Year 11 2017

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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 initial appointment. Having to undertake fifteen hours in their own time (after school, or on the weekends, or during the holidays) monitored by the College, provides the student with opportunities to learn further lessons of service, and provides them with genuine contact with those they choose to serve. 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 (Stage 1 or 2)</td>
<td></td>
</tr>
<tr>
<td>Other subjects and courses of the student’s choice</td>
<td>up to 90</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.

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 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.

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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 Languages (Chinese, French, Indonesian, Italian & 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 Curriculum Coordinator 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.

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;
- ‘Get a taste’ for an industry area of interest;
- Develop and practise 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.

At Saint Ignatius’ College, VET studies are available to students in various ways. There are two courses offered:

- Full Certificate II in Aquaculture at Year 11 which can result in up to 50 Stage 1 credits.
- Full Certificate III in Screen and Media over Year 10 and Year 11. Completion of the Certificate will result in 50 Stage 2 Credits and can count as one subject at Stage 2 with an ATAR awarded.

Certificate II Aquaculture
This course is an introduction to skills needed for the Seafood Industry with a particular focus on both aquarium management and the care and breeding of ornamental fish for the pet shop market, and the use of fish farms to grow vegetables. It would suit students with an interest in research into marine and fresh water ecology or working in horticulture in the field of environmentally sustainable work practices involving fish farms. This course has been developed with both TAFE and University pathways in mind. The course will involve real workplace environment learning in the Aquaculture Industry and maintenance of an individual aquarium along with classroom based activities.

Certificate III Media
This course reflects the role of a skilled operator in the digital film and television production industry. Students will be provided with DSLR cameras and professional video equipment to shoot a range of structured programs from scene re-enactments and music videos to documentary and short film productions. Students will work in a range of practical roles, including collaborative pieces and individual task competency-based assessments across a comprehensively structured theoretical base. Students will also learn how to broadcast and stream their products across both school and local community networks. The course is delivered in class and all the resources are provided through our online portal in our customised course. Students will be provided with all the necessary resources and materials including computers, software, lighting, microphones, cameras, etc. The course is delivered in our new Film and Media studio that was designed with this course in mind. The assessment of this course includes observational competencies, peer-related tasks, term tests, worksheet and essay-based assignment work. Students will be given the opportunity to enter film productions in national and local student film festivals and competitions. This course has been developed with both TAFE and university pathways in mind.

Vocational Education and Training

External VET
VET courses that occur out of school are done on a consultation and recommendation basis with the VET Coordinator and the Deputy Head - Curriculum. All external courses vary in costs depending on the provider and level of qualification and transportation to a venue is the responsibility of the student.

Saint Ignatius’ College is a member of the East Adelaide School Cluster (EASC) that enables students to access a range of VET programmes across a number of eastern region schools, as part of their senior schooling. Students who are interested are encouraged to select from the Thursday afternoon options available through EASC which coincide with the Year 11 VET timetable line. This is advised in an effort to have minimal disruption to regular school studies.

There are also options that run after school or during school holidays through other providers such as TAFE SA and VETnetwork.

It is often difficult to know what courses run from year to year because this is based on numbers and funding. Therefore it is important to understand that some courses may not run and notification may not be given until late in the school year.

When and where will the training occur?

- EASC schools have made the commitment to hold as many programs as possible on a Thursday afternoon;
- VETnetwork run courses after school at various locations mainly based in the city;
- 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 Coordinator.
- Visit the EASC website http://easc.org.au/vet-list.html
- Visit the VETnetwork website http://training.vetnetwork.org.au/training-services-2/
- Visit the TAFE SA website http://www.tafesa.edu.au/courses
- Visit the SACE Board website: www.saceboard.sa.edu.au
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.
Year 10
Religious Education
English
History
Mathematics
Personal Learning Plan (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.
SUBJECT OUTLINES - ARTS

Art

Length
Semester: 10 Credits
Full Year: 20 Credits

Prerequisites
A satisfactory pass in 1 Unit of Year 10 Art

Year 10 Art
▼
Stage 1 Art ▼ Stage 2 Visual Arts – Art

LEARNING REQUIREMENTS

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

In this subject, students are expected to:

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

These learning requirements form the basis of the:

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

Students should demonstrate the following features in their learning:

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

CONTENT:

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

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

Area of Study 1: Visual Thinking

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

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

Area of Study 2: Practical Resolution

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

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

Area of Study 3: Visual Arts in Context

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

ASSESSMENT

Assessment Type 1: Folio

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

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

Assessment Type 2: Practical

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

The practical consists of two parts:

• art practical work
• the practitioner’s statement.

