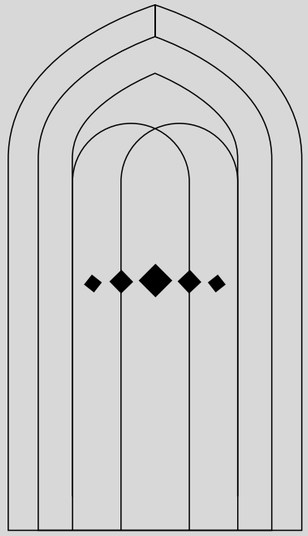
Curriculum Guide

St Dominic's Priory College

A Catholic College educating girls in the dominican tradition

2027

Educating girls,



inspiring
confidence.

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Junior School Curriculum

TRANSITION PROGRAM - LITTLE DOMS

Students attending the Reception Transition Program complete two terms (Term 3 and Term 4) of Little Doms before the commencement of a full year of Reception. The program implements a play and inquiry-based curriculum framed by the key learning areas of ACARA. It follows normal school hours (5 days per week) and is purpose-designed to assist students acclimatise to the formalised structures of Early Years schooling. The program is optimised by its small class size and benefits from access to all College facilities. These include the Library, Playground, Gymnasium, Art Room, as well as access to experiences in Masses, Liturgies, and Assemblies. Students are also introduced to prayer and liturgy through the College's rich Dominican traditions and spiritual development foci, and enjoy supportive immersion opportunities with other classes within the Junior School.

RECEPTION - YEAR 6

The Junior School curriculum is informed by The Australian Curriculum where the 8 key areas of learning form the basis of our teaching and learning. Additional learning opportunities are provided through specific school programs that support and extend the individual needs of our students.

KEY LEARNING AREAS

+ Religious Education
+ English
+ Mathematics
+ HASS
+ Health
+ Science
+ The Arts - Dance/Drama/Visual Arts/Media Arts
+ Technologies - Design Technologies
  - Digital Technologies

SPECIALIST AREAS

+ Music
+ Languages - Italian
  - French (Year 6)
+ Physical Education

INCLUSIVE EDUCATION

There is continuous and consistent evaluation and assessment of our teaching and learning programs and of the progress of individual students. Regular discussions are held with the Inclusive Education teacher and class teachers concerning the progress of all students. Where intervention is deemed necessary, to supplement classroom teaching, whether in extension teaching or extra support, this is available through in-class support or student withdrawal in groups or as individuals, to address individual needs.

ASSESSMENT AND REPORTING

Student feedback is provided both formally and informally through regular and ongoing conversations, rubrics, assessment tasks and testing.

In Reception to Year 6, formal reports are provided to families via SEQTA Engage, at the end of Terms 2 and 4, and Learning Conversations are held for all students early Term 2 and again in Term 3. Parents/Guardians can engage with student learning through regular Class Showcase events.

Literacy

Good literacy is the cornerstone of a good education, and in our Junior School, teachers from every subject are involved in developing this skill set. Our Junior School Curriculum Coordinator and Inclusive Education teacher, along with classroom teachers, identify and work with students who may be at risk of falling behind and those who need extending.

From Reception to Year 2 the InitiaLit program is used. In Year 3 and Year 4, the SpellEx Program is used.

The Arts

Students participate in a rich Arts program that includes all areas of the Arts. Performances from visiting artists enhance our Visual and Creative Arts Program.

VISUAL ARTS

All students have weekly art lessons where they have the opportunity to explore and experiment with different mediums, including paint, clay, papier-mache, collage, and learn the basics relating to colour, balance, texture, perspective, tone etc. Each class also studies an artist, a school or a movement in art.

MUSIC

Each class has weekly timetabled music lessons with a specialist Music teacher. Classes regularly perform at our Junior School assemblies. The Year 6 Choir prepares and performs at the annual Catholic Schools Music Festival as their major focus. Individual instrumental and singing tuition are available during the school day.

DRAMA / DANCE

In the R – 6 classes, Drama is taught by the class teacher and is often incorporated into other areas. This may be a role play in Religious Education or a play in English, or it may be taken as a separate class where students learn performance skills.

English

Our teaching of English involves the three interrelated strands of Language, Literacy and Literature. A variety of approaches and activities are used in the teaching of reading, as strong comprehension skills are basic to any area of learning. Students are also taught how to interpret their world and to be able to read or view texts with a critical eye. This extends to film, newspapers, advertising, web pages and any information source. All Junior School students have a weekly library lesson and an opportunity to borrow books. Students are taught to structure writing using scaffolding, to consider purpose and audience, to develop strong vocabulary and to use language which is appropriate to the task. The Seven Steps to Writing Success Program is used to develop and enhance student writing. Strategies for writing correctly are taught formally in regular lessons and through conferencing. Students are encouraged to speak formally and informally to small and large groups and to develop sound listening skills.

Languages Other than English

Italian and French

Italian is taught by a specialist teacher from Reception to Year 6. This includes learning vocabulary related to class themes, festivals and school celebrations as well as basic conversation. There is a strong cultural emphasis on the teaching of languages.

At Year 6, students will complete one semester each of Italian and French, as an introduction to Middle School languages.

Health and Physical Education

Learning in Health enables students to gain knowledge about the human body and how it works. Students will develop an understanding of the links between physical, social, emotional and spiritual health. Students learn skills to make informed and safe choices. The Health curriculum is closely linked to the Crossways and Made in the Image of God Programs.

Physical Education enables students to develop a positive disposition towards lifelong participation in regular physical activity. They will develop skills which enable them to participate in a wide range of sports and physical activities, both at school and in the wider community. There is a focus on building team work, leadership, communication and interpersonal skills. The Physical Education curriculum teaches students the skills to confidently participate in Sports Day, Athletics Carnivals, Swimming Carnivals, team sports and other sports carnivals.

Humanities and Social Sciences (HASS)

HASS combines History, Geography, Civics and Citizenship, and Economics and Business

CIVICS AND CITIZENSHIP

Civics and Citizenship provides students with opportunities to investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society. Emphasis is placed on the federal system of government, derived from the Westminster system, and the liberal democratic values that underpin it such as freedom, equality and the rule of law. The curriculum explores how the people, as citizens, choose their governments; how the system safeguards democracy by vesting people with civic rights and responsibilities; how laws and the legal system protect people's rights; and how individuals and groups can influence civic life.

GEOGRAPHY

The Geography Curriculum develops the geographical knowledge and understanding through the inclusion of inquiry questions and specific inquiry skills. The curriculum aims to scaffold and facilitate a deep geographical knowledge of their own locality, Australia, the Asian region and the world. The concepts, knowledge, skills and values of geography can be developed in conjunction with other learning areas of the curriculum. Students will carry out investigations through field work in the school setting and other environments, to help broaden their skills in interpreting maps, photographs and other representations of geographical data.

HISTORY

The History Curriculum takes a world history approach with a focus on the history of Australia. An understanding of world history enhances students' appreciation of Australian history. It enables them to develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander peoples, their identity and the continuing value of their culture.

A historical viewpoint helps to develop an understanding of Australia's social, economic and political development, its position in the Asia-Pacific region, and its global interrelationships.

This knowledge and understanding is essential for informed and active participation in Australia's diverse society.

Numeracy

Mathematical learning is central to Numeracy. Numeracy is the ability to understand, and to use mathematics in different social, cultural and work contexts. This includes an understanding that Mathematics can be used in other Learning Areas and in everyday life. Numeracy is the ability to confidently and effectively use mathematical ideas and skills in every day life to make sense of the world. It involves using numerical, spatial, graphical, statistical and algebraic concepts in various contexts, including critically evaluating, interpreting, applying and communicating mathematical information.

All students in Reception to Year 6 engage with the Number Fluency Program on a daily basis to develop automaticity of number skills. Students in Years 5 and 6 utilise the Maths Pathway program.

Mathematics

Mathematics is taught through the strands of Number and Algebra, Measurement and Space, Statistics and Probability. Students learn concepts through direct teaching, investigations, using concrete materials, discussion, co-operative group work, play, texts, and technologies. They are encouraged to take risks and to persevere with new or different ways of thinking and to see making mistakes as an important part of their learning. Problem solving skills are a focus at all levels. Students are provided with support and extension where appropriate. Students are practising and mastering basic understandings and developing skills to work independently. Assessment is continuous and is a combination of observation, written and oral work. All year levels are involved in a basic number skills program to build automaticity.

Religious Education

Prayer is a vibrant daily ritual at St Dominic's and integrated in many parts of school life. We hold regular school and class masses, college-wide times of Stillness and Silence, and other shared liturgies. These practices also extend outward, as we guide our girls to look beyond their own needs, by helping others and taking part in Social Justice activities.

The teachings of our Religious Faith and Tradition are tied to being a Catholic college. We strive to foster the knowledge and embodiment of Jesus' teaching in our students. Our Dominican approach to the College motto of 'Truth' extends to a love of learning and understanding, as we encourage our girls to seek truth in all things.

More formally, our Religious Education program is guided by Crossways, The Religious Education Framework for Catholic Schools, and the MITIOG Program (Made in The Image of God).

Science

Science has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry. Together, the three strands provide students with the understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore Science; its concepts, nature and uses, through clearly described inquiry processes.

Technology

All students have regular access to iPad or laptop computers which are used across the curriculum. Year 3 to 6 students have their own school-issued device. Each Junior School classroom has a Smart TV to allow for whole class instruction. Students' online safety is explicitly taught through the curriculum, cybersafety programs and external agencies.

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Year 7	Year 8	Year 9
The Arts		
Visual Arts Drama Music	Visual Arts Drama Music	Visual Arts Drama Music
English		
English	English	English
Health and Physical Education		
Health & Physical Education	Health & Physical Education	Health & Physical Education
Humanities, Social Sciences And Business		
Economics & Civics Geography History	Geography History	Geography History
Languages Other Than English		
French Italian Vietnamese	French Italian Vietnamese	French Italian Vietnamese
Mathematics		
Mathematics	Mathematics	Mathematics
Religious Education		
Religious Education	Religious Education	Religious Education
Science		
Science	Science	Science
Technology		
Technologies	Technologies	Digital Photography Design Technology Immersive Media Programming

The Arts

YEAR 7–9 VISUAL ARTS

Length of Course:
- Year 7: 1 Semester
- Year 8: 1 Semester
- Year 9: 1 Semester or full year

Course Description

Learning in Visual Arts involves students making and responding to artworks, drawing on the world as a source of ideas. Students engage with the knowledge of visual arts, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts.

Students will:
- Build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints
- Extend their thinking, understanding and use of perceptual and conceptual skills
- Continue to use and apply appropriate visual language and visual conventions with increasing complexity
- Consider the qualities and sustainable properties of materials, techniques, technologies and processes and combine these to create and produce solutions to their artworks
- Consider society and ethics, and economic, environmental and social factors

Some of the media available for students to explore include painting, printmaking, sculpture, adobe creative suite, textile arts, charcoal and pastels.

Students will have opportunities to share their ideas and opinions about contemporary issues and ideas such as identity, sustainability and community.

They will have opportunity to complete a practical artwork each term as well as show their understanding of Visual Art terminology through a variety of written work.

YEAR 7–9 DRAMA

Length of Course:
- Year 7: 1 Semester
- Year 8: 1 Semester
- Year 9: 1 Semester or full year

Course Description

Drama is a discipline where students work individually and collaboratively as artists to create, perform and respond to or analyse drama.

Drama aims to develop students':
- Confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama
- Knowledge and understanding in controlling, applying and analysing the elements, skills, processes, forms, styles and techniques of drama to engage audiences and create meaning

Topics studied across year levels include; Mime, Physical Theatre, Improvisation, Political Theatre and Comedy. There is also an exploration of Technical theatre with focus on concept development, publicity, sound, lighting and makeup design.

YEAR 7–9 MUSIC

Length of Course:
- Year 7: 1 Semester
- Year 8: 1 Semester
- Year 9: 1 Semester or full year

Course Description

In the Middle School, the Music courses provide a range of practical and creative experiences for students in order to deepen their understanding of the art form and provide meaningful experiences in teamwork. Students are given the opportunity to develop their confidence and creative thinking skills.

Topics of study across the year levels include: African Music, Music for Film, Musical Comedy, Instruments of the Orchestra, Rock Bands, Original Raps, Pop History. A progression of practical and creative skills include: ukulele, African drumming, drum kit, bass guitar, guitar, keyboard and tuned percussion, singing, body percussion, rhythmic games and drills, group work-shopping, band practice, composing with music software.

Assessment

Assessment tasks will include:
- Original music and interpretations of existing music
- Skills in group and individual performance
- Aural recognition
- Rudimentary knowledge and skills on a range of instruments
- Analytical response to musical works across a range of cultures and contexts
- Use of theory concepts in testing and creative tasks

English

YEAR 7–9 ENGLISH

Length of Course: Full Year

Course Description

The English curriculum is built around the three interrelated strands of language, literature and literacy of the Australian Curriculum framework. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students engage with a variety of texts for enjoyment and learning. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts. These include various types of media texts including newspapers, magazines and digital texts, novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics.

Students also create a range of imaginative, informative and persuasive types of texts, for example narratives, performances, and poetry and continue to create literary analyses and transformations of texts.

Health and Physical Education

YEAR 7–9 HEALTH AND PHYSICAL EDUCATION

Length of Course: Full Year

Course Description

The Year 7 to 9 curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. The curriculum supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. Students develop specialised movement skills and understanding in a range of physical activity settings.

Practical Units

YEAR 7

- Athletics
- Cricket
- Netball / Basketball
- Touch Football
- Racquet Sports

YEAR 8

- Athletics
- Softball
- Football Codes
- Creative Dance
- Volleyball

YEAR 9

- Sofcrosse
- Badminton
- SEPEP
- End Zone Sports

Health Units

YEAR 7

- Health Benefits of Physical Activity
- Get Smart About Drugs
- Puberty + Respectful Relationships
- Playing the game: being a good sport

YEAR 8

- Eat Well, Live Well
- Mental Health + Wellness
- Think Safe, Act Safe, Be Safe

YEAR 9

- Healthy People, Healthy Community
- Making informed decisions about
- alcohol + other drugs
- Sexuality, Gender + Respectful Relationships

Humanities, Social Sciences and Business

YEAR 7–8 ECONOMICS AND CIVICS

Length of Course: In Year 7 and 8, this subject is integrated into other HASS subjects.

Course Description

This course will combine elements of Civics and Citizenship, and Economics and Business. Students will study the Australian Government and how it aims to protect all Australians and uphold the rights of individuals. In Year 7, students will explore democracy, and cultural and religious diversity in Australia. By the end of Year 8, they will explore the roles of political parties, and how laws are made. Both courses seek to develop skills of analysis and research.

In Year 7 Economics and Business, students explore why businesses exist. They identify how entrepreneurial behaviour contributes to business success. In Year 8, they develop their understanding of economics and business concepts by exploring what it means to be a consumer and a producer in the market, ethics in business and the ways markets work within Australia. Students will be introduced to the taxation system.

Assessment

Assessment focuses on skill development in the following areas:

- Questioning and research
- Interpreting, analysing
- Evaluating, concluding and decision making
- Communicating
- Civic participation

YEAR 7–9 GEOGRAPHY

Length of Course: 1 Semester

Course Description

Geography is organised in two related strands:

- Geographical Knowledge and Understanding
- Geographical Inquiry and Skills

Each strand is developed and assessed through the study of various topics at each year level. In Year 7 the topics are 'Water in the World' and 'Place and Liveability'. In Year 8 the topics are 'Landforms and Landscapes' and 'Changing Nations'. In Year 9 the topics are 'Biomes and Food Security' and the 'Geographies of Interconnections'. Each topic is designed around the main geographical concepts of place, space, environment, interconnection, sustainability, scale and change. These concepts organise ideas that are used to develop thinking, analysis, communication and reflection in a geographical way.

Assessment

There are a variety of assessment types which develop the students' knowledge and skills in the subject, and prepare them for further study in the senior years of schooling. The assessment types include:

- Report writing
- Field trips and field reports
- Multimodal presentations
- Group tasks

YEAR 7–9 HISTORY

Length of Course: 1 Semester

Course Description

History is organised in two related strands:

- Historical Knowledge and Understanding
- Historical Skills

Each of these strands are developed and assessed through the study of various themes and topics. In Year 7 the theme is 'The Ancient World' and students explore Egypt and the histories of early First Nations Peoples of Australia. In Year 8 students turn their attention to the time period between the end of the ancient period and beginning of the modern world, studying European societies and Polynesia. In Year 9 the theme is 'The Making of the Modern World' with students exploring industrialisation, colonialism and World War I.

Assessment

The assessments focus on knowledge and understanding and historical skills, including:

- Historical questions and research
- Analysis and use of sources
- Perspectives and interpretations
- Explanation and communication.

Languages Other Than English (LOTE)

It is compulsory for students to study either French or Italian in Years 7, 8 and 9.
Students with a Vietnamese background may select to study Vietnamese from Year 7.

YEAR 7–9 FRENCH

Length of Course: Full Year.

Course Description

Students' knowledge and understanding of French will be developed through learning the language, learning through language and learning about the language.

Students will be involved in interpreting and constructing meaning from spoken, visual and written texts. They will have the opportunity to develop their communication skills by interacting on a range of topics of personal, local and global interest. The course is also designed to give students an understanding of the geography, history and culture of the French people. They will investigate how cultural systems are influenced by language and make comparisons between the French and their own culture.

Assessment

Assessment will focus on the two strands as outlined by the ACARA Languages Framework:

- Communication
- Language

To meet these objectives, assessment tasks will include:

- Oral interaction
- Text Analysis – Listening Comprehension
- Text Analysis – Reading Comprehension
- Text Production
- Cultural Appreciation

Relationship To Further Study

Students who study Year 9 French will be able to continue with their study of French in Year 10, and complete SACE Stage 1 and Stage 2 French.

MOTHER TONGUE LANGUAGES

St Dominic's Priory College values cultural diversity and encourages students to develop proficiency in reading, writing and speaking their mother tongue. While French, Italian and Vietnamese are the languages taught at the College, many other languages may be learnt through the School of Languages, Open Access College and Community Language Schools. Information about enrolling in these courses is available from the Director of Teaching and Learning.

YEAR 7–9 ITALIAN

Length of Course: Full Year.

Course Description

Students' knowledge and understanding of Italian will be developed through learning the language, learning through language and learning about the language.

Students will be involved in interpreting and constructing meaning from spoken, visual and written texts and will have the opportunity to develop their communication skills by interacting on a range of topics of personal, local and global interest. The course is also designed to give students an understanding of the geography, history and culture of the Italian people. They will investigate in a basic way how cultural systems are influenced by language and make comparisons between the Italian and their own culture.

Assessment

Assessment will focus on the two strands as outlined by the ACARA Languages Framework:

- Communication
- Language

To meet these objectives, assessment tasks will include:

- Oral interaction
- Text Analysis – Listening Comprehension
- Text Analysis – Reading Comprehension
- Text Production
- Cultural Appreciation

Relationship To Further Study

Students who study Year 9 Italian will be able to continue with their study of Italian in Year 10, and complete SACE Stage 1 and Stage 2 Italian.

YEAR 7–9 VIETNAMESE

Length of Course: Full Year.

Prerequisites

For students of Vietnamese descent.

Course Description

Students' knowledge and understanding of Vietnamese will be developed through learning the language, learning through language, and learning about the language.

Students will be involved in interpreting and constructing meaning from spoken, visual and written texts and will have the opportunity to develop their communication skills by interacting on a range of topics of personal, local, and global interest. The course is also designed to give students an understanding of the geography, history, and culture of the Vietnamese people. Students will investigate ways in how cultural systems are influenced by language and make comparisons between other cultures and the students' own.

Assessment

Assessment will focus on the two strands as outlined by the ACARA Languages Framework.

- Communication
- Language

To meet these objectives, assessment tasks will include:

- Oral interaction
- Text Analysis – Listening Comprehension
- Text Analysis – Reading Comprehension
- Text Production
- Cultural Appreciation

Relationship To Further Study

Students who study Year 9 Vietnamese will be to continue with their study of Vietnamese in Year 10, and complete SACE Stage 1 and Stage 2 Vietnamese.

Mathematics

YEAR 7–9 MATHEMATICS

Length of Course: Full Year.

Course Description

Teaching and learning experiences in Mathematics for students in Years 7 – 9 are programmed utilising the Australian Curriculum. The Curriculum is organised around the interaction of six Content Strands and four Proficiency Strands.

The Content Strands describe what students learn in Mathematics:

- Number and Algebra
- Measurement and Space
- Statistics and Probability

The Proficiency Strands describe the ways with which students engage when learning and applying content:

- Understanding
- Fluency
- Problem-solving
- Reasoning

At St Dominic's, we encourage students to develop critical thinking skills by engaging in a variety of mathematical activities. Girls learn to apply mathematical concepts by investigating, modelling, reasoning, visualising, and problem-solving. Students are taught to communicate their ideas and results with clarity and understanding.

Assessment

During each semester, opportunities are given to students to help demonstrate their understanding and application of skills through a range of assessments. These include tests and directed investigations. Tests allow students to demonstrate content knowledge in both familiar and new contexts, whereas, directed investigations give students the opportunity to explore a specific aspect of Mathematics within a real-life context.

Religious Education

YEAR 7–9 RELIGION

Length of Course: Full Year.

Course Description

The purpose of Religious Education is to deepen students' understanding of the Catholic Tradition, to develop an appreciation of its significance in their lives, so that they may participate in the life of the Church and wider society.

Guided by the Crossways Curriculum, the Year 7 – 9 Religious Education curriculum provide students with teaching and learning experiences that develop their knowledge, understanding and skills that will remain with them over the years. Their knowledge, understanding and skills will be developed in the following strands:

- Skills & Disposition Strand
- Wisdom

Knowledge Strand

- God, Us and Faith
- Sacred Texts
- Moral Life
- Church for the World
- Sacramentality and Prayer

Students will also complete a unit each year within the Made in the Image of God (MITIOG) curriculum, a program grounded in a Catholic understanding of identity, relationships, and reproduction and reproductive health.

Assessment

Assessment throughout each course will take a number of different formats including investigational research, reflective pieces, oral presentations, practical exercises and written assignments.

Science

YEAR 7–9 SCIENCE

Length of Course: Full Year.

Course Description

The Science curriculum is organised into three interrelated strands:

- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills

Together, the three strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

The Science Understanding strand comprises four sub-strands:

- Biological Sciences
- Chemical Sciences
- Physical Sciences
- Earth and Space Sciences

The chemical sciences sub-strand is concerned with understanding the composition and behaviour of substances. The earth and space sciences sub-strand is concerned with Earth's dynamic structure and its place in the cosmos. The physical sciences sub-strand is concerned with understanding the nature of forces and motion, and matter and energy. The biological sciences sub-strand develops an understanding of living things including; plants, animals, micro organisms and their interdependence and interactions within the ecosystem.

The strands of Science are taught in an integrated way this mirrors the work of scientists and reflects the nature and development of science, is built around scientific inquiry and seeks to respond to and influence society's needs.

Assessment

Students are assessed on the three strands by completing:

- Tests
- Assignments
- Practical Reports

Technologies

YEAR 7–8 TECHNOLOGIES

Length of Course: 1 Semester.

Course Description

Technologies in Year 7 and 8 includes both Digital and Design Technologies (ACARA). Using a design thinking model, students will learn how to plan and manage projects to solve real-world problems. Students will design user experiences and test, modify, and implement solutions. They analyse and evaluate digital systems in terms of meeting needs, innovation, sustainability and or ethical implications. They also analyse and evaluate data from a range of sources to model and create solutions.

This may be achieved through a variety of tasks in topics such as:

- Digital Literacy
- Digital Systems
- Privacy and Security
- Artificial Intelligence (AI) and robotics
- Graphic design
- Data representation
- 3D Printing and Product Design
- Programming
- Computer Aided Design (CAD) and architecture
- Animation

Year 9 Technologies

Technologies in Year 9 comprises of three 1 Semester length course options

YEAR 9 DIGITAL PHOTOGRAPHY

Course Description

This subject uses both Digital and Design Technologies to guide students' thinking as they create designed solutions to a given brief or problem. Digital Photography students develop the skills, knowledge and understanding to use digital cameras to take quality photographs using various techniques, then edit and enhance these images using software such as Adobe PhotoShop.

Assessment

Assessment in this subject will be through the completion of 3-4 practical tasks. There is no examination.

YEAR 9 DESIGN TECHNOLOGY

Course Description

This subject focuses on learning how to work with the four stages of the Design Process (Investigating, Planning, Producing and Evaluating) to create designed solutions to a given brief or problem. This subject builds upon the student's knowledge and proficiency in Computer Aided Design (CAD) from Year 8.

This focus of this subject will be achieved by:

- Developing skills, knowledge and understanding in using CAD software to design and create models and products
- Learning about how Virtual Reality technologies are used in design
- Learning about 3D printers and the materials that can be used to manufacture not only prototypes, but finished products.

Assessment

Assessment in this subject will be through the completion of 2-3 practical tasks. There is no examination.

YEAR 9 IMMERSIVE MEDIA PROGRAMMING

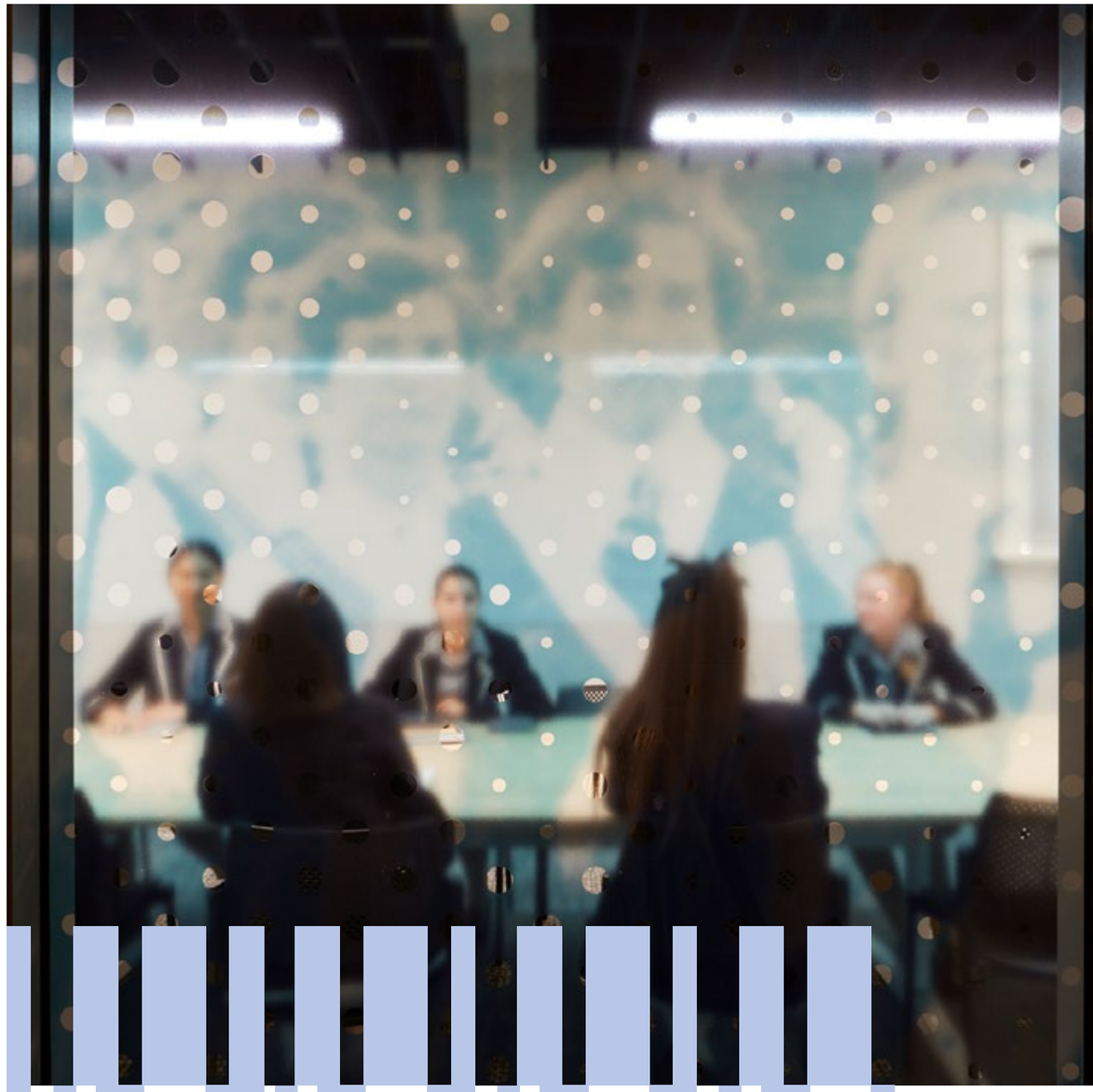
Course Description

This subject uses both Digital and Design Technologies to take students on a journey into the world of programming through a creative and interactive curriculum. In the unit on gaming students will analyse the impact of innovation on gaming genres, platforms, and online communities such as esports. They will delve into the world of ethical, security, and design considerations of game designers. The program utilises a range of gaming platforms including virtual reality to enhance digital gaming environments.

In the unit on programming students design and generate algorithms and represent them as flowcharts and pseudocode. They test algorithms and programs by comparing their output against a range of test cases. Using this knowledge, they write their own programs to generate basic games.

Assessment

Assessment in this subject will be through the completion of 2-3 practical tasks. There is no examination.



Subject Guide

Year 10	Stage 1	Stage 2
The Arts		
Visual Arts Drama Music	Visual Arts - ART Visual Arts - FASHION DESIGN Drama Music A +/- B	Visual Arts Drama Music - Music Explorations Music - Music Studies Music - Ensemble Performance Music - Solo Performance
English		
English	English English Essential Pre-English Literary Studies	English English Literary Studies English Essential
Health and Physical Education		
Health & Physical Education	Health & Physical Education	Child Studies Physical Education
Humanities, Social Sciences And Business		
Stage 1 Economics & Business Geography History	Accounting Business Innovation Geography Legal Studies Modern History	Accounting Modern History Business Innovation Geography Legal Studies Society & Culture
Languages Other Than English		
French Italian Vietnamese	French Italian Vietnamese	Vietnamese
Mathematics		
Mathematics Mathematics 10A Essential Mathematics	Mathematics Essential Mathematics General Mathematics	Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics
Religious Education		
Stage 1 Spiritualities, Religion & Meaning	Religious Education (Stage 2 Integrated Learning)	Religious Education Spiritualities, Religion & Meaning
Science		
Science Health Science	Biology (Stage 1 OR Stage 2) Chemistry Stage 2 Nutrition Physics Psychology	Biology Chemistry Physics Psychology
Technology		
Stage 1 Information Processing & Publishing Design Technology Innovation & Future Design	Stage 2 Information Processing & Publishing Design, Technology & Engineering (Photography / Architecture / Food Product Design) Digital Technologies (Programming)	Information Processing & Publishing Design, Technology & Engineering (Photography / Architecture) Digital Technologies
Flexible Learning		
Stage 1 Exploring Identities & Futures	Stage 2 Activating Identities & Futures Community Studies	Community Connections Community Studies A Workplace Practices

The SACE

General Information

The South Australian Certificate of Education (SACE) is aqualification awarded to students who successfully completetheir senior secondary education (Years 11 and 12).

The SACE has been updated to ensure it meets the needsof students, families, higher and further education providers, employers and the community. SACE helps students developthe skills and knowledge needed to succeed – whether they are headed for further education and training, university, an apprenticeship or straight into the workforce.

The certificate is based on two stages of achievement: Stage 1 (normally undertaken in Year 11) and Stage 2 (Year 12). Students are able to study a wide range of subjects and courses as part of the SACE.

Features Of SACE

As part of the SACE students:

- Receive credits for many different forms of education and training (such as academic subjects, learning a trade, TAFE, vocational training and community service) provided they are recognised by the SACE Board.
- Are able to return to their studies at any time in the future to complete the SACE without losing credit for work already undertaken.
- Receive A-E grades in every Stage 1 and Stage 2 SACE subject.
- Are expected to gain and demonstrate essential skills and knowledge for their future, focussing on communication, citizenship, personal development, work and learning.
- Have 30% of their work in every Stage 2 subject externally assessed. This will be done in various ways including exams, practical performances and investigations.
- Have outside moderators check the school-assessed parts of Stage 2 subjects to ensure consistent grading across the State.

The Requirements To Achieve The SACE

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

Some elements of the SACE are compulsory. These are:

- Exploring Identities and Futures (EIF) at Stage 1 (undertaken in Year 10), worth 10 credits
- At least 20 credits towards literacy from a range of English Stage 1 subjects
- At least 10 credits towards numeracy from a range of mathematics studies at Stage 1
- A major project of extended studies called Activating Identities and Futures (AIF), 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 at least a C 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.

SACE Modified Subjects

For some students, the learning requirements and performance standards in one or more SACE subjects are a barrier to achievement and SACE completion, even with the reasonable adjustments available under the SACE Special Provisions in Curriculum and Assessment Policy. To accommodate the learning needs of these students, the SACE Board makes available a set of highly individualised subjects, referred to as modified subjects.

Students who meet the eligibility criteria for enrolment in modified subjects engage in senior secondary curriculum and assessment based on personal learning goals that are challenging, achievable and meaningful for them as individuals. Eligible students can complete the certification requirements of the SACE using one or more modified subjects.

Each of the following subjects may be studied as a 10-credit subject or a 20-credit subject at Stage 1, and as a 10-credit subject or a 20-credit subject at Stage 2:

- Business Innovation: Modified
- Creative Arts: Modified
- Cross-disciplinary Studies: Modified
- English: Modified
- Design, Technology and Engineering: Modified
- Health and Wellbeing: Modified
- Language and Culture: Modified
- Mathematics: Modified
- Physical Education: Modified
- Scientific Studies: Modified
- Society and Culture: Modified

Exploring Identities and Futures: Modified is studied as a 10-credit subject at Stage 1 in Year 10.

Activating Identities and Futures: Modified is studied as a 10-credit subject at Stage 2 in Year 11.

SACE Requirements

Students must obtain a total of 200 credits to get their SACE.

Year 10

- Exploring Identities and Futures (EIF) (10 credits)

Year 11

- Activating Identities and Futures (AIF) (10 credits)
- English (20 credits)
- Mathematics (10 credits)

Year 12

- Subjects to the value of 60 credits

FREE CHOICE

90 credits from either Stage 1 or Stage 2.

STAGE 1
(Year 10 & 11)

Exploring Identities and Futures (EIF) (compulsory) 10 credits

Numeracy (compulsory) from a range of mathematics subjects and courses 10 credits

Literacy (compulsory) from a range of English subjects and courses 20 credits

STAGE 2
(Year 12)

Activating Identities and Futures (AIF) (compulsory) 10 credit

Subjects & Courses (compulsory at Stage 2) from a wide range options 60 credits

Subjects and courses from a wide range of options 90 credits
(Selected from either Stage 1 or Stage 2)

University Or Tafe Entry

TAFE SA recognises the SACE as meeting the entry requirements for most of its courses. It also considers a variety of other qualifications and experiences in its entry and selection processes.

Students who complete the SACE are eligible for university entry, provided they meet certain requirements. For university entry, students need to achieve a minimum of 90 credits at Stage 2, including three Stage 2 subjects worth 20 credits each and Activating Identities and Futures (AIF) worth 10 credits. The final Stage 2 credits can be gained in a variety of ways defined by the universities, but usually take the form of another 20 credit Stage 2 subject or a Certificate 3 course that is accepted as a Stage 2 subject equivalent. Universities also specify required subjects for some of their courses.

Full details of university and TAFE entry requirements will be included in the Tertiary Entrance Booklet as published by the South Australian Tertiary Admissions Centre. Go to the SATAC website for more information: www.satac.edu.au.

Vocational Education And Training (VET) Subjects At St Dominic's

The undertaking of VET subjects offers students a greater choice in their subject selection and alternative pathways into tertiary TAFE study in vocationally orientated courses.

VET units studied in secondary school will contribute to both TAFE Certificate Accreditation and SACE requirements. It is also important to realise that diploma qualifications from TAFE can articulate with some university courses.

Many offerings of VET units will be off-line (4-7pm) at Stage 1. The final offering of each of the proposed courses will be dependent on numbers and students should have an alternative subject choice.

YEAR 10

Year 10 is the experiential year providing a greater level of choice to suit individual preferences. Students are provided with the opportunity to be accredited with units towards their South Australian Certificate of Education (SACE).

This opportunity exists by a student electing to study Vocational Education and Training (VET) certificate courses. All students complete Exploring Identities and Futures which gives them 10 credits towards their SACE. In this way Year 10 is a transition year to the SACE.

At Year 10, students enrol in core subjects and make choices from a range of elective options. With the exception of French and Italian (which are each offered for a full year), all other elective subjects are semesterised. The semesterisation in Year 10 allows students to explore their interests and abilities in a range of different subjects.

Year 10 The Arts

Students may elect to study either semester-only A or B units, or A + B for a full year of study.

VISUAL ARTS A

Length of Course: 1 Semester

Prerequisites

Successful completion of Year 8 and 9 Visual Arts

Course Description

Students will continue their study of the Visual Arts through a variety of mixed media which includes drawing, painting, and elements of design. Students will research and discuss aspects of the Visual Arts, relating to history and contemporary practice, developing their understanding of Artistic themes and conventions.

They will develop an appreciation of skills, techniques and processes employed by artists in the generation of visual images. This course has an emphasis on two-dimensional artwork.

Assessment

- Unit 1: Drawing Folio 40%
  Includes all developmental work completed in producing a practical work.
- Unit 2: Practical 40%
  Resolved visual artwork supported with a personal statement.
- Unit 3: Visual Study 40%
  Practical and historical exploration and experimentation with styles, ideas, concepts, media/materials, methods/ techniques, and technologies used in Visual Arts.

Relationship To Further Study

Can follow on to Year 11 Visual Arts - Art or Year 11 Visual Arts - Design and Year 12 Visual Arts - Art or Year 12 Visual Arts - Design.

VISUAL ARTS B

Length of Course: 1 Semester

Prerequisites

Successful completion of Year 8 and 9 Visual Arts

Course Description

Students will continue their study of the Visual Arts through a variety of mixed media which includes sculpture, painting, and print-making. Students will research and discuss aspects of the Visual Arts, relating to history and contemporary practice, developing their understanding of Artistic themes and conventions.

They will develop an appreciation of skills, techniques and processes employed by artists in the generation of visual images. This course has an emphasis on three-dimensional artwork.

Assessment

- Unit 1: Drawing Folio 40%
  Includes all developmental work completed in producing a practical work.
- Unit 2: Practical 40%
  Resolved visual artwork supported with a personal statement.
- Unit 3: Visual Study 40%
  Practical and historical exploration and experimentation with styles, ideas, concepts, media/materials, methods/ techniques, and technologies used in Visual Arts.

Relationship To Further Study

Can follow on to Year 11 Visual Arts - Art or Year 11 Visual Arts - Design and Year 12 Visual Arts - Art or Year 12 Visual Arts - Design.

DRAMA

Length of Course: 1 Semester or full year

Prerequisites

Year 9 Drama. A strong interest in the subject, with demonstrated ability in either performance or technical theatre work is essential.

Course Description

Year 10 Drama has a number of aims for students participating in the subject:

- To deepen students' understanding of the basic Elements of Drama
- To introduce and develop the technical skill of Staging
- To analyse Theatrical Performances
- To gain skills in Responding to Theatre

To ensure the transition from middle school Drama to senior school Drama is smooth and effective Course content will be organised such that practical and theoretical components are varied for each Semester. Semester 1 predominantly focusses on Stagecraft, whilstSemester 2 concentrates on development of Practical Technique. Basic Skills will continue to be integral components for both Semesters.

Topics to be covered in Semester 1 will include:

- Practical studies and applications in Costuming and Set Design
- Analysis and justification of Dramatic process in a filmed digital folio.
- Study of Off-Stage Roles in Theatre – The Production Crew and The Director
- Performance work exploring modern day realistic theatre texts

Topics to be covered in Semester 2 will include:

- Development of realistic acting technique with a focus on scripted monologues and duologues
- Group Devised Performance with participation as an on or off-stage practitioner
- Analysis and justification of Dramatic process in a filmed digital folio.

In Year 10 Drama students participate in performance work that may require them to attend rehearsals and performances out of normal school hours.

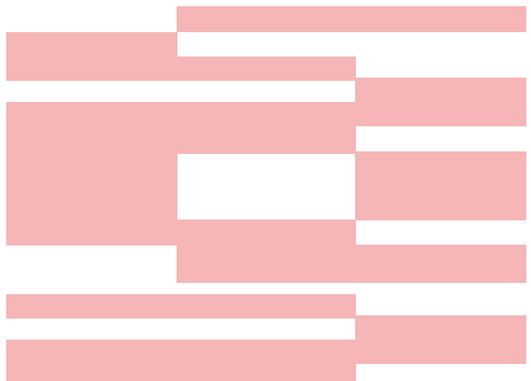
Assessment

The following assessment tasks are weighted equally across the semesters.

- Semester 1: The Role of The Director
  Designing for The Stage
- Semester 2: Devising a Monologue and Group Production

Relationship To Further Study

Year 10 Drama is considered a necessary prerequisite for Drama in SACE Stage 1 and Stage 2. Successful completion of Year 10, with recommendation from the teacher, is a requirement for Stage 1 Drama. Recommendations are based on demonstrated commitment displayed in Year 10, particularly regular school attendance.



MUSIC

Length of Course: 1 Semester or full year

Prerequisites

Music Theory: major and natural minor scales, key signatures, intervals, simple and compound time signature, tonic triads (major, minor, diminished and augmented).

Practical Skills: Students will use their previously acquired skills on their preferred instrument (including voice) and a minimum background of 12 months is recommended. The College runs an Instrumental and Vocal Programme providing access to supportive and experienced instrumental tutors for one on one tuition.

Course Description

Theory and Creative Work
Students will cover topics such as major scales and natural, harmonic and melodic minor scales, diatonic triads, basic harmony, transposition, basic arranging, intervals, rhythmic dictation. There is a strong emphasis on the use of music software for writing original music.

Performance
Students are required to participate in a class ensemble setting. Students will also be required to perform as a soloist on their preferred instrument. Aural Development The course covers rhythmic dictation, intervals, scales, triad recognition and notation.

Aural Development
The course covers rhythmic dictation, intervals, scales, triad recognition and notation.

Assessment

- Arranging and composing assignments
- Theoretical and aural tests
- 1 x solo performance per semester
- Ongoing ensemble performance evaluation

Relationship To Further Study

The Year 10 Music course offers students a comprehensive background to the practical application of theoretical concepts and will further their knowledge in the art of Solo and Ensemble Performance. The Year 10 Music course also aims to prepare students on their pathway to Stage 2 Music Units, offering them opportunities to excel and use their personal strengths.

Year 10 English

YEAR 10 ENGLISH

Length of Course: Full Year

Prerequisites

Year 9 English

Course Description

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade.

Assessment

A range of assessment tasks will be used including:

- Text Response
- Text Production
- Orals
- Examinations

Relationship To Further Study

It is a SACE requirement that in Stage 1 all students complete 20 units of English.

Students who successfully complete Year 10 English with a minimum B grade may be recommended for Year 11 Pre-English Literary Studies and/or Year 11 English. Examination results for Semester 1 will also be taken into consideration..

A grade of C or lower in this subject allows students to enrol in Year 11 Essential English.

Students must research carefully to find the appropriate English for their career choices.

Year 10 Flexible Learning

STAGE 1 EXPLORING IDENTITIES AND FUTURES (STUDIED IN YEAR 10)

Stage 1 Exploring Identities and Futures is a compulsory full year subject, undertaken by students in Year 10. It provides the basis for the compulsory course, Stage 2 Activating Identities and Futures, that students complete in Year 11.

Length of Course: Full Year (10 credits)

Prerequisites

Nil

Course Description

Exploring Identities and Futures (EIF) will allow students to develop a pathway to thrive by exploring who they are and who they want to be. The subject supports students to learn more about themselves, their place in the world, and enables them to explore and deepen their sense of belonging, identity and connections to the world around them.

Stage 1 Exploring Identities and Futures represents a shift away from viewing the student in isolation, with an increased focus on exploring and building connection with their peers, culture, community and work.

The subject is foundational in initiating and preparing students to and for their SACE journey and the knowledge, skills and capabilities required to be lifelong learners.

Assessment

- Assessment Type 1: Exploring Me and Who I Want to Be 40%
- Assessment Type 2: Taking Action and Showcasing my Capabilities 60%

Relationship To Further Study

Exploring Identities and Futures provides opportunities for students to develop the capabilities required for success in their preferred pathways in school and beyond.

Year 10 Health and Physical Education

YEAR 10 HEALTH & PHYSICAL EDUCATION

Length of Course: Full Year

Prerequisites

Year 9 Health and Physical Education

Course Description

The Year 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

PRACTICAL

- Volleyball
- Fitness
- Self Defence
- First Aid
- Student negotiated team game

THEORY

- Participating + Performing in games + sport
- Physical Activity Plans
- Communinty + Relationship Safety

Note

Students will complete a surfing lesson, run by qualified surf instructors, at the end of the year.

A cost factor may be incurred with one of the practical units which requires the hiring of suitable venues, equipment and specialised instructors. Students are expected to participate in all components of the course.

Assessment

Practical grades will be determined through a combination of performance standards and engagement with learning tasks. Theoretical knowledge and application will be assessed via a number of different tasks including the preparation of personalised fitness plans, health promotion initiatives and research-based tasks. Students will complete a Self Defence course and also receive a recognised First Aid certificate upon successful completion of a First Aid course.

Relationship To Further Study

Provides a framework for Year 11 Physical Education.

Year 10 Humanities, Social Sciences and Business

STAGE 1 ECONOMICS & BUSINESS (STAGE 1 INTEGRATED LEARNING)

Length of Course: 1 Semester (10 Credits)

Prerequisites

A C grade in any Year 9 HASS subject.

Course Description

Economics & Business (Stage 1 Integrated Learning) focuses on four main topics in business. Students will learn about:

- Accounting
- Economics
- Legal Studies
- Business Innovation

In Accounting, students will study how businesses operate and how to keep financial records for a business.

In Legal Studies, students will study how our legal system operates, looking at both criminal and civil law.

In Economics, students will study how the economy operates and how we measure its performance.

In Business Innovation, students will work in groups to explore a problem faced by consumers and investigate and generate a practical solution which will be presented in a pitch.

Assessment

Assessment for Economics & Business (Stage 1 Integrated Learning) consists of four tasks, one in each topic with a weighting of 25% each. Students will reflect on their development of one or more of the seven (7) Capabilities.

- TASK 1: Accounting Test
- TASK 2: Legal Studies Research Assignment
- TASK 3: Economics Research Assignment
- TASK 4: Business Innovation Pitch Presentation and Reflection

Additionally, this subject has an examination at the end of the semester.

Relationship To Further Study

This subject will provide a good basis for Stage 1 Accounting, Stage 1 Economics, Stage 1 Legal Studies and Stage 1 Business Innovation.

YEAR 10 GEOGRAPHY

Length of Course: 1 Semester

Prerequisites

Nil

Course Description

The key inquiry questions are:

- How can the spatial variation between places and changes in environment be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do world views influence decisions on how to manage environmental and social change?

These inquiry questions will be investigated through the following two topics: Environmental change and management

- Human-induced environmental change that challenge sustainability
- Environmental world view of people and their implications for environmental management
- The Aboriginal and Torres Strait Islander People's approach to custodial responsibility and environmental management

The context for study is coastal environments. Students undertake fieldwork along the Adelaide metro coastline and Kangaroo Island.

Geographies of Human Wellbeing

- Ways of measuring and mapping human wellbeing and development
- Reasons for spatial variation in selected indicators of human wellbeing
- The issues affecting the development of places and their impact on human wellbeing, case study from a developing country
- The consequences of spatial variation in human wellbeing in Asian countries

A camp on Kangaroo Island is an integral part of learning and assessment in this subject and all students are expected to attend.

The cost for the Kangaroo Island excursion in 2025 was $500. Participation in this curriculum extension activity is contingent upon payment of school fees being up to date.

Assessment

Tasks include:

- Inquiry and fieldwork reports
- Group Work tasks
- Oral Presentations
- Examination

Relationship To Further Study

Leads to Stage 1 and Stage 2 Geography at Years 11 and 12.

YEAR 10 HISTORY

Length of Course: 1 Semester

Prerequisites

Nil

Course Description

Australia in the 20th Century

In either semester, students will explore Australia's involvement in global conflicts from the immediate aftermath of World War I to the present day. They will gain an understanding of the succeeding eras of war and peace, boom and bust, compliance and dissent. They will examine Australia's involvement on the world stage. Students will explore the impact of the Great Depression, and World War II on Australia. Students will also explore significant global movements post World War II, and how they contributed to Australia's changing attitudes concerning both its indigenous and migratory populations. This will involve students developing an understanding of the ways in which Australia's Aboriginal population have gained greater rights and freedoms. Students will also explore how significant migration movements in Australian history have contributed to the changing nature of the Australian identity.

Assessment

Assessment tasks may include:

- Sources Analysis
- Research Assignments
- Oral and/or PowerPoint Presentations
- Essays
- Examination

Relationship To Further Study

Leads to Stage 1 Modern History and Stage 2 Modern History at Years 11 and 12.

Year 10 Languages Other Than English (LOTE)

St Dominic's Priory College values cultural diversity and encourages students to develop proficiency in reading, writing and speaking their mother tongue. While French, Italian and Vietnamese are the languages taught at the College, many other languages may be learnt through the School of Languages, Open Access College and Community Language Schools. Information about enrolling in these courses is available from the Director of Teaching and Learning.

YEAR 10 FRENCH

Full year (preferable) or Semester 1 only

Prerequisites

A C grade in Year 9 French.

Course Description

The course aims to extend students' communication skills in spoken, written and aural French. Students will learn to exchange thoughts, messages and information effectively through interaction and by using their intercultural understanding to interpret meaning from spoken, written and visual text. They will also learn to use appropriate forms of writing and speaking for different purposes and different audiences and to read, write and use language to gather and communicate information. The study of French will in addition provide students with the opportunity to extend their understanding of the French language as a system and to develop an insight into the concept of culture and the diverse way of living and behaving not only in France, but by extension in other parts of the world.

Assessment

Assessment will focus on the two strands as outlined by the ACARA Languages Framework.

- Communication
- Language

To meet these objectives, assessment tasks will include:

- Oral interaction
- Text Analysis – Listening Comprehension
- Text Analysis – Reading Comprehension
- Text Production
- Cultural Appreciation

Relationship To Further Study

Completion of Year 10 French will enable students to access SACE Stage 1 French. Furthermore, the study of a second language is an important area of learning in Australia's multicultural society. Not only does it provide access to other cultures, but it also enriches the individual by broadening language skills in general and by enhancing lateral thinking and verbal intelligence. These skills can be transferred to all other areas of learning.

YEAR 10 ITALIAN

Full year (preferable) or Semester 1 only

Prerequisites

A C grade in Year 9 Italian.

Course Description

The Year 10 Italian Course aims to extend students' communication skills in spoken, written and aural Italian. Students will learn to exchange thoughts, messages and information effectively through interaction and by using their intercultural understanding to interpret meaning from spoken, written and visual text. They will also learn to use appropriate forms of writing and speaking for different purposes and different audiences and to read, write and use language to gather and communicate information. The study of Italian will in addition provide students with the opportunity to extend their understanding of the Italian language as a system and to develop an insight into the concept of culture and the diverse way of living and behaving not only in Italy, but by extension in other parts of the world.

Assessment

Assessment will focus on the two strands as outlined by the ACARA Languages Framework.

- Communication
- Language

To meet these objectives, assessment tasks will include:

- Oral interaction
- Text Analysis – Listening Comprehension
- Text Analysis – Reading Comprehension
- Text Production
- Cultural Appreciation

Relationship To Further Study

Completion of Year 10 Italian will enable students to access SACE Stage 1 Italian. Furthermore, the study of a second language is an important area of learning in Australia's multicultural society. Not only does it provide access to other cultures, but it also enriches the individual by broadening language skills in general and by enhancing lateral thinking and verbal intelligence. These skills can be transferred to all other areas of learning.

YEAR 10 VIETNAMESE

Full year (preferable) or Semester 1 only

Prerequisites

A C grade in Year 9 Vietnamese.

Course Description

The Year 10 Vietnamese Course builds on students' existing knowledge of the Vietnamese language and culture. Students explore and extend their communication in spoken, written and aural language. They will learn to analyse, reflect on and monitor their language learning and intercultural experiences. The study of Vietnamese will help students explore how cultural practices, concepts, values and beliefs are embedded in texts and how language choices shape perspectives and meaning. They will develop techniques and intercultural awareness in order to translate and mediate between different languages and cultures. The study of Vietnamese will help students consider and explore future pathways and options.

Assessment

Assessment will focus on the two strands as outlined by the ACARA Languages Framework.

- Communication
- Language

To meet these objectives, assessment tasks will include:

- Oral interaction
- Text Analysis – Listening Comprehension
- Text Analysis – Reading Comprehension
- Text Production
- Cultural Appreciation

Relationship To Further Study

Students who complete of Year 10 Vietnamese will be able to access SACE Stage 1 Vietnamese. The study of Vietnamese in an Australian multicultural society better equips students to appreciate their own and other languages and cultures. They are challenged and encouraged to develop important social skills that allow them to interact with people from a variety of cultural backgrounds.

Year 10 Mathematics

YEAR 10 MATHEMATICS

Length of Course: Full Year

Prerequisites

Successful completion of Year 9 Mathematics with a minimum overall C grade.

Course Description

This course aims to develop background knowledge and skills for further studies in Year 11. Topics are selected from the Australian Curriculum and could include:

- Coordinate Geometry
- Measurement and Trigonometry
- Exponents
- Statistics and Probability
- Networks
- Finance Mathematics
- Geometry
- Quadratic Algebra

Assessment

Assessment is continuous and integrated into two categories:

- Tests
- Folio (Assignments and Investigations)

Additionally, in all Year 10 Mathematics subjects, students have an examination at the end of each semester.

Relationship To Further Study

Students who successfully complete this subject with a minimum overall B grade and a minimum B grade in the Semester 2 Year 10 Mathematics Exam, as well as a minimum overall C grade in 10A Mathematics and a minimum C grade in the 10A Mathematics Exam may be recommended for Stage 1 Mathematics A, B and C.

Students achieving a minimum overall C grade in Year 10 Mathematics and a minimum C grade in the Semester 2 Year 10 Mathematics Exam may be recommended for Stage 1 General Mathematics. Alternatively, students may be recommended to continue their study through Stage 1 Essential Mathematics.

Students must research carefully to find the appropriate Mathematics for their career choices.

MATHEMATICS 10A

Length of Course: 1 Semester

Prerequisites

Successful completion of Year 9 Mathematics with a minimum overall B grade.

Course Description

This course is a compulsory unit for those students who wish to study Stage 1 Mathematics A, B and C units. It aims to develop knowledge and skills for further studies. Topics are selected from the Australian Curriculum and could include:

- Surds
- Algebra of Polynomials
- Non-Linear Graphs
- Circle Geometry
- Logarithms
- Unit Circle Trigonometry

Assessment

Assessment is continuous and integrated into two categories:

- Tests
- Folio (Assignments and Investigations)

Additionally, in all Year 10 Mathematics subjects, students have an examination at the end of each semester.

Relationship To Further Study

An attainment of a minimum overall B grade in Year 10 Mathematics and a minimum B grade in the Semester 2 Year 10 Mathematics Exam as well as a minimum overall C grade in 10A Mathematics and a minimum C grade in the 10A Mathematics Exam is required to continue on to Stage 1 Mathematics A, B and C. Alternatively, students may continue their study of Mathematics through the General Mathematics pathway.

Students must research carefully to find the appropriate Mathematics for their career choices.

ESSENTIAL MATHEMATICS

Length of Course: Full year

Prerequisites

Year 9 Mathematics.

Course Description

This modified course aims to develop a background knowledge for further studies in Essential Mathematics and is designed to support and guide students to achieve success in numeracy skills. Topics studied could include:

- Percentages, Decimals and Fractions
- Algebra
- Measurement
- Trigonometry
- Statistics
- Probability
- Business Mathematics
- Real World Applications

Assessment

Assessment is continuous and integrated into two categories:

- Tests
- Folio (Assignments and Investigations)

Additionally, in all Year 10 Mathematics subjects, students have an examination at the end of each semester.

Relationship To Further Study

This subject prepares students for Stage 1 and Stage 2 Essential Mathematics.

Students must research carefully to find the appropriate Mathematics for their career choices.

Year 10 Religious Education

All Year 10 Students will be required to undertake the below Stage 1 course that will run in Semester 2.
It cannot be used towards an ATAR score.

STAGE 1 SPIRITUALITIES, RELIGION & MEANING (COMPULSORY)

Length of Course: Full year (10 credits)

Prerequisites

Year 9 Religious Education

Course Description

In this subject, teachers and students use one or more 'big ideas' to frame inquiry questions; to explore issues, concepts, and ideas; and to reflect on personal and shared meaning within one or more spiritualities and/or religions. The 'big ideas' include the following:

- Growth, belonging and flourishing
- Community, justice and diversity
- Story, visions and futures
- Spiritualities, religions and ultimate questions
- Life, the universe and integral ecology
- Evil and suffering

Students will also complete a unit each year within the Made in the Image of God (MITIOG) curriculum, a program grounded in a Catholic understanding of identity, relationships, and reproduction and reproductive health.

Assessment

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

- Assessment Type 1: Representations
- Assessment Type 2: Connections
- Assessment Type 3: Issues Investigation

Relationship To Further Study

In Year 11, students will undertake Stage 2 Integrated Learning (Religion focus).

Year 10 Science

YEAR 10 SCIENCE

Length of Course: Full year

Prerequisites

Year 9 Science

Course Description

Science has three interrelated strands:

- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills

The three strands of Science are covered through the following topics:

- DNA and Genetics: The transmission of heritable characteristics from one generation to the next involves DNA and genes.
- The Universe: The universe contains features including galaxies, stars and solar systems and the Big Bang Theory can be used to explain the origin of the universe.
- Motion and Energy: Energy conservation in a system can be explained by describing energy transfers and transformations. The motion of objects can be described and predicted using the laws of physics.
- The Periodic Table: The atomic structure and properties of elements are used to organise them in the Periodic Table.
- Chemical Reactions: Different types of chemical reactions are used to produce a range of products and can occur at different rates.
- Global Systems: Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere.
- Natural Selection and Evolution: The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence.

Assessment

Assessment tasks include:

- Tests
- Practical Designs and Reports
- Research Assignments

At the end of each Semester, all students undertake a common semester exam. 60% / C Grade or above in the Semester 1 and 2 exams is recommended for Stage 1 Chemistry, Physics, Biology and Psychology. 70% / B Grade or above is recommended for Stage 2 Nutrition in Year 11. 85% / A Grade or above is recommended for Stage 2 Biology in Year 11 and through negotiation with the Learning Area Leader for Science, and the Director of Teaching and Learning.

Relationship To Further Study

This course enables students to undertake further study in Biology, Physics, Psychology, Chemistry at Stage 1 level, or Stage 2 Nutrition, with discussion and negotiation with their Science teacher. See Stage 1 subjects for more detail.

YEAR 10 HEALTH SCIENCE

Length of Course: 1 Semester

Prerequisites

Year 9 Science

Course Description

Health Science is an elective Science course for students interested in body systems and a healthy lifestyle.

The course will focus on two topics:

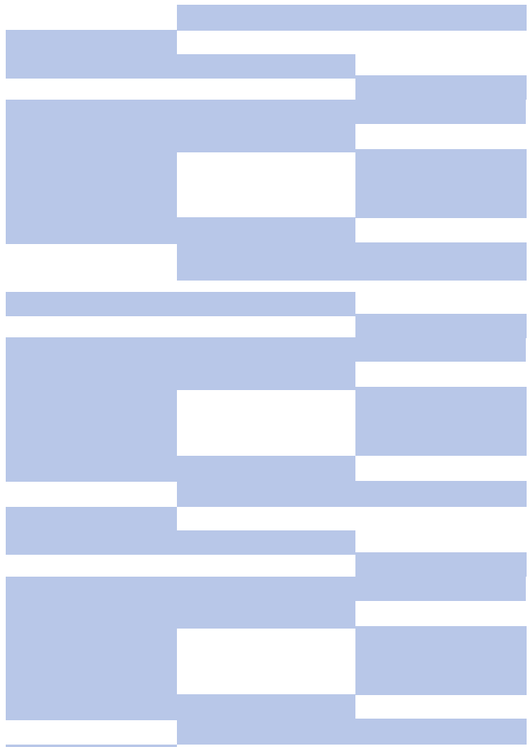
- Psychology: Anxiety and stress - the triggers, the effects (impacts on the neurological system) and how to manage symptoms.
- Nutrition: Lifestyle diseases (CVD and Diabetes Type II) - diet and lifestyle-related causes, impacts on the body and how to manage symptoms.

Assessment

Assessment in this subject will be assignment-based.
There will be no end of semester examination.

Relationship To Further Study

This course will benefit students who intend to study a Stage 1 Science course, particularly Nutrition and Psychology.



Year 10 Technologies

STAGE 1 INFORMATION PROCESSING & PUBLISHING (STUDIED IN YEAR 10)

Length of Course: 1 Semester (10 credits)

Prerequisites

Any Year 9 Technology course is required.

Course Description

Information Processing & Publishing focuses on the application of practical skills to provide creative solutions to text-based communication tasks. Students create a variety of publications and evaluate the development process. They use technology to design and implement information processing solutions, and identify, choose, and use appropriate computer hardware and software to process, manage and communicate information in a range of contexts.

Topics may include:

- Business Publishing using Photoshop / InDesign
- Desktop Publishing using Photoshop / InDesign

Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Practical Skills
- Product and Documentation
- Issues Analysis

There is no examination.

Relationship To Further Study

This course leads to further study in Stage 1 Design, Technology & Engineering, Stage 2 Information Processing & Publishing, and Stage 2 Design, Technology & Engineering.

YEAR 10 DESIGN TECHNOLOGY (PHOTOGRAPHY)

Length of Course: 1 Semester

Prerequisites

Year 9 Digital Photography is required.

Course Description

Students develop the skills, knowledge and understanding to use digital cameras to take quality photographs using more advanced photographic techniques. Post processing techniques are developed to edit and enhance the photographs using software such as Adobe Lightroom and Photoshop.

This course uses the stages of the Design cycle to solve problems through the use of technology. This subject equips students to create visual products to solve given design tasks.

The course includes the study of topics such as:

- Advance camera techniques such as time-lapse, and long exposure
- Image editing and enhancement using Adobe Lightroom and Photoshop
- Elements and principles of graphic design

Assessment

Assessment in this subject will be through the completion of 2-3 practical tasks that will be documented using the stages of the Design process. There is no examination.

Relationship To Further Study

This course leads to further study in Stage 1 Design, Technology & Engineering, Stage 2 Information Processing and Publishing.

YEAR 10 INNOVATION & FUTURE DESIGN

Length of Course: 1 Semester

Prerequisites

An interest in design, technology and food technology.

Course Description

This subject uses both Digital and Design Technologies where students will embark on a transformative learning journey that merges creativity, innovation, cutting-edge technologies, and future thinking. They will explore mindblowing advancements in our world such as artificial intelligence, autonomous vehicles, wearable technologies, molecular gastronomy, 3D printing, cryptocurrencies, and so much more.

The course will focus on:

- Current cutting-edge technologies
- Investigating, researching, and analyse the impact of these cutting-edge technologies on our society, economy, culture, and data security
- Developing skills in information literacy, digital literacy, and visual literacy

Assessment

Assessment in this subject will be through the completion of 2-3 multi-modal tasks.

There is no examination.

Relationship To Further Study

Leads to further study in Stage 1 Information Processing & Publishing, Stage 1 Design, Technology & Engineering, and Stage 1 Digital Technologies.

Year 11 The Arts

STAGE 1 VISUAL ARTS - ART

Length of Course: 1 Semester (10 credits) or full year (20 credits)

Prerequisites

Successful completion of Year 10 Visual Arts

Course Description

Both semesters of this course will focus on developing skills within the areas of drawing and painting. Other techniques that may be developed further are printmaking and studies. Students will produce two practical works exploring a theme of their own choosing. In addition to these practical pieces, each semester students will complete studies in the Visual Thinking and Visual Arts in Context sections of the course.

For both 10 credit and 20 credit programs, with a focus in art, the following three areas of study will be covered:

1. Visual Thinking
2. Practical Resolution
3. Visual Arts in Context

It is recommended that at least one semester is completed in either Art or Design if the student intends to pursue further study in this subject area in Year 12.

Assessment

Folio: Includes all developmental work completed in producing a practical work.

Practical: The resolved visual artwork supported with a personal statement.

Visual Study: A practical exploration and experimentation with styles, ideas, concepts, media/materials, methods/ techniques and technologies used in Visual Arts.

Relationship To Further Study

This course leads to Stage 2 Visual Arts with a specialisation in Art.

STAGE 1 VISUAL ARTS - FASHION DESIGN

Length of Course: 1 Semester (10 credits) or full year (20 credits)

Prerequisites

Successful completion of Year 10 Visual Arts (A or B)

Course Description

The course is designed to provide students with fundamental skills and knowledge in the field of Fashion Design. Students will study Concept Development, Garment Construction and Fashion Rendering. Skill development is a core component of the course and students will have the opportunity to explore a number of methods and media including pattern cutting and fabric construction.

For both the 10 credit and 20 credit program the following three areas of study will be covered:

1. Visual Thinking
2. Practical Resolution
3. Visual Arts in Context

It is recommended that at least one semester is completed in either Art or Design if the student intends to pursue further study in this subject area in Year 12.

Assessment

Folio: Includes all developmental work completed in producing a practical work.

Practical: The resolved visual artwork supported with a personal statement.

Visual Study: Practical exploration and experimentation with styles, ideas, concepts, media/materials, methods/ techniques and technologies of Visual Art and Design.

Relationship To Further Study

This course leads to Stage 2 Visual Arts with a specialisation in Design.

STAGE 1 DRAMA

Length of Course: 1 Semester (10 credits) or full year (20 credits)

Prerequisites

Year 10 Drama. Students need to have demonstrated a high level of commitment to all aspects of Year 10 course work, particularly in performance situations. It is possible for students to enter the course from Year 9 level, provided they have displayed above-average ability at that level or if they have proven ability through participation in co-curricular performance activities.

Course Description

Drama 1A (Semester 1)
The course studies theatrical techniques and innovations, some of which have led to the major theories of acting and directing this Century. Performance work focuses on Duologue Presentations and smaller group pieces to an inclass audience.

Students will attend a professional production out of hours that will require them to complete a written response, and explore the use of technology within modern theatrical works.

Drama 1B (Semester 2)
The course is heavily centred on the creation of a theatrical company. Within this company, students will develop a script to perform to a public audience. They can choose to be assessed in an onstage or offstage role. All students must then prepare a digital folio that demonstrates their learning.

Students will also be required to complete an individual Research Study exploring technology within theatre and a written response to a professional production. The expectation is that there will be rehearsals after school hours.

The aim over the two Semesters is to provide a sound grounding for the Year 12 Drama course.

Assessment

Specifically, assessment will focus on three assessment types in both semesters:

1. Company and Performance
2. Understanding and Responding to Drama
3. Creative Synthesis - Drama and Technology

Relationship To Further Study

Year 11 Drama is a prerequisite for SACE Stage 2 Drama. Successful completion of Stage 1, with recommendation from the teacher, is a requirement for Year 12 Drama. Recommendations are based on demonstrated commitment displayed in Year 11, particularly regular school attendance.

Year 11 The Arts - Music

Students may elect to study either semester-only A or B units, or A + B for a full year of study.

Students taking Stage 1 Music will participate in the school Music Concert and are strongly encouraged to participate in a Co-curricular school ensemble such as Concert Orchestra, Choir or String Orchestra.

STAGE 1 MUSIC A

Length of Course: 1 Semester (10 credits)

Prerequisites

Music Advanced Program – Students will have taken lessons in their chosen instrument for at least two years, and will have taken classroom Music in Year 9 and 10.

Music Experience Program – Designed for students with emerging musical skills and provides opportunities for them to develop musical understanding and skills in creating and responding to Music.

Course Description

The Stage 1 Music course comprises four main areas of study which span across both semesters:

- Solo Performance
- Ensemble Performance
- Musical Literacy
- Composing and Arranging

This semester provides opportunities for a focus on Ensemble Performance and Investigations in popular/contemporary music.

Students will be involved in performing in a group setting for Ensemble Performance. The Musical Literacy component will take the form of an Investigation. This component will improve understanding of the structures of music, the social, historical and cultural function of music and will include a critique of a live music performance.

Assessment

Stage 1 assessment is school based. Evidence of student learning will be assessed through the following:

Assessment Type 1: Creative Works
This includes solo performance, ensemble performance, and composing and arranging.

Assessment Type 2: Musical Literacy
Students demonstrate musical literacy skills and communicate ideas through the use of appropriate musical terminology.

Relationship To Further Study

Stage 1 Music will provide pathways to the range of Stage 2 Music subjects.

STAGE 1 MUSIC B

Length of Course: 1 Semester (10 credits)

Prerequisites

Music Advanced Program – Students will have taken lessons in their chosen instrument for at least two years, and will have taken classroom Music in Year 9 and 10.

Music Experience Program – Designed for students with emerging musical skills and provides opportunities for them to develop musical understanding and skills in creating and responding to Music.

Course Description

The Stage 1 Music course comprises four main areas of study which span across both semesters:

- Solo Performance
- Ensemble Performance
- Musical Literacy
- Composing and Arranging

This semester provides a focus on Composing/Arranging and Solo Performance Portfolios in a specialised area of choice.

Ensemble Performance is a constant unit across Music A and Music B. In Music B, the Musical Literacy component will also develop students' theoretical understanding, assisting students with the creation of their own original works. Solo Performance Portfolios may take on the form of a live set, or a recording project.

Assessment

Stage 1 assessment is school based. Evidence of student learning will be assessed through the following:

Assessment Type 1: Creative Works
This includes solo performance, ensemble performance, and composing and arranging.

Assessment Type 2: Musical Literacy
Students demonstrate musical literacy skills and communicate ideas through the use of appropriate musical terminology.

Relationship To Further Study

Stage 1 Music will provide pathways to the range of Stage 2 Music subjects.

Year 11 English

STAGE 1 ENGLISH

Under this learning and assessment plan there are two different courses:
English and Pre-English Literary Studies

Length of Course: Full year (20 credits)

Prerequisites

Year 10 English.

English:
It is recommended that students achieve a B grade or higher in both Semester 1 and 2 of Year 10

Pre-English Literary Studies:
It is recommended that students achieve a B grade or higher in both Semester 1 and 2 of Year 10. Examination results for Semester 1 will also be taken into consideration.

As this is a compulsory subject at Stage 1, students must achieve a C grade or better in both Semester 1 and 2 to meet SACE requirements. If a student achieves a C grade or lower in Semester 1, they will be recommended to transfer to Essential English in Semester 2.

Course Description

In Stage 1 English, students read, view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes.

Each course will be designed with Stage 2 English and Stage 2 English Literary Studies in mind, whereby each course will be useful to skill acquisition in preparation for Stage 2.

Assessment

Both courses will have the same School Assessment :
- Assessment Type 1: Responding to Texts
- Assessment Type 2: Creating Texts
- Assessment Type 3: Intertextual Study
- Pre-English Literary Studies also has a Semester 1 and 2 examination

Relationship To Further Study

Students can continue to Stage 2 English, Stage 2 English Literary Studies based on a B grade or higher in Stage 1. Students can elect to study Stage 2 Essential English, if they have achieved a C grade or lower in Stage 1, in either Semester.

STAGE 1 ESSENTIAL ENGLISH

Length of Course: Full year (20 credits)

Prerequisites

Year 10 English.

Course Description

This course has been specifically designed with the SACE requirement in mind that all students must achieve a C or higher grade in both semester 1 and 2 in English to complete the SACE.

In Stage 1 Essential English, students listen, read, speak, respond to, and compose texts to establish and maintain connections with familiar and unfamiliar communities.

Assessment

Both courses will have the same School Assessment:
- Assessment Type 1: Responding to Texts
- Assessment Type 2: Creating Texts

These tasks will be in both written and oral form.

Relationship To Further Study

Students can choose to continue with Stage 2 Essential English.

Year 11 Flexible Learning

STAGE 1 COMMUNITY STUDIES

Length of Course: 1 Semester (10 credits or 60hrs of demonstrated activity)
or full year (20 credits or 120hrs of demonstrated activity)

Prerequisites

Students will usually have a personal interest or skill they wish to expand through an in-depth investigation of a Community based activity.

Course Description

Community Studies gives students the opportunity to learn and to extend personal skills in a community context while also interacting with community members beyond the school environment, as well as teachers and peers.

Students decide the focus of their community activity, which begins from a point of personal interest, skill, or knowledge. By setting challenging and achievable goals in a community activity, students enhance their skills and understandings in a guided and supported learning program. They develop their capability to work independently and to apply their skills and knowledge in practical ways in their community.

Students prepare a contract of work to develop a community activity from any of the following six areas of study:
- Arts and the Community
- Communication and the Community
- Foods and the Community
- Health, Recreation, and the Community
- Science, Technology and the Community
- Work and the Community

Assessment

Assessment is continuous and integrated into two categories:
- Contract of Work (which includes a folio based on the community activity)
- Reflection

Relationship To Further Study

Students can continue to Stage 2 Community Studies.

STAGE 2 ACTIVATING IDENTITIES AND FUTURES

Stage 2 Activating Identities and Futures is a compulsory one semester subject, undertaken by students in Year 11. It builds on the foundations of the compulsory course, Stage 1 Exploring Identities and Futures, that students complete in Year 10.)

Length of Course: 1 Semester (10 credits)

Prerequisites

A C grade in Stage 1 Exploring Identities and Futures.

Course Description

The purpose of Activating Identities and Futures (AIF) is for students to take greater ownership and agency over their learning (learning how to learn). They select relevant strategies (knowing what to do when you don't know what to do) to explore, create and/or plan to progress an area of personal interest towards a learning Output.

Students explore ideas related to this area of personal interest through a process of self-directed inquiry. They draw on relevant knowledge, skills and capabilities developed throughout their education that they can apply in this new context; selecting relevant strategies to progress the learning to a resolution. The focus of the exploration aims to develop capabilities and support students in their chosen future pathways.

Assessment

School Assessment 70%
- Assessment Type 1: Portfolio (35%)
- Assessment Type 2: Progress Checks (35%)

External Assessment 30%
- Assessment Type 3: Appraisal

Relationship To Further Study

Skills learnt are applicable to all further study.

Year 11 Health and Physical Education

STAGE 1 PHYSICAL EDUCATION

Length of Course: 1 Semester (10 credits) or full year (20 credits)

Prerequisites

Year 10 Physical Education

Course Description

Stage 1 Physical Education is an integrated subject that allows students to experience and analyse theoretical concepts through practical application in sporting and/or movement scenarios.

Stage 1 Physical Education has three focus areas:

Focus Area 1: In movement
- Application of skill-acquisition concepts for improvement
- Analysis of movement concepts and strategies
- Application of energy sources affecting physical performance
- Application of the effects of training on physical performance

Focus Area 2: Through movement
- Physiological barriers and enablers to participation
- Social strategies to enhance equity in participation
- Personal influences on participation
- Social psychology

Focus Area 3: About movement
- The body's response to physical activity
- The effect of training on the body
- Learning and refining skills

Assessment

Assessment at Stage 1 is school based. The following assessment types enable students to demonstrate their learning in Stage 1 Physical Education :

Assessment Type 1: Performance Improvement
Assessment Type 2: Physical Activity Investigation

For a 10 credit subject, students should provide evidence of their learning through two assessments. For a 20 credit subject, students should provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%.

Relationship To Further Study

Stage 2 Physical Education.

Year 11 Humanities, Social Sciences and Business

STAGE 1 ACCOUNTING

Length of Course: 1 Semester (10 credits)

Prerequisites

A C grade in either Year 10 English or History.

Course Description

In Stage 1 Accounting, students develop their understanding of accounting, including selected concepts and conventions that underpin and inform the practice of accounting. They apply this understanding to create and interpret accounting information. Students explore and analyse the ways in which qualitative and quantitative information can be used in the decision-making process and they explore the different reporting needs of a range of stakeholders.

The subject is structured around three focus areas:

- Understanding accounting
- Understanding financial sustainability
- Perspectives in accounting

Assessment

The following assessment types enable students to demonstrate their learning in Stage 1 Accounting:

- Assessment Type 1: Accounting Skills
- Assessment Type 2: Accounting Inquiry

Additionally, this subject has a formative examination at the end of the semester.

Relationship To Further Study

This subject will provide a good foundation for Stage 2 Accounting and Business Innovation.

STAGE 1 MODERN HISTORY

Length of Course: 1 Semester (10 credits)

Prerequisites

A C grade in Year 10 History.

Course Description

In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them, and their short and long term consequences on societies, systems, and individuals. Students explore the impacts that these developments and movements had on people's ideas, perspectives, and circumstances.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 1 Modern History :

- Assessment Type 1: Historical Skills
- Assessment Type 2: Historical Study

Additionally, this subject has a formative examination at the end of the semester.

Relationship To Further Study

This is an excellent precursor to studying Ancient Studies.

STAGE 1 BUSINESS INNOVATION

Length of Course: 1 Semester (10 credits)

Prerequisites

A C grade in either Year 10 English or History.

Course Description

This course aims to introduce students to basic economic, legal, business and accounting concepts, principles and terminology.

Students are given the opportunity to:

- Explore problems and generate possible solutions to meet customer problems or needs
- Explore and use decision-making strategies in a start-up business environment
- Apply communication and collaborative skills in business, economic and legal contexts
- Identify business information needs and implement appropriate data collection strategies
- Explore opportunities presented by digital or emerging technologies
- Analyse and respond to business and financial information that confirms or denies their initial assumptions
- Propose, develop, and test possible revenue models and pricing strategies with ongoing cash flow requirements
- Asses the ways governments, businesses and individuals respond to changing economic conditions
- Examine factors that influence major consumer and financial decisions and the short and long-term consequences of these decisions

Assessment

Students will be assessed by way of a variety of methods:

- Assessment Type 1: Business Skills (2 or 3 Tasks)
- Assessment Type 2: Business Pitch

Additionally, this subject has a formative examination at the end of the semester.

Relationship To Further Study

This subject will provide a good foundation for Stage 2 Accounting and Business Innovation.

STAGE 1 GEOGRAPHY

Length of Course: 1 Semester (10 credits)

Prerequisites

A C grade in Year 10 Geography, Science and English would be an advantage.

Course Description

Geography explores concepts including place, environment, interconnection, sustainability, and change. Students identify patterns and trends, and analyse geographical relationships. They use this knowledge to promote a sustainable way of life and raise awareness of social inequalities.

The topics studied in are:

- Megacities
- Natural Hazards
- Local Issues

In the megacities topic, students explore urbanisation and its causes, and investigate the changing location of the world's megacities. They examine the challenges facing megacities through case studies.

Students understand the location and causes of natural hazards including earthquakes, volcanoes, and bushfires.

Students visit the Flinders Ranges to practice fieldwork techniques and investigate local issues. During the camp students are responsible for cooking and cleaning during the two-night stay.

The cost of the Fieldwork trip to the Flinders Ranges in 2026 was $550. Participation in this curriculum extension activity is contingent upon payment of school fees being up to date.

Assessment

Students demonstrate evidence of learning through the following assessment types:

Geographical Skills and Application Tasks:

- Natural hazards multimodal presentation
- Megacities news report
- Contemporary Local Issues InquiryAdditionally, this subject has a formative examination at the end of the semester.

Fieldwork Report:
Students use the data collected during the Flinders Ranges field trip to produce their own Google map of bushfire risk. They analyse this data to determine the level of risk and make recommendations on how to reduce the risk.

Additionally, this subject has a formative examination at the end of the semester.

Relationship To Further Study

This course leads to Stage 2 Geography.

STAGE 1 LEGAL STUDIES

Length of Course: 1 Semester (10 credits)

Prerequisites

A C Grade in any Year 10 HASS or Business subject.

Course Description

Stage 1 Legal Studies focuses on the use of laws and legal systems to create harmony within dynamic and evolving communities. Through an inquiry-based process, students explore and develop their understanding of the concepts of rights, fairness and justice, power and change. These concepts are examined in the context of law making, law enforcement and dispute resolution, and should be applied to a range of contemporary Australian issues.

Students will be encouraged to explore the 'big questions' by stimulating deep thinking and engagement, and for the consideration of a range of perspectives. Students will evaluate, analyse and apply contextually appropriate legal principles, processes, evidence and cases to demonstrate their arguments.

Through Legal Studies, students develop an appreciation and awareness of their role as a citizen in the Australian Legal System, the skills to communicate their ideas and the confidence to make informed and effective decisions regarding legal issues.

Students complete a study of Focus Area 1: Law and Communities, and then complete at least two additional focus areas per 10 credits of study from the following:

- Government
- Justice and Society
- Law-making
- Victims and the Law
- Young People and the Law

Assessment

Assessment at Stage 1 Legal Studies consists of three components. All three components are assessed in each semester:

Analytical Response
Students complete an analytical response which can be presented in oral, written or multimodal form.

Inquiry
Students inquire into a current legal issue with consideration given to its legal implications and include a diversity of views and recommendations for changes to the law.

Presentation
Students undertake a collaborative presentation and an individual reflection.

Additionally, this subject has a formative examination at the end of the semester.

Relationship To Further Study

This subject will provide a good basis for Stage 2 Legal Studies.

Year 11 Languages Other Than English (LOTE)

STAGE 1 FRENCH CONTINUERS

Length of Course: Full Year (20 credits)

Prerequisites

A C grade in Year 10 French.

Course Description

Students explore a range of prescribed themes and topics from the perspectives of diverse individuals and groups in the French-speaking communities and in their own community.

The prescribed themes are:
- The Individual
- French-speaking communities
- The Changing World

By exploring the above themes, students:
- Learn about themselves
- Interact with others to exchange information, ideas, opinions and experiences in French in a variety of contexts
- Create texts in French for specific audiences, purposes and contexts to express information, feelings, ideas and opinions
- Analyse a variety of texts in French to interpret meaning and explore features of content, context, structure and purpose
- Examine relationships between language, culture and identity and reflect on the ways in which culture influences communication
- Compare languages and how they work as a system, and develop their ability to move between French and English
- Use the skills of reading, viewing, listening and speaking to create and engage effectively with a range of texts in French

Assessment

At Stage 1, assessment is school-based only. Students have the opportunity to demonstrate evidence of their learning in Stage 1 French at Continuers Level through the following assessment types:
- Assessment Type 1: Interaction
- Assessment Type 2: Text Production
- Assessment Type 3: Text Analysis
- Assessment Type 4: Investigation.

Relationship To Further Study

French is a widely used language in Australia, spoken by a large percentage of French migrants. The study of French is also important for education and research purposes within the Arts, Design and Architecture, and Gastronomy fields.

French language skills are beneficial to students in the Tourism and Hospitality sector, supporting French tourism to Australia. In the present day global job market, individuals with the knowledge of a second language are highly valued and recognised by international agencies and corporations.

STAGE 1 ITALIAN CONTINUERS

Length of Course: Full Year (20 credits)

Prerequisites

A C grade in Year 10 Italian.

Course Description

Students explore a range of prescribed themes and topics from the perspectives of diverse individuals and groups in the Italian-speaking communities and in their own community.

The prescribed themes are:.
- The Individual
- Italian-speaking communities
- The Changing World

By exploring the above themes, students:
- Learn about themselves
- Interact with others to exchange information, ideas, opinions and experiences in Italian in a variety of contexts
- Create texts in Italian for specific audiences, purposes and contexts to express information, feelings, ideas and opinions
- Analyse a variety of texts in Italian to interpret meaning and explore features of content, context, structure and purpose
- Examine relationships between language, culture and identity and reflect on the ways in which culture influences communication
- Compare languages and how they work as a system, and develop their ability to move between Italian and English
- Use the skills of reading, viewing, listening and speaking to create and engage effectively with a range of texts in Italian

Assessment

At Stage 1, assessment is school-based only. Students have the opportunity to demonstrate evidence of their learning in Stage 1 Italian at Continuers Level through the following assessment types:
- Assessment Type 1: Interaction
- Assessment Type 2: Text Production
- Assessment Type 3: Text Analysis
- Assessment Type 4: Investigation.

Relationship To Further Study

Italian is a widely used language in Australia, spoken by a large percentage of Italian migrants. The study of Italian is also important for education and research purposes within the Arts, Design and Architecture, and Gastronomy fields.

Italian language skills are beneficial to students in the Tourism and Hospitality sector, supporting Italian tourism to Australia. In the present day global job market, individuals with the knowledge of a second language are highly valued and recognised by international agencies and corporations

Year 11 Languages Other Than English (LOTE)

St Dominic's Priory College values cultural diversity and encourages students to develop proficiency in reading, writing and speaking their mother tongue. While French, Italian and Vietnamese are the languages taught at the College, many other languages may be learnt through the School of Languages, Open Access College and Community Language Schools. Information about enrolling in these courses is available from the Director of Teaching and Learning.

STAGE 1 VIETNAMESE (CONTINUERS AND BACKGROUND SPEAKERS)

Length of Course: Full Year (20 credits)

Prerequisites

A C grade in Year 10 Vietnamese.

Course Description

The course for Continuers, has three prescribed themes:

- The Individual
- Vietnamese-speaking communities
- The Changing World

The course for Background Speakers includes four prescribed themes:

- Economic Development and Social Change
- Vietnam and the World
- The Overseas Vietnamese Speaking Communities
- Vietnamese Arts in Contemporary Society

These themes have prescribed topics and subtopics and by exploring these, students:

- Learn about themselves
- Interact with others to exchange information, ideas, opinions, and experiences in the Vietnamese culture and language.
- Create texts in Vietnamese to express information, feelings, ideas, and opinions for specific audiences, and in specific contexts.
- Analyse a range of texts in Vietnamese to interpret meaning
- Examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication

Assessment

At Stage 1, assessment is school-based only. Students have the opportunity to demonstrate evidence of their learning in Stage 1 Vietnamese at Continuers and Background Level through the following assessment types:

- Assessment Type 1: Interaction
- Assessment Type 2: Text Production
- Assessment Type 3: Text Analysis
- Assessment Type 4: Investigation.

Relationship To Further Study

Vietnamese is one of the most commonly spoken languages, other than English in Australia. Students benefit from learning more about the Vietnamese language and culture. This learning opens up new pathways for further study and personal growth. Furthermore, diversity of language and understanding of Vietnamese culture, makes a significant contribution to the development and enrichment of Australian society. It opens pathways to career choices and informs areas in education, health, agriculture, the Arts, hospitality, tourism, commerce, and international relations.

Year 11 Mathematics

STAGE 1 MATHEMATICS

Length of Course: Three (3) semesters over the full year (30 credits)
Semester 1 – Mathematics A (10 credits)
Semester 2 – Mathematics B (10 credits)
and Mathematics C (10 credits)

Prerequisites

A minimum overall B grade in Year 10 Mathematics and a minimum B grade in the Semester 2 Year 10 Mathematics Exam as well as a minimum overall C grade in 10A Mathematics and a minimum C grade in the 10A Mathematics Exam.

Course Description

The topics in this course provide a background for students proceeding to Stage 2 Mathematical Methods and some topics provide a background for Stage 2 Specialist Mathematics. They also give a sound preparation for Mathematics studies beyond school.

Topics covered may include:

Semester 1 – Mathematics A (10 credits)

- Functions and Graphs
- Polynomials
- Trigonometry

Students who do not achieve at least a C grade in Semester 1 may be recommended to move to General Mathematics in Semester 2.

Semester 2 – Mathematics B (10 credits)

- Counting and Statistics
- Introductory Calculus
- Growth and Decay

Semester 2 – Mathematics C (10 credits)

- Vectors in a plane
- Real and Complex numbers
- Trigonometry
- Matrices
- Arithmetic and Geometric Sequences and Series

Assessment

Assessment is school based. Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks
- Folio Tasks (Investigations)
- Examinations.

Relationship To Further Study

A minimum overall B grade in Stage 1 Mathematics B and C courses, and a minimum B grade in the Stage 1 Mathematics B and C Exams are the prerequisites for Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics.

Alternatively, students may choose to study Stage 2 General Mathematics.

STAGE 1 ESSENTIAL MATHEMATICS

Length of Course: 1 Semester (10 credits) or full year (20 credits)

Prerequisites

Year 10 Essential Mathematics or Year 10 Mathematics

Course Description

This course enables students to build on their knowledge and understanding of mathematical information and its relationship to everyday contexts.

The first semester in Essential Mathematics provides an opportunity for students to meet the SACE numeracy requirement of 10 credits. Assessment involves assignment based tasks or tests.

Those students who continue to the second semester will be preparing for Stage 2 Essential Mathematics. Assessment in this unit will also include tests.

Topics covered may include:
- Calculations, Time and Ratio
- Earning and Spending
- Geometry
- Data in Context
- Measurement
- Investing

Assessment

Assessment is school based. Students demonstrate evidence of their learning through the following assessment types:
- Skills and Applications Tasks
- Folio Tasks
- Examination (Semester 2 only)

Relationship To Further Study

A minimum overall B grade in Stage 1 Essential Mathematics or Year 10 Mathematics, and a minimum C grade in the Stage 1 Essential Mathematics B Exam, or a full year of Stage 1 General Mathematics are the prerequisites to study Stage 2 Essential Mathematics. The Essential Mathematics pathway is useful for those students who require a greater understanding of Mathematics used in everyday contexts.

STAGE 1 GENERAL MATHEMATICS

Length of Course: 1 Semester (10 credits) or full year (20 credits)

Prerequisites

A minimum overall C grade in Year 10 Mathematics and a minimum C grade in the Semester 2 Year 10 Mathematics Exam.

Course Description

The topics in this course provide a background for students proceeding to Stage 2 General Mathematics. They also give a sound preparation for future everyday use of Mathematics.

Topics covered may include:
- Statistical Investigations
- Investing and Borrowing
- Measurement
- Networks and Matrices
- Trigonometry
- Graphs of Linear and Exponential Functions

Students who do not achieve at least a C grade in Semester 1 may be recommended to move to Essential Mathematics in Semester 2.

Assessment

Assessment is school based. Students demonstrate evidence of their learning through the following assessment types:
- Skills and Applications Tasks
- Folio Tasks (Investigations)
- Examinations

Relationship To Further Study

A minimum overall B grade in Stage 1 General Mathematics B and a minimum C grade in the Stage 1 General Mathematics B Exam, or a full year of Stage 1 Mathematics A, B and C are the prerequisites for Stage 2 General Mathematics.

Alternatively, students may choose to study Stage 2 Essential Mathematics.

Year 11 Religion

All Year 11 students will be required to undertake the below Religious Education course

STAGE 2 INTEGRATED LEARNING (COMPULSORY)

Length of Course: 1 Semester (10 credits)

Prerequisites

Stage 1 Spiritualities, Religion & Meaning (studied in Year 10)

Course Description

Voices of the Marginalised: Seeing the World Through Others' Eyes
This topic focuses on the experiences of people facing poverty, discrimination, or displacement:

Through this topic, students engage with real-world issues while deepening their understanding of themselves as learners and their individual strengths. Integrated Learning encourages students to explore areas of personal interest within the program focus, developing and applying critical thinking skills through inquiry. They become more aware of the learning context, collaborate effectively with others, and build confidence in sharing ideas, informed opinions, and communicating in social settings.

Assessment

School Assessment 70%
- Assessment Type 1: Practical Inquiry (40%)
- Assessment Type 2: Connections (30%)

External Assessment 30%
- Assessment Type 3: Personal Endeavour (30%)

Year 11 Science

STAGE 1 BIOLOGY

Length of Course: 1 Semester (10 credits) or full year (20 credits)

Prerequisites

Completion of Year 10 Science with a C grade or above.

Course Description

By investigating biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes through to macroscopic ecosystem dynamics, students extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues, and understand how biological science impacts on their lives, society, and the environment. They apply their understanding of the interconnectedness of biological systems to evaluate the impact of human activity on the natural world. Topics include:
- Topic 1: Cells and Microorganisms
- Topic 2: Infectious Disease
- Topic 3: Multicellular Organisms
- Topic 4: Biodiversity and Ecosystem

For a 10 credit subject, students study two of these topics.
For a 20 credit subject, students study all four topics.

Assessment

Each student must complete: four assessments as follows:
- 2 x Skills and Applications tasks (Tests) 50%
- 1 x Practical Investigation 25%
- 1 x Science as a Human Endeavour (Essay) 325

Relationship To Further Study

This course prepares students for studying Stage 2 Biology. Students who intend to study Biology at Stage 2 would benefit from completing Topic 1: Cells and Microorganisms in Semester 1 of Stage 1 Biology.

STAGE 2 BIOLOGY

Full year (20 credits)

Prerequisites

Enrolment for this course will be at the proviso that an A grade is achieved in all tests and examinations for Semester 1 and 2 in Year 10 Science.

Course Description

Students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes, through to macroscopic ecosystem dynamics. These investigations allow students to extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues and problems, and understand how biological science impacts on their lives, society, and the environment. They apply their understanding of the interconnectedness of biological systems to evaluate the impact of human activity on the natural world.

This course has three strands to be integrated throughout student learning:

- Science Inquiry Skills
- Science as a Human Endeavour
- Science Understanding

The topics for stage 2 Biology are:

- Topic 1: DNA and Proteins
- Topic 2: Cells as the Basis of Life
- Topic 3: Homeostasis
- Topic 4: Evolution

Students study all four topics. The topics can be sequenced and structured to suit individual groups of students.

Assessment

The assessment of this subject is in two parts, made up of three assessment components:

School Assessment 70%

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

External Assessment 30%

- Examination (30%)

Students provide evidence of their learning through seven assessments, including the external assessment component.

Students complete:

- At least 1 x Practical Investigation
- 1 x Investigation with a focus on Science as a Human

Endeavour

- At least 3 x Skills and Applications Tasks
- 1 x examination

Relationship To Further Study

Essential pre-requisite for only a few Tertiary courses. Would provide a good preparatory course for many Science/Medical based tertiary courses.

STAGE 1 CHEMISTRY

Length of Course: Full year (20 credits)

Prerequisites

Completion of Year 10 Science with a C grade or above.

Course Description

Stage 1 Chemistry has three interrelated strands; Science Inquiry Skills, Science as a Human Endeavour, and Science Understanding.

Students develop and extend their understanding of the physical world, the interaction of human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies. Students consider examples 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. The study of Chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes:

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

Assessment

At Stage 1, assessment is school based. Assessment tasks include:

- Assessment Type 1: Investigations Folio 50%
- Assessment Type 2: Skills and Applications Tasks 50%

For each semester, students complete four assessments (each with a weighting of at least 20%). Students complete:

- Practical Investigations
- Science as a Human Endeavour investigations
- Skills and Applications tasks

Relationship To Further Study

A full year course prepares students for Stage 2 Chemistry.

STAGE 2 NUTRITION (STUDIED IN YEAR 11)

Length of Course: Full year (20 credits)

Prerequisites

Completion of the Year 10 Science course with an overall A or B grade in the Semester 1 and Semester 2 exams.

Course Description

Nutrition is a science which immerses students in the fundamentals of human nutrition, physiology and health and promotes investigation of current and emerging trends. It is the study of dietary, lifestyle, and healthy eating patterns with specific focus on nutrients in food, how the body uses nutrients, and the relationship between diet, health, and disease. A deep understanding of nutrients enables students to analyse diets that improve health outcomes for individuals, community groups, and/or society.

Students examine economic, cultural, and ethical influences on food selection and explore the link between food systems, environmental impacts, and food sustainability. They develop an understanding of food quality standards, marketing of food, and food availability to recommend actions or develop arguments about future food needs and food ethics.

Students have opportunities to investigate contemporary issues of global and local food trends, advances in technology, and the development of new foods and food packaging. These issues will affect the future health and nutrition of populations.

Topics include:

- Topic 1: Principles of nutrition, physiology and health
- Topic 2: Health promotion and emerging trends
- Topic 3: Sustainable food systems

Assessment

Students will be required to complete:

Investigations Folio 30%

- • 1 x Design Practical Investigation
- • 1 x Science as a Human Endeavour (SHE) Essay

Skills and Application Tasks 40%

- • 1 x Case Study
- • 2 x Tests

Examination 30%

Relationship To Further Study

This course prepares students for further study in Stage 2 Sciences (Psychology, Chemistry, Physics, Biology) that encompass similar assessment types, particularly the demands of the end of year examination. This course will also enable students to further study at a tertiary level in Health Science/ Nutrition/Dietican courses.

STAGE 1 PHYSICS

Length of Course: Full year (20 credits)

Prerequisites

Completion of Year 10 Science, with C grade or above.

Course Description

The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them.

The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.

By studying Physics, students understand 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. Content includes:

- Linear Motion and Forces
- Electric Circuits
- Waves
- Heat
- Energy and Momentum
- Nuclear Models and Radioactivity

Over the year, students study all six of the above topics.

Students must study Physics as a 20 credit subject in order to continue with it in Stage 2.

Assessment

For a 20 credit subject, the school assessment consists of:

- Practical Investigations 25%
- Science as a Human Endeavour Reports 25%
- Skills and Applications tasks 50%

Relationship To Further Study

This course prepares students for Stage 2 Physics.

STAGE 1 PSYCHOLOGY

Length of Course: 1 Semester (10 credits)

Prerequisites

Completion of Year 10 Science, with C grade or above.

Course Description

Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It does this through the systematic study of behaviour, the processes that underlie it, and the factors that influence it.

Through such study, students come to better understand themselves and their social worlds. A 10 credit subject at Stage 1 consists of the compulsory topic 'Introduction to Psychology' and two optional topics chosen to introduce students to the different levels of explanation of behaviour.

The optional topics are:
- Cognitive Psychology
- Neuropsychology
- Lifespan Psychology
- Emotion
- Psychological Wellbeing
- Psychology in Context

Assessment

Each student will complete:

Folio 50%
- Group Investigation (25%)
- Issues Investigation (25%)

Skills and Applications Tasks 50%
- Skills and Applications Tasks 1 (25%)
- Skills and Applications Tasks 2 (25%)

Relationship To Further Study

This course prepares students for studying Stage 2 Psychology.

Year 11 Technologies

STAGE 2 INFORMATION PROCESSING & PUBLISHING (STUDIED IN YEAR 11)

Full year (20 credits)

Prerequisites

Satisfactory completion of Stage 1 Information Processing & Publishing.

Course Description

Information Processing and Publishing focuses on the application of practical skills to provide creative solutions to text-based communication tasks. Students create both hard copy and electronic text-based publications and evaluate the development process. They use technology to design and implement information processing solutions and identify, choose and use the appropriate computer hardware and software to process, manage and communicate information a range of contexts.

Stage 2 Information Processing and Publishing may consist of the following four focus areas:
- Desktop Publishing
- Electronic Publishing
- Personal Documents
- Business Documents

Assessment

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

School Assessment (70%)
- Practical Skills (40%)
- Issues Analysis (30%)

External Assessment (30%)
- Product and Documentation (30%)

There is no examination.

Information On The External Assessment

Product and Documentation
Students undertake one product and documentation assessment that may come from one focus area or the integration of two focus areas.

Students complete, for an identified audience, a text-based product that demonstrates understanding and use of the four parts of the design process: investigating, devising, producing, and evaluating.

The use of automated publishing software or supplied templates is not recommended.

There must be adequate text to demonstrate use of design elements. The designing process must be covered in separate documentation, of up to a maximum of 1500 words, which must be submitted with the completed product.

The Product and Documentation is double marked, firstly by the student's teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the Product.

Relationship To Further Study

Further study in Technology courses at the tertiary level and Certificate, Diploma and Degree courses are available through TAFE.

STAGE 1 DESIGN, TECHNOLOGY & ENGINEERING (PHOTOGRAPHY)

1 Semester (10 credits)

Prerequisites

Satisfactory completion of Year 10 Design Technology (Photography)

Course Description

Students build on the skills developed in Year 10 Photography. This subject provides a flexile framework that encourages students to be creative, innovative and enterprising within a chosen photographic context.

A photography style and subject matter of interest are selected by students. Using a design thinking process, they explore design concepts and identify a desired outcome, Examples include, but are not limited to, street, nature, architectural, sports, wildlife, product, food and conceptual photography. Two specialized skills tasks are completed by students selecting two photography skills required to achieve their desired outcome. They plan and undertake photoshoots while considering ethical, legal and sustainability issues, Throughout the design process, students document technical challenges, post-process their images and evaluate the success of their outcome.

All assessment tasks are multimodal, with no written examinations or formal tests.

Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- 2 x Specialised Skills Tasks
- 1 x Design Process Task
- 1 x Solution Evaluation Task

Relationship To Further Study

This course prepares students for studying Stage 2 Design, Technology & Engineering (Photography)

STAGE 1 DESIGN, TECHNOLOGY & ENGINEERING (ARCHITECTURE)

1 Semester (10 credits)

Prerequisites

Satisfactory completion of Year 9 Design Technology (Architecture) and/or satisfactory completion of Year 10 Innovation & Future Design with an architecture focus.

Course Description

Students apply architectural design principles to develop innovation solutions that respond to the needs of a specific site. Using the Design, Technology and Engineering design and realisation process, students investigate, analyse, develop and communicate architectural concepts.

Existing architectural solutions are investigated, site constraints and opportunities are analysed and how design decisions influence functionality, aesthetics, sustainability, accessibility and user experience are explored. Projects involve aspects of the College which could be redesigned or transformed.

Architectural concepts are developed and communicated through sketches, mood boards, floor plans, elevations, three-dimensional models and computer-aided design (CAD). Throughout the design process, students also explore ethical, legal, economic and sustainability considerations.

The characteristics and suitability of building materials and construction methods are investigated, as well as the exploration of ethical, legal, economic and sustainability considerations.

Students evaluate the effectiveness of their architectural solution against design specifications. They communicate their learning through multimodal presentations and maintain evidence of the design and realisation process throughout the year.

Assessment

All assessment tasks are multimodal with no written examinations.

- 2 x Specialised Skills Tasks
- 1 x Design Development Task
- 1 x Solution Realisation Task

Relationship To Further Study

This course prepares students for studying Stage 2 Design, Technology & Engineering (Architecture).

STAGE 1 DESIGN, TECHNOLOGY & ENGINEERING (FOOD PRODUCT DESIGN)

1 Semester (10 credits)

Prerequisites

Nil

Course Description

Students explore food as a context for design and innovation, this subject provides a flexible framework that encourages students to be creative, innovative and enterprising in the development of a food product.

A food product of interest is identified by students and using a design thinking process, they explore design concepts to establish a desired outcome. Examples include, but are not limited to, desserts, baked goods, cultural foods, cafe style products and specialised dietary foods.

Students select two food preparation or presentation skills required to achieve their desired outcome and complete two specialised skills tasks. They research ingredients, techniques and food technologies while considering ethical, legal, sustainability and food safety requirements.

Throughout the design process, students document technical challenges, trial and refine ideals, evaluate the effectiveness of their food product and communicate the success of their outcome.

This subject focuses on designing, developing and evaluating a food product rather than preparing food in every lesson. It is not a Home Economics course. Practical food preparation occurs when required to support the design process and assessment tasks. Food preparation may be required out of school hours and may need to be recorded.

Assessment

All assessment tasks are multimodal with no written examinations or formal tests.

- 2 x Specialised Skills Tasks
- 1 x Design Process Task
- 1 x Solution Evaluation Task

Relationship To Further Study

This course prepares students for studying Stage 2 Design, Technology & Engineering pathways.

STAGE 1 DIGITAL TECHNOLOGIES (PROGRAMMING)

1 Semester (10 credits)

Prerequisites

Nil.

Course Description

Students explore how digital technologies can be used to solve real-world problems. This subject provides a flexible framework that encourages students to be creative, innovative and enterprising in the design and development of digital solutions.

A problem of interest is identified by students and computational thinking is used to investigate existing solutions, analyse user needs and design a digital solution. Examples include, but are not limited to, canteen ordering applications, study and organisational tools, College event applications, student wellbeing trackers, educational games and role playing game companion applications.

A design process to plan, develop, test and refine their digital solution is applied by students. Throughout development, they use programming skills to create functional prototypes while documenting technical challenges, modifications and improvements made across multiple iterations.

Ethical considerations associated with digital technologies are explored, including data collection, privacy, security, accessibility and the impact of digital solutions on individuals and communities. They evaluate the effectiveness of their final solution and communicate their learning through multimodal presentations.

Assessment

All assessment tasks are multimodal with no written examinations or formal tests.

- 2 x Project Skills Tasks
- 1 x Collaborative Digital Solution Project
- 1 x Individual Digital Solution

Relationship To Further Study

This course provides a strong foundation for Stage 2 Digital Technologies.

Year 12 The Arts

STAGE 2 VISUAL ARTS

Full year (20 credits)

Prerequisites

Successful completion of Stage 1 Art or Design with a pass grade in all writen assessment tasks.

Course Description

Stage 2 Visual Arts can be studied as a 20 credit subject. Students enrol in Visual Arts - Art or Visual Arts - Design.

For 20 credit programs, with a focus on either Art or Design, the following three areas of study are covered:

1. Visual Thinking
2. Practical Resolution
3. Visual Arts in Context

Assessment

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

School-based Assessment 70%

- Folio (30%)
  Includes all developmental work completed in developing practical work.
- Practical (40%)
  The resolved visual artwork supported with a personal statement.

External Assessment 30%

- Visual Study (30%)
  A practical exploration and experimentation with styles, ideas, concepts, media/materials, methods/techniques and technologies.

A copy of the student's school-based assessments must be kept at the school for moderation purposes.

STAGE 2 DRAMA

Length of Course: Full year (20 credits)

Prerequisites

Successful completion of SACE Stage 1 Drama in Year 11. In all cases it is a requirement to have a recommendation from the Year 11 teacher of the preceding year.

In exceptional circumstances, students of proven ability may be accepted into Year 12 Drama without having studied the subject at Year 11 level. In such cases, students will have proven their ability and commitment through involvement in co-curricular productions.

The expectation is that there will be rehearsals after school hours and on weekends. Recommendations are based on successful completion of Stage 1 Drama.

Course Description

In Stage 2 Drama, students are expected to apply knowledge learned within the course to conceive, develop, create, interpret, evaluate and present dramatic works. They need to communicate and articulate their ideas to an audience through a variety of forms and methods, and they must work both independently and collaboratively to achieve these aims.

Assessment

In the two areas of study, 'Company and Production' and 'Exploration and Vision', students draw links between theory and practice through exploration, taking informed artistic risks, and practical experimentation. They create drama from ideas and theoretical foundations, and by experimenting with concepts, processes, aesthetics, and the application of skills. Students assume dramatic roles and explore and analyse ideas, forms, conventions, styles, and innovations.
They reflect on their own and others' dramatic ideas and products, and analyse and evaluate dramatic choices.

School Assessment 70%

- Assessment Type 1: Group Production (40%)
- Assessment Type 2: Evaluation and Creativity (30%)

External Assessment 30%

- Assessment Type 3: Creative Presentation (30%)

Further details of assessment components are available from the SACE Board website www.sace.sa.edu.au

Relationship To Further Study

Students studying Drama develop skills that can be used across vast employment fields. Skills in communication, empathy, cooperation and confidence can be applied across all areas of the workforce.

STAGE 2 MUSIC - MUSIC EXPLORATIONS

Length of Course: Full year (20 credits)

Prerequisites

Experience and interest in creating music through notation and production software is recommended. Explorations may otherwise centre around a particular area of interest such as Music Industry pathways or special performance. Stage 1 Music Experience will provide sufficient background knowledge and skills.

Course Description

Students explore an area of musical interest that is directly applicable to their intended vocation, further study, or recreation. They develop skills in negotiating, planning, structuring, developing, and evaluating their learning. Musical Literacy is developed throughout the course, with students presenting their comparative analysis, critique of live performance and original melodies. The course consists of 3 strands; understanding music, creating music and responding to music.

Assessment

Stage 1 assessment is school based. Evidence of student learning will be assessed through the following assessment types:

Assessment Type 1: Musical Literacy 30%
A set of three tasks including the composition of an original melody, and two analytical responses. Together, the musical literacy tasks should be to a maximum of 12 minutes if presented orally, 2,000 words if written, or equivalent in multimodal form.

Assessment Type 2: Explorations 40%
Students provide evidence of their learning in a portfolio that comprises a presentation of a set of short performances, compositions, arrangements and/or other musical products of between 8-10 minutes duration. Accompanying the portfolio is a commentary of 1,000 words if written, 6 minutes if oral or the equivalent in multimodal form.

Assessment Type 3: Creative Connections 30% (externally assessed)
Students present or perform a final creative work of between 6-8 minutes. This may be a performance, a composition, arrangement or other musical product. Students engage in a discussion of that work in oral or multimodal form, to a maximum of 7 minutes.

STAGE 2 MUSIC - MUSIC STUDIES

Length of Course: Full year (20 credits)

Prerequisites

Four years of music theory study is recommended. Theory content includes (but is not limited to): Major scales and natural, harmonic and melodic minor scales, diatonic triads, basic harmony, transposition, basic arranging, intervals, rhythmic dictation and the basics of music technology. Stage 1 Music Advanced program or equivalent AMEB theory grade will provide sufficient background knowledge.

Course Description

Students develop, synthesize and apply their musical literacy skills and express their musical ideas through responding to their own works, interpreting musical works and/or manipulating musical elements. The course involves sitting an examination and presenting original arrangements and compositions. The course consists of three strands: understanding music, creating music and responding to music.

Assessment

Assessment Type 1: Creative Works 40%
Students present a portfolio consisting of creative works selected from solo performance, ensemble performance, compositions and/or arrangements as well as a creator's statement reflecting on these works.

Assessment Type 2: Musical Literacy 30%
Students complete three musical literacy tasks that allow the student to manipulate musical elements, apply and refine their musical literacy skills, aural perception and notation. Students also deconstruct and analyze musical works and styles.

Assessment Type 3: Examination 30% (externally assessed)
Students complete a 2 hour examination in which they apply their knowledge and understanding of musical elements and their musicianship skills in creative and innovative ways including deconstructing, analyzing and interpreting musical works. Students also manipulate musical elements in the synthesis and expression of musical styles and musical literacy.

STAGE 2 MUSIC - ENSEMBLE PERFORMANCE

Length of Course: 1 Semester (10 credits)

Prerequisites

Two or more years of dedication to a College ensemble such as Concert Orchestra or Choir is recommended. Skills as an instrumentalist or vocalist should meet an approved standard and the Stage 1 Music Teacher can advise eligibility..

Course Description

This subject develops students' performance skills on an instrument or voice within a group. Students demonstrate Musicianship, technical proficiency and the ability to interact musically with others, performing a range of works that engage an audience.

Assessment

Each assessment type involves performance of 6-8 minutes of duration and part-testing of 2 minutes duration. Repertoire is not to be repeated in more than one assessment. The performances are presented live and recorded.

Assessment Type 1: Performance 30%
A performance including part-testing of an additional 2 minutes duration.

Assessment Type 2: Performance and discussion 40%
A performance and an individual discussion of up to 4 minutes orally or 800 words if written, dem their understanding of musicianship of the music presented and critique their strategies employed in both rehearsal and performance.

Assessment Type 3: Performance Portfolio 30% (externally assessed)
A performance and an individual discussion of up to 3 minutes orally, or 500 words written as an individual evaluation of their learning journey.

Year 12 English

STAGE 2 ENGLISH

Length of Course: Full year (20 credits)

Prerequisites

Stage 1 English or Stage 1 Pre-English Literary Studies with a B grade or higher in both semesters.

Course Description

The content includes:

- Responding to Texts
- Creating Texts

In Stage 2 English students read and view a range of texts, including texts created by Australian authors. In comparing texts students analyse the relationships between language and stylistic features, text types, and contexts. Recognising and analysing the language and stylistic features and conventions of text types in literary and everyday texts influences interpretation. Through close study of texts, students explore relationships between content and perspectives and the text and its context.

In the study of English, students extend their experience of language and explore their ideas through creating their own texts, and reading and viewing the texts of others. Students consider the powerful role that language plays in communication between individuals, groups, organisations, and societies. There is a focus on ways in which language defines, shapes, and reflects relationships between people.

Students appreciate how clear and effective writing and speaking displays a depth of understanding, engagement, and imagination for a range of purposes, audiences, and contexts.

Assessment

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

School-based Assessment 70%

- Assessment Type 1: Responding to Texts (30%)
- Assessment Type 2: Creating Texts (40%)

External Assessment 30%

- Assessment Type 3: Comparative Analysis (30%)

For a 20 credit subject, students should provide evidence of their learning through eight assessments, including the external assessment component.

Students complete:

- 2-3 x responses to texts
- 3-4 x created texts
- 1 x comparative analysis

STAGE 2 ENGLISH ESSENTIAL

Length of Course: Full year (20 credits)

Prerequisites

SACE C grade or higher in Stage 1 English, Stage 1 EAL or Stage 1 English - Essential.

Course Description

In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts.

Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

The content includes:
- Responding to Texts
- Creating Texts
- Language Study

Students connect with other people in many ways, using a variety of forms for different purposes. Decisions about the content of the teaching and learning program centre on ways in which students use language to establish and maintain effective connections and interactions with people in one or more contexts. A context may be local, national, or international, and may be accessed in person or online.

The specific contexts chosen for study may be social, cultural, community, workplace, and/or imagined. The texts and contexts may be negotiated with the students, and there may be a focus on different contexts and/or texts within any class group.

Where possible, the student's own views, opinions and interests form the basis of the tasks undertaken in class. In this way it is hoped students will be more invested in the work at hand.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 English - Essential:

School-based Assessment 70%
- Assessment Type 1: Responding to Texts (30%)
- Assessment Type 2: Creating Texts (40%)

External Assessment 30%
- Assessment Type 3: Language Study (30%)

Students provide evidence of their learning through seven assessments, including the external assessment component.

Students complete:
- 2-3 x assessments for responding to texts
- 2-3 x assessments for creating texts
- 1 x language study

STAGE 2 ENGLISH LITERARY STUDIES

Length of Course: Full year (20 credits)

Prerequisites

B grade or higher in Stage 1 Pre-English Literary Studies

Course Description

Stage 2 English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts.

English Literary Studies focuses on ways in which literary texts represent culture and identity, and on the dynamic relationship between authors, texts, audiences, and contexts. Students develop an understanding of the power of language to represent ideas, events, and people in particular ways and of how texts challenge or support cultural perceptions.

Students produce responses that show the depth and clarity of their understanding. They extend their ability to sustain a reasoned critical argument by developing strategies that allow them to weigh alternative opinions against each other. By focusing on the creativity and craft of the authors, students develop strategies to enhance their own skills in creating texts and put into practice the techniques they have observed.

Assessment

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

School-based Assessment 70%
- • Assessment Type 1: Responding to Texts (50%)
- • Assessment Type 2: Creating Texts (20%)

External Assessment 30%
- Assessment Type 3: Text Study (30%)
  - PART A: Comparative Text Study (15%)
  - PART B: Critical Reading Exam (15%)

Students provide evidence of their learning through up to nine assessments, including the external assessment component. Students complete:
- Up to 5 x responses to texts
- 2 x created texts
- 2 x tasks for the external study (1 x comparative text study and 1 x critical reading exam).

Year 12 Flexible Learning

STAGE 2 COMMUNITY STUDIES A

Length of Course: 1 Semester (10 credits) or full year (20 credits)

Prerequisites

Students may have studied a subject at Year 10 or Year 11 level that is related to the particular Community Studies unit(s) they wish to undertake; however, this is not a requirement. Usually a student will have a personal interest or skill they wish to study or extend through an in-depth investigation of a community based activity.

Course Description

Stage 2 Community Studies can be studied as a 10 credit or 20 credit subject in one or more of the six areas of study. Students can take more than one 20 credit subject but an area of study may only be used once. Their activity is required to be community based and an expectation of ongoing interaction with the community outside of the school. This activity may be based on a current skill or interest or an area the student wishes to find out more about.

Students prepare a contract of work to develop a community activity from the following six areas of study:

- Arts and the Community
- Communication and the Community
- Foods and the Community
- Health, Recreation, and the Community
- Science, Technology and the Community
- Work and the Community

Assessment

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

School-based Assessment 70%

- Contract of Work
- Folio
- Presentation

External Assessment 30%

- Reflection
  The reflection is a piece of writing up to a maximum of 500 words, or the equivalent in multimedia format, for a 10 credit subject; and up to a maximum of 1000 words, or equivalent in multimedia format for a 20 credit subject. After completing the community activity and receiving feedback from their community contact and others, students reflect on what they have learnt including the value of their community activity to themselves and to the community.

Relationship To Further Study

Community Studies A units can be counted towards SACE completion. They cannot be counted towards an ATAR.

STAGE 2 COMMUNITY CONNECTIONS

Length of Course: 1 Semester (10 credits) or full year (20 credits)

Prerequisites

Nil.

Course Description

Community Connections provides opportunities for success for students who have an interest in a particular SACE Stage 2 subject, but who choose to demonstrate their learning in alternate ways or through a personal connection with the subject area. The subject values the student's interests and strengths, enables curiosity, empowers them to become independent self directed learners who are willing to try different approaches in different contexts, and discover new ways of thinking and learning. Student agency is promoted when the student decides on which ideas, concepts, or areas of interest related to the Stage 2 subject they wish to explore.

Students may enrol in Community Connections from the beginning of the year or transfer their enrolment from the selected Stage 2 subject to Community Connections part way through the year. In either scenario, their learning is based on some of the learning requirements for the selected Stage 2 subject. Community Connections is a 10 credit subject or a 20 credit subject at Stage 2. Each individual program of learning is placed within one of the following four fields of study:

- Humanities and Social Sciences Connections
- STEM Connections
- Practical Connections
- Interdisciplinary Connections

Students base their learning on the knowledge, skills, and understanding of key elements/concepts described in a particular Stage 2 subject, and frame this learning within the most appropriate field of study. They also demonstrate their learning through a community application activity that is based on the selected subject.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Community Connections:

School-based Assessment 70%

- Assessment Type 1: Folio (50%)
- Assessment Type 2: Reflection (20%)

External Assessment 30%

- Assessment Type 3: Community Application Activity

For a 10-credit subject, students should provide evidence of their learning through the completion of at least two tasks in the folio; one reflection on their learning, and evidence of undertaking one community application activity. The community application activity should be a maximum of 750 words if written or a maximum of 5 minutes if oral, or the equivalent in multimodal form.

For a 20-credit subject, students should provide evidence of their learning through the completion of four tasks in the folio; one reflection on their learning, and evidence of undertaking one community application activity. The community application activity should be a maximum of 1500 words if written or a maximum of 9 minutes if oral, or the equivalent in multimodal form. As a guide, the student undertakes the community application activity in approximately 20 hours.

Year 12 Health and Physical Education

STAGE 2 WORKPLACE PRACTICES

Length of Course: Full year (20 credits)

Prerequisites

Nil.

Course Description

In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national, and global issues in an industry and workplace context. Students can undertake learning in the workplace where they develop and reflect on their capabilities, interests, and aspirations. The subject may include the undertaking of Vocational Education and Training (VET) as provided under the Australian Qualifications Framework (AQF).

There are three areas of study in this subject :

- Industry and Work Knowledge
- Vocational Learning
- Vocational Education and Training (VET)

Students must include Industry and Work Knowledge plus a combination of Vocational Learning and/or VET. For the Industry and Work Knowledge component, students undertaking Workplace Practices study three or more topics from the list below:

- Topic 1: Work in Australian Society
- Topic 2: The Changing Nature of Work
- Topic 3: Industrial Relations
- Topic 4: Finding Employment
- Topic 5: Negotiated Topic

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Physical Education:

School-based Assessment

- Folio 25%
- Performance 25%
- Reflection 20%

External Assessment

- Investigation 30%

The investigation may be either:

1. Practical Investigation: a practical investigation based on a product, task, or service in which they have been involved.
2. Issues Investigation: an investigation of a local, national, and/or global issue, culture or environment relating to the focus industry.

The report should be up to a maximum of 2000 words, if in written form, or the equivalent in other forms.

Relationship To Further Study

Students will be able to connect and build networks with organisations that can provide extended learning opportunities and support beyond Year 12. This may lead to a TAFE pathway or the opportunity to apply for an apprenticeship or traineeship.

STAGE 2 CHILD STUDIES

Length of Course: Full year (20 credits)

Prerequisites

Nil.

Course Description

Stage 2 Child Studies focuses on children's growth and development from conception to 8 years. Students critically examine attitudes and values about parenting/care-giving and gain an understanding of the growth and development of children. This subject enables students to develop a variety of research, management, and practical skills.

Childhood is a unique, intense period of growth and development. Children's lives are affected by their relationships with others; their intellectual, emotional, social, and physical growth; cultural, familial, and socio-economic circumstances; geographic location; and educational opportunities.

There are five areas of study in Stage 2 Child Studies. A 20 credit subject comprises all five areas of study:

- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Sociocultural Influences
- Technological Influences

Assessment

School Assessment 70%

- Assessment Type 1: Practical Activity (50%)
- Assessment Type 2: Group Activity (20%)

External Assessment 30%

- Assessment Type 3: Investigation (30%)

The investigation is presented as a maximum of 2000 words for a 20 credit subject. In undertaking the investigation, students:

- Identify a relevant contemporary issue related to the health and wellbeing of children and state this issue as a research question or hypothesis.
- Relate their investigation to an area of study and define the scope.
- Analyse information for relevance and appropriateness, and acknowledge sources appropriately.
- Evaluate the evidence, analyse findings and draw relevant conclusions.

For a 20 credit subject, students should provide evidence of their learning through six or seven assessments, including the external assessment component. Students undertake:

- At least 3 x Practical Activities
- At least 1 x Group Activity
- 1 x Investigation

Year 12 Humanities, Social Sciences and Business

STAGE 2 PHYSICAL EDUCATION

Length of Course: Full year (20 credits)

Prerequisites

Year 11 Physical Education

Course Description

Through Physical Education, students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. An integrated approach to learning in Physical Education promotes deep learning 'in, through, and about movement.

Stage 2 Physical Education has three focus areas:
Focus Area 1: In movement

- Application of energy sources affecting physical performance
- Application of the effects of training on physical performance
- How does biomechanics affect physical activity and movement
- Practical application of learning theories
- Psychology of sporting performance
- Analysis of movement concepts and strategies

Focus Area 2: Through movement

- Social psychology
- Psychology of sporting performance
- Barriers and enablers to physical activity

Focus Area 3: About movement

- Energy sources affecting physical performance
- Physiological factors affecting physical performance
- The effects of training on physical performance
- Technological developments in biomechanics
- Psychological motor-learning theories
- The learning process
- The learning journey

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Physical Education:

School Assessment 70%

- Assessment Type 1: Diagnostics (30%)
- Assessment Type 2: Improvement Analysis (40%)

External Assessment 30%

- Assessment Type 3: Group Dynamics (30%)

Students provide evidence of their learning through four assessments, including the external assessment component. Students undertake:

- 2 x Diagnostics tasks
- 1 x Improvement Analysis task
- 1 x Group Dynamics task

Relationship To Further Study

Bachelor of Applied Science (Human Movement)
Bachelor of Education: Junior Primary, Upper Primary or Lower Secondary (major in PE)
Bachelor of Health & Medical Sciences (Physiotheraphy, Speech Therapy, Occupational Therapy)
TAFE: Certificate IV in Fitness
Diploma in Sport (Coaching)
Diploma in Sport and Recreation

STAGE 2 ACCOUNTING

Length of Course: Full year (20 credits)

Prerequisites

A B grade in Stage 1 Accounting. If not completed in Year 11, please speak to Accounting teacher.

Course Description

In Stage 2 Accounting, students develop and extend their understanding of the underpinning accounting concepts and conventions used to understand and classify financial transactions within a business. Through the learning in the focus area of managing financial sustainability, students develop and apply their knowledge of accounting processes to prepare and report accounting information to meet stakeholder needs. Students transfer this knowledge to scenarios and consider the influence of local and global perspectives on accounting practices.

Stage 2 Accounting is a 20 credit subject structured around three focus areas:

- Understanding accounting concepts and conventions
- Managing financial sustainability
- Providing accounting advice

These focus areas provide real-world opportunities and environments in which students can develop, extend, and apply their skills, knowledge, understanding, and capabilities to study accounting practices in a range of enterprises, including, for example:

- Local, national, and multinational enterprises
- Small, medium, and large businesses
- Public–private partnerships
- Primary, secondary, and tertiary enterprises
- Online enterprises
- Not-for-profit organisations

Assessment

School Assessment 70%

- Accounting Concepts and Solutions 40%
  4 x Accounting Concepts and Solutions tasks. Several of these tasks will completed under timed test conditions.
- Accounting Advice 30%
  A major assignment in which students use business data to:
  - prepare forecasts (e.g. budgeted income statement, budgeted balance sheet, budgeted cash flow statement, and any other relevant accounting information)
  - analyse and interpret accounting information, such as undertaking break-even analysis, calculating and interpreting ratios, and analysing relevant industry benchmarks

External Assessment 30%

- Assessment Type 3:
  Examination; 130 minute duration (30%)

Students undertake a 130 minute examination that includes a range of problem questions; including short-answer and extended response. Problem questions integrate the key skills, knowledge, and understanding from all sections of the content with a focus on the knowledge, skills, applications, analysis, and interpretation involved in accounting practice.

Relationship To Further Study

Further study in Commerce, majoring in Accounting is available at universities in South Australia and Certificate, Diploma and Degree courses are available through TAFE. The courses provide valuable background for a number of related areas including: Accounting, Administrative Management, Business, Business Administration, Commerce, Commercial Law, Corporate Finance, International Finance, Human Resource Management, International Business, Management, Marketing, Property Management, Tourism, Hospitality Management, and much more.

STAGE 2 MODERN HISTORY

Length of Course: Full year (20 credits)

Prerequisites

B grade in Stage 1 History or English.

Course Description

In the study of Modern History at Stage 2, students investigate the growth of modern nations at a time of rapid global change. They engage in a study of one nation, and of interactions between or among nations. Students investigate the political and economic interactions of nations and the impact of these interactions on national, regional, and/or international development. They consider how some nations, including some emerging nations, have sought to impose their influence and power, and how others have sought to forge their own destiny.

Through their studies, students build their skills in historical method though inquiry, by examining and evaluating the nature of sources. This includes who wrote or recorded them, whose history they tell, whose stories are not included and why, and how technology is creating new ways in which histories can be conveyed. Students explore different interpretations, draw conclusions, and develop reasoned historical arguments.

In their study of a topic from 'Modern nations', students investigate the concepts of 'nation' and 'state', and the social, political, and economic changes that shaped the development of a selected nation. Through their study, they develop insights into the characteristics of modern nations, crises, and challenges that have confronted them, ways in which nations have dealt with internal divisions and external challenges, and the different paths that nations have taken.

In their study of a topic from 'The world since 1945', students investigate the political, social, and economic interactions among nations and states, and the impact of these interactions on national, regional, and/or international development. They consider how some emerging nations and states sought to impose their influence and power, and how others sought to forge their own destiny.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Modern History:

School Assessment 70%
- Historical Skills (50%)
- Historical Study (20%)

External Assessment 30%

Students provide evidence of their learning through 6 or

7 assessments, including the external assessment component. Students undertake:
- 4 or 5 historical skills assessments
- 1 historical study
- 1 examination

Relationship To Further Study

This subject provides the skill set to pursue a range of tertiary options ranging from Archaeology, Curatorial Studies, Secondary Education, Classics, Bachelor of International Relations and Bachelor of Arts.

STAGE 2 BUSINESS INNOVATION

Length of Course: Full year (20 credits)

Prerequisites

A B grade in Stage 1 Business Innovation. If not completed in Year 11, please discuss with the Business Innovation teacher.

Course Description

In Business Innovation, students develop the knowledge, skills, and understandings to engage in business contexts in the modern world. Students are immersed in the process of finding and solving customer problems or needs through design thinking and using assumption-based planning tools.

Students 'learn through doing' in Business Innovation, using design thinking. They learn in an environment in which risk is encouraged. Integral to this is the opportunity for students to work collaboratively in uncertain environments to identify problems or customer needs, generate and explore ideas and solutions, and make decisions based on incomplete information.

In Business Innovation students engage with complex, dynamic, real-world problems, to identify and design, test, iterate, and communicate viable business solutions.

Students consider the opportunities and challenges associated with start-up and existing businesses in the modern, connected world. They consider how digital and emerging technologies, including Artificial Intelligence (AI), may present opportunities to enhance business models and analyse the responsibilities and impacts of proposed business models on global and local communities.

Stage 2 Business Innovation is a 20 credit subject structured around three key contexts, of which two are explored:
- Designing business
- Sustaining business
- Transforming business

Assessment

School Assessment 70%
- Assessment Type 1: Business Skills (40%)
- Assessment Type 2: Business Model (30%)

External Assessment 30%
- Assessment Type 3: Business Plan and Pitch (30%)

Students should provide evidence of their learning through five assessments, including the external assessment component. Students undertake:
- 3 x Business Skills tasks
- 1 x Business Model
- 1 x Business Plan and Pitch

Relationship To Further Study

Further study in Business at the tertiary level and Certificate, Diploma and Degree courses are available through TAFE. The course provides valuable background for a number of related Business and Management areas.

STAGE 2 GEOGRAPHY

Length of Course: Full year (20 credits)

Prerequisites

A C grade in Stage 1 Geography, Science or English would be an advantage.

Course Description

Stage 2 Geography consists of the following content:

TRANSFORMING WORLD
Students study the following topics:

Theme 1: Environmental Change
- Topic 1: Ecosystems and People
- Topic 2: Climate Change

Theme 2: Social and Economic Change
- Topic 3: Population Change
- Topic 4: Globalisation
- Topic 5: Transforming Global Inequality

FIELD WORK
Students undertake independent fieldwork on a local topic or issue of personal interest. Students collect primary data using a wide range of fieldwork techniques, and develop their skills of geographical inquiry and analysis. Students use a range of graphical presentations to support their findings and conclusions. In preparation for their individual fieldwork, students will have opportunities as a class to carry out fieldwork in the local area, including North Adelaide and the metropolitan coast.

Assessment

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

School Assessment 70%
- Assessment Type 1:
  Geographical Skills and Applications (40%)
  1. 1 x task from Topic 2: Climate Change
  2. 1 x task from Topic 4: Globalisation
  3. 1 x task from Topic 5: Transforming Global Inequality
  4. 1 x task from any topic determined by the teacher
- Assessment Type 2: Fieldwork Report (30%)

External Assessment 30%
- Assessment Type 3: Examination (30%)
  Students undertake a two-hour (120 minute) electronic examination. Part A (50%) focuses on applying a range of skills to interpret written and visual material. Part B (50%) contains open-ended questions on Topics 1 and 3.

Relationship To Further Study

Further study in Geography at tertiary level is possible. This course provides valuable background for a number of related areas including Environmental Management, Urban Planning, Surveying, Architecture, Engineering, Meteorology, Statistics, Eco-Tourism, Tourism, Spatial Information Systems, Natural Resource Management, Law and Journalism.

STAGE 2 LEGAL STUDIES

Length of Course: Full year (20 credits)

Prerequisites

A B grade in Stage 1 Legal Studies. If Legal Studies was not completed in Year 11, please discuss with the Legal Studies teacher.

Course Description

The study of Legal Studies enables an understanding of the operation of the Australian legal system, its principles and processes and prepares students to be informed and articulate in matters of the Law and society. Law is intended to facilitate fairness, justice and harmony within communities.

Students will explore how laws constantly evolve in order to resolve tensions whilst also responding to changes in community values and circumstances.

Students will explore the 'big questions' by stimulating deep thinking and engagement, and for the consideration of a range of perspectives. They will be required to evaluate, analyse and apply contextually appropriate legal principles, processes, evidence and cases to demonstrate their arguments. Students will consider a range of perspectives to make recommendations for reforms to the legal system and laws.

Students will complete a study of focus areas 1 and 2 and one optional topic listed below:
- Focus Area 1: Sources of Law
- Focus Area 2: Dispute Resolution
- Optional Area 1: The Constitution
- Optional Area 2: When Rights Collide

Assessment

Assessment at Stage 2 Legal Studies consists of three components:

School Assessment 70%
- Assessment Type 1: Folio (40%)
- Assessment Type 2: Inquiry (30%)

External Assessment 30%
- Assessment Type 3: Examination (30%)
  The examination is divided into two parts:
  - Part A: Responses to Sources
  - Part B: Extended Response

The examination will be marked by external assessors with reference to the performance standards.

Relationship To Further Study

This course will enable students to complete further study at a tertiary level in Law and Commerce fields.

STAGE 2 SOCIETY AND CULTURE

Length of Course: Full year (20 credits)

Prerequisites

A C grade or better in any HASS/Business subject, or English.

Course Description

The social inquiry approach to learning forms the core of the study of Society and Culture. Students investigate and analyse different aspects of, and issues related to, contemporary societies and cultures, in local and global contexts. Students develop understanding of the nature and causes of social change and demonstrate knowledge of ways in which societies and cultures are connected and interdependent.

For the three Folio Type Assessments (AT1), the following topics have been selected from each of the three groups:

1. Group Topic 1: Culture
   The Material World
2. Group Topic 2: Contemporary Challenges
   Representation, Portrayals, and the narrative told of women in and through media
3. Group Topic 3: Global Issues
   A Question of Rights

For the two Interactive Type Assessments (AT2), the two topics are:

1. Lowering The Voting Age To 16-17 – Debate
   (Oral Presentation)
2. Leading A Social Action – Topic of choice
   (Small Group Activity)

Students can choose their topic for the External Assessment Type (AT3).st.

Assessment

Assessment in Society and Culture is school-based with an externally assessed investigation. The following assessment types enable students to demonstrate their learning:

School Assessment 70%

- Assessment Type 1: Folio (50%)
- Assessment Type 2: Interaction (20%)

External Assessment 30%

- Assessment Type 3: Examination (30%)

Relationship To Further Study

Students can gain entry to both University and TAFE courses upon successful completion of this course. The skills and understandings acquired and developed within this subject can also be used at Tertiary level across various courses.

Year 12 Languages Other Than English (LOTE)

St Dominic's Priory College values cultural diversity and encourages students to develop proficiency in reading, writing and speaking their mother tongue. While French, Italian and Vietnamese are the languages taught at the College, many other languages may be learnt through the School of Languages, Open Access College and Community Language Schools. Information about enrolling in these courses is available from the Director of Teaching and Learning.

STAGE 2 VIETNAMESE (CONTINUERS AND BACKGROUND SPEAKERS)

Length of Course: Full year (20 credits)

Prerequisites

A C grade in Stage 1 Vietnamese.

Course Description

Students explore a range of prescribed themes and topics from the perspectives of diverse individuals and groups in the Vietnamese-speaking communities and in their own community:

- The Individual
- Vietnamese-speaking communities
- The Changing World

There are four prescribed themes for Background Speakers:

- Economic Development and Social Change
- Vietnam and the World
- The Overseas Vietnamese Speaking Communities
- Vietnamese Arts in Contemporary Society

These themes have many prescribed topics and subtopics.
By exploring these, students:

- Learn about themselves
- Interact with others to exchange information, ideas, opinions, and experiences of Vietnamese in a variety of contexts.
- Create texts in Vietnamese to express information, feelings, ideas, and opinions for specific audiences, purposes and in different contexts.
- Analyse a range of texts in Vietnamese and interpret meaning
- Examine relationships between language, culture, and identity, and reflect on the way in which they influence communication.

Assessment

At Stage 2, students have a school-based assessment component and an external assessment component.

School Assessment 70%

- Assessment Type 1: Personal Folio (40%)
  - Interaction
  - Text Production
  - Text Analysis

  Students will undertake all three assessments for the folio at least once.
- Assessment Type 2: In-depth Study (30%)
  - An oral presentation in Vietnamese (3 to 5 minutes for Continuers; 7 minutes for Background Speakers)
  - A written response to the topic in Vietnamese (600 characters / 500 words for Continuers; 800 words for Background Speakers)
  - A reflective response in English (600 words or 5 to 7 minute multi-media presentation)

  Students will undertake all assessments for the In-depth study.

External Assessment 30%

- Assessment Type 3: Examination (30%)
  - An oral examination [8 to 10 minutes]
  - A written examination [120 minutes]
    - Section 1: Listening and Responding
    - Section 2: Reading and Responding
    - Section 3: Writing in Vietnamese.

Relationship To Further Study

Vietnamese is one of the most commonly spoken languages other than English in Australia. Students' learning is enriched from the learning of Vietnamese. The learning of language and culture opens pathways to enhance an understanding of cultural diversity and how this diversity contributes to the further development and enrichment of Australian society. It also contributes to the understanding and development of education, health, agriculture, the Arts, hospitality, tourism, commerce, and international relations.

In today's world, individuals with bilingual/multi-languages are highly valued and their expertise is recognised and opens pathways to employment by Governments and international agencies and corporations.

STAGE 2 FRENCH CONTINUERS

Length of Course: Full year (20 credits)

Prerequisites

A C grade in Stage 1 French.

Course Description

Students explore a range of prescribed themes and topics from the perspectives of diverse individuals and groups in the French-speaking communities and in their own community.

The prescribed themes are:
- The Individual
- French-speaking communities
- The Changing World

By exploring the above themes, students:
- Learn about themselves
- Interact with others to exchange information, ideas, opinions and experiences in French in a variety of contexts
- Create texts in French for specific audiences, purposes and contexts to express information, feelings, ideas and opinions
- Analyse a variety of texts in French to interpret meaning and explore features of content, context, structure and purpose
- Examine relationships between language, culture and identity and reflect on the ways in which culture influences communication
- Compare languages and how they work as a system, and develop their ability to move between French and English
- Use the skills of reading, viewing, listening and speaking to create and engage effectively with a range of texts in French

Assessment

Stage 2 French has a school-based assessment component and an external assessment component.

School Assessment 70%
- Assessment Type 1: Folio (40%)
    - Interaction
    - Text Production
    - Text Analysis

Students will undertake all three assessments for the folio at least once.
- Assessment Type 2: In-depth Study (30%)
    - An oral presentation in French (3 to 5 minutes)
    - A written response to the topic in French (500 words)
    - A reflective response in English (600 words or 5 to 7 minute multi-media presentation)

Students will undertake all assessments for the In-depth study.

External Assessment 30%
- Assessment Type 3: Examination (30%)
    - An oral examination [8 to 10 minutes]
    - A written examination [120 minutes]
        Section 1: Listening and Responding
        Section 2: Reading and Responding
        Section 3: Writing in French

Relationship To Further Study

French is a widely used language in Australia, spoken by a large percentage of French migrants. The study of French is also important for education and research purposes within the Arts, Design and Architecture, and Gastronomy fields.

French language skills are beneficial to students in the Tourism and Hospitality sector, supporting French tourism to Australia. In the present day global job market, individuals with the knowledge of a second language are highly valued and recognised by international agencies and corporations.

STAGE 2 ITALIAN CONTINUERS

Length of Course: Full year (20 credits)

Prerequisites

A C grade in Stage 1 Italian.

Course Description

Students explore a range of prescribed themes and topics from the perspectives of diverse individuals and groups in the Vietnamese-speaking communities and in their own community.

The prescribed themes are:
- The Individual
- Italian-speaking communities
- The Changing World

By exploring the above themes, students::
- Learn about themselves
- Interact with others to exchange information, ideas, opinions and experiences in Italian in a variety of
- contexts
- Create texts in Italian for specific audiences, purposes and contexts to express information, feelings, ideas and opinions
- Analyse a variety of texts in Italian to interpret meaning and explore features of content, context, structure and purpose
- Examine relationships between language, culture and identity and reflect on the ways in which culture influences communication
- Compare languages and how they work as a system, and develop their ability to move between Italian and English
- Use the skills of reading, viewing, listening and speaking to create and engage effectively with a range of texts in Italian

Assessment

Stage 2 Italian has a school-based assessment component and an external assessment component.

School Assessment 70%
- Assessment Type 1: Folio (40%)
    - Interaction
    - Text Production
    - Text Analysis

Students will undertake all three assessments for the folio at least once.
- Assessment Type 2: In-depth Study (30%)
    - An oral presentation in Italian (3 to 5 minutes)
    - A written response to the topic in Italian (500 words)
    - A reflective response in English (600 words or 5 to 7 minute multi-media presentation)

Students will undertake all assessments for the In-depth study.

External Assessment 30%
- Assessment Type 3: Examination (30%)
    - An oral examination [8 to 10 minutes]
    - A written examination [120 minutes]
        Section 1: Listening and Responding
        Section 2: Reading and Responding
        Section 3: Writing in Italian

Relationship To Further Study

Italian is a widely used language in Australia, spoken by a large percentage of Italian migrants. The study of Italian is also important for education and research purposes within the Arts, Design and Architecture, and Gastronomy fields.

Italian language skills are beneficial to students in the Tourism and Hospitality sector, supporting Italian tourism to Australia. In the present day global job market, individuals with the knowledge of a second language are highly valued and recognised by international agencies and corporations.

Year 12 Mathematics

STAGE 2 ESSENTIAL MATHEMATICS

Length of Course: Full year (20 credits)

Prerequisites

A minimum overall B grade in Stage 1 Essential Mathematics B and a minimum C grade in the Stage 1 Essential Mathematics B Exam, or a full year of Stage 1 General Mathematics.

Course Description

The topics in this course have applications in quantitative aspects of daily life as well as in work and VET or TAFE studies.

Topics covered may include:

- Measurement
- Scales, plans and models
- Statistics
- Investments and Loans
- Business Applications

Assessment

School Assessment 70%

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

  Moderation of the school based component of the assessment will involve submission of the entire Portfolio of assessment tasks for grade confirmation.

External Assessment 30%

- Examination (30%)

  The examination will be two hours in length and cover three topics only: Statistics, Measurement, and Investments and Loans.

Relationship To Further Study

This course content can lead to the world of community work and study of the Social Sciences. It is a useful background subject for students considering degrees where Mathematics is not a prerequisite, such as Journalism and Law.

STAGE 2 GENERAL MATHEMATICS

Length of Course: Full year (20 credits)

Prerequisites

A minimum overall B grade in Stage 1 General Mathematics B and a minimum C grade in the Stage 1 General Mathematics B Exam, or a full year of Stage 1 Mathematics A, B and C.

Course Description

The following five topics are studied in this course:.

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

Assessment

School Assessment 70%

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

  Moderation of the school based component of the assessment will involve submission of the entire Portfolio of assessment tasks for grade confirmation.

External Assessment 30%

- Examination (30%)
  The examination will be two hours in length and will cover only: Statistical, Financial and Discrete Models.

Relationship To Further Study

This course is intended to lead to tertiary studies in Accounting, Management, Health Sciences, Business, Psychology and the Social Sciences. It is a useful background subject for students considering degrees where Mathematics is not a prerequisite, such as Journalism and Law.

STAGE 2 MATHEMATICAL METHODS

Length of Course: Full year (20 credits)

Prerequisites

A minimum overall B grade in Stage 1 Mathematics B and C courses and a minimum B grade in the Stage 1 Mathematics B and C Exams..

Course Description

The following major topics are studied in this course:

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

Assessment

School Assessment 70%

- Skills and Applications Tasks (50%)
- Mathematical Investigation (20%)

  Moderation of the school component will involve submission of the entire Portfolio of assessment tasks for grade confirmation.

External Assessment 30%

- Examination (30%)

  The The examination will be two hours in length and will cover all six topics studied.

Relationship To Further Study

Mathematical Methods provides the foundation for further study in Mathematics, Economics, Computer Sciences, and the Sciences. It prepares students for courses and careers that may involve the use of statistics, such as Health or Social Sciences. When studied together with Stage 2 Specialist Mathematics, this subject can be a pathway to Engineering, Physical Science, and Laser Physics.

STAGE 2 SPECIALIST MATHEMATICS

Length of Course: Full year (20 credits)

Prerequisites

A minimum overall B grade in Stage 1 Mathematics B and C courses and a minimum B grade in the Stage 1 Mathematics B and C Exams.

Course Description

The following topics formulate this Stage 2 course:

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

Assessment

School Assessment 70%

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

  Moderation of the school based component of the assessment will involve submission of the entire Portfolio of assessment tasks for grade confirmation.

External Assessment 30%

- Examination (30%)
  The examination will be two hours in length and will cover all topics studied.

Relationship To Further Study

This subject leads to study in a range of tertiary courses such as Mathematical Sciences, Engineering, Computer Science, and Physical Sciences. Students envisaging careers in related fields are highly recommended to study this subject.

Year 12 Religion

All Year 12 students will be required to undertake the below Religious Education course that will run in Semester 1. This will not be worth SACE credits and so therefore cannot be used towards an ATAR score.

RELIGIOUS EDUCATION (COMPULSORY)

1 Semester to be studied in Semester 1

Prerequisites

Year 11 Religious Education

Course Description

This Religious Education course will be developed from the Made in the Image of God (MITIOG) Year 11 + 12 curriculum, a program grounded in a Catholic understanding of identity, relationships, and reproduction and reproductive health.

Assessment

Students will demonstrate evidence of their learning through a variety of formative modes during lessons at school.

STAGE 2 SPIRITUALITIES, RELIGION & MEANING

Full year (20 credits)

Prerequisites

Stage 1 Spiritualities, Religion & Meaning

Course Description

While their definitions are widely contested, spirituality and religion both invite engagement with the transcendent, and provide meaning, purpose, and a sense of belonging. Spiritualities and religions can inform an individual's identity, as well as their interconnection with creation.

In this subject, teachers and students use one or more 'big ideas' to frame inquiry questions; to explore issues, concepts, and ideas; and to reflect on personal and shared meaning within one or more spiritualities and/or religions. The 'big ideas' include the following:

- Growth, belonging and flourishing
- Community, justice and diversity
- Story, visions and futures
- Spiritualities, religions and ultimate questions
- Life, the universe and integral ecology
- Evil and suffering

At Stage 2, students engage in reflective analysis in response to stimuli such as guest speakers, documentaries, and excursions, contextualised by one of the six big ideas.

They explore a concept or issue from a spiritual and/or religious perspective and collaborate with others to apply their learning. They engage in reflective practice to evaluate their personal and shared actions

Assessment

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

- Assessment Type 1: Reflective Analysis
- Assessment Type 2: Connections
- Assessment Type 3: Transformative Action

Relationship To Further Study

Students can gain entry to both University and TAFE courses upon successful completion of this course. The skills and understandings acquired and developed within this subject can also be used at Tertiary level across various courses.

Year 12 Science

STAGE 2 BIOLOGY

Length of Course: Full year (20 credits)

Prerequisites

Knowledge of Stage 1 Biology preferred, but not essential.

Course Description

Students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes, through to macroscopic ecosystem dynamics. These investigations allow students to extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues and problems, and understand how biological science impacts on their lives, society, and the environment. They apply their understanding of the interconnectedness of biological systems to evaluate the impact of human activity on the natural world.

This course has three strands to be integrated throughout student learning:
- Science Inquiry Skills
- Science as a Human Endeavour
- Science Understanding

The topics for stage 2 Biology are:
- Topic 1: DNA and Proteins
- Topic 2: Cells as the Basis of Life
- Topic 3: Homeostasis
- Topic 4: Evolution

Students study all four topics. The topics can be sequenced and structured to suit individual groups of students.

Assessment

The assessment of this subject is in two parts, made up of three assessment components:

School Assessment 70%
- Investigations Folio (30%)
- Skills and Applications Tasks (40%)

External Assessment 30%
- Examination (30%))

Students provide evidence of their learning through seven assessments, including the external assessment component.

Students complete:
- At least 1 x Practical Investigation
- 1 x Investigation with a focus on Science as a Human Endeavour
- At least 3 x Skills and Applications Tasks
- 1 x examination

Relationship To Further Study

Essential pre-requisite for only a few Tertiary courses. Would provide a good preparatory course for many Science / Medical based tertiary courses.

STAGE 2 CHEMISTRY

Length of Course: Full year (20 credits)

Prerequisites

Completion of Stage 1 Chemistry with an achievement of an overall grade A or B, or through negotiation with the Science Coordinator.

Course Description

In the course students consider examples 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. The study of Chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and mprocesses.

Through the study of Chemistry, students develop the skills mthat enable them to be questioning, reflective, and critical thinkers; investigate and explain phenomena around them; and explore strategies and possible solutions to address major challenges now and in the future.

In Stage 2 Chemistry, students extend their skills, knowledge, and understanding of the three strands of science. The three strands of science integrated throughout student learning are:
- Science Inquiry Skills
- Science as a Human Endeavour
- Science Understanding

The topics for Stage 2 Chemistry are:
- Topic 1: Monitoring the Environment
- Topic 2: Managing Chemical Processes
- Topic 3: Organic and Biological Chemistry
- Topic 4: Managing Resources.

Students study all four topics.

Assessment

Students complete eight assessment tasks, including:

School Assessment 70%
- Investigations Folio (30%)
  - 2 x Practical Investigations
  - 1 x Science as a Human Endeavour investigation
- • 3 x Skills and Applications Tasks (40%)

  Moderation of the school based component of the assessment will involve submission of the entire Portfolio of assessment tasks for grade confirmation.

External Assessment 30%
- Examination [130 minutes] (30%)

Relationship To Further Study

This course will enable students to undertake further study at a tertiary level in the Science / Medical courses.

STAGE 2 PHYSICS

Length of Course: Full year (20 credits)

Prerequisites

Completion at Stage 1 with an achievement of an overall grade A or B, or through negotiation with the Science Coordinator. It is recommended that students should have also successfully completed Year 11 General Mathematics.

Course Description

This subject requires the interpretation of physical phenomena through a study of motion in two dimensions, electricity and magnetism, light and matter, and atoms and nuclei. Students apply knowledge to solve problems, develop experimental and investigation design skills, and communicate through practical and other learning activities. They gather evidence from experiments, and research and acquire new knowledge through their own investigations.

The topics in Stage 2 Physics provide the framework for developing integrated programs of learning through which students extend their 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 topics for Stage 2 Physics are:

- Topic 1: Motion and Relativity
- Topic 2: Electricity and Magnetism
- Topic 3: Light and Atoms.

Students study all three topics. The topics can be sequenced and structured to suit individual groups of students.

Assessment

The assessment of this course has two parts.

School Assessment 70%

- Investigations Folio
  1 x investigation 'Science as a Human Endeavour' (10%)
  1 x practical investigation (20%)
- 4 x Skills and Applications Tasks (40%)

External Assessment 30%

- Examination [2 hours] (30%)

Relationship To Further Study

Provides a pathway to further study in tertiary institutions and nationally accredited training packages, such as: General Construction, Applied Science, Architecture, Computing, Dentistry, Engineering, Medicine, Physiotherapy, Pharmacy, Science, etc.es.

STAGE 2 PSYCHOLOGY

Length of Course: Full year (20 credits)

Prerequisites

Stage 1 Psychology or Biology

Course Description

Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It also addresses the ways in which behaviour can be changed. It offers a means for making society more cohesive and equitable; that is , psychology offers ways of intervening to advance the wellbeing of individuals, groups and societies. However, every change also holds the possibility of harm. The ethics of research and intervention are therefore an integral part of psychology.

Students will undertake study across five main topics, including:

- Topic 1: Psychology of the Individual
- Topic 2: Psychological Health and Wellbeing
- Topic 3: Organisation Psychology
- Topic 4: Social Influence
- Topic 5: The Psychology of Learning.

Assessment

The assessment of this course has two parts.

School Assessment 70%

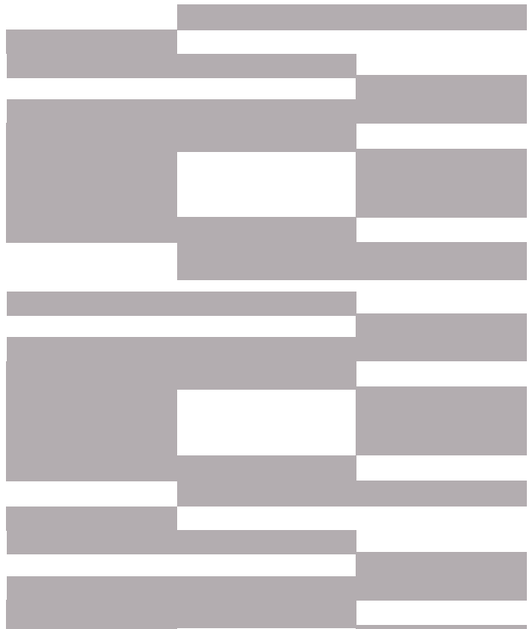
- Investigations Folio
  1 x investigation 'Science as a Human Endeavour' (10%)
  1 x psychological investigation (20%)
  3 x Skills and Applications Tasks (40%)

External Assessment 30%

- Examination [130 minutes] (30%)

Relationship To Further Study

This course will enable students to undertake further study at a tertiary level in Psychology.



Year 12 Technologies

STAGE 2 INFORMATION PROCESSING & PUBLISHING

Length of Course: Full year (20 credits)

Prerequisites

Satisfactory completion of Stage 1 Information Processing and Publishing.

Course Description

Information Processing and Publishing focuses on the application of practical skills to provide creative solutions to text-based communication tasks. Students create both hard copy and electronic text-based publications and evaluate the development process. They use technology to design and implement information processing solutions and identify, choose and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts.

Stage 2 Information Processing and Publishing may consistsof the following four focus areas::

- Desktop Publishing
- Electronic Publishing
- Personal Documents
- Business Documents

Assessment

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

School Assessment 70%

- Practical Skills (40%)
- Issues Analysis (30%)

External Assessment 30%

- Product and Documentation (30%)

There is no exam.

INFORMATION ON THE EXTERNAL ASSESSMENT
Product and Documentation

Students undertake one product and documentation assessment that may come from one focus area or the integration of two focus areas.

Students complete, for an identified audience, a text-based product that demonstrates understanding and use of the four parts of the design process: investigating, devising, producing, and evaluating.

The use of automated publishing software or supplied templates is not recommended.

There must be adequate text to demonstrate use of design elements. The designing process must be covered in separate documentation, of up to a maximum of 1500 words, which must be submitted with the completed product.

The Product and Documentation is double marked, firstly by the student's teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the Product.

Relationship To Further Study

Further study in Technology courses at the tertiary level and Certificate, Diploma and Degree courses are available through TAFE.

STAGE 2 DESIGN, TECHNOLOGY & ENGINEERING (PHOTOGRAPHY)

Length of Course: Full year (20 credits)

Prerequisites

Completion of Stage 1 Design, Technology & Engineering (Photography) or completion of Year 10 Design Technology (Photography)

Course Description

This course requires students to apply photographic design principles to create innovative solutions that respond to the needs of a client, audience or purpose. Using the Design, Technology and Engineering design and realisation process, students investigate, analyse, develop and communicate photographic concepts.

Students work with a client or identify a photographic purpose to develop a detailed design brief. They investigate existing photographic solutions, analyse audience needs and project requirements, and explore how photographic decisions influence communication, aesthetics, meaning and impact.

Using industry standard photographic processes and digital technologies, students develop and communicate photographic concepts through mood boards, planning documents, photoshoots and image editing software. Throughout the design process, students test and refine ideas in response to client feedback, technical challenges and project constraints.

Students investigate the characteristics and suitability of photographic equipment, techniques and post processing methods. They also explore ethical, legal, economic and sustainability considerations, including copyright, privacy, image manipulation, representation, commercial use of images and the environmental impact of photographic practices.

The effectiveness of photographic solutions against client requirements and design specifications are evaluated by students. They communicate their learning through multimodal presentations and maintain evidence of the design and realisation process throughout the year.

Assessment

All assessment tasks are multimodal with no written examinations.

- 2 x Specialised Skills Tasks (20%)
- 1 x Design Process and Solution (50%)
- 1 x Resource Study (External assessment) (30%)

Relationship To Further Study

This course prepares students for tertiary pathways in photography, media, visual communication, graphic design, marketing, digital content creation and related creative industries.

STAGE 2 DESIGN, TECHNOLOGY & ENGINEERING (ARCHITECTURE)

Length of Course: Full year (20 credits)

Prerequisites

Completion of Stage 1 Design, Technology & Engineering (Architecture)

Course Description

Architectural design principals to develop innovative solutions that respond to the needs of a client and a specific site are applied by students. Using the Design, Technology and Engineering design and realisation process, students investigate, analyse, develop and communicate architectural concepts.

Students work with a client to identify requirements and produce a detailed design brief. They investigate existing architectural solutions, analyse site constraint and opportunities and explore how design decisions influence functionality, aesthetics, sustainability, accessibility and user experience. Projects may include residential homes, renovations, educational facilities, community spaces or other client focused architectural designs.

Using industry standard design processes and digital technologies, students develop and communicate architectural concepts through sketches, mood boards, floor plans, elevations, three dimensional models and computer aided design (CAD). Throughout the design process, students test and refine ideas in response to client feedback, technical challenges and project constraints.

Students investigate the characteristics and suitability of building materials and construction methods. They also explore ethical, legal, economic and sustainability considerations, ncluding planning equirements, accessibility standards, environmental impact, energy efficiency and project costing.

The effectiveness of architectural solutions are evaluated

against client requirements and design specifications. Students communicate their learning through multimodal presentations and maintain evidence of the design and realisation process throughout the year.

Assessment

All assessment tasks are multimodal with no written examinations.

- 2 x Specialised Skills Tasks (20%)
- 1 x Design Process and Solution (50%)
- 1 x Resource Study (External assessment) (30%)

Relationship To Further Study

This course prepares students for tertiary pathways in architecture, interior architecture, construction management, urban planning, engineering, design and related built-environment disciplines.

STAGE 2 DIGITAL TECHNOLOGIES (PROGRAMMING)

Length of Course: Full year (20 credits)

Prerequisites

Stage 1 Digital Technologies (Programming) is recommended but not essential.

Course Description

Students explore how digital technologies can be used to solve complex real world problems. This subject provides a flexible framework that encourages students to be creative, innovative and enterprising in the design, development and evaluation of digital solutions. Students learn Python programming and develop graphical user interface (GUI) applications using Tkinter.

Through individual and collaborative projects, students identify problems of interest and use computational thinking to investigate existing solutions, analyse user needs and develop substantial digital solutions. Examples include, but are not limited to, educational applications, productivity tools and applications designed to support people in a range of occupations and industries.

Students apply a design process to plan, develop, test and refine their digital solutions. Throughout development, they use programming skills to create functional prototypes while documenting technical challenges, modifications and improvements made across multiple iterations.

Research into a digital technology issue of interest is undertaken and ethical considerations associated with digital technologies are investigated. Topics may include, but are not limited to, big data, artificial intelligence, robotics, drone surveillance, cybersecurity, social media and digital privacy.

Students also work collaboratively to analyse and interpret real world data sets and develop digital solutions that respond to identified problems or opportunities. Through these projects, students develop problem solving, project management, communication, data analysis and programming skills.

Assessment

All assessment tasks are multimodal, with no written examinations.

- 4 x Digital Projects (50%)
- 1 x Collaborative Digital Solution Project (20%)
- 1 x Individual Digital Solution (External Assessment) (30%)

Relationship To Further Study

This course provides pathways into computer science, software engineering, data science, cybersecurity, information technology, engineering and related technology fields.

Vocational Education and Training (VET)

What Is Vet?

Vocational Education and Training (VET) enables students to acquire skills and knowledge for work through a nationally recognised industry-developed training package or accredited course. VET is delivered, assessed, and certified by Registered Training Organisations (RTOs). Undertaking VET may benefit students' exploration of a variety of career pathways; it is not just reserved for a pathway within the trades (e.g. plumbing, automotive, and construction).

Why Study VET?

VET is an excellent choice for many students. It always includes practical, hands-on learning, and it can lead to employment in a variety of fields. Undertaking VET as part of the SACE enables students opportunities to develop practical skills relevant to industry and work, and is a great way to fast-track progress towards a rewarding career. Students can also develop capabilities and employability skills useful for their futures, such as communication, independence and time-management skills.

VET Offerings

Students can complete VET in a diverse range of fields, including aged care, animal studies, business, early childhood education, fitness, game design, hairdressing, hospitality, make up and skin care, or sport and recreation.

VET and SACE

As part of their SACE, students can complete vocational education and training (VET) that is within the AQF (Australian Qualifications Framework). The SACE Board's recognition arrangements enable students to build meaningful pathways in the SACE through VET.

The recognition arrangements for VET in the SACE include recognition of:

- completed qualifications
- partly completed qualifications (for which a student has completed one or more units of competency)
- skill sets.

How Is Vet Used, Calculated, And Converted Into SACE Credits?

For every 35 hours of successful VET training you complete towards a qualification or skill set, you can earn 5 credits towards your SACE. Therefore, for the completion of 70 nominal hours of VET, you can be awarded 10 credits, up to the maximum credit allocation, for the qualification or skill set you are undertaking.

VET FOR TERTIARY ENTRANCE[1]

VET can count towards tertiary entrance for university and TAFE. VET can be considered as Recognised Studies in the ATAR (Australian Tertiary Admission Rank) calculation. For completed VET to count as Recognised Studies, it must be:

- Certificate III level (or higher) in the AQF (Australian Quality Framework)
- Recognised in the SACE at Stage 2 for at least 10 credits.

Recognised Studies, including VET, can only count to a maximum of 20 credits in an ATAR. Students also need to satisfy all other university entrance criteria.

For information on the process for enrolment, cost, eligibility and dates, speak to the VET Coordinator.

For information on the process for enrolment, cost, eligibility and dates, speak to the Careers and VET Coordinator. Further information can also be found on the SACE mini site www.sace.sa.edu.au/web/vet

Expression of Interest and Enrolment Process

STEP 1: Lodge an Expression of Interest by collecting a form from the VET Coordinator. This can be done at any time during a semester. Expressions of Interest must be returned to the VET Coordinator by Week 2 of Term 4 for Semester 1 courses in the following year or by Week 2 of Term 2 for Semester 2 courses.

STEP 2: Enrolment packages will be distributed in Term 4 for Semester 1 courses in the following year, Term 2 for Semester 2 courses.

STEP 3: Enrolment packages must be returned with payment no later than Week 7 of Term 4 for Semester 1 courses in the following year, Week 4 Term 2 for Semester 2 courses.

STEP 4: Course dates, times, venues TBA.

STUDENTS WITH DIVERSE LEARNING NEEDS

Students with diverse learning needs are catered for in a number of ways. For students with diagnosed disabilities or identified with assessed individual needs, the College may arrange additional literacy and numeracy programs and negotiate curricula in partnership with the student's parents, as well as ensuring that special provisions for assessment are implemented following SACE guidelines.

Inclusive Education

The College's Inclusive Education model provides in-class support, small group instruction or 1:1 support, as required. The Inclusive Education Team places a strong emphasis on improving literacy and numeracy in the middle years, moving towards individual support and tutoring roles in the senior years. Within the mainstream classroom, subject teachers also differentiate the curriculum to enable students with identified learning difficulties to experience success.

Students with more complex learning profiles are catered for in a number of ways. For students diagnosed with disabilities, the College may negotiate curricula to meet their individual needs, as well as ensuring that special provisions for assessment, with SACE guidelines are implemented.

Interested parents are welcome to contact the Inclusive Education Coordinator for more information.

Literacy And Numeracy Intervention Programs

Multi-Lit Program

This program is offered to students who are identified as having difficulty with Literacy in their subjects. MultiLit is an intensive intervention that requires a student to have at least three 30-minute sessions per week 1:1 with a tutor, focusing on phonemic awareness, sight words, spelling, vocabulary, and reinforced reading. This highly effective program is run subject to the availability of teachers and volunteers who have received some instruction to deliver the MultiLit tutoring sessions. A small group version of this program (MacqLit) may also be available.

CARS AND STARS (ONLINE READING COMPREHENSION PROGRAM)

Selected students identified with reading comprehension difficulties undertake online instruction through Hawker Brownlow's CARS and STARS program. With teacher support and working at their own individual level and pace, students learn twelve reading comprehension strategies which aim to improve their capacity to understand and learn from what they are reading and access to subject curriculum.

ALTERNATIVE/INDIVIDUALISED + MATHS PROGRAM

There are many reasons why students come into the secondary school without mastery of key mathematical concepts required for numeracy success.

Maths Pathway is used as an alternative Maths program will be arranged if a student is not ready for Year Level Maths and needs to revisit key concepts. This is highly personalised and put in place in consultation with parents.

International and Immigrant Students

Special programs are run to help the students whom we welcome into our community from overseas to adjust to a new learning environment, and to address their individual learning needs.

The International Student Coordinator will oversee the learning needs of our international students.

RECOGNITION OF COMMUNITY BASED LEARNING

Community Learning

The SACE Board continues to recognise learning that happens in a range of community settings. SACE students can gain recognition for community learning in two ways:

1. Community-developed Programs through a current award or certificate of a community-developed program, such as those offered by the Royal Life Saving Society or the Duke of Edinburgh's Award
2. Self-directed Community Learning such as taking care of a family member, supporting a refugee family, or volunteering for a community project. To gain recognition for this kind of community learning, students need to show evidence about what they have learnt.

Community Developed Programs

Many community organisations develop and accredit their own programs, and many of these are eligible for recognition towards the SACE. Examples of such programs include Australian Music Examinations Board, the Duke of Edinburgh's Award, and the SA Country Fire Service. Students that have received an award or certificate from community organisations may be eligible for SACE credits.

Students can apply for a recognition of Communitydeveloped program by completing an application form and submitting the form to their school's SACE Coordinator.

The school's SACE Coordinator will send the completed application form and a copy of the original community certificate / award (from the recognised Communitydeveloped program) attached to the form to the SACE Board.

Self-Directed Programs

Self-directed Community Learning may be gained through learning experiences that do not follow a formal, accredited curriculum.

Individual students may participate in a range of programs or sets of activities that are not formally accredited. Examples of this type of learning include:

- Creating media productions (e.g. films, websites) outside school.
- Officiating at a series of sporting events.
- Performing in sport at an elite level.
- Planning and coordinating community or recreational events.
- Taking a leadership role in community land-care or conservation groups.
- Taking a leadership role in volunteer organisations.
- Teaching others specialised skills (e.g. dance).

The process for students to have their self-directed community learning considered for recognition as part of their SACE involves the student filing in an application and attending an interview.

At the interview the student provides evidence of her learning to a Community Learning Assessor(s). The Community Learning Assessor(s) will make notes, record the interview electronically, and make a written record of evidence. The assessment judgments about the evidence are made using the assessment criteria.

Community Development

This area of community learning is a result of activities or services in which a student's participation and collaboration with others benefits the local or broader community.

This learning may be the result of one-off or ongoing projects or activities undertaken individually or with government or non-government agencies. Examples of learning in this category are contributing to community projects or community arts programs, deepening one's learning about one's culture, and participating in government initiatives such as Youth Parliament or organisations such as Trees for Life.

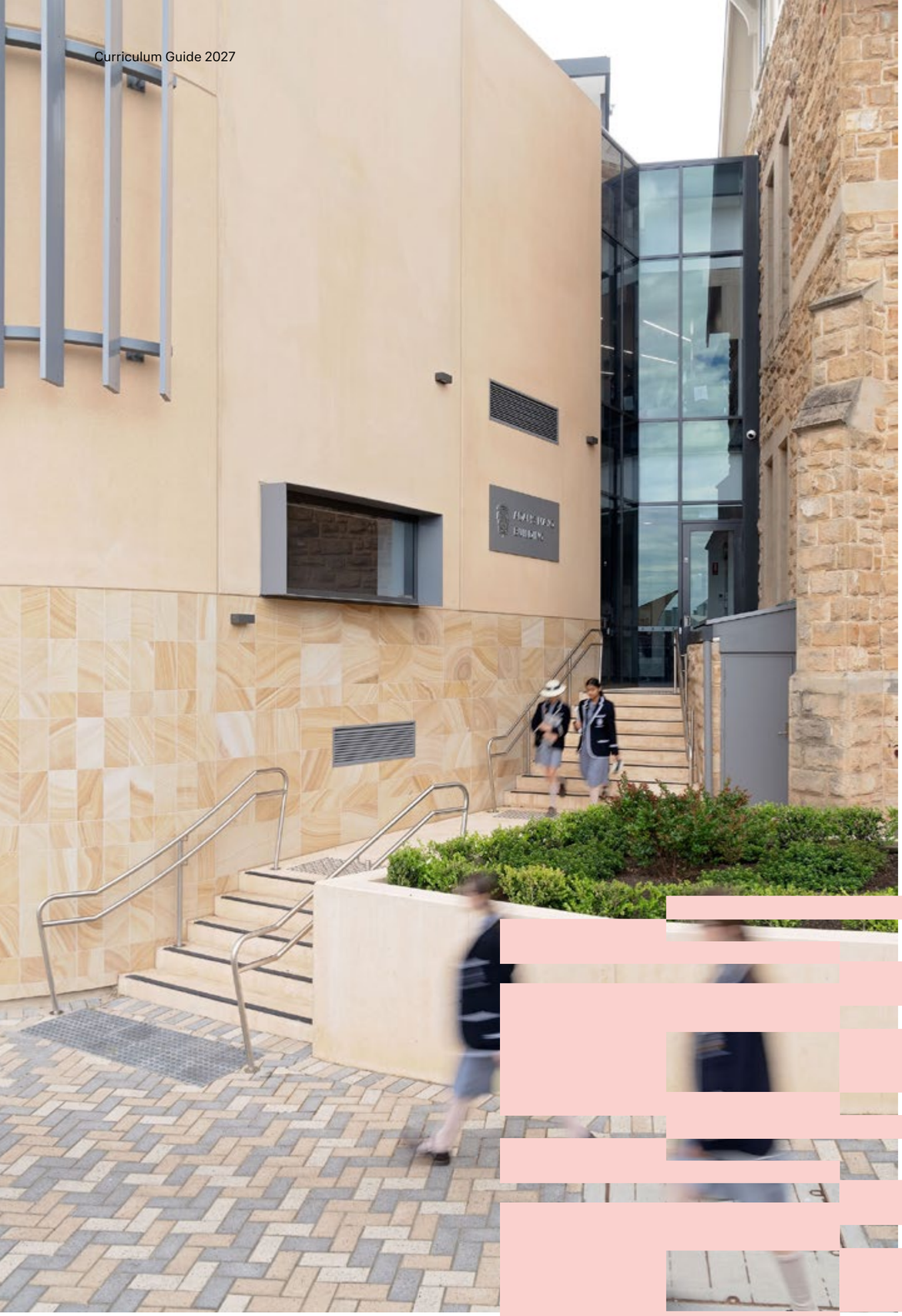
SACE Completion + Community Learning

Students can count up to 90 credits of Community Learning at Stage 1 and/or Stage 2 towards the completion requirements of the SACE.

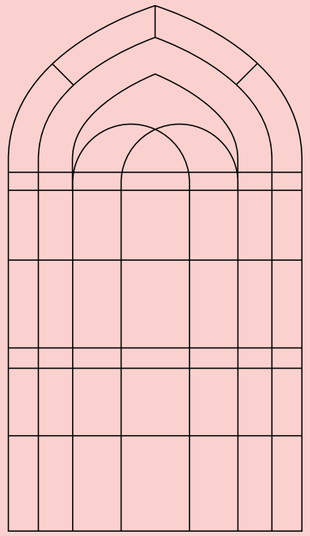
However, students cannot count the same community learning more than once towards SACE completion. For example, a student who has used part of the Queen's Guide Award in a SACE subject, such as Community Studies or Physical Education, cannot then count the same award as Community Learning.

If the student's application for recognition is approved, the results are reported on the SACE Record of Achievement as status 'Granted'. No grade or score is attached to the results for Community Learning. Students will be notified of the results in the same way and at the same time as they are notified of their results for all other subjects. This cannot be counted towards an Australian Tertiary Admissions Rank (ATAR).

For a full list of recognised community-developed programs, visit the SACE website: www.sace.sa.edu.au/ studying/ recognised-learning/community-learning



“Patience is the great thing you want.



Truth, it turns out, walks slowly - but it walks strongly.”

Mother Margaret Hallahan, OP (1802 – 1868)

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