YEAR 11 2022

CURRICULUM HANDBOOK

Saint Ignatius' College

Go, set the world *alight.*

Contents

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 recognised 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 of 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

The SACE

- **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 wellbeing
  - 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.

The SACE

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 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 15-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 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.

University of Adelaide	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 within a broad Jesuit education where striving for excellence is the norm.

At Year 11

Students who meet specified academic standards will be able to undertake Stage 2 subjects (maximum of two 20-credit subjects) while 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, enabling students to study 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 on 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 the subject and purpose.
   Firstly, students must meet College promotion requirements and demonstrate exemplary application levels in all subjects.
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
   - attain at least a B grade in Year 10 Geography (if studied) 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 programs 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 various opportunities.

- They can personalise their learning pathways.
- They can 'get a taste' for an industry area of interest.
- They can develop and practise business and industry-specific skills, often including on-the-job structured workplace learning.
- 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 count towards Stage 1 SACE credits.

External VET

All external courses vary in costs depending on the provider and level of qualification, and these are incurred by the families. Transportation and attendance are the responsibility of the student.
It is important to note that the College cannot take responsibility for the quality of delivery of any external VET courses.

Funding for VET Courses
In 2022, TGSS will be replaced by funding from the Department of Innovation and Skills. There are considerable differences between the two, with key points listed below.

- Students must be 16 years or older and in Year 11 or 12.
- Students must achieve the minimum VET Readiness Orientation (VETRO) requirement.
- Some courses require between 120 and 160 hours of work placement, and this is the equivalent of approximately four weeks.

VETRO key points are listed below.

- It determines course suitability, literacy and numeracy, and individual support needs.
- It is completed through a referral process instigated by the College.
- Students must have completed a preparatory pathway, which could include a day of work experience or White Card Training, or a first aid course.
- An up-front need of assessment is taken by the student at the premises of the RTO, and this is known as SRNI – Snapshot Reading and Numeracy Indicator.
- If students do not gain a satisfactory result in the SRNI, then the LaNCA – Literacy and Numeracy Comprehensive Assessment must be undertaken, and this is a longer version of the first assessment.
- Students must achieve a satisfactory level to be able to undertake their chosen funded course.

A subsidised training list VET secondary school students is provided in the link below and is subject to change without notice.
https://providers.skills.sa.gov.au/DesktopModules/Bring2mind/DMX/API/Entries/Download?Command=Core_Download&EntryId=1175&language=en-US&PortalId=1&TabId=911

Saint Ignatius' College is a member of the East Adelaide School Cluster (EASC), which enables students to access VET programs across some eastern region schools as part of their senior schooling. There are also several Registered Training Organisations (RTO) that offer a variety of VET courses. Further information can be found on the EASC Website **http://easc.org.au**

Any student undertaking a VET course either online or out of school hours must notify the VET Coordinator to ensure that the results are entered into Schools Online and SACE credits are awarded accordingly.

VET Offerings at Saint Ignatius' College

At Saint Ignatius' College, there are two courses offered.

- Certificate II in Aquaculture at Year 11, which can result in up to 55 Stage 1 credits. This is undertaken in partnership with LMC. There is no added cost in fees for the Certificate II Aquaculture.
- Full Certificate III in Screen and Media is studied in Year 11 and is embedded in the Stage 1 Communication Products (Film) course. Completion of the full certificate will result in up to 75 Stage 1 credits and can count as one (20-credit) subject at Stage 2 with an ATAR awarded. The Certificate III Media is delivered in partnership with Access Skills Training (AST), and the cost of this course is $500. Parental consent is a requirement.

Certificate II Aquaculture

This course is an introduction to skills needed for aquarium management and the care and breeding of ornamental fish for the pet shop market. It also has a focus on aquaponics, using fish to grow vegetables. It would suit students with an interest in the practical application of various scientific skills. The course involves individual aquarium maintenance along with agricultural class-based activities.

Vocational Education and Training

Certificate III Media

A prerequisite for this course is Year 10 Film, and the course offers students the opportunity to commence the development of industry-specific skills.

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 assessment tasks 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 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, which was designed with this course in mind. The assessment of this course includes observational competencies, peer-related tasks, term tests, worksheets, 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.

Parents are encouraged to log on to the Saint Ignatius' College Career Tool or SEQTA for further information regarding VET.
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, at **l.depoi@ignatius.sa.edu.au.**
Ph (08) 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			✓	✓	✓	✓
Commerce	**Year 7**	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
Accounting					✓	✓
Business Innovation					✓	✓
Commerce				✓		
Digital Communications Solutions – Film Studies					✓	✓
Digital Communications Solutions – 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				✓		

Art

Length: Semester 10 credits or a full year 20 credits
Prerequisites: Satisfactory completion of one semester of Year 10 Art

What are the goals of this subject?

- Allow you to demonstrate your visual thinking.
- Enable you to evaluate ideas and explore technical skills.
- Enable you to apply technical skills to solve problems to resolve artworks.
- Enable you to communicate knowledge and understanding of your own and other practitioners' work.
- Enable you to analyse, interpret, and respond to visual arts in cultural, social, and historical contexts.

What skills and knowledge will I develop?

On completion of the course, you should be able to execute the skills listed below.

- Conceptualise and develop imaginative and personally relevant ideas.
- Acquire technical skills and use media, materials, and technologies.
- Document creative visual thinking and problem-solving processes.
- Develop knowledge of core visual art concepts, styles, and conventions.
- Increase your knowledge and understanding of visual arts in different cultural, social, and historical contexts.
- Understand aesthetic or functional qualities in works of art.
- Research and acknowledge sources to explore and develop insights into aspects of the visual arts.
- Analyse and interpret works of art from different contexts.
- Use visual art language to interpret and respond to works and their contexts.
- Evaluate your practical work.

What topics will I cover?

- Visual Thinking – you will explore a topic of your choice and record ideas, artistic influences, and technical experiments in a folio format.
- Practical Resolution – works, based on the folio exploration, will be resolved using one or more practical genres: video, installation, assemblage, digital imaging, painting, drawing, mixed media, printmaking, photography, sculpture, ceramics, and textiles.
- Visual Study – an exploration of, and/or experimentation with, a style, an idea, a concept, media, materials, methods, techniques, and/or technologies. You will present your findings as well as your insights and conclusions.

How will I be assessed?

- Visual Thinking – 40%
- Practical Resolution (including a Practitioner's Statement) – 30%
- Visual Study – 30%

Design

Length: Semester 10 credits or full year 20 credits
Prerequisites: Satisfactory completion of one semester of Year 10 Art Design

What are the goals of this subject?

- Enable you to conceive, develop, and make works of Design that reflect the development of a personal visual aesthetic.
- Enable you to demonstrate visual thinking through the development and evaluation of ideas and explorations in technical skills with media, materials, and technologies.
- Enable you to apply technical skills in using media, materials, and technologies to solve problems and resolve works of Design.
- Equip you with means to communicate knowledge and understanding of your own and other practitioners' works of Design.
- Enable you to analyse, interpret, and respond to Design products in cultural, social, and historical contexts.

What skills and knowledge will I develop?

On the completion of the course, you should be able to execute the skills listed below.

- Conceptualise and develop imaginative and functional Design ideas.
- Explore to acquire skills and use media, materials, and technologies.
- Document creative visual thinking and problem-solving processes.
- Apply technical skills with media, materials, and technologies to communicate ideas in resolved works of Design.
- Demonstrate knowledge of core Design concepts, forms, styles, and conventions.
- Understand the 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.
- Use visual art language to interpret and respond to works and their contexts.
- Evaluate your own Design process and practical work.

What topics will I cover?

- Visual Thinking – you will explore a topic of your choice and record ideas, artistic influences and technical experiments in a folio format.
- Practical Resolution – works can be resolved using one or more of the practical genres, examples of which include product design (e.g. toy, fashion, stage, furniture), environmental and engineering design (e.g. sustainable interior and exterior design), and graphic and visual communication design (e.g. branding, illustration, advertising).
- Visual Arts in Context – you will have the opportunity to contextualise Design. This area of study draws information and inspiration from the work of historical and contemporary practitioners.

