



2024

Curriculum Handbook



Mary MacKillop College
Kensington





Our Vision

To be an outstanding Catholic girls' school that is known for excellence in education and leadership for girls, pastoral care and academic results.

This excellence is brought to fruition through holistic, inspiring and enabling education.

At Mary MacKillop College students have the 'Courage to lead'.

Our Values

St Mary of the Cross MacKillop was:

- a woman of faith and courage.
- a woman of strength and perseverance.
- a woman of compassion and unfailing love.

It is these values that our school community lives by; demonstrated in our work ethic, communication, celebrations and actions.



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Courage to lead

FROM THE

Principal



Dear Families

The 2024 Curriculum Handbook is the result of senior leaders and teachers reflecting on what has been offered in the past, our current provision, the subjects our girls value as they forge their future pathways and the subjects that we have identified as giving MacKillop girls the knowledge, skills and experiences which will allow them to confidently take their place in a complex world. The subject selection process is a key feature in any secondary school and has its own special place in the school calendar.

For each year that students progress through secondary school, they are able to make more subject choices. Each year I would hope they are a little more informed as to how they see their future pathway, guided by what they enjoy doing and where they are drawn to.

While university and career information is important, an often overlooked aspect is what students enjoy doing outside school, what interests them and what types of careers will be in demand in the future.

I invite you, as parents, to sit down with your daughters and read through this document and discuss the subject offerings for 2024. Think about possible career options and the study that this may require.

The College staff are here to support you and your daughter's discernment. They are experienced in this process and are aware that it can be challenging. It is also an exciting part of your daughter's MacKillop journey.

Sonia Nelson
Principal

THE CURRICULUM

At Mary MacKillop College, we offer a wide range of opportunities for girls within the context of an excellent academic education which complements our pastoral care program and our faith formation.

The curriculum aims to meet the social, physical, intellectual and spiritual needs of our students and to prepare them to become independent, motivated, responsible learners.

The Mary MacKillop College Learning Framework reflects our values and identity, enabling success for all learners. Our holistic approach to learning ensures that each student has the structures and capacity to challenge themselves within a highly supportive environment.

It is the foundation for high quality teaching to meet the needs of all Australian students.” Australian Curriculum Website www.australiancurriculum.edu.au

Our approach to learning sets out to develop the general capabilities which are addressed through the content of each learning area. They are developed and applied in the classroom to enrich student learning and include:

- Literacy
- Numeracy
- Information and communication technology capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding

Our Religious Education program from 7–12 is based on the Crossways Framework, which has been developed by Catholic Education South Australia. Our cross curriculum, teaching and learning practices are also informed by The Rite Journey program in Years 9 and 11, the Child Protection Curriculum and the Made in the Image of God (MITIOG) Framework, which support students in learning about themselves and their world through a variety of subjects and approaches to learning.

This comprehensive learning journey is further developed as students transition into the South Australian Certificate of Education (SACE) in Years 11 and 12. Our aim is to provide students with a variety of experiences and to prepare young women with the skills to make informed decisions about their learning pathway beyond school.

Mary MacKillop students are empowered through the curriculum to make informed choices about who they become as people, learners and leaders in the world, both today and in the future.

The Australian Curriculum forms the core learning outcomes for all subject areas in Years 7-10.

“The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students. The Australian Curriculum describes the entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all young Australians should learn as they progress through schooling.



SUBJECT SELECTION

Subject Selection Overview

The Curriculum Handbook is intended to assist students with the subject selection process and provide information about the diverse range of subject offerings at Mary MacKillop College.

It is recommended that students read through the Handbook thoroughly. The course descriptions and assessment details of each subject offered will support students to make their decisions. If students need further clarification on any aspects of the subjects, they should speak with the Leaders of Learning.

Students will receive a Subject Selection Form to complete this process. The form will enable them to reflect on their current academic achievements and plan their future pathways, based on their career aspirations. The Subject Selection Form also acts as a portal for subject recommendations in the senior learning areas of English, Mathematics and Science. It is important that students who plan to study subjects in these learning areas, obtain a teacher recommendation.

When choosing subjects students need to consider:

- their ability to manage the academic content of the subject;
- how much satisfaction and enjoyment they experience from the subject as they are more likely to do well in subjects they enjoy;
- their proven performance in related subjects in the past;
- their level of commitment to study as their ability and attitude to study are unlikely to change significantly. Therefore, choosing a course within their capabilities may well be the key to success in the future;
- what their previous academic school reports have shown.

Students should also:

- talk to their previous teachers as they know them best and can advise them on their capabilities and give recommendations;
- talk to parents, family, friends, and employers in the areas that they are interested in.

Subject Selection and the SACE Information Evening

The Subject Selection and the SACE Information Evening is held early in Term 3 for students in Years 10 & 11.

Students and parents attend a presentation outlining the requirements of the SACE, the subject selection and counselling process and the steps involved to assist students in making informed decisions regarding their 2024 subjects.

Subject Counselling

Students, along with one parent/guardian, will have the opportunity to meet with a subject counsellor at the Subject Counselling session. Students will confirm their subjects with the counsellor and then complete their online Edval Choice Form.

Students are strongly advised to consult the Curriculum Handbook, make use of the many resources available at the College and have conversations with teachers, parents and students currently studying the subject, before making their subject choices prior to the Counselling Sessions.

The Subject Selection Process

The Director of Teaching & Learning and SACE Co-ordinator will facilitate the subject selection process for students in Years 9, 10 and 11.

1. Years 10 & 11 students attend the Subject Selection and the SACE Information Evening.
2. All students complete their Subject Selection Form.
3. Years 9, 10 & 11 students attend the Subject Counselling session for discussion and confirmation of subject selection.
4. All students submit subject choices online via Edval Choice.
5. Once the online subject choices are submitted, students submit their completed Subject Selection Form with the Edval Choice Form.
6. During Term 4, the timetable construction begins and, where required, students who have missed their first preference will have the opportunity for additional subject counselling.

It is important to consider that some subjects may not run in 2024 due to low numbers in student choice.

The SACE

THE SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION

What is the SACE?

The South Australian Certificate of Education (SACE) is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study. The SACE has been designed to meet the needs of students, families, higher and further education providers, employers and the community. The SACE helps students develop the skills and knowledge they need to succeed – whether they are headed for further education, training, an apprenticeship, or straight into the workforce.

To obtain the SACE, students generally complete two years of full time study, broken into two stages:

- Stage 1 is usually completed in Year 11, apart from Exploring Identities & Futures (EIF) which students complete in Year 10
- Stage 2 is usually completed in Year 12.

Successful completion of a subject or course will earn students 'credits' towards the SACE, with a minimum of 200 credits required to gain the certificate. In most cases, a one semester course will earn students 10 credits, whereas a full year subject will earn students 20 credits.

Students receive a grade from A to E for each subject at Stage 1, and from A+ to E- at Stage 2. To achieve the SACE, students must complete the compulsory requirements with a minimum C grade at Stage 1 and a minimum C- grade for Stage 2 compulsory requirements. Refer to the table below.

At Mary MacKillop College, students undertake school compulsory subjects as part of the SACE pattern:

- Spiritualities, Religion & Meaning (10 credits at Stage 1)
- Spiritualities, Religion & Meaning (10 credits at Stage 2)

SACE Requirements	Credits	Minimum Grade Requirement
Year 10		
Exploring Identities and Futures - compulsory	10	C
Year 11 or 12 (Stage 1 or 2)		
Literacy (from a range of English subjects and courses) - compulsory	20	C
Numeracy (from a range of Mathematics subjects and courses) - compulsory	10	C
Other subjects and courses of the student's choice	90	C or C-
Year 12 (Stage 2)		
Research Project - compulsory	10	C-
Other Stage 2 subjects and courses* - compulsory	60 or more	C-
Total	200	

*Most students will complete subjects and courses with more than 70 credits at Stage 2.

Further information

Students are encouraged to speak with the SACE Co-ordinator for assistance in understanding the requirements of the SACE. Students can also visit the SACE website at: www.sace.sa.edu.au

The SACE

Stage 1

Exploring Identities & Futures (EIF)

(replacing the PLP)

Stage 1 of the SACE begins with the EIF. The EIF is a compulsory SACE subject which is undertaken in Year 10 at Mary MacKillop College.

EIF represents a shift away from viewing the student in isolation, with an increased focus on exploring and building connection with others. EIF supports an exploration of student's futures; a future that is expanded to encompass their lives beyond careers - who they want to be, not just what they want to do. In addition, EIF seeks to explicitly provide space for students to explore who they are - their current identity and sense of belonging.

Literacy and Numeracy

The SACE has compulsory literacy and numeracy requirements at Stage 1.

Each student needs to achieve a minimum C grade and earn

- 20 credits of literacy from a choice of Stage 1 English subjects, and
- 10 credits of numeracy from a range of Stage 1 Mathematics subjects.

Assessment

At Stage 1, schools assess student performance.

The SACE Board will moderate the EIF (Exploring Identities & Futures) and the compulsory English and Mathematics subjects.

Understanding the SACE Performance Standards

Students' work in every subject, needs to meet a certain standard to achieve a particular grade. These are known as 'performance standards'.

Each Stage 1 subject has performance standards that describe five levels of achievement from A to E. Each Stage 2 subject has performance standards that describe fifteen levels of achievement from A+ to E-.

The standards describe how well students have demonstrated what they know, understand, and can do. They can also help students set goals for improvement.

Performance Standards for each SACE subject can be found in the 'Learning' section on the SACE website.

Stage 2

Research Project

The Research Project is a compulsory Stage 2 subject, whereby students must earn 10 credits at a minimum C- grade in order to achieve the SACE.

Students enrol in either Research Project A or Research Project B. Research Project may contribute to a student's Australian Tertiary Admission Rank (ATAR).

The Research Project enables students to explore an area of interest in depth, while developing skills to prepare them for further education, training and work. Students develop their ability to question sources of information, make effective decisions, evaluate their own progress, be innovative and solve problems.

ATAR Requirements

In order to obtain an ATAR - Australian Tertiary Admission Rank, students must complete at least 90 Stage 2 credits. That is, an additional 20 credits over and above the requirements of SACE completion.

Assessment

70% of assessment tasks are marked by teachers at school and checked by SACE Board moderators. This ensures that marking within the subject is consistent across schools.

