SAINT IGNATIUS’ COLLEGE
Educating the whole person

Year 12 2016

CURRICULUM INFORMATION
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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 SACE

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

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

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

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

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

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

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

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

The importance of the compulsory elements is reflected in the requirement that students must achieve either an A, B, C or equivalent in these subjects to complete the SACE successfully.

In addition to the compulsory elements, students will choose from a wide range of subjects and courses to earn the remaining 90 credits to gain the SACE. These include subjects and courses from either Stage 1 or Stage 2.

Capabilities

The following seven general capabilities underpin the SACE:

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

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

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

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

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

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

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

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

The original five Capabilities were defined as follows:

- **Communication** includes knowledge and skills for
  - Communicating to suit particular purposes and contexts
  - Communicating within and across cultures
  - Literacy, numeracy and use of information and communication technologies
  - Self expression
- **Citizenship** includes knowledge and skills for
  - Awareness of cultural identity and diversity
  - Social and environmental sustainability
  - Social, political, economic and legal participation
  - Understanding indigenous histories and cultures
- **Personal development** includes knowledge and skills for
  - Developing purpose, direction and decision making about the future
  - Managing physical and mental health
  - Reviewing and planning personal development and well being
  - Understanding personal identity
- **Work** includes knowledge and skills for
  - Developing and applying employability
  - Learning, living and working in local, national and global environments
  - Responsible participation in education and training, work and communities
  - Understanding and acting in relation to individual obligations and rights
- **Learning** includes knowledge and skills for
  - Accessing, organising and using information
  - Critical, ethical, reflective thinking and enquiry
  - Learning and applying knowledge and skills
  - Recognising how knowledge changes over time and is influenced by people.

**Literacy and Numeracy**

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

**Personal Learning Plan (PLP)**

The Personal Learning Plan gives students the opportunity to identify plans and goals for the future and assists them to make informed decisions about personal development, education and training. It is the first unit taught within the SACE and as such is detailed in the Year 10 Subjects section of this document.

**Research Project (RP)**

All students will be required to complete a major project of extended studies called the Research Project. This Project enables students to explore an area of interest in depth, while developing skills to prepare them for the further education, training, and work. Students develop their ability to question sources of information, make effective decisions, evaluate their own progress, be innovative, and solve problems. They explore and develop one or more capabilities in the context of their research.

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

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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 one or more 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](http://www.adelaide.edu.au)
- [Flinders University](http://www.flinders.edu.au)
- [University of South Australia](http://www.unisa.edu.au)
‘Vocational Education and Training’ (VET) refers to structured learning programmes that provide students with the knowledge, skills and attributes they will need for the world of work.

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

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

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

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

What is VET?

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

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

Vocational Education and Training

When and where will the training occur?

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

How do students and parents/guardians access more information?

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

Subject Outlines

INTRODUCTION

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

YEAR 12

Length

Length of course is mostly a full year (20 credits) although a small number of subjects are taught as a semester course (10 credits).

Prerequisites

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

Learning Requirements

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

Content

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

Assessment

The types or categories of assessment for the subject

There are extension courses and activities for Students of High Intellectual Potential (SHIP) and support is offered to students who experience difficulties in the core subject areas of English, Mathematics and Science. These are all monitored by the Adaptive Education Department.
## Year 10
- Religious Education
- English
- History
- Mathematics
- Personal Learning Programme (PLP)
- Science

### Four Units from:
- Art (1 Unit)
- Chinese* (2 Units)
- Commerce (1 Unit)
- Design (1 Unit)
- Digital Technologies (1 Unit)
- Drama (1 Unit)
- Film and Media Studies (1 Unit)
- French* (2 Units)
- 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

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

## Year 11 (SACE Stage 1)

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

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

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

### English (new subjects in 2016)
- English (20 credits)
- English Literacy Studies (20 credits)
- Essential English (20 credits)

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

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

### Languages
- Chinese* (Stage 2) (20 credits)
- French (10 or 20 credits)
- Indonesian* (Stage 2) (20 credits)
- Italian (10 or 20 credits)
- Latin* (Stage 2) (20 credits)

### Mathematics (new subjects in 2016)
- Essential Mathematics (20 credits)
- General Mathematics (20 credits)
- Pure Mathematics (20 or 30 credits)

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

## Year 12 (SACE Stage 2)

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

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

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

### English
- English Communications (20 credits)
- Essential Pathways (20 credits)
- English Studies (20 credits)

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

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

### Languages
- Chinese* (20 credits)
- French (20 credits)
- Indonesian* (20 credits)
- Italian (20 credits)
- Latin* (20 credits)

### Mathematics
- Mathematical Applications (20 credits)
- Mathematical Methods (20 credits)
- Mathematical Studies (20 credits)
- Specialist Mathematics (20 credits)

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

Length
Full Year: 20 Credits

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

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

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

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

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

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

CONTENT

Visual Arts – Art is divided into Three Areas:
The following three areas of study must be covered:
- Visual Thinking
- Practical Resolution
- Visual Arts in Context

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

Students should develop the skills to summarise, analyse, and reflect on their visual thinking, to answer questions such as:
How and why has my opinion changed during the visual thinking process?
What have I learnt about my ability to record processes visually?
What is my idea of a personal visual aesthetic?
What are the influences or inspiration for my aesthetic philosophy?

Area of Study 2: Practical Resolution
Works can be resolved using the various practical genres of Art, which may include, for example: video, installation, assemblage, digital imaging, painting, drawing, mixed media, printmaking, photography, sculpture, ceramics, and textiles.

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

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

Area of Study 3: Visual Arts in Context
Students are provided with opportunities to contextualise art; that is, to place works of art culturally, socially, and/or historically. This can be achieved by:
- experiencing or closely viewing different works
- analysing and interpreting works of art solutions, to enable students to focus their understanding by, for example, observing and researching the artistic style; the cultural and social customs and beliefs of the day; the availability and use of media, materials, techniques, and technologies; the intentions, purposes, or beliefs of the practitioner; and the artistic, political, or economic climate of the time or place
- studying the work of a practitioner and/or artistic movement.
Art

ASSESSMENT

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

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

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

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

Design

Length
Full Year: 20 Credits

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

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

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

LEARNING REQUIREMENTS

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

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

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

CONTENT

Visual Arts – Design is divided into Three Areas:

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

Area of Study 1: Visual Thinking

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

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

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

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

Area of Study 2: Practical Resolution

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

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

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

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

Area of Study 3: Visual Arts in Context

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

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

ASSESSMENT

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

School-based Assessment

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

External Assessment

Assessment Type 3: Visual Study (30%).

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

- one folio for each of the two practical works
- two or three practical works, including a practitioner’s statement for two practical works
- a visual study
<table>
<thead>
<tr>
<th><strong>Drama</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length</strong></td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
</tr>
</tbody>
</table>

**LEARNING REQUIREMENTS**

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

In this subject, students are expected to:

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

For this subject the assessment design criteria are:
- knowledge and understanding
- application
- analysis
- evaluation

**20-credit subject assessment**

*School-based Assessment (70%)*

Assessment Type 1: Group Presentation (20%)
Assessment Type 2: Folio (30%)
Assessment Type 3: Interpretative Study (20%)

*External Assessment (30%)*

Assessment Type 4: Performance (30%)

*School-based Assessment*

Assessment Type 1: Group Presentation (20%)

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

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

**Drama**

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

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

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

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

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

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

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

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

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

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

**External Assessment**

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

Students undertake:

*either*

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

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

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

**OR**

**Individual Performance or Presentation:**

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

Length
Full Year: 20 Credits

Prerequisites
Dependent on the choice of units, students should consult the Head of Music to discuss the prerequisites.

LEARNING REQUIREMENTS
The specific aims of Stage 2 Music are:

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

CONTENT

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

Musicianship
Students study three topics:

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

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

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

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

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

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

ASSESSMENT

Assessment requirements are different for each unit.