How will I be assessed?

- Visual Thinking/Folio – 40%
- Practical Resolution (including Practitioner's Statements) – 30%
- Visual Study – 30%

Drama

Length: Semester 10 credits or full year 20 credits
Prerequisites: Satisfactory completion of Year 10 Drama or successful audition with the Curriculum Coordinator of Drama. In addition, you must have successfully completed Year 10 English to a minimum C+ level.

What are the goals of this subject?

- Understanding in dramatic texts, styles and conventions.
- Ability to experiment with dramatic theories, processes and technologies.
- Application of dramatic ideas, theories and practice.
- The ability to apply and integrate these skills into their own dramatic product.

What skills and knowledge will I develop?

- Explore and understand dramatic theories, texts, styles, roles and processes.
- Experiment with dramatic theories, ideas, aesthetics, processes and technologies.
- Apply dramatic ideas, theories, and practice to develop collaborative and individual dramatic outcomes.
- Integrate all learned skills of drama to create and present meaningful products.
- Analyse and evaluate dramatic theories, practices and works.

What topics will I cover?

- Responding to Drama
- Performance
- Creative Synthesis

How will I be assessed?

- Group and individual onstage performance work.
- Group and individual offstage role creative work.
- Individual presentations of evidence and process, written and multi-modal.
- Analysis and evaluation of creative decision making and application of process through multimodal, oral, visual and written formats.

Music Contemporary

Length: Semester 10 credits
Prerequisites Satisfactory completion of Contemporary Music or Music Studies at Year 10, or at least two years of experience on an instrument or voice, and a working knowledge of musical notation, rhythms, and chords.

What are the goals of this subject?

- To develop your performance skills in a rock/pop/jazz/musical theatre style.
- To develop your awareness of contemporary musical styles and techniques.
- To develop knowledge of chord progressions and harmony.
- To engage you in the creation and manipulation of music through songwriting, rehearsing, performing, and recording.
- To develop analytical skills and a knowledge of musical terminology, styles, genres, and techniques.

What skills and knowledge will I develop?

On the completion of the course, you should be able to:

- perform as a soloist or in a small ensemble
- analyse and recognise musical elements and features from different styles, artists and songs
- write an original song or melody with chords, then arrange, rehearse, and perform it
- mix and produce a multi-track recording.

What topics will I cover?

- Listening and Song Analysis
- Songwriting and Composition
- Solo and/or Ensemble Performance
- Recording and Mixing a Song

How will I be assessed?

Creative Works

- Two- to five-minute live performance, either solo or in a small ensemble.
- One- to two-minute original composition consisting of a melody and chord symbols, plus a recording.

Musical Literacy

- A 600-word analysis comparing two versions of one song.
- A 600-word reflection on the creative works tasks, describing the process and musical features of the live performance and the original composition.

Music Studies

Length: Semester 10 credits or full year 20 credits
Prerequisites: Satisfactory completion of Year 10 Music or AMEB Grade 3 theory, and Grade 4 performance or equivalent, plus an understanding of the foundations of modern harmony.

What are the goals of this subject?

- To engage you in the creation, presentation, appreciation, and manipulation of music through your participation in solo and ensemble performance, listening, arranging and critical analysis.
- To enable you to develop a working knowledge of harmony and arranging concepts.
- To develop and enhance your awareness and appreciation of music history, genre and style.

What skills and knowledge will I develop?

On the completion of the course, you should be able to:

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

What topics will I cover?

- Performance – either solo or small ensemble
- Arranging and Composing using Sibelius Software
- Analysis of Musical Elements
- Musicianship: theory, harmony and aural

How will I be assessed?

Creative works

- A two- to four-minute performance and evaluation.
- A two-minute composition or arrangement.

Musical Literacy

- A 650-word analysis essay.
- A musical literacy test (end of semester theory/aural/analysis exam).

Accounting

Length: Semester 10 credits
Prerequisites: Nil

What are the goals of this subject?

- Provide you with knowledge of the nature of accounting.
- Introduce you to the world of accounting, including a glimpse into the many career paths that ensue from the study of accounting.
- Help you understand the importance of accounting to a range of stakeholders.
- Provide you with the tools and knowledge required to prepare financial statements for a small business.
- Enable you to be able to read and interpret financial statements.
- Assist you in providing accounting advice to owners and other stakeholders.

What skills and knowledge will I develop?

- Knowledge of the role of accounting in business and the wider community.
- Knowledge of the range of exciting career paths opened through the study of accounting.
- Skills in the preparation of financial statements utilised by business (income statements, balance sheets, statements of changes in equity).
- Skills in interpreting the figures contained in financial statements.
- Knowledge of strategies to assist improvement in the performance and viability of businesses.
- Communication skills in understanding and applying accounting terminology.

What topics will I cover?

- Accounting theory: accounting process, accounting equation, accounting concepts and conventions
- Preparation of balance sheets and statements of change in equity
- Preparation of income statements
- Going beyond the figures – analysing and interpreting financial statements in order to assist business owners and managers in improving their business's performance and viability
- The role and benefits of technology in accounting

How will I be assessed?

- A folio of tests and assignments (three or four in total)
- Accounting inquiry (project) on career pathways in accounting
- End-of-semester examination

Business Innovation

Length: Semester 10 credits
Prerequisites: Nil

What are the goals of this subject?

- Build an entrepreneurial mindset.
- Develop real-world and employment capabilities.
- Identify the difference between an idea and an opportunity.
- Assess the potential of an opportunity and determine its viability with practical, social and commercial implications in mind.
- Examine entrepreneurial behaviour and characteristics associated with successful entrepreneurship.
- Rapidly prototype to market, test and validate the opportunity.
- Pitch to a panel of potential investors.

What skills and knowledge will I develop?

- Finding and solving problems
- Financial awareness and decision-making
- Business information and communication
- Global, local, and digital connections

What topics will I cover?

The course is studied through the following two contexts:

- start-up business
- existing business.

You will also gain an understanding of fundamental business concepts and ideas, including:

- the nature and structure of business
- key business functions
- forms of ownership and legal responsibilities.

How will I be assessed?

- Business Skills (three tasks, one of which is a business model summary)
- Business Pitch (a 10-minute pitch to potential investors)

The course also includes a final presentation to industry experts at a Venture Showcase along with other schools involved in the Shark Tank eSchool program.

Digital Communication Solutions – Film Studies

Length: Semester 10 credits
Prerequisites: Preferably Year 10 Film and Media Studies

What are the goals of this subject?

- To build your confidence and motivation when using computers and associated technology.
- To improve skills in filmmaking for the Certificate III in Screen and Media.
- To make you understand various aspects of the film industry in today's world.
- To enable you to hone the craft of filmmaking and collaborative skills.

What skills and knowledge will I develop?

On the completion of the course, you should be able to:

- demonstrate practical filming skills
- demonstrate pre-production skills
- demonstrate editing skills and processes
- explore software independently
- plan and manage projects to create a product in the visual medium
- work effectively in the screen and media industry with a live broadcast.

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, edit sound content, and broadcast live

How will I be assessed?

- Extended written tasks
- Practical tasks – filming
- Practical skills – advanced editing
- Group and individual practical projects
- Live broadcast

Digital Communication Solutions – Multimedia

Length: Semester 10 credits
Prerequisites: Nil

What are the goals of this subject?

- To build your confidence and motivation when using computers and associated technology.
- To build skills in photography and sound editing.
- To give you an understanding of the design process for making computer games.
- To build underlying skills in game development utilising Unity 3D game engine.
- To enable you to hone the craft of filmmaking and collaborative skills.

What skills and knowledge will I develop?

- Demonstrate practical photography skills.
- Demonstrate image manipulation skills.
- Demonstrate sound manipulation skills.
- Explore game development software.

What topics will I cover?

- Camera and peripherals use and manipulation
- Utilising photography techniques to create a product
- Using advanced programs to edit sound content
- Using advanced programs to design and create game content

How will I be assessed?

- Extended written tasks
- Practical tasks
- Practical skills
- Group and individual practical projects
- Using Unity 3D to design and create a game

Robotic and Electronic Systems

Length: Semester 10 credits
Prerequisites: Preferably Year 10 Engineering Technology

What are the goals of this subject?

