→ CHOICES

CHOOSING YOUR OPTIONS FOR YR9

Education is not preparation
for life; education is life itself.

JOHN DEWEY

St Edward's College, Malta

Choices Booklet

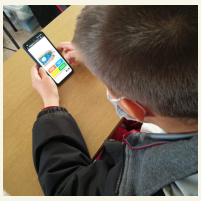
CONTENTS

1 Getting used to Change

PAGE 03

2 Year 9 Syllabi Changes

PAGE 04

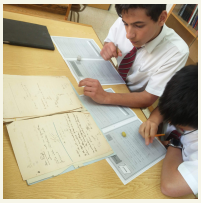


3 Keep in Mind - focusing on what is important

PAGE 05

4 The difficult task of choosing

PAGE 06



5 The Keeping Focussed Checklist

PAGE 07

6 Your Choices

PAGE 08

Getting used to

CHANGE

As students move from Year 8 to Year 9, they have to decide which subjects they want to study for their O Levels. This booklet aims to provide students and their parents with information that will help them make an informed choice and supports the activities that will be organised at College over the coming weeks.

The taught curriculum in Year 9 to Year 11 differs from the taught curriculum our students have been used to so far. Some subjects are compulsory and will continue to be taught as per National Minimum Curriculum requirements while some others will stop altogether at the end of Year 8. Students will also have the possibility to start studying new subjects. The table on the following page indicates the change in the taught curriculum from Year 8 to the senior years at College.

The compulsory subjects include:

English, Maltese, Mathematics, Religion or Ethics, ICT-C3, Personal, Social and Career Development, and Physical Education. Students must also study one foreign language (French, Italian or Spanish) and one science subject (Biology, Chemistry or Physics). Students must then choose either Geography or History and two other subjects from Accounts, Art, Biology, Business Studies, Chemistry, Computer Studies, Drama, Economics, Physics, SEC Physical Education or SEC Vocational - IT.

Year 9 Syllabi

CHANGES

Introduction of the LOFs

As from the scholastic year 2022/2023, students in Year 9 will be following the Learning Outcomes Framework, with new re-worked syllabi for all the subjects. These LOFs as they are referred to in short, are written in a multitude of 'I can' statements.
They help students and teachers to scaffold their learning through various experiences within the classroom.
As part of the LOFs, at the end of Year 11, the students will be sitting for 1 exam paper contrary to the previous 2 papers.
The 2nd paper will be replaced by various coursework throughout the Years 9 – 10 – 11.
Each subject will have different styles and a number of coursework, nonetheless the teachers will be guiding the students in class with clear instructions of what is to be expected. Coursework reflects what has already been done in the past in terms of the 'tasks'.
Coursework will play a vital role in the final assessment as they will count different % of the grade in Yr 11.
Students will be expected to respect the deadlines imposed by the teachers for a smooth implementation of this system.

Coursework will enable students to move away from simple summative tasks and rather take a hands on approach. Coursework tasks will vary from site visit reports, to in class presentations, research essays, experimentations etc...
Coursework will also help students to be more involved and take a more hands-on approach to their learning experience.
The LOFs are still in their finalizing stages at the moment and thus some information about them might change.

Syllabi are available online on:
https://curriculum.gov.mt/en/Pages/Home.aspx
Year 9 students can also access new SEC syllabi on: https://www.um.edu.mt/MATSEC/syllabi

These syllabi encourage a more student-centred approach to teaching and learning. Students are being given the opportunity to develop competences in being critical, analytical, entrepreneurial, collaborative and adaptive.
They are presented with learning experiences that foster leadership qualities, persistency and creativity, together with other forms of 21st century skills.

KEEP IN MIND

Focusing on what is important

STUDENTS WILL BE STUDYING A TOTAL OF 12 SUBJECTS, 10 OF WHICH CAN BE TAKEN AT O LEVEL.

THERE IS NO 'O' LEVEL FOR PERSONAL, SOCIAL AND CAREER DEVELOPMENT AND PE GENERAL.

STUDENTS MAY, AT THE END OF YEAR 11, OPT NOT TO SIT FOR THE O LEVEL IN ANY SUBJECT, BUT THEY MUST CONTINUE STUDYING THE SUBJECT TILL THE END OF YEAR 11.

STUDENTS MAY, AT THE END OF YEAR 11, OPT NOT TO SIT FOR THE O LEVEL IN ANY SUBJECT, BUT THEY MUST CONTINUE STUDYING THE SUBJECT TILL THE END OF YEAR 11.

STUDENTS MUST STUDY AT LEAST ONE SCIENCE SUBJECT. THIS STILL GIVES THEM THE POSSIBILITY OF STUDYING THE 3 SCIENCES, IF THEY SO WISH.

STUDENTS CANNOT TAKE BUSINESS STUDIES WITH EITHER ACCOUNTS OR ECONOMICS. THIS MEANS THAT THEY CAN STUDY “ACCOUNTS AND ECONOMICS” BUT NOT “ACCOUNTS AND BUSINESS STUDIES” OR “BUSINESS STUDIES AND ECONOMICS”.

