All Saints’ College
Bathurst

Studying in Year 9 & 10 in 2016

A Guide for Students of Year 8 & 9, 2015 and their Parents
Students must realise that those courses attracting insufficient interest will be withdrawn from the College program.
THE YEAR 9 AND 10 CURRICULUM

In Years 9 and 10 students study the following courses:

- English
- Mathematics
- Science
- Australian History, Geography, Civics & Citizenship
- Christian Studies
- Personal Development, Health and Physical Education
- Elective subjects

IMPORTANT NOTE CONCERNING ELECTIVES

Year 8 and 9 students choose two electives to be studied in each of Years 9 and 10. These are studied for 8 periods each per fortnight, making a total of 200 hours over Years 9 and 10.

The College offers these as 100 hour courses. This means that students study two elective courses during Year 9, and then choose two courses to study in Year 10. This involves the current Year 8 students re-selecting courses in the middle of 2016, for study in Year 10 in 2017 just as the current Year 9 students are re-selecting now for study in Year 10 in 2016.

For example, a student might study courses in Agriculture and Drama in Year 9, and then courses in Drama and Visual Arts in Year 10. Alternatively, the student may choose to continue their studies in Agriculture and Drama in Year 10, provided the courses continue to run and the structure of the subject lines facilitates that.

Where there is insufficient interest to run separate Year 9 and 10 classes but there are sufficient numbers in total, a combined Year 9/10 class may be created for some subjects.

Year 8 students will have the opportunity to re-select courses next year (when in Year 9) for Year 10. For this reason, the Year 10, 2016 students (the current Year 9) will have first preference in placement in classes in any situation where student numbers are a limiting factor. While every effort will be made to eliminate clashes, it will not be possible for everyone to study their first two preferences.

Please contact Greg Jones, Timetabler, if you have any questions or concerns with regard to the elective structure (g.jones@ saints.nsw.edu.au).
THE RECORD OF SCHOOL ACHIEVEMENT (ROSA)

The Record of School Achievement (RoSA) is a credential for all students to recognise school achievement if they leave before receiving their Higher School Certificate (HSC).

Students will receive grades for courses they complete at the end of Year 10 and again for courses a student completes in Year 11.

Literacy and numeracy tests

Students who leave school before they get their HSC will have the option to undertake literacy and numeracy tests. The tests, which will be offered online and under teacher supervision, will be reported separately to the RoSA credential. The tests will not be available to all students, only those who indicate they wish to leave school. The tests will be designed to reflect the needs and expectations of students who leave school before undertaking the HSC. Students will be able to take the tests during ‘windows’ of availability throughout the year. They will be able to sit the test only once during each window, but can sit for them again should they decide to stay on longer at school. The most recent results will be issued as part of the RoSA when a student does leave school.

School based assessment

The school is required to submit grades from A to E for students in English, Mathematics, Science, Australian History & Civics, Australian Geography & Citizenship, PDHPE and the elective subjects. These grades are based on assessment programs in each subject, administered in Year 10. Year 9 work is not directly assessed for the RoSA but forms the basis for Year 10 work in each course. Courses studied for 100 hours in Year 9 only, will also be assessed for the RoSA.
CHOOSING COURSES

We strongly advocate that students choose courses on the basis of the following:

1. **Interest**
   Students will gain more satisfaction and have a higher probability of success if they study courses that interest them.

2. **Aptitude**
   Students should choose courses that suit their abilities and talents.

*Do students need to study courses in Years 9 and 10 in order to study them in Years 11 and 12?*

Generally this is not the case. The only exceptions are:

- To study Music Course 2 in Years 11 and 12 you should have studied Elective Music in Years 9 and 10 (students who have not studied Music in Years 9 and 10 can study Music Course 1 in the senior years).
- To study a Continuers’ language course in Year 11 you should have studied that language in Years 9 and 10 (students who have not studied a language in Year 9 and 10 can elect to study one of the Beginners’ Language courses in the senior years).

Otherwise there are no prerequisites for Year 11 courses. To study Business Studies in Year 11 there is no need to have studied Commerce in Years 9 and 10. To study Visual Arts, Drama, Geography, Modern History or Design and Technology, there is no requirement to have studied the equivalent courses in Years 9 and 10. Having said this, a student who is very interested in a particular area will be likely to choose the course in Year 9 and in Year 11.

