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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>
</tr>
</thead>
<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>

*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.

The SACE

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 students 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 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 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 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:

Year 11

Length

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.
## Curriculum Chart – Years 10 to 12

### 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)
- Geography (1 Unit)
- 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

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<thead>
<tr>
<th>Arts</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Art</td>
<td>(10 or 20 credits)</td>
</tr>
<tr>
<td>Design</td>
<td>(10 or 20 credits)</td>
</tr>
<tr>
<td>Drama</td>
<td>(10 or 20 credits)</td>
</tr>
<tr>
<td>Music</td>
<td>(10 or 20 credits)</td>
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</table>

<table>
<thead>
<tr>
<th>Business, Enterprise and Technology</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>(10 credits)</td>
</tr>
<tr>
<td>Business and Enterprise</td>
<td>(10 credits)</td>
</tr>
<tr>
<td>Communication Products</td>
<td>(10 or 20 credits)</td>
</tr>
<tr>
<td>Information Technology</td>
<td>(10 credits)</td>
</tr>
<tr>
<td>Workplace Practices</td>
<td>(20 credits)</td>
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<table>
<thead>
<tr>
<th>Cross-Disciplinary Studies</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Learning (Stage 2) – Jesuit Service and Hospitality</td>
<td>(20 credits)</td>
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<table>
<thead>
<tr>
<th>English</th>
<th>Credits</th>
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<tbody>
<tr>
<td>English</td>
<td>(20 credits)</td>
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<tr>
<td>English Literary Studies</td>
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<tr>
<td>Essential English</td>
<td>(20 credits)</td>
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<table>
<thead>
<tr>
<th>Health and Physical Education</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>(10 credits)</td>
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<table>
<thead>
<tr>
<th>Humanities and Social Sciences</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Ancient Studies</td>
<td>(10 credits)</td>
</tr>
<tr>
<td>Economics</td>
<td>(10 credits)</td>
</tr>
<tr>
<td>Geography</td>
<td>(10 credits)</td>
</tr>
<tr>
<td>Geography (SYAPP - Stage 2)</td>
<td>(20 credits)</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>(10 credits)</td>
</tr>
<tr>
<td>Modern History</td>
<td>(10 or 20 credits)</td>
</tr>
<tr>
<td>Modern History (SYAPP - Stage 2)</td>
<td>(20 credits)</td>
</tr>
<tr>
<td>Philosophy</td>
<td>(10 credits)</td>
</tr>
<tr>
<td>Philosophy (SYAPP - Stage 2)</td>
<td>(20 credits)</td>
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<tr>
<td>Religion Studies</td>
<td>(10 credits)</td>
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<table>
<thead>
<tr>
<th>Languages</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Chinese (SYAPP - Stage 2)</td>
<td>(20 credits)</td>
</tr>
<tr>
<td>French</td>
<td>(10 or 20 credits)</td>
</tr>
<tr>
<td>Indonesian (SYAPP - Stage 2)</td>
<td>(20 credits)</td>
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<tr>
<td>Italian</td>
<td>(10 or 20 credits)</td>
</tr>
<tr>
<td>Latin (SYAPP - Stage 2)</td>
<td>(20 credits)</td>
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<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Essential Mathematics</td>
<td>(10 or 20 credits)</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>(10 credits)</td>
</tr>
<tr>
<td>Pure Mathematics</td>
<td>(20 or 30 credits)</td>
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<table>
<thead>
<tr>
<th>Sciences</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Biology</td>
<td>(10 or 20 credits)</td>
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<tr>
<td>Biology (SYAPP - Stage 2)</td>
<td>(10 or 20 credits)</td>
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<tr>
<td>Chemistry</td>
<td>(20 credits)</td>
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<tr>
<td>Physics</td>
<td>(20 credits)</td>
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<td>Scientific Studies</td>
<td>(10 or 20 credits)</td>
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### Year 12

<table>
<thead>
<tr>
<th>Religious Education</th>
<th>Credits</th>
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<tbody>
<tr>
<td>(Internal Course)</td>
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<table>
<thead>
<tr>
<th>Arts</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Art</td>
<td>(20 credits)</td>
</tr>
<tr>
<td>Design</td>
<td>(20 credits)</td>
</tr>
<tr>
<td>Drama</td>
<td>(20 credits)</td>
</tr>
<tr>
<td>Music</td>
<td>(20 credits)</td>
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</table>

