



**Marcellin College
Randwick**

**Stage 5 Subject
Information
Handbook
Year 9, 2019**

CURRICULUM - YEARS 9 & 10

(Stage 5)

OVERVIEW

As the students near completion of Year 8 they are given the opportunity to choose **three elective subjects** in addition to their core subjects. Two of these are studied in Year 9 only, and one is studied over the next two years (in years 9 and 10).

The elective subjects from which students are asked to select are arranged in such a way that each student can choose to specialise in an area which suits his own particular talents, interests and abilities. Students can study elective subjects which best fit into their own developing plans for future careers or job prospects. The table below illustrates the CORE and ELECTIVE curriculum which is offered to our Year 9 and Year 10 students.

CORE

KLA	SUBJECT
<i>Religious Education</i>	Religious Education
<i>English</i>	English
<i>Mathematics</i>	Mathematics
<i>Science</i>	Science
<i>PD/Health/PE</i>	Personal Development, Health and Physical Education
<i>Human Society and its Environment</i>	Australian History, Civics & Citizenship (Yr 10 only)
	Australian Geography, Civics & Citizenship (Yr 10 only)

ELECTIVES

KLA	Subject
<i>Human Society and its Environment</i>	Commerce
	Elective History (Year 9 only)
	Elective Geography (Year 9 only)
<i>Technological and Applied Studies</i>	Industrial Technology - Timber
	Design and Technology
	iStem

	Information and Software Technology
	Food Technology
<i>Languages</i>	Italian
<i>Creative & Performing Arts</i>	Visual Arts
	Visual Design
	Music
	Drama
<i>PD/Health/PE</i>	Physical Activity & Sports Studies

REQUIREMENTS

Although these elective subjects are chosen by students towards the middle of Year 8, they do not under any circumstances imply that students must decide at this point about their future career paths. In terms of subject prerequisites, the maintenance of a core curriculum in Year 9 and 10 ensures that most future career paths are still open to students at the end of Year 10.

In Years 9 and 10, students will undertake a variety of different assessment tasks which will be used to allocate grades for each elective subject. Full details of the assessment program will be made available in a booklet which will be distributed to students at the beginning of Year 9 and Year 10.

Eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). To receive an award of the NSW Record of School Achievement (RoSA), a student must fulfill the course requirements and have satisfactory records of attendance and application. The College ensures all students study appropriate courses, but satisfactory attendance and application are up to the student. A student with high absenteeism places his RoSA in jeopardy. Similarly, a lack of application may lead to an "N" award in a subject. This may result in the student being ineligible for a RoSA.

CHOOSING ELECTIVES

During Year 8, students and parents need to choose **THREE** elective subjects. One of these is studied for two years (in Years 9 and 10) and the other two are studied for one year (in Year 9 only). It is important that students use this opportunity to explore and discover their own individual talents, skills and interests in specific areas.

Steps to follow:

- Think about the different things which interest you. What things are you good at and like to do? Choose a subject because it interests you. Remember it is easier to study when you enjoy a subject.
- Read through all the subject information which is contained in this Handbook. Remember, you are more likely to make better decisions about electives when you know more about them.

- Be aware of your own academic ability. Choose a subject which is comparable with your academic performance. Choose subjects that are going to challenge you academically, but be realistic.
- Think about some of the career paths which you are interested in. Choose subjects which are in line with career paths that interest you.
- Read this booklet with your parents and discuss your options. If you are still uncertain about particular subjects, consult the relevant KLA coordinators, your teachers, Ms Moore, Mr Lee or Mr Shields. All these people are more than willing to offer you assistance and guidance in your subject selections.

Suggested guidelines:

- There are no prerequisites for studying Music & Art in Years 11 &12 (Stage 6) but it would be advantageous for a student to have studied them in Year 9 or 10 (Stage 5).
- Do not choose subjects because friends are choosing it.
- Do not choose a subject because you *think* a particular teacher will be teaching it. Teachers change from year to year.

In any given year, courses can only be offered if a minimum number of students apply. The minimum number is determined by the Headmaster.

YEARLY PROGRESSION OF SUBJECTS

Underlined indicates CORE subjects which are compulsory in each year. Elective subjects offered may change from year to year.

