competence in: recognising, enjoying, broadening and exercising control over their oral language skills; responding perceptively to what they read in a wide range of texts and contexts; composing and responding with pleasure,

competence and confidence; experiencing, enjoying and responding perceptively to a range of texts including mass media, multicultural literature, picture books, electronic texts and Shakespearean literature.

Assessment of what students learn to do, and what they learn about is integrated into the teaching modules and explicitly linked to course content and outcomes. Some tasks are common moderator tasks to assist students and teachers in recognising the individual performance in relation to the age cohort, however the classroom teacher is largely responsible for determining and assessing a student's progress in meeting the outcomes for Stage 5. Students are required to polish and draft their assessment work into a portfolio that will follow them across Stage 5, as evidence of their learning. They are also required to participate in a wide reading program each semester across Stage 5, to broaden their perception of themselves and their world.

Mathematics

Coordinator: Mr R Massey

Mathematics is studied as a compulsory subject in Years 9 and 10. It is made up of three distinct levels as directed by the Board of Studies. Stage 5 Mathematics is divided into three connected pathways 5.1, 5.2 and 5.3. Each pathway continues to build on the concepts developed in Stage 4 Mathematics.

Testing and assessment processes are carried out regularly within and between pathways so that comparisons can be made between students at a given level. In Year 9 movement can and will happen between pathways at the end of each semester. Solid and sustained progress in Stage 5 Mathematics will allow students options when selecting a course in Stage 6 Mathematics (Years 11 and 12).

Science

Coordinator: Mr T Foster

Year 9 and 10 students are placed into partially streamed classes. The course encompasses four major Science Areas.

- **Chemistry** - Plastics, synthetic fibres, colloids, gels, cosmetics, carbon chemicals, metals, chemical energy, chemical building blocks, radioactivity, formulae, equations, acids and bases
- **Physics** - Electrical circuits, light, forces, waves, motion, astronomy, electricity
- **Biology** - Reproduction, microbes, nervous system Genetics, evolution, future research
- **Geology** - Mountain building, plate tectonics, mining

In Year 10, classes are rotated every five weeks, with students being taught by senior subject specialist teachers for each unit of work.

Assessment: This is carried out using a variety of assessment styles which include tests, exams, research, model building and practical work. Each student is also required to complete an individual research task in either Year 9 or Year 10 that is practically orientated as well as an oral presentation about this task.

HSIE (Geography and History)

Coordinator: Mr G Hannelly

Geography Component

The study of Geography prepares students for adult life by developing in them an informed perspective on local, regional, national and global issues. In so doing, it forms a basis for active participation in community life and a commitment to ecological sustainability, a just society, intercultural understanding, informed and active citizenship and lifelong learning.

Geography is an essential part of lifelong education because it provides citizens with a means to plan for the future and to create policies that guide how to best use and manage the planet's precious resources. It also provides citizens with a means to make socially just and ecologically sustainable environmental decisions.

The Year 9/10 course examines

- An Investigation in Australian Identity
- Changing Australian Environments
- Issues in Australian Environments
- Australia in its Regional and Global Context

Excursions: During both years the students will have the opportunity to undertake excursions which facilitate learning. Calga Rainforest study, Bush Tucker and a site study at Budgewoi Beach will provide effective and rewarding learning experiences for the students.

Assessment: This aspect of the course will entail skill work, unit tests, assignments, oral presentations and semester exams.

History Component

History in Years 9 and 10 forms a major element of the civics and citizenship education commenced in Year 7. Through the study of history, students explore people's experiences, using the past to inform and reflect on the present, and how they may take an active role in shaping a more equitable society.

Students will study Australian history with regards to its place in the modern world. It will cover the period of movements of people to the recent role played by Australia in the global world. The particular topics are Australia's relations with Asia, Australians at war, rights and freedom, popular culture and global links.

The skills that students will develop over Years 9 and 10 involve the use of historical terms and concepts in appropriate context; interpretation of historical sources; inquiry; research; recognising perspectives; communication; and empathy.

History in Years 9 and 10 is a very relevant, highly participative and interesting course. It explores the incredible events that have occurred over time, including disasters, discoveries, scandals, explorations and invasions. It helps us search through time for the changes that have influenced the world of today and that are shaping the world of the future.

Excursions: As the course uses the theme approach, excursions and other 'external' learning experiences have been planned. Site studies are an important component of the History course.

Assessment: This is in the form of unit testing, essay and document study, oral presentation and assignment work, all geared to cater for individual differences.

Personal Development, Health and Physical Education (PDHPE)

Coordinator: Mrs V Henderson

Personal Development, Health and Physical Education is one of the eight key learning areas in the NSW Secondary Curriculum. It is concerned with the development of the whole person and the improvement of quality of life for all. The integrated study of PDHPE is mandatory for all students in Years Seven to Ten and is available as a 2 Unit Course during Years Eleven and Twelve.

The syllabus is concerned with developing the knowledge and skills and fostering the attitudes that will empower students to adopt healthy lifestyles. It is founded on a broadly based notion of health which encompasses the total well-being of the individual. The syllabus aims to affect the way students think, feel and act in regard to their own well-being and that of others in the community in which they live. The school program focuses on enabling and encouraging students to make informed decisions related to health, physical activity, lifestyle and life planning.

Assessment in this subject takes on a variety of forms including skills assessment, research assignments, unit tests and major examinations.

Year 9 - 2019

Draft Elective Selections

Use this form to choose your subjects prior to selecting them online in week 9

NAME: _____

TUTOR GROUP: _____

- Commerce
- Drama
- Music
- Visual Arts
- Photographic and Digital Media
- History (Elective)
- Physical Activity and Sports Studies

- Graphics
- Industrial Technology (Timber)
- Industrial Technology (Metal)
- French
- Food Technology
- Information and Software Technology
- Marine and Aquaculture Technology

Choose four subjects from the above list and arrange them in your order of preference, 1 to 4.

1. _____
2. _____
3. _____
4. _____