<table>
<thead>
<tr>
<th>Business, Enterprise and Technology</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>(20 credits)</td>
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<tr>
<td>Business and Enterprise</td>
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<td>Communication Products</td>
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<tr>
<td>Information Technology</td>
<td>(20 credits)</td>
</tr>
<tr>
<td>Workplace Practices</td>
<td>(20 credits)</td>
</tr>
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<table>
<thead>
<tr>
<th>Cross-Disciplinary Studies</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Project</td>
<td>(10 credits)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English (new in 2017)</th>
<th>Credits</th>
</tr>
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<td>Biology</td>
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<td>Chemistry</td>
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<td>Physics</td>
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Art

Length
Semester: 10 Credits
Full Year: 20 Credits

Prerequisites
A satisfactory pass in 1 Unit of Year 10 Art

CONTENTS:
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 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.

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.
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**

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.
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.

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%.

SUBJECT OUTLINES - ARTS
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%

The assessment also includes a semester examination.
Accounting

Length: Semester: 10 Credits
Prerequisites: No formal prerequisites

<table>
<thead>
<tr>
<th>Year 10 Commerce</th>
<th>Stage 1 Accounting</th>
<th>Stage 2 Accounting</th>
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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
- Teacher Developed Topics

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 or 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

Length: Semester: 10 Credits
Prerequisites: No formal prerequisites

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<tr>
<th>Year 10 Commerce</th>
<th>Stage 1 Business and Enterprise</th>
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</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 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 or 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 four or five assessments, with at least one assessment from each assessment type. Each assessment type has a weighting of 20%.

The assessment also includes a semester examination.
Communication Products

| Length | Semester: 10 Credits  
|        | Full Year: 20 Credits |
| Prerequisites | No formal prerequisites |

Year 10 Film and Media Studies

Stage 1 Communication Products

Stage 2 Communication Products

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 ofdefensible 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

CONTENT

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

CONTENT

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

Length Semester: 10 Credits
Prerequisites No formal prerequisites

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

Length: Full Year: 20 Credits

Prerequisites: 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.

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.
## Integrated Learning (Stage 2) Jesuit Service and Hospitality

**Length**
Full Year: 20 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

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<th>Assessment Type 1</th>
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<tr>
<td>Practical</td>
<td>(30%)</td>
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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.

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<th>Assessment Type 2</th>
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<td>Group Activity</td>
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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.

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<th>Assessment Type 3</th>
<th>(20%)</th>
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<td>Folio and Discussion</td>
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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.
The senior secondary Australian Curriculum for English is presented in subjects that share common features. These include the continuing development of students' knowledge, understanding and skills in listening, speaking, reading, viewing and writing. Differences between the subjects lie in the emphasis on how knowledge and skills are developed and the contexts in which they are applied. Each of the four senior secondary Australian Curriculum subjects emphasises different aspects of the study of the English learning area.

In all subjects, teachers and students choose from a wide range of fiction and non-fiction (complete texts or extracts) in a range of forms and from a variety of contexts including earlier times, popular culture and different cultures.

Stage One 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.

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

**LEARNING REQUIREMENTS**

In this subject, students are expected to:

1. analyse relationships between purpose, context, and audience and how these influence texts and their meaning
2. analyse ways in which ideas and perspectives are represented in texts and interpreted by readers
3. analyse how language and stylistic features and conventions are used to convey ideas and perspectives in texts
4. create oral, written, and/or multimodal texts for particular purposes, contexts, and audiences
5. identify and analyse intertextual connections
6. apply knowledge and understanding of accurate spelling, punctuation, syntax, and conventions.

**CONTENT**

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

1. English
2. English Literary Studies

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**

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

Whilst students may 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.

**ASSESSMENT**

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

- Responding to Texts
- Creating Texts
- Intertextual Study
- End of Semester Examination

Students will be assessed using these components in both Semester One and Two.
The senior secondary Australian Curriculum for English is presented in subjects that share common features. These include the continuing development of students' knowledge, understanding and skills in listening, speaking, reading, viewing and writing. Differences between the subjects lie in the emphasis on how knowledge and skills are developed and the contexts in which they are applied. Each of the four senior secondary Australian Curriculum subjects emphasises different aspects of the study of the English learning area.

