CURRICULUM INFORMATION

Year 10 2016
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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>
<thead>
<tr>
<th>Requirements</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Year 10</td>
<td></td>
</tr>
<tr>
<td>Personal Learning Plan</td>
<td>10</td>
</tr>
<tr>
<td>Year 11 (Stage 1)</td>
<td></td>
</tr>
<tr>
<td>Literacy (from a range of English subjects and courses)</td>
<td>20</td>
</tr>
<tr>
<td>Numeracy (from a range of mathematics subjects and courses)</td>
<td>10</td>
</tr>
<tr>
<td>Year 11 or 12 (Stages 1 or 2)</td>
<td></td>
</tr>
<tr>
<td>Other subjects and courses of the student’s choice</td>
<td>up to 60</td>
</tr>
<tr>
<td>Year 12 (Stage 2)</td>
<td></td>
</tr>
<tr>
<td>Research Project</td>
<td>10</td>
</tr>
<tr>
<td>Other Stage 2 subjects and courses*</td>
<td>60 or more</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
</tr>
</tbody>
</table>

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 following seven general capabilities underpin the SACE:

- **Literacy**
  - text knowledge
  - visual knowledge
  - word knowledge
  - grammar knowledge
  - comprehending texts
  - composing texts.

- **Numeracy**
  - estimating and calculating with whole numbers
  - recognising and using patterns and relationships
  - using fractions, decimals, percentages, ratios and rates
  - using spatial reasoning
  - interpreting statistical information
  - using measurement.

- **Information and Communication Technology Capability**
  - investigating with ICT
  - communicating with ICT
  - creating with ICT
  - managing and operating ICT
  - applying social and ethical protocols and practice when using ICT.

- **Critical and Creative Thinking**
  - inquiring, identifying, exploring and organising information and ideas
  - generating ideas, possibilities and actions
  - reflecting on thinking, actions and processes
  - analysing, synthesising, and evaluating information.

- **Personal and Social Capability**
  - self-awareness
  - self-management
  - social awareness
  - social management.

- **Ethical Understanding**
  - understanding ethical concepts and issues
  - reasoning in personal decision-making and actions
  - exploring values, rights and responsibilities.

- **Intercultural Understanding**
  - recognising culture and developing respect
  - interacting and empathising with others
  - reflecting on intercultural experiences and taking responsibility.

These seven capabilities will gradually replace the five SACE capabilities of communication, citizenship, personal development, work, and learning. This means that some subjects are still based on five capabilities, while others, such as the Personal Learning Plan, Research Practices, Research Project A, and Research Project B, are based on the seven general capabilities.
The SACE

The original five Capabilities were 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.

**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 Plan (PLP)**

The Personal Learning Plan gives the opportunity to identify plans and goals for the future and assists them to make informed decisions about personal development, education and training. 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 Project enables students to explore an area of interest in depth, while developing skills to prepare them for the further education, training, and work. Students develop their ability to question sources of information, make effective decisions, evaluate their own progress, be innovative, and solve problems. They explore and develop one or more capabilities in the context of their research.

Students must achieve a C- grade or better to complete both the PLP and Research Project subjects successfully to gain their SACE.

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**

The university aggregate is calculated from your best scaled scores from three 20 credit TAS plus the best outcome from the flexible option, which is the best 30 credits of scaled scores or scaled score equivalents from:

- the scaled score of a 20 credit TAS
- half the scaled score of one or more 20 credit TAS
- the scaled score of one or more 10 credit TAS
- scaled score equivalents for Recognised Studies to the value of 10 or the maximum of 20 credits

subject to precluded combination and counting restriction rules. The subjects used in the calculation can only come from a maximum of three attempts which need not be in consecutive years.

The TAFE entry requirements are outlined on the website: [www.tafe.sa.edu.au](http://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](http://www.adelaide.edu.au)
- Flinders University [www.flinders.edu.au](http://www.flinders.edu.au)
- University of South Australia [www.unisa.edu.au](http://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 all Languages.

**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 Year 11 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 program. 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.

