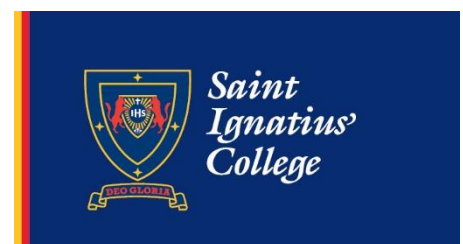

YEAR 10, 2022

CURRICULUM HANDBOOK



Go, set the world *alight*.

Contents

Ignatian Pedagogical Paradigm	3
The SACE	4
Senior Years Accelerated Pathway Program (SYAPP)	7
Vocational Education and Training (VET)	8
Curriculum Chart	9

Year 10 Subjects

Art	11
Commerce	12
Design	13
Drama	14
Engineering Technology	15
English	16
English Pre Literary Studies	17
Essential English	18
Film and Media Studies	19
Geography	20
History	21
Languages:	
• Chinese (SYAPP)	22
• French (SYAPP)	23
• Indonesian (SYAPP)	24
• Italian (SYAPP)	25
• Latin (SYAPP)	26
Mathematics	27
Music Contemporary	29
Music Studies	30
Health & Physical Education	31
Personal Learning Plan	32
Philosophy (Stage 1)	33
Religious Education	34
Science	35
Scientific Studies	36

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 proceeding", 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.

Requirements	Credits
Year 10	
Personal Learning Plan	10
Year 11 (Stage 1)	
Literacy (from a range of English subjects and courses)	20
Numeracy (from a range of mathematics subjects and courses)	10
Year 11 or 12 (Stages 1 or 2)	
Other subjects and courses of the student's choice	up to 90
Year 12 (Stage 2)	
Research Project	10
Other Stage 2 subjects and courses*	60 or more
Total	200

- Other subjects and courses
- Stage 1 compulsory subjects and courses
- Stage 2 compulsory subjects and courses

*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 subjects 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 original five Capabilities were defined as follows:

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

Literacy and Numeracy

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

Personal Learning Plan (PLP)

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

Research Project (RP)

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

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

Assessment (A – E Grades)

The College will assess students in Stage 1 (Years 10 and 11).

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

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

University or TAFE Entry

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

The Australian Tertiary Admission Rank (ATAR)

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

The Australian Tertiary Admission Rank is:

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

Calculating the Australian Tertiary Admission Rank

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

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

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

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

Adjustment Factors

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

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

Senior Years Accelerated Pathway Program (SYAPP)

Purpose

To expand the academic opportunities provided to the students at Saint Ignatius' College that go beyond the minimum SACE requirements. To provide opportunities for students at Saint Ignatius' College to have more variety in their choice of subjects in the upper year levels of their education.

To provide challenges for students in particular subjects who demonstrate the need for complexity in a particular area of study.

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

At Year 10

Acceleration occurs through subject 'compacting'. That is, Stage 1 coursework is completed by the end of Year 10 allowing the Stage 2 course to be completed in Year 11. This type of acceleration is available in Mathematics, and Languages (Chinese, French, Indonesian, Italian & Latin).

Students will have the opportunity to select Stage 1 Philosophy as one of their elective subjects and/or be invited to study Stage 1 Modern History in semester 2 rather than continue with the Year 10 History course.

At Year 11

Students who meet specified academic standards will be able to undertake Stage 2 subjects whilst in Year 11. In order to provide students with the best learning environment, the Stage 2 subjects will be placed on the Year 11 timetable resulting in students studying with other students in their year level.

The following Stage 2 subjects are currently offered as accelerated subject options in Year 11:

- Biology
- Geography
- Modern History
- Philosophy

Selection/ Eligibility

1. Selection/Eligibility into accelerated subjects is dependent upon the specific purpose for which the acceleration is being offered. As such, each subject offering acceleration will use a range of criteria and data, specific to their subject and purpose.
Firstly students must meet College promotion requirements and demonstrate exemplary application level in all subject.
2. In addition, students must also:
 - attain at least an A grade in Year 10 Modern History and a B grade in English to qualify for Stage 2 Modern History
 - attain at least an A grade in Year 10 Science to qualify for Stage 2 Biology
 - If Geography is studied at Year 10 then a minimum B grade is required to qualify for Stage 2 Geography.
 - attain at least a B+ grade in Year 10 English to qualify for Stage 2 Philosophy

Unless approved by the Director of Teaching and Learning, students can only study a maximum of 50 credits of Stage 2 in Year 11.

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

Vocational Education and Training

'Vocational Education and Training' (VET) refers to structured learning programmes that provide students with the knowledge, skills and attributes that are endorsed by industry.

VET courses deliver industry-endorsed units of competence from nationally endorsed training packages and this training is recognised nationally.

VET courses provide students with the opportunity to:

- Personalise their learning pathways;
- 'Get a taste' for an industry area of interest;
- Develop and practise business and industry specific skills, often including on-the-job structured workplace learning;
- Work to attain nationally accredited certification against the Australian Qualifications Training Framework, and;
- Every 70 hours can contribute 10 credits towards SACE completion.
- A completed Certificate III course can be counted as a SACE Stage 2 subject and count towards the ATAR.
- Certificate II courses contribute to Stage 1 SACE Credits.

Internal VET in Partnership with AST

A full Certificate III in Screen and Media can be undertaken in Year 11 and is embedded in Stage 1 Communication Products Film. **Students are required to have studied Year 10 Film to be eligible to complete the full certificate III.**

Completion of the full certificate will result in up to 70 Stage 2 Credits and can count as one (20 credit) subject at Stage 2 with an ATAR awarded.