Assessment Type 3: Visual Study

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

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

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

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.

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

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

LEARNING REQUIREMENTS

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

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

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

Students should demonstrate the following features in their learning:

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

CONTENT:
For both a 10-credit subject and a 20-credit subject, with a focus on design, the following three areas of study are covered:
- Visual Thinking
- Practical Resolution
- Visual Arts in Context.

Area of Study 1: Visual Thinking
Visual thinking skills for designers are integral to the creative or problem-solving process. The concept of visual thinking includes:
- the ability to view works of design - understand the visual codes that describe, explain, analyse, interpret - and ultimately to develop a personal visual aesthetic.
- the ability to visually record - inspirations, influences, ideas, thoughts, messages, media, analysis of works of design - using technology, developing and refining ideas and skills, and working towards resolution of works of design.

Area of Study 2: Practical Resolution
Works can be resolved using the various practical genres of Design, which may include, for example:
- product design e.g. toy, fashion, stage, furniture, and engineering design
- environmental design e.g. sustainable interior and exterior design
- graphic and visual communication design e.g. branding, illustration, and advertising.

Area of Study 3: Visual Arts in Context
Students have opportunities to contextualise design; that is, to place works of design culturally, socially, and/or historically. Students are introduced to core concepts, forms, styles, and conventions of the visual arts. This area of study draws information and inspiration from the work of past and present practitioners.

ASSESSMENT

Assessment Type 1: Folio
For a 10-credit subject, students produce one folio that documents their visual learning, in support of their one or two works of design.

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

Assessment Type 2: Practical
All practicals are resolved from visual thinking and learning documented in the folio.

The practical consists of two parts:
- design practical work
- the practitioner’s statement.

Assessment Type 3: Visual Study
For a 10-credit subject, students produce one visual study.

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

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

Folio 40%
For a 10-credit subject, as a guide, there should be a total of twenty A3 sheets (or equivalent) of visual and written and/or oral evidence to support one practical work, and a total of twenty-four A3 sheets (or equivalent) of visual and written and/or oral evidence to support two practical works.

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

Practical 30%
For a 10-credit subject, students produce one or two practicals, one of which must be a resolved work. One may be a minor work completed in preparation for a major resolved work, or one minor work and one major resolved work, which may or may not be linked. Programs with one practical must focus on a major resolved work.

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

Visual Study 30%
For a 10-credit subject, students produce one visual study.

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

Length
Semester: 10 Credits
Full Year: 20 Credits

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

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

Year 10 Drama

Stage 1 Drama

Stage 2 Drama

LEARNING REQUIREMENTS

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

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

CONTENT

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

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

Drama

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

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

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

ASSESSMENT

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

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

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

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

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

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

Length
Semester: 10 Credits
Full Year: 20 Credits

Prerequisites
Satisfactory completion of Year 10 Music or AMEB Grade 3 theory, and Grade 4 performance or equivalent, plus an understanding of the foundations of modern harmony.

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:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance</td>
<td>30%</td>
</tr>
<tr>
<td>Musicianship</td>
<td>30%</td>
</tr>
<tr>
<td>Arranging</td>
<td>20%</td>
</tr>
<tr>
<td>Musicology</td>
<td>20%</td>
</tr>
</tbody>
</table>

The assessment also includes a semester examination.
Accounting

Length: Semester: 10 Credits
Prerequisites: No formal prerequisites

Year 10 Commerce
△
Stage 1 Accounting ▲ Stage 2 Accounting

LEARNING REQUIREMENTS

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

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

CONTENT

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

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

Year 10 Commerce
△
Stage 1 Business and Enterprise ▲ Stage 2 Business and Enterprise

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 S1 and S2**

**Length**
- **Semester:** 10 Credits (S1 or S2)
- **Full Year:** 20 Credits (S1 and S2)

**Prerequisites**
- S1: No formal prerequisites
- S2: Year 10 Film and Media Studies Recommended

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**Year 10 Film and Media Studies**

Stage 1 Communication Products ➤ Stage 2 Communication Products

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**LEARNING REQUIREMENTS**

This subject is designed to develop students’:

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

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

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

Successful completion of Stage 1 Communication Products S2 and Year 10 Film and Media Studies will result in a TAFE Certificate III in Creative Media. This will also award the student an additional 20 SACE credits at a **Stage 2** level.