Years 7 & 8 (Stage 4)	Years 9 & 10 (Stage 5)	Years 11 & 12 (Stage 6)
<u>Catholic Studies</u>	<u>Catholic Studies</u>	<u>Catholic Studies</u> (non-ATAR) or <u>Studies of Religion</u> (ATAR)
<u>English</u>	<u>English</u>	<u>English: Standard</u> or <u>Advanced</u> or <u>English Studies</u> English, Extension 1 English, Extension 2
<u>Mathematics</u>	<u>Mathematics</u>	Mathematics Standard 1 Mathematics Standard 2 Mathematics Advanced Mathematics, Extension 1 Mathematics, Extension 2
<u>Science</u>	<u>Science</u>	Biology Chemistry Physics Investigating Science
<u>World History</u> <u>World Geography</u>	<u>Australian History</u> <u>Australian Geography</u> History, Elective Geography, Elective Commerce	Ancient History Modern History History, Extension Business Studies Economics Legal Studies Geography
<u>Languages</u>	Italian	Various Languages (also offered through SSCL or Open HS)

<u>Visual Arts</u>	Visual Arts Visual Design	Visual Arts Photography
<u>Music</u>	Music	Music 1 Music 2 Music Extension
<u>PD/Health/PE</u>	<u>PD/Health/PE</u> Physical Activity and Sports Studies	PD/Health/PE Sport, Lifestyle and Recreation
<u>Technology</u>	iSTEM Industrial Technology - Timber Design and Technology Information & Software Technology Food Technology	Industrial Technology Design & Technology Information Processes & Technology Software Design & Development Computing Applications
<u>VET</u>		VET Construction VET Hospitality VET Business Services
<u>Performing Arts</u>	Drama	Drama

Core Subjects

(All to be studied)

RELIGIOUS EDUCATION

COORDINATOR: Mr Chris Shields

Catholic secondary schools provide comprehensive Religious Education **consisting of** a number of interdependent elements. One of these is the classroom Religious Education program. At Marcellin College this is based on the Sydney Archdiocesan curriculum document "Faithful to God: Faithful to People". The five main areas of study are:

1. Scripture and Jesus
2. Church and Community
3. God, Religion and Life
4. Prayer, Liturgy and Sacraments
5. Morality and Justice

The main text for study is "To Know, Worship and Love".

AIM

- Making sense of everyday life experiences in the broader contexts of ministry, complexity, confusion and awe.
- Gaining access to and understanding of the traditions of the Catholic community, its story, its experience and its teachings.
- Celebrating traditions with others.
- Responding to the activity of God in their lives and in the whole of creation.

CONTENT Students in Year 9 and 10 will study the following topics:

YEAR 9

- The Church in Australia
- Biblical Writing
- Living the Commandments and Beatitudes
- Sacraments of Healing
- The Search for Meaning

YEAR 10

- The Church Tradition, Challenge and Change
- Catholic Social Teachings
- Ecumenism & Interface Dialogue
- Sacraments at the Service of Communion
- The Gospels

ASSESSMENT REQUIREMENTS

Year 9 - We have four (3) tasks in Year 10. A range of assessment instruments are used to assess student achievement.

Year 10 - Assessment is on-going throughout the units. Assessment work aims to assist students to achieve a better end product from their class work and homework, leading to greater knowledge and understanding of content and key competencies.

RELEVANCE OF COURSE

Religious Education courses bring together the essential components of knowledge, understanding, appreciation and celebration of our rich tradition. Religious Education participates in the Church's primary mission of evangelisation, the task of spreading the good news of Jesus Christ. Religious Education is a life-long process. In the school years it is a partnership of home, parish and school.

ENGLISH

COORDINATOR: Mr Peter Damalas

Language shapes our understanding of ourselves and our world, and is the primary means by which we relate to others. In Years 9 and 10, English is the study and use of the English language in its various textual forms. These encompass spoken, written and visual texts of varying complexity through which meaning is shaped, conveyed, interpreted and reflected.

AIM

- The aim of English in Years 9 and 10 is to enable students to use, understand, appreciate, reflect on and enjoy the English language in a variety of texts and to shape meaning in ways that are imaginative, interpretative, critical and powerful.

Hence, the texts we use encompass the six language modes of

- Reading
- Writing
- Speaking
- Listening
- Viewing
- Representing

in a wide variety of

- literary
- non-literary
- visual texts

many of which encompass a combination of modes, mediums and genres.

YEAR 9 and 10 ASSESSMENT REQUIREMENTS

All work is assessed according to the Outcomes laid down in the Stage 4 and Stage 5 English Syllabus through the use of varied assessment tasks.

MATHEMATICS

COORDINATOR: Mr Jacob Gibbons

Mathematics in K–10 focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing strategies to make informed decisions and solve problems relevant to their further education and everyday lives.

The study of mathematics provides opportunities for students to appreciate the elegance and power of mathematical reasoning and to apply mathematical understanding creatively and efficiently. The study of the subject enables students to develop a positive self-concept as learners of mathematics, obtain enjoyment from mathematics, and become self-motivated learners through inquiry and active participation in challenging and engaging experiences.