The remaining 30% of the assessment tasks – such as examinations, performances and major investigation assignments – will be marked by SACE Board markers. This also ensures that they are viewed and graded consistently.

Students achieve grades from A+ to E-. These grades align with performance standards that define how the students have demonstrated and applied their knowledge and understanding.

PASTORAL CARE

At Mary MacKillop College our touchstone in pastorally caring for our girls, is the charism and ethos of Mary MacKillop, who strived to consistently present the face of Christ to all, whatever their socio-economic background, position or creed.

Through the Pastoral Care program students learn how to care for themselves and others, how to exercise personal responsibility and how to empower themselves to take control of their own learning and to plan for a productive future.

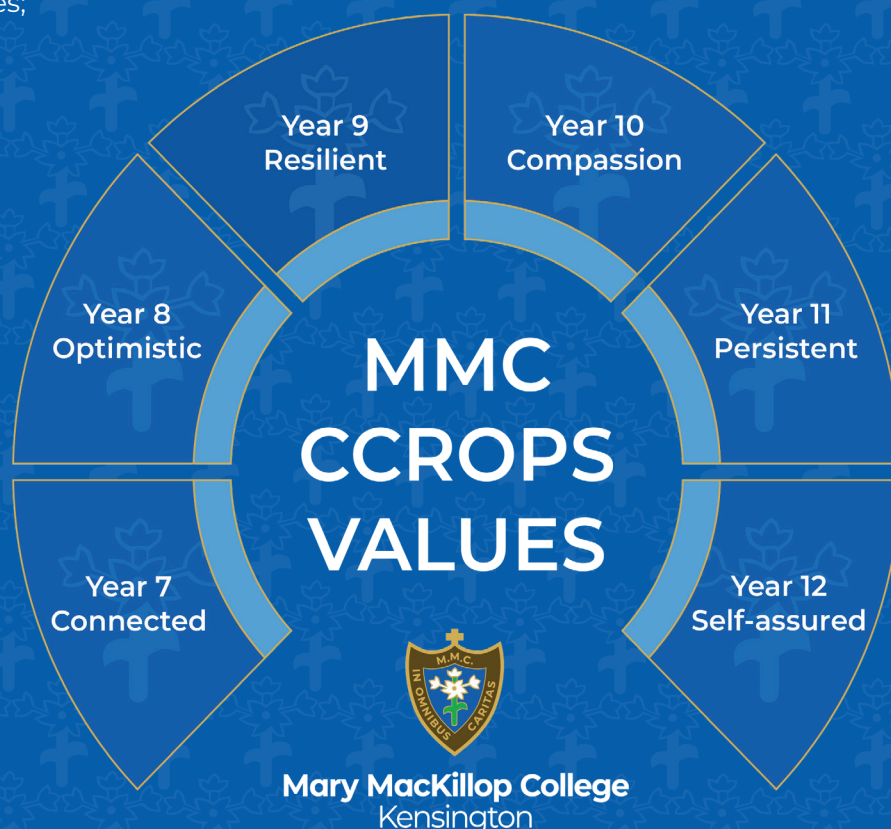
Pastoral Care Teachers are integral to the life of the College community and care for the wellbeing of students in their Pastoral Care Class. Nurturing wellbeing includes spiritual and emotional wellbeing, as well as academic success. This is done by respecting each student as an individual, by encouraging them, supporting them, and showing interest in their progress and achievement.

As teachers for student wellbeing we:

- Foster concern for each other, and an understanding of justice and the importance of relationships;
- Foster leadership and faith formation opportunities;
- Are accessible to students and approachable;
- Respond to student concerns;
- Identify areas of growth or wellbeing concerns and seek support from providers within the school community;
- Familiarise students with school policies and with leadership within the school;
- Maintain ongoing contact with parents to share information, concerns, to praise and acknowledge achievements and to foster our school as a place of welcome.

Underpinning the whole school Pastoral Care Program are timetabled lessons created and supported by the Pastoral Care Coordinators and Pastoral Care Teachers through which the CCROPS Wellbeing framework is delivered.

At Mary MacKillop College, it is our hope that across her six years at the College each MacKillop Girl will be given opportunities to develop and strengthen her Compassion, Connections, Resilience, Optimism, Persistence and Self-assurance.



THE RITE JOURNEY

RESPONSIBLE. RESPECTFUL. RESILIENT. RESOURCEFUL.



The Rite Journey Program Year 9

The Rite Journey Program aims to acknowledge and celebrate each student's shift as they journey towards adulthood. The program aims to provide students with a positive pathway into adulthood and prepare them for future learning.

This program has four main themes:

- Relationship with self
Gaining an understanding of themselves by exploring self-identity and the expectations placed on them by society.
- Relationship with others
Assisting students in exploring their role in relationships.
- Relationship with spirit
Reflecting on deeper aspects of life including stillness, mindfulness, values, sadness, happiness, mortality and wisdom.
- Relationship with the world
Considering the future, calling students to responsibility and what they have to offer the world.

Aims

- Acknowledge and celebrate each student's shift into adulthood
- Offer conversations and experiences to guide this transition
- Foster connections with positive adult role models
- Inclusion of parents/carers in the process
- Connect students with their strengths and build self-awareness
- Give students a positive pathway into adulthood and prepare them for future learning

Topics



Relationship with Self



Relationship with Others



Relationship with Spirit



Relationship with the World

Curriculum links to key capabilities health, social & emotional learning with focuses on consciousness, connection, communication, challenge and celebration.

The Rite Journey Influence Program Year 11

The Rite Journey Influence Program is an extension from the Year 9 program and develops student leadership as they make the shift into adulthood.

The Influence Program aims to encourage and support students to consider being of influence and to ponder the question "what do I have to give?"

This program has four main themes:

- Leader of Self
- Leader in School
- Leader in Community
- Leader in the World

The Rite Journey Influence Program compliments the College's Pastoral Care program and supports students as they become equipped to face the future with courage to lead.

STAGES	
	<p>The Calling At a significant local landmark, students show gratitude for their childhood and are called on their journey to adulthood.</p>
	<p>The Departure Parents, carers and mentors join the students for an opportunity to learn, reflect and look forward.</p>
	<p>The Following The students are guided throughout the year by a number of supportive adults including teachers, parents/carers and mentors.</p>
	<p>The Challenges Resilience is built by giving students challenges and helping them acquire the skills, resources and mindset necessary to overcome them.</p>
	<p>The Abyss The biggest challenge of the year takes students out of their comfort zone to help them learn more about themselves.</p>
	<p>The Return Students reflect on what they have learned and experienced over the year and the gifts and skills they will carry into adulthood.</p>
	<p>The Homecoming Students are celebrated and honoured at a gratitude ceremony involving teachers, parents/carers and mentors.</p>

FUTURE PATHWAYS

UNIVERSITY

2025 Entry Requirements

Comprehensive information is available from the South Australian Tertiary Admissions Centre (SATAC) and students are encouraged to visit the website for more information:
www.satac.edu.au

Selection to Australian universities is based on both eligibility and rank. Eligibility allows you to be considered for selection, and rank determines whether you are competitive enough to be selected.

To be eligible for selection into a university course/program students must:

- Complete the SACE;
- Obtain an ATAR (Australian Tertiary Admission Rank);
- Meet any pre-requisite subject requirements for the course/program.

Your competitiveness in relation to other applicants is based on your ATAR. ATAR is a rank given to students on a range from 0 to 99.95 and is calculated from your university aggregate.

To obtain a university aggregate and an ATAR, students must complete at least 90 credits of SACE Stage 2 subject of which 60 credits of study must be 20 credit (three full year subjects) Tertiary Admissions Subjects (TAS) from a maximum of three attempts which need not be in consecutive years.

Normally 10 credit subjects do not count towards this requirement but some 10 credit subjects in the same area, when studied in pairs, can substitute for a 20 credit subject. These are called Valid Pairs.

For further information regarding university courses and obtaining an ATAR, refer to the SATAC Tertiary Entrance Booklet available online at: www.satac.edu.au

Although the ATAR is the main entrance pathway to further study, the Universities are considering alternatives, or additions to the ATAR. However, students must complete Year 12 and be eligible for the ATAR.

UniSA has a subject based pathway to ensure students have some prior knowledge in certain subjects for some courses.

Flinders University also consider results of Research Project B and/or the Flinders UniTest.

For more information on alternative entry pathways, please see the respective university websites.

University of Adelaide
www.adelaide.edu.au

University of South Australia
www.unisa.edu.au

Flinders University
www.flinders.edu.au

FUTURE PATHWAYS

TAFE 2025 Entry Requirements

Completion of the SACE can meet the Minimum Entry Requirements for most of TAFE SA courses. TAFE also considers a variety of other qualifications in its entry and selection process.

TAFE SA courses offered through SATAC - the South Australian Tertiary Admissions Centre - have different admission criteria.

Each award course has specific admission criteria which can be found on the website at www.tafesa.edu.au. Many certificate courses have no entry requirements.

Some courses require students to demonstrate satisfactory skills in reading, writing and numeracy through the Core Skills Profile for Adults (CSPA) test.

For Certificate I level courses there are no Minimum Entry Requirements.

For entry to Certificate II level courses students must:

- Meet a literacy standard by successfully completing 20 credits of Stage 1 English, or the equivalent;
- Meet a numeracy standard by successfully completing 10 credits of Stage 1 Mathematics, or the equivalent.

For entry to Certificate III courses and higher students must achieve the SACE and obtain a TAFE Selection Score.

To gain a TAFE Selection Score students must:

- Have completed 60 credits of Tertiary Admissions Subjects (TAS) or 40 credits of TAS and 20 credits of Recognised Subjects;
- Comply with rules regarding precluded combinations (two subjects are considered a precluded combination if they are defined by TAFE SA as having significant overlap in content - check the SATAC Tertiary Entrance Booklet).

To access subsidised training at Diploma or Advanced Diploma level, students need to have met the following criteria:

- SACE completion
- achievement of a satisfactory result in the CSPA
- A previous Certificate IV or higher

Some courses have limited places and are defined as competitive courses. To enter a competitive course, students must demonstrate satisfactory results in the CSPA and possibly an audition/written assessment or portfolio submission may be requested.