Students and parents are very welcome to speak with staff about their choices. Class teachers, tutors, Heads of House and Heads of Department will all be happy to talk to you about subject selection.
LEVELS OF MATHEMATICS

This diagram represents available pathways of learning in mathematics from Stage 4 (Years 7 & 8) to Stage 6 (HSC). In order to cater for the full range of learners, three specific endpoints and pathways (5.1, 5.2 and 5.3) have been identified for Stage 5 (Years 9 & 10). The diagram shows the connection between these three levels. Stage 5.3 includes the knowledge and skills from Stage 5.2, and Stage 5.2 includes the knowledge and skills from Stage 5.1. In order to study the 2 unit Mathematics course, or Extension Mathematics for the Higher School Certificate, students will generally need to be competent Mathematics 5.3 students.

Students will be allocated to classes according to their Year 8 or 9 results, as appropriate. If you have concerns about the level of Mathematics which you son or daughter will study, please contact their Mathematics teacher or the Head of Mathematics, Mr Greg Jones.
POSSIBLE ELECTIVES OFFERED

Agricultural Technology

Agricultural Technology is offered as an elective subject in years 9 and 10 as two 100-hour courses. Each course is enterprise based with a minimum of two enterprises being studied in each course.

The following objectives form the basis of each course. Students will develop:

1. knowledge and understanding of agriculture as a dynamic and interactive system that uses plants and animals to produce food, fibre and other derivatives
2. knowledge and understanding of the local and global interaction of agriculture with Australia’s economy, culture and society
3. knowledge of and skills in the effective and responsible production and marketing of agricultural products
4. an understanding of sustainable and ethical practices that support productive and profitable agriculture
5. skills in problem solving including investigating, collecting, analysing, interpreting and communicating information in agricultural contexts
6. knowledge and skills in implementing cooperative and safe work practices in agricultural contexts

Course 1
Course 1 is a hundred-hour course that covers core A of the syllabus and some additional components by the study of agricultural enterprises and the implementation of associated practical activities. These enterprises may include: traditional and innovative production system; eg beef, sheep, pigs, goats, poultry and fish farming, as well as vegetables.

Course 2
Course 2 is a hundred-hour course that covers core B of the syllabus and some additional components by the study of agricultural enterprises and the implementation of associated practical activities. These enterprises may include: any of those ongoing from course 1 or new initiatives as opportunities arise.

Practical experiences: A wide range of practical experiences is undertaken in each of the enterprises studied. These include: growing vegetables, insect and plant collections, conducting experiments, using a range of technology, caring for sheep, poultry and cattle, visits to farms, investigating marketing of products, examining the processing of products, studying processes operating in plants and animals, soils and climate. The school farm provides many of these opportunities and is an important resource for the program.

Cattle Showing: Students are involved in preparing cattle for showing at local shows. This commitment covers many aspects of the course and is a highly rewarding experience.

Conclusion: There is no assumed knowledge or pre-requisite experience required to do this subject. If you enjoy working with animals, learning new things, having fun outdoors then Agriculture could well be the subject for you.
Commerce

Students in Commerce develop knowledge and understanding of commercial and legal issues and develop research, problem-solving, decision-making and analytical skills. Students use these skills to solve problems at a personal level on financial, business, employment and legal issues. They investigate the relationships between consumers and the legal and commercial world and through their investigations of these relationships they develop the capacity to apply problem solving strategies and to analyse and evaluate choices related to commercial activities.

Commerce provides a foundation for life long learning and problem-solving in areas such as consumer issues, handling personal, financial, employment and legal issues as well as civics and citizenship participation.

The content is organised into core and optional content. The core and options may be studied in any order or pattern.

CORE:

Part 1

1.1 Consumer Choice
1.2 Personal Finance

Part 2

2.1 Law and Society
2.2 Employment Issues

OPTIONS

- Investing
- Promoting and Selling
- E-commerce
- Global Links
- Towards Independence
- Political Involvement
- Travel
- Law in Action
- Our Economy
- Community Participation
- Running a Business
- School-developed Option

Essential Content

Students undertaking a 100-hour course in Commerce will complete Core Part 1 or Core Part 2 as essential learning.