COURSE DESCRIPTION

Students study Number and Algebra, Measurement and Geometry, Statistics and Probability. Within each of these strands they will cover a range of topics including:

- fractions
- rates and ratios
- indices
- non-linear relationships
- properties of solids
- data analysis
- decimals
- financial mathematics
- equations
- area, surface area and volume
- geometrical figures
- probability
- percentages
- algebraic techniques
- linear relationships
- trigonometry
- deductive geometry
- functions and graphs

Working Mathematically is integrated into each of the content strands. Working Mathematically encompasses five interrelated components:

- communicating
- problem solving
- reasoning
- understanding
- fluency

RELEVANCE OF COURSE

In order to meet students' vocational and other learning needs beyond the compulsory years, a variety of mathematical learning experiences are required in Years 9 and 10.

Students study either the Stage 5.1, the Stage 5.2 or the Stage 5.3 course depending upon their achievement in the Stage 4 Mathematics course.

Stage 5.2 content builds on and includes the content of Stage 5.1. Stage 5.3 content includes the content for Stage 5.1 and Stage 5.2.

Student performance and achievement in Stage 5 Mathematics determines the level of Mathematics students can undertake in Stage 6 Mathematics.

SCIENCE

COORDINATOR: Ms Jeannie Scevity

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Scientific knowledge is contestable and is revised, refined and extended as new evidence arises or existing evidence is re-conceptualised. The study of Science is a collaborative, creative endeavour and has led to a dynamic body of knowledge organised as an interrelated set of models, theories, laws, systems, structures and interactions. It is through this body of knowledge that science provides explanations for a variety of phenomena and enables sense to be made of the natural world.

The study of Science enables students to develop a positive self-concept as learners and gain confidence in and enjoyment from their learning. Through active participation in challenging and engaging experiences they become self-motivated, independent learners. Their understanding of science and its social and cultural contexts provides a basis for students to make reasoned evidence-based future choices and ethical decisions, and to engage in finding innovative solutions to science-related personal, social and global issues, including sustainable futures. Stage 5 Science deepens students' engagement and understanding of Science within the broad areas of the Earth and Space, Living World, Chemical World and Physical World.

AIMS

To develop students ability to:

- develop questions or hypotheses to be investigated scientifically .
- produce plans to investigate identified questions, hypotheses or problems, individually and collaboratively.
- undertake first-hand investigations to collect valid and reliable data and information, individually and collaboratively
- process, analyse and evaluate data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
- apply scientific understanding and critical thinking skills to suggest possible solutions to identified problems
- present science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations

RELEVANCE OF COURSE

A study of science gives a broad base of information and skills necessary for coping with an ever-changing world. In Stage 6 (Years 11 and 12) students can choose to study a particular branch of science such as Biology, Physics, Chemistry or Investigating Science.

AUSTRALIAN GEOGRAPHY

(undertaken in Year 10 only)

COORDINATOR: Mr Anthony Burke

Australian Geography involves the study of people, cultures, societies and environments in different places at different times. Students develop knowledge and understanding about diverse societies, local and global environments and societies.

AIM

The aim of Geography is to stimulate student's interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens.

CONTENT

Sustainable Biomes

- Biomes
- Changing Biomes
- Biomes produce food
- Changes to food production
- Challenges of food production
- Food security

Changing Places

- Causes and consequences of urbanisation
- Urban settlement patterns
- Internal migration
- International migration
- Australia's urban future

Environmental change and management

- Environments
- Environmental change
- Environmental management
- Investigative study

Human Wellbeing

- Human wellbeing and development
- Spatial variations in Human wellbeing
- Human wellbeing In Australia
- Improving human wellbeing

RELEVANCE OF COURSE

Australian Geography in Stage 5 encourages students to form positive attitudes towards Geography and understand its impact on the present and the future. The subject leads to the senior Geography course in Stage 6 (Years 11 and 12).

AUSTRALIAN HISTORY

(undertaken in Year 10 only)

COORDINATOR: Mr Anthony Burke

Australian History is a process of inquiry into questions of human affairs in their time and place. It explores the possibilities of comparing past to present and present to past. It allows students to develop their critical powers of thinking and evaluation. Students are challenged to consider their rights and responsibilities and the contribution they can make to a better society.

AIM The aim of Australian History is to enable students to acquire the knowledge and understanding, historical skills, and values and attitudes essential to an appreciation of the past and to prepare students for informed and active citizenship in a changing world.

CONTENT

- Movement of Peoples
- Making a Nation
- World War I
- World War II
- Genocide
- Rights and freedoms
- Popular Culture

RELEVANCE OF COURSE

Australian History in Stage 5 encourages students to evaluate types of sources and make judgments based on them. This course leads to senior courses in Stage 6 (Years 11 and 12) in Modern History and Ancient History and the Extension History course in Year 12.

PD/HEALTH/PE

COORDINATOR : Mr Chris O'Connell

There is ample evidence to indicate that, despite a high standard of living, significant social and health problems exist in Australia. Many of these problems can be associated with the lifestyles adopted by individuals, particularly with respect to drug use, accidents, diet, physical activity, sexual activity, as well as a number of other high risk behaviours. Because of their association with certain behaviour patterns, many modern diseases are therefore largely preventable depending on the individual's choice.