Due to the changes made to the TAFE SA Entry Requirements, students are encouraged to refer to the TAFE SA Website for all relevant and updated course information.

www.tafesa.edu.au

Future Pathways & VET

Post Secondary Pathways

Website Links

The following websites may provide students with additional information about the Tertiary, Vocational Education and Training (VET) and employment sectors within South Australia and Australia.

The SACE Board of SA

- <https://www.sace.edu.au>

South Australian Tertiary Websites

- Adelaide Institute of Higher Education - <https://aihe.sa.edu.au/>
- Flinders University - <https://www.flinders.edu.au>
- Torrens University - <https://www.torrens.edu.au>
- SA Institute of Business & Technology - <https://www.saibt.sa.edu.au>
- University of Adelaide - <https://www.adelaide.edu.au>
- University of South Australia - <https://www.unisa.edu.au>

Tertiary Admission Centres

- SATAC SA & NT - <https://www.satac.edu.au>
- QTAC Queensland - <https://www.qtac.edu.au/home>
- TISC WA - <https://www.tisc.edu.au/static/home.tisc>
- UAC NSW & ACT - <https://www.uac.edu.au>
- UTAS Tasmania - <https://www.utas.edu.au>
- VTAC Victoria - <https://www.vtac.edu.au>

Vocational Education & Training

- National Framework for Vocational Learning and VET Delivered to secondary students - <https://www.education.gov.au/vocational-pathways>
- Skilled Careers - <https://www.skills.sa.gov.au>
- TAFE SA - <https://www.tafesa.edu.au>
- TGA - <https://www.training.gov.au>
- Training & Skills Commission - <https://www.tasc.sa.gov.au>
- Australian Apprenticeships Pathways - <https://www.aapathways.com.au/>

General Career Exploration

- Choosing your Career (Skilled Careers) - <https://www.skills.sa.gov.au/courses-careers>
- Skillsroad (skills for jobs)- <https://www.skillsroad.com.au>
- Job Outlook (your guide to Australian Careers)- <https://joboutlook.gov.au>
- Job Guide (explore career pathways & career decision making)- <https://www.myfuture.edu.au>

Vocational Education & Training

VET

Vocational Education and Training (VET) enables students to acquire skills and knowledge for work through a nationally recognised industry-developed training package or accredited course. VET is delivered, assessed, and certified by National Training Organisations (NTOs).

Undertaking VET may benefit students' exploration of a variety of career pathways. Studying VET as part of the SACE gives students a head start on a qualification, which is a great way to fast-track progress towards a rewarding career, while also developing independence and time-management skills.

VET Recognition in the SACE

The SACE enables students to include a significant amount of VET in their SACE studies. Students can gain recognition for up to 150 SACE credits at Stage 1 and/or Stage 2 for successfully completing VET. A student will earn 10 SACE credits for the successful completion of 70 nominal hours of VET, up to the maximum number of credits allocated to each qualification, passed and completed. A student will earn 5 SACE credits for the successful completion of 35 nominal hours of VET.

These recognition arrangements help students to build coherent pathways in the SACE through VET, and encourage students to complete, or make significant progress towards completing, VET qualifications while completing the SACE.

Universities may accept a completed Certificate III or higher as the fourth 20 credit option for calculation of the ATAR for university entrance. No individual VET units of competencies will contribute to the calculation of an ATAR or TAFE SA selection score.

Why a VET course?

A VET Course might be a good choice if students have a clear idea about their career pathway and the course will give them skills and a qualification towards their goal. Students who are good at managing their time, staying organised and learning independently may also consider undertaking a VET Course. Students who enrol in a VET course can often miss a large number of lessons in other subject areas and missed work will need to be completed in study time at school and at home.

How do students apply for VET?

Students who are interested in undertaking a VET course need to contact the Future Pathways Co-ordinator for a discussion of possible options. If a suitable course is identified, students will then work with the Future Pathways Co-ordinator to enrol and begin study.

*Let no
obstacles
deter
you from
proceeding
with courage.*

Mary MacKillop 1893

Courage to lead

LEARNING AREA

Overview 2024

Learning Area	Year 7	Year 8	Year 9
The Arts	<ul style="list-style-type: none"> • Art • Dance • Drama • Music 	<ul style="list-style-type: none"> • Art • Dance • Dance Academy (Audition) • Drama • Music 	<ul style="list-style-type: none"> • Art A • Art B • Dance • Dance Academy (Audition) • Drama • Music • Music Specialist
Business, Enterprise & Technology	<ul style="list-style-type: none"> • Digital Technologies 	<ul style="list-style-type: none"> • Digital Technologies 	<ul style="list-style-type: none"> • Digital Technologies
Cross Disciplinary Studies	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Project Based Learning 	<ul style="list-style-type: none"> • N/A
English	<ul style="list-style-type: none"> • English 	<ul style="list-style-type: none"> • English 	<ul style="list-style-type: none"> • English
Food & Fabric Technology	<ul style="list-style-type: none"> • Food & Fabric Technology 	<ul style="list-style-type: none"> • Food & Fabric Technology 	<ul style="list-style-type: none"> • Global Cuisine & Fabric Technology • Nutrition & Textiles
Health & Physical Education	<ul style="list-style-type: none"> • Health & Physical Education • Physical Education Specialist Sport - Netball or Soccer 	<ul style="list-style-type: none"> • Health & Physical Education • Physical Education Specialist Sport - Netball or Soccer 	<ul style="list-style-type: none"> • Health & Physical Education • Physical Education Specialist Sport - Netball or Soccer
Humanities & Social Sciences	<ul style="list-style-type: none"> • Humanities 	<ul style="list-style-type: none"> • Humanities 	<ul style="list-style-type: none"> • Geography • History
Languages	<ul style="list-style-type: none"> • Italian • Spanish 	<ul style="list-style-type: none"> • Italian • Spanish 	<ul style="list-style-type: none"> • Italian A & B • Spanish A & B
Mathematics	<ul style="list-style-type: none"> • Mathematics 	<ul style="list-style-type: none"> • Mathematics 	<ul style="list-style-type: none"> • Mathematics
Religious Education	<ul style="list-style-type: none"> • Religious Education 	<ul style="list-style-type: none"> • Religious Education 	<ul style="list-style-type: none"> • Religious Education
Science	<ul style="list-style-type: none"> • Science 	<ul style="list-style-type: none"> • Science 	<ul style="list-style-type: none"> • Science

Year 10	Year 11 SACE Stage 1	Year 12 SACE Stage 2
<ul style="list-style-type: none"> • Dance, Stage 1 (10 credits) • Drama • Music A / B • Music C Music Media • Visual Arts - Art A / Art B / Design 	<ul style="list-style-type: none"> • Dance, Stage 2 (20 credits) • Drama (10 credits) • Music Advanced (2 x 10 credits) • Music Experience (2 x 10 credits) • Visual Arts - Art A & B (2 x 10 credits) • Visual Arts - Design (10 credits) 	<ul style="list-style-type: none"> • Music Explorations (20 credits) • Music Performance Ensemble (10 credits) • Music Performance Solo (10 credits) • Music Studies (20 credits) • Visual Arts - Art / Design (20 credits)
<ul style="list-style-type: none"> • Digital Technologies 	<ul style="list-style-type: none"> • Business Innovation (10 credits) • Certificate III in Business Administration (70 Stage 2 Credits) <i>online module, Director pre-approval required</i> • Information Processing & Publishing (10 credits) • Tourism (10 credits) 	<ul style="list-style-type: none"> • Business Innovation (20 credits) • Information Processing & Publishing (20 credits) • Tourism (20 credits) • Workplace Practices (20 credits)
<ul style="list-style-type: none"> • Exploring Identities & Futures Stage 1 (10 credits) 	<ul style="list-style-type: none"> • Integrated Learning (10 credits) 	<ul style="list-style-type: none"> • Research Project A / B (10 credits)
<ul style="list-style-type: none"> • English 	<ul style="list-style-type: none"> • English A & B (2 x 10 credits) • Essential English A & B (2 x 10 credits) 	<ul style="list-style-type: none"> • English (20 credits) • English Literary Studies (20 credits) • Essential English (20 credits)
<ul style="list-style-type: none"> • Catering & Cafe Culture • Creative Culinary & Textile Design 	<ul style="list-style-type: none"> • Child Studies (10 credits) • Food & Hospitality (10 credits) 	<ul style="list-style-type: none"> • Child Studies (20 credits) • Food & Hospitality (20 credits)
<ul style="list-style-type: none"> • Health & Wellbeing • Integrated Learning, Stage 1 Specialist Netball (10 credits) • Physical Education 	<ul style="list-style-type: none"> • Health & Wellbeing (10 credits) • Physical Education A & B (2 x 10 credits) 	<ul style="list-style-type: none"> • Health & Wellbeing (20 credits) • Physical Education (20 credits)
<ul style="list-style-type: none"> • Geography • History 	<ul style="list-style-type: none"> • Geography (10 credits) • Modern History (10 credits) • Women's Studies (10 credits) 	<ul style="list-style-type: none"> • Geography (20 credits) • Modern History (20 credits) • Women's Studies (20 credits)
<ul style="list-style-type: none"> • Italian (Year 10) S1 • Italian Continuers (Stage 1) S2 	<ul style="list-style-type: none"> • Italian Continuers , Stage 2 (20 credits) 	
<ul style="list-style-type: none"> • Essential Mathematics • General Mathematics (Semester 2) • Mathematics 	<ul style="list-style-type: none"> • Essential Mathematics A & B (2 x 10 credits) • General Mathematics A & B (2 x 10 credits) • Mathematical Methods A, B, C (up to 3 x 10 credits) • Specialist Mathematics (10 credits) 	<ul style="list-style-type: none"> • Essential Mathematics (20 credits) • General Mathematics (20 credits) • Mathematical Methods (20 credits) • Specialist Mathematics (20 credits)
<ul style="list-style-type: none"> • Spiritualities, Religion and Meaning, Stage 1 (10 credits) 	<ul style="list-style-type: none"> • Spiritualities, Religion and Meaning (10 credits) 	<ul style="list-style-type: none"> • Spiritualities, Religion and Meaning (10 credits)
<ul style="list-style-type: none"> • Science 	<ul style="list-style-type: none"> • Biology A & B (2 x 10 credits) • Chemistry A & B (2 x 10 credits) • Nutrition (10 credits) • Physics A & B (2 x 10 credits) • Psychology (10 credits) 	<ul style="list-style-type: none"> • Biology (20 credits) • Chemistry (20 credits) • Nutrition (20 credits) • Physics (20 credits) • Psychology (20 credits)