For more information go to <https://www.satac.edu.au/recognised-studies>

The Certificate III Media is delivered in partnership with Access Skills Training (AST), which is an RTO from Victoria.

Please note that this course is subject to change without notice.

Certificate III Media

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

Students will be given the opportunity to enter film productions in national and local student film festivals and competitions. This course has been developed with both TAFE and university pathways in mind.

External VET

The College would prefer students to undertake external VET courses in Year 11. At times, students may find themselves in situations where VET would complement their studies at Year 10. Consideration will be given in consultation with the parents, student, Director of Teaching and Learning and the VET Coordinator.

There is also the opportunity to undertake VET "taster" courses in semester 2 and these will be advertised accordingly. They do not count towards SACE credits, but more importantly give students an idea of work in a specific industry.

It is important to note that the College cannot take responsibility for the quality of delivery of any external VET courses.

Further information regarding VET can be found on the College's SEQTA page and Career Tool portal.

<https://www.ignatiuscareers.com.au/?page=vocational-education-and-training>

<https://teach.ignatius.sa.edu.au/portal/65>

Alternatively contact the VET Coordinator,

Ms Linda De Poi

L.depoi@ignatius.sa.edu.au

Phone: 8334 9323

Curriculum Chart

Arts	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Art	✓	✓	✓	✓	✓	✓
Design			✓	✓	✓	✓
Drama	✓	✓	✓	✓	✓	✓
Music	✓	✓				
Music Contemporary			✓	✓	✓	
Music Studies			✓	✓	✓	✓
Business, Enterprise and Technology	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Accounting					✓	✓
Business Innovation					✓	✓
Commerce				✓		
Digital Communication Solution - Film Studies					✓	✓
Digital Communication Solution - Multimedia					✓	✓
Digital Technologies	✓	✓	✓			
Engineering Technology				✓		
Film & Media Studies				✓		
Robotic & Electronic Systems					✓	✓
Workplace Practices					✓	✓
Cross-Disciplinary Studies	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Ignatian Service & Hospitality - Integrated Learning					✓	
Personal Learning Plan				✓		
Research Project						✓
English	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
English	✓	✓	✓	✓	✓	✓
English Literary Studies					✓	✓
English Pre Literary Studies				✓		
Essential English				✓	✓	✓
Health and Physical Education	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Health and Wellbeing					✓	✓
Health and Physical Education	✓	✓	✓	✓		
Physical Education					✓	✓
Humanities and Social Sciences	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Ancient Studies					✓	✓
Economics					✓	✓
Geography	✓	✓	✓	✓	✓	✓
History	✓	✓	✓	✓		
Legal Studies					✓	✓
Modern History				✓	✓	✓
Philosophy				✓	✓	✓
Religious Education	✓	✓	✓	✓	✓	
Spiritualities, Religion, and Meaning (formally Religion Studies)					✓	✓

Curriculum Chart

Languages	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Chinese	✓	✓	✓	✓	✓	
French	✓	✓	✓	✓	✓	
Indonesian			✓	✓	✓	
Italian	✓	✓	✓	✓	✓	
Latin	✓	✓	✓	✓	✓	
Mathematics	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Essential Mathematics			✓	✓	✓	✓
General Mathematics					✓	✓
Mathematical Methods					✓	✓
Mathematics	✓	✓	✓	✓		
Mathematics 10A				✓		
Specialist Mathematics					✓	✓
Science	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Aquaculture (VET Certificate II)					✓	
Biology					✓	✓
Chemistry					✓	✓
Physics					✓	✓
Psychology					✓	✓
Science	✓	✓	✓	✓		
Scientific Studies				✓		

Length: Semester

Prerequisites: Satisfactory completion of Year 9 Art or a portfolio of previous work.

What are the goals of this subject?

- Demonstrate an appreciation of skills and techniques employed by artists in the generation of Artworks.
- Demonstrate an appreciation and understanding of the role of artists.
- Demonstrate visual thinking through the development and evaluation of ideas and application of technical skills with media and materials to resolve works of Art.
- Conceive, develop, and make Art that reflects their personal aesthetic.
- Develop techniques and processes consistent with working as an artist.
- Enable students to see, perceive and make images related to their context.
- Foster the development of Visual Arts language so that students can write and discuss aspects of historical and contemporary Art.

What skills and knowledge will I develop?

- Demonstrate knowledge and understanding of the media investigated.
- Discuss Art orally using subject specific language.
- Write about aspects of Art responding with subject specific language.
- Execute independent and teacher directed enquiry-based projects.
- Develop skills in producing folio work that reflects a diverse range of media and experimentation.
- Acquire technical skills through the exploration of a range of media and materials.
- Develop an understanding of the intention of other Artists' work.
- Critically analyse Artworks in the context of time and place.
- Produce a Practitioner's Statement.

What topics will I cover?

- The making of a resolved work, based on the concept of identity, in one of the following disciplines: drawing, painting, mixed media, sculpture, ceramics and/or printmaking.
- Appraisal of artworks will form an important component of the folio development.
- Students will study 20th Century Australian Art as part of the Visual Study component.
- Students will research and document creative and visual thinking and use Visual Art's language to interpret, respond to and synthesise thoughts on Visual Art.

How will I be assessed?

- Note keeping and visual information.
- Activities will have sketches and final works. These will be assessed according to skills demonstrated, ideas developed and the quality of final work.
- Differentiation of projects will be on an individual basis.
- Assessment will be continual, based on work samples, assignments, practical projects, and homework tasks.

Commerce

Length: Semester

Prerequisites: Nil

What are the goals of this subject?

