



# O'LOUGHLIN CATHOLIC COLLEGE



## Senior Prospectus 2024

Offering holistic Catholic Education in a co-educational Year 7-12 environment

**Make us One in Christ with Hope, Faith and Love**

# CONTENTS

Principal’s Welcome .....	3
College Information .....	4
Technology.....	7
Academic Information & Reporting.....	8
Curriculum Overview.....	9
Northern Territory Certificate of Education and Training (NTCET).....	11
Subject Lists.....	13
Year 10 Subject List.....	13
Year 11 Subject List.....	14
Year 12 Subject List.....	15
Religion.....	16
Science.....	19
Mathematics.....	24
English & Humanities.....	30
Health & Physical Education.....	42
The Arts & Technology.....	48
Cross-Disciplinary .....	56

## A Message from the Principal Ms Megan Evans



Dear Parents and Caregivers,

Welcome to O'Loughlin Catholic College. Our College has a proud history of offering holistic Catholic Education in a co-educational Year 7-12 environment and I feel privileged to hold the position of Principal.

Our Vision of 'Make us One in Christ' with Hope, Faith and Love is at the forefront of all we do. Our College, named after Bishop John O'Loughlin, aims at developing a welcoming community for all and celebrates our Catholic identity through sacraments and liturgy.

We are a strong community that promotes and develops respectful and supportive relationships, which are essential to our collective and individual successes.

Academically, the College strives to cultivate intellectual values in a wide range of disciplines. We promote in students a sense of integrity, respect for truth, openness and positive virtues. We encourage and value excellence in all our endeavours.

We acknowledge the important role of parents in the education of their children and recognise the significance of a positive and active co-relation between home and school.

Please read through the Prospectus and peruse our website for further information. If you have any questions please contact the College on 8945 1277 or email [secretary.oloughlin@nt.catholic.edu.au](mailto:secretary.oloughlin@nt.catholic.edu.au).

Kind regards,

A handwritten signature in blue ink, appearing to read 'MEGAN EVANS', enclosed in a light blue rectangular box.

Megan Evans

# COLLEGE INFORMATION

## College Emblem and Vision

The College emblem is a circle representing our desire to achieve unity. The cross represents the love of Christ for each of us. The tongue of fire represents the Holy Spirit – the life force of our College.

**Make us one in Christ**

**With Hope**

*To nurture our potential*

**With Faith**

*To serve our community*

**With Love**

*honour all people*



## Our Mission

**At O'Loughlin Catholic College we aim to develop and nurture the Catholic tradition in our multicultural school community by:**

- Celebrating our Catholic identity through sacraments and liturgy.
- Developing a welcoming College community built on respectful relationships.
- Recognising, nurturing and celebrating the uniqueness of each individual.
- Endeavouring to facilitate each child's journey towards their potential through quality teaching and learning practices.
- Developing student leadership qualities by encouraging good citizenship.
- Encouraging awareness, understanding and an active engagement with issues of social justice.

## Pastoral Care

O'Loughlin Catholic College creates an environment where students feel supported, happy, connected and safe. O'Loughlin is an environment that encourages an increased level of accountability, responsibility and decision-making within the students and the community; and values and honours all as unique and special, especially in this important stage of physical, emotional, academic and spiritual development.

Pastoral care is student centred, using diverse and innovative pedagogies to both challenge and inspire. Great importance is placed on building relationships - between students and their peers, and between students and adults - that foster communication, respect, resilience and social competence. Thus pastoral care at the College, as a system, aims to ensure that the needs of the whole child are met. This system plays a vital role in developing the knowledge, understanding, skills, abilities and attitudes necessary for our students.

## Communication with Parents/Guardians

**Newsletter:** O’Loughlin Catholic College produces a newsletter twice a term. Newsletters are found on the College website. In addition, newsletters are emailed to all parents for their convenience.

**Website:** The College website is: [www.oloughlin.nt.edu.au](http://www.oloughlin.nt.edu.au) or like us on Facebook.

**Contacting Staff:** All staff can be contacted through our email system: teacher’s first name and then surname at our O’Loughlin Catholic College address *i.e.* [first.surname@nt.catholic.edu.au](mailto:first.surname@nt.catholic.edu.au) Alternatively, staff can be contacted through the front office on 08 8945 1277.

**SEQTA:** O’Loughlin Catholic College utilises the Learning Management System (LMS) SEQTA to keep parents involved in all aspects of their child’s education. Through the use of this LMS, parents can access their child’s information such as timetables, attendance records, school notices, course information, assessments and academic progress. Parents are also able to communicate with staff via a direct messaging service.

**Parents/guardians are an important part of O’Loughlin Catholic College’s Community. You are the primary influence in the life of your child and we, as a College, appreciate and encourage this involvement.**

## College Advisory Board

The College has a College Advisory Board (the Board) which advises the Principal. The Board and its various committees are made up of both elected and appointed parents, a parish priest and community representatives who have a particular expertise that contributes to the overall welfare of the College.

## Enrolment Procedure

The process of enrolment involves:

- a) the student making a serious commitment to secondary education.
- b) parents/guardians showing a willingness to assist and support the endeavours of the school, and
- c) signing a contract to support O’Loughlin Catholic College in providing an effective Catholic educational environment.

*Enrolment procedures are as follows:*

1. An “Application for Enrolment” form is completed in full by parents or guardians.
2. Upon receipt of the completed application form with all requested documents attached, including payment of the administration and assessment fee of \$160.00 (non-refundable), an interview for parents/guardians and the student will be arranged with one of the College Executive members.
3. Once interviews have been finalised, parents/guardians will be notified in writing with regards to the acceptance of their enrolment. Upon receiving an acceptance letter, an enrolment fee of \$300.00 (refundable) is paid to confirm the enrolment.
4. The enrolment agreement is a way of helping to forge closer links between members of the College community, parents/guardians, students and teachers, so that the aims of the College might be best fulfilled. Should any conflict occur between any members of the College community, all parties concerned should be prepared to come together to discuss the matter at hand with openness to what is best for the student’s wellbeing, education and development. The normal course for cases of any repeated misbehaviour should be that prompt and appropriate action be taken by the student’s parents/guardians before the College has to apply more serious sanctions.



## Withdrawal of Students

A full term's notice, in writing, must be given to the College Secretary before the withdrawal of a student. Failure to give such notice will involve payment of the fee for the relative period, irrespective of the date the student may leave during the term. Exceptions may be given in cases of transfers at short notice, or on compassionate grounds. Please complete a Student Departure form, available by emailing [secretary.oloughlin@nt.catholic.edu.au](mailto:secretary.oloughlin@nt.catholic.edu.au) or from the Front Office of the College.

## Bell Times

Warning Bell	8.25	Change Over Bell	11.45
Roll Call & Notices	8.30	Period 4	11.50
Period 1	8.40	Lunch	12.40 (30 mins)
Change Over Bell	9.30	Warning Bell	1.10
Period 2	9.35	Period 5	1.15
Recess	10.25 (25 mins)	Change Over Bell	2.05
Warning Bell	10.50	Period 6	2.10
Period 3	10.55	End of Day	3.00

## Student Attendance

Students who arrive late, but before 8.40am, are to go directly to their Pastoral Care Group classroom and ensure that the teacher has recorded their presence. Students who arrive later than 8.40am are to go to the Front Office to sign in explaining why they are late. Students who arrive late, without a good reason, will have a discussion with the Year Level Team Leader and will be issued a detention after the third incident.

## Textbooks and Stationery

Text books and stationery can be ordered online by visiting SBA Office National at <https://booklist.officebrands.com.au/sba> and selecting O'Loughlin Catholic College and student's year level.

## Bus Routes and Timetables

Information about NT Government school bus services can be found at <https://nt.gov.au/driving/public-transport-cycling/public-school-buses/darwin-timetables-and-maps/oloughlin-catholic-college>

## School Uniforms

School uniforms can be ordered from:  
The Cricket and Football Shop  
Unit 1/422 Stuart Highway, Winnellie, NT, 0820  
Ph: (08) 8947 4454, Fax: (08) 8947 3952  
Email: [sales@cricketfootball.com.au](mailto:sales@cricketfootball.com.au)

## Canteen

O'Loughlin Catholic College has the option of an online ordering system which is an easy and convenient way to order school meals - [www.quickcliq.com.au](http://www.quickcliq.com.au)

## Back to School Payment Scheme

The Back to School Payment Scheme forms are made available from the College Front Office early in January and will be stamped with O'Loughlin Catholic College.

Entitlements can be used for school fees, uniforms and stationery orders. The Back to School Vouchers must be received at the College prior to the end of Term One or they will become invalid for use. For more information please visit:

<https://nt.gov.au/learning/student-financial-help-and-scholarships/back-to-school-payment-scheme>

# TECHNOLOGY

## BYOD (Bring Your Own Device)

Technology will be used when needed in the course of the student's learning. It does not replace other ways of learning but complements and adds to a student's teaching and learning program. The use of technology is an integral element of the new Australian Curriculum.

Communication, collaboration, critical thinking and creativity are the main skills students need to develop to prepare them for a changing digital climate, at school and for their future. Through technology use in the classroom, our teachers are increasing opportunities for all of our students, providing a high level of individualised, quality education.

Students will use their devices to complete in-class activities, complete homework, collaborate in real time, research for projects, access websites with curriculum-related content, keep track of classroom assignments through SEQTA, and other approved learning activities.

Devices are tools that support the development of the student as an information seeker, collaborator, researcher, analyser, evaluator, problem-solver and creator. They will use technology to devise ways in which to communicate their findings and become publishers of their work.

## What device will be required under BYODD?

We require that each student possess a device from one of our designated devices on the O'Loughlin Catholic College approved list. This is compulsory for all Year 7 students from 2022. The selection of these devices is based on their proven reliability, compatibility with our NT Schools software imaging, and excellent performance in schools. Edunet has been chosen as the preferred partner and supplier in establishing BYODD at O'Loughlin Catholic College.

## Mobile Phones

Mobile phones are an important communication medium in today's world and the use of wearable and mobile technology can be a useful learning tool. Further to this, O'Loughlin Catholic College (OCC) understands and supports that parents/guardians may give their child a mobile phone to protect them from everyday risks involving personal security and safety whilst travelling to and from school. It is acknowledged that providing a

student with a mobile phone gives parents/guardians reassurance that they can contact their student whilst travelling to and from school.

For further information on the Mobile Phone Policy <https://www.oloughlin.nt.edu.au/our-college/governance-policies/>

The College does not accept responsibility for loss or damage of mobile phones. If there is a need for parents to contact their child, or vice-versa, during the day this must be done through the front office. Please refer to the O'Loughlin Catholic College Mobile Phone Policy for further information.

## ACADEMIC INFORMATION AND REPORTING

### Independent Study and Homework Expectations

In the senior years, subject content and assessment becomes increasingly more complex. In order for learners to meet this challenge, there is an expectation that some work will be completed as independent study outside of the timetabled lessons.

The ability to complete work independently as homework allows for: the practising, extending and consolidating of work studied in class; encourages students to be self-motivated and take responsibility for their own learning; and creates independent and lifelong learners.

Homework set will:

- Be appropriate for the student's age and subject area.
- Take into account students' other commitments, such as sport, part-time employment and home responsibilities.

Examples of Homework task and purpose:

- Practice tasks to help students apply and consolidate newly acquired skills
- Introductory tasks involving students obtaining and reading background information to prepare them for future lessons on a specific topic
- Extension tasks encouraging students to individually research information and collect resources.

### Academic Honesty

Honesty, transparency and authenticity underpin teaching and learning at O'Loughlin Catholic College. Students are required to demonstrate their knowledge and understanding across all learning areas through assessment. For assessment to be an accurate reflection of each individual's academic achievement it is essential that all forms of academic dishonesty, including plagiarism, are avoided.

Examples of academic dishonesty include:

- Plagiarism: this is the act of taking someone else's work or ideas (text, images, video, music, performance, design, etc.) presenting them as one's own.
- Cheating on tests and /or exams.
- Unauthorized collaboration with others. This includes copying, under contributing, allowing work to be copied, completing assignments for others and external assistance from friends or family.

O'Loughlin Catholic College expectations:

- Students and staff properly acknowledge the work of others; and
- Students submit work without unauthorized assistance.



Consequences for breaches of plagiarism may include contacting families, grading penalties for the specific subject criterion the breach concerned, or an 'N' grade being awarded for the total task. The consequence will depend on the nature of the breach.

The College adheres to the SACE Plagiarism Policy which can be accessed:

<https://www.sace.sa.edu.au/about/policies>

## Reporting

### Semester Reports

The Northern Territory Board of Studies (NTBOS) requires the College to report on each semester of learning for every student present at the College. Based on these guidelines reporting in Senior School is as follows:

- Students in Year 10 and Stage 1 receive a report at the end of Semester One and Semester Two for every subject they undertake. In addition to a pastoral comment, each report contains an A to E grade for all assessment tasks. An overall A to E grade is also given. Unless otherwise stated, the overall grade for a subject is based on tasks undertaken in that semester.

Students in Year 12 also receive two reports in a single academic year.

- Semester One is reported by the College, in addition to the pastoral comment, all subjects are reported with a comment, an A+ to E- grade for all completed summative assessment and an overall end of semester A+ to E- grade. However, the final grades which contribute to the successful completion of Year 12 and secondary school, are determined at the end of Semester Two after all assessments are completed.
- The Semester Two final report is submitted by the South Australian Board of Studies (SACE Board) and provides a final completion grade for all Year 12 subjects. The successful completion of these Stage 1 and Stage 2 subjects contribute to achieving the Northern Territory Certificate of Education and Training.

### SEQTA

Through SEQTA Learn and SEQTA Engage, student assessment grades can be accessed in 'real time'. Real-time reporting is available to all students and parents.

## Parent/Guardian, Teacher, Student Interviews

Three-way interviews with the teacher/parent/guardian/student are an important way to communicate with the parent/guardian in regards to the progress their student is making. O'Loughlin Catholic College hold these formal interviews at the end of Term One and Three. In the senior years, students are expected to accompany their parents/guardians to the interviews.

# CURRICULUM OVERVIEW

The curriculum at O'Loughlin Catholic College in the Senior School is aligned with the following requirements of external authorities:

- Australian Curriculum (ACARA)
- South Australian Certification of Education (SACE)
- Vocational Education Training (VET) in Secondary Schools
- Catholic Education Northern Territory (CENT).

This allows for a rich and varied curriculum to be offered to all students with a high degree of relevance to student needs and chosen pathways.

Students in Year 10 will mainly study courses outlined within the Australian Curriculum – with the remainder of the subjects coming directly from the SACE Board Stage 1 courses. The Religious Education program in Year 10 is guided by the CENT.

All Stage 1 and 2 courses offered in Year 10, 11 and 12 follow the SACE Board subjects. VET in Secondary Schools are optional courses available to students from Year 9 to 12.

## Australian Curriculum

The Australian Curriculum describes a learning entitlement for each Australian student that provides a foundation for successful, lifelong learning and participation in the Australian community. It acknowledges that the needs and interests of students will vary, and that schools and teachers will plan from the curriculum in ways that respond to those needs and interests.

The Australian Curriculum includes a focus on seven general capabilities (literacy, numeracy, information and communication technology competence, critical and creative thinking, ethical behaviour, personal and social competence, and intercultural understanding) and three cross-curriculum priorities (Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability). Continua of learning have been developed for each, to describe the relevant knowledge, understanding and skills at particular points of schooling. These have been embedded where relevant and appropriate in each learning area.

## SACE

The South Australian Certificate of Education (SACE) It is a modern, internationally-recognised secondary school qualification designed to equip students with the skills, knowledge, and personal capabilities to successfully participate in our fast-paced global society.

# NORTHERN TERRITORY CERTIFICATE OF EDUCATION AND TRAINING (NTCET)

To gain a Northern Territory Certificate of Education and Training (NTCET) students complete subjects offered through the SACE Board. <https://www.sace.sa.edu.au/>

The NTCET is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study. The NTCET is continually updated and improved to ensure it meets the needs of students, higher education providers, employers and the community. By completing the NTCET, students build essential skills and knowledge they need to succeed – whether they are headed for further education, training, an apprenticeship or straight into the workforce.

- Every subject completed successfully will earn credits towards the NTCET.
- 200 credits gained in the right mix of subjects and courses will result in a NTCET.
- A full semester (six months) of study in one subject is worth 10 credits.

Students receive a grade for each subject (A to an E for Stage 1 subjects and A+ to E- for Stage 2 subjects). For the compulsory subjects, a C grade or higher will be required to complete the NTCET.

- At Stage 1 all work is assessed at the College.
- At Stage 2, 30% of work in each subject (such as exams, practical projects and presentations) is marked by external experts. The rest of the work is assessed at the College, with marks moderated by external experts. This ensures all students are marked according to the same standards.

On completion of the NTCET, a certificate which records achievement is provided. Information about student achievements are available online in both Stage 1 and Stage 2.

Stage 1 (compulsory)	Stage 1 or 2 (electives)		Stage 2 (compulsory)	
Personal Learning Plan 10 credits (this subject is usually taken at Year 10)	10	10	10	10
10 Literacy from a range of English subjects 20 credits	Subjects and courses from a wide range of options 100 credits		Subjects and courses from a wide range of options 60 credits	
10	10	10	10	10
Numeracy from a range of Mathematics subjects 10 credits	10	10	10	10 At Stage 2 for ATAR

To gain the NTCET, students at O’Loughlin Catholic College must:

- Fulfil the subject requirements set down by the South Australian Certificate of Education Board (must achieve an A, B or C for all the compulsory subjects and courses; must achieve an A, B or C in 140 credits).
- Have studied at least three Stage 2 subjects and passed them to a C standard.

## Selecting a Course within the NTCET

Selecting a suitable course of study for students is an important step in the education process. Course selection should be a joint process between parents/guardian, students and the College staff.

The following steps need to be followed to ensure a smooth and informed subject selection process:

1. Where possible, families attend the Subject Information Evening in Term 3.
2. Students attend the Heads of Faculty Information Sessions run in Term 3.
3. Read the subject descriptions in this Senior Prospectus carefully. If students have any questions ask the Head of Faculty for that particular subject.

4. Select a course of study based on the subject pattern requirements; this is a working document which means that students have an overview of where they want to go and the goals they want to achieve. When selecting your subjects there are several things to consider:
  - a. Interest and motivation
  - b. Ability and performance in the area of study
  - c. Requirements for a particular career choice
  - d. Prerequisites for university or VET
  - e. Keeping options open as much as possible.
5. Attend an interview with a member of the College staff to discuss career goals and course of study.
6. After the Information Sessions, students will receive an instruction guide with a unique username and password allowing them to log into the course selection program.
7. Students will select subjects from several drop down menus. On completion of the online course selection process, an authentication slip must be printed and signed by the student's parent/guardian and returned to the front office.
8. Attend a subject mentoring interview with parent/guardian to finalise subject choices (if needed).



## Australian Tertiary Admissions Rank (ATAR)

An ATAR is needed for those students wanting a pathway to university. It is a percentile rank that is derived from a student's university aggregate and is used solely for university entrance purposes. A student who completes the NTCET is eligible for university entry, providing they meet certain requirements:

- achieve 90 credits at Stage 2
- 70 of these credits must be from Tertiary Admission Subjects
- the final 20 credits can be gained in a variety of ways defined by the universities e.g. Certificate III qualifications. Universities also specify subjects for some of their courses (known as pre-requisites or assumed knowledge or recommended study).



# Year 10 Subject List

In order to accommodate the experiences and opportunities provided to Year 10 students, O'Loughlin Catholic College allows them to identify their academic strengths and interests and assist them in making sound decisions about what they will study to obtain their NTCET and beyond. Whilst students continue to complete the core subjects, there is the opportunity to select from a range of elective units and alternative learning pathways. Selections are also timetable dependent.

## Compulsory Subjects

- Advanced, General, or Essential Mathematics
- Advanced or General Science
- English Pre-Literary Studies, English or Essential English
- Religious Education or Stage 1 Integrated Learning (Youth Ministry)
- Health and Physical Education
- Stage 1 Personal Learning Plan (PLP)
- History (S1 or S2)
- Business or Civics (S1 or S2)
- Geography (S1 or S2)



Year 10 Civics



Year 10 Visual Art

## Elective Subjects

- Dance
- Design Technology: Food
- Design Technology: Wood
- Digital Technology
- Drama
- Elective Physical Education
- Media Arts
- Music
- Sport and Recreation (Year 10 only)
- Stage 1 Outdoor Education
- Stage 1 Creative Arts
- Visual Arts
- VET (Vocational Education and Training)  
(Semester or year based)



Year 10 Geography



# Year 11 Subject List

In order to accommodate a wide range of academic interests and strengths, O'Loughlin Catholic College offers a broad selection of courses which allows each student to challenge themselves, develop and pursue existing passions, and set up pathways that lead to numerous university and career opportunities. In order to satisfy the requirements of the NTCET, students are able to select subjects from the disciplines of Visual Arts; Business Enterprise and Technology; Cross Disciplinary; English; Health and Physical Education; Humanities and Social Sciences; Languages; Mathematics and Sciences.

Elective subjects are offered on the condition of minimum numbers, teacher expertise and resources available. Some subjects may be offered through an external provider via negotiation. Students will study three electives over the year in addition to the compulsory subjects. Most electives are run as semester courses that can be studied twice in the year.

## Compulsory Subjects

- Advanced, General or Essential Mathematics
- English Pre-Literary Studies, English or Essential English
- Spiritualities, Religion and Meaning or Stage 1 Integrated Learning: Youth Ministry



Outdoor Education



Stage 1 Biology

## Elective Subjects - Semester Based

- Accounting
- Business and Innovation
- Biology
- Chemistry
- Child Studies
- Creative Arts: Digital Media (Graphics)
- Digital Technologies
- Drama
- Food and Hospitality
- Geography
- Health and Wellbeing
- Material Solutions
- Modern History
- Music Experienced and Advanced
- Languages (Background speaker)
- Languages (Beginner)
- Language (Continuers)
- Legal Studies
- Mathematics (Pre-Specialist)
- Media Studies
- Outdoor Education Stage II
- Philosophy
- Physics
- Philosophy
- Politics, Power and People
- Psychology
- Physical Education
- Stage 2 Workplace Practices
- SBA (School Based Apprenticeship)
- Society and Culture
- Women's Studies
- VET (Vocational Education and Training)
- Visual Art
- Workplace Practices



# Year 12 Subject List

In order to accommodate a wide range of academic interests and strengths O'Loughlin Catholic College offers a broad selection of courses which allows each student to challenge themselves, develop and pursue existing passions, and set up pathways that lead to numerous university and career opportunities. In order to satisfy the requirements of the NTCET, students are able to select subjects from the disciplines of Visual Arts; Business Enterprise and Technology; Cross Disciplinary; English; Health and Physical Education; Humanities and Social Sciences; Languages; Mathematics and Sciences.

Elective subjects are offered on the condition of minimum numbers, teacher expertise and resources available. Some subjects may be offered through an external provider via negotiation. Most electives are run as a year course with others being offered as semester courses that can be studied twice a year.

## Compulsory Subjects

- Spiritualities, Religion and Meaning or, Stage 2 Integrated Learning: Youth Ministry



Youth Ministry

## Elective Subjects - Year

- Ancient Studies
- Biology
- Business Innovation
- Chemistry
- Creative Arts
- Digital Technologies
- Drama
- Economics
- English Literary Studies
- English
- Ensemble Performance
- Essential English
- Essential Mathematics
- Food and Hospitality
- General Mathematics
- Health and Wellbeing
- Legal Studies
- Mathematical Methods
- Modern History
- Music Studies
- Music Explorations
- Physical Education
- Physics
- Psychology
- Specialist Mathematics
- School Based Apprenticeship
- Solo Performance
- Visual Art: Art
- VET
- Workplace Practices



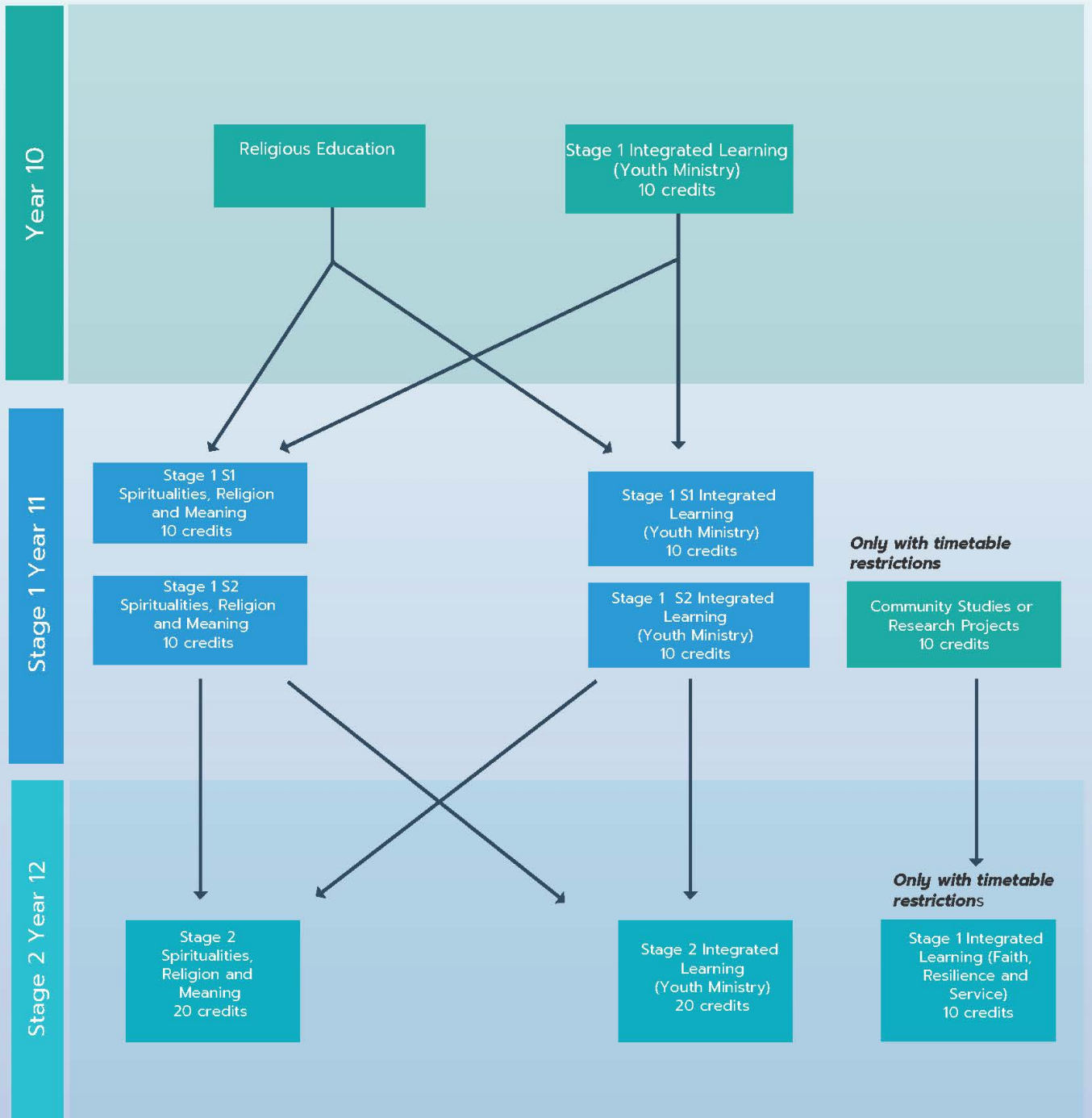
EXIT Art Exhibition



Chemistry



# RELIGIOUS EDUCATION





## Year 10 Religious Education

<b>Course Description</b>	<p><i>Journey in Faith</i> is the Religious Education program for Transition to Year 10 in Catholic schools in the Northern Territory. Based on the South Australian Religious Education Framework, <i>Journey in Faith</i> develops five strands, each one focusing on a key aspect of Church teachings. In their learning through this program, students will come into contact with a Church that believes, celebrates and lives.</p> <p><i>Journey in Faith</i> has been written to speak to the young people of our Diocese. It presents the teachings of the Church in a clear, systematic way, using the methodologies and principles of education available to us now. Drawing on the sources of our faith: creation, scripture, tradition and human experience; <i>Journey in Faith</i> provides a way of seeing the world, of acting in it and of responding to it, all drawn from the simple reality of our faith: God loves us and calls us to life in full abundance.</p> <p><i>Youth Ministry</i> is an alternative Religious Education course offered to Year 10 students. It is based on CSYMA (Catholic Schools Youth Ministry Australia) curriculum and resources. The focus of our Year 10 course is to ‘God Deeper’ in Youth Ministry’. Students may have already undertaken the ‘Introduction to Youth Ministry’ course offered in Year 9, but this is not a prerequisite for enrolling in Year 10.</p> <p>It is important to note that <i>Youth Ministry</i> in Year 10 is offered as a Stage 1 Integrated Learning course. This means that students in this class will complete assessment work within the framework of this SACE subject. It will provide students with 10 Stage 1 credits towards their NTCET.</p>
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Written responses and investigations</li> <li>• Multi-modal presentations</li> <li>• Creative reflections</li> <li>• Practical youth ministry activities</li> </ul>
<b>Future Pathways</b>	<p>Stage 1 <i>Spiritualities, Religion, and Meaning</i> (mainstream course) or Stage 1 <i>Spiritualities, Religion, and Meaning (Youth Ministry)</i>.</p>

## Stage 1 and 2 Religious Education Options

<b>Course Descriptions</b>	<p><b><i>Spiritualities, Religion, and Meaning</i> is offered at Stage 1 for Year 11 (2x 10 credits) and <i>Religion Studies</i> is offered at Stage 2 for Year 12 students (20 credits).</b> Students will be engaged through the study of religious viewpoints on a range of contemporary ethical topics and issues. A variety of religious traditions will also be explored. In Stage 2 this course can contribute to a student’s ATAR.</p> <p><b><i>Youth Ministry</i> is offered as a Stage 1 <i>Spiritualities, Religion, and Meaning</i> option in Year 11 (2x 10 credits) and a Stage 2 <i>Integrated Learning</i> option in Year 12 (20 credits).</b> It is built on CSYMA (Catholic Schools Youth Ministry Australia) curriculum and resources. Students may have already undertaken the ‘Introduction to Youth Ministry’ course offered in Year 9 and/or the ‘Go Deeper’ youth ministry course in Year 10, but these are not prerequisites for enrolling in Year 11 or Year 12. In Stage 2 this course can contribute to a student’s ATAR.</p> <p><b><i>Community Studies</i> is available at Stage 1 for Year 11 (10 credits) and Stage 2 for Year 12 students (10 credits) who are unable to undertake any of the above options due to timetabling restrictions.</b> Eligibility to enroll in <i>Community Studies</i> will be determined on an individual basis. It builds on much of the content explored in religious education with an emphasis on the Catholic Church’s teachings around social justice and individual practical work. This course will not contribute to a student’s ATAR.</p>
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Stage 1: <i>Spiritualities, Religion, and Meaning</i></li> </ul>

	Representations Connections - Issues Investigations <i>Community Studies</i> Contract of Work Reflection <ul style="list-style-type: none"> <li>• Stage 2:            Sources Analysis            Folio            Investigation (externally assessed)  <i>Integrated Learning – Catholic Social Teaching or Youth Ministry</i>            Practical Inquiry            Connections            Personal Endeavour (externally assessed)  <i>Community Studies</i>            Contract of Work</li> <li>• Reflection (externally assessed)</li> </ul>
<b>Recommended</b>	None
<b>Stage 2 External Assessment Component</b>	Investigation ( <i>Religion Studies</i> ) Personal Endeavour ( <i>Integrated Learning</i> ) Reflection ( <i>Community Studies</i> )
<b>Future Pathways</b>	Any vocation.

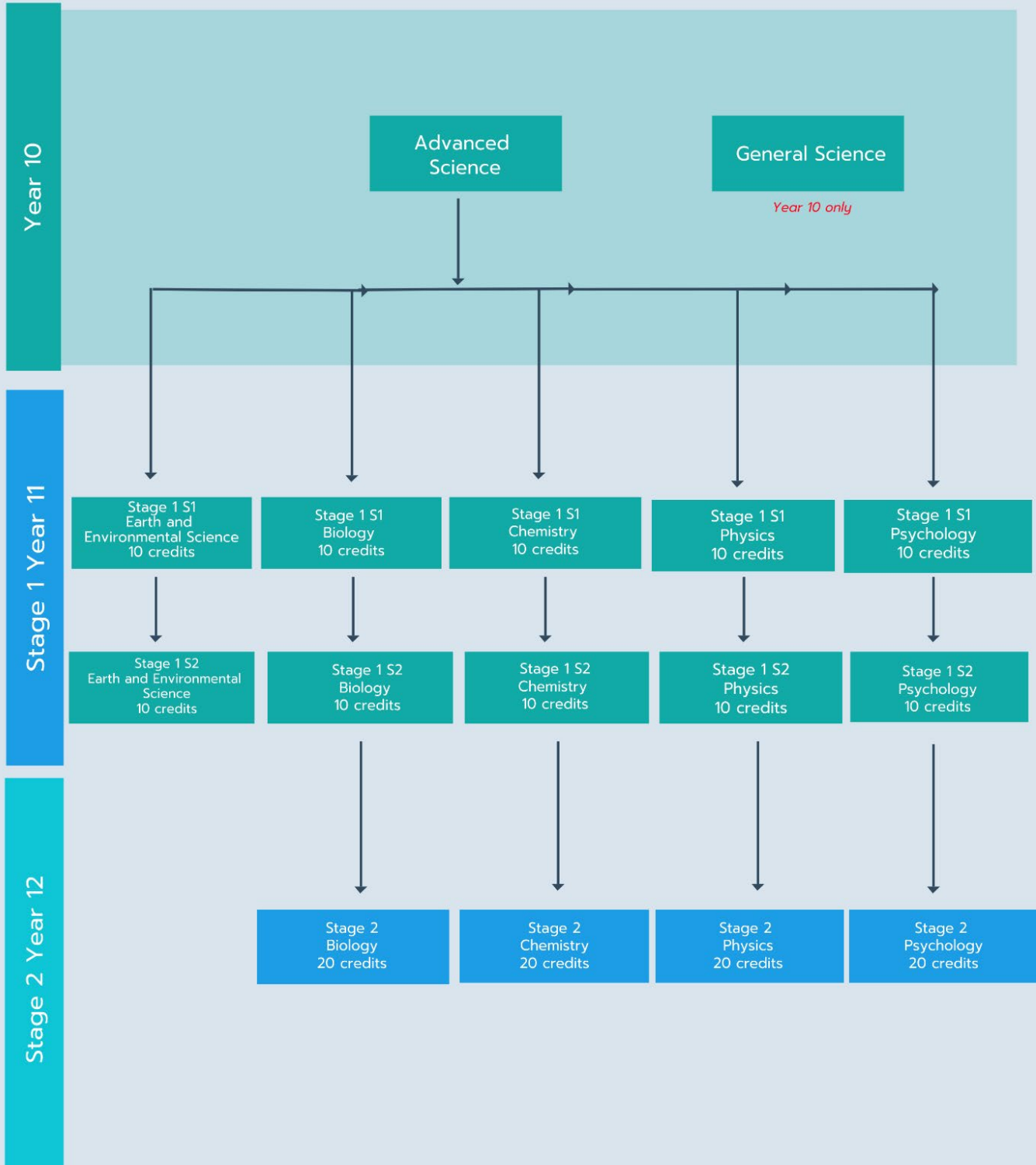
\* All students must undertake a Religious Education subject in Year 11 and in Year 12.



Matthew Bourke (APRE) Margaret Lynn (Chaplain)



# SCIENCE



## Year 10 Advanced Science

<b>Course Description</b>	<p><b><i>This course is recommended for students who intend to study any of the Stage 1 Science disciplines of Biology, Chemistry, Earth Science, Earth and Environmental Science, Physics and Psychology.</i></b></p> <p>Students apply inquiry-based approaches to design, plan, and undertake investigations on a short term or more extended scale, responding to local or global situations. Both collaboratively, and individually, they employ a scientific approach to collecting, representing, and analysing data using technological tools effectively. After critically evaluating their procedures or models, students communicate scientifically to draw evidence-based conclusions that may lead to further testing, exploring more effective methods or solutions, or new questions.</p>
<b>Assessment Overview</b>	<p>Students provide evidence of their learning through four assessments across three streams:</p> <ul style="list-style-type: none"> <li>• Practical investigation</li> <li>• Science as a human endeavour investigation</li> <li>• Skills and applications tasks (Tests and Semester Exam)</li> </ul>
<b>Recommended</b>	B grade or higher in Year 9 Science ( <i>C grade requires interview</i> )
<b>Future Pathways</b>	Stage 1 Biology, Chemistry, Physics, Psychology, Earth & Environmental Science and Earth and Environmental Science.

## Year 10 Science

<b>Course Description</b>	<p>Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.</p>
<b>Assessment Overview</b>	<p>Students provide evidence of their learning through four assessments across three streams:</p> <ul style="list-style-type: none"> <li>• Practical investigation</li> <li>• Science as a human endeavour investigation</li> <li>• Skills and applications tasks (Tests and Semester Exams)</li> </ul>
<b>Future Pathways</b>	Stage 1 Biology, Physics, Chemistry, Scientific Studies, Earth & Environmental Science, Psychology and Nutrition.

## Stage 1 Biology

<b>Course Description</b>	<p>Learning and working in Biology enables us to understand the structure and function of living things and how these living things interact with other members of their own species, with other species, and with their environments. In Biology, students learn about the cellular and overall structures and functions of a range of organisms, such as how those organisms gain nutrition and reproduce and how they live in a variety of ecological habitats. In Biology, students have the opportunity to engage with the work of classical and modern biologists and to join in and initiate debates about how Biology impacts on our lives, society, and the environment.</p>
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Investigations Folio</li> <li>• Skills and Applications Tasks (Tests and Semester Exams)</li> </ul>
<b>Recommended</b>	C grade or higher in Year 10 Advanced Science (General Science requires interview)
<b>Future Pathways</b>	Stage 2 Biology



## Stage 1 Chemistry

<b>Course Description</b>	Students study the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. They undertake a critical study of the social and environmental impact of materials and chemical processes. Students consider how human beings make use of the earth's resources and the impact of human activities on the environment. They develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers.
<b>Assessment Overview</b>	<ul style="list-style-type: none"><li>• Investigations Folio</li><li>• Skills and Applications Tasks (Tests and Semester Exams)</li></ul>
<b>Recommended</b>	B grade or higher in Year 10 Advanced Science ( <i>C grade requires interview</i> )
<b>Future Pathways</b>	Stage 2 Chemistry

## Stage 1 Physics

<b>Course Description</b>	The study of Physics enables students to understand and appreciate the world around them. 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. As well as applying knowledge to solve problems, students develop experimental, investigation design, information, and communication skills through practical and other learning activities. They gather evidence from experiments and research and acquire new knowledge through their own investigations.
<b>Assessment Overview</b>	<ul style="list-style-type: none"><li>• Investigations Folio</li><li>• Skills and Applications Tasks (Tests and Semester Exams)</li></ul>
<b>Recommended</b>	B grade or higher in Year 10 Advanced Science ( <i>C grade requires interview</i> )
<b>Future Pathways</b>	Stage 2 Physics

## Stage 1 Earth and Environmental Science

<b>Course Description</b>	Earth and Environmental Science emphasises the way in which Earth materials and processes generate environments, including habitats, where organisms live; the natural processes and human influences that induce changes in physical environments; and ways in which organisms respond to those changes. Students develop and extend their inquiry skills, including in designing and undertaking investigations, and collecting and analysing primary and secondary data. They interpret and evaluate information, synthesis and use evidence to construct and justify conclusions.
<b>Assessment Overview</b>	<ul style="list-style-type: none"><li>• Investigations Folio</li><li>• Skills and Applications Tasks</li><li>• Earth Systems Study (Fieldwork Investigation)</li></ul>
<b>Recommended</b>	C grade or higher in Year 10 Advanced Science (General Science requires interview)
<b>Future Pathways</b>	Stage 2 Earth and Environmental Science

## Stage 1 Psychology

<b>Course Description</b>	The study of Psychology enables students to understand their own behaviours and the behaviours of others. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, employment and leisure. Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data.
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	By emphasising evidence-based procedures (i.e. observation, experimentation and experience), the subject allows students to develop useful skills in analytical and critical thinking.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Investigations Folio</li> <li>• Skills and Applications Tasks (Tests)</li> </ul>
<b>Recommended</b>	C grade or higher in Year 10 Advanced Science (General Science requires interview)
<b>Future Pathways</b>	Stage 2 Psychology

## Stage 2 Biology

<b>Course Description</b>	<p>The study of Biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments.</p> <p>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.</p>
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Investigations Folio</li> <li>• Skills and Applications Tasks (Tests)</li> <li>• External Examination (30%)</li> </ul>
<b>Recommended</b>	B grade or higher in year Stage 1 Biology ( <i>C grade requires interview</i> )
<b>Future Careers</b>	Medical research, veterinary science, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation, and ecotourism.

## Stage 2 Chemistry

<b>Course Description</b>	<p>In their study of Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between 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.</p> <p>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.</p>
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Investigations Folio</li> <li>• Skills and Applications Tasks (Tests)</li> <li>• External Examination (30%)</li> </ul>
<b>Recommended</b>	B grade or higher in Stage 1 Chemistry ( <i>C grade requires interview</i> )
<b>Future Careers</b>	Medical or pharmaceutical research, pharmacy, chemical engineering, and innovative product design.

## Stage 2 Physics

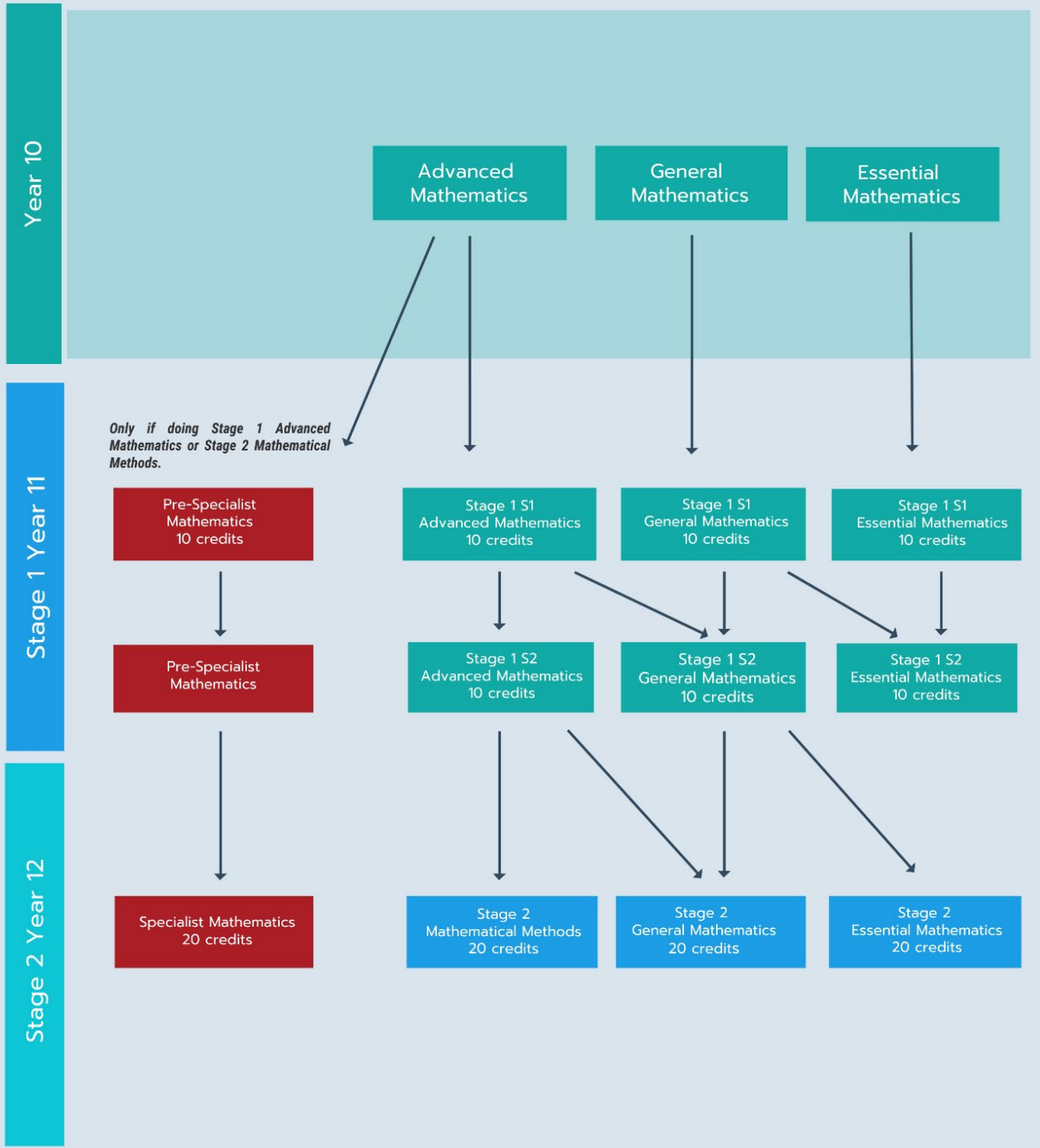
<b>Course Description</b>	<p>The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and 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.</p> <p>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.</p>
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Investigations Folio</li> <li>• Skills and Applications Tasks (Tests)</li> <li>• External Examination (30%)</li> </ul>
<b>Recommended</b>	B grade or higher in Stage 1 Physics (C grade requires interview)
<b>Future Careers</b>	Engineering, Medical Imaging, Physiotherapy, Exercise, Science, Veterinary Science, Aviation, Photonics, Nanoscience.

## Stage 2 Psychology

<b>Course Description</b>	<p>This subject sits between the life sciences and the humanities, with two consequences. First, psychology can, as a discipline, emphasise connections to either the sciences or the humanities. Second, it draws teachers and students whose backgrounds and interests lie both in the humanities and in the sciences.</p> <p>Since most of the dominant paradigms in psychology in the last hundred years have been scientific ones, this subject emphasises the construction of psychology as a scientific enterprise. Psychology is based on evidence gathered as a result of planned investigations following the principles of the scientific method. The study of Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (that is, observation, experimentation, and experience), this subject allows students to develop useful skills in analytical and critical thinking and in making inferences.</p> <p>The distinctive benefits of studying Psychology derive from its subject matter. In general, the skills learnt through Psychology are parallel to those learnt in other science subjects: how to be a critical consumer of information; how to identify psychological processes at work in everyday experiences; how to apply knowledge to real-world situations; how to investigate psychological issues; and how to be an effective communicator.</p>
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Investigations Folio</li> <li>• Skills and Applications Tasks (Tests)</li> <li>• External Examination (30%)</li> </ul>
<b>Recommended</b>	C or higher in Stage 1 Psychology
<b>Future Careers</b>	Clinical psychologist, Counselling psychologist, Educational psychologist, Forensic psychologist, Further education teacher, Health psychologist, Occupational psychologist, Primary care graduate mental health worker.



# MATHEMATICS



## Year 10 Advanced Mathematics

<b>Course Description</b>	<p><b><i>This course is recommended for students who intend to study Stage 1 Mathematical Methods with or without Pre Specialist Mathematics.</i></b></p> <p>The 10A (Advanced) content are intended for students who require additional content to enrich and extend their mathematical study <b>whilst completing the common Year 10 curriculum</b>. A selection of topics from the 10A curriculum can be completed according to the needs and interests of students.</p>
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Investigations Folio</li> <li>• Skills and Applications Tasks (Tests and Semester Exams)</li> </ul>
<b>Recommended</b>	B grade or higher in Year 9 Mathematics ( <i>C grade requires interview</i> )
<b>Future Pathways</b>	Stage 1 Mathematics (Advanced) with or without Pre-Specialists Mathematics, or General Mathematics.

## Year 10 General Mathematics

<b>Course Description</b>	<p><b><i>This course is recommended for students who intend to study Stage 1 General Mathematics.</i></b></p> <p>Year 10 Mathematics aims to instil in students an appreciation of the elegance and power of mathematical reasoning. Mathematical ideas have evolved across all cultures over thousands of years, and are constantly developing. Digital technologies are facilitating this expansion of ideas and providing access to new tools for continuing mathematical exploration and invention. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, and problem-solving skills. These proficiencies enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.</p> <p>Students will develop <b>understanding, fluency, problem-solving and reasoning skills</b> across the three content strands: <u>number and algebra</u>, <u>measurement and geometry</u>, and <u>statistics and probability</u>.</p> <p><b>Understanding</b> includes applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between equations of relations and their graphs, comparing simple and compound interest in financial contexts and determining probabilities of two- and three-step experiments</p> <p><b>Fluency</b> includes factorising and expanding algebraic expressions, using a range of strategies to solve equations and using calculations to investigate the shape of data sets</p> <p>problem-solving includes calculating the surface area and volume of a diverse range of prisms to solve practical problems, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities and investigating independence of events</p> <p><b>Reasoning</b> includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing data sets.</p>
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Investigations Folio</li> <li>• Skills and Applications Tasks (Tests and Semester Exams)</li> </ul>
<b>Recommended</b>	B or C grade in Year 9 Mathematics ( <i>D grade requires interview</i> )
<b>Future Pathways</b>	Stage 1 General Mathematics or Essentials Mathematics.

## Year 10 Essential Mathematics

<b>Course Description</b>	<p>Year 10 Essential Mathematics aims to allow students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. This course places a strong emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.</p> <p>Students will develop understanding, fluency, problem-solving and reasoning skills across the three content strands: number and algebra, measurement and geometry, and statistics and probability.</p> <p><b><i>Not recommended for students intending on using Mathematics towards their ATAR.</i></b></p>
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Investigations Folio</li> <li>• Skills and Applications Tasks (Tests)</li> </ul>
<b>Future Pathways</b>	<p>Stage 1 Essentials Mathematics</p> <p><i>Meets the NTCEC Numeracy requirement only.</i></p>

## Stage 1 Mathematics (Pre-Specialist)

<b>Course Description</b>	<p>Pre-Specialist Mathematics extends on the increasingly complex and sophisticated understanding of mathematical arguments, and proofs, and use of mathematical models studied in Stage 1 Mathematics. By mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of concepts such as Vectors, Complex Numbers, Matrices and Construction of proofs. <b><i>Pre-Specialist Mathematics is designed to be studied in conjunction with Pre-Methods.</i></b></p>
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Investigations Folio</li> <li>• Skills and Applications Tasks (Tests and Semester Exams)</li> </ul>
<b>Recommended</b>	B grade or higher in Year 10 Advanced Mathematics
<b>Future Pathways</b>	Stage 2 Mathematical Methods with or without Specialist Mathematics.

## Stage 1 Mathematics (Pre-Methods)

<b>Course Description</b>	<p>Stage 1 Mathematics (Pre-Methods) develops an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments, and proofs, and with use of mathematical models. By using functions, their derivatives, and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.</p>
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Investigations Folio</li> <li>• Skills and Applications Tasks (Tests and Semester Exams)</li> </ul>
<b>Recommended</b>	B grade or higher in Year 9 Mathematics ( <i>C grade requires interview</i> )
<b>Future Pathways</b>	Stage 2 Mathematical Methods with or without Specialist Mathematics, or General Mathematics.

## Stage 1 General Mathematics

<b>Course Description</b>	<p>General Mathematics extends students' mathematical skills in ways that apply to practical problem-solving. A problem-based approach is integral to the development of mathematical models and the associated key ideas in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.</p>
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Investigations Folio</li> <li>• Skills and Applications Tasks (Tests and Semester Exams)</li> </ul>
<b>Recommended</b>	A minimum of a C grade in Year 10 General Mathematics.
<b>Future Pathways</b>	Stage 2 General Mathematics or Essential Mathematics.



## Stage 1 Essential Mathematics

<b>Course Description</b>	<p><b><i>Recommended for students who wish to meet the NTCET requirement for Numeracy but do not intend to study Mathematics in Stage 2.</i></b></p> <p>Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts. In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.</p>
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Investigations Folio</li> <li>• Skills and Applications Tasks (Tests)</li> </ul>
<b>Recommended</b>	Year 10 Essential Mathematics
<b>Future Pathways</b>	<b>No future Stage 2 Mathematical Pathway for this course.</b>

## Stage 2 Specialist Mathematics

<b>Course Description</b>	<p>Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus.</p> <p><b><i>Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.</i></b></p>
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Investigations Folio</li> <li>• Skills and Applications Tasks (Tests)</li> <li>• External Examination (30%)</li> </ul>
<b>Recommended</b>	B grade or higher in Stage 1 Pre-Specialist Mathematics (C grade requires interview)
<b>Future Careers</b>	Range of tertiary courses such as mathematical sciences, engineering, computer science, physical sciences and laser physics.

## Stage 2 Mathematical Methods

<b>Course Description</b>	<p>Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.</p>
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Investigations Folio</li> <li>• Skills and Applications Tasks (Tests)</li> <li>• External Examination (30%)</li> </ul>
<b>Recommended</b>	C grade or higher in Stage 1 Pre-Methods Mathematics (D grade requires interview)
<b>Future Careers</b>	Architecture, engineering, economics and finance, as well as, biological, environmental, geological or agricultural science and careers that may involve the use of statistics, such as health or social sciences.

## Stage 2 General Mathematics

<b>Course Description</b>	<p>General Mathematics extends students' mathematical skills in ways that apply to practical problem-solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.</p>
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	<b><i>Recommended for students who intend to enter into tertiary courses requiring a non-specialised background in mathematics.</i></b>
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Investigations Folio</li> <li>• Skills and Applications Tasks (Tests)</li> <li>• External Examination (30%)</li> </ul>
<b>Recommended</b>	Stage 1 General Mathematics
<b>Future Careers</b>	Entry to tertiary courses requiring a non-specialised background in Mathematics.

## Stage 2 Essential Mathematics

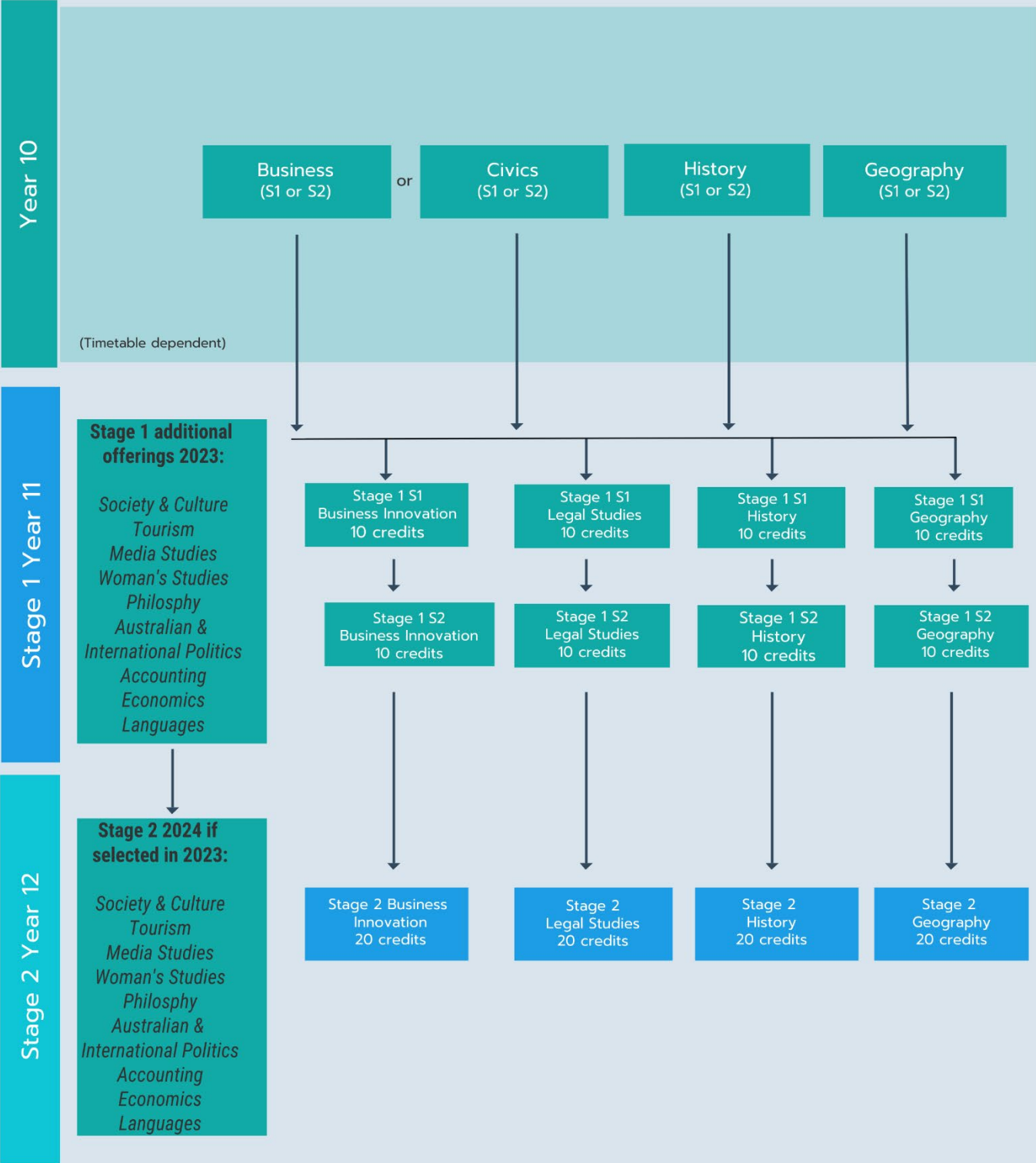
<b>Course Description</b>	<p><b><i>Recommended for a range of students who studied Stage 1 General Mathematics and are planning to pursue a career in a range of trades or vocational pathways, or enter tertiary courses requiring no mathematical background.</i></b></p> <p><b><i>ATAR eligible.</i></b></p> <p>Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.</p> <p>In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.</p>
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Investigations Folio</li> <li>• Skills and Applications Tasks (Tests)</li> <li>• External Examination (30%)</li> </ul>
<b>Recommended</b>	Stage 1 General Mathematics
<b>Future Careers</b>	Range of trades or vocations.



Stage 2 Specialist Maths

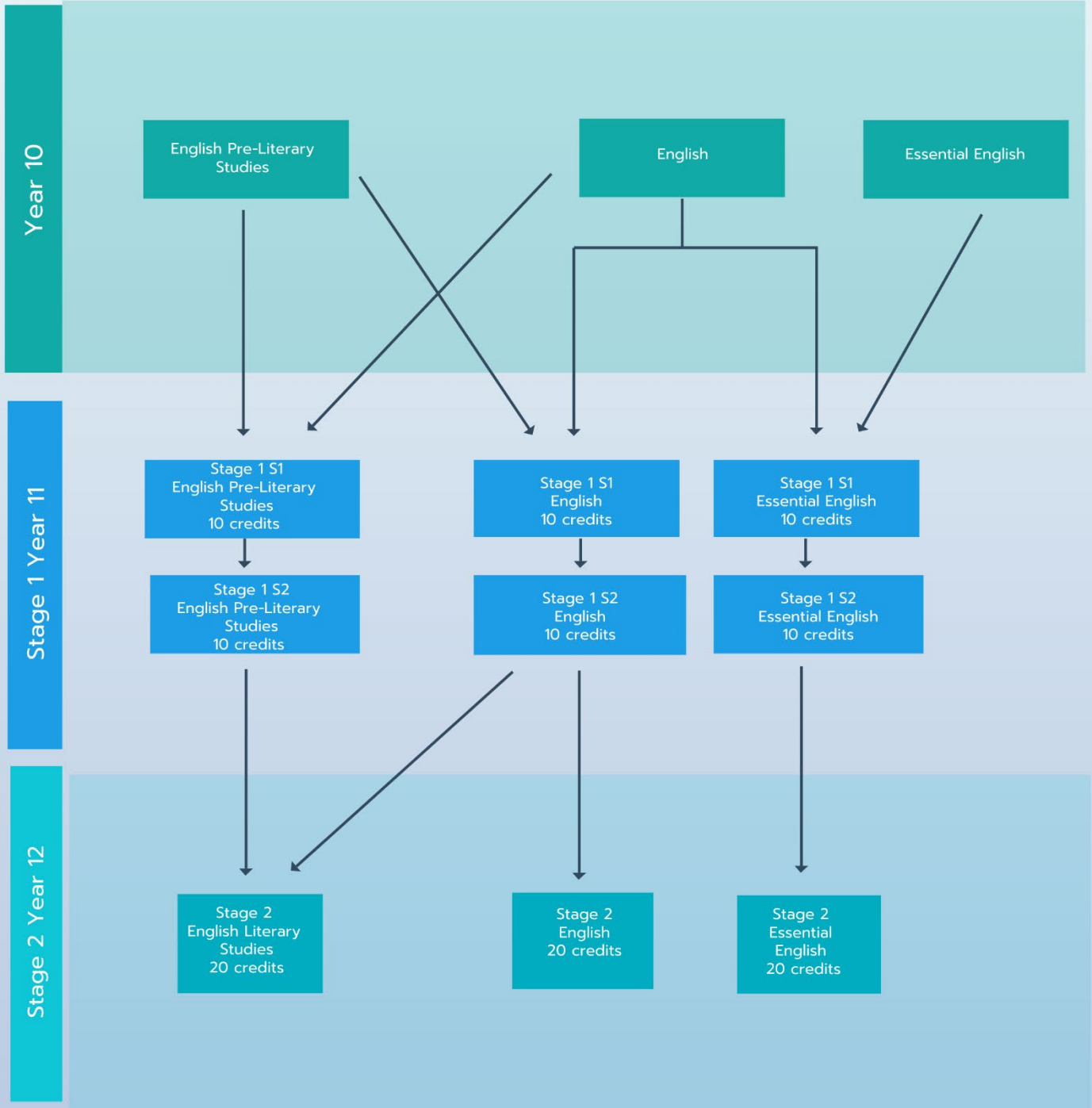


# HUMANITIES





# ENGLISH



## Year 10 Essential English

<b>Course Description</b>	In Essential English, students study a range of written and multimodal texts. Students think critically and communicate to suit particular audiences, contexts and purposes. Students investigate a community issue and display their findings to the class, compose letters of application, film analysis, short story comprehension, and present oral advocacy speeches. The course enables students to use various styles of creative writing to communicate their opinions and ideas coherently, and is especially aligned to students completing VET courses and/or in their workplaces.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Responding to Texts (<i>approx. 500 words per assignment</i>)</li> <li>• Creating Texts</li> </ul>
<b>Future Pathways</b>	Stage 1 Essential English, vocational and trades.

## Year 10 English Pre-Literary Studies

<b>Course Description</b>	Year 10 Pre-English Literary Studies is a precursor to Year 12 English Literary studies and focuses on the skills and strategies of critical thinking needed to interpret texts at the that level. 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.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Responding to Texts (<i>approx. 800 words per assignment</i>)</li> <li>• Creating Texts</li> <li>• Comparative Text Study</li> <li>• Examination</li> </ul>
<b>Future Pathways</b>	Stage 1 Pre-Literary Studies or Stage 1 English

## Year 10 English

<b>Course Description</b>	Students gain knowledge of the English language and develop their literacy skills by completing in-depth analysis of set class texts. Students develop their speaking, listening, reading, viewing and writing skills by creating their own texts and by critically evaluating and comparing and contrasting literary techniques used to make meaning in novel studies, film texts, persuasive speeches, news/journal articles and other forms of media. Students also create their own texts in the form of creative writing, persuasive speeches and transformative texts.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Responding to text (<i>approx. 600 words per assignment</i>)</li> <li>• Oral Presentations</li> <li>• Connected/Intertextual Study</li> <li>• Creating texts</li> </ul>
<b>Future Pathways</b>	Stage 1 English or Stage 1 Essential English

## Year 10 History

<b>Course Description</b>	<p>The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing.</p> <p>The content provides opportunities to develop historical understanding through key concepts, including <b>evidence, continuity and change, cause and effect, perspectives, empathy, significance</b> and <b>contestability</b>. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.</p>
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<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Empathy Task</li> <li>• Source Photo Story</li> <li>• Examination</li> </ul>
<b>Future Pathways</b>	Stage 1 and Stage 2 History.

## Year 10 Geography

<b>Course Description</b>	<p>There are two units of study in the Year 10 Curriculum for Geography: 'Environmental change and management' and 'Geographies of human wellbeing'. 'Environmental change and management' focuses on investigating environmental geography through an in-depth study of a specific environment. Students apply human-environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.</p> <p>'Geographies of human wellbeing' focuses on global, national and local differences in human wellbeing. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries.</p>
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Field Work</li> <li>• Research Task</li> <li>• Semester Examination</li> </ul>
<b>Future Pathways</b>	Stage 1 and Stage 2 Geography.

## Year 10 Civics

<b>Course Description</b>	The Year 10 civics course focuses specifically on criminal law and the justice system. Students develop an understanding of the impact of the legal system on the lives of citizens, and the implications of legal decisions and outcomes on Australian society. The course provides students with an appreciation of how individuals can be involved in decision-making within the legal system, and helping them to become more informed.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Case Study</li> <li>• Source Analysis</li> </ul>
<b>Future Pathways</b>	Stage 1 and Stage 2 Legal Studies.

## Year 10 Business

<b>Course Description</b>	The Year 10 business course focuses on the starting point for entrepreneurial action, identifying and then coming up with solutions to problems. The course teaches students to think creatively and develop solutions to real world problems, while prototyping their ideas and pitching and presenting these for assessment. By equipping students with the skills, knowledge, understanding and personal capabilities to participate and successfully compete in a fast-paced global society, it will build confidence in dealing with a constantly changing workplace.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Portfolio/Evaluation of a business idea.</li> <li>• Pitch -of the business idea.</li> </ul>
<b>Future Pathways</b>	Stage 1 and Stage 2 Business Innovation.

## Stage 1 English

<b>Course Description</b>	In English students analyse the interrelationship of author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world. Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, audience, and context is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.
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<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Responding to Texts (<i>approx. 800 words per assignment and oral presentation</i>)</li> <li>• Creating Texts</li> <li>• Intertextual Study</li> </ul>
<b>Recommended</b>	Average C grade or higher in Year 10 English or Year 10 Pre Literary Studies
<b>Future Pathways</b>	Stage 2 English, any course in Tertiary Education

## Stage 1 Essential English

<b>Course Description</b>	Students study a range of written and multimodal texts. Students think critically and communicate to suit particular audiences, contexts and purposes. Students investigate a community issue and display their findings. The course enables students to use various styles of creative writing including the production of a persuasive text
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Responding to Texts (<i>approx. 500 words per assignment</i>)</li> <li>• Creating Texts</li> </ul>
<b>Recommended</b>	No prerequisites
<b>Future Pathways</b>	Vocational and trades.

## Stage 1 Accounting

<b>Course Description</b>	Accounting is the language of business and is used to tell the financial story of an entity. Accounting helps business owners to understand their business so that they can make informed decisions. The practice of accounting is used to record, report, analyse, and communicate past events, current activities, and potential challenges and opportunities.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Skills and Applications Tasks</li> <li>• Report</li> <li>• Examination</li> </ul>
<b>Recommended</b>	Average C grade or higher in Year 10 Civics or Business
<b>Future Pathways</b>	Accounting, Business Studies, Economics

## Stage 1 Business Innovation

<b>Course Description</b>	At Stage 1, students begin to develop the knowledge, skills, and understandings to engage in business contexts in the modern world. They consider the opportunities and challenges associated with start-up and existing businesses and consider how digital and emerging technologies may present opportunities to enhance business models and analyse the responsibilities and impact of proposed business models on global and local communities.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Business Skills</li> <li>• Business Pitch</li> </ul>
<b>Recommended</b>	Average C grade or higher in Year 10 Business
<b>Future Pathways</b>	Stage 2 Economics

## Stage 1 Economics

<b>Course Description</b>	Economics is the study of how resources are allocated so that goods and services are produced, distributed, and exchanged to satisfy the unlimited needs and wants of society. What happens in an economy depends on the choices that millions of people make every day when they interact with each other, with markets, with the government, and with their natural surroundings. Each interaction affects the behaviour of others and by seeing the world through an economic lens we are provided with the insight necessary to make more informed decisions in our daily lives.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Folio</li> <li>• Economic Project.</li> </ul>
<b>Recommended</b>	Average C grade or higher in Year 10 Business

<b>Future Pathways</b>	Stage 2 Economics
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## Stage 1 Australian and International Politics

<b>Course Description</b>	Students examine the Australian system of government through topics that cover the constitution and federalism, political representation, the executive and parliament, voting and elections, and political parties. They study a selected topic related to international politics and explore both conventional and unconventional forms of participation. Students consider and evaluate political systems, institutions and principles, and the ways in which these are justified in the face of competing ideologies and philosophies.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Folio</li> <li>• Sources Analysis</li> <li>• Investigation</li> </ul>
<b>Recommended</b>	Average C grade or higher Year 10 History and/or Civics
<b>Future Pathways</b>	Stage 2 Australian and International Politics

## Stage 1 Geography

<b>Course Description</b>	Through the study of Geography, students develop an understanding of the spatial interrelationships between people, places, and environments. They appreciate the complexity of our world, the diversity of its environments, and the challenges and associated opportunities facing Australia and the world. Geography develops an appreciation of the importance of place in explanations of economic, social, and environmental phenomena and processes.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Geographical skills and applications</li> <li>• Field work</li> <li>• Examination</li> </ul>
<b>Recommended</b>	Average C grade or higher in Year 10 Geography
<b>Future Pathways</b>	Stage 2 Geography

## Stage 1 Modern History

<b>Course Description</b>	Stage 1 Modern History may be undertaken as a 10-credit or a 20-credit subject. 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. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Historical Skills</li> <li>• Historical Study</li> </ul>
<b>Recommended</b>	Average C grade or higher in Year 10 History
<b>Future Pathways</b>	Teaching, Researching, Archiving, Heritage Conservation

## Stage 1 Legal Studies

<b>Course Description</b>	Students explore Australia's legal heritage and the dynamic nature of the Australian legal system within a global context. They learn about the structures of the Australian legal system and how it responds and contributes to social change while acknowledging tradition. Students gain insight into law-making, the processes of dispute resolution, and the administration of justice. They investigate legal perspectives on contemporary issues in society, and reflect on, and make informed judgments about, the strengths and weaknesses of the Australian legal system.
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<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Folio</li> <li>• Issues Study (Inquiry in Stage 2)</li> <li>• Presentation (only in Stage 1)</li> </ul>
<b>Recommended</b>	Average C grade or higher in Year 10 Civics
<b>Future Pathways</b>	Lawyer, Para Legal, Police Officer

## Stage 1 Media Studies

<b>Course Description</b>	<p>Students develop media literacy and production skills. They research, discuss and analyse media issues, and interact with, and create media products.</p> <p>Students explore the role of media in Australian and global contexts, and how media can exert a significant influence on the way people receive and interpret information about the world, explore their own and other cultures, make economic choices, develop political ideas, and spend their leisure time.</p>
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Folio</li> <li>• Interaction Study (Stage 1 only)</li> <li>• Product</li> </ul>
<b>Recommended</b>	Average C grade or higher in Year 10 English or Pre Literary Studies
<b>Future Pathways</b>	Journalism, Professional Writing, Film Maker, Advertising Creative, Web Designer

## Stage 1 Society and Culture

<b>Course Description</b>	<p>In Society and Culture, students explore the interactions of people, societies, cultures, and environments. Using an interdisciplinary approach, they analyse the structures and systems of contemporary societies and cultures.</p> <p>Students learn about the ways in which societies constantly change and are affected by social, political, historical, environmental, economic, and cultural factors. They investigate the ways in which people function in groups and communicate within and across cultural groups. Through their study of Society and Culture, students develop the ability to influence their own future by acquiring skills, values, and understanding that enable them to participate effectively in contemporary society.</p>
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Sources Analysis</li> <li>• Group Activity</li> <li>• Investigation.</li> </ul>
<b>Recommended</b>	Average C grade or higher in Year 10 History and/or Geography and/or Civics
<b>Future Pathways</b>	Stage 2 Society and Culture

## Stage 1 Philosophy

<b>Course Description</b>	<p>This subject involves the rational investigation of questions about existence, knowledge and ethics, to which there are no simple answers. Investigation of these problems through the study of Philosophy requires skills of critical reasoning, developed through an understanding of reasoning and the foundations of argument analysis. Philosophy promotes respect for intellectual integrity as a human value and develops students' skills to engage in philosophical argument. Students build their capacity to be creative and independent critical thinkers who can articulate and justify philosophical positions and argue reasoned action.</p>
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Folio</li> <li>• Issues Analysis</li> <li>• Issues Study.</li> </ul>
<b>Recommended</b>	Average C grade or higher in Year 10 English or Pre Literary Studies
<b>Future Pathways</b>	Accountant, Business Management, Commerce, Politics

## Stage 1 English Pre-Literary Studies

<b>Course Description</b>	<p>Pre-English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts at the Year 12 level. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and</p>
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	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. Students who complete with a C- grade or better will meet the literacy requirement of the SACE.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Responding to Texts</li> <li>• Creating Texts</li> <li>• Comparative Text Study.</li> </ul>
<b>Recommended</b>	C grade or higher Year 10 Pre-Literary Studies or an A grade average in Year 10 English
<b>Future Pathways</b>	Law, Journalism, Politics, Writer, Director, Communications, Creative Arts, Film

### Stage 1 Women's Studies

<b>Course Description</b>	<p>Students look at the world from the perspectives of women. They examine the diversity of women's experiences and their relationships to others while promoting an inclusive and just society.</p> <p>Students identify complex and contradictory ideas that exist about femininity and masculinity, and how being a woman or a man may influence an individual's experiences and expectations.</p>
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Text Analysis</li> <li>• Group Presentation (Essay in Stage 2)</li> <li>• Issues Analysis (Folio in Stage 2)</li> </ul>
<b>Recommended</b>	C grade or higher in Year 10 History
<b>Future Pathways</b>	Sociologist, Social Worker, Youth Worker, Counsellor / Psychologist.

### Stage 1 Languages (Background Speaker) Italian

<b>Course Description</b>	<p>The background speaker's level languages are designed for students who have a background in the language and who have had more than one year's education in a country where the language is spoken.</p> <p>Students develop intercultural communication skills through examining relationships between language, culture, and identity and reflecting on the ways in which culture is created, expressed, and communicated through language.</p> <p>Students clarify, extend, and develop their ideas and opinions on the prescribed themes and contemporary issues, and develop their capability to communicate, interact, and negotiate meanings within and across languages and cultures.</p>
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Interaction (Folio at Stage 2)</li> <li>• Text Production (I-depth Study in Stage 2)</li> <li>• Text Analysis (Stage 1 only)</li> <li>• Investigation (Stage 1 only)</li> </ul>
<b>Recommended</b>	1 year's education in a country where the language is spoken
<b>Future Pathways</b>	Translator, Interpreter, Travel, Diplomacy

### Stage 1 Languages (Beginners) Italian

<b>Course Description</b>	<p>The beginner's level languages are designed for students with little or no previous knowledge and/or experience of the language before undertaking Stage 1, and are designed as a two-year program for students who wish to begin their study of the language at senior secondary level.</p> <p>Students develop the skills of listening, speaking, reading, and writing, and information and communication technologies to create and engage effectively with a range of spoken, written, visual, and multimodal texts in the particular language.</p> <p>They develop and apply linguistic and intercultural knowledge, understanding, and skills.</p>
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Interaction</li> <li>• Text Production</li> <li>• Text Analysis</li> </ul>
<b>Future Pathways</b>	Travel, Interpreter, Diplomacy.

## Stage 1 Languages (Continuers) Italian

<b>Course Description</b>	Continuer's level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. In studying these languages, students interact with others to share information, ideas, opinions and experiences. Students create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Interaction (Folio in Stage 2)</li> <li>• Text Production (In-depth Study in Stage 2)</li> <li>• Text Analysis (Stage 1 only)</li> <li>• Investigation (Stage 1 only)</li> </ul>
<b>Recommended</b>	Previous language studies
<b>Future Pathways</b>	Foreign Correspondent, Journalist, Interpreter, Tour Guide, Diplomacy.

## Stage 2 English

<b>Course Description</b>	In English students analyse the interrelationship of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world. Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, audience, and context is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Responding to Texts</li> <li>• Creating Texts</li> <li>• Comparative Analysis</li> </ul>
<b>Stage 2 External Assessment Component</b>	<ul style="list-style-type: none"> <li>• Comparative Analysis</li> </ul>
<b>Recommended</b>	C grade or higher in Stage 1 English
<b>Future Pathways</b>	Journalism, Politics, Communications, Business, most courses in tertiary education

## Stage 2 Essential English

<b>Course Description</b>	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.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Language Study</li> <li>• Responding to texts</li> <li>• Creating texts</li> </ul>
<b>Stage 2 External Assessment Component</b>	<ul style="list-style-type: none"> <li>• Language Study</li> </ul>
<b>Recommended</b>	C grade or higher in Stage 1 English or Stage 1 Essential English
<b>Future Pathways</b>	Vocational and trades

## Stage 2 English Literary Studies

<b>Course Description</b>	This course 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. 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.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Responding to Texts (approx. 1500 words per assignment)</li> <li>• Creating Texts</li> <li>• Comparative Study</li> <li>• Examination</li> <li>• External Component</li> </ul>
<b>Recommended</b>	Average B grade or higher in Year 11 Pre-Literacy Studies, or average A grade in English
<b>Future Pathways</b>	English Teacher, English Academic, Writer, Novelist, Author, Film, Journalism, Communications, Director

## Stage 2 Geography

<b>Course Description</b>	Through the study of Geography, students develop an understanding of the spatial interrelationships between people, places, and environments. They appreciate the complexity of our world, the diversity of its environments, and the challenges and associated opportunities facing Australia and the world. Geography develops an appreciation of the importance of place in explanations of economic, social, and environmental phenomena and processes.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Geographical Skills and Applications</li> <li>• Fieldwork Report</li> </ul>
<b>Recommended</b>	Stage 1 Geography
<b>Future Pathways</b>	Geography, Environment, Sustainability, Climate Change, Social Studies

## Stage 2 Accounting

<b>Course Description</b>	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.
<b>Assessment Overview</b>	Skills and Applications Tasks Report Examination
<b>Recommended</b>	Stage 1 Accounting
<b>Stage 2 External Assessment Component</b>	Examination
<b>Future Pathways</b>	Accounting, Business, Politics

## Stage 2 Australian and International Politics

<b>Course Description</b>	Politics is the study of power at all levels of society. By analysing power and political systems, students can recognise potential sources of empowerment and become
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	informed, active citizens. Students apply their understanding of elements of the Australian political system in an international context to examine why conflicts arise and the mechanisms that complex modern societies have developed to negotiate and resolve these conflicts. In Australian and International Politics, students explore how expressions of power affect relationships with others in families, communities, workplaces, and the institutions of finance, bureaucracy, education, law, and the media. They engage in and reflect on political concepts, ideas, and issues, using primary sources, and reflect on the relationship between politics, power, and decision-making.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Folio</li> <li>• Sources Analysis</li> <li>• Investigation</li> <li>• Examination</li> </ul>
<b>Recommended</b>	Stage 1 Australian and International Politics, Stage 1 Legal Studies
<b>Stage 2 External Assessment Component</b>	<ul style="list-style-type: none"> <li>• Examination</li> </ul>
<b>Future Pathways</b>	Politics, Law, Business

## Stage 2 Business Innovation

<b>Course Description</b>	In Stage 2 (offered in 2020) students are equipped with the knowledge, skills, and understandings to engage in designing, sustaining, and transforming business in the modern world. They engage with complex, dynamic real-world problems, to identify and design, test, iterate, and communicate viable business solutions. Business Innovation students are equipped with the knowledge, skills, and understandings to engage in designing, sustaining, and transforming business in the modern world. In a time when design-driven companies consistently outperform other stock market companies, Business Innovation foregrounds design thinking and assumption-based business planning tools to promote an iterative, human-centred approach to innovation and the transformation of business products, services, and processes.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Create your own business</li> <li>• Consultancy infographic and analytics</li> <li>• Business model development portfolio and pitch</li> <li>• Business plan and pitch</li> <li>• Financial pitch</li> </ul>
<b>Recommended</b>	Stage 1 Business Innovation
<b>Future Pathways</b>	Business, Economics, Accounting, Entrepreneurship

## Stage 2 Economics

<b>Course Description</b>	Economics is the study of how we exchange scarce resources to satisfy our needs and wants and in doing so we gain insight into human behaviour in a variety of contexts, whether as individuals, firms, governments, or other organisations. An economic system is influenced by the social and political contexts that inform decisions made by the different participants in the economy. What happens in an economy depends on the choices that millions of people make every day when they interact with each other, with markets, with the government, and with their natural surroundings.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Folio</li> <li>• Economic Project</li> <li>• Examination</li> </ul>
<b>Recommended</b>	Stage 1 Economics
<b>Stage 2 External Assessment Component</b>	<ul style="list-style-type: none"> <li>• Examination</li> </ul>
<b>Future Pathways</b>	Environment, Geology, Business, Politics, Economics, Accounting, Entrepreneurship

## Stage 2 Legal Studies

<b>Course Description</b>	Legal Studies explores Australia's legal heritage and the dynamic nature of the Australian legal system within a global context. Legal Studies provides students with a sound understanding of the structures of the Australian legal system and demonstrates how that system responds and contributes to social change while acknowledging tradition. By analysing the Australian legal system, students consider how diverse groups in society, including Indigenous Australians, influence and are influenced by the legal system.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Folio</li> <li>• Inquiry</li> <li>• Examination</li> </ul>
<b>Recommended</b>	Stage 1 Legal Studies
<b>Stage 2 External Assessment Component</b>	<ul style="list-style-type: none"> <li>• Examination</li> </ul>
<b>Future Pathways</b>	Law , Environment, Business, Politics

## Stage 2 Philosophy

<b>Course Description</b>	This subject involves the rational investigation of questions about existence, knowledge and ethics, to which there are no simple answers. Investigation of these problems through the study of Philosophy requires skills of critical reasoning, developed through an understanding of reasoning and the foundations of argument analysis. Philosophy promotes respect for intellectual integrity as a human value and develops students' skills to engage in philosophical argument. Students build their capacity to be creative and independent critical thinkers who can articulate and justify philosophical positions and argue reasoned action.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Argument Analysis</li> <li>• Issues Analysis</li> <li>• Issues Study</li> </ul>
<b>Recommended</b>	<ul style="list-style-type: none"> <li>• Stage 1 Philosophy</li> </ul>
<b>Stage 2 External Assessment Component</b>	<ul style="list-style-type: none"> <li>• Issues Study</li> </ul>
<b>Future Pathways</b>	Law, Politics, Humanities, History, Philosophy, Education

## Stage 2 Society and Culture

<b>Course Description</b>	In Society and Culture, students explore the interactions of people, societies, cultures, and environments. Using an interdisciplinary approach, they analyse the structures and systems of contemporary societies and cultures. Students learn about the ways in which societies constantly change and are affected by social, political, historical, environmental, economic, and cultural factors. They investigate the ways in which people function in groups and communicate within and across cultural groups. Through their study of Society and Culture, students develop the ability to influence their own future by acquiring skills, values, and understanding that enable them to participate effectively in contemporary society.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Folio</li> <li>• Interaction</li> <li>• Investigation</li> </ul>
<b>Recommended</b>	Stage 1 Society and Culture
<b>Stage 2 External Assessment Component</b>	<ul style="list-style-type: none"> <li>• Investigation</li> </ul>
<b>Future Pathways</b>	Law, Politics, Humanities, History, Philosophy, Education

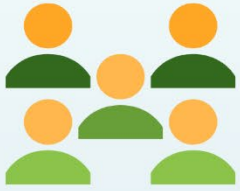
## Stage 2 Modern History

Course Description	Stage 2 Modern History may be undertaken as a 10-credit or a 20-credit subject. Students explore relationships among nations and groups, examine some significant and distinctive features of the world since 1945, and consider their impact on the contemporary world. 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.
Assessment Overview	<ul style="list-style-type: none"> <li>• Historical Skills</li> <li>• Historical Study</li> </ul>
Recommended	Average C grade or higher in Stage 1 History
Future Pathways	Teaching, Researching, Archiving, Heritage Conservation

## Stage 2 Women's Studies

Course Description	In Women's Studies, students examine the diversity of women's experiences and their relationships to others, and the diversity in gender representation of women in cultural texts.. Students identify complex and contradictory ideas that exist about femininity and masculinity, and how being a woman or a man may influence an individual's experiences and expectations. As students engage with how gender shapes, and is shaped by, societies, they develop a critical insight into their world from a gender perspective.
Assessment Overview	<ul style="list-style-type: none"> <li>• Text Analysis</li> <li>• Essay</li> <li>• Folio</li> <li>• Issues Analysis (30%)</li> </ul>
Stage 2 External Assessment Component	<ul style="list-style-type: none"> <li>• Issues Analysis (30%)</li> </ul>
Future Pathways	Politics, Business , Social Work, Medicine, Religion, Education, Gender Studies





# Health and Physical Education



Year 10

Health and PE

Elective Physical Education

Outdoor Education Stage 1

Sport and Recreation  
Year 10 only

Stage 1 Year 11

Stage 1 S1  
Child Studies  
10 credits

Stage 1 S1  
Health and Wellbeing  
10 credits

Stage 1 S1  
Physical Education  
10 credits

Stage 2 S1  
Outdoor Education  
10 credits

Stage 1 S2  
Child Studies  
10 credits

Stage 1 S2  
Health and Wellbeing  
10 credits

Stage 1 S2  
Physical Education  
10 credits

Stage 2 S2  
Outdoor Education  
10 credits

Stage 2 Year 12

Stage 2  
Child Studies  
20 credits

Stage 2  
Health and Wellbeing  
20 credits

Stage 2  
Physical Education  
20 credits

Stage 2  
Integrated Learning  
Outdoor Education  
20 credits

## Year 10 Health and Physical Education

<b>Course Description</b>	<p>The Year 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook when making decisions and practise skills for maintaining respectful relationships and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to apply health and physical activity information to devise and implement personalised plans for maintaining a healthy and active lifestyle. They also experience different roles that contribute to successful participation in physical activity by all.</p> <p>Students learn to apply more specialised movement skills and complex movement concepts and strategies in a range of movement contexts and environments. They also are provided with opportunities to use a range of concepts to evaluate and refine their own and others' movement performances. Students analyse how physical activity and sport participation can influence an individual's identities and explore the role participation plays in shaping cultures.</p>
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Fitness Testing and Personal Health/Fitness Assignment</li> <li>• Coaching Principles/styles</li> <li>• Nutrition</li> <li>• MITIOG - Sexuality</li> <li>• Lacrosse</li> <li>• Touch Football</li> <li>• Volleyball</li> </ul>
<b>Future Pathways</b>	Stage 1 Health and Wellbeing, Exercise Science, Exercise Physiology, Nursing, Physical Education Teacher.

## Year 10 Elective Physical Education

<b>Course Description</b>	<p>In Elective Physical Education there is a focus upon dimensions of physical activity and performance associated with Exercise Physiology. This is an integrated subject and there are both theoretical and practical areas of studies embedded in the course. Students are introduced to strength and conditioning training and undertake practical learning in the areas of weight lifting and fitness development. Theoretical topics covered include Training Program Design, Training Principles, Training Types and Human Anatomy. The learning areas covered provide students with an opportunity to develop life-long skills and knowledge in the areas of sport, fitness and training.</p>
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Movement Analysis</li> <li>• Training Programs</li> <li>• Skill Acquisition</li> </ul>
<b>Recommended</b>	Year 9 Elective PE
<b>Future Pathways</b>	Stage 1 and 2 Physical Education, Exercise Science, Exercise Physiology, Nursing, Physical Education Teacher.

## Year 10 Sport & Recreation

<b>Course Description</b>	<p>In Sport &amp; Rec students are exposed to recreation activities they may or may not have been familiar with. There are both practical and theoretical components embedded in the course. Skills, rules and game play are taught in a range of Indoor Sports and Gym Activities. Students look at barriers to participation in sports, motivations for physical activity and complete online modules.</p>
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Practical Assessment</li> <li>• Barriers to Sport Assignment</li> <li>• Online Modules</li> </ul>
<b>Future Pathways</b>	Sports Management





## Year 10 Stage 1 Outdoor Education

<b>Course Description</b>	Students are introduced to a variety of outdoor and recreational activities in Stage One Outdoor Education. These activities are geared towards students gaining experience in the wilderness and developing practical skills that are essential for existence in natural surrounds. They will learn leadership skills in challenging situations and gain a greater appreciation for the natural environment. Students participate in a range of different outdoor activities, camps and excursions around Darwin and the Northern Territory. These activities include Orienteering, Rock Climbing, Abseiling, Remote Hiking, Navigation, Sailing and Mountain Biking. Students learn camp planning skills prior to each trip and after each activity students will evaluate their progress and complete a workbook. Two major expeditions are involved with this subject and these will be a minimum of 3 days.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Wilderness First Aid</li> <li>• Sailing Expedition (3 days)</li> <li>• Orienteering and Navigation</li> <li>• Navigation Test</li> <li>• Camp planning and reflective task for each camp</li> <li>• Rock Climbing and Abseiling</li> <li>• Mountain Biking</li> <li>• Hiking Expedition (4 days)</li> <li>• Sustainability and Coastal Erosion</li> </ul>
<b>Recommended</b>	An "A or B" grade in Year 9 Outdoor Education
<b>Future Pathways</b>	Stage 2 Outdoor Education, Outdoor Education Instructor/ Guide, Tourism Industry, Outdoor Education Teacher, Ranger, Parks Wildlife, Fisheries

## Stage 1 Child Studies

<b>Course Description</b>	Students examine the period of childhood from conception to 8 years, and issues related to the growth, health, and well-being of children. They examine diverse attitudes, values, and beliefs about childhood and the care of children, the nature of contemporary families, and the changing roles of children in a contemporary consumer society.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Practical Activity</li> <li>• Group Activity</li> <li>• Investigation</li> </ul>
<b>Future Pathways</b>	Stage 2 Child Studies, Early Childhood Educator, Childcare worker, Social Worker



## Stage 1 Health and Wellbeing

<b>Course Description</b>	Students gain an understanding of the different factors that influence our behaviours and attitudes towards living a health life. Students will investigate current health issues and trends in selected communities and develop skills to consider how changing social structures and community values can affect the health and well-being of both individuals and communities.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Issues Response</li> <li>• Group Activity</li> <li>• Investigation</li> </ul>
<b>Future Pathways</b>	Stage 2 Health, Nursing, Allied Health, Health Administrator and Physical Education Teacher.

## Stage 1 Physical Education

<b>Course Description</b>	Students gain an understanding of physiology and learn to analyse their own performance for improvement in a number of different sports and physical activity. They look into the community structures and practices that influence participation in physical activity and determine what strategies can be used to increase participation levels. Students also develop skills in communication, investigation, and the ability to apply knowledge to practical situations.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Performance Improvement</li> <li>• Physical Activity Investigation</li> </ul>
<b>Recommended</b>	Year 10 Elective PE
<b>Future Pathways</b>	Stage 2 Physical Education, Fitness Instructors/Personal Trainers, Exercise Science, Exercise Physiology, Nursing, Physical Education Teacher and Physiotherapy.

## Stage 2 Child Studies

<b>Course Description</b>	Students critically examine attitudes and values about parenting/care-giving and gain an understanding of the growth and development of children from conception to 8 years. 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.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Practical Activity</li> <li>• Group Activity</li> <li>• Investigation</li> </ul>
<b>Recommended</b>	Child Studies Stage 1
<b>Stage 2 External Assessment Component</b>	Assessment Type 3: Investigation
<b>Future Pathways</b>	Early Childhood Educator, Childcare worker, Social Worker

## Stage 2 Health and Wellbeing

<b>Course Description</b>	Students recognise the various factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living, and caring for themselves and the environment. They develop skills to consider how changing social structures, community values, environmental issues, and new technologies affect the health and well-being of individuals and communities.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Issues Response (Group Investigation and Presentation in Stage 2)</li> <li>• Group Activity (Issues Analysis for Stage 2)</li> <li>• Investigation (Practical Activity for Stage 2)</li> </ul>
<b>Stage 2 External Assessment Component</b>	Investigation

<b>Future Pathways</b>	Nursing, Allied Health, Health Administrator and Physical Education.
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## Stage 2 Physical Education

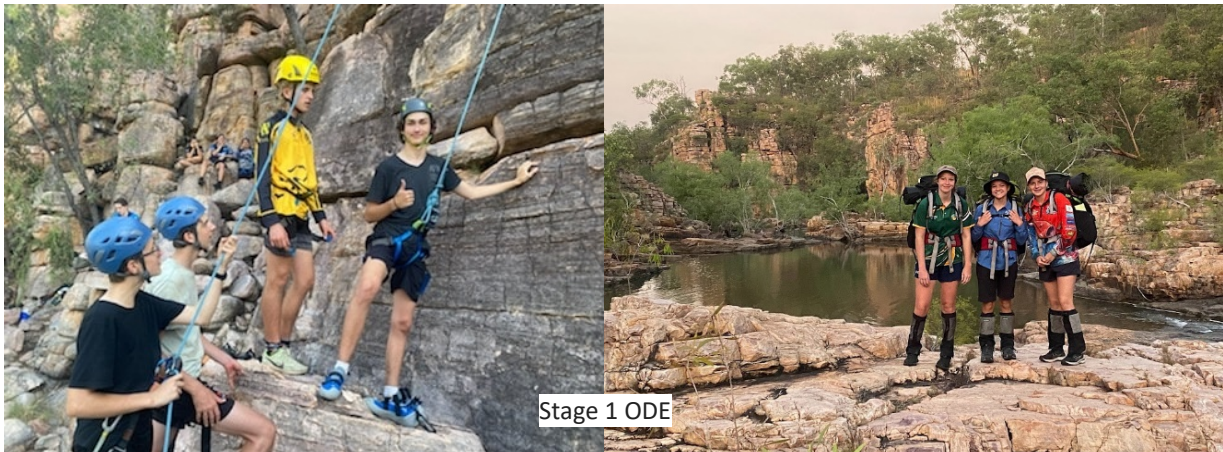
<b>Course Description</b>	Students gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participation in physical activity. They explore their own physical capacities and analyse performance, health, and lifestyle issues. Students develop skills in communication, investigation, and the ability to apply knowledge to practical situations.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Diagnostics</li> <li>• Improvement Analysis</li> <li>• Group Dynamics</li> </ul>
<b>Recommended</b>	Stage 1 Physical Education Year 10 Exercise Physiology is recommended.
<b>Stage 2 External Assessment Component</b>	Assessment Type 3: Group Dynamics
<b>Future Pathways</b>	Fitness Instructors/Personal Trainers, Exercise Science, Exercise Physiology, Nursing, Physical Education Teacher and Physiotherapy.

## Stage 2 Outdoor Education

<b>Course Description</b>	In Stage Two Outdoor Education students are provided practical experiences aimed at developing skills in leadership, planning and team work, while encouraging responsibility towards self, others and the environment. Students are encouraged to discuss and investigate selected environmental issues, environmental practices and appropriate risk management strategies during camps and other practical activities. Specifically, students participate in three major expeditions which focus on the Rock climbing and Bushwalking skills and knowledge. The final expedition is a major five-day bushwalking adventure which will challenge students physically, mentally and emotionally. They are required to plan the trip, complete the expedition and then reflect on their experiences. Students will also complete a major environmental investigation task that will focus on an environmental issue of their choice and will allow them gain experience at gathering primary research and interviewing governing bodies and stakeholders associated with the issue.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Folio 1- Environmental Perspectives</li> <li>• Folio 2- Risk Management Group</li> <li>• Practical- Rock Climbing (3 days)</li> <li>• Folio 3- Environmental Experiences</li> <li>• Group Practical- Bushwalking (4 days)</li> <li>• Self-Reliant Practical- Bushwalking (5 days)</li> <li>• Environmental Investigation</li> </ul> <p>Folio 4- Leadership</p>
<b>Recommended</b>	Year 9 and Stage One Outdoor Education and recommended

## Stage 2 Integrated Learning – Outdoor Education

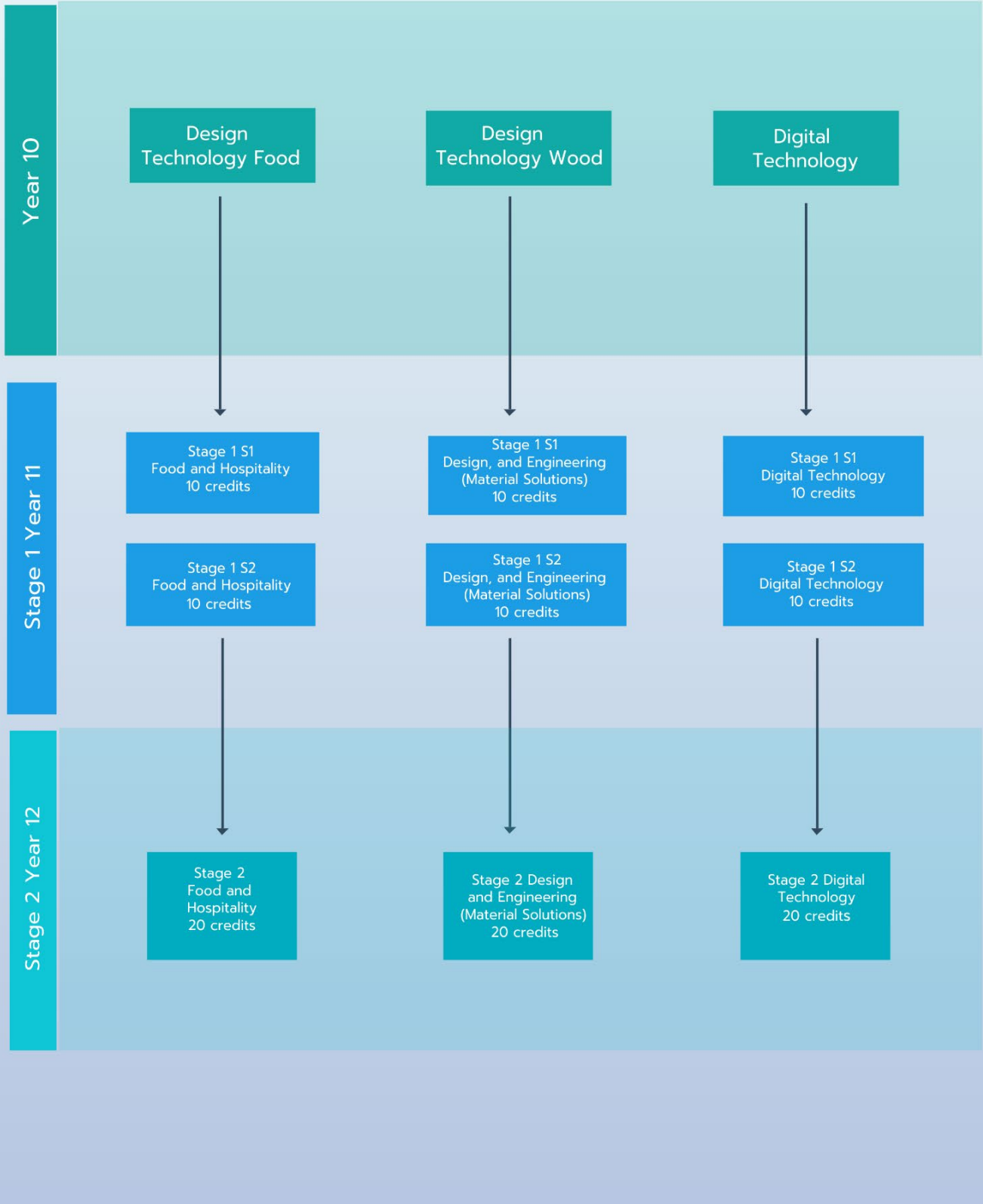
<b>Course Description</b>	Integrated Learning is a subject framework that enables students to make links between aspects of their lives and their learning. The program focus of this Stage 2 course will be Outdoor Education. Students will participate in a variety of outdoor and recreational activities and will complete a major expedition planned by the students. These activities are geared towards students gaining leadership and practical skills in the wilderness by completing off-site excursions and multi-day expeditions around the Northern Territory.
<b>Recommended</b>	Stage 2 Outdoor Education
<b>Future Pathways</b>	Outdoor Education Instructor/ Guide, Tourism Industry, Outdoor Education Teacher, Ranger, Parks Wildlife, Fisheries





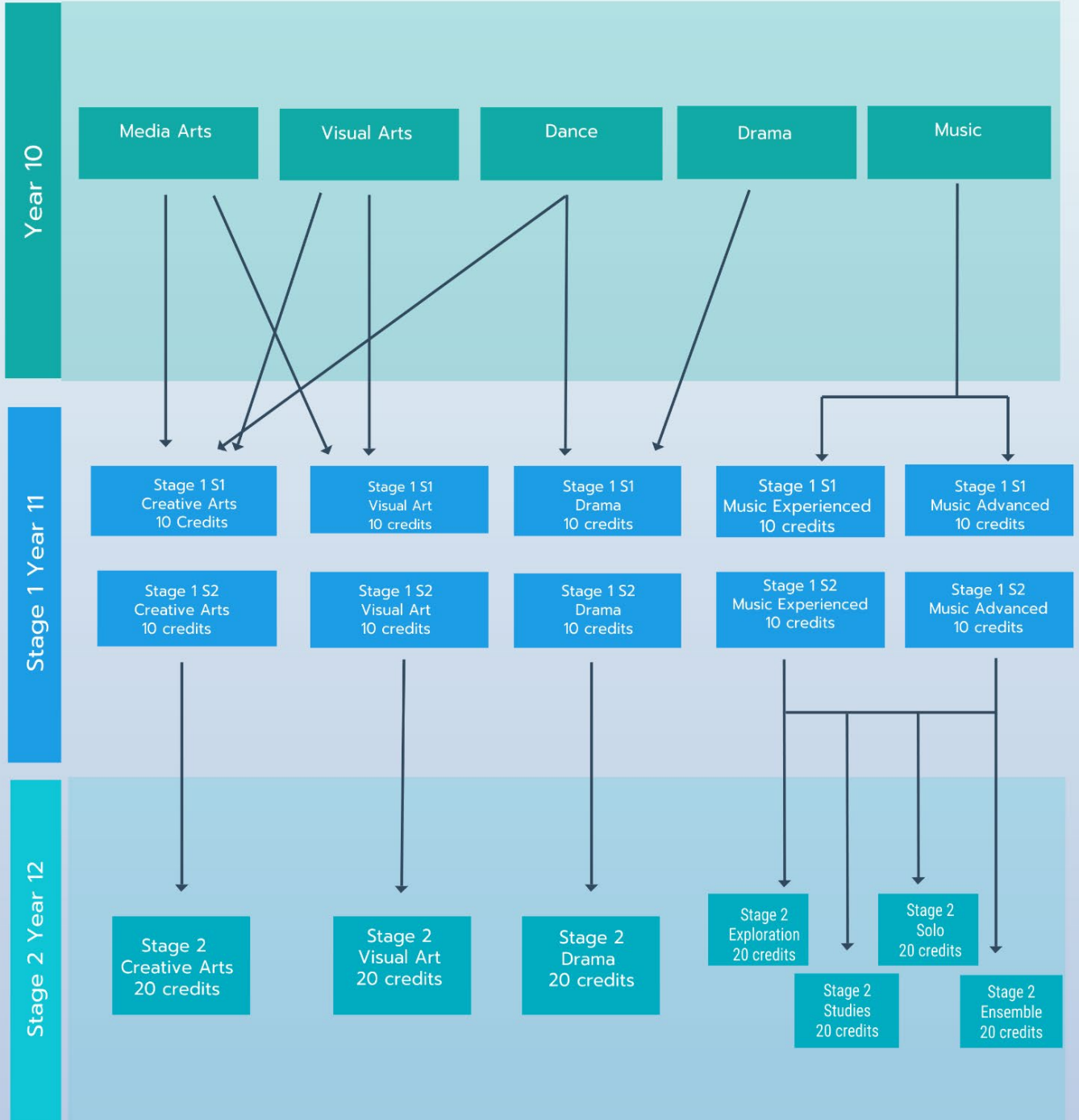


# THE ARTS AND TECHNOLOGY





# THE ARTS AND TECHNOLOGY





## Year 10 Visual Art Courses

### Sculpture, Printmaking, Painting and Drawing

<b>Course Description</b>	Students are provided with a foundation of technical and practical skills to support future Stage 1 and 2 studies in the Visual Arts. The key focus in project-work is the development of practical and design skills for the creation of artworks within the chosen discipline. Contextual research examines the work of artists that inspire the students' own response to a theme. The students' practical is individual with students following the established process of research, development and experimentation to inform the creation of an original final piece or body of work.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Folio (Visual Diary or Visual Study)</li> <li>• Practical (artwork)</li> </ul>
<b>Recommended</b>	Highly recommended to have completed Visual Art in 9
<b>Future Pathways</b>	Stage 1 and 2 Visual Art, Educator, curator, digital artist, digital designer, artist, gallery director, graphic designer, multi-media designer, illustrator, painter, photographer, potter, sculptor, visual arts and craft professional, advertising, marketing, animation and games design, set design and construction, visual effects designer, games development, digital special effects, animation and interactive design, 3D animator, writer, blogger, papermaker.

### Year 10 Design and Technology: Woodwork

<b>Course Description</b>	In the semester length course, students generate original wooden designs through the synthesis of information gleaned from research and analysis. Maintaining an understanding of the design process and the importance of folio documentation is vital. Key learning focuses on the identification of safe work practices, skills and craftsmanship, and evidence of finish in the final product and evaluation.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Folio</li> <li>• Product (practical)</li> </ul>
<b>Recommended</b>	Recommended to have completed Woodwork course in year 9.
<b>Future Pathways</b>	Education, carpenter, cabinet maker, architectural drafter, builder, building designer, joiner, construction assistant, construction manager, antique restorations, Stage 1 Design, Technology and Engineering.

### Year 10 Design and Technology: Food

<b>Course Description</b>	Students refine food application techniques intended to support the development of life skills for today's world. Focus is on food production, technology and sustainability, as well as the design process. Students follow the design process by documenting their research, investigation, experimentation and development of their ideas from the initial starting point through to the final product. Throughout the semester emphasis is placed on the importance of Work Health and Safety in the preparation of preparing raw ingredients and working in a busy kitchen.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Investigation</li> <li>• Design and Evaluation</li> <li>• Folio</li> </ul>
<b>Recommended</b>	Recommended to have completed Design Technology Food in Year 9
<b>Future Pathways</b>	Stage 1 and 2 Food and Hospitality, Education, bar attendant/supervisor, barista, cafe/coffee shop operator, caterer, chef or cook, food and beverage manager, Hotel/Motel/Restaurant/Club Manager, housekeeping attendant, kitchen hand, restaurateur, and waiter.

## Year 10 Drama

<b>Course Description</b>	Students will start with a brief overview of the history of the theatre then learn about Australian drama and how to stage drama to create an atmosphere for the audience. They will also be aware of how a theatre runs and be able to apply theatre vocabulary when creating and analysing their work and work of others. Students will also be able to competently stage a script, as they perform scenes/extracts which appeal to their interests. Students will focus on elements of off-stage and on-stage roles choosing, rehearsing and performing to a live audience a published play. They will construct a piece of theatre following guidelines but will need to add their own interpretations and ideas to create the piece. Consolidation of these skills will be emphasised through 'page to stage' and rehearsal practice. Students will be given the foundation skills needed for Stage 1 Drama.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Review</li> <li>• Performance</li> <li>• Folio</li> </ul>
<b>Recommended</b>	Recommended to have completed Drama in Year 9
<b>Future Pathways</b>	Stage 1 and 2 Drama, Educator, actor, performer, digital video editing, games development, digital special effects, animation and interactive design, 3D animator/3D videographer, audio-visual operator, camera/lighting operator, data wrangler, director, film/television producer, interactive media author, lighting or stage management, live sound operator/engineer, multimedia specialist, music and dialogue editor, outside broadcasting (OB) technologist/engineer, post production operator/engineer, script development (writer, editor), sound mixer/technician/engineer, sound recordist, studio assistant, technical director, visual effects designer.

## Year 10 Music

<b>Course Description</b>	Students endeavour to further their knowledge in the categories of musicology, theory, aural perception, performance and musicianship. They continue to develop and extend their practical instrument skills of different music styles in their ensemble group. The students complete an in-depth study on an aspect of the music industry and produced a multimodal presentation. In addition, students endeavour to further their knowledge in the musicology, theory, composition, ensemble performance, and musicianship.  Please note: At a senior level, separate instrumental lessons are required.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Song Analysis</li> <li>• Solo Performance</li> <li>• Ensemble Performance</li> <li>• Musicianship test</li> </ul>
<b>Recommended</b>	Recommended to have completed Music in Year 9
<b>Future Pathways</b>	Stage 1 and 2 Music, Educator, musician, performer, games development, audio operator, live sound operator/engineer, music and dialogue editor, outside broadcasting (OB) technologist/engineer, post production operator/engineer, composer, sound mixer/technician/engineer, sound recordist, studio assistant, technical director, sound effects designer, Accompanist, Art Manager/Director, Broadcast Engineer, Blogger, Conductor.

## Year 10 Dance

<b>Course Description</b>	Students will start with an overview of the history of dance and how it has influenced contemporary dance styles today. They will also apply dance vocabulary when creating and analysing their work and work of others, and learn to create atmosphere for the audience. Students will also look at a variety of traditional and contemporary dance techniques and methods, and this will influence the creation of their own work. They will choreograph a performance following set guidelines, and perform for a live audience.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Folio</li> <li>• Composition (Performance)</li> </ul>
<b>Recommended</b>	Recommended to have completed Drama or Dance in Year 9

<b>Future Pathways</b>	Educator, performer, Choreograph, Director, Lighting Designer/Set Designer, Stage Management/Production Crew, arts administration, dance photographer or videographer, Costume or clothing designer, Dance Writer, Physical Therapist, massage therapist, Yoga/Pilates/Somatic Teacher.
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## Year 10 Digital Technologies

<b>Course Description</b>	Students expand on their existing knowledge of Python coding language and explore the platforms of Digital Technology including website development using HTML, JAVA and Database management. The students work through the established design process of: researching and analysing existing solutions, brainstorming and experimenting with their own design ideas, developing a final project through a process of evaluation and modification.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Puzzle game -HTML &amp; Java</li> <li>• Product- Python Coding Game</li> </ul>
<b>Recommended</b>	Recommended to have completed courses in year 9.
<b>Future Pathways</b>	Stage 1 and 2 Digital Technology, Education, 2D/3D artist, animator, audio-visual editor, business systems analyst, creative media consultant/developer, database administrator/designer/developer, e-business or e-learning developer, games designer/developer/programmer, help desk officer, interactive digital media developer, IT manager, IT technical/user support, network administrator/analyst/technician, programmer, systems administrator/analyst, visual effects designer, web administrator/designer/developer.

## Year 10 Media Arts: Digital Illustration

### Year 10 Media Arts: Film and Photography

<b>Course Description</b>	<p>The key focus is the development of visual communication skills for graphic outcomes and media communication skills for audio and visual outcomes.</p> <p>Students follow the established design process; research and analysis, planning, making and evaluating to create a product (digital art or video) using the industry standard Adobe Software.</p> <p>Project work encourages the exploration of design elements, principles and technical skills to communicate effectively to specific target audiences.</p>
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Subject Matter Research</li> <li>• Practical Assignment and Evaluation</li> </ul>
<b>Recommended</b>	Recommended to have completed Media Studies in Year 9
<b>Future Pathways</b>	Stage 1 and 2 Creative Arts or Visual Art Design, Educator, curator, digital artist, digital designer, artist, graphic designer, web and app design and construction, video and film production, multi-media designer, illustrator, photographer, advertising, marketing, animation and games design, set design and construction, visual effects designer, games development, digital special effects, animation and interactive design, 3D animator, writer, blogger, offset printer.

## Stage 1 and 2 Visual Art: Art

<b>Course Description</b>	<p>Students research, analyse, explore and experiment with media and technique, and resolve and produce practical work.</p> <p>They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions.</p> <p>Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual form.</p>
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Folio</li> <li>• Practical</li> <li>• Visual Study</li> </ul>

<b>Recommended</b>	Year 10 Art is highly recommended.
<b>Stage 2 External Assessment Component</b>	Visual Study
<b>Future Pathways</b>	Educator, curator, digital artist, digital designer, artist, gallery director, graphic designer, multi-media designer, illustrator, painter, photographer, potter, sculptor, visual arts and craft professional, advertising, marketing, animation and games design, set design and construction, visual effects designer, games development, digital special effects, animation and interactive design, 3D animator, writer, blogger, papermaker.

## Stage 1 and 2 Creative Arts: Digital Media

### Stage 1 and 2 Creative Arts: Dance

<b>Course Description</b>	Students undertake a specialised study within or across the creative arts industry; they actively participate in the development and presentation of products while exploring industry standard Adobe software such as Illustrator, Photoshop and InDesign in the development of their works. These may take the form of, for example, visual art, craft and design works, digital media, film and video and or public arts projects. Students analyse and evaluate creative arts products in different contexts and from various perspectives, and gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Product</li> <li>• Folio (Investigation in Stage 2)</li> </ul>
<b>Recommended</b>	Year 10 Media Arts or Dance is highly recommended
<b>Stage 2 External Assessment Component</b>	Practical Skills
<b>Future Pathways</b>	Educator, curator, digital artist, digital designer, artist, graphic designer, web and app design and construction, video and film production, multi-media designer, illustrator, photographer, advertising, marketing, animation and games design, set design and construction, visual effects designer, games development, digital special effects, 3D animator, writer, blogger, offset printer, fashion designer, fabric designer.

## Stage 1 Music Experienced and Advanced

<b>Course Description</b>	In this Music course students develop their practical and creative potential, spoken and written skills, and capacity to make informed interpretative and aesthetic judgments. By engaging in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies, students appreciate the value of working collaboratively and present musical works. This program is designed for students with a substantial background in music and provides a pathway to a range of Stage 2 music subjects. Please note: At a senior level, separate instrumental lessons are required.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Skills Presentation</li> <li>• Skills Development</li> <li>• Folio</li> </ul>
<b>Recommended</b>	Highly recommended to have completed Year 10 Music
<b>Future Pathways</b>	Educator, musician, performer, games development, audio operator, live sound operator/engineer, music and dialogue editor, outside broadcasting (OB) technologist/engineer, post production operator/engineer, composer, sound mixer/technician/engineer, sound recordist, studio assistant, technical director, sound effects designer, Accompanist, Art Manager/Director, Broadcast Engineer, Blogger, Conductor.

## Stage 2 Music Solo Performance

<b>Course Description</b>	This Stage 2 course develops students' ability to prepare and present public performances; pursue excellence in the performance of Music; develop student's musical understanding, musical sensitivity and aesthetic awareness as well as their aural perception, awareness of style and structure and knowledge of historical conventions in performance. The course also allows for a strengthening in work discipline which is required for the pursuit of performance in further study or as a career. Students are required to prepare a minimum of an 18 minute program of varied musical repertoire over the year. Please note: At a senior level, separate instrumental lessons are required.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• First Performance</li> <li>• Second Performance</li> </ul>
<b>Recommended</b>	Highly recommended Stage 1 Music
<b>Stage 2 External Assessment Component</b>	Final Performance
<b>Future Pathways</b>	Singer, Conductor, Musician, Educator, Sound Engineer.

## Stage 2 Music Ensemble Performance

<b>Course Description</b>	This Stage 2 course develops students' ability to prepare and present public performances; pursue excellence in the performance of music; develop student's musical understanding, musical sensitivity and aesthetic awareness as well as their aural perception, awareness of style and structure and knowledge of historical conventions in performance. The course also allows for a strengthening in work discipline which is required for the pursuit of performance in further study or as a career. Students are required to prepare a minimum of a 20 minute program of varied musical repertoire over the year. Please note: At a senior level, separate instrumental lessons are required.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• First Performance</li> <li>• Second Performance</li> </ul>
<b>Recommended</b>	Highly recommended to have completed Stage 1 Music
<b>Stage 2 External Assessment Component</b>	Final Performance
<b>Future Pathways</b>	Educator, musician, performer, games development, audio operator, live sound operator/engineer, music and dialogue editor, outside broadcasting (OB) technologist/engineer, post production operator/engineer, composer, sound mixer/technician/engineer, sound recordist, studio assistant, technical director, sound effects designer, Accompanist, Art Manager/Director, Broadcast Engineer, Blogger, Conductor.

## Stage 2 Music Individual Study

<b>Course Description</b>	Educator, musician, performer, games development, audio operator, live sound operator/engineer, music and dialogue editor, outside broadcasting (OB) technologist/engineer, postproduction operator/engineer, composer, sound mixer/technician/engineer, sound recordist, studio assistant, technical director, sound effects designer, Accompanist, Art Manager/Director, Broadcast Engineer, Blogger, Conductor.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Musical Literacy Tasks</li> <li>• Creative Task</li> <li>• Performance</li> <li>• External Theory</li> </ul>
<b>Recommended</b>	Recommended to have completed Stage 1 Music
<b>Stage 2 External Assessment Component</b>	Examination



<b>Future Pathways</b>	Educator, musician, performer, games development, audio operator, live sound operator/engineer, music and dialogue editor, outside broadcasting (OB) technologist/engineer, post production operator/engineer, composer, sound mixer/technician/engineer, sound recordist, studio assistant, technical director, sound effects designer, Accompanist, Art Manager/Director, Broadcast Engineer, Blogger, Conductor.
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### Stage 1 and 2 Drama

<b>Course Description</b>	Students acquire the skills and understanding to generate creative and imaginative solutions to the challenge of staging theatrical works. Drama values the exploration of all forms of learning, integrating the creative with the physical and the intellectual. Students analyse texts and other materials, performances, and their own learning. As students experience diverse perspectives and challenge their own imaginations, they have the opportunity to develop confidence in their own ideas.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Performance (Group Presentation for Stage 2)</li> <li>• Folio</li> <li>• Investigation and Presentation (Interpretative Study for Stage 2)</li> </ul>
<b>Recommended</b>	Year 10 Drama is highly recommended.
<b>Stage 2 External Assessment Component</b>	Performance
<b>Future Pathways</b>	Educator, actor, performer, digital video editing, 3D animator/3D videographer, audio-visual operator, camera/lighting operator, director, film/television producer, interactive media author, lighting or stage management, live sound operator/engineer, multimedia specialist, music and dialogue editor, outside broadcasting (OB) technologist/engineer, post production operator/engineer, script development (writer, editor), sound mixer/technician/engineer, sound recordist, studio assistant, technical director, visual effects designer.

### Stage 1 and 2 Food and Hospitality

<b>Course Description</b>	In Food and Hospitality, students will be challenged to elevate their practical abilities by reproducing complex recipes and further cultivate their cooking skills and techniques. Contemporary issues faced in the hospitality industry is a focus; in particular, food hygiene and safety practices, sociocultural influences on cuisine and healthy food alternatives. Students work collaboratively and independently to investigate, research and produce a variety of dishes adhering to specific guidelines and time constraints. Importance will be placed on the expansion of students' knowledge and understanding of cooking fundamentals and terminology.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Practical Activity</li> <li>• Group Activity</li> </ul>
<b>Recommended</b>	Highly recommended to have completed Year 10 Design Technology Food
<b>Stage 2 External Assessment Component</b>	Investigation
<b>Future Pathways</b>	Education, bar attendant/supervisor, barista, cafe/coffee shop operator, caterer, chef or cook, food and beverage manager, Hotel/Motel/Restaurant/Club Manager, housekeeping attendant, kitchen hand, restaurateur, waiter

### Stage 1 and Stage 2 Design, Technology, and Engineering — Material Solutions

<b>Course Description</b>	Students design and create products that meet a design brief, and develop the knowledge and skills associated with using different processes and production techniques. They combine their designing and creating skills with knowledge and understanding of materials, information, and equipment to make high-quality products for intended purposes. They analyse the impact of technological practices or products on individuals, society, and/or
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	the environment now, and develop insights into the uses of technology in future contexts. This focus area involves the use of a diverse range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products with resistant materials such as metals, plastics, wood, composites, ceramics, textiles, and foods.
<b>Assessment Overview</b>	<p>Stage 1: Skills and Applications Tasks Folio Product.</p> <p>Stage 2: Specialised Skills Task Design Process and Solution</p>
<b>Recommended</b>	Recommended to have completed courses in Year 10.
<b>Future Pathways</b>	Possible job roles include, but are not limited to: Education, carpenter, cabinet maker, architectural drafter, builder, building designer, joiner, construction assistant, construction manager, antique restorations

## Stage 1 and 2 Digital Technologies

<b>Course Description</b>	<p>In Digital Technology students create practical, innovative solutions to problems of interest. By extracting, interpreting, and modelling real-world data sets, students identify trends and examine sustainable solutions to problems in, for example, business, industry, the environment, and the community. They investigate how potential solutions are influenced by current and projected social, economic, environmental, scientific, and ethical considerations, including relevance, originality, appropriateness, and sustainability.</p> <p>Students use computational thinking skills and strategies to identify, deconstruct, and solve problems that are of interest to them. They analyse and evaluate data, test hypotheses, make decisions based on evidence, and create solutions. Through the study of Digital Technologies, students are encouraged to take ownership of problems and design, code, validate, and evaluate their solutions. In doing so, they develop and extend their understanding of designing and programming, including the basic constructs involved in coding, array processing, and modularisation.</p>
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Investigation</li> <li>• Folio</li> <li>• Product</li> </ul>
<b>Recommended</b>	Year 10 Digital Technologies is highly recommended.

# CROSS DISCIPLINARY

## Year 10 Stage 1 Personal Learning Plan

<b>Course Description</b>	<p>The Personal Learning Plan (PLP) is a compulsory 10-credit subject Stage 1 subject completed in Year 10.</p> <p>Students <b>must achieve a C grade or better</b> to complete the subject successfully and gain their NTCET.</p> <p>The PLP helps students to:</p> <ul style="list-style-type: none"> <li>• plan their personal and learning goals for the future</li> <li>• make informed decisions about their personal development, education, and training.</li> </ul> <p>In this subject, students are expected to:</p> <ol style="list-style-type: none"> <li>1. identify, explore, and develop personal and learning goals, and strategies to achieve them</li> <li>2. select, understand, and explain one or more capabilities relevant to achieving their goals</li> <li>3. develop the selected capability or capabilities</li> <li>4. review their learning.</li> </ol>
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<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Folio - 75%</li> <li>• Review – 25%</li> </ul>
<b>Future Pathways</b>	<b>Future planning for Senior School</b> - selecting subjects, courses, and other learning relevant to pathways through and beyond school, investigating possible career choices, exploring personal and learning goals, complete work experience

## Year 10 Stage 1 Research Practices

<b>Course Description</b>	This subject provides students with opportunities to examine the purpose of research; explore a range of research approaches, and develop their investigative and inquiry skills.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Folio 50%</li> <li>• Source Analysis 50%</li> </ul>
<b>Future Pathways</b>	The subject assist students with the principles for Investigations in Stage 1 and 2 subjects.

## Stage 1 and 2 Workplace Practices

<b>Course Description</b>	Students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the value of unpaid work to society, future trends in the world of work, workers' rights and responsibilities and career planning. Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. <b>The workplace learning may include one or more of the following: Vocational Education and Training (VET), Part-time job, NT representative in any sport, a member of any Sporting Academies, community service or work experience, elite musician etc. Students use their learning outside of the classroom to gain credit towards their NTCET.</b>
<b>Assessment Overview</b>	<b>Stage One:</b> <ul style="list-style-type: none"> <li>• Folio – 40%</li> <li>• Performance – 35%</li> <li>• Reflection – 25%</li> </ul> <b>Stage Two:</b> <ul style="list-style-type: none"> <li>• Folio – 25%</li> <li>• Performance – 25%</li> <li>• Reflection – 20%</li> <li>• Investigation – 30%</li> </ul>
<b>Recommended</b>	Students may take Stage 1 Workplace Practices in Year 10 as an <b>elective</b> . Students may take Stage 2 Workplace Practices in Year 11- Head of Faculty approval needed.
<b>Stage 2 External Assessment Component</b>	Investigation
<b>Future Pathways</b>	Stage 2 Workplace Practices – ATAR scoring subject.

O'LOUGHLIN CATHOLIC COLLEGE



DARWIN