Musicianship (10 Credits)
1¾ hour Examination 30%
Skills Development (two summative tests) 30%
Arrangement 40%

Individual Study (10 Credits)
Final project 70%
Journal 30%

Composing/Arranging (10 Credits)
Major work and analysis 30%
Portfolio of minor works and analyses 70%

Solo Performance (10 Credits)
Two school performances 70%
Final performance 30%

Special Performance (10 Credits)
Two school performances 50%
Final performance 30%
Analysis 20%

Ensemble Performance (10 Credits)
School performances 70%
Final performance 30%
Accounting

Length  Full Year: 20 Credits
Prerequisites  No formal prerequisites

LEARNING REQUIREMENTS

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

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

CONTENT

Students are required to study the following three sections:

Section 1: The Environment of Accounting
This section provides knowledge and understanding of the role of accounting and its entities and decision-making structures. Students develop a conceptual understanding of:
- the role of accounting
- the accounting process
- entities which use accounting information
- internal and external users of accounting information
- how accounting information is used
- influences on the production of accounting information

Section 2: Financial Accounting
This section is concerned primarily with the provision of accounting information to satisfy the needs of external and internal users, and for accountability purposes. Students develop a working knowledge of the dual effects that transactions have on the accounting equation and an understanding of debit and credit and the nature of accounts in order to record the changes that occur after each transaction. Students investigate:
- the purpose of accounting reports and the information they contain
- the links between accounting reports
- how financial data is organised into report format
- how reports vary for different accounting entities
- how accounting reports may be used
- the limitations of the information in these reports

Section 3: Management Accounting
This section concerns the provision of information to internal decision-makers for accountability and control. Reports are specific to the needs and responsibilities of management and include information on past, current, and estimated future positions. Students investigate:
- the types of data and information used in making decisions
- the types of social and ethical issues which influence management in decision-making
- social and ethical issues which may result from accounting decisions
- how management might use accounting information in planning and control
- how accounting information might help management to control assets and liabilities
- how technology might help in the control of assets and liabilities

ASSESSMENT

Evidence of Learning

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

School-based Assessment (70%)

Assessment Type 1: Skills and Applications Tasks (50%)

Students complete five to eight skills and applications tasks, all of which are completed under timed conditions using unseen data. Students solve accounting problems that may: be routine, analytical, and/or interpretative; be posed in familiar and unfamiliar contexts; or require the appropriate use of technology.

Assessment Type 2: Report (20%)

Students undertake one analytical response to unseen data, such as financial statements, under timed, supervised conditions of no more than 1 hour in duration.

External Assessment (30%)

Assessment Type 3: Examination (30%)

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

Length: Full Year; 20 Credits
Prerequisites: No formal prerequisites

LEARNING REQUIREMENTS

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

In this subject, students are expected to:

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

CONTENT

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

Core Topic: The Business Environment

Students will analyse the following topics:

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

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

Business and Enterprise

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

Option Topics

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

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

ASSESSMENT

School-based Assessment (70%)
- Assessment Type 1: Folio (30%) - four assessments
- Assessment Type 2: Practical (20%) - one practical
- Assessment Type 3: Issues Study (20%) - one issues study

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

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**Course**

- Communication Products

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

**LEARNING OUTCOMES**

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

**CONTENT**

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

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

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

**ASSESSMENT**

Assessment tasks include:

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

Information Technology

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**LEARNING REQUIREMENTS**

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

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

**CONTENT**

**Information Systems**

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

**Computer and Communication Systems**

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

**Optional Topics**

**Relational Databases**

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

**Application Programming**

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

**ASSESSMENT**

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

**Length**
Full Year: 20 Credits

**Prerequisites**
No formal prerequisites. Students are invited to enrol in this course by the Head of Adaptive Education and the Deputy Head – Curriculum.

Part-time employment or participation in VET courses would be an advantage.

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**LEARNING REQUIREMENTS**

Through their learning students are expected to:

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

**CONTENT**

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

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

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

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

Students are expected to provide evidence of their learning as:

**Folio: Industry and Work Knowledge**

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

**Vocational Learning:**

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

**ASSESSMENT**

**Folio - 50%**
Contains evidence of learning in the selected Industry and Work Knowledge topics.

**Performance - 20%**
Includes two assessment tasks that may take the form of a written journal; a record of workplace/training events.

**Reflection - 30%**
Students review and reflect on their learning.
Research Project

Length Semester: 10 Credits
Prerequisites None

LEARNING REQUIREMENTS

In this subject, students are expected to:

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

CONTENT

Students choose a research question that is based on an area of interest to them. They explore and develop one or more capabilities in the context of their research. The term ‘research’ is used broadly and may include practical or technical investigations, formal research, or exploratory inquiries.

The Research Project provides a valuable opportunity for students to develop and demonstrate skills essential for learning and living in a changing world. It enables students to develop vital planning, research, synthesis, evaluation, and project management skills.

The Research 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.

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

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

ASSESSMENT

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

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

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

<table>
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<tr>
<th>Length</th>
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<td>Prerequisites</td>
<td>The successful completion of Stage 1 English with a minimum of a C grade. No prescribed knowledge is required however an interest and good skills in reading and writing will be an advantage.</td>
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English in the Senior Years equips students with the flexible and sustainable mastery of a repertoire of practices design to enable students to **design, shape, critique, inform and appraise** social practices and universes of meaning. The ability to apply this repertoire of practices to the specific learning opportunities in English lies at the heart of the human experience. In a supportive environment literate learners:

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

### LEARNING OUTCOMES

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

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

### CONTENT

English Communications consists of:

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

### Text Study

The text study focuses on a shared reading of texts. Students develop a personal and critical understanding of the ideas, values, and beliefs represented in a range of texts. It is also important for students to recognise the connections between their own ideas, experiences, values, and beliefs, and those explored in texts. Students develop and express opinions and critical perspectives in appropriate written, oral, or multimodal form. Texts should be chosen on the basis of the needs, abilities, and interests of the class group, and with regard to the selection and learning requirements of this study. Texts may be treated separately, or be linked.

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

### Text Production Study

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

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

### Communication Study

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

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

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

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

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

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

Students must acknowledge the source of any material they use.
English Communications

Some of the applications lend themselves to a work-related context.

The applications are:

- film-making
- interacting
- investigating
- language
- multimedia web authoring
- oral language
- workplace writing
- writing for publication.

ASSESSMENT

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

**School-based Assessment (70%)**
- Assessment Type 1: Text Analysis (20%)
- Assessment Type 2: Text Production (20%)
- Assessment Type 3: Communication Study (30%)

**External Assessment (30%)**
- Assessment Type 4: Folio (30%)
English Pathways

Length: Full Year: 20 Credits
Prerequisites: The successful completion of Stage 1 English with a minimum of a C grade. No prescribed knowledge is required.

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

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

LEARNING OUTCOMES

At the end of the program in English Pathways students should be able to:
1. demonstrate clear, accurate, and appropriate communication skills through reading, viewing, writing, composing, listening, and speaking
2. establish connections with people in vocational, cultural, or social contexts, through personal and critical engagement with texts and language
3. reflect critically on the ways in which texts are created for specific purposes and audiences
4. use language skills to interact and work effectively with other people, and to solve problems
5. identify and reflect on the cultural, social, and technical role of language and texts in supporting effective interactions in different contexts
6. compose texts in which language is used for critical, personal, vocational, or creative purposes.

CONTENT

English Pathways consists of:
- Reading and Responding to Texts Study
- Text Production Study
- Language Study

Reading and Responding to Texts Study
The reading and responding to texts study focuses on students’ shared or independent reading of texts. Students reflect critically on the ways in which texts are created for specific purposes and audiences, and consider how audiences interpret and appreciate these texts. Students explore the ways in which texts engage, inform, instruct, and connect readers. They analyse ideas, values, and beliefs represented in texts, and make connections with their own experiences, ideas, values, and beliefs.

Texts chosen for this study have a direct connection with the chosen context or contexts. If, for example, students are involved in a volunteer organisation, a workplace, a social networking website, or a school-based special-interest group, texts relevant to one or more of these contexts may be used.

English Pathways

The texts chosen for study clarify and extend students’ knowledge and understanding of the issues, concerns, or functions of the context, and should reflect the needs, abilities, and interests of the class group or the individual student.

Text Production Study
In the text production study, students examine a range of purposes for which texts can be produced. By considering different text types, students develop the ability to recognise the influence of language and textual conventions on readers’ understanding of, and response to, texts. Students extend their English skills to equip them for current and future learning, community experiences, and participation in civic and vocational life.

