Years 10, 11 and 12
Curriculum Handbook
2015
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Ignatian Pedagogical Paradigm

Teaching in an Ignatian environment engages a process whereby teachers can promote the Jesuit Mission in the classes they teach and in the various other ways in which they interact with their community. The educational outcomes envisaged by Ignatian Education are the formation of students who are leaders in service, in imitation of Christ Jesus, men and women of competence, conscience and compassionate commitment.

The 33rd General Congregation of the Society of Jesus outlined an approach to Jesuit ministries to ensure an authentically Ignatian style. The General Congregation referred to the Society’s traditional “way of processing”, which called for a review of all the Society’s ministries, both traditional and new:

Such a review includes: an attentiveness to the Word of God, an examen and reflection inspired by the Ignatian tradition; a personal and a communitarian conversation necessary in order to become “contemplatives in action”; an effort to live indifference and availability that will enable us to find God in all things; and a transformation of our habitual patterns of thought through a constant interplay of experience, reflection and action.

As we continually develop our educational structures and processes, we are reminded of the following aims written by the previous Father General, Peter Hans Kolvenbach SJ:

Jesuit education aims at joining learning and virtue and developing a faith that does justice. It means the ideal of being young men and women of competence, conscience and compassion, who know that life is only lived well when lived generously in the service of others. It means helping them to discover that what they most have to offer is who they are rather than what they have.

To do this, we recognise that the teacher’s primary role is to facilitate the growing relationship of the learner with truth, particularly in the matter of the subject being studied under the guiding influence of the teacher. The teacher creates the conditions, lays the foundations and provides the opportunities for the continual interplay of the student’s experience, reflection and action to occur. An Ignatian approach to teaching begins with a clear understanding of those being taught (context) and ends with a commitment to appraise the learning experience (evaluation). There is neither a beginning nor an end to the way of proceeding. It is a continual interplay between the five key elements of the Ignatian ministry of teaching: context, experience, reflection, action and evaluation.

Our aim is to ensure that teachers and students grow in their understanding of the Ignatian ideals and values.

The Caroline Chisholm Program

The Caroline Chisholm Program has been part of the curriculum of virtually every Jesuit School in the world for two decades or more. The concept behind this program is that of our students being “men and women for others”, animated with a faith that does justice. During Semester 1, our Year 11 students will be appointed to a four day community service placement which is organised by the College.

In order to graduate beyond Year 11, students will also be required to complete a further fifteen hours service in their own time, after the completion of their formal appointment. Having to undertake fifteen hours in their own time (after school, or on the weekends, or during the holidays) monitored by the school, provides the student with opportunities to learn the lessons of their appointment more deeply, and helps provide them with a sustained contact with those they were serving. It also provides an opportunity for some generosity and time given for others rather than for oneself, without pay or material reward.

These extra fifteen hours must be completed in the students’ own time before the end of Year 11, as it forms part of the promotion prerequisite for Year 12.
The SACE

The South Australian Certificate of Education (SACE) is an internationally recognised qualification awarded to students who successfully complete their senior secondary education (Years 10, 11 and 12).

The SACE has been updated and strengthened to ensure it meets the needs of students, families, higher and further education providers, employers and the community. The SACE will help students develop the skills and knowledge needed to succeed – whether they are headed for further education and training, university, an apprenticeship or entry straight into the workforce.

The certificate is based on two stages of achievement: Stage 1 (normally Year 11) and Stage 2 (normally Year 12). The SACE will be awarded to students who complete the requirements of the certificate to a particular standard. The certificate will be recognized within the Australian Qualifications Framework.

The SACE is built around the following: The Capabilities, Literacy and Numeracy, the Personal Learning Plan (PLP), the Research Project (RP), Subjects and Courses. The plan is outlined in the table below.

### Table: Requirements and Credits

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11 (Stage 1)</th>
<th>Year 11 or 12 (Stages 1 or 2)</th>
<th>Year 12 (Stage 2)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Learning Plan</td>
<td>Literacy (from a range of English subjects and courses)</td>
<td>Other subjects and courses of the student’s choice</td>
<td>Research Project</td>
<td>200</td>
</tr>
<tr>
<td>10</td>
<td>20</td>
<td>up to 60</td>
<td>10</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Other Stage 2 subjects and courses*</td>
<td>60 or more</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Total</td>
<td>200</td>
</tr>
</tbody>
</table>

*Most students will complete subjects or courses worth more than 70 credits at Stage 2.

To gain the certificate, students must earn 200 credits. Ten credits are equivalent to one semester or six months’ study in a particular subject or course.

Some elements of the SACE are compulsory. These are:

- a Personal Learning Plan at Stage 1 (usually undertaken in Year 10), worth 10 credits
- at least 20 credits towards literacy from a range of English/English as a Second Language studies at Stage 1 and/or 2
- at least 10 credits towards numeracy from a range of mathematics studies at Stage 1
- a major project of extended studies called the Research Project at Stage 2, worth 10 credits
- completion of at least 60 additional credits in Stage 2 subjects and courses.

The importance of the compulsory elements is reflected in the requirement that students must achieve either an A, B, C or equivalent in these subjects to complete the SACE successfully. In addition to the compulsory elements, students will choose from a wide range of subjects and courses to earn the remaining 90 credits to gain the SACE. These include subjects and courses from either Stage 1 or Stage 2.

### Capabilities

The Capabilities are defined as follows:

- **Communication** includes knowledge and skills for
  - Communicating to suit particular purposes and contexts
  - Communicating within and across cultures
  - Literacy, numeracy and use of information and communication technologies
  - Self expression

- **Citizenship** includes knowledge and skills for
  - Awareness of cultural identity and diversity
  - Social and environmental sustainability
  - Social, political, economic and legal participation
  - Understanding indigenous histories and cultures

- **Personal development** includes knowledge and skills for
  - Developing purpose, direction and decision making about the future
  - Managing physical and mental health
  - Reviewing and planning personal development and well being
  - Understanding personal identity

- **Work** includes knowledge and skills for
  - Developing and applying employability
  - Learning, living and working in local, national and global environments
  - Responsible participation in education and training, work and communities
  - Understanding and acting in relation to individual obligations and rights

- **Learning** includes knowledge and skills for
  - Accessing, organising and using information
  - Critical, ethical, reflective thinking and enquiry
  - Learning and applying knowledge and skills
  - Recognising how knowledge changes over time and is influenced by people.

All of the above capabilities will be incorporated within each subject’s coursework.

### Literacy and Numeracy

Students must complete Stage 1 (Year 11) English and Mathematics courses for the SACE. All Year 9 students complete national literacy and numeracy tests to assess their skills in these areas. These tests are important because teachers will use the results to identify strengths or weaknesses before SACE studies commence.

### Personal Learning Programme (PLP)

The Personal Learning Programme is the course that supports the development of the student’s Personal Learning Plan. It is the first unit taught within the SACE and as such is detailed in the Year 10 Subjects section of this document.

### Research Project (RP)

All students will be required to complete a major project of extended studies called the Research Project. This Stage 2 (Year 12) subject is an individual in-depth study of a topic that particularly interests the student. It will give all students the research and presentation skills that are needed in either the workplace, TAFE or university.
The SACE

Assessment (A – E Grades)
The College will assess students in Stage 1 (Years 10 and 11).

In Stage 2, every subject has a 30% external assessment. These external assessments may vary, but will include examinations, practical performances and presentations. The College assesses the remaining 70%. External moderators will check school-assessed components of Stage 2 subjects to make sure results are comparable, that is, an “A” in one school is the same as an “A” in another school.

At Stage 1 all subjects will be graded using a five point A – E scale to show the level of achievement. At Stage 2, a fifteen point scale A+ to E– is used. Each subject will have performance standards; this means students will be able to see exactly what is needed to achieve a particular grade.

University or TAFE Entry
University and TAFE entry will be determined using subject results and grades to calculate an Australian Tertiary Admission Rank (ATAR).

The Australian Tertiary Admission Rank (ATAR)
Students need an Australian Tertiary Admission Rank (ATAR) to apply for university courses.

The Australian Tertiary Admission Rank is:
- a measure of a student’s academic achievement compared to other students
- used by universities to select students who have completed Year 12
- given to students on a range from 0 to 99.95. Students receiving an ATAR of 99.95 are the highest ranked in the State.

Calculating the Australian Tertiary Admission Rank
For students completing the SACE in 2015, the Australian Tertiary Admission Rank (ATAR) will be calculated based on their achievement in 90 credits of Stage 2 Tertiary Admission Subjects (TAS).

The 90 credits can consist of:
- three full year (20 credit) TAS

PLUS one of the following:
- a full year (20 credit) TAS and the Research Project (10 credits)
- the Research Project (10 credits) and two (10 credits) TAS

The TAFE entry requirements are outlined on the website: www.tafe.sa.edu.au.

Bonus Points
The three South Australian universities also offer bonus points to students who successfully complete some Stage 2 subjects. For further information please check the individual websites:

Adelaide University  www.adelaide.edu.au
Flinders University  www.flinders.edu.au
University of South Australia  www.unisa.edu.au

Senior Years Accelerated Pathway Program (SYAPP)

Rationale
To expand the academic opportunities provided to the students at Saint Ignatius’ College that go beyond the minimum SACE requirements.

We believe our students need and deserve to be academically challenged as well as providing them with a broad Jesuit Education where striving for excellence is the norm.

At Year 10
Acceleration will occur through subject ‘compacting’. That is, Year 10 and Stage 1 coursework is combined and taught in the one year allowing the Stage 2 course to be completed in Year 11. This type of acceleration is available in Mathematics, and some Languages (Chinese, Indonesian & Latin).

At Year 11
Students who meet specified academic standards will be able to undertake Stage 2 subjects (maximum of two 20 credit subjects) whilst in Year 11.

In order to provide students with the best learning environment, the Stage 2 subjects will be placed on the Year11 timetable gridlines resulting in students studying with other students in their year level.

Subjects offered are based on Ignatian Ideals and Principles. Consequently, eligible students will be able to study any of the following Stage 2 subjects:
- Biology
- Geography
- Modern History
- Philosophy

Conditions for Eligibility & Guidelines

1. The student’s Grade Point Average (GPA) determines the eligibility of a student to participate in SYAPP at Year 11. The GPA score is also used to judge the number of Stage 2 subjects that can be studied in Year 11.

A GPA of 17 or more is required to study one Stage 2 subject and a GPA of at least 18 is required for a student to be eligible to study the maximum of two (40 credits) of Stage 2.

2. In addition to satisfying GPA standards and College promotion requirements, students must also:
   - attain at least a B grade in Year 10 English & Modern History to qualify for Stage 2 Modern History
   - attain at least a B grade in Year 10 Science to qualify for Stage 2 Biology
   - attain at least a B grade in Year 10 English to qualify for Stage 2 Philosophy

If Geography is studied at Year 10 then a minimum B grade is required to qualify for Stage 2 Geography.

3. Selection of students for Year 10 Accelerated Mathematics is based on the policy outlined by the Head of Mathematics in consultation with the Deputy Head – Curriculum.

4. Unless approved by the Deputy Head – Curriculum, students can only study a maximum of 40 credits of Stage 2 in Year 11.

5. Students, who undertake SYAPP, or any other accelerated pathway, will be required to complete a full load of Stage 2 study in Year 12 (this is College policy).
Vocational Education and Training

‘Vocational Education and Training’ (VET) refers to structured learning programmes that provide students with the knowledge, skills and attributes they will need for the world of work.

At Saint Ignatius’ College, VET studies are available to students within the Information Technology and Multimedia programs and in Year 11 through our Certificate 1 in Aquaculture programme. VET courses that occur out of school hours are advertised to the students through the fortnightly publication Careers Corner and through the Daily Bulletin. These courses offer students the opportunity to ‘get a taste’ for an industry area that interests them, without interrupting their regular school studies.

For some students, VET also offers an alternative pathway to completing SACE studies. Individual negotiations are coordinated by the Curriculum Coordinator for Transition Schooling through a recommendation from the Deputy Head - Curriculum.

Saint Ignatius’ College is a member of the East Adelaide School Cluster (EASC) that enables students to access a range of vocational education and training (VET) programmes across a number of eastern region schools, as part of their senior schooling. Students at Saint Ignatius’ College who are selected for VET participation are encouraged to select from the Thursday afternoon options available through EASC which coincide with the Year 11 VET timetable line.

EAST ADELAIDE SCHOOLS CLUSTER

VET PROGRAMS

The East Adelaide Schools’ Cluster (EASC) represents the collaborative partnership and regional provision of Vocational Education and Training (VET) across all schooling sectors in the East of Adelaide. Comprising 16 schools and a range of training partners, the EASC compile courses that compliment student interests, school specialisations, regional and national skill shortage areas and experiences that lead to the development of transferable skills.

What is VET?

VET refers to the national vocational qualifications that are endorsed by industry. VET courses deliver industry-endorsed units of competence from nationally endorsed training packages. This training is recognised nationally. VET courses provide students with the opportunity to:

- Personalise their learning pathways;
- Develop and practice business and industry specific skills, often including on the job structured workplace learning;
- Work to attain nationally accredited certification against the Australian Qualifications Training Framework, and;
- Achieve their South Australian Certificate of Education (SACE) through diverse and rigorous learning experiences.

Vocational Education and Training

When and where will the training occur?

- EASC schools have made the commitment to hold as many programs as possible on a Thursday;
- VET courses will be held across a range of settings from schools, purpose built skill centres, TAFE sites, on-the-job or a combination.

How do students and parents/guardians access more information?

- More information on each course and its selection process is available from the College’s VET Coordinators.
- Log on to the YouthJET web page: www.youthjet.com.au
- Contact the DECS Transition Broker: 8366 8831
- Contact the YouthJET Program Manager: 8363 5984
- Visit the SACE Board web site: www.saceboard.sa.edu.au
- Attend the regional information evenings, related industry visits and VET program sessions as publicised on the YouthJET website and via the various College publications.

Subject Outlines

INTRODUCTION

Each subject offered at the College is presented in a similar format:

Length – Year 10
Length of course to be taught i.e. semester (1 unit) or full year (2 units).

Length – Years 11 & 12
Length of course to be taught i.e. semester (10 credits) or full year (20 credits).

Prerequisites

Preferred previous study or particular skills or interests which prepare the student for a subject.

Learning Requirements

The aims or objectives which guide learning and assessment in the subject plus the knowledge, understanding, skills, and attitudes required of a student studying a specific subject.

Content

The topics, themes, or types of learning that occur in the subject

Assessment

The types or categories of assessment for the subject

There are extension courses and activities for Students of High Intellectual Potential (SHIP) and support is offered to students who experience difficulties in the core subject areas of English, Mathematics and Science. These are all monitored by the Adaptive Education Department.
<table>
<thead>
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<th>Year 10</th>
<th>Year 11 (SACE Stage 1)</th>
<th>Year 12 (SACE Stage 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>Religious Education</td>
<td>Religious Education (Internal Course)</td>
</tr>
<tr>
<td>English</td>
<td>Art (10 or 20 credits)</td>
<td>Art (20 credits)</td>
</tr>
<tr>
<td>History</td>
<td>Design (10 or 20 credits)</td>
<td>Design (20 credits)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Drama (10 or 20 credits)</td>
<td>Drama (20 credits)</td>
</tr>
<tr>
<td>Personal Learning Programme (PLP)</td>
<td>Music (10 or 20 credits)</td>
<td>Music (20 credits)</td>
</tr>
<tr>
<td>Science</td>
<td>Business, Enterprise and Technology</td>
<td>Business, Enterprise and Technology</td>
</tr>
<tr>
<td>Six Units from:</td>
<td>Accounting (10 credits)</td>
<td>Accounting (20 credits)</td>
</tr>
<tr>
<td>Art (1 or 2 Units)</td>
<td>Business and Enterprise (10 credits)</td>
<td>Business and Enterprise (20 credits)</td>
</tr>
<tr>
<td>Chinese (2 Units)</td>
<td>Communication Products (10 or 20 credits)</td>
<td>Communication Products (20 credits)</td>
</tr>
<tr>
<td>Commerce (1 or 2 Units)</td>
<td>Information Technology (10 credits)</td>
<td>Information Technology (20 credits)</td>
</tr>
<tr>
<td>Design (1 or 2 Units)</td>
<td>Workplace Practices (20 credits)</td>
<td>Workplace Practices (20 credits)</td>
</tr>
<tr>
<td>Digital Technologies (1 Unit)</td>
<td>Cross-Disciplinary Studies</td>
<td>Cross-Disciplinary Studies</td>
</tr>
<tr>
<td>Drama (1 or 2 Units)</td>
<td>Integrated Learning (Stage 2) – Jesuit Service and Hospitality (10 credits)</td>
<td>Research Project (10 credits)</td>
</tr>
<tr>
<td>Film and Media Studies (1 Unit)</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>French (2 Units)</td>
<td>English Communications (20 credits)</td>
<td>English Communications (20 credits)</td>
</tr>
<tr>
<td>Geography (1 Unit)</td>
<td>English Pathways (20 credits)</td>
<td>English Pathways (20 credits)</td>
</tr>
<tr>
<td>Indonesian (2 Units)</td>
<td>English as a Second Language (20 credits)</td>
<td>English Studies (20 credits)</td>
</tr>
<tr>
<td>Italian (2 Units)</td>
<td>Health and Physical Education</td>
<td>Health and Physical Education</td>
</tr>
<tr>
<td>Latin (2 Units)</td>
<td>Physical Education (10 credits)</td>
<td>Physical Education (20 credits)</td>
</tr>
<tr>
<td>Music (1 or 2 Units)</td>
<td>Humanities and Social Sciences</td>
<td>Humanities and Social Sciences</td>
</tr>
<tr>
<td>Personal Development (1 or 2 Units)</td>
<td>Ancient Studies (10 credits)</td>
<td>Classical Studies (20 credits)</td>
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<td></td>
<td>Economics (10 credits)</td>
<td>Economics (20 credits)</td>
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<tr>
<td></td>
<td>Geography (10 credits)</td>
<td>Geography (20 credits)</td>
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<tr>
<td></td>
<td>Legal Studies (10 credits)</td>
<td>Legal Studies (20 credits)</td>
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<tr>
<td></td>
<td>Modern History (10 or 20 credits)</td>
<td>Modern History (20 credits)</td>
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<tr>
<td>Languages</td>
<td>Philosophy (10 credits)</td>
<td>Philosophy (20 credits)</td>
</tr>
<tr>
<td>Chinese</td>
<td>Religion Studies (10 credits)</td>
<td>Religion Studies (20 credits)</td>
</tr>
<tr>
<td>French</td>
<td></td>
<td>Religious Education (to be confirmed for 2015)</td>
</tr>
<tr>
<td>Indonesian</td>
<td>(10 credits)</td>
<td>(10 credits)</td>
</tr>
<tr>
<td>Italian</td>
<td></td>
<td>Society and Culture (20 credits)</td>
</tr>
<tr>
<td>Latin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td>Languages</td>
</tr>
<tr>
<td>Mathematical Applications</td>
<td>Chinese</td>
<td>(20 credits)</td>
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<td>Mathematics Pathways</td>
<td>French</td>
<td>(20 credits)</td>
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<tr>
<td>Pure Mathematics</td>
<td>Indonesian</td>
<td>(20 credits)</td>
</tr>
<tr>
<td>Sciences</td>
<td>Italian</td>
<td>(20 credits)</td>
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<tr>
<td>Biology</td>
<td>Latin</td>
<td>(20 credits)</td>
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<tr>
<td>Chemistry</td>
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<td>Mathematics</td>
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<td>Physics</td>
<td></td>
<td>Mathematical Applications</td>
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<td>Scientific Studies</td>
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<td>Mathematical Methods</td>
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<td>Mathematics Pathways</td>
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<td>Physics</td>
</tr>
</tbody>
</table>
Year 10 Subject Outlines
## Art

<table>
<thead>
<tr>
<th>Length</th>
<th>Semester or Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject classification</td>
<td>The Arts</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Satisfactory completion of Year 9 Art and Design or a portfolio of previous work.</td>
</tr>
</tbody>
</table>

### LEARNING REQUIREMENTS

In this subject students are expected to:

- demonstrate an appreciation of skills, techniques and processes employed by artists in the generation of artworks
- demonstrate an appreciation and understanding of the role of artists as recorders of their environment;
- demonstrate visual thinking through the development and evaluation of ideas and application of technical skills with media, materials and technologies to solve problems and resolve works of art
- conceive, develop and make works of art that reflect the development of a personal visual aesthetic
- develop techniques and processes consistent with working as an artist
- analyse, interpret and respond to visual arts in cultural, social and/or historical contexts.

The course is aimed at broadening and extending skills pertaining to the development of creative concepts and their completion as a work of art. The course will be structured to allow students to work in an increasingly independent manner.

### CONTENT

#### SEMESTER 1 - The Artist as Recorder

**Major Theme: “Dreams and Visions”**

The content consists of two key sections:

**Section 1 - Art Practical**

**Folio of Drawings**

Students will produce a folio that reflects a diverse range of media and experimentation and the development and refinement of ideas. The folio will demonstrate visual learning and the acquisition of technical skills and exploration of a range of media and materials. Students are expected to develop an understanding of the intention of other Artists’ work.

**Practical Resolution**

The drawing folio will be used in the making of a resolved work in one of the following disciplines: drawing, painting or printmaking. Appraisal of artworks will form an important component of the learning outcomes and students will learn how to produce a practitioner’s statement.

**Section 2 – A Visual Study (Western Tradition)**

Students will study an overview of 20th Century Australian Art.

Critical analysis of artworks in the context of time and place will form an important aspect of this section.

#### SEMESTER 2 - The Artist as Communicator

**Major Theme: “Dreams and Visions”**

The content consists of two key sections:

**Section 1 - Art Practical**

**Folio of Drawings**

Students will produce a folio that reflects a diverse range of media and experimentation and the development and refinement of ideas. The folio will demonstrate visual learning and the acquisition of technical skills and exploration of a range of media and materials. Students are expected to develop an understanding of the intention of other Artists’ work.

**Practical Resolution**

The drawing folio will be used in the making of a resolved work in one of the following disciplines: drawing, painting or printmaking. Appraisal of artworks will form an important component of the learning outcomes and students will learn how to produce a practitioner’s statement.

**Section 2 – A Visual Study (Western Tradition)**

Students will study European Art in the 20th Century.

Critical analysis of artworks in the context of time and place will form an important aspect of this section.

### ASSESSMENT

#### Semester 1

**Practical**

Students to present completed art work(s) accompanied by a folio of drawings based on the theme of “Dreams and Visions”.

**Visual Study**

Analysis of artworks and artists

#### Semester 2

**Practical**

Students to present completed art work(s) accompanied by a folio of developmental and preparatory work based on an aspect of the “Dreams and Visions” theme.

**Visual Study**

Analysis of artworks and artists

Assessment is continual and will be based on work samples, assignments, practical projects, and homework tasks.
**Commerce**

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<thead>
<tr>
<th>Length</th>
<th>Semester or Full Year</th>
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</thead>
<tbody>
<tr>
<td>Subject classification</td>
<td>Studies of Society &amp; Environment</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>No formal pre-requisites</td>
</tr>
</tbody>
</table>

**Learning Requirements**

The ultimate goal is that students develop the knowledge, skills and values that will enable them to participate as ethical, active and informed citizens in a democratic society within a global community.

In particular, students develop knowledge, understanding and appreciation of:

- societies locally, nationally and globally, and of changing environments and systems (natural, economic, legal and political) over time;
- power, inequality and the distribution of wealth in society;
- evaluating alternatives, making decisions and working collaboratively;
- relating constructively with people and environments in preparation for future vocational and life opportunities;
- issues relating to values and attitudes in society to enable them to:
  - understand and evaluate the implications of various decisions and actions;
  - critically examine and clarify the values and attitudes implicit in democratic processes and social justice.

At the completion of this course, students should be able to:

- develop skills to be able to understand consumer choice and decisions, manage personal finances, borrowing of money and budgeting;
- understand our functioning legal system and the interaction of the legislature, executive and judiciary;
- critically analyse and explain the effects of global and local forces in shaping and changing the identities of people and societies and pose possible strategies to address the issues identified;
- critically analyse the strengths of a range of models and theories about contemporary changes in economic, legal and political systems at the local, national and global levels;
- understand basic accounting equations and the role of accounting in a modern business world;
- develop skills and understanding of personal finance and future financial needs such as saving, loans, finance, investing and superannuation;
- be prepared for future employment and show understanding of workplace relations, industrial relations issues and government work related policy; students should appreciate the role of trade unions and employer associations;
- develop a basic understanding of the Australian economy.

**Content**

The first semester course contains units of study on:
- Consumer Choice
- Law and Justice
- Accounting

The second semester course contains units on:
- Employment Issues/Relations
- Stock Exchange/Personal Finance
- Economics

**Assessment**

Course work is continuously assessed by:
- Case studies
- Research assignments
- On-line Stock Exchange game
- Web-based research
- Oral presentations
- Tests
- Semester Examination
Design

Length Semester or Full Year
Subject classification The Arts
Prerequisites Satisfactory completion of Year 9 Art and Design or a portfolio of previous work.

LEARNING REQUIREMENTS

This introductory unit of study is designed to emphasise skill building and acquisition of knowledge through practical exercises and research:

This subject aims to develop in all students the ability to:

- acknowledge the difference between art and design;
- develop the ability to formulate a design brief that specifies parameters for the designer;
- apply the cyclic design process, which includes research, analysis, the initiation and development of concepts and the exploration of possibilities, the testing and refining of ideas or concepts;
- develop an understanding of how design and technology impacts on society;
- distinguish between graphic, product and environmental design;
- apply manual and computer generated techniques in the creation of design;
- use appropriate terminology to communicate ideas.

CONTENT

Semester 1 - Design

Section 1 - Practical Work and Folio
This component requires the creation of one finished piece of design work that has a focus on Graphic Communication Design.

Students will develop manual and computer design skills, which will be applied when analysing and designing projects. Specific content includes:

- design elements and principles;
- design techniques;
- drawing systems: isometric, oblique, orthogonal projections and formal perspective;
- generation of ideas/brainstorming;
- concept realisation from the design brief.

Section 2 - Visual Study
The completion of a study analysing a range of Australian design types and designers as an understanding of Design in a social, historical and cultural context.

Semester 2 - Design

Section 1 - Practical Work and Folio
This component requires the creation of a minimum of one finished piece of design work that has a focus on Product Design. A folio of developmental and support material will illustrate the key stages of the design process. Specific content includes:

- design elements and principles;
- design techniques;
- drawing systems: isometric, oblique, orthogonal projections and formal perspective;
- development of ideas applicable to the needs identified in the design brief;
- evidence of problem solving in the generation of ideas and concepts;
- creation of 3D forms using manual modelling techniques.

Section 2 - Visual Study
The completion of a study analysing a range of international design types and designers as an understanding of Design in a social, historical and cultural context.

ASSESSMENT

Semester 1

Assessment is continual and will be based on:

- practical application
- knowledge and understanding
- analysis and response

Semester 2

Assessment is continual and will be based on:

- practical application
- knowledge and understanding
- analysis and response
Digital Technologies

<table>
<thead>
<tr>
<th>Length</th>
<th>Semester</th>
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<tbody>
<tr>
<td>Subject classification</td>
<td>Technology</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Nil</td>
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</tbody>
</table>

LEARNING REQUIREMENTS

- To build the confidence and motivation of students when using technology.
- To ensure that students develop a positive attitude towards technology.
- To enable students to use the computer as a powerful tool used to solve various problems.
- To enable students to gain the necessary skills needed to use computer technology in order to meet their specific needs now and in the future.
- To ensure students gain generic skills that will enable them to learn and confidently use a wide variety of computer technology and associated software.
- To enable students to explore various career options available to them in the area of Information Technology.
- To enable students to gain an understanding into the relationship between technology and society.
- To develop students' ability in areas such as time management, organisational skills and creativity.
- To prepare students who wish to study Year 11 Information Technology and Year 12 Information Technology by giving them a sound understanding of a wide variety of topics ranging from programming to communications and associated Social Issues.
- To give students a hands-on approach to applied programming in robotics within Information Technology.