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.
### Year 10
- Religious Education
- English
- History
- Mathematics
- Personal Learning Programme (PLP)
- Science

**Four Units from:**
- Art (1 Unit)
- Chinese* (2 Units)
- Commerce (1 Unit)
- Design (1 Unit)
- Digital Technologies (1 Unit)
- Drama (1 Unit)
- Film and Media Studies (1 Unit)
- French* (2 Units)
- Indonesian* (2 Units)
- Italian* (2 Units)
- Latin* (2 Units)
- Music (1 or 2 Units)
- Personal Development (1 Unit)

Commencing at Year 10 the College offers a Senior Years Accelerated Pathway Program known as SYAPP.

Information about SYAPP is included on page 7 of this Curriculum Booklet.

*Taught through a 'compacted' curriculum mode. That is, Years 10, 11 & 12 are taught over two years. As a result, students will gain 10 credits of Stage One language in Year 10.

### Year 11

#### Arts
- Art (10 or 20 credits)
- Design (10 or 20 credits)
- Drama (10 or 20 credits)
- Music (10 or 20 credits)

#### Business, Enterprise and Technology
- Accounting (10 credits)
- Business and Enterprise (10 credits)
- Communication Products (10 or 20 credits)
- Information Technology (10 credits)
- Workplace Practices (20 credits)

#### Cross-Disciplinary Studies
- Integrated Learning (Stage 2) – Jesuit Service and Hospitality (20 credits)

#### English
- English (20 credits)
- English Literary Studies (20 credits)
- Essential English (20 credits)

#### Health and Physical Education
- Physical Education (10 credits)

#### Humanities and Social Sciences
- Ancient Studies (10 credits)
- Economics (10 credits)
- Geography (10 credits)
- Geography (SYAPP - Stage 2) (20 credits)
- Legal Studies (10 credits)
- Modern History (10 or 20 credits)
- Modern History (SYAPP - Stage 2) (20 credits)
- Philosophy (10 credits)
- Philosophy (SYAPP - Stage 2) (20 credits)
- Religion Studies (10 credits)

#### Languages
- Chinese (SYAPP - Stage 2) (20 credits)
- French (SYAPP - Stage 2) (20 credits)
- Indonesian (SYAPP - Stage 2) (20 credits)
- Italian (SYAPP - Stage 2) (20 credits)
- Latin (SYAPP - Stage 2) (20 credits)

#### Mathematics
- Essential Mathematics (10 or 20 credits)
- General Mathematics (10 credits)
- Pure Mathematics (20 or 30 credits)

#### Sciences
- Biology (10 or 20 credits)
- Biology (SYAPP - Stage 2) (10 or 20 credits)
- Chemistry (20 credits)
- Physics (20 credits)
- Scientific Studies (10 or 20 credits)

### Year 12

#### Arts
- Art (20 credits)
- Design (20 credits)
- Drama (20 credits)
- Music (20 credits)

#### Business, Enterprise and Technology
- Accounting (20 credits)
- Business and Enterprise (20 credits)
- Communication Products (20 credits)
- Information Technology (20 credits)
- Workplace Practices (20 credits)

#### Cross-Disciplinary Studies
- Research Project (10 credits)

#### English (new in 2017)
- English (20 credits)
- English Literary Studies (20 credits)
- Essential English (20 credits)

#### Health and Physical Education
- Physical Education (20 credits)

#### Humanities and Social Sciences
- Classical Studies (20 credits)
- Economics (20 credits)
- Geography (20 credits)
- Legal Studies (20 credits)
- Modern History (20 credits)
- Philosophy (20 credits)
- Religion Studies (20 credits)
- Religious Education (10 credits)
- Society and Culture (20 credits)

#### Languages
- French (20 credits)
- Italian (20 credits)

#### Mathematics (new in 2017)
- Essential Mathematics (20 credits)
- General Mathematics (20 credits)
- Mathematical Methods (20 credits)
- Specialist Mathematics (20 credits)

#### Sciences
- Biology (20 credits)
- Chemistry (20 credits)
- Physics (20 credits)
Art

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

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 and 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. The acquisition of technical skills and exploration of a range of media and materials will be fostered. 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, mixed media, 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.

ASSESSMENT

Semester
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
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, technological 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, and marketing concepts and ethics;
- 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;
- 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;
- develop a basic understanding of the Australian economy.