For those students wishing to undertake Stage 2 Communication Products, it is highly recommended that Communication Products S1 and/or S2 is studied at Stage 1.

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**Communication Products S1 / Multimedia Authoring**

**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 an interactive computer game that encompasses the full range of multimedia elements. The primary focus for this course will be photography, desktop publishing and computer game 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. Students will also learn basic languages for game development.

This course is a precursor for Stage 2 Communication Products and Stage 2 Information Processing and Publishing.

**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.*
Communication Products S2 / Film Studies

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.

Successful completion of Stage 1 Communication Products S2 and Year 10 Film and Media Studies will result in a TAFE Certificate III in Creative Media. This will also award the student an additional 20 SACE credits at a Stage 2 level.

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
- Live Broadcasting
- Sound and Lighting
- Skills tests
- Folio Presentation

There is no formal 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 Processing and Publishing

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.
Information Technology

CONTENT

Relational database systems (Microsoft Access)
This module will involve the design and development of a complex information system. The system will involve developing a relational database such as Microsoft Access to suit the needs of a company such as a video store. The expected time to complete this module is 9 weeks.

Application Programming (Visual Basic)
This module will require students to use a programming language (Visual Basic) to design a program that will develop a solution for a given task.

Folio
Computer Systems, Communication, Computers and Society

Homework Assignments
These will include issues involving the use of computer networks, both LAN, WAN and the internet. Specific details such as privacy, data and network security will be covered.

Journal Entries

ASSESSMENT

Assessment tasks include:

Skills Tests
Theory Tests
Classroom-based assignments
Folio
Semester Examination
Workplace Practices

Length

<table>
<thead>
<tr>
<th>Semester: 10 Credits</th>
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</thead>
<tbody>
<tr>
<td>Full Year: 20 Credits</td>
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Prerequisites

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.

ASSSESSMENT

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

School Based Assessment (70%)

Assessment Type 1
Practical (30%)

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

Assessment Type 2
Group Activity (20%)

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

Assessment Type 3
Folio and Discussion (20%)

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

External Assessment (30%)

Investigation into a local or international Jesuit Mission Project or negotiated topic.
English

Length: Full Year: 20 Credits
Prerequisites: a satisfactory pass in Year 10 English

Year 10 English
- Stage One English
- Stage Two English
  OR Stage Two Essential English

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.

English

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.
English Literary Studies

Length
Full Year: 20 Credits

Prerequisites
B average

Year 10 English
Stage One English Literary Studies
Stage Two English Literary Studies
OR Stage Two English

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.

English Literary Studies

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 required to select the Stage One English Literary Studies course for one semester.

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 Senior Years English Curriculum Co-ordinator and the Faculty Director Specialist Learning Programs.

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 50%

- Principles and Issues: Physiology & Physical Activity
  - Concept 1: Sources of energy for physical performance
  - Concept 2: Effects of training and evaluation on physical performance
  - Concept 3: Specific physiological factors which affect physical performance

- Principles and Issues: Skills and Biomechanics
  - Concept 1: Skills acquisition
  - Concept 2: Specific factors affecting learning
  - Concept 3: The effects of psychology of learning
  - Concept 4: Biomechanics improving performance

- Principles and Issues: Issues Analysis
  This module sees students investigating an issue of their choice, relating to physical activity. They must demonstrate critical analysis and interpretation of their research.

Practical Skills 50%

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

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.

ASSESSMENT

Students will provide evidence of their learning through 4 - 5 assessments

These include:

- Written assignment
- Performance Checklists (practical units)
- End of semester examination
Ancient 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. Demonstrate knowledge and understanding of the nature and/or archaeological evidence.
2. Demonstrate knowledge and understanding of texts, artefacts, ideas, events and/or people.
3. Understand life in the ancient world, including beliefs, attitudes, and/or values.
4. Apply inquiry skills to analyses and evaluate sources and perspectives, and synthesis evidence.
5. Research and understanding ideas and innovations that emerged from the ancient world, and consider their influence.