CONTENT

Topics studied include:

**Programming**

- Using a combination of Small Basic, Scratch and other tools used for learning computer programming.
- Basics of Robotics and programming for interactive technologies.

**Application**

- Using modified Arduino circuit boards (Makey-Makey) and other materials to create real-world technology applications.

ASSESSMENT

Skills tests
Classroom-based assignments
Class presentations of group projects

There is no examination for this topic.
**Drama**

*Length*  
Semester or Full Year

*Subject classification*  
The Arts

*Prerequisites*  
Nil

**LEARNING REQUIREMENTS**

The goals of the subject are to:

- enable students to develop communication;
- enable students to develop coherent dramatic statement through improvisation, selecting and structuring elements of drama;
- develop performance and staging skills;
- develop and enhance self-confidence and expressive skills;
- develop an understanding of ensemble and group commitment;
- study theatre’s historical context, learn and identify with past and present context;
- provide a variety of performance opportunities;
- develop analytical written skills and reflection abilities;
- extend use of appropriate terminology, research and analysing;
- enable students to work independently and in groups on projects;
- provide opportunities for students to develop and apply stagecraft skills;
- enable students to create roles and characters in response to and through collaboration with others;
- introduce the students to ‘live’ theatre and extend their knowledge of different genres and styles.
- develop, design and translate ideas and concepts into dramatic ideas

The Year 10 course begins the foundation for the study of Drama in SACE Stage 1. The course focuses on advancing the knowledge and skills of Year 9.

**CONTENT**

**Unit 1**

History of Theatre - Elizabethan Theatre – research project and oral presentation  
Shakespearean script analysis - ‘Page to Stage’ – acting (selected scenes)  
Individual Study  
Set design project – interpret, plan, design, make, appraise  
Review writing – analytical focus

Where only 1 unit is taken in Year 10, an audition may be required for admission to Stage 1 Drama.

**Unit 2**

- Improvisation – centred on further developing performance skills and with special focus on ensemble and character development  
- Monologues – focus on characterisation, stagecraft and staging skills  
- History of Theatre – focus on Commedia dell’arte, documentary and Brechtian Theatre  
- Playbuilding – Commedia dell’arte characterisation, and documentary and Brechtian Drama script building  
- Class Play  
- Review writing – analytical focus  
- Process report on Class Production

**Assessment**

Assessment is progressive throughout both semesters based on theory and practical work. Group participation, commitment, analytical skills, acting skills techniques and an examination contribute to students’ final results in each semester.

Assessment will include:

- Drama Journal  
- Workshop participation and skills development  
- Improvisation  
- Oral Presentation  
- Essays/Short Answer Questions  
- Semester Examination  
- Performance
**YEAR 10 SUBJECT OUTLINES**

### English

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<tr>
<th>Length</th>
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<tbody>
<tr>
<td>Subject classification</td>
<td>English</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Satisfactory completion of Year 9 English</td>
</tr>
</tbody>
</table>

**LEARNING REQUIREMENTS**

English in the Senior Years equips students with the flexible and sustainable mastery of a repertoire of practices design to enable students to **design, shape, critique, inform** and **appraise** social practices and universes of meaning. The ability to apply this repertoire of practices to the specific learning opportunities in English lies at the heart of the human experience. In a supportive environment literate learners:

- become increasingly cognisant in the application, construction and appraisal of various genres of writing that impact on their world views;
- experiment with the application of discourses through the application of a repertoire of literate experiences including: linguistic, visual, gestural, audio, spatial and multimodal forms;
- make connections through their own experiences and identities in order to participate as critically engaged and ethically aware citizens.

This subject aims to develop in all students the ability to:

- listen to a range of texts to analyse and compare complex ideas and diverse opinions and judge the effect of the interrelationship between context, purpose and audience;
- produce a range of spoken texts about specialised topics, and current and future issues, and speak appropriately in different contexts and for a variety of different purposes and audiences;
- read and view a range of texts containing challenging ideas and issues, and examine relationships between texts, contexts, readers and producers of texts;
- compose a range of texts that include detailed information and explore different perspectives about diverse topics or issues;
- develop an understanding of the interrelationship between aspects of spoken language when listening and responding to texts;
- manipulate and critically appraise language choices when planning and composing a range of texts dealing with abstract themes and cultural values.

**CONTENT**

Students will focus on the Learning Requirements through a sequential study of language and literature.

**Poetry Study**  
Students will examine Components of poetry - the "What/How" of poetry.

A focus of the students study will be on the ‘Poetry of War’ with links to prose texts. Students will give consideration to the poet’s craft and purpose.

**Prose Study**  
Students will be provided with reading and writing opportunities to explore issues related to self and society. They will learn to infer and explain meaning through the process of storytelling. They will examine ways in which narrative, points of view, theme, setting, plot, and character contribute to the meaning making process.

**Drama Study**  
A special study of Shakespeare emphasises the playwright’s craft - students will learn to make connections between language, dramatic irony, themes, and imagery in formulating opinions. A close study of "Macbeth" allows students to make connections to the notion of the tragic hero.

**Course Structure:**

Year 10 English is divided into three distinct courses:

1. **Advanced English**
2. **Standard English**
3. **English Pathways**

1. **Advanced English**
   The College conducts an advanced study class in Year 10 English. The purpose of this class is to provide students with the opportunity to study the texts and the course content in more detail and at greater depth than would normally be available in a mainstream class. Mainstream classes will continue to study the same content but the study will be carried out at a pace and depth appropriate to the learning characteristics of the mixed ability group. The course emphasises the importance of literature in society and the role played by authors in shaping values, opinions, beliefs and ideas. Likewise an introduction to key elements of literary theory are incorporated into the teaching and learning undertaken in this course.

   The Advanced English class will be formed predominantly on the basis of high achievement in Year 9 English study. Other factors will be considered, such as performance in competitions and the high intellectual potential of students. Entry to this course is by invitation from the Head of English – Senior Years.

2. **Standard English**
   This course will be offered to the majority of students studying English in Year 10. A strong emphasis will be placed on reading students for the demands of the Stage One English courses in Year 11. Students will focus on the Learning Outcomes through a sequential study of language and literature:

   **Poetry Study**  
   Students will examine Components of poetry - the "What/How" of poetry. Emphasis will be given to the study of a wide range of poets and will include a study of Australian Indigenous and non-indigenous poets.

   **Prose Study**  
   Students will be provided with reading and writing opportunities to explore issues related to self and society. They will learn to infer and explain meaning through the process of storytelling. They will examine ways in which narrative, points of view, theme, setting, plot, and character contribute to the meaning making process.
**English**

**Drama Study**
A special study of Shakespeare emphasises the playwright’s craft - students will learn to make connections between language, dramatic irony, themes, and imagery in formulating opinions. A close study of “Macbeth” allows students to make connections to the notion of the tragic hero.

The literary text is the beginning of a series of connected pathways that lead from imaginative engagement of the topic to specific social, moral, economic, and political inquiry.

3. **English Pathways**
Enrolment into the course will be at the discretion of the Head of English and the Head of Adaptive Education. The course is designed to meet the needs of students who face challenges in their study of English and who would benefit from a pathway that best meets their learning needs.

The course has three strands of study:

- Text Response;
- Text Production;
- Critical Study.

Each strand builds on the students learning and enable them to develop the necessary skills in analysis and communication.

**ASSESSMENT**

Text Response and Production  
Oral Presentation  
Independent Reading Analysis and Assessment  
Semester Examination for Advanced and Standard classes

**Film and Media Studies**

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<th>Length</th>
<th>Semester</th>
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<tbody>
<tr>
<td>Subject classification</td>
<td>Technology</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Nil</td>
</tr>
</tbody>
</table>

**LEARNING REQUIREMENTS**

With the rise of social networking media and the continual use of video in society, media communication is growing as a major means of communication. Film and Media Studies is designed to explore both practical and theoretical skills in film, photography and editing with professional software.

The course aims to foster excellence, curiosity, creativity, imagination, decision-making skills, organisational skills, and problem solving skills. Students will work both individually and in groups to realise theoretical connections linked with the practical exercises and projects.

Film and Media Studies will focus on the theory, and criticism of film, television, and new media as well as screenwriting and film production.

**CONTENT**

Students will become engaged in the process of script writing using a variety of traditional and contemporary methods, as well as analysing previous practices.

They will explore a range of possible film and shot techniques as a means of storytelling and be encouraged to experiment with the potential of each. The use of film as a media to portray positive ethical scenarios will be encouraged.

Working as teams, students will develop scripts, plan and shoot scenes, create sound effects and sets as required. They will learn the production process of film production including storyboarding, camera angles and timing.

Students will learn how to film their work using digital technology, add sound tracks and edit their work using the current industry standard software and create a DVD for final presentation.

**TAFE Certificate II Components**

- Digital Imaging (Adobe Photoshop)
- Media (Adobe Premiere)

**ASSESSMENT**

Students will be assessed according to their ability to work together as a team as well as individual understanding of the core content. They will be assessed through observation, testing and examination of:

- their understanding and input in the production process
- the technical requirements of the process
- their project management skills
- the quality of the final scripts and of their final presentation

There is no examination for this topic.
LEARNING REQUIREMENTS

The study of the environment’s influence on our lives is matched with studying the ways in which, for good or ill, our technology and how we use it, affects the environment, our own and that of others. We study very different and similar environments in other parts of the world and see how, in different ways the same processes are at work. We see how different environments influence people and their cultures, and look at how people’s attitudes vary towards their environment and their use of the resources.

This subject is designed to develop student ability to:

- acquire knowledge about natural processes and human interaction with the environment;
- develop geographic skills in investigating, presenting and reporting on distribution, association and the interaction of people and the environment;
- develop a sense of responsibility towards the environment and towards the use of resources;
- be able to look at issues from a variety of perspectives;
- be able to analyse and justify personal views about similarities and differences between regions and be able to identify factors which shape, dominate, natural, social, cultural, political, economic and environmental contexts.

CONTENT

Population and Human Wellbeing
Distinguishing between natural hazards and disasters
- Theories of demography
- Population research and data tools
- Fertility and Mortality rates
- Migration
- Human Wellbeing

Coastal Management
Coastal landforms
Processes of erosion
Processes of deposition
Coastal management case studies

Geographic Information Systems (GIS)
- Application of GIS web applications embedded in existing units of study.
- Students to be able to create their own data via GIS, GPS and satellite data imagery.
- Use Google Earth as a tool for site description, annotation and evaluation of sites.
- Be able to use GIS technologies to explain and critically analyse processes and relationships between the human and/or natural environment.

ASSESSMENT

Continuous assessment including:
- Coastal Fieldwork (Practical)
- Coastal Management
- Presentation (Migration)
- Perspectives of Migration
- End of Semester examination
**LEARNING REQUIREMENTS**

- To instil an interest in and the enjoyment of History.
- To understand the nature of historical evidence.
- To develop an understanding of historical bias and be able to evaluate evidence.
- To be able to present an extended historical argument in written and oral form.
- To foster a spirit of curiosity and questioning.
- To understand the nature of social, political and economic change.
- To develop an understanding of the social context of religious and cultural development.
- To develop an appreciation of the needs of society and the differences of the past and present.

This subject is designed to develop student ability to:

- critically analyse different interpretations of events and issues including an understanding of the relationship between power and historical representation;
- research and analyse primary and secondary sources to contextualise, justify and act on the basis of their interpretation of an issue;
- analyse and justify personal views and similarities and differences between different historical societies;
- critically examine through research and be able to justify personal views on social, political and economic beliefs, concepts, policies and practices;
- compare features of economics in terms of power, equity and justice in relation to how they impact on national systems, individuals and environments in Europe, Australia and its near Asian neighbours.

**CONTENT**

The Modern World and Australia

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.

- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II? How did these consequences shape the modern world?
- How as Australian society affected by other significant global events and changes in this period?

Overview content for the Modern World and Australia includes the following:

- The inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression
- Continuing efforts post-World War II to achieve lasting peace and security in the world, including Australia’s involvement in UN peacekeeping
- The major movements for rights and freedom in the world and the achievement of independence by former colonies

**ASSESSMENT**

Continuous assessment including a range of activities such as:

- Written tests
- Journal work
- Model making
- Assignments – including the design, make, appraise and communicate process
- Using primary and secondary sources
- Problem solving
- Practical activities
- Semester Examination

In addition common tests of essay skills and source analysis will be conducted at the end of each major topic.
**Languages - Chinese**

<table>
<thead>
<tr>
<th>Length</th>
<th>Full Year</th>
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<tbody>
<tr>
<td>Subject classification</td>
<td>Languages Other Than English</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Satisfactory completion of Year 9 Chinese</td>
</tr>
</tbody>
</table>

**LEARNING REQUIREMENTS**

- To promote student competence in communicative activities involving listening and speaking Mandarin Chinese and reading and writing simplified Chinese characters across the three domains of language use: interpersonal, informational and aesthetic.
- To introduce students to the structure of a Chinese dictionary, and the use of a Chinese/English - English/Chinese dictionary in language learning and use.
- To provide students with opportunities for individual and group activities to broaden their knowledge and use of written and spoken Chinese.
- To promote student awareness of change in 20th Century China through the study of film, plays, novels and documents.

Students will be able to participate in activities across the three strands of language:

**Communication**
Conversation and role-play, personal accounts and reports, and responding to written and spoken texts.

**Understanding Language**
Letters, diary entries, reports, personal accounts, and short stories of two hundred and fifty characters in length, and responding to Chinese texts in Chinese or English.

**Understanding Culture**
Present written or oral reports in English on issues related to culture and society in 20th Century China, including reviews of historical and social issues.

**CONTENT**
- School life
- Locations and directions
- Leisure and entertainment
- Travel and outings
- Chinese society and contemporary history

**ASSESSMENT**

**Oral**
Conversations, role-plays and presentations 30%

**Writing**
Letters, reports, responding to texts 50%
**Text Analysis**
- analyse Chinese texts
- identify linguistic and textual features of texts
- respond to questions in English

**Culture and Society**
Reviews and reports in English 20%

The assessment includes an end of year examination.

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**Languages - French**

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<td>Satisfactory completion of Year 9 French</td>
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</tbody>
</table>

**LEARNING REQUIREMENTS**

- To extend students’ ability to communicate in spoken and written French across a range of activities, topics and situations, in the three domains of language use: interpersonal, informational and aesthetic.
- To extend students’ understanding of the grammar principles of French.
- To extend students’ knowledge of the geography, culture and contemporary society of France through the study of films, documentaries, and the media.
- To provide students with opportunities for individual and group activities to broaden their knowledge and use of spoken and written French.

Students will participate in activities across the three strands of language:

**Communication**
Conversations and role plays, presenting information about themselves, their leisure time and home life, and comparing these with life in France.

**Understanding Language**
To present ideas and information on a range of topics from written and oral texts in French and respond in French or English.

**Understanding Culture**
Writing about or discussing aspects of the physical geography, the modern history and culture of France, aspects of modern society in France and the French community in Australia.

**CONTENT**
- Describing people
- Ordering food
- Holidays + Predicting the Future
- Bedrooms and Housing
- Transport
- Class representatives
- Fashion
- Television and Cinema
- Invitations
- Shops and Parties

**ASSESSMENT**

**Oral/Interactions**
Conversations, role plays and presentations 20%

**Listening/Reading and Responding**
Identifying key points and responding to written and oral texts in French or in English 40%

**Writing**
Writing letters
Establishing an email correspondence with a French School
Dialogues/poems/narrative essays in French 15%

**Cross domain**
Vocabulary/grammar 15%

**Culture and Society**
Brochure on a French region
Paris, the capital of France
The French in Australia 10%

The assessment includes an end of year examination.
## Languages - Indonesian

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<tr>
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<tr>
<td>Prerequisites</td>
<td>Satisfactory completion of Year 9 Indonesian</td>
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</tbody>
</table>

### LEARNING REQUIREMENTS

- To extend students’ ability to communicate in spoken and written Indonesian across a range of activities, topics and situations.
- To extend students’ understanding of the grammar principles of Bahasa Indonesia.
- To extend students’ knowledge of the geography, culture and contemporary society of Indonesia through the study of films, documentaries, and the media.
- To provide students with opportunities for individual and group activities to broaden their knowledge and use of spoken and written Indonesian.

Students will participate in activities across the three strands of language:

**Communication**
Conversations and role-plays (transaction and interaction), presenting information about themselves, their leisure time and home life; comparing these with life in Indonesia and processing spoken information into written form.

**Understanding Language**
Writing in Indonesian to present ideas and information on a range of topics, reading of texts in Indonesian, responding in Indonesian or English, redrafting own writing. Infer meaning of text, recall points and process information from text.

**Understanding Culture**
Writing about or discussing aspects of modern society.

### CONTENT

- Housing in Indonesia
- Street life in Indonesia
- Restaurants and Food in Indonesia
- Health in Indonesia
- Shopping in Indonesia

### ASSESSMENT

<table>
<thead>
<tr>
<th>Oral</th>
<th>10%</th>
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<tbody>
<tr>
<td>Conversations, role-plays and presentations</td>
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<table>
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<tr>
<th>Writing</th>
<th>30%</th>
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<tbody>
<tr>
<td>Letters, personal and informative reports</td>
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<thead>
<tr>
<th>Reading and Responding</th>
<th>50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responding to texts, identifying key points, questions and answers, grammatical exercises</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Culture and Society</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reports in English</td>
<td></td>
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</tbody>
</table>

The assessment includes an end of year examination.

## Languages - Italian

<table>
<thead>
<tr>
<th>Length</th>
<th>Full Year</th>
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</thead>
<tbody>
<tr>
<td>Subject classification</td>
<td>Languages Other Than English</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Satisfactory completion of Year 9 Italian</td>
</tr>
</tbody>
</table>

### LEARNING REQUIREMENTS

- To extend students’ ability to communicate in spoken and written Italian across a range of activities, topics and situations, in the three domains of language use: interpersonal, informational and aesthetic.
- To extend students’ understanding of the grammar principles of Italian.
- To extend students’ knowledge of the geography, culture and contemporary society of Italy.
- To provide students with opportunities for individual and group activities to broaden their knowledge and use of spoken and written Italian.

Students will participate in activities across the three strands of language:

**Communication**
Conversations and role-plays, presenting information about themselves, their leisure time and home life, and comparing these with life in Italy.

**Understanding Language**
To present ideas and information on a range of topics, reading texts in Italian and responding in Italian or English.

**Understanding Culture**
Writing about or discussing aspects of the physical geography, the modern history and culture of Italy, and aspects of modern society in Italy and the Italian community in Australia.

### CONTENT

- Home life, shopping
- Italian food
- Recounting past events
- Weekends and leisure time
- Travelling in Italy
- Culture and society - life in Italy today

### ASSESSMENT

<table>
<thead>
<tr>
<th>Oral</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conversations, role-plays and presentations</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Writing</th>
<th>50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letters, personal reports and responding to texts</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Culture and Society</th>
<th>20%</th>
</tr>
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<tbody>
<tr>
<td>Research Assignments</td>
<td></td>
</tr>
<tr>
<td>The assessment includes an end of year examination.</td>
<td></td>
</tr>
<tr>
<td>Languages - Latin</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Length</strong></td>
<td>Full Year</td>
</tr>
<tr>
<td><strong>Subject classification</strong></td>
<td>Languages Other Than English</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td>Satisfactory completion of Year 9 Latin</td>
</tr>
</tbody>
</table>

**LEARNING REQUIREMENTS**

- To extend students’ understanding and appreciation of Latin.
- To expand students’ interest in and awareness of the culture and life of Ancient Roman society.
- To continue to extend students’ knowledge of the grammatical principles of Latin, and develop their ability to both read Latin fluently and translate with ease.
- To consolidate and extend their knowledge of grammar, vocabulary and culture.
- To understand and respond in written English to a variety of prose pieces.
- To translate set pieces from a range of sources, including text studied, into free, natural English.

**CONTENT**

- Rome/Roman Life
- The Roman Senate
- Cicero
- The Roman Games
- The Roman Triumph
- End of the Republic
- Childhood/Adulthood/Weddings

**ASSESSMENT**

- Frequent short tests on vocabulary and grammar
- Translation of prose passages, both seen and unseen
- Oral: reading skills with careful attention to vowel quantities and stresses

The assessment includes an end of year examination.
Mathematics

Length: Full Year

Subject classification: Mathematics

Prerequisites: Satisfactory completion of Year 9 Mathematics

LEARNING REQUIREMENTS

- To develop a solid understanding of the number concepts and processes.
- To foster an interest in Mathematics and an awareness of the impact and relevance of Mathematics in everyday life.
- To develop students’ grasp of space, measurement, algebra, chance and data and enhance their confidence in using Mathematics to interpret information and make decisions.
- To inspire students to engage in Mathematical study needed for further education and careers.
- To provide students with the opportunity to fully develop their potential, eg provision for special extension programmes.
- To foster the use of appropriate technology.
- To provide support and remediation for students who experience difficulties with the Mathematics programme.
- To develop investigative methods to the format required for SACE Stage 1.
- To emphasise rigorous algebraic methods in preparation for SACE Stage 1.

CONTENT

Basic Algebra
Co-ordinate Geometry
Linear Equations and Inequalities
Indices
Quadratic Equations
Pythagoras and Surds
Equations and Formulae
Trigonometry
Simultaneous Equations
Statistics

ASSESSMENT

Common tests
Investigations, projects and assignments
Semester examination

Mathematics

OTHER INFORMATION

Throughout the year students have the opportunity to participate in various enrichment activities including the Australian Mathematics Competition and the SA Schools Mathematics Competition.

A graphics calculator is required for all Year 10 Mathematics courses.

An accelerated course is available to exceptional Mathematics students at this year level (approximately 10-15% of the cohort).

The course encompasses the Year 10 programme of study in addition to 20 credits of Stage 1 Mathematics. At the completion of this specialised course, students will be able to undertake Stage 2 Mathematical Studies in Year 11. Entry is by invitation from the Head of Mathematics and Deputy Head – Curriculum based on performance in the Year 9 Mathematics course, including attainment in the examination and the results of a Mathematical Reasoning test and Mathematics competitions.

A mathematical course focusing on the area of commerce and business is introduced to students who require a more practical course at this year level. The course is known as Business Mathematics and includes studies of Measurement, Chance and Data, and Financial Mathematics. Entry is by invitation from the Head of Mathematics and Deputy Head - Curriculum based on performance in the Year 9 Mathematics course and final examination result.

Students may also be invited to participate in this course as from the commencement of Semester 2.

At the completion of Year 10, students will select a Stage 1 Mathematics course based on level of achievement attained.
### Music

<table>
<thead>
<tr>
<th>Length</th>
<th>Semester or Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject classification</td>
<td>The Arts</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Students undertaking this course should have a basic understanding of AMEB Grade 2 Theory, and at least one year’s experience on an instrument or in voice.</td>
</tr>
</tbody>
</table>

**LEARNING REQUIREMENTS**

This course of study is designed to:

- prepare students for senior music studies;
- further develop students’ solo and ensemble performance skills;
- develop student awareness of musical styles and genres;
- engage students in the creation and manipulation of music through composition, arranging and analysis.

**CONTENT**

Students study in three areas:

- **Performance**
  Students participate in solo and ensemble masterclasses, and are required to be involved in music co-curricular ensembles.

- **Musicianship**
  Students further their studies in theory and harmony, and develop aural acuity.

- **Composing and Arranging**
  Students will develop skills and learn techniques used in arranging music for small ensembles, and composing original pieces.

- **Music History**
  Students will study music and historical background from the Renaissance, Baroque, Classical and Romantic eras.

**ASSESSMENT**

Assessment is accumulative and weighted according to the following design:

| Performance | 40% |
| Theory      | 30% |
| Composing and Arranging | 20% |
| History     | 10% |

Assessment is based on:

- Tests
- Assignments
- Masterclass and solo performance
- Class and co-curricular ensemble participation
- End of semester examination

### Personal Development

<table>
<thead>
<tr>
<th>Length</th>
<th>Semester or Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject classification</td>
<td>Health &amp; Physical Education</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Nil</td>
</tr>
</tbody>
</table>

**LEARNING REQUIREMENTS**

Students are expected to:

- Refine and apply strategies for maintaining a positive outlook when making decisions and practise skills for maintaining respectful relationships and evaluating behavioural expectations in different leisure, social, movement and online situations.
- Apply health and physical activity information to devise and implement personalised plans for maintaining a healthy and active lifestyle.
- Experience different roles that contribute to successful participation in physical activity by all.
- Propose strategies that support the development of preventive health practices that build and optimise the health and wellbeing of their communities.
- Learn to apply more specialised movement skills and complex movement concepts and strategies in a range of movement contexts and environments.
- Be provided with opportunities to use a range of concepts to evaluate and refine their own and others’ movement performances.
- Investigate and analyse factors that shape and influence their experiences as they transition through life, how these changes impact their own and others behaviours and well-being, and identify strategies to manage them.
- Plan, practice and priorities responses to personal, environmental and social factors (such as discrimination, prejudice, harassment, and health and safety) that influence people about their physical and mental health and well-being.
- Investigate how social, cultural and economic factors and prior experiences can enhance or hinder personal and community fitness, health and well-being across a lifespan.

Personal Development at Year 10 involves both practical and theory lessons. The curriculum aims to contribute significantly to the “total development of each individual person” in accordance with Jesuit Educational Philosophy.

The Personal Development Curriculum aims to enable students to:

- Explore and devise plans on how they can support and/or contribute to the health and well-being of the wider community, including how to build a sense of connection within communities.
- Develop movement and performance skills by responding to feedback, demonstrating more complex movements; which displays a range of ways to alter force and speed, all in an effort to improve performance.
- Develop, implement and evaluate movement concepts, strategies and tactics for successful outcomes in games and sports.
- Explore and critique different components of fitness to plan and implement personalized programs for maintaining and improving physical activity and fitness levels.
- Devise and implement strategies, drawing on the skills and abilities of individuals, when working in groups and teams; to develop innovative solutions to complex movement challenges, where effective communication and the encouragement of others will assist in the overall performance of all.
Personal Development

CONTENT – Semester course
(Includes Course 1 ONLY)

Course 1

1. Theory

Sports Training and Performance
- The relationship between fitness, health and lifestyle; lifestyle risk factors;
- Basic anatomy of the heart, lungs and skeletal muscle and
- Basic physiology; components of fitness; aerobic and anaerobic energy production;
- Training methods and principles.
- This culminates in the design, implementation and analysis of their own personalised training program.

1. Practical

Students engage in 2-3 units each of approximately 6 weeks duration. The units studied are:
- Badminton
- Golf
- Volleyball
- Touch

ASSESSMENT

Theory 40%
Bookwork
Assignments
Homework tasks
Oral presentations
Tests
Common Assessment Task – Designing and creating a personal training programme
End of semester examination

Practical 60%
Students should:
- participate in all lessons in correct College PE Uniform
- display satisfactory skill development
- display a satisfactory knowledge of rules, tactics and movement patterns
- be able to work successfully with peers, showing respect and care for others and equipment

OTHER INFORMATION

Where appropriate, the Personal Development Programme at various year levels utilises the expertise of guest presenters/instructors e.g. Year 10 Golf excursion.

Please Note: Students intending to undertake Physical Education at Stage 1 & 2 in the future are encouraged to undertake Course 1 of the Year 10 Personal Development course.

