2020

SACE
STAGE 1 AND STAGE 2
SUBJECTS

A CO-EDUCATIONAL DAY, BOARDING AND INTERNATIONAL COLLEGE
YEARS 7 - 12

08 8982 2222

10 - 54 SALONIKA STREET, THE GARDENS | LMB 13, DARWIN NT 0801

ADMIN.STJOHNS@NT.CATHOLIC.EDU.AU
STJOHNSNT.CATHOLIC.EDU.AU

CRICOS NO: 00466K
St John’s Catholic College is a safe, connected, learning community for local, boarding and international students. We strive for excellence and ensure the holistic development of each student through a balanced approach to faith, academic, sporting and cultural activities.

The College, located across two campuses connected by a walkway over the Darwin Botanical Gardens, provides a quality Catholic education for students in Years 7 to 12.

Offering a small school environment with a focus on the wellbeing and learning of all, the St John’s culture is one of welcome, where everyone is valued and everyone belongs.

We are a community that aspires for our graduates to flourish, by leading, living, loving and learning with a strong sense of heart spirituality. We have an aspiration that our graduates have the opportunity to pursue their dreams, make positive contributions to the local and global community, and make good moral decisions that promote a better world.

At St John’s Catholic College, we stand strong, together.

Fortes in Fide!

Cameron Hughes
Principal
B.Bus (Man), B.Ed (Post) (Sec), Cert IV TAE, TEFL, M.Ed L’Ship
NTCET Pattern

To complete the NTCET with an ATAR:

- Complete 200 credits
- Achieve an A, B or C for all compulsory subjects
- Achieve an A, B or C in 140 credits
- Achieve 60 credits at Stage 2 (C- or better)
- Achieve 90 credits at Stage 2

Key Markers:

- Year 10 - Minimum of 20 credits at Stage 1 C grade or higher
- Successful completion of PLP
- Year 11 - Achieve 110 credits
- Successful completion of 2 Stage 1 Literacy units
- Successful completion of 1 Stage 1 Numeracy unit
- Year 12 - Achieve a C- or better in 60 credits at Stage 2
- Successful completion of 200 credits

Vocational Education & Training:

VET Courses and Qualifications may also form part of the NTCET. Please contact the VET/Careers Coordinator at the College for more information.

For further information:

- Contact the College - 8982 2222
- SACE - https://www.sace.sa.edu.au/coordinating/additional-programs/ntcet#Completion-requirements
What is the ATAR?

The ATAR is a rank, not a mark.

A rank given to students on a range from 0 to 99.95 to show their competitiveness, or how well they have performed, in relation to other year 12 students in Australia.

Universities use the ATAR to help them select students for their courses. Admission to most tertiary courses is based on your selection rank (your ATAR + any applicable adjustments). Universities may also use other criteria when selecting students (e.g., a personal statement, a questionnaire, a portfolio of work, an audition, an interview or a test).

Reference: https://www.satac.edu.au/
Students develop an awareness of Religious Education in the context within which they are learning and are encouraged to contribute to collaborative thinking and ways of working. Students share ideas and informed opinions and extend their social communication skills though contribution to groups, family, and/or community.

Religious Education: Integrated Learning identifies six capabilities:

- Literacy
- Information and Communication Technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding

Assessment Scope and Requirements

- Assessment Type 1: Practical Inquiry
- Assessment Type 2: Connections
- Assessment Type 3: Personal Endeavour

Mrs Simon holds a Bachelor of Arts with a major in English and History from Kanpur University, a Bachelor of Education from Lucknow University, a Trained Teacher’s Certificate from St Mary’s Teacher’s Training College, Allahabad and a Graduate Certificate in Religious Education. Mrs Simon is currently studying Masters in Leadership and Theology from the Australian Institute of Theological Education in Sydney.
The PLP helps students to plan their personal and learning goals for the future, make informed decisions about their personal development, education, and training. Developing goals for the future will engage students in activities such as selecting subjects, courses, and other learning relevant to pathways through and beyond school, investigating possible career choices, exploring personal and learning goals.

Stage 1 No Entry Recommendation:

Stage 1 Personal Learning Plan comprises:

- The Seven Capabilities
- Personal and Learning Goals
- Suggested Topics

Assessment Scope and Requirements

Stage 1:

- Assessment Type 1: Folio
- Assessment Type 2: Review

Ms Jane Anlezark holds a Bachelor of Education from Canberra University. She has worked across the Northern Territory from Early Childhood to Adult Education in schools, tertiary institutions and within the NT Department of Education in an advisory capacity.
ESSENTIAL ENGLISH
SACE STAGE 1 AND STAGE 2

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

Stage 1 - No Entry Recommendation:
Stage 1 Essential English content includes:
• Responding to texts
• Creating texts

Stage 2 - No Entry Recommendation:
Stage 2 Essential English content includes:
• Responding to texts
• Creating texts
• Language study

Assessment Scope and Requirements

Stage 1:
• Assessment Type 1: Responding to Texts
• Assessment Type 2: Creating Texts

Assessment Scope and Requirements

Stage 2:
• Assessment Type 1: Responding to Texts
• Assessment Type 2: Creating Texts
• Assessment Type 3: Language Study

LAKSHMI MARTINSON
ESSENTIAL ENGLISH TEACHER

Mrs Lakshmi Martinson has a Bachelor of Arts Degree from La Trobe University, Victoria with a major in History and Linguistics, and a Graduate Diploma in Secondary Education from Charles Darwin University. She also holds TEFL certification from the University of Toronto.
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.

Stage 1 Entry Recommendation:
- 10.1 English - C grade or higher

Stage 1 English content includes:
- Responding to texts
- Creating texts
- Intertextual study

Stage 2 Entry Recommendation:
- 2 x Stage 1 English - C grade or higher

Stage 2 English content includes:
- Responding to texts
- Creating texts

Assessment Scope and Requirements
Stage 1:
- Assessment Type 1: Responding to Texts
- Assessment Type 2: Creating Texts
- Assessment Type 3: Intertextual Study

Assessment Scope and Requirements
Stage 2:
- Assessment Type 1: Responding to Texts
- Assessment Type 2: Creating Texts
- Assessment Type 3: Comparative Analysis

Mr Andrew Keighley attended Dundee University, in Scotland where he obtained an MA Honours Degree in Philosophy. After a career in the Scottish Fire Service, he moved to Perth WA, where he attended the Western Australian College of Advanced Education (now Edith Cowan University) where he gained his Diploma in Education.
English as an Additional Language (EAL) focuses on:

Stage 1 Entry Recommendation:
- Meet the EAL requirements

Stage 2 Entry Recommendations:
- Meet the EAL requirements
- 2 x Stage 1 EAL - B grade or higher

Stage 1 and Stage 2 English as an Additional Language focuses on:

This subject aims to develop practical language skills and strategies which are expected at tertiary learning institutions such as Universities. Students are taught to analyse and respond to a range of text types. They are also explicitly instructed how to create academic style texts such as essays and reports.

Assessment Scope and Requirements

Stage 1:
- Assessment Type 1: Responding to Texts
- Assessment Type 2: Interactive Study
- Assessment Type 3: Language Study

Assessment Scope and Requirements

Stage 2:
- Assessment Type 1: Academic Literacy Study
- Assessment Type 2: Responses to Texts
- Assessment Type 3: Examination

Mr Ben Johns holds a Bachelor of Arts (English major) from Sydney University, a Graduate Diploma of Teaching and Learning (Secondary) from Charles Darwin University and a Cambridge Certificate in Teaching English to Speakers of Other Languages. Originally from Sydney, Mr Johns teaches Stage 1 and Stage 2 EAL as well as Intensive English.
Stage 2 English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions and texts, have the 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.

Stage 2 Entry Recommendation:

- 2 x Stage 1 English - B grade or higher

Stage 2 English Literary Studies content includes:

- Responding to texts
- Creating texts

Assessment Scope and Requirements

Stage 2:

- Assessment Type 1: Responding to Texts
- Assessment Type 2: Creating Texts
- Assessment Type 3: (externally assessed) Text Study:
  - Part A: Comparative Text Study
  - Part B: Critical Reading (exam)

Ms Annalea McCurry holds a Bachelor of Arts (Literature & Drama) from La Trobe University, a Diploma of Teaching (Secondary) from The Australian Catholic University and a Masters of Education (Literacy & Special Education) from Deakin University. Ms McCurry teaches English, Humanities, English as an Additional Language and Drama.
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.

Stage 1 - No Entry Recommendations

Stage 1 Essential Mathematics topics:

- Topic 1: Calculations, time and ratio
- Topic 2: Earning and spending
- Topic 3: Geometry
- Topic 4: Data in context
- Topic 5: Measurement
- Topic 6: Investing

Stage 2 - No Entry Recommendations

Stage 2 Essential Mathematics topics:

- Topic 1: Scales, plans and models
- Topic 2: Measurement
- Topic 3: Business applications
- Topic 4: Statistics
- Topic 5: Investments and loans

Assessment Scope and Requirements

Stage 1:

- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: Folio

Stage 2:

- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: Folio
- Assessment Type 3: Examination

After a career change from being a Mechanical Engineer, Mr Justin Andries began his teaching journey at St John’s Catholic College as part of the Teach for Australia program. Specialising in Mathematics and Physics, Justin holds a Bachelor of Engineering (Mechanical Engineering) (Honours). Mr Andries is now undertaking his Masters of Teaching (Secondary) (Professional Practice) through the Australian Catholic University.
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.

**Stage 1 Entry Recommendation:**
- 10.1 Mathematics - C grade or higher

**Stage 1 General Mathematics topics:**
- Topic 1: Investing and borrowing
- Topic 2: Measurement
- Topic 3: Statistical investigations
- Topic 4: Applications of trigonometry
- Topic 5: Linear and exponential functions and their graphs
- Topic 6: Matrices and networks
- Topic 7: Open topic

**Stage 2 Entry Recommendation:**
- 2 x Stage 1 General Mathematics - C grade or higher

**Stage 2 General Mathematics topics:**
- Topic 1: Modelling with linear relationships
- Topic 2: Modelling with matrices
- Topic 3: Statistical models
- Topic 4: Financial models
- Topic 5: Discrete models
- Topic 6: Open topic

**Assessment Scope and Requirements**

**Stage 1:**
- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: Mathematical Investigation

**Stage 2:**
- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: Mathematical Investigation
- Assessment Type 3: Examination

**GENERAL MATHEMATICS SACE STAGE 1 AND STAGE 2**

Miss Amelia Matthews has a Bachelor of Science majoring in applied Mathematics from Sydney University. She is part of the Teach for Australia program and is undertaking her Masters of Teaching (Secondary) (Professional Practice) through the Australian Catholic University.
Mathematics extends an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments, and proofs, and using 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.

Stage 1 Entry Recommendations:

- 10.1 Mathematics - B+ grade or higher and HOH recommendation
- This course is recommended for students who intend to study Stage 2 Mathematical Methods with or without Specialist Mathematics

Stage 1 Mathematics topics:

- Topic 1: Functions and graphs
- Topic 2: Polynomials
- Topic 3: Trigonometry
- Topic 4: Counting and statistics
- Topic 5: Growth and decay
- Topic 6: Introduction to differential calculus

Assessment Scope and Requirements

Stage 1:

- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: Mathematical Investigations

Mr Victor Sun loves Maths, he joined the college to extend, challenge and support the high achieving Mathematics students. Mr Sun studied a Bachelor of Science majoring in Mathematics at the University of Melbourne, and completed his Bachelor of Secondary Teaching at Charles Darwin University.
Mathematics extends an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments, and proofs, and using 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.

Stage 1 Entry Recommendations:

- 10.1 Mathematics
- Semester 1 Stage 1 Mathematics A grade and/or Head of Faculty recommendation
- This course is recommended for students who intend to study Stage 2 Specialist Mathematics

Stage 1 Mathematics (Pre-Specialist) topics:

- Topic 1: Arithmetic and geometric sequences and series
- Topic 2: Geometry
- Topic 3: Vectors in the plane
- Topic 4: Further trigonometry
- Topic 5: Matrices
- Topic 6: Real and complex numbers

Assessment Scope and Requirements

Stage 1:

- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: Mathematical Investigations

VICTOR SUN
SPECIALIST MATHEMATICS TEACHER

Mr Victor Sun loves Maths, he joined the college to extend, challenge and support the high achieving Mathematics students. Mr Sun studied a Bachelor of Science majoring in Mathematics at the University of Melbourne, and completed his Bachelor of Secondary Teaching at Charles Darwin University.
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.

Stage 2 Entry Recommendation:

- 2 x Stage 1 Mathematics - B grade or higher

Stage 2 Mathematical Methods topics:

- Topic 1: Further differentiation and applications
- Topic 2: Discrete random variables
- Topic 3: Integral calculus
- Topic 4: Logarithmic functions
- Topic 5: Continuous random variables and the normal distribution
- Topic 6: Sampling and confidence intervals

Assessment Scope and Requirements

Stage 2:

- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: Mathematical Investigations
- Assessment Type 3: Examination

Mr Victor Sun loves Maths, he joined the college to extend, challenge and support the high achieving Mathematics students. Mr Sun studied a Bachelor of Science majoring in Mathematics at the University of Melbourne, and completed his Bachelor of Secondary Teaching at Charles Darwin University.
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.

Stage 2 Entry Recommendations:

- 2 x Stage 1 Mathematics - B grade or higher
- 1 x Stage 1 Pre Specialist Mathematics - B grade or higher
- Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods

Stage 2 Specialist Mathematics topics:

- Topic 1: Mathematical induction
- Topic 2: Complex numbers
- Topic 3: Functions and sketching graphs
- Topic 4: Vectors in three dimensions
- Topic 5: Integration techniques and applications
- Topic 6: Rates of change and differential equations

Assessment Scope and Requirements

Stage 2:

- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: Mathematical Investigations
- Assessment Type 3: Examination

Mr Victor Sun loves Maths, he joined the college to extend, challenge and support the high achieving Mathematics students. Mr Sun studied a Bachelor of Science majoring in Mathematics at the University of Melbourne, and completed his Bachelor of Secondary Teaching at Charles Darwin University.
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 environment.

Stage 1 Entry Recommendation:

• 10.1 Science - C grade or higher

Stage 1 Biology topics:

• Topic 1: Cells and microorganisms
• Topic 2: Infectious disease
• Topic 3: Multicellular organisms
• Topic 4: Biodiversity and ecosystem dynamics

Stage 2 Entry Recommendation:

• 2 x Stage 1 Biology - C grade or higher

Stage 2 Biology topics:

• Topic 1: DNA and proteins
• Topic 2: Cells as the basis of life
• Topic 3: Homeostasis
• Topic 4: Evolution

Assessment Scope and Requirements

Stage 1:

• Assessment Type 1: Investigations Folio
• Assessment Type 2: Skills and Applications Tasks

Stage 2:

• Assessment Type 1: Investigations Folio
• Assessment Type 2: Skills and Applications Tasks
• Assessment Type 3: Examination

Mr Nelson Tio holds a Bachelor of Science (Biotechnology) from Monash University and a Masters of Teaching (Secondary) from the University of Tasmania. Originally from Malaysia and fluent in Mandarin, Mr Tio teaches Biology and Science.
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.

Stage 1 Entry Recommendation:
• 10.1 Science - C grade or higher

Stage 1 Chemistry topics:
• Topic 1: Materials and their atoms
• Topic 2: Combinations of atoms
• Topic 3: Molecules
• Topic 4: Mixture and solutions
• Topic 5: Acid and bases
• Topic 6: Redox reactions

Stage 2 Entry Recommendation:
• 2 x Stage 1 Chemistry - C grade or higher

Stage 2 Chemistry topics:
• Topic 1: Monitoring the environment
• Topic 2: Managing chemical processes
• Topic 3: Organic and biological chemistry
• Topic 4: Managing resources

Assessment Scope and Requirements

Stage 1:
• Assessment Type 1: Investigations Folio
• Assessment Type 2: Skills and Applications Tasks

Stage 2:
• Assessment Type 1: Investigations Folio
• Assessment Type 2: Skills and Applications Tasks
• Assessment Type 3: Examination

Mrs Ayesha Fatima holds a Bachelor of Education (Physical Science and Biology), a Bachelor of Science (Botany, Zoology and Chemistry) and a Master of Arts from Osmania University in Hyderabad, India. She also holds a Certificate of Exceptional Childhood, from Atlanta.
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 the theories in physics are based on evidence obtained from observations, measurements and active experimentation over thousands of years.

Stage 1 Entry Recommendations:

- 10.1 Science - C grade or higher
- 10.1 Mathematics - C grade or higher

Stage 1 Physics topics:

- Topic 1: Linear motion and forces
- Topic 2: Electric circuits
- Topic 3: Heat
- Topic 4: Energy and momentum
- Topic 5: Waves
- Topic 6: Nuclear models and radioactivity

Stage 2 Entry Recommendation:

- 2 x Stage 1 Physics - C grade or higher

Stage 2 Physics topics:

- Topic 1: Motion and relativity
- Topic 2: Electricity and magnetism
- Topic 3: Light and atoms

Assessment Scope and Requirements

Stage 1:

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

Stage 2:

- Assessment Type 1: Investigations Folio
- Assessment Type 2: Skills and Applications Tasks
- Assessment Type 3: Examination

Justin Andries

After a career change from being a Mechanical Engineer, Mr Justin Andries began his teaching journey at St John's Catholic College as part of the Teach for Australia program. Specialising in Mathematics and Physics, Justin holds a Bachelor of Engineering (Mechanical Engineering) (Honours). Mr Andries is now undertaking his Masters of Teaching (Secondary) (Professional Practice) through the Australian Catholic University.
PSYCHOLOGY
SACE STAGE 1 AND STAGE 2

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.

Stage 1 Entry Recommendation:
- 10.1 Science - C grade or higher

Stage 1 Psychology topics:

Compulsory Topic:
- Introduction to Psychology

Option Topics:
- Social Behaviour
- Intelligence
- Cognition
- Brain and Behaviour
- Human Psychological Development
- Emotion
- Negotiated Topic (this may expand an existing topic or introduce a new area of study).

Stage 2 Entry Recommendation:
- 2 x Stage 1 Psychology - C grade or higher

Stage 2 Psychology topics:
- Introduction to Psychology (compulsory)
- Social Cognition
- Learning
- Personality
- Psychobiology of Altered States of Awareness
- Healthy Minds.

Assessment Scope and Requirements

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

AYE SH A FA TIMA
PSYCHOLOGY TEACHER

Mrs Ayesha Fatima holds a Bachelor of Education (Physical Science and Biology), a Bachelor of Science (Botany, Zoology and Chemistry) and a Master of Arts from Osmania University in Hyderabad, India. She also holds a Certificate of Exceptional Childhood, from Atlanta.
ANCIENT STUDIES
SACE STAGE 1

In Ancient Studies, students learn about the history, literature, society, and culture of ancient civilisations, which may include those of Asia–Australia, the Americas, Europe, and Western Asia/North Africa, and the classical civilisations of Greece and Rome. In Ancient Studies, students draw on many other fields of study. They consider the environmental, social, economic, religious, cultural, and aesthetic aspects of societies. Students also explore the ideas and innovations that shape and are shaped by societies.

Stage 1 Entry Recommendation:

- Knowledge and interest in History

Stage 1 Ancient Studies topics:

Compulsory Topic:

- Understanding ancient history

Additional Topics:

- Art, architecture and technology
- Warfare and conquest
- Social structures, slavery and everyday life
- Beliefs, rituals and mythology
- Creative representations

Assessment Scope and Requirements

Stage 1:

- Assessment Type 1: Skills and Applications
- Assessment Type 2: Inquiry

JED BURLEY
ANCIENT STUDIES TEACHER

Mr Jed Burley holds a Bachelor of Music, Certificate of Performance (AMEB), completed a number of units for Bachelor of Arts (Music/History), Graduate Diploma in Education and a Certificate IV in Fitness. He has studied at the Sydney Conservatorium of Music, University of Sydney, Central Queensland University and the Queensland University of Technology. Jed has also completed several subjects in History (both Modern and Ancient). Mr Jed Burley’s primary instrument is the saxophone, having a love of both jazz and classical repertoire.
Visual Arts is categorised into the two broad areas of Art and Design. The broad area of Art encompasses both artistic and crafting methods and outcomes. The broad area of design encompasses communication and graphic design, environmental design, and product design.

Stage 1 Entry Recommendation:

• Knowledge and interest in Visual Arts

Stage 1 Visual Art - either Art or Design, three areas of study must be covered:

• Visual Thinking
• Practical Resolution
• Visual Arts in Context

Stage 2 Entry Recommendation:

• 2 x Stage 1 Visual Arts - C grade or higher

Stage 2 Visual Art - either Art or Design, three areas of study must be covered:

• Visual Thinking
• Practical Resolution
• Visual Arts in Context

Assessment Scope and Requirements

Stage 1:

• Assessment Type 1: Folio
• Assessment Type 2: Practical
• Assessment Type 3: Visual Study

Stage 2:

• Assessment Type 1: Folio
• Assessment Type 2: Practical
• Assessment Type 3: Visual Study

MARIANNE FOSTER
VISUAL ARTS TEACHER

Miss Marianne Foster has a passion for Visual Arts. Her formal art training includes a Diploma of Arts in Interior Architecture and Design, a Post Graduate Certificate in Arts Management from the University of Melbourne, TEFL Certification from the University of Toronto and a Graduate Diploma in Teaching and Learning.
The study of music enables students to appreciate the world in unique ways, through aesthetic treatments of sound across cultures, times, places, and contexts. It forms a vital part of the transmission of histories, knowledge, and stories among generations. Through synthesising and applying their understanding of musical elements, students learn to manipulate sound and create musical works that express their ideas and emotions.

**Stage 1 Entry Recommendation:**
- Knowledge and interest in music

**Stage 1 Music topics:**
- Understanding music
- Creating music
- Responding to music

**Stage 2 Entry Recommendation:**
- 2 x Stage 1 Music - C grade or higher

**Stage 2 Music topics:**
- Understanding music
- Creating music
- Responding to music

**Assessment Scope and Requirements**

**Stage 1:**
- Assessment Type 1: Creative Works
- Assessment Type 2: Musical Literacy

**Stage 2:**
- Assessment Type 1: Musical Literacy
- Assessment Type 2: Explorations
- Assessment Type 3: Creative Connections

**JED BURLEY**
**MUSIC TEACHER**

Mr Jed Burley holds a Bachelor of Music, CMus in Performance (Honours) from the AMEB, Graduate Diploma in Education and a Certificate IV in Fitness. He has studied at the Conservatorium of Music, University of Sydney, Central Queensland University and the Queensland University of Technology. Jed’s primary instrument is saxophone, having a love of both jazz and classical repertoire.
Through Physical Education, students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence.

Stage 1 Entry Recommendation:
• Knowledge and interest in a range of sports

Stage 1 Physical Education has three focus areas:
• Focus Area 1: In movement
• Focus Area 2: Through movement
• Focus Area 3: About movement

Stage 2 Entry Recommendation:
• 2 x Stage 1 Health and Physical Education - C grade or higher

Stage 2 Physical Education has three focus areas:
• Focus Area 1: In movement
• Focus Area 2: Through movement
• Focus Area 3: About movement

Assessment Scope and Requirements

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

Stage 2:
• Assessment Type 1: Diagnostics
• Assessment Type 2: Improvement Analysis
• Assessment Type 3: Group Dynamics

Mr Shinya Nagaike holds a Bachelor of Sports Science, from Bond University and a Graduate Diploma in Teaching and Learning from University of Southern Queensland.
In Food and Hospitality, students focus on the dynamic nature of the food and hospitality industry and develop an understanding of contemporary approaches and issues related to food and hospitality. Students develop skills in using technology and safe work practices in the preparation, storage and handling of food, and complying with current health and safety legislation.

Stage 1 Entry Recommendation:
• Knowledge and interest in Food and Hospitality

Stage 1 Food and Hospitality topics:
• Area of Study 1: Food, the Individual, and the Family
• Area of Study 2: Local and Global Issues in Food and Hospitality
• Area of Study 3: Trends in Food and Culture
• Area of Study 4: Food and Safety
• Area of Study 5: Food and Hospitality Industry

Stage 2 Entry Recommendation:
• 2 x Stage 1 Food and Hospitality - C grade or higher

Stage 2 Food and Hospitality topics:
• Area of Study 1: Contemporary and Future Issues
• Area of Study 2: Economic and Environmental Influences
• Area of Study 3: Political and Legal Influences
• Area of Study 4: Sociocultural Influences
• Area of Study 5: Technological Influences

Assessment Scope and Requirements

Stage 1:
• Assessment Type 1: Practical Activity
• Assessment Type 2: Group Activity
• Assessment Type 3: Investigation

Stage 2:
• Assessment Type 1: Practical Activity
• Assessment Type 2: Group Activity
• Assessment Type 3: Investigation

After a career change from being a Mechanical Engineer, Mr Justin Andries began his teaching journey at St John’s Catholic College as part of the Teach for Australia program. Specialising in Mathematics and Physics, Justin holds a Bachelor of Engineering (Mechanical Engineering) (Honours). Mr Andries is now undertaking his Masters of Teaching (Secondary) (Professional Practice) through the Australian Catholic University. In addition Mr Andries has a love of cooking, and also delivers Food and Hospitality at the College.
DIGITAL TECHNOLOGIES
SACE STAGE 1 AND STAGE 2

Digital Technologies have changed the ways that people think, work and live. The application of digital technologies can lead to discoveries, new learning and innovative approaches to understanding and solving problems.

Stage 1 Entry Recommendation:

• 10.1 Mathematics - C grade of higher and an interest in computers

Stage 1 Digital Technologies focus areas:

• Focus Area 1: Programming
• Focus Area 2: Advanced programming
• Focus Area 3: Data analytics
• Focus Area 4: Exploring innovations

Stage 2 Entry Recommendation:

• 2 x Stage 1 Digital Technology - C grade or higher

Stage 2 Digital Technologies focus areas:

• Focus Area 1: Computational thinking
  Focus Area 2: Design and programming
• Focus Area 3: Data analytics
• Focus Area 4: Iterative project development

Assessment Scope and Requirements

Stage 1:

• Assessment Type 1: Project Skills
• Assessment Type 2: Digital Solution

Stage 2:

• Assessment Type 1: Project Skills
• Assessment Type 2: Collaborative Project
• Assessment Type 3: Individual Digital Solution

SHINEAD LOVE
DIGITAL TECHNOLOGIES TEACHER

Miss Shinead Love holds a Masters of Teaching (Secondary) with a Major in Arts and a Minor in TESOL from the University of South Australia, a Bachelor of Interactive Media with Majors in Server-side Web Development and Film and Minors in VFX, Animation and Communications from Victoria University and an Advanced Diploma of Advertising and Graphic Design.
In Design, Technology and Engineering, students use the design and realisation process to engineer solutions for the development of products or systems. The subject provides a flexible framework that encourages students to be creative, innovative, and enterprising in their chosen context. They apply critical thinking and problem-solving skills and incorporate technologies to address design problems and challenges.

Stage 1 Entry Recommendation:
- Knowledge and interest in multimedia and digital graphic design

Stage 1 Design, Technology, and Engineering topics:
- Design and realisation process:
- Investigation and Analysis
- Design Development and Planning
- Solution Realisation
- Evaluation

Stage 2 Entry Recommendation:
- 2 x Stage 1 Design, Technology and Engineering: Digital Communication Solutions - C grade or higher

Stage 2 Design, Technology, and Engineering topics:
- Design and realisation process:
- Investigation and Analysis
- Design Development and Planning
- Solution Realisation
- Evaluation

Assessment Scope and Requirements
Stage 1:
- Assessment Type 1: Specialised Skills Task
- Assessment Type 2: Design Process and Solution

Stage 2:
- Assessment Type 1: Specialised Skills Task
- Assessment Type 2: Design Process and Solution
- Assessment Type 3: Resource Study

Mrs Cherilyn Hughes holds a Bachelor of Secondary Education and Bachelor of Visual Arts – Fine Arts (with Distinction) from QUT, a Graduate Certificate in Cross-Disciplinary Art & Design from the College of Fine Arts from UNSW a Certificate IV in Training and Assessing - Youth Plus, a TEFL Certificate from the University of Toronto and a Graduate Certificate in Theology from BBI.
In Design, Technology and Engineering, students use the design and realisation process to engineer solutions for the development of products or systems. The subject provides a flexible framework that encourages students to be creative, innovative, and enterprising in their chosen context. They apply critical thinking and problem-solving skills and incorporate technologies to address design problems and challenges.

Stage 1 Entry Recommendation:

- Knowledge and interest in woodwork and metalwork

Stage 1 Design, Technology, and Engineering topics:

- Material Solutions

Stage 2 Entry Recommendation:

- 2 x Stage 1 Design, Technology and Engineering - C grade or higher

Stage 2 Design, Technology, and Engineering topics:

- Material Solutions

Assessment Scope and Requirements

Stage 1:

- Assessment Type 1: Specialised Skills Task
- Assessment Type 2: Design Process and Solution

Stage 2:

- Assessment Type 1: Specialised Skills Task
- Assessment Type 2: Design Process and Solution
- Assessment Type 3: Resource Study

RYAN TREMBATH
HEAD OF FACULTY
HPE & THE ARTS

Mr Ryan Trembath holds a Bachelor of Technology Education from Southern Cross University, Certificate I & II in Construction Pathways and Certificate IV in Training and Assessment. Mr Trembath teaches Design, Technology & Engineering – Material Solutions & Digital Communication Solutions.
In locally assessed languages at continuers level, students develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to develop knowledge, awareness, and understanding of other languages and cultures in relation to their own. Students reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language.

Stage 1 Entry Recommendation:
- Background speaker or Year 9 Indonesian - B grade or higher

Stage 1 Indonesian topics:
- The Individual
- The [Language]-speaking Communities
- The Changing World

Stage 1 Entry Recommendation:
- 2 x Stage 1 Indonesian - C grade or higher

Stage 2 Entry Recommendation:
- 2 x Stage 1 Indonesian - C grade or higher

Stage 2 Indonesian topics:
- The Individual
- The [Language]-speaking Communities
- The Changing World

ANN TAN
INDONESIAN TEACHER

Mrs Ann Tan joined the College from Singapore with a Diploma of Education from Teachers' Training College in Singapore. She started her Bachelor of Arts Degree from National University of Singapore and completed it at Charles Darwin University, when she migrated to Australia. Mrs. Tan has a Masters Degree in Southeast Asian Studies from Charles Darwin University. In 2018 she attained a certificate in TEFL from the University of Toronto. She also received a National Excellence in Teaching Award from the NEITA foundation in 2002. Mrs Tan has been teaching for forty-five years; ten years in Singapore and thirty-five years at St John’s Catholic College. She is the International Coordinator and teaches Indonesian.

Assessment Scope and Requirements

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

Stage 2:
- Assessment Type 1: Folio
- Assessment Type 2: In-depth Study
- Assessment Type 3: Examination
### Semester 2, 2020

**Line A**
- Year 10 - non NTCET/SACE subjects
  - S1 PLP

**Line B**
- Stage 1 Offerings
  - S1 PLP
  - S1 Design & Technology Materials (Wood & Metal)
  - S1 Biology
  - S1 Food & Hospitality
  - S1 Music
  - S1 Indonesian

**Line C**
- Religious Education(4)
  - HPE (2)

**Line D**
- Science

**Line E**
- Mathematics

**Line F**
- English

### Stage 1 Offerings
- S1 Chemistry
- S1 Visual Art: Art
- S1 Digital Technologies
- S1 Mathematics (pre-spec)
- S1 Mathematics
- S1 General Mathematics
- S1 Essential Mathematics
- S1 English
- S1 EAL
- S1 Essential English
- S1 Comm Products
- S1 Physical Ed
- S1 Physics
- S1 Psychology

### Stage 2 Offerings
- S2 Comm Products II
- S2 Physical Education
- S2 Physics
- S2 Chemistry
- S2 Visual Art: Art
- S2 Health
- S2 Digital Technologies
- S2 English Literary Studies
- S2 English
- S2 Essential English
- S2 EAL
- S2 Mathematical Methods
- S2 General Mathematics
- S2 Essential Mathematics
- S2 Design & Technology Materials (Wood & Metal)
- S2 Biology
- S2 Food & Hospitality
- S2 Music
- S2 Indonesian
- Cert III CMT Module 3&4
- Integrated RE

### Offline
- Quiet Study
- NTSDE/OAC Support

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- Please note that listed subjects are dependent on student interest, staff availability and RTO agreements (VET).
- Yr 10 students who have not successfully completed the PLP, select PLP on Line A and Stage 1 elective on Line B.

**Stage 1 / 2 Students:**

Courses not on offer - external study options (optional):

- Is there a Stage One/Two course not on offer that you would like to undertake in Semester 2 2020? (Options are available through the NTDE / OAC if the chosen subject has been successfully completed at Stage 1 level)
- Have you done online study in Semester 1 2020 or previous year? Yes / No
- If yes, what grade have you received for the Semester?

Applications need to be submitted to and approved by the Assistant Principal - Teaching and Learning
- Please outline why you should be given special consideration to undertake an NTDE / OAC subject in 2020.
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<tr>
<th>MY STUDY PLAN</th>
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<thead>
<tr>
<th>YEAR 10 - SEMESTER 1</th>
<th>YEAR 10 SEMESTER 2</th>
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<tbody>
<tr>
<td>Stage 1 PLP</td>
<td>Stage 1 Elective</td>
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<th>Year 11 – Semester 1</th>
<th>Year 11 – Semester 2</th>
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<tr>
<td>Stage 2 Integrated Learning – Religious Education (10 credits)</td>
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<tr>
<td>Stage 1 English (select from available courses)</td>
<td>Stage 1 English (select from available courses)</td>
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<td>Stage 1 Mathematics (select from available courses)</td>
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<td>Stage 2 Mathematics / Elective / Quiet Study</td>
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