Students learn that authors observe various conventions of style, content, vocabulary, register, and format, and that some authors ignore or deliberately challenge these conventions by incorporating elements of different text types in the texts they produce. Students should be aware of the stylistic features and textual conventions that characterise various forms, and should show some control over these features and conventions in the texts they produce.

Language Study
The language study is a product of independent study. The primary focus of the language study is students’ use of language skills to reflect and comment on the use of language by a group of people in their chosen context, which may be local or virtual, and may have national and global connections. An equally broad definition is applied to a group: examples include, but are not limited to, a group or individuals in a school, volunteer, community, sporting, religious, or workplace context. Alternatively, a group could be a community or an online virtual group. When choosing a group or individuals with whom to work, students need to consider the practical and ethical implications of working with the community — that is, students have to interact effectively and appropriately with people in vocational, cultural, and/or social contexts.

Students consider the functions of language in their chosen context, including the communication of ideas, attitudes, opinions, and information. Students examine the ways in which language — in conjunction with ethnicity, geography, social status, interest, and age — is used to support social interaction and the formation and maintenance of personal and group identity.

ASSESSMENT

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

School-based Assessment (70%)
Assessment Type 1: Text Analysis (30%)
Assessment Type 2: Text Production (40%)

External Assessment (30%)
Assessment Type 3: Language Study.
English Studies

Length
Full Year: 20 Credits

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

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

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

LEARNING REQUIREMENTS
At the end of the program in English Studies, students should be able to:

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

CONTENT

English Studies consists of a text study and a text production study:

Text Study
The text study comprises four shared studies and an individual study.

Shared Studies
Shared studies consist of a:
study of two single texts
study of paired texts
study of poetry
critical reading study of short texts.

English Studies

Among the texts chosen for the four shared studies there must be:
one film
at least one extended prose text
at least one written drama text
at least 1000 lines of poetry
a range of short texts for the critical reading study.

In small groups and large groups, students discuss their interpretations of texts. They develop pieces of writing and oral presentations that show the depth and clarity of their critical understanding through sustained and reasoned arguments about texts.

Individual Study
There are two parts to the individual study: the critical essay and a collection of supporting material used in preparing the critical essay. The collection of supporting material also provides evidence for the verification and authentication process.

The individual study is intended to provide scope for the development of student interest outside the texts studied as a class. For this reason it is undertaken independently, although teachers have a key role in supervising and advising students.

Text Production Study
This study allows students to develop and demonstrate creativity and to use language for a range of purposes. Working individually, students compose written and oral texts that include appropriate stylistic features from their observations of the language techniques of other texts. They should be given the opportunity to explore a range of forms (e.g. narrative, persuasive, expository, and descriptive) on which to model their own text production.

(a) Written Text Production
In this part of the study students compose written texts of their own, covering a range of text types. Students may negotiate to present one of these texts in multimodal form.

(b) Oral Text Production
In this part of the study students compose oral texts of their own, covering a range of forms of presentation. Students may negotiate to present one of these texts in multimodal form.

ASSESSMENT

There are four assessment types in English Studies:

School-based Assessment (70%)
Assessment Type 1: Shared Studies (30%)
Assessment Type 2: Individual Study (20%)
Assessment Type 3: Text Production (20%)

External Assessment (30%)
Assessment Type 4: Examination (30%).

Students should provide evidence of their learning through ten to twelve assessments, including the external assessment component. Students undertake:

four to six responses to shared studies
one critical essay for the individual study
two written texts and two oral texts for text production
one examination.
Physical Education

Length
Full Year: 20 Credits

Prerequisites
No formal prerequisites. However, it is expected that all students are interested in a variety of physical activities and sport, and have displayed a consistent and successful commitment to their previous Physical Education course. Stage 1 Physical Education is recommended as is the successful completion of a Stage 1 Science subject, such as Biology. Correct PE uniform is essential.

LEARNING REQUIREMENTS

In this subject, students are expected to:

- Achieve a level of proficiency in performance of human physical activities with reference to specific skill criteria.
- Critically analyse and evaluate the personal, community, and/or global implications of physical activity.
- Demonstrate knowledge and understanding of exercise physiology, the biomechanics of human movement, and skills acquisition, and communicate appropriate terminology.
- Demonstrate knowledge and understanding of physical education concepts relevant to physical activities.
- Apply and reflect on principles and issues related to physical performance and activity and skills acquisition.
- Demonstrate initiative, self-reliance, collaborative skills, leadership and effective interpersonal skills.

At the end of the program in Stage 2 Physical Education, students should be able to demonstrate and/or display:

1. Knowledge and understanding of physical education concepts relevant to specific physical activities.
2. Knowledge and understanding of exercise physiology, the biomechanics of human movement, and skills acquisition.
3. Knowledge of understanding of appropriate terminology.
4. Proficiency in the performance of physical activities, with reference to specific skill criteria.
5. Interpretation and application of skills, specific concepts, ideas, strategies, and techniques, in a practical context.
6. Application of concepts of exercise physiology, the biomechanics of human movement, and skills acquisition, in a practical context.
7. Initiative, self-reliance, and leadership in practical activities.
8. Interpersonal and collaborative skills in team situations.
10. Evaluation of the relevance of principles and concepts in a given situation.
11. Critical analysis and evaluation of an issue related to physical activity and relevant to local, regional, national, or global communities.
12. Use of information from different sources, with appropriate acknowledgement.

Physical Education

CONTENT

Theory – Principles and Issues

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

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

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

Practical Skills & Applications

- Centrally developed practical 1 – Kayaking
- Centrally developed practical 2 - Touch
- Centrally developed practical 3 or negotiated practical

ASSESSMENT

School based Assessment (70%)
Theory – 20%
Folio (including Issues Analysis), 3-6 folio assessments
Practical - 50%
3 units e.g. Touch, Volleyball and Kayaking

External Assessment (30%)
End of Year Examination 30%

OTHER CONSIDERATIONS

Please note that Kayaking is one of the centrally developed practicals. If students are uncomfortable in and around water, particularly being submerged under water, then they are encouraged to consider other subject options or speak to the Prefect of Studies – Senior Years.
Classical Studies

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 formal essay format are recommended.

LEARNING REQUIREMENTS

Classical civilisations have been fundamental to the evolution of Western Civilisation. While many cultures have contributed to our society, none have been more formative than those of Greece and Rome. These have continued to provide the foundations of education. The course offers topics of study covering many areas of the civilisations of Greece and Rome. Greek and Roman literature also introduces students to literary forms that are still in use. In their history, poetry, drama and satire, the Greeks and Romans expressed universal values, hopes and anxieties that are still relevant today. The Greek and Roman architectural forms, and their sculpture and painting can still delight the eye and stimulate the mind as they did when first created.

- Introduce students to the literary, intellectual, artistic, political, and social achievements of the classical Greek civilisation.
- Develop the student’s awareness and appreciation of the influences that the civilisation of Greece has had on the modern world.
- Encourage students to broaden their perceptions beyond their own personal experiences of the world, and to understand and appreciate people and ideas of different cultures.
- Encourage students to pursue their interests and studies in this subject in order to foster their own individual cultural development as members of a multicultural society.

CONTENT

Section A: Greek literature - Homer’s *The Odyssey*
Greek drama - Sophocles *Oedipus Rex*; Aristophanes *Euripides’ Bacchae*

Section B: Greek History 500 – 479 BC

Section C: A Special Study - The Roman or Greek World as a focus
The following are examples:
- Study of a city/polis
- Ideas in the Ancient World
- A Regional Study
- Children in Ancient Rome
- Women in Ancient Rome
- History through art
- History through architecture
- Religion in Society
- Historical Controversies
- Historical sites and Archaeological evidence
- War strategies and tactics
- Technology
- Careers of Prominent Romans

ASSESSMENT

Folio 40%
Essays 30%
Special Study 30%
Economics

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

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

In this subject, students are expected to:
1. know, understand, communicate, and apply economic concepts, principles, models, and skills;
2. explain the role of economic systems in dealing with the economic problem of scarcity;
3. evaluate the effects of interdependence on individuals, business, and governments locally, nationally, and globally;
4. evaluate and explain the way in which economic decisions involve costs and benefits;
5. critically analyse and evaluate economic issues and events (past and current) using economic models and the skills of economic inquiry;
6. critically analyse and evaluate the impact of economic change locally, nationally, and globally.