The predominance of behaviour-related problems in our Australian society, coupled with the high cost of these problems both to the community and to its individual members, strongly supports the need for preventative measures. Educating the community is one way of preventing social and health problems or, where they exist, of minimising their effect. Education programs must develop in individuals the capacity to make informed decisions. This Personal Development, Health and Physical Education syllabus has a fundamental role to play as part of that educative process.

AIM

The purpose of this course is to develop in each student the knowledge, skills and attitudes needed to understand, value and lead healthy and fulfilling lifestyles. This purpose will be achieved by each student developing:

- self esteem and social well being
- movement skills
- personal fitness
- the ability to make informed health decisions
- the commitment to act upon informed health decisions

CONTENT

Students will study the following units:

- Supporting Myself and Others
- Fitness Testing
- Movement Composition
- Soccer
- Oz Tag / Touch Football
- Responding to challenges and careers
- Taking Charge
- Badminton
- Health Issues for Young People – Drug Use / Road Safety
- Creating Respectful Relationships
- Health Promotion and Consumerism

YEAR 9 ASSESSMENT REQUIREMENTS

Practical Skills	50%
Presentations/Assignments	50%

RELEVANCE OF COURSE

This course is vital for the student. It integrates practical and theoretical knowledge of what makes people healthy and happy. It teaches physical skills and fitness and also includes knowledge about the important issues of relationships, personal choice, decision making and safe living. It helps to make students more aware, more physically active and healthier.

Elective Subjects

At Marcellin College, three (3) elective subjects are chosen:

- All three are studied in Year 9.
- One elective course is continued. It is studied in both Years 9 and 10.
- Nominate the course that you wish to study over two years as your first preference.

MUSIC

COORDINATOR: Miss Daniela Gamma

The Music Years 7-10 Syllabus contains both Mandatory and Elective courses. The Mandatory course has been studied for 100 hours in Stage 4 (Years 7 and 8). The Elective course can be studied for 100 hours (Year 9) or 200 hours (Years 9 and 10) in Stage 5.

COURSE DESCRIPTION

Music has inspired, enriched and brought joy to the hearts of people across the ages and across the continents. Music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. The nature of musical study allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences.

What will students learn about?

Students will learn about, perform and listen to works of music from across the different genres and eras. Students will study up to 8 topics in the 200 hour course. Examples of Topics to choose from are Rock Music, Popular Music, Jazz, Basic Music Theory, Musical Theatre, Australian Music, Classical Music, Music for Film and Television, Romantic Music, The Influence of Technology in Music and Music of a Culture. Students will also have the opportunity to compose and perform music inspired by the music studied in the course.

What will students learn to do?

In Music, students learn to perform music in a range of musical contexts and styles, learn a variety of performance techniques on students' instrument of choice, compose music that represents the topics they have studied, learn to aurally analyse music using the six Concepts of Music, and learn meaning and appreciation to a broad range of musical styles.

NSW Record of School Achievement (RoSA)

Satisfactory completion of the Stage 4 mandatory Music course (Years 7 - 8) will be recorded on the student's School Certificate Record of Achievement Part A.

Satisfactory completion of 100 hours (Year 9 only) or 200 hours (Years 9 & 10) of elective study in Music during Stage 5 will also be recorded with a grade on the student's School Certificate Record of Achievement Part A.

VISUAL ARTS

TEACHER IN CHARGE: Ms Katherine Toohey

Visual Arts is an elective course that can be studied for 100 hours (Year 9 only) or 200 hours (Years 9 and 10) in Stage 5.

COURSE DESCRIPTION

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about art and create their own artworks.

What will students learn about?

Students will study the different forms, techniques and media employed by artists including painters, sculptors, architects, designers and photographers. Students will engage in the critical and historical study of artists and artworks. They will learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places.

What will students learn to do?

Students learn to make artworks using a range of materials and techniques in 2D, 3D and 4D forms, including traditional and more contemporary forms, site-specific works, installations, video and digital media and other ICT forms. Students will assemble their artworks into a body of work. They will learn to develop their research skills, approaches to experimentation and to make informed personal choices and judgments. Students also learn to record procedures and activities about their artmaking practice in their Visual Arts diary.

Units currently covered in Year 9 are:

- *Your Real and Abstracted Still Life: Photography, Drawing and Printmaking* – Creation of a still life composition using objects meaningful to you. This will be photographed, realistically drawn using different mediums and styles, lino printed and then finally turn it into an abstract artwork.
- *Portrait of a Celebrity: Drawing, Photoshop and Clay Sculpture* – studies of political and contemporary artists who represent celebrities in art. You will create street art inspired drawings, a Photoshop artwork and finally a caricature clay sculpture of their face.
- *New ways of Capturing the Landscape: Drawing, Collage, Photoshop and Painting* - Studies of a places and spaces using a range of drawing and painting materials and techniques to capture the environment. You will create mixed media collages, Surrealist Photoshop compositions and finally a Surreal landscape painting.