- understand consumer choice, marketing concepts and business ethics
- understand the legal system - the legislature, executive and judiciary
- explain the idea of globalisation and its broader impacts on Australia
- understand the basic accounting equation and the role of accounting today
- have developed an understanding of personal finance

What skills and knowledge will I develop?

By the end of the semester, you should be able to:

- understand consumer choice, marketing concepts and business ethics
- understand the legal system - the legislature, executive and judiciary
- understand the laws and consequences around sexting
- explain the idea of globalisation and its broader impacts on Australia
- understand the basic accounting equation and the role of accounting today
- have developed an understanding of personal finance
- have developed a basic understanding of the Australian economy

What topics will I cover?

- Accounting, including preparation of a Balance Sheet and Budget
- Business Innovation, including the implementation of the design thinking process to create a product or service to an identified problem.
- Economics, including:
 - Money, Earning, Spending and Saving
 - Economic Systems
 - Globalisation
- Legal Studies, including; Federal and State Parliament, Government, and court systems. Primary focus is on the laws and sanctions surrounding sexting.

How will I be assessed?

- Course work will be assessed by four task which may include:
 - Case Studies
 - Research Assignment
 - Oral Presentations
 - Tests
 - End-of-semester Examination

Design

Length: Semester

Prerequisites: Satisfactory completion of Year 9 or a portfolio of work samples.

What are the goals of this subject?

- Enable students to conceive, develop, and make work(s) of Design that reflect the development of a personal visual aesthetic.
- Demonstrate visual thinking through the development and evaluation of ideas and explorations in technical skills with media, materials, and technologies.
- Enable students to apply technical skills using media, materials, and technologies to solve problems and resolve work(s) of Design.
- Enable students to communicate knowledge and understanding of their own and other practitioners' works of Design.
- Enable students to analyse, interpret, and respond to Design products in cultural, social, and/or historical contexts.

What skills and knowledge will I develop?

- Conceptualise and develop imaginative and functional Design ideas.
- Document creative visual thinking and problem-solving processes.
- Demonstrate knowledge of core Design concepts, forms, styles, and conventions.
- Show some understanding of aesthetic or functional qualities in works of Design.
- Research and acknowledge sources to explore and develop insights into aspects of Design
- Analyse and interpret works of Design from different contexts, cultural, social and/or historical contexts.
- Use Design language to interpret and respond to works and their contexts.
- Evaluate their own practical and design process work.

What topics will I cover?

Folio and Practical Study:

- Design elements and principles.
- Three-dimensional focused studies.
- Evidence of problem solving through the design process'
- Design techniques.
- Introduce students to drawing systems such as: isometric, orthogonal projections and formal perspective.
- Concept realisation from the Design Brief.
- Creation of 3D forms using manual modelling techniques.

Visual Study:

- The completion of a study analysing a range of Design types and designers as an understanding of Design in a social, historical, and cultural context.

How will I be assessed?

Assessment is continual and will be based on:

- Practical application.
- Knowledge and understanding.
- Analysis and response.
- Differentiation of projects with be on an individual basis.

Drama

Length: Semester

Prerequisites: Satisfactory completion of Year 9 Drama or a successful audition.

What are the goals of this subject?

- Interest and enjoyment of on-stage and off-stage performance and staging skills and abilities
- Development of self-confidence and expressive skills
- Development and understanding of ensemble and group commitment
- Ability in analytical written skills and reflection
- Understanding of theatre terminology, analysis, and evaluation
- Ability and curiosity to translate concepts into dramatic ideas

What skills and knowledge will I develop?

- Develop communication in a variety of forms
- Extend further on performance and staging skills
- Build on self-confidence
- Create roles and characters in response to and through collaboration with others
- Identify with past and present theatre contexts
- Analytical and evaluative skills
- Apply learned stagecraft skills to practical situations
- Develop, design and translate ideas and concepts into dramatic ideas

What topics will I cover?

- Monologue, duologue, and group performances
- Interpreting a script and characters
- Documentary and Verbatim theatre – to inspire critical reflection and questioning about history, memory, and justice, as well as to provoke an audience to consider social action for change
- Script writing

How will I be assessed?

Continuous assessment including;

- Acting workshop participation and skill development
- In class performances
- Stagecraft
- Journal analysis and evaluations
- Script writing
- Individual presentations of evidence and process, written and multi-modal
- Analysis and evaluation of creative decision making and application of process through multi-modal, oral, visual and written formats.

Engineering Technology

Length: Semester

Prerequisites: Nil

What are the goals of this subject?

- To build the confidence and motivation of students when using practical and theoretical technology.
- To enable students to use tools and devices correctly and safely to solve various problems.
- To enable students to gain the necessary skills needed to use and develop with control technology to meet their specific needs now and in the future.
- To ensure students gain generic skills that will enable them to learn and confidently use a wide variety of computer-based technology and associated software.
- To enable students to explore various career options available to them in the areas of, and not limited to, Practical Engineering, Control Technology, Robotics and more.

What skills and knowledge will I develop?

- Demonstrate an understanding of the relationship between device technology and society.
- To develop ability in areas such as time management, organisational skills, and creativity.
- To prepare students who wish to study Stage 1 Engineering Technology and Stage 2 Engineering Technology by giving them a sound understanding of a wide variety of topics ranging from programming devices to system communications and associated Social Issues and Ethics involved in prototyping.
- To work in a hands-on approach to applied programming in control systems using modern technological tools

What topics will I cover?

- Basics of 3D printing and associated software
- Basics of Laser engraving/cutting and associated software
- The design, development, solution realisation and evaluate process.
- Basics of electrical circuitry and associated software with Arduinos.
- Basics of Robotics build and associated programming for interactive technologies.

How will I be assessed?