In all subjects, teachers and students choose from a wide range of fiction and non-fiction (complete texts or extracts) in a range of forms and from a variety of contexts including earlier times, popular culture and different cultures.

Stage One 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.

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

LEARNING REQUIREMENTS

In this subject, students are expected to:

1. analyse relationships between purpose, context, and audience and how these influence texts and their meaning
2. analyse ways in which ideas and perspectives are represented in texts and interpreted by readers
3. analyse how language and stylistic features and conventions are used to convey ideas and perspectives in texts
4. create oral, written, and/or multimodal texts for particular purposes, contexts, and audiences
5. identify and analyse intertextual connections
6. apply knowledge and understanding of accurate spelling, punctuation, syntax, and conventions.

CONTENT

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

1. English
2. English Literary Studies

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 LITERARY STUDIES

The focus for this course will be on preparing students for English Literary Studies at Stage Two. Students who have studied Advanced English in Year 10 are highly recommended to select the Stage One English Literary 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 in reading, well-developed analytical skills in response to their individual and shared reading, and the capacity to respond critically and creatively to the texts studied across the year.

The course aims to build on the students' existing appreciation of literature and will 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 are advised that selection of this course depends on a strong independent reading program, and that this inclination is essential for ongoing success.

ASSESSMENT

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

- Responding to Texts
- Creating Texts
- Intertextual Study
- End of Semester Examination

Students will be assessed using these components in both Semester One and Two.
Essential English

Length
Full Year: 20 Credits

Prerequisites
A satisfactory pass in Year 10 English

Entry into this course is by invitation only and by negotiation with the Heads of English and Adaptive Education and the Deputy Head - Curriculum.

This course is designed to meet the educational needs of those students not continuing with formal studies in English after Stage One.

Essential English is designed to develop students' literacy skills and for those who wish to undertake a practical English course. Students examine the purpose and language of a range of texts, expanding their ability to understand, evaluate and communicate effectively in and for a range of contexts. Essential English develops and refines students' language, literature and literacy skills which enable them to interact confidently and effectively with others in everyday, community, social and applied learning contexts.

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 communication skills through reading, viewing, writing, listening, and speaking
2. comprehend and interpret information, ideas, and perspectives in texts selected from social, cultural, community, workplace, and/or imagined contexts
3. examine, and respond to how the structure and language of texts varies for different purposes, audiences, and contexts
4. create oral, written, and/or multimodal texts appropriate for purpose and audience in real and/or imagined contexts
5. express ideas, information, and perspectives using a range of textual conventions.

This subject focuses on the development of students' skills in communication, comprehension, language and text analysis, and creating texts, through:

- Responding to Texts
- Creating Texts

CONTENT

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.

Creating 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 One Essential English is school based. Students demonstrate evidence of their learning through the following assessment types:

- Responding to Texts
- Creating Texts
Physical Education

Length
Semester: 10 Credits

Prerequisites
No formal prerequisites

Year 10 Personal Development

Stage 1 Physical Education  ★  Stage 2 Physical Education

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.
Ancient Studies

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<th>Length</th>
<th>Semester: 10 Credits</th>
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<td>No formal prerequisites</td>
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Year 10 History

Stage 1 Ancient Studies

Stage 2 Classical Studies

Stage 2 Modern History

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

<table>
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Year 10 Commerce

Stage 1 Economics

Stage 2 Economics

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, 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%.
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
Geography (SYAPP – Stage 2)

Length
Full Year: 20 Credits

Prerequisites
There are no formal prerequisites for this course. However, interest, reading skills and an ability to write in clear prose and be able to write formal essays are essential.

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.

Geography (SYAPP – Stage 2)

Assessment Component 1: Individual Fieldwork Report
The individual fieldwork report is to be completed in relation to one of the 8 option topics. It is to be completed on a different option topic to the geographical inquiry.

The individual field report is to be undertaken independently by individual students. Each student is responsible for planning, organising, and carrying out fieldwork and completing a report. Fieldwork involves obtaining primary data. The individual fieldwork report should illustrate an understanding of the concepts, key ideas, and knowledge associated with the chosen option topic. The emphasis is on the student developing this understanding through fieldwork activities. The individual fieldwork report should be based on a hypothesis or have a clearly stated purpose. The report may be supported by information from secondary sources, but primary data should form the basis of the report.