Personal Development

CONTENT – Full Year course
Includes:
Course 1 outline listed above (Semester 1)
Course 2 outline listed below (Semester 2)

Course 2

2. Theory

Sport & Community
Students explore:
- The availability of sports and recreation facilities to community members with respect to;
  - Socio-economic status
  - Cultural factors
  - Geographic location i.e. why are facilities placed where they are?
- Issues affecting sport and recreation within the community:
  - Financial concerns
  - Conflicts within communities
  - Grass root sport v Elite
  - Participation numbers across sports
- Initiatives to maintain and/or encourage health and well-being within the community
  - Benefits of a healthy lifestyle – mental & physical health
  - National, state and local programs
  - Factors affecting the success of programs
  - Predicting the future/future initiatives?

2. Practical

Students engage in 2-3 units each of ‘recreational based’ activities, approximately 6 weeks duration. The potential units of study could include:
- Croquet
- Trampolining
- Lawn Bowls
- 10 Pin Bowling
- Archery

ASSESSMENT

Theory 40%
Bookwork
Tests
Common Assessment Tasks
End of semester examination

Practical 60%
Students should:
- participate in all lessons in correct College PE Uniform
- display satisfactory skill development
- display a satisfactory knowledge of rules, tactics and movement patterns
- be able to work successfully with peers, showing respect and care for others and equipment

OTHER INFORMATION

Where appropriate, the course utilises the expertise of guest presenters/instructors at off campus locations.
**Personal Learning Programme (PLP)**

<table>
<thead>
<tr>
<th>Length</th>
<th>Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisites</strong></td>
<td>Nil</td>
</tr>
</tbody>
</table>

**LEARNING REQUIREMENTS**

Within Personal Learning Programme, students will develop a Personal Learning Plan that allows them to consider, research, and review their thoughts and ideas, in order to make informed choices about future pathways.

They will identify goals, investigate options and develop an understanding of pathways. Students will also reflect on their progress through school, towards work, training or further study.

The PLP is a programme which provides structured support to enable students to:

- Identify individual and appropriate future options
- Familiarise themselves with the stages of their learning journey
- Clarify their aspirations and choose appropriate subjects and courses in their SACE
- Identify goals and plans for improvement by reflecting critically on their own learning
- Review and adjust plans so strengths and areas of development, which include literacy, numeracy and information and technology skills, are sufficiently advanced
- Explore a range of health and community issues

Learning requirements are the links between the content of the programme (what is to be learned) and the performance standards (how well it has been learned). Students are expected to:

- Know and understand the five Capabilities
- Identify learning goals, explore and develop personal learning goals
- Select and develop at least one Capability that is relevant to achieving their goals
- Reflect on their learning

Personal Learning Programme identifies five relevant and useful Capabilities which will enable students to act in effective and successful ways. Understanding how to develop their Capabilities will improve students’ skills and knowledge for work and further education, and for community participation. These five Capabilities are:

- Communication
- Citizenship
- Personal Development
- Work
- Learning

**CONTENT**

The content allows for choice within areas of detailed study to support the development, implementation, review and adjustment of each student’s plan, based on their personal needs and interests. The topics that may allow students to further the skills they have are:

- Community Service and Citizenship
- Goal Setting for Year 10 and Beyond
- Workplace Learning and Preparation
- Occupation Research
- Workplace Competencies

**ASSESSMENT**

The Learning Requirements are assessed via performance standards and they are based on five levels of achievement reportable within the grades A to E.

Students must complete the course and achieve a C grade or better to gain 10 credit points. These 10 credit points are compulsory in the 200 required to achieve the SACE.

The range of assessment activities that demonstrate learning may include for example:

- Portfolio and discussion
- Plan and discussion
- Electronic portfolio
- Discussion of evidence
- Resume
- Interview
- Oral presentation
- Multimedia presentation
Religious Education

**Length**
Full Year

**Subject classification**
Studies of Society & Environment

**Prerequisites**
Nil

**LEARNING REQUIREMENTS**

- Students will study the World Religion of Islam, exploring the values and beliefs of Muslims and the difficulties faced by Muslims living in Australia.
- Students will study the Gospel of Luke as text and explore how Jesus acts in this Gospel, particularly his concern for those outside of society and of his inclusion of women in his ministry.
- Students will have an understanding of the link between the faith and their concern for others. They will understand that in the Hebrew and Christian Scriptures God is clearly on the side of the victims of this world. They will study the underlying causes of injustice and the need for long term solutions as well as immediate ones; and the possible contributions of individuals (particularly modern day prophets) through works of mercy and through works of social action.
- Students will understand that no true peace exists without justice and so making peace is intimately connected to our Christian call to justice. They will understand that making peace is an activity involving strength, courage and intelligence.

The student:

- critically examines the way Muslims live within the beliefs and practices of the Islamic faith and explores how the lives of believers are affected by their traditions;
- explores Scripture in the light of modern methods of biblical criticism to find how Jesus is revealed in the Gospel of Luke;
- examines sacred text as a key source of ethics in the Christian tradition and reflects on the ministry of Jesus as an example of living in right relationship;
- critically examines the ways that Christians can act as peacemakers in their own communities and the wider world;

**CONTENT**

**World Religions – Islam**

An Islamic World View
What does Al-Fatihah mean to Muslims?
Islam – a whole way of life
Pillars of Islam
Sunni and Shi’ah Muslims

**The Gospel of Luke**

Who, When and Where
The Infancy Narratives
Sojourn in the Desert
A gospel for the poor
Disciples share in Jesus’ ministry
The Passion and Resurrection

**Justice and Peace**

The call to justice
The call to justice in Scripture
The Church’s call to justice
Our response to the call
Modern day prophets - role of the prophet
The Christian duty to make peace
The Reign of God
Causes of Conflict

**ASSESSMENT**

Individual oral and group drama presentations
Written exercises
Tests
Journal responses
Group activities
Diagrams/Charts/Collage
End of year examination
**YEAR 10 SUBJECT OUTLINES**

### Science

<table>
<thead>
<tr>
<th>Length</th>
<th>Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject classification</td>
<td>Science</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Satisfactory completion of Year 9 Science</td>
</tr>
</tbody>
</table>

**LEARNING REQUIREMENTS**

As a subject, Science aims to develop in all students the capacity to use, develop and apply scientific knowledge by:

- investigating, explaining and predicting events, and devising solutions in their everyday endeavours in their physical, social and biological worlds;
- communicating scientifically to different audiences for a range of purposes;
- using science to link with, and across, other subjects, with lifelong learning, work and community ideas;
- a positive attitude towards science which involves being open to new ideas and being intellectually honest and rigorous, showing commitment to scientific reasoning and striving for objectivity;
- pursuing and respecting evidence to confirm or challenge current interpretations;
- an appreciation that science is evolutionary in nature.

Students will develop the following:

- an ability to explain common everyday phenomena;
- an ability to solve practical problems by designing and carrying out simple experiments, and evaluation;
- communication and cooperative skills through laboratory group work;
- recognition of the coherence of the "scientific method" as a way of solving a variety of problems;
- recognition of the interaction between science, technology and society;
- recognition of the interaction between people and their environment;
- developing a range of communication skills including written and oral forms;
- an ability to use various forms of Information and Communication Technologies;
- an ability to collect, display and interpret data in an appropriate way;
- an ability to understand popular scientific reports as a way of developing their scientific literacy.

### Semester 1

**CONTENT**

In Semester 1 students study a general science course through the following topics:

- The Periodic Table
- Motion – speed and acceleration in motor vehicles
- DNA and genetics

In particular students will need to be able to communicate understandings of socially just and environmentally sustainable futures for all Australians, and to reflect on current issues in society.

**ASSESSMENT**

Students are assessed in a variety of ways during their study of the course. Assessment will include:

- Topic tests
- Practical reports
- Semester Examination

### Semester 2

In Semester 2 students take on either General Science or Year 10 Scientific Studies, based on:

- results in common tests
- result in the Semester 1 examination
- teachers’ recommendations
- student’s interest in Science and possible career pathways

#### General Science

**CONTENT**

A course designed to more specifically prepare students for SACE Stage 1 Biology, Physics and/or Chemistry.

Topics include:

- Energy
- Chemical Reactions
- Natural Selection and Evolution
- Structures

**ASSESSMENT**

Students are assessed in a variety of ways during their study of the course. Assessment will include:

- Topic tests
- Practical reports
- Semester Examination

#### Scientific Studies

**CONTENT**

This course has been designed to enable students to adopt a ‘hands-on’ approach to science in contemporary society. It is to prepare students for Stage 1 Scientific Studies.

The research into contemporary issues requires a questioning approach, reflection, and critical analysis. Contemporary Issues and Science gives students opportunities to develop and reflect on their interpersonal skills as they take part in collaborative tasks.

At the end of the programme in Year 10 Contemporary Issues and Science, students should be able to:

1. conduct an investigation to test a scientific hypothesis;
2. search for relevant scientific information from a number of sources;
3. demonstrate knowledge and understanding of scientific concepts;
4. analyse scientific information and procedures;
5. use knowledge and understanding of science to make informed comments on a contemporary issue;
6. select and use, individually and collaboratively, appropriate modes of communication to articulate information, processes, ideas, and values.

Two or three topics will be chosen for the relevance to a unifying theme.

**ASSESSMENT**

- Collaborative Presentation
- Practical Investigation
- Individual Study
- Test
LEARNING REQUIREMENTS

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

1. conceive, develop, and make work(s) of art that reflect the development of a personal visual aesthetic.
2. demonstrate visual thinking through the development and evaluation of ideas and explorations in technical skills with media, materials, and technologies.
3. apply technical skills in using media, materials, and technologies to solve problems and resolve work(s) of art.
4. communicate knowledge and understanding of their own and other practitioners’ works of art.
5. analyse, interpret, and respond to visual arts in cultural, social, and/or historical contexts.

These learning requirements form the basis of the:

- learning scope
- evidence of learning that students provide
- assessment design criteria
- levels of achievement described in the performance standards.

Students should demonstrate the following features in their learning:

- Conceptualisation and development of imaginative or personally relevant visual ideas.
- Exploration to acquire technical skills and use media, materials, and technologies.
- Documentation of creative visual thinking and/or problem-solving processes.
- Application of technical skills with media, materials, and technologies to communicate visual ideas in resolved work(s) of art.
- Knowledge of core visual arts concepts, forms, styles, and conventions.
- Knowledge and understanding of visual arts in different cultural, social, and/or historical contexts.
- Understanding of aesthetic or functional qualities in works of art.
- Research and acknowledge sources to explore and develop insights into aspects of the visual arts.
- Analysis and interpretation of works of art from different contexts.
- Use of visual arts language to interpret and respond to works and their contexts.
- Evaluation of own practical work.

CONTENT:

For both a 10-credit subject and a 20-credit subject, with a focus on art, the following three areas of study must be covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context.

Area of Study 1: Visual Thinking

Visual thinking skills for artists are integral to the creative or problem-solving process. The concept of visual thinking includes:

- the ability to view works of art - understand the visual codes that describe, explain, analyse, interpret and ultimately to develop a personal visual aesthetic
- the ability to visually record - inspirations, influences, ideas, thoughts, messages, media, analysis of works of art - using technology, developing and refining ideas and skills, and working towards resolution of works of art.

Area of Study 2: Practical Resolution

Works can be resolved using the various practical genres of Art, which may include, for example:

- video, installation, assemblage, digital imaging, painting, drawing, mixed media, printmaking, photography, sculpture, ceramics, and textiles.

Area of Study 3: Visual Arts in Context

A visual study is an exploration of, and/or experimentation with, a style, an idea, a concept, media, materials, methods, techniques, and/or technologies. Students base their exploration and/or experimentation on analysis of the work of other practitioners, individual research, and the development of visual thinking and/or technical skills. They present the findings of their visual study as well as their conclusions and insights.

ASSESSMENT

Assessment Type 1: Folio

For a 10-credit subject, students produce one folio that documents their visual learning, in support of their one or two works of art.

For a 20-credit subject, students produce one folio that documents their visual learning, in support of their two or three works of art.

Assessment Type 2: Practical

All practicals are resolved from visual thinking and learning documented in the folio.

The practical consists of two parts:

- art practical work
- the practitioner’s statement.

Assessment Type 3: Visual Study

For a 10-credit subject, students produce one visual study.

For a 20-credit subject, students produce one larger visual study, or two smaller visual studies.
For a 10-credit subject, as a guide, there should be a total of twenty A3 sheets (or equivalent) of visual and written and/or oral evidence to support one practical work, and a total of twenty-four A3 sheets (or equivalent) of visual and written and/or oral evidence to support two practical works.

For a 20-credit subject, as a guide, there should be a total of twenty A3 sheets (or equivalent) of visual and written and/or oral evidence to support each practical work.

Practical

For a 10-credit subject, students produce one or two practicals, one of which must be a resolved work. One may be a minor work completed in preparation for a major resolved work, or one minor work and one major resolved work, which may or may not be linked. Programs with one practical must focus on a major resolved work.

For a 20-credit subject, students produce two or three practicals, one or two (but no more than two) of which must be resolved works. One or two practicals may be a minor work in preparation for a major resolved practical. The practicals are not required to be linked.

Visual Study

For a 10-credit subject, students produce one visual study.

For a 20-credit subject, students produce one larger visual study, or two smaller visual studies.

LEARNING REQUIREMENTS

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

1. conceive, develop, and make work(s) of design that reflect the development of a personal visual aesthetic
2. demonstrate visual thinking through the development and evaluation of ideas and explorations in technical skills with media, materials, and technologies
3. apply technical skills in using media, materials, and technologies to solve problems and resolve work(s) of design
4. communicate knowledge and understanding of their own and other practitioners’ works of design
5. analyse, interpret, and respond to visual arts in cultural, social, and/or historical contexts.

These learning requirements form the basis of the:

- learning scope
- evidence of learning that students provide
- assessment design criteria
- levels of achievement described in the performance standards.

Students should demonstrate the following features in their learning:

- Conceptualisation and development of imaginative or personally relevant visual ideas.
- Exploration to acquire technical skills and use media, materials, and technologies.
- Documentation of creative visual thinking and/or problem-solving processes.
- Application of technical skills with media, materials, and technologies to communicate visual ideas in resolved work(s) of design.
- Knowledge of core visual arts concepts, forms, styles, and conventions.
- Knowledge and understanding of visual arts in different cultural, social, and/or historical contexts.
- Understanding of aesthetic or functional qualities in works of design.
- Research and acknowledge sources to explore and develop insights into aspects of the visual arts.
- Analysis and interpretation of works of design from different contexts.
- Use of visual arts language to interpret and respond to works and their contexts.
- Evaluation of own practical work.
Design

CONTENT:

For both a 10-credit subject and a 20-credit subject, with a focus on design, the following three areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context.

Area of Study 1: Visual Thinking

Visual thinking skills for designers are integral to the creative or problem-solving process. The concept of visual thinking includes:

- the ability to view works of design - understand the visual codes that describe, explain, analyse, interpret - and ultimately to develop a personal visual aesthetic.
- the ability to visually record - inspirations, influences, ideas, thoughts, messages, media, analysis of works of design - using technology, developing and refining ideas and skills, and working towards resolution of works of design.

Area of Study 2: Practical Resolution

Works can be resolved using the various practical genres of Design, which may include, for example:

- product design e.g. toy, fashion, stage, furniture, and engineering design
- environmental design e.g. sustainable interior and exterior design
- graphic and visual communication design e.g. branding, illustration, and advertising.

Area of Study 3: Visual Arts in Context

Students have opportunities to contextualise design; that is, to place works of design culturally, socially, and/or historically. Students are introduced to core concepts, forms, styles, and conventions of the visual arts. This area of study draws information and inspiration from the work of past and present practitioners.

ASSESSMENT

Assessment Type 1: Folio

For a 10-credit subject, students produce one folio that documents their visual learning, in support of their one or two works of design.

For a 20-credit subject, students produce one folio that documents their visual learning, in support of their two or three works of design.

Assessment Type 2: Practical

All practicals are resolved from visual thinking and learning documented in the folio.

The practical consists of two parts:

- design practical work
- the practitioner’s statement.

Assessment Type 3: Visual Study

For a 10-credit subject, students produce one visual study.

For a 20-credit subject, students produce one larger visual study, or two smaller visual studies.

A visual study is an exploration of, and/or experimentation with, a style, an idea, a concept, media, materials, methods, techniques, and/or technologies. Students base their exploration and/or experimentation on analysis of the work of other practitioners, individual research, and the development of visual thinking and/or technical skills. They present the findings of their visual study as well as their conclusions and insights.

Folio 40%

For a 10-credit subject, as a guide, there should be a total of twenty A3 sheets (or equivalent) of visual and written and/or oral evidence to support one practical work, and a total of twenty-four A3 sheets (or equivalent) of visual and written and/or oral evidence to support two practical works.

For a 20-credit subject, as a guide, there should be a total of twenty A3 sheets (or equivalent) of visual and written and/or oral evidence to support each practical work.

Practical 30%

For a 10-credit subject, students produce one or two practicals, one of which must be a resolved work. One may be a minor work completed in preparation for a major resolved work, or one minor work and one major resolved work, which may or may not be linked. Programs with one practical must focus on a major resolved work.

For a 20-credit subject, students produce two or three practicals, one or two (but no more than two) of which must be resolved works. One or two practicals may be a minor work in preparation for a major resolved practical. The practicals are not required to be linked.

Visual Study 30%

For a 10-credit subject, students produce one visual study.

For a 20-credit subject, students produce one larger visual study, or two smaller visual studies.
Drama

Length
- Semester: 10 Credits
- Full Year: 20 Credits

Prerequisites
Pass in Year 10 Drama or an audition with the Head of Drama.

Note: It is recommended that students wishing to pursue Drama as a subject in Years 11 and 12 have had experience within a Drama co-curricular area, e.g. either a School Musical Production or Theatre Arts.

Year 10 Drama

| Stage 1 Drama | Stage 2 Drama |

LEARNING REQUIREMENTS
To develop students’:
- ability to work in collaboration and cooperation with others as part of an ensemble;
- skills of applying, reflecting on, evaluating, and appreciating drama in practice;
- ability to use a range of dramatic techniques to solve creative problems;
- ability to communicate effectively orally, in writing, and in performance;
- understanding of a world view of dramatic arts through analysis, research, synthesis, and practice;
- recognition of the diversity of dramatic expression in cultural contexts;
- personal qualities that will enable them to pursue a range of careers and challenges.

At the end of the programme, students should be able to:
- demonstrate skills and techniques related to on-stage roles and/or off-stage roles;
- work both independently and collaboratively to conceive, develop, create, and interpret dramatic work;
- demonstrate knowledge of the theories, skills, techniques, and technologies of drama;
- respond to performed drama and dramatic texts in a reflective manner;
- demonstrate knowledge and understanding of the interdependent nature of elements of dramatic theory, practice, and stagecraft;
- select, analyse, and collate information for dramatic purposes;
- communicate dramatic ideas through performance, orally, and in writing.

CONTENT

Stage 1 Drama consists of the following three areas of study:

Assessment Type 1: Performance
Students engage with different views, dramatic period, culture, study of text and characterisation i.e.
- Absurd Theatre
- Stanislavski/Realism
- Brecht
- Physical Theatre
- Australian Theatre
They reflect, rehearse and perform in negotiated on stage or off stage roles. This culminates in an in-class performance in small groups in semester one and a public performance involving the entire class in semester two.

Assessment Type 2: Folio
Theatre or Film Review
Students attend a live theatre performance or view a film and review it, reflecting on dramatic concepts, skills, intentions.

Report
Document a production evaluation. Students demonstrate knowledge and understanding of skills and techniques relevant to role.

Assessment Type 3: Investigation and Presentation
Individual Study
Students investigate an area of interest in the Dramatic Arts. Students may research dramatic elements, social issues, genres and styles. Students give a focused presentation via an agreed format.

ASSESSMENT

Formative
Assessment activities are based upon both practical and theory work which includes:
- Journal/log book
- Research assignments
- Performance/Improvisation Presentations
- Essays/Reviews
- Workshops

Summative
Component 1: Performance
(A live dramatic presentation, performed for an audience, each having 5-10 minutes focused performance, or the equivalent interview time in an off-stage role.)

Component 2: Folio
A folio (Report) will be a maximum 1000 words in length or an oral task of 5 to 8 minutes in length.

A review will be a maximum of 1000 words in length or an oral task of 5 to 8 minutes.

Component 3: Investigation and Presentation
Students give a presentation of up to 10 minutes in which they demonstrate application of the knowledge and skills they have acquired through their investigation.

Component 4: Semester examination.
Each component will be weighted in the range of 10% to 50%.
Music

| Length          | Semester: 10 Credits  
|                | Full Year: 20 Credits |
| Prerequisites   | Satisfactory completion of Year 10  
|                | Music or AMEB Grade 3 theory, and  
|                | Grade 4 performance, plus an  
|                | understanding of the foundations of  
|                | modern harmony. |

Year 10 Music

Stage 1 Music ▼ Stage 2 Music

LEARNING REQUIREMENTS

- To engage students in the creation, presentation, appreciation and manipulation of music through their participation in solo and ensemble performance, listening, arranging and critically analysing.
- To enable students to access a working knowledge of harmony and arranging concepts.
- To develop and/or enhance the student’s awareness and appreciation of music history, genre and style.

CONTENT

Students will study in four areas:

**Performance**
Students will participate in solo and ensemble masterclasses, and are required to be involved in music co-curricular ensembles.

**Musicianship**
Students will further their studies in modern harmony, develop their aural acuity, and undertake studies in analysis.

**Arranging**
Arranging studies utilises the student’s practical and theoretical knowledge through the exploration of counter-melody, instrumental part writing, and other techniques as well as through the analysis of great composers’ works, and the specific timbre of instruments of the orchestra.

**Musicology & Analysis**
Students are expected to study and analyse significant works and composers throughout history, in the understanding that this knowledge imparts a greater awareness of the power and effectiveness of their own performance and creative work.

ASSESSMENT

Assessment is accumulative and based on assessment tasks, tests, and participation. The assessment will be weighted in the following manner:

- Performance: 40%
- Musicianship: 30%
- Arranging: 20%
- Musicology: 10%

and includes an end of semester examination.
Accounting

<table>
<thead>
<tr>
<th>Length</th>
<th>Semester: 10 Credits</th>
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<tbody>
<tr>
<td>Prerequisites</td>
<td>No formal prerequisites</td>
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</table>

**Year 10 Commerce**

- Stage 1 Accounting
- Stage 2 Accounting

**LEARNING REQUIREMENTS**

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject students are expected to:

1. understand the role of accounting in society;
2. record and report financial information, using manual methods as well as information and communication technologies;
3. apply the principles and practices of recording and reporting financial information;
4. recognise and understand financial information for decision-making;
5. analyse, interpret, and communicate financial information, using accounting terminology;
6. apply effective decision-making skills, using financial and non-financial information;
7. recognise social, legal, regulatory, and/or ethical influences on financial recording and decision-making.

**CONTENT**

The 10 credit subject consists of “The Environment of Accounting” and at least two option topics.

Option topics:
- Personal Financial Management
- Business Documents
- Keeping Cash Records
- Double Entry Recording
- Financial Reports
- Analysis and Interpretation of Financial Reports

**ASSESSMENT**

The following assessment types enable students to demonstrate evidence of learning in Stage 1 Accounting:

- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: Investigation

For a 10-credit subject, students provide evidence of learning through four to five assessments, with at least two skills and applications tasks and at least one investigation. Each assessment type should have a weighting of at least 20%.

The assessment also includes a semester examination.

Business and Enterprise

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<tr>
<th>Length</th>
<th>Semester: 10 Credits</th>
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<tbody>
<tr>
<td>Prerequisites</td>
<td>No formal prerequisites</td>
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</table>

**Year 10 Commerce**

- Stage 1 Business and Enterprise
- Stage 2 Business and Enterprise

**LEARNING REQUIREMENTS**

In this subject students are expected to:

1. understand the nature, role and structure of business and enterprise, locally and/or nationally;
2. demonstrate knowledge of the functions, processes and operations of business and enterprise;
3. communicate in ways that are suitable for the business environment and for the purpose and audience, including by the use of appropriate information and communication technologies;
4. apply relevant business ideas, practices, and concepts;
5. understand current trends and changes, opportunities and issues that have an impact on business and enterprise locally, nationally or globally;
6. analyse the economic, ethical, social, and environmental implications and consequences of business and enterprise practices in different contexts.

**CONTENT**

Stage 1 Business and Enterprise is undertaken as a 10 credit subject which involves the study of:

- one core topic
- two to three option topics

**Core topic:**
- Introduction to Business and Enterprise

**Option topics:**
- Establishing a Business
- Marketing
- Employment Relations

**ASSESSMENT**

The following assessment types enable students to demonstrate evidence of learning in Stage 1 Business and Enterprise:

- Assessment Type 1: Folio
  - Extended writing task
  - Responses to stimuli
- Assessment Type 2: Practical
  - Research
  - Investigation of an aspect of business
- Assessment Type 3: Issues Study
  - An analysis of Media files

For the 10-credit subject, students provide evidence of learning through five assessments, with at least one assessment from each assessment type. Each assessment type has a weighting of 20%.

In addition, the assessment also includes a semester examination.
# Communication Products

| Length        | Semester: 10 Credits  
<table>
<thead>
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<tbody>
<tr>
<td></td>
<td>Full Year: 20 Credits</td>
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</table>

| Prerequisites | No formal prerequisites |

<table>
<thead>
<tr>
<th>Year 10 Film and Media Studies</th>
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<tr>
<td>▼ Stage 1 Communication Products</td>
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<tr>
<td>▶ Stage 2 Communication Products</td>
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</table>

## Learning Requirements

This subject is designed to develop students’:

- ability to acquire technological, scientific, and organisational knowledge for application in the development of products, processes, and systems;
- understanding of the problem-solving nature of designing processes and applications in realising innovative solutions to technological problems in the context of social diversity;
- skills to use safely a broad range of manufacturing techniques involving a diversity of materials, tools, equipment, and machinery to create products, processes, and systems;
- critical understanding of how the intentions, values, and impacts of technological activities affect the individual, the community, and society;
- critical understanding of the social, cultural, and environmental implications of technological decisions within local, regional, and global contexts;
- communication skills using oral, written, or graphical techniques to enhance their design and technological capability.

At the completion of this course, students should be able to:

- understand the processes, products, and potential of design and technological activity;
- design strategies to implement solutions to technological problems, working collaboratively and individually;
- recognise and use differing characteristics and properties of techniques and equipment to make products safely;
- gather, interpret and apply information relevant to the solution of technological problems;
- communicate to relevant audiences their ideas, understanding and decision making processes relating to a product or system based of defensible values and philosophies;
- use and apply a range of technological activities, appropriate knowledge and understanding of skills, processes, procedures and techniques.

For those students wishing to undertake Stage 2 Design and Technology, it is highly recommended that Design and Technology is studied at Stage 1.

## Semester 1

### Context - Multimedia Authoring

This module is an extension of the multimedia topics covered in Year 8 and 9 Digital Technologies, and Year 10 Film and Media Studies.

Students are required to analyse and critique existing multimedia presentations, and be able to identify their strengths and weaknesses. From their analysis of existing multimedia presentations, students are required to design, develop and then evaluate a multimedia presentation in the form a website that encompasses the full range of multimedia elements. The primary focus for this course will be photography, desktop publishing and web design, development and publishing.

In creating this multimedia presentation, students will use the various software programs of Adobe CS6, focusing mainly on Premier, Dreamweaver, Illustrator, Indesign, Photoshop and Flash. They will be required to collect numerous media to incorporate in their presentation such as video, animation, photography, audio and text.

This course is a precursor for Stage 2 Communication Products.

### Assessment

Assessment tasks include:

- Analysis and critique of an existing communication product
- Design and Communication of a proposed multimedia presentation
- Development and evaluation of a multimedia presentation
- Skills test
- Folio Presentation

There is no examination for this course.