- Written tasks
- Programming skills and understanding
- Folio and Product Journals
- Practical project builds
- Theory and Practical Tests

English

Length: Full year

Prerequisites: Satisfactory completion of Year 9 English

What are the goals of this subject?

- Develop student knowledge, understanding and experience of a variety of text types.
- Build on student reading, listening, viewing, speaking, and writing skills to assist with further studies.
- Encourage interaction with peers, teachers, groups, and community members in a range of face-to-face and online or virtual environments.
- Expand student engagement with texts to critically analyse and create different responses.
- Develop complexity and higher-order reasoning when interpreting and arguing for texts.

What skills and knowledge will I develop?

- Explain how the choice of language features, images and vocabulary are used by authors.
- Develop and justify their own interpretations of texts through constructing cohesive and logical arguments.
- Evaluate other interpretations and analyse the evidence used to support them.
- Develop their own style by experimenting with language features, text structures and images.
- Make presentations and contribute actively to class and group discussions.
- Demonstrate understanding of grammar, vocabulary, and accurately use spelling and punctuation when creating and editing texts.

What topics will I cover?

- Responding to Texts – novel study, film study, poetry study, Shakespeare study, media text study, critical reading skill development
- Creating Texts – Principal's Prize Essay, narrative, persuasive, imaginative, descriptive, expository writing, oral presentations
- Independent Inquiry Study – Contemporary Media Unit
- Independent Reading

How will I be assessed?

- Responding to Texts – written, oral, multimodal responses.
- Creating Texts – written, oral, multimodal responses.
- Inquiry Based Learning Product and Reflection
- Independent Reading Analysis and Assessment
- Semester Examinations
- Homework tasks

English Pre Literary Studies

Length: Full year

Prerequisites: Offers to students based on criteria stipulated by Coordinator of Gifted Education, Faculty Leader and Curriculum Coordinators for Senior and Middle Years English

What are the goals of this subject?

- Broaden student knowledge, understanding and experience of a wider variety of text types.
- Build on student reading, listening, viewing, speaking, and writing skills to assist with further studies in Literary Studies.
- Encourage interaction with peers, teachers, groups, and community members in a range of face-to-face and online or virtual environments.
- Expand and strengthen student engagement with texts to critically analyse and create different text types.
- Develop complexity and higher-order reasoning when interpreting and arguing for texts.

What skills and knowledge will I develop?

- Explain how the choice of language features, images and vocabulary are used by authors.
- Develop and justify their own interpretations of texts through constructing cohesive and logical arguments.
- Evaluate other interpretations and analyse the evidence used to support them.
- Develop their own style by experimenting with language features, text structures and images.
- Make presentations and contribute actively to class and group discussions.
- Demonstrate understanding of grammar, vocabulary, and accurately use spelling and punctuation when creating and editing texts.

What topics will I cover?

- Responding to Texts – novel study, film study, poetry study, Shakespeare study, media text study, critical reading skill development
- Responding to Texts – narrative, persuasive, imaginative, descriptive, expository, oral presentations
- Independent Inquiry Study – Contemporary Media Unit
- Independent Reading

How will I be assessed?

- Responding to Texts – written, oral, multimodal
- Creating Texts – written, oral, multimodal
- Inquiry Based Learning Product and Reflection
- Independent Reading Analysis and Assessment
- Semester Examinations
- Homework tasks

Essential English

Length: Full year

Prerequisites: Offers to students based on criteria stipulated by Coordinator of Inclusive Education, Faculty Leader and Curriculum Coordinators for Senior and Middle Years English

What are the goals of this subject?

- Improve student knowledge, understanding and experience of a variety of text types for real world contexts.
- Develop student reading, listening, viewing, speaking, and writing skills to assist with further studies.
- Encourage interaction with peers, teachers, groups, and community members in a range of face-to-face and online or virtual environments.
- Expand student engagement with texts to critically analyse and create different text types.

What skills and knowledge will I develop?

- Explain how the choice of language features, images and vocabulary are used by authors.
- Develop and justify their own interpretations of texts through constructing cohesive and logical arguments.
- Evaluate other interpretations and analyse the evidence used to support them.
- Develop their own style by experimenting with language features, text structures and images.
- Make presentations and contribute actively to class and group discussions.
- Demonstrate understanding of grammar, vocabulary, and accurately use spelling and punctuation when creating and editing texts.

What topics will I cover?

- Responses to Text – this is selected based on student interest and contexts but may include: novel study, film study, media text study, critical reading skill development
- Creating Texts – this is selected based on student interest and contexts but may include: Principal's Prize Essay, narrative, persuasive, imaginative, descriptive, expository writing, oral presentations
- Independent Inquiry Study – Contemporary Media Unit
- Independent Reading

How will I be assessed?

- Responding to Texts – written, oral, multimodal
- Creating Texts – written, oral, multimodal
- Inquiry Based Learning Product and Reflection
- Independent Reading Analysis and Assessment
- Homework tasks

Film and Media Studies

Length: Semester

Prerequisites: Nil

What are the goals of this subject?

- To build the confidence and motivation of students when using computers and associated technology.
- To build the underlying skills in film making for the Certificate III in Screen and Media.
- To make students aware of various aspects of Film Industry in today's world.
- To enable students to hone the craft of film making and collaborative skills.

What skills and knowledge will I develop?

- Demonstrate practical filming skills
- Demonstrate pre-production skills
- Demonstrate Editing skills and process
- Explore software independently
- Plan and manage projects to create a product in the visual medium.

What topics will I cover?

- Written process of pre-production
- Camera and peripherals use and manipulation
- Utilising Filming techniques to create a product
- Using advanced programs to edit film content
- Using advanced programs to edit sound content

How will I be assessed?