NSW Record of School Achievement (RoSA)

Satisfactory completion of the Stage 4 mandatory Visual Arts course will be recorded on the student's School Certificate Record of Achievement Part A. Satisfactory completion of 100 hours (Year 9 only) or 200 hours (Years 9 & 10) of elective study in Visual Arts during Stage 5 will also be recorded with a grade on the student's School Certificate Record of Achievement Part A.

VISUAL DESIGN

TEACHER IN CHARGE: Ms Katherine Toohey

Visual Design is an elective course that can be studied for 100 hours (Year 9 only) or 200 hours (Years 9 and 10) in Stage 5. It is classified under the Visual Arts subject area.

COURSE DESCRIPTION

Visual Design plays a significant role in the curriculum by providing specialised learning opportunities to enable students to understand and explore the nature of Visual Design as a constantly changing field of artistic practice, conceptual knowledge, material and textual appearances. The three forms in which are explored are print, object and time/space design.

What will students learn about?

This Stage 5 course builds on the Stage 4 Visual Arts mandatory course. It provides opportunities for students to investigate Visual Design in greater depth and breadth and these opportunities enable students to understand and explore the nature of Visual Design as a field of multiple disciplines grounded in artistic practice. Artistic practices that incorporate Visual Design play an important part in the contemporary artworld. Practice within the school context is intended to approximate practice used in the contemporary world by artists as visual designers. These practices, including collaborative and sustainable design practices, provide real-world models for learning and may establish career options available to students.

What will students learn to do?

Visual Design places great importance on the development of students' intellectual and practical autonomy, critical judgment, reflective actions and understanding of the field of visual design in making and critical and historical interpretations of Visual Design artworks. Students will also build understanding and exploring relations between and amongst the agencies: artist as designer – visual design artwork – world – audience.

Units currently covered in Year 9 are:

- *Imagining a Band Identity* - CD booklet, t-shirt and badge graphic design for an imagined band created in Photoshop.
- *Skatedeck Design* - Designing skatedecks and artworks based on street artists styles and techniques.
- *Claymation* - Clay animation based on social issue; constructing and animating characters/sets.
- *Comic Illustration* – Create comics with a range of illustration techniques and styles.

Units currently covered in Year 10 are:

- *Film Trailer Design* - Film and create a film trailer using cameras and digital software.
- *Finder's Keepers* – Functional object design from found/recycled materials.
- *Website Design* - Portfolio website creation and design.
- *Self Directed Project* – Students design and create a self directed project based on own interests and skills.

NSW Record of School Achievement (RoSA)

Satisfactory completion of 100 hours (Year 9 only) or 200 hours (Years 9 and 10) of study in Visual Design during Stage 5 will be recorded with a grade on the student's School Certificate Record of Achievement Part A.

DRAMA

COORDINATOR: Hayley Flowers

COURSE DESCRIPTION

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.

Stage 5 – Elective Course 100hr Year 9 or Year 10

- Year 9 or 10 - Integrated study of the elements and practices within the context of Playbuilding and at least one other dramatic form or performance style

Stage 5 – Elective Course 200hr Year 9 and 10

Year 9 – Integrated study of the elements and practices within the context of Playbuilding and Text to Performance: Improvisation and Children's Theatre

Year 10 – Greater depth integrated study of the elements and practices within the context of Playbuilding and Melodrama/ Documentary Drama

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 monologue performances and devised group work.

COMMERCE

COORDINATOR: Mr Anthony Burke

Commerce is an elective course that can be studied for 100 hours (Year 9 only) or 200 hours (Years 9 & 10) during Stage 5.

COURSE DESCRIPTION

Commerce enables young people to develop the knowledge, understanding, skills and values that form the foundation on which they can make sound decisions about consumer, financial, legal, business and employment issues. It develops in students the ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of the community.

What will students learn about?

All students study Consumer Choice and Personal Finance. In these topics they learn about making responsible spending, saving, borrowing and investment decisions.

Students may also study Legal and Employment Issues, in which they will develop an understanding of their legal rights and responsibilities and how laws affect individuals and regulate society. They also learn about commercial and legal aspects relating to employment issues, and their rights and responsibilities at work.

Students will also study optional topics selected from: Investing; Promoting and Selling; E-Commerce; Global Links; Towards Independence; Political Involvement; Travel; Law in Action; Our Economy; Community Participation; Running a Business; and a School-developed option.

What will students learn to do?