CONTENT
Stage 2 Economics consists of skills developed in the following five key areas of study:

Key Area 1: The Economic Problem
Key Area 2: Microeconomics
- The Price Mechanism
- Markets in Practice
Key Area 3: Macroeconomics
- Macroeconomic Objectives and Their Measurement
- Determination of Output and Price Level
Key Area 4: Globalisation
Key Area 5: Poverty and Inequality

ASSESSMENT
Evidence of Learning

School-based Assessment (70%)
Assessment Type 1: Skills and Applications Tasks (30%)
Students undertake at least two skills and applications tasks, which may focus on any of the key areas of the subject content.
Skills and applications tasks may be written, oral, or multimodal. Formats may include assignments, tests, short-answer questions, multiple-choice questions, and responses to stimuli.

Assessment Type 2: Folio (40%)
Students undertake at least two directed assessments for the folio. One folio assessment must focus on Key Area 5: Poverty and Inequality.
Directed assessments may include media analysis, structured investigations, oral presentations, issues studies and case studies, assignments, essays, and reports.
There may be some opportunity for student participation in group work and classroom discussion.

External Assessment
Assessment Type 3: Examination (30%)
Students undertake one 2-hour examination, which is divided into two parts.
Part A consists of multiple-choice questions, short-answer questions, responses to stimuli, and extended-response questions. It draws on all parts of the following key areas:
- Key Area 1: The Economic Problem
- Key Area 2: Microeconomics
- Key Area 3: Macroeconomics
- Key Area 4: Globalisation

Part B requires students to write an essay from three questions drawn from all parts of the following key areas:
- Key Area 3: Macroeconomics
- Key Area 4: Globalisation
**Geography**

**Length**
Full Year: 20 Credits

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

**LEARNING REQUIREMENTS**
As the end of the programme in Stage 2 Geography, students should be able to:

- demonstrate an understanding of geographical concepts and key ideas;
- choose, apply and evaluate appropriate technologies in a geographical context;
- choose, apply and evaluate a range of geographical skills;
- demonstrate an understanding of the patterns and processes of geographical issues and the complex interaction and interdependence of people and the natural environment, using local, national, and global contexts;
- identify, explain, and evaluate the environmental, social, political, and economic consequences of management responses to geographical issues;
- demonstrate an understanding and appreciation of conflicting demands and diverse values, perceptions, and views related to geographical issues, and come to justifiable conclusions;
- demonstrate an understanding of the contribution of a geographical perspective to sustainable futures.

**CONTENT**

**Core Topic: Population, Water Resources, and Development**
This topic introduces students to the processes involved in population change. Through the topic students become aware of the way in which population and consumption impact on the environment. The use of water provides an example of issues related to resource use. Water is fundamental to the preservation of life on the planet. Population and consumption are placing pressure on the finite supply of fresh water.

**Option Topics include:**

**Urbanisation**
- the balance between development and maintaining character and space in cities; quality of life; cities and sustainability;
- advantages and disadvantages of urban sprawl;
- the movement of people and goods in urban places: public versus private transport, types of transport, water quality, issues of pollution and sustainability;
- heritage and development;
- urban-rural migration: poverty, inequality, provision of services, housing, and infrastructure;
- urban sprawl as a threat to biodiversity;
- urban consolidation and gentrification.

**Environmental Hazards**
- the degree to which human factors contribute to particular environmental hazards;
- the factors influencing the risk level of particular locations;
- the significance of cultural factors in responses to environmental hazards;
- the significance of socioeconomic factors in responses to environmental hazards;
- steps being taken to predict environmental hazards and minimise their impact;
- the role of the media in influencing perceptions of environmental hazards;
- technology and the management of environmental hazards.

**Geography**

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

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

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

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

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

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

**ASSESSMENT**
Formative assessment supports student progress. Summative assessment will be used to determine the levels of achievement in the Syllabus objectives.

The student achievement score is calculated on:

- **Assessment Component 1: Individual Fieldwork Report** 25%
- **Assessment Component 2: Geographical Inquiry** 20%
- **Assessment Component 3: Examination** 30%
- **Assessment Component 4: Folio** 25%

**Assessment will include:**

- **Mapping skills** Essays
- **Field work** Assignments
- **Short answer responses** Reports
- **Statistical analyses** Investigative studies of issues and analyses
Legal Studies

Length       Full Year: 20 Credits
Prerequisites No formal prerequisites

LEARNING REQUIREMENTS

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

In this subject, students are expected to:
1. display knowledge and understanding of the influences that have shaped the Australian legal system;
2. know, understand, and analyse legal principles, processes, and structures;
3. recognise ways in which the Australian legal system responds to diverse groups in the community;
4. demonstrate civic literacy through inquiry into the legal system;
5. analyse the Australian legal, constitutional, and justice systems;
6. communicate informed observations and opinions on contemporary legal issues and debates, using legal terminology and appropriate acknowledgment of sources.

CONTENT

The content in Stage 2 Legal Studies involves a study of the following four topics:

**Topic 1: The Australian Legal System**
A study of this topic develops an understanding that the Australian legal system strives to reflect and protect the fundamental values and beliefs of the community and that the community reflects the prevailing values inherent in the legal system. Students should be aware that in a democratic society based on the rule of law, all behaviour is lawful unless prohibited by law. Criminal and civil laws exist to bring about just outcomes in disputes.

Students consider the effectiveness of:
- a constitutional monarchy
- the separation of powers
- executive government
- parliamentary democracy
- courts

**Topic 2: Constitutional Government**
A study of this topic develops an appreciation of the basic principles and features of constitutional government. The motives for federation and the process leading to it are important in understanding Australia’s system of constitutional government. The key areas of study for this topic include - The Australian Constitutional System, Australia’s Global Links, Rights of Indigenous Peoples and a Critical Analysis of the Constitutional System. It will also be important for students to understand the -
- federal institutions of government on the model of the separation of powers
  - the legislative arm (parliament)
  - the executive arm (executive government)
  - the judicial arm (the courts)
- division of legislative power between the Commonwealth and the states or territories

**Topic 3: Law-making**
A study of this topic develops an appreciation that law originates from two fundamental sources — parliament and the courts — but that parliament can delegate some law-making powers to the executive. Parliament is the sovereign law-maker. However, courts can make and extend law in the absence of statute law. This is called common law. Courts can also create case law through statutory interpretation. The key areas of study for this topic include - Legislation, Delegated Legislation, Case Law and a Critical Analysis of Different Modes of Law-making.

**Topic 4: Justice Systems**
A study of this topic develops an appreciation of the variety of lawful mechanisms designed to achieve just outcomes in disputes. Such mechanisms range from the more informal alternative dispute resolution methods, where courts are not involved, to a variety of formal court proceedings. This leads to an exploration of the adversary system of trial. Students critically evaluate the Australian criminal and civil justice systems and compare them with alternatives available in the global community. The key areas of study for this topic include - Dispute Resolution and the Critical Analysis of the Justice System.

Students consider the effectiveness of:
- the adversary system
- the jury system
- inquisitorial systems

ASSESSMENT

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

**Assessment Type 1: Folio (50%)**
The program of assessment covers a range of forms including: collaborative activities, debates, essays, media analysis exercises, multimedia presentations, oral presentations, short-answer questions, short responses to stimuli, simplified mock trials, sources analysis and tests.

**Assessment Type 2: Inquiry (20%)**
In this assessment type, students develop their literacy, communication, and investigation skills. They have an opportunity to demonstrate their civic literacy skills through the study of an issue related to an aspect or aspects of this subject.

In this independent learning assessment, students develop civic literacy skills that allow for informed and participatory citizenship. Students respond to a legal issue by researching, synthesising, and analysing information and opinions, providing appropriate referencing of sources. The assessment involves inquiry and recommendation(s) or conclusion(s).

**External Assessment (30%)**

**Assessment Type 3: Examination (30%).**
Students undertake a 3-hour external examination that is divided into two parts:
Part A: Short Responses (60%)
Part B: Extended Responses (40%)
Modern History

Length
Full Year: 20 Credits

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

LEARNING REQUIREMENTS

Students will acquire knowledge and understanding of how people lived, acted and died in different parts of the world. Students will enquire into past world events and develop skills in historical enquiry; investigate the motivation of people who made decisions; how these decisions affected the world community as well as societies in different parts of the world. They will find how such decisions affected people in the past and how they may continue to influence people. Students will develop skills that will enable them to understand the present and contribute to decisions affecting the future.