Assessment tasks include:

- Written tasks
- Practical tasks – filming
- Practical skills - editing
- Group and Individual projects

If you wish to achieve a Certificate III in Screen and Media in Year 11, you must demonstrate competency in all 6 units in Year 10.

Length: Semester

Prerequisites: Nil

What are the goals of this subject?

- To study the spatial interrelationships of people, places, and environments.
- To develop an understanding of the interactions of human beings, their social systems, and the environment.
- To examine interrelationships in, and changes to, the environment over time, using local, national, and global examples.
- To focus on 'where things are', 'why they are there', and 'where things should be', and how people interact differently with environments in different places and at different times.

What skills and knowledge will I develop?

- Develop higher order thinking skills through a distinctive, active mode of inquiry.
- Make informed decision-making and justifiable action.
- expose a variety of perspectives on contemporary issues, based on democratic processes, social justice, and ecological sustainability.
- Represent multi-variable data in a range of appropriate forms, for example scatter plots, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies.
- encourage students to become aware, critical, and active citizens.

What topics will I cover?

Environmental change and management focuses on:

- investigating environmental geography through an in-depth study of specific environment.
- overview of the environmental functions that support all life, the major challenges to their sustainability.
- environmental world views – including those of Aboriginal and Torres Strait Islander Peoples – that influence how people perceive and respond to these challenges.
- Students investigate a specific type of environment and environmental change in Australia and one other country.
- Geographies of human wellbeing focuses on:
- investigating global, national and local differences in human wellbeing between places.
- concepts and measures of human wellbeing, and the causes of global differences in these measures between countries.
- spatial differences in wellbeing within and between countries and evaluate the differences from a variety of perspectives.
- programs designed to reduce the gap between differences in wellbeing.
- aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate

How will I be assessed?

- Reports
- Application of concepts and skills
- Spatial Enquiry
- Fieldwork Activity
- Geographic Investigation
- Examination
- Problem Based Learning

History

Length: Full year

Prerequisites: Satisfactory completion of Year 9 History

What are the goals of this subject?

- Interest in and enjoyment of the study of history by making connections between past and present events.
- Curiosity by investigating and questioning different types of historical evidence.
- Ability to present an extended historical argument in both written and oral form.
- Understanding of the needs of society and the nature of social, political, and economic change.

What skills and knowledge will I develop?

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

What topics will I cover?

- The Modern World and Australia
- Study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.
- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II? How did these consequences shape the modern world?
- How as Australian society affected by other significant global events and changes in this period?

The depth studies for this year level include:

- World War II
- Rights and freedoms (Human Rights Violations and Genocide)
- The Cold War
- Popular Culture
- Individual Inquiry Unit

How will I be assessed?

- Continuous assessment including:
- Source analysis tests
- Research tasks (podcasts, screencasts, infographics)
- Using primary and secondary sources
- Examination (end of Semester 1)
- Essay Writing

Chinese (SYAPP)

Length: Full year 10 credits

Prerequisites: Successful completion of Year 9 Chinese.

What are the goals of this subject?

- To promote competence in communicative activities involving listening and speaking Mandarin Chinese and reading and writing simplified Chinese characters across the three domains of language use: interpersonal, informational, and aesthetic.
- To extend application of Chinese word-formation skills to infer meaning in unfamiliar expressions.
- To provide opportunities for individual and group activities to broaden their knowledge and use of written and spoken Chinese.
- To promote awareness of change in 20th Century China through the study of film, plays, novels and documents.

What skills and knowledge will I develop?

- Conversation and role-plays presenting information about themselves with respect to school life and leisure and comparing these with China.
- Understand and apply text convention skills when using different text types such as; letters, diary entries, reports, personal accounts, and short stories of two hundred and fifty characters in length, and responding to Chinese texts in Chinese or English. Use Chinese word-formation knowledge to infer and predict meaning in unfamiliar expressions through contextual knowledge.
- Present written or oral reports in English on issues related to culture and society in 20th and 21st Century China, including reviews of historical and social issues.

What topics will I cover?

- School life
- Modes of transport and directions
- Leisure and entertainment
- Travel and outings
- Chinese society and contemporary history

How will I be assessed?

- Conversations/interactions, role-plays, and oral presentations
- Listening/Reading and responding to audio/print in Chinese texts
- Writing letters, articles, responding to texts
- Investigative task in English and Chinese
- The assessment includes a midyear and an end-of-year examination.

French (SYAPP)

Length: Full year 10 credits

Prerequisites: Successful completion of Year 9 French.

What are the goals of this subject?

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

What skills and knowledge will I develop?

- Conversations and role plays, presenting information about themselves, their leisure time and home life, and comparing these with life in France.
- To present ideas and information on a range of topics from written and oral texts in French and respond in French or English.
- Writing about or discussing aspects of the physical geography, the modern history and culture of France, aspects of modern society in France and the French community in Australia.

What topics will I cover?

- The imperfect tense
- Holidays and predicting the future
- Future tense and conditional mood
- The imperative and giving commands
- Famous people in French History and my childhood
- Regional French Cooking

How will I be assessed?

- Conversations, role plays and oral presentations
- Writing in French
- Reading and responding to French texts
- The assessment includes a midyear and an end-of-year examination.

Indonesian (SYAPP)

Length: Full year 10 credits

Prerequisites: Successful completion of Year 9 Indonesian.

What are the goals of this subject?

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

What skills and knowledge will I develop?