Student learning in Commerce will promote critical thinking and the opportunity to participate in the community. Students learn to identify, research and evaluate options when making decisions on how to solve consumer problems and issues that confront consumers. They will develop research and communication skills, including the use of ICT, that build on the skills they have developed in their mandatory courses.

They will also develop skills in personal financial management and advocacy for rights and responsibilities in the workplace.

NSW Record of School Achievement (RoSA)

Satisfactory completion of 100 hours (Year 9 only) or 200 hours (Years 9 and 10) of study in Commerce during Stage 5 will be recorded with a grade on the student's School Certificate Record of Achievement Part A.

ELECTIVE GEOGRAPHY

(can only be taken as a one year course in Year 9)

COORDINATOR: Mr Anthony Burke

Elective Geography is an elective course that can be studied for 100 hours in Years 9 only.

COURSE DESCRIPTION

The Elective Geography course provides an opportunity for students to learn more Geography through additional study. It provides students with a broader understanding of the discipline of Geography and the processes of geographical inquiry, and enables depth studies through flexible learning in a choice of focus areas.

What will students learn about?

Elective Geography enables students to learn more about:

- the geographical processes that form and transform environments and communities
- the importance of the world's environments and issues associated with them
- human activities at a range of scales
- contemporary world events and issues in terms of their spatial and ecological dimensions
- the roles and responsibilities of individuals, groups and governments in resolving tensions and conflicts at a range of scales
- being an informed and active citizen.

What will students learn to do?

Students learn to gather, process and communicate geographical information from a variety of primary and secondary sources. Appropriate geographical tools including information and communication technologies (ICT) are to be integrated in each focus area. Geographical tools, such as maps, graphs, statistics, photographs and fieldwork, assist students to gather, analyse and communicate geographical information in a range of formats.

COURSE REQUIREMENTS

In a 100-hour Elective Geography course students will study a number of the eight focus areas.

NSW Record of School Achievement (RoSA)

Satisfactory completion of 100 hours of study in Geography Elective during Stage 5 (Years 9) will be recorded with a grade on the student's School Certificate Record of Achievement Part A.

ELECTIVE HISTORY

(can only be taken as a one year course in Year 9)

COORDINATOR: Mr Anthony Burke

Elective History is an elective course that can be studied for 100 hours in Year 9.

COURSE DESCRIPTION

History develops in young people an interest in and enjoyment of exploring the past. A study of Elective History provides opportunities for developing a knowledge and understanding of past societies and historical periods.

What will students learn about?

Students explore the nature of history and the methods that historians use to construct history through a range of thematic and historical studies. Students develop an understanding of how historians investigate and construct history through an examination of various types of history such as oral history, museum or archive studies, historical fiction, media, biography or film. Historical issues studied include the collection, display and reconstruction of the past, ethical issues of ownership and preservation and conservation of the past. A selection of ancient, medieval and early modern societies are studied in relation to themes such as war and peace, crime and punishment, music through history, slavery, women in history or other relevant topics.

What will students learn to do?

Students apply an understanding of history, heritage, archaeology and the methods of historical inquiry and examine the ways in which historical meanings can be constructed through a range of media. Students learn to apply the skills of investigating history including understanding and analysing sources and evidence and sequencing major historical events to show an understanding of continuity, change and causation. Students develop research and communication skills, including the use of ICTs, and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints. Students also learn to construct a logical historical argument supported by relevant evidence and to communicate effectively about the past for different audiences.

NSW Record of School Achievement (RoSA)

Satisfactory completion of 100 hours of study in Elective History during Stage 5 (Year 9) will be recorded with a grade on the student's School Certificate Record of Achievement Part A.

ITALIAN

Teacher –in-Charge: Mr Anthony Graziano

Italian is the principal Romance language derived directly from Latin. It is the single largest language spoken in Australia after English. Italian has come to Australia mainly through migration beginning in the nineteenth century peaking in the post war years from 1946 to the 1960s. Since English derives about 60% of its vocabulary from Latin, English speakers can recognise many Italian words. While Italian pronunciation and spelling are relatively easy to learn, the grammar can be quite complex and challenging. However, learning Italian grammar will help a student's English. So, in learning Italian, a student can improve his understanding of English.

AIMS

- To develop skills in listening, speaking, reading, writing and understanding Italian and the Italian culture.
- To encourage understanding of Italian ways of behaviour, thinking and an appreciation of the differences between Italian and Australian ways.
- To develop skills that would enable students to further their language studies at a higher level.
- To encourage satisfaction and enjoyment which can be gained through the experience of learning another language.

COURSE CONTENT Students will learn reading, writing, speaking and listening. Students will also gain a greater understanding of Italian society and culture.