## Semester 2

### Context – Film Studies

This module is an extension of the multimedia topics covered in Year 8 and 9 Digital Technologies, Year 10 Film and Media Studies, and Semester 1 Year 11 Communication Products.

Students will explore the film and media area in more detail with a strong focus of theoretical film studies and practical film processes.

In creating this film presentation, students will use the various software programs of Adobe CS6, focusing mainly on Premier, After Effects, Photoshop, Sound Booth and Flash. They will be required to collect numerous media to incorporate in their presentation such as video, animation, photography, audio and text.

This course is a precursor for Stage 2 Communication Products.

### Assessment

Assessment tasks include:

- Analysis and critique of an existing film product
- Design and Communication of a proposed film presentation
- Development and evaluation of their film presentation
- Skills tests
- Folio Presentation

There is no examination for this course.
Information Technology

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<tr>
<th>Length</th>
<th>Semester: 10 Credits</th>
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<tbody>
<tr>
<td>Prerequisites</td>
<td>No formal prerequisites</td>
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</table>

Middle Years Digital Technologies

- Stage 1 Information Technology
- Stage 2 Information Technology

LEARNING REQUIREMENTS

This subject is designed to develop students’:

- ability to identify and solve problems by using a systems development life cycle to design and create an information system;
- practical skills, knowledge, and understanding related to the design, use, and management of information systems;
- awareness of the impact that information technology has had, and will continue to have, on individuals, groups, communities, businesses, and society, local and global;
- skills of communication, information management, learning, and cooperative endeavour as individuals and as members of a team;
- ability to be competent, confident, responsible, creative, and discriminating users of information technology;
- experiences that may form a preparation for the workplace and/or a basis for further learning;
- awareness of the range and variety of information technology industry environments.

At the completion of this course, students should be able to:

- demonstrate an understanding of software, hardware, the processing of data into information, and the flow of data through an information system;
- communicate an understanding of information technology terminology, concepts, and processes to technical and non-technical audiences;
- solve problems by applying a systems development life cycle;
- apply information technology knowledge and skills to create a product or system;
- use information technology to create an outcome that meets the needs of a given client;
- make informed judgements about the impact of information technology systems by discussing issues related to the use of systems.

For those students wishing to undertake Year 12 Information Technology, it is highly recommended that Information Technology is studied at Year 11.
Workplace Practices

<table>
<thead>
<tr>
<th>Length</th>
<th>Full Year: 20 Credits</th>
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<tbody>
<tr>
<td>Prerequisites</td>
<td>No formal prerequisites. Students are invited to enrol in this course by the Head of Adaptive Education and the Deputy Head – Curriculum. Part-time employment or participation in VET courses would be an advantage.</td>
</tr>
</tbody>
</table>

LEARNING REQUIREMENTS

Through their learning students are expected to:

- Demonstrate knowledge and understanding of industry and work.
- Develop and apply relevant work skills.
- Identify and investigate processes and issues related to work, industry, and the workplace.
- Work independently and with others.
- Review, and reflect and report on their experiences, abilities, interests, and aspirations in relation to planning for work and future pathways.

CONTENT

The program’s focus is on the development of the Capabilities of Work, Personal Development and Learning. Students learn about work issues and different work environments, particularly by participating in a workplace environment or vocational learning, to recognise their own role and skills in the workplace to inform planning for future pathways. They learn to apply a range of skills to access, process, and organise information that can be used and applied in a work-related context.

The course is delivered in a manner that will enable students to investigate their vocational area independently. Some of the students will complete their Workplace Performance on a weekly basis, as part-time employment. Others will do their Workplace Performance as Work Experience. Some may use their VET courses as their Vocational Learning component.

The course is designed to help students gain knowledge by providing tasks that will have relevance to their vocational area of interest and to enable them to explore and further their knowledge of the industry that they may work in. Students will be required to utilise a variety of primary and secondary sources in order to expand upon their knowledge, including local and national sources, government and industrial agencies, employers and colleagues.

Students have the option to present their evidence of learning in a range of formats including oral, PowerPoint, multimedia or written form.

Students are expected to provide evidence of their learning as:

**Folio: Industry and Work Knowledge**


**Vocational Learning:**

Students complete at least 25 hours of Vocational Learning that could include part-time employment, Work Experience or VET.

Workplace Practices

ASSESSMENT

**Folio - 50%**

Contains evidence of learning in the selected Industry and Work Knowledge topics.

**Performance - 20%**

Includes two assessment tasks that may take the form of a written journal; a record of workplace/training events.

**Reflection - 30%**

Students review and reflect on their learning.
Integrated Learning (Stage 2) Jesuit Service and Hospitality

Length
Full Year: 10 Credits

Prerequisites
No formal prerequisites. It is expected that all students are interested in hospitality and display a willingness and commitment to participate in Community Service. Resilience and working collaboratively are qualities that are also recommended due to the nature of preparing and serving food for others.

LEARNING REQUIREMENTS

In this subject, students are expected to:

- Achieve a level of proficiency in communication with others in a kitchen.
- Demonstrate knowledge and understanding of kitchen preparatory concepts.
- Demonstrate knowledge and understanding of all that is required to be considered when planning for an event.
- Demonstrate the ability to follow instructions.
- Critically analyse and evaluate the procedures, methodology and outcomes of recipes.
- Demonstrate knowledge and understanding of Jesuit Mission Services locally, nationally and globally.
- Evaluate and reflect on learning experiences in the kitchen based on teacher, peer and self-assessment.
- Demonstrate collaborative and planning skills, initiative, resilience, leadership and effective interpersonal skills.

At the end of the program in Stage 2 Integrated Learning, Jesuit Service and Hospitality, students should be able to demonstrate and/or display:

- Knowledge and understanding of the key requirements in planning a fundraising event.
- Knowledge and understanding of creating and implementing a work flow plan for an event.
- Knowledge and understanding of adjustments that is required in recipes.
- Knowledge and understanding of appropriate terminology in the hospitality industry.
- Interpretation and application of skills, specific concepts, ideas, strategies and techniques in a practical context.
- Application of methodology, instructions and concepts in a practical context.
- An ability to construct questions and conduct interviews for the purpose of information gathering.
- Use a variety of sources to collate information with appropriate acknowledgment and interpretation.
- Interpersonal and collaborative skills in team situations.
- Critical analysis and evaluation of practical work in based on teacher, self and peer assessment.

ASSESSMENT

School Based Assessment (70%)
Assessment Type 1
Practical (30%)

Students will research what factors need to be considered when planning a fund raiser for members of the school community. Students will be assessed individually on their presentation of information and will also participate in peer and self-assessment.

Assessment Type 2 Group Activity (20%)

Students work collaboratively in a group to plan, organise and implement a Jesuit Mission Fundraising event (e.g. Staff Lunch on a Student Free day) using skills developed in hospitality. Students will be assessed individually on their performance but will also participate in audience, peer and self-assessment.

Assessment Type 3 Folio and Discussion (20%)

Students gather a folio of evidence and personal reflections that demonstrate their learning and development under the categories of Personal Development and Citizenship. Students participate in class reflection and learning activities, gather photographs and or video of key skills and events and reflect on peer and self-evaluation exercises throughout the course. They participate in Mission Fete Day and other preparatory exercises in order to build up a bank of skills, knowledge and attributes to be able to discuss personal development of these key areas with class group and in teacher interviews.

External Assessment (30%)
Investigation into a local or international Jesuit Mission Project or negotiated topic.
English

Length
Full Year: 20 Credits

Prerequisites
English Communications:
A satisfactory pass in Year 10 English
English Studies: B average

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<tr>
<th>Year 10 English</th>
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<th>Stage 1 English Studies</th>
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<th>Stage 2 English Studies</th>
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<tbody>
<tr>
<td>Stage 1 English Communications</td>
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<td>Stage 2 English Communications</td>
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<tr>
<td>OR English Communications</td>
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English in the Senior Years equips students with the flexible and sustainable mastery of a repertoire of practices design to enable students to design, shape, critique, inform and appraise social practices and universes of meaning. The ability to apply this repertoire of practices to the specific learning opportunities in English lies at the heart of the human experience. In a supportive environment literate learners:

- become increasingly cognisant in the application, construction and appraisal of various genres of writing that impact on their world views;
- experiment with the application of discourses through the application of a repertoire of literate experiences including: linguistic, visual, gestural, audio, spatial and multimodal forms;
- make connections through their own experiences and identities in order to participate as critically engaged and ethically aware citizens.

The study of English provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment. In Stage 1 English, students read, view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes.

Stage 1 English allows students to achieve the literacy requirement in the SACE. Students who achieve a C grade or better in 20-credits of this subject meet the literacy requirement.

The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

Students are required to read and respond to texts as well as produce texts.

**LEARNING REQUIREMENTS**

In this subject, students are expected to:

1. demonstrate clear and accurate communication skills through reading and viewing writing and composing, and listening and speaking;
2. clarify, extend, and develop their ideas and opinions through critical engagement with texts and language;
3. critically analyse a variety of texts to determine their social, cultural, or workplace purpose and effectiveness;
4. identify and analyse ideas, values, and beliefs, and recognise how these are shaped;
5. examine cultural, social, and technical dimensions of language and texts;
6. compose texts that use language for critical, personal, or imaginative purposes.

**English**

**CONTENT**

Students need to be aware of the role of information and communications technologies, and encouraged to incorporate them in the preparation and presentation of the work. Opportunities will be provided in order to develop an understanding of the conventions, possibilities and limitations of these technologies.

Stage 1 English is divided into two distinct courses, each designed to meet the needs and interests of the students. The courses are:

1. English Studies;
2. English Communications.

Whilst the two courses share common Learning Outcomes and Assessment Requirements the nature and structure of the courses and the overall delivery reflects the specific contexts for learning applied to each.

**English Studies**

The focus for this course will be on preparing students for English Studies at Stage Two. Students who have studies Advanced English in Year 10 are highly recommended to select the Stage One English Studies course.

A strong emphasis will be placed on the literary intentions of the course; it would be an expectation that students undertaking this course will have a strong interest for reading, intuitive analytical skills in response to their individual and shared reading, and the capacity to respond critically to the texts studied across the year.

The course aims to build on the students’ existing appreciation of literature and looks to encourage a deeper awareness of the relevance of literature to the society we live in. This assumes that students have the ability to apply these structures to the texts they study over the course of the year.

The course’s predominant focus therefore is in the area of literary discourse and analysis. Students who do not have strong sensibilities in these areas are advised not to select this course.

**English Communications**

The focus for this course will be on preparing students for English Communications at Stage Two; there is the potential for students to also consider candidature for English Studies.

Whilst students will have a genuine interest in literature, this will not be the central focus of the course, with students being exposed to a range of texts across various media. The subject builds on and extends the students’ experiences through creative and critical exploration of language and context.

Students will concentrate on three key outcomes across the year:

1. Application of sound analytical skills in the study of texts;
2. Demonstration of the ability to identify language features within a range of texts and apply these to their writing;
3. Development of writing skills across a range of formal and informal settings.

Students will be supported via the use of writing workshops and drafting.
English Pathways

In this subject, students are expected to:

1. demonstrate clear and accurate communication skills through reading and viewing, writing and composing, listening and speaking;
2. establish connections with experiences in vocational, cultural, or social contexts, through personal and critical engagement with texts and language;
3. analyse the ways in which texts are created for specific purposes and audiences;
4. use language skills to interact with other people, and to solve problems;
5. identify and reflect on cultural, social, and technical aspects of language and texts;
6. compose texts that use language for personal, vocational, or imaginative creative purposes.

Students will address the learning requirements through a Locally Developed Programme of work that covers two specific areas:

• Reading and Responding to Texts
• Producing Texts

CONTENT

Reading and Responding to Texts

Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to compose their own texts.

Students learn that texts and language are situated in social and cultural environments and the ways in which the study of texts supports them to establish and maintain community connections.

Producing Texts

Students explore a range of text types for a range of purposes and audiences, and compose their own texts. They learn to recognise the linguistic codes and conventions of different text types, and use these to compose their own texts.

In producing texts students explore a range of text types composed for different purposes and audiences. Students produce a variety of texts that may be written, oral, visual, or multimodal. For example, they might produce an advocacy website, a written narrative, a monologue as a character from a text, discussions of community issues, a workplace text, a report on a work placement, an interactive narrative, writing that incorporates visual elements, a PowerPoint display to educate a target group about a community issue, or a poem.

ASSESSMENT

Assessment at Stage 1 English Pathways is school based. Students demonstrate evidence of their learning through the following assessment types:

• Text Analysis
• Text Production

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning in Stage 1 English Studies and English Communications through the following assessment types:

• Text Analysis
• Text Production
• Extended Study (students select one of three options)
• End of Semester Examination

Students will be assessed using these components in both Semester One and Two.
**English as a Second Language**

<table>
<thead>
<tr>
<th>Length</th>
<th>Full Year: 20 Credits</th>
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<tr>
<td>Prerequisites</td>
<td>SACE Board eligibility requirements</td>
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</table>

English in the Senior Years equips students with the flexible and sustainable mastery of a repertoire of practices design to enable students to design, shape, critique, inform and appraise social practices and universes of meaning. The ability to apply this repertoire of practices to the specific learning opportunities in English lies at the heart of the human experience.

English as a Second Language is a subject outline designed for students for whom English is an additional language or dialect. These students have diverse experiences in English and a wide variety of other languages. This diversity, along with the personal, educational, and cultural backgrounds of students, is valued in the English as a Second Language subject outline. The impact of linguistic, cultural, and social factors on students’ engagement with society is also acknowledged.

English as a Second Language students need to develop competence in making choices in English that are accurate and appropriate for a range of texts and contexts. Contexts become more formal and academic as students progress from Stage 1 to Stage 2. As a subject outline, English as a Second Language is based on an understanding of the importance of considering language in both broad cultural and more specific situational contexts.

*Stage 2 English as a Second Language is not offered at Saint Ignatius’ College.*

**LEARNING REQUIREMENTS**

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

1. know and understand aspects of the relationship between contexts and texts;
2. use reading and viewing, listening and speaking, and writing and composing to create and engage effectively with a range of texts;
3. locate, record, analyse, and combine information and opinions from a range of written, oral, visual, and multimedia texts;
4. use a range of language strategies to convey ideas and opinions appropriate for a variety of purposes and contexts;
5. exchange opinions and convey information and experiences through writing and speaking in familiar and unfamiliar situations and contexts.

**CONTENT**

The subject is based on responding to, and composing, oral and written texts in a range of genres and situations. Areas of study include:

**Text Study**

Students explore a range of written, oral, and visual texts, constructed for different purposes and in a range of genres. Texts studied could include feature films, web pages, poetry, newspaper or magazine articles, documentaries, talks by guest speakers, or news broadcasts.
Physical Education

**Length**
Semester: 10 Credits

**Prerequisites**
No formal prerequisites

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**Year 10 Personal Development**

- Stage 1 Physical Education
- Stage 2 Physical Education

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**LEARNING REQUIREMENTS**

In this subject, students are expected to:

- Demonstrate practical skills and techniques specific to a variety of human physical activities.
- Interpret, analyse, and effectively apply (independently, within groups, and in teams) skills, specific concepts and ideas, strategies, techniques, rules and guidelines.
- Demonstrate knowledge and understanding of the nature of physical activity, and communicate using appropriate terminology.
- Analyse and reflect on the implications of physical activity for personal and community health and well-being.
- Interact collaboratively and demonstrate initiative and leadership.

At the end of the programme in Stage 1 Physical Education, students should be able to demonstrate and/or display:

1. Knowledge and understanding of the nature of physical activity.
2. Knowledge and understanding of appropriate terminology.
3. Practical skills and techniques in different physical activities.
4. Interpretation and effective application of skills, specific concepts, ideas, strategies and techniques.
5. Initiative and leadership in areas of physical activity, such as coaching, management, training and officiating.
6. Collaboration with others in team activities.
7. Analysis of, and reflection on, the student's own practical techniques and performance.
8. Analysis of an issue related to physical activity and relevant to local, regional, national, or global communities.
9. Use of information from different sources, with appropriate acknowledgement.

**CONTENT**

**Theory – Folio (including Issues Analysis)**

50%

This aspect of the course involves students in analysis, research and study of various areas e.g. Human Physiology and Body Systems, Human Physical Performance, Coaching Students with Disabilities, Skill Acquisition and general fitness.

Issues Analysis: This module allows teachers and students to identify and pursue contemporary topics of interest. Students must critically analyse issues that relate to local, regional, national or global communities.

**Practical Skills**

50%

Two units are incorporated into the course and they usually focus on the study of two sports. Examples of these are Touch, Netball, Volleyball and European Handball.

Other areas of practical interest may be studied by the students in negotiation with the teacher. Students are required to wear PE uniform 2 - 3 times per week for practical lessons.

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**ASSESSMENT**

Students will provide evidence of their learning through 4 - 5 assessments. Each assessment type will have a weighting of at least 20%.

These include:
- Written assignment
- Performance Checklists (practical units)
- Participation in unit ‘Teaching Students with Disabilities’ (theory & practical component)
- End of semester examination (formative)
### Ancient Studies

<table>
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<tr>
<th>Length</th>
<th>Semester: 10 Credits</th>
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<tbody>
<tr>
<td>Prerequisites</td>
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<thead>
<tr>
<th>Year 10 History</th>
<th>Stage 2 Classical Studies</th>
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</thead>
<tbody>
<tr>
<td>Stage 1 Ancient Studies (10 credits)</td>
<td>Stage 2 Modern History</td>
</tr>
</tbody>
</table>

**LEARNING REQUIREMENTS**

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

1. demonstrate knowledge and understanding of selected ideas, individuals, groups, institutions, social systems, events, and artefacts of the ancient world
2. recognise and reflect on the diversity of attitudes, beliefs, and values throughout the ancient world
3. research, critically analyse, and synthesise primary and secondary sources, including literary sources
4. demonstrate selected skills of historical literacy
5. communicate informed and relevant argument using different forms.

**CONTENT**

For a semester (10 unit study), students must undertake the study of 2 ancient societies.

**Unit 1 Options**
- Roman, Byzantine, Mayan and Aztec Cultures

**Unit 2 Options**
- Any Culture not already chosen.

**ASSESSMENT**

The following assessment types enable students to demonstrate their learning in Stage 1 Ancient Studies:

- Assessment Type 1: Folio
- Assessment Type 2: Sources Analysis
- Assessment Type 3: Special Study.

For a 10-credit subject, students should provide evidence of their learning through four or five assessments, with at least one assessment from each assessment type. Each assessment type should have a weighting of at least 20%. At least one assessment must be presented in written form.

For each 10 credit subject, students should provide evidence of their learning through 5 assessments.

School-based assessment will also include further skills and applications tasks and a semester examination.

### Economics

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<th>Length</th>
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<tr>
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<tr>
<th>Year 10 Commerce</th>
<th>Stage 2 Economics</th>
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<tbody>
<tr>
<td>Stage 1 Economics</td>
<td>Stage 2 Modern History</td>
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</tbody>
</table>

**LEARNING REQUIREMENTS**

In this subject, students are expected to:

1. know and understand, apply, and communicate economic concepts, principles, models, and skills, using economic terminology;
2. understand the effects of economic interdependence on individuals, communities, business, and governments, locally, nationally and globally;
3. understand that economic decisions involve costs and benefits;
4. analyse and evaluate economic issues and events (local, national, or global) using economic models and the skills of economic inquiry.

**CONTENT**

This 10 credit programme covers the following topics:

- The Economic Problem
- The Market Economy
- Economic Systems
- Trade in a Global Economy

**ASSESSMENT**

The following assessment types enable students to demonstrate evidence of learning in Stage 1 Economics:

- Assessment Type 1: Folio
- Assessment Type 2: Skills and Applications Tasks
- Assessment Type 3: Issues Study
- Semester Examination

Students provide evidence of learning through four to five assessments. Students complete one assessment from each assessment type. Each assessment type has a weighting of at least 20%.

School-based assessment will also include further skills and applications tasks and a semester examination.
Geography

**Length**  
Semester: 10 Credits

**Prerequisites**  
No formal prerequisites

### Year 10 Geography

- Stage 1 Geography

### Stage 2 Geography

Geography is the study of the spatial interrelationships of people, places, and environments. It develops an understanding of the interactions of human beings, their social systems, and the environment. Geography examines interrelationships in, and changes to, the environment over time, using local, national, and global examples. It focuses on ‘where things are’, ‘why they are there’, and ‘where things should be’, and how people interact differently with environments in different places and at different times. These analytical and integrative qualities are applied to the investigation and resolution of environmental issues that are of concern.

Geography develops higher order thinking skills through a distinctive, active mode of inquiry. As a discipline, it fosters informed decision-making and justifiable action. A geographical investigation exposes a variety of perspectives on contemporary issues, based on democratic processes, social justice, and ecological sustainability, and encourages students to become aware, critical, and active citizens.

**LEARNING REQUIREMENTS**

This subject is designed to develop students’:

- knowledge and understanding of physical and human patterns, processes, and systems;
- knowledge and understanding of the interdependence and sustainability of physical and human environments;
- skills in planning, investigating, synthesising, and communicating information on geographical issues;
- attitudes and values in relation to environmental, democratic, and social justice issues;
- sense of self as an informed and active participant in society;
- knowledge and skills in appropriate techniques of field data collection – GIS techniques.

At the end of the program in Geography, students should be able to:

- understand spatial patterns and processes that operate in physical and human environments;
- understand the interactions and interdependence of people and their environments at local, national, and global levels;
- identify issues of social justice and sustainability from a variety of perspectives;
- choose and apply a range of geographical skills that include appropriate technology;
- apply decision-making skills to determine a range of outcomes and make justifiable recommendations;
- communicate geographical information, in a variety of forms;
- demonstrate the capacity to identify and critically analyse preferred futures.

### CONTENT

Students study topics within four key themes:

- Key Theme 1: Location and Distribution
- Key Theme 2: Natural Environments at Risk
- Key Theme 3: People, Resources, and Development
- Key Theme 4: Issues for Geographers

- Mapping and data interpretation skills
- Climate – a focus on current and future weather impact
- City and urban formation
- An Urban Field Study
- Comparative Studies between a developed and a developing country in the Asia Pacific region using electronic media

**Geographic Information Systems (GIS)**

- Application using Arc Map 9.
- Production of thematic maps, use layouts, export maps and other spatial skills.
- Be able to ‘clip and buffer’ maps; use hyperlinks; use structure query language.
- Be able to manipulate Google Earth for content related information; for example climate links, overlays and for fieldwork/assessment work.

### ASSESSMENT

- Application of concepts and skills
- Spatial Enquiry
- Fieldwork Activity
- Geographic Investigation
- Semester Examination
### Legal Studies

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<th>Length</th>
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#### LEARNING REQUIREMENTS

In this subject, students are expected to:

1. display knowledge and understanding of the legal rights and responsibilities of individuals and groups in Australian society;
2. know and understand the values inherent in the Australian legal system;
3. display knowledge and understanding of different sources of law in the Australian legal system;
4. recognise ways in which the Australian legal system responds to diverse groups in the community;
5. evaluate the nature and operation of aspects of the Australian legal system;
6. develop inquiry skills through accessing and using information on aspects of the legal system;
7. communicate informed observations and opinions on contemporary legal issues and debates, using legal terminology and appropriate acknowledgement of sources.

#### CONTENT

A 10 credit programme will consist of the following topics:

**Topic 1:** Law and Society  
**Topic 2:** People, Structures and Processes  
**Topic 3:** Lawmaking  
**Topic 4:** Justice And Society

#### ASSESSMENT

The following assessment tasks enable students to demonstrate evidence of learning in Stage 1 Legal Studies:

- Assessment Type 1: Folio – Essay  
- Assessment Type 1: Folio – Test  
- Assessment Type 2: Issues Study – Current Legal Issue (Report)  
- Assessment Type 3: Presentation – Mock Bail Application  
- Semester Examination

Students provide evidence of learning through five assessments, with at least one assessment from each assessment type. Each assessment has a weighting of 20%.

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### Modern History

| Length          | Semester: 10 Credits  
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<tr>
<td>Full Year</td>
<td>20 Credits</td>
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</table>

#### Prerequisites

No formal prerequisites

#### LEARNING REQUIREMENTS

History is designed to develop students’

- understanding of the uses and contributions of history;
- capacity to achieve effective historical understanding by asking and answering questions about the experience of human beings over time;
- understanding of key historical concepts and issues;
- proficiency in the craft of historical inquiry;
- insights into various ways of living and thinking;
- skills in critical literacy gained through the study of history;
- ability to communicate historical concepts, perspectives, narratives, and issues.

At the end of studies in Stage 1 History, students should be able to:

- explain how particular societies in selected periods and places have been shaped by both internal and external forces;
- identify and explain historical concepts;
- understand how hypotheses and focusing questions are used to identify and explain historical concepts and develop skills of historical inquiry;
- construct reasoned historical arguments based on an understanding of evidence from primary and secondary sources;
- show empathy through an understanding and appreciation of the role of particular individuals and groups;
- show how the study of history leads to an understanding of contemporary problems and issues and may be applied to the formulation of possible solutions.

#### CONTENT

**Unit 1**

*A Study of Aspects of The Cold War in Europe*

- Europe Divided in 1945  
- Berlin Blockade  
- Iron Curtain in Eastern Europe  
- Berlin Wall  
- Espionage and the Cold War (Case Study: The Cambridge spies)  
- The Space Race

**Unit 2**

*A Study of the Indian Independence Movement and Indian Nationalism*

- The British Raj  
- Indian Congress  
- Gandhi  
- Indian Independence  
- Indian Partition
Modern History

An In Depth Study - Vietnam 1800-1970’s

Nineteenth Century
French Imperialism 1886-1930
Dynastic Disputes
Indo Chinese Union

Nationalism
Early resistance reform movements
Ho Chi Minh and the Vietnam Communist Party
Effects of the Second World War

Nationalism Triumphant
Civil War 1947-1954
Geneva Conference 1954
Rise and decline of Ngo Dinh Diem

Vietnam War

Historical Question
How influential was Ho Chi Minh in the independence of Vietnam?

A Topic Study - Freedom and Oppression

The Civil Rights Movement in America
Klu Klux Klan, Martin Luther King, Malcolm X
Freedom Marches, Court Battles
Civil Rights Act

ASSESSMENT
Students will demonstrate evidence of their learning through the following assessment types:

Folio
Sources Analysis
Investigation
Film/Documentary analysis
Student directed research essay
Semester Examination

Philosophy

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<tr>
<td>Prerequisites</td>
<td>There are no formal prerequisites for this course. However, interest, well-developed reading skills and an ability to write in clear prose and formal essay format are recommended.</td>
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<th>Year 10</th>
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<tbody>
<tr>
<td>Stage 1 Philosophy</td>
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LEARNING REQUIREMENTS

This subject is designed to develop students’:

- respect for intellectual integrity as a human value;
- ability to identify the nature of philosophical issues and methods;
- ability to inquire into philosophical issues and engage in philosophical argument;
- skills of creative and independent critical thinking in articulating and justifying philosophical positions;
- understanding of the purpose and value of philosophical thinking and reflection in providing a framework for reasoned action.

Philosophy is part of life: it shapes what people think, what they consider to be of value, what they take as being the truth, and how they engage with others and the world around them. Historically, philosophers have been recognised as teachers of wisdom whose contributions have helped to form society and its visions for the future.

Philosophical issues involve questioning people’s assumptions, beliefs, and reasons for holding particular views. In these subjects students can critically evaluate a range of ideas and theories in their own culture and in other cultures. Students are encouraged to become independent thinkers who reflect on philosophical issues in the light of their own and other people’s experiences.

Central to the study of philosophy is the investigation of problems that arise from identified philosophical issues and are not amenable to empirical methods of verification. Consequently, philosophical problems tend to provoke disagreement and foster a variety of views and theories about the nature of the world. Investigation of these problems requires skills of critical reasoning, developed through an understanding of reasoning and the foundations of argument analysis.