A DIFFICULT TASK

Choosing subjects is not an easy task. Decisions which students make now will often determine important aspects of their future, so it is essential that they make the best possible decisions.

Some students are lucky enough to know exactly what they want to do when they finish school and this makes choosing subjects much easier. However, many do not have any definite plans for their future at this stage, so the deciding process may be much more difficult. When choosing the subjects students should leave as many opportunities as possible open to them, especially so if they are not sure what they want to do later on in life. They should consider the subjects they perform best in and to choose subjects they believe they can succeed at. They should also consider their interests, as they are more likely to work harder if they are genuinely interested in the subjects chosen. It is also essential for them to consider what subjects they will need to take up a specific career.

Consulting the University of Malta website on www.um.edu.mt should give them an indication of the specific course requirements for the various courses offered by the University of Malta. If students would like to pursue their studies abroad, then it is advisable to look at the requirements of whichever course they would like to follow. Course entry requirements do change from year to year, but looking at course entry requirements now will give you a good indication of what will probably be needed in a few years time, nonetheless.

There are also some things students should ignore when choosing their subjects. A case in point is choosing what one's best friends are choosing... It is important that students choose what is best for them and for what they may want to do in the future.

Following are short descriptions of the subjects students can choose to study in the Senior School.

How to CHOOSE

Your 'keeping focused'

CHECKLIST

- [ ] WHAT ARE YOU AIMING FOR?
- [ ] LOOK AT UNIVERSITY PROSPECTUSES
- [ ] WHAT ARE YOUR STRENGHTS?
- [ ] WHAT ARE YOUR NO-GO AREAS?
- [ ] HAVE YOU CONSULTED TEACHERS ON THE SKILLS NEEDED AND YOUR POTENTIAL?
- [ ] HAVE YOU DISCUSSED THIS WITH A MENTOR?
- [ ] WHAT DO YOU REALLY ENJOY?
- [ ] CHOOSE WISELY AND WIDELY WHERE POSSIBLE.

YOUR CHOICES

Subjects you may wish to choose from

ACCOUNTING

Accounting is a very popular subject and is in great demand. Accounting is the language of recording transactions in a business in order to identify and measure financial data. Students learn about the systems and tools used to communicate this information to management so that decisions taken will be based on more accurate information. Accounting includes financial literacy and entrepreneurship competences. Students will be prepared for:

(i) IGCSE Accounting 0452, and
(ii) SEC01 Accounting - 2025

Students cannot choose Accounts with Business Studies.

Topics studied

- The nature and purpose of accounting and financial literacy
- Recording financial transactions and preparing basic financial statement
- Maintaining an accounting system
- Two-column cash book and bank reconciliation statement
- Accounting for end of period adjustments
- The statement of profit or loss and the statement of financial position and the end of period adjustments
- Cost classification, break-even and manufacturing accounts
- Control accounts and correction of errors
- Single entry and incomplete records
- Accounting ratios and departmental accounts

Activities include

- Evaluating case studies
- Self/peer reviews - reflection
- Analysis of real case studies
- Practicing on an accounting software

Assignments

- Practicing on an accounting software
- Past paper question

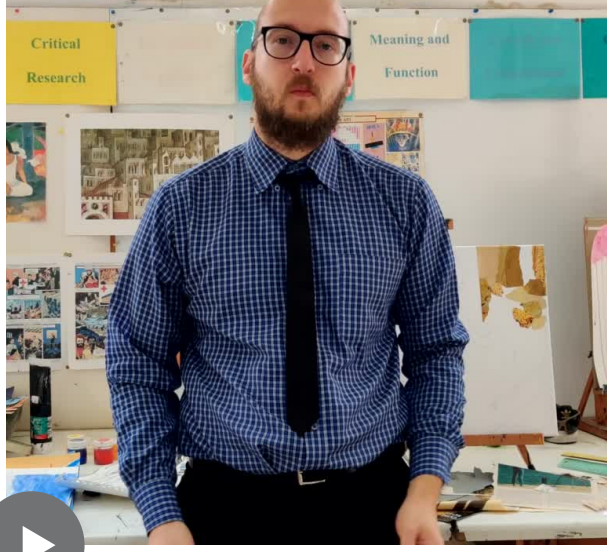
Skills Obtained include

- Time management
- Organisational skills
- Planning
- Negotiation

Assessments

- Formative and summative assessment
- LOF projects in Grade 9 to 11

Opportunities in: Teaching, Accounts clerk, Accountant, Auditor, Banking, Senior Management, Stockbroker



ART

The Art syllabus spans three years, leading students to sit for MATSEC exams. The main area of studies are observational skills and formal elements, perspective, still life, perspective, and basic anatomy. Students are guided in developing their observation and research skills through the development of thematic work. Starting from preparatory sketches, students are mentored as to develop a final work in several media. Throughout the given tasks, creativity, critical thinking, and self-assessment are instilled in the students.