At the end of the programme in Modern History, students should be able:

- to demonstrate knowledge and understanding of people, places, events and ideas in the history of societies in selected periods and places since c. 1500;
- to formulate hypotheses and focusing questions and apply them to explain cause and effect;
- to identify and apply historical concepts and skills of historical enquiry;
- to analyse primary and secondary sources critically;
- to identify and give reasons for change and continuity;
- to evaluate why individuals and groups acted in certain ways at particular times;
- to construct reasoned historical arguments based on an understanding evidence from primary and secondary sources.

CONTENT

Thematic Study:


Revolution have caused extreme changes to society and politics. Compare the following revolutions:

The Russian Revolutions of 1917

Four key areas for enquiry:

- The nature of pre-revolutionary society and government.
- The role of external and/or internal forces in the collapse of the old order and in the seizure of power.
- The consolidation of power by the revolutionaries.
- Internal and external threats to the revolution and how they were dealt with.
### Philosophy

**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.

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**LEARNING REQUIREMENTS**

This subject is designed to develop students':

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

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

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

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

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

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

- identify and analyse philosophical issues and positions;
- demonstrate knowledge of the role of reasoning and argument in the expression of philosophical issues and positions;
- formulate and argue a philosophical position;
- use skills of critical thinking to investigate and test assumptions, positions, and arguments presented by themselves and others;
- communicate philosophical issues and positions.

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**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

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### Philosophy

**CONTENT**

**PHILOSOPHICAL INQUIRY SKILLS**

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Topics are:

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- Existentialism and Humanism
- Bodies, Minds, and Persons
- Equality and Difference
**Philosophy**

**ASSESSMENT**

**Component 1: Argument Analysis**  
This assessment component is designed to assess primarily Learning Outcomes 1, 4, and 5. It is weighted at 25%.

Students undertake two argument analysis assessments and identify the arguments of others by examining different types of text chosen from, for example, popular news programs, poetry, film, lyrics, interest group pronouncements and reports.

Method of presentation could include debates, oral presentations, short written analyses, visual displays, and electronic presentations, or a combination of one or more of these. If in written form then the total word count of both argument analysis assignments must not exceed 1000 words.

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

Students should identify:
- why the issue chosen is a philosophical issue;
- different responses to the philosophical issue;
- what position they will take in response to the philosophical issue;
- how they will communicate this position to others.

**Component 3: Philosophical Issues Study**  
This assessment component is designed to assess all the learning outcomes. It is weighted at 30%. And consists of 2000 words.

This component will be externally marked by the SACE Board.

Students examine a philosophical issue that they choose in negotiation with their teacher. Students should:
- identify and explicate a philosophical issue;
- critically examine what philosophers have said about the issue.

The philosophical issues study is to be presented in written form but it need not be in essay format and could include dialogue or any other written genre. The maximum length is 2000 words.

**Key Areas of Philosophical Study**

**Key Area 1: Ethics**  
Ethics is a philosophical study of moral values and reasoning about right and wrong. Ethical theories provide frameworks for understanding moral disputes and conflicting claims.

A variety of topics can be explored in a study of ethics. Those selected for this key area are:
- moral understanding
- happiness as the goal of life
- rights and responsibilities
- equality and difference

**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 determinist
- reason and the existence of God
- existentialism and humanism
- bodies, minds and persons.
Religion Studies

Length
Full Year: 20 Credits

Prerequisites
No formal prerequisites. However, an interest in the way religious traditions develop and then are in-culturated into different societies where political, economic, historical and social structures provide challenges that often shapes the lives and experiences of that society and its individuals.

This subject requires a B pass in Year 11 English in 2015

LEARNING REQUIREMENTS

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

In this subject, students are expected to:

1. demonstrate, knowledge and understanding of diverse religious beliefs, perspectives and experiences within or across traditions
2. critically evaluate definitions of religion and spirituality
3. investigate and analyse how religion and spirituality in Australia have an impact on, and are influenced by sociocultural, historical, and/or political events and attitudes
4. explore and critically reflect on the personal and social significance of religions and spiritualities in traditional and contemporary societies
5. investigate and report on a range of religious and spiritual phenomena
6. critically analyse and evaluate religious and spiritual ideas, concepts and issues presented in selected sources
7. investigate, apply, and communicate knowledge and understanding of religions and spiritualities in local and global contexts

These learning requirements form the basis of the

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

CONTENT

Students study the core topic and two option topics.

Core Topic: Understanding Religion

Key Areas of Study
1. What is religion?
2. What are the key phenomena that make up religion?
3. Why study religion?
4. How are secular culture and religious culture linked?

1 What is religion? What is spirituality?
There are many definitions of religion and spirituality. Students explore a range of definitions from different sources. Each definition is evaluated in terms of how it enables an understanding of religion defining and describing religion.

2 What are the key phenomena that make up religion?
There are general characteristics of religion that are called phenomena of religion. For example, adherents of a religion called the phenomena of religion. For example, adherents of a religion have a religious experience that is specific to that religious tradition. They respond to this religious experience by performing repeated sacred actions and rituals, passing on stories and sacred texts from which they formulate sacred beliefs.

3 How are secular culture and religious culture linked?
Secular and religious culture consists of the systematic way in which people think, act, and make value judgements. Differences in beliefs, values and attitudes can be linked to culture. These differences can also be linked to religion and/or spirituality.

Option Topics: Religious Traditions to be studied in 2016

- Option Topic A: Buddhism
- Option Topic D: Indigenous Australian Spirituality

In each of the above Religious Traditions

- students look at the historical background of the tradition, the religious world view which guides believers and dominates the way they guide and interpret their social behaviour.

- students also explore the myths, legends and parables of the tradition as well as the religious beliefs and the cultural changes that can follow as religious traditions are exported to new societies in our global world.

- students explore the ethics and religious codes of conducts identified in each religious tradition studied.

ASSESSMENT

The following assessment types enable students to demonstrate their learning in Stage 2 Religion Studies:

School-based Assessment (70%) – a total of six assessments of 1000 words or powerpoint presentations of 6 mins

- Assessment Type 1: Source Analysis (25%)
- Assessment Type 2: Written Assignments (20%)
- Assessment Type 3: Practical Activity (25%)

External Assessment (30%) – 2000 words

- Assessment Type 4: Investigation (30%)
Religious Education (SACE course)

Length: Semester: 10 Credits
(Taught over three terms)

Prerequisites: No formal prerequisites

RELIGIOUS EDUCATION COURSES FOR SACE CREDITS:

Ignatian Graduate at Graduation
The focus of this course is the Profile of the Ignatian Graduate at Graduation which presents a vision of the product of an Ignatian education. Students incorporate graduating year activities into their studies by collecting evidence of their learning and participation in evaluation and reflection activities.

Ignatian Ecology – saving our planet
The focus of this course is the Ignatian understanding of the development of the whole person through involvement in ecology. The environmental and ecological challenges are at the core of the mission of the Society of Jesus and an important area of Social Justice. Students will have the opportunity to research, plan and participate in outdoor activities taking in Fifth Creek and Blackhill Conservation Park.

Ignatian Immersions – continuing the Journey
This course has been designed to be delivered to students who have been part of an Ignatian Immersion experience to a range of destinations including India, Vietnam, Cambodia, Timor-Leste, Bathurst Island or Daly River. Their participation in the Immersion and in the preparatory activities will contribute to the overall learning in this subject.

Body, Mind and Spirit – the development of the whole person in the Ignatian tradition
The focus of this course is the Ignatian understanding of the development of the whole person through involvement in sport. Students will have the opportunity to research, plan and participate in activities including coaching, refereeing and organising sporting events.

Arts – in the Ignatian tradition
In this course students will be exploring what it means to be an Artist as a communicator of ideas and where inspiration comes from. They will look at the role of the artist in society and the significance of the Arts to humanity.

All the above subjects have been designed to make the most of learning and assessment opportunities that already exist in the life of a Year 12 Ignatian student.

An Integrated Learning program is a focused study that has a purpose, product, or outcome. An Integrated Learning program is undertaken by a group of students in a school, or a student or students involved in a community group, allowing them to explore their connections with the wider community.