Understanding how arguments work is essential to being a good reasoner and a creative problem-solver. In this subject students will learn how to think their way through problems, develop clarity of thought, and present ideas, evidence, and reasons in an orderly way.

At the end of the program in Stage 1 Philosophy, students should be able to:

- identify philosophical issues and positions;
- understand philosophical issues and positions;
- use skills of critical thinking to investigate and test assumptions, positions, and arguments;
- communicate philosophical issues and positions.
Philosophy

CONTENT

PHILOSOPHICAL ISSUES

The teaching and learning programme will be drawn from one or more of the three areas described below.

Key Area 1: Ethics

Ethics is a philosophical study of moral values and reasoning about right and wrong. Ethical theories provide frameworks for understanding moral disputes. The following issues are suggested for this key area:

- How should we relate to other people?
- What kinds of actions are right and wrong?
- How do we choose between conflicting human rights?
- Why should we value the natural environment?

Key Area 2: Epistemology

Epistemology is a philosophical study of theories about knowledge and what it means to know something. It is concerned primarily with the methods of acquiring and validating knowledge. The following issues are suggested in this key area:

- What can we know?
- How can we justify that we know?
- What are our systems of knowledge?
- What knowledge can we have of the future?

Key Area 3: Metaphysics

Metaphysics is a philosophical study of existence and reality. The following issues are suggested in this key area:

- What does it mean for something to exist?
- What is a person?
- What is truth?
- Are we free?
- What is the relationship between mind and the body?

PHILOSOPHICAL INQUIRY SKILLS

Philosophical inquiry skills are the cognitive skills of reasoning, critical analysis, problem-solving, and evaluation of arguments. Students will be introduced to:

- the general principles of reasoning;
- types of reasoning;
- the general structure of arguments;
- the difference between good and bad arguments.

These skills will continue to be developed, together with students’ problem-solving skills in analysing and identifying philosophical problems.

ASSESSMENT

Type 1: Interaction

Students undertake two interactions.

Students interact in a community of inquiry and use evidence to explain their learning about philosophical issues and positions. They use reasoning to support or contest positions taken. Students differentiate elements of good and bad arguments.

Type 2: Issues Analysis

A guided ethical issues study should develop the skills necessary for identifying, discussing, evaluating, and responding to one ethical philosophical issue.

In a guided ethical issues study, students:

- focus on an issue
- provoke open critical thought and discussion on a negotiated issue from a philosophical perspective
- demonstrate the skills of critical thinking
- identify, analyse, and evaluate a variety of philosophical points of view on the issue.

Type 3: Issues Study

A student-negotiated issues study should be a student-directed study of a philosophical issue chosen from one of the three key areas, or from epistemology.

The student-negotiated issues study provides opportunities for students to:

- think critically by questioning ideas, beliefs, and values associated with a particular issue
- explore, analyse, evaluate, and justify their personal points of view on a particular issue
- consider and appraise the validity of a range of points of view, other than their own, on a particular issue
- clearly communicate their ideas and position on a particular issue
- seek and apply evidence to justify their ideas and position on a particular issue.

Assessment at Stage 1 is school based.

Teachers design a set of assessments that enable students to demonstrate the knowledge, skills, and understanding they have developed to meet the learning requirements of the subject. These assessments provide students’ evidence of learning.

Semester Examination.
Religion Studies

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<thead>
<tr>
<th>Length</th>
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<tbody>
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</table>

Religious Education in Year 11 will consist of 10 credits of SACE Religion Studies. This course is compulsory for all students. There are two aspects to Religious Education at this level at Saint Ignatius’ College. The first is the study of religion and religious phenomena, which is useful in its own right and provides the necessary background for men and women to make meaningful decisions in their lives. The second consists of activities which with goodwill and God’s blessing may promote the faith of the individual.

LEARNING REQUIREMENTS:

In this subject students are expected to:

1. demonstrate knowledge and understanding of diverse religious beliefs, perspectives, and experiences within and across religions
2. investigate and understand the social significance of religion and spirituality
3. examine how religion can provide a basis for personal and ethical decision-making
4. analyse contemporary ethical issues and reflect on possible futures
5. demonstrate and apply an understanding of religion and spirituality using a variety of forms of communication
6. reflect on religious experience, beliefs, and values, and how they contribute to a sense of personal meaning.

These learning requirements form the basis of the:
- learning scope
- evidence of learning that students provide
- assessment design criteria
- levels of achievement described in the performance standards.

CONTENT:

Stage 1 Religion Studies is designed to be undertaken as a 10 credit subject, consisting of the following:

Religious and Spiritual Traditions Study

The word tradition comes from the Latin word traditionem which means ‘handing over, or passing on’. Traditions are often considered to be ancient, unalterable, and deeply important. Tradition includes:

- beliefs, practices, or customs taught or handed on by one generation to the next, often orally
- a broad religious movement that has a common history, common customs and culture, and, to some extent, body of teachings.

Ethical or Social Justice Issue Study

Students explore the religious basis of an ethical or social justice issue. This study provides an opportunity for students to develop their skills in discussing, evaluating, and responding to an ethical or social justice issue from a religious perspective. The ethical or social justice issue may be taken from within one tradition or across different religious traditions.

ASSESSMENT

Type 1: Practical Activity

In the practical activity students communicate their knowledge and understanding of an aspect of religion or spirituality through an activity planned in conjunction with the teacher.

Type 2: Issues Investigation

This assessment has two parts:
- an investigation (conducted through, for example, interviews, guest speakers, surveys, visits, film studies)
- a report (which may be in the form of, for example, an oral presentation, a role play, a written report, an audiovisual presentation, a multimedia presentation, a website or an essay).

Students investigate and present a report on an aspect of a contemporary, religious, ethical or social justice issue, and different perspectives on the issue, either within one religious tradition or across traditions.

Type 3: Reflection

Students choose an aspect of a religious or spiritual tradition of personal interest that will enable them to extend their understanding of religion and reflect on the ways in which:
- beliefs and values contribute to a sense of personal and community identity
- religion provides a basis for personal decision-making.

Students explore their chosen aspect of interest through observation, participation, and practical involvement, fieldwork, service, or research, using both primary and secondary sources.
### Chinese

**Length**

| Semester: 10 Credits | Full Year: 20 Credits |

**Prerequisites**

A satisfactory result in Year 10 Chinese

| Year 10 Chinese | Stage 1 Chinese | Stage 2 Chinese |

**LEARNING REQUIREMENTS**

In Chinese, students are expected to develop and apply their linguistic and intercultural knowledge, understanding, and skills to:

1. Interact with others to exchange information, ideas, opinions, and experiences in Chinese.
2. Create texts in Chinese to express information, feelings, ideas and opinions.
3. Analyse texts that are in Chinese to interpret meaning.
4. Examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

**CONTENT**

The semester course selects two from the following and the full year course studies four of the following:

- Personal identity (self and personalities)
- School life and Aspirations
- Recreation and Leisure
- Lifestyles
- Youth issues (generation gap, impact of technology)

**ASSESSMENT**

- Assessment Type 1: Interaction
- Assessment Type 2: Text Production
- Assessment Type 3: Text Analysis
- Assessment Type 4: Investigation

The assessment includes an end of semester examination.

### French

**Length**

| Semester: 10 Credits | Full Year: 20 Credits |

**Prerequisites**

A satisfactory result in Year 10 French

| Year 10 French | Stage 1 French | Stage 2 French |

**LEARNING REQUIREMENTS**

In French, students are expected to develop and apply their linguistic and intercultural knowledge, understanding, and skills to:

1. Interact with others to exchange information, ideas, opinions, and experiences in French.
2. Create texts in French to express information, feelings, ideas, and opinions.
3. Analyse texts that are in French to interpret meaning.
4. Examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

**CONTENT**

The semester course selects two from the following and the full year course studies four of the following:

- Stories from the Community
- Language of Popular Culture
- Contemporary Issues in the French Language-speaking Communities
- Language of Social Interaction
- Language for Different Purposes
- Different Forms of Language

**ASSESSMENT**

- Assessment Type 1: Interaction
- Assessment Type 2: Text Production
- Assessment Type 3: Text Analysis
- Assessment Type 4: Investigation

The assessment includes an end of semester examination.
### Indonesian

| **Length**       | Semester: 10 Credits  
| Full Year: 20 Credits |
| **Prerequisites**| A satisfactory result in Year 10 Indonesian |

#### Year 10 Indonesian

- Stage 1 Indonesian
- Stage 2 Indonesian

### LEARNING REQUIREMENTS

In Indonesian, students are expected to develop and apply their linguistic and intercultural knowledge, understanding, and skills to:

1. Interact with others to exchange information, ideas, opinions, and experiences in Indonesian.
2. Create texts in Indonesian to express information, feelings, ideas and opinions.
3. Analyse texts that are in Indonesian to interpret meaning.
4. Examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

### CONTENT

The semester course selects two from the following and the full year course studies all four of the following:

- Village Life
- Sightseeing in Yogyakarta
- Music in Indonesia
- Visiting Indonesia

### ASSESSMENT

- Assessment Type 1: Interaction
- Assessment Type 2: Text Production
- Assessment Type 3: Text Analysis
- Assessment Type 4: Investigation

The assessment includes an end of semester examination.

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### Italian

| **Length**       | Semester: 10 Credits  
| Full Year: 20 Credits |
| **Prerequisites**| A satisfactory result in Year 10 Italian |

#### Year 10 Italian

- Stage 1 Italian
- Stage 2 Italian

### LEARNING REQUIREMENTS

In Italian, students are expected to develop and apply their linguistic and intercultural knowledge, understanding, and skills to:

1. Interact with others to exchange information, ideas, opinions, and experiences in Italian.
2. Create texts in Italian to express information, feelings, ideas and opinions.
3. Analyse texts that are in Italian to interpret meaning.
4. Examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

### CONTENT

The semester course selects two from the following and the full year course studies four of the following:

- Stories from the Community
- Language of Popular Culture
- Contemporary Issues in the Italian Language-speaking Communities
- Language of Social Interaction
- Language for Different Purposes
- Different Forms of Language

### ASSESSMENT

- Assessment Type 1: Interaction
- Assessment Type 2: Text Production
- Assessment Type 3: Text Analysis
- Assessment Type 4: Investigation

The assessment includes an end of semester examination.
Latin

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<td>Full Year: 20 Credits</td>
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</table>

| Prerequisites   | A satisfactory result in Year 10 Latin |

| Year 10 Latin   | Stage 1 Latin | Stage 2 Latin |

LEARNING REQUIREMENTS

The aims of the syllabus are to develop students':

- ability to understand Latin texts
- ability to understand how language works at the level of grammar
- ability to recognise connections between Latin and English or other languages
- ability to recognise stylistic features of Latin texts and understand their literary effects
- ability to assimilate the ideas contained in a Latin text
- ability to explore the ideas of a Latin text in its social, cultural, historical and religious context
- ability to explore their own culture(s) through the study of Roman culture
- ability to recognise how ideas and beliefs of the Classical period have influenced subsequent societies
- enjoyment of the study of Latin through the reading of Latin texts
- general cognitive, analytical and learning skills

CONTENT

The content of this syllabus is based upon original Latin texts. Students will be required to study the texts in order to develop skills in understanding the language and in the analysis and evaluation of Latin literature. The texts are chosen to allow students to sample the significant literary genres in the canon of Classical writers. The texts are the key to the study of the Latin language and they will allow students to experience a variety of stylistic features and literary effects.

Preliminary Course Content

The study of texts in the Preliminary course enables students to read and enjoy Latin literature in the original language and develop the skills needed to study the prescribed texts. Students extend their vocabulary, consolidate their language skills and study additional linguistic features which extend beyond the Years 7-10 syllabus. Students also begin to appreciate the purpose and point of view of different authors and their effective use of language.

ASSESSMENT

Assessment Component 1: Translation (30%)
Assessment Component 2: Grammar (15%)
Assessment Component 3: Comment on Text (30%)
Assessment Component 4: Unseen Translation (25%)

The assessment includes an end of semester examination.
**Mathematical Applications**

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</table>

**Year 10 Mathematics**

- Stage 1 Mathematical Applications (20 credits)
- Stage 1 Mathematical Applications (10 credits)
- Stage 2 Mathematical Applications

**LEARNING REQUIREMENTS**

- To provide students with a study of Mathematics which relates to the world of business and personal finance.
- To develop the student’s ability to communicate mathematical ideas effectively.
- To enable students to experience success with mathematics.
- To provide students with suitable preparation for Mathematical Applications at Stage 2.
- To develop the student’s ability to utilise technology, in particular, spreadsheet applications.

**CONTENT**

- Geometry and Mensuration
- Saving and Borrowing
- Mathematics and Small Business
- Share Investments
- Statistics

**ASSESSMENT**

The following assessment types enable students to demonstrate their learning in Stage 1.

- Assessment Type 1: Skills and Application Tasks - 60%
- Assessment Type 2: Folio – 40%

For each 10 credit subject, students should provide evidence of their learning through 5 assessments.

Students undertake:

- Two investigations for the folio
- Three skills and application tasks

School-based assessment will also include further skills and applications tasks and a semester examination.

The nature of this course requires assessment tasks to focus on content application and this requires students to undertake research and utilise computer and graphics calculator technology as part of their assessment.

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**Mathematics Pathways**

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</table>

**Year 10 Mathematics**

- Stage 1 Mathematical Pathways (10 credits)
- Stage 2 Mathematics Pathways

**LEARNING REQUIREMENTS**

In the study of mathematics students participate in a wide variety of problem-solving activities. This subject gives students the abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem solving, with the goal of communicating to others the relationships observed and the problems solved.

In Mathematics Pathways the main emphasis is on developing students’ knowledge, understanding, and skills so that they may use their mathematics with confidence as informed citizens capable of making sound decisions at work and in their personal environments.

In this subject students will be provided with the opportunities to:

- acquire problem-solving skills, think abstractly, make and test conjectures, and explain processes
- make discerning use of electronic technology
- apply knowledge and skills in a range of mathematical contexts
- interpret results and draw appropriate conclusions
- understand how to make and test projections from mathematical models
- reflect on the effectiveness of mathematical models, including the recognition of strengths and limitations
- use mathematics to solve practical problems and as a tool for learning beyond the mathematics classroom.

**CONTENT**

The topics will come out of the following dependent on student interests:

- Geometry and Mensuration
- Saving and Borrowing
- Mathematics and Small Business
- Statistics

**ASSESSMENT**

The following assessment types enable students to demonstrate their learning in Stage 1.

- Assessment Type 1: Skills and Application Tasks - 60%
- Assessment Type 2: Folio – 40%

For each 10 credit subject, students should provide evidence of their learning through 5 assessments.

Students undertake:

- Two investigations for the folio
- Three skills and application tasks

School-based assessment may also include further skills and applications tasks.

The nature of this course requires assessment tasks to focus on content application and this requires students to undertake research and utilise computer and graphics calculator technology as part of their assessment.
Pure Mathematics

<table>
<thead>
<tr>
<th>Length</th>
<th>Full Year: 20 or 30Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites</td>
<td>Successful completion of Year 10 Mathematics. A minimum C+ grade is recommended for Mathematics A &amp; B only. A minimum of B grade is recommended for Mathematics A, B and Specialist.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 10 Mathematics</th>
<th>Stage 2 Mathematical Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1 Mathematics A and B (20 credits)</td>
<td>Stage 2 Mathematical Methods</td>
</tr>
<tr>
<td></td>
<td>Stage 2 Mathematical Applications</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage 1 Mathematics A, B and Specialist Mathematics (30 credits)</th>
<th>Stage 2 Mathematical Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Stage 2 Mathematical Methods</td>
</tr>
<tr>
<td></td>
<td>Stage 2 Mathematical Applications</td>
</tr>
<tr>
<td></td>
<td>Stage 2 Specialist Mathematics</td>
</tr>
</tbody>
</table>

LEARNING REQUIREMENTS

To provide students with a course which will give them a broad appreciation and understanding of Mathematics as well as preparing students for the Stage 2 Mathematics Courses.

CONTENT

Mathematics A - 10 credits, offered in Semester 1 only.
This unit covers Quadratic and other Polynomials, Coordinate Geometry and Matrices topics.

Mathematics B – 10 credits, offered in Semester 2 only.
In this unit, there is a further development of the background necessary for Stage 2 Mathematics. An extensive study of Models of Growth Functions is undertaken as well as Statistical Investigations and Elementary Calculus.

Specialist Mathematics – 10 credits, to be completed over the whole year.

This course needs to be selected by those students intending to undertake Stage 2 Specialist Mathematics. The content includes Trigonometric Functions, Analytic Geometry, Planar Geometry and Vectors.

ASSESSMENT

The following assessment types enable students to demonstrate their learning in Stage 1.

Assessment Type 1: Skills and Application Tasks - 70%
Assessment Type 2: Folio – 30%

For each 10 credit subject, students should provide evidence of their learning through 5 assessments.

Students undertake:
- Three skills and application tasks
- Two investigations for the folio

School-based assessment will also include further skills and applications tasks and an end of semester examination.

Note: Students selecting Pure Mathematics must undertake a minimum of 20 credits.
### Biology

**Length**
- Semester: 10 Credits
- Full Year: 20 Credits

**Prerequisites**
- No formal prerequisites

| Year 10 Science | Stage 1 Biology | Stage 2 Biology |

**LEARNING REQUIREMENTS**

In this subject students are expected to:

- identify and formulate questions, hypotheses, concepts, and purposes that guide biological investigations;
- design and conduct individual and collaborative biological investigations;
- manipulate apparatus and use technological tools and numeracy skills to obtain, represent, analyse, interpret and evaluate data and observations from biological investigations;
- select and critically evaluate biological evidence from a range of sources and present informed conclusions and personal views on social, ethical, and environmental issues;
- communicate their knowledge and understanding of biological concepts using appropriate biological terms and conventions;
- demonstrate and apply biological knowledge and understanding of concepts and interrelationships to a range of contexts and problems, including presenting alternative explanations.

**CONTENT**

**Unit 1**
- Cells & Cell Functions
- Enzymes and Cell Metabolism
- Biotechnology
- Cardiovascular System

**Unit 2**
- Genetics
- Immunology
- Ecology

Students do not need to have studied Unit 1 to proceed to Unit 2.

**ASSESSMENT**

The following assessment types enable students to demonstrate their learning in Stage 1:

- Assessment Type 1: Investigations Folio
- Assessment Type 2: Skills and Applications Tasks

For each semester, students should provide evidence of their learning through 4 or 5 assessments, at least 1 of which involves collaborative work. Each assessment type will have a weighting of at least 20%.

Students undertake:
- at least 1 practical investigation and at least one issues investigation for the folio
- at least one skills and application task

School-based assessment will also include a semester examination.

### Chemistry

**Length**
- Full Year: 20 Credits

**Prerequisites**
- A satisfactory completion of Year 10 Physical Science

| Year 10 Science | Stage 1 Chemistry | Stage 2 Chemistry |
- Stage 2 Biology |

**LEARNING REQUIREMENTS**

In this subject, students are expected to:

- demonstrate and apply knowledge and understanding of chemical concepts and interrelationships;
- formulate questions, manipulate apparatus, record observations in practical chemical activities, and design and undertake chemistry investigations;
- demonstrate an understanding of how knowledge of chemistry can be used to make informed conclusions or decisions, taking into account social and environmental contexts;
- develop possible solutions to a variety of problems in chemistry, in new or familiar contexts;
- critically analyse and evaluate chemical information and procedures;
- select and critically evaluate information about chemistry from a variety of sources;
- communicate in a variety of forms, using appropriate chemical terms and conventions.

**CONTENT**

- Methods and practices of Chemistry
- Atomic theory
- Chemical classification
- Chemical bonding
- Periodicity
- Acids, bases and salts
- Quantities in chemistry
- The Atmosphere
- Redox and electrochemistry, corrosion
- Organic chemistry – hydrocarbons, alcohols, acids, esters
- Polymers
- Biomolecules

**ASSESSMENT**

The following assessment types enable students to demonstrate their learning in Stage 1:

- Assessment Type 1: Investigations Folio
- Assessment Type 2: Skills and Applications Tasks

For each semester, students should provide evidence of their learning through 4 or 5 assessments, at least 1 of which involves collaborative work. Each assessment type will have a weighting of at least 20%.

Students undertake:
- at least 1 practical investigation and at least one issues investigation for the folio
- at least one skills and application task

School-based assessment will also include a semester examination.
Physics

<table>
<thead>
<tr>
<th>Length</th>
<th>Full Year: 20 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites</td>
<td>A satisfactory completion of Year 10 Science (Physical Science)</td>
</tr>
</tbody>
</table>

| Year 10 Science | Stage 1 Physics | Stage 2 Physics | Stage 2 Biology |

**LEARNING REQUIREMENTS**

In this subject, students are expected to:

- identify and formulate questions, hypotheses, concepts, and purposes that guide investigations, and their design, in physics;
- design and conduct collaborative and individual investigations in physics using appropriate apparatus and safe working practices, and observing, recording, and interpreting the phenomena of physics;
- represent, analyse, interpret, and evaluate investigations in physics through the use of technology and numeracy skills;
- select, analyse, and critically evaluate the evidence of physics from a range of sources, and present informed conclusions and personal views on social and environmental issues;
- communicate knowledge and understanding of the concepts and information of physics, using the appropriate literacy skills of physics;
- demonstrate and apply knowledge and understanding of physics to a range of applications and problems.

**CONTENT**

Physics is necessary in various forms of engineering, mechanical and building trades, architecture and physiotherapy. It attempts to explain how things work in our world and includes the study of motion, energy, light, heat, electricity, waves and sound. Topics of study include:

- Constant and accelerated motion (Kinematics) –
  - motion in 1 Dimension
  - Vectors in 2 Dimensions
  - Newton’s Laws of Motion
  - Properties of simple waves
  - Refraction of light
  - Lenses (Geometrical Optics)
  - Sound
  - Projectile motion (motion in 2 Dimensions)
  - Impulse and conservation of momentum in one dimension
  - Work, energy and power
  - Electric current
  - Simple circuits
  - Force
  - Gravitational and Electric Fields

**ASSESSMENT**

The following assessment types enable students to demonstrate their learning in Stage 1:

- Assessment Type 1: Investigations Folio
- Assessment Type 2: Skills and Applications Tasks

For each semester, students should provide evidence of their learning through 4 or 5 assessments, at least 1 of which involves collaborative work. Each assessment type will have a weighting of at least 20%.

Students undertake:

- at least 1 practical investigation and at least one issues investigation for the folio
- at least one skills and application task

School-based assessment will also include a semester examination.
LEARNING REQUIREMENTS

In this subject, students are expected to:

- identify and formulate questions, hypotheses, concepts, and purposes that guide scientific investigations;
- design and conduct collaborative and individual scientific investigations;
- use technology and numeracy skills to represent, analyse, interpret, and evaluate scientific investigations;
- select and critically evaluate scientific evidence from a range of sources and present informed conclusions or personal views on social, ethical, and environmental issues;
- communicate their knowledge and understanding of scientific concepts using scientific literacy skills;
- demonstrate and apply scientific knowledge and understanding to a range of contexts and problems, including by providing alternative explanations and proposing solutions.

CONTENT

Scientific Studies provides opportunities for curriculum negotiation. Students are involved in making decisions about the topic covered.

By the end of each semester two to three topics will be investigated, including contemporary issues. A contemporary issue is a proposition of relevance.

ASSESSMENT

The following assessment types enable students to demonstrate their learning in Stage 1:

Assessment Type 1: Investigations Folio
Assessment Type 2: Skills and Applications Tasks

For each semester, students should provide evidence of their learning through 4 or 5 assessments, at least 1 of which involves collaborative work. Each assessment type will have a weighting of at least 20%.

Students undertake:

- at least 1 practical investigation and at least one issues investigation for the folio
- at least one skills and application task
Stage 2 Subject Outlines
### Art

<table>
<thead>
<tr>
<th>Length</th>
<th>Full Year: 20 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites</td>
<td>The standard of a C+ pass or better in Stage 1 Design or Stage 1 Art in three areas: Visual Thinking, Practical Resolution, Visual Arts in Context and the Design or Art examination.</td>
</tr>
</tbody>
</table>

The broad area of Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and technique, and resolution and production of practical work.

Visual Arts engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavour. It emphasises visual thinking and investigation and the ability to develop ideas and concepts, refine technical skills, and produce imaginative solutions. An integral part of Visual Arts is the documentation of visual thinking. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts, and opinions, provide observations of their lived or imagined experiences, and represent these in visual form.

**LEARNING REQUIREMENTS**

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

1. conceive, develop, and make work(s) of art that reflect individuality and the development and communication of a personal visual aesthetic
2. demonstrate visual thinking through the development and evaluation of ideas and explorations in technical skills with media, materials, and technologies
3. apply technical skills in using media, materials, and technologies to solve problems and resolve work(s) of art
4. communicate knowledge and understanding of their own works and the connections between their own and other practitioners’ works of art
5. analyse, interpret, and respond to visual arts in cultural, social, and/or historical contexts
6. develop inquiry skills to explore visual arts issues, ideas, concepts, processes, techniques, and questions.

These learning requirements form the basis of the:

- learning scope
- evidence of learning that students provide
- assessment design criteria
- levels of achievement described in the performance standards.

**CONTENT**

**Visual Arts – Art is divided into Three Areas:**

The following three areas of study must be covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

### Area of Study 1: Visual Thinking

Visual thinking skills for artists are integral to the creative or problem-solving process. The concept of visual thinking includes:

- the ability to view works of art — understand the visual codes that describe, explain, analyse, interpret — and ultimately to develop a personal visual aesthetic.
- the ability to visually record — inspirations, influences, ideas, thoughts, messages, media, analysis of works of art — using technology, developing and refining ideas and skills, and working towards resolution of works of art.

Students should develop the skills to summarise, analyse, and reflect on their visual thinking, to answer questions such as:

- How and why has my opinion changed during the visual thinking process?
- What have I learnt about my ability to record processes visually?
- What is my idea of a personal visual aesthetic?
- What are the influences or inspiration for my aesthetic philosophy?

### Area of Study 2: Practical Resolution

Works can be resolved using the various practical genres of Art, which may include, for example: video, installation, assemblage, digital imaging, painting, drawing, mixed media, printmaking, photography, sculpture, ceramics, and textiles.

Practical resolution may result in a suite of works or a run of prints.

Students evaluate what they have achieved and provide insights into how processes have affected the outcome. Students learn how to produce a practitioner’s statement.

### Area of Study 3: Visual Arts in Context

Students are provided with opportunities to contextualise art; that is, to place works of art culturally, socially, and/or historically. This can be achieved by:

- experiencing or closely viewing different works
- analysing and interpreting works of art solutions, to enable students to focus their understanding by, for example, observing and researching the artistic style; the cultural and social customs and beliefs of the day; the availability and use of media, materials, techniques, and technologies; the intentions, purposes, or beliefs of the practitioner; and the artistic, political, or economic climate of the time or place
- studying the work of a practitioner and/or artistic movement.
Art

ASSESSMENT

All Stage 2 subjects have a school-based assessment component and an external assessment component.

School-based Assessment
Assessment Type 1: Folio (40%)  
Assessment Type 2: Practical (30%)

External Assessment
Assessment Type 3: Visual Study (30%)

Students should provide evidence of their learning through four to six assessments, including the external assessment component. Students produce:
- one folio
- two or three practical works, including a practitioner’s statement for two practical works
- one larger visual study.

Design

Length
Full Year: 20 Credits

Prerequisites
The standard of a C+ pass or better in Stage 1 Design or Stage 1 Art in three areas: Visual Thinking, Practical Resolution, Visual Arts in Context and the Design or Art examination.