Topics studied

- Introduction to formal elements, perspective and observation skills
- Material and Techniques in drawing, painting, print making, sculpture and digital art
- Keeping an Art Journal and and building a Portfolio
- Application of a concept as to fit the best medium possible
- Contextualization of Art within cultures, time and location
- Exploration of others' work
- Visual Literacy

Activities include

- Brainstorming and research sessions
- Sketching and ideas development
- Creation finishing of work in various media
- Creation of work in dialogue with Masters, modern and contemporary art
- Exhibiting artworks
- Participation in art exhibitions

Assignments

- Preparation for class tasks in the form of research and sketching
- Preparation or continuation of class tasks
- Finishing work started in class.

Skills Obtained include

- Interpretation and Evaluation
- Exhibition set-up
- Constructive criticism
- Problem-solving
- Creativity

Assessments

- Presentation and organization skills in Art Journal
- Research skills
- Creative thinking and strength of initial ideas
- Planning in the form of sketching and annotations
- Technical skills
- Finishing and presentation of portfolio

Opportunities in: history of art, fine art, photography, graphic design, web design, interactive media, architecture, igaming.

BIOLOGY

Biology is the study of life and therefore focuses on the functions of life, the environment, the relationships between organisms, human impact on the environment as well as evolution. The three-year course is divided into 8 learning outcomes which reflect the subject foci listed above. All the learning outcomes have a controlled section which will lead to a final SEC written examination as well as coursework.
The coursework will carry 30% of the total mark. The biology option coursework will also include problem solving investigations, practical sessions, fieldwork exercises and visits to sites of biological significance.

During the three-year programme students will acquire knowledge and understanding of the diverse basic sections of biology as mentioned above. Students will also develop a scientific approachas well as acquire a range of manipulative ad communicative skills.

Topics studied

- Cytology (the study of cells)
- Anatomy (structure) and Physiology (how the structures work) of several organisms including animals and plants
- Relationships and associations within the environment
- How human beings affect the environment

Activities include

- Classwork including practicals
- fieldwork
- experimentation
- site visits

Assignments

- 5 assignments plus reports on practicals, fieldwork etc
- presentations

Skills Obtained include

- observational skills – attention to detail
- interpretation skills
- practical scientific skills
- problem solving skills
- communication skills including writing reports skills
- mathematical skills
- Information technology skills including the use of data loggers

Assessments

Assessment is both formative and summative. This includes work related to homework, practical work, investigations and other practical related work. At theend of the year, finalsummative assessment includes 30% assignment work and 70% final exam.

Opportunities in: health and medical, environmental, research oriented, education, agriculture, pharmaceutical, .

BUSINESS STUDIES

Business Studies is an investment in your future.It is a life learningsubject. It is practical as it relatedto your personal life both at home and at work. Business studies explores the main business functions namely: Marketing, Finance, Human Resources and Production. The subject targets various life skills including financial literacy, team dynamics, entrepreneurship, appreciation of current events. Students will be prepared for:
(i)IGCSE Business Studies 0450, and
(ii)SEC05 Business Studies - 2024

Students cannot choose Business Studies with either Accounts or Economics.

Assignments

- .past paper questions
- .primary and secondary research-based tasks

Skills Obtained include

- analysis & evaluation
- interpretation
- decision-making
- problem-solving
- critical thinking
- presentation

Topics studied

- The businessenvironment
- Entrepreneurship
- Financial Literacy
- Business structureand organisation
- Purchasing and Production
- Finance
- Human resources
- Marketing
- International Trade

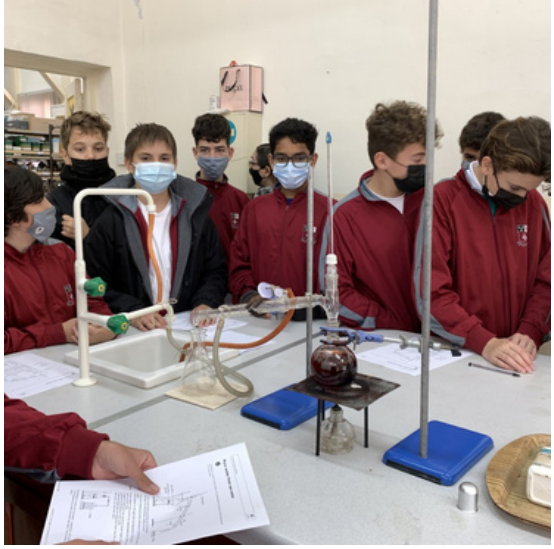
Activities include

- Visits to financial institutions and business organisations
- Evaluating case studies
- Self/peer reviews - reflection
- Exposure to news
- Analysis of real case studies
- Teamwork

Assessments

- formative and summative assessment
- LOF projects in Grade 9 to 11

Opportunities in: management, leadership, accounting, banking, insurance, consultancy, statistics, economics and marketing.



CHEMISTRY

Chemistry is the study of matter, its composition and how it changes. Everything you touch, taste or smell is a chemical so Chemistry helps you to understand the world around you. Advancements in the field of chemistry have brought about major improvements in our world. Improvements range from new medicines that cure disease, to new materials that make us safer and stronger, to new sources of energy that enable new activities. Chemistry is an experimental science and investigative and practical work is central to the teaching program. The three year MATSEC Chemistry course has a learning outcome approach.