A. SITUATIONS: Getting about; shopping; eating out; speaking on the phone; at school; at home, likes, dislikes, weather.

B. GREETINGS: Meetings; introductions; describing people; asking questions; coming and going; saying thank-you, please, apologising, special occasions, asking permission.

C. CLASSROOM: Expressions.

D. GRAMMAR: Nouns, Articles, Pronouns, Adjectives, Verbs, the three main tenses of present, past and future, Adverbs, Prepositions, asking and receiving, plain speech.

E. WRITING: Writing basic Italian sentences.

F. CULTURAL STUDIES: Customs, etiquette, family life, geography, entertainment, sport, history, religion, art and music.

YEAR 9 ASSESSMENT REQUIREMENTS

Each of the 4 skills - speaking, listening, reading and writing will be assessed and given approximate weighting of 20% or 25%. In addition a cultural research task will be valued at 10%.

RELEVANCE OF COURSE

Studying Italian is significant in the development of one's self esteem; an analytical awareness of one's own language; development of personal friendships and cultural contacts and as a potential source of income and bright employment prospects. The Italian course in Year 9 and 10 is a prerequisite for studying for the Higher School Certificate - (Stage 6 Continuers).

NSW Record of School Achievement (RoSA)

Satisfactory completion of 100 hours (Year 9 only) or 200 hours (Years 9 and 10) of study in Italian during Stage 5 will be recorded with a grade on the student's School Certificate Record of Achievement

PHYSICAL ACTIVITY AND SPORTS STUDIES

COORDINATOR: Mr Chris O'Connell

Physical Activity and Sports Studies is an elective content endorsed course that may be studied for 100 or 200 hours for the School Certificate. The syllabus can be taught at any time in Years 7-10 however, its outcomes and content have been designed at a Stage 5 standard.

COURSE DESCRIPTION

Physical Activity and Sports Studies aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Students engage in a wide range of physical activities in order to develop key understandings about how and why we move and how to enhance quality and enjoyment of movement.

What will students learn about?

The course includes modules selected from each of the following three areas of study:

* *Foundations of Physical Activity*

- Body systems and energy for physical activity
- Physical activity for health
- Physical fitness
- Fundamentals of movement skill development
- Nutrition and physical activity
- Participating with safety

* *Physical Activity and Sport in Society*

- Australia's sporting identity
- Lifestyle, leisure and recreation
- Physical activity and sport for specific groups
- Opportunities and pathways in physical activity and sport
- Issues in physical activity and sport

* *Enhancing Participation and Performance*

- Promoting active lifestyles
- Coaching
- Enhancing performance - strategies and techniques
- Technology, participation and performance
- Event management

What will students learn to do?

Throughout the course students will develop skills that develop their ability to:

- work collaboratively with others to enhance participation, enjoyment and performance in physical activity and sport
- display management and planning skills to achieve personal and group goals in physical activity and sport
- perform movement skills with increasing proficiency
- analyse and appraise information, opinions and observations to inform physical activity and sport decisions.

iSTEM

COORDINATOR: Ms Peta Bourke

STEM refers to science, technology, engineering and mathematics. The basic contributors to healthy STEM are research, international engagement and education. The importance of STEM disciplines for the future economic and social well-being of Australia cannot be underestimated. International research indicates that 75 per cent of the fastest growing occupations require STEM skills and knowledge. In the US STEM employment grew three times more than non-STEM employment over the past twelve years and is expected to grow twice as fast by 2020.

iSTEM is 200hr and 100hr School Developed Board Endorsed Course which was developed by Regional Development Australia – Hunter, Maitland Grossmann High and industry partners. This means that student success is recognised on their Record of School Achievement (RoSA) in Year 10. It has been an outstanding success and in 2016 and 2017 and will be adopted by around 140 schools throughout NSW. It covers a number of modules in the fields of science, technology and engineering.

STEM activities may include

- Science and Engineering Challenge
- Electric Vehicle Festival
- F1inSchools
- Challenge days
- RoboCUP and Robotics Challenge days
- Major Research Projects
- The National Science Poster Competition

Selection into the iSTEM, is predominately by invitation only. Students are selected due to their outstanding aptitude in Mathematics, Science and Problem Solving and successful students will be notified by letter in the middle of Term 4.

INFORMATION AND SOFTWARE TECHNOLOGY

COORDINATOR: Ms Peta Bourke

Information and Software Technology is an elective course that may be studied for 100 hours (Year 9 only) or 200 hours (Years 9 & 10) for the School Certificate. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7-8 Syllabus.

COURSE DESCRIPTION

People will require highly developed levels of computing and technology literacy for their future lives. Students therefore need to be aware of the scope, limitations and implications of information and software technologies.

Individual and group tasks, performed over a range of projects, will enable this practical-based course to deliver the relevant knowledge and skills needed by students. Development of technology skills and information about career opportunities within this area are important aspects of the course.

What will students learn about?