Integrated Learning can be organised in different ways according to the needs and interests of the students and the school. In the case of Saint Ignatius’ College it will be possible for students to explore in a deeper and more focused manner how Ignatian Spirituality and Action can be linked to one of the five areas listed above.

Religious Education (SACE course)

In line with the wishes of the Jesuit Province these courses have been designed to provide an emphasis on the practical nature of the Catholic faith in the Ignatian Tradition. In the words of Saint Ignatius ‘deeds not words’ best define our response to the life, death and resurrection of Jesus Christ. Moreover, these courses aim to provide leadership experiences for our Year 12 students.

LEARNING REQUIREMENTS of these Integrated Learning subjects are as follows. These points 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 and apply knowledge, concepts, and skills to achieve a purpose;
2. investigate and analyse concepts, ideas, and skills from different perspectives, using a variety of sources;
3. work collaboratively with others;
4. demonstrate self-awareness in reflecting on, and evaluating, learning;
5. communicate ideas and informed opinions;
6. develop and understand connections between the program focus and the capability in a capability in a chosen area of study.

ASSESSMENT

There are four assessment tasks in these subjects – one of each of the following.

School Assessment (70%)

Assessment Type 1: Practical (30%)
For this task students develop and apply their learning by undertaking and addressing real problems or challenges. The practical may include interaction and collaboration with others in the class, the school community, or the wider community.

Assessment Type 2: Group Activity (20%)
Students work collaboratively in a group to plan, organise and implement a practical and/or theoretical task or project. Students reflect on their contribution and on the collaborative processes and outcomes.

Assessment Type 3: Folio and Discussion (20%)
Students develop a folio to support their round-table discussion on the depth, extent, and focus of the learning that has taken place. The purpose of the folio is to demonstrate significant personal learning.

External Assessment Type 4: Project (30%)
Students select an aspect of personal interest from the program covered. This project provides an opportunity for students to explore an aspect of the program focus and a capability covered in the course (e.g. Citizenship, Personal Development, Communication). This project can be submitted in written form (1000 words for a 10 credit subject) or can be in the form of a film, a video of a dramatic presentation, a website or another multimodal form).
Religious Education (School-based course)

<table>
<thead>
<tr>
<th>Length</th>
<th>Semester</th>
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<tbody>
<tr>
<td></td>
<td>(Taught over two and a half terms – all work completed by the end of Week 6, Term 3)</td>
</tr>
</tbody>
</table>

| Prerequisites | No formal prerequisites |

This subject is the option for students who do not wish to undertake the Religious Education or Religion Studies SACE courses. The assessment tasks are not formal and will all be undertaken during the class period. There will be no homework or assessment outside of class time.

CONTENT

Content covered in each unit:

Religion and Science
This unit looks at the findings of Science on Cosmology and Evolution, and addresses the question of seeing Christian Revelation in this context.

Ignatian Spirituality
This unit examines definitions of spirituality and the search for spirituality in the lives of people in the 21st Century. It focuses on the Spiritual Humanism of the Jesuits, rooted in the Spiritual Exercises of Saint Ignatius and the Renaissance. Students are given an opportunity to discover how God moves in their lives and how to hear the voice of God in the deep stillness of their hearts amid the conflicting voices that surround them.

LEARNING REQUIREMENTS

Through the undertaking of these units students will come to an understanding of Ignatian Spirituality and a development of their own spirituality through the Examen, Discernment, Praying with the Imagination and the Study of Ignatius’ Conversion.

They will gain knowledge of Science and Religion, and how through this study, to look for truth and face the God questions through philosophical and theistic reflections on evolution.

Students will:
- develop and apply knowledge, concepts and skills;
- work collaboratively with others;
- demonstrate self-awareness in reflection and evaluation of learnings;
- communicate and articulate ideas and informed opinions;
- develop skills in reflection, discernment and meditation.

ASSESSMENT

Assessment for these units is a written Journal, essay or a written Report. The assessment tasks are not formal and will all be undertaken during the class period. There will be no homework or assessment outside of class time.
Society and Culture

Length  
Full Year: 20 Credits

Prerequisites  
No formal prerequisites

As the subject heavily relies on the enquiry approach to learning, it would be an advantage for students to have well-developed abilities to communicate effectively with others, to participate responsibly in groups, to show independence and initiative in individual and group research, and to be able to write authoritatively following an extensive research process.

LEARNING REQUIREMENTS

The subject is designed to develop students’:
- knowledge and understanding of social structures and systems in contemporary societies;
- understanding of the interdependence of individuals, groups, and societies locally, regionally, nationally and globally;
- insights into the cultures and beliefs of different contemporary societies;
- skills of social enquiry, critical awareness, participation and social action and interaction;
- ability to reflect on and appreciate the responses and contribution of individuals, groups and societies to contemporary issues and challenges.

Questions

What forces in societies affect an individual’s choice and behaviour?
What is socialisation?
What commonalties and differences do individuals in communities or societies have?
What causes social change in contemporary societies?
What strategies are or could be used to identify and address particular contemporary social issues?
How does the social construction of power, prejudice, gender, sexuality, race, ethnicity, and class affect various individuals, groups, societies, and cultures?

At the end of the program in Studies of Societies, students should be able:

- to demonstrate knowledge and understanding of social issues that affect contemporary societies;
- to understand how social change occurs in response to competing demands;
- to use analytical skills to investigate and communicate some of the defining myths and questions about contemporary societies and social issues;
- to act in an informed way, to suggest, and engage collaboratively in, possible solutions, outcomes, and social action;
- to understand how hypotheses and focusing questions are used to guide the investigation of a contemporary topic or social issue.

CONTENT

Skills of social enquiry underpin studies and assessment. Systematic investigation, active participation and a variety of experience-based learning methods are particularly relevant. Inquiry skills mature learning by asking questions.

The following questions provide a focus for exploring contemporary societies and social issues:
How can societies be studied?
How are societies structured?
How do you know when societies fail to work?
How are individuals and societies linked?
What forces in societies affect an individual’s choice and behaviour?
What is socialisation?
What commonalties and differences do individuals in communities or societies have?
What causes social change in contemporary societies?
What strategies are or could be used to identify and address particular contemporary social issues?
How does the social construction of power, prejudice, gender, sexuality, race, ethnicity, and class affect various individuals, groups, societies, and cultures?

Topic Studies

Group 1: Culture
Youth Culture

Group 2: Contemporary Challenges
The Technological Revolution

Group 3: Global Issues
Globalisation

An Investigative Assignment (negotiated topic)

This investigative component:
- is designed to assess all the learning outcomes;
- requires students to undertake an independent investigation of a contemporary social issue and present their findings in an investigative report;
- gives students an opportunity to develop skills that, when used effectively, make manageable the critical analysis and acquisition of knowledge from a complex world.

It is essential that the investigative assignment is a focused investigation based on primary sources and not an indeterminate project.

Students will be expected to keep a folio containing documents that outline the processes of preliminary data collection and support materials that can also help in the verification of their work. The folio is not submitted for marking.

The investigative assignment should be between 1500 and 2000 words and is weighted at 30%.

ASSESSMENT

Course Work - Skills of Social Enquiry and Topic Studies  50%
Interaction  20%
Investigative Assignment  30%
**Chinese**

<table>
<thead>
<tr>
<th>Length</th>
<th>Full Year: 20 Credits</th>
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</thead>
<tbody>
<tr>
<td>Prerequisites</td>
<td>A C+ grade in Stage 1 Chinese</td>
</tr>
</tbody>
</table>

**LEARNING REQUIREMENTS**

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

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

**CONTENT**

The following themes are required areas for language study:

- Geography of China
- 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, focusing 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
  - Assessment Component 3
    - Oral Examination
  - Assessment Component 4
    - Written Examination

**French**

<table>
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<tr>
<th>Length</th>
<th>Full Year: 20 Credits</th>
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<tbody>
<tr>
<td>Prerequisites</td>
<td>A C+ grade in Stage 1 French</td>
</tr>
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</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 express information, feelings, ideas and opinions.
4. Examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

**CONTENT**

- Personal Relationships
- Environment & Pollution
- Media/Current Affairs
- Home Life and daily routine
- Holidays - Travel/Leisure
- Technology
- French-speaking Countries
- French Literature & Cinema

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

- **External Assessment** 30%
  - Assessment Component 1
    - Folio
      - Interactions
      - Text Analysis
      - Text Production
  - Assessment Component 2
    - In-depth Study
  - Assessment Component 3
    - Oral Examination
  - Assessment Component 4
    - Written Examination
**Indonesian**

<table>
<thead>
<tr>
<th>Length</th>
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<tbody>
<tr>
<td>Prerequisites</td>
<td>A C+ grade in Stage 1 Indonesian.</td>
</tr>
</tbody>
</table>

**LEARNING REQUIREMENTS**

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

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

**CONTENT**

- Poverty and Wealth
- Ceremonies and Celebrations
- Care for the Environment
- Colonialism and Independence

**ASSESSMENT**

Assessment will consist of an external component weighted at 30% of the marks allocated and a school component of 70%. There are four assessment procedures in the assessment scheme.