Students undertaking a 200-hour course in Commerce will complete Core Part 1 and Core Part 2 as essential learning.
Design and Technology

Design and Technology is ideal for students who like designing and making products from the conception of an idea through to its final manufacture. Students get the opportunity to design and make a variety of products that may include furniture, storage systems, jewellery, accessories, food, textiles, as well as household and agricultural products. The course is diverse in its range of materials that students use.

This elective course also offers students the opportunity to study the exciting world of graphic design using traditional and computer based drawing and manufacturing techniques. Students are given a variety of challenging project options that develop their ICT skills by using specialised Computer Aided Design software including Photoshop, SketchUp and SolidWorks.

Students will learn about:
- design concepts and the design process
- designers and the processes and techniques they use
- the impact of technologies on the individual, society and environment

Students will develop:
- skills to be innovative and creative
- skills to communicate ideas and solutions
- skills to manage resources
- skills to construct solutions using a range of materials

Design and Technology will offer alternative 100 hour courses and may include the following focus areas:

- Industrial/Product Design
- Furniture Design
- Interior Design
- Jewellery Design
- Food Design (Year 9 only)
- Fashion/Accessory Design
- Sustainable Housing Design
- Graphic Design
- Refurbishment
Drama

Drama is a collaborative art form that explores the world through enactment. It involves the creative interaction of individuals using a range of artistic skills. The course is designed for students to experience, understand and enjoy Drama as a social, collaborative and creative art form and as an expression of culture through making, performing and appreciating.

In Drama, students can communicate in complex and powerful ways how they perceive the world. They can investigate, shape and symbolically represent ideas, interests, concerns, feelings, attitudes, beliefs and their consequences. Drama can reflect the external world and the inner world of thoughts and feelings through fictional contexts. Learning experiences in Drama are provided which involve the intellect, emotions, imagination and body, and engage the whole person. Self-confidence, motivation and self-esteem are developed through the devising, workshopping, rehearsing and performing of individual and collaborative works.

The course draws on the contemporary drama and theatre practices of making, performing and appreciating drama. In their appreciation of drama and theatre, students are aware of the collaborative contribution of actors, directors, playwrights, designers and technicians to productions. Manipulation of a wide range of technologies including traditional, electronic and digital applications helps students achieve particular dramatic intentions.

Students will develop knowledge, understanding and skills, individually and collaboratively, through:

1. **making** drama that explores a range of imagined and created situations in a collaborative drama and theatre environment
2. **performing** devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience
3. **appreciating** the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience.

In Drama Years 9 & 10 students engage in an integrated study of:

- the elements of drama
- through the practices of making, performing and appreciating
- within the context of a range of dramatic forms, performance styles and their theatrical conventions and techniques

| List of possible Dramatic Forms and Performance Styles studied in Years 9 & 10 |
|-------------------------------|-------------------------------|-------------------------------|
| Improvisation | Physical Theatre | Puppetry |
| TheatreSports | Medieval Drama | Circus |
| Soap Acting | Video Production | Music Video |
| Performance Art | Musical Theatre | Street Theatre |
| Comedy | Masked Theatre | Play Production |
| Scripted Drama | Shakespeare | Ancient Greek Drama |
French

Spoken in France, as well as many other European countries, large parts of Africa, Canada, several islands of both the Indian and South Pacific Oceans and major world organisations including the United Nations, French is a major world language. France itself continues to be recognised as being at the centre of world culture, literature, architecture, design, the culinary arts and world politics.

The Year 9 French course builds on what students have been learning in Years 7 and 8. It includes the study of more advanced language structures and vocabulary, thus giving the students the ability to talk about a greater range of topics. Once they have learned to speak in the present, past and future tense, they will be better equipped to communicate with their fellow students about their ideas, their interests and their aspirations. Smaller class sizes in Year 9 will enhance each student’s chance of success as they will have a greater opportunity to practise speaking the language structures that they have learned.

The course will allow the students to study a mix of high and popular culture texts, including stories, songs, poems, movies, and news and magazine articles. It also offers a deeper study of the cultures of France and other French-speaking communities of the world, including those of the French South Pacific. An excursion to the Alliance Française will take place during the year, at which the students will participate in a day program that builds on the contents of the one they attended in Year 8. On the day of the excursion, students will once again have the opportunity to visit a French restaurant.
Geography (Elective)

The Geography (Elective) course provides students with the opportunity for additional learning through the engagement with additional Geography content. It provides students with a broader understanding of the discipline of Geography and the processes of geographical inquiry, and enables depth studies through flexible programming of focus areas.