Assignments

- Report writing
- Presentations
- Lab work

Skills Obtained include

- Recording and handling data
- Data processing and interpretation
- Evaluating results
- Awareness of safety measures, ethical and environmental issues
- Communication skills as in report writing
- Acquiring essential scientific skills required for progression to further studies and employment

It is based on five themes or foci which put Chemistry at the centre of the students' experience. At the end of the third year, students sit for a written exam which carries 70% of the global mark.
The remaining 30% is based on coursework which is carried out over the three years.

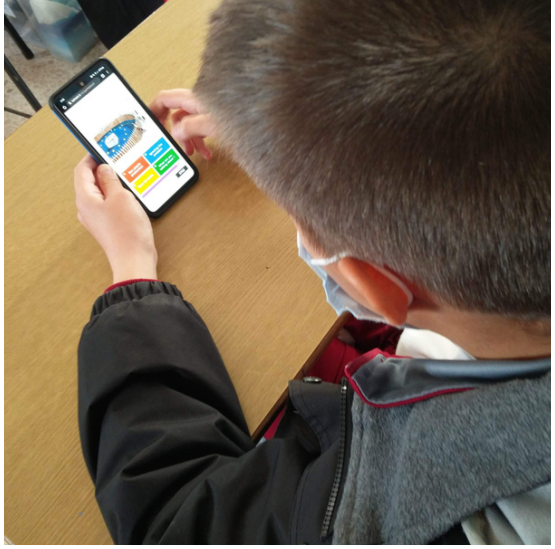
Topics studied

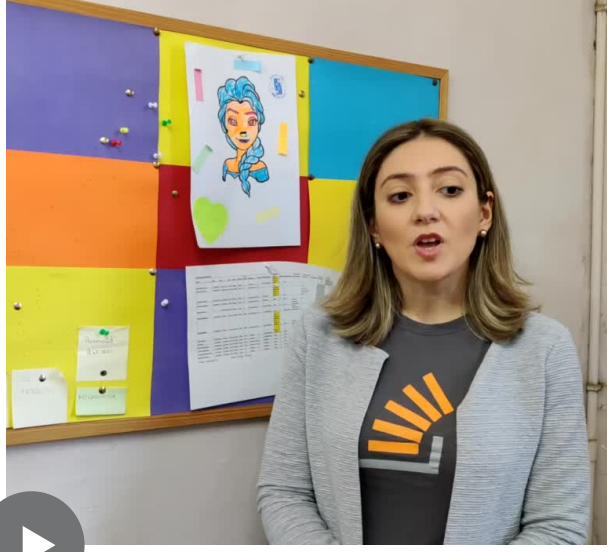
- Substances from the earth: The Atmosphere - Includes air composition, preparation of gases and their properties; greenhouse effect; pollutants
- Substances from the earth: Aquatic Environments - includes water and its properties; acids, bases and salts; electrolysis; the periodic table;
- Substances from the earth: The Land - Includes a study of different rocks, metal extractions and the metal reactivity;
- Making New Materials:
- Differences between chemical and physical changes;
- Carbon compounds: Meeting our energy needs

Assessments

- Assessment is based on classwork, homeworks and written reports.
- These reports may be on investigative assignments, site visits and/or fieldwork.

Opportunities in: health and medical, environmental, research oriented, education, agriculture, pharmaceutical, .chemical engineering





COMPUTING

Computing is a multi-disciplinary, scientific subject that is covered over the course of three years. Students who complete the course are eligible to get a qualification that would enable them to further their studies in the ever expanding fields of computing. The course delivers a hands-on approach to technology; students that have underpinning knowledge in scientific subjects will see relevant applications in the engineering and the IT sphere.

Meaningful conversations are to be had when students of various interests bring in their perspective. Another key component is problem-solving through programming with the focus on real world scenarios. This is a good opportunity for candidates to form logical thinking and problem-solving skills; both of which are extremely transferable.

Computing opens many doors to further education, which in turn can lead to exciting opportunities in the modern job market. Learn Computing and the digital world is yours for the taking!

Topics studied

- Introduction to Computer Systems
- Principles of Computing, Software and Hardware
- Understanding the Digital World and Machine Logic
- Communication Networks and Internet technologies
- Problem Solving and Programming
- Robotics and Automation
- Data Privacy and Security

Activities include

Students will study the basic principles in theory and will be given opportunities to put some into practice including programming a small microcontroller board. Students will also learn how to build digital products using textual computer languages. Students who enjoy creating and problem-solving tend to get a lot of satisfaction from these activities.

Assignments

The student is expected to carry out individual study and practice as a continuation of what happens during class time.

Skills Obtained include

- Digital competencies
- Problem solving and logical thinking
- Computational thinking
- Programming

Assessments

Students need to carry out practical tasks including: Automation using Robotics, Software Development and Research Work.