ASSESSMENT

Course work is continuously assessed by:

- Case studies
- Research assignments
- On-line Stock Exchange game
- Web-based research
- Oral presentations
- Tests
- Semester Examination
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

Design

Section 1 - Practical Work and Folio

This component requires the creation of one major and one minor finished piece of design work that has a focus on Graphic Communication and Product 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;
- 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 Australian design types and designers as an understanding of Design in a social, historical and cultural context.
# Digital Technologies

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

Length Semester
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 the semester based on theory and practical work. Group participation, commitment, analytical skills, acting skills techniques and an examination contribute to students’ final semester result.

Assessment will include:
Drama Journal
Workshop participation and skills development
Improvisation
Oral Presentation
Essays/Short Answer Questions
Semester Examination (Performance)
Performance
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. The course emphasises the importance of literature in society and the role played by authors in shaping values, opinions, beliefs and ideas.

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.

Students will focus on the Learning Outcomes through a sequential study of language and literature, and a clear focus on critical reading and analytical skills. The course will be delivered at a pace and depth appropriate to the learning characteristics of the mixed ability group, with support and extension offered as part of the normal pattern of teaching to individual needs. A strong emphasis will be placed on readying students for the demands of the Stage One English courses in Year 11.

3. Essential English
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 enables them to develop the necessary skills in analysis and communication.

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**LEARNING REQUIREMENTS**

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media, and the differences between media texts.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

**Receptive modes (listening, reading and viewing)**

- By the end of Year 10, students evaluate how text structures can be used in innovative ways by different authors.
- They explain how the choice of language features, images and vocabulary contributes to the development of individual style.
- They develop and justify their own interpretations of texts.
- They evaluate other interpretations, analysing the evidence used to support them.
- They listen for ways features within texts can be manipulated to achieve particular effects.

**Productive modes (speaking, writing and creating)**

- Students show how the selection of language features can achieve precision and stylistic effect.
- They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments.
- They develop their own style by experimenting with language features, stylistic devices, text structures and images.
- Students create a wide range of texts to articulate complex ideas.
- They make presentations and contribute actively to class and group discussions, building on others’ ideas, solving problems, justifying opinions and developing and expanding arguments.
- They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.
English

CONTENT

Poetry Study
Students will explore how poets use technical features to make meaning for their audience, and to allow critical and emotional engagement. Teachers will choose from a study of the poets of World War One and a more contemporary study of Asia and Pacific voices.

Prose Study
Students will study at least one shared class novel and will be asked to engage in a comprehensive wider reading program. 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 audience response.

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. Teachers will select from ‘Romeo and Juliet’, ‘Macbeth’ and ‘The Merchant of Venice’, to introduce students to a full text study.

Film and Media Study
Students will study a film text as a narrative text and also to discern how the director has conveyed thematic meaning through a range of specific film techniques. Students will also have opportunities to explore a range of media texts with a view to reproducing the qualities observed in their own work.

ASSESSMENT

Text Response – written and oral
Text Production – written and oral
Independent Reading Analysis and Assessment
Semester Examination for Advanced and Standard classes

Film and Media Studies

Length Semester
Subject classification Technology
Prerequisites Nil

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 subject.
Geography

Length Semester

Subject Classification Nil

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
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)

- 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.
- Use of spatial mapping technologies such as Google maps, Google Earth

ASSESSMENT

- Application of concepts and skills
- Spatial Enquiry
- Fieldwork Activity
- Geographic Investigation
- Examination
History

Length: Full Year

Subject classification: History

Prerequisites: Nil

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

• the nature of the Cold War and Australia’s involvement in Cold War and post-Cold War conflicts (Korea, Vietnam, The Gulf Wars, Afghanistan), including the rising influence of Asian nations since the end of the Cold War
• developments in technology, public health, longevity and standard of living during the twentieth century, and concern for the environment and sustainability

The depth studies for this year level include:
1. World War II
2. Rights and freedoms, De-colonisation/Self-determination
3. The globalising world (ONE of Popular culture, The environment movement, Migration experiences)

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
Problem solving
Practical activities
End of Year Examination

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

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<thead>
<tr>
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<tbody>
<tr>
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<td>Languages Other Than English</td>
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<tr>
<td>Prerequisites</td>
<td>Satisfactory completion of Year 9 Chinese</td>
</tr>
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</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**
Understand and apply text convention skills when using different test types such as; 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. Use Chinese work formatting knowledge to infer and predict unfamiliar expressions.