- To build your confidence and motivation when using practical and theoretical technology.
- To advance your tools and devices used correctly and safely to solve various problems.
- To enable you to gain the necessary skills needed to use and develop design process skills.
- To ensure you use a wide variety of computer-based technology and associated software.
- To enable you to explore various career options available in the areas of practical engineering, control technology, robotics and more.

What skills and knowledge will I develop?

- To demonstrate an understanding of the relationship between device technology and society.
- To build your understanding of the relationship between the software and hardware of products.
- To improve your practical skills in relation to engineering.
- To work in a hands-on approach to applied programming in control systems using modern technological tools.

What topics will I cover?

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

How will I be assessed?

- Extended written tasks
- Programming skills and understanding
- Folio and Product journals
- Practical builds

Workplace Practices

Length: Semester 10 credits or full year 20 credits
Prerequisites: Part-time employment or participation in VET courses would be an advantage.

What are the goals of this subject?

- 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, reflect and report on experiences, abilities, interests, and aspirations in relation to planning for work and future pathways.

What skills and knowledge will I develop?

- Apply a range of skills to access, process, and organise information that can be used and applied in a work-related context.
- Investigate your vocational area independently. Some of you will complete your Workplace Performance on a weekly basis as part-time employment. Others will do their Workplace Performance as work experience or use their VET courses as their Vocational Learning component.
- Utilise a variety of primary and secondary sources to expand your knowledge, including local and national sources, government and industrial agencies, employers, and colleagues.

What topics will I cover?

The program's focus is on the development of the Capabilities of Work, Personal Development and Learning. You will learn about work issues and different work environments, particularly by participating in a workplace environment or vocational learning, to recognise your own role and skills in the workplace to inform planning for future pathways. You will focus on the topics listed below.

- Career Planning
- Future Trends in the World of Work
- The Value of Unpaid Work to Society
- Workers' Rights and Responsibilities

You will also complete at least 25 hours of vocational learning that could include part-time employment, work experience or VET

How will I be assessed?

- Folio – 50%
  This contains evidence of learning in the selected Industry and Work Knowledge topics.
- Performance – 20%
  This includes two assessment tasks that may take the form of a written journal: a record of workplace/training events.
- Reflection – 30%
  Review and reflect on your learning.

Ignatian Service and Hospitality – Integrated Learning (Stage 2)

Length: Full year 20 credits
Prerequisites: Nil

What are the goals of this subject?

- Achieve a level of proficiency in communication with others in a kitchen.
- Demonstrate knowledge and understanding of kitchen preparatory concepts, requirements to be considered when planning for an event, and the ability to follow instructions.
- Critically analyse and evaluate the procedures, methodology and outcomes of recipes.
- Develop collaborative and planning skills, initiative, resilience, leadership, and effective interpersonal skills.

What skills and knowledge will I develop?

- Knowledge and understanding of the key requirements in planning a fundraising event, creating and implementing a workflow plan for an event, adjustments required in recipes, and appropriate terminology in the hospitality industry.
- Interpretation and application of skills, specific concepts, ideas, strategies, and techniques in a practical context.
- Use of a variety of sources to collate information with appropriate acknowledgment and interpretation.
- Interpersonal and collaborative skills in team situations.
- Critical analysis and evaluation of practical work based on teacher, self, and peer assessment.

What topics will I cover?

The two practicals will be based on the Development of Knife Skills and researching the Historical Origins of Yeast, where you will be required to prepare a dish from a particular culture. The Connections tasks will involve preparing a morning tea for guests at the College and a lunch in August. All tasks require you to develop your Critical and Creative Thinking Capabilities and reflect on your personal learning experiences.

How will I be assessed?

School-Based Assessment (70%)

- Two Practicals (40%) – This assessment task provides the opportunity for you to develop skills in Knife Handling and Precision Cutting in a practical commercial kitchen environment. This Practical Activity will develop your skills, knowledge and understanding by exploring the cultural and historical origins of the use of yeast in the contemporary Australian diet and discovering where and how it is used today.
- Two Connections Activities (30%) – This assessment task provides the opportunity for you to apply your learning in the kitchen to create and serve at a luncheon event. You will work in a group to plan, organise, and implement a morning tea fundraising event using skills developed in hospitality.

External Assessment (30%)

- Personal Endeavour
  The Personal Endeavour is a negotiated practical-based investigation.

English

Length: Full year 20 credits
Prerequisites: Satisfactory pass in Year 10 English

What are the goals of this subject?

- Develop your analytical skills in the study of different texts.
- Build on your reading, listening, viewing, speaking, and writing skills to assist with further studies.
- Foster your ability to identify language features within a range of texts and apply these to your writing.
- Improve writing skills across a range of formal and informal settings.
- Achieve the literacy requirement in the SACE.

What skills and knowledge will I develop?

On the completion of the course, you should be able to:

- study relationships between the reasons texts are created for different audiences and how this influences the meaning of texts
- analyse ways in which ideas and opinions are represented in texts and interpreted by readers
- explore how language is used to convey ideas and perspectives in texts
- create oral, written, and/or multimodal texts for different purposes and audiences
- identify and analyse intertextual connections
- apply knowledge and understanding of accurate spelling, punctuation, sentence structure, and grammar.

What topics will I cover?

- Responding to Texts – novel study, film study, media text study, plays/drama texts
- Creating Texts – Principal's Prize Essay, narrative, persuasive, imaginative, descriptive, expository writing, oral presentations
- Intertextual Study – poetry study, individually selected text comparison

How will I be assessed?

- Responding to Texts – written, oral and multimodal responses
- Creating Texts – written, oral and multimodal responses
- Intertextual Study
- Homework tasks

English Literary Studies

Length: Full year 20 credits
Prerequisites: B- average attainment in Year 10 English

What are the goals of this subject?

- Extend your analytical skills in a complex way through the study of different texts.
- Build on and broaden your reading, listening, viewing, speaking, and writing skills to assist with further studies.
- Foster your ability to use a range of language features within the construction of your own created texts.
- Develop sophisticated writing ability across a range of formal and informal settings.
- Achieve the literacy requirement in the SACE.

What skills and knowledge will I develop?

On the completion of the course, you should be able to:

- study relationships between the reasons texts are created for different audiences and how this influences the meaning of texts
- analyse ways in which ideas and opinions are represented in texts and interpreted by readers
- explore how language is used to convey ideas and perspectives in texts
- create oral, written, and/or multimodal texts for different purposes and audiences
- identify and analyse intertextual connections
- apply knowledge and understanding of accurate spelling, punctuation, sentence structure, and grammar.

What topics will I cover?

- Responding to Texts – critical literary theory, novel study, film study, media text study, plays/drama texts (including Shakespeare)
- Creating Texts – Principal's Prize Essay, narrative, persuasive, imaginative, descriptive, expository writing, oral presentations
- Intertextual Study – poetry study, individually selected text comparison

How will I be assessed?

- Responding to Texts – written, oral and multimodal responses
- Creating Texts – written, oral and multimodal responses
- Intertextual Study
- Semester examination
- Homework tasks

Essential English

Length: Full year 20 credits
Prerequisites: Continuation from Year 10, and/or offers based on criteria stipulated by Inclusive Education Director, Faculty Leader and Curriculum Coordinator for Senior English

What are the goals of this subject?

- Develop improvement in your analytical skills in the study of different texts with real-world contexts.
- Build on your reading, listening, viewing, speaking, and writing skills to assist with further studies.
- Foster your ability to identify language features within a range of texts and apply these to your writing.
- Improve writing skills across a range of formal and informal settings.
- Achieve the literacy requirement in the SACE.

What skills and knowledge will I develop?

On the completion of the course, you should be able to:

- develop communication skills through reading, viewing, writing, listening, and speaking
- comprehend information, ideas, and opinions in texts selected from a variety of contexts
- identify and analyse how the structure and language of texts are used for different purposes and audiences
- express information, ideas, and opinions using a range of appropriate conventions in your responses
- create oral, written, and/or multimodal texts appropriate for different purposes and audiences.

What topics will I cover?