The Arts

7

Art
Elective, Semester

Dance
Elective, Semester
Drama
Elective, Semester

Music
Elective, Semester

8

Art
Elective, Semester

Dance
Elective, Semester
Dance Academy
Elective, Full Year
Drama
Elective, Semester

Music
Elective, Semester

9

Art A
Elective, Semester 1
Art B
Elective, Semester 2

Dance
Elective, Semester
Dance Academy
Elective, Full Year
Drama
Elective, Semester

Music
Elective, Semester

Music Specialist
Elective, Full Year

10

Visual Arts – Design
Elective, Semester
Visual Arts – Art A
Elective, Semester 1
Visual Arts – Art B
Elective, Semester 2

Dance, Stage 1
(10 credits)
Elective, Semester
Drama
Elective, Semester

Music A
Elective, Semester 1
Music B
Elective, Semester 2
Music C - Music Media
Elective, Semester

11

Visual Arts - Art A
(10 credits) Semester 1
Visual Arts - Art B
(10 credits) Semester 2
Visual Arts - Design
(10 credits) Semester

Dance, Stage 2
(20 credits)
Full Year
Drama
(10 credits) Semester

Music Advanced A & B
(2 x 10 credits) Semester or
Full Year
Music Experience A & B
(2 x 10 credits) Semester or
Full Year

12

Visual Arts - Art / Design
(20 credits)
Full Year

Music Explorations
(20 credits) Full Year
Music Performance Ensemble
Music Performance Solo
(2 x 10 credits) Full Year
Music Studies
(20 credits) Full Year

Business, Enterprise & Technology

7

Digital Technologies
Compulsory, Semester 1

8

Digital Technologies
Elective
Semester

9

Digital Technologies
Elective
Semester

10

Digital Technologies
Elective
Semester

11

Business Innovation
(10 credits)
Semester

Certificate III in Business
Administration
(70 Stage 2 credits)
Online Module
Director pre-approval
required
Elective, Full Year

Information Processing
& Publishing
(10 credits)
Semester

Tourism
(10 credits)
Semester

12

Business Innovation
(20 credits)
Full Year

Information Processing
& Publishing
(20 credits)
Full Year

Tourism
(20 credits)
Full Year

Workplace
Practices
(20 credits)
Full Year

Cross-Disciplinary Studies

8

Project Based Learning
Compulsory
Full Year

10

Stage 1 Exploring Identities and Futures
Compulsory
(10 credits)
Full Year

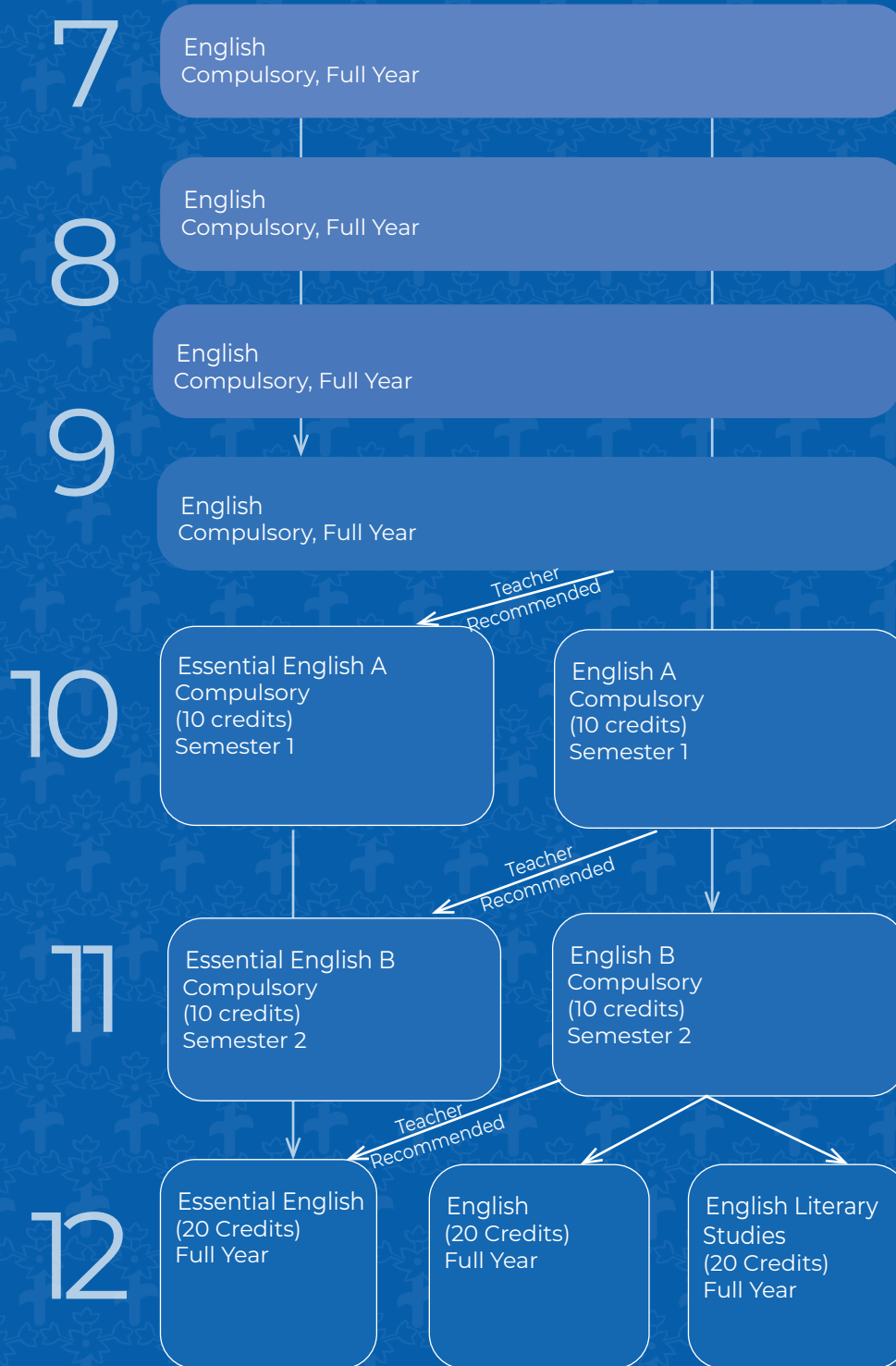
11

Stage 1 Integrated Learning
Elective
(10 credits)
Semester

12

Stage 2 Research Project A / B
(from 2025 Activating Identities & Future (AIF))
Compulsory
(10 credits)
Semester

English



Food & Fabric Technology

7

Food & Fabric Technology
Elective, Semester

8

Food & Fabric Technology
Elective, Semester

9

Global Cuisine & Fabric Technology
Elective, Semester

Nutrition and Textiles
Elective, Semester

10

Catering & Cafe Culture
Elective, Semester

Creative Culinary & Textile Design
Elective, Semester

11

Child Studies
(10 credits) Semester

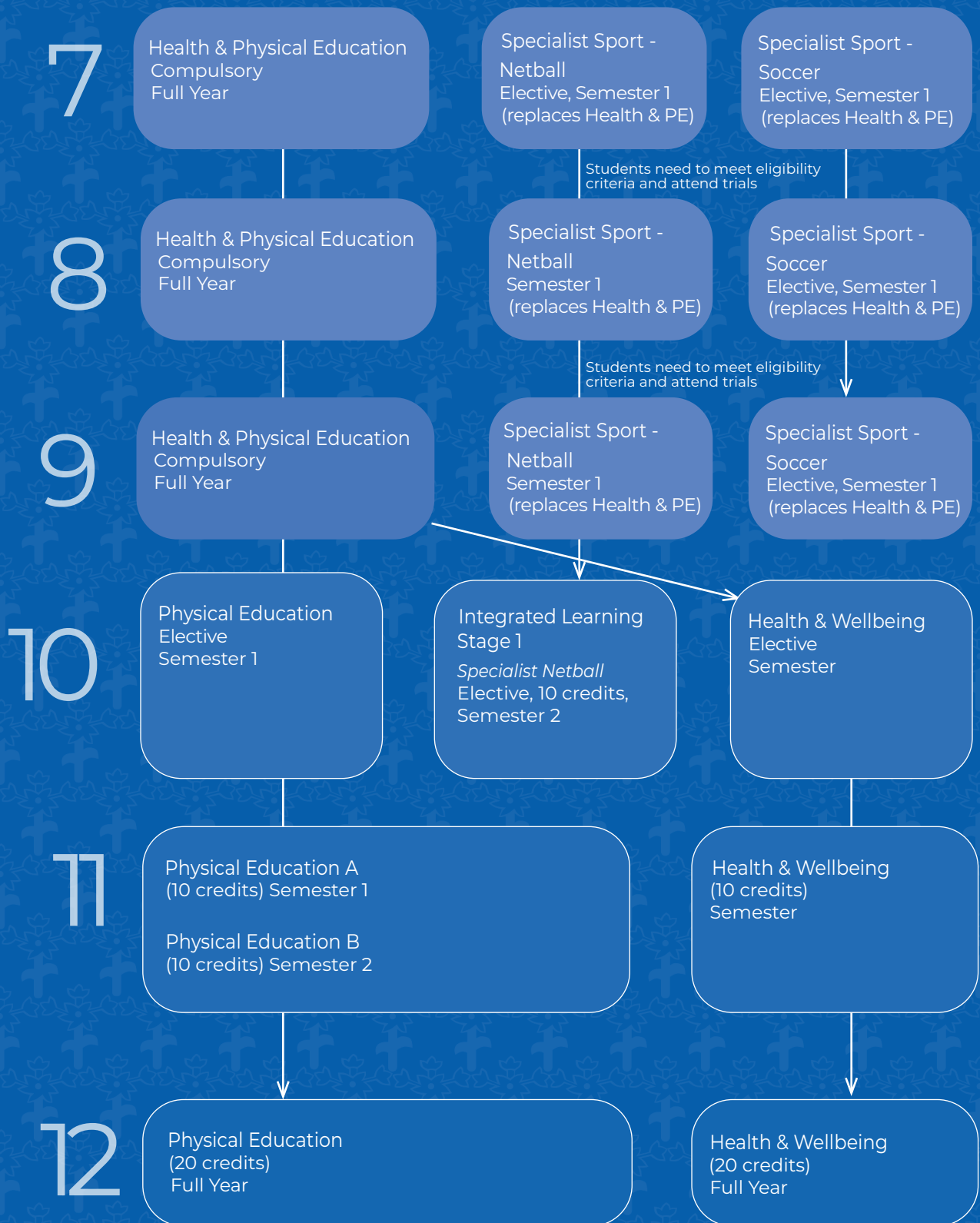
Food & Hospitality
(10 credits) Semester

