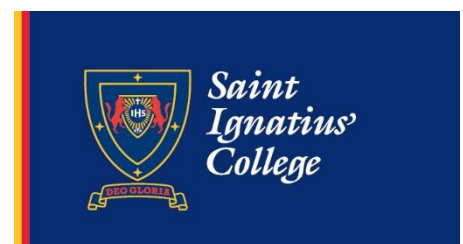

YEAR 12 2022

CURRICULUM HANDBOOK



Go, set the world *alight*.

Contents

Ignatian Pedagogical Paradigm	3
The SACE	4
Curriculum Chart	7
Arts	
Art	9
Design	10
Drama	11
Music Explorations	12
Music Studies	13
Commerce	
Accounting	14
Business Innovation	15
Digital Communication Solutions	16
Robotic and Electronic Systems	17
Workplace Practices	18
Cross-Disciplinary Studies	
Research Project	19
English	
English	20
English Literary Studies	21
Essential English	22
Health and Physical Education	
Health and Wellbeing	23
Physical Education	24
Humanities and Social Sciences	
Ancient Studies	25
Economics	26
Geography	27
Legal Studies	28
Modern History	29
Philosophy	30
Religious Education (Non-SACE Course)	31
Religious Education – Integrated Learning	32
Spiritualities, Religion, and Meaning (formally Religion Studies)	33
Mathematics	
Essential Mathematics	34
General Mathematics	35
Mathematical Methods	36
Specialist Mathematics	37
Science	
Biology	38
Chemistry	39
Physics	40
Psychology	41

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

- **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.

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

Curriculum Chart

Arts	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Art	✓	✓	✓	✓	✓	✓
Design			✓	✓	✓	✓
Drama	✓	✓	✓	✓	✓	✓
Music	✓	✓				
Music Contemporary			✓	✓	✓	
Music Explorations						✓
Music Studies			✓	✓	✓	✓
Business, Enterprise and Technology						
	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						
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						
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: Full year 20 credits

Prerequisites: Satisfactory pass in Stage 1 Visual 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?

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

What topics will I cover?

- Visual Thinking – you will explore a topic of your choice and record ideas, artistic influences and technical experiments in in a Folio format.
- Practical Resolution – two 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 insights and conclusions.

How will I be assessed?

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

Design

Length: Full year 20 credits

Prerequisites: Grade of C+ or higher in Stage 1 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?

- 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.
- 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 arts language to interpret and respond to works and your contexts.
- Evaluate your own design process and practical work.

What topics will I cover?

- Visual Thinking – you will explore topics of your choice and record ideas, influences and technical experiments in a Folio. You will produce two folios to accompany your two design works.
- Practical Resolution – works can be resolved using one or more of the various practical genres, which may 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, and advertising).
- 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 the findings of your Visual Study as well as your conclusions and insights.

How will I be assessed?

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

Drama

Length: Full year 20 credits

Prerequisites: Successful completion of Stage 1 Drama with a minimum C+ grade average. Minimum C+ grade in either English Literary Studies or English at Stage 1.

If you wish to pursue Drama as a subject in Year 12, it is recommended that you should have had experience in a drama co-curricular activity (College Musical Production, Theatre Arts or external drama experience).

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 in your 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?

Company and Production/Exploration and Vision

- Group Production (40%)
- Evaluation and Creativity (30%)
- External – Creative Presentation (30%)

How will I be assessed?

- Class group productions
- Onstage and offstage performance work
- Individual presentations of evidence and process, written and multimodal
- Analysis and evaluation of creative decision-making and application of process through multimodal, oral, visual and written formats

Music Explorations

Length: Full year 20 credits

Prerequisites: Completion of a semester of Contemporary Music or Music Studies at Year 11

Music Explorations Option:

General understanding of music notation and chord symbols, and the ability to sing or play an instrument in an ensemble or band, or compose electronic music using DAW software.

What are the goals of this subject?

- Apply knowledge and understanding of musical elements.
- Apply musical skills and techniques in developing, refining, and presenting creative works.
- Deconstruct, analyse, and interpret musical works and styles, and manipulate musical elements.
- Synthesise findings and express musical ideas.
- Reflect on musical influences on own creative works.

What skills and knowledge will I develop?

- Analyse and recognise musical features from a range of musical styles.
- Perform an extended recital either as a soloist or in a small ensemble, or write a folio of original songs or pieces.
- Write and notate a 32- to 48-bar song with chord symbols.
- Critically analyse and evaluate your own music and the music of others.

What topics will I cover?

Music Explorations is recommended if you can either sing or play an instrument, write original songs, or compose electronic music using DAW software, but do not wish to sit a theory and aural examination. Basic notation skills and some music theory knowledge are assumed. There are no written tests or exams in this subject.

You will complete three areas of study.

- Explorations – either an 8 to 10-minute solo, or an ensemble performance, or a 4 to 6-minute set of songs or compositions, plus a 1000-word written commentary.
- Musical Literacy – three written tasks.
Comparison of two similar pop songs (700 words).
Review of a live performance (700 words).
Composing a 32- to 48-bar song consisting of a melody line with chord symbols, plus a 250-word creator's statement.
- Creative Connections Project – either a 6 to 8-minute solo or ensemble performance, or a 3 to 4-minute set of songs, tracks or compositions, plus a 7-minute spoken presentation.

How will I be assessed?

- Explorations Folio 40%
- Musical Literacy (three tasks) 30%
- Creative Connections Project 30%

Music Studies

Length: Full year 20 credits

Prerequisites: Successful completion of Stage 1 Music or Grade 4 AMEB Theory/Musicianship, and experience as either a solo performer or composer/arranger.

Music Studies is recommended for you if you have a strong theoretical background, good notation and aural skills, and experience as a soloist or composer/arranger.

What are the goals of this subject?

- Apply knowledge and understanding of musical elements.
- Apply musical skills and techniques in developing, refining, and presenting creative works.
- Apply a range of musical literacy skills, including aural perception and notation.
- Deconstruct, analyse, and interpret musical works and styles, and manipulate musical elements.
- Synthesise findings and express musical ideas.
- Reflect on musical influences on own creative works.

What skills and knowledge will I develop?

- Demonstrate an understanding of advanced music theory and jazz harmony.
- Demonstrate aural skills in recognising, transcribing and describing music.
- Analyse and recognise musical features from a wide range of musical styles.
- Either perform an extended recital as a soloist or write a folio of compositions or arrangements.
- Compose or arrange a two-minute piece for a small ensemble.
- Critically analyse and evaluate your own music and the music of others.

What topics will I cover?

- Creative Works – either a 10 to 12-minute solo performance, or a set of compositions and/or arrangements of 5 to 6 minutes duration, plus a 750-word creator's statement.
- Musical Literacy – three written tasks.
Analysis and comparison of two set works (800 words).
Theory, aural, harmony and analysis test (60 minutes).
Composition or arrangement of 2 minutes duration.
- Examination – a two-hour written examination including aural recognition, music theory, melody writing and harmony. A formula sheet of key signatures, scales, time signatures and chord progressions will be provided for reference during the examination.

How will I be assessed?

- Creative Works (performances or compositions) 40%
- Musical Literacy (three tasks) 30%
- Examination 30%

Accounting

Length: Full year 20 credits

Prerequisites: Nil

What are the goals of this subject?

- Provide you with the knowledge of the nature of accounting.
- Help you understand the importance of accounting to a range of stakeholders.
- Provide you with the tools and knowledge required to prepare the financial statements for a small business.
- Enable you to read and interpret accounting information, particularly financial statements.
- Assist you in assessing the viability of businesses.
- 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.
- Skills in the preparation of financial statements utilised by business (income statements, balance sheets, statements of changes in equity, statements of cash flow).
- Skills in interpreting the figures contained in financial statements.
- Knowledge of strategies to help improve the performance and viability of businesses.
- Communication skills in understanding and applying accounting terminology.

What topics will I cover?

- Accounting theory: terminology, concepts, conventions of accounting
- Preparation of balance sheets and statements of change in equity
- Preparation of income statements
- Management of debtors, including subsidiary ledgers and accounting for bad and doubtful debts
- Management of inventory
- Accounting for non-current assets, including depreciation
- Management of cash, including cash budgets and bank reconciliations
- Preparation of statements of cash flows
- Provision of authentic accounting advice to shareholders, including ratio analysis

How will I be assessed?

- Four accounting concepts and solutions tasks (tests and/or assignments) (40%)
- Provision of accounting advice task (30%)
- External examination (30%)

Business Innovation

Length: Full year 20 credits

Prerequisites: Nil

What are the goals of this subject?

- Explore problems and generate possible solutions to meet customer problems or needs using a customer-focused approach.
- Apply decision-making and project management tools and strategies in business contexts.
- Create and apply business intelligence to iteratively develop and evaluate business models and plans.
- Analyse and evaluate the opportunities and challenges for business posed by digital and emerging technologies.
- Analyse and evaluate social, economic, environmental, and ethical impacts of global and local business.
- Apply communication and collaborative skills in business contexts.

What skills and knowledge will I develop?

Your skills and knowledge will develop as you will undertake study in two of the following three learning contexts.

- *Learning Context One: Designing Business*
In the designing business context, you develop, apply, and extend the learning strands through the context of a start-up business. Using design thinking and assumption-based planning tools, you develop an idea for a product or service and investigate its potential viability. The iterative process of developing ideas enables you to pivot as you refine your initial assumptions and manage uncertainty. You use a customer-focused approach in which you develop a deep understanding of customer needs. Using this customer-focused approach, you gather and analyse information to generate business intelligence and use it to identify potential commercial opportunities. Through the development of your proposed solution, you evaluate the potential success or failure of the solution in meeting customer needs. You communicate your plan to exploit this opportunity through tools and strategies such as business models, pitches, and business plans. You focus on the same start-up business in each learning strand.
- *Learning Context Two: Sustaining Business*
In the sustaining business context, you develop, apply, and extend the learning strands through the context of one or more established businesses. Through this context, you develop an understanding that a strategic approach to sustaining a business is necessary to prevent decline. You focus on the skills, knowledge, and understanding required to sustain viable businesses.
- *Learning Context Three: Transforming Business*
In the transforming business context, you develop, apply, and extend the learning strands through managing change in an existing business context. You use business intelligence and user-focused processes to identify opportunities to transform existing businesses. Transformation may take the form of new products, services, processes, business models, and markets. You consider the impact of this proposed transformation on other elements of the business.

What topics will I cover?

Explained above as per teacher selection of learning contexts. Traditionally, classes have focused on Learning Context One – Designing Business and Learning Context Three – Transforming Business.

How will I be assessed?

School-based Assessment

- **Business Skills (40%)**
You will complete three Business Skills tasks, which may be in the form of infographics, movie clips, blogs or vlogs, project plans, annotated validation boards or consultancy reports. At least one of these should be a collaborative task.
 - **Business Model (30%)**
You will complete one Business Model task, where you will work collaboratively to develop a viable business model and individually evaluate the business model and your contribution to its development.
- External Assessment
- **Business Plan and Pitch (30%)**
You provide one Business Plan and Pitch that describes the goals and objectives of a business and the strategies it will use to achieve these.

Digital Communication Solutions

Length: Full year 20 credits

Prerequisites: Year 10 FMS or Year 11 CP preferable

What are the goals of this subject?

- Use design and realisation process to create solutions for the development of product.
- Be creative, innovative and enterprising to solve various problems.
- Apply critical thinking and problem-solving skills to address design problems.
- Apply creative processes and use new and evolving technologies.
- Explore various career options available to you in the areas of, but not limited to, film, photography or game development.

What skills and knowledge will I develop?

- Investigate and analyse design features, processes, materials, and production techniques and apply creative thinking to the design of a solution.
- Plan, develop, and test design concepts, and communicate potential features of —and solutions to — a problem or challenge.
- Apply knowledge and understanding of skills, processes, engineering procedures, and techniques, using technology to realise the solution.
- Evaluate the solution with reference to the design brief, and reflect on processes used in design development and realisation.
- Analyse ethical, legal, economic, and/or sustainability issues related to technology, materials selected, processes used, and/or solution design.

What topics will I cover?

- The design, development, solution realisation and evaluation process
- Hardware – Cameras, Media Studio, Lighting, Sound
- Software – Audio and Visual Editing Software
- Pre-production Process with Media Content

How will I be assessed?

- Journal work
- Extended writing
- Problem-solving
- Practical solution creation
- Creation of film and game development

Robotic and Electronic Systems

Length: Full year 20 credits

Prerequisites: Year 11 Robotic and Electronic Systems

What are the goals of this subject?

- Use design and realisation process to engineer solutions for the development of product or systems.
- Be creative, innovative and enterprising to solve various problems.
- Apply critical thinking and problem-solving skills to address design problems.
- Apply engineering process and use new and evolving technologies.
- Explore various career options available to you in the areas of, but not limited to, practical engineering, control technology, and robotics.

What skills and knowledge will I develop?

- Investigate and analyse design features, processes, materials, and production techniques and apply creative thinking to the design of a solution.
- Plan, develop, and test design concepts, and communicate potential features of —and solutions to — a problem or challenge.
- Apply knowledge and understanding of skills, processes, engineering procedures, and techniques, using technology to realise the solution.
- Evaluate the solution with reference to the design brief, and reflect on processes used in design development and realisation.
- Analyse ethical, legal, economic, and/or sustainability issues related to technology, materials selected, processes used, and/or solution design.

What topics will I cover?

- The Design, Development, Solution Realisation and Evaluation Process
- Hardware and Software
- 3-D Printing and Associated Software
- Laser Engraving/Cutting and Associated Software
- Robotics Build and Associated Programming for Interactive Technologies

How will I be assessed?

- Engineering journals
- Extended writing
- Problem-solving
- Practical building

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, and reflect and report on, your 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 Workplace Performance as work experience or use your VET courses as your Vocational Learning component.
- Utilise a variety of primary and secondary sources to expand on 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:

- Career Planning
- Future Trends in the World of Work
- The Value of Unpaid Work to Society
- Workers' Rights and Responsibilities
- Completion at least 50 to 60 hours of Vocational Learning that could include part-time employment, Work Experience or VET.

How will I be assessed?

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

Research Project

Length: Semester 10 credits

Prerequisites: Nil

What are the goals of this subject?

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

What skills and knowledge will I develop?

The Research Project provides a valuable opportunity for you to develop and demonstrate skills essential for learning and living in a changing world. It enables you to:

- develop vital planning, research, synthesis, evaluation, and project management skills
- develop your ability to question sources of information, make effective decisions, evaluate your own progress, be innovative, and solve problems
- research framework as a guide to developing your research, knowledge, skills, and ideas specific to your research question
- synthesise key findings to produce a research outcome, which is substantiated by evidence and examples from the research.

What topics will I cover?

You will select a research question that is based on an area of interest to you.

How will I be assessed?

You will be assessed in the research project in three ways:

School-based assessment (70%):

- Folio (30%)
- Research Outcome (40%)

External assessment (30%):

- Evaluation for Research Project B, or review for Research Project A

English

Length: Full year 20 credits

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

What are the goals of this subject?

- Develop your analytical skills in the study of different texts.
- 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.
- Encourage further development of writing, speaking, listening and viewing skills in preparation for tertiary study and life in the workforce.
- Build your independence in the selection and study of texts that apply to your personal interests and contexts.

What skills and knowledge will I develop?

- Analyse the relationship between why texts are created and who they are created for in a range of texts.
- Evaluate how language features and conventions are used to represent ideas, opinions, and aspects of culture in texts.
- Analyse how points of view in your own and others' texts shape responses and interpretations.
- Create and evaluate oral, written, and multimodal texts.
- Analyse the similarities and differences when comparing texts.
- Apply clear and accurate writing, speaking, listening and viewing skills.

What topics will I cover?

- Responding to Texts – novel study, film study, media texts study, plays/drama study, poetry study
- Creating Texts – TED talks/oral presentations, narrative/descriptive prose, expository/persuasive texts, writer's statements
- Comparative Intertextual Study

How will I be assessed?

- Responding to Texts (30% School-Assessed) – written, oral and multimodal responses
- Creating Texts (40% School-Assessed) – written, oral and multimodal responses
- Comparative Intertextual Study (30% Externally Assessed)
- Homework tasks (formative)

English Literary Studies

Length: Full year 20 credits

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

What are the goals of this subject?

- Develop your complex analytical skills in the study of different texts.
- Prepare you for further study of literature and literary theory in tertiary and career pathways.
- Build on reading, listening, viewing, speaking, and writing skills to assist with further studies.
- Foster your ability to identify language features within a wide range of texts and apply these to your writing.
- Improve writing skills across a range of formal and informal settings.

What skills and knowledge will I develop?

- Understand the connections between author, texts, and contexts.
- Analyse how ideas, opinions, and values are represented in texts and how they are received by audiences.
- Evaluate and compare texts through the consideration of the structural, conventional, and language features used by authors.
- Use evidence to justify critical interpretations of texts.
- Develop analytical responses by considering and challenging others' interpretations.
- Create oral, written, and/or multimodal texts that use literary conventions to express ideas in a range of your own created texts.

What topics will I cover?

- Responding to Texts – critical perspectives analysis, novel or extended prose study, film study, poetry study, plays/drama texts, short text study
- Creating Texts – transforming texts, written, oral and multimodal texts
- Comparative Intertextual Study
- End-of-Course Examination

How will I be assessed?

- Responding to Texts (50% School-Assessed) – written, oral and multimodal responses
- Creating Texts (20% School-Assessed) – written, oral and multimodal responses
- Intertextual Study (15% Externally Assessed)
- Comparative Examination – Critical Reading (15% Externally Assessed)
- Homework tasks (formative)

Essential English

Length: Full year 20 credits

Prerequisites: You must have studied Stage 1 Essential English or been invited to enrol by the Faculty Leader of English and LOTE or the Director of Teaching and Learning.

What are the goals of this subject?

- Develop your analytical skills in the study of different texts that apply to your contexts and interests.
- Build on your reading, listening, viewing, speaking, and writing skills to assist with further studies and life in the workforce.
- Foster your ability to identify language features within a range of texts and apply these to your writing for practical purposes.
- Improve writing skills across a range of formal and informal settings.
- Instil a desire and interest for reading in your own contexts in life after secondary school.

What skills and knowledge will I develop?

- Improve your communication skills through reading, viewing, writing, listening, and speaking.
- Consider and respond to information, ideas, and opinions in texts selected from different contexts.
- Examine the effect of language choices in a range of texts for different audiences.
- Analyse the role of language in supporting effective interaction in real-world contexts.
- Create oral, written, and multimodal texts that communicate information, ideas, and perspectives for a range of 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, advocacy texts study, protest music study.
- Creating Texts – this is selected based on your interest and contexts but may include review writing, advertisement creation, oral presentations, speech writing, travel writing, advocacy texts.
- Independently Selected Language Study.

How will I be assessed?

- Responding to Texts (30% School-Assessed) – written, oral and multimodal responses
- Creating Texts (40% School-Assessed) – written, oral and multimodal responses
- Language Study (30% Externally Assessed)
- Homework tasks (formative)

Health and Wellbeing

Length: Full year 20 credits

Prerequisites: Nil

What are the goals of this subject?

You will develop the knowledge and skills to explore, understand and analyse influences and make informed decisions regarding health and wellbeing. You will consider the role of health and wellbeing for individuals and communities, and on a global level, and explore ways of promoting positive outcomes. You will evaluate current trends and issues that impact health and wellbeing and reflect on personal and community actions to promote and improve sustainable outcomes for individuals and global society. The analysis and understanding of health and wellbeing considers the following factors of health and wellbeing – determinants, in/equity, literacy, and promotion.

In Health and Wellbeing, agency is promoted through providing opportunities to make responsible choices and decisions in a rapidly changing world, developing skills as agents and advocates for change, and consideration of moral and ethical perspectives.

What skills and knowledge will I develop?

- 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 evaluate health and wellbeing trends and issues in diverse contexts.
- Plan, create, and undertake action to improve health and wellbeing outcomes individually and collaboratively.
- Evaluate personal and social action through reflective practice.

What topics will I cover?

You will explore current trends, influencing factors and related health concepts, in addition to social health and wellbeing action and initiative to address:

- the health and wellbeing of the individual and community
- the development, design and aim of current policy, promotion and campaigns to address contemporary health and wellbeing concerns
- risk-taking behaviours and the impact on the dimensions of health and wellbeing
- social equity and the contributing factors to the prevalence of health and wellbeing concerns, including ways to address through an empathetic and considered response.

How will I be assessed?

You will participate in a range of individual and group-based learning experiences, which will enable you to investigate the underpinning principles and concepts of Health and Wellbeing. You will demonstrate your learning through the assessment types listed below.

- Folios – research and experience
- Initiatives – individual and collaborative
- Inquiry – external assessment

Physical Education

Length: Full year 20 credits

Prerequisites: Satisfactory completion of Year 10 HPE. Stage 1 PE completion is recommended.

What are the goals of this subject?

- 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 that lead to greater movement confidence and competence.

What skills and knowledge will I develop?

- Apply knowledge and understanding to movement concepts and strategies in physical activity using subject-specific terminology.
- Apply feedback and implement strategies to improve participation and/or performance in physical activity.
- Reflect on and evaluate participation and/or performance improvement.
- Apply communication and collaborative skills in physical activity contexts.
- Analyse and evaluate evidence related to physical activity.
- Evaluate implemented strategies and make recommendations for future directions.

What topics will I cover?

- Human Physiology and Exploiting Space in Invasion Sports
- Biomechanics, Skill Transfer and Movement Execution
- Skill Development and Strategies for Improvement
- Group Dynamics and Coaching Strategies

How will I be assessed?

- Diagnostics (two tasks completed)
- Improvement Analysis (one task completed)
- Group Dynamics (one task completed)

Ancient Studies

Length: Full year 20 credits

Prerequisites: Satisfactory completion of Stage 1 Modern History or Ancient Studies (preferred but not essential).

What are the goals of this subject?

- Interest in and enjoyment of the study of ancient 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.
- Understand life in the ancient world, including beliefs, attitudes, and values.
- Research and understand ideas and innovations that emerged from the ancient world, and consider your influence.

What skills and knowledge will I develop?

- 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 three topics selected from the those listed below.

- Daily Life
- Military Conflict
- Political Power and Authority
- Material Culture
- Religion
- Literature – Prose, Narrative or Epic
- Literature – Drama and Poetry

How will I be assessed?

- Multimodal assessment tasks
- Analysis and evaluation of historical sources
- Essay writing
- Individual Historical Inquiry (External 30%)

Economics

Length: Full year 20 credits

Prerequisites: Nil

What are the goals of this subject?

- Understand economic concepts, principles, and models applied in a variety of social and political contexts.
- Apply and transfer understanding of economic concepts, principles, and models in a variety of known and unknown contexts.
- Apply communication skills in economic contexts.
- apply economic thinking to construct arguments and make recommendations.
- Analyse a range of economic data, principles, and models.
- Analyse and evaluate the intended and unintended consequences of economic decisions.

What skills and knowledge will I develop?

The skills and understandings developed in the core topic 'Thinking Like an Economist' are:

- economic inquiry skills
- data analysis
- microeconomics
- macroeconomics.

What topics will I cover?

A selection of problem-based scenarios from two or more contexts to facilitate the development of skills and understandings will be integrated into the course. These contexts may include:

- trade and globalisation
- firms
- wealth, poverty and inequality.

How will I be assessed?

School assessment (70%):

- Folio (40%)
- Economic Project (30%)

External assessment (30%):

- Examination

You will provide evidence of your learning through six assessment tasks, including the external assessment component. You will complete four Folio tasks, one Economic Project, and one examination.

Geography

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 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 examine the role of people in causing both positive and negative changes. Through the study of environmental change, you investigate the interrelationship between people and ecosystems, changes in land cover, and how people contribute to climate change. You will develop an 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
- Analysis of variation of ecological footprints between countries
- Contemporary case studies of strategies to reduce the ecological footprint of people and improve sustainability of ecosystems
- Population and migration population trends
- Changing birth and death rates
- Increased life expectancy and ageing; changing population structures
- Consequences of changing population structures
- Economic and sociocultural factors influencing population trends
- Contemporary case studies of population trends in economically developed countries and economically developing countries

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?

Individual Fieldwork Report 30%

Geographical Skills and Application 40%

Examination 30%

Legal Studies

Length: Full year 20 credits

Prerequisites: Nil

What are the goals of this subject?

Law is intended to facilitate fairness, justice, and harmony within communities. Legal Studies enables an understanding of the operation of the Australian legal system and its principles and processes. You will develop an analytical and problem-solving mindset while exploring problems from the past, present and future. This prepares you to be informed and articulate in matters of the law and society in order to engage in and improve your community in practical and meaningful ways.

What skills and knowledge will I develop?

The learning requirements summarise the knowledge, skills and understanding in this subject. In this subject, you are expected to:

- demonstrate an understanding of legal principles and processes
- demonstrate an understanding of ways that legal systems balance competing interests or tensions
- demonstrate civic literacy through inquiry
- critically analyse and apply legal principles, processes, and concepts to case studies, the law, and/or issues
- develop conceptual understanding and application to various contexts
- communicate and evaluate legal arguments and make informed recommendations.

What topics will I cover?

Focus areas provide a rich context to consider big questions and examine competing tensions. Competing tensions can apply to more than one focus area. The following focus areas are recommendations for exploring the questions and tensions.

- Focus Area 1: Sources of Law
- Focus Area 2: Dispute Resolution
- Optional Area 1: The Constitution

How will I be assessed?

School-based assessment (70%)

- Folio (40%)
You will undertake four assessment tasks for the Folio.
At least one Folio assessment task must be conducted under direct supervision.
- Inquiry (30%)
In this assessment type, you will complete one Inquiry task. The focus of the inquiry must be a contemporary legal issue of public interest in the 12 months before the assessment began and related to one pair of the competing concepts and focus areas of this subject.

External Assessment (30%)

- Examination (30%)
You will undertake a 130-minute external examination, which comprises two parts.
Part A: Source Analysis
Part B: Extended Response

Modern History

Length: Full year 20 credits

Prerequisites: Satisfactory completion of 10 credits of Stage 1 Modern History or Ancient Studies

What are the goals of this subject?

- Interest in and enjoyment of the study of history by making connections between past and present events.
- Curiosity by investigating and questioning different types of historical evidence.
- Presentation of 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?

- Investigate the growth of modern nations at a time of rapid global change. You will 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?

Topic 1: Germany (1918–1948)

- The Liberal Experiment
- The Road to Dictatorship
- The Nazi State in Peace and War

Topic 2: Challenges to Peace and Security (1945–Present) and Northern Ireland (1916–1994)

- The Overview of Conflicts
- Ideologies and Tactics of Conflict
- The Impact of Conflict
- National, Regional and International Responses

How will I be assessed?

- Inquiry research
- Analysis and evaluation of historical sources
- Essay writing
- Individual Historical Study
- Examination (External 30%)

Philosophy

Length: Full year 20 credits

Prerequisites: Nil

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 that 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?
- Ability to explore philosophical issues individually as well as work with peers in a community of inquiry.
- Sound skills of critical reasoning that enable one to take a position on 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 (Non-SACE Course)

Length: Semester (taught over Terms 1, 2 and 3)

Prerequisites: No formal prerequisites

This subject provides an option for students who do not wish to undertake any of the SACE Religion Studies courses.

What are the goals of this subject?

- Develop an understanding and knowledge of the search for spirituality in the lives of people in the 21st century.
- Provide an understanding of the humanism of the Jesuits established in the Spiritual Exercises of Saint Ignatius.
- Investigate the findings of science on cosmology and evolution.
- Explore if Christian Revelation can be found in these findings of science.

What skills and knowledge will I develop?

- Develop skills in reflection, discernment and meditation.
- Demonstrate self-awareness in reflection and evaluation of learnings.
- Work collaboratively with others.
- Communicate and articulate ideas and informed opinions.

What topics will I cover?

- Religion and Science
- Ignatian Spirituality and Exploring how God Moves in the Lives of Each Person.

How will I be assessed?

A written journal, essay or report. The assessment tasks are not formal and will usually be undertaken during class time.

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.
- Development 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 allows 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 following Integrated Learning topics offered 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: Full Year 20 credits

Prerequisites: Nil

What are the goals of this subject?

- Use inquiry-based learning well.
- Examine and investigate big ideas such as life, the universe, and integral ecology or evil and apathy.
- Reflect on how communities may embrace a religion or spirituality.
- Reflect on how spirituality or religious ideas can influence communities in a local or wider context.
- Develop independent and cooperative exchange of ideas.
- Investigate and report on a range of religious and spiritual phenomena.
- Critically analyse and evaluate religious and spiritual ideas, concepts and issues presented in films, texts and other selected sources of your choosing.
- Investigate and communicate knowledge and understanding of religions and spiritualities in local and global contexts.

What skills and knowledge will I develop?

As above AND

- Developing assignments in multimodal form; e.g. videos, reviews for a magazine accompanied by photos, podcasts, an illustrated essay, or an informal essay.
- Rationale for developing an art exhibition containing ideas for specific spiritual or religious perspectives.
- Record oral discussions with a peer, small group or teacher exploring spiritual or religious perspectives on contemporary issues.

What topics will I cover?

Three 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?

School Assessment (70%):

- Five tasks

External Issues Investigation (30%):

- This will relate to a Big Idea such as social justice initiatives, advocating for higher unemployment benefits, religion, spiritualities, and whether they really answer the ultimate questions; e.g. Why are we here? Why COVID now?

Essential Mathematics

Length: Full year 20 credits

Prerequisites: Successful completion of 20 credits of Stage 1 Essential Mathematics or completion of any 20 credits of Stage 1 Mathematics

What are the goals of this subject?

- Curiosity for mathematics as you make real-world connections.
- Knowledge, understanding, and skills so that you may use your mathematics with confidence as informed citizens 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?

- Confidence with mathematical concepts and relationships, and use of mathematical skills and techniques in a range of contexts.
- Appreciation of the power, applicability, and elegance of mathematics in analysing, investigating, modelling, and describing aspects of the world.
- Facility with mathematical language in communicating ideas and reasoning.
- Problem-solving and abstract thinking skills.
- Appreciation of the importance of electronic technology in mathematics.
- Mathematical knowledge and skills so that you may become informed citizens capable of making sound decisions in the world of work and in your personal environments.

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

What topics will I cover?

This subject offers you the opportunity to extend your mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. You will apply your mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

The following five topics will be studied.

- Scales, Plans, and Models
- Measurement
- Business Applications
- Statistics
- Investments and Loans

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

How will I be assessed?

Assessment in this subject consists of the components listed below, weighted as shown.

- Skills and Applications Tasks 30%
- Mathematical Investigations 40%
- Examination 30%

The final achievement grade is determined by school assessment (70%) and the SACE Board final examination (30%). The school assessment is moderated externally by the SACE Board.

General Mathematics

Length: Full year 20 credits

Prerequisites: Successful completion of 20 credits of Stage 1 Mathematical Methods or General Mathematics with a minimum C+ grade average

What are the goals of this subject?

- Curiosity for mathematics as you make real-world connections.
- Knowledge, understanding, and skills so that you may use your mathematics with confidence as informed citizens 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?

- Confidence with mathematical concepts and relationships, and use of mathematical skills and techniques in a range of contexts.
- Appreciation of the power, applicability, and elegance of mathematics in analysing, investigating, modelling, and describing aspects of the world.
- Facility with mathematical language in communicating ideas and reasoning.
- Problem-solving and abstract thinking skills.
- Appreciation of the importance of electronic technology in mathematics.
- Mathematical knowledge and skills so that you may become informed citizens capable of making sound decisions in the world of work and in your personal environments.

What topics will I cover?

This subject offers you the opportunity to develop a strong understanding of the process of mathematical modelling and its application to problem-solving in everyday workplace contexts.

The following five topics will be studied.

- Modelling with Linear Relationships
- Modelling with Matrices
- Statistical Models
- Financial Models
- Discrete Models

How will I be assessed?

Assessment in General Mathematics consists of the components listed below, weighted as shown.

- Skills and Applications Tasks 40%
- Mathematical Investigations 30%
- SACE Board Examination 30%

The final achievement grade is determined by school assessment (70%) and the SACE Board final examination (30%). The school assessment is moderated externally by the SACE Board.

Mathematical Methods

Length: Full year 20 credits

Prerequisites: Successful completion of 20 credits of Stage 1 Mathematical Methods with a minimum C+ grade average

What are the goals of this subject?

- Curiosity for mathematics as you make real-world connections.
- Knowledge, understanding, and skills so that you may use your mathematics with confidence as informed citizens 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?

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
- mathematical knowledge and skills so that you may become informed citizens capable of making sound decisions in the world of work and in your personal environments.

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?

Assessment in Mathematical Methods consists of the components listed below.

- Skills and Applications Tasks 50%
- Mathematical Investigations 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: Full year 20 credits

Prerequisites: Successful completion of 20 credits of Stage 1 Mathematical Methods and 10 credits of Specialist Mathematics with a minimum B- grade average. Stage 2 Specialist Mathematics must be studied concurrently with or after Mathematical Methods.

What are the goals of this subject?

- Curiosity for mathematics as you make real-world connections.
- Knowledge, understanding, and skills so that you may use your mathematics with confidence as informed citizens 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 leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. If you are envisaging careers in related fields, you will benefit from studying this subject. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

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?

The following six topics will be studied.

- Mathematical Induction
- Complex Numbers
- Functions and Sketching Graphs
- Vectors in Three Dimensions
- Integration Techniques and Applications
- Rates of Change and Differential Equations

How will I be assessed?

Assessment in Specialist Mathematics consists of the components listed below.

- Skills and Applications Task 50%
- Mathematical Investigations 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.

Biology

Length: Full year 20 credits

Prerequisites: No formal prerequisites. Although the study of Stage 1 Biology is not required, it is an advantage. Stage 1 Chemistry knowledge may assist you.

What are the goals of this subject?

- Understanding of the diversity of life as it has evolved, the structure and function of living things, and how you interact with your own and other species and your environments.
- Curiosity around biological systems and your interactions.
- Understanding of the interconnectedness of biological systems to evaluate the impact of human activity on the natural world.
- 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?

The topics in Stage 2 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 student learning are:

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

The core topics, listed below, are compulsory.

- 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%

This school-based assessment will include:

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

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

Chemistry

Length: Full year 20 credits

Prerequisites: Successful completion of 20 credits of Stage 1 Chemistry with a minimum C+ grade average

What are the goals of this subject?

- 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?

- Demonstrate and apply knowledge and understanding of chemical concepts and interrelationships.
- Formulate questions, manipulate apparatus, record observations in practical chemical activities, and design and undertake chemistry investigations.
- Demonstrate an understanding of how knowledge of chemistry can be used to make informed conclusions or decisions, taking into account social and environmental contexts.
- Develop possible solutions to a variety of problems in chemistry in new or familiar contexts.
- Critically analyse and evaluate chemical information and procedures from different sources.
- Communicate in a variety of forms using appropriate chemical terms and conventions.

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?

The topics in Stage 2 Chemistry 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 studied are listed below.

- Monitoring the Environment
- Managing Chemical Processes
- Organic and Biological Chemistry
- Managing Resources

How will I be assessed?

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

This school-based assessment will include:

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

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

Physics

Length: Full year 20 credits

Prerequisites: Successful completion of 20 credits of Stage 1 Physics with a minimum C+ grade average

What are the goals of this subject?

- 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.
- 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?

- Identify and formulate questions, hypotheses, concepts, and purposes that guide investigations in physics.
- Design and conduct collaborative and individual investigations in physics using appropriate apparatus and safe working practices and by observing, recording, and interpreting the phenomena of physics.
- Represent, analyse, interpret, and evaluate investigations in physics through the use of technology and numeracy skills.
- Select, analyse, and critically evaluate the evidence of physics from different sources, and present informed conclusions or decisions on contemporary physics applications.
- Communicate knowledge and understanding of the concepts and information of physics using appropriate physics terms and conventions.
- Demonstrate and apply knowledge and understanding of physics to a range of applications and problems.
- Identify and formulate questions, hypotheses, concepts, and purposes that guide investigations in physics.

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?

The topics in Stage 2 Physics 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 studied are listed below.

- Motion and Relativity
- Electricity and Magnetism
- Light and Atoms

How will I be assessed?

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

This school-based assessment will include:

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

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

Psychology

Length: Full year 20 credits

Prerequisites: Nil

What are the goals of this subject?

- 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?

The topics in Stage 2 Psychology 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 2 Psychology are listed below.

- Psychology of the Individual
- Psychological Health and Wellbeing
- Organisational Psychology
- Social Influence
- The Psychology of Learning

How will I be assessed?

Investigations Folio (30%):

- At least one psychological investigation. Where only one psychological investigation is undertaken, it must include deconstruction of a problem and design of a psychological investigation.
- One investigation with a focus on science as a human endeavour.

Skills and Applications Tasks (40%):

You complete at least three skills and applications tasks, including at least one skills and applications task from each of the non-examined topics listed below.

- Psychology of the Individual
- Psychological Health and Wellbeing
- Organisational Psychology

Examination (30%):

You will undertake a 130-minute online examination.