Assessment Component 2: Geographical Inquiry
Each student is required to complete a geographical inquiry that is initiated and carried out by the student. The presentation is to be completed in relation to a particular issue drawn from an option topic.

The geographical inquiry is to be completed on a different option topic to the individual fieldwork.

The geographical inquiry must involve a study of an issue that has local, national, and global relevance. The geographical inquiry should illustrate an understanding of the concepts, key ideas and knowledge associated with the chosen option topic.

Geographic Information Systems (GIS)

- Students will integrate the uses of GIS technologies into their studies including the Independent Fieldwork Report and Geographical Enquiry.
- Apply GIS skills to analyse, evaluate, integrate and synthesise primary and secondary data sources.
- Use Google Earth for local landscape analysis and integrate into the option topic report enquiry.
- Use global or regional data sets to support information for the Geographical Enquiry.

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
Legal Studies

Length: Semester: 10 Credits
Prerequisites: No formal prerequisites

| Year 10 Commerce | Stage 1 Legal Studies | Stage 2 Legal Studies |

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

Modern History

Length: Semester: 10 Credits
Full Year: 20 Credits
Prerequisites: No formal prerequisites

| Year 10 History |
- Stage 1 Modern History
- Stage 2 Classical Studies
- Stage 2 Modern History

LEARNING REQUIREMENTS

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

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 (SYAPP – Stage 2)

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:


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.
Modern History (SYAPP – Stage 2)


After the First World War, Europeans attempted to rebuild the social, political and economic fabric of their societies, but in 1929 the world economy collapsed, causing the Great Depression.

People and the new democracies of post-war Europe struggled to exist. Political extremists attempted to take advantage of the harsh economic conditions to gain popular support. Authoritarian and fascist political parties grew in Germany, Italy, Spain and Japan.

At first, the democratic countries in Europe were ineffective against the aggressive and expansionist policies of the new dictatorial regimes. In 1939, the Second World War erupted as Germany invaded Poland and in 1941, the Second World War targeted civilians in unprecedented numbers that became the victims of brutal and appalling events. The Holocaust claimed some 6 million lives. Other civilian losses occurred through fire bombings, deportations and dislocation.

The following four key areas for enquiry provide the focus for depth study in this topic:

- the causes and impact of the Great Depression
- the rise to power of a dictator and the nature of the regime
- the nature of the dictator’s regime
- the nature of the Second World War in Europe

Individual History Essay
The choice of the essay topic will enable the student to pursue a special historical interest; develop research skills and explore an area of social and cultural history as per the SACE Board’s syllabus guidelines.

ASSESSMENT

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<tr>
<th>Component</th>
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<tbody>
<tr>
<td>Folio</td>
<td>50%</td>
</tr>
<tr>
<td>Individual History Essay</td>
<td>20%</td>
</tr>
<tr>
<td>Examination</td>
<td>30%</td>
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</table>
- One essay based on Depth Study
- One essay based on Thematic Study
- Source Analysis

Philosophy

Length
Semester: 10 Credits

Prerequisites
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.

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.
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 amendable 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.

Subjects

Philosophy (SYAPP – Stage 2)

**Length**
Full Year: 20 Credits

**Prerequisites**
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.

**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
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. If in written form then the total word count of both argument analysis assignments must not exceed 1000 words.

Component 2: Issues Analysis
This assessment component is designed to assess primarily Learning Outcomes 1, 3, 4, and 5. It is weighted at 45%. Three summative tasks must be included in the issues analysis. Each of 1500 words. 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%. And consists of 2000 words

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 2000 words.

Key Areas of Philosophical Study

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.

A variety of topics can be explored in a study of ethics. Those selected for this key area are:

- moral understanding
- happiness as the goal of life
- rights and responsibilities
- equality and difference
Religion Studies

Length
Full Year: 10 Credits

Prerequisites
No formal prerequisites

Year 10 Religion

Stage 1 Religion Studies

Stage 2 Religion Studies

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.

Religion Studies

This study focuses on one aspect of religion or spirituality within one tradition or across traditions.

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.