Opportunities in: Software engineer, computer technicians, teaching, d-base administrator, game developer, Systems Analyst, programmer, network Engineer

DRAMA

When students choose Drama as an O Level subject starting in Year 9, they are broadening the scope of their education by including a creative arts subject amongst their options. In practice, this means that they are exposed to the art form of Drama through creating, performing and responding to Drama. They work on both scripted texts from the repertoire, as well as creating original work based on a variety of stimuli. In their work, they look at drama from the perspective of an actor, director and designer. Apart from developing their creative and performative skills, Drama students also develop other valuable skills for life, such as effective communication, self-confidence, planning, researching and project management.

Assignments

Students work to create pieces of practical coursework over the three year course. Their best three pieces will be chosen to be submitted as the practical element in their final exam, representative of 60% of the final mark. A good deal of this work needs to be done at home. Students will also carry out regular written tasks which will teach them to reflect on and write about the drama they create. This is done in preparation for the written element of the final assessment, representative of 40% of the final mark.

Topics studied

- The elements of practical drama
- How to work with extracts from published plays as an actor, director and designer
- How to devise, develop and structure original dramatic material from stimuli such as short titles, poems, pictures, songs, historical events and stories
- self-Evaluation
- Staging and design as part of a dramatic performance
- Individual and group performance skills

Activities include

The practical element sees students create and perform their own drama. In the written element, students respond to drama they create by reflecting on the process of making and performing drama which they go through in class.

Assessments

Regular assessment, both in the practical and written areas.

Skills Obtained include

- Able to confidently create, perform and reflect on drama
- Planning, directing and designing dramatic material
- All aspects of communicating effectively to an audience
- Creativity and self-confidence

Opportunities in: performing arts, direction, design, media and communications, journalism, teachig, arts administration, therapy

ECONOMICS

By choosing the subject of economics in Year 9, students will gain the basic knowledge of economic concepts, principles and theories. They will gain knowledge and skills to understand how economic markets work in the world and how these big ideas affect their daily life and the nation in which they live. During the course, students will develop their analytical and problem-solving skills. By exploring topics of Micro and Macroeconomics, students will be able to explore and device their own strategies to save, budget, and invest developing the abilities to take practical economic decisions and become savvy consumers. Thanks to the focus on International Trade, they will be also able to explore the trade dynamics between countries.

Students cannot choose Economics with Business Studies.

Activities include

- Case studies and news analysis
- News Analysis

Assignments

Students work to analyze case studies, applying the theory studied and developing their critical thought.
Multiple choice activities are used to test their knowledge of economics concepts and theories. Essay questions help them to analyze economic concepts and theories, through examples and the development of critical thinking.

Topics studied

- Introduction to Economics
- MICROECONOMICS
  - The nature of the economic problem and the economic systems
  - Production and costs
  - Different forms of business organisations
  - The price mechanism
  - Market structures
  - Theory of distribution

- MACROECONOMICS
  - National Income
  - Government revenues and expenditure
  - Inflation and Unemployment
  - Economic Development and Growth

- INTERNATIONAL TRADE
  - Free trade and protectionism
  - EU
  - Demography

Assessments

Regular assessment, both in the practical and written areas, such as essay activities, case studies analysis, presentations.

Skills Obtained include

- Able to apply theory to specific situations;
- Able to interpret economic information;
- Analyzing economic problems,
- Knowledge of economic concepts, theories and principles;
- Analytical and problem-solving skills.

Opportunities in: economist, statistician, management consultancy, financial analyst, market research, policy analyst

ETHICS

The primary aim of the Ethics programme is that of a moral education; that is, socializing students into the contemporary moral culture of our society, teaching them to think and deal reflectively with moral matters, to understand the moral issues they encounter in their daily lives as adult members of Maltese society and of the whole human community, to exercise practical wisdom in articulating their moral judgement, to understand and tolerate cultures, life-styles, outlooks, and life choices different from their own, to offer solidarity to those in their community and elsewhere who suffer injustice, to commit themselves to the peaceful resolution of moral conflict where this occurs, and to respect and support human rights, social justice, and democratic practice.
The subject matter of the Ethics programme has three thematic areas:

- The first focuses on different ethically relevant aspects of respect
- The second focuses on care for the self and others
- The third focuses on the question of the value of life.

Class sessions teach students to discuss and evaluate arguments related to the themes in the modules selected and presented by, and with the teacher.
Students are invited to reflect further on these arguments, topics or issues discussed in class at home, making written arguments, or counter-arguments to them or some aspect of them on their own.

The students learn to write their own reflective commentaries on articles, opinion columns or blogs, stories, and other texts, taken from the print, social media, on topics and issues related to the themes addressed in the programme.

Activities include

- discussion, debates, followed by summary of key points or views, videos, reflective journals, presentations

Assessments

End of Year examination of 2 hours, in Years 9 and 10.
A mock examination of 2 hours in Year 11.