12

Child Studies
(20 credits)
Full Year

Food & Hospitality
(20 credits)
Full Year

Health & Physical Education



Humanities & Social Sciences

7

Humanities
Compulsory, Full Year

8

Humanities
Compulsory, Full Year

9

Geography
Compulsory, Semester
History
Compulsory, Semester

10

Geography
Elective, Semester

History
Compulsory, Semester

11

Geography
(10 credits) Semester

Modern History
(10 credits) Semester

Women's Studies
(10 credits) Semester

12

Geography
(20 credits)
Full Year

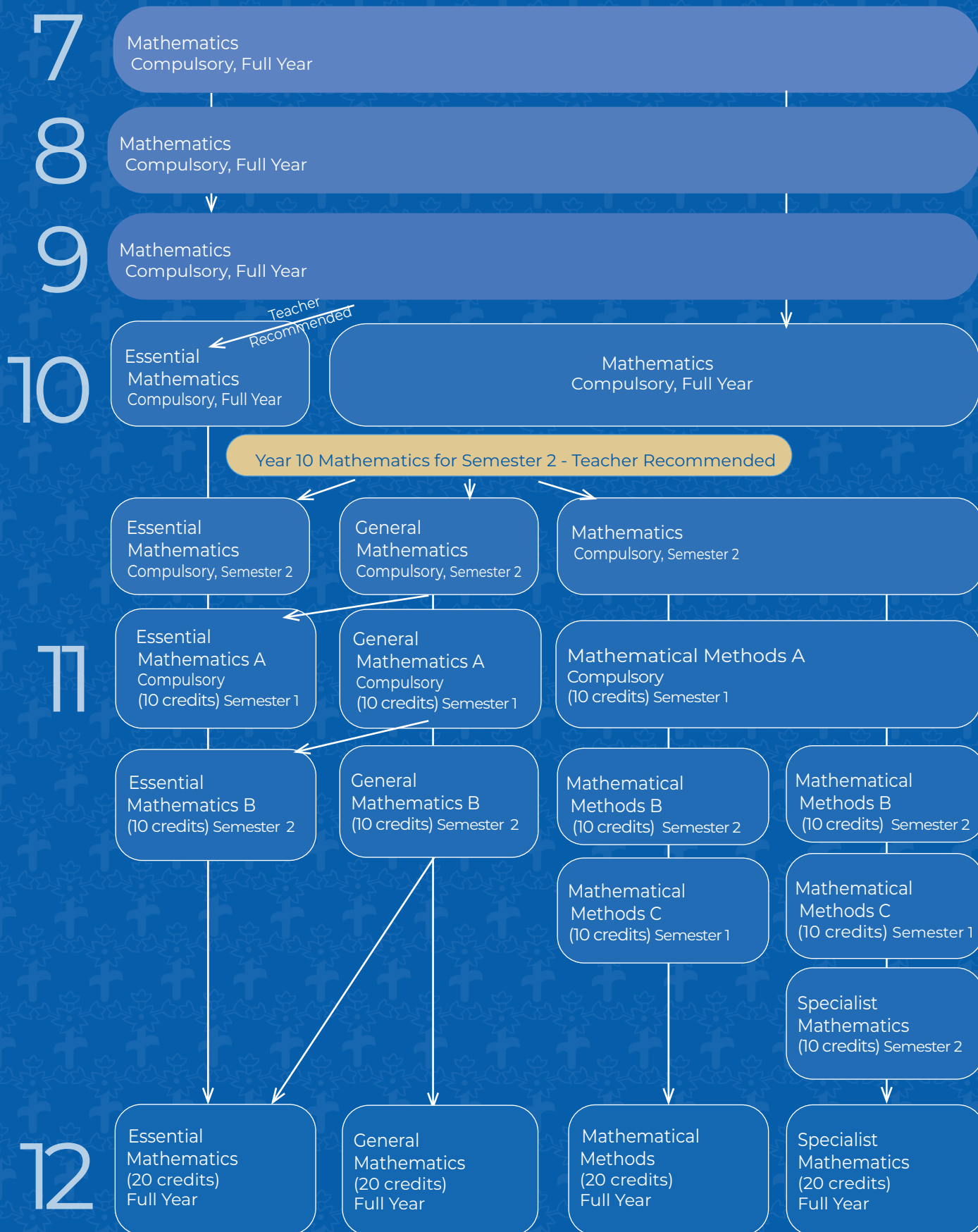
Modern History
(20 credits)
Full Year

Women's Studies
(20 credits)
Full Year

Languages



Mathematics



Religious Education

7

Religious Education
Compulsory, Full Year

8

Religious Education
Compulsory, Full Year

9

Religious Education
Compulsory, Full Year

10

Spiritualities, Religion and Meaning - Stage 1
Compulsory
(10 credits) Semester

11

Spiritualities, Religion and Meaning
Compulsory
(10 credits) Semester

12

Spiritualities, Religion and Meaning
Compulsory
(10 credits) Full Year

Science

7

Science
Compulsory, Full Year

8

Science
Compulsory, Full Year

9

Science
Compulsory, Full Year

10

Science
Compulsory, Full Year

11

Biology A / B
(2 x 10 credits)
Semester or
Full Year

Chemistry A & B
(2 x 10 credits)
Full Year

Nutrition
(10 credits)
Semester

Physics A & B
(2 x 10 credits)
Full Year

Psychology
(10 credits)
Semester

12

Biology
(20 credits)
Full Year

Chemistry
(20 credits)
Full Year

Nutrition
(20 credits)
Full Year

Physics
(20 credits)
Full Year

Psychology
(20 credits)
Full Year

YEAR 7

Courage to lead



Curriculum & Pastoral Care

7

At the heart of a Josephite Education is a commitment to all students and a focus on their educational, spiritual and emotional needs.

The Year 7 Curriculum at Mary MacKillop College is based on the framework of the Australian Curriculum. This enables students to experience all subject areas and to discover their learning strengths. Compulsory subjects are Religious Education, Digital Technologies, English, Health & Physical Education, Humanities & Social Sciences, Italian, Mathematics, Science and Spanish.

All Year 7 students select four semester elective subjects that will allow them to explore areas of interest and develop skills for further study.

The Year 7 Pastoral Care Program focuses on the wellbeing quality of 'Connected' and building connections.

Year 7 MacKillop students are supported through a year-long transition program facilitated by their Pastoral Care Co-ordinator and Pastoral Care Teacher. They participate in four Pastoral Care lessons a week.

Topics explored include successful transitioning, building and maintaining friendships, online safety, developing connections with Year 11 buddies, Positive Education, leadership formation and supporting those in the wider community.

Early in Term 1, students attend a three day camp to assist in building new friendships and connections with their peers and teachers.

Year 7 Subjects	Semester	Full Year	Page
Art	Y		29
Dance	Y		29
Digital Technologies	Y		30
Drama	Y		30
English		Y	31
Food & Fabric Technology	Y		31
Health & Physical Education		Y	32
Humanities		Y	32
Italian	Y		33
Mathematics		Y	33
Music	Y		34
Religious Education		Y	34
Science		Y	35
Spanish	Y		36
Specialist Sport - Netball or Soccer (instead of Semester 1 Health & Physical Education)	Y		36

Compulsory Subject
Elective Subject

Art

Dance

Length

Semester

Course Description

This course develops skills and concepts encompassing drawing, painting, colour theory and clay sculpture.

Students explore the elements of art and develop decision making and problem solving skills, building self-confidence as creative individuals.

Students work independently and collaboratively in the following areas:

Art Practical

- Elements of art; line, texture and colour
- Drawing & painting
- Clay sculpture

Art Theory

- Colour theory
- Egyptian art

Assessment

The assessment for this course includes a variety of practical and written tasks, both formative and summative.

Students will be assessed on their understanding of the theory and practical topics.

The focus is on:

- Exploring and responding
- Developing practices and skills
- Creating and presenting skills

Pathways

Course leads to Year 8 Art.

Length

Semester

Course Description

This course develops knowledge, understanding and skills in dance through technique, choreography and performance. Students explore the elements of dance: action, space, time, dynamics and relationships, and apply these to their own choreography and performance.

Technical skills in jazz, contemporary and cultural styles will be taught in conjunction with choreographic devices. Confidence and expression will be enhanced through opportunities for performance.

By the end of the semester, students should demonstrate progress with:

- Strength
- Balance
- Alignment
- Flexibility
- Endurance
- Safe dance practice
- Performance skills
- Clarity and extension of movement
- Projection and musicality
- Choreographic skill and understanding

Assessment

The assessment for this course includes a variety of practical and written components, involving both individual and collaborative work.

Students will be assessed on their understanding of the theory and practical topics. Assessments may be based on technical skills, performance quality, dance reviews and reflections and the composition of a piece of group choreography.

Pathways

Course leads to Year 8 Dance or Year 8 Dance Academy.

Digital Technologies

Drama

Length

Semester 1

Course Description

Students focus on understanding and learning skills in computational thinking such as decomposing problems and prototyping to create interactive, programmable, multimedia digital solutions. They engage with a range of information systems to broaden their experiences and meet a range of present and future needs.

Assessment

Students are assessed in a variety of forms including teamwork, ability to plan, document, create and evaluate. Assessments are in digital and non-digital forms.

Pathways

Course leads to Year 8 Digital Technologies.

Length

Semester

Course Description

This course is an introduction to Drama aimed at developing students' confidence and expression. Students gain knowledge and understanding of the elements of drama through workshops exploring various issues, ideas and themes. Students develop skills in critical and creative thinking as they work collaboratively to problem solve when devising, rehearsing and performing drama. Students learn to understand, appreciate and critique through reflecting on their own experiences and viewing professional works.

The course content includes:

- Trust
- Tableaux
- Voice
- Movement
- Mime

Assessment

The assessment for this course involves individual and collaborative work.

Students will be assessed on their understanding of the theory and practical topics. Assessments may be based on participation in workshops, group performances, script development, mime techniques, reviews and reflections.

Pathways

Course leads to Year 8 Drama.

English

Food & Fabric Technology

Length

Full Year

Course Description

The Year 7 English curriculum is built around three interrelated strands:

Literature

- Understanding, appreciating, responding to, analysing and creating literary texts

Language

- Knowing about the English language

Literacy

- Expanding the repertoire of English usage

Students

- Engage with a variety of texts
- Listen to, read, interpret, evaluate and perform a range of spoken, written and multimodal texts
- Explore a variety of genres
- Engage with text structures and language features to create a range of imaginative, informative and persuasive texts
- Develop their literacy skills through regular grammar, spelling and critical reading based activities

Assessment

Each semester students produce a Study Portfolio which is assessed according to the National Achievement Standards. The portfolio includes:

- Responses to texts
- Independent reading responses
- Created text responses
- Oral task responses

Pathways

Course leads to Year 8 English.

Length

Semester

Course Description

Food and Fabric Technology is an interdisciplinary field of study, covering knowledge and skills in food preparation, health, nutrition, and textiles technology.

This course introduces students to the wonderful world of cooking and sewing through the preparation of simple food items and the construction of a fabric article.

Students will study the following topics:

- Health, hygiene and kitchen safety
- Development of skills in basic food preparation
- Safe use of a range of kitchen technologies
- Nutrition and meal planning
- Introduction to the sewing machine
- Fabric types and properties
- Garment creation of an A-line skirt or boxer shorts

During this course students will be given opportunities to inquire, analyse, collaborate, design and reflect. They will develop practical skills in the effective management of time and resources.

Assessment

Assessment is based on the ACARA Design and Technologies strands of Knowledge and Understanding as well as Processes and Production skills. Students will be assessed on their ability to successfully investigate, design, collaborate, create and evaluate through a variety of assignments, homework tasks and practical tasks.

Pathways

Course leads to Year 8 Food & Fabric.

Health & Humanities

Physical Education

Length

Full Year

Course Description

In Health & Physical Education, students participate in a variety of health-related and skill-related physical activities and sports.

In Health lessons, students learn how to take positive action to maintain and enhance their own and others' health, safety and wellbeing.

Health topics may include:

- Transition and resilience
- Lifelong physical activity
- Relationships and conflict
- Women in sport

In practical lessons, students practice and apply combinations of skills and strategies in a range of movement situations and settings. Students develop and practice collaborative processes to work in in a group effectively.

Practical topics may include sports from within the following areas:

- Target games
- Invasion games
- Net and wall games
- Striking and fielding games

Assessment

- Practical component: 80%
Skill & technique, game play, collaboration & participation
- Theory component: 20%
Individual and group assignments, student journals & reflections

Pathways

Course leads to Year 8 Health & Physical Education.

Length

Full Year

Course Description

This course covers the requirements of the Australian Curriculum in the subjects of History, Geography and Civics & Citizenship.

In History, students will explore a deep time history of Australia's First Nations people, in addition to the study of an Ancient civilisation.

In Geography, students investigate the impact of water in the world and concepts of place and liveability.

Civics and Citizenship encourages the students to discover more about the Australian Government, the separation of powers and our electoral system.

The curriculum will be delivered by a combination of inquiry investigations, use of ICT, fieldwork, explicit teaching, individual and group work.

Assessment

Assessment involves analysing sources and inquiry work allowing students to develop and demonstrate their historical and geographical knowledge, understanding and skills.

Pathways

Course leads to Year 8 Humanities.

Italian

Mathematics

Length

Semester

Course Description

Students develop an understanding of the Italian language and culture through the study of a range of topics based around self and the wider community.

A range of communicative activities will be used to enhance students' written, aural and oral comprehension skills. This includes group work, research and investigation, oral presentation and role plays. They expand their cultural awareness through considering various aspects of Italian lifestyle.

Assessment

There will be regular language tests on grammatical and vocabulary concepts, a variety of written assignments and exercises, oral presentations and aural comprehensions.

Pathways

Course leads to Year 8 Italian.

Length

Full Year

Course Description

This subject is designed to enable students to develop an appreciation of, and a positive attitude towards mathematics. Emphasis is placed on extending the students' mathematical ways of thinking and doing.

The following is studied from the six content strands:

Number

- Operate with integers
- Use index notation
- Solve problems using fractions, decimals and percentages
- Investigate money and other applied contexts

Algebra

- Use algebra to describe relationships
- Evaluate algebraic expressions
- Solve simple linear equations

Measurement

- Calculate perimeter and area of rectangles, triangles and circles, volume of prisms

Space

- Use coordinates in the Cartesian plane to describe transformations
- Solve problems using angle relationships in triangles and quadrilaterals
- Classify polygons according to their features
- Describe and draw three dimensional objects

Statistics

- Collect and represent data
- Calculate mean, median, mode and range of data

Probability

- Determine sample space and probabilities of events

Assessment

Assessment is continuous and based on topic tests, homework tasks, assignments and investigations.

Pathways

Course leads to Year 8 Mathematics.

Music

Religious Education

Length

Semester

Course Description

This course is designed to introduce students to music making through singing, rhythmic work and chords. Students are introduced to musical concepts and begin to build skills in voice, guitar, bass and drum-kit.

Students will participate in class band and vocal groups.

Students will have the opportunity to focus on vocal exploration and development. Through the Year 7 vocal group, students will find their voice, while developing awareness of pitch and vocal intonation. The vocal class aims to build confidence around singing and expression.

Assessment

Assessment will be based on participation and application of practical skills on:

- Drums
- Guitar
- Bass guitar
- Voice
- Boomwhackers

Assessment also includes collaboration, organisational abilities and culminates with a live performance to an audience.

Pathways

Course leads to Year 8 Music.

Length

Full Year

Course Description

Students are introduced to the ethos, values and culture of Mary MacKillop College and develop an awareness of significant liturgical celebrations in the Catholic Church. They are encouraged to model ways of relating between individuals with respect and reconciliation, which reflect core Gospel values.

Topics include:

- Belonging: A Josephite tradition
- Prayer and liturgy, and the liturgical year
- Sacred texts: The Bible - Exodus and Moses, Jesus and the Parables
- Catholic social teachings and social justice: focus on St Mary of the Cross MacKillop
- Remembering and celebrating the Eucharist
- Made in the Image of God (MITIOG) Human Sexuality: an appreciation of the multi-dimensional nature of the human person and the implications of adolescent growth and development

Assessment

Assessment is continuous and based on group and individual responses to visual, written texts and research. Assessment types include sources analysis, investigations and personal reflections.

Attendance and participation at the Year 7 Retreat is compulsory.

Pathways

Course leads to Year 8 Religious Education.

Science

Length

Full Year

Course Description

Through interactive and inquiry based processes, students begin to develop their scientific understanding in the biological, physical, chemical and space sciences.

They begin to explore the diversity of life on earth and continue to develop their understanding of the role of classification in ordering and organising information.

Students investigate relationships in the earth-sun-moon system and use models to predict and explain events.

They extend their understanding of the particulate nature of matter and explore how interactions of matter and energy at the sub-microscopic scale determine macroscopic properties.

They consider the effects of multiple forces when explaining changes in an object's motion.

Students make accurate measurements and analyse relationships between system components.

They construct and use models to test hypotheses about phenomena at scales that are difficult to study directly, and use these observations and other evidence to draw conclusions. They begin to understand the relationship between science and society and appreciate the need for ethical and cultural considerations when acquiring data.

Assessment

Assessment tasks may include topic tests, investigative research assignments, presentations of models, problem solving activities, assessment of practical work and written reports.

Pathways

Course leads to Year 8 Science.



Spanish

Specialist Sport Netball or Soccer

Length	Semester
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Course Description

Students develop an understanding of the Spanish language and culture through the study of a range of topics based around self and the wider community.

A range of communicative activities are used to enhance students' written, aural and oral comprehension skills. This includes group work, research and investigation, oral presentation and role plays. They also expand their cultural awareness through considering various aspects of Spanish lifestyle.

Assessment

There will be regular language tests on grammatical and vocabulary concepts, a variety of written assignments and exercises, oral presentations and aural comprehensions.

Pathways

Course leads to Year 8 Spanish.

Length	Semester 1
Notes	Replaces Semester 1 Health & Physical Education

Course Description

The Year 7 Specialist Sport - Netball or Soccer course is an introduction to the sport and students of any ability are welcomed.

The course provides students with the opportunity to develop their netball and soccer potential at an elite level. Students will be provided with quality coaching and feedback on their development in the school environment.

Practical lessons include:

- Individual ball and footwork skills and technique
- Fitness and conditioning with a focus on agility and court movement
- Game play
- Team related tactical knowledge, awareness and game sense

In Health lessons, students learn how to take positive action to maintain and enhance their own and others' health, safety and wellbeing. Health topics are aligned with Health & PE and may include:

- Transition and resilience
- Lifelong physical activity
- Relationships and conflict
- Women in sport

As part of the Specialist Sport program, students are required to participate in Saturday morning Netball and Soccer for the College in Terms 2 & 3. Please note, there is an additional uniform cost.

Assessment

Practical component: 80%

- Skill and technique, game play, collaboration and participation

Theory component: 20%

- Individual and group assignments, student journals and reflections

Pathways

Course leads to Year 8 Specialist Sport - Netball or Soccer

Students wishing to continue Specialist Netball in Year 8 will attend trials at the end of Semester 1 to be eligible for selection the following year.

YEAR 8

Courage to lead

Curriculum & Pastoral Care

8

At Mary MacKillop College we ensure that students are exposed to a broad range of subjects in line with the Australian Curriculum. This will enable students to experience many subject areas and to discover their learning strengths. Compulsory subjects are Religious Education, English, Health & Physical Education, Humanities & Social Sciences, Italian or Spanish, Mathematics, and Science.

All Year 8 students will study four semester elective subjects. By the end of Year 8 students have a better understanding of their own learning and are in a stronger position to begin subject selection for Year 9.

The Year 8 Pastoral Care program focuses on the wellbeing quality of Optimism.

Students are supported by their Pastoral Care Co-ordinator and Pastoral Care Teachers to look forward and plan for a bright future while acknowledging the past and the role it has played in their development. The program integrates social emotional skill development, enhancing individuals' understanding of themselves as learners and responsible citizens, aiming for a positive transition from childhood to young adulthood. Students explore character strengths, emotions and managing positive wellbeing, time management and gratitude. They also engage in workshops addressing e-safety, respectful friendships and critical thinking in a digital world.

Year 8 students, together with Year 12 students, build on connections formed in the previous year as they come together for 'buddy' activities and events. Students attend a three day camp to assist in building confidence, resilience and leadership capacity as well as forging friendships and connections with their peers and teachers.

Year 8 Subjects	Semester	Full Year	Page
Art	Y		39
Dance	Y		39
Dance Academy (Selection by Audition)		Y	40
Drama	Y		40
Digital Technologies	Y		41
English		Y	41
Food & Fabric Technology	Y		42
Health & Physical Education		Y	42
Humanities		Y	43
Italian		Y	43
Mathematics		Y	44
Music	Y		44
Project Based Learning		Y	45
Religious Education		Y	46
Science		Y	47
Spanish		Y	47
Specialist Sport - Netball or Soccer (replaces Semester 1 Health & Physical Education)	Y		48-49

■ Compulsory Subject
■ Elective Subject

Art

Dance

Length

Semester

Course Description

Students are introduced to a variety of skills and concepts encompassing the elements of art, drawing, painting and sculpture. Students develop decision making and problem solving skills as well as building self confidence as creative individuals. Research and investigative skills, along with interactive demonstrations and class discussions, ensure students have many opportunities to achieve. Students work independently and collaboratively in the following areas:

Art Practical

- Elements of art; tone, shape and colour
- Drawing & painting
- 3D sculpture; clay

Art Theory – Research and Analysis

- Australian Indigenous Art
- Ancient Greek Art

Assessment

The assessment for this course includes a variety of practical and written tasks, both formative and summative.

Students will be assessed on their understanding of the theory and practical topics.

The focus is on:

- Exploring and responding
- Developing practices and skills
- Creating and presenting skills

Pathways

Course leads to Year 9 Art.

Length

Semester

Course Description

This course develops knowledge, understanding and skills in dance through technique, choreography and performance. Students build on their knowledge of the elements of dance: action, space, time, dynamics and relationships, and apply these to their own choreography and performance.

Technical skills in jazz, lyrical, contemporary and cultural styles will be taught in conjunction with choreographic devices. Confidence and expression will be enhanced through opportunities for performance.

By the end of the semester, students should demonstrate progress with:

- Strength
- Balance
- Alignment
- Flexibility
- Endurance
- Safe dance practice
- Performance skills
- Clarity and extension of movement
- Projection and musicality
- Choreographic skill and understanding

Assessment

The assessment for this course includes a variety of practical and written components, involving both individual and collaborative work.

Students will be assessed on their understanding of the theory and practical topics. Assessments may be based on technical skills, performance quality, dance reviews and reflections, and the composition of a piece of group choreography.

Pathways

Course leads to Year 9 Dance.

Dance Academy

Drama

Length

Full Year

Course Description

Dance Academy is an opportunity for students with significant dance experience and/or a strong commitment and interest in dance.

Students are expected to audition, demonstrating an advanced level technical skill and choreographic understanding. Students in the academy are involved in specialised classes in a range of styles including contemporary, jazz, lyrical, classical ballet, musical theatre, hip hop cultural styles and choreographic development. Exposure to opportunities for extension will be available through visiting artists.

Students are expected to show a high level of commitment to performance opportunities in the school and wider community.

Course content:

- Refinement of technical skills
- Development of fitness (strength, endurance, flexibility)
- Ensemble skills
- Performance skills (projection, musicality, communication, dynamics)
- Exposure to a broad range of dance genres
- Working with guest artists
- Performance opportunities within the school and wider community

Assessment

The assessment for this course includes a variety of practical and written components, involving both individual and collaborative work.

Students will be assessed on their understanding of the theory and practical topics. Assessments may be based on technical skills, performance quality, dance reviews and reflections and contributions to group choreography.

Pathways

Course leads to Year 9 Dance Academy.

Length

Semester

Course Description

This course encourages students to build on expression, focus and confidence. Students learn the qualities of vocal expression, movement, stillness and focus, enhancing facial expressions and developing skills in characterisation. Students are encouraged to take on roles to express real and imagined situations. They work collaboratively to create, rehearse and perform drama reflecting their own and others' stories and points of view.

The course content includes:

- Characterisation
- Improvisation
- Comedy
- Stage craft
- Play building
- Review writing

Assessment

The assessment for this course involves individual and collaborative work.

Students will be assessed on their understanding of the theory and practical topics. Assessments may be based on participation in workshops, group performances, script development, play building, reviews and reflections.

Pathways

Course leads to Year 9 Drama.

Digital Technologies English

Length

Semester

Course Description

Students are introduced to the world of digital literacy and coding using programming language and video editing software. They investigate how digital systems represent text, image and audio data. Students analyse and visualise data using a range of software. The use of applications to create multimedia content is also explored.

Assessment

Students are assessed in a variety of forms, including their ability to work in team environments, to plan, document, create and evaluate. Assessments comprise written and digital forms.

Pathways

Course leads to Year 9 Digital Technologies.

Length

Full Year

Course Description

The Year 8 English curriculum is built around three interrelated strands:

Literature

- Understanding, appreciating, responding to, analysing and creating literary texts

Language

- Knowing about the English language

Literacy

- Expanding the repertoire of English usage

Students

- Engage with a variety of texts
- Listen to, read, interpret, evaluate and perform a range of spoken, written and multimodal texts
- Explore a variety of genres
- Engage with text structures and language features to create a range of imaginative, informative and persuasive texts
- Develop their literacy skills through regular grammar, spelling and critical reading based activities

Assessment

Each semester students produce a Study Portfolio which is assessed according to the National Achievement Standards.

The portfolio includes:

- Responses to texts
- Independent reading responses
- Created text responses
- Oral task responses

Pathways

Course leads to Year 9 English.

Food & Fabric Technology Health & Physical Education

Length **Semester**

Course Description

Food and Fabric Technology is an interdisciplinary field of study, covering knowledge and skills in food preparation, health, nutrition, and textiles technology.

Students are given the opportunity to develop their skills and knowledge of food preparation through planning and preparing a range of food items with a focus on food hygiene, healthy food choices and recipe design.

This course extends upon students' existing skills and knowledge in the kitchen and textiles areas.

Skills and concepts covered include:

- Health, hygiene and kitchen safety
- Development of skills in food preparation
- Use of a range of kitchen technologies
- Nutrition and dietary guidelines
- Safe use of the sewing machine
- Pattern use and understanding
- Construction and care of fabrics
- Garment creation of tracksuit pants

During this course students are given opportunities to inquire, analyse, collaborate, design and reflect. They develop practical skills in the effective management of time and resources.

Assessment

Assessment is based on the ACARA Design and Technologies strands of Knowledge and Understanding as well as Processes and Production skills. Students will be assessed on their ability to successfully investigate, design, collaborate, create and evaluate through a variety of assignments, homework tasks and practical tasks.

Pathways

Course leads to Year 9 Global Cuisine & Fabric Technology or Nutrition & Textiles.

Length **Full Year**

Course Description

In Health & Physical Education, students participate in a variety of health-related and skill-related physical activities and sports.

In Health lessons, students learn how to take positive action to maintain and enhance their own and others' health, safety and wellbeing.

Health topics may include:

- Health and wellbeing
- Body image and self-esteem
- Alcohol
- Respectful relationships

In practical lessons, students practice and apply combinations of skills and strategies in a range of movement situations and settings. Students develop and practice collaborative processes to work in a group effectively.

Practical topics may include sports from within the following areas:

- Target games
- Invasion games
- Net and wall games
- Striking and fielding games

Assessment

Practical component: 80%

- Skill and technique, game play, collaboration and participation

Theory component: 20%

- Individual and group assignments, student journals and reflections

Pathways

Course leads to Year 9 Health & Physical Education.

Humanities Italian

Length

Full Year

Course Description

This course covers the requirements of the Australian Curriculum in the subjects of History, Geography and Civics & Citizenship.

Historical topics include a study of social, political, economic and religious beliefs of the Medieval period in Europe and Feudal Japan.

Students undertake a geographical exploration of landscapes and landforms, examine how nations are continuing to change over time as a result of urbanisation, and explore ways to increase the sustainability of our cities.

Students increase their understanding of different historical perspectives, and develop their historical inquiry skills. They examine key geographical issues and develop proposals and solutions in response to these issues.

Assessment

Assessment involves analysing sources, inquiry work, and project based learning, in order to provide students with the opportunity to showcase their learning.

Pathways

Course leads to Year 9 History and Geography.

Length

Full Year

Course Description

Students further develop an understanding of the Italian language and culture through the study of a variety of topics including self, school and family.

A range of communicative activities will be used to enhance their written, aural and oral comprehension skills. This includes group work, research and investigation, oral presentations and role plays.

Students expand their cultural awareness through the study of the geography of Italy and schooling in Italy.

Assessment

There will be regular language tests on grammatical and vocabulary concepts, a variety of written assignments and exercises, oral presentations and aural comprehensions.

Pathways

Course leads to Year 9 Italian A.

Mathematics Music

Length

Full Year

Course Description

This subject is designed to enable students to develop an appreciation of, and a positive attitude towards mathematics. Emphasis is placed on extending the students' mathematical ways of thinking and doing.

The following is studied from the six content strands:

Number

- Operate with integers
- Use index laws in calculations involving positive and zero exponents
- Solve rates, ratio and percentage problems

Algebra

- Expand and factorise algebraic expressions
- Solve linear equations and inequalities
- Graph linear relationships

Measurement

- Calculate perimeter, area of composite shapes and volume of prisms
- Solve problems involving time duration
- Use Pythagoras' theorem to solve measurement problems

Space

- Identify conditions for congruency and similarity in shapes
- Investigate properties of quadrilaterals

Statistics

- Collect data and explain the implications of sampling and outliers
- Describe and analyse the distribution of data using shape, measures of centre and range

Probability

- Calculate the probability of complementary events
- Model situations with two-way tables, tree diagrams and Venn diagrams
- Conduct experiments and simulations using digital tools

Assessment

Assessment is continuous and based on topic tests, homework tasks, assignments and investigations.

Pathways

Course leads to Year 9 Mathematics.

Length

Semester

Course Description

This course is a general introduction to contemporary music. Students have the opportunity to study and develop skills on:

- Drum kit
- Keyboard
- Guitar
- Voice
- Bass Guitar
- Music technology – Garage band and Mixcraft

Students may choose to focus on a particular instrument towards the end of the semester.

Skills and concepts introduced include:

- Reading and decoding musical notation
- Applying theoretical knowledge to specific instruments and circumstances, including solo and ensemble performance
- Listening to self and others in a group
- Teamwork
- Analysing elements of sound
- Visualisation to enhance accuracy in performance
- Creative improvisation and composition
- Historical contexts – music styles
- Identification of musical elements
- Digital mixing and looping

Assessment

Written tests and practical assessment tasks on various instruments and teacher observation in a group setting, determining participation and application.

Pathways

Students may continue developing general music appreciation skills in Year 9 Music.

Project Based Learning



Length

Full Year

Course Description

Project Based Learning (PBL) is a teaching method in which students learn by actively engaging in real-world and personally meaningful projects.

Students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by creating a public product or presentation for a real audience.

As a result, students develop deep content knowledge as well as critical thinking, collaboration, creativity, and communication skills.

Content

- Identifying project opportunities
- Project conceptualisation
- The world of work: past, present, future
- Setting achievable “SMART” goals
- Group dynamics and teamwork
- Writing reports and submissions
- Self-reflection

Assessment

Students are assessed in a variety of methods including:

- Individual progress reflections
- Team progress reflections
- Project final design
- Project presentation

Religious Education

Length

Full Year

Course Description

Students continue to develop an appreciation of God's revealing love and hope for the world, through the example of Jesus and creation. They learn about Jesus of Nazareth and how he proclaimed the reign of God with his challenging words and actions. Students develop an awareness of goodness in the world and service of love through the example of Mary MacKillop.

Topics include:

- Our Josephite community
- Creating heaven on earth (good and evil) / our Easter story
- Jesus of Nazareth
- Stewardship of creation

- Sacraments of marriage and Holy Orders
- Made in the Image of God (MITIOG) Human Sexuality: they will appreciate the importance of upholding the dignity of self and others in all relationships and the implications of engaging in sexual behaviour.

Assessment

Assessment is continuous and based on responses to visual, written texts and individual research. Assessment types include sources analysis, investigations and personal reflections.

Attendance and participation at the Year 8 Retreat is compulsory.

Pathways

Course leads to Year 9 Religious Education.



Science

Spanish

Length

Full Year

Course Description

Students are given opportunities to develop their scientific understanding in the biological, chemical, physical, and earth sciences.

They are introduced to cells as microscopic structures that explain macroscopic features of living systems. They connect form and function at an organ level and explore the organisation of a body system in terms of flows of matter between interdependent organs.

Students classify different types of energy and describe the role of energy in causing change in systems, including the role of energy and forces in the geosphere. They learn to classify matter at the atomic level and distinguish between chemical and physical change. They understand that chemical reactions also involve energy.

They use experimentation to determine relationships between components in systems and explain these relationships using appropriate language and text features. They make predictions and propose explanations, drawing on evidence to support their views.

Students consider social and technological factors that have influenced the work of scientists and scientific developments. They examine how applications of science and technology affect people's lives.

Assessment

Assessment tasks include topic tests, investigative research assignments, presentation of models, problem solving activities, assessment of practical work and written reports.

Pathways

Course leads to Year 9 Science.

Length

Full Year

Course Description

Students further develop an understanding of the Spanish language and culture through the study of a variety of topics including self, school and family.

A range of communicative activities will be used to enhance their written, aural and oral comprehension skills. This includes group work, research and investigation, oral presentation and role plays.

Students expand their cultural awareness through the study of Spanish speaking countries and their significant cultural events.

Assessment

There will be regular language tests on grammatical and vocabulary concepts, a variety of written assignments and exercises, oral presentations and aural comprehensions.

Pathways

Course leads to Year 9 Spanish A.

Specialist Sport Netball

Length	Semester 1
Notes	Replaces Semester 1 Health & Physical Education

Course Description

Places in Specialist Netball are limited. Students will attend trials in Year 7 and must meet the eligible criteria to be selected.

The course provides students with the opportunity to develop their netball potential towards an elite level. Students will be provided with quality coaching and feedback on their development in the school environment.

Practical Specialist Netball lessons include:

- Individual ball and footwork skills and technique
- Fitness and conditioning with a focus on agility and court movement
- Game play
- Team related tactical knowledge, awareness and game sense
- Umpiring

In Health lessons, students learn how to take positive action to maintain and enhance their own and others' health, safety and wellbeing.

Health topics are aligned with regular Health & PE and may include:

- Health and wellbeing
- Body image and self-esteem
- Alcohol
- Respectful relationships

As part of the Specialist Netball program, students are required to participate in Saturday morning Netball for the College in Terms 2 & 3. Please note, there is an additional uniform cost for Netball.

Assessment

Practical component: 80%

- Skill & technique, game play, collaboration & participation

Theory component: 20%

- Individual and group assignments, student journals & reflections

Pathways

Course leads to Year 8 Health & Physical Education in Semester 2 and Year 9 Specialist Sport - Netball.

Future Opportunities

Students who are selected to participate in Specialist Netball will form part of the Knockout Netball squad to represent the College in the State-wide Knockout Competition.

Participation in Specialist Netball may also lead to opportunities for students to be selected and represent the College at interstate competitions.

Students may be required to assist with umpiring for local primary schools at Netball carnivals.

Eligibility Criteria

In order to be eligible to trial for Specialist Netball, students must meet the following criteria:

- Experience in netball
- High level of skill and technique
- Willingness to further develop fitness outside of lesson time
- Positive attitude and approach

Specialist Sport Soccer



Length	Semester 1
Notes	Replaces Semester 1 Health & Physical Education

Course Description

The course provides students with the opportunity to develop their Soccer potential towards an elite level. Students will be provided with quality coaching and feedback on their development in the school environment.

Practical specialist soccer lessons include:

- Individual ball and footwork skills and technique
- Fitness and conditioning with a focus on agility and speed
- Game play
- Team related tactical knowledge, awareness and game sense

In Health lessons, students learn how to take positive action to maintain and enhance their own and others' health, safety and wellbeing.

Health topics are aligned with Health & PE and may include:

- Health and wellbeing
- Body Image and self-esteem
- Alcohol
- Respectful relationships

As part of the Specialist Soccer program, students are required to participate in Saturday morning Soccer for the College in Terms 2 & 3. Please note, there is an additional uniform cost for Soccer.

Assessment

Practical component: 80%

- Skill & technique, game play, collaboration & participation

Theory component: 20%

- Individual and group assignments, student journals & reflections

Pathways

Course leads to Year 9 Specialist Sport - Soccer, Semester 1.



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YEAR 9

Courage to lead

Curriculum & Pastoral Care

9

The Year 9 Curriculum offerings ensure that students have the opportunity to select a variety of subjects from the key learning areas that enable them to build on their particular learning strengths and ensures the relevance of learning in today's world.

Compulsory subjects include Religious Education, English, Geography, Health & Physical Education, History, Mathematics and Science. Students will study four semester elective subjects.

The Year 9 Pastoral Care program focuses on the wellbeing quality of Resilience.

Year 9 MacKillop students are introduced to the topic of resilience and risk taking in a safe and nurturing environment. Building on the work they undertook in Year 8, character strengths are revisited and students investigate how their strengths can assist in building resilience. Themes explored include growth mindsets, gratitude, empathy and mindfulness, effective time management and Penola shield challenges.

Year 9 students also begin to investigate possible post school pathways and options in partnership with their Pastoral Care Teacher and the Future Pathways Co-ordinator.

Students attend a two day outdoor education based camp. Here, they have opportunities to take part in mountain bike riding, an adventure course, high ropes, problem solving games and sleep in tents. This camp is designed to provide a variety of situations through which resilience can be investigated and developed.

Year 9 Subjects	Semester	Full Year	Page
Art A & B	Y	Y	53
Dance	Y		54
Dance Academy (by Audition)		Y	54
Digital Technologies	Y		55
Drama	Y		55
English		Y	56
Geography	Y		56
Global Cuisine & Fabric Technology	Y		57
Health & Physical Education		Y	57
History	Y		58
Italian A & B	Y	Y	58-59
Mathematics		Y	59
Music	Y		60
Music Specialist		Y	60-61
Nutrition & Textiles	Y		61
Religious Education		Y	62
Science		Y	62
Spanish A & B	Y	Y	63
Specialist Sport - Netball or Soccer (replaces Semester 1 Health & Physical Education)	Y		64-65

■ Compulsory Subject
■ Elective Subject

Art A

Art B

Length

Semester 1

Course Description

Students develop and refine skills in art techniques and explore new methods and media in drawing, sculpture and painting. They develop decision making and problem solving skills to increase confidence in producing creative concepts and art works.

Students gain an understanding of the role of art and artists in past and present contexts through the study of landscape art and The Renaissance. Research and investigative skills along with interactive demonstrations and class discussions, ensure students have opportunities to achieve. Students work independently and collaboratively in the following areas:

Art Practical

- Perspective drawing: mazes
- Landscape painting
- 3D sculpture: animals, props and houses

Art Theory - Research & Analysis

- The Renaissance
- Landscape Art

Assessment

The assessment for this course includes a variety of practical and written tasks, both formative and summative.

Students will be assessed on their understanding of the theory and practical topics.

The focus is on:

- Exploring and responding
- Developing practices and skills
- Creating and presenting skills

Pathways

Course leads to Year 9 Art B and Year 10 Art and/or Design.

Length

Semester 2

Course Description

Students develop and refine skills and explore new methods and media in drawing, printmaking and 3D forms.

Students develop decision making and problem solving skills to increase confidence in producing creative and individual concepts and art works. They gain an understanding of the role of art and artists in past and present contexts through the study of the Baroque Era and Australian Indigenous art. Research and investigative skills, along with interactive demonstrations and class discussions, