Subject Selection Handbook

Year 9 2015 Stage 5 Year 10 2016

An information guide for students and their parents
Principal's Introduction

Your choice of subjects for Years 9 and 10 (Stage 5) is a very important decision. It will make a lot of difference to how much you gain from school, how much you enjoy school and may affect the career you choose.

Please think very carefully about your choice of subjects. Talk to your parents and your teachers about it so you can make the very best choice. You can also get excellent advice from the Head Teachers, your Year Adviser and the Careers Adviser. All these people will be happy to discuss your choices with you if you are having difficulty in deciding what to do.

As a starting point, read this handbook carefully as it will be a good help.

You will find Years 9 and 10 will give you new subjects and a new challenge that will be an exciting next stage in your education at Parramatta High School.

Ms D Splatt
Principal

Year Adviser's Message

For some of you, choosing your elective subjects for Years 9 and 10 will be very easy, but for others it may be more of a challenge. When it comes to deciding what to do, think of what subjects you like, what you are good at and what you may like to do once you leave school. Think whether any of your Year 9 and 10 subjects will be ones you could continue with in the senior school - like languages or computing. You should consider all these things when selecting your subjects.

Also, talk to your teachers, your parents and anyone you know who is already doing the subjects you are considering. Find out as much as you can about your choices. Make sure you have read the descriptions in this book too!

Please remember this is a serious task that should not be looked upon lightly. This is your choice – be wise!

Mr B Pollock
Year Adviser
Introduction to the Record of School Achievement (RoSA)

The NSW Record of School Achievement (RoSA) is not a ‘one point in time’ document, but rather, a record of a student’s achievements up until the time they choose to leave school. The Board of Studies stores information provided to them by schools about student achievement and issues the RoSA electronically only when a student leaves school. Students who go on to complete the appropriate requirements will be awarded their HSC.

To qualify for the award of a Record of School Achievement (RoSA), a student must have:
- undertaken and completed courses of study that satisfy the Board’s curriculum and assessment requirements for the RoSA
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or the Board and
- completed Year 10.

Students are required to study courses in each year in Years 7–10 in English, Mathematics, Science, Human Society and its Environment, and Personal Development, Health and Physical Education (PDHPE). Year 10 students need to have a satisfactory record of attendance up until the final day of the school year.

At some time during Years 7–10, students are also required to study courses in Creative Arts, Technological and Applied Studies and Languages Other Than English. Students at Parramatta High School fulfil these requirements in Years 7 and 8.

School-based assessment is used to award a school grade for each of the courses students have studied in Stage 5 (Years 9 and 10). Grades A – E are awarded based on the Course Performance Descriptors developed by the Board of Studies. (Note: In Mathematics, students will be awarded A10, A9, B8, B7, C6, C5, D4, D3 or E2). These grades indicate a student's full range of achievements in each course, providing a detailed report of the student's overall performance.

Overall Achievement Grades are awarded to students as follows: Grade A for demonstrating extensive knowledge and understanding; Grade B for demonstrating thorough knowledge and understanding; Grade C for demonstrating sound knowledge and understanding; Grade D for demonstrating basic knowledge and understanding; while a Grade E is awarded to students who have demonstrated elementary knowledge and understanding.

The formal Record of School Achievement credential is awarded to eligible students when they leave school. If a student takes HSC courses but is not entitled to an HSC, these HSC results will be recorded on their RoSA. When a student has completed HSC courses and has met eligibility requirements, they will receive the HSC testamur and will have their Preliminary and HSC results recorded on the HSC Record of Achievement. This credential will supersede the RoSA.
Content of the RoSA

The RoSA will contain the following information:

- Stage 5 courses listed in a sequence consisting of English, Mathematics, Science, Australian Geography, Australian History, followed by other Board Developed Courses and then Board Endorsed Courses in alphabetical order with the student’s grade shown to the right of each course.
- All mandatory curriculum requirements (i.e., English, Mathematics, Science, HSIE, Languages, Technology, Music, Visual Arts, PDHPE) listed under a separate heading with an indication of completion by the student.
- A statement that the student is eligible for the award of a Record of School Achievement.

Where an ‘N’ determination is received in an elective (additional study), the course will not appear on the RoSA.

Satisfactory course completion requirements

For the satisfactory completion of a course, it is your responsibility to:

(a) follow the course developed or endorsed by the Board; and
(b) apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
(c) achieve some or all of the course outcomes.

Satisfactory completion of courses is judged, among other things, by your attendance and level of involvement in class, the assignments, homework, etc., completed and your level of achievement. School reports will be issued twice a year (Semester 1 and Semester 2 reports) based on both assessment and non-assessment tasks.

If the Principal determines that you are in danger of not completing a course satisfactorily, you will be warned in writing in time for you to correct the problem and satisfactorily complete the course.

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising grades cannot be regarded as having satisfactorily completed the course. The Principal will then issue an ‘N’ determination. All students who are issued with an ‘N’ determination have the right to appeal against the principal’s determination.

Where a student fails to satisfactorily complete a mandatory Stage 5 course the student:

- is ineligible for the award of the RoSA if they leave school at the end of Year 10
- may be ineligible to enter Preliminary (Year 11) courses.
Stage 5 Course Requirements

During Years 9 and 10 you must successfully study the following courses.

I. Compulsory Courses
   - English
   - Mathematics
   - Science
   - Human Society and Its Environment (this includes both Australian Geography and Australian History)
   - Personal Development, Health and Physical Education

II. Elective Subjects

   In addition to the compulsory courses you must successfully complete courses in at least two of the following elective (choice) subjects.

   ♦ Commerce
   ♦ Indonesian
   ♦ Dance
   ♦ Industrial Technology
   ♦ Design & Technology
   ♦ IST
   ♦ Drama
   ♦ Music
   ♦ Food Technology
   ♦ Physical Activity & Sport
   ♦ French
   ♦ Textiles Technology
   ♦ Graphical Technology
   ♦ Visual Arts
   ♦ Down Among the Dead History (elective)
Choosing Your Subjects

This is an important decision. You should choose your subjects with the following in mind:

- **Your strengths and weaknesses.** Studying subjects you are good at makes school more rewarding.
- **Your interests.** Choose subjects you really want to learn. Do not choose a subject because your friend chose it.
- **Advice from your teachers and parents.**

Discuss your choices with your parents. They can contact the school if they need more information.

How Parents Can Help

- Be interested, supportive and encouraging to your child.
- Help promote realistic aspirations and goals for them.
- Don't apply too much pressure to succeed. It can be counter-productive.
- Look for and praise areas well done.
  - Look for information and advice from the school – Careers Adviser, Year Adviser, Head Teachers, etc.
  - Provide a special place that is a good study environment.
  - Monitor the amount of time your child spends watching TV, on the computer (the internet or games) and on the phone.

*Most importantly*

Listen to your child

Be willing to ask questions

Be prepared to ring the school
Compulsory Subjects

English

Year 9 and 10 English

Students will study a series of common units which integrate reading, listening, speaking and viewing / representing activities. The course content includes study of novels, drama (including Shakespearean drama), film, electronic and print media texts, picture books and poetry. Texts will be drawn from a diverse range of sources including:

- Australian literature
- Indigenous and Multi-cultural Australian literature
- Literature from other countries
- Popular and Youth culture

The texts will reflect a range of social, gender and cultural perspectives. Stage 5 English also requires students to study everyday texts, workplace texts and provides opportunities for the development of ICT skills.

Students will continue to develop their knowledge of different text types and to refine their skills in expressing and communicating ideas. In Year 10 English, there will be added emphasis on preparing for the SC Literacy Examination and in preparing students for the study of English at HSC level.

Mathematics

Students will be allocated to a class based on their performance in Year 8. Over the next two years all students will complete Stage 5.1, most will complete Stage 5.2, whilst a small number will complete Stage 5.3.

Each stage reflects the student's ongoing mathematical development. They will cover topics from the mathematical areas of Number, Measurement, Data, Patterns and Algebra, Space and Geometry.
Science

The study of Science in Stage 5 develops students' scientific knowledge and understanding, skills, values and attitudes within broad areas of science that encompass the traditional disciplines of Physics, Chemistry, Biology and the Earth Sciences. As well as acquiring scientific knowledge and skills, students apply their understanding to everyday life and develop an appreciation of science as a human activity. Students learn about the need to conserve, protect and maintain the environment, the use and importance of technology in advancing science and the role of science in developing technology. Students also develop an appreciation of, and skills in, selecting and using resources and systems to solve problems.

The stage 5 assessment program will include a variety of types of assessment tasks. These are activities designed to provide information about a student's achievement of specific outcomes of the syllabus.

History, Geography, Civics and Citizenship

History

"History is a necessity. Individuals, communities, societies could scarcely exist if all the knowledge of the past was wiped out. As memory is to the individual, so history is to the community or society. Without memory, individuals find great difficulty in relating to others, in finding their bearings, in taking intelligent decisions --they have lost their sense of identity." (Marwick, 1989)

Parramatta High School, with its wonderful diversity of cultures, is in an excellent position to play an active role in the shaping of the Australian community in the new millennium. More than anything Australia needs active and informed citizens and the study of History is essential in the development of an understanding of the rights and responsibilities of each citizen. History provides a frame of reference that students may use to think critically and to develop informed opinions about contemporary national and international issues.

In Years 7-10 at Parramatta High School the study of History provides all students with broad knowledge and understanding about past societies and the ways in which those societies have contributed to the development of the modern world. Students will study colonisation and its impact on the indigenous peoples in Australia and other parts of the world. Finally Parramatta High School students will examine the major events, issues and people that have shaped the story of Australia throughout the twentieth century, including World War I and II, The Vietnam War, Migration, Aboriginal Civil Rights Movements, Australian Prime Ministers etc.

This study of world and Australian history will provide a foundation for the students to question and respond to issues affecting their world and to gain an understanding of concepts essential for informed citizenship.
Geography
All students in Years 9 and 10 will be required to undertake a study of Geography. You will develop an understanding of the natural, cultural and built environments. You will be encouraged to think about Geography, the responsibilities of citizens as well as the impact of humans on the present and future environment. Topics to be studied include:

- Investigating Australia's Identity
- Changing Australian Environments
- Issues in Australian Environments
- Australia in its Regional and Global Context.

Field trips and guest speakers will reinforce classroom work.

Personal Development, Health & Physical Education

Personal Development, Health, Physical Education in Years 9 and 10 covers a diverse range of topics relevant to teenagers at Parramatta High School.

Topics covered include Mental Health, Drug Use, Sexuality, Fitness, Road Safety, Relationships and Nutrition.

In practical periods, students will further develop their skills and fitness by participating in a variety of sports and other physical activities.
Elective Subjects

Commerce

Commerce is the study of how people earn an income and how they spend this income to satisfy their needs and wants. Commerce provides the knowledge, skills, understanding and values that will help young people make sound decisions on consumer, financial, business, legal and employment issues. It develops an understanding of commercial and legal processes and useful skills for financial management/literacy. The Commerce course covers the following topics:

**Core Topics:**

**Consumer Choice**
This unit examines the factors that influence our lives as consumers. We study consumer rights, responsibilities and protection. Students will learn the steps to address consumer problems and make informed choices in regards to type of retailers and methods of payments.

**Personal Finance**
This unit allows students to develop the skills to become financially independent such as earning, spending, borrowing and investing income.

**Law and Society**
Students develop an understanding of how laws affect individuals and groups and regulate society.

**Employment Issues**
Students learn about the commercial and legal aspects of employment issues by focusing on their options, rights and responsibilities in the work environment.

**Option Topics:**

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For example:

**Running a business**
This practical, hands on topic combined with theory focuses on students running their own small business.

**Promoting and selling**
This topic looks at the reasons why consumers choose a product. It looks at the legal and ethical issues associated with marketing and selling products.

**Travel**
In this unit students will study travel destinations and learn how to plan a trip, organize an itinerary, solve travel problems and consider current issues in relation to travel.

**Political Involvement**
Students develop an understanding of how political processes operate at various levels and how they can be involved in these processes to achieve desired outcomes.

**Law in Action**
Students examine the rights and responsibilities of individuals in a range of situations in which they may come in contact with the law.
Dance

Dance has existed as a vital part of every known culture throughout time. It is a type of nonverbal communication that uses the body as an instrument of expression. Dance exists today in many forms and is performed for a variety of purposes.

If you enjoy dancing, then you can develop your physical skill as well as your artistic and cultural understanding by studying the elective Dance course.

The elective Dance course gives you the opportunity to experience, understand, value and enjoy dance as an artform. You will be given the opportunity to learn movement principles and dance technique, and choreograph your own dances. You will also study dance history and learn to analyse dance as works of art.

Dancers will also be given opportunities to perform for the school, community and regional festivals.

This is an enjoyable course and is suitable for beginners and those who have danced previously.

Design & Technology

This is a specialist course for students interested in designing & making unique and individual projects using a selection of different technologies. Taught by the Industrial Arts, Home Economics & Computing staff, it develops a student's ability to find and make creative solutions to real-life problems.