The broad area of Design encompasses communication and graphic design, environmental design, and product design. It emphasises a problem-solving approach to the generation of ideas or concepts, and the development of visual representation skills to communicate resolutions.

Visual Arts engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavour. It emphasises visual thinking and investigation and the ability to develop ideas and concepts, refine technical skills, and produce imaginative solutions. An integral part of Visual Arts is the documentation of visual thinking. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts, and opinions, provide observations of their lived or imagined experiences, and represent these in visual form.

LEARNING REQUIREMENTS

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:
1. conceive, develop, and make work(s) of design that reflect individuality and the development and communication of a personal visual aesthetic
2. demonstrate visual thinking through the development and evaluation of ideas and explorations in technical skills with media, materials, and technologies
3. apply technical skills in using media, materials, and technologies to solve problems and resolve work(s) of design
4. communicate knowledge and understanding of their own works and the connections between their own and other practitioners’ works of design
5. analyse, interpret, and respond to visual arts in cultural, social, and/or historical contexts
6. develop inquiry skills to explore visual arts issues, ideas, concepts, processes, techniques, and questions.

These learning requirements form the basis of the:
- learning scope
- evidence of learning that students provide
- assessment design criteria
- levels of achievement described in the performance standards.
Design

CONTENT

Visual Arts – Design is divided into Three Areas:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context.

Area of Study 1: Visual Thinking

Visual thinking skills for designers are integral to the creative or problem-solving process. The concept of visual thinking includes:

- the ability to view works of design — understand the visual codes that describe, explain, analyse, interpret — and ultimately to develop a personal visual aesthetic.
- the ability to visually record — inspirations, influences, ideas, thoughts, messages, media, analysis of works of design — using technology, developing and refining ideas and skills, and working towards resolution of works of design.

Students should develop the skills to summarise, analyse, and reflect on their visual thinking, to answer questions such as:

- How and why has my opinion changed during the visual thinking process?
- What have I learnt about my ability to record processes visually?
- What is my idea of a personal visual aesthetic?
- What are the influences or inspiration for my aesthetic philosophy?

Area of Study 2: Practical Resolution

Works can be resolved using the various practical genres of Design, which may include, for example:

- product design: e.g. toy, fashion, stage, furniture, and engineering design
- environmental design: e.g. sustainable interior and exterior design
- graphic and visual communication design: e.g. branding, illustration, and advertising.

Practical resolution may result in a suite of works or a run of prints. The production of multiple copies of design resolutions may be the most appropriate outcome or may be specified in a design brief. Other design resolutions may include graphic, modelled, or prototype items to fully visualise the outcome.

Students evaluate what they have achieved and provide insights into how processes have affected the outcome. Students learn how to produce a practitioner’s statement.

Area of Study 3: Visual Arts in Context

Students are provided with opportunities to contextualise design; that is, to place works of design culturally, socially, and/or historically. This can be achieved by:

- experiencing or closely viewing different works
- analysing and interpreting design solutions, to enable students to focus their understanding by, for example, observing and researching the design style; the cultural and social customs and beliefs of the day; the availability and use of media, materials, techniques, and technologies; the intentions, purposes, or beliefs of the practitioner; and the artistic, political, or economic climate of the time or place
- studying the work of a practitioner/design movement.

Design

ASSESSMENT

All Stage 2 subjects have a school-based assessment component and an external assessment component.

School-based Assessment
Assessment Type 1: Folio (40%)
Assessment Type 2: Practical (30%)

External Assessment
Assessment Type 3: Visual Study (30%).

Students should provide evidence of their learning through four to six assessments, including the external assessment component. Students produce:

- one folio
- two or three practical works, including a practitioner’s statement for two practical works
- a visual study

STAGE 2 SUBJECT OUTLINES - ARTS
### Drama

<table>
<thead>
<tr>
<th>Length</th>
<th>Full Year: 20 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites</td>
<td>Successful completion of Stage 1 Drama with a minimum C+ grade average. It is recommended that students wishing to pursue Drama as a subject in Year 12 have had experience within a Drama co-curricular area, e.g. either a School Musical Production or Theatre Arts.</td>
</tr>
</tbody>
</table>

**LEARNING REQUIREMENTS**

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

1. develop, communicate, and apply knowledge and skills in conceiving, developing, creating, interpreting, evaluating, and presenting dramatic works
2. demonstrate and communicate knowledge and understanding of the theories, concepts, skills, techniques, and technologies of drama
3. respond to performed drama and dramatic texts in an analytical and reflective manner, using arts-specific terminology
4. work both independently and collaboratively to achieve dramatic outcomes
5. apply knowledge, understanding, and analysis of the interdependent nature of drama and dramatic elements
6. investigate, integrate, analyse, and evaluate information, concepts, and ideas to communicate for dramatic purposes
7. communicate and articulate ideas to an audience, through a variety of forms and methods.

For this subject the assessment design criteria are:

- knowledge and understanding
- application
- analysis
- evaluation

**20-credit subject assessment**

**School-based Assessment (70%)**
- Assessment Type 1: Group Presentation (20%)
- Assessment Type 2: Folio (30%)
- Assessment Type 3: Interpretative Study (20%)

**External Assessment (30%)**
- Assessment Type 4: Performance (30%)

**School-based Assessment**

**Assessment Type 1: Group Presentation (20%)**

Students take part in a group presentation, but are assessed individually. The group presentation could take a variety of forms, including, for example, a live performance or film, a workshop, or a tutorial. Students demonstrate their knowledge and understanding of the play-script or dramatic innovator through the process of practical application.

The teacher acts as a supervisor and facilitator in this group presentation, advising students on, and supporting their choice of, successful strategies.

**Assessment Type 2: Folio (30%)**

Students undertake one individual interpretative study, weighted at 20%.

Students who investigate and respond to a play-script adopt the role of a director, actor, or designer. Students who investigate and respond to a dramatic innovator create a question that they answer through their study.

The interpretative study should be a maximum of 1500 words if written or a maximum of 6 minutes if oral, or the equivalent in multimodal form.

**External Assessment**

**Assessment Type 4: Performance (30%)**

Students undertake:

- either a group performance or a related off-stage presentation
- an individual performance or presentation.

**Group Performance or Related Off-stage Presentation:**

Students participate in a live group performance, in an on-stage or off-stage role, and develop an understanding of the rehearsal and performance process.

**OR**

Individual Performance or Presentation:

Students undertake a live dramatic performance or presentation of a maximum of 15 minutes in whatever practitioner role they have chosen, to demonstrate their application of the knowledge and skills they have acquired through their area of study.

**Assessment Type 3: Interpretative Study (20%)**

A student’s involvement in this area of study may focus on one or more of the following:

- acting
- design (set, costume, make-up, lighting, sound, publicity and promotions)
- dramaturgy
- front-of-house
- multimedia/film and video
- scriptwriting
- directing

**Report**

The report focuses on the student’s own experiences of making dramatic work from the performance assessment.

**Review**

During the program of study, students view, review, and analyse a range of live or recorded theatrical performances. Students have the opportunity to use the knowledge and experience they acquire to reflect on, and evaluate, the work they have viewed.

The folio should be a maximum of 4000 words if written or a maximum of 20 minutes if oral, or the equivalent in multimodal form.
Music

<table>
<thead>
<tr>
<th>Length</th>
<th>Full Year: 20 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites</td>
<td>Dependent on the choice of units, students should consult the Head of Music to discuss the prerequisites.</td>
</tr>
</tbody>
</table>

LEARNING REQUIREMENTS

The specific aims of Stage 2 Music are:

- to develop aural acuity and to acquire and apply fundamental, functional musical knowledge and associated aural, theoretical, harmony and notational skills;
- to develop skills in the manipulation of musical ideas through arranging and/or composing;
- to develop preparation and performance skills on a chosen instrument or voice;
- to encourage the pursuit of excellence in performance or the creation of musical ideas;
- to enable students to acquire the work discipline or skills required in the further pursuit of music as a career, in a course of study, or as a leisure activity.

CONTENT

Students must study a core unit of either Musicianship or Individual Study combined with one or more practical units.

Musicianship

Students study three topics:

- Theory, Aural & Musical Techniques - students will develop their aural acuity and develop skills in analysis. They will be required to use fundamental functional music knowledge.
- Harmony - following the modern harmony syllabus, students will study the use of extended chords and their voicing in the harmonisation of melodies in the jazz idiom.
- Arranging - students are required to submit one arrangement of 40 bars length.

Individual Study

In this unit, students are given the opportunity to pursue an area of interest not addressed by other units. There are many options; in the past studies have ranged from building guitars to teaching younger students to play an instrument. High personal motivation and initiative is required for this unit, as much of the work is self-initiated.

Composing & Arranging

Students are required to submit a folio of three or more works of between 8-10 minutes combined length, one major work of 3 minutes and at least 2 other works. Students may choose all arrangements, all compositions or a hybrid. Students are also required to submit analyses of all works.

Solo Performance

Students prepare and perform a programme of works covering 18 minutes throughout the year, with a final moderated performance of 10-12 minutes at the end of the year.

Special Performance

This unit is similar in the requirements of Solo Performance except that students must perform only one extended work, of approximately 15-20 minutes’ duration, for example an entire Concerto or Sonata. A written analysis of the chosen work is required.

Ensemble Performance

Students will be required to work independently. The unit offers students the opportunity to develop ensemble performance skills through involvement in any co-curricular music ensemble or one they have created themselves. A final moderated assessment performance is required when students will be asked to play parts independently.

ASSESSMENT

Assessment requirements are different for each unit.

**Musicianship (10 Credits)**

1½ hour Examination 30%
Skills Development (two summative tests) 30%
Arrangement 40%

**Individual Study (10 Credits)**

Final project 70%
Journal 30%

**Composing/Arranging (10 Credits)**

Major work and analysis 30%
Portfolio of minor works and analyses 70%

**Solo Performance (10 Credits)**

Two school performances 70%
Final performance 30%

**Special Performance (10 Credits)**

Two school performances 50%
Final performance 30%
Analysis 20%

**Ensemble Performance (10 Credits)**

School performances 70%
Final performance 30%
### Accounting

<table>
<thead>
<tr>
<th>Length</th>
<th>Full Year: 20 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites</td>
<td>No formal prerequisites</td>
</tr>
</tbody>
</table>

#### LEARNING REQUIREMENTS

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

1. identify various accounting entities and the main users of financial information;
2. recognise, understand, record, report, and communicate financial information in a manner appropriate to the identified needs of the user;
3. understand and apply the process required to maintain financial information in order to report the results of business activity;
4. recognise that accounting concepts and standards determine the responsibilities and obligations of accounting entities to report financial information;
5. apply identified accounting concepts and standards to generate financial reports;
6. analyse and critically interpret financial and non-financial information for decision-making and problem-solving;
7. recognise that social, legal, and ethical issues both influence and are influenced by business and accounting decisions.

#### CONTENT

Students are required to study the following three sections:

**Section 1: The Environment of Accounting**

This section provides knowledge and understanding of the role of accounting and its entities and decision-making structures.

Students investigate:

- the role of accounting
- the accounting process
- entities which use accounting information
- internal and external users of accounting information
- how accounting information is used
- influences on the production of accounting information

**Section 2: Financial Accounting**

This section is concerned primarily with the provision of accounting information to satisfy the needs of external and internal users, and for accountability purposes. Students develop a working knowledge of the dual effects that transactions have on the accounting equation and an understanding of debit and credit and the nature of accounts in order to record the changes that occur after each transaction.

Students investigate:

- the purpose of accounting reports and the information they contain
- the links between reports
- how financial data is organised into report format
- how reports vary for different accounting entities
- the uses are made of the reports
- the limitations of the information in these reports

**Section 3: Management Accounting**

This section concerns the provision of information to internal decision-makers for accountability and control. Reports are specific to the needs and responsibilities of management and include information on past, current, and estimated future positions.

Students investigate:

- the types of data and information used in making decisions
- the types of social and ethical issues which influence management in decision-making
- social and ethical issues which may result from accounting decisions
- how management might use accounting information in planning and control
- how accounting information might help management to control assets and liabilities
- how technology might help in the control of assets and liabilities

#### ASSESSMENT

**Evidence of Learning**

The following assessment types enable students to demonstrate evidence of learning in Stage 2 Accounting:

**School-based Assessment (70%)**

- **Assessment Type 1: Skills and Applications Tasks (50%)**
  - Students complete eight skills and applications tasks, all of which are completed under timed conditions using unseen data. Students solve accounting problems that may be routine, analytical, and/or interpretative, be posed in familiar and unfamiliar contexts or require the appropriate use of technology.

- **Assessment Type 2: Report (20%)**
  - Students complete one report under timed, supervised conditions no more than 1 hour in duration. Students undertake an analytical response to unseen data, such as financial statements. The report must include: clear headings and sections, a brief introduction, calculations, ratios, tables, and graphs, as appropriate, interpretation of financial information and a conclusion.

- **Assessment Type 3: Examination (30%)**
  - Students undertake a 2-hour examination that includes a range of problem questions, including short-answer and extended-response questions. Problem questions integrate the key skills, knowledge, and understanding from all sections of the content with a focus on the knowledge, skills, applications, analysis, and interpretation involved in accounting practice.
**Business and Enterprise**

<table>
<thead>
<tr>
<th><strong>Length</strong></th>
<th>Full Year: 20 Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>Prerequisites</strong></td>
<td>No formal prerequisites</td>
</tr>
</tbody>
</table>

**LEARNING REQUIREMENTS**

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

1. understand the nature, role, and structure of business and enterprise, locally, nationally, and globally;
2. understand the relationship between business theory and practice, and recognise and explain the conventions that apply in small business;
3. communicate in ways that are suitable for the business environment and for the audience and purpose, including the use of information and communication technologies;
4. apply relevant business ideas and concepts such as business planning, product development, financial management, and marketing;
5. assess current trends, opportunities, and issues that have an impact on business and enterprise;
6. evaluate the economic, ethical, social, and environmental implications and consequences of business and enterprise practices in different contexts.

**CONTENT**

Stage 2 Business and Enterprise provides students with the opportunity to undertake a theoretical and/or practical application of business practice. The course consists of one core topic and two option topics. The core topic provides knowledge and understanding of business concepts and techniques as well as the functions and processes of business organisations.

**Core Topic: The Business Environment**

Students will analyse the following topics:

**Business in Australia**
- The social and economic role of business (choice — wants, resources, scarcity in the market economy, quality of life, wealth, employment, innovation, and entrepreneurship)
- The impact of government, households (consumers), and financial and international sectors on Australian businesses
- The nature of, and trends in, globalisation

**The Nature and Structure of Business**
- The classification of business by sector, size, industry, and legal structure
- Forms of ownership, such as incorporated or unincorporated, sole trader, partnership, cooperative, proprietary or public company, trust, and statutory body - advantages, disadvantages, and evaluation
- The legal requirements for the establishment of a business
- The marketing and sale of goods and services

**Business and Enterprise**

**The Business Enterprise**
- Reasons for establishing a business - its prime function and mission statement
- The business life cycle - establishment, growth, maturity, and decline
- Types and purposes of business plans, such as feasibility studies, situation analyses, strategic plans, full business plans, and budgets
- Internal and external sources of finance available to business
- The social role of business, including ethical and moral responsibilities for the environment and internal and external stakeholders such as creditors, consumers, society, employees, employers, and government

**Option Topics**

The option topics offer focus areas and perspectives ranging from business, finance, and marketing to the broader roles of technology, law, and the globalisation of business and enterprise. Two option topics will be selected from the following:

- People, Business, and Work
- Business and the Global Environment
- Business and Finance
- Business, Law, and Government
- Business and Technology
- Business and Marketing

**ASSESSMENT**

**School-based Assessment (70%)**

Assessment Type 1: Folio (30%) - four to six assessments
Assessment Type 2: Practical (20%) - one practical
Assessment Type 3: Issues Study (20%) - one issues study

**External Assessment (30%)**

Assessment Type 4: Report (30%) - one report
Communication Products

Length: Full Year: 20 Credits

Prerequisites: No formal prerequisites

Course

• Communication Products

Context: Web design, graphics, photography, film and multimedia

LEARNING OUTCOMES

Design and Technology aims to develop enterprising skills and attributes that equip students to identify, create, initiate, and successfully manage the development of products, processes, or systems. They will learn to reflect on, evaluate, and build on their achievements. The study of Design and Technology is designed to give students the skills and knowledge to use tools materials, and systems safely and competently, and to apply technological processes to complete a project as individuals and in teams. It gives students the opportunity to explore and develop technologies and demonstrate insight into the future uses of technology. They will critique issues and impacts of technology, including social and ecological outcomes.

CONTENT

This course combines elements covered in Stage 1 Design and Technology.

Students would concentrate on becoming proficient users of the application software and hardware involved with multimedia creation.

Students will undertake a major project using the Investigate, Plan, Develop, and Evaluation process.

ASSESSMENT

Assessment tasks include:

Analysis and critique of an existing communication product
Multiple Skills and Applications Tasks
Minor and Major Products based on student choice
Development and Evaluative Folio

Information Technology

Length: Full Year: 20 Credits

Prerequisites: No formal prerequisites

LEARNING REQUIREMENTS

At the end of the program in Stage 2 Information Technology, students should be able to:

• apply and use information technology concepts with appropriate terminology;
• explain how data is represented and transferred in computer-based systems;
• apply skills and concepts to manipulate and process data to produce components involving complex processes;
• apply information technology knowledge, skills, and problem-solving techniques to create and document user-friendly, reliable, and accurate systems;
• critically analyse the responsibilities of the developer of systems;
• critically analyse and discuss ethical use, and social impact on individuals and society, of current and potential computer-based systems/technologies.

CONTENT

Information Systems

Students develop an understanding of an information system by considering how the elements interact and impact on society. The application of knowledge and concepts assists the developer to build a system that meets the need of the user.

Computer and Communication Systems

Students develop an understanding of computer and communication systems concepts that underpin computer devices and how these apply to networks.

Optional Topics

Relational Databases

Students construct an information system based on a relational database that stores data efficiently in normalised tables, minimizes file size and reduces unnecessary data entry.

Application Programming

Programming involves instructing a computer to solve a problem in a logical manner with the help of a programming language. Students develop an understanding of programming by constructing a program that accepts input from and interacts with the user to produce outcomes.

ASSESSMENT

Two major projects - one for each optional topic
Skills tasks for each optional topic
Course work including essays
Examination
**Workplace Practices**

<table>
<thead>
<tr>
<th>Length</th>
<th>Full Year: 20 Credits</th>
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</thead>
<tbody>
<tr>
<td>Prerequisites</td>
<td>No formal prerequisites. Students are invited to enrol in this course by the Head of Adaptive Education and the Deputy Head – Curriculum.</td>
</tr>
<tr>
<td>Part-time employment or participation in VET courses would be an advantage</td>
<td></td>
</tr>
</tbody>
</table>

**LEARNING REQUIREMENTS**

Through their learning students are expected to:

- Demonstrate knowledge and understanding of industry and work.
- Develop and apply relevant work skills.
- Identify and investigate processes and issues related to work, industry, and the workplace.
- Work independently and with others.
- Review, and reflect and report on their experiences, abilities, interests, and aspirations in relation to planning for work and future pathways.

**CONTENT**

The program’s focus is on the development of the Capabilities of Work, Personal Development and Learning. Students learn about work issues and different work environments, particularly by participating in a workplace environment or vocational learning, to recognise their own role and skills in the workplace to inform planning for future pathways. They learn to apply a range of skills to access, process, and organise information that can be used and applied in a work-related context.

The course is delivered in a manner that will enable students to investigate their vocational area independently. Some of the students will complete their Workplace Performance on a weekly basis, as part-time employment. Others will do their Workplace Performance as Work Experience. Some may use their VET courses as their Vocational Learning component.

The course is designed to help students gain knowledge by providing tasks that will have relevance to their vocational area of interest and to enable them to explore and further their knowledge of the industry that they may work in. Students will be required to utilise a variety of primary and secondary sources in order to expand upon their knowledge, including local and national sources, government and industrial agencies, employers and colleagues.

Students have the option to present their evidence of learning in a range of formats including oral, PowerPoint, multimedia or written form.

Students are expected to provide evidence of their learning as:

**Folio: Industry and Work Knowledge**

**Topics:**
1. Career Planning
2. Future Trends in the World of Work
3. The Value of Unpaid Work to Society
4. Worker’s Rights and Responsibilities

**Vocational Learning:**

Students complete at least 25 hours of Vocational Learning that could include part-time employment, Work Experience or VET.

**ASSESSMENT**

**Folio - 50%**

Contains evidence of learning in the selected Industry and Work Knowledge topics.

**Performance - 20%**

Includes two assessment tasks that may take the form of a written journal; a record of workplace/training events.

**Reflection - 30%**

Students review and reflect on their learning.
LEARNING REQUIREMENTS

In this subject, students are expected to:

- Generate ideas to plan and develop a research project.
- Understand and develop one or more Capabilities in the context of their research.
- Analyze information and explore ideas to develop their research.
- Develop and apply specific knowledge and skills.
- Produce and substantiate a research outcome.
- Evaluate their research.

CONTENT

The content of Research Project B consists of:

- Developing the Capabilities
- Applying the research framework

The Research Project has been designed to enable students to choose a research question based on an area of interest. They also identify one or more of the Capabilities that are relevant to their research.

Students will be expected to use the research framework as a guide to developing their research, knowledge, skills, and ideas specific to their research question.

Furthermore, students synthesise their key findings to produce a research Outcome, which is substantiated by evidence and examples from the research. They also evaluate the research processes used and the quality of their research.

ASSESSMENT

Students will be assessed in the Research Project in three ways:

School Assessed 70%
1. Folio - 30%
   Research Outcome - 40%

External Assessment 30%
2. Evaluation - 30%
English Communications

Length: Full Year: 20 Credits

Prerequisites: The successful completion of Stage 1 English with a minimum of a C grade. No prescribed knowledge is required however an interest and good skills in reading and writing will be an advantage.

English in the Senior Years equips students with the flexible and sustainable mastery of a repertoire of practices design to enable students to design, shape, critique, inform and appraise social practices and universes of meaning. The ability to apply this repertoire of practices to the specific learning opportunities in English lies at the heart of the human experience. In a supportive environment literate learners:

- become increasingly cognisant in the application, construction and appraisal of various genres of writing that impact on their world views;
- experiment with the application of discourses through the application of a repertoire of literate experiences including: linguistic, visual, gestural, audio, spatial and multimodal forms;
- make connections through their own experiences and identities in order to participate as critically engaged and ethically aware citizens.

LEARNING OUTCOMES

At the end of the program in English Communications, students should be able to:

1. Analyse texts, demonstrating depth of understanding through the identification of the structural, conventional, and stylistic features used by authors;
2. Understand that the interpretation of texts is influenced by the interplay between what the author presents in the text, the context in which the text was generated, and what the reader, viewer, or listener brings to the text;
3. Compare and contrast the ways in which texts are constructed;
4. Use evidence to develop and support critical reasoning in the form of sustained argument;
5. Compose texts that engage the reader, viewer, listener;
6. Express ideas clearly and accurately in a range of appropriate forms.

CONTENT

English Communications consists of:

- A Text study;
- A Text Production study;
- A Communication study.

Text Study

The text study focuses on a shared reading of texts. Students develop a personal and critical understanding of the ideas, values, and beliefs represented in a range of texts. It is also important for students to recognise the connections between their own ideas, experiences, values, and beliefs, and those explored in texts.

Students develop and express opinions and critical perspectives in appropriate written, oral, or multimodal form. Texts should be chosen on the basis of the needs, abilities, and interests of the class group, and with regard to the selection and learning requirements of this study. Texts may be treated separately, or be linked.

English Communications

To achieve the learning requirements of this study, students should demonstrate understanding of the structure and language of particular textual forms and identify the values, attitudes, and beliefs conveyed by these texts.

Text Production Study

In the text production study students examine a range of purposes for which texts can be produced. By considering different text types students develop the ability to recognise the influence of authors’ use of language on readers’ understanding of texts. Students learn that authors observe conventions of style, content, vocabulary, register, and format, and that some authors ignore or deliberately challenge these conventions by incorporating elements of different text types in their writing. Students should be aware of the stylistic features and textual conventions that characterise various forms, and should demonstrate some control over them in their own composition.

Students are likely to benefit from modelling their own texts on examples of good practice in the same form. This study allows students to develop control over self-editing and drafting processes.

Communication Study

The communication study consists of two parts. In the first part of the study students analyse and compare examples from one category of communication chosen from those listed below. In the second part of the study students complete a practical application of knowledge and understanding of one aspect of language and communication.

In the first part of the study students identify the form, purpose, language, interrelationship of author and audience, and context that characterise the category of communication chosen from one of the following five categories:

- Mass-media communication
- Personal communication
- Business communication
- Computer-mediated communication
- Advertising

Students compare two examples of communication from one of the categories listed above in order to understand the characteristics of each. Students develop an understanding of the features and conventions of the communication, and its appeal to particular audiences.

In the second part of the study students complete one application, chosen from the eight listed below, by developing a product and reflecting on the process of development and their findings. This process allows students to demonstrate their understanding of the conventions, structures, and features of the chosen form of expression or communication. Students also demonstrate an understanding of how the conventions of the particular form of expression or communication shape texts or the communication process.

Students may, in consultation with their teacher, use multimodal presentations for written and oral assessments.

Students must acknowledge the source of any material they use.
Some of the applications lend themselves to a work-related context.

The applications are:
- film-making
- interacting
- investigating
- language
- multimedia web authoring
- oral language
- workplace writing
- writing for publication.

ASSESSMENT

Assessment in English Communications consists of the following components, weighted as shown:

**School-based Assessment (70%)**
- Assessment Type 1: Text Analysis (20%)
- Assessment Type 2: Text Production (20%)
- Assessment Type 3: Communication Study (30%)

**External Assessment (30%)**
- Assessment Type 4: Folio (30%)
English Pathways

Length
Full Year: 20 Credits

Prerequisites
The successful completion of Stage 1 English with a minimum of a C grade. No prescribed knowledge is required.

English in the Senior Years equips students with the flexible and sustainable mastery of a repertoire of practices designed to enable students to design, shape, critique, inform and appraise social practices and universes of meaning. The ability to apply this repertoire of practices to the specific learning opportunities in English lies at the heart of the human experience. In a supportive environment literate learners:

- become increasingly cognisant in the application, construction and appraisal of various genres of writing that impact on their world views;
- experiment with the application of discourses through the application of a repertoire of literate experiences including: linguistic, visual, gestural, spatial, and multimodal forms;
- make connections through their own experiences and identities in order to participate as critically engaged and ethically aware citizens.

LEARNING OUTCOMES

At the end of the program in English Pathways students should be able to:

1. demonstrate clear, accurate, and appropriate communication skills through reading, viewing, writing, composing, listening, and speaking
2. establish connections with people in vocational, cultural, or social contexts, through personal and critical engagement with texts and language
3. reflect critically on the ways in which texts are created for specific purposes and audiences
4. use language skills to interact and work effectively with other people, and to solve problems
5. identify and reflect on the cultural, social, and technical role of language and texts in supporting effective interactions in different contexts
6. compose texts in which language is used for critical, personal, vocational, or creative purposes.

CONTENT

English Pathways consists of:
- Reading and Responding to Texts Study
- Text Production Study
- Language Study

Reading and Responding to Texts Study

The reading and responding to texts study focuses on students’ shared or independent reading of texts. Students reflect critically on the ways in which texts are created for specific purposes and audiences, and consider how audiences interpret and appreciate these texts. Students explore the ways in which texts engage, inform, instruct, and connect readers. They analyse ideas, values, and beliefs represented in texts, and make connections with their own experiences, ideas, values, and beliefs.

Texts chosen for this study have a direct connection with the chosen context or contexts. If, for example, students are involved in a volunteer organisation, a workplace, a social networking website, or a school-based special-interest group, texts relevant to one or more of these contexts may be used.