The core content to be covered in this course is integrated into the options chosen within the school. The course has been designed with an emphasis on practical activities that allow students to sustain focus in a range of interest areas at some depth.

The option topics to be studied within this course include:

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

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.

NSW Record of School Achievement (RoSA)

Satisfactory completion of 100 hours (Year 9 only) or 200 hours (Year 9 & 10) of study in Information and Software Technology during Stage 5 will be recorded with a grade on the student's School Certificate Record of Achievement Part A.

INDUSTRIAL TECHNOLOGY TIMBER

COORDINATOR: Ms Peta Bourke

Industrial Technology is an elective subject within which students may undertake one or two courses. Each course may be studied for 100 hours (Year 9 only) or 200 hours (Year 9 & 10) for the School Certificate. It builds on the knowledge, skills and experiences developed in the Technology (*Mandatory*) Years 7-8 Syllabus.

COURSE DESCRIPTION

Industrial Technology develops students' knowledge and understanding of materials and processes in a range of technologies. They develop knowledge and skills relating to the selection, use and application of materials, tools, machines and processes through the planning and production of quality practical projects.

Students may undertake one or two courses in Industrial Technology and may elect to study one of eleven focus areas in each course. These focus areas are based on a range of technologies of industrial and domestic significance. Marcellin will be offering one course from the Industrial Technology Syllabus.

Industrial Technology (Timber)

What will students learn about?

All students will learn about the properties and applications of materials associated with their chosen area of study. They will study the range of tools, machines and processes available in both industrial and domestic settings for working with selected materials. Students will learn about safe practices for practical work environments, including risk identification and minimisation strategies. They will also learn about design and designing including the communication of ideas and processes.

What will students learn to do?

The major emphasis of the Industrial Technology syllabus is on students actively planning and constructing quality practical projects. Students will learn to select and use a range of materials for individual projects. They will learn to competently and safely use a range of hand tools, power tools and machines to assist in the construction of projects. They will also learn to produce drawings and written reports to develop and communicate ideas and information relating to projects.

NSW Record of School Achievement (RoSA)

Satisfactory completion of 100 hours (Year 9 only) or 200 hours (Year 9 & 10) of study in an Industrial Technology course during Stage 5 will be recorded with a grade on the student's School Certificate Record of Achievement Part A. This may occur in up to two courses.

DESIGN AND TECHNOLOGY

COORDINATOR: Ms Peta Bourke

Design and Technology is an elective subject within which students may undertake one or two courses. Each course may be studied for 100 hours (Year 9 only) or 200 hours (Year 9 & 10) for the School Certificate.

COURSE DESCRIPTION

The design and development of quality projects gives students the opportunity to identify problems and opportunities, research and investigate existing solutions, analyses data and information, generate, justify and evaluate ideas, and experiment with technologies to manage and produce design projects. The diversity of approaches to design projects provides the scope to develop high order thinking, future thinking and understanding of conceptual principles. The design process caters for a variety of student needs, abilities and interests. The flexible and creative consideration of parameters encourages students to take intellectual risks and experiment with resources when developing projects.

What will students learn about?

The concepts of design
Factors affecting a holistic approach to design and production
Identification of needs and opportunities
Creative and innovative idea-generation
Research and exploration
Project management
Communication and presentation techniques
Realization of design ideas using technologies
Evaluating
Activity of designers

What will students learn to do?

Students will learn to identify needs and design opportunities in a given context. They will investigate and research existing designs and manufacture prototypes. Appropriate tools including information and communication technologies (ICT) are to be integrated in each focus area.

NSW Record of School Achievement (RoSA)

Satisfactory completion of 100 hours (Year 9 only) or 200 hours (Year 9 & 10) of study in an Industrial Technology course during Stage 5 will be recorded with a grade on the student's School Certificate Record of Achievement Part A.

FOOD TECHNOLOGY

COORDINATOR: Ms Peta Bourke

Food Technology is an elective course that may be studied for 100 hours (Year 9 only) or 200 hours (Years 9 & 10).

COURSE DESCRIPTION

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 working 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.

Core: Food preparation and processing

Food is processed to varying degrees. Students will explore safety and hygiene practices relating to food, and changes that occur in the functional properties of food. They will also examine the social, economic and environmental impact of food processing technology, and the role packaging plays in the distribution of food from the point of production to consumption.

Focus Areas

Focus areas provide a context through which the core will be studied. There are eight focus areas:

- Food in Australia
- Food equity
- Food product development
- Food selection and health
- Food service and catering
- Food for special needs
- Food for special occasions
- Food trends

NSW Record of School Achievement (RoSA)

Satisfactory completion of 100 hours (Year 9 only) or 200 hours (Year 9 & 10) of study in Information and Software Technology during Stage 5 will be recorded with a grade on the student's School Certificate Record of Achievement Part A.