- Responding to Texts – this is selected based on your interest and contexts but may include novel study, film study, social media study, advertising study, graphic novel study, slam poetry study, protest music study
- Creating Texts – this is selected based on your interest and contexts but may include Principal's Prize Essay, review writing, advertisement creation, oral presentations, speech writing, travel writing

How will I be assessed?

- Responding to Texts – written, oral and multimodal responses
- Creating Texts – written, oral and multimodal responses
- Homework tasks

Health and Wellbeing

Length: Semester 10 credits
Prerequisites: Successful completion of Year 10 Health & Physical Education

What are the goals of this subject?

In this course, you will develop the knowledge and understanding required to explore and understand influences and make decisions regarding health and wellbeing. You will consider the following concepts in relation to social and cultural attitudes, beliefs and practices:

- health literacy
- health promotion
- health determinants
- social equity.

These interrelated concepts underpin the content of this subject, and are considered in individual, community and global contexts.

What skills and knowledge will I develop?

On the completion of the course, you should be able to:

- develop empathetic and ethical understanding of health and wellbeing issues
- apply knowledge and understanding of health and wellbeing concepts to contemporary issues and make informed decisions
- analyse and reflect on health and wellbeing trends and issues
- take action to improve health and wellbeing outcomes individually or collaboratively
- evaluate and reflect on personal and social action through reflective practice.

What topics will I cover?

- The health and wellbeing of the individual and community
- Identifying trends and issues using contemporary sources of information and data
- Influencing factors: risk factors and determinants for health and wellbeing
- Consideration of social health (in)equity and the contributing factors to health and wellbeing concerns

How will I be assessed?

You will participate in a range of individual and group-based learning experiences that enable you to investigate the underpinning principles and concepts of health and wellbeing. You will demonstrate your learning through assessment criteria demonstrating:

- critical thinking
- application
- reflective practice.

Physical Education

Length: Semester 10 credits
Prerequisites: Satisfactory completion of Year 10 Health & Physical Education

What are the goals of this subject?

Physical Education is an experiential subject that aims to:

- explore the participation in and performance of human physical activities
- explore your physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence.

What skills and knowledge will I develop?

On the completion of the course, you should be able to:

- apply knowledge and understanding of movement concepts and strategies in physical activity
- reflect on movement concepts and strategies in physical activity
- apply communication and collaborative skills in physical activity contexts
- explore and analyse evidence related to physical activity
- reflect on and apply feedback to improve participation and/or performance in physical activity
- communicate using subject-specific terminology in a variety of modes.

What topics will I cover?

- Performance improvement – analysing and improving affordances through data collection
- Participation improvement – analysing and improving participation using evidence and constraints
- Collaboration and communication skills
- Movement concepts and strategies
- Biophysical – applied physiological (including fitness and training concepts, energy systems) or biomechanical factors
- Psychological – skill acquisition concepts (including factors affecting skill learning)
- Socio-cultural – equity and access opportunities (including barriers and enablers to participation and performance)

How will I be assessed?

- Performance improvement
- Physical Activity Investigation

Ancient Studies

Length: Semester 10 credits
Prerequisites: Satisfactory completion of Year 10 History

What are the goals of this subject?

Ancient Studies aims to ignite your:

- interest in and enjoyment of the study of Ancient Studies 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 life in the ancient world, including beliefs, attitudes, and values
- research and understanding of ideas and innovations that emerged from the ancient world, and consider their influence.

What skills and knowledge will I develop?

On the completion of the course, you should be able to:

- demonstrate knowledge and understanding of archaeological evidence
- demonstrate knowledge and understanding of texts, artefacts, ideas, events and people
- apply inquiry skills to analyse and evaluate sources and perspectives, and synthesise evidence
- communicate ideas and arguments, using subject-specific language.

What topics will I cover?

You will study the compulsory topic Understanding of Ancient Studies from Roman, Byzantine, Viking, Mayan and Aztec Cultures.

You will also study one of the following optional topics:

- Art, Architecture and Technology
- Warfare and Conquest
- Social Structure, Slavery and Everyday Life
- Beliefs, Rituals and Mythology
- Creative Representations.

How will I be assessed?

- Inquiry research
- Analysis and evaluation of historical sources
- Essay writing
- Individual historical study

Economics

Length: Semester 10 credits
Prerequisites: Nil

What are the goals of this subject?

- Understand economic concepts, principles, and models in a variety of contexts.
- Apply economic concepts, principles, and models in known and unknown contexts.
- Apply communication skills in economic contexts.
- Apply economic thinking to construct arguments.
- Analyse a range of economic data, models, and principles.
- Analyse the intended and unintended consequences of economic decisions.

What skills and knowledge will I develop?

On the completion of the course, you should be able to apply the knowledge, skills, and understanding of economic thinking, which include:

- economic inquiry skills
- analysis of economic information and data
- construction of reasoned arguments
- macroeconomics.

What topics will I cover?

- Thinking Like an Economist
- Economic Models
- Economic Decision-Making
- Market Mechanism
- Markets in Practice
- Market Objectives
- Market Failure
- Macroeconomic Objectives

How will I be assessed?

- Folio – completion of at least two folio tasks, which may be in the form of tests, essays or multimodal presentations
- Economic Project – analysis of an economic question or issue
- End-of-semester examination

Geography

Length: Semester 10 credits
Prerequisites: Nil

What are the goals of this subject?

- Demonstrate knowledge and understanding of geographical concepts of place, space, environment, interconnection, sustainability, scale, and change.
- Demonstrate knowledge and understanding of the nature and complexity of the interdependence of human and physical environments.
- Use geographical and fieldwork skills, including use of spatial technologies, to examine geographical features.
- Analyse information to determine management strategies and make recommendations for improvements to human and physical environments.
- Examine geographical implications of a contemporary local and/or global issue.
- Communicate geographical information and ideas using subject-specific terminology and visual representations.

What skills and knowledge will I develop?

You will use geographical skills to develop your knowledge and understanding of geographical concepts within a specific context. Developing your geographical skills enables you to explore contemporary geographical issues and make recommendations. Within the themed content, you will examine the concept of place and what is required to ensure that places are sustainable into the future.

What topics will I cover?

- Sustainable Places
  You will examine the concept of place and what is required to ensure that places are sustainable into the future. Places are geographical locations with interacting human and environmental features. The ways in which economic, demographic, social, political, and environmental processes shape these places determine their sustainability and liveability in the present and future.
- Hazards
  You will examine the concept of hazards, their causes and impact, and how people manage the risk. Hazards can be defined as natural, biological, or human-induced. The impacts of hazards on people and places vary depending on economic, demographic, social, political, and environmental factors.
- Contemporary Issues
  You will examine a current local or global geographical issue being faced by populations and/or environments. Through making informed decisions and evaluating and making recommendations for sustainable outcomes, you will extend your social and ethical understanding, and critical and creative thinking skills.

How will I be assessed?

- Fieldwork report
- Geographical skills and application
- Semester examination

Geography (SYAPP – Stage 2)

Length: Full year 20 credits
Prerequisites: Nil

What are the goals of this subject?

- Demonstrate knowledge and understanding of geographical concepts of place, space, environment, interconnection, sustainability, scale, and change.
- Demonstrate knowledge and understanding of the complexity of human-environment interdependence in local, national, and/or global contexts.
- Use geographical and fieldwork skills, including the use of spatial technologies, to examine geographical features, patterns, and processes.
- Analyse information to evaluate projections for change, and make recommendations for improvements to human and physical environments.
- Evaluate the environmental, social, and economic causes, effects, and consequences of change.
- Communicate geographical information using subject-specific terminology and visual representations.

What skills and knowledge will I develop?

Through the concept of geographical change, you will examine the transformation of human and physical environments and their interconnectedness. You will study the causes of change in environmental, social, and economic systems, consider the impacts and implications of these changes, and consider possible strategies and recommendations for sustainability. In each of the three systems, you will examine the role of people in causing both positive and negative changes. Through the study of environmental change, you will investigate the interrelationship between people and ecosystems, changes in land cover, and how people contribute to climate change. You will develop your understanding of population and economic change and how these are interdependent through the study of population trends, the impact of globalisation, and patterns of inequality.