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

Unit 1 Options
Compulsory
Topic 1: Understanding Ancient History from Roman, Byzantine, Viking, Mayan and Aztec Cultures

Unit 2 Options
Topic 2: Art, architecture and Technology
Topic 3: Warfare and conquest
Topic 4: Social structures, slavery and everyday life
Topic 5: Beliefs, rituals and mythology
Topic 6: Creative representations
From any Culture not already chosen.

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

Assessment Type 1: Skills and Applications
Assessment Type 2: Inquiry

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.

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

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
Circular Flow of Income

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%.
Introduction

Through the study of Geography, students develop an understanding of the spatial interrelationships between people, places, and environments. Students pose and seek answers to questions of what, where, why, how, and when, and evaluate responses. Geographers are concerned with describing place, identifying variations and similarities over the Earth’s surface, and explaining spatial associations. The discipline of geography deals with diverse environmental phenomena and human activities, including natural hazards, landforms, tourism, economic development, agriculture, and urban planning. Geography students develop an understanding of how people interact with environments differently in different places and at different times, and of the opportunities and challenges for, and constraints on, such interactions. Students develop an appreciation of the interdependencies of physical and human environments and an understanding of geographical differences. Students come to understand the interconnections between environmental and human systems.

Geographers address the spatial dimensions of the Earth, critically analysing features, events, movements, and other phenomena. Students of Geography identify patterns and trends and explore and analyse geographical relationships and interdependencies. To critically analyse located features, spatial arrangements, and spatial relationships, students acquire and critically analyse field and other data, using a range of field and spatial technology skills. An important component of geographical inquiry in the twenty-first century is awareness that people are dependent on increasingly threatened human and physical environments. Students use spatial technologies to investigate contemporary issues, and develop knowledge and skills that enable them to contribute to the sustainable use of the Earth’s physical and human environments.

Key Themes

To guide the choice of topics and ensure a balanced approach, four key themes have been identified; all four should be included in teaching and learning programs. Although some topics may focus on one or two of the key themes, an integrated approach in which all four key themes are encompassed in each topic is preferable.

Key Theme 1: Location and Distribution

This theme involves the spatial concepts of location and distribution. It develops students’ geographical abilities for understanding, analysis, explanation, and reflection in relation to local, national, and global interdependencies.

These abilities depend on a clear understanding of the geographical concepts of:

- The relative location of significant natural and human features
- Associations between spatial patterns over relevant areas of the Earth’s surface
- Regions and the movement of people, products, and information
- Characteristics of the place(s) in which students live and other places with which they are linked.

Key Theme 2: Natural Environments at Risk

This theme develops an understanding of the four spheres of the natural environment (atmosphere, biosphere, hydrosphere, and lithosphere) and how each of these is at risk from human activities.

The investigation of this theme may include the identification and explanation of:

- Physical processes in the natural environment
- The scale of human-induced changes in the four spheres of the natural environment
- The interactions among and interdependence of the four spheres of the natural environment
- The sensitivity of the natural environment to natural and human-induced change
- The need for the careful conservation and sustainable management of natural environments.

Key Theme 3: People, Resources, and Development

This theme, which develops an understanding of population and resources, focuses on human or built environments in those parts of the work where the survival of people is either at risk or continually challenged. The interplay of culture, economics, politics, and other social considerations is critical to this theme.

Investigation of this theme may include the identification and explanation of the:

- Changing distribution, nature, patterns, and rates of growth of populations
- Nature of development
- Various ways of illustrating spatial variations in global, national, and local development
- Spatial patterns of development and the issues that result from unequal access to education, food, health services, housing, natural resources, and social support
- Equity issues associated with class, ethnicity, gender, and sustainable development.
Key Theme 4: Issues for Geographers
This theme involves an exploration of the geographical nature of some of the issues facing societies. Geographical concepts and skills are used to identify, organise, and analyse these issues; students clarify their value positions and are encouraged to make informed decisions to develop preferred outcomes. Underpinning the identification of preferred outcomes are values associated with democratic processes, social justice, and ecological sustainability.

This theme may include the exploration of issues such as:
- Biophysical processes involved in the sustainable management of the natural environment (e.g. acid rain, forest and bushland clearing, urban run-off, the control and regulation of rivers, soil contamination, and/or the mass movement of soil)
- Environmental issues associated with the use of natural resources (e.g. mining, irrigation, and/or tourism)
- The maintenance of nature reserves, recreation parks, and/or coastal buffer zones by local government
- The adoption and diffusion of mass consumer culture (e.g. brands, fashions, music, sport, leisure activities, and/or media)
- The causes of economic instability, political tensions, religious and ethnic conflict, migration, and/or the mobility of people
- The characteristics and outcomes of, and responses to, globalisation (e.g. global cultural integration, transnational corporations, global media and information technology networks, cultural sustainability, cultural imperialism, economic dominance, and/or the ‘shrinking’ of time and space)
- Community participation in environmental planning and management
- The movement towards an environmentally sustainable future.

Assessment may include a selection from:
- 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.
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 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 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:

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<th>Mapping skills</th>
<th>Essays</th>
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<td>Reports</td>
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<td>Statistical analyses</td>
<td>Investigative studies of issues and analyses</td>
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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

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

Length
Semester: 10 Credits
Full Year: 20 Credits

Prerequisites
No formal prerequisites

Year 10 History
Stage 1 Modern History

SEMINAR OUTLINES – HUMANITIES AND SOCIAL SCIENCES

LEARNING REQUIREMENTS
The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. At Stage 1 students undertake a detailed analysis of significant changes in political, social, economic and cultural changes in our societies since 1750. An attempt has been made to include the study of different regions such as Asia, Europe and Australia to ensure that students have a comprehensive global view of historical events.

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:
- understand and explore historical concepts;
- understand and explore the role of ideas, people, and events in history;
- analyse developments and/or movements in the modern world, and their short-and long-term impacts;
- analyse ways in which societies in the modern world have been shaped by both internal and external forces and challenges;
- apply the skills of historical inquiry to examine and evaluate sources and interpretations, and support arguments;

CONTENT
Students look at 2 or more topics in a 10 credit course. If students elect to study the full 20 credits across the full year then 4 topics will be studied.

SEMESTER 1
Topic 1: Imperialism
Imperialism has been a major influence on the world since 1750. There were significant differences between the stated ideals of imperialism and the realities of empires. Similarly the experience of imperialism varied according to place, time and individual circumstances and responses. The process and outcomes of imperial expansion continue to have ramifications in the world today.

Students undertake a study of British imperial expansion from 1750 onwards. They investigate the process of imperialism and its impacts on political, social, and economic structures, peoples, and groups, the experience of India 1847-1947 will be used as case study in this unit of work.

Modern History

Topic 2: Decolonisation
The process of decolonisation was driven by a myriad of factors. Although similarities exist, each experience of decolonisation was different and involved interrelationships of ideas, leaders, and movements. Decolonisation is an ongoing global phenomenon. Students undertake a study of Ireland/Northern Ireland as an example of decolonisation. They investigate the methods of decolonisation and the consequences for both colonised and colonising peoples, from multiple perspectives.

SEMESTER 2

Topic 5: Revolution
Since 1750 revolutions have been a major force in historical change. Conditions brought revolutionary ideas, leaders, and movements to the forefront. Revolutions respond to both internal and external forces. The revolutions of the past three centuries have unleashed powerful forces of change with contemporary and possible future ramifications. Students will undertake a study of the Russian revolution from 1863-1923. They investigate ways in which people, groups and institutions have challenged or adapted to existing political structures, social organisation, and economic models through revolution.

Topic 6: Elective-World War One and Australia 1914-1919
This unit of work aims to increase students understanding of the key events surrounding this conflict. A detailed study of the Gallipoli and Western Front campaigns will be undertaken. Also studied in detail will be the Home Front, Conscription in Australia, the role of Women in the conflict and the legacy of the Anzac myth. The student will use a variety of primary and secondary historical sources to help with their investigation of this most formative period in our nation’s history.

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

Assessment Type 1: Historical Skills
Students apply their skills of historical inquiry to research, explore, interpret, and communicate their understanding of ideas, people, and events in history. They develop their historical literacy skills, including by exploring short-term and long-term impacts of ideas, people, groups, and events; analysing and evaluating historical sources, interpreting historical texts, and developing their own perspectives on historical questions.
Modern History

Assessment Type 2: Historical Study
The historical study must be based on an aspect of the world since 1750. Students inquire into, explore, interpret, and research a historical idea, event, person, or group in depth. Stage 1 and Stage 2 Modern History Board-accredited, pre-edited draft.
The focus of this historical study may be chosen by the teacher, or negotiated by a student.
The historical study may be presented in written, oral, or multimodal form. In whichever form, the historical study must enable students to:
• apply the skills of historical inquiry to evaluate sources
• develop a reasoned historical argument, based on analysis and interpretation of evidence from sources
• draw conclusions supported by evidence
• use subject-specific language
• appropriately acknowledge the sources used
• the historical study should be a maximum of 1000 words, 6 minutes, or the equivalent in multimodal form

For a 10-credit subject, students provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%
Students undertake:
• three historical skills assessments
• one historical study

For a 20-credit subject, students provide evidence of their learning through eight assessments. Each assessment type should have a weighting of at least 20%
• six historical skills assessments
• two historical studies

Students will complete a 2 hour written examination at the end of each semester.