**School Assessment 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**

<table>
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<tr>
<th>Length</th>
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<tbody>
<tr>
<td>Prerequisites</td>
<td>A C+ grade in Stage 1 Italian</td>
</tr>
</tbody>
</table>

**LEARNING REQUIREMENTS**

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

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

**CONTENT**

- Education and aspirations
- Social and contemporary issues
- Environment
- Technology
- Trade and Tourism
- Historical Perspectives

**ASSESSMENT**

Assessment will consist of an external component weighted at 30% of the marks allocated and a school component of 70%. There are four assessment procedures in the assessment scheme.

**School Assessment 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
Latin

Length Full Year: 20 Credits
Prerequisites A C+ grade in Stage 1 Latin

LEARNING REQUIREMENTS

The aims of the syllabus are to develop students’:

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

CONTENT

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

Prescribed texts in Latin provide the focus of the course. In order to enhance their understanding of each text as a whole, the students will also read a specified translation of the entire book or speech. Each year one verse and one prose text will be prescribed for study.

Each year specified thematic focus areas will be prescribed for each of the prescribed texts. These will provide a list of 3 to 5 themes which form the focus of study of the content and references in the texts.

ASSESSMENT

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

Section I – Prescribed Text: Prose
- Translation into English 8
- Objective response questions 7
- Short-answer questions 10
- One extended response question 10

Section II – Prescribed Text: Verse
- Translation into English 8
- Objective response questions 7
- Short-answer questions 10
- One extended response question 10

Section III – Unseen Texts
- Translations into English 20
- Short-answer and/or objective response questions 10

Mark 100
### Mathematical Applications

<table>
<thead>
<tr>
<th>Length</th>
<th>Full Year: 20 Credits</th>
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<tbody>
<tr>
<td>Prerequisites</td>
<td>Successful completion of any two units of Stage 1 Mathematics</td>
</tr>
</tbody>
</table>

**LEARNING REQUIREMENTS**

This subject is designed to develop students’:

- confidence with mathematical concepts and relationships, and use of mathematical skills and techniques in a range of contexts;
- appreciation of the power, applicability, and elegance of mathematics in analysing, investigating, modelling, and describing aspects of the world;
- facility with mathematical language in communicating ideas and reasoning;
- problem-solving and abstract thinking skills;
- appreciation of the importance of electronic technology in mathematics;
- mathematical knowledge and skills so that they may become informed citizens capable of making sound decisions in the world of work and in their personal environments.

Programs in this subject lead to courses in building and construction, aquaculture, agriculture, retail, office management, visual arts, engineering trades, small business, tourism and hospitality and nursing and paramedical areas.

**CONTENT**

Mathematical Applications is designed to give students access to, and experience of, a wide range of mathematical models and techniques used for solving problems in many contexts of human endeavour. These contexts range from enterprise and business to recreation, research, and the needs of the individual or the community.

The following four topics will be studied:

- Share Investments
- Math and Small Business
- Investments and Loans
- Statistics and Working with Data

Research, interpretation, and project work are an important part of this course. The student can expect to spend considerable time at a computer terminal.

**ASSESSMENT**

Assessment in Mathematical Applications consists of the following components, weighted as shown:

- Assessment Component 1: Skills and Application Tasks 30%
- Assessment Component 2: Portfolio 40%
- Assessment Component 3: Examination 30%

The final achievement grade is determined by school assessment (70%) and the SACE Board final examination (30%). The school assessment is moderated externally by the SACE Board. Each student is required to keep a folio of assessed work for external moderation.

### Mathematical Methods

<table>
<thead>
<tr>
<th>Length</th>
<th>Full Year: 20 Credits</th>
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<tbody>
<tr>
<td>Prerequisites</td>
<td>Successful completion of Stage 1 Mathematics A and Mathematics B with a minimum C+ grade average</td>
</tr>
</tbody>
</table>

**LEARNING REQUIREMENTS**

This subject asks students to examine what has happened and what is happening in the world round them, and to interact with their findings. It enables students to see mathematics as a creative human response to an external environment through a study of contemporary situations or case-studies.

This subject is designed to develop students’:

- confidence with mathematical concepts and relationships, and use of mathematical skills and techniques in a range of contexts;
- appreciation of the power, applicability, and elegance of mathematics in analysing, investigating, modelling, and describing aspects of the world;
- facility with mathematical language in communicating ideas and reasoning;
- problem-solving and abstract thinking skills;
- appreciation of the importance of electronic technology in mathematics;
- mathematical knowledge and skills so that they may become informed citizens capable of making sound decisions in the world of work and in their personal environments.

Programs in this subject lead to courses in building and construction, aquaculture, agriculture, retail, office management, visual arts, engineering trades, small business, tourism and hospitality and nursing and paramedical areas.

**CONTENT**

This subject consists of the following:

- Working with Statistics
- Algebraic Models from Data
- Calculus
- Linear Models

**ASSESSMENT**

Assessment in Mathematical Methods consists of the following components, weighted as shown:

- Assessment Component 1: Skills and Applications Tasks 45%
- Assessment Component 2: Portfolio 25%
- Assessment Component 3: SACE Board Examination 30%

The final achievement grade is determined by school assessment (70%) and the SACE Board final examination (30%). The school assessment is moderated externally by the SACE Board. Each student is required to keep a folio of assessed work for external moderation.
### Mathematical Studies

<table>
<thead>
<tr>
<th>Length</th>
<th>Full Year: 20 Credits</th>
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<tbody>
<tr>
<td>Prerequisites</td>
<td>Successful completion of Stage 1 Mathematics A and Mathematics B with a minimum C+ grade average</td>
</tr>
</tbody>
</table>

**LEARNING REQUIREMENTS**

This subject allows students to explore, describe, and explain aspects of the world around them in a mathematical way. It focuses on the development of mathematical skills and techniques to facilitate this exploration. It places mathematics in relevant contexts, dealing with relevant phenomena from the students’ common experiences, as well as from scientific, professional, and social contexts.

Students who want to enter areas such as architecture, economics and biological, environmental, geological, and agricultural science should study Mathematical Studies. Students envisaging careers in other related fields may also benefit from studying this subject. If studied in conjunction with Specialist Mathematics, it will provide students with pathways into courses such as mathematical sciences, engineering, computer science, physical sciences, and surveying.

This subject is designed to develop students’:

- confidence with mathematical concepts and relationships, and use of mathematical skills and techniques in a range of contexts;
- appreciation of the power, applicability, and elegance of mathematics in analysing, investigating, modelling, and describing aspects of the world;
- facility with mathematical language in communicating ideas and reasoning;
- problem-solving and abstract thinking skills;
- appreciation of the importance of electronic technology in mathematics;
- mathematical knowledge and skills so that they may become informed citizens capable of making sound decisions in the world of work and in their personal environments.

**CONTENT**

This subject consists of the following three topics:

- **Topic 1:** Working with Statistics
- **Topic 2:** Working with Functions and Graphs Using Calculus
- **Topic 3:** Working with Linear Equations and Matrices

**ASSESSMENT**

Assessment in Mathematical Studies consists of the following:

- Skills and Applications Tasks: 45%
- Portfolio: 25%
- SACE Board Examination: 30%

The final achievement grade is determined by school assessment (70%) and SACE Board final examination (30%). The school assessment is moderated externally by the SACE Board. Each student is required to keep a folio of assessed work for external moderation.