- Conversations and role-plays, presenting information about themselves, their leisure time and home life; comparing these with life in Indonesia and processing spoken information into written form.
- Writing in Indonesian to present ideas and information on a range of topics, reading of texts in Indonesian, responding in Indonesian or English, redrafting own writing. Infer meaning of text, recall points and process information from text.
- Writing about or discussing aspects of modern society.

What topics will I cover?

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

How will I be assessed?

- Conversations, role-plays, and presentations
- Letters, emails, personal and informative reports
- Responding to texts, identifying key points, questions and answers, grammatical exercises
- The assessment includes a midyear and an end-of-year examination.

Italian (SYAPP)

Length: Full year 10 credits

Prerequisites: Successful completion of Year 9 Italian.

What are the goals of this subject?

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

What skills and knowledge will I develop?

- Conversations presenting information about themselves, their leisure time and home life, and comparing these with life in Italy.
- To present ideas and information on a range of topics, reading texts in Italian and responding in Italian or English.
- Writing about or discussing aspects of the modern history and culture of Italy, and aspects of modern society in Italy and the Italian community in Australia.

What topics will I cover?

- Leisure and interests
- Childhood
- Fashion
- Lifestyle
- Education and careers
- Migration
- The family
- Italian music
- Youth
- Elderly

How will I be assessed?

- Conversations, role-plays, and presentations
- Letters, personal reports and responding to texts
- Research Assignments
- The assessment includes a midyear and an end-of-year examination.

Latin (SYAPP)

Length: Full year 10 credits

Prerequisites: Successful completion of Year 9 Latin.

What are the goals of this subject?

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

What skills and knowledge will I develop?

- Students will translate a range of texts that incorporate complex sentence structures and extensive vocabulary, from Latin into standard English that represents the style and purpose of texts, using roots, cognates, and derivatives to infer the meaning of unfamiliar vocabulary, and dictionaries to select the appropriate meaning of words.
- Students analyse a range of Latin literary texts to obtain information and ideas about Roman society and culture. They will explain the role of Latin in facilitating the spread of Roman civilisation and culture during the expansion of the Roman Empire, and the contribution of Latin to the enrichment of English through the transfer of specialist vocabulary. Students will be constantly engaged in discussing how the Roman world has influenced modern society, culture and political structures, such as literature, art, medical and scientific practices, politics and urban infrastructures.

What topics will I cover?

- Rome/Roman Life
- The End of the Roman Republic
- Historiography
- Roman Politics
- Julius Caesar
- Cicero
- Catullus
- Virgil

How will I be assessed?

- Frequent short tests on vocabulary and grammar
- Translation of prose passages, both seen and unseen
- Comments on original texts of Latin literature
- The assessment includes a midyear and an end-of-year examination.

Mathematics

Length: Full year

Prerequisites: Satisfactory completion of Year 9 Mathematics

What are the goals of this subject?

- Curiosity for Mathematics by making real world connections.
- Knowledge, understanding, and skills so that they may use their mathematics with confidence as informed citizens capable of making sound decisions at work and in their personal environments.
- Interest to reflect on their learning and to undertake further studies in Mathematics.

What skills and knowledge will I develop?

- understanding of the number concepts and processes.
- understanding of number and algebra, measurement and geometry, and statistics and probability.
- confidence in using Mathematics to interpret information and make decisions.
- ability to use appropriate technology.
- investigative methods to the format required for SACE Stage 1.
- mathematical knowledge, skills, and understanding and provide opportunities to develop skills in preparation for SACE Stage 1.

There are several Mathematics options in Year 10.

Mathematics (Standard) and 10A

The majority who are in a standard Year 9 Mathematics class will select Mathematics (Standard) in Semester One. You can then either continue 10 Mathematics (Standard) or select 10A Mathematics during Semester Two. It is highly recommended that students intending to study Mathematical Methods in Stage 1 complete the Mathematics 10A course. This course is very similar to the Mathematics Standard course but covers some topics in greater depth which will provide the students with the required background to attempt Stage 1 and 2 Mathematical Methods and Specialist Mathematics.

Essential Mathematics

In the Year 9 Essential Mathematics class you will study Year 10 Essential Mathematics. This is a course focusing on the area of commerce and business and applying student's mathematical skills to solving practical problems in everyday and workplace contexts. Entry is by invitation from Faculty Leader of Mathematics and Business and the Director of Teaching and Learning based on performance across Mathematics in Year 7 to 9. Students may also be invited to participate in this course at the commencement of Semester 2.

Year 10 Accelerated Mathematics

Students who are in the Year 9 Accelerated Mathematics class will study Year 10 Accelerated Mathematics. This class will undertake 20 credits of Stage 1 Mathematical Methods. At the completion of this specialised course, students will be able to undertake Stage 2 Mathematical Methods and Stage 1 Specialist Mathematics while in Year 11.

What topics will I cover?

Mathematics (Standard) consists of the following topics:

Semester One

Data representation and interpretation
Linear and non-linear relationships
Patterns and Algebra
Money and Financial Mathematics

Semester Two

Pythagoras and Trigonometry
Non-linear relationships
Using Units of Measurement
Chance

Successfully completing two semesters of Standard Mathematics will be eligible to study Stage 1 General Mathematics.

10A Mathematics consists of the following topics (Semester Two only):

Pythagoras and Trigonometry
Non-linear relationships
Surds and Logarithms
Chance
Geometric Reasoning

At the completion of the 10A Mathematics course, you will be able to select a Stage 1 Mathematics course based on the level of achievement attained.

Mathematics (cont)

Essential Mathematics consists of the following topics:

Semester One

Basic Numeracy

Money and Financial Mathematics

Data representation and interpretation

Semester Two

Using Units of Measurement

Pythagoras and Trigonometry

Geometric Reasoning

Year 10 Accelerated Mathematics consists of the following topics:

Semester One

Growth and Decay

Statistics and Counting

Trigonometry

Semester Two

Functions and Graph

Polynomials

Introduction to Calculus

How will I be assessed?

- Common tests
- Investigations, projects, and assignments
- Semester examination

OTHER INFORMATION

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

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

Music Contemporary

Length: Semester

Prerequisites: Students undertaking this course should have completed Year 9 Music Studies or Contemporary Music, or be learning either guitar, keyboard, bass, drums, or voice, and have a good understanding of music notation and scales.

What are the goals of this subject?

- To develop performance skills in a rock/pop music setting.
- To develop awareness of contemporary musical styles and techniques.
- To develop skills in music theory and harmony.
- To engage in the creation and manipulation of music through song-writing, rehearsing, performing and recording.
- To develop knowledge of music recording and production techniques

What skills and knowledge will I develop?

- demonstrate an understanding of music notation and listening skills
- perform the musical styles of Reggae, Blues and Pop.
- compose song lyrics, melodies, and chords in a small group
- perform songs on guitar, bass, drums, keyboard and/or voice in a small group setting.
- use music production equipment and software to create and mix a multitrack recording

What topics will I cover?

- Group Performance on guitar, keyboard, bass, drums or voice.
- Contemporary Music Theory, including instrument knowledge
- Music Styles, Listening and Analysis
- Music Production questions and practical tasks
- Song-writing Techniques

How will I be assessed?

- Theory and notation exercises
- Listening and analysis assignments
- Song-writing project
- Group performances
- Recording and production projects

Music Studies

Length: Semester or Full Year

Prerequisites: Students undertaking this course should have completed Year 9 Music Studies or have an understanding of AMEB Grade 2 Theory, and at least one year's experience on an instrument or in voice.

What are the goals of this subject?

- To prepare for senior music studies.
- To further develop solo and ensemble performance skills.
- To develop awareness of musical styles and genres.
- To engage in the creation and manipulation of music through composition, arranging and analysis.
- To develop skills in theory, aural and harmony.

What skills and knowledge will I develop?

- demonstrate an understanding of music theory and modern harmony.
- perform as a soloist and in a small ensemble.
- compose or arrange music for solo piano and small ensembles.
- analyse and recognise musical features from different composers and periods.

What topics will I cover?

- Solo Performance – preparing pieces for performances
- Ensemble Performance – rehearsing a piece in a small group
- Theory and Musicianship – Grade 3 Theory, Aural and Jazz Harmony
- Composing and Arranging – using Sibelius Software
- Music History - Renaissance, Baroque, Classical and Romantic Periods

How will I be assessed?

- Solo Performance Masterclass and Recital
- Ensemble performance to the rest of the class
- Composing and arranging projects
- Music History worksheets
- Theory and aural tests
- End of Semester Exam

Health & Physical Education

Length: Full year

Prerequisites: Nil

What are the goals of this subject?

- Foster the knowledge, understanding and skills that enable students to develop their personal identity and wellbeing
- Develop movement competence and confidence to promote students' lifelong engagement in physical activity
- Facilitate personal, emotional, social and cognitive skills to promote students' sense of, and the ability to manage, respectful relationships
- Equip students with the ability to access, evaluate and synthesise information to take positive action in order to enhance and advocate for their own and others' health, wellbeing and safety.

What skills and knowledge will I develop?

- Investigate strategies to improve their own and others' participation in movement experiences
- Apply strategies to improve performance across various types of sports
- Implement health practices, behaviours, and resources to enhance health and wellbeing
- Apply social skills to develop and maintain respectful, collaborative relationships

What topics will I cover?

Students will engage in a range of integrated, inquiry-based experiences including:

- Performance Improvement: analysis of personal improvement achieved in a chosen movement strategy
- Exploration and analysis of evidence relating to physical activity
- Physical Activity Investigation: evaluation of the benefits of sport and recreation
- Recreation and health related physical activities: wellbeing across the lifespan
- Respectful relationships
- Communicating and interacting for health and wellbeing
- Contributing to healthy and active communities

How will I be assessed?

Students will be assessed in a range of ways including:

- Demonstrating physical and social capabilities in a variety of contexts
- Justification of performance and/or participation using data collection and analysis of evidence
- Reflecting and evaluating on movement experiences, communicated through a variety of modes
- Investigating health and wellbeing behaviours and initiatives and their impact on the individual and wider community

Personal Learning Plan

Length: Full year 10 credits

Prerequisites: Nil

What are the goals of this subject?

The Personal Learning Plan allows you to consider, research, and review your thoughts and ideas, to make informed choices about future pathways. You must complete the course and achieve a C grade or better to gain 10 credit points. These 10 credit points are compulsory in the 200 required to achieve the SACE.

The PLP is a course which provides structured support to enable you to:

- Identify individual and appropriate future options.
- Familiarise themselves with the stages of their learning journey.
- Clarify their aspirations and choose appropriate subjects and courses in their SACE.
- Identify goals and plans for improvement by reflecting critically on their own learning.
- Review and adjust plans for future achievement.

What skills and knowledge will I develop?

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

Throughout the course, you will be expected to:

- Identify learning goals and explore and develop personal strategies to achieve them.
- Select, understand, and explain one or more capabilities relevant to achieving your goals.
- Develop the selected capabilities (The PLP curriculum focuses on the Personal and Social Capability).
- Reflect on and review your learning.

What topics will I cover?

The content of PLP allows for choice within areas of detailed study to support the development, implementation, review, and adjustment of each student's plan, based on their personal needs and interests. You will be led through a series of learning opportunities in the following topic areas.

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

How will I be assessed?