**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/interactions, role-plays and presentations
Listening/reading and responding to audio/print in Chinese texts

**Writing**
Letters, reports, responding to texts
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

The assessment includes an end-of-year examination.

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**Languages – French (SYAPP)**

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</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
- Future tense and conditional mood
- Bedrooms and Housing
- Transport
- Class representatives
- Fashion
- Television and Cinema
- Invitations
- Shops and Parties

**ASSESSMENT**

**Oral/Interactions**
Conversations, role plays and presentations
**Listening/Reading and Responding**
Identifying key points and responding to written and oral texts in French or in English

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

**Cross domain**
Vocabulary/grammar

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

The assessment includes an end-of-year examination.
Languages – Indonesian (SYAPP)

Length
Full Year

Subject classification
Languages Other Than English

Prerequisites
Satisfactory completion of Year 9 Indonesian

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**

**Oral**

Conversations, role-plays and presentations 10%

**Writing**

Letters, emails, personal and informative reports 30%

**Reading and Responding**

Responding to texts, identifying key points, questions and answers, grammatical exercises 50%

**Culture and Society**

Reports in English 10%

The assessment includes an end-of-year examination.

Languages – Italian (SYAPP)

Length
Full Year

Subject classification
Languages Other Than English

Prerequisites
Satisfactory completion of Year 9 Italian

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**

**Oral**

Conversations, role-plays and presentations 30%

**Writing**

Letters, personal reports and responding to texts 50%

**Culture and Society**

Research Assignments 20%

The assessment includes an end-of-year examination.
Languages – Latin (SYAPP)

Length: Full Year

Subject classification: Languages Other Than English

Prerequisites: Satisfactory completion of Year 9 Latin

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

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 and deepen students’ mathematical knowledge, skills, and understanding and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs 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

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 Methods 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.

Students intending to study Specialist Mathematics in Stage 1 will need to complete the Mathematics 10A course. This course is very similar to the Mathematics 10 course but covers some topics in greater depth which will provide the students with the required background to attempt Stage 1 and 2 Specialist Mathematics.

A mathematical course focusing on the area of commerce and business and applying student’s mathematical skills to solving practical problems in everyday and workplace contexts is introduced to students who require a more practical course at this year level. The course is known as Essential 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

Length
Semester or Full Year

Subject classification
The Arts

Prerequisites
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.

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:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Performance</td>
<td>40%</td>
</tr>
<tr>
<td>Theory</td>
<td>30%</td>
</tr>
<tr>
<td>Composing and Arranging</td>
<td>20%</td>
</tr>
<tr>
<td>History</td>
<td>10%</td>
</tr>
</tbody>
</table>

Assessment is based on:

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

**Length**
Semester

**Subject classification**
Health & Physical Education

**Prerequisites**
Nil

**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.

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Personal Development

**CONTENT – Semester course**

**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 a personalised training program.

1. **Practical**

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

**ASSESSMENT**

**Theory**

- 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 Year 10 Personal Development course.
**Personal Learning Programme (PLP)**

<table>
<thead>
<tr>
<th><strong>Length</strong></th>
<th>Full Year (10 Credits for SACE Stage 1)</th>
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<tbody>
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<td><strong>Prerequisites</strong></td>
<td>Nil</td>
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**LEARNING REQUIREMENTS**

Personal Learning Programme allows students 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 course 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:

- Identify learning goals and explore and develop personal strategies to achieve them
- Select, understand and explain one or more capabilities relevant to achieving their goals
- Develop the selected capabilities
- Reflect on and review their learning

The Personal Learning Programme provides opportunities for students to show development of their capabilities. The purpose of this is to develop in students the knowledge, skills and understanding to be successful learners, confident and creative individuals and active and informed citizens.

The Saint Ignatius’ College PLP curriculum focuses on the **Critical and Creative Thinking** Capability and the **Personal and Social** Capability.

**CONTENT**

The content of PLP 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. Students will be led through a series of learning opportunities in the following topic areas:

- Goal Setting for Year 10 and Beyond
- Preparing for Workplace Learning and Safety
- Occupation Research
- Job Seeking Skills

**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 peace-makers 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
**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