Skills Obtained include

- Care for themselves, others, the marginalized and the environment,
- Listen with the intent to understand other perspectives
- To empathize and to reach out to others
- Consider options and consequences before making a moral choice

Assignments

Review questions; Power Point Presentations
MATSEC Coursework: 1 in Year 9; 2 in Year 10, and 1 in Year 11.

Opportunities in: academia, management, voluntary organisations, media and journalism

GEOGRAPHY

Geography enables us to understand the Earth we are living in. It allows students to explore and understand the relationship between human beings and the Earth through the study of space, place and the environment. Geography develops in students an interest in and a sense of wonder about the place where they live and of other places and people. This is done by studying different environments, the processes that shape our world, and how people and environments inter-relate and interconnect. Geography enables students to become informed, responsible and active global citizens by fostering an appreciation of environments, thereby enhancing a sense of responsibility for other people and the long-term sustainability of the planet. countries.

Assignments

Labelling and sketching of diagrams, free-response and essay writing, structured questions requiring short answers and a fieldwork report per annum.

Assessments

An end of year exam of 2 hours Year 9 and 10. A mock exam of 1 papers of 2hoursin Year 11.One school-based assessment in Year 9 (e.g. presentation, site visit report, case study research,)
Fieldwork report in Year 10.
One school-based assessment in Year11 (e.g. presentation, site visit report, case study research).

Topics studied

- Map Reading (studying maps of different scales)
- Weather and Climate(observation and simple weather forecasting, rainfall, tropical storms)
- Physical Geography – Volcanoes, Earthquakes, Coasts, Rivers, GlaciatedLandscapes
- Human Geography – Energy resources, Population, Settlement, Industries
- Environmental Issues – Climate Change, Acid Rain, Pollution, Deforestation

Activities include

MapReading activities, photo analysis, debates,quizzes, role play, presentations,participation inco-curricularprojects, experiments, watching videos and commenting on them, use of softwaresuch as Google Earth to locate place.

Skills Obtained include

- Map reading and interpretation skill
- Field work skills (observation, gathering of primary data, analysis of data, presentation of results).
- Research skills (from books, textbooks and various digital media)
- Oral presentation skills
- Interpreting graphs and statistical data
- Problem-solving and decision-making skills
- Analytical skills
- Communication skills

Opportunities in: Geologist, Archaeologist, Careers in Environment, Meteorology, Transport and Land-use planning, Seismography

HISTORY

The teaching of the subject aims to stimulate interest in and enthusiasm for the study of human activity in the past, linking it with the present. Students become acquainted with the questions on 'How?' and 'Why?' and analyse causes and consequences. Through the investigation of various types of primary and secondary evidence, the students will be able to develop lifelong educational skills and competencies that are relevant to the 21st century. Students in the main lessons will be prepared for the MATSEC Syllabus however extra support can be offered for students who wish to sit for IGCSE History. Most lessons tackle MATSEC content, not IGCSE.

Assignments

Graded worksheets aimed at assessing knowledge, understanding of concepts and skills in the subject; creative writing skills in the form of summaries, fact sheets, paragraph or essay writing, online quizzes etc... usually at the end of the topic

Assessments

Formative assessment; Individual assessment and a formal exam that reflects the LOFs that would eventually be included at MATSEC level.

Activities include

Observing and analysing primary and secondary sources in various formats
Class discussions; worksheets; creative writing; note-taking; oral presentation; communicating history.

Topics studied

- European and International topics: 1530-Present day, including
  - Renaissance and Reformation
  - The Age of Exploration and Colonisation
  - The French Revolution and the Napoleonic Era
  - The Unification of Italy and Germany
  - The Causes of the First World War and the Peace Treaty of Versailles
  - The Causes of the Second World War
  - The Cold War and West European Integration
  - The fall of Communism in Eastern Europe in 1989 and its aftermath
- Maltese history topics: 1530-Present Day including
  - The Order of St John in Malta
  - Problems for the Order in the eighteenth century
  - The French invasion and occupation of Malta
  - Nineteenth and twentieth-century social and economic development in Malta
  - Malta during the Two World Wars
  - Twentieth-century Maltese political and constitutional development

Skills Obtained include

- Map reading and interpretation skill
- Field work skills
- Research skills
- Oral presentation skills
- Interpreting graphs and statistical data
- Problem-solving and decision-making skills

Opportunities in: Geologist, Archaeologist, Careers in Environment, Meteorology, Transport and Land-use planning, Seismography

PHYSICAL EDUCATION

This syllabus is designed to complement and strengthen the requirements of the 'National Minimum Curriculum' through participation in a variety of practical activities and related theoretical studies. Apart from educating towards a genuine commitment to lifelong participation in sport as management of a healthy lifestyle, the subject also helps the student to obtain a sound base for furthering studies in areas related to Physical Education and leading to careers in Physical Education and Sport.

Students opting for PE-Option will have another 4 lessons over and above the 'PE general' lessons. Two lessons per week will be dedicated to theory, which carries 40% of the overall mark. The other two lessons will prepare the students for the practical component, which carries 60% (this includes 15% for coursework).

Students will be expected to obtain at least a pass mark in both the theory and practice exams.