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
Folio 50%
Individual History Essay 20%
Examination: 30%
- 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.

Year 10
- Stage 1 Philosophy
- Stage 2 Philosophy

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.
### 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.

### LEARNING REQUIREMENTS

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

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

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

Central to the study of philosophy is the investigation of problems that arise from identified philosophical issues and are not 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.

### Philosophy (SYAPP – Stage 2)

**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%.

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

Key Area 2: Epistemology
Epistemology is the study of knowledge and the justification of belief. This key area engages 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.

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

- ways of knowing
- perception
- skepticism
- 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. A variety of topics can be explored in a study of metaphysics. Those selected for this key area are:

- freedom and determinism
- reason and the existence of God
- existentialism and humanism
- bodies, minds and persons.
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.

(type 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.
## Subject Outlines – Languages

### Chinese (SYAPP - Stage 2)

<table>
<thead>
<tr>
<th>Length</th>
<th>Full Year: 20 Credits</th>
</tr>
</thead>
<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.

**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

### French

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

**Learning Requirements**

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

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

**Content**

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 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.

**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
**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

**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.

**SUBJECT OUTLINES – LANGUAGES**
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%)

External Examination

<table>
<thead>
<tr>
<th>Section I – Prescribed Text: Prose</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Translation into English</td>
<td>8</td>
</tr>
<tr>
<td>Objective response questions</td>
<td>7</td>
</tr>
<tr>
<td>Short-answer questions</td>
<td>10</td>
</tr>
<tr>
<td>One extended response question</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section II – Prescribed Text: Verse</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
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<td>8</td>
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<td>Short-answer questions</td>
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<tr>
<td>One extended response question</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section III – Unseen Texts</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Translations into English</td>
<td>20</td>
</tr>
<tr>
<td>Short-answer and/or objective response questions</td>
<td>10</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>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1 Essential Mathematics (20 credits)</td>
</tr>
</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

Students extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. A problem-based approach is integral to the development of mathematical skills and associated key ideas in this subject.

Stage 1 Essential Mathematics consists of the following seven topics (6 to be completed):

- Calculations, Time, and Ratio
- Earning and Spending
- Geometry
- Data in Context
- Measurement
- Investing
- Open Topic

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 4 assessments.

Students undertake:

- One mathematical folio
- Three skills and application tasks

School-based assessment will also include further skills and applications tasks and a semester examination. The nature of this course requires assessment tasks to focus on content application and this requires students to undertake research and utilise computer and graphics calculator technology as part of their assessment.

General Mathematics

Length

Semester: 10 Credits

Prerequisites

Stage 1 Mathematics

<table>
<thead>
<tr>
<th>Year 10 Mathematics</th>
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</thead>
<tbody>
<tr>
<td>Stage 1 Mathematics (Sem 1) (10 credits) and General Mathematics (Sem 2) (10 credits)</td>
</tr>
</tbody>
</table>

LEARNING REQUIREMENTS

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

Stage 1 General Mathematics consists of the following three topics:

- Topic 1: Investing and Borrowing
- Topic 2: Measurement
- Topic 3: 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 4 assessments.

Students undertake:

- Three skills and application tasks
- Folio task

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 and Mathematical Methods only. A minimum of B grade is recommended for Mathematics, Mathematical Methods and Specialist.

Year 10 Mathematics

<table>
<thead>
<tr>
<th>Stage 1 Mathematics (Sem 1) and Mathematical Methods (Sem 2) (20 credits)</th>
<th>Stage 2 Essential Mathematics</th>
<th>Stage 2 General Mathematics</th>
<th>Stage 2 Mathematical Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1 Mathematics (Sem 1), Mathematical Methods (Sem 2) and Specialist Mathematics (30 credits)</td>
<td>Stage 2 Essential Mathematics</td>
<td>Stage 2 General Mathematics</td>
<td>Stage 2 Mathematical Methods</td>
</tr>
<tr>
<td>Stage 2 Specialist Mathematics</td>
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<td></td>
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</tr>
</tbody>
</table>

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 - 10 credits, offered in Semester 1 only.
This unit covers Polynomials, Functions and Graphs and Trigonometry.

Mathematical Methods - 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 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.

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 Folio Task

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:

- apply science inquiry skills to design and conduct biological investigations, using appropriate procedures and safe, ethical working practices;
- obtain, record, represent, analyse, and interpret the results of biological investigations;
- evaluate procedures and results, and analyse evidence to formulate and justify conclusions;
- develop and apply knowledge and understanding of biological concepts in new and familiar contexts;
- explore and understand science as a human endeavour;
- communicate knowledge and understanding of biological concepts, using appropriate terms, conventions, and representations.

CONTENT
Topic 1: Cells and Microorganisms
Topic 2: Infectious Diseases
Topic 3: Multicellular Organisms
Topic 4: Biodiversity and Ecosystem Dynamics

Students will do two topics per semester. They do not have to have done Semester 1 topics to do Semester 2 course.

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 science as a human endeavour investigation for the folio
- at least one skills and application task

School-based assessment will also include a semester examination.
### Chemistry

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

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

#### LEARNING REQUIREMENTS

In this subject, students are expected to:

- apply science inquiry skills to design and conduct chemistry investigations, using appropriate procedures and safe, ethical working practices;
- obtain, record, represent, analyse, and interpret the results of chemistry investigations;
- evaluate procedures and results, and analyse evidence to formulate and justify conclusions;
- develop and apply knowledge and understanding of chemical concepts in new and familiar contexts;
- explore and understand science as a human endeavour;
- communicate knowledge and understanding of chemical concepts, using appropriate terms, conventions and representations.

#### CONTENT

- Materials and their Atoms
- Combinations of Atoms
- Molecules
- Mixtures and Solutions
- Acids and Bases
- Redox Reactions

#### 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 science as a human endeavour investigation for the folio
- at least one skills and application task

School-based assessment will also include a semester examination.

### Physics

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

#### Year 10 Science
- Stage 1 Physics
- Stage 2 Physics
- Stage 2 Biology

#### LEARNING REQUIREMENTS

In this subject, students are expected to:

- apply science inquiry skills to design and conduct physics investigations, using appropriate procedures and safe, ethical working practices;
- obtain, record, represent, analyse, and interpret the results of physics investigations;
- evaluate procedures and results, and analyse evidence to formulate and justify conclusions;
- develop and apply knowledge and understanding of physics concepts in new and familiar contexts;
- explore and understand science as a human endeavour;
- communicate knowledge and understanding of physics concepts, using appropriate terms, conventions and representations.

#### CONTENT

- Topic 1: Linear Motion and Forces
- Topic 2: Electric Circuits
- Topic 3: Heat
- Topic 4: Energy and Momentum
- Topic 5: Waves
- Topic 6: Nuclear Models and Radioactivity

#### 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 science as a human endeavour investigation for the folio
- at least one skills and application task

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

Length: Semester: 10 Credits
Prerequisites: No formal prerequisites

Learning Requirements

In this subject, students are expected to:

- demonstrate knowledge and understanding of the factors that cause psychological differences and similarities between people and give examples of how these factors affect the behaviour of themselves, others, and groups;
- analyse the behaviour of themselves, others, and groups of people in different contexts in a way that recognises the values of independence and interdependence;
- demonstrate an understanding of ethical research by designing, undertaking, and evaluating guided investigations;
- make informed decisions about issues, events, and situations in society by applying relevant psychological principles and ethics;
- demonstrate organisation and reflection in the application of psychological principles, taking into account ethical considerations;
- search for, record, evaluate, and organise psychological information and use appropriate terms effectively to communicate key ideas, understanding, processes, and values in different contexts;
- undertake a variety of roles while working as a member of a team to achieve individual and shared goals.

Content

Compulsory Topic
Introduction to Psychology
Option Topics
Social Behaviour
Intelligence
Cognition
Brain and Behaviour
Human Psychological Development
Emotion

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 two skills and application tasks

Scientific Studies

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

Year 10 Science or Year 10 Scientific Studies

Stage 1 Scientific Studies

No further Science

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