Though the design and development of quality projects, students have the opportunity to:

- Research & investigate existing solutions
- Analyse data and information
- Generate, justify & evaluate ideas
- Experiment with tools, materials and techniques
- Product individual products

This course is best suited to students who can think creatively and innovatively and produce products that solve design problems. Students will learn to identify, analyse and respond to needs through research and experimentation leading to the development of quality design projects. The will learn to manage & safely use a range of materials, tools and techniques as they develop their design projects.

Included in the course assessment are several individual design projects.
Drama
Drama offers students a chance to explore their own imaginative capabilities and understanding of the world through creating and performing. The study of drama engages and challenges students to maximise their individual abilities through imaginative, dramatic experiences created in cooperation with others.

The course involves:

- the *making* or creating of drama through improvisation and playbuilding
- the *performance* of dramatic texts and
- the *appreciation* of a range of different dramatic experiences through the exploration of various types of theatre

Drama is a dynamic learning experience and the collaborative nature of this artform engages students in the creative process of sharing, developing and expressing emotions and ideas. Drama is suited to students who are creative, interested in self expression and keen to work in group situations.

Food Technology
Do you enjoy food?

The study of Food Technology in Years 9 and 10 provides students with an opportunity to gain an understanding of food technology and the principles of nutrition in practical and theoretical sessions.

Skills developed through the study of food technology include:

- prepare nutritious food
- design, communicate, manage and use resources

Some of the focus issues that may be addressed in Food Technology include:

- Food and the Australian identity
- Food and convenience
- Food product innovations
- Food and fashion
- Food for special occasions
- Food display
- and other interesting and relevant areas.

Where possible, field trips and excursions will be planned to enhance student learning.
Graphical Technology

An important part of the learning process in Industrial Arts involves the production and interpretation of images, diagrams and pictures. If "a picture is worth a thousand words", then Graphical Technology is the subject in which we train our students to accurately and efficiently produce such pictures.

The skills and knowledge developed in this course include:

- Visualise sketch & accurately draw shapes
- How to interpret, design, produce and evaluate graphical drawings using manual and computer based methods
- CAD (computer aided drafting) skills
- Understand and use graphics standards, conventions & procedures

Processes as diverse as sketching, right up to complicated solid geometry exercises all form part of the Graphical Technology syllabus
Elective History

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

**What will students learn about?**
A selection of **ancient, medieval** and **early modern history societies** are studied. Students explore the nature of history and the methods historians use to construct history through a range of **thematic and historical studies** such as:

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<th><strong>Archeology of the Ancient World</strong></th>
<th><strong>Crime and punishment</strong></th>
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<td><strong>The Ottoman Empire</strong></td>
<td><strong>Slavery and Civil Rights Movements</strong></td>
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<td><strong>An Asian Study</strong></td>
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<td><strong>Children in History</strong></td>
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<td><strong>Africa</strong></td>
<td><strong>Heroes and Villains</strong></td>
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<td><strong>19^{th} and/or 20^{th} century studies</strong></td>
<td><strong>Religious Beliefs and Rituals through the Ages</strong></td>
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<td><strong>War and peace</strong></td>
<td><strong>World Myths and Legends</strong></td>
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<td><strong>Terrorism</strong></td>
<td><strong>Women in History</strong></td>
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<tr>
<td><strong>Revolutions</strong></td>
<td><strong>Sport and Recreation in History</strong></td>
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Students develop an understanding of how historians investigate and construct various types of history such as:

- Oral history
- Museum or archive studies
- Historical fiction and biography
- Media or film

**What will students learn to do?**
Students will learn to:

- Apply an understanding of history, heritage, archaeology and methods of historical inquiry
- Apply the skills of investigating history by understanding and analysing sources and evidence
- Sequence major historical events and show understanding of continuity, change and causation
- Develop research and communication skills
- Use ICTs approaches to the study of history
- Examine different perspectives, interpretations and viewpoints
- Construct a logical historical argument supported by relevant evidence
- Communicate about the past for different audiences
Industrial Technology

Over the years this subject has been called Woodwork & Metalwork, Technics and now Industrial Technology. In this course, students are involved in planning, developing and constructing quality products using materials from the following list: wood, metal, electronics, leather, multimedia and plastics.

Students will develop skills and knowledge in:

- Occupational Health & Safety procedures & policies
- Design & production of practical projects
- Properties of materials and their applications
- Traditional, current and emerging technologies and their impact on society & the environment

Practical projects are accompanied by project reports as part of the assessment schedule.

IST

Information and Software Technology 9-10 is the study of computers and computer systems, their use and the effect of their use on people and society. It includes a combination of theory (learning about) and skills (learning to) that is aimed at building a strong foundation for further study in years 11-12.

The 9-10 IST course consists of core content plus four of the six options.

This subject will appeal to people who:

- Like to know the technical details and then create something practical based on this knowledge (that is both theory and practical not just one or the other).
- Can see the big picture as well as the small details eg can see the consequences of using computers in certain ways (such as science, military, medicine and manufacturing) and then make sure that their own use is responsible (for example: not invading someone's privacy).
- Are thinking they might be interested in future study that explores the computing field in more detail.
- Like working on minor and major projects both individually and in a team
Languages – French and Indonesian

- Do you enjoy communicating?
- Are you interested in other cultures and lifestyles?
- Do you have the skills to compete as a global citizen?

Studying a language equips students with important skills as *Languages do open the door to a bigger world!*

Indonesian and French are the languages available for study in years 9 and 10, and through to the HSC. Building on the foundations of communication established in years 7 and 8, students will explore a range of topics relevant to teenagers, including Sport and Free Time, School, Travelling overseas and more.

By participating in interactive classroom experiences, students will further their communication skills and cultural awareness. Literacy skills will be enhanced and self-confidence fostered, as students embark upon varied classroom learning activities.

Students will be able to connect with others using inter-school blogs and wikis. Interactive websites and other tools are integrated into classroom learning. Indonesian students will further their study of language and culture by linking with students at our sister school in Jakarta.

Internationalism and global connections are becoming increasingly significant in education and beyond. Mastering another language or two takes this to a new dimension.

Music

This course is designed to extend both knowledge and experience. It is largely a skills based course. Each student chooses to learn an instrument or study voice for performance. Performing experience is received individually and in small groups.

Opportunities for performance are provided within the school at our Rock Shows, Music Nights and regular assemblies. Outstanding performers are able to represent the school within the community. Composition and listening skills are also part of the learning experience. Students have access to current technology for all activities including electronic drum kits and notation software for composition in the music computer laboratory as well as useful music programs on the student laptops.
Physical Activity and Sports Studies

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

Students will participate in a wide variety of activities in order to develop key understandings about how and why we move and how to enhance quality of movement.

As well as developing their skills and fitness in a wide range of sport and recreational activities, in theory lessons, students will also learn about other topics relating to human movement and sport such as:

- Body systems and energy for physical activity
- Physical fitness and training
- Coaching
- Event management
- Improving performance
- Sport in Australian society

This subject is designed for students who have an interest in participating in sport and physical activity and who wish to improve their skills and fitness and also increase their knowledge about fitness, training and sport and physical activity in today's society.

As regular practical activity is involved in this subject, students selecting it must be prepared to participate in all types of physical activity. Students who have not demonstrated a satisfactory level of effort and participation in Year 8 PE will not be allowed to do this subject.

Physical Activity and Sports Science will be of great value to those students who would be considering studying PDHPE for the HSC.
Textiles Technology

Students with an interest in fashion, clothes or design should consider the study of Textiles Technology in Years 9 and 10.

At Parramatta High School, education in Textiles and Design aims to meet students' needs by encouraging them to:

- manage resources applicable to design, construction and manufacture of textiles
- develop competence in the use of fabrics, yarns and fibres
- develop proficiency in the use of textile related materials and equipment
- make informed consumer choices

Textiles and Design aims to develop the individual through the provision of experiences directly related to society and the individual. Skills are taught which lead to enjoyable and profitable leisure activities and career options.

This is a "hands on" subject, where learning occurs through both practical and theory lessons. Throughout the two year course, students will construct a range of practical items which may include pyjamas, quilts, skirts, blouses, embroidered items, formalwear, textile arts and costume.

This will utilise a range of skills in sewing, overlocking, pattern design, embroidery, appliqué and patchwork, to name a few. Students also learn about fabric decoration, elements of design, fashion drawing, fabrics and fibres.

Throughout the course, students are given the opportunity to participate in various displays, design competitions and excursions. In addition, students work in groups to produce a quilt which is donated to the Children's Hospital.

Visual Arts

Students who elect to do Visual Arts in Years 9 and 10 will develop skills gained during the mandatory course in Years 7 and 8. They will extend experiences in making artworks and both historical and critical studies. They will develop skills in a wide variety of media including drawing, painting, printmaking, ceramics, sculpture and computer generated imagery.

Students will study artists from both Australia and overseas. A study in Visual Arts will create several career opportunities including professional artist, graphic designer, photographer, animator, fashion designer, sign writer, window dresser, interior designer, visual arts educator and film maker.