The range of assessment activities that demonstrate learning may include:

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

Philosophy (Stage 1)

Length: 10 credit SACE Stage 1 (course conducted in Semester 2)

Prerequisites: Nil

What are the goals of this subject?

- Develop a curious mind that continues to ask 'Why'.
- Foster a critical and analytical approach to assumptions, positions and arguments of leaders and others.
- Engage in Inquiry Based Learning.
- Provide reasons to support philosophical issues and positions.
- Understand the general structure of a philosophical argument.
- Identify philosophical issues and positions.

What skills and knowledge will I develop?

- Understand that philosophical issues fall under the headings of Ethics, Epistemology and Metaphysics.
- Appreciate Ethics is a philosophical study of moral values, and reasoning about right and wrong.
- An ethical issue is how do we choose between conflicting human rights?
- Appreciate Epistemology is a philosophical study of theories about knowledge and what it means to know something.
- An epistemological issue is how can we justify what we know?
- Appreciate Metaphysics is a philosophical study of existence and reality.
- A metaphysical issue is what is the relationship between the mind and the body?
- Ability to explore philosophical issues individually as well as work with peers in a community of inquiry.
- Sound skills of critical reasoning that enable one to take a position on issue

What topics will I cover?

- Explore what is real by watching the film The Matrix, and research Plato's Allegory of the Cave.
- Use evidence to explain reasoning to support or contest positions as to which works best and which expresses the difficulty human beings have in distinguishing 'What is real'.
- Examine an ethical topic which has arisen in the media and differentiate the elements of good and bad arguments.
- Investigate and discuss how a society based on producing 'designer babies' may or may not create more happiness and greater benefits for the greater number of people.
- Refer to the film Gattaca and Jeremy Bentham's Hedonic calculus.
- Investigate and discuss how euthanasia impacts both individuals and their society.

How will I be assessed?

- Role plays
- Photo story
- Video
- Podcast
- Infographic
- Web site
- Discussions presented in writing (800 words)

Religious Education

Length: Full year

Prerequisites:

What are the goals of this subject?

- Enable development of a sense of faith and spirituality.
- Examine how a sense of religious self-understanding and spiritual awareness can be developed.
- Explore the prophetic call to justice and right relationships as a central theme in both the Old and New Testaments of the Bible.
- Deepen one's understanding that conscience is the inherent capacity for each human person to determine and evaluate moral choices.
- Examine how all reality can be a window to a deeper, divine reality or transcendence.
- Appreciate the Sacrament of Reconciliation communicates the celebration God's unconditional love and mercy.
- Explore how the search for meaning, purpose and ultimate connection in one's spiritual journey is nourished by prayer.

What skills and knowledge will I develop?

- Ability to seek truth and meaning through exploring the teaching of Jesus in the Gospels and how this can be understood as a force for good in our modern world.
- Ability to reflect and understand how the call to justice and right relationships can bring about peace in communities.
- Understand that Australian Indigenous people have a spiritual dreaming culture which covers every aspect of their lives.
- Work collaboratively with others sharing tasks equitably.

What topics will I cover?

- Australian Indigenous Spirituality.
- The role of the Catholic Church in the modern world.
- Contemporary issues of social justice in our society.
- How the teaching of the Catholic Church calls us to bring about a more just world.
- The role of the Sacrament of Reconciliation in our lives.

How will I be assessed?

This subject is taught through Inquiry Based Learning tasks and assessment tasks asking you to use multi-modal products such as:

- Infographics
- Blogs
- Videos
- Podcasts

Science

Length: Full year

Prerequisites: Satisfactory completion of Year 9 Science

What are the goals of this subject?

- An ability to investigate, explain and predict events, and devise solutions in everyday endeavours in physical, social and biological worlds
- Communicating scientifically to different audiences for a range of purposes
- Using science to link with, and across, other subjects, with lifelong learning, work, and community ideas
- A positive attitude towards science which involves being open to new ideas and being intellectually honest and rigorous, showing commitment to scientific reasoning and striving for objectivity
- Pursuing and respecting evidence to confirm or challenge current interpretations

What skills and knowledge will I develop?

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

During Terms 1-3, you will study a term each of Biology, Chemistry and Physics. This will be done on a rotational basis so that you will be able to access specialist teaching in each of these areas. In Term 4, you will be involved in a Problem Based learning activity.

What topics will I cover?

- Biology
- DNA and Genetics
- Natural Selection and Evolution
- Chemistry
- The Periodic Table
- Chemical Reaction
- Physics
- Motion and Energy
-

How will I be assessed?

You are assessed in a variety of ways during their study of the course including:

- Topic tests
- Practical reports
- Science as a Human Endeavour task

Scientific Studies

Length: Full year

Prerequisites: Satisfactory completion of Year 9 Science

What are the goals of this subject?

- An ability to investigate, explain and predict events, and devise solutions in everyday endeavours in physical, social and biological worlds
- Communicating scientifically to different audiences for a range of purposes
- Using science to link with, and across, other subjects, with lifelong learning, work, and community ideas
- A positive attitude towards science which involves being open to new ideas and being intellectually honest and rigorous, showing commitment to scientific reasoning and striving for objectivity
- Pursuing and respecting evidence to confirm or challenge current interpretations

What skills and knowledge will I develop?

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

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

The research into contemporary issues requires a questioning approach, reflection, and critical analysis. Scientific Studies gives you opportunities to develop and reflect on interpersonal skills as you take part in collaborative tasks.

At the end of the programme in Year 10 Scientific Studies, you should be able to:

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

What topics will I cover?

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

How will I be assessed?

Collaborative Presentation

- Practical Investigation
- Individual Study
- Test