Athletics, Swimming and Team Games will be the main activities for the PE option. A booklet may be collected from the Sports Department for a detailed course description.

Topics studied

Practice
60%) Includes:
Games (Football, Basketball, Hockey, Handball and Volleyball)
Athletics
Swimming
Gymnastics

Coursework
Practice also includes Coursework is (25% of the 60%)
Scouting and Interview
Presentation (oral & written)
Structured evaluations (2)

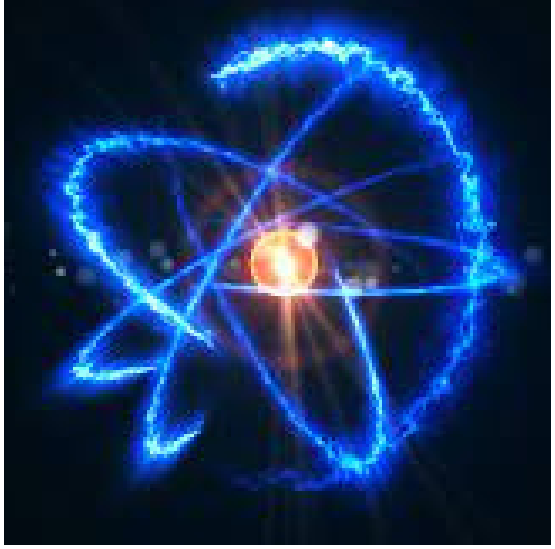
Theory
(written exam 40%)
Understanding Structure and functions of the human body
Health-related fitness
Sports in Society

Skills Required

- a general good disposition towards PE & Sports in general
- to dedicate time outside school hours to practice their chosen disciplines

Opportunities in:

Athletes, Physios, Trainers, Coaches, PE teachers, Sports Administrators, Sports Photographers, Reporters, Nutritionists, Betting company employees, Virtual gaming industry and Sport entrepreneurs



PHYSICS

One way of defining Physics is in terms of the study of the most fundamental measurable quantities in the universe (e.g. velocity, electric field, kinetic energy), the study of relationships between those fundamental measured quantities (e.g. Newton's Laws, conservation of energy, special relativity) and the study of patterns and correlations as expressed when using words, equations, graphs, charts, diagrams, models, and any other means that can be used to demonstrate a relationship in an understandable way. Physics is the study of matter and the movement of that matter through the space and time of the universe. It's one of the fundamental sciences and covers a huge range of subjects

Assignments

- Variety of tasks intended to sustain class learning
- Routine laboratory reports
- Investigative laboratory reports
- Site visit reports
- Fieldwork reports
- Project reports
- Research-related tasks
- Preparation of presentations

Assessments

- Homework
- Classwork
- Laboratory reports
- Investigative laboratory reports
- Site visit reports
- Fieldwork reports
- Presentations

Topics studied

- Waves
- Motion, Forces and Energy
- Thermal Physics
- Electricity
- Magnetism and Electromagnetism
- Radioactivity
- The Earth and the Universe
- The Science of the Physical World

Activities include

- Theoretical lessons
- Laboratory practice
- Investigative laboratory practice
- Site visits
- Fieldwork
- Projects
- Research
- Presentations

Skills Obtained include

- Recall facts and ideas;
- Show an understanding of facts, terminology, principles and concepts;
- Use units correctly;
- Demonstrate an understanding of the application of Physics in everyday life;
- Understand that scientific concepts are developed within a contemporary and historical context;
- Use Physics principles and concepts to describe and explain everyday or unfamiliar situations;
- Record data accurately;
- Interpret data and draw conclusions;
- Communicate the data in a clear and accurate manner;

Opportunities in: Geologist, Archaeologist, Careers in Environment, Meteorology, Transport and Land-use planning, Seismography

RELIGIOUS EDUCATION

At the basis of Catholic Religious Education is Christian anthropology where the dignity of the person is central to the Christian message.Religious Education contributes to complete human development as it supports and strengthens us in our search for meaning. It has a vibrant system of beliefs that is evident in the transmission of knowledge, its ethos, and the values it conveys.
Religious Education encourages students to delve into other Christian denominations and faith traditions to experience the richness of the diverse traditions that shaped the Religions of the World and continue to influence the story of humankind today. Students will also be exposed to modern secular and atheistic philosophies emerging in society.
The Religious Knowledge syllabus is spread over a three-year period. We begin by exploring the various communities we belong to and see how they shape and influence us; reflect on the importance of Religion in life, the inter-religious dialogue; religious freedom, peaceful co-existence and the problem of evil. We then reflect on true Christian living, the Catholic Church, the celebration of the sacraments, and the missionary dimension of the Body of Christ, the Incarnation and the story of our salvation, the Holy Spirit in a person's life. In our final stage of the journey, we look at Catholic role models, God's Creation and future generations, and Christian morality.