**Focus Area 1: Physical Geography**

Focus: The geographical processes that form and transform the physical world.

**Focus Area 2: Oceanography**

Focus: The features and importance of the world’s oceans and issues associated with them.

**Focus Area 3: Geography of Primary Production**

Focus: The patterns, functions and issues associated with primary production.

**Focus Area 4: Development Geography**

Focus: The spatial patterns and causes of global inequality and the need for appropriate development strategies to improve quality of life.

**Focus Area 6: Political Geography**

Focus: The nature and distribution of political tensions and conflicts, and strategies towards effective resolutions.

**Focus Area 7: Interactions and Patterns along a Continental Transect**

Focus: The factors responsible for causing variation in spatial patterns across a continent from one specific location to another.

**Focus Area 8: School-developed Option**

This elective provides students with the opportunity to develop their geographical knowledge and understanding of a particular location and/or area of inquiry that caters for their interests, needs and resources. Students will use geographical inquiry methodologies and investigate the spatial, ecological and civics and citizenship aspects of a selected study.
History (Elective)

The study of history in both mandatory and elective courses equips students with the knowledge and skills essential for their future roles as active, informed citizens and advocates for a fair and just society. Historical skills in critical thinking and independent inquiry-based learning enable and encourage students to become engaged in lifelong learning.

Students will study at least ONE topic from each of Topics 1, 2 and 3 below and at least TWO other choices from any Topic.

**Topic 1 Constructing History**

This unit focuses on the development of students’ understanding of the nature of history and the ways in which different perspectives/interpretations of the past are reflected in a variety of historical constructions.

- Biography
- Family History
- Film as History
- Historical Fiction
- Heritage and Conservation
- History and the Media
- Local History
- Museum and/or Archives Studies
- Oral History
- Historical Reconstructions
- A history website/CD-ROM

**Topic 2 Ancient, Medieval and Early Modern Societies**

Group 2 offers an opportunity to study in depth the major features of an ancient, medieval or early modern society.

- Archaeology of the Ancient World
- Literature of the Ancient World
- Medieval and Early Modern Europe
- The Ottoman Empire
- An Asian Study
- The Americas
- The Pacific
- Africa
- A 19th century study
- A 20th century study

**Topic 3 Thematic Studies**

This unit offers the opportunity to enjoy the study of history for its intrinsic interest. Students should begin to work more independently and to apply the historical skills so far acquired.

- Children in History
- Heroes and Villains
- Religious Beliefs and Rituals through the Ages
- Sport and Recreation in History
- War and Peace
- World Myths and Legends
- Crime and Punishment
- Music through History
- Slavery
- Terrorism
- Women in History
- School-developed study
Japanese

Japan is a leading trading and cultural partner for Australian, and as such is considered a priority language. The Stage 5 Japanese syllabus is designed to enable students to further their knowledge of the Japanese language at a higher level. Students will be able to understand Japanese spoken at reasonable speed, communicate effectively in simple everyday situations, read and write Katakana and the prescribed Kanji.

The study of Japanese provides access to the language and culture of one of the global community’s most technologically advanced societies and economies. It also introduces students to an important part of the rich cultural tradition of East Asia. Through experience of the Japanese language system and cultural history (both high and low culture), students gain valuable perspectives on art, music, customs, beliefs and the ways of thinking of Japanese people.

The course will also allow students to acquire knowledge and appreciations of major geographical, social and cultural features of Japan.

Learning experiences include:

• The opportunity for travel to Japan – with an excursion planned to go ahead in 2016.
• The opportunity to engage in Japanese language and culture-related excursions.
• Interaction with Sister City schools – including the opportunity to host Japanese visitors
• Opportunities to engage in high and popular culture activities such as Japanese cooking.
• Learning about culture through a variety of texts including iPad research of topics of personal interest and movies.