English Pathways

The texts chosen for study clarify and extend students’ knowledge and understanding of the issues, concerns, or functions of the context, and should reflect the needs, abilities, and interests of the class group or the individual student.

Text Production Study

In the text production study, students examine a range of purposes for which texts can be produced. By considering different text types, students develop the ability to recognise the influence of language and textual conventions on readers’ understanding of, and response to, texts. Students extend their English skills to equip them for current and future learning, community experiences, and participation in civic and vocational life.

Students learn that authors observe various conventions of style, content, vocabulary, register, and format, and that some authors ignore or deliberately challenge these conventions by incorporating elements of different text types in the texts they produce. Students should be aware of the stylistic features and textual conventions that characterise various forms, and should show some control over these features and conventions in the texts they produce.

Language Study

The language study is a product of independent study. The primary focus of the language study is students’ use of language skills to reflect and comment on the use of language by a group of people in their chosen context, which may be local or virtual, and may have national and global connections. An equally broad definition is applied to a group: examples include, but are not limited to, a group or individuals in a school, volunteer, community, sporting, religious, or workplace context. Alternatively, a group could be a community or an online virtual group. When choosing a group or individuals with whom to work, students need to consider the practical and ethical implications of working with the community — that is, students have to interact effectively and appropriately with people in vocational, cultural, and/or social contexts.

Students consider the functions of language in their chosen context, including the communication of ideas, attitudes, opinions, and information. Students examine the ways in which language — in conjunction with ethnicity, geography, social status, interest, and age — is used to support social interaction and the formation and maintenance of personal and group identity.

ASSESSMENT

Assessment in English Pathways consists of the following components, weighted as shown:

School-based Assessment (70%)
- Assessment Type 1: Text Analysis (30%)
- Assessment Type 2: Text Production (40%)

External Assessment (30%)
- Assessment Type 3: Language Study.
English Studies

**Length**
Full Year: 20 Credits

**Prerequisites**
The successful completion of Stage 1 English with a minimum of a C+ grade. No prescribed knowledge is required however an interest and good skills in reading and writing will be an advantage.

English in the Senior Years equips students with the flexible and sustainable mastery of a repertoire of practices design to enable students to design, shape, critique, inform and appraise social practices and universes of meaning. The ability to apply this repertoire of practices to the specific learning opportunities in English lies at the heart of the human experience. In a supportive environment literate learners:

- become increasingly cognisant in the application, construction and appraisal of various genres of writing that impact on their world views;
- experiment with the application of discourses through the application of a repertoire of literate experiences including: linguistic, visual, gestural, audio, spatial and multimodal forms;
- make connections through their own experiences and identities in order to participate as critically engaged and ethically aware citizens.

**LEARNING REQUIREMENTS**
At the end of the program in English Studies, students should be able to:

1. Analyse texts, demonstrating depth of understanding through the identification of the structural, conventional, and stylistic features used by authors;
2. Understand that the interpretation of texts is influenced by the interplay between what the author presents in the text, the context in which the text was generated, and what the reader, viewer, or listener brings to the text;
3. Compare and contrast the ways in which texts are constructed;
4. Use evidence to develop and support critical reasoning in the form of sustained argument;
5. Compose texts that engage the reader, viewer, listener;
6. Express ideas clearly and accurately in a range of appropriate forms.

**CONTENT**

English Studies consists of a text study and a text production study:

**Text Study**
The text study comprises four shared studies and an individual study.

**Shared Studies**
Shared studies consist of:
- a study of two single texts
- study of paired texts
- study of poetry
- critical reading study of short texts.

**English Studies**

Among the texts chosen for the four shared studies there must be:
- one film text
- at least one extended prose text
- at least one written drama text
- at least 1000 lines of poetry
- a range of short texts for the critical reading study.

In small groups and large groups, students discuss their interpretations of texts. They develop pieces of writing and oral presentations that show the depth and clarity of their critical understanding through sustained and reasoned arguments about texts.

**Individual Study**
There are two parts to the individual study: the critical essay and a collection of supporting material used in preparing the critical essay. The collection of supporting material also provides evidence for the verification and authentication process.

The individual study is intended to provide scope for the development of student interest outside the texts studied as a class. For this reason it is undertaken independently, although teachers have a key role in supervising and advising students.

**Text Production Study**
This study allows students to develop and demonstrate creativity and to use language for a range of purposes. Working individually, students compose written and oral texts that include appropriate stylistic features from their observations of the language techniques of other texts. They should be given the opportunity to explore a range of forms (e.g. narrative, persuasive, expository, and descriptive) on which to model their own text production.

(a) **Written Text Production**
In this part of the study students compose written texts of their own, covering a range of text types. Students may negotiate to present one of these texts in multimodal form.

(b) **Oral Text Production**
In this part of the study students compose oral texts of their own, covering a range of forms of presentation. Students may negotiate to present one of these texts in multimodal form.

**ASSESSMENT**

There are four assessment types in English Studies:

- **School-based Assessment (70%)**
  - Assessment Type 1: Shared Studies (30%)
  - Assessment Type 2: Individual Study (20%)
  - Assessment Type 3: Text Production (20%)

- **External Assessment (30%)**
  - Assessment Type 4: Examination (30%).

Students should provide evidence of their learning through ten to twelve assessments, including the external assessment component. Students undertake:

- four to six responses to shared studies
- one critical essay for the individual study
- two written texts and two oral texts for text production
- one examination.
Physical Education

Length
Full Year: 20 Credits

Prerequisites
It is expected that all students are interested in a variety of physical activities and sport, and have displayed a consistent and successful commitment to their previous Physical Education course. Stage 1 Physical Education is recommended as is the successful completion of a Stage 1 Science subject, such as Biology. Correct PE uniform is essential.

LEARNING REQUIREMENTS

In this subject, students are expected to:

- Achieve a level of proficiency in performance of human physical activities with reference to specific skill criteria.
- Critically analyse and evaluate the personal, community, and/or global implications of physical activity.
- Demonstrate knowledge and understanding of exercise physiology, the biomechanics of human movement, and skills acquisition, and communicate appropriate terminology.
- Demonstrate knowledge and understanding of physical education concepts relevant to physical activities.
- Apply and reflect on principles and issues related to physical performance and activity and skills acquisition.
- Demonstrate initiative, self-reliance, collaborative skills, leadership and effective interpersonal skills.

At the end of the program in Stage 2 Physical Education, students should be able to demonstrate and/or display:

1. Knowledge and understanding of physical education concepts relevant to specific physical activities.
2. Knowledge and understanding of exercise physiology, the biomechanics of human movement, and skills acquisition.
3. Knowledge of understanding of appropriate terminology.
4. Proficiency in the performance of physical activities, with reference to specific skill criteria.
5. Interpretation and application of skills, specific concepts, ideas, strategies, and techniques, in a practical context.
6. Application of concepts of exercise physiology, the biomechanics of human movement, and skills acquisition, in a practical context.
7. Initiative, self-reliance, and leadership in practical activities.
8. Interpersonal and collaborative skills in team situations.
10. Evaluation of the relevance of principles and concepts in a given situation.
11. Critical analysis and evaluation of an issue related to physical activity and relevant to local, regional, national, or global communities.
12. Use of information from different sources, with appropriate acknowledgement.

CONTENT

Theory – Principles and Issues

- Principles and Issues: Physiology & Physical Activity
  Concept 1: Sources of energy for physical performance
  Concept 2: Effects of training and evaluation on physical performance
  Concept 3: Specific physiological factors which affect physical performance

- Principles and Issues: Skills and Biomechanics
  Concept 1: Skills acquisition
  Concept 2: Specific factors affecting learning
  Concept 3: The effects of psychology of learning
  Concept 4: Biomechanics improving performance

- Principles and Issues: Issues Analysis
  This module sees students investigating an issue of their choice, relating to physical activity. They must demonstrate critical analysis and interpretation of their research.

Practical Skills & Applications

- Centrally developed practical 1 – Kayaking
- Centrally developed practical 2 – Touch
- Centrally developed practical 3 or negotiated practical

ASSESSMENT

School based Assessment (70%)
Theory – 20%
Folio (including Issues Analysis), 3-6 folio assessments
Practical - 50%
3 units e.g. Touch, Volleyball and Kayaking

External Assessment (30%)
End of Year Examination

OTHER CONSIDERATIONS

Please note that Kayaking is one of the centrally developed practicals. If students are uncomfortable in and around water, particularly being submerged under water, then they are encouraged to consider other subject options or speak to the Prefect of Studies – Senior Years.
## Classical Studies

<table>
<thead>
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<th>Length</th>
<th>Full Year: 20 Credits</th>
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<tbody>
<tr>
<td>Prerequisites</td>
<td>There are no formal prerequisites for this course. However, interest, reading skills and an ability to write in clear prose and formal essay format are recommended.</td>
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</tbody>
</table>

**LEARNING REQUIREMENTS**

Classical civilisations have been fundamental to the evolution of Western Civilisation. While many cultures have contributed to our society, none have been more formative than those of Greece and Rome. These have continued to provide the foundations of education. The course offers topics of study covering many areas of the civilisations of Greece and Rome. Greek and Roman literature also introduces students to literary forms that are still in use. In their history, poetry, drama and satire, the Greeks and Romans expressed universal values, hopes and anxieties that are still relevant today. The Greek and Roman architectural forms, and their sculpture and painting can still delight the eye and stimulate the mind as they did when first created.

- Introduce students to the literary, intellectual, artistic, political, and social achievements of the classical Greek civilisation.
- Develop the student’s awareness and appreciation of the influences that the civilisation of Greece has had on the modern world.
- Encourage students to broaden their perceptions beyond their own personal experiences of the world, and to understand and appreciate people and ideas of different cultures.
- Encourage students to pursue their interests and studies in this subject in order to foster their own individual cultural development as members of a multicultural society.

**CONTENT**

**Section A:** Greek literature - Homer’s *The Odyssey*  
Greek drama - Sophocles *Oedipus Rex*; Aristophanes *Euripides’ Bacchae*

**Section B:** Greek History 500 – 479 BC

**Section C:** A Special Study - The Roman or Greek World as a focus

The following are examples:  
Study of a city/polis  
Ideas in the Ancient World  
A Regional Study  
Children in Ancient Rome  
Women in Ancient Rome  
History through art  
History through architecture  
Religion in Society  
Historical Controversies  
Historical sites and Archaeological evidence  
War strategies and tactics  
Technology  
Careers of Prominent Romans

**ASSESSMENT**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Folio</td>
<td>40%</td>
</tr>
<tr>
<td>Essays</td>
<td>30%</td>
</tr>
<tr>
<td>Special Study</td>
<td>30%</td>
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</tbody>
</table>
Economics

Length
Full Year: 20 Credits

Prerequisites
No formal prerequisites

LEARNING REQUIREMENTS

In this subject, students are expected to:

1. know, understand, communicate, and apply economic concepts, principles, models, and skills;
2. explain the role of economic systems in dealing with the economic problem of scarcity;
3. evaluate the effects of interdependence on individuals, business, and governments locally, nationally, and globally;
4. evaluate and explain the way in which economic decisions involve costs and benefits;
5. critically analyse and evaluate economic issues and events (past and current) using economic models and the skills of economic inquiry;
6. critically analyse and evaluate the impact of economic change locally, nationally, and globally.

CONTENT

Stage 2 Economics consists of skills in economics developed in the following five key areas of study:

Key Area 1: The Economic Problem
Key Area 2: Microeconomics
  • The Price Mechanism
  • Markets in Practice
Key Area 3: Macroeconomics
  • Macroeconomic Objectives and Their Measurement
Key Area 4: Globalisation
Key Area 5: Poverty and Inequality

ASSESSMENT

Evidence of Learning

School-based Assessment (70%)

Assessment Type 1: Skills and Applications Tasks (30%)
Students undertake at least two skills and applications tasks, which may focus on any of the key areas of the subject content.

Skills and applications tasks may be written, oral, or multimodal. Formats may include assignments, tests, short-answer questions, multiple-choice questions, and responses to stimuli.

Assessment Type 2: Folio (40%)
Students undertake at least two directed assessments for the folio. One folio assessment must focus on Key Area 5: Poverty and Inequality.

Directed assessments may include media analysis, structured investigations, oral presentations, issues studies and case studies, assignments, essays, and reports.

There may be some opportunity for student participation in group work and classroom discussion.

Folio assessments should provide ample opportunity for the interpretation of a range of sources. Students use, interpret, evaluate, and reflect on sources that may include statistics, graphs, journals, newspapers, official reports, case studies, film, cartoons, and articles. Students consider economic viewpoints, concepts, and models presented in the sources.

Content in the sources should focus on issues in the topics studied.

External Assessment

Assessment Type 3: Examination (30%)
Students undertake one 2-hour examination, which is divided into two parts.

Part A consists of multiple-choice questions, short-answer questions, responses to stimuli, and extended-response questions. It draws on all parts of the following key areas:
  • Key Area 1: The Economic Problem
  • Key Area 2: Microeconomics
  • Key Area 3: Macroeconomics
  • Key Area 4: Globalisation

Part B requires students to write an essay from three questions drawn from all parts of the following key areas:
  • Key Area 3: Macroeconomics
  • Key Area 4: Globalisation
LEARNING REQUIREMENTS
As the end of the programme in Stage 2 Geography, students should be able to:
• demonstrate an understanding of geographical concepts and key ideas;
• choose, apply and evaluate appropriate technologies in a geographical context;
• choose, apply and evaluate a range of geographical skills;
• demonstrate an understanding of the patterns and processes of geographical issues and the complex interaction and interdependence of people and the natural environment, using local, national, and global contexts;
• identify, explain, and evaluate the environmental, social, political, and economic consequences of management responses to geographical issues;
• demonstrate an understanding and appreciation of conflicting demands and diverse values, perceptions, and views related to geographical issues, and come to justifiable conclusions;
• demonstrate an understanding of the contribution of a geographical perspective to sustainable futures.

CONTENT

Core Topic: Population, Water Resources, and Development
This topic introduces students to the processes involved in population change. Through the topic students become aware of the way in which population and consumption impact on the environment. The use of water provides an example of issues related to resource use. Water is fundamental to the preservation of life on the planet. Population and consumption are placing pressure on the finite supply of fresh water.

Option Topics include:
Urbanisation
• the balance between development and maintaining character and space in cities; quality of life; cities and sustainability;
• advantages and disadvantages of urban sprawl;
• the movement of people and goods in urban places: public versus private transport, types of transport, water quality, issues of pollution and sustainability;
• heritage and development;
• urban-rural migration: poverty, inequality, provision of services, housing, and infrastructure;
• urban sprawl as a threat to biodiversity;
• urban consolidation and gentrification.

Environmental Hazards
• the degree to which human factors contribute to particular environmental hazards;
• the factors influencing the risk level of particular locations;
• the significance of cultural factors in responses to environmental hazards;
• the significance of socioeconomic factors in responses to environmental hazards;
• steps being taken to predict environmental hazards and minimise their impact;
• the role of the media in influencing perceptions of environmental hazards;
• technology and the management of environmental hazards.

ASSESSMENT
Formative assessment supports student progress. Summative assessment will be used to determine the levels of achievement in the syllabus objectives.

The student achievement score is calculated on:

Assessment Component 1: Individual Fieldwork Report 25%
Assessment Component 2: Geographical Inquiry 20%
Assessment Component 3: Examination 30%
Assessment Component 4: Folio 25%

Assessment will include:
Mapping skills Essays
Field work Assignments
Short answer responses Reports
Statistical analyses Investigative studies of issues and analyses
The content in Stage 2 Legal Studies involves a study of the following four topics:

**Legal Studies**

<table>
<thead>
<tr>
<th>Length</th>
<th>Full Year: 20 Credits</th>
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</thead>
<tbody>
<tr>
<td>Prerequisites</td>
<td>No formal prerequisites</td>
</tr>
</tbody>
</table>

**LEARNING REQUIREMENTS**

In this subject, students are expected to:

1. display knowledge and understanding of the influences that have shaped the Australian legal system;
2. know, understand, and analyse legal principles, processes, and structures;
3. recognise ways in which the Australian legal system responds to diverse groups in the community;
4. demonstrate civic literacy through inquiry into the legal system;
5. analyse the Australian legal, constitutional, and justice systems;
6. communicate informed observations and opinions on contemporary legal issues and debates, using legal terminology and appropriate acknowledgment of sources.

**CONTENT**

The content in Stage 2 Legal Studies involves a study of the following four topics:

**Topic 1: The Australian Legal System**

A study of this topic develops an understanding that the Australian legal system strives to reflect and protect the fundamental values and beliefs of the community and that the community reflects the prevailing values inherent in the legal system. Students should be aware that in a democratic society based on the rule of law, all behaviour is lawful unless prohibited by law. Criminal and civil laws exist to bring about just outcomes in disputes.

Students consider the effectiveness of:
- a constitutional monarchy
- the separation of powers
- executive government
- parliamentary democracy
- courts

**Topic 2: Constitutional Government**

A study of this topic develops an appreciation of the basic principles and features of constitutional government. The motives for federation and the process leading to it are important in understanding Australia’s system of constitutional government. The key areas of study for this topic include - The Australian Constitutional System, Australia’s Global Links, Rights of Indigenous Peoples and a Critical Analysis of the Constitutional System. It will also be important for students to understand the -

- federal institutions of government on the model of the separation of powers
  - the legislative arm (parliament)
  - the executive arm (executive government)
  - the judicial arm (the courts)
- division of legislative power between the Commonwealth and the states or territories

**Legal Studies**

**Topic 3: Law-making**

A study of this topic develops an appreciation that law originates from two fundamental sources — parliament and the courts — but that parliament can delegate some law-making powers to the executive. Parliament is the sovereign law-maker. However, courts can make and extend law in the absence of statute law. This is called common law. Courts can also create case law through statutory interpretation. The key areas of study for this topic include - Legislation, Delegated Legislation, Case Law and a Critical Analysis of Different Modes of Law-making.

**Topic 4: Justice Systems**

A study of this topic develops an appreciation of the variety of lawful mechanisms designed to achieve just outcomes in disputes. Such mechanisms range from the more informal alternative dispute resolution methods, where courts are not involved, to a variety of formal court proceedings. This leads to an exploration of the adversary system of trial. Students critically evaluate the Australian criminal and civil justice systems and compare them with alternatives available in the global community. The key areas of study for this topic include - Dispute Resolution and the Critical Analysis of the Justice System.

Students consider the effectiveness of:
- the adversary system
- the jury system
- inquisitorial systems

**ASSESSMENT**

**School-based Assessment (70%)**

**Assessment Type 1: Folio (50%)**

The program of assessments should cover a range of forms that could include: collaborative activities, debates, essays, media analysis exercises, multimedia presentations, oral presentations, short-answer questions, short responses to stimuli, simplified mock trials, sources analysis and tests.

**Assessment Type 2: Inquiry (20%)**

In this assessment type, students develop their literacy, communication, and investigation skills. They have an opportunity to demonstrate their civic literacy skills through the study of an issue related to an aspect or aspects of this subject.

In this independent learning assessment, students develop civic literacy skills that allow for informed and participatory citizenship. Students respond to a legal issue by researching, synthesising, and analysing information and opinions, providing appropriate referencing of sources. The assessment involves inquiry and recommendation(s) or conclusion(s).

**External Assessment (30%)**

**Assessment Type 3: Examination (30%).**

Students undertake a 3-hour external examination that is divided into two parts:

Part A: Short Responses (60%)
Part B: Extended Responses (40%)
Modern History

**Length**
Full Year: 20 Credits

**Prerequisites**
There are no prerequisites for this course. However, interest, well-developed reading skills and an ability to write in clear prose and be able to write formal essays are recommended.

**LEARNING REQUIREMENTS**

Students will acquire knowledge and understanding of how people lived, acted and died in different parts of the world. Students will enquire into past world events and develop skills in historical enquiry; investigate the motivation of people who made decisions; how these decisions affected the world community as well as societies in different parts of the world. They will find how such decisions affected people in the past and how they may continue to influence people. Students will develop skills that will enable them to understand the present and contribute to decisions affecting the future.

At the end of the programme in Modern History, students should be able:

- to demonstrate knowledge and understanding of people, places, events and ideas in the history of societies in selected periods and places since c. 1500;
- to formulate hypotheses and focusing questions and apply them to explain cause and effect;
- to identify and apply historical concepts and skills of historical enquiry;
- to analyse primary and secondary sources critically;
- to identify and give reasons for change and continuity;
- to evaluate why individuals and groups acted in certain ways at particular times;
- to construct reasoned historical arguments based on an understand evidence from primary and secondary sources.

**CONTENT**

**Thematic Study:**

**Topic 3. Revolutions and Turmoil: Social and Political Upheavals since c. 1500.**

Revolutions have caused extreme changes to society and politics. Compare the following revolutions:

The Russian Revolutions of 1917

**Four key areas for enquiry:**

- The nature of pre-revolutionary society and government.
- The role of external and/or internal forces in the collapse of the old order and in the seizure of power.
- The consolidation of power by the revolutionaries.
- Internal and external threats to the revolution and how they were dealt with.
### Philosophy

<table>
<thead>
<tr>
<th><strong>Length</strong></th>
<th>Full Year: 20 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisites</strong></td>
<td>There are no prerequisites for this course, however interest, reading skills, an ability to write in clear prose and the possession of analytical skills are recommended.</td>
</tr>
</tbody>
</table>

**LEARNING REQUIREMENTS**

This subject is designed to develop students’:

- respect for intellectual integrity as a human value;
- ability to identify the nature of philosophical issues and methods;
- ability to inquire into philosophical issues and engage in philosophical argument;
- skills of creative and independent critical thinking in articulating and justifying philosophical positions;
- understanding of the purpose and value of philosophical thinking and reflection in providing a framework for reasoned action.

Philosophy is part of life: it shapes what people think, what they consider to be of value, what they take as being the truth, and how they engage with others and the world round them. Historically, philosophers have been recognised as teachers of wisdom whose contributions have helped to form society and its visions for the future.

Philosophical issues involve questioning people’s assumptions, beliefs, and reasons for holding particular views. In these subjects students can critically evaluate a range of ideas and theories in their own culture and in other cultures. Students are encouraged to become independent thinkers who reflect on philosophical issues in the light of their own and other people’s experiences.

Central to the study of philosophy is the investigation of problems that arise from identified philosophical issues and are not amenable to empirical methods of verification. Consequently, philosophical problems tend to provoke disagreement and foster a variety of views and theories about the nature of the world. Investigation of these problems requires skills of critical reasoning, developed through an understanding of reasoning and the foundations of argument analysis.

Understanding how arguments work is essential to being a good reasoner and a creative problem-solver. In this subject students will learn how to think their way through problems, develop clarity of thought, and present ideas, evidence, and reasons in an orderly way.

At the end of the program in Stage 2 Philosophy, students should be able to:

- identify and analyse philosophical issues and positions;
- demonstrate knowledge of the role of reasoning and argument in the expression of philosophical issues and positions;
- formulate and argue a philosophical position;
- use skills of critical thinking to investigate and test assumptions, positions, and arguments presented by themselves and others;
- communicate philosophical issues and positions.

### CONTENT

#### PHILOSOPHICAL INQUIRY SKILLS

Philosophical inquiry skills are the cognitive skills of reasoning, critical analysis, problem-solving, and evaluation of arguments. Students will study and apply the principles of reasoning, and identify forms of reasoning and the structure of arguments.

These skills will be developed and applied throughout ‘Key Areas of Philosophical Study’.

Assessing arguments is a fundamental skill that students need to develop and apply throughout the course. Students should become familiar with:

- the general principles of reasoning;
- types of reasoning;
- the general structure of arguments;
- the differences between good and bad arguments;
- what makes an argument valid and what makes an argument sound;
- inductive and deductive arguments.

**KEY AREAS OF PHILOSOPHICAL STUDY**

Students are to undertake an indepth study of one topic from each of the key areas.

**Key Area 1: Ethics**

Ethics is a philosophical study of moral values and reasoning about right and wrong. Ethical theories provide frameworks for understanding moral disputes and conflicting claims.

Topics are:

- Moral Understanding
- Happiness as the Goal of Life
- Rights and Responsibilities

**Key Area 2: Epistemology**

Epistemology is the study of knowledge and the justification of belief. This key area will engage students in discussions about the kinds of beliefs that can be justified and those that cannot be justified, and the relationship between what can be seen or perceived through the senses and what can be known.

Topics are:

- Ways of Knowing
- Perception
- Scepticism
- Relativism

**Key Area 3: Metaphysics**

Metaphysics explores existence and reality taken as a whole. Metaphysics can also include exploring the world beyond sensory experience as a way of critically examining things that are taken for granted, or searching for things that exist.

Topics are:

- Freedom and Determinism
- Reason and the Existence of God
- Existentialism and Humanism
- Bodies, Minds, and Persons
- Equality and Difference
Philosophy

ASSESSMENT

**Component 1: Argument Analysis**
This assessment component is designed to assess primarily Learning Outcomes 1, 4, and 5. It is weighted at 25%.

Students undertake two argument analysis assessments and identify the arguments of others by examining different types of text chosen from, for example, popular news programs, poetry, film, lyrics, interest group pronouncements and reports.

Method of presentation could include debates, oral presentations, short written analyses, visual displays, and electronic presentations, or a combination of one or more of these.

**Component 2: Issues Analysis**
This assessment component is designed to assess primarily Learning Outcomes 1, 3, 4, and 5. It is weighted at 45%. Two summative tasks must be included in the issues analysis. Students should identify:

- why the issue chosen is a philosophical issue;
- different responses to the philosophical issue;
- what position they will take in response to the philosophical issue;
- how they will communicate this position to others.

**Component 3: Philosophical Issues Study**
This assessment component is designed to assess all the learning outcomes. It is weighted at 30%.

This component will be externally marked by the SACE Board.

Students examine a philosophical issue that they choose in negotiation with their teacher. Students should:

- identify and explicate a philosophical issue;
- critically examine what philosophers have said about the issue.

The philosophical issues study is to be presented in written form but it need not be in essay format and could include dialogue or any other written genre. The maximum length is 1500 words.

Religion Studies

**Length**
Full Year: 20 Credits

**Prerequisites**
No formal prerequisites

**LEARNING REQUIREMENTS**

The Learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

1. demonstrate, knowledge and understanding of diverse religious beliefs, perspectives and experiences within or across traditions
2. critically evaluate definitions of religion and spirituality
3. investigate and analyse how religion and spirituality in Australia have an impact on, and are influenced by sociocultural, historical, and/or political events and attitudes
4. explore and critically reflect on the personal and social significance of religions and spirituality in traditional and contemporary societies
5. investigate and report on a range of religious and spiritual phenomena
6. critically analyse and evaluate religious and spiritual ideas, concepts and issues presented in selected sources
7. investigate, apply, and communicate knowledge and understanding of religions and spiritualities in local and global contexts

These learning requirements form the basis of the
- learning scope
- evidence of learning that students provide
- assessment design criteria
- levels of achievement described in the performance standards

**CONTENT**

Students study the core topic and two option topics.

**Core Topic: Understanding Religion**

Key Areas of Study
1. What is religion?
2. What are the key phenomena that make up religion?
3. Why study religion?
4. How are secular culture and religious culture linked?