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### Specialist Mathematics

<table>
<thead>
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<th>Length</th>
<th>Full Year: 20 Credits</th>
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<tbody>
<tr>
<td>Prerequisites</td>
<td>Successful completion of Stage 1 Mathematics A, Mathematics B and Specialist Mathematics with a minimum B- grade average. Stage 2 Specialist Mathematics must be studied concurrently with or after Mathematical Studies.</td>
</tr>
</tbody>
</table>

**LEARNING REQUIREMENTS**

This subject will enable students to experience and understand mathematics as a growing body of knowledge for creative use in application to an external environment - a view of mathematics that students are likely to find relevant to their world. This subject deals with phenomena from the students’ common experiences, as well as from scientific, professional, and social contexts.

This subject is designed to develop students’:

- confidence with mathematical concepts and relationships, and use of mathematical skills and techniques in a range of contexts;
- appreciation of the power, applicability, and elegance of mathematics in analysing, investigating, modelling, and describing aspects of the world;
- facility with mathematical language in communicating ideas and reasoning;
- problem-solving and abstract thinking skills;
- appreciation of the importance of electronic technology in mathematics.

**CONTENT**

This subject consists of the following five topics:

- Trigonometric Preliminaries
- Polynomials and Complex Numbers
- Vectors and Geometry
- Calculus
- Differential Equations

**ASSESSMENT**

Consists of the following:

- Skills and Applications Task: 45%
- Portfolio: 25%
- SACE Board Examination: 30%

The final achievement grade is determined by school assessment (70%) and SACE Board final examination (30%). The school assessment is moderated externally by the SACE Board. Each student is required to keep a folio of assessed work for external moderation.
### Biology

**Length**
Full Year: 20 Credits

**Prerequisites**
No formal prerequisites

Although the study of Year 11 Biology is not required, it is an advantage. It is desirable for students to have successfully completed Year 10 Science. Year 11 Chemistry knowledge may assist students.

---

**LEARNING REQUIREMENTS**

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

In this subject, students are expected to:

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

These learning requirements form the basis of the:

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

---

**CONTENT**

The core topics, listed below, are compulsory:

- Macromolecules
- Cells
- Ecosystems
- Organisms

Students are required to complete four summative practical activities, one from each theme of the syllabus. In addition students are required to submit one summative human awareness essays from different themes in the syllabus.

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**ASSESSMENT**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weightage</th>
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<tbody>
<tr>
<td>External Examination</td>
<td>30%</td>
</tr>
<tr>
<td>School based assessment</td>
<td>70%</td>
</tr>
</tbody>
</table>

This school based assessment will include:

- Assessment Type 1: Investigations Folio (40%)
- Assessment Type 2: Skills and Applications Tasks (30%)
Chemistry

Length
Full Year: 20 Credits

Prerequisites
The course is based on the expectation that those entering it will have studied 20 credits of Stage 1 Chemistry with a C+ grading or better. It is also assumed that students entering the course will be able to: communicate effectively in both written and oral forms; comprehend and manipulate simple mathematical expressions; handle common chemicals and simple laboratory apparatus safety and effectively; observe, record, and interpret results.

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

In this subject, students are expected to:

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

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

CONTENT

Topics and Subtopics

Topic 1: Skills
Subtopic 1.1 Experimental Skills
Subtopic 1.2 Information and Communication Skills

Topic 2: Elemental and Environmental Chemistry
Subtopic 2.1 The Periodic Table
Subtopic 2.2 Cycles in Nature
Subtopic 2.3 Greenhouse Effect
Subtopic 2.4 Acid Rain
Subtopic 2.5 Photochemical Smog
Subtopic 2.6 Water Treatment

Topic 3: Analytical Techniques
Subtopic 3.1 Volumetric Analysis
Subtopic 3.2 Chromatography
Subtopic 3.3 Atomic Spectroscopy

Topic 4: Using and Controlling Reactions
Subtopic 4.1 Measuring Energy Changes
Subtopic 4.2 Fuels
Subtopic 4.3 Electrochemistry
Subtopic 4.4 Rate of Reaction
Subtopic 4.5 Chemical Equilibrium
Subtopic 4.6 Chemical Industry
Subtopic 4.7 Metal Production

Topic 5: Organic and Biological Chemistry
Subtopic 5.1 Systematic Nomenclature
Subtopic 5.2 Physical Properties
Subtopic 5.3 Alcohols
Subtopic 5.4 Aldehydes and Ketones
Subtopic 5.5 Carboxylic Acids
Subtopic 5.6 Amines
Subtopic 5.7 Esters
Subtopic 5.8 Amides
Subtopic 5.9 Proteins
Subtopic 5.10 Triglycerides
Subtopic 5.11 Carbohydrates

Topic 6: Materials
Subtopic 6.1 Polymers
Subtopic 6.2 Silicates
Subtopic 6.3 Cleaning Agents

ASSESSMENT

External Examination 30%
School based assessment 70%

This school based assessment will include:
Assessment Type 1: Investigations Folio (40%)
Assessment Type 2: Skills and Applications Tasks (30%)
Physics

Length
Full Year: 20 Credits

Prerequisites
The course is based on the expectation that those entering it will have studied 20 credits of Stage 1 Physics with a C+ grade or better.

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

In this subject, students are expected to:

1. identify and formulate questions, hypotheses, concepts, and purposes that guide investigations in physics
2. design and conduct collaborative and individual investigations in physics using appropriate apparatus and safe working practices and by observing, recording, and interpreting the phenomena of physics
3. represent, analyse, interpret, and evaluate investigations in physics through the use of technology and numeracy skills
4. select, analyse, and critically evaluate the evidence of physics from different sources, and present informed conclusions or decisions on contemporary physics applications
5. communicate knowledge and understanding of the concepts and information of physics using appropriate physics terms and conventions
6. demonstrate and apply knowledge and understanding of physics to a range of applications and problems.

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

CONTENT

Section 1 - Motion in Two Dimensions
The study of motion is extended to cases involving motion in two dimensions. The study of these topics prepares students for an understanding of the vector nature of Newton’s second law of motion. Newton’s Law of Gravitation is introduced and used to describe motion of satellites in circular orbits. Newton’s second law is then expressed in terms of momentum leading to the law of conversation of momentum.

Topics include
Projectile Motion
Uniform Circular Motion
Gravitation and Satellites
Momentum in Two Dimensions.

Applications
Projectiles in Sport
The Banking of Road Curves
Weather and Communication Satellites
Spacecraft Propulsion

Section 2 - Electricity and Magnetism
This section introduces the concept of a field as used in physics. Forces between stationary charges are discussed and the motion of charged particles in an electric field is analysed quantitatively, both in one and two dimensions. Moving charges are then examined in electric currents and then in a vacuum.

Topics include
Electric Fields
The Motion of Charged Particles in Electric Fields
Magnetic Fields
The Motion of Charged Particles in Magnetic Fields

Applications
Photocopiers and laser printers
Cyclotrons
The Moving-coil Loudspeaker

Section 3 - Light and Matter
The study of charges at rest and moving with uniform velocity is extended to accelerating charges which radiate electromagnetic waves. The behaviour of these waves is described, and interference patterns are explained using the superposition principle. The concept of photons is also introduced to explain the photoelectric effect and X-ray production.

Topics include
Electromagnetic Waves
Interference of Light
Photons
Wave Behaviour of Particles.

Applications
Laser Airborne Depth Sounder (LADS)
Compact Discs
The Use of X-rays in Medicine
Electron Microscopes

Section 4 - Atoms and Nuclei
Some aspects of atomic and nuclear physics are introduced. A study of spectra provides the link from the previous section and establishes the experimental basis for inferences about atomic energy levels. Issues related to nuclear power in its present form and possibilities for the future are also discussed.

Topics include:
The Structure of the Atom
The Structure of the Nucleus
Radioactivity
Nuclear Fission and Fusion

Applications
Lasers
The Production of Medical Radioisotopes
Positron Emission Tomography (PET)
Fission Nuclear Power

ASSESSMENT
The final mark in Physics will be made up of:
External examination 30%
School based assessment 70%

This school based assessment will include:
Assessment Type 1: Investigations Folio (40%)
Assessment Type 2: Skills and Applications Tasks (30%)