The practical activity can relate to the religious and spiritual traditions study and/or the ethical or social justice issue study. (The practical activity could include an oral, written, or multimedia explanation.)

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 (SYAPP - Stage 2)

<table>
<thead>
<tr>
<th>Length</th>
<th>Full Year: 20 Credits</th>
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<tbody>
<tr>
<td>Prerequisites</td>
<td>A C+ grade in Year 10 SYAPP 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
- Youth Issues (Generation gap)
- Education in China
- Travel and tourism
- World of work
- Impact of Technology

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>
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</thead>
<tbody>
<tr>
<td><strong>Assessment Component 1</strong></td>
<td></td>
</tr>
<tr>
<td>Folio</td>
<td></td>
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<tr>
<td>- Interactions</td>
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<tr>
<td>- Text Analysis</td>
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<td>- Text Production</td>
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<tr>
<td><strong>Assessment Component 2</strong></td>
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<tr>
<td>In-depth Study</td>
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<tr>
<td><strong>External Assessment</strong></td>
<td>30%</td>
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<tr>
<td><strong>Assessment Component 3</strong></td>
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<tr>
<td>Oral Examination</td>
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<tr>
<td><strong>Assessment Component 4</strong></td>
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<tr>
<td>Written Examination</td>
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### French

<table>
<thead>
<tr>
<th>Length</th>
<th>Semester: 10 Credits</th>
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</thead>
<tbody>
<tr>
<td>Prerequisites</td>
<td>A satisfactory result in Year 10 French</td>
</tr>
</tbody>
</table>

| 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:

- Famous people in French history
- 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
- Regional French Cooking
- Letters of application

**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-year examination.
**Indonesian (SYAPP - Stage 2)**

**Length**
Full Year: 20 Credits

**Prerequisites**
A C+ grade in Year 10 SYAPP 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**

- 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 70%*

**Assessment Component 1**
Folio
- Interactions
- Text Analysis
- Text Production

**Assessment Component 2**
In-depth Study

*External Assessment 30%*

**Assessment Component 3**
Oral Examination
**Assessment Component 4**
Written Examination

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**Italian**

**Length**
Semester: 10 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-year examination.
Latin (SYAPP – Stage 2)

Length
Full Year: 20 Credits

Prerequisites
A C+ grade in Year 10 SYAPP 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

Internal Assessment Component 1: Translation of extracts from each of the prescriptions set for translation. (30%)

Internal Assessment Component 2: Identification, explanation and analysis of grammar in extracts from each of the prescriptions set for translation. (10%)

Internal Assessment Component 3: Comment on Latin prescriptions, including scansion of verse (30%)

Internal Assessment Component 4: Translation of extracts from unseen prose and unseen verse Latin text (30%)

Latin (SYAPP – Stage 2)

<table>
<thead>
<tr>
<th>External Examination</th>
<th>Mark</th>
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<tbody>
<tr>
<td>Section I – Prescribed Text: Prose</td>
<td>8</td>
</tr>
<tr>
<td>Translation into English</td>
<td>7</td>
</tr>
<tr>
<td>Objective response questions</td>
<td>10</td>
</tr>
<tr>
<td>One extended response question</td>
<td>10</td>
</tr>
<tr>
<td>Section II – Prescribed Text: Verse</td>
<td>8</td>
</tr>
<tr>
<td>Translation into English</td>
<td>7</td>
</tr>
<tr>
<td>Objective response questions</td>
<td>10</td>
</tr>
<tr>
<td>One extended response question</td>
<td>10</td>
</tr>
<tr>
<td>Section III – Unseen Text</td>
<td>20</td>
</tr>
<tr>
<td>Translations into English</td>
<td>10</td>
</tr>
<tr>
<td>Short-answer and/or objective response questions</td>
<td>100</td>
</tr>
</tbody>
</table>
### Essential Mathematics

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

**Prerequisites**
- No formal prerequisites

<table>
<thead>
<tr>
<th>Year 10 Mathematics</th>
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</thead>
<tbody>
<tr>
<td>Stage 1 Essential Mathematics (20 credits)</td>
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</tbody>
</table>

#### LEARNING REQUIREMENTS
- To provide students with the opportunity to extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts.
- To develop the student’s ability to apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry and statistics in social contexts.
- To enable students to experience success with mathematics.
- To communicate mathematically and present mathematical information in a variety of ways.
- The emphasis is on developing students’ computational skills and expanding their ability to apply the mathematical skills in flexible and resourceful ways.
- To develop the student’s ability to utilise technology, in particular, spreadsheet applications.
- To interpret results and use mathematical reasoning to draw conclusions and consider the appropriateness of solutions

#### CONTENT
- Measurement
- Earning and Spending
- Calculations, Time and Ratio
- Geometry
- Data in Context
- Investing

#### 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 mathematical folios
- 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.

### General Mathematics

**Length**
- Semester: 2: 10 Credits

**Prerequisites**
- Stage 1 Mathematics A
- General Mathematics (10 credits)

#### Year 10 Mathematics

<table>
<thead>
<tr>
<th>Year 10 Mathematics</th>
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<tbody>
<tr>
<td>Stage 1 Mathematics A (10 credits) or General Mathematics (10 credits)</td>
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</table>

#### LEARNING REQUIREMENTS
In the study of mathematics students participate in a wide variety of problem-solving activities. This subject gives students the opportunity to extend their mathematical skills in ways that apply to practical problem solving. 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 General Mathematics 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, form and test conjectures, and explain processes
- make discerning use of electronic technology
- apply knowledge and skills in a range of mathematical contexts such as personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices
- 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
- Measurement
- Investing and Borrowing
- Matrices and Networks

#### 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:
- Two mathematical investigations
- Three skills and application tasks

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

Length
Full Year: 20 or 30 Credits

Prerequisites
Successful completion of Year 10 Mathematics. A minimum C+ grade is recommended for Mathematics A & B only. A minimum of B grade is recommended for Mathematics A, B and Specialist.

Year 10 Mathematics

Stage 1 Mathematics A and B (20 credits) -> Stage 2 Essential Mathematics
Stage 2 Essential Mathematics
Stage 2 General Mathematics
Stage 2 Mathematical Methods
Stage 2 Specialist Mathematics

Stage 1 Mathematics A, B and Specialist Mathematics (30 credits) -> Stage 2 Essential Mathematics
Stage 2 Essential Mathematics
Stage 2 General Mathematics
Stage 2 Mathematical Methods
Stage 2 Specialist Mathematics

Learning Requirements
To provide students with a course which develops an increasingly complex and sophisticated understanding of Calculus, Statistics, Mathematical arguments and proofs using Mathematical Models and thus students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use Statistics to describe and analyse phenomena that involve uncertainty and variation. Stage 1 Pure Mathematics provides the foundation for further study in Mathematics in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics.

Content
Mathematics A - 10 credits, offered in Semester 1 only.
This unit covers Polynomials, Functions and Graphs, Trigonometry, Counting and Statistic and Growth and Decay 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. Further extensive study of Models of Growth Functions including Logarithms and Trigonometry 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 Arithmetic and Geometric Sequences and Series, Trigonometric Functions, Analytic Geometry, Planar Geometry, Matrices, Real and Complex Numbers and Vectors.

Pure Mathematics

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 at least 4 assessments.

Students undertake:
• At least two skills and application tasks
• At least one mathematical investigation

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.

Biology (SYAPP – Stage 2)

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
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%)
Chemistry

Length: Full Year: 20 Credits
Prerequisites: A satisfactory completion of Year 10 Physical Science

<table>
<thead>
<tr>
<th>Year 10 Science</th>
<th>Stage 1 Chemistry</th>
<th>Stage 2 Chemistry</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Stage 2 Biology</td>
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</table>

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

Length: Full Year: 20 Credits
Prerequisites: A satisfactory completion of Year 10 Science (Physical Science)

<table>
<thead>
<tr>
<th>Year 10 Science</th>
<th>Stage 1 Physics</th>
<th>Stage 2 Physics</th>
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<tr>
<td></td>
<td>Stage 2 Biology</td>
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</table>

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
Physics

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.

Scientific Studies

Length
Semester: 10 Credits
Full Year: 20 Credits

Prerequisites
No formal prerequisites

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<th>Year 10 Science or Year 10 Scientific Studies</th>
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<td>▼ Stage 1 Scientific Studies ► No further Science</td>
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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