**Option Topics: Religious Traditions**

- Option Topic A: Buddhism
- Option Topic B: Christianity
- Option Topic C: Hinduism
- Option Topic D: Indigenous Australian Spirituality
- Option Topic E: Islam
- Option Topic F: Judaism
Religion Studies

ASSESSMENT

The following assessment types enable students to demonstrate their learning in Stage 2 Religion Studies:

School-based Assessment (70%)
- Assessment Type 1: Source Analysis (25%)
- Assessment Type 2: Written Assignments (20%)
- Assessment Type 3: Practical Activity (25%)

External Assessment (30%)
- Assessment Type 4: Investigation (30%)

Religious Education

Length: Full Year: 10 Credits

Prerequisites: No formal prerequisites

LEARNING REQUIREMENTS

Please note that as of date of printing, details are yet to be confirmed for 2015.
Society and Culture

Length
Full Year: 20 Credits

Prerequisites
No formal prerequisites

As the subject heavily relies on the enquiry approach to learning, it would be an advantage for students to have well-developed abilities to communicate effectively with others, to participate responsibly in groups, to show independence and initiative in individual and group research, and to be able to write authoritatively following an extensive research process.

LEARNING REQUIREMENTS

The subject is designed to develop students’:
- knowledge and understanding of social structures and systems in contemporary societies;
- understanding of the interdependence of individuals, groups, and societies locally, regionally, nationally and globally;
- insights into the cultures and beliefs of different contemporary societies;
- skills of social enquiry, critical awareness, participation and social action and interaction;
- ability to reflect on and appreciate the responses and contribution of individuals, groups and societies to contemporary issues and challenges.

Questions

What forces in societies affect an individual’s choice and behaviour?
What is socialisation?
What commonalties and differences do individuals in communities or societies have?
What causes social change in contemporary societies?
What strategies are or could be used to identify and address particular contemporary social issues?
How does the social construction of power, prejudice, gender, sexuality, race, ethnicity, and class affect various individuals, groups, societies, and cultures?

At the end of the program in Studies of Societies, students should be able:
- to demonstrate knowledge and understanding of social issues that affect contemporary societies;
- to understand how social change occurs in response to competing demands;
- to use analytical skills to investigate and communicate some of the defining myths and questions about contemporary societies and social issues;
- to act in an informed way, to suggest, and engage collaboratively in, possible solutions, outcomes, and social action;
- to understand how hypotheses and focusing questions are used to guide the investigation of a contemporary topic or social issue.

CONTENT

Skills of social enquiry underpin studies and assessment. Systematic investigation, active participation and a variety of experience-based learning methods are particularly relevant. Inquiry skills mature learning by asking questions.

The following questions provide a focus for exploring contemporary societies and social issues:
- How can societies be studied?
- How are societies structured?
- How do you know when societies fail to work?
- How are individuals and societies linked?
- What forces in societies affect an individual’s choice and behaviour?
- What is socialisation?
- What commonalties and differences do individuals in communities or societies have?
- What causes social change in contemporary societies?
- What strategies are or could be used to identify and address particular contemporary social issues?
- How does the social construction of power, prejudice, gender, sexuality, race, ethnicity, and class affect various individuals, groups, societies, and cultures?

Topic Studies

Group 1: Culture
Youth Culture

Group 2: Contemporary Challenges
The Technological Revolution

Group 3: Global Issues
Globalisation

An Investigative Assignment (negotiated topic)

This investigative component:
- is designed to assess all the learning outcomes;
- requires students to undertake an independent investigation of a contemporary social issue and present their findings in an investigative report;
- gives students an opportunity to develop skills that, when used effectively, make manageable the critical analysis and acquisition of knowledge from a complex world.

It is essential that the investigative assignment is a focused investigation based on primary sources and not an indeterminate project.

Students will be expected to keep a folio containing documents that outline the processes of preliminary data collection and support materials that can also help in the verification of their work. The folio is not submitted for marking.

The investigative assignment should be between 1500 and 2000 words and is weighted at 30%.

ASSESSMENT

Course Work - Skills of Social Enquiry and Topic Studies 50%
Interaction 20%
Investigative Assignment 30%
## Chinese

<table>
<thead>
<tr>
<th>Length</th>
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<tbody>
<tr>
<td>Prerequisites</td>
<td>A C+ grade in Stage 1 Chinese</td>
</tr>
</tbody>
</table>

**LEARNING REQUIREMENTS**

In Chinese, students are expected to develop and apply their linguistic and intercultural knowledge, understanding, and skills to:

1. Interact with others to exchange information, ideas, opinions, and experiences in Chinese.
2. Create texts in Chinese to express information, feelings, ideas and opinions.
3. Analyse texts that are in Chinese to interpret meaning.
4. Examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

**CONTENT**

The following themes are required areas for language study:

- Geography of China
- Festivals and celebrations
- Education in China
- Travel and tourism
- World of work

Students will also undertake in-depth research on an issue of current concern in China, focussing on political and social change, and economic developments. The study of this issue will be largely undertaken in Chinese.

**ASSESSMENT**

Assessment will consist of an external component weighted at 30% of the marks allocated and a school component of 70%. There are four assessment components in the assessment scheme.

<table>
<thead>
<tr>
<th>School Assessment</th>
<th>70%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Component 1</td>
<td>Course work</td>
</tr>
<tr>
<td>Assessment Component 2</td>
<td>In-depth Study</td>
</tr>
</tbody>
</table>

**External Assessment**

| 30% |
| Assessment Component 3 | Oral Examination |
| Assessment Component 4 | Written Examination |

## French

<table>
<thead>
<tr>
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<tr>
<td>Prerequisites</td>
<td>A C+ grade in Stage 1 French</td>
</tr>
</tbody>
</table>

**LEARNING REQUIREMENTS**

In French, students are expected to develop and apply their linguistic and intercultural knowledge, understanding, and skills to:

1. Interact with others to exchange information, ideas, opinions, and experiences in French.
2. Create texts in French to express information, feelings, ideas and opinions.
3. Analyse texts that are in French to interpret meaning.
4. Examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

**CONTENT**

- Personal Relationships
- Environment & Pollution
- Media/Current Affairs
- Home Life and daily routine
- Holidays - Travel/Leisure
- Technology
- French-speaking Countries
- French Literature & Cinema
- Résumés and Letters of Application

**ASSESSMENT**

Assessment will consist of an external component weighted at 30% of the marks allocated and a school component of 70%. There are four assessment procedures in the assessment scheme.

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<td>In-depth Study</td>
</tr>
</tbody>
</table>

**External Assessment**

| 30% |
| Assessment Component 3 | Oral Examination |
| Assessment Component 4 | Written Examination |
**Indonesian**

<table>
<thead>
<tr>
<th>Length</th>
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<tbody>
<tr>
<td>Prerequisites</td>
<td>A C+ grade in Stage 1 Indonesian</td>
</tr>
</tbody>
</table>

**LEARNING REQUIREMENTS**

In Indonesian, students are expected to develop and apply their linguistic and intercultural knowledge, understanding, and skills to:

1. Interact with others to exchange information, ideas, opinions, and experiences in Indonesian.
2. Create texts in Indonesian to express information, feelings, ideas and opinions.
3. Analyse texts that are in Indonesian to interpret meaning.
4. Examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

**CONTENT**

- Poverty and Wealth
- Ceremonies and Celebrations
- Care for the Environment
- Colonialism and Independence

**ASSESSMENT**

Assessment will consist of an external component weighted at 30% of the marks allocated and a school component of 70%. There are four assessment procedures in the assessment scheme.

- **School Assessment**
  - Assessment Component 1 70%
  - Assessment Component 2
  - Assessment Component 3
  - Assessment Component 4

- **External Assessment**
  - Oral Examination 30%
  - Written Examination

**Italian**

<table>
<thead>
<tr>
<th>Length</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites</td>
<td>A C+ grade in Stage 1 Italian</td>
</tr>
</tbody>
</table>

**LEARNING REQUIREMENTS**

In Italian, students are expected to develop and apply their linguistic and intercultural knowledge, understanding, and skills to:

1. Interact with others to exchange information, ideas, opinions, and experiences in Italian.
2. Create texts in Italian to express information, feelings, ideas and opinions.
3. Analyse texts that are in Italian to interpret meaning.
4. Examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

**CONTENT**

- Education and aspirations
- Social and contemporary issues
- Environment
- Technology
- Trade and Tourism
- Historical Perspectives

**ASSESSMENT**

Assessment will consist of an external component weighted at 30% of the marks allocated and a school component of 70%. There are four assessment procedures in the assessment scheme.

- **School Assessment**
  - Assessment Component 1 70%
  - Assessment Component 2
  - Assessment Component 3
  - Assessment Component 4

- **External Assessment**
  - Oral Examination 30%
  - Written Examination
Latin

Length: Full Year: 20 Credits
Prerequisites: A C+ grade in Stage 1 Latin

LEARNING REQUIREMENTS
The aims of the syllabus are to develop students’:

- ability to understand Latin texts
- ability to understand how language works at the level of grammar
- ability to recognise connections between Latin and English or other languages
- ability to recognise stylistic features of Latin texts and understand their literary effects
- ability to assimilate the ideas contained in a Latin text
- ability to explore the ideas of a Latin text in its social, cultural, historical and religious context
- ability to explore their own culture(s) through the study of Roman culture
- ability to recognise how ideas and beliefs of the Classical period have influenced subsequent societies
- enjoyment of the study of Latin through the reading of Latin texts
- general cognitive, analytical and learning skills

CONTENT

The content of this syllabus is based upon original Latin texts. Students will be required to study the texts in order to develop skills in understanding the language and in the analysis and evaluation of Latin literature. The texts are chosen to allow students to sample the significant literary genres in the canon of Classical writers. The texts are the key to the study of the Latin language and they will allow students to experience a variety of stylistic features and literary effects.

Prescribed texts in Latin provide the focus of the course. In order to enhance their understanding of each text as a whole, the students will also read a specified translation of the entire book or speech. Each year one verse and one prose text will be prescribed for study.

Each year specified thematic focus areas will be prescribed for each of the prescribed texts. These will provide a list of 3 to 5 themes which form the focus of study of the content and references in the texts.

ASSESSMENT

<table>
<thead>
<tr>
<th>Internal Assessment Component</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal Assessment Component 1: Translation of extracts from each of the prescriptions set for translation.</td>
<td>(25%)</td>
</tr>
<tr>
<td>Internal Assessment Component 2: Identification, explanation and analysis of grammar in extracts from each of the prescriptions set for translation.</td>
<td>(15%)</td>
</tr>
<tr>
<td>Internal Assessment Component 3: Comment on Latin prescriptions, including scansion of verse</td>
<td>(25%)</td>
</tr>
<tr>
<td>Internal Assessment Component 4: Comment on prescribed English Translation</td>
<td>(10%)</td>
</tr>
<tr>
<td>Internal Assessment Component 5: Translation of extracts from unseen prose and unseen verse Latin text</td>
<td>(25%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Examination</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section I – Prescribed Text: Prose Translation into English</td>
<td>8</td>
</tr>
<tr>
<td>Objective response questions</td>
<td>7</td>
</tr>
<tr>
<td>Short-answer questions</td>
<td>10</td>
</tr>
<tr>
<td>One extended response question</td>
<td>10</td>
</tr>
<tr>
<td>Section II – Prescribed Text: Verse Translation into English</td>
<td>8</td>
</tr>
<tr>
<td>Objective response questions</td>
<td>7</td>
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<tr>
<td>Short-answer questions</td>
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<td>One extended response question</td>
<td>10</td>
</tr>
<tr>
<td>Section III – Unseen Texts Translations into English</td>
<td>20</td>
</tr>
<tr>
<td>Short-answer and/or objective response questions</td>
<td>10</td>
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<td>100</td>
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</tbody>
</table>
Mathematical Applications

Length: Full Year: 20 Credits

Prerequisites: Successful completion of any two units of Stage 1 Mathematics

LEARNING REQUIREMENTS

This subject is designed to develop students’:

- confidence with mathematical concepts and relationships, and use of mathematical skills and techniques in a range of contexts;
- appreciation of the power, applicability, and elegance of mathematics in analysing, investigating, modelling, and describing aspects of the world;
- facility with mathematical language in communicating ideas and reasoning;
- problem-solving and abstract thinking skills;
- appreciation of the importance of electronic technology in mathematics;
- mathematical knowledge and skills so that they may become informed citizens capable of making sound decisions in the world of work and in their personal environments.

Programs in this subject lead to courses in building and construction, aquaculture, agriculture, retail, office management, visual arts, engineering trades, small business, tourism and hospitality and nursing and paramedical areas.

CONTENT

Mathematical Applications is designed to give students access to, and experience of, a wide range of mathematical models and techniques used for solving problems in many contexts of human endeavour. These contexts range from enterprise and business to recreation, research, and the needs of the individual or the community.

The following four topics will be studied:

Share Investments
Math and Small Business
Investments and Loans
Statistics and Working with Data

Research, interpretation, and project work are an important part of this course. The student can expect to spend considerable time at a computer terminal.

ASSESSMENT

Assessment in Mathematical Applications consists of the following components, weighted as shown.

Assessment Component 1: Skills and Application Tasks 30%
Assessment Component 2: Portfolio 40%
Assessment Component 3: Examination 30%

The final achievement grade is determined by school assessment (70%) and the SACE Board final examination (30%). The school assessment is moderated externally by the SACE Board. Each student is required to keep a folio of assessed work for external moderation.

Mathematical Methods

Length: Full Year: 20 Credits

Prerequisites: Successful completion of Stage 1 Mathematics A and Mathematics B with a minimum C+ grade average

LEARNING REQUIREMENTS

This subject asks students to examine what has happened and what is happening in the world around them, and to interact with their findings. It enables students to see mathematics as a creative human response to an external environment through a study of contemporary situations or case-studies.

This subject is designed to develop students’:

- confidence with mathematical concepts and relationships, and use of mathematical skills and techniques in a range of contexts;
- appreciation of the power, applicability, and elegance of mathematics in analysing, investigating, modelling, and describing aspects of the world;
- facility with mathematical language in communicating ideas and reasoning;
- problem-solving and abstract thinking skills;
- appreciation of the importance of electronic technology in mathematics;
- mathematical knowledge and skills so that they may become informed citizens capable of making sound decisions in the world of work and in their personal environments.

CONTENT

This subject consists of the following:

Working with Statistics
Algebraic Models from Data
Calculus
Linear Models

ASSESSMENT

Assessment in Mathematical Methods consists of the following components, weighted as shown:

Assessment Component 1: Skills and Applications Tasks 45%
Assessment Component 2: Portfolio 25%
Assessment Component 3: SACE Board Examination 30%

The final achievement grade is determined by school assessment (70%) and the SACE Board final examination (30%). The school assessment is moderated externally by the SACE Board. Each student is required to keep a folio of assessed work for external moderation.
Mathematics Pathways

| Length       | Full Year: 20 Credits  
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Prerequisites</td>
<td>Successful completion of any unit of Stage 1 Mathematics</td>
</tr>
</tbody>
</table>

LEARNING REQUIREMENTS

Mathematics Pathways enables students to identify, describe, and investigate the patterns and challenges of everyday living. It helps students to analyse and understand the events that have occurred and to predict and prepare for events to come so they can make fully understand their world and be knowledgeable participants in it.

In Mathematics Pathways the main emphasis is on developing students' knowledge, understanding, and skills so that they may use their mathematics with confidence as informed citizens capable of making sound decisions at work and in their personal environments.

In this subject students develop their capability for learning by, for example:
- acquiring problem-solving skills, thinking abstractly, making and testing conjectures, and explaining processes;
- making discerning use of electronic technology;
- applying knowledge and skills in a range of mathematical contexts;
- interpreting results and drawing appropriate conclusions;
- understanding how to make and test projections from mathematical models;
- reflecting on the effectiveness of mathematical models, including the recognition of strengths and limitations;
- using mathematics to solve practical problems and as a tool for learning beyond the mathematics classroom.

Programs in this subject lead to courses in building and construction, aquaculture, agriculture, retail, office management, visual arts, trades, small business, tourism and hospitality.

CONTENT

The topics will come out of the following, dependent on student interests:
- Share Investments
- Math and Small Business
- Investments and Loans
- Statistics and Working with Data
- Research, interpretation, and project work are an important part of this course. The student can expect to spend considerable time at a computer terminal.

ASSESSMENT

Consists of the following:

**School Assessment (70%)**
- Assessment Type 1: Skills and Applications Tasks (45%)
- Assessment Type 2: Folio (25%)

**External Assessment (30%)**
- Assessment Type 3: Investigation (30%).

For a 10-credit subject, students undertake:
- two skills and applications tasks
- one investigation for the folio
- one externally assessed investigation.

For a 20-credit subject, students undertake:
- five skills and applications tasks
- two investigations for the folio
- one externally assessed investigation.

The external assessment consists of a written investigation in which students are required to complete, under supervision, a series of connected questions set by the teacher.

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Mathematical Studies

<table>
<thead>
<tr>
<th>Length</th>
<th>Full Year: 20 Credits</th>
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</thead>
<tbody>
<tr>
<td>Prerequisites</td>
<td>Successful completion of Stage 1 Mathematics A and Mathematics B with a minimum C+ grade average</td>
</tr>
</tbody>
</table>

LEARNING REQUIREMENTS

This subject allows students to explore, describe, and explain aspects of the world around them in a mathematical way. It focuses on the development of mathematical skills and techniques to facilitate this exploration. It places mathematics in relevant contexts, dealing with relevant phenomena from the students' common experiences, as well as from scientific, professional, and social contexts.

Students who want to enter areas such as architecture, economics and biological, environmental, geological, and agricultural science should study Mathematical Studies. Students envisaging careers in other related fields may also benefit from studying this subject. If studied in conjunction with Specialist Mathematics, it will provide students with pathways into courses such as mathematical sciences, engineering, computer science, physical sciences, and surveying.

This subject is designed to develop students’:
- confidence with mathematical concepts and relationships, and use of mathematical skills and techniques in a range of contexts;
- appreciation of the power, applicability, and elegance of mathematics in analysing, investigating, modelling, and describing aspects of the world;
- facility with mathematical language in communicating ideas and reasoning;
- problem-solving and abstract thinking skills;
- appreciation of the importance of electronic technology in mathematics;
- mathematical knowledge and skills so that they may become informed citizens capable of making sound decisions in the world of work and in their personal environments.

CONTENT

This subject consists of the following three topics:
- Topic 1: Working with Statistics
- Topic 2: Working with Functions and Graphs Using Calculus
- Topic 3: Working with Linear Equations and Matrices

ASSESSMENT

Assessment in Mathematical Studies consists of the following:
- Skills and Applications Tasks 45%
- Portfolio 25%
- SACE Board Examination 30%

The final achievement grade is determined by school assessment (70%) and SACE Board final examination (30%). The school assessment is moderated externally by the SACE Board. Each student is required to keep a folio of assessed work for external moderation.
Specialist Mathematics

Length

Full Year: 20 Credits

Prerequisites

Successful completion of Stage 1 Mathematics A, Mathematics B and Specialist Mathematics with a minimum B-grade average. Stage 2 Specialist Mathematics must be studied concurrently with or after Mathematical Studies.

LEARNING REQUIREMENTS

This subject will enable students to experience and understand mathematics as a growing body of knowledge for creative use in application to an external environment - a view of mathematics that students are likely to find relevant to their world. This subject deals with phenomena from the students’ common experiences, as well as from scientific, professional, and social contexts.

This subject is designed to develop students’:

- confidence with mathematical concepts and relationships, and use of mathematical skills and techniques in a range of contexts;
- appreciation of the power, applicability, and elegance of mathematics in analysing, investigating, modelling, and describing aspects of the world;
- facility with mathematical language in communicating ideas and reasoning;
- problem-solving and abstract thinking skills;
- appreciation of the importance of electronic technology in mathematics.

CONTENT

This subject consists of the following five topics:

- Trigonometric Preliminaries
- Polynomials and Complex Numbers
- Vectors and Geometry
- Calculus
- Differential Equations

ASSESSMENT

Consists of the following:

- Skills and Applications Task: 45%
- Portfolio: 25%
- SACE Board Examination: 30%

The final achievement grade is determined by school assessment (70%) and SACE Board final examination (30%). The school assessment is moderated externally by the SACE Board. Each student is required to keep a folio of assessed work for external moderation.
**Biology**

**Length**
Full Year: 20 Credits

**Prerequisites**
No formal prerequisites

Although the study of Year 11 Biology is not required, it is an advantage. It is desirable for students to have successfully completed Year 10 Science. Year 11 Chemistry knowledge may assist students.

**LEARNING REQUIREMENTS**

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

1. identify and formulate questions, hypotheses, concepts, and purposes that guide biological investigations
2. design and conduct individual and collaborative biological investigations
3. manipulate apparatus and use technological tools and numeracy skills to obtain, represent, analyse, interpret, and evaluate data and observations from biological investigations
4. select and critically evaluate biological evidence from different sources and present informed conclusions and personal views on social, ethical, and environmental issues
5. communicate their knowledge and understanding of biological concepts using appropriate biological terms and conventions
6. demonstrate and apply biological knowledge and understanding of concepts and interrelationships to a range of contexts and problems, including by presenting alternative explanations.

These learning requirements form the basis of the:
- learning scope
- evidence of learning that students provide
- assessment design criteria
- levels of achievement described in the performance standards.

**CONTENT**

The core topics, listed below, are compulsory:

Macromolecules
Cells
Ecosystems
Organisms

Students are required to complete four summative practical activities, one from each theme of the syllabus. In addition, students are required to submit one summative human awareness essays from different themes in the syllabus.

**ASSESSMENT**

<table>
<thead>
<tr>
<th>Assessment Type 1: Investigations Folio</th>
<th>40%</th>
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</thead>
<tbody>
<tr>
<td>Assessment Type 2: Skills and Applications Tasks</td>
<td>30%</td>
</tr>
</tbody>
</table>

This school based assessment will include:
- Assessment Type 1: Investigations Folio (40%)
- Assessment Type 2: Skills and Applications Tasks (30%)

**STAGE 2 SUBJECT OUTLINES - SCIENCES**
Chemistry

Length
Full Year: 20 Credits

Prerequisites
The course is based on the expectation that those entering it will have studied 20 credits of Stage 1 Chemistry with a C+ grading or better. It is also assumed that students entering the course will be able to: communicate effectively in both written and oral forms; comprehend and manipulate simple mathematical expressions; handle common chemicals and simple laboratory apparatus safety and effectively; observe, record, and interpret results.

LEARNING REQUIREMENTS

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

1. demonstrate and apply knowledge and understanding of chemical concepts and interrelationships
2. formulate questions, manipulate apparatus, record observations in practical chemical activities, and design and undertake chemistry investigations
3. demonstrate an understanding of how knowledge of chemistry can be used to make informed conclusions or decisions, taking into account social and environmental contexts
4. develop possible solutions to a variety of problems in chemistry in new or familiar contexts
5. critically analyse and evaluate chemical information and procedures from different sources
6. communicate in a variety of forms using appropriate chemical terms and conventions.

These learning requirements form the basis of the:

- learning scope
- evidence of learning that students provide
- assessment design criteria
- levels of achievement described in the performance standards.

CONTENT

Topics and Subtopics

Topic 1: Skills
Subtopic 1.1 Experimental Skills
Subtopic 1.2 Information and Communication Skills

Topic 2: Elemental and Environmental Chemistry
Subtopic 2.1 The Periodic Table
Subtopic 2.2 Cycles in Nature
Subtopic 2.3 Greenhouse Effect
Subtopic 2.4 Acid Rain
Subtopic 2.5 Photochemical Smog
Subtopic 2.6 Water Treatment

Topic 3: Analytical Techniques
Subtopic 3.1 Volumetric Analysis
Subtopic 3.2 Chromatography
Subtopic 3.3 Atomic Spectroscopy

Topic 4: Using and Controlling Reactions
Subtopic 4.1 Measuring Energy Changes
Subtopic 4.2 Fuels
Subtopic 4.3 Electrochemistry
Subtopic 4.4 Rate of Reaction
Subtopic 4.5 Chemical Equilibrium
Subtopic 4.6 Chemical Industry
Subtopic 4.7 Metal Production

Topic 5: Organic and Biological Chemistry
Subtopic 5.1 Systematic Nomenclature
Subtopic 5.2 Physical Properties
Subtopic 5.3 Alcohols
Subtopic 5.4 Aldehydes and Ketones
Subtopic 5.5 Carboxylic Acids
Subtopic 5.6 Amines
Subtopic 5.7 Esters
Subtopic 5.8 Amides
Subtopic 5.9 Proteins
Subtopic 5.10 Triglycerides
Subtopic 5.11 Carbohydrates

Topic 6: Materials
Subtopic 6.1 Polymers
Subtopic 6.2 Silicates
Subtopic 6.3 Cleaning Agents

ASSESSMENT

External Examination 30%
School based assessment 70%

This school based assessment will include:
Assessment Type 1: Investigations Folio (40%)
Assessment Type 2: Skills and Applications Tasks (30%)
Physics

Length
Full Year: 20 Credits

Prerequisites
The course is based on the expectation that those entering it will have studied 20 credits of Stage 1 Physics with a C+ grade or better.

LEARNING REQUIREMENTS
The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

1. identify and formulate questions, hypotheses, concepts, and purposes that guide investigations in physics
2. design and conduct collaborative and individual investigations in physics using appropriate apparatus and safe working practices and by observing, recording, and interpreting the phenomena of physics
3. represent, analyse, interpret, and evaluate investigations in physics through the use of technology and numeracy skills
4. select, analyse, and critically evaluate the evidence of physics from different sources, and present informed conclusions or decisions on contemporary physics applications
5. communicate knowledge and understanding of the concepts and information of physics using appropriate physics terms and conventions
6. demonstrate and apply knowledge and understanding of physics to a range of applications and problems.

These learning requirements form the basis of the:
learning scope
evidence of learning that students provide
assessment design criteria
levels of achievement described in the performance standards.

CONTENT

Section 1 - Motion in Two Dimensions
The study of motion is extended to cases involving motion in two dimensions. The study of these topics prepares students for an understanding of the vector nature of Newton’s second law of motion. Newton’s Law of Gravitation is introduced and used to describe motion of satellites in circular orbits. Newton’s second law is then expressed in terms of momentum leading to the law of conversation of momentum.

Topics include
Projectile Motion
Uniform Circular Motion
Gravitation and Satellites
Momentum in Two Dimensions.

Applications
Projectiles in Sport
The Banking of Road Curves
Weather and Communication Satellites
Spacecraft Propulsion

Section 2 - Electricity and Magnetism
This section introduces the concept of a field as used in physics. Forces between stationary charges are discussed and the motion of charged particles in an electric field is analysed quantitatively, both in one and two dimensions. Moving charges are then examined in electric currents and then in a vacuum.

Topics include
Electric Fields
The Motion of Charged Particles in Electric Fields
Magnetic Fields
The Motion of Charged Particles in Magnetic Fields

Applications
Photocopiers and laser printers
Cyclotrons
The Moving-coil Loudspeaker

Section 3 - Light and Matter
The study of charges at rest and moving with uniform velocity is extended to accelerating charges which radiate electromagnetic waves. The behaviour of these waves is described, and interference patterns are explained using the superposition principle. The concept of photons is also introduced to explain the photoelectric effect and X-ray production.

Topics include
Electromagnetic Waves
Interference of Light
Photons
Wave Behaviour of Particles.

Applications
Laser Airborne Depth Sounder (LADS)
Compact Discs
The Use of X-rays in Medicine
Electron Microscopes

Section 4 - Atoms and Nuclei
Some aspects of atomic and nuclear physics are introduced. A study of spectra provides the link from the previous section and establishes the experimental basis for inferences about atomic energy levels. Issues related to nuclear power in its present form and possibilities for the future are also discussed.

Topics include:
The Structure of the Atom
The Structure of the Nucleus
Radioactivity
Nuclear Fission and Fusion

Applications
Lasers
The Production of Medical Radioisotopes
Positron Emission Tomography (PET)
Fission Nuclear Power

ASSESSMENT
The final mark in Physics will be made up of:
Examination 30%
School based assessment 70%

This school based assessment will include:
Assessment Type 1: Investigations Folio (40%)
Assessment Type 2: Skills and Applications Tasks (30%)