What topics will I cover?

Ecosystems and People

- characteristics of ecosystems and ecosystem functions, including the interconnections between water, soil, atmosphere, vegetation, and other living things
- resources provided by ecosystems, including food, water, wood, and medicines
- services provided by ecosystems, including the regulation of climate, natural hazard mitigation, water purification, nutrient cycling, and erosion control
- the impacts of people on ecosystems, including land-cover changes, land degradation, and biodiversity loss
- an ecological footprint and how it is measured
- the relationship between population change, resource use, biocapacity, biodiversity, sustainability, and ecological footprint

Movement of People

- global distribution of the human population
- types of migration within countries and between countries
- causes of migration, including push and pull factors
- the impacts of migration at origin and destination
- community and political responses to the voluntary and forced movement of people

How will I be assessed?

Geographical Skills and Application (40%)

- evaluation of measures to reduce carbon emissions in a specific country
- a case study of the impact of global warming on a specific location
- comparative analysis of ecological footprints in developed and developing countries
- construction and analysis of population pyramids
- an enquiry into a specific example of economic migration or refugee movement

Individual Fieldwork Report (30%)

- the spatial dimension of the issue, to establish its geographical nature
- a study of the biophysical and/or human systems relevant to the issue
- the diversity of views and perceptions, including those of Indigenous peoples

External Examination (30%)

- majority of the above skill sets

Legal Studies

Length: Semester 10 credits
Prerequisites: Nil

What are the goals of this subject?

- Through an inquiry-based approach, you will explore and develop understanding of concepts of rights, fairness and justice, power, and change.
- You will explore concepts by examining lawmaking, law enforcement and dispute resolution within a contemporary setting.
- You will look at 'big questions' that influence why society is structured the way it is and why the law operates the way it does.
- Importantly, you will come to understand, appreciate, and be aware of your role as a citizen in the Australian legal system and have the confidence to make informed and effective decisions regarding legal issues.

What skills and knowledge will I develop?

On the completion of the course, you should be able to:

- demonstrate contemporary understanding of legal issues and concepts
- demonstrate enquiry skills through reasoning, exploration, discussion and research of concepts, the law and legal issues
- communicate understanding of legal principles
- evaluate complex legal arguments
- collaborate effectively with others to engage in problem-solving.

What topics will I cover?

All topics will be analysed with 'big picture' concepts in mind and the broader implications these areas have for all Australians.

- the need for laws generally
- constitutional law – the importance of the constitution
- division of powers – federal, state and local
- separation of powers – legislature, executive and judiciary
- lawmaking potential of each branch of government
- justice in our society
- where power emanates from in our society
- forces for change in society

How will I be assessed?

- A 1200-word analytical response within the context of the law and our community, using contemporary examples to illustrate understanding
- A 1200-word legal issue inquiry researching a contemporary legal issue within the Australian legal system
- Optional study area – government and lawmaking presentation: a seven-minute presentation in multimodal form

Modern History

Length: Semester 10 credits or full year 20 credits
Prerequisites: Satisfactory completion of Year 10 History

What are the goals of this subject?

History aims to ignite your:

- 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
- insights into various ways of living and thinking.

What skills and knowledge will I develop?

On the completion of the course, you should be able to:

- critically analyse different interpretations of events and issues
- research and analyse primary and secondary sources to contextualise, justify and act on the basis of your interpretation of an issue
- analyse and justify personal views and similarities and differences between different historical societies
- critically examine through research and 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 Australia's near Asian neighbours.

What topics will I cover?

Semester 1 course:
Imperialism − British imperial expansion from 1750 onwards
Decolonisation − case studies of Cambodia and South Africa and contrasting examples

Semester 2 course:
Revolutions − Russian Revolution of 1863–1923
Social Movements − US Civil Rights Movement of the 1950s and 1960s

How will I be assessed?

- Historical skills and study
- Inquiry research
- Analysis and evaluation of historical sources
- Essay writing
- End-of-semester examination
- Individual historical study

Modern History (SYAPP – Stage 2)

Length: Full year 20 credits
Prerequisites: successful completion of Stage 1 Modern History or attainment of at least an A grade in Year 10 Modern History and a B grade in English

What are the goals of this subject?

History aims to ignite your:

- 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.
- insights into various ways of living and thinking.

What skills and knowledge will I develop?

On the completion of the course, you should be able to:

- investigate the growth of modern nations at a time of rapid global change.
- engage in a study of one nation, and of interactions between or among nations
- critically analyse different interpretations of events and issues
- research and analyse primary and secondary sources to contextualise, justify, and act on the basis of your interpretation of an issue
- analyse and justify personal views and similarities and differences between different historical societies
- critically examine through research and 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

What topics will I cover?

Germany (1918–48)

- the liberal experiment
- the road to dictatorship
- the Nazi state in peace and war

Challenges to Peace and Security (1945–present) and Northern Ireland (1916–94)

- the overview of conflicts
- ideologies and tactics of conflict
- the impact of conflict
- national, regional and international responses

How will I be assessed?

- Historical skills and study
- Inquiry research
- Analysis and evaluation of historical sources
- Essay writing
- Individual historical study
- External examination (30%)

Philosophy

Length: Semester 10 credits
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 that ethics is a philosophical study of moral values and reasoning about right and wrong.
- Understand that an ethical issue is: how do we choose between conflicting human rights?
- Appreciate that epistemology is a philosophical study of theories about knowledge and what it means to know something.
- Understand that an epistemological issue is: how can we justify what we know?
- Appreciate that metaphysics is a philosophical study of existence and reality.
- Understand that a metaphysical issue is: what is the relationship between the mind and the body?
- 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 an 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 that 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
- Website
- Discussions presented in writing (800 words)

Philosophy (SYAPP – Stage 2)

Length: Full year 20 credits
Prerequisites: successful completion of Stage 1 Philosophy or attain at least a B+ grade in Year 10 English

What are the goals of this subject?

- Develop a curious mind that continues to ask 'why'.
- Identify and understand philosophical issues and positions.
- Demonstrate a knowledge of the role of reasoning and argument in the expression of philosophical issues and positions.
- Critically analyse assumptions, positions, and arguments presented by philosophers, oneself, leaders, teachers and others.
- Engage in inquiry-based learning.
- Formulate and argue a philosophical position.
- Communicate philosophical issues and positions, using the conventions of philosophical argument.

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.
- Understand that an ethical issue is asking: does the end justify the means?
- Appreciate that epistemology is a philosophical study of theories of knowledge and knowing.
- Understand that an epistemological issue is: do we have a moral obligation to future generations?
- Appreciate that metaphysics is a philosophical study of the nature of existence and reality (what there is in the world).
- Understand that a metaphysical issue is: does the existence of evil pose a problem for a belief in God?
- 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 an issue.

What topics will I cover?

- Arguments
  General structure
  The differences between good and bad arguments

- Ethics
  Moral understanding; for example, why act morally? Is being moral a part of human nature?
  Happiness as the goal of life; for example, is a life of pleasure better than a life of virtue? Is a good life for human beings the same as a good life for animals?

- Epistemology
  Ways of knowing; for example, is the scientific method as reliable as we are led to believe?
  Perception; for example, are colours in objects or are they only in our minds? Are physical objects directly perceivable?

- Metaphysics
  Freedom and determinism; for example, can we be free if there are causes for all our actions? Is a murderer responsible for his or her actions?
  Reason and the existence of God; for example, does God exist? Is God's existence necessary to explain the existence of complex things, especially living things?
  Existentialism and humanism; for example, does existence come before essence? That is, people first exist, and then reflect on their existence to define the person they want to be.

How will I be assessed?

School assessment: (70%)
- Argument analysis (25%)
- Issues analysis (45%): one analysis on each area of knowledge; i.e. ethics, epistemology, and metaphysics − 150 words if written or a maximum of 10 minutes or the equivalent in multimodal presentations. One issues analysis must be written.

External assessment (30%)
- One issues study from any of the key areas

Religious Education – Integrated Learning (Stage 2)

Length: Semester 10 credits (course conducted in Terms 1, 2 and 3)
Prerequisites: Successful completion of Year 10 Religious Education

Note: You can choose to study Stage 1 Spiritualities, Religion, and Meaning (formerly Religion Studies) in place of the Stage 2 Religious Education – Integrated Learning.

What are the goals of this subject?

- Explore in a deeper and more focused manner how religion, Ignatian spirituality and personal endeavour can be found in one of the topics listed below.
- Develop of a sense of faith and spirituality.
- Educate, inspire and support you in your religious self-understanding and spiritual awareness.
- Provide a course of study that affords opportunities for growth and encourages curiosity and critical thinking.

What skills and knowledge will I develop?

- Develop learning about a real-world situation, task, event, or issue while also growing knowledge about how to best learn in new situations.
- Develop, extend and apply critical thinking skills through inquiry about aspects of the program focus that are of deep interest.
- Extend self-awareness, personal identity and values through the collaborative processes that build from peer- and self-assessment.

What topics will I cover?

Through ONE of the Integrated Learning topics listed below, it will be possible to explore in a deeper and more focused manner how religion, Ignatian spirituality and personal growth can be linked.

- *Leadership in a Digital World*
  Explore the issues facing young people living in a digital age.
  How to establish an online footprint that reflects one's core values and principles.
  Critically evaluate leadership styles portrayed in the media and discuss issues in the ever-changing world in which we live.
  Examine challenges inherent in modelling values in an Ignatian understanding of the world.
- *Ignatian Ecology – Our Relationship with God's Creation*
  Explore the Ignatian understanding of where ecology belongs in a person's development.
  Environmental and ecological challenges that are at the core of the mission of the Society of Jesus and are issues of Social Justice.
  Research, plan and participate in ecological outdoor activities and initiatives.
- *Ignatian Immersions – Continuing the Journey*
  Deepen the experiences encountered in a Ignatian immersion experience.
  Participation in an immersion will contribute to the overall learning in this subject.
  An opportunity to reflect on personal and communal formation as part of continuing to seek a just world.
- *Body, Mind and Spirit*
  Deepen the Ignatian understanding of the growth of the person through involvement in Ignatian spirituality and sport.
  Develop and monitor wellbeing activities based on the connections between 'Body, Mind and Spirit'.
  Contribute to a sporting activity in the College or community that provides wellbeing and community.
- *Arts and Activities in the Ignatian Tradition*
  Explore what it means to be an artist as a communicator of ideas and how to find inspiration.
  The role of the artist in society and the significance of the arts to humanity as found in the Jesuit tradition.
  Create a program of one's own.

How will I be assessed?

- Practical Inquiry (40%)
  Through the practical inquiry, you will demonstrate practical application and development of your knowledge, concepts, and skills through inquiry.
- Connections (30%)
  You will undertake collaborative activities that encourage you to make connections between the program focus and your development of a capability.
- Personal Endeavour – external assessment (30%)
  You will select and explore an area of the program focus that is of interest for your Personal Endeavour. You will analyse relevant information, concepts, ideas, and skills, and communicate your ideas and opinions about them.

Spiritualities, Religion, and Meaning (Formerly Religion Studies)

Length: Semester 10 Credit (course conducted over Terms 1, 2 and 3)
Prerequisites: Nil

Note: This is an alternative choice for Year 11 students instead of Religious Education – Integrated Learning (Stage 2).

What are the goals of this subject?

- Provide opportunities to explore values and practices of a spirituality or religion while engaging in one or two of the Big Ideas listed below.
- Reflect on how communities and groups embrace spiritual understandings or religious beliefs.
- Engage in critical analysis and evaluation of religious and spiritual ideas, concepts and issues presented in films, texts and other selected sources of your own choosing.

What skills and knowledge will I develop?

- Investigate and understand diverse religious beliefs, perspectives and experiences.
- Explore how spiritualities or religion can provide a basis for personal and ethical decision-making.
- Analyse how religion forms a basis for solving a contemporary ethical or social justice issue.
- Record oral discussions with a peer, small group or teacher exploring spiritual or religious perspectives on contemporary issues.

What topics will I cover?

One or two Big Ideas from the following.

- Growth, belonging and flourishing; e.g. Who am I? How do I flourish? Does spirituality or religion have a role in this?
- Community, justice and difference
- Story, visions and futures
- Spiritualities religions and ultimate questions
- Life, the universe and integral ecology
- Evil and apathy

How will I be assessed?

- Three or four assessment tasks over the three terms.
- Assessment tasks will preferably be presented in multimodal format such as videos, screen casts, podcasts.
- Collaboration with a peer or peers will be encouraged.

Chinese (SYAPP – Stage 2)

Length: Full year 20 Credits
Prerequisites: A C+ grade in Year 10 SYAPP Chinese

What are the goals of this subject?

- Interact with others to exchange information, ideas, opinions, and experiences in Chinese.
- Create texts in Chinese to express information, feelings, ideas and opinions.
- Analyse texts that are in Chinese 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?

- You will also undertake in-depth research on an issue of current concern in China, focussing on political and social change, and economic developments.
- The study of this issue will be largely undertaken in Chinese. A reflective English response is required at the end of the researched work.

What topics will I cover?

- Geography of China
- Youth Issues (Generation Gap)
- Education in China
- Travel and Tourism
- World of Work
- Impact of Technology

How will I be assessed?

Assessment will consist of an external component weighted at 30% and a school component of 70%.

School Assessment (70%)

- Folio
  Interactions
  Text Analysis
  Text Production
- In-depth Study

External Assessment (30%)

- Oral Examination
- Written Examination

French (SYAPP – Stage 2)

Length: Full year 20 credits
Prerequisites: A C+ grade in Year 10 SYAPP French

What are the goals of this subject?

- Interact with others to exchange information, ideas, opinions, and experiences in French.
- Create texts in French to express information, feelings, ideas, and opinions.
- Analyse texts that are in French 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?

- You will also undertake in-depth research on an issue of current concern in France, focussing on political and social change, and economic developments. The study of this issue will be largely undertaken in French. A reflective English response is required at the end of the researched work.

What topics will I cover?

- Personal Relationships
- Environment and Pollution
- Media/Current Affairs
- Home Life and Daily Routine
- Holidays – Travel/Leisure
- Technology
- French-speaking Countries
- French Literature and Cinema

How will I be assessed?

Assessment will consist of an external component weighted at 30% and a school component of 70%.

School Assessment (70%)

- Folio
  Interactions
  Text Analysis
  Text Production
- In-depth Study

External Assessment (30%)

- Oral Examination
- Written Examination

Indonesian (SYAPP – Stage 2)

Length: Full year 20 credits
Prerequisites: A C+ grade or better in Year 10 SYAPP Indonesian

What are the goals of this subject?

- Interact with others to exchange information, ideas, opinions, and experiences in Indonesian.
- Create texts in Indonesian to express information, feelings, ideas, and opinions.
- Analyse texts that are in Indonesian 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?

- You will also undertake in-depth research on an issue of current concern in Indonesia, focusing on political and social change, and economic developments.
- The study of this issue will be largely undertaken in Indonesian. A reflective English response is required at the end of the researched work.

What topics will I cover?

- City and Country Life
- Music
- Care for the Environment

How will I be assessed?

Assessment will consist of an external component weighted at 30% and a school component of 70%.

School Assessment (70%)

- Folio
  Interactions
  Text Analysis
  Text Production
- In-depth Study

External Assessment (30%)

- Oral Examination
- Written Examination

Italian (SYAPP – Stage 2)

Length: Full year 20 credits
Prerequisites: A C+ grade in Year 10 SYAPP 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?

- You will also undertake in-depth research on an issue of current concern in Italy, focussing on political and social change, and economic developments.
- The study of this issue will be largely undertaken in Italian. A reflective English response is required at the end of the researched work.

What topics will I cover?

- Education and Aspirations
- Social and Contemporary Issues
- Environment
- Technology
- Trade and Tourism
- Historical Perspectives

How will I be assessed?

Assessment will consist of an external component weighted at 30% and a school component of 70%.

School Assessment (70%)

- Folio
  Interactions
  Text Analysis
  Text Production
- In-depth Study

External Assessment (30%)

- Oral Examination
- Written Examination

Latin (SYAPP – Stage 2)

Length: Full year 20 credits
Prerequisites: A C+ grade in Year 10 SYAPP Latin

What are the goals of this subject?

- 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 one's 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.

What skills and knowledge will I develop?

- Prescribed texts in Latin provide the focus of the course. In order to enhance your understanding of each text as a whole, you 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 three to five themes that form the focus of study of the content and references in the texts.

What topics will I cover?

- The content of this syllabus is based on original Latin texts.
- You 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 you 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 you to experience a variety of stylistic features and literary effects.

How will I be assessed?

School assessment

- Translation of extracts from each of the prescriptions set for translation (30%)
- Comment on Latin prescriptions, including scansion of verse (40%)
- Translation of extracts from unseen prose and unseen verse Latin text (30%)

External Assessment

- Three-hour examination

Essential Mathematics

Length: Semester 10 credits or full year 20 credits
Prerequisites: Nil

What are the goals of this subject?

Mathematics aims to ignite your:

- curiosity for mathematics as you make real-world connections
- knowledge, understanding, and skills so that you may use your mathematics with confidence as an informed citizen capable of making sound decisions at work and in your personal environments
- interest to reflect on your learning and to undertake further studies in mathematics.

What skills and knowledge will I develop?

On the completion of the course, you should be able to:

- apply mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts
- communicate mathematically and present mathematical information in a variety of ways
- demonstrate computational skills and expand the ability to apply mathematical skills in flexible and resourceful ways
- utilise technology; in particular, spreadsheet applications
- interpret results and use mathematical reasoning to draw conclusions and consider the appropriateness of solutions.

What topics will I cover?

You will extend your mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. A problem-based approach is integral to the development of mathematical skills and associated key ideas in this subject.
Stage 1 Essential Mathematics consists of the following six topics:

- Semester One
  Calculations, Time, and Ratio
  Earning and Spending
  Geometry

- Semester Two
  Data in Context
  Measurement
  Investing

How will I be assessed?

- Skills and Applications Tasks – 50%
- Mathematical Investigations – 50%

For each 10-credit subject, you will need to provide evidence of your learning through four assessment tasks, these being two Mathematical Investigations tasks and two Skills and Applications tasks.

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

General Mathematics

Length: Semester 10 credits or full year 20 credits
Prerequisites: Year 10 Mathematics

What are the goals of this subject?

Mathematics aims to ignite:

- curiosity for mathematics as you make real-world connections
- knowledge, understanding, and skills so that you may use your mathematics with confidence as an informed citizen capable of making sound decisions at work and in your personal environments
- interest to reflect on your learning and to undertake further studies in mathematics.

What skills and knowledge will I develop?

This subject is designed to develop your:

- problem-solving skills, and ability to think abstractly, form and test conjectures, and explain processes
- ability to make discerning use of electronic technology
- knowledge and skills in a range of mathematical contexts such as personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices
- ability to interpret results and draw appropriate conclusions
- understanding of how to make and test projections from mathematical models
- ability to reflect on the effectiveness of mathematical models, including the recognition of strengths and limitations
- ability to use mathematics to solve practical problems and as a tool for learning beyond the mathematics classroom.

What topics will I cover?

This course consists of the following six topics:

- Semester One
  Statistical Investigation
  Linear and Exponential Functions and their Graphs
  Applications of Trigonometry

- Semester Two
  Investing and Borrowing
  Measurement
  Matrices and Networks

How will I be assessed?

- Skills and Applications Tasks – 65%
- Mathematical Investigations – 35%

For each 10-credit subject, you will need to provide evidence of your learning through four assessment tasks.
Each semester, you will undertake:

- three Skills and Applications tasks and one Mathematical Investigation
- school-based assessment, which will also include further skills and applications tasks and a semester examination.

Mathematical Methods

Length: Full year 20 credits
Prerequisites: Successful completion of Year 10/10A Mathematics. A minimum C+ grade is recommended.

What are the goals of this subject?

Mathematics aims to ignite:

- curiosity for mathematics as you make real-world connections
- knowledge, understanding, and skills so that you may use your mathematics with confidence as an informed citizen capable of making sound decisions at work and in your personal environments
- interest to reflect on your learning and to undertake further studies in mathematics.

What skills and knowledge will I develop?

This subject is designed to develop your:

- problem-solving skills, and think abstractly, form and test conjectures, and explain processes
- ability to make discerning use of electronic technology
- knowledge and skills in a range of mathematical contexts such as statistics, growth and decay, trigonometry and calculus
- ability to interpret results and draw appropriate conclusions
- understanding of how to make and test projections from mathematical models
- ability to reflect on the effectiveness of mathematical models, including the recognition of strengths and limitations
- ability to use mathematical skills to solve practical problems and as a tool for learning beyond the mathematics classroom.

What topics will I cover?

The course consists of the following six topics:

- Semester One
  Growth and Decay
  Counting and Statistics
  Trigonometry

- Semester Two
  Functions and Graphs
  Polynomials
  Introduction to Calculus

How will I be assessed?

- Skills and Applications Tasks – 75%
- Mathematical Investigations – 25%

For each 10-credit subject, you will need to provide evidence of your learning through at least four assessment tasks.

Each semester, you will undertake three Skills and Applications tasks and one Mathematical Investigation.

School-based assessment will also include further skills and applications tasks, and an end-of-semester examination.

Mathematical Methods (SYAPP – Stage 2)

Length: full year 20 credits
Prerequisites: Successful completion of Stage 1 Mathematical Methods A and B with a minimum C+ grade average as an Accelerated Program student

What are the goals of this subject?

Mathematics aims to ignite:

- curiosity for mathematics as you make real-world connections
- knowledge, understanding, and skills so that you may use your mathematics with confidence as an informed citizen capable of making sound decisions at work and in your personal environments
- interest to reflect on your learning and to undertake further studies in mathematics.

What skills and knowledge will I develop?

This subject allows you to explore, describe, and explain aspects of the world around you 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 your common experiences, as well as from scientific, professional, and social contexts.

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

This subject is designed to develop your:

- 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.

What topics will I cover?

- Further Differentiation and Applications
- Discrete Random Variables
- Integral Calculus
- Logarithmic Functions
- Continuous Random Variables and the Normal Distribution
- Sampling and Confidence Intervals

How will I be assessed?

- Skills and Applications Tasks – 50%
- Mathematical Investigation – 20%
- 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.

Specialist Mathematics

Length: Semester 10 credits
Prerequisites: Successful completion of Year 10A Mathematics. A minimum B- grade is recommended.

What are the goals of this subject?

Mathematics aims to ignite:

- curiosity for mathematics as you make real-world connections
- knowledge, understanding, and skills so that you may use your mathematics with confidence as an informed citizen capable of making sound decisions at work and in your personal environments
- interest to reflect on your learning and to undertake further studies in mathematics.

What skills and knowledge will I develop?

- Problem-solving skills, think abstractly, form and test conjectures, and explain processes.
- Ability to make discerning use of electronic technology.
- Knowledge and skills in a range of mathematical contexts such complex numbers, vectors and mathematical induction.
- Ability to interpret results and draw appropriate conclusions.
- Understanding of how to make and test projections from mathematical models.
- Ability to reflect on the effectiveness of mathematical models, including the recognition of strengths and limitations.
- Mathematical skills to solve practical problems and as a tool for learning beyond the mathematics classroom.

What topics will I cover?

- Vectors in the Plane
- Further Trigonometry
- Matrices
- Real and Complex Numbers
- Induction

How will I be assessed?

- Skills and Applications Tasks – 75%
- Mathematical Investigations – 25%

You will undertake at least three Skills and Applications tasks and one Mathematical Investigation.

School-based assessment will also include further skills and applications tasks, and an end-of-semester examination.

Aquaculture

Length: Semester or full year
Prerequisites: Nil

What are the goals of this subject?

This Certificate II course aims to introduce you to the practical application of scientific skills involved in aquarium maintenance and aquaponic skills associated with aquaculture.

What skills and knowledge will I develop?

This qualification represents the base entry point into this sector of the seafood industry and provides people with a range of core and underpinning skills and knowledge relevant to work in the aquaculture sector. It is an introduction to skills needed for aquarium management and the care and breeding of ornamental fish for the pet shop market.

The qualification will have application for people working:

- on aquaculture farms or fishout/put-and-take operations
- in hatcheries and nurseries
- in live post-harvest holding facilities, such as processing plants, wholesalers or transporters
- in pet shops, public aquaria, zoos or other facilities with aquatic animals
- for companies providing contract specialist services for aquaculture operations.

What topics will I cover?

There are a number of core units including those listed below.

- Communicating in the Seafood Industry
- Handling Stock
- Inspecting and Cleaning Aquatic Work Equipment
- Meeting Workplace Health and Safety Requirements
- Working Effectively in the Seafood Industry

How will I be assessed?

The certificate is made up of a number of core and elective units, which are competency-based. You will undertake mini tasks in which you are assessed as being either competent or not competent. The assessment methods may include real work, simulated work, written work and oral responses.

Biology

Length: Full year 20 credits
Prerequisites: Nil

What are the goals of this subject?

Biology aims to ignite:

- understanding of the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments
- curiosity around biological systems and their interactions
- understanding of the interconnectedness of biological systems to evaluate the impact of human activity on the natural world
- an ability to explore how biologists develop new understanding and insights, and produce innovative solutions to everyday and complex problems and challenges in local, national, and global contexts.

What skills and knowledge will I develop?

- Apply science inquiry skills to design and conduct biological investigations, using appropriate procedures and safe, ethical working practices.
- Obtain, record, represent, analyse, and interpret the results of biological investigations.
- Evaluate procedures and results, and analyse evidence to formulate and justify conclusions.
- Develop and apply knowledge and understanding of biological concepts in new and familiar contexts.
- Explore and understand science as a human endeavour.
- Communicate knowledge and understanding of biological concepts, using appropriate terms, conventions and representations.

What topics will I cover?

The topics in Stage 1 Biology provide the framework for developing integrated programs of learning through which you will extend your skills, knowledge, and understanding of the three strands of science.

The three strands of science to be integrated throughout your learning are:

- science inquiry skills
- science as a human endeavour
- science understanding.

The topics for Stage 1 Biology are:

- Cells and Microorganisms
- Infectious Disease
- Multicellular Organisms
- Biodiversity and Ecosystem Dynamics

How will I be assessed?

- Investigations Folio
- Skills and Applications Tasks

You will undertake:

- at least one practical investigation and at least one science as a human endeavour investigation for the folio
- at least one skills and applications task
- school-based assessment, which will also include a semester examination.

Biology (SYAPP – Stage 2)

Length: Full year 20 credits
Prerequisites: Successful completion of Year 10 Science

What are the goals of this subject?

Biology aims to ignite:

- understanding of the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments
- curiosity around biological systems and their interactions
- understanding of the interconnectedness of biological systems to evaluate the impact of human activity on the natural world
- an ability to explore how biologists develop new understanding and insights, and produce innovative solutions to everyday and complex problems and challenges in local, national, and global contexts.

What skills and knowledge will I develop?

- Identify and formulate questions, hypotheses, concepts, and purposes that guide biological investigations.
- Design and conduct individual and collaborative biological investigations.
- Manipulate apparatus and use technological tools and numeracy skills to obtain, represent, analyse, interpret, and evaluate data and observations from biological investigations.
- Select and critically evaluate biological evidence from different sources and present informed conclusions and personal views on social, ethical, and environmental issues.
- Communicate your knowledge and understanding of biological concepts using appropriate biological terms and conventions.
- Demonstrate and apply biological knowledge and understanding of concepts and interrelationships to a range of contexts and problems, including by presenting alternative explanations.

These skills and knowledge form the basis of the:

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

What topics will I cover?

- DNA and Proteins
- Cells as the Basis of Life
- Homeostasis
- Evolution

How will I be assessed?

- External examination (130 minutes) 30%
- School-based assessment 70%

School-based assessment will include:

- Investigations Folio (30%)
- Skills and Applications Tasks (40%)

For the Folio tasks, you will be required to complete two summative practical activities and one summative Science as a Human Endeavour task.

Chemistry

Length: Full year 20 credits
Prerequisites: Satisfactory completion of Year 10 Science

What are the goals of this subject?

Chemistry aims to ignite your:

- understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use of the planet's resources
- curiosity around the dynamic nature of science
- understanding of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues
- ability to explore how chemists develop new understanding and insights, and produce innovative solutions to everyday and complex problems and challenges in local, national, and global contexts.

What skills and knowledge will I develop?

- Apply science inquiry skills to design and conduct chemistry investigations, using appropriate procedures and safe, ethical working practices.
- Obtain, record, represent, analyse, and interpret the results of chemistry investigations.
- Evaluate procedures and results, and analyse evidence to formulate and justify conclusions.
- Develop and apply knowledge and understanding of chemical concepts in new and familiar contexts.
- Explore and understand science as a human endeavour.
- Communicate knowledge and understanding of chemical concepts, using appropriate terms, conventions and representations.

What topics will I cover?

- Topic 1: Materials and their Atoms
- Topic 2: Combinations of Atoms
- Topic 3: Molecules
- Topic 4: Mixtures and Solutions
- Topic 5: Acids and Bases
- Topic 6: Redox Reactions

How will I be assessed?

- Investigations Folio
- Skills and Applications Tasks

You will undertake:

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

School-based assessment will also include a semester examination.

Physics

Length: Full year 20 credits
Prerequisites: Satisfactory completion of Year 10 Science

What are the goals of this subject?

Physics aims to ignite your:

- understanding of natural phenomena, from the subatomic world to the macrocosmos
- curiosity around using models, laws, and theories to better understand matter, forces, energy, and the interaction among them
- understanding of how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies, and innovations
- ability to explore how physicists develop new understanding and insights, and produce innovative solutions to everyday and complex problems and challenges in local, national, and global contexts.

What skills and knowledge will I develop?

- Apply science inquiry skills to design and conduct physics investigations, using appropriate procedures and safe, ethical working practices.
- Obtain, record, represent, analyse, and interpret the results of physics investigations.
- Evaluate procedures and results, and analyse evidence to formulate and justify conclusions.
- Develop and apply knowledge and understanding of physics concepts in new and familiar contexts.
- Explore and understand science as a human endeavour.
- Communicate knowledge and understanding of physics concepts, using appropriate terms, conventions and representations.

What topics will I cover?

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

How will I be assessed?

- Investigations Folio
- Skills and Applications Tasks

You will undertake:

- at least one practical investigation and at least one science as a human endeavour investigation for the folio
- at least one skills and applications task
- school-based assessment, which will also include a semester examination.

Psychology

Length: Semester 10 credits
Prerequisites: Nil

What are the goals of this subject?

Psychology aims to ignite your:

- understanding of the evidence gathered as a result of planned investigations following principles of scientific inquiry in the construction of psychology as a scientific enterprise
- development of useful skills in analytical and critical thinking and in making inferences
- understanding of the ethics of research and intervention
- ability to describe and explain both the universality of human experience and individual and cultural diversity along with the ways in which behaviour can be changed.

What skills and knowledge will I develop?

- Develop and apply knowledge and understanding of psychological concepts in diverse contexts.
- Apply science inquiry skills to deconstruct a problem and design and conduct psychological investigations, using appropriate procedures and safe, ethical working practices.
- Obtain, record, represent, analyse, and interpret the results of psychological investigations.
- Evaluate ethical and unethical practices, procedures, and results, and analyse evidence to formulate and justify conclusions.
- Explore and understand psychological science as a human endeavour.
- Communicate knowledge and understanding of psychological concepts, using appropriate terms, conventions, and representations.

What topics will I cover?

- Cognitive Psychology
- Neuropsychology
- Lifespan Psychology
- Emotion
- Psychological Wellbeing
- Psychology in Context
- Negotiated Topic

How will I be assessed?

- Investigations Folio
- Skills and Applications Tasks

You will undertake:

- at least one practical investigation and at least one science as a human endeavour investigation for the folio
- skills and applications tasks
- school-based assessment, which will also include a semester examination.