Topics studied

- Waves
- Motion, Forces and Energy
- Thermal Physics
- Electricity
- Magnetism and Electromagnetism
- Radioactivity
- The Earth and the Universe
- The Science of the Physical World

Activities include

videos followed by discussion, debates, presentations

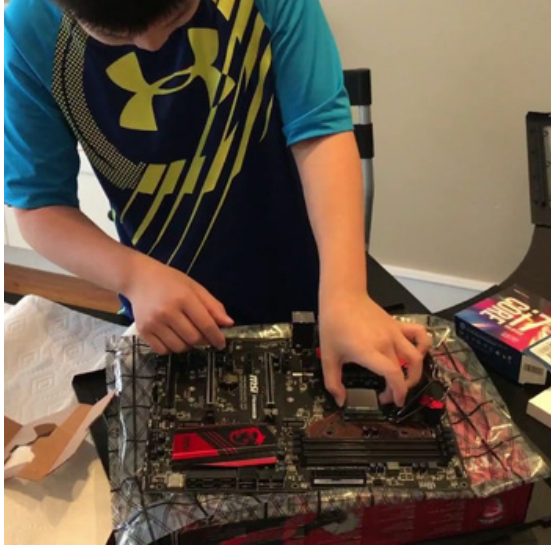
Assignments

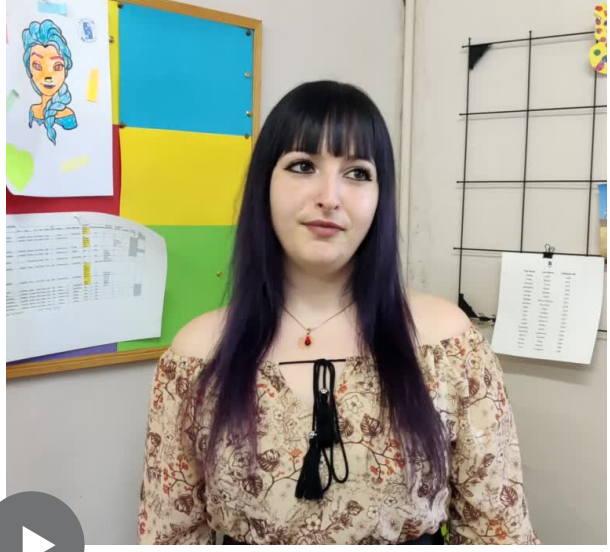
Review questions; reflective journals; Power Point Presentations

Assessments

- End of year examination of 2 hours, in Years 9 and 10.
- A mock examination of 2 hours in Year 11.
- MATSEC Coursework: 1 in Year 9; 1 in Year 10, and 1 in Year 11.

Opportunities in: academia, management, voluntary organisations, media and journalism





VOC IT TECHNOLOGY

Information Technology exposes students to the world of the IT industry in areas related to the installation of computer hardware, multimedia development, and networking. Throughout the program, students are provided with realistic scenarios for which they are required to carry out practical tasks, based on the knowledge and skills they have acquired through their learning, to solve situations similar to those evolving in the IT industry.
The students will be covering three units, one in each scholastic year:

- Unit 1: Computer Hardware Installation
- Unit 2: Multimedia Systems and Basic Website Design
- Unit 3: Networking

Assessments

- two (2) assignments (60% of the yearly mark) that consist of both written and practical tasks
- one (1) assessment (40% of the yearly mark and issued by MATSEC) that consist of a written examination

Once a unit is achieved, the student would have already attained ⅓ of the MATSEC O-Level. At least 50% needs to be attained in the Controlled Assessment in order for the student to pass the Unit.

At the end of the three-year course, after completing all assignments and controlled assessments, students can attain a grade from 1 to 7 as with any other SEC subject. The student does not sit for one final paper in year 11 that assesses the whole course, but compiles the final mark over the span of three years.

Topics studied include

- Setting up of small-scale local area networks
- Sharing of data and resources over a network
- Securing networks from possible threats
- Understanding the different types of multimedia systems
- Development of multimedia projects including animations, audio-visual productions and websites

Assignments

- Consolidation exercises and research work
- Preparation tasks such as preparing for hardware installation and planning of animations, websites and audio- visual productions
- Continuation of some assignment tasks.

Activities include

- Hands-on activities such as installation of hardware, development of multimedia projects, and setting up of networks
- Presentations
- Group work

Skills Obtained include

- Skills related to installation of hardware and software, networking and multimedia development
- Analytical and research skills
- Communication skills
- Reflective thinking skills
- Problem-solving skills

Opportunities in: Geologist, Archaeologist, Careers in Environment, Meteorology, Transport and Land-use planning, Seismography

Choices

CHOOSING YOUR OPTIONS FOR YR 9

It is important that students make the best possible subject choice in terms of their future career decisions. Good career decisions require good information - about one's personal traits and preferences and about the world of work. Students are encouraged to discuss their ambitions with teachers and relatives. Getting "up-close and personal" views of occupations will also provide valuable insight into any given profession or career choice.

Ms Samantha Abela will be more than happy to assist students and parents with any queries they may have.

YOU ARE NOW READY TO CHOOSE!
FOLLOW THIS LINK, KEEP CALM AND
CHOOSE WISELY: