

2020



St Dominic's Priory College

Curriculum Handbook

YEARS **6 to 12**



Educating girls in a supportive environment





Preface

St Dominic, our school's patron, valued study in his youth and throughout his life. It is our hope that the curriculum at St Dominic's Priory College will lead our students to a similar enthusiasm for learning. Family, School and the Church are the partners in this educational enterprise as we seek to provide our students with relevant educational experiences that will prepare them for life in a rapidly changing world and encourage them to be active thoughtful citizens.

St Dominic's Priory College offers a wide and balanced range of subjects both in the Middle and Senior years of the Secondary School. The aim in the Middle years is to provide exposure to a comprehensive educational experience. At the Senior level the scope and variety of subjects cater for individual differences and diverse vocational goals.

The College has an outstanding reputation as a learning community; it has a strong and continuing tradition of academic and pastoral excellence. At St Dominic's Priory College we are committed to guiding our students to learning which interests them, challenges their thinking and rewards their achievements.

This Handbook is designed for all students in Year 6 and the Secondary School. The subjects for all year levels are under nine Learning Areas. Information is also included on our Vocational Education and

Training (VET) subjects that may be used to contribute to both a TAFE Certificate accreditation and SACE requirements. The Handbook is designed to allow students and parents to plan their academic pathways as they proceed through the secondary years of schooling at St Dominic's Priory College.

The Curriculum Handbook is intended to supplement the process of curriculum counselling which takes place through the Pastoral Care Program, and a dedicated counselling day for students and parents in Years 10 and 11. The process of subject counselling is supported through the College's career counselling service and Work Experience Program.

In addition to subject specific information, you will find in this Handbook reference to the many clubs and activities which make up the school's co-curricular program. A broad range of activities draw students from across year levels and give them the opportunity to develop their unique gifts and socialise in groups.

**Sr Jillian Havey OP
Principal**



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Vision Statement

Our school community shares a commitment to the following values and goals:

- The Gospel of Jesus. The development of the person finds its fulfilment in Jesus Christ and the values of the Gospel.
- The primary role of parents as educators.
- The integration of the beliefs and traditions of the Catholic Faith into daily life.
- The value of each person in the community and the importance of promoting each person's self-esteem in a secure and loving environment.
- The education of girls in an environment fully supportive of their learning needs and aspirations.
- The value of inner discipline in the development of character and in the achievement of individual excellence.
- The provision of a balanced education where spiritual, physical, intellectual and emotional growth are seen as complementary.
- The value of joy and enthusiasm in the school's daily life.
- The importance of student outreach in service to the wider community.
- A pride and engagement in the school's Dominican traditions and approach to education.
- A recognition and appreciation of the school's cultural diversity.
- The importance of friendship between students, between staff and students, and between staff and parents.

The St Dominic's Priory College Vision Statement is symbolically represented above:

- The family community is at the centre of school life, and is encompassed by a circle and triangle, both symbols of God who gives life to all we are and do.
- The star, crest and crown are parts of our school emblem, as depicted on our school blazer pocket. In each corner of the star is a different aspect of school life:

Hands linked together in mutual support
 Eucharist as central to our Catholic community
 SRC for student participation in leadership
 The scroll for excellence in learning
 The leaves/branches represent growth
 And the black and white are the Dominican colours



Dominican Heritage and History

St. Dominic's Priory College first opened its doors in Molesworth Street North Adelaide in February 1884, only six months after the pioneering Sisters from Stone in Staffordshire arrived in August 1883. Although originally intending to engage in nursing work, the Sisters' circumstances changed and they decided, in the words of the first Prioress Mother Rose Columba Adams; *"to begin our advanced School to pay the rent, as well as to benefit our neighbours"*.

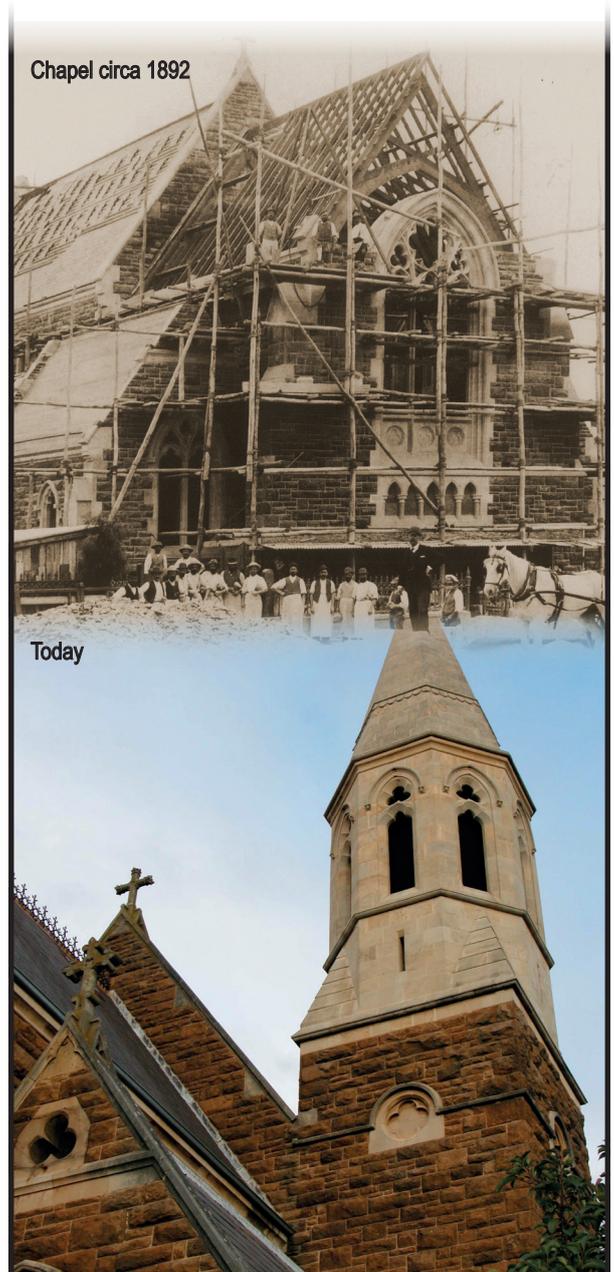
136 years later we give thanks for the wisdom, courage and endurance of this small group of Dominican Sisters who began our service to the education of children and youth in Adelaide.

Since then the school has been functioning continuously, serving children coming from all parts of Adelaide from Reception to Year 12. The school's spiritual heritage goes back to the founder of the Dominican Order, Dominic De Guzman born in Caluerega, Spain in 1170. Through the 800 years of its history, Dominicans responded to the call to witness the good news in the way that Dominic did. These followers of the Dominican way are Priests, Sisters, Brothers, and lay Tertiaries. They are Staff and Students active in Dominican educational settings around the world. All claim their part in the preaching of the Gospel of Jesus Christ.

"Veritas" – "Truth" is the Dominican motto. It is our school motto also.

The Dominican ideal is characterised by a commitment to truth explored in dialogue, a critical appreciation of cultures, a love of the beautiful and a vibrant preaching of the Gospel. Our goal in the school is to foster these values, together with a spirit of prayer and contemplation, respect for the dignity and uniqueness of each person, and the pursuit of excellence. We hope to prepare students to meet the challenges of today, to share their gifts responsibly and make a difference in the world.

Our College staff work together with families to develop a truly Christian Community in which our children and young people are encouraged to appreciate, develop and use their own gifts, and to enter more fully into their Catholic heritage through communal Liturgy, and the learning and discussion that takes place in the daily curriculum. The size of the school (690 pupils approximately) gives community building an added chance to succeed and helps promote the family atmosphere which is one of the major characteristics of the College.



St. Dominic's Priory College Founding Sisters

Mother Rose Columba Adams (Prioress)
 Sr. Mary Ermeniilda Joyes
 Sr. Mary Raymond Lundberry
 Sr. Anne Joseph McDonnell

Sr. Mary Magdalen Ward
 Sr. Francis Philomena Ullathorne
 Sr. Rose Mayo (Postulant)
 Sr. Dominic Teresa Winthrop (Postulant)



Childhood Protection Curriculum

'Children and young people are our present and our future. They have the right to grow and to develop their full potential physically, emotionally and spiritually. That potential is their families and communities' responsibility to nurture and fulfil.'

South Australian Catholic Child Protection Council Charter 2006

What is the Child Protection Curriculum?

This program is designed to teach the students how to keep themselves safe. They learn to identify the risks in all aspects of their lives and to develop protective strategies to mitigate these risks.

The Curriculum reflects the principles in the *South Australian Catholic Child Protection Council policy for the Care, Wellbeing and Protection of Children and Young People*

It has two main themes:

1. **We all have the right to be safe**

Children and young people are encouraged to think about people and things that keep themselves safe. For younger children the theme is focused on their needs. For older students the theme is based on a human rights perspective and includes responsibilities.

2. **We can help ourselves to be safe by talking to the people we trust**

This theme encourages children and young people to identify a wide range of people they trust and can talk to. The curriculum is very explicit in covering the idea that our feelings of trust may be confused, mixed up and can change; someone we trusted may behave in a way that means we don't trust them anymore and vice versa.

How is the Program organised?

The program is divided into four Focus Areas:

1. **The Right to be SAFE**

Children and young people are encouraged to learn about the various feelings they may have in different situations. They are taught about early warning signs which are external signals and internal messages that help children and young people recognise a situation where they may be at risk from harm.

2. **Relationships**

Learners explore a range of relationships and know that relationships can change. Students consider the concept of power, rights and responsibilities in relationships so they can begin to recognise healthy and unhealthy or abusive relationships.

Every curriculum area taught within a Catholic school should have a religious dimension. A foundational principle of the Catholic Tradition is the belief that All human beings are made in the image and likeness of God.

3. **Recognising and Reporting Abuse**

This focus area is covered carefully and according to learners' developmental level. At all times the strategies of "one step removed" and "protective interrupting" are used so that children and young people do not disclose personal information in a classroom setting.

4. **Protective Strategies**

The Child Protective Curriculum carries the very clear message to all children and young people that adults have a responsibility to protect children. However, there are some things children and young people can do to keep themselves safe. The strategy of 'persisting until we are safe' is emphasised strongly.

The Child Protection Curriculum is a compulsory program taught from Reception through to Year 12 and is taught progressively through the following groups:

Early Years Band Ages 3-5

Early Years Band Reception to Year 2

Primary Years Band year 3-6

Middle Years Band Year 6-9

Senior Years Band 10-12

'Every child has a right to be safe from harm.'

- South Australian Children's Protection Act, 1993



Liturgy in the Life of the School

Objectives

- to provide a place in the life of the school for celebrating the significant events of the Christian church and the school. As a specifically Catholic school, it is fitting that we provide a venue for celebrating the seasons of the church such as Lent or Easter, and as a specifically Dominican school we celebrate events which are especially important to us, for example St Dominic's Day.
- to educate the students of the school in the planning and conduct of liturgy by enabling and encouraging them to participate as fully as possible in liturgical celebrations: in reading the scriptures, writing and reading the intercessory prayers, preparing and delivering reflections, acting as Eucharistic Ministers, participating in liturgical movement, and in singing and processions. It would be hoped that by the time students leave St Dominic's that they would be able to plan or at least assist in planning liturgical celebrations.

Major Liturgical Events

The following major liturgical events involve the whole of the secondary school and, on some occasions, some or all of the primary classes as well.

Term 1

- Family Mass sponsored by the Parents and Friends Association
- Investiture Mass
- Holy Week / Reconciliation (followed by the opportunity for First Rite of Reconciliation)

Term 2

- St Vincent de Paul Mass for the Poor

Term 3

- St Dominic's Day Mass

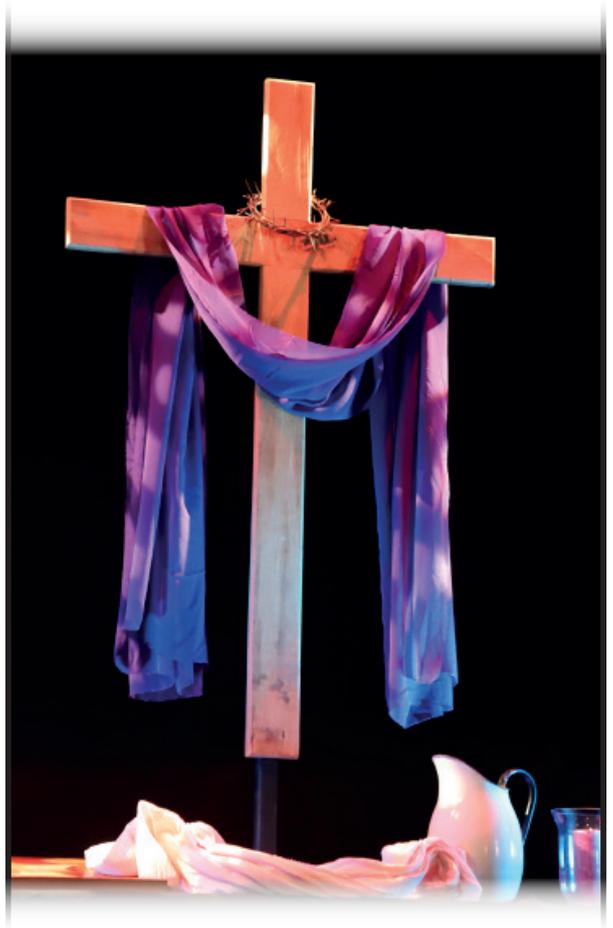
Term 4

- End of Year Mass

Further Liturgical Events

Every Friday morning, mass is held in the chapel at 8:15am. On each occasion a different class, together with their religion teacher, is responsible for the preparation and conduct of that liturgy. Girls are expected to take part in these events with their class.

In preparation for liturgies, each year group participates in liturgical singing class.



Assessment and Reporting

St Dominic's Priory College is committed to the development of the individual in an atmosphere which encourages spiritual, physical, intellectual and emotional growth. To do this it is necessary to provide feedback to both students and parents, as to the progress of both the academic and social development of the student. Therefore, we see that the prime purpose of assessment is to identify areas of strength and weakness, thereby enabling the student to be helped to realise her full potential.

Reporting

Reporting to students and parents will clearly communicate the achievements and progress of students and will provide recommendations which will assist their future learning and development. It will also foster cooperation and encourage communication between parents, teachers and students. While commonly seen as a formal process, it may also be a more informal one.

Reporting will use a variety of procedures including oral reports (formal and informal), written reports, interviews with both parents and students and general information sessions. School reports and student assessments are a private communication between a student, teacher and parent. Parents may ask the school to provide written information that shows their child's achievements in a subject in comparison to other students at the school studying that subject. Students in Years 6-10 are part of the Middle Years Program and in line with International Baccalaureate policy will obtain a subject achievement score (0-7) rather than a grade. Other groups or individuals who require statements about a student's learning experiences will be provided with a school reference at the student's request.

Promotion

Every individual is encouraged to reach her full potential and consequently promotion within the school is based on academic and social considerations for each individual student. The following factors are taken into consideration before a recommendation is made: grades, age, overall trends in performances throughout the year, if she has repeated before, social factors eg friendships, absences due to medical problems or other reasons, availability of appropriate course, attitude of the student, wishes of parent and student, and other available supporting factors. The above criteria will be considered by a panel of teachers and recommendations will be made. Parents will be involved in the decision making and the school believes that consultation and negotiation are imperative in this whole process.

Recording

St Dominic's aims to maintain an individual achievement profile for each student. This is a service to the student in recording her educational progress. On graduation, a Student Achievement Record is supplied. It includes a record of all co-curricular activities in which the student has been involved whilst at St Dominic's Priory College.

In Years 6-10 academic progress is recorded using a combination of numerical achievement grades and descriptive comments. In Year 11 (SACE Stage 1) two sets of records are kept. One meets the SACE requirements indicating the grade achieved on SACE assessment tasks. The other records the student's standard of performance and forms part of their school record.

Examinations

In Years 7, 8 and 9, subject teachers often schedule major tests at the end of semesters or units of work.

Formal examinations commence at Year 10 and continue in Years 11 and 12. At each year level the timing, length, purpose and outcomes of these exams are different but they all aim to give students the opportunity to develop the inner discipline needed to achieve individual excellence.

In Year 10, examinations are conducted at the end of each semester and may be used to determine whether a student is ready to undertake further study in that subject. At Year 11 (SACE Stage 1) level students are required to sit for examinations in many subjects at the end of each semester. This examination may not be considered a task for SACE assessment purposes but is used for promotional purposes.

At Year 12 level subjects with an external examination offer at least one trial examination before attempting the final paper at the end of the year.



SACE Stage 1 and Stage 2 Assessment Deadline Policy

Deadlines for each Assignment

- 1 A due date will be set or negotiated.
- 2 An extension may be granted if there are acceptable grounds, and if the extension is not requested later than two days before the due date, and if the other students in the group are not disadvantaged by the extra time extended to the student requesting the extension.
- 3 Failure to submit on the due date results in a zero or 'not completed' for that assignment. A letter will also be sent home to parents to inform them.
- 4 If the assignment is summative, the zero will be counted and the student will be unable to redeem the mark for summative assessment.

Student Responsibility

- 1 If absent, the student must enquire if assignments have been set and the deadlines for completion.
- 2 If exceptional grounds apply at the last moment, an explanatory note from the parent is required for an extension to be given.

Criteria for determining what is a bona fide reason for extension

- 1 Illness
- 2 Family/personal trauma
- 3 School work overload (ie too many subjects asking for summative tasks at the one time)
- 4 Inability to access resources with evidence of a genuine attempt having been made
- 5 Other authorised absences e.g. commitment to representative teams/exchange visits etc.

How do I apply for an extension

If you believe that you fit the criteria as set out above, then you need to negotiate with your subject teacher well in advance of the approaching deadline – not less than two days before (except in the case of unexpected illness or family/personal trauma). You then need to complete an Extension Form and give it to your subject teacher to sign.

Plagiarism

Work that is not a student's own cannot be accepted and penalties will be imposed. When there is any doubt the onus is on the student to prove authenticity.

Absence from Tests

If a student misses a summative test due to medical reasons, a medical certificate or other acceptable documentation is needed. Where there are other compassionate reasons for the absence an explanatory note from a parent must be presented. Usually a missed test will be completed on the day the student returns to school or at a time determined by the subject teacher, school and SACE Board.

Absence from Exams

The Year Level Coordinator or Class Teacher should be contacted as soon as it is known that a student is too ill to sit an examination. A medical certificate is required in these circumstances. Where possible for school based examinations, an opportunity will be given for the student to do the exam at a negotiated time.

It is not possible to sit a SACE Board examination at another time.

Homework Policy

Homework is given to help students to take personal responsibility for their own learning and:

- To build on work begun during the school day
- To promote good study habits

As a guideline the following appropriate times are suggested:

Year 6	45min - 1 hour
Year 7	1 - 1½ hours
Year 8	1½ – 2 hours
Year 9	2 – 2½ hours
Year 10	2½ – 3 hours
Year 11	3 – 3½ hours
Year 12	3½ – 4 hours

A College Planner in which homework is noted must be kept by each secondary student. This Planner must be signed by parents. If for some reason a student cannot complete her homework a note should be entered in the Planner by a parent to the teacher concerned.



Conway Library

History

The Conway Library was opened and blessed by Bishop Kennedy on February 18th 1976 and is named in honour of Mother Mary Vincent Conway, a great woman and a great religious leader, who was also a former Superior of Dominicans in Australia.

Mother Vincent was received by the Dominican Sisters at North Adelaide in 1930 on the Feast of the Sacred Heart. She was a Superior for many years and was full of gentleness and compassion, patience and kindness.

“She was always ready to help those who mourned, she hungered for justice, for that balance in life, that serenity, that tranquillity of life. She was an inspiration to all and her testament is still an inspiration to us today.” (Eulogy)

A section of the Library, the Campbell Study Corner was named in honour of Sr. Rosemary Campbell, Library Co-ordinator from 1973 to 1988.

The spacious Library integrates the use of print and electronic resources by individuals, groups, classes and staff.

Today

The Conway Library is a vital partner in the delivery of quality teaching and learning processes and provides opportunities for learning, research and assessment beyond the classroom.

The library supports the Reception to Year 12 curriculum by ensuring that learners graduate as competent, critical, ethical users and creators of ideas and information.

The library provides a gateway to the digital world of academic online databases, research guides, tutorials and the library catalogue. All resources can be accessed both from school and home via DomNet, the College’s intranet, to ensure the development of information literacy and research skills.

The ability to find, evaluate and use information effectively is an essential skill in providing a positive impact on learning achievement. We encourage students to broaden their exposure to a wide range of digital and print information resources and to apply higher order thinking skills in choosing the most relevant information. This is accomplished through the planning and teaching of curriculum-based investigations with subject teachers.



The Senior Study program is actively supported in the library throughout the year. The library provides a peaceful environment conducive to the development of good study habits.

Teaching staff are also readily available to offer individual support and assistance to students.

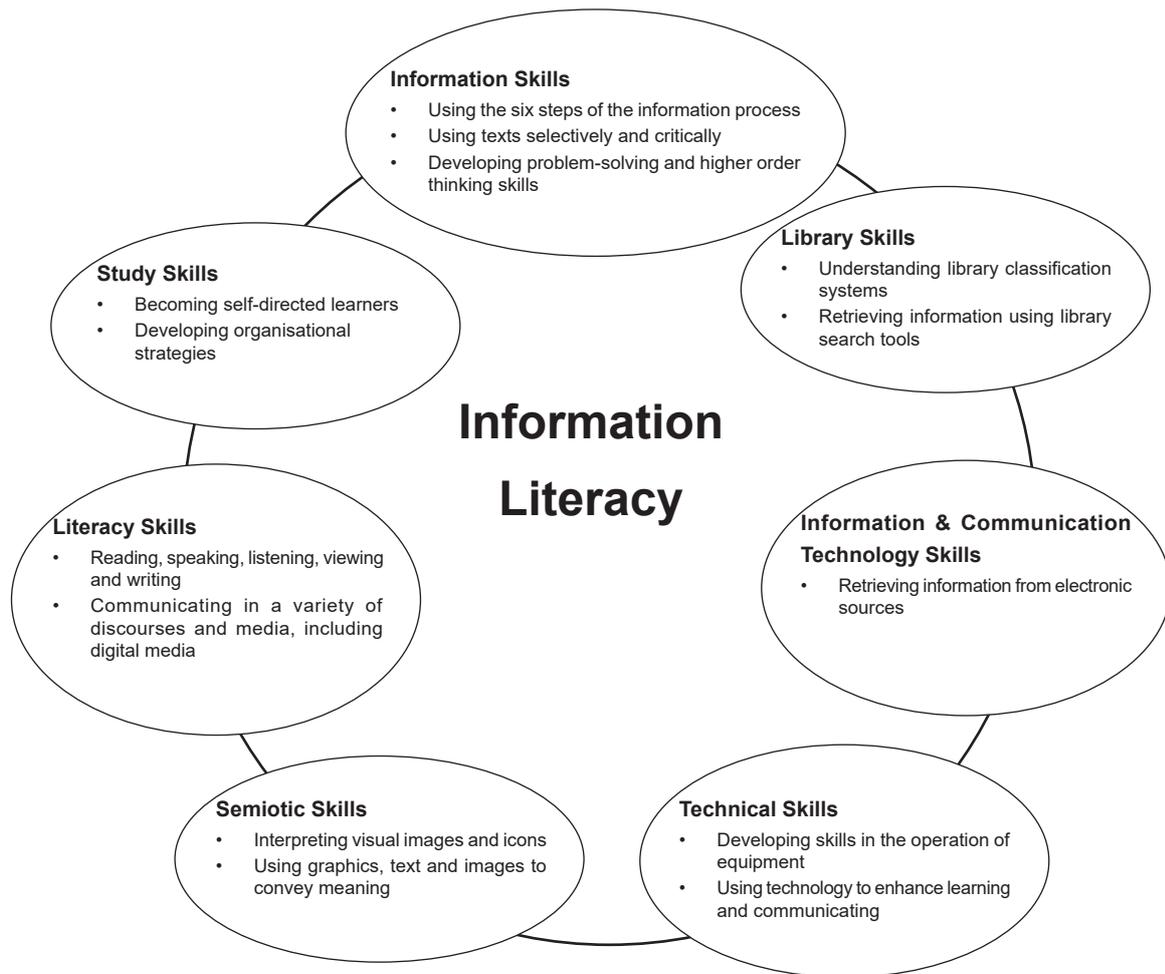
As a focal point for the whole school, the library provides a supportive and vibrant environment in which displays of student work are showcased and events significant to the College and the wider community are reflected.



Guided Inquiry & Information Literacy

Empowering students for life-long learning continues to be an important focus of our curriculum at St Dominic's Priory College. We nurture in our students a value of learning, encouraging them to be discerning in their pursuit of knowledge. Our focus on Inquiry Learning and Information Literacy prepares students for the new demands of the information society of the 21st Century.

Guided Inquiry is a way of learning the content of the curriculum. It has three elements: Questioning; Information Seeking Processes; and the Action Research Cycle. It continues to evolve as new technologies become part of student learning. The following diagram indicates the cycle of learning and skill development.



Graphical representation adapted from Information Literacy document, Adelaide CEO, 2012

Learning is not linear. Students need to revisit, reformulate and reflect on their learning by following the six steps of the Information Process:

Defining

Determining the nature and purpose of the task.

Locating

Identifying relevant information sources.

Selecting / Analysing

Critically examining and evaluating the information.

Organising

Recording, synthesising and transforming the information to suit the task.

Presenting

Creating and presenting the information; generating new perspectives and knowledge.

Evaluating

Assessing the process and making judgements about their learning.

Information literacy is an integral part of curriculum planning. Students become lifelong learners when exposed to developed programs of knowledge and skills for learning from Reception to Year 12.

This program is used when planning units of work, so that information literacy skills can be integrated into learning activities and assessment tasks. The library plays a pivotal role through leadership, cooperative planning and teaching, and provision of resources.

In Years 11 and 12, students practise, refine, apply and develop the information literacy skills taught in preceding years. These skills are taught explicitly in each year level.

Year 6, 7 and 8

Defining

- develops techniques to interpret and clarify tasks
- selects an appropriate topic
- draws on prior knowledge to brainstorm and cluster ideas
- identifies and interprets key words in a task
- selects an appropriate planning tool, e.g. flow chart, mind map, noting sheets
- uses the planning tool to develop focus questions
- uses the planning tool to predict likely sources of information
- modifies focus questions as required

Locating

- identifies and locates online and offline resources
- evaluates appropriateness of resources
- recognises the currency of information
- identifies and locates information from both primary and secondary sources
- recognises differences in purpose of magazines, newspapers, websites, databases, etc.
- uses a range of research methodologies to access information

Selecting/Analysing

- selects information by skimming and scanning
- records information using appropriate note taking strategies and electronic sources
- records bibliographic sources
- analyses information deficiencies and locates additional information
- understands there may be various interpretations of data

Organising/Synthesising

- synthesises information selected from a variety of sources
- combines selected information which connects similar ideas
- categorises information using headings and subheadings
- organises ideas and information logically
- creates graphic organisers, e.g. flow charts, time lines
- makes generalisations and draws conclusions
- develops skills in desktop function, file management and security

Creating/Presenting

- understands the concept of audience
- presents a solution to a problem which is logical, makes generalisations and draws conclusions
- presents information in various formats: oral, written, visual, dramatic
- uses a range of technology to prepare and/or present presentations
- consolidates publishing skills
- uses Microsoft Office applications to transfer and share information
- presents sources in bibliographic format

Evaluating

Through analysis of outcomes-based criteria the student:

- identifies skills that require practice and refinement
- responds to assessment by teachers
- accepts feedback from peers and teachers
- analyses audience response to presentation
- uses a variety of evaluation strategies to assess and review learning strengths and weaknesses, e.g. learning logs, reflective journals
- contributes appropriately to peer assessment
- acknowledges personal and group achievements



Year 9**Defining**

- devises a time-management strategy to meet given deadlines
- formulates an hypothesis

Locating

- identifies and locates online and offline resources recognising the need to locate a variety of resources, representing a range of views

Selecting/Analysing

- understands and complies with copyright requirements
- evaluates the reliability of information using a variety of sources

Organising/Synthesising

- draws inferences from evidence
- further develops online management skills, e.g. folder management

Creating/Presenting

- generates charts, tables and graphics electronically

- constructs multimedia presentations
- presents information using a variety of technologies and software application programs
- embeds in-text referencing in outcome to acknowledge sources
- uses the Harvard referencing system

Evaluating

- Skills as for Year 8, performed at a higher level.

Year 10**Defining**

- makes predictions about likely sources of information and records on a search strategy sheet
- uses reference sources to clarify the meaning of a research task
- negotiates and justifies alternative tasks as appropriate

Locating

Identifies and locates online and offline resources:

- becomes familiar with a variety of appropriate search engines
- negotiates and justifies alternative tasks as appropriate

Selecting/Analysing

- analyses statistical data
- devises note-taking templates (graphic organisers)

Organising/Synthesising

- uses spreadsheets to organise information
- creates computer generated graphic organisers, eg flow charts, timelines and mind maps

Creating/Presenting

- embeds in-text referencing in outcome to acknowledge sources
- uses the Harvard referencing system

Evaluating

Skills as for Year 8, performed at a higher level.

Scholarships, Awards and Honours

A range of awards are given for outstanding achievement in many school activities. These are awarded throughout the year to acknowledge student achievements. These awards include:

- Dux of Class Years 7-11
- Dux of Year 12
- Dux of each Subject in Year 12
- Art Encouragement Awards
- Various Sports Awards: Sports awards are given for team and individual achievements.
- Competition Awards for various subjects

Bursary for an Indigenous Student

A bursary has been instituted by the Dominican Sisters of North Adelaide and the College Board to fund the secondary education of the recipient.

Caltex Award (All Rounder)

This is an annual award made to a Year 12 student. It recognises service to the community, outstanding participation in wider school life and academic achievement.

School Spirit Award

This award recognises the contributions of a Year 12 student to St Dominic's Priory College. The recipient reflects the values of the school in her actions including: Christian leadership, building community and service to others.

Tracey Pope Memorial Award

A memorial trophy awarded to a student who has experienced personal hardship during their Year 11, yet despite this was able to perform successfully. These attributes reflect the personal qualities of the late Tracey Pope who battled cancer during Year 11 in 1993.

The Arianne Hafyn Memorial Award for Hockey

This award is given to a student who has a passion for the game of hockey and who has contributed to the team spirit of this sport at St Dominic's Priory College. The award is in memory of Arianne Hafyn, who died while on an exchange program with St John's College, Harare, Zimbabwe in 1997.

The Long Tan Award

The Long Tan Award, sponsored by the Australian Defence Forces, recognises teamwork and leadership in the school setting, as well as beyond the school. This is awarded annually to an individual in Year 10, Year 11 and Year 12.

Valedictory Certificates

All Year 12 School Leavers receive a Certificate to acknowledge the completion of their studies.

Certificate of Distinction

This is awarded to Year 10 students in the final year of the IB Middle Years Program who achieve a 6 or 7 in every subject and satisfactorily complete the Personal Project and Service Learning requirements.

MYP Merit Certificate

Is awarded to students in Years 6-10 who have achieved a 7 in one or more subjects.

The Middle School: Years 6, 7, 8 and 9



The IB Middle Years Program

In Years 6-9 St Dominic's follows a middle school philosophy where the student's Home Group teacher is a key focus person who takes responsibility for the pastoral care of students in their small care group. The curriculum offered to our students takes its content from the Australian Curriculum but is structured according to the International Baccalaureate Middle Years Program (IBMYP). This provides a framework for learning which encourages students to become creative, critical and reflective thinkers. It fosters the development of skills for communication, intercultural understanding and global engagement, qualities that are essential for life.

The MYP is an internationally recognised student-centred curriculum which begins in Year 6 and concludes in Year 10 (Senior School).

The International Baccalaureate Program develops inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. The MYP encourages students to become active, compassionate and lifelong learners who understand and value other people and their differences.

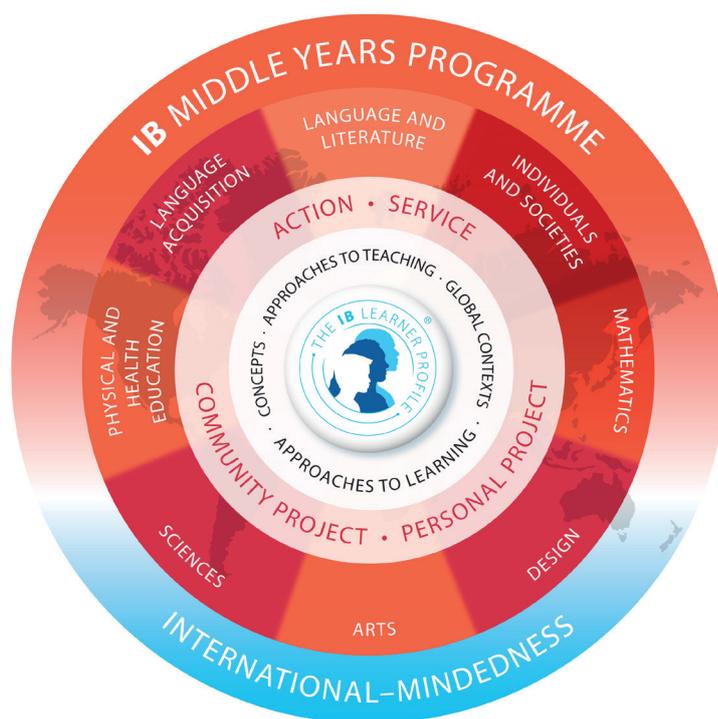
IB learners strive to be

- Inquirers
- Thinkers
- Principled
- Caring
- Balanced
- Knowledgeable
- Communicators
- Open-minded
- Risk-takers
- Reflective

IB MYP Curriculum

In Years 6-9 all students will undertake study in eight subject areas, as identified in the diagram below. Religious Education is one of the Individual and Societies subjects that students will complete. Each course will enable students to explore a range of global contexts which include: Identities and relationships; Orientation in time and space; Personal and cultural expression; Scientific and technical innovation; Globalisation and sustainability, and Fairness and development. Through these explorations students will develop a greater understanding of the world around them, whilst acquiring the knowledge and developing the skills and aptitude necessary for success in the senior years.

Service is a vital part of our life at St Dominic's Priory College and students will be engaged in Service Learning as well as encouraged to take action to benefit the lives of others.



An Overview

Year 6

Year 7

Year 8

Year 9

The Arts Visual Arts Drama Music	The Arts Visual Arts Drama Music	The Arts Visual Arts Drama Music	The Arts Visual Arts Drama Music
English	English	English	English
Health & Physical Education			
Languages other than English French <u>OR</u> Italian			
Mathematics	Mathematics	Mathematics	Mathematics
Religious Education	Religious Education	Religious Education	Religious Education
Science	Science	Science	Science
Humanities & Social Sciences Geography History			
Technology Digital & Design Technology	Technology Digital & Design Technology	Technology Digital & Design Technology	Technology Architecture and Product Design Digital Media

Middle School: Year Six

St Dominic's Priory College provides a comprehensive education where spiritual, physical, intellectual and emotional growth complement each other.

The College's Pastoral Care Program is based upon those Catholic principles which assert the uniqueness of each person and the importance of promoting each person's self esteem in a secure and loving environment. Student wellbeing is nurtured by Pastoral Care programs across all year levels where both teachers and student leaders are involved in the care of every student and in which students' need for acceptance, resilience, belonging and self realisation are recognised. Along with Pastoral Care teachers seeing students on a daily basis in Morning Class Period, lessons are also allocated each week to conduct the program outlined below for each year level.

Relationships between parents, teachers and students are seen as most important and are fostered through involvement in Parent-Teacher evenings, school community activities such as the annual Fete, Gala Day, school camps and involvement in the co-curricular program.

In addition to the year level programs outlined below, students are encouraged to establish supportive relationships within their house groups whereby older students provide mentoring and assistance to younger students in the school.

Year 6 Pastoral Care

The program provides opportunities to develop students' self-esteem, decision-making abilities, communication skills, self-understanding and genuine respect for others through discussion, role-play and a variety of other activities. Bullying and harassment issues are explored giving students the opportunity to develop the necessary skills and knowledge to deal with them and find resolutions should they experience such problems. The South Australian Government's "*Keeping Them Safe*" Child Protection Curriculum is used as the basis of the unit on child protection and safety. This program provides a useful framework as it combines the most recent findings on child protection and new understandings about how children learn at the different stages of the curriculum.

6 Arts

Year 6 Visual Arts

Length of Course

Full year

Assumed Background

Nil

Course Description

Year 6 students engage with a diversity of ideas, concepts and subject matter to design and construct artworks which explore the concept of 'environment'. Students test and innovate with properties and qualities of available materials, technologies, techniques and processes. The focus for this experimentation is on combining two or more media areas to test the boundaries of representation.

In *Making and Responding*, students question and explore the interrelationship between practices and viewpoints. They draw ideas from other artists, artworks, symbols systems, and visual arts practices in other cultures, societies, and times.

Students present their artworks in a variety of ways to engage an audience. They learn that audiences have different viewpoints about artworks and that many artists design their artworks in ways that determine how an audience responds. They can reflect on their artworks and adjust them to enhance meaning.

They use visual arts language to explain processes and aesthetic choices in their artworks. They make connections between their own art making and that of other artists and develop awareness of the role of visual arts professions in society.

They work independently and collaboratively. Students develop an awareness of safe practices when using materials, techniques and technologies.

Assessment

Assessment will include both practical and written tasks.

The Arts

Visual Arts
Drama
Music

English

Health & Physical Education

Languages other than English

French OR
Italian

Mathematics

Religious Education

Science

Humanities & Social Sciences

Geography
History

Technology

Digital & Design
Technology



Students will be assessed using the following IB MYP criteria:

- Knowing and Understanding
- Developing Skills
- Thinking Creatively
- Responding

Tasks include:

- Creating images, objects and spaces
- Using different media and techniques
- Develop art-making skills and techniques utilising media, visual arts practises and viewpoints
- Identify and discuss a range of visual arts works and how they may be interpreted in different ways.

Year 6 Drama

Length of Course

Full year

Assumed Background

Nil

Course Description

Students make and respond to drama works independently, with their peers, teachers and community. Students use the elements of drama, movement and voice to sustain dramatic roles in a range of contexts. Students respond to their own, their peers' and others' drama works using drama terminology. They discuss content and meaning in drama they perform and view from differing social and cultural contexts. They identify how the elements of drama are used to create meaning in their own and others' drama works.

They describe features of drama from a range of styles, times, places and cultures.

Safe practices underlie all experiences in the study of drama. Students learn that all movement is performed relevant to individual body type and capability. They learn to move, interact and use props with awareness of themselves and their peers

Assessment

Students will be assessed using the following IB MYP criteria:

- Knowing and Understanding
- Developing Skills
- Thinking Creatively
- Responding

Tasks include the following:

- Individual and group performances based on a variety of different performance types
- Group participation and class involvement
- Basic skills, including concentration, cooperation, body language and use of voice
- The contribution of ideas in all activities and discussions
- Bookwork, including presentation and writing skills

Year 6 Music

Length of Course

Full year

Assumed Background

Nil

Course Description

Students will be involved in a range of music experiences which will help to develop their appreciation of the art form. The course involves skill development, creative expression, exploration of music in various contexts, investigating and reflecting.

Assessment

Students will be assessed using the following IB MYP criteria:

- Knowing and Understanding
- Developing Skills
- Thinking Creatively
- Responding.

Relationship to further study

All students will continue to Year 7 Music.

6 English

Length of Course

Full year

Course Description

The curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed. Weekly spelling lists are given and comprehension strategies are explicitly taught.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction and dramatic performances. Students develop their understanding of how texts are influenced by context, purpose and audience, completing novel and author studies.

Students create a range of imaginative, informative and persuasive types of texts such as narratives, procedures, performances, reports, reviews, explanations and discussions.

Assessment

Students will be assessed using the following IB MYP criteria:

- Analysing
- Organising
- Producing text
- Using language

A range of assessment tasks will be used including:

- Text responses
- Text productions
- Orals

6 Health / PE

Length of Course

Full year

Assumed Background

Nil

Course Description

Students undertake a full-year course with both a practical (movement and physical activity) and a theory (personal, social and community health) focus. Through inquiry based learning students 'apply and perform' in a range of physical activities such as Athletics, Badminton, Netball, Touch Football, Fitness and Gymnastics. Students also use inquiry based learning to explore questions relating to these activities. Students are taught basic skills, rules and concepts of the sports and specific minor games as a lead in to the full game situation

Focus areas in Health are:

- Health promotion and preventative health
- Decision making
- Cyber safety
- Body Image and the Media
- The Right to be Safe
- Lifelong Physical Activities
- Challenge and Adventure Activities
- Cultural Games

Topics covered in PE are:

- Athletics
- Sofcrosse
- Netball
- Badminton
- Gymnastics
- Touch Football
- Fitness

Assessment

Students will be assessed using the following IB MYP criteria:

- Knowing and Understanding
- Planning for Performance
- Applying and Performing (Practical)
- Reflecting and Improving Performance

6 L.O.T.E

Year 6 French

Length of Course

Full year

Assumed Background

Nil

Course Description

The course offers students an opportunity to learn French as a second language and gain an appreciation of its nature and structure. Through oral interaction in the classroom and the use of written and visual text students learn to communicate basic factual information and respond appropriately to short simple phrases about their identity and their immediate environment. They also learn to write in French using a basic range of vocabulary, grammatical structures and conventions. Additionally the course is designed to give students an understanding of the geography, history and culture of the French people.

Students will achieve these objectives through a study of the following key topics:

- Meeting People and Exchanging Information
- My Family and My Pets

They will also investigate in a basic way how cultural systems are influenced by language and make comparisons between their own culture and the French one.

Assessment

Assessment will focus on the four communicative processes of the MYP:

- Comprehending spoken and visual text
- Comprehending written and visual text
- Communicating in response to spoken, written and visual text
- Using language in spoken and written form

To meet these objectives formative and summative assessment tasks will include:

- Text production
- Text analysis
- Oral presentations and interactions
- Research tasks on cultural aspects
- Grammar exercises and tests



Year 6 Italian

Length of Course

Full year

Assumed Background

Nil

Course Description

The course offers students an opportunity to learn Italian as a second language and gain an appreciation of its nature and structure. Through oral interaction in the classroom and the use of written and visual text students learn to communicate basic factual information and respond appropriately to short simple phrases about their identity and their immediate environment. They also learn to write in Italian using a basic range of vocabulary, grammatical structures and conventions. Additionally the course is designed to give students an understanding of the geography, history and culture of the Italian people.

Students will achieve these objectives through a study of the following key topics:

- Who am I?
- My School Life

Assessment

Assessment will focus on the four communicative processes of:

- Comprehending spoken and visual text
- Comprehending written and visual text
- Communicating in response to spoken, written and visual text
- Using language in spoken and written form

To meet these objectives assessment tasks will include:

- Text production
- Text analysis
- Oral presentations and interactions
- Research tasks on cultural aspects
- Grammar exercises

6 Mathematics

Length of Course

Full year

Assumed Background

Nil

Course Description

Development and reinforcement of basic skills in Number, Measurement and Geometry, and Statistics and Probability. Numeracy and problem solving are integrated into the teaching program.

The following topics form the basis of the program:

- Number (including fractions and decimal numbers)
- Money and financial mathematics
- Patterns and algebra
- Measurement
- Geometry
- Chance
- Statistics

Assessment

Students will be assessed using the following IB MYP criteria:

- Knowing and Understanding
- Investigating Patterns
- Communicating
- Applying mathematics in real-life contexts

A range of assessment tasks will be used including:

- Tests
- Investigations

6 Religion

Length of Course

Full year

Assumed Background

Nil

Course Description

The purpose of Religious Education is to deepen students' knowledge and understanding of the Catholic Tradition and to develop an appreciation of its significance in their lives.

Religious Education draws from the Catholic Tradition to nurture a rich set of outcomes in the domains of: knowledge and understandings, skills and capabilities, values and dispositions, and deepening faith.

Content

- Prayer and Liturgy
- The Liturgical Year of the Church - Holy Week and Easter, Advent and Christmas
- Christian Discipleship
- Social Justice
- Decision Making
- Church and Community - Christian Religions, ecumenism

Made in the Image of God

Made in the Image of God is a Human Sexuality program grounded in a Catholic understanding of the human person.

Being Human: Students explore the concept of self-image and identity.

Being Connected: Students explore family relationships

Being Moral: Students reflect on choices based on Christian values

Being Sexual: Students reflect on the impact of changes occurring during puberty on self and others.

Assessment

Students will be assessed using the following IB MYP criteria:

- Knowing and Understanding
- Investigating
- Communicating
- Thinking Critically

A range of assessment tasks will be used including:

- Projects
- Assignments
- Orals

6 Science

Length of Course

Full year

Assumed Background

Nil

Course Description

Science has three interrelated strands:

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

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

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

- *Energy* - Energy from a variety of sources can be used to generate electricity
- *Electrical Circuits* - Electrical circuits provide a means of transferring and transforming electricity
- *Change Detectives* - Changes to materials can be reversible, such as melting, freezing, evaporating; or irreversible, such as burning and rusting
- *Microorganisms* - The growth and survival of living things are affected by the physical conditions of their environment
- *Earthquakes* - Sudden geological changes or extreme weather conditions can affect Earth's surface

Assessment

Students will be assessed using the following IB MYP criteria:

- Knowing and Understanding
- Inquiring and Designing
- Processing and Evaluating
- Reflecting on the impacts of Science

Tasks include:

- Tests
- Practical designs and reports
- Oral presentations
- Research Assignments

Relationship to further study

To provide students with a basis for further study in all major branches of Science.

Humanities & Social Sciences

Year 6 Geography

Length of Course

1 semester

Assumed Background

Nil

Course Description

Geography involves study of a diverse and connected world. Students learn about the diversity of peoples and cultures around the world, the indigenous peoples of other countries, the diversity of countries across with world and within the Asia region.

Key inquiry questions

1. How do places, people and cultures differ across the world?
2. What are Australia's global connections between people and places?
3. How do people's connections to places affect their perception of them?

Skills:

- Develop geographical questions to frame an inquiry
- Locate relevant geographical information
- Evaluate sources for their usefulness
- Represent data in appropriate forms
- Interpret and construct maps using cartographic conventions of border, source, scale, legend, title and north point
- Interpret geographical data and other information
- Present findings and ideas using appropriate terms and representations in a range of communication forms

Assessment

Students will be assessed using the following IB MYP criteria:

- Knowing and Understanding
- Investigating
- Communicating
- Thinking Critically

Tasks include:

- Practical exercises
- Field work
- Group work tasks
- Oral presentations



Humanities & Social Sciences

Year 6 History

Length of Course

1 semester

Assumed Background

Nil

Course Description

History involves study of Australia as a nation. Students identify change and continuity and describe the causes and effects of change on society.

Key inquiry questions

1. Why and how did Australia become a nation?
2. How did Australian society change throughout the twentieth century?
3. Who were the people who came to Australia? Why did they come?
4. What contributions have significant individuals and groups made to the development of Australian society?

Skills:

- Sequence historical people and events
- Use historical terms and concepts
- Identify questions to inform an historical inquiry
- Identify and locate a range of relevant sources
- Locate information related to inquiry questions in a range of sources
- Compare information from a range of sources

Assessment

Students will be assessed using the following IB MYP criteria:

- Knowing and Understanding
- Investigating
- Communicating
- Thinking Critically

Tasks include:

- Research projects
- Group work tasks
- Oral presentations

Sources will include:

- Films / Video
- Documents
- Tables
- Graphs
- Books and Texts
- Pictures

6 Technology

Year 6 Digital & Design Technology

Length of Course

Full year

Assumed Background

Nil

Course Description

Students will study a single design course which combines both digital and product design.

This course uses the design cycle and combines knowledge, skills, techniques and materials of both digital and product design to develop products/solutions to solve a problem or a perceived need. The course includes the study of topics such as programming, story-telling and game making, graphic design, and digital fabrication using 3D printers. Students will use a variety of software applications including Adobe Illustrator, SketchUp and Scratch.

Assessment

Students will be assessed using the following IB MYP criteria:

- Inquiring and Analysing
- Developing Ideas
- Creating the solution
- Evaluating

Students demonstrate evidence of their learning through a variety of assessment types. This will include practical skills tasks, reports and research assignments.



Middle School: Year Seven

St Dominic's Priory College provides a comprehensive education where spiritual, physical, intellectual and emotional growth complement each other.

The College's Pastoral Care Program is based upon those Catholic principles which assert the uniqueness of each person and the importance of promoting each person's self esteem in a secure and loving environment. Student wellbeing is nurtured by Pastoral Care programs across all year levels where both teachers and student leaders are involved in the care of every student and in which students' need for acceptance, resilience, belonging and self realisation are recognised. Along with Pastoral Care teachers seeing students on a daily basis in Morning Class Period, lessons are also allocated each week to conduct the program outlined below for each year level.

Relationships between parents, teachers and students are seen as most important and are fostered through involvement in Parent-Teacher evenings, school community activities such as the annual Fete, Gala Day, school camps and involvement in the co-curricular program.

In addition to the year level programs outlined below, students are encouraged to establish supportive relationships within their house groups whereby older students provide mentoring and assistance to younger students in the school.

Year 7 Pastoral Care

The program provides opportunities to develop students' self-management skills, self-esteem, decision-making abilities, organisational skills, communication skills, self-understanding and genuine respect for others through discussion, role-play and a variety of other activities. Bullying and harassment issues are explored giving students the opportunity to develop the necessary skills and knowledge to deal with them and find resolutions should they experience such problems. The South Australian Government's "Keeping Them Safe" Child Protection Curriculum is used as the basis of the unit on child protection and safety. This program provides a useful framework as it combines the most recent findings on child protection and new understandings about how children learn at the different stages of the curriculum. In addition, students complete a unit on study skills to assist in the transition from Year 6 to Year 7 and Year 7 to Year 8.

7 Arts

Year 7 Visual Arts

Length of Course

Full year

Assumed Background

Nil

Course Description

Students focus on learning fundamental art techniques to develop skills in the Elements of Art: Shape, Form, Colour, Texture, Line and Space.

Through the ACARA Making and Responding component, students will create meaningful artwork, informed by their knowledge and understanding of concepts learnt. They enhance their knowledge and understanding through research and reflection, developing an understanding of artists' motivation. Students will acknowledge that artworks are judged

by artists and audiences differently, given contexts of time and place, and established institutions and ideologies.

Students will work individually and collaboratively to develop appropriate ideas and manipulate representational components to create artworks.

They account for the relationship between artists, artworks and audiences both personally and globally.

Students use terminology of visual arts to analyze and evaluate various responses to their artworks and the work of others.

In using a variety of mediums, students develop an awareness of safe practices when using materials, techniques and technologies. .

Tasks include:

- Inquiry based learning into art and culture, environment and perspective.

The Arts

Visual Arts
Drama
Music

English

Health & Physical Education

Languages other than English

French OR
Italian

Mathematics

Religious Education

Science

Humanities & Social Sciences

Geography
History

Technology

Digital & Design
Technology



- Explore arts-making practices that relate to personal expression and global context.
- Reflecting on own and others' visual arts practices to develop critical analysis skills.

Assessment

Assessment will include both practical and written tasks.

Students will be assessed using the following IB MYP criteria:

- Knowing and Understanding
- Developing Skills
- Thinking Creatively
- Responding

Year 7 Drama

Length of Course

Full year

Assumed Background

Nil

Course Description

The focus of this course is on developing students' knowledge, understanding and skills as actors, directors, playwrights and audiences.

Students develop knowledge, understanding and skills about drama as an art form through improvisation, rehearsal and performance. They make and respond to drama works independently, with their peers, teachers and community. Students explore and combine the elements of drama to develop tension and focus dramatic action. Students perform drama developing expressive skills in voice and movement. Students respond to their own, their peers' and others' drama works. They discuss their observations about features of their own and others' drama works and performances and develop awareness of cultural, social and ethical contexts for drama.

Assessment

Students will be assessed using the following IB MYP criteria:

- Knowing and Understanding
- Developing Skills
- Thinking Creatively
- Responding

Tasks include the following:

- Individual performance technique
- Group participation and class involvement
- Basic skills, including concentration, cooperation, body language, mime and use of voice
- The contribution of ideas in all activities and discussions
- Written reflections that evaluate their own and other's performances

Year 7 Music

Length of Course

Full year

Assumed Background

Nil. It is desirable that students take up an instrument; however this is not essential.

Course Description

During their studies in music, students will have the opportunity to respond critically to musical works; experience different genres; understand the concepts of rhythm, melody and harmony and develop self-confidence when performing.

Assessment

Students will undertake a variety of assessment tasks such as:

- Theoretical and aural tests
- A range of practical assessments suitable for all levels of experience
- Reflective journal work
- Investigative work exploring genres of music

They will be assessed using the following IB MYP criteria:

- Knowing and Understanding
- Developing Skills
- Thinking Creatively
- Responding

Other Comments

Students starting or continuing instrumental lessons are encouraged to join one of the music ensembles at St Dominic's Priory College.

Relationship to Further Study

All students will continue to Year 8 Music.

7 English

All students will continue to develop skills learnt in Year 6, with a greater emphasis on using written and media texts to produce personal and critical responses to literature through creative and formal writing.

Length of Course

Full year

Assumed Background

Completion of Year 6 English

Course Description

Reading

- Shared texts e.g. novels, films, poetry
- Independent reading program that continues to strengthen students' desire to read a range of genres
- Media studies - Film studies
- Multi-media texts e.g. advertisements and print media

Writing

Main areas covered:

- Formal essays (including preparation for NAPLAN)
- Journals
- Poetry
- Stories
- Creative Writing
- Other written forms e.g. letters, reviews, reports, reflective pieces, personal responses

Speaking/Listening

Individual and group presentations in both formal and informal situations will be completed throughout the year course.

Assessment

Students will be assessed using the following IB MYP criteria:

- Analysing
- Organising
- Producing text
- Using language

A range of assessment tasks will be used including:

- Text responses
- Text productions
- Orals

7 Health / PE

Length of Course

Full year

Assumed Background

Nil

Course Description

Students undertake a full-year course with both a practical (movement and physical activity) and a theory (personal, social and community health) focus. Through inquiry based learning students 'apply and perform' in a range of physical activities such as Athletics, Cricket, Netball, Soccer, Tai Chi / Yoga. Students develop and apply specialised movement skills in a variety of these physical activities, individually and in teams. Students extend their social knowledge and skills to enable them to make and maintain positive relationships and close friendships, and work collaboratively in teams. Students also use inquiry based learning to explore questions relating to the following topics:

Topics covered in Health are:

- What is Health?
- Mental Health - Identity and Resilience
- Drug Education
- Physical activity and forming healthy habits
- Relationships and safety

Assessment

Students will be assessed on the following IB MYP criteria:

- Knowledge and Understanding
- Planning for Performance
- Applying and Performing (Practical)
- Reflecting and Improving Performance



7 L.O.T.E

Year 7 French

Length of Course

Full year

Assumed Background

None for new students

Course Description

The course offers students an opportunity to learn French as a second language and gain an appreciation of its nature and structure. Through oral interaction in the classroom and the use of written and visual text, students learn to communicate basic factual information and respond appropriately to short simple phrases about their identity and their immediate environment. They also learn to write in French using a basic range of vocabulary, grammatical structures and conventions. Additionally, the course is designed to give students an understanding of the geography, history and culture of the French people.

Students will achieve these objectives through a study of the following key topics:

- Myself and the People around me
- My Nationality and my Language

Assessment

Assessment will focus on the four communicative processes of the IB MYP:

- Comprehending spoken and visual text
- Comprehending written and visual text
- Communicating in response to spoken, written and visual text
- Using language in spoken and written form

To meet these objectives formative and summative assessment tasks will include:

- Text production
- Text analysis
- Oral presentations and interactions
- Research tasks on cultural aspects
- Practical grammar exercises and quizzes

Year 7 Italian

Length of Course

Full year

Assumed Background

None for new students

Course Description

The course offers students an opportunity to learn Italian as a second language and gain an appreciation of its nature and structure. Through oral interaction in the classroom and the use of written and visual text, students learn to communicate basic factual information and respond appropriately to short simple phrases about their identity and their environment. They also learn to write in Italian using a basic range of vocabulary, grammatical structures and conventions. Additionally, the course is designed to give students an understanding of the geography, history and culture of the Italian people.

Students will achieve these objectives through a study of the following key topics:

- The person I am
- Myself and my family

Assessment

Assessment will focus on the four communicative processes of the IB MYP:

- Comprehending spoken and visual text
- Comprehending written and visual text
- Communicating in response to spoken, written and visual text
- Using language in spoken and written form

To meet these objectives assessment tasks will include:

- Text production
- Text analysis
- Oral presentations and interactions
- Research tasks on cultural aspects
- Practical grammar exercises

7 Mathematics

Length of Course

Full year

Assumed Background

Completion of Year 6 Mathematics

Course Description

Reinforcement of basic skills in Number, Measurement, Space and Statistics and development of skills across these areas. There is further development across these areas as well as an introduction to Algebra and more complex problem solving.

These topics selected from the Australian Curriculum form the basis of the Year 7 program:

- Decimals and Fractions
- Number systems and operations, including Integers
- Basic Algebra
- Basic coordinate geometry
- Measurement
- Collecting and Analysing data
- Probability
- Spatial Geometry

Assessment

Assessment is continuous and integrated into MYP units. There are two categories:

- Topic Tests
- Folio work (Investigations and Projects)

Students will be assessed using the following IB MYP criteria:

- Knowing and Understanding
- Investigating Patterns
- Communicating
- Applying mathematics in real-life contexts

7 Religion

Length of Course

Full year

Assumed Background

Nil

The purpose of Religious Education is to deepen students' knowledge and understanding of the Catholic Tradition and to develop an appreciation of its significance in their lives.

Religious Education draws from the Catholic Tradition to nurture a rich set of outcomes in the domains of:

- Knowledge and Understandings
- Skills and Capabilities
- Values and Dispositions
- Deepening Faith

Course Description

- Prayer
- Lent and Project Compassion
- Care for Creation
- Made in the Image of God (MITIOG)
- St Dominic and our Heritage
- The Values of Islam

Made in the Image of God (MITIOG)

Made in the Image of God is a Human Sexuality program grounded in a Catholic understanding of the human person.

Being Human: Students explore the concept of self-image and identifies factors that promote resilience.

Being Sexual: Students reflect on the impact of adolescent growth and development and engage with Catholic teaching on sexuality.

Assessment

Students will be assessed using the following IB MYP criteria:

- Knowing and Understanding
- Investigating
- Communicating
- Thinking Critically

Tasks include:

- Conducting an inquiry
- Practical Exercises
- Group work tasks
- Oral presentations
- Reflective pieces
- Essays

7 Science

Length of Course Full year

Assumed Background Nil

Course Description

Science has three interrelated strands:

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

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

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

- **Mixtures and Separations:** Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques.
- **Classification:** There are differences within and between groups of organisms; classification helps organise this diversity.
- **Earth, Sun and Moon:** Predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the sun, Earth and the moon.
- **Forces including gravity:** Change to an object's motion is caused by unbalanced forces acting on the object.
- **Food Chains:** Interactions between organisms can be described in terms of food chains and food webs; human activity can affect these interactions.
- **Renewable and non-renewable resources:** Some of Earth's resources are renewable, but others are non-renewable.
- **Water:** Water is an important resource that cycles through the environment.

Assessment

Students will be assessed using the following IB MYP criteria:

- Knowing and Understanding
- Inquiring and Designing
- Processing and Evaluating
- Reflecting on the Impacts of Science

Tasks include:

- Tests
- Practical designs and reports
- Oral presentations
- Research Assignments

Relationship to further study

To provide students with a basis for further study in all major branches of Science.



Humanities & Social Sciences

Year 7 Geography

Length of Course

1 semester

Assumed Background

Nil

Course Description

The key inquiry questions for Year 7 are:

- How do people's reliance on places and environments influence their perception of them?
- What effect does the uneven distribution of resources and services have on the lives of people?
- What approaches can be used to improve the availability of resources and access to services?

Students investigate these questions through a study of the following two topics:

Water and the world:

- Classification of environmental resources, and the forms that water takes as a resource
- Quantity and variability of Australia's water resources
- The ways that flows of water connects places as it moves through the environment
- The nature of water scarcity, and ways of overcoming it
- Economic, cultural, spiritual and aesthetic value of water for people
- The causes, impacts and responses to an atmospheric or hydrological hazard

Places and liveability:

- Factors that influence the decisions people make about where to live
- The influence of accessibility to services and facilities
- The influence of environmental quality on the liveability of places
- Social connectedness, community identity and perceptions of crime and safety
- Strategies used to enhance the liveability of places, especially for young people

Assessment

Students will be assessed using the following IB MYP criteria:

- Knowing and Understanding
- Investigating
- Communicating
- Thinking Critically

Tasks may include:

- Conducting an inquiry
- Research tasks
- Practical exercises
- Field work
- Group work tasks
- Oral presentations
- Tests

Year 7 History

Length of Course

1 semester

Assumed Background

Nil

Course Description

The Year 7 History curriculum provides a study of events that spans from the time of the earliest human communities to the end of the Ancient Period, approximately 60 000 BCE – 650 CE.

Topics studied include: Looking at the formation of history and how it is studied, the broad patterns of historical change and how we can learn from this, Ancient Egypt, Indigenous Australia, and Ancient India.

Key inquiry questions include:

1. How do we know about the ancient past?
2. Why and where did the earliest societies develop?
3. What emerged as the defining characteristics of ancient societies?
4. What have been the legacies of ancient societies?

Skills:

- Ability to analyse and interpret historical material
- Ability to demonstrate Historical Empathy
- Ability to write and speak effectively

Assessment

Students will be assessed using the following IB MYP criteria:

- Knowing and Understanding
- Investigating
- Communicating
- Thinking Critically

Tasks may include:

- Conducting an inquiry
- Investigation of Ancient Societies through:
- Films / Video
 - Documents
 - Books and Texts
 - Illustrations and photographs
 - Museum visits
 - Essays

Relationship to further study

All students will continue to Year 8 History.

Technology

Year 7 Digital & Design Technology

Length of Course

Full year

Assumed Background

Nil

Course Description

Students will study a single design course which combines both digital and product design.

This course uses the design cycle and combines knowledge, skills, techniques and materials of both digital and product design to develop products/solutions to solve a problem or a perceived need. The course includes the study of topics such as programming & game making, robotics, graphic design, digital fabrication and spreadsheets.

Assessment

Students will be assessed using the following IB MYP criteria:

- Inquiring and Analysing
- Developing Ideas
- Creating the Solution
- Evaluating

Students demonstrate evidence of their learning through a variety of assessment types. This will include tests, practical skills tasks, reports and research assignments.

Middle School: Year Eight

St Dominic's Priory College provides a comprehensive education where spiritual, physical, intellectual and emotional growth complement each other.

The College's Pastoral Care Program is based upon those Catholic principles which assert the uniqueness of each person and the importance of promoting each person's self esteem in a secure and loving environment. Student wellbeing is nurtured by Pastoral Care programs across all year levels where both teachers and student leaders are involved in the care of every student and in which students' need for acceptance, resilience, belonging and self realisation are recognised. Along with Pastoral Care teachers seeing students on a daily basis in Morning Class Period, lessons are also allocated each week to conduct the program outlined below for each year level.

Relationships between parents, teachers and students are seen as most important and are fostered through involvement in Parent-Teacher evenings, school community activities such as the annual Fete, Gala Day, school camps and involvement in the co-curricular program.

In addition to the year level programs outlined below, students are encouraged to establish supportive relationships within their house groups whereby older students provide mentoring and assistance to younger students in the school.

Year 8 Pastoral Care

The program provides opportunities to develop students' self-esteem, decision-making abilities, communication skills, self-understanding and genuine respect for others through discussion, role-play and a variety of other activities. Bullying and harassment issues are explored giving students the opportunity to develop the necessary skills and knowledge to deal with them and find resolutions should they experience such problems. The South Australian Government's "Keeping Them Safe" Child Protection Curriculum is used as the basis of the unit on child protection and safety. This program provides a useful framework as it combines the most recent findings on child protection and new understandings about how children learn at the different stages of the curriculum. In addition, students complete a unit on study skills to assist in the transition from Year 7 to Year 8 and Year 8 to Year 9.

8 Arts

Year 8 Visual Arts

Length of Course

1 semester or full year

Assumed Background

Nil

Course Description

Students research and identify artists and artworks that reflect popular culture, within their own world and globally.

They investigate and elaborate on concepts reflective of popular culture through a variety of visual arts forms, practices, styles, techniques and processes.

Through *Making and Responding*, students document the evolution of selected art styles and reflect on the 'cause and effect' of how periods, artists and art styles have influenced later artists and their artworks.

They enhance their knowledge and understanding that artists have different reasons and motivations in their artworks.

They acknowledge that artworks are judged by artists and audiences differently given contexts of time and place, and established institutions and ideologies.

Students develop their own visual arts practice reflective of representations regarding popular culture.

They work individually and collaboratively to develop appropriate ideas and manipulate representational components to create artworks.

They account for the relationship between artists, artworks and audiences both personally and globally.

Students use terminology of visual arts to analyse and evaluate various responses to their artworks and the work of others.

Responding to and reflecting on the world around them will also be recorded in the Arts Process Journal.

The Arts

Visual Arts

Drama

Music

English

Health & Physical Education

Languages other than English

French OR

Italian

Mathematics

Religious Education

Science

Humanities & Social Sciences

Geography

History

Technology

Digital & Design
Technology



Students develop an awareness of safe practices when using materials, techniques and technologies.

Assessment

Students will be assessed using the following IB MYP criteria:

- Knowing and Understanding
- Developing Skills
- Thinking Creatively
- Responding

Relationship to further study

Yr 8 Visual Arts is a pre-requisite for Yr 9 Visual Arts.

Year 8 Drama

Length of Course

1 semester of full year

Assumed Background

Nil

Course Description

This course is compulsory for one semester, but can become an elective subject for an additional semester. In Year 8, students combine the elements of drama to make, present and respond to representations of human situations, characters, behaviour and relationships.

They learn to apply all the basic elements of drama, including more complex use of dramatic tension and sub-texts. They make drama through:

- Dramatic play
- Role-play
- Movement and Improvisation

They make, refine and present student-devised drama, working in groups and as individuals, and experiment with small-scale scriptwriting.

They will explore characterisation in scripted text. In presenting drama they learn, as actors, to use body and gesture, voice and language, through interpretation and rehearsal processes as well as production and performance.

The students will be introduced to Offstage Roles in the theatre. The particular focus for this year is on the role of a Publicist and Front of House Co-ordinator.

By responding in the Arts Process Journal, students learn about how drama contributes to personal, social and cultural identity. In performance, they use characterisation and contrast, experiment with design, and develop a performance vocabulary as they learn the basic principles of dramatic production.

Assessment

Students will be assessed using the following IB MYP criteria:

- Knowing and Understanding
- Developing Skills
- Thinking Creatively
- Responding

Year 8 Music

Length of Course

1 semester of full year

Assumed Background

No previous experience is required. It is desirable that students wishing to pursue further studies in music take up an instrument.

Course Description

The course is designed in order to meet 4 IB MYP learning objectives:

- Knowing and Understanding
- Developing Skills
- Thinking Creatively
- Responding

The course is designed to:

- Make music studies relevant and accessible
- Develop musical literacy and an understanding of the elements of musical composition

Students are given opportunity to:

- Respond critically to musical works and practices
- Begin to identify cultural, social and historical contexts of music
- Experiment with the technical facilities of various instruments
- Develop self confidence
- Develop ensemble skills
- Understand the concepts of rhythm, melody and harmony
- Develop an appreciation of music as an art form
- Learn to compose original creative works in a group setting
- Develop aural acuity, in particular; interpretation and notation of rhythm

Assessment

- Demonstrating understanding of music theory concepts through written and aural testing, and ongoing work in the *Don't Fret* workbook.
- Demonstrating the acquisition and development of skills through a range of practical assessments suitable for all levels of experience.
- Demonstrating creative thinking and the use of acquired knowledge in the process of creating original music.
- Constructing responses to music and reflecting on the world around us through original music.

Other Comments

Students starting or continuing instrumental lessons are encouraged to join one of the music ensembles at St Dominic's Priory College.

Relationship to Further Study

The course can lead to further music studies.

8 English

Length of Course	Full year
Assumed Background	Year 7 English

Course Description

Reading

- 3 - 4 shared texts which include: Prose, Drama, Film and Poetry.
- Individual Reading program
- Multi-media texts

Writing

Many of the following forms will be introduced. Particular emphasis will be placed on clear sentence structure and paragraphing, and the logical development of ideas suitable for each form.

- Essay
- Stories
- Poetry
- Grammar
- Expository Writing

Speaking and Listening

Individual and group presentations in relation to class texts, poetry and wider reading, as well as other situations, will be required.

Assessment

Students will be assessed using the following IB MYP criteria:

- Analysing
- Organising
- Producing text
- Using language

Assessment tasks will include:

- Text responses
- Text productions
- Orals

8 Health / PE

Length of Course

Full year

Assumed Background

Nil

Course Description

Students are enrolled in a full-year course with both a practical (movement and physical activity) and a theory (personal, social and community health) focus. Through inquiry based learning students 'apply and perform' in a range of physical activities such as athletics, volleyball, football / touch, softball and dance. Students also use inquiry based learning to explore questions relating to the following topics:

- identity and concepts of health
- mental health
- nutrition
- cyber safety

Assessment

Students will be assessed using the following IB MYP Criteria:

- Knowing and Understanding
- Planning for Performance
- Applying and Performing (Practical)
- Reflecting and Improving Performance

8 L.O.T.E

Year 8 French

Length of Course

Full year

Assumed Background

None for new students.

Year 7 background is assumed for continuing St. Dominic's students.

Course Description

The course aims to offer students an opportunity to begin or continue the study of French as a second language. Students' knowledge and understanding of French will be developed through learning the language, learning through language and learning about the language. Students will be involved in interpreting and constructing meaning from spoken, visual and written text and will have the opportunity to develop their communication skills by interacting on a range of topics of personal, local and global interest. The course is also designed to give students an understanding of the geography, history and culture of the French people. They will investigate in a basic way how cultural systems are influenced by language and make comparisons between the French and their own culture.

Students will achieve these objectives through a study of the following key topics:

- My Nationality and My Language
- My Family and My Pets
- At School

Assessment

Assessment will focus on the four communicative processes of:

- Comprehending spoken and visual text
- Comprehending written and visual text
- Communicating in response to spoken, written and visual text
- Using language in spoken and written form



To meet these objectives there will be formative and summative assessment tasks which will include:

- Text production
- Text analysis
- Oral presentations and interactions
- Research tasks on cultural aspects
- Grammar exercises and quizzes

Year 8 Italian

Length of Course

Full year

Assumed Background

None for new students.

Year 7 background is assumed for continuing St Dominic's students.

Course Description

The Year 8 Italian Course offers students an opportunity to begin or continue the study of Italian as a second language. Students' knowledge and understanding of Italian will be developed through learning the language, learning through language and learning about the language. Students will be involved in interpreting and constructing meaning from spoken, visual and written text and will have the opportunity to develop their communication skills by interacting on a range of topics of personal, local and global interest. The course is also designed to give students an understanding of the geography, history and culture of the Italian people. They will investigate in a basic way how cultural systems are influenced by language and make comparisons between the Italian and their own culture.

Students will achieve these objectives through a study of the following key topics:

- Leisure Time
- My Country and the Languages I Speak

Assessment

Assessment will focus on the four communicative processes of:

- Comprehending spoken and visual text
- Comprehending written and visual text

- Communicating in response to spoken, written and visual text
- Using language in spoken and written form

To meet these objectives assessment tasks will include:

- Text production
- Text analysis
- Oral presentations and interactions
- Research tasks on cultural aspects
- Grammar exercises and quizzes

8 Mathematics

Length of Course

Full year

Assumed Background

Year 7 Mathematics

Course Description

Consolidation of basic skills and development of students' ability to read, understand and interpret information. Core topics selected from the Australian Curriculum form the year's program.

The topics are:

- Whole Numbers and Integers
- Rational and Decimal Numbers
- Finance Mathematics
- Probability
- Algebra
- Coordinate Geometry
- Geometry
- Measurement

Assessment

Assessment is continuous and integrated into MYP units. There are two categories:

- Topic Tests
- Folio (Assignments and Investigations)

Students are graded against the following IB MYP criteria:

- Knowing and Understanding
- Investigating Patterns
- Communicating
- Applying mathematics in real-life contexts

8 Religion

Length of Course

Full year

Assumed Background

Nil

Course Description

The purpose of Religious Education is to deepen students' knowledge and understanding of religion and to develop an appreciation of its significance in their lives.

Religious Education draws from the Catholic Tradition to nurture a rich set of outcomes in the domains of:

- Knowledge and Understandings
- Skills and Capabilities
- Values and Dispositions
- Deepening Faith

Content

- The Ancestor Stories - Abraham to the Exodus
- Lent and Justice / Project Compassion
- Easter and Pentecost
- The Sacraments of Initiation - Baptism, Confirmation & Eucharist
- St. Dominic and our Dominican Community
- The Parables and the Kingdom of God
- Mary of Nazareth
- Advent/Christmas

Made in the Image of God

Made in the Image of God is a Human Sexuality program grounded in a Catholic understanding of the human person.

Being Human: Students explore the concept of self-image and identifies factors that promote resilience.

Being Sexual: Students reflect on the impact of adolescent growth and development and engage with Catholic teaching on sexuality.

Assessment

Students will be assessed using the following IB MYP criteria:

- Knowledge and Understanding
- Investigating
- Communicating
- Critical Thinking

Based on bookwork and assignments.

8 Science

Length of Course

Full year

Assumed Background

Nil

Course Description

Science has three interrelated strands:

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

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

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

- **Cells:** Cells are the basic units of living things and have specialised structures and functions.
- **Living Systems and Life Genes:** Multi-cellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce.
- **Using Energy:** Energy appears in different forms including movement (kinetic energy), heat and potential energy, and causes change within systems.
- **Physical and Chemical Change:** Chemical change involves substances reacting to form new substances.
- **Elements and Compounds:** The properties of the different states of **matter** can be explained in terms of the motion and arrangement of particles. Differences between elements, compounds and mixtures can be described at a particle level.
- **Rocks:** Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales and mixtures.

Assessment

Students are assessed under the following IB MYP criteria:

- Knowing and Understanding
- Inquiring and Designing
- Processing and Evaluating
- Reflecting on the Impacts of Science

Tasks include:

- Tests
- Practical designs and reports
- Oral presentations
- Research Assignments

Relationship to further study

To provide students with a basis for further study in all major branches of Science.

Humanities & Social Sciences

Year 8 Geography

Length of Course

1 semester

Assumed Background

Nil

Course Description

The key inquiry questions for Year 8 are:

- How do environmental and human processes affect the characteristics of places and environments?
- How do the interconnections between places, people and environments affect the lives of people?
- What are the consequences of changes to places and environments and how can these changes be managed

Students investigate these questions through a study of the following two topics:

Landforms and Landscapes

- The different types of landscapes and their distinctive landform features
- The aesthetic, cultural and spiritual value of landscapes and landforms for people, including *Aboriginal and Torres Strait Islander Peoples*
- The geomorphic processes that produce landforms, including a case study of at least one landform
- The human causes and effects of landscape degradation
- The ways of protecting significant landscapes
- The causes, impacts and responses to a geomorphological hazard

Changing Nations

- The causes and consequences of urbanisation, drawing on a study from Indonesia, or another country of the Asia region
- The differences in urban concentration and urban settlement patterns between Australia and the United States of America, and their causes and consequences
- The reasons for, and effects of, internal migration in Australia
- The reasons for, and effects of, internal migration in China
- The reasons for, and effects of, international migration in Australia
- The management and planning of Australia's urban future



Assessment

Students will be assessed using the following IB MYP criteria:

- Knowledge and Understanding
- Investigating
- Communicating
- Thinking Critically

Tasks Includes:

- Conducting an inquiry
- Research tasks
- Practical exercises
- Field work
- Broadsheets
- Group work tasks
- Oral presentations
- Tests

Year 8 History

Length of Course

1 semester

Assumed Background

Nil

Course Description

Transition - Ancient to Modern World and Civics and Citizenship

The Year 8 curriculum provides study of history from the end of the Ancient Period to the beginning of the Modern Period, c.650 CE – 1750 CE and Australian rights and responsibilities.

Topics studied include:

- Polynesian Expansion Across the Pacific
- The Middle Ages
- Democratic rights and responsibilities
- Law making and identity

Key inquiry questions include:

1. How did societies change from the end of the ancient period to the beginning of the modern age?
2. What key beliefs and values emerged and how did they influence societies?
3. What were the causes and effects of contact between societies in this period?
4. Which significant people, groups and ideas from this period have influenced the world today?
5. What are the freedoms and responsibilities of citizens in Australia's democracy?
6. How are laws made and applied in Australia?
7. What different perspectives are there about national identity?

Skills

- Ability to analyse and interpret sources
- Ability to demonstrate Historical Empathy
- Ability to write and speak effectively

Assessment

Students will be assessed using the following IB MYP criteria:

- Knowledge and Understanding
- Investigating
- Communicating
- Thinking Critically

Assessment tasks may include:

- Source analysis
- Essays
- Multi-modal responses
- Investigations
- Orals
- Tests

8 Technology

Digital & Design Technology

Length of Course

Full year

Assumed Background

Nil

Course Description

Students will study a single design course which combines both digital and product design.

This course uses the design cycle and combines knowledge, skills, techniques and materials of both digital and product design to develop products/solutions to solve a problem or a perceived need. The course includes the study of topics such as computer systems, robotics and programming, graphic and product design, and computer aided design and fabrication using 3D printers. Software applications used include BitsBox, mBlock, Adobe Photoshop, Sketch Up and TinkerCAD.

Assessment

Students will be assessed using the following IB MYP criteria:

- Inquiring and Analysing
- Developing Ideas
- Creating the Solution
- Evaluating

Students demonstrate evidence of their learning through a variety of assessment types. This will include *practical skills tasks, reports and research assignments*.

Middle School: Year Nine

St Dominic's Priory College provides a comprehensive education where spiritual, physical, intellectual and emotional growth complement each other.

Our pastoral care program is based upon those Catholic principles which assert the uniqueness of each person and the importance of promoting each person's self esteem in a secure and loving environment. Student wellbeing is nurtured by pastoral care programs across all year levels where both teachers and student leaders are involved in the care of every student and in which students' need for acceptance, resilience, belonging and self realisation are recognised. Although Pastoral Care teachers see students on a daily basis in Morning Class Period, lessons are also allocated each week to conduct the program outlined below.

Relationships between parents, teachers and students are seen as most important and are fostered through involvement in Parent-Teacher evenings, school community activities such as the annual Fete, Gala Day, school camps and involvement in the co-curricular program.

In addition to the year level program outlined below, students are encouraged to establish supportive relationships within their house groups whereby older students provide mentoring and assistance to younger students in the school.

Year 9 Pastoral Care

The program provides students with the opportunities to enhance their study skills and time management, to develop their self-esteem and to look beyond themselves to the wider world. Sessions on values, responsibilities and personal and internet safety are also presented. Bullying and harassment issues are explored further in Year 9 giving students the opportunity to continue to develop the necessary skills and knowledge to deal with them and find resolutions should they experience such problems. The South Australian Government's *"Keeping them Safe" Childhood Protection Curriculum* is used as the basis of the unit on child protection and safety. Students are prepared for subject choice and individual counselling ensures the best possible choices are made for Year 10.

9 Arts

Year 9 Visual Arts

Length of Course

1 semester or full year

Assumed Background

Year 8 Visual Arts

Course Description

In Years 9 and 10, students develop a personal aesthetic through their art making.

They refine technical and conceptual properties in their work and critically reflect on their own and other's visual arts practices.

They research and analyse characteristics and constraints of materials and processes across a range of forms, styles and contexts.

They present artworks to an audience and use historical and conceptual explanations to critically reflect on the contribution of visual arts practitioners.

Students use materials, media and technologies to make visual artworks. They develop autonomy in a range of forms and can make judgments informed by their understandings of traditional and emerging visual art practices.

They identify and discuss characteristics and restraints in the techniques and processes of art making and develop innovative and challenging approaches to art making.

They investigate the way techniques and processes are embedded in contemporary and traditional visual arts practice.

They apply their understanding of aspects of practice to critical and historical interpretations of art.

They identify and explain how artists and audiences interpret artworks through explorations of different viewpoints.

Responding to and reflecting on the world around them will also be recorded in the Arts Process Journal

Assessment

Students will be assessed using the following IB MYP criteria:

- Knowledge and Understanding
- Developing Skills
- Thinking Creatively
- Responding

The Arts

Visual Arts
Drama
Music

English

Health & Physical Education

Languages other than English

French OR
Italian

Mathematics

Personal Project

Religious Education

Science

Humanities & Social Sciences

Geography
History

Technology

Architecture and Product Design
Digital Media



Relationship to further study

Can follow through to Year 10 Visual Arts and is considered a necessary pre-requisite for Visual Arts in future years. It is recommended that if students intend to pursue these studies beyond this year level that they should complete a semester of work in Year 9.

Year 9 Drama

Length of Course

1 semester or full year

Assumed Background

- Successful completion of Year 8 Drama
- A strong interest in the subject and a demonstrated ability during either of the courses

Course Description

The course is a one or two semester, elective subject. By the end of Year 9, students will develop a range of roles and characters through devised and scripted drama in a range of forms, styles and performance spaces. They will refine expressive skills in voice and movement to convey physical and emotional characteristics. A great emphasis is placed on the ability to collaborate with others to plan, direct, produce, rehearse and refine performances, using the elements of drama.

Students will critically analyse how effectively the elements of drama, forms and performance styles convey meaning and aesthetic effect. They will need to justify and explain choices in both written and oral form with greater emphasis placed on the use of the Arts Process Journal as a way to reflect on all strands of the Assessment Criteria. It is hoped students will use and evaluate drama practices they experience from a variety of contemporary and historical, cultural and social contexts.

Assessment

Students will be assessed using the following IB MYP criteria:

- Knowledge and Understanding
- Developing Skills
- Thinking Creatively
- Responding

Relationship to further study

Year 9 Drama is a pre-requisite for Drama in Year 10. A satisfactory completion of all course work is required for recommendation to Year 10 Drama.

Other Comments

Students undertaking Drama in Year 9 have the opportunity to further diversify their skills with the introduction of elements of Stagecraft: This entails developing skills in off-stage roles, including lighting, costuming, make-up, set design and construction, and stage management.

Year 9 Music

Length of Course

1 semester or full year

Assumed Background

Music theory concepts covered in the beginner *Don't Fret* workbook including note values, simple time signatures, rhythm, naming notes on the treble and bass staves. Students will benefit greatly from taking instrumental or vocal lessons.

Course Description

The course is designed in order to meet IB MYP assessment criteria:

- Knowledge and Understanding
- Developing Skills
- Thinking Creatively
- Responding

These objectives are met through the following learning experiences:

Music Literacy

Students develop their knowledge and understanding of methods of recording and communicating musical ideas. Concepts include: *major and natural minor scales, key signatures, intervals and tonic triads*. The structural conventions of music are also introduced.

Creative Tasks

Students apply their theoretical knowledge to creative tasks such as the composition of original melodies.

Aural Development

Students respond to music through rhythmic dictation, interval recognition and basic melodic dictation.

Solo Performance and Ensemble Performance

Students develop their performance skills through participation in a class ensemble setting. It is a requirement that students undertake at least one private lesson per week on their preferred instrument. Students will also be required to perform as a soloist on their preferred instrument. Students entering this elective in Year 9 with no prior learning on an instrument are strongly encouraged to take up lessons on an instrument suitable for the class ensemble such as woodwind, brass or strings.

Music History and Appreciation

Students develop their knowledge and understanding of contemporary genres of music in a cultural, historical and social context.

Assessment

- Theory and aural testing throughout the year.
- One solo performance or individual presentation per semester.
- Ongoing ensemble performance evaluation.
- Investigative study of contemporary music history
- Original composition work
- Portfolio / journal work

Relationship to further study

The Year 9 music course offers students a basis of specialist knowledge and acquisition of skills required for further study. Year 9 music is a prerequisite for Year 10 Music.

9 English

Length of Course Full year

Assumed Background

Year 8 English

Course Description

Reading

- 3-4 shared texts including Prose, Drama (Shakespeare), Film and Poetry
- Individual Reading Program
- Multi-media texts

Writing

Students will continue to develop their writing skills through:

- Essays

- Stories
- Poetry
- Expository Writing
- Text Production (e.g. articles, writer's statements, letters, annotations)

Speaking and Listening

Individual and group presentations in relation to class texts, poetry and wider reading, as well as other situations, will be required.

Assessment

Students will be assessed using the following IB MYP criteria:

- Analysing
- Organising
- Producing text
- Using language

A range of assessment tasks will be used including:

- Text responses
- Text productions
- Orals

9 Health / PE

Length of Course

Full year

Assumed Background

Year 8 Health and Physical Education

Course Description

Year 9 students are enrolled in a full year course with both a practical (movement and physical activity) and a theory (personal, social and community health) focus. Through inquiry based learning students 'apply and perform' in a range of physical activities such as Invasion Games, Lacrosse, Athletics, Basketball, Touch, Fitness and Social Dance. There is also an opportunity for a negotiated practical unit in the second semester.

Students also use Inquiry Based Learning to explore questions relating to the following topics:

- Drug and Alcohol Education
- Relationships and Sexuality
- SEPEP
- Sun Safety

Assessment

Students will be assessed using the following IB MYP criteria:

- Knowing and Understanding
- Planning for Performance
- Applying and Performing (Practical)
- Reflecting and Improving Performance

Relationship to further study

Provides a framework for future study in Year 10 Health and Physical Education.

9 L.O.T.E

Year 9 French

Length of Course

Full year

Assumed Background

Year 8 French

Course Description

The Year 9 French Course aims to offer students an opportunity to continue the study of French as a second language. Students' knowledge and understanding of French will be developed through learning the language, learning through language and learning about the language. Students will be involved in interpreting and constructing meaning from spoken, visual and written text and will have the opportunity to develop their communication skills by interacting on a range of topics of personal, local and global interest. The course is also designed to give students an understanding of the geography, history and culture of the French people. They will investigate in a basic way how cultural systems are influenced by language and make comparisons between the French and their own culture.

Students will achieve these objectives through a study of the following key topics:

- At Home
- Where I Live
- Leisure Activities
- Celebrations and Festivals

Assessment

Assessment tasks will focus on the four communicative processes of:

- Comprehending spoken and visual text
- Comprehending written and visual text
- Communicating in response to spoken, written and visual text
- Using language in spoken and written form

To meet these objectives there will be formative and summative assessment tasks which will include:

- Text production
- Text analysis
- Oral presentations and interactions
- Research tasks on cultural aspects
- Grammar exercises and quizzes

Relationship to further study

N/A.



Year 9 Italian

Length of Course

Full year

Assumed Background

Year 8 Italian

Course Description

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

Students will achieve these objectives through a study of the following key topics:

- Outings and sharing food
- Everyday life in our living environment
- Fashions and trends
- Celebrations and Festivals

Assessment

Assessment will focus on the four communicative processes of

- Comprehending spoken and visual text
- Comprehending written and visual text
- Communicating in response to spoken, written and visual text
- Using language in spoken and written form

To meet these objectives assessment tasks will include:

- Text production
- Text analysis
- Oral presentations and interactions
- Research on cultural aspects
- Grammar exercises and quizzes

9 Mathematics

Length of Course

Full year

Assumed Background

Year 8 Mathematics

Course Description

This is a core subject for all Year 9 students. It aims to develop a background knowledge for further studies in Mathematics. The topics are selected from the Australian Curriculum:

- Algebra
- Pythagoras' Theorem
- Measurement
- Geometry
- Exponents
- Trigonometry
- Coordinate Geometry
- Statistics
- Finance Maths

All students learn to use Graphics Calculators as each semester progresses.

Assessment

Assessment is continuous and integrated into MYP units. There are two categories:

- Topic Tests
- Folio (Assignments & Investigations)

Students are graded against the following IB MYP criteria:

- Knowing and Understanding
- Investigating Patterns
- Communicating
- Applying mathematics in real-life contexts

Relationship to further study

The student's performance in Year 9 Maths will help determine their Mathematics course in Year 10.

The recommendation for students who achieve below MYP Level 4 in Year 9 is Mathematics - Essential in Year 10. Students who achieve an MYP level of 4 or higher will proceed to Mathematics in Year 10. Additionally, students who achieve MYP Level 5 or higher in tests as well as an overall Level of 5 or higher, may be recommended to take the semester elective 10A Mathematics which is a prerequisite for Mathematical Methods and Mathematics - Specialist in the Senior Years. [see the flow chart.]

9 Religion

Length of Course

Full year

Assumed Background

Year 8 Religious Education

Course Description

The purpose of Religious Education is to deepen students' knowledge and understanding of religion and to develop an appreciation of its significance in their lives.

Religious Education draws from the Catholic Tradition to nurture a rich set of outcomes in the domains of:

- Knowledge and Understandings
- Skills and Capabilities
- Values and Dispositions
- Deepening Faith

Content

- Jesus, the Faithful Jew
- Lent and Justice through Project Compassion
- Easter and Pentecost
- Care for the Earth
- The Early Christian Communities
- Dominic de Guzman – itinerant discipleship
- Prophets and Prophecy
- MITIOG Interdisciplinary Unit

Made in the Image of God

Made in the Image of God is a Human Sexuality program grounded in a Catholic understanding of the human person.

Being Connected: Students consider the Catholic understanding of human intimacy and identify factors that build healthy, life-giving relationships.

Students in Year 9 will undertake a MYP Interdisciplinary Unit with Science.

Assessment

Students will be assessed using the following IB MYP criteria:

- Knowledge and Understanding
- Investigating
- Communicating
- Critical Thinking

Based on bookwork and assignments.

9 Science

Length of Course

Full year

Assumed Background

Year 8 Science

Course Description

Science has three interrelated strands:

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

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

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

- **The Atom:** All *matter* is made of atoms which are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms.
- **Ecosystems:** Ecosystems consist of communities of interdependent organisms and abiotic components of the *environment*; *matter* and *energy flow* through these systems.
- **Heat, Light and Sound:** Energy transfer through different mediums can be explained using wave and particle models.
- **Plate Tectonics:** The *theory* of plate tectonics explains global patterns of geological activity and continental movement.
- **Body Coordination:** Multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment.
- **Reaction Types:** Chemical reactions, including combustion and the reactions of acids, are important to both non-living and living systems and involve energy transfer. Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed.
- **Diseases:** Investigating the response of the body to changes as a result of the presence of micro-organisms

Assessment

Students will be assessed using the following IB MYP criteria:

- Knowing and Understanding
- Inquiring and Designing
- Processing and Evaluating
- Reflecting on the Impacts of Science

Tasks include:

- Tests
- Practical designs and reports
- Oral Presentations
- Research Assignments

Relationship to further study

To provide students with a basis for further study in all major branches of Science.

Humanities & Social Sciences

Year 9 Geography

Length of Course

1 semester

Assumed Background

Nil

Course Description

The key inquiry questions for Year 9 are:

- What are the causes and consequences of change in places and environments and how can this change be managed?
- What are the future implications of changes to places and environments?
- Why are interconnections and interdependencies important for the future of places and environments?

These inquiry questions will be investigated through a study of the following two topics:

Biomes and Food Security

- Biomes of the world.
- Biome alteration and their significance as a source of food and fibre.
- The environmental challenges and constraints on expanding food production in the future.

Geographies of Interconnections

- The interconnections between people and places through the products people buy.

- The effects of their production on the places that make them.
- The ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally.
- People in isolated rural areas to connect to information, services and people in other places.

Assessment

Students will be assessed using the following IB MYP criteria:

- Knowing and Understanding
- Investigating
- Communicating
- Thinking Critically

Assessment tasks include:

- Conducting an inquiry
- Practical exercises
- Field work
- Group work tasks
- Oral and Powerpoint presentations
- Broadsheets
- Tests

Relationship to further study

The content of this course will inform the topics to be studied in Year 10. The skills developed through the range of assessment formats will be expanded upon and further refined in subsequent years of study in Geography. These skills will not only aid in further Geography study, but are transferrable to other curriculum areas.

Year 9 History

Length of Course

1 semester

Assumed Background

Year 8 History

Course Description

The Making of the Modern World

Students learn about the British Empire, why and how it was created due to both industrialisation and a sense of mission to civilise the world. They learn why an unequal balance between nations can lead to internal insurrection within that monopoly. In a further study of the Great War, students explore and research how imperial rivalry may have led to conflict and carnage on a global scale.

The key inquiry questions for Year 9 are:

1. What is meant by an unequal balance of power?
2. Why did Great Britain interact with India?
3. What caused the First World War? What role did Australia play in winning the conflict?
4. Did imperialism lead to a near-suicidal world conflagration?

Students investigate these questions through a study of the following two topics:

- British India - 19th Century
- Students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in the world and Australian history.

Assessment

Students will be assessed using the following IB MYP criteria:

- Knowing and Understanding
- Investigating
- Communicating
- Thinking Critically

Formal assessment will include:

- Sources Analysis
- Research Assignments / Essay Responses
- Audio-Visual Presentation
- Tests

Relationship to further study

Students must continue with 1 semester of History at Year 10 but have the option of a second semester if they choose.

9 Technology

Architecture and Product Design

Length of Course

1 semester

Assumed Background

Nil

Course Description

This course uses the design cycle to solve problems through the use of tools, materials and systems. The study of product design equips students to manipulate a variety of materials to create tangible products / solutions to solve a problem and meet a need. Three-dimensional (3D) solutions made using computer-aided manufacturing techniques are typically the result of a product design course.

The course includes the study of topics such as Computer Aided Design (CAD) using Sketch Up and product fabrication using 3D printers. Design tasks may be product-based or architecturally-based.

Assessment

Students will be assessed using the following IB MYP criteria:

- Inquiring and Analysing
- Developing Ideas
- Creating the Solution
- Evaluating

Students demonstrate evidence of their learning through a variety of assessment types. This will include practical skills tasks, reports and research assignments.

Relationship to Further Study

Leads to further study at Year 10 in Stage 1 IPP - Print, and/or Photography and Product Design, and/or Architecture and Product Design.

Digital Media

Length of Course

1 semester

Assumed Background

Nil

Course Description

This course uses the design cycle to solve problems through the use of a computer system. The study of digital technology equips students to create computer-generated digital products / solutions to solve a problem or meet a perceived need. Two-dimensional (2D) solutions created using computer-aided techniques are typically the result of a digital technology design course.

The course includes the study of topics such as interactive animation, digital graphics, and digital photography. Students will learn how to operate a DSLR Camera and use software applications including Adobe Animate and Photoshop.

Assessment

Students will be assessed using the following IB MYP criteria:

- Inquiring and Analysing
- Developing Ideas
- Creating the Solution
- Evaluating

Students demonstrate evidence of their learning through a variety of assessment types. This will include practical skills tasks, reports and research assignments.

Relationship to Further Study

Leads to further study at Year 10 in Stage 1 IPP - Print, and/or Photography and Product Design, and/or Architecture and Product Design.

Senior School Curriculum: Years 10 - 12

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Pastoral Care

St Dominic's Priory College provides a comprehensive education where spiritual, physical, intellectual and emotional growth complement each other.

The College's Pastoral Care Program is based upon those Catholic principles which assert the uniqueness of each person and the importance of promoting each person's self esteem in a secure and loving environment. Student wellbeing is nurtured by Pastoral Care programs across all year levels where both teachers and student leaders are involved in the care of every student and in which students' need for acceptance, resilience, belonging and self realisation are recognised.

Essentially the program has three main goals:

- To help young people develop positive social behaviours, such as self-discipline, responsibility, good judgement, and the ability to get along with others.
- To help young people develop strong commitments to their families, school, peers and community, including a commitment to lead healthy, drug-free lives.
- To help young people identify strategies to keep themselves safe and healthy.

These goals are achieved through a wide variety of classroom and extra-curricular activities.

Along with Pastoral Care teachers seeing students on a daily basis in Morning Class Period, lessons are also allocated each week to conduct the program outlined below for each year level.

Relationships between parents, teachers and students are seen as most important and are fostered through involvement in Parent-Teacher evenings, school community activities such as the annual Fete, Gala Day, school camps and involvement in the co-curricular program.

In addition to the year level programs outlined below, students are encouraged to establish supportive relationships within their house groups whereby older students provide mentoring and assistance to younger students in the school.

Year 10 Pastoral Care

Students, through Pastoral Care and the Personal Learning Plan, will be assisted in making informed decisions about their personal development, education, training and future pathways.

The Pastoral Care Program will also explore the notions of self-esteem, the causes and effects of bullying and harassment and how to deal with them, and the meaning of resilience and how it relates to one's wellbeing.

Towards the end of the semester, preparation for the examinations takes the form of sessions on time management skills and effective study habits.

Thorough counselling is provided regarding subject choices for Year 11, with special emphasis on how this will affect Year 12 subject selection and post-school options.

Year 11 Pastoral Care

Students develop decision-making skills with particular focus on protective practices, when encountering situations involving drugs and alcohol. The Pastoral Care Program also covers Driver Education and relationships in detail. Counselling is given in choosing subjects for Year 12 which will satisfy students' needs for establishing academic pathways and career possibilities.

Year 12 Pastoral Care

Students are assisted in their ability to cope with the unique academic demands of Year 12 and to develop the organisation and resilience required to be successful.

Particular focus is given to:

- Striking a balance between the competing demands for students' attention
- Successful test and exam preparation strategies
- Intensive workshops and counselling on post school study/work options in preparation for making applications for tertiary study
- Safe, positive use of communication technologies including social networking internet sites.

To complement the academic support a student receives and in order to offer a holistic Pastoral Care Program, a variety of speakers make presentations to students on a range of topics. The intention here is to help develop well rounded young adults, ready for the demands of adult life.

As part of the Year 12 Pastoral Care Program, the services of qualified educational psychologists, from Developing Minds Psychology are engaged. A presentation is made to parents at the Information Evening held early in Term One. Additionally, three seminars are conducted with the students covering a broad range of issues that may affect their wellbeing and progress through a demanding final year of secondary school. By way of extension, students are able to email the psychologists as the year progresses should they wish to receive individual assistance, guidance or advice. Students are also welcome to access support from the College's qualified School Counsellor.



Policy on Study Loads Years 10 - 12

Year 10

Students will study one semester of History, Physical Education and a full year of English, Mathematics, French or Italian, Religious Education; and complete the Personal Learning Plan and Personal Project.

In each of Semester 1 and Semester 2 they are required to choose three elective subjects from the range offered.

Students do not have any study lessons. As such, students who choose to study a subject outside of the College (e.g. a language, VET course) do this in addition to their load at school.

Year 11

Students are required to study a full year of English and at least one semester of Mathematics plus undertake the Research Project and Religious Education.

Currently a 7-line timetable exists and a full study load comprises 12 units spread over two semesters with two study lines during the year - where possible one in each semester.

Students studying a subject/s outside the College (e.g. VET, language that is not offered at school) may seek permission to substitute a unit of study outside for a school based unit. Alternatively, they may choose to undertake the out of school study as an 'overload.'

Year 12

The number of subjects studied depends on a number of factors.

Students intending to apply for university entrance and hence who need an ATAR, study five subjects at Stage 2 level and one unit of Religious Education at Stage 1 level. Alternatively, if a student chooses Religion Studies or Society and Culture (Religious Education Stage 2 subjects) they choose four other subjects ie a total of five Stage 2 subjects.

Students wishing to just complete SACE without an ATAR (and gain TAFE entry) study a minimum of three full year Stage 2 subjects.

A student who has completed a subject at Stage 2 level before starting Year 12 (e.g. VET Course at Certificate 3 or higher level, a language) or who is studying a subject outside St Dominic's Priory College at Stage 2 level may seek approval to only study four subjects at Stage 2 at the College.

Part-time study loads:

In Years 10-12 students who have extenuating medical or personal issues may be permitted to study less than a 'full load.' This decision will be made in consultation with parents and relevant College staff such as the Principal, Year Level Coordinator, School Counsellor, Deputy Principal (Student Wellbeing), Deputy Principal (Curriculum), and Adaptive Education Coordinator.



The Senior School: Year 10

Year 10 is the experiential year providing a greater level of choice to suit individual preferences.

Students are provided with the opportunity to be accredited with units towards their South Australian Certificate of Education (SACE). This opportunity exists by a student electing to study Vocational Education and Training (VET) certificate courses. All students complete a Personal Learning Plan (PLP) which gives them 10 credits towards their SACE and complete the Personal Project that was begun in Year 9. In this way Year 10 is a transition year from the IB Middle Years Program to the SACE in the senior school.

At Year 10, students take a common core of subjects and make choices from a range of options. Optional subjects are semesterised. The semesterisation in Year 10 allows students to explore their interests and abilities in a range of different subjects.

Personal Project

Length of Course

3 1/2 Terms

Assumed Background

Nil

Course Description

The Personal Project is designed to help students strengthen their Approaches To Learning (ATL) skills, to use subject-specific learning they have developed throughout the MYP, and to develop an area of interest. The project revolves around a challenge that motivates and interests the student.

Assessment

Students have to present three significant pieces of evidence to demonstrate that they have participated in and completed the Personal Project:

- 1 Process Journal
- 2 Product
- 3 Report

Students are assessed using the following IB MYP criteria:

- Investigating
- Planning
- Taking Action
- Reflecting

Curriculum Areas Year 10

The Core subjects are:

English
French or Italian
Mathematics
or Mathematics - Essential
Personal Learning Plan (PLP)
Health and Physical Education
Religious Education
Science
Sport
History

A choice of four semester length subjects:

Adaptive Education
 Commerce
 Architecture and Product Design
 Photography and Product Design
 Drama
 Geography
 Information Processing and Publishing - Print (Stage 1)
 Mathematics 10A
 Music
 Visual Arts



The Senior School: Years 11 and 12

General Information: SACE

The South Australian Certificate of Education (SACE) is a qualification awarded to students who successfully complete their senior secondary education (Years 11 and 12).

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

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

Features of SACE

As part of the SACE students:

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

The requirements to achieve the SACE

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

Some elements of the SACE are compulsory. These are:

- a Personal Learning Plan at Stage 1 (undertaken in Year 10), worth 10 credits
- at least 20 credits towards literacy from a range of English/English as an Additional Language at Stage 1
- at least 10 credits towards numeracy from a range of mathematics studies at Stage 1
- a major project of extended studies called the Research Project, worth 10 credits
- completion of at least 60 additional credits in Stage 2 subjects and courses.

The importance of the compulsory elements is reflected in the requirement that students must achieve at least a C in these subjects to complete the SACE successfully.

In addition to the compulsory elements, students will choose from a wide range of subjects and courses to earn the remaining 90 credits to gain the SACE. These include subjects and courses from either Stage 1 or Stage 2.

University or TAFE Entry

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

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

Full details of university and TAFE entry requirements for 2020 onwards will be included in the *Tertiary Entrance Booklet 2020, 2021, 2022* as published by the South Australian Tertiary Admissions Centre. Go to the SATAC website for more information: www.satac.edu.au.



SACE Requirements

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

Year 10

- Personal Learning Plan 10 credits

Stage 1

All Students

- English 20 credits
- Mathematics 10 credits

Stage 2

Subjects to the value of 60 credits

- Research Project 10 credits

Free Choice

90 credits from either Stage 1 or Stage 2

Vocational Education and Training (VET) Subjects at St Dominic's

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

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

Many offerings of VET units will be off-line (4-7pm) at Stage 1. The final offering of each of the proposed courses will be dependent on numbers and students should have an alternative subject choice. (Refer to **Page 110** for further information)

STAGE 1 (Years 10 & 11)

STAGE 2 (Year 12)

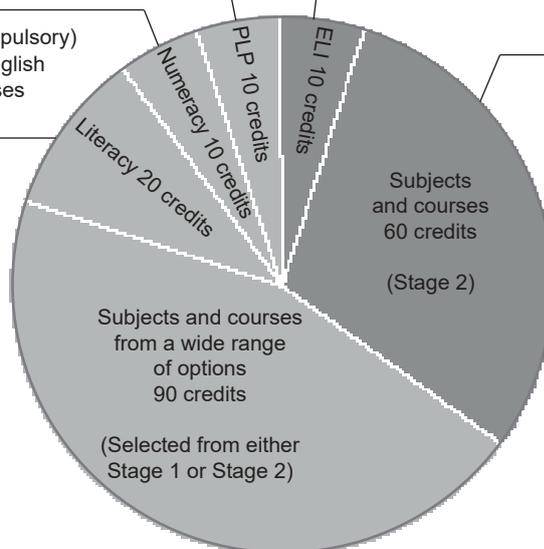
Personal Learning Plan
(compulsory) **10 credits**

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

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

Research Project
(compulsory) **10 credits**

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



SACE Stage 1

Stage 1: Year 11 Students

1 unit (semester-length subject) = 10 credits

Students will study 12 units [120 credits] over the course of the two semesters, including:

English	Compulsory 20 credits
Mathematics	Compulsory 10 credits
Research Project	Compulsory 10 credits

All Year 11 students also undertake 1 unit of Religion Studies (10 credits) studied over the full year.

Plus 7 additional units (70 credits) spread out across Semesters 1 and 2 from the list below

Accounting (10 or 20 credits)	Mathematics - General (10 or 20 credits)
Architecture and Product Design (10 credits)	Mathematics - Essential (10 or 20 credits)
Biology (10 or 20 credits)	Mathematical Methods (20 credits)
Chemistry (10 or 20 credits)	Mathematics - Specialist (10 credits)
Community Studies (10 or 20 credits)	Music (10 or 20 credits)
Drama (10 or 20 credits)	New Media Technology (10 credits)
Economics (10 or 20 credits)	Photography and Product Design (10 credits)
French (20 credits)	Physical Education (10 or 20 credits)
Geography (10 or 20 credits)	Physics (10 or 20 credits)
Modern History (10 or 20 credits)	Visual Arts (10 or 20 credits)
Italian (20 credits)	- Art
Legal Studies (10 credits)	- Design

SACE Stage 2

Stage 2: Year 12 Students

Students will choose 100 credits (i.e. five full year subjects). Having completed the Research Project in Year 11, studying five subjects at Stage 2 level will broaden students' tertiary study options.

Subject Choices

Accounting	Italian
Ancient Studies	Mathematics - General
Biology	Mathematics - Essential
Business Innovation	Mathematical Methods
Chemistry	Mathematics - Specialist
Community Studies*	Modern History
Design and Technology	Music
Drama	Physical Education
Economics	Physics
English - Essential	Religion Studies
English as an Additional Language	Society and Culture
English	Tourism
English Literary Studies	Visual Arts
French	- Art
Geography	- Design
	Workplace Practices

* Cannot be counted towards an Australian Tertiary Achievement Rank

Students are advised to refer to the current SATAC publication *Tertiary Entrance* to check for precluded subject combinations and subjects with restrictions on the number of units which can be counted for Tertiary selection. Tertiary entrance requirements are also available in this SATAC publication and the onus is on the student to check this carefully. This publication is available from Careers Advisors and Year Level Coordinators and will be distributed to all Year 10, 11 and 12 students.



An Overview

Year 10

The Arts

Visual Arts
Drama
Music

English

Health & Physical Education

Health & Physical Education

Languages other than English

French OR
Italian

Mathematics

Mathematics - Essential
Mathematics
Mathematics 10A

Personal Learning Plan SACE Stage 1

Personal Project

Religious Education

Science

General Science

Studies of Society & Environment

Geography
History
Commerce

Technology

Photography and Product Design
Architecture and Product Design
Stage 1 Information Processing
& Publishing - Print

Year 11

Religion Studies (Compulsory)

English as an Additional Language English

English - Essential
English Pre-Literary Studies
20 credits (Compulsory)

Mathematics

10 credits (Compulsory)

Research Project

10 credits (Compulsory)

70 Credits from the following:

Accounting (10 or 20 credits)
Architecture & Product Design (10 credits)
Biology (10 or 20 credits)
Chemistry (10 or 20 credits)
Community Studies (10 or 20 credits)
Drama (10 or 20 credits)
Economics (10 or 20 credits)
French (20 credits)
Geography (10 or 20 credits)
Modern History (10 or 20 credits)
IPP - Print (10 credits)
Italian (20 credits)
Legal Studies (10 credits)
Mathematics - Essential (10 or 20 credits)
Mathematics - General (10 or 20 credits)
Mathematical Methods (20 credits)
Mathematics - Specialist (10 credits)
Music (10 or 20 credits)
New Media Technology (10 credits)
Photography & Product Design (10 credits)
Physical Education (10 or 20 credits)
Physics (10 or 20 credits)
Visual Arts - Arts (10 or 20 credits)
Visual Arts - Design (10 or 20 credits)

All subjects offered at Years 11 and 12 are provided only when a viable number of students elect to take the subject.

Year 12

(Compulsory)

Religion Studies (Stage 1 - 10 credits)
OR
Religion Studies (Stage 2 - 20 credits)
OR
Society and Culture (20 credits)

Up to 100 Credits from the following:

Accounting (20 credits)
Ancient Studies (20 credits)
Biology (20 credits)
Business Innovation (20 credits)
Chemistry (20 credits)
Community Studies* (10 or 20 credits)
Design and Technology (20 credits)
Drama (20 credits)
Economics (20 credits)
English as an Additional Language
(20 credits)
English (20 credits)
English - Essential (20 credits)
English Literary Studies (20 credits)
French (20 credits)
Geography (20 credits)
Italian (20 credits)
Mathematics - Essential (20 credits)
Mathematics - General (20 credits)
Mathematical Methods (20 credits)
Mathematics - Specialist (20 credits)
Modern History (20 credits)
Music (20 credits)
Physical Education (20 credits)
Physics (20 credits)
Tourism (20 credits)
Visual Arts - Art (20 credits)
Visual Arts - Design (20 credits)
Workplace Practices (20 credits)

* Note: Community Studies does not count for an Australian Tertiary Achievement Rank (ATAR)

VET Certificate courses are offered across this curriculum structure as either embedded or stand alone units. Refer to Page 110 for further details.

The Arts

Visual Arts

Year 10 Visual Arts

Length of Course

1 semester or full year

Assumed Background

Successful completion of Year 8 and 9 Visual Arts

Course Description

Students will continue their study of the visual arts through drawing, painting, printmaking, 3-dimensional work, design and the theory of art. Students will research and discuss aspects of the visual arts relating to history and contemporary practice, using the language of art appropriately.

Responding to and reflection on the world around them will also be recorded in the Arts Process Journal.

Assessment

Students will be assessed using the following IB MYP criteria:

- Knowing and Understanding
- Developing Skills
- Thinking Creatively
- Responding

Relationship to further study

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

Other Comments

It is recommended that if students intend to pursue these studies beyond this year level that they should complete at least one semester of work in Year 10.

Stage 1 Visual Arts - Art

Length of Course

1 semester (10 credits) or full year (20 credits)

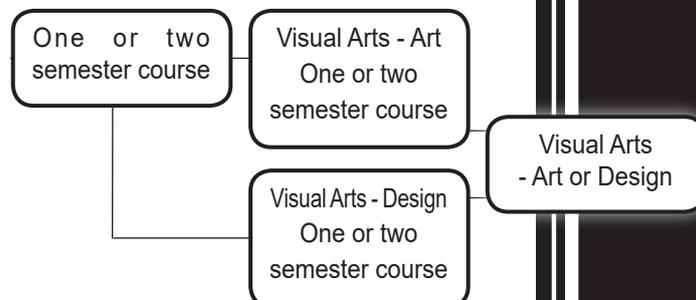
Assumed Background

Successful completion of Year 10 Visual Arts

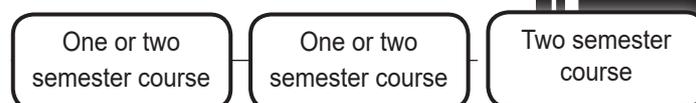
Focus of Capabilities

The capabilities for communication and personal development are central to the learning requirements, content, and assessment in Visual Arts. The process of selecting appropriate modes of visual, verbal, and written communication to express, explain and describe messages, ideas, solutions, and

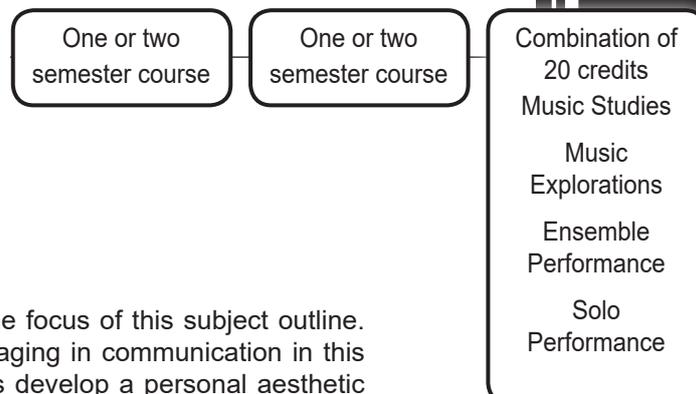
Visual Arts



Drama



Music



opinions is the focus of this subject outline. Through engaging in communication in this way, students develop a personal aesthetic or vision, discovering personal strengths and understanding of the important part visual arts play in shaping cultural and personal identity.

Course Description

Both semesters of this course will focus on developing skills within the areas of drawing and painting. Other techniques that may be developed further are printmaking and three dimensional studies. Practical final pieces will be produced. In addition to these practical pieces, each semester students will complete studies in the Visual Thinking and Visual Arts in Context sections of the course.

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

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



Assessment

Folio:- Includes all developmental work completed in developing practical work.

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

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

Relationship to further study

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

This subject will be beneficial to students interested in undertaking their Research Topic in an area related to the Visual Arts.

Other Comments

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

Stage 1 Visual Arts - Design

Length of Course

1 semester (10 credits)
or full year (20 credits)

Assumed Background

Successful completion of Year 10 Visual Arts

Focus of Capabilities

The capabilities for communication and personal development are central to the learning requirements, content, and assessment in Design. The process of selecting appropriate modes of visual, verbal, and written communication to express, explain, and describe messages, ideas, solutions, and opinions is the focus of this subject outline. Through engaging in communication in this way, students develop a personal aesthetic or vision, discovering personal strengths and understanding of the important part design plays in shaping cultural and personal identity.

Course Description

The course is designed to provide students with fundamental skills and knowledge in the field of Design. Students will study the areas of Visual Communication, Built Environments and Fashion Design. Skill development is a core component of the course and students will have the opportunity to explore a number of methods and media including the use of Adobe programs.

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

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

Assessment

Folio:- Includes all developmental work completed in developing practical work.

Practical:- Final design work supported with a personal statement.

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

Relationship to further study

This course leads to Stage 2 Visual Arts with a specialisation in Design. This course will be beneficial to students interested in undertaking their Research Project in an area of Visual Arts and/or Design.

Other Comments

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

Stage 2 Visual Arts

NB: Under this learning and assessment plan there are two different courses, that is **Visual Arts - ART** or **Visual Arts - DESIGN**

Length of Course

Full year (20 credits)

Assumed Background

Successful completion of Stage 1 Art or Design

Focus of Capabilities

The aim of the SACE is to develop well-rounded, capable young people who can make the most of their potential. The capabilities include the knowledge and skills essential for people to act in effective and successful ways.

The five capabilities that have been identified are:

- Communication
- Citizenship
- Personal Development
- Work
- Learning

The capabilities enable students to make connections in their learning within and across subjects in a wide range of contexts. The capabilities for Communication and Personal Development are central to the learning requirements, content, and assessment requirements of Visual Arts.

Course Description

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

Content

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

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

Assessment

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

School-based Assessment (70%)

- Folio (30%)
- Practical (40%)

External Assessment (30%)

- Visual Study (30%)

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

Drama

Year 10 Drama

Length of Course

1 semester or full year

Assumed Background

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

Course Description

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

- To deepen students' understanding of the basic Elements of Drama
- To introduce and develop the technical skill of Staging
- To analyse Theatrical Performances
- To gain skills in Review Writing
- To ensure the transition from middle school Drama to senior school Drama is smooth and effective

Course content will be organised such that practical and theoretical components are varied for each Semester. Semester 1 predominantly focusses on Stagecraft, whilst Semester 2 concentrates predominantly on development of Practical Technique. Basic Skills will continue to be integral components for both Semesters.

Topics to be covered in Semester 1 will include:

- Practical studies and applications in Costuming and Set Design
- Analysis and justification of Dramatic process within the Arts Process Journal
- Study of Off-Stage Roles in Theatre – The Production Crew and The Director
- Performance work exploring modern day realistic theatre texts

Topics to be covered in Semester 2 will include:

- Development of realistic acting technique with a focus on scripted monologues and duologues
- Group Devised Performance with participation as an on or off-stage practitioner
- Analysis and justification of Dramatic process within the Arts Process Journal

Assessment

Students are assessed under the following IB MYP criteria:

- Knowing and Understanding
- Developing Skills
- Thinking Creatively
- Responding

Relationship to further study

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

There are opportunities for students to participate in VET Courses and extended curriculum work in Theatre during Year 10.

Other Comments

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

Stage 1 Drama

This subject is currently under renewal for 2020, course pending minor updates

Length of Course

1 semester (10 credits) or full year (20 credits)

Assumed Background

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

Focus of Capabilities

Communication, Citizenship, Personal Development and Learning.

Course Description

Students participate in the planning, rehearsal, and performance of a dramatic work. Students participate in creative problem solving; they generate, analyse, and evaluate ideas. They develop personal interpretations of texts. Students develop their curiosity and imagination, creativity, individuality, self-identity, self-esteem and confidence.

Course Content

Drama 1A (Semester 1)

The course studies major theatrical experiments, some of which have led to the major theories of acting and directing this Century. Performance work focuses on Duologue Presentations. Influences on Australian Theatre will be included in course work. An individual research study selecting an onstage role (performance) or off-stage role (e.g. design, stage management) is required. Often this can be connected with the yearly school performance. Students will attend a professional production out of hours that will require them to complete a written review.



Drama 1B (Semester 2)

The course is heavily centred on Group Production work: Students will undertake a scripted production performed to a public audience. They can choose to be assessed in an onstage or offstage role. Offstage roles will require students to present a 10 minute presentation discussing their work. The expectation is that there will be rehearsals after school hours and on weekends. Students will also be required to complete an individual Research Study and a written review.

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

Assessment

Specifically, assessment will focus on three components in both Semesters.

- 1 Performance
- 2 Folio
- 3 Investigation & Presentation

Relationship to further study

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

Students undertaking Year 11 Drama should familiarise themselves with options available at tertiary level, ensuring that they elect to undertake appropriate course work in Year 12.

Other Comments

It is recommended that students intending on completing Stage 2 Drama undertake both semesters of Drama at Stage 1 level.

Stage 2 Drama**Length of Course**

Full year (20 credits)

Assumed Background

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

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

A 'B' grade or better in Stage 1 English would also be expected.

Focus of Capabilities

Communication, Citizenship, Personal Development and Learning.

Course Description

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

Course Content and Assessment

- **Group Presentation** - 20%
Students are to work in groups to analyse a play-script or the work of a dramatic innovator, and devise creative interpretations of these works.
- **Folio** - 30%
In this area of study, students are to complete a report that focuses on their own experiences of making dramatic work and will be based on either the Group Performance or Individual Presentation.
The students will also be required to view, review and analyse a range of live or recorded theatrical performances and submit two reviews for assessment.

- **Interpretative Study** - 20%
This area of study gives students the opportunity to explore in depth a specific play-script or the work of a dramatic innovator. Students who investigate and respond to a play script adopt the role of a director, actor or designer. Students who investigate and respond to a dramatic innovator create a question that they answer through their study.
- **Performance** - 30%
Group Performance or an Individual Performance / Presentation. Students will participate in one or the other. It is the responsibility of the Year 12 teacher to decide the best option (usually based on numbers undertaking the course and suitable plays available).
Students undertaking the Group Performance can be assessed in either an onstage or offstage role.
If choosing to undertake an Individual Presentation, students choose an area of study that they research and investigate, and then undertake a presentation that demonstrates their knowledge and skills acquired.

Assessment

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

Relationship to further study

Students wishing to undertake studies in Drama-related areas at tertiary level should familiarise themselves with the various options open to them, before commencing Year 12. This can be done by obtaining course handbooks from tertiary institutions (often available at the school via the Career Counsellor) or by researching via tertiary institution websites.

Other Comments

Students considering studying Drama at Year 12 level must be prepared to commit themselves to out-of-hours rehearsing, design and construction, and performance. Regular attendance at school is essential.

Music

Year 10 Music

Length of Course

1 semester or full year

Assumed Background

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

Students must also have been learning their preferred instrument for a minimum of 12 months.

Course Description

The course is designed in order to meet IB MYP assessment criteria:

- A. Knowledge and Understanding
- B. Developing Skills
- C. Thinking Creatively
- D. Responding

These objectives are met through the following learning experiences:

Theoretical studies

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

Performance

Students are required to participate in a class ensemble setting. It is a requirement that students undertake at least one private lesson per week on their preferred instrument. Students will also be required to perform as a soloist on their preferred instrument.

Aural Development

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

Assessment

- Arranging and composing assignments
- Theoretical and aural tests throughout the year.
- One solo performance per semester.
- Ongoing ensemble performance evaluation.

Relationship to further study

The Year 10 Music course offers students a comprehensive background to the practical application of theoretical concepts and will further their knowledge in the art of solo and ensemble performance. The music technology course will provide students with another alternative to music studies other than theory/aural and performance.

Other Comments

Students taking Year 10 Music will participate in the annual Music Concert and are strongly encouraged to join one of the school ensembles (Choir, String Orchestra, Concert Band) to help improve performance and ensemble skills.

Stage 1 Music

Length of Course

1 semester (10 credits) or full year (20 credits)

Assumed Background

Music Advanced Program – This program is designed for students with a substantial background in music. Students will have taken lessons in their chosen instrument for at least two years, and will have taken classroom Music in Year 9 and 10. The Music Advanced program will provide pathways to the range of Stage 2 Music subjects.

Music Experience Program

This program is designed for students with emerging musical skills and provides opportunities for them to develop musical understanding and skills in creating and responding to Music.

Focus of Capabilities

The focus capabilities for this subject are Personal Development, Citizenship, Communication and Learning.

Content

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

Solo Performance

Ensemble Performance

Musical Literacy

Folio Work

Students will be involved in performing both individually in Solo Performance and in a group setting through Ensemble Performance. The Musical Literacy component will improve understanding of the structures of music, the social, historical and cultural function of music and the critique of live music performance. Musical Literacy will also assist students in completing Folio Work, which is negotiable and includes the opportunity to use music technologies available at the school to compose and arrange original works.



Assessment

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

Skills Presentation

Including performances and oral presentations

Skills Development

Including involvement in class ensemble, theory and aural tests

Folio

In the form of written assignments, compositions and arrangements

Relationship to further study

The Music Advanced and Music Experience program will provide pathways to the range of Stage 2 Music subjects.

Other Comments

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

Stage 2 Music

Length of Course Full year (20 credits)

Music Explorations (20 credits)

Music Studies (20 credits)

Ensemble Performance (10 credits)

Solo Performance (10 credits)

Focus of Capabilities

The focus capabilities for this subject are Personal Development, Citizenship, Communication and Learning.

Assumed Background

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

Music Studies: 4 years of music theory study is recommended. Theory content includes (but is not limited to): Major scales and natural, harmonic and melodic minor scales, diatonic triads, basic harmony, transposition, basic arranging, intervals, rhythmic dictation and the basics of music technology. **Stage 1 Music Advanced** program or equivalent AMEB theory grade will provide sufficient background knowledge.

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

Solo Performance: a minimum of Grade 4 AMEB or equivalent practical standard is recommended. It is common for instrumentalists taking Stage 2 Solo Performance to be at an AMEB grade of 7 or 8. Skills as an instrumentalist or vocalist should meet an approved standard and the Stage 1 Music Teacher can advise eligibility.

Course Description**Music Explorations**

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

Music Studies

Students develop, synthesize and apply their musical literacy skills and express their musical ideas through responding to their own works, interpreting musical works and/or manipulating musical elements. The course involves sitting an examination and presenting original arrangements and compositions. The course consists of 3 strands: understanding music, creating music and responding to music.

Ensemble Performance

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

Solo Performance

This subject extends student musicianship and technical proficiency on a chosen instrument or voice. Students also develop skills in solo performance, engaging an audience, and preparing and presenting a repertoire.

Assessment**Music Studies**

Assessment Type 1: Creative Works 40%

Students present a portfolio consisting of creative works selected from solo performance, ensemble performance, compositions and/or arrangements as well as a creator's statement reflecting on these works.

Assessment Type 2: Musical Literacy 30%

Students complete three musical literacy tasks that allow the student to manipulate musical elements, apply and refine their musical literacy skills, aural perception and notation. Students also deconstruct and analyze musical works and styles.

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

Music Explorations:

Assessment Type 1: Musical Literacy 30%

Together, the musical literacy tasks should be to a maximum of 12 minutes if presented orally, 2,000 words if written, or equivalent in multimodal form. One task should enable students to demonstrate their compositional skills through the creation of a 32-48 bar original melody or song with lyrics. The piece should use notation appropriate to the style and be accompanied by a composer's statement. Other musical literacy tasks may include a comparative analysis and discussion of two or more works and a critique of one or more works presented in a live music performance.

Assessment Type 2: Explorations 40%

Students provide evidence of their learning in a portfolio that comprises a presentation of a set of short performances, compositions and/or other musical products of between 8-10 minutes duration to a live audience that is then recorded. Accompanying the portfolio is a commentary of 1,000 words if written, 6 minutes if oral or the equivalent in multimodal form. This is a commentary on the processes of exploration and experimentation that they have used, and their key findings.

Assessment Type 3: Creative Connections (externally assessed) 30%

Students present or perform a final creative work of between 6-8 minutes, which is then recorded. Alternatively, students may produce a creative work that is a composition or arrangement of between 3-4 minutes that is pre-recorded in digital audio format. Students engage in a discussion of that work in oral or multimodal form, to a maximum of 7 minutes, that critiques and reflects on their creative work and discusses the influences of others used as inspiration.

Ensemble Performance:

Assessment Type 1: Performance 30%

Students present an ensemble performance to a live audience consisting of 6-8 minutes in duration, and provide evidence of their contribution in the ensemble through part-testing of 2 minutes duration. All performances are recorded.

Assessment Type 2: Performance and discussion 40%

Students present an ensemble performance to a live audience consisting of 6-8 minutes in duration, and provide evidence of their contribution in the ensemble through part-testing of 2 minutes duration. All performances are recorded. Students also present an individual discussion of up to 4 minutes orally or 800 words if written, demonstrating their understanding of musicianship of the music presented and critique their strategies employed in both rehearsal and performance.

Assessment Type 3: Performance Portfolio (externally assessed) 30%

Students present an ensemble performance portfolio consisting of a live ensemble performance of 6-8 minutes of a musical work or works, and individual evidence of their learning through part-testing, both of which are recorded. Students also present an individual discussion of up to 3 minutes orally, or 500 words written as an individual evaluation of their learning journey. The musical work(s) chosen may be an extension of, or related to works already presented previously but must not be a repeat of works already performed in Assessment Type 1 or Assessment Type 2.

Solo Performance:

Assessment Type 1: Performance 30%

Students present a solo performance to a live audience consisting of 6-8 minutes in duration demonstrating their application of their musical understanding of style, phrasing, musical expression and accuracy. All performances are recorded.

Assessment Type 2: Performance and discussion 40%

Students present a solo performance to a live audience consisting of 6-8 minutes in duration demonstrating their application of their musical understanding of style, phrasing, musical expression and accuracy. All performances are recorded. Students also present an individual discussion of up to 4 minutes orally or 800 words if written, demonstrating their understanding of musicianship of the music presented and critique their strategies employed in both rehearsal and performance.

Assessment Type 3: Performance Portfolio (externally assessed) 30%

Students present a solo performance portfolio consisting of a live solo performance of 6-8 minutes which is recorded. Students also present an individual discussion of up to 3 minutes orally, or 500 words written as an individual evaluation of their learning journey. The musical work(s) chosen may be an extension of, or related to works already presented previously but must not be a repeat of works already performed in Assessment Type 1 or Assessment Type 2.



Stage 1

Length of Course

1 semester
(10 credits or 60hrs of demonstrated activity)
or full year
(20 credits or 120hrs of demonstrated activity)

Number of SACE credits:

10 credits per semester or per 60 hours of community activity

Assumed Background

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

Focus of Capabilities

The focus capabilities for this subject are Communication and Citizenship.

Course Description

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

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

Content

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

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

Assessment

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

- Contract of Work (*which includes a folio based on the community activity*)
- Reflection

Relationship to further study

Students can continue to Stage 2 Community Studies.

Community Studies

Year 11
SACE Stage 1

Community Studies:
1 or 2 semesters
10 credits can be studied each semester

Year 12
SACE Stage 2

Community Studies (N):
1 or 2 semesters
1 or more units can be studied each semester

Stage 2

Community Studies A

Length of Course

1 semester (10 credits) or full year (20 credits)

Assumed Background

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

Course Description

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

Content

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

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

Assessment

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

School-based Assessment (70%)

- Contract of Work
- Folio
- Presentation

External Assessment (30%)

- Reflection

Information on the External Assessment

Reflection

The reflection is a piece of writing up to a maximum of 500 words, or the equivalent in multimedia format, for a 10 credit subject; and up to a maximum of 1000 words, or equivalent in multimedia format for a 20 credit subject.

After completing the community activity and receiving feedback from their community contact and others, students reflect on what they have learnt including the value of their community activity to themselves and to the community. They write a brief overview of their chosen Activity, with a maximum of 200 words, which sets the context of their investigation but which is not part of their 2000 word count. Their summary and reflection may be presented in written format, or a combination of written, visual, and oral modes using digital communications.

The reflection is double marked, firstly by the student's teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the critical reflection with reference to the performance standards.

Relationship to further study

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



Community Studies B

Length of Course

1 semester (10 credits) or full year (20 credits)

Assumed Background

Nil

Course Description

Stage 2 Community Studies B may be undertaken as a 10 credit subject or a 20 credit subject. Students may undertake more than one Community Studies subject, but only one enrolment per field of study.

In developing an individual program of learning students will base their learning on the knowledge, skills, and understanding described in a field of study in a Board-accredited SACE Stage 2 subject.

Content

Each student will show evidence of learning against some of the learning requirements described in a selected Stage 2 subject, and will also demonstrate learning through a community application activity that is based on the selected subject. Each individual program of learning is placed within one of the following fields of study:

- Humanities and the Community
- Science, Technology, Engineering, and Mathematics (STEM) and the Community
- Interdisciplinary Learning and the Community

Students base their learning on the knowledge, skills, and understanding described in a particular Stage 2 subject, and frame this learning within the most appropriate field of study.

Assessment

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

School Assessment (70%)

- Assessment Type 1: Folio

External Assessment (30%)

- Assessment Type 2: Community Application Activity

For a 10 credit subject, students should provide evidence of their learning through the completion of at least two tasks in the Folio and one Community Application Activity.

For a 20 credit subject, students should provide evidence of their learning through five tasks in the Folio and one Community Application Activity.

Where a community activity is undertaken in a group context, each student must present evidence of individual learning so that it can be assessed against the performance standards

Assessment Type 2:

Community Application Activity (30%)

Students undertake a community application activity. This assessment is designed by the student. The student takes an aspect or area of interest from the selected Stage 2 subject, and applies the knowledge, skills, and understanding of the aspect or area of interest to a community context. As a guide, the student undertakes this community application activity in approximately 20 hours of programmed time for a 20-credit subject, and approximately 10 hours of programmed time for a 10 credit subject.

For both a 10 credit or 20 credit subject, the student undertakes one Community Application Activity consisting of two parts.

Part 1: Report on the Community Application Activity

Students provide a report on their chosen community application activity and processes used. They provide evidence of their planning, organising, and decision-making processes in conducting their activity. In doing so, they consider the role of one or more capabilities in their activity. They document the conduct of their community application activity. This can take a number of forms (e.g. an interview, a reflection, a blog, a diary).

Part 2: Reflection on the Community Application Activity

Students reflect on the success of the community application activity, e.g. highlights, learnings, strengths, areas for improvement, how the activity might be used in or by the community.

Together, the report and reflection should be:

- for a 10 credit subject, a maximum of 500 words if written or a maximum of three minutes if oral, or the equivalent in multimodal form
- for a 20 credit subject, a maximum of 1000 words if written or a maximum of six minutes if oral, or the equivalent in multimodal form.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

- Planning and Organisation
- Application and Reflection

Relationship to further study

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

English

Outline

Aims

The English course throughout Years 10 - 12 aims to:

1. Encourage students to be able to communicate effectively in the English language and to enjoy its literature
2. Promote fluency and accuracy in both the spoken and written word, and to present ideas in a logical sequence
3. Become familiar with other related forms of communication and their relationships with language

Content

In each year all students will:

- 1 Be exposed to a range of text types including prose, poetry, film, multimedia and drama to develop ideas regarding how themes and ideas are constructed within texts
- 2 Draw connections between the ideas, experiences and values of the author to that of their own
- 3 Develop an understanding of how audience, purpose and contexts are intrinsic to the development of a text
- 4 Write in a variety of forms including:
 - responses to literature
 - creative expression
 - practical writing situations
- 5 Interpret, analyse and synthesise information to develop analytical skills
- 6 Develop listening skills in relation to the classroom and the wider community
- 7 Be encouraged to develop logical thinking skills in relation to oral and written expression

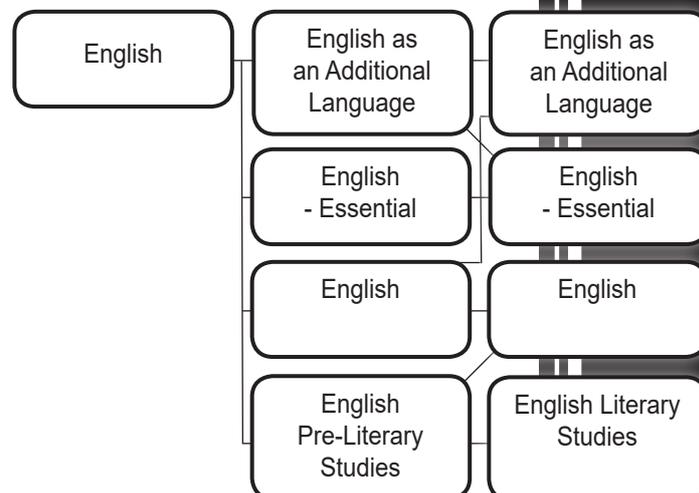
Year 10

Year 11

SACE Stage 1

Year 12

SACE Stage 2



Mother Tongue Languages

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



Year 10

Year 10 English

Length of Course

Full year

Assumed Background

Year 9 English

Course Description

Reading

- 3-4 shared texts which include Prose, Drama, Film and Poetry

Writing

Students will continue to develop their writing skills through:

- Essay
- Speeches
- Stories
- Poetry
- Journal
- Creative Writing
- Visual Compositions

Speaking/Listening

Individual and group presentations in relation to class texts and wider reading, as well as in other situations, will be required, with a greater focus on analysis.

Assessment

Students will be assessed using the following IB MYP criteria:

- Analysing
- Organising
- Producing Text
- Using Language

A range of assessment tasks will be used including:

- Text Responses
- Text Productions
- Orals
- Examinations

Relationship to further study

English or EAL remains compulsory for students in Stage 1, and they must achieve a C Grade or higher per semester to meet SACE requirements.

Year 11

Stage 1 English

Length of Course

Full year (20 credits)

Assumed Background

Year 10 English

General Capabilities

The capabilities for this subject are Communication, Citizenship, Personal Development, Work, and Learning.

Course Description

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

*NB: Under this learning and assessment plan there are two different courses, that is **ENGLISH** or **ENGLISH PRE-LITERARY STUDIES***

ENGLISH

- An MYP Grade between 3-5 is recommended for entry to this course, Semester 1 and 2.

ENGLISH PRE-LITERARY STUDIES.

- An MYP Grade between 6-7 is recommended for entry to this course, Semester 1 and 2. (Grade 5 can be negotiable with teacher approval)

Each course will be designed with Stage 2 English and Stage 2 English Literacy Studies in mind, whereby each course will be a pre-cursor and useful to skill acquisition in preparation for Stage 2.

Assessment

Both courses will have the same Assessment Design Criteria:

- **Knowledge and Understanding**
- **Analysis**
- **Application**

Both courses will have the same School Assessment:
Assessment Type 1: Responding to Texts
Assessment Type 2: Creating Texts
Assessment Type 3: Intertextual Study

SACE Requirements at Stage 1:

As this is a compulsory subject at Stage 1, students must achieve a C grade or better in BOTH Semester 1 and 2.

Relationship to further study

Students can continue to Stage 2 English, English Literary Studies, English - Essential or EAL.



Stage 1 English - Essential

Length of Course

Full year (20 credits)

Assumed Background

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

Students choosing this subject can choose to continue with Stage 2 English - Essential or Stage 2 EAL if they meet EAL SACE requirements.

General Capabilities

The capabilities for this subject are:

- Literacy
- Numeracy
- Information and communication technology (ICT)
- Critical and creative thinking
- Personal and social
- Ethical understanding
- Intercultural understanding

Course Description

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

Performance Standards

The Performance Standards for this subject are composed of:

Comprehension

Analysis

Application

Communication

Assessment

Students will demonstrate evidence of their learning through:

Assessment Type 1: Responding to Texts

Assessment Type 2: Creating Texts

These tasks will be in both written and oral form.

Year 12

Stage 2 English

Length of Course

Full year (20 credits)

Assumed Background

Strongly recommended to have an A or B grade in Stage 1 English or English Pre-Literary Studies.

Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 English.

In this subject, students are expected to:

1. analyse the relationship between purpose, context, and audience in a range of texts
2. evaluate how language and stylistic features and conventions are used to represent ideas, perspectives, and aspects of culture in texts
3. analyse how perspectives in their own and others' texts shape responses and interpretations
4. create and evaluate oral, written, and multimodal texts in a range of modes and styles
5. analyse the similarities and differences in texts
6. apply clear and accurate communication skills

Content

The content includes:

- Responding to Texts
- Creating Texts

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

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



Stage 2

English Literary Studies

Length of Course

Full year (20 credits)

Assumed Background

Consistently strong performance of an A/B grade in Stage 1 English Pre-Literary Studies.

Course Description

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

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

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

Course Outline

Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 English Literary Studies.

In this subject, students are expected to:

1. Understand the interplay between author, text, and context
2. Analyse how ideas, perspectives, and values are represented in texts and how they are received by audiences
3. Analyse and compare texts, through the identification of the structural, conventional, and language and stylistic features used by authors
4. Use evidence to develop critical reasoning and support sustained argument to justify critical interpretation of a text
5. Develop analytical responses to texts by considering and challenging other interpretations
6. Create oral, written, and/or multimodal texts that experiment with stylistic features by using and adapting literary conventions
7. Express ideas in a range of modes to create texts that engage the reader, viewer, or listener

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

Assessment

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

School-based Assessment (70%)

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

External Assessment (30%)

- Assessment Type 3: Comparative Analysis (30%)

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

Students complete:

- three responses to texts
- four created texts (one of which is a writer's statement)
- one comparative analysis

Assessment

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

School-based Assessment (70%)

- Assessment Type 1: Responding to Texts (50%)
- Assessment Type 2: Creating Texts (20%)

External Assessment (30%)

- Assessment Type 3: Text Study
 - Part A: Comparative Text Study (15%)
 - Part B: Critical Reading (15%)

Students provide evidence of their learning through up to nine assessments, including the external assessment component. Students complete:

- Up to five responses to texts
- Two created texts
- Two tasks for the text study (one comparative text study and one critical reading).

Stage 2 English - Essential

Length of Course

Full year (20 credits)

Assumed Background

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

Course Description

English - Essential is a 20 credit subject at 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.

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

Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 English - Essential.

In this subject, students are expected to:

1. Extend communication skills through reading, viewing, writing, listening, and speaking
2. Consider and respond to information, ideas, and perspectives in texts selected from social, cultural, community, workplace, and/or imaginative contexts
3. Examine the effect of language choices, conventions, and stylistic features in a range of texts for different audiences

4. Analyse the role of language in supporting effective interaction
5. Create oral, written, and multimodal texts that communicate information, ideas, and perspectives for a range of purposes.

Content

Stage 2 English - Essential is a 20 credit subject.

The content includes:

- Responding to Texts
- Creating Texts
- Language Study

In designing an appropriate Stage 2 English - Essential program it is important to consider what students know and understand about the use of spoken and written language in vocational, school, cultural, social, and/or personal contexts. It is also necessary to consider the students' aspirations.

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

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

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

Assessment

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

School Assessment (70%)

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

External Assessment (30%)

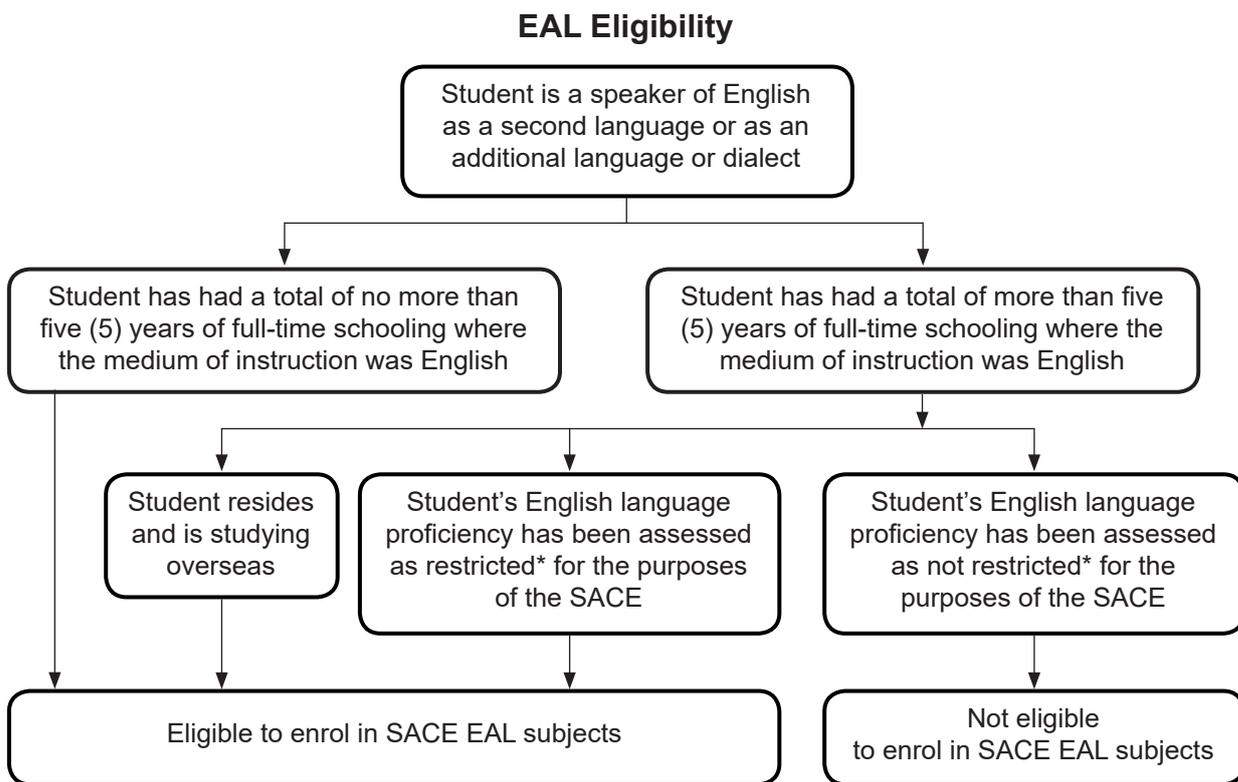
- Assessment Type 3: Language Study (30%)

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

- Three assessments for responding to texts
- Three assessments for creating texts
- One language study



English as an Additional Language



* According to *Language and Literacy Levels across the Australian Curriculum: EALD Students* <www.decd.sa.gov.au/literacy/pages/eal> Language and Literacy Levels, students operating above Level 11 in Stage 1 and above Level 12 in Stage 2 are ineligible for SACE EAL subjects.

adapted from *SACE Operations Manual 2014* (p76)

Year 11

Stage 1 English as an Additional Language

Length of Course

1 semester (10 credits) or full year (20 credits)

Eligibility

Entry to Stage 1 EAL is not automatic, it is conditional on students meeting SACE Board eligibility criteria as outlined in the flow chart above.

Assumed Background

English as an Additional Language is designed for students for whom English is an additional language or dialect.

Stage 1 English as an Additional Language allows students to achieve the literacy requirement in the SACE. Students who achieve a C grade or better in 20 credits of this subject meet the literacy requirement.

General Capabilities

The capabilities for these subjects are:

- Communication
- Citizenship
- Personal Development

- Work
- Learning

Content

This subject focuses on development and use of skills and strategies in communication, comprehension, language and text analysis, and creating texts.

This subject focuses on the following skills and strategies:

- *Communication skills and strategies:*
Students exchange information, opinions, and experiences through speaking and writing in a range of contexts.
- *Comprehension skills and strategies:*
Students comprehend and interpret information, ideas, and opinions presented in texts.
- *Language and text analysis and strategies:*
Students analyse and reflect on personal, social, and cultural perspectives in a range of texts, including literary texts. They understand and analyse how language features are used to communicate for different purposes.



Year 12

Stage 2 English as an Additional Language

Length of Course

Full year (20 credits)

Assumed Background

Students who have not studied EAL at Stage 1 level are required to meet the SACE eligibility criteria.

An application, including work samples, is made during Semester 2.

Focus Capabilities

The capabilities connect student learning within and across subjects in a range of contexts. They include essential knowledge and skills that enable people to act in effective and successful ways.

The SACE identifies seven capabilities. They are:

- Literacy
- Numeracy
- Information and Communication Technology (ICT)
- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding

Literacy

Literacy is critical in the development of the skills and strategies needed to express, interpret, and communicate complex information and ideas. In English as an Additional Language literacy skills are developed in conjunction with language learning through comprehending and creating written, spoken, visual, and multimodal texts, and using and modifying language for different purposes in a range of social and cultural contexts, including study, work, and community life. In English as an Additional Language students apply, extend, and refine their repertoire of literacy skills and practices by studying the use and impact of English in texts and contexts. English as an Additional Language develops an awareness of the sociocultural and sociolinguistic aspects of language, including the language of business and enterprise, international affairs, and global communications.

Academic English for tertiary study preparation is a focus.

- *Text creation skills and strategies:*

Students create oral, written, and multimodal texts using a range of language skills appropriate to purpose, audience, and context.

Assessment

This subject focuses on the following skills and strategies:

- *Assessment Type 1: Responding to Texts*

For a 10 credit subject, students complete one written response to texts and one oral response to texts.

An example of a task might be a response to two songs of a student's choice on the same theme. The student would analyse how the lyrics contribute to communicating the theme of the songs. They would also reflect on the messages of the song and any personal attachment they have for the song.

- *Assessment Type 2: Interactive study*

For a 10 credit subject, students complete an interview task.

Interview: students conduct an oral interview with one or more people about an issue or an aspect of cultural life. The interview must be conducted in English.

Students will present the results of their interview in a written report. [max 800 words]

- *Assessment Type 3: Language Study*

For a 10 credit subject, students complete one oral and one written, oral or multimodal applied language activity. An applied language activity could take the form of analysis of persuasive techniques in advertisements.

Relationship to further study

This subject leads to Stage 2 English as an Additional Language or Stage 2 English - Essential (subject to confirmation). Stage 2 English as an Additional Language specifically prepares students for success in tertiary study. It has a focus on formal, academic writing in different genres as well as building student's capacity to listen and speak with confidence.



Course Description

This course is designed to meet the needs of eligible students who have high academic aspirations, with tertiary study as their future study pathway.

English as an Additional Language is designed for students for whom English is a second language or an additional language or dialect. These students have had different experiences in English and one or more other languages. Students who study this subject come from diverse personal, educational, and cultural backgrounds.

Content

Stage 2 English as an Additional Language is a 20 credit subject.

This subject focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis, and text creation.

There is a focus on developing the skills and knowledge required for students to successfully operate in an academic environment at school and in tertiary scenarios and into their working life.

Through studying a variety of oral, written, and multimodal texts, including informational and literary texts, students develop an understanding of text structures and language features. Texts could include, for example, a newspaper article, a podcast, an extract from an academic paper, an advertisement or a scene from a film.

Students explore the relationship between the structures and features and the purpose, audience, and context of texts. Information, ideas, and opinions in texts are identified and evaluated. Personal, social, and cultural perspectives in texts are analysed and evaluated.

Students develop confidence in creating texts for different purposes in both real and imagined contexts.

Assessment

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

- Two tasks for the Academic Literacy Study (one oral and one written)
- Four tasks for the Responses to Texts (at least one oral, but not necessarily a 'live' presentation. It could take the form of a prerecorded presentation.)
- One Examination.

School-based Assessment (70%)

- Assessment Type 1: Academic Literacy Study; two tasks (30%)
- Assessment Type 2: Responses to Texts; four tasks (40%)

External Assessment (30%)

- Assessment Type 3: Examination; 160 minute duration (30%)

Relationship to further study

This subject specifically prepares students for success in tertiary study. It has a focus on formal, academic writing in different genres as well as building student's capacity to listen and speak with confidence.



Health / Physical Education

Year 10

Health and Physical Education

Length of Course

1 semester

Assumed Background

Year 9 Health and Physical Education

Course Description

The course content will include practical and theoretical components.

Practical:

- Volleyball
- Surfing
- Student negotiated team game

Theory:

- Exercise Physiology
- Skill Learning

Note:

A compulsory Self Defence unit is to be completed during Thursday Sport by all Year 10 students. As part of the HPE curriculum students are also given opportunity to complete a First Aid course.

Assessment

Students are assessed on the four IB MYP Criteria:

- Knowing and Understanding
- Planning for Performance
- Applying and Performing (Practical)
- Reflecting and Improving Performance

Relationship to further study

This course provides a framework for Year 11 Physical Education.

Other Comments

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

Year 10

Year 11

Year 12

SACE Stage 1 SACE Stage 2

One semester course

One or two semester course

Two semester course

Year 11

Stage 1 Physical Education

Length of Course

1 semester (10 credits) or full year (20 credits)

Assumed Background

Year 10 Physical Education

Capabilities

The SACE identifies seven capabilities. They are:

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

Focus Areas

Stage 1 Physical Education has three focus areas:

Focus Area 1: In movement

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

Focus Area 2: Through movement

- Physiological barriers and enablers to participation
- Social strategies to enhance equity in participation
- Personal influences on participation
- Social psychology

Focus Area 3: About movement

- The body's response to physical activity
- The effect of training on the body
- Learning and refining skillse



Year 12

Assessment

Assessment at Stage 1 is school based.

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

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

For a 10-credit subject, students should provide evidence of their learning through three assessments. Each assessment type should have a weighting of at least 20%. Students undertake:

- At least one performance improvement task
- At least one physical activity investigation

For a 20-credit subject, students should provide evidence of their learning through five assessments. Each assessment type should have a weighting of at least 20%. Students undertake:

- Three performance improvement tasks
- Two physical activity investigations

Relationship to further study

Stage 2 Physical Education

Other Comments

A cost factor may be incurred with some activities which require the hiring of suitable venues, equipment or specialised instructors.

Stage 2 Physical Education

Length of Course

Full year (20 credits)

Assumed Background

Year 11 Physical Education

Capabilities

The SACE identifies seven capabilities. They are:

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

Course Description

Physical Education may be undertaken as a 10-credit subject or a 20-credit subject at Stage 1, and as a 20-credit subject at Stage 2.

Through Physical Education, students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. An integrated approach to learning in Physical Education supports an Arnoldian¹ educational framework that promotes deep learning 'in, through, and about' physical activity. The application of this framework ensures students make meaning of the cognitive and psychomotor processes fundamental to the learning of physical activity.

Education 'in' physical activity involves students making meaning of personal movement experiences. Through these movement experiences, students engage in thoughtful participation where skills of internal reflection and articulation of learning progress are developed. These movement experiences involve students in the assessment process and this in turn enhances their metacognition.

Education 'through' physical activity involves students using movement to strengthen their personal, intellectual, and social skill development. Such skill development allows students to engage more purposefully in physical activity. Students use physical activity contexts as the vehicle for developing the capabilities and skills necessary to reflect on and critique their learning in order to enhance participation and performance outcomes.

Education 'about' physical activity involves students developing an understanding of biophysical, psychological, and sociocultural domains through participation in physical activity. The biophysical domain includes learning and applying exercise physiology and biomechanical concepts. The psychological domain develops an understanding of skill acquisition and learning theory concepts. The socio-cultural domain develops knowledge and understanding of, and skills to take responsible action related to, barriers, enablers, equity, and inclusivity in physical activity. These domains are developed through the exploration of movement concepts and strategies within physical activity contexts.

Physical activities can include sports, theme-based games, laboratories, and fitness and recreational activities. Classes can undertake a single-focus approach (e.g. single sport) or can undertake multiple sports, games, and/or activities.

*Arnold, PJ 1979, *Meaning in movement, sport and physical education*, Heinemann, London.

Arnold, PJ 1988, *Education, movement and the curriculum: a philosophic inquiry*, Falmer Press, London.

Content

Stage 2 Physical Education is a 20-credit subject.

Focus Areas

Stage 2 Physical Education has three focus areas:

Focus Area 1: In movement

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

Focus Area 2: Through movement

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

Focus Area 3: About movement

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

Assessment

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

School Assessment (70%)

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

External Assessment (30%)

- Assessment Type 3: Group Dynamics (30%)

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

- Two or three diagnostics tasks
- One improvement analysis task
- One group dynamics task.

Relationship to further study

Bachelor of Applied Science (Human Movement)

Bachelor of Education: Junior Primary, Upper Primary or Lower Secondary (major in PE)

TAFE: Certificate 4 in Fitness

Diploma in Sport (Coaching)

Diploma in Sport and Recreation

Other Comments

A cost factor may be incurred with some activities which require the hiring of suitable venues, equipment or specialised instructors.



French

Year 10 French

Length of Course

Full year

Assumed Background

Year 9 French

Course Description

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

- Reconnecting and relating to others
- Working life in France
- Recounting past events
- Health and wellbeing

Assessment

Assessment will focus on the four communicative processes of:

- comprehending *spoken* and *visual* text
- comprehending *written* and *visual* text
- communicating in response to *spoken*, *written* and *visual* text
- using language in *spoken* and *written* form

To meet these objectives these formative and summative assessment tasks will include:

- Text production
- Text analysis
- Oral presentations and interactions
- Research on cultural aspects
- Grammar exercises and quizzes

Relationship to further study

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

Stage 1 French Continuers

Length of Course

Full year (20 credits)

Assumed Background

A satisfactory pass in Year 10 French

Focus Capabilities

In French, the four most important capabilities that are developed in students are those related to Communication, Personal Development, Citizenship and Work.

Course Description

Content

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

The prescribed themes are:

- The Individual
- French-speaking communities
- The Changing World

Learning in French

By exploring the above themes, students:

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

Languages other than English

Year 10

Year 11

Year 12

SACE Stage 1 SACE Stage 2

Assessment

Performance Standards

The teacher uses the SACE performance standards to provide feedback to students on the quality and standard of the evidence of their learning. Assessment tasks are designed to enable students to demonstrate evidence of their learning in the following design criteria:

- Ideas
- Expression
- Interpretation and Reflection

Assessment Types

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

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

Relationship to further study

The study of French contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy, and general knowledge. The study of French promotes understanding of different attitudes and values within the wider Australian community and beyond. It also provides access to a significant part of the culture, traditions, and attitudes of the many French-speaking countries and communities around the world.

French is the official language for the Olympic Games, the United Nations, the European Union, the South Pacific Commission, the Organisation for African Unity, and international conferences.

Students will develop linguistic ability and gain cultural understanding through the study of the French language. The ability to communicate in French should also promote understanding, harmony, and cooperation with French-speaking communities in Australia and may, in conjunction with their other skills, increase students' vocational opportunities.

French

Two semester course

Two semester course

Two semester course

Italian

Two semester course

Two semester course

Two semester course

Mother Tongue Languages

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

Knowledge of French may be an advantage in seeking employment in many fields such as the arts, banking and international finance, commerce, the food and catering industries, diplomacy, education and research, fashion and cosmetics, government, hospitality (e.g. hotels, restaurants), the law, the media (e.g. journalism), science and technology, tourism (e.g. airlines), translating and interpreting, and wine-making.

The study of French enhances enjoyment and appreciation of French culture through film, literature, music, cuisine, art and sport.



Stage 2 French Continuers

Length of Course

Full year (20 credits)

Assumed Background

A satisfactory pass in Stage 1 French

Focus Capabilities

In French, the four most important capabilities that are developed in students are those relating to Communication, Personal Development, Citizenship and Work.

Course Description

Content

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

The prescribed themes are:

- The Individual
- French-speaking Communities
- The Changing World

Learning in French

By exploring the above themes, students:

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

Assessment

Performance Standards

The teacher uses the SACE performance standards to provide feedback to students on the quality and standard of the evidence of their learning. Assessment tasks are designed to enable students to demonstrate evidence of their learning in the following design criteria:

- Ideas
- Expression
- Interpretation and Reflection

Assessment Types

Stage 2 French has a school-based assessment component and an external assessment component. The following assessment types enable students to demonstrate evidence of learning:

School-based Assessment - 70%

- Assessment Type 1: Folio (50%)
- Assessment Type 2: In-depth Study (20%)

External Assessment - 30%

- Assessment Type 3: Examination (30%)

School-based Assessment

Assessment Type 1: Folio (50%)

There are a minimum of three assessments for the folio:

- Interaction
- Text Production
- Text Analysis

Students will undertake all three assessments for the folio at least once.

Assessment Type 2: In-depth Study (20%)

There are three assessments for the in-depth study:

- An oral presentation in French (3 to 5 minutes)
- A written response to the topic in French (600 characters / 500 words)
- A reflective response in English (600 words or 5 to 7 minute multi-media presentation)

External Assessment**Assessment Type 3: Examination (30%)**

The examination consists of:

- An oral examination
- A written examination

Oral Examination

The oral examination is designed to assess primarily students' knowledge and skill in using spoken French. The oral examination takes approximately 10 to 15 minutes.

Written Examination

The three hour written examination has three sections:

- Section 1: Listening and Responding
- Section 2: Reading and Responding
- Section 3: Writing in French

Relationship to further study

The study of French contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy, and general knowledge. The study of French promotes understanding of different attitudes and values within the wider Australian community and beyond. It also provides access to a significant part of the culture, traditions, and attitudes of the many French-speaking countries and communities around the world.

French is the official language for the Olympic Games, the United Nations, the European Union, the South Pacific Commission, the Organisation for African Unity, and international conferences.

Students will develop linguistic ability and gain cultural understanding through the study of the French language. The ability to communicate in French should also promote understanding, harmony, and cooperation with French-speaking communities in Australia and may, in conjunction with their other skills, increase students' vocational opportunities.

Knowledge of French may be an advantage in seeking employment in many fields such as the arts, banking and international finance, commerce, the food and catering industries, diplomacy, education and research, fashion and cosmetics, government, hospitality (e.g. hotels, restaurants), the law, the media (e.g. journalism), science and technology, tourism (e.g. airlines), translating and interpreting, and wine-making.

The study of French enhances enjoyment and appreciation of French culture through film, literature, music, cuisine, art and sport.





Year 10 Italian

Length of Course

Full year

Assumed Background

Year 9 Italian

Course Description

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

Students will achieve these objectives through the study of the following topics:

- Health and Fitness
- Love and Friendship
- The Modern World
- Travel and Holidays

Assessment

Assessment will focus on the four communicative processes of:

- comprehending *spoken* and *visual text*
- comprehending *written* and *visual text*
- communicating in response to *spoken, written* and *visual text*
- using language in *spoken* and *written* form

To meet these objectives assessment tasks will include:

- Text production
- Text analysis
- Oral presentations and interactions
- Research on cultural aspects
- Grammar exercises and quizzes

Relationship to further study

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

Italian Continuers Stage 1

Length of Course

Full year (20 credits)

Assumed Background

A satisfactory pass in Year 10 Italian

Focus Capabilities

In Italian, the four most important capabilities that are developed are those relating to Communication, Personal Development, Citizenship and Work.

Course Description

Content

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

The prescribed themes are:

- The Individual
- Italian-speaking Communities
- The Changing World

Learning in Italian

By exploring the above themes, students:

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

Assessment

Performance Standards

The teacher uses the SACE performance standards to provide feedback to students on the quality and standard of the evidence of their learning. Assessment tasks are designed to enable students to demonstrate evidence of their learning in the following design criteria:

- Ideas
- Expression
- Interpretation and Reflection

Assessment Types

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

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

Relationship to Further Study

The study of languages is an important area of learning in Australia's multicultural society. Not only does it provide access to other cultures but it also enriches the individual by broadening language skills in general and by enhancing lateral thinking and verbal intelligence. These skills can be transferred to all other areas of learning.

Italian, in particular, is a widely used language in Australia as it is spoken by a large percentage of Italian migrants. But it is not just a community language. It is also an important language for education and research purposes in the areas of Music, Art, Architecture and Gastronomy. Students in these fields will recognise the advantages of studying Italian, given the contribution that Italian culture has made to these human pursuits. Italian language skills will also be useful to students of Tourism as the number of Italian visitors to Australia is constantly on the increase.

Furthermore, in the present day global job market, individuals with the knowledge of a second or third language are highly valued and given due recognition by international agencies and corporations.

The Stage 1 Italian curriculum will provide students with a range of adjunct skills which are easily transferable to other areas of study.

Italian Continuers Stage 2**Length of Course**

Full year (20 credits)

Assumed Background

A satisfactory pass in Stage 1 Italian

Focus Capabilities

In Italian, the four most important capabilities that are developed in students are those relating to Communication, Personal Development, Citizenship and Work.

Course Description**Content**

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

The prescribed themes are:

- The Individual
- Italian-speaking Communities
- The Changing World

Learning in Italian

By exploring the above themes, students:

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

Assessment**Performance Standards**

The teacher uses the SACE performance standards to provide feedback to students on the quality and standard of the evidence of their learning. Assessment tasks are designed to enable students to demonstrate evidence of their learning in the following design criteria:

- Ideas
- Expression
- Interpretation and Reflection



Assessment Types

Stage 2 Italian has a school-based assessment component and an external assessment component. The following assessment types enable students to demonstrate evidence of learning:

School-based Assessment - 70%

- Assessment Type 1: Folio (50%)
- Assessment Type 2: In-depth Study (20%)

External Assessment - 30%

- Assessment Type 3: Examination (30%)

School-based Assessment

Assessment Type 1: Folio (50%)

There are a minimum of three assessments for the folio:

- Interaction
- Text Production
- Text Analysis

Students will undertake all three assessments for the folio at least once.

Assessment Type 2: In-depth Study (20%)

There are three assessments for the in-depth study:

- An oral presentation in Italian (3 to 5 minutes)
- A written response to the topic in Italian (500 words)
- A reflective response in English (600 words or 5 to 7 minutes multi-media presentation)

External Assessment

Assessment Type 3: Examination (30%)

The examination consists of:

- An oral examination
- A written examination

Oral Examination

The oral examination is designed to assess primarily students' knowledge and skill in using spoken Italian. The oral examination takes approximately 10 to 15 minutes.

Written Examination

The 3-hour written examination has three sections:

- Section 1: Listening and Responding
- Section 2: Reading and Responding
- Section 3: Writing in Italian

Relationship to further study

The study of languages is an important area of learning in Australia's multicultural society. Not only does it provide access to other cultures but it also enriches the individual by broadening language skills in general and by enhancing lateral thinking and verbal intelligence. These skills can be transferred to all other areas of learning.

Italian, in particular, is a widely used language in Australia as it is spoken by a large percentage of Italian migrants. But it is not just a community language. It is also an important language for education and research purposes in the areas of Music, Art, Architecture and Gastronomy. Students in these fields will recognise the advantages of studying Italian, given the contribution that Italian culture has made to these human pursuits. Italian language skills will also be useful to students of Tourism as the number of Italian visitors to Australia is constantly on the increase.

Furthermore, in the present day global job market, individuals with the knowledge of a second or third language are highly valued and given due recognition by international agencies and corporations.

The Stage 2 Italian curriculum will provide students with a range of adjunct skills which are easily transferable to other areas of study.



Mathematics

Year 10

Mathematics - Essential

Length of Course

Full Year

Assumed Background

Year 9 Mathematics

Course Description

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

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

All students learn to use a Graphics Calculator as each semester progresses.

Assessment

Assessment is continuous and integrated into MYP units. There are two categories:

- Tests
- Folio (Assignments & Investigations)

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

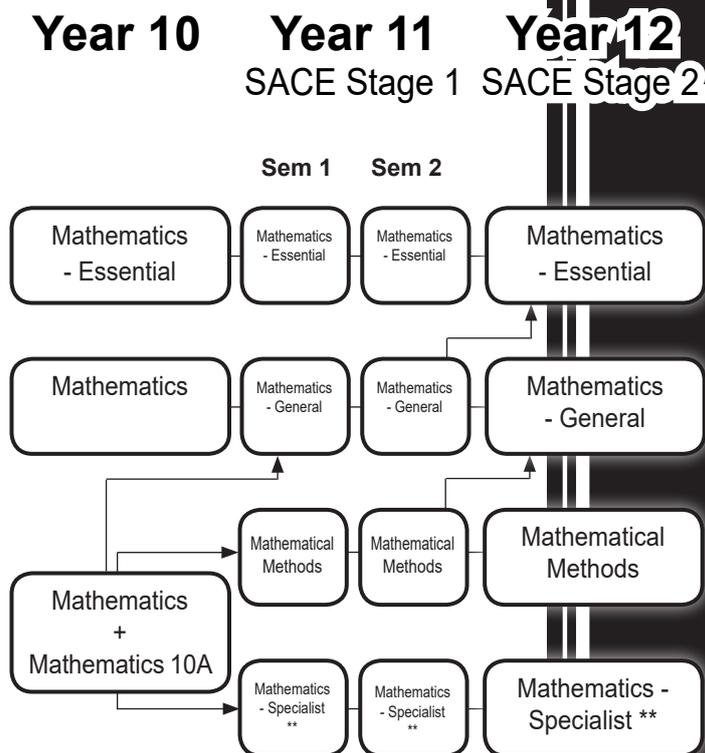
Students are graded against the following IB MYP criteria:

- Knowing and Understanding
- Investigating Patterns
- Communicating
- Applying mathematics in real-life contexts

Relationship to further study

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

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



** Mathematical Methods can be studied as a stand-alone subject in Years 11 & 12; however, Mathematics - Specialist is designed to be studied in conjunction with Mathematical Methods



Mathematics 10A

Length of Course

1 semester

Assumed Background

Successful completion of Year 9 Mathematics with an MYP grade of 5 or higher in Criterion A as well as overall.

Course Description

This course is a compulsory unit for those students who wish to study Mathematical Methods or Mathematics - Specialist in Year 11. It aims to develop knowledge and skills for further studies. Topics are selected from the Australian Curriculum:

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

Assessment

Assessment is continuous and integrated into MYP units. There are two categories:

- Tests
- Folio (Assignments and Investigations)

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

Students are graded against the following criteria:

- Knowing and Understanding
- Investigating Patterns
- Communicating
- Applying mathematics in real-life contexts

Relationship to further study

This course is designed to prepare students for Year 11 Mathematical Methods and Mathematics - Specialist. An MYP grade of 4 or higher is required for Mathematical Methods and an MYP grade of 5 for Mathematics - Specialist in Year 11. Alternatively, students may continue their study of Mathematics through the Mathematics - General pathway.

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

Mathematics

Length of Course

Full year

Assumed Background

Successful completion of Year 9 Mathematics with an MYP grade of 4 or higher.

Course Description

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

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

Assessment

Assessment is continuous and integrated into MYP units. There are two categories:

- Tests
- Folio (Assignments & Investigations)

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

Students are graded against the following criteria:

- Knowing and Understanding
- Investigating Patterns
- Communicating
- Applying mathematics in real-life contexts

Relationship to further study

Students who successfully complete this subject with a minimum MYP grade of 5 or higher in Criterion A as well as overall, and successful completion of 10A Mathematics may be recommended for Year 11 Mathematical Methods and Year 11 Mathematics - Specialist.

An MYP grade of 4 or higher in this subject prepares students for Year 11 Mathematics - General. Alternatively, students may be recommended to continue their study of mathematics through the Essentials course in Year 11.

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

Year 11

Stage 1 Essential Mathematics

Length of Course

Semester 1 (10 credits)
or full year (20 credits)

Assumed Background

Year 10 Mathematics - Essential

General Capabilities

The capabilities for this subject are Literacy, Numeracy, Information and Communication, Critical and Creative Thinking, and Ethical Behaviour.

Course Description

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

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

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

Students will discuss and share ideas as they explore, select, and apply a range of mathematical concepts, processes, and strategies to everyday problems and situations. Students will develop their critical thinking skills by making choices about how to solve problems, and by communicating mathematical processes and results with clarity and understanding.

Content (Semester 1)

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

Content (Semester 2)

- Data in Context
- Measurement
- Investing

Assessment

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

- Skills and Applications Tasks
- Folio Tasks
- Examination (Semester 2 only)

Relationship to Further Study

Students who achieve a B grade or higher in Semester 2 may choose to study Stage 2 Mathematics - Essential. The Mathematics - Essential pathway is useful for those students who require a greater understanding of Mathematics used in everyday contexts or who intend to study VET or TAFE courses.

Stage 1 Mathematics - General

Length of Course

Semester 1 (10 credits) or full year (20 credits)

Assumed Background

Year 10 Mathematics with an MYP grade of 4 or higher.

General Capabilities

The capabilities for this subject are Literacy, Numeracy, Information and Communication, Critical and Creative Thinking, and Ethical Behaviour.

Course Description

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

Content

- Statistical Investigations
- Investing and Borrowing
- Measurement
- Networks and Matrices
- Trigonometry
- Graphs of Linear and Exponential Functions

Assessment

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

- Skills and Applications Tasks
- Folio Tasks (Investigations)
- Examination

Relationship to further study

Completion of Stage 1 Mathematics - General (full year) with a minimum B grade is the prerequisite for Stage 2 Mathematics - General. Students who achieve a C or below will be recommended for Stage 2 Mathematics - Essential.

Other Comments:

Students who struggle to reach a pass grade in Semester 1 may be recommended to move to Mathematics - Essential in Semester 2.

The Mathematics - General pathway leads to tertiary courses where a non-specialised use of Mathematics is advantageous such as in social and health sciences, business and accounting. It is also useful for everyday applications of Mathematics.



Stage 1 Mathematical Methods

Length of Course

Full year (20 credits)

Assumed Background

Year 10 Mathematics at a high level and Mathematics 10A with an MYP grade of 4 or higher.

General Capabilities

The capabilities for this subject are Literacy, Numeracy, Information and Communication Technology, Critical and Creative Thinking, Personal and Social Capability, Ethical and Intercultural Understanding.

Course Description

In the study of this unit, students participate in a wide variety of problem-solving activities. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating to others the relationships observed and the problems solved.

Content

The topics in Semester 1:

- Functions and Graphs
- Polynomials
- Trigonometry

The topics in Semester 2:

- Counting
- Introductory Calculus
- Growth and Decay

Assessment

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

- Skills and Applications Tasks
- Folio Tasks
- Examination

Relationship to further study

A full year (20 credits) of study is needed (with at least a B grade average) as necessary background for students proceeding to Year 12 Mathematical Methods.

Alternatively, a student may choose to study Year 12 Mathematics - General.

Stage 1 Specialist Mathematics

Length of Course

1 semester (10 credits)

Assumed Background

Year 10 Mathematics at a high level, and Mathematics 10A with an MYP grade of 5 or higher.

General Capabilities

The capabilities for this subject are Literacy, Numeracy, Information and Communication Technology, Critical and Creative Thinking, Personal and Social Capability, Ethical and Intercultural Understanding.

Course Description

Students participate in a wide variety of problem-solving activities. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating to others the relationships observed and the problems solved.

Content

Topics covered may include:

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

Assessment

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

- Skills and Applications Tasks
- Folio Task (Investigation)
- Examination

Relationship to further study

Students need to successfully complete their study in Year 11 Mathematics - Specialist and Year 11 Mathematical Methods, with a B grade or higher, in order to proceed to Stage 2 Mathematics - Specialist. This pathway leads to university courses where a specialised use of Mathematics is required, such as Engineering.

Stage 2

Stage 2 Mathematics - Essential

Length of Course

Full year (20 credits)

Assumed Background

A full year of Stage 1 Mathematics - Essential or Mathematics - General.

General Capabilities

The capabilities for this subject are Literacy, Numeracy, Information and Communication, Critical and Creative Thinking and Ethical Behaviour.

Course Description

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

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

Assessment

The school assessment component is weighted at 70% and includes:

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

External Assessment (Examination) 30%

Moderation of the school based component of the assessment will involve submission of the entire Portfolio of assessment tasks (four Skills and Applications Tasks and three Folio Tasks) for grade confirmation.

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

Relationship to further study

This course content can lead to the world of community work and study of the Social Sciences.

Stage 2 Mathematics - General

Length of Course

Full year (20 credits)

Assumed Background

A full year of Stage 1 Mathematics - General, achieving a B grade or higher. Students who completed a full year of Stage 1 Mathematical Methods are also eligible.

General Capabilities

The capabilities for this subject are Literacy, Numeracy, Information and Communication, Critical and Creative Thinking and Ethical Behaviour.

Course Description

The following five topics are studied in this course:

- 1 Modelling Linear Relationships
- 2 Modelling with Matrices
- 3 Statistical Models
- 4 Financial Models
- 5 Discrete Models

Assessment

The school assessment component is weighted at 70% and includes:

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

External Examination (30%)

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

The examination will be two hours in length and will cover Topics 3, 4 and 5 only.

Relationship to further study

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



Stage 2 Mathematical Methods

Length of Course

Full year (20 credits)

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.

Assumed Background

Full year of Stage 1 Mathematical Methods with at least a B grade average.

General Capabilities

The capabilities for this subject are Literacy, Numeracy, Information and Communication Technology, Critical and Creative Thinking, Personal and Social Capability, Ethical and Intercultural Understanding.

Course Description

The following major topics are studied in this course:

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

Assessment

The school component is weighted at 70% and includes:

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

External Assessment (Examination) (30%)

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

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

Relationship to further study

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

Stage 2 Mathematics - Specialist

Length of Course

Full year (20 credits)

Mathematics - Specialist draws on and deepens students' mathematical knowledge, skills, and understanding. It provides opportunities for students to use mathematical models and develop their skills in using rigorous mathematical arguments and proofs. It includes the study of functions and calculus.

Assumed Background

Mathematics - Specialist is designed to be studied in conjunction with Mathematical Methods. Students must have completed 30 credits of Mathematics at Stage 1 level, comprising 20 credits of Mathematical Methods and 10 credits of Mathematics - Specialist. Students must have achieved a minimum B grade average in Stage 1 across the 30 credits.

General Capabilities

The capabilities for this subject are Literacy, Numeracy, Information and Communication Technology, Critical and Creative Thinking, Personal and Social Capability, Ethical and Intercultural Understanding.

Course Description

The following topics formulate this Stage 2 course:

- 1 Mathematical Induction
- 2 Complex Numbers
- 3 Functions and Sketching Graphs
- 4 Vectors in Three Dimensions
- 5 Integration Techniques and Applications
- 6 Rates of Change and Differential Equations

Assessment

The school component is weighted at 70% and includes:

- Skills and Applications Tasks (50%)
- Folio Task (20%)

External Assessment (Examination) (30%)

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

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

Relationship to further study

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

Personal Learning Plan

Stage 1

Year 10

Year 11

Year 12

SACE Stage 1 SACE Stage 2

Personal Learning Plan (PLP)

Length of Course

1 semester (10 credits) studied over a full year

Assumed Background

Nil

Focus of Capabilities

- Literacy
- Numeracy
- Information and Communication Technology
- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding

The capabilities enable students to make connections in their learning within and across subjects in a wide range of context.

Course Description

PLP is designed to help students make informed decisions about their personal development, education, training and future pathways.

This subject is a structured program of learning to assist students to achieve success in the SACE and to prepare for work, further education and community life and to foster their knowledge and skills to develop, use, review and adjust their plans.

The aims of PLP is for students to develop knowledge and skills that will enable them to:

- identify appropriate future options
- choose appropriate subjects and courses for their SACE
- review their strengths and areas for development, including literacy, numeracy and information and communication technology skills
- identify goals and plans for improvement
- monitor their actions and review and adjust plans as needed to achieve goals

Personal Learning Plan

Content

- 1 What is SACE and PLP
- 2 Understanding 'Me as a learner'
- 3 Setting goals
- 4 Investigating Career Pathways
- 5 Subject Selections and my Career Goal
- 6 Reviewing Goals and making adjustments
- 7 Work Experience

Assessment Type 1: Folio

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

- Understanding the capabilities
- Developing personal and learning goals

Folio tasks to be completed are:

Folio Task 1: Understanding Capabilities

Folio Task 2: My Personal Learning Plan

Folio Task 3: Work Experience

Assessment Type 2: Review

For this assessment type, students provide evidence of their learning in relation to the following assessment design criterion:

- Reflecting on learning

Review tasks to be completed are:

Review Task 1: My Personal Learning Plan

Review Task 2: Work Experience

Students must achieve a 'C' grade or higher to gain the 10 credits.

Relationship to further study

The PLP provides students with opportunities to discuss and reflect on the capabilities they will need for success in their preferred pathways through and beyond school.



Religious Education

Year 10

Religious Education

Length of Course

Full year

Assumed Background

Year 9 Religious Education

Course Description

The purpose of Religious Education is to deepen students' knowledge and understanding of Religion and to develop an appreciation of its significance in their lives.

Religious Education draws from the Catholic Tradition to nurture a rich set of outcomes in the domains of knowledge and understandings, skills and capabilities, values and dispositions, and deepening faith.

Content

- New Ways of Praying
- Social Justice
- Lent and Project Compassion
- A study of the Gospel of Mark
- MITIOG: *Being Human*
- MITIOG: *Being Moral*

Assessment

Students will be assessed using the following criteria:

- Knowing and Understanding
- Investigating
- Communicating
- Thinking Critically

Tasks include:

- Conducting an Inquiry into a Social Justice Issue
- Scripture Study
- Practical Activity
- Written Assignments

Based on bookwork and assignments.

Relationship to further study

Year 10 Religious Education aims to prepare students for their studies at senior level by developing further their understanding of not only aspects of the Catholic tradition, but those of other religions as well.

Students will also have a chance to develop their skills in preparation for SACE Stage 1 Religion Studies.

Year 11

Stage 1 Religion Studies

Length of Course

1 semester (10 credits) studied over a full year

Assumed Background

Year 10 Religious Education

Focus of Capabilities

The focus capabilities for this subject are Communication, Citizenship, and Personal Development.

Course Description

In Religion Studies students have the opportunity to study diverse religious and spiritual beliefs and value systems in Australian society and around the world, and explore how such a study can contribute to greater personal and interpersonal understanding. There is also an emphasis on understanding religious positions on ethical and social justice issues.

Content

- One religious and spiritual traditions study
- One ethical or social justice issue study

Religious and Spiritual Traditions Study may include:

- Meditation and prayer
- Images and understanding of God
- Spirituality
- Women in the Gospels

Ethical or Social Justice Issue Study may include:

- Religion and conflict
- Religion, crime and punishment
- Religion and freedom
- Religion and war and peace
- Migration, Refugees and Asylum Seekers
- Human Trafficking

Assessment

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

- Assessment Type 1: Practical Activity
- Assessment Type 2: Issues Investigation
- Assessment Type 3: Reflection



Relationship to Further Study

In Year 12, students can undertake Religion Studies as either a one semester (10 credit) subject or two semester (20 credit) subject. Students may also undertake a two semester (20 credit) study of Society and Culture in Year 12. Religion Studies or Theology can be undertaken at a tertiary level through many universities in Australia or overseas. Religion Studies provides a useful background to students pursuing careers in teaching, social justice work, chaplaincy, or church ministry.

Year 12

Stage 1 Religion Studies

Length of Course

1 semester (10 credits) studied over a full year

Assumed Background

Stage 1 Religion Studies (in Year 11)

Focus of Capabilities

The focus capabilities for this subject are Communication, Citizenship, and Personal Development.

Course Description

In Religion Studies students have the opportunity to study diverse religious and spiritual beliefs and value systems in Australian society and around the world, and explore how such a study can contribute to greater personal and interpersonal understanding. There is also an emphasis on understanding religious positions on ethical and social justice issues.

Content

- One religious and spiritual traditions study
- One ethical or social justice issue study

Religious and Spiritual Traditions Study may include:

- Contemporary and traditional religious symbols and expressions
- Rituals and festivals
- Religious art

Ethical or Social Justice Issue Study may include:

- Human Rights issues
- Euthanasia
- Capital Punishment
- Poverty
- Slavery

Year 10 Year 11 Year 12
SACE Stage 1 SACE Stage 2

Core Course
Two semesters

Religion Studies
*One semester
(10 credits) studied
over the full year*

Religion Studies
(Stage 1)
*One semester
(10 credits) studied
over the full year*
OR
Religion Studies
(20 credits)
OR
Society & Culture
(20 credits)

Assessment

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

- Assessment Type 1: Practical Activity
- Assessment Type 2: Issues Investigation
- Assessment Type 3: Reflection

Relationship to Further Study

Religion Studies or Theology can be undertaken at a tertiary level through many universities in Australia or overseas. Religion Studies provides a useful background to students pursuing careers in teaching, social justice work, chaplaincy, or church ministry.



Stage 2 Religion Studies

Length of Course

Full year (20 credits)

Assumed Background

Stage 1 Religion Studies

Focus of Capabilities

In Religion Studies, the main emphasis is on developing the capabilities for Communication, Citizenship, and Personal Development, which are reflected in the learning requirements, the content, the assessment requirements, and the performance standards.

Course Description

In Stage 2 Religion Studies the core topic provides students with an overview of religion and the study of religions and spiritualities, and gives a general introduction to the study of individual religious traditions. The core topic explores the nature of religion and the key phenomena that make up religion.

Content

Core Topic

- Understanding Religion

Option Topics: Religious Traditions

- Option Topic A Buddhism or Judaism
- Option Topic B Christianity

Assessment

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

School-based Assessment

- Sources Analysis 30%
- Folio 40%

External Assessment

- Investigation 30%

Relationship to Further Study

Students could take this subject with a view to further study in the fields of theology, religion, classics, history, philosophy or ethics. It could be an excellent basis for students considering a career in Teaching in church-based schools or in Ministry.

Stage 2 Society and Culture

Length of Course

Full year (20 credits)

Assumed Background

Stage 1 Religion Studies

Focus of Capabilities

In Society and Culture the main emphasis is on developing the capabilities for Citizenship, Learning, and Communication which are reflected in the learning requirements, the content, the assessment design criteria and the performance standards.

Course Description

The content of the course is not set by prescribed texts. The social inquiry approach to learning forms the core of the study of Society and Culture.

Three topics each from a different group of topics will be undertaken. Students also undertake an Investigation (maximum of 2000 words).

Group 1 Topic: Culture

Youth Culture

Group 2 Topic: Contemporary Challenges

People and the Environment

Group 3 Topic: Global Issues

A Question of Rights

Assessment

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

School-based Assessment 70%

Assessment Type 1: Folio 50%

Assessment Type 2: Interaction 20%

External Assessment 30%

Assessment Type 3: Investigation 30%

Relationship to further study

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

Research Project

Stage 2

Year 10

Year 11

Year 12

SACE Stage 1 SACE Stage 2

Research Project

Length of Course

1 semester (10 credits) studied over a full year

Assumed Background

Nil

Course Description

The Research Project is a compulsory subject of the South Australian Certificate of Education (SACE).

Students must complete the 10 credit Research Project at Stage 2 of the SACE with a C- grade or better.

Focus of Capabilities

Students are to understand and develop one of the following capabilities:

- Literacy
- Numeracy
- Information and Communication Technology
- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding

Course Description

Students are expected to:

1. Generate ideas to plan and develop a research project
2. Understand and develop one or more capabilities in the context of their research
3. Analyse information and explore ideas to develop their research
4. Develop specific knowledge and skills
5. Produce and substantiate a research outcome
6. Evaluate their research

Research Framework

Students follow the research framework below as a guide to completing their work:

- Initiating and planning the research
- Carrying out the research
- Producing the research outcome
- Evaluating the research

Research
Project

Assessment

School Assessment 70%

1. Folio (30%)
(proposal, research development, and discussion)
2. Research outcome (40%)

External Assessment 30%

3. Evaluation (30%)
(including the written summary)

Relationship to further study

Skills learnt are applicable to all further study.



Science

General Science

Year 10 Science

Length of Course

Full year

Assumed Background

Year 9 Science

Course Description

Science has three interrelated strands:

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

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

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

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

- **Natural Selection and Evolution:** The *theory* of evolution by natural selection explains the diversity of living things and is supported by a range of scientific *evidence*.

Assessment

Students will be assessed using the following IB MYP criteria:

- Knowing and Understanding
- Inquiring and Designing
- Processing and Evaluating
- Reflecting on the Impacts of Science

Tasks include:

- Tests
- Practical Designs and Reports
- Oral Presentations
- Research Assignments

At the end of Semester 2, all students undertake a common semester exam. A satisfactory grade of 5 or above and 70% in the Semester 1 and 2 exams in the various discipline areas is highly recommended before attempting Stage 1 Chemistry, Physics or Biology. See Stage 1 subjects for more detailed information.

Relationship to further study

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

Biology

Stage 1 Biology

Length of Course

1 semester (10 credits)
or full year (20 credits)

Assumed Background

Completion of Year 10 Science with 70% or higher exam score and at least IB MYP grade 5.

Focus of Capabilities

Communication and learning

Course Description

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

Content

- Topic 1: Cells and Microorganisms
- Topic 2: Infectious Disease
- Topic 3: Multicellular Organisms
- Topic 4: Biodiversity and Ecosystem

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

For a 20 credit subject, students study all four topics.

Assessment

Each student must complete **two skills and applications tasks (tests)**, **one Practical Investigation**, and **one Science as a Human Endeavour Essay** for each 10 credit course. The weightings for each of the four assessments is as follows:

Tests	40%
Practical Investigation	30%
Science as a Human Endeavour	30%

Relationship to further study

This course prepares students for studying Stage 2 Biology. Students who intend to study Biology at Stage 2 would benefit from a Stage 1 program that includes Topic 1: Cells and Microorganisms.

Stage 2 Biology

Length of Course

Full year (20 credits)

Assumed Background

70% or higher exam result in Stage 1 Chemistry or Biology. Knowledge of Stage 1 Biology preferred, but not essential.

Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 Biology.

In this subject, students are expected to:

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

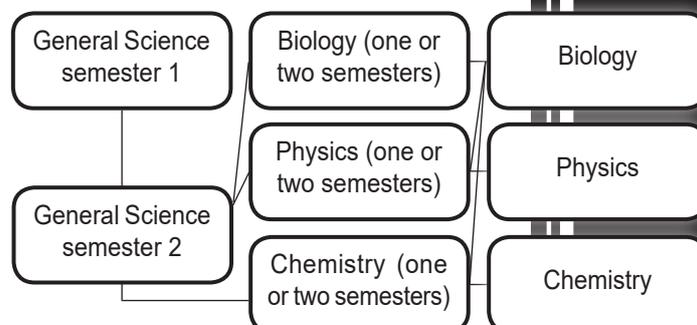
Year 10

Year 11

SACE Stage 1

Year 12

SACE Stage 2



6. Communicate knowledge and understanding of biological concepts and information, using appropriate terms, conventions, and representations

Course Description

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

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

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

The topics for stage 2 Biology are:

Topic 1: DNA and Proteins

Topic 2: Cells as the Basis of Life

Topic 3: Homeostasis

Topic 4: Evolution

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



Assessment

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

School-based Assessment (70%)

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

External Assessment (30%)

- Examination (30%)

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

- At least two practical investigations
- One investigation with a focus on science as a human endeavour
- At least three skills and applications tasks
- One examination

Relationship to further study

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

Chemistry

Stage 1 Chemistry

Length of Course

1 semester (10 credits)
or full year (20 credits)

Assumed Background

Completion of Year 10 Science with an achievement of an overall grade of 5, or through negotiation with the Science Coordinator and **70% or above for the Semester 1 and 2 exam.**

Focus of Capabilities

The capabilities connect student learning within and across subjects in a range of contexts. They include essential knowledge and skills that enable people to act in effective and successful ways.

The SACE identifies seven capabilities used in Chemistry. They are:

- Literacy
- Numeracy
- Information and Communication Technology
- Critical and Creative Thinking

- Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding

Course Description

Stage 1 Chemistry may be undertaken as a 10 credit or a 20 credit subject.

Integration of Science Inquiry Skills, Science as a Human Endeavour, and Science Understanding are the three strands of science inquiry skills, science as a human endeavour, and science understanding are integrated throughout student learning in this subject.

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

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

Assessment

At Stage 1, assessment is school based.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 Chemistry.

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

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

Students complete:

- At least one practical investigation
- One science as a human endeavour investigation
- At least one skills and applications task.

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

Students complete:

- At least two practical investigations
- Two science as a human endeavour investigations
- At least two skills and applications tasks

Relationship to Further Study

Leads to Stage 2 Chemistry. To undertake Stage 2 Chemistry 20 credits must be undertaken at Stage 1. Students must achieve a B grade or above for each semester and/or 70% in the Semester 1 and 2 Exams for Stage 1, or through discussion with the Science Coordinator.

Stage 2 Chemistry

Length of Course

Full year (20 credits)

Assumed Background

Completion at Stage 1 with an achievement of an overall grade A or B, or through negotiation with the Science Coordinator and **70% or above for the Semester 1 and 2 Chemistry Stage 1 exam.**

Capabilities

The capabilities connect student learning within and across subjects in a range of contexts. They include essential knowledge and skills that enable people to act in effective and successful ways.

The SACE identifies seven capabilities. They are extended and applied in Stage 2 Chemistry:

- Literacy
- Numeracy
- Information and Communication Technology (ICT)
- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding

Course Description

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.

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.

Through the study of Chemistry, students develop the skills that enable them to be questioning, reflective, and critical thinkers; investigate and explain phenomena around them; and explore strategies and possible solutions to address major challenges now and in the future (for example, in energy use, global food supply, and sustainable food production).

Students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges, and pursue future pathways, including in medical or pharmaceutical research, pharmacy, chemical engineering, and innovative product design.

Content

The topics in Stage 2 Chemistry provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science. The three strands of science to be integrated throughout student learning are:

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

The topics for Stage 2 Chemistry are:

- Topic 1: Monitoring the Environment
- Topic 2: Managing Chemical Processes
- Topic 3: Organic and Biological Chemistry
- Topic 4: Managing Resources.

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

Assessment

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

School-based Assessment

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

External Assessment

- Examination 30%

School-based Assessment

Students should provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake at least three practical investigations and at least one issues investigation for the investigations folio.

For this subject the assessment design criteria are:

- Investigation
- Analysis and Evaluation
- Application
- Knowledge and Understanding

Examination (2 hours)

Students are assessed on their knowledge and understanding of the key ideas and the intended student learning in the five topics and the investigation skills. Students are given a sheet containing a periodic table, standard SI prefixes, and a table showing the relative activities of a number of metals.

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

Performance Standards

The Chemistry subject outline includes performance standards, which describe the five levels of achievement that are reported with the grades A to E at the student's completion of the subject.

The school-based assessments and the external assessment will be marked with reference to the performance standards.

Relationship to Further Study

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

Other Comments

Refer to the SACE Website for more information.

Physics

Stage 1 Physics

Length of Course

Semester 1 (10 credits)
or full year (20 credits)

Assumed Background

Completion of Year 10 Science, with 70% or higher exam score and at least IB MYP grade 5 in Criterion A.

Focus of Capabilities

- Literacy
- Numeracy
- Information and Communication Technology (ICT)
- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding

Course Description

The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.

By studying Physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies, and innovations.

Content

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

For a 10 credit subject, students study three of the above topics and six for a 20 credit subject.

Assessment

For a 10 credit subject, the school assessment consists of:

- 1 Practical Investigation (20%)
- 1 Science as a Human Endeavour Report (20%)
- 2 Skills and Assessment Tasks (60%: 30% each)

Relationship to further study

This course prepares students for Stage 2 Physics.

Other Comments

Students must study Physics as a 20 credit subject in order to continue with it in Stage 2. Students cannot begin Physics in semester 2.

Stage 2 Physics

Length of Course

Full year (20 credits)

Assumed Background

Completion of Stage 1 Physics to a high standard. It is recommended that students should have also successfully completed Year 11 Mathematical Methods.

Focus of Capabilities

The capabilities connect student learning within and across subjects in a range of contexts. They include essential knowledge and skills that enable people to act in effective and successful ways.

The SACE identifies seven capabilities. They are:

- Literacy
- Numeracy
- Information and Communication Technology (ICT)
- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding

Course Description

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

Content

Stage 2 Physics is a 20 credit subject.

The topics in Stage 2 Physics provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.

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

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

The topics for Stage 2 Physics are:

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

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

Assessment

The assessment of this course has two parts.

<i>School Assessment</i>	<i>70%</i>
• Investigations Folio	(30%)
• Skills and Applications Tasks	(40%)

<i>External Assessment</i>	<i>30%</i>
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One two hour Examination set by the SACE Board.

School Based Assessment

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

- Two practical investigations
- One investigation with a focus on science as a human endeavour
- Four skills and applications tasks

Performance Standards

The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated his or her learning on the basis of the evidence provided.

During the teaching and learning program the teacher gives students feedback on their learning, with reference to the performance standards.

At the student's completion of study of each school assessment type, the teacher makes a decision about the quality of the student's learning by:

- referring to the performance standards
- assigning a grade between A+ and E- for the assessment type.

The student's school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E-.

Relationship to further study

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

Humanities & Social Sciences

Business Ed.

Year 10 Commerce

Length of Course

1 semester

Assumed Background

Nil

Course Description

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

Content

- The structure of our legal system
- The nature and function of laws
- Criminal and Civil law
- The nature of business
- The Balance Sheet
- The Economic Problem
- Markets and Prices
- The costs of credit

Within the business section of this course, students will have the opportunity to run a small business for a day within the school.

Assessment

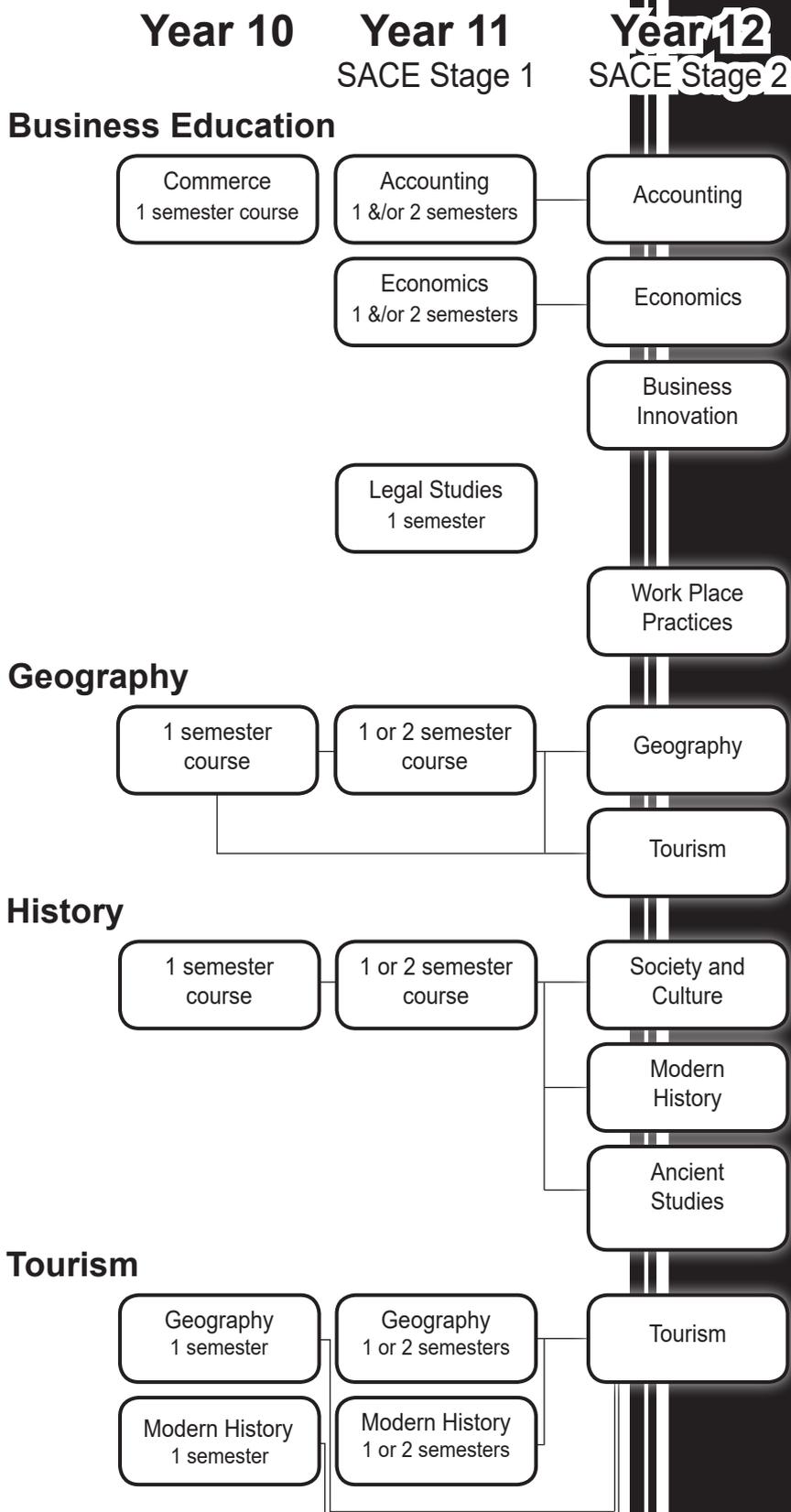
Students will be assessed using the following IB MYP criteria:

- Knowing and Understanding
- Investigating
- Communicating
- Thinking Critically

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

- Responses to texts
- Oral presentations
- Investigations and reports
- Tests and research tasks

Year 10 Commerce is not designed to be a pre-requisite for enrolling in any of the senior business subjects but rather as a guide to areas of knowledge and the types of skills and assessment that are developed more intensively in these subjects in years 11 and 12.



Stage 1 Accounting

Length of Course

1 semester (10 credits) or full year (20 credits)

Assumed Background

Nil

Capabilities

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

Course Description

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

Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 Accounting.

In this subject, students are expected to:

1. Understand the role of accounting in decision-making
2. Understand and explore accounting concepts and conventions
3. Apply accounting concepts and conventions to create accounting information
4. Understand the accounting information needs of a range of stakeholders
5. Explore the use of, apply, and analyse accounting information in business, personal, and/or cultural contexts
6. Apply communication skills in an accounting context

Content

The subject is structured around three focus areas:

- Understanding accounting
- Understanding financial sustainability
- Perspectives in accounting

Assessment

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

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

Assessment Type 1: Accounting Skills

- a. Using unseen data, students prepare a balance sheet, statement of changes in equity and income statement. They comment on how accounting concepts have impacted the preparation of these accounting reports, and how these concepts apply to different entities.

- b. As part of a proposal for a school event, students develop different budget options. They research venue, catering and entertainment options as well as funding alternatives
- c. Using unseen data, students prepare a balance sheet and statement of changes in equity. They calculate appropriate ratios and comment on the performance of the business.

Assessment Type 2: Accounting Inquiry

Students research costs associated with starting a business of their own choice. They consider:

- Legal structure
- An initial budget
- How they might raise the funds required to finance the business
- Perspectives of different stakeholders – eg the owner, investors, customers

Findings are explained to a stakeholder of their choosing (for example, an investor, a partner) and may be presented in a variety of ways (a report, an investment blog or vlog).

Relationship to further study

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

Stage 2 Accounting

Length of Course

Full year (20 credits)

Assumed Background

Nil. A study of Stage 1 Accounting with a school mark of a B or higher would be an advantage.

Capabilities

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

Course Description

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

Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 Accounting.

In this subject, students are expected to:

1. Understand and explore accounting concepts and conventions
2. Apply accounting concepts and conventions to create accounting information
3. Explore and interpret stakeholder needs to inform accounting information requirements
4. Analyse and evaluate accounting information to manage financial sustainability
5. Analyse and evaluate accounting information to develop and propose authentic accounting advice to inform decision-making
6. Apply communication skills in an accounting context

Content

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

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

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

- local, national, and multinational enterprises
- small, medium, and large businesses
- public–private partnerships
- primary, secondary, and tertiary enterprises
- online enterprises
- Not-for-profit organisations.

Assessment

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

School-based Assessment

Accounting Concepts and Solutions 40%

- Students undertake four accounting concepts and solutions tasks.
- Several of these tasks will be completed under timed test conditions.

Accounting Advice 30%

A major assignment in which students use business data to:

- prepare forecasts (e.g. budgeted income statement, budgeted balance sheet, budgeted cash flow statement, and any other relevant accounting information)
- analyse and interpret accounting information, such as undertaking break-even analysis, calculating and interpreting ratios, and analysing relevant industry benchmarks.

External Assessment

- Examination 30%

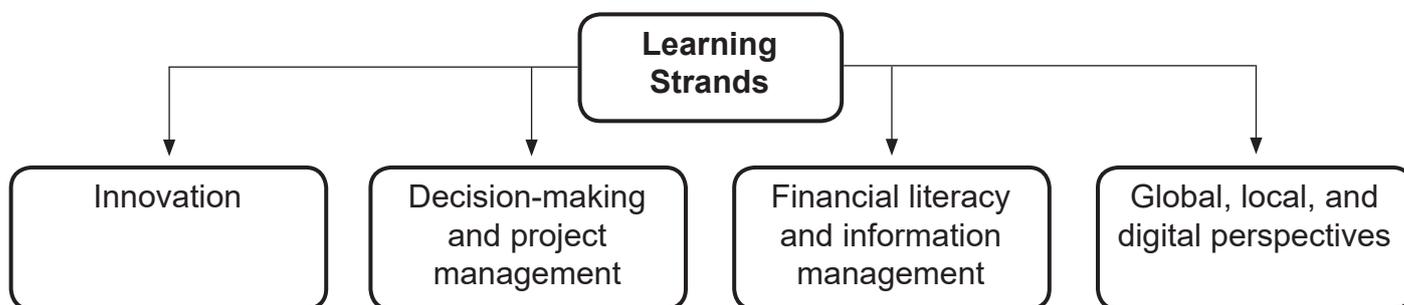
Students undertake a 130 minute external examination. The examination includes a range of problem questions, including short-answer and extended response questions. Problem questions integrate the key skills, knowledge, and understanding from all sections of the content with a focus on the knowledge, skills, applications, analysis, and interpretation involved in accounting practice. The examination will be marked by external assessors with reference to the performance standards.

Relationship to further study

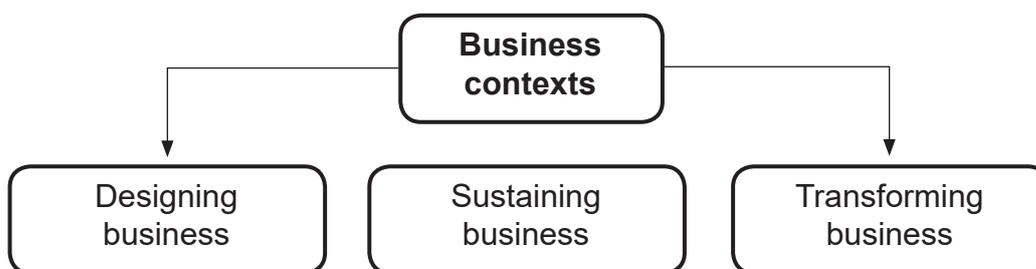
Further study in Business at the tertiary level and Certificate, Diploma and Degree courses are available through TAFE. The course provides valuable background for a number of related areas including: Accounting, Administrative Management, Business, Business Administration, Commerce, Commercial Law,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

UNDERSTANDING OF HOW AND WHY BUSINESSES INNOVATE

Through the knowledge, skills,
and understanding extended in



Developed through experiences in



Stage 2 Business Innovation

Length of Course

Full year (20 credits)

Assumed Background

Nil. A study of Accounting, Economics and/or Legal Studies at SACE Stage 1 would be an advantage.

Capabilities

- Literacy
- Numeracy
- Information and Communication Technology (ICT)
- Critical and Creative Thinking
- Personal and Social
- Ethical Understanding
- Intercultural Understanding

Course Description

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

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

In Business Innovation students engage with complex, dynamic, real-world problems, to identify and design, test, iterate, and communicate viable business solutions. Through design thinking and direct involvement in innovation, students not only develop but also understand and apply their critical and creative thinking skills.

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

Content

Stage 2 Business Innovation is a 20-credit subject structured around three key contexts:

- Designing business
- Sustaining business
- Transforming business

Where two of these contexts are explored. Through these contexts, students develop and apply their understanding of the following underpinning learning strands:

- Innovation
- Decision-making and project management
- Financial literacy and information management
- Global, local, and digital perspectives.

Assessment

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

School-based Assessment (70%)

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

External Assessment (30%)

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

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

- four business skills tasks
- one business model
- one business plan and pitch

Relationship to further study

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



Stage 1 Economics

Length of Course

1 semester (10 credits) or full year (20 credits)

Assumed Background

Nil

Capabilities

- Communication
- Citizenship
- Learning

Course Description

Studying Economics enables students to understand how an economy operates, the structure of economic systems, and the way in which they function. Students develop an understanding of different economic systems and institutions, and can assess the degree to which these systems and institutions help satisfy people's needs and wants. Students become aware that economic decisions are not value free and have outcomes that may be inconsistent with social, moral, and ethical values.

Students research, analyse, evaluate, and apply economic models that are expressed in graphical and/or diagrammatic form. They make forecasts about economic change and evaluate issues for individuals and groups in local, national, and global settings. They learn how some of these issues affect their lives and how they can use the knowledge and skills of economics to inform their participation in society.

Content

- The Economic Problem
- Economic Systems
- The Market Economy
- Government involvement in the Market Economy
- The Circular Flow of Income
- Trade in a Global Economy
- Price Stability
- Employment and Unemployment

Assessment

Assessment at Stage 1 Economics consists of three components. All three components are assessed in each semester.

Skills and Applications

The assessment tasks will assess students' ability to communicate their knowledge and understanding of accounting concepts and skills. It will involve such assessment tasks as: tests, assignments, and end of semester examination.

Issues Study

The assessment task(s) developed will assess students' ability to investigate an aspect of economic issues relating to the allocation of resources.

Folio

The assessment task developed will assess students' ability to analyse the achievements of the macro-economic objectives through the students analysing newspaper articles.

Relationship to further study

This subject will provide a good foundation for Stage 2 Economics and Stage 2 Business and Enterprise.

Stage 2 Economics

Length of Course

Full year (20 credits)

Assumed Background

Nil. A study of Stage 1 Economics with a mark of B or higher would be an advantage.

Capabilities

- Communication
- Citizenship
- Learning

Course Description

Studying Economics enables students to understand how an economy operates, the structure of economic systems, and the way in which they function. Students develop an understanding of different economic systems and institutions, and can assess the degree to which these systems and institutions help satisfy people's needs and wants. Students become aware that economic decisions are not value free and have outcomes that may be inconsistent with social, moral, and ethical values.

Students research, analyse, evaluate, and apply economic models that are expressed in graphical and/or diagrammatic form. They make forecasts about economic change and evaluate issues for individuals and groups in local, national, and global settings. They learn how some of these issues affect their lives and how they can use the knowledge and skills of economics to inform their participation in society.

Content

Stage 2 Economics consists of skills in economics developed in the following five key areas of study:

- Key Area 1: The Economic Problem
- Key Area 2: Microeconomics
- Key Area 3: Macroeconomics
- Key Area 4: Globalisation
- Key Area 5: Poverty and Inequality

Assessment

School-based Assessment

- Folio 30%
- Skills and Applications Tasks 40%

External Assessment

- Investigation 30%

Information on the External Assessment

Examination (2 hours)

Students undertake a two hour examination, which is divided into two parts.

Part A consists of multiple-choice, short-answer, response to stimulus, and extended-response questions, and draws on the following key ideas of the subject content:

- All parts of Key Area 1: The Economic Problem
- All parts of Key Area 2: Microeconomics
- All parts of Key Area 3: Macroeconomics
- All parts of Key Area 4: Globalisation

Part B requires students to write an essay from a range of questions that draw from the following key areas of the subject content:

- All parts of Key Area 3: Macroeconomics
- All parts of Key Area 4: Globalisation

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

Relationship to further study

Further study in Business at the tertiary level and Certificate, Diploma and Degree courses are available through TAFE. The course provides valuable background for number of related areas including; Accountancy, Administrative Management, Business, Business Administration, Commerce, Commercial Law, Corporate Finance, Business Economics, Government Economics, Finance, International Finance, Human Resource Management, International Business, Management, Marketing, Property Management, Tourism & Hospitality Management.

Stage 1 Legal Studies

Length of Course

1 semester (10 credits)

Assumed Background

Nil

Capabilities

- Citizenship
- Personal Development
- Learning

Course Description

Legal Studies explores Australia's legal heritage and the dynamic nature of the Australian legal system within a global context. Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition.

The study of Legal Studies provides insight into law-making and the processes of dispute resolution and the administration of justice. Students investigate legal perspectives on contemporary issues in society. They reflect on, and make informed judgements about, strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied.

Students examine the Australian legal system. They read and write about, and discuss, analyse, and debate issues. They use a variety of methods to investigate legal issues, including observing the law in action in courts and through various media.

Content

Topic 1: Law & Society

Topic 2: People, Structures and Processes

Topic 3: Law Making

Topic 4: Justice and Society

Topic 5: Young People and the Law.

Assessment

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

Folio

The assessment tasks will assess students' ability to produce a folio of work.

Issues Study

The assessment task(s) developed will assess students' ability to investigate an aspect of Australia's legal system.

Presentation

The assessment tasks developed assess students' ability to analyse the legal system through media articles.

Relationship to further study

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



Stage 2 Workplace Practices

Length of Course

Full year (20 credits)

Assumed Background

Nil. Previously completed VET courses are an advantage.

Capabilities

- Personal Development
- Work
- Learning

Course Description

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

Content

There are three focus areas of study in this subject:

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

Students must include the following areas of study:

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

For the Industry and Work Knowledge component, students undertaking Workplace Practices study three or more topics from the list below:

Topic 1: Work in Australian Society

Topic 2: The Changing Nature of Work

Topic 3: Industrial Relations

Topic 4: Finding Employment

Topic 5: Negotiated Topic

Assessment

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

School-based Assessment

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

External Assessment

- Investigation 30%

Information on the External Assessment

Investigation

The Investigation may be either a practical investigation or an issues investigation.

- *Practical Investigation:-* Students undertake a practical investigation based on a product, task, or service in which they have been involved. The practical investigation may be presented in written, oral or multimodal form. Students complete a report on their practical investigation in which they document the process of planning, making, delivering, and evaluating.

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

- *Issues Investigation:-* Students undertake an investigation of a local, national, and/or global issue, culture or environment relating to the focus industry. It should be based on one or more of the topics studied. The issues investigation may be presented in written, oral or multimodal form.

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

Relationship to Further Study

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

Geography

Year 10 Geography

Length of Course

1 semester

Assumed Background

A semester of Geography in both Year 8 and Year 9

Course Description

The three key inquiry questions are:

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

These inquiry questions will be investigated through a study of the following two topics:

Environmental change and management

- The human-induced environmental changes that challenge sustainability
- The environmental world view of people and their implications for environmental management
- The Aboriginal and Torres Strait Islander People's approach to custodial responsibility and environmental management in different regions of Australia

This topic will be studied within the context of coastal environments.

Geographies of Human Wellbeing

- The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places
- The reasons for spatial variation between countries in selected indicators of human wellbeing
- The issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region
- The reasons for and consequences of spatial variation in human wellbeing on a regional scale in India or other Asian country

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

Assessment

Students will be assessed using the following IB MYP criteria:

- Knowing and Understanding
- Investigating
- Communicating
- Thinking Critically

Tasks include:

- Conducting an Inquiry
- Exam
- Practical Exercises
- Field Work
- Group Work tasks
- Oral presentations
- Tests

Relationship to further study

Leads to Stage 1 and Stage 2 Geography at Years 11 and 12 and is also a good background for Stage 2 Tourism.

Stage 1 Geography

Length of Course

1 semester (10 credits) or full year (20 credits)

Assumed Background

Year 10 Geography. Students who have not done Year 10 Geography must discuss their request with the Faculty Coordinator.

Capabilities

- Literacy
- Numeracy
- Information and Communication Technology (ICT)
- Personal and Social Capability
- Critical and Creative Thinking
- Ethical Understanding
- Intercultural Understanding

Course Description

This provides a systematic, integrative way of exploring, analysing, and applying the concepts of place, space, environment, interconnection, sustainability, scale, and change. The students identify patterns and trends, and explore and analyse geographical relationships and interdependencies. They use this knowledge to promote a more sustainable way of life and an awareness of social and spatial inequalities.

Content

Students study topics within three key themes:

Sustainable Places

In this theme students examine the concept of place and what is required to ensure that places are sustainable into the future.



Stage 2 Geography

Length of Course

Full year (20 credits)

Assumed Background

Stage 1 Geography (10 or 20 credits). Students without a Year 11 background should only consider Stage 2 Geography if they have a strong science background and good literacy skills. Permission is required from the Faculty Coordinator.

Capabilities

The capabilities for this subject are:

- Literacy
- Numeracy
- Information and Communication Technology (ICT)
- Personal and Social Capability
- Critical and Creative Thinking
- Ethical Understanding
- Intercultural Understanding

Course Description

Stage 2 Geography consists of the following content:

- The Transforming World
- Fieldwork

Themes and Topics: Transforming World

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

The transforming world focuses on the following five topics, which are organised under the two themes of environmental change and social and economic change.

Theme 1: Environmental Change

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

Theme 2: Social and Economic Change

- Topic 3: Population Change
- Topic 4: Globalisation
- Topic 5: Transforming Global Inequality

Hazards

This theme examines the concept of hazards, their causes and impact, and how people manage the risk.

Contemporary Issues

This theme enables students to examine a current local or global geographical issue being faced by populations and/or for environments.

Topics

The topics studied in Stage 1 Geography are:

- Megacities
- Natural Hazards
- Local Issues

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

Students understand the location and causes of natural hazards including earthquakes, volcanoes, tropical storms and bushfires. They explore the impacts of natural hazards on people and the environment, culminating in a fieldtrip to Belair National Park to explore bushfire risk.

Assessment

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

Geographical Skills and Application Tasks:

These tasks involve assessing a students' understanding of concepts and their application of geographical skills. It will involve assessment tasks such as:

- Inquiry into local environmental issues
- Analysis of the human and environmental impacts of natural hazards
- Analysis and evaluation of information to make informed decisions and suggest recommendations
- Application of skills such as mapping

Fieldwork:

Students use the data collected during the fieldtrip to produce their own Google map of an area at risk from bushfires. They analyse the data they have collected and their map to determine the level of risk from bushfires and make recommendations on how to reduce the risk.

Relationship to further study

This course leads to Stage 2 Geography Studies and Stage 2 Tourism. Students intending to study Geography at Stage 2 should consider taking two semesters at Stage 1.

History

Year 10 History

Length of Course

1 semester

Assumed Background

Year 8 and 9 History

Course Description

Australia in the 20th Century

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

Skills

Students will develop an ability to:

- Analyse, evaluate and interpret historical material
- Synthesise historical understanding to generate and sustain a historical argument
- Develop an understanding of significant historical terms
- Assess and evaluate different historical perspectives on events of the past

Assessment

Students will be assessed using the following IB MYP criteria:

- Knowing and Understanding
- Investigating
- Communicating
- Thinking Critically

Assessment tasks include:

- Source Analysis
- Research Assignments
- Oral Presentations and/or PowerPoint Presentations
- Essays
- End of Semester Examinations

Other Comments

Students will acquire the skills which will assist them with the further study of History at SACE Stage 1 and 2.

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

Assessment

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

School Assessment

Assessment Type 1:

Geographical Skills and Applications (40%)

Four tasks totalling 4000 words

- One task from Topic 2: Climate Change
- One task from Topic 4: Globalisation
- One task from Topic 5: Transforming Global Inequality
- One task from any topic determined by the teacher

Assessment Type 2: Fieldwork Report (30%)

Assessment Type 3: Examination (30%)

Information on the External Assessment Examination (2 hours)

Students undertake a two hour written examination. Part A (50%) focuses on applying a range of skills to interpret written and visual material. Part B (50%) Open ended questions about Topic 1: Ecosystems and People and Topic 3: Population Change.

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

Relationship to Further Study

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



Stage 1 Modern History

Length of Course

1 semester (10 credits) or full year (20 credits)

Assumed Background

A semester of Year 10 History

Focus Capabilities

The SACE identifies seven capabilities:

- Literacy
- Information and Communication Technology (ICT)
- Personal and Social Capability
- Critical and Creative Thinking
- Ethical Understanding
- Intercultural Understanding

Course Description

This is a course that will consolidate a student's ability to know and understanding historical topics, to analyse causes and effects, to understand the role of ideas, people, and events in history. Various modern topics of national and international history will allow students to analyse long term and short term factors, and how modern societies have been influenced by both internal and external forces and challenges. By considering a range of primary and secondary sources, students will develop the skills of historical inquiry, to interpret material and build arguments. The accumulation of pertinent historical data will help students to develop reasoned arguments, both written and orally.

Content

Stage 1 History may be undertaken as 10 credit subject (one semester) or a 20 credit subject (two semesters).

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.

The developments and movements studied have been subject to political debate. Students consider the dynamic processes of imperialism, revolution, and decolonisation, how these have reconfigured political, economic, social, and cultural systems, and how recognition of the rights of individuals and societies has created challenges and responses.

Through their studies, students build their skills in historical method through inquiry, by examining and evaluating the nature of sources, including who wrote or recorded them, whose history they tell, whose stories are not included and why, and how technology is creating new spaces in which histories can be conveyed. They explore different interpretations, draw conclusions, and develop reasoned historical arguments. They explore the historical concepts of continuity and change, cause and effect, perspective and interpretation, and contestability.

There are six topics in the SACE Modern History curriculum from which students will do topics 5 and 6.

Topic 5: Revolution (Russia, 1917)

Students undertake a study of the Russian Revolution, from February 1917, including the October 1917 Revolution, the Civil War, followed by a major study of the Stalin era (The Five Year Plans, the Great Terror, the Second World War) to its end in 1953.

Topic 6: Elective - The Cold War (1947- 1991)

Following on from the Stalin era, students undertake a topic study of the Cold War, which dominated the post-World War II decades up until nearly the end of the 20th Century. They will learn about the Iron Curtain, the Berlin Airlift, the Korean War, the development of nuclear weapons, espionage and McCarthyism. They will also do a special study of the Assassination of President John F. Kennedy in 1963, and the causes, course and consequences of the Vietnam War (1965 – 1975).

Assessment

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

- Assessment Type 1: Historical Skills (two sources analyses; one film study)
- Assessment Type 2: Historical Study (an essay)

For a 20 credit subject, students provide evidence of their learning through eight assessments.

Students undertake:

- Six Historical Skills Assessments (four sources analyses; two film reviews)
- Two Historical Studies. (two essays)

Relationship to further study

This is an excellent precursor to studying Modern History at Year 12, as the skills are identical. The topics are different ones from the 20th Century.

Stage 2 Modern History

Length of Course

Full year (20 credits)

Assumed Background

A semester of Stage 1 History at Year 11.

Students who do not meet this requirement can be considered at the teacher's discretion. Sound essay writing skills and source analysis skills would be an advantage.

Focus Capabilities

The seven capabilities for this subject are

- Literacy
- Numeracy
- Information and Communication Technology
- Personal and Social Capability
- Critical and Creative Thinking
- Ethical Understanding
- Intercultural Understanding

Course Description

This subject consists of:

- *Course Work*: one topic from Modern Nations and one topic from the World Since 1945, worth 50%
- *Individual History Essay* worth 20%
- *External Examination* (an essay from Modern Nations and a sources analysis) worth 30%

The following topics will be studied:

1 Modern Nations

Topic 3: Germany (1918-1948)

The changes in Germany in the period 1918 - 48 have had a profound impact on the history of Europe up to the present day. Students analyse ways in which these changes were shaped by internal and external forces and challenges. They undertake a study of the demise of an empire, the birth of a republic, the creation of a totalitarian dictatorship under Adolf Hitler and the Nazi Party, a policy of military and territorial expansionism, the Second World War in Europe and the institutionalisation of genocide. A background study introduces students to the end of the First World War, when the catastrophic experience of total war had caused horrific losses to peoples and nations and left Germany a defeated, disgraced, devastated and divided nation.

2 The World since 1945

Topic 7: The Changing World Order Since (1945-)

The end of the Second World War saw the emergence of new superpowers who began a Cold War between themselves and their allies (1947 – 1991). Contested spaces and opposing ideologies shaped global economics and politics. Students investigate ways in which the Cold War experience involved complex phases of reaction, reform, conflict, and compromise. They consider how leaders and movements rose and fell, while the issues of alliances, rivalries, and

change continued. There is a special focus on the presidencies of John F. Kennedy (1961-1963) and Ronald Reagan (1981-1989), and the crises of 1962 and 1983 which nearly led to thermo-nuclear war.

3 Historical Study

The purpose of this individual essay is for each student to engage in the process of inquiry into an historical question of personal interest, and to apply the concepts and skills of history. Each student will formulate an hypothesis, or focussing question(s), in order to analyse an aspect of history since 1750, and construct a reasoned historical argument based on evidence from three to five sources. Expected length will be 2000 words.

Assessment

Assessment in Stage 2 History consists of three Assessment Components. The weighting of each component is between 20% and 50%. All students will be provided with an Assessment Plan and overview of the course. This includes due dates for summative assignments, their respective weightings, SACE Learning Outcomes and a brief description of the area of study.

School Assessment (70%)

- Assessment Type 1: Historical Skills 50%
- Assessment Type 2: Historical Study 20%

External Assessment (30%)

- Assessment Type 3: Examination 30%

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

- Five Historical Skills Assessments; two for Modern Nations and three for the World Since 1945
- One Historical Study, a 2,000 word essay about their own choice of topic, c. 1750
- One Examination consisting of an essay (about Nazi Germany) and a sources analysis on an unseen topic.

It is anticipated that from 2019, all school assessments will be submitted electronically.

Relationship to further study

The study of History provides the basis for a wide range of vocational pathways. History skills, including researching and analysing material, developing and sustaining an argument, and writing in clear and effective prose, are in great demand, and can be applied to many occupations. These skills will continue to have a high priority for employers in the future. Students of history find employment and careers in areas such as Administration, the Arts, Education, Business, Government, Law, Politics, Entertainment, Journalism, Publishing, the Mass Media, Museums and Tourism.



Ancient Studies

Stage 2 Ancient Studies

Length of Course

Full year (20 credits)

Assumed Background

A good pass in any humanities subject in Year 11, particularly English or History.

Content

Stage 2 Ancient Studies consists of the study of **three** topics selected from:

- *Daily Life* - social history and daily life in the classical world (5th Century BCE Athens or Sparta, Republican Rome, New Kingdom Egypt);
- *Military Conflict* - the causes, processes and outcomes of conflict in the Persian, Peloponnesian or Punic wars;
- *Political power and authority* - the nature and influence of power and authority in New Kingdom Egypt, Alexander the Great or the fall of the Roman Republic;
- *Material culture* - architecture, sculpture, painting, jewellery, pottery, painting etc;
- *Religion* - beliefs and practices in Egypt and Mesopotamia, the Olympian religion, mystery cults in Greece and Rome;
- *Literature* - epics such as the *Iliad*, the *Odyssey*, the *Aeneid*, Greek tragedy and comedy such as *Antigone*, *Medea* and *The Frogs*, or Roman poetry.

These are studied in the contexts of **one or more** of the following ancient societies:

- Egypt (Middle and New Kingdoms)
- Greece (Mycenaean, Classical, Hellenistic periods)
- Iraq (Babylon and Assyria)
- Rome (Republic and Empire)

Assessment

Students provide evidence of their learning through **seven to eight** assessment tasks that are divided into three assessment types.

A School Assessment 70%

1. Skills and Applications (50%) *at least four tasks to a maximum of 4000 words*

Two of these tasks will be completed under timed conditions (90 minutes per task)

For example: a seminar, a tutorial or a debate, an essay, an interactive map presentation, a web page, a creative writing exercise, a fictional interview, a scripted role play.

2. Analysis and Connections (20%) *at least two tasks to a maximum of 2000 words*

This assessment type has a focus on analysing and making connections between ancient and classical civilisations and contemporary society.

For example: a film study, a report, an oral presentation, a comparative study, an investigation into an archaeological site.

B. External Assessment 30%

3. Inquiry

Students complete **one inquiry**, in the form of a **2,000 word essay** that is informed and persuasive. Students propose and develop a particular point of view about an historical issue/topic of their choice, using primary and secondary sources, with analysis into ideas, innovations and perspectives in ancient and classical civilisations.

For each assessment type, students are assessed using some or all of the following assessment design criteria:

- *Knowledge and Understanding* - of the concepts, texts, artefacts, events, ideas and people in the ancient and classical world.
- *Research and Analysis* - into ideas, innovations and perspectives in ancient and classical civilisations
- *Application* - synthesis and evaluation of evidence and the communication of ideas and arguments

Relationship to further study

This subject is relevant to understanding the formation of contemporary civilisation and as such would advantage students who wish to pursue any Humanities or Social Science course at university level. Students can continue the specific study of this area through the Classics Department at the University of Adelaide as part of a Bachelor of Arts degree or take a Bachelor of Archaeology through Flinders University.



Tourism

Stage 2 Tourism

Length of Course

Full year (20 credits)

Assumed Background

Nil. Students considering Tourism need to have some or more of the following background:

- To have successfully completed (70% pass rate or better) Stage 1 Geography or History;
- To have undertaken VET Course work in Tourism or Hospitality;
- A high level of ability in research, including interviewing, survey techniques, collating and presenting statistics and referencing

Course Description

Tourism has become one of the fastest growing subject areas in recent years. By studying this subject, you will gain an understanding of the influence of tourism on the social, cultural, economic and environmental situation of a community. The aim of the course is to develop your understanding and appreciation of:

- The impact any tourist can have on a community he/she visits;
- What motivates a person to travel and the responsibilities they have as a tourist;
- The nature and scope of the tourism industry;
- The wide range of types of people who travel and the even wider range of interests that travellers have;
- The range of employment opportunities opening up in the Tourism Industry.

Core Topics

Four THEMES are studied as the core topics:

- Operations and Structure of the Tourism Industry
- Traveller's Perceptions and the Interaction of Host Community and Visitor
- Planning for and Managing Sustainable Tourism
- Evaluating the nature of work in the Tourism Industry

Topics

Three TOPICS are included in the program of study out of the following choices:

- Applications of technology in Tourism
- The Economics of Tourism
- Establishing a Tourism venture
- Indigenous people and Tourism
- Management of local area Tourism
- The impacts of Tourism
- Marketing Tourism
- Special interest Tourism
- Responsible Travel

- The role of Governments and Organisations in Tourism
- Tourism Industry skills

Assessment

The Design Criteria fits into four categories:

- Knowledge and Understanding
- Analysis and Evaluation
- Investigation and Application
- Communication

Thus, students intending to do Tourism need to be aware of what these four categories mean, in order to ensure that they can cope with the course requirements.

Assessment types include school-based assessment (70%) and external assessment (30%).

School-based Assessment (70%)

- Type 1: Folio 20% - Two assessments
- Type 2: Practical Activity 25% - Two practical activities
- Type 3: Investigation 25% - One investigation

External Assessment (30%)

- Type 4: Examination 30% - a Two-hour examination

Relationship to further study

Certificate, Diploma and Degree courses in Tourism and Hospitality areas are available through TAFE and University. The TAFE Certificate 2 course in Tourism is an excellent vocational course with many opportunities to move straight into employment arising. There are University Degree courses in Ecotourism, Cultural Tourism and Tourism and Hospitality Management.

Further Comments

Students keen to undertake Tourism as a Year 12 subject need to:

- Have a one-on-one interview with the Tourism teacher or SOSE Faculty Coordinator able to evaluate their suitability to do the subject
- Be recommended by a Year 11 subject teacher from one of the following subject areas: Geography, History, Research Project, or English
- Display a strong interest in travel, hospitality, and the Tourism industry
- Have an interest in progressing into the Tourism Industry to work
- Understand that the coursework involves field trips with the class, as well as having to undertake personal field study outside of the classroom situation, including in holiday breaks.



Technology

Year 10

Year 10 Photography + Product Design

Length of Course

1 semester

Assumed Background

Nil. Either Year 9 Digital Media and/or Architecture & Product Design is desired.

Course Description

This course uses the design cycle to solve problems through the use of technology. This subject equips students to create visual products / solutions to solve a problem or meet a clients need. The products created using graphic design techniques typically involve the use of photography to take the images and PhotoShop and Lightroom to edit them; and the use of Illustrator to effectively combine text and images into a completed product.

The course includes the study of topics such as:

- Elements & Principles of Design and Typography
- Image editing using Adobe PhotoShop
- Photography techniques

Assessment

Students will be assessed using the following IB MYP criteria:

- Inquiring and Analysing
- Developing Ideas
- Creating the Solution
- Evaluating

Students demonstrate evidence of their learning through a variety of assessment types. This will include practical skills tasks, reports and research assignments.

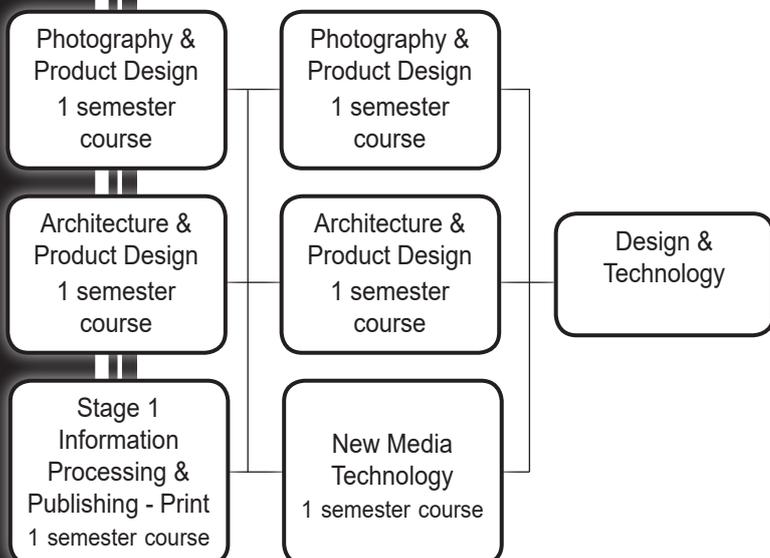
Relationship to further study

Leads to further study in Stage 1 Photography & Product Design; Architecture and Product Design; New Media Technology; and Stage 2 Design & Technology.

Year 10

Year 11 SACE Stage 1

Year 12 SACE Stage 2



Year 10 Architecture & Product Design

Length of Course

1 semester

Assumed Background: Nil. Either Year 9 Digital Media and/or Architecture & Product Design is desired.

Course Description

This course uses the design cycle to solve problems through the use of software applications, tools, and materials. The study of product design equips students to manipulate a variety of materials to create tangible 3D printed products to solve a problem or meet a need. Three-dimensional (3D) visualisations are developed using computer-aided drawing techniques that can then be exported to a Virtual Reality (VR) environment for viewing.

Assessment

Students will be assessed using the following IB MYP criteria:

- Inquiring and Analysing
- Developing Ideas
- Creating the Solution
- Evaluating

Students demonstrate evidence of their learning through a variety of assessment types. This will include tests, practical skills tasks, reports and research assignments.

Relationship to further study

Leads to further study in Stage 1 Photography & Product Design, Architecture & Product Design, New Media Technology, and Stage 2 Design & Technology.



Year 11

Stage 1 Information Processing & Publishing - Print (in Year 10)

Length of Course

1 semester (10 credits)

Assumed Background

Nil

Focus of Capabilities

- Communication
- Citizenship
- Personal Development
- Work
- Learning

Course Description

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

Topics may include

- Business Publishing using Illustrator / InDesign
- Personal Publishing using Illustrator / InDesign

Assessment

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

- Practical Skills
- Product and Documentation
- Issues Analysis

Relationship to further study

This course leads to further study in Stage 1 Photography & Product Design, and / or Architecture & Product Design, and / or New Media Technology, and Stage 2 Design & Technology.

Stage 1 New Media Technology

Length of Course

1 semester (10 credits)

Assumed Background

Nil

Focus Area

Communication Products

Course Description

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.

Topics may include

- Video including 360 and Virtual Reality (VR)
- Multi-media
- Web design, interactive documents and e-zines

Assessment

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

- Skills and Applications
- Product
- Folio

Relationship to further study

This course prepares students for studying Stage 2 Design and Technology.



Stage 1 Architecture & Product Design

Length of Course

1 semester (10 credits)

Assumed Background

Satisfactory completion of Year 10 Photography & Product Design and/or Architecture & Product Design and/or Stage 1 IPP - Print

Focus Capabilities

- Personal Development
- Work
- Learning

Course Description

The context for this subject is Material Products.

This course requires the use of the design cycle for solving problems in technology and promotes a practical and inquiry-based approach. This helps students to develop not only practical skills but also creative and critical thinking strategies.

The design cycle model guides student thinking and provides a framework to help students investigate problems generate ideas and plan, create and evaluate the products that they develop.

Students analyse the impacts of technology, including consequences for individuals, society and the environment.

The course includes the study of topics such as Computer Aided Design (CAD) using Sketch Up and/or Fusion 360 to design and make products using 3D printers. Design tasks may be product-based or architecturally-based.

Content

- Sketch Up and/or Fusion 360
- 3D Printing & architectural visualisations
- Design process

Assessment

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

- Product Design Folio
- Practical Skills and Applications Tasks
- Product Development Task

Relationship to Further Study

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

Stage 1 Photography & Product Design

Length of Course

1 semester (10 credits)

Assumed Background

Satisfactory completion of Year 10 Photography & Product Design and/or Architecture & Product Design and/or Stage 1 IPP - Print

Focus Capabilities

- Personal Development
- Work
- Learning

Course Description

The context for this subject is Communication Products A.

This course requires the use of the design cycle for solving problems in technology and promotes a practical and inquiry-based approach. This helps students to develop not only practical skills but also creative and critical thinking strategies.

The design cycle model guides student thinking and provides a framework to help students investigate problems generate ideas and plan, create and evaluate the products that they develop.

Content

Design & Technology A

- Studio Photography techniques
- Skill development in using Adobe Photoshop, Lightroom and Illustrator
- Designing for print - Elements and Principles; Typography & Composition

Assessment

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

- Product Design Folio
- Practical Skills and Applications Tasks
- Product Development Task

Relationship to further study

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



Year 12

Stage 2 Design and Technology (Communication Products)

Length of Course

Full year (20 credits)

Assumed Background

Satisfactory completion of Year 11 Photography & Product Design and/or Architecture & Product Design and/or New Media Technologies.

Focus Capabilities

- Personal Development
- Work
- Learning

Course Description

This course requires the use of the design cycle for solving problems using technology and promotes a practical and inquiry-based approach. The design cycle model guides student thinking and provides a framework to help students investigate problems, generate ideas, plan and then create and evaluate the products that they develop.

Students learn to use tools and techniques using software applications, work with materials, and to safely and competently complete their products.

Students explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including the social, environmental, and sustainable consequences.

Content

- Design Process: Investigating, Planning, Producing and Evaluating
- Effective Design elements and principles
- Developer Tools: software applications relevant to area of study
- Materials – characteristics and properties

Students may choose their focus area of study: eg. Photography & Product; Architecture and Product Design and/or New Media Technology – Video, VR, Web design, etc.

Assessment

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

School Assessment

- Practical Skills and Applications Tasks 20%
- Product Development Task 50%

External Assessment

- Product Design Folio 30%

Relationship to Further Study

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



Vocational Education & Training (VET)

What is VET?

Vocational Education and Training (VET) involves training focussed on the specific skills required in a specific career. All senior students at St Dominic's can access VET stand-alone courses, and either as full certificate or part qualifications. VET is used for employment skills, for TAFE and university accreditation and personal development. It is also very enjoyable and a lot of fun!

Benefits of VET

An important aspect of VET is the development of specific skills required in a career. VET courses and competencies gained give students valuable industry experience and nationally recognised accreditation. Students are awarded units toward their TAFE certificates and their SACE.

A student undertaking a VET course will be an attractive candidate to any prospective employer because of the practical skills they have acquired and work experience completed. In addition students will, in some cases, far exceed the minimum entry requirements for some TAFE courses thus increasing their chances of getting into a TAFE course of their choice.

In addition, students also gain:

- A wider range of experiences
- Experience adult roles and responsibilities in a workplace setting
- Learn what employers are looking for in their employees
- They become more ready for the world of work
- See a greater relevance of school subjects
- Their chances of obtaining part/full-time work are improved
- Decisions/choices on career pathways come from a better informed background and experience
- Improved chances of gaining entry into a TAFE course
- Mix with students from other schools
- Able to include VET courses on a resume
- Experience in an industry without affecting their ability to complete SACE but rather enhance it.
- Pathways to enter the work force
- Relevant nationally recognised, competency-based training

Structured Work Place Learning (SWL)

Students who opt for a VET program will sometimes participate in a Structured Work Place Learning (SWL). This involves students going out to an appropriate workplace (according to their study program) with a suitable business organisation.

Structured Work Place Learning allows students to put into practice and consolidate off-the-job learning in an actual work environment.

Is VET suitable for all students?

YES! Most individuals in our society will ultimately enter the work force, many will work part-time to support themselves as they study and therefore VET is for everyone. Some students will have chosen a pathway for themselves before leaving school and will be able to complete either an entry-level certificate or many modules towards a certificate before they leave school saving themselves time and money in the process.

All students in Years 10 and 11 are encouraged to complete a VET program.

For information on the process for enrolment, cost, eligibility and dates, speak to the VET Coordinator.

Students studying a VET course in the place of a school subject in Years 11 and 12 to complete the SACE must seek clarification from the VET Coordinator, as most courses will satisfy the requirements for accreditation at SACE Stage 1 with only a limited number satisfying the requirements for accreditation at SACE Stage 2 level.

Expression of Interest & Enrolment Process

Step 1: Lodge an Expression of Interest by collecting a form from the VET Coordinator. This can be done at any time during a semester. Expressions of Interest must be returned to the VET Coordinator by Week 2 of Term 4 for Semester 1 courses in the following year or by Week 2 of Term 2 for Semester 2 courses.

Step 2: Enrolment packages will be distributed in Term 4 for Semester 1 courses in the following year, Term 2 for Semester 2 courses.

Step 3: Enrolment packages must be returned with payment no later than Week 7 of Term 4 for Semester 1 courses in the following year, Week 4 Term 2 for Semester 2 courses.

Step 4: Courses begin, dates, times, venues to be confirmed.

VET Offerings

VET courses are offered through a variety of registered training providers, giving students opportunities that an individual school may be unable to support in isolation.

Most VET courses are one semester or full year in length and are run either afterschool hours or in place of one school day per week. Students are individually counselled as to the suitability of specific VET courses to their individual pathways. Courses are offered in a range of areas including but not limited to: *Business; Game Design; Photography; Interior Decorating; Pharmacy; Early Childhood Education and Care; Nursing and Health Care; Fitness; Event Management; Hospitality; Make-Up and Skin Care; Hairdressing.*

For further updated information please visit the following websites:

<http://tafesa.edu.au/schools>

<http://www.sace.sa.edu.au/web/vet>

Or contact the Careers and VET Coordinator for more information.



Recognition of Community Based Learning

Community Learning

The SACE Board continues to recognise learning that happens in a range of community settings.

SACE students can gain recognition for community learning in two ways:

- 1 **Community-developed Programs** through a current award or certificate of a community-developed program, such as those offered by the *Royal Life Saving Society* or the *Duke of Edinburgh's Award*
- 2 **Self-directed Community Learning** such as taking care of a family member, supporting a refugee family, or volunteering for a community project. To gain recognition for this kind of community learning, students need to show evidence about what they have learnt.

Community Developed Programs

Many community organisations develop and accredit their own programs, and many of these are eligible for recognition towards the SACE. Examples of such programs include *Australian Music Examinations Board*, the *Duke of Edinburgh's Award*, and the *SA Country Fire Service*.

Students that have received an award or certificate from one of the organisations detailed in the table overleaf may be eligible for SACE credits.

Students can apply for a recognition of Community-developed program by completing an application form and submitting the form to their school's SACE Coordinator.

The school's SACE Coordinator will send the completed application form and a copy of the original community certificate / award (from the recognised Community-developed program) attached to the form to the SACE Board.

Self Directed Programs

Self-directed Community Learning may be gained through learning experiences that do not follow a formal, accredited curriculum.

Individual students may participate in a range of programs or sets of activities that are not formally accredited. Examples of this type of learning include:

- Acting as a carer for an elderly or invalid person
- Creating media productions (e.g. films, websites) outside school.
- Officiating at a series of sporting events.
- Performing in sport at an elite level.
- Planning and coordinating community or recreational events.
- Taking a leadership role in community land-care or conservation groups.

- Taking a leadership role in community theatrical productions.
- Taking a leadership role in volunteer organisations.
- Taking a leadership role in the workplace.
- Teaching others specialised skills (e.g. dance).

The process for students to have their self-directed community learning considered for recognition as part of their SACE involves the student filing in an application and attending an interview.

At the interview the student provides evidence of her learning to a Community Learning Assessor(s). The Community Learning Assessor(s) will make notes, record the interview electronically, and make a written record of evidence. The assessment judgements about the evidence are made using the assessment criteria.

Community Development

This area of community learning is a result of activities or services in which a student's participation and collaboration with others benefits the local or broader community.

This learning may be the result of one-off or ongoing projects or activities undertaken individually or with government or nongovernment agencies. Examples of learning in this category are contributing to community projects or community arts programs, deepening one's learning about one's culture, and participating in government initiatives such as *Youth Parliament* or organisations such as *Trees for Life*.

SACE Completion and Community Learning

Students can count up to 90 credits of Community Learning at Stage 1 and/or Stage 2 towards the completion requirements of the SACE.

However, students cannot count the same community learning more than once towards SACE completion. For example, a student who has used part of the *Queen's Guide Award* in a SACE subject, such as Community Studies or Physical Education, cannot then count the same award as Community Learning.

If the student's application for recognition is approved, the results are reported on the SACE Record of Achievement as status 'Granted'. No grade or score is attached to the results for Community Learning. Students will be notified of the results in the same way and at the same time as they are notified of their results for all other subjects. This cannot be counted towards an Australian Tertiary Admissions Rank (ATAR).

For a full list of recognised community-developed programs, visit the SACE website: <http://stdo.ms/1WyrFm1>



Co-Curricular Activities

Art Club

The Art Club caters for secondary Art students. Students can either continue with classroom tasks or they may see this time as an opportunity to receive help with homework tasks. Alternatively, students who are unable to continue with the subject within their timetable may like to develop their skills in the visual arts by attending the workshop. The duration of time for this extra curricular activity is during one lunchtime per week.

Debating

Teams from Years 7 to 12 are entered in the Debating SA Incorporated Schools Competition where they compete against other Catholic, Independent and State High Schools. Debates are held on Tuesday and Wednesday nights during Terms 2 and 3.

Public Speaking

Students are provided with the opportunity to participate in a number of Public Speaking competitions, where they can develop their communication and thinking skills, as well as develop their confidence in speaking in front of a group of people.

Such competitions include:

- Rostrum Voice of Youth
- Plain English Speaking Award
- Junior Legacy Public Speaking Award

Students, as part of these Public Speaking Awards, are asked to prepare and practise a speech of a specific length of time, based around either a topic of their choice or chosen from a number of given topics.

Students are also expected to present an impromptu speech, after choosing a topic and being given a specific period of time to prepare it.

Support and guidance is given to students at school to help them in their preparation for the various Public Speaking Competitions/Awards.

Knitting Club

Students who are keen to learn and develop skills in this popular craft are encouraged to come to classes at a designated time as communicated to students through the daily messages. One of the projects that has been developed at this time is knitting squares for blankets that are then donated to Vinnie's Winter Appeal.

Chess Club

The Chess Club has re-emerged over the last couple of years. During the weekly lunchtime meetings, students play chess and learn more about the strategy of the game.

Chess is an engaging activity that helps develop students' critical thinking skills. Evidence shows that chess improves problem solving, decision making, and lateral thinking.

Homework Club

Homework Club aims to give students the opportunity to complete extra homework or gain assistance if necessary, in a number of subject areas. It is held in the School Library once a week from 3:30pm-4:30pm. It is open to students from Years 7 to 12.

Maths Club

The Maths Club provides an opportunity for students in Years 7-12 to work on a range of maths based activities in an informal, fun and collaborative environment. Activities students choose include:

- Extension exercises and competition practice
- Class work
- Homework
- Test and exam preparation and corrections
- Assignments, investigations and projects
- NAPLAN practice

The Maths Club meets once a week after school, 3.30 - 4.30pm.

Technology Club

The Technology Club provides an opportunity for Year 7-12 students to work on a range of technology-based activities in an informal, fun and collaborative environment. Activities students choose include:

- Extension exercises and competition practice
- Class work
- Homework
- CAD/CAM activities and projects
- Industry and university visits
- Student initiated activities of interest e.g. Wind Tunnel construction

The Technology Club meets once a week every Wednesday at lunchtime in the FabLab.

Bridge Building Club

Each year students from Year 9 are invited to compete in Aurecon's state bridge building competition. The competition aims to encourage students to pursue careers in Science, Technology, Engineering and Maths (STEM). Prizes are awarded in a range of categories with students from St Dominic's having won outright or won multiple categories every year that they have entered. The club runs in Term 2 and students need to be able to spend lunchtimes researching, designing and building a bridge from balsa wood. Students also need to be available for the first two weeks of Term 3 in order to participate in testing at the Radford Auditorium against other schools. Participation is competitive. Whilst as many students as wish can try out for selection, only two teams per school can enter.

Creative Writing Club

The Creative Writing Club is open to both primary and secondary students who enjoy writing poetry and prose. Students meet once a week at lunch time for a semester to write on a variety of topics including nature, special places, hobbies, people, the seasons, and responses to art and music. There is an opportunity to write for a specific audience, and to produce a zine or booklet of their work.

Write a Book In A Day

Write a book in a day is both a competition and an opportunity to raise awareness regarding the wonderful work that charities can do to support medical research. This exciting Service Activity is offered in Term 2 and 3 and is designed to help support research into childhood cancers. The Kids' Cancer Project is an independent national charity which has contributed tens of millions of dollars to scientific research. Students in Year 8 and 9 are eligible to enter teams of a minimum of 5 students and a maximum of 10. Year 10 students can act as mentors for the younger students. The culminating activity is writing a book in a day between the hours of 8am to 8pm in a team. On the day of writing, students will be given a set of parameters to be followed which will include 5 random words, settings and characters. The team requires writers, editors and illustrators. Most importantly, the team needs everyone who is committed to fundraising to make a difference.

School Production

Apart from Drama as a subject, students from Year 8 to 11 have the opportunity to participate in a biannual school musical production culminating in public performance, usually over three nights. The other year will be dedicated to students creating their own smaller performances that can be based around a theme, culminating in a performance showcase, or a whole school play with emphasis placed on movement and acting rather than musical ability. Rehearsals are held after school hours during Terms 1 and 2 and during first term holidays. Students have the opportunity to be involved as part of the onstage cast, as part of the backstage crew, or in the orchestra.

Social Justice Club

The Social Justice Club aims to raise awareness about injustice in our local and global communities. The Social Justice Club takes responsibility for promoting Project Compassion in Term 1 and to raise awareness about social justice issues that may arise during the year. Students are given the opportunity to attend Just Leadership Days, an education program for senior secondary students organised by Caritas Australia. Each Just Leadership Day is an opportunity for students to learn more about becoming leaders and getting involved in raising awareness about key issues of justice.

Politics and History Club

The Politics and History Club aims to expand students' political and historical awareness. It does not promote particular individuals or political parties. It encourages an active interest in local, national and world issues. At lunch students from Years 7 to 12 meet to learn about various historical episodes, or recent political events and campaigns. The historical topics cover the globe, and a free booklet is created with every particular topic.

St Vinnie's Group

The St Vinnie's Group is made up of students from Year 7-12 who are interested in putting their faith into action. The group is called to help the poor in our community in practical ways by coordinating the donations of goods from school, raising awareness of the plight of the poor and the great work of the St Vincent de Paul Society founded by Frederic Ozanam. The students meet regularly and coordinate the Winter Appeal and take a major role in the St Vincent de Paul Mass for the Poor. The St Vinnie's Christmas Appeal which begins in Term 4 is also the responsibility of the St Vinnie's Group. Students are also involved in the wider interschool activities both to fundraise and raise awareness.

Running Club

Every Thursday morning students have the opportunity to run/walk along a 5 – 6km course at 7:30am.

The course starts at the school and follows the golf course down to the River Torrens. We run along the linear park until the King William Road bridge or the University bridge (if the girls are feeling strong) or across the weir, where they turn around and head back to school. We also do hill sprints and interval training around a 900m course some Thursday mornings.

The purpose of the run/walk is to improve fitness and overall wellbeing. Each person is encouraged to do their best and improve upon their performance from week to week. All students are welcome and progress at their own pace.



Sport

Sport Electives

Students in Years 10 to 12 participate in sport electives which allow them the opportunity to:

- Foster enjoyment through participation in physical activities.
- Provide a high standard of tuition in sports activities.
- Develop enthusiasm for physical activity by offering a wide variety of activities.
- Offer competitive sport at inter-school level.
- Progressively develop each student's potential skills.
- Promote good sportsmanship and team spirit.
- Engender a desire to continue recreational pursuits into adulthood.
- Increase each student's level of self-confidence.
- Develop leadership, responsibility, harmony in a team environment.

Students in Year 10 participate for one hour per fortnight in sport electives.

During Term 1 this time is devoted to Sports Day practice.

In Terms 2 to 4 all students will participate in the following:

1. One compulsory unit of Self Defence.
2. Two elective units including:
 - RPM
 - Circuit
 - Kick Boxing
 - Walking
 - Yoga

Students in Years 11-12 participate in one hour per week in sport electives.

During Term 1 this time is devoted to Sports Day Practice.

In Terms 2 to 4 students participate in elective activities including:

- Bootcamp
- RPM
- Circuit
- Kick Boxing
- Walking
- Yoga

Co-Curricular Sport

Saturday Morning

Students from Years 7-12 are encouraged to play Saturday morning sport for the school. St Dominic's Priory College is a member of the South Australian Catholic School Girls Sports Association (SACSSGSA), the Independent Girls Schools Sport Association (IGSSA) and enters teams from all year levels in their competitions. No experience is necessary, and training is held before school, after school or during sport lessons.

Inter-School Carnivals

Girls are selected for inter-school athletic and swimming carnivals by their performance in the school sports day and swimming carnival, and by their performance in trials. St Dominic's participates in the SACSSGSA and SACPSA swimming carnivals, and athletics carnival, as well as the Secondary School Sport SA (SSSSA) athletics carnival. Each year the school also enters between two and four teams in Statewide Knockout competitions. The sports entered in are dependent on student talents and interests.

Term 1 Sport

Athletics

School Sports Day, SACSSGSA Carnival, SASSSA Carnival, Knockout Cup; District Athletics Day (Year 7)

Swimming

SACSSGSA / SACPSSA Swimming Carnival
SAPSASA Swimming (Year 7)

Saturday Morning Sport

Tennis, Basketball, Touch Football, Water Polo (Thursday after school), Volleyball

Term 2 & 3 Sport

Cross Country

SASSSA Cross Country Championships

Carnivals

SACPSSA Netball Carnival (Year 7)
SAPSASA Netball, Hockey, Soccer for selected Year 7 students

Saturday Morning Sport

Netball, Hockey, Soccer, Badminton

State-wide Knockout

Dependent on students' talents and interests

Athletics: SACPSA (Year 7)

Term 4 Sport

Saturday Morning Sport

Basketball, Touch Football, Volleyball, Water Polo (Thursday after school), Tennis

Swimming: School Swimming Carnival

Ekiden Relay: SASSSA



Co-Curricular Music

Music is a vital part of the St Dominic's co-curricula and has a high profile within the school and wider community and complements the classroom music program in Years 7 to 12. The students are often invited to perform at various public and private events. The College offers students a breadth of musical experiences through:

School Choir

The School Choir consists of students from Years 7-12. Performances include masses, school and community functions, concerts and weddings. Entry is by audition at the beginning of the year or by invitation. Rehearsals are conducted once a week after school. Previous vocal experience is not a pre-requisite to becoming a member of the Choir.

In Year 6, participation in the **Catholic Schools Music Festival** choir is a compulsory unit of the Music curriculum.

Concert Orchestra

This ensemble caters for all instrumentalists from mid-primary to upper-secondary levels. Concert Band performs a wide variety of music. Rehearsals are held once a week.

String Orchestra

String Orchestra performs at school and community functions and involves students playing violin, viola, cello and double bass.

Instrumental Tuition

This is available to any student in the school from Year 3 to Year 12; an additional tuition fee applies for this option. Lessons are available for the following instruments:

- Clarinet
- Voice
- Electric/Acoustic/Bass Guitar
- Flute/Recorder
- Saxophone
- Trumpet
- Piano/Keyboard
- Trombone
- Violin/Viola/Cello

Instrumental lessons overlap with the normal school timetable and consequently, students participating in the program miss normal scheduled lessons to attend their lessons. Instrumental lessons are normally organised on a rotating timetable to minimise the impact on any one subject. Students have the responsibility of catching up on the classroom work missed due their instrumental lessons.

Dedication and self motivation is essential to learn an instrument and gain a level of proficiency. It is therefore expected that a student's enrolment will be for a minimum of a semester. Please contact the Music Co-ordinator for enrolments and any queries.

Students with Special Learning Needs

Students with special learning needs are catered for in a number of ways.

For students diagnosed with disabilities who meet the criteria for additional Commonwealth funding, the College may arrange extra tutoring and negotiate curricula to meet their individual needs, as well as ensuring that special provisions for assessment, within SACE guidelines are implemented.

Adaptive Education

Other students may be nominated to join the Adaptive Education program, which runs from Years 7-12. This program offers in-class support, or as small group instruction, as required. The Adaptive Education program is a flexible program with a strong emphasis on literacy and numeracy in the middle years, moving increasingly towards an individual support and tutoring role in the senior years.

Within the regular classroom, subject teachers will also differentiate the curriculum to enable students with identified difficulties to experience success.

MultiLit Program

This program is offered to low progress readers who are identified as having difficulty with Literacy in their subjects. It is an intensive intervention that requires a student to have at least 3 sessions a week 1:1 with a tutor, focusing on phonemic awareness, sight words, spelling and reinforced reading. This highly effective program is run subject to the availability of teachers and volunteers who have received some instruction to deliver the MultiLit tutoring sessions. Interested parents are welcome to contact the Adaptive Education teacher for more information.

International and Immigrant Students

Special programs are run to help the students whom we welcome into our community from overseas to adjust to a new learning environment, and to address their individual learning needs.



Education Beyond the Classroom

The staff at St Dominic's Priory College believe in the provision of a balanced education where the spiritual, physical, intellectual and emotional growth are seen as complementary.

US President Roosevelt once commented *"young people have a deep inner need for excitement and adventure. Either we provide that in a context that is healthy and constructive or they will find it in an environment that is unhealthy and destructive."*

At St Dominic's Priory College we believe that education outside the classroom is a powerful tool as it combines physical, psychological and social skills and develops the opportunity to strengthen positive staff/student relationships.

These opportunities provide an avenue for girls to experience success in a variety of settings. In this way, individual talents are more likely to be exposed.

Co-curricular activities also provide self-challenging opportunities that help students in their understanding of themselves and others.

Currently St Dominic's Priory College is engaged in a range of out of classroom offerings that both support and enrich the curriculum. Examples include:

- | | |
|---|--|
| Year 6 Camp (3 days) | Year 10 Australian Young Christian Students Leaders Day |
| Year 6 Botanic Gardens excursion | Year 10 Crash Scene Road Safety presentation |
| Year 6 Pelican Point excursion | Year 10 Forensic Science Workshop |
| Year 7 Camp (3 days) | Year 10 Hallet Cove excursion |
| Year 7 Geography excursion (Adelaide and River Torrens) | Year 10 Kangaroo Island Geography Camp (2 days) |
| Year 7 Retreat | Year 10 Work Experience |
| Year 7 SA Water science excursion | Year 10 Young Women in STEM at Adelaide University |
| Year 7/8 Maths Craft workshops for interested students | Year 10 & 11 Art/Italian Cultural Tour (Italy) |
| Year 8 - 12 MASA Quiz Night | Year 11 Retreat |
| Year 8 Camp (3 days) | Year 11 Canberra Trip (5 days) |
| Year 8 Overnight Zoo Snooze | Year 11 Geography excursion |
| Year 8 Meet the Writers Festival | Year 11 Indian Pilgrimage |
| Year 9 Camp (3 days) | Year 12 Chemistry excursion to Flinders University |
| Year 9 Botanic Gardens excursion | Year 12 Overnight Retreat |
| Year 9 Geography excursion (The Food Forest, Gawler) | Year 12 Geography Field Trips |
| Year 9 Science & Engineering Challenge | Year 12 Aquatics (West Lakes Aquatics Centre, over 3 days) |
| Year 9 French Film Festivals | Year 12 Religion Studies excursions |
| Year 10 Surfing excursion | i.e. Quaker Meeting House, Buddhist Temple, Islamic Mosque |



Index of Curriculum Offerings 2020

Curriculum	Subjects	Years Available						
		Middle School				Senior School		
The Arts	Visual Arts	6	7	8	9	10	11	12
	Drama	6	7	8	9	10	11	12
	Music	6	7	8	9	10	11	12
Community Studies	Community Studies	-	-	-	-	-	11	12
English	English	6	7	8	9	10	11	12
	English Pre-Literary Studies	-	-	-	-	-	11	-
	English - Essential	-	-	-	-	-	11	12
	English Literary Studies	-	-	-	-	-	-	12
	English as an Additional Language	-	-	-	-	-	11	12
Health & Physical Education	Health & Physical Education	6	7	8	9	10	-	-
	Physical Education	-	-	-	-	-	11	12
Languages other than English	French	6	7	8	9	10	11	12
	Italian	6	7	8	9	10	11	12
Mathematics	Mathematics (General)	6	7	8	9	10	11	12
	Mathematics 10A	-	-	-	-	10	-	-
	Mathematics - Essential	-	-	-	-	10	11	12
	Mathematical Methods	-	-	-	-	-	11	12
	Mathematics - Specialist	-	-	-	-	-	11	12
Personal Learning Plan	Personal Learning Plan	-	-	-	-	10	-	-
Personal Project	Personal Project	-	-	-	9	10	-	-
Religious Education	Religious Education	6	7	8	9	10	-	-
	Religious Studies	-	-	-	-	-	11	12
	Society and Culture	-	-	-	-	-	-	12
Research Project	Research Project	-	-	-	-	-	11	-
Science	Biology	-	-	-	-	-	11	12
	Chemistry	-	-	-	-	-	11	12
	General Science	6	7	8	9	10	-	-
	Physics	-	-	-	-	-	11	12
Society & Environment	Accounting	-	-	-	-	-	11	12
	Ancient Studies	-	-	-	-	-	-	12
	Business Innovation	-	-	-	-	-	-	12
	Commerce	-	-	-	-	10	-	-
	Economics	-	-	-	-	-	11	12
	Geography	6	7	8	9	10	11	12
	History	6	7	8	9	10	11	12
	Legal Studies	-	-	-	-	-	11	-
	Tourism	-	-	-	-	-	-	12
	Workplace Practices	-	-	-	-	-	-	12
Technology	Design & Technology	-	-	-	-	-	-	12
	Architecture and Product Design	-	-	-	9	10	11	-
	Digital & Design Technology	6	7	8	-	-	-	-
	Digital Media	-	-	-	9	-	-	-
	IPP - Print	-	-	-	-	10	-	-
	Photography and Product Design	-	-	-	-	10	11	-
	New Media Technology	-	-	-	-	-	11	-





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