Students who successfully complete the Course are able to consider studying Japanese Continuers in Stage 6.
Music

At All Saints’ College students electing to continue their formal Music Education study the Board of Studies course for Stage 5. The structure of the course is similar to that studied in Years 7 and 8 with a greater degree of complexity and difficulty.

In order to maximise student achievement, those students electing this subject must be involved in individual music tuition. They are also encouraged to be involved in at least one of the performing ensembles available at the College.

In this course, students will study:

**Concepts of music:**

- Duration
- Structure
- Dynamics and expressive techniques
- Pitch
- Tone colour
- Texture

**Through the learning experiences of:**

- Performing
- Listening
- Composing

**Within the context of one mandatory topic:**

- Australian music

**Four elective topics – two topics from each of these groups:**

<table>
<thead>
<tr>
<th>Group 1:</th>
<th>Group 2:</th>
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<tbody>
<tr>
<td>Baroque music</td>
<td>Popular music</td>
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<tr>
<td>Classical music</td>
<td>Jazz</td>
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<tr>
<td>19th-century music</td>
<td>Music for radio, film, television and multimedia</td>
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<tr>
<td>Medieval music</td>
<td>Theatre Music</td>
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<tr>
<td>Renaissance music</td>
<td>Music of a culture (different to Group 1)</td>
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<tr>
<td>Art music of the 20th and 21st centuries</td>
<td>Music for small ensembles</td>
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<tr>
<td>Music of a culture</td>
<td>Music for large ensembles</td>
</tr>
<tr>
<td>Music for small ensembles</td>
<td>Rock music</td>
</tr>
<tr>
<td>Music for large ensembles</td>
<td>Music and technology</td>
</tr>
</tbody>
</table>
PASS represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

The syllabus promotes the concept of learning through movement. Many aspects of the course can be explored through participation in selected movement applications in which students experience, examine, analyse and apply new understanding.

PASS also promotes learning about movement and provides students with opportunities to develop their movement skills, analyse movement performance and assist the performance of others. The acquisition and successful application of movement skills are closely related to enjoyment of physical activity and the likelihood of sustaining an active lifestyle.

Recreation, physical activity, sport and related health fields provide legitimate career pathways. This course provides students with a broad understanding of the multifaceted nature of these fields.

The aim of the PASS course is to enhance students’ capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

The content is organised in modules within the following three areas of study:

- Foundations of Physical Activity
- Physical Activity and Sport in Society
- Enhancing Participation and Performance

The College will develop programs by selecting one or more modules from each Area of Study. The course has a strong focus on learning through movement. Where appropriate, learning in each of the Areas of Study is achieved through engaging in selected physical activity and sport movement applications.

The following graph shows a sample of the types of physical activity and sport movement applications that may be considered. Schools will choose different movement applications for their courses, depending on the needs and interests of their students and community.
Visual Arts

The 100 hour Courses that are offered to Year 9 and 10 students provide for broader, deeper and more extensive learning in Visual Arts. In the elective Visual Arts course, students make artworks that build a body of work, developed over time, using an extended range of materials and techniques and various investigations of the world. Students explore a diverse range of ideas and interests in the world as a source of subject matter. Students engage with practice, the conceptual framework (artists, artwork, audience, world) and frames (subjective, cultural, structural, postmodern) in making and interpreting works.

The provision of opportunities to explore some sustained drawing and computer-based technologies are integrated into course work.

Students continue to use their Visual Arts diary as they enhance or expand explorations of ideas and interests in the world, experiment with new ways to formulate ideas for artworks and become more proficient in selecting and utilising appropriate materials and techniques for making artworks. The diary may include drawings, photographs, photocopies, collections, paintings, sketches, annotated diagrams, notes, critical comment and reflections. The diary usually takes the form of a ‘book’ but it can also be accompanied by, and include, folders, containers for 3D work, CD ROM, video, computer and digital files or a combination of these. It functions as a repository of things learned and documented and a record of works completed. Documentation allows for reflection, evaluation and assessment.

The critical and historical studies students utilise the conceptual framework practice and the four frames to understand visual arts. Student’s learn about the function of artists, artworks, the world and audiences as parts within the art world that connect with their own art making and contribute to how they can interpret and explain art. The frame – subjective, cultural, structural and postmodern – give meaning and become ways for generating different understandings of the function of relationships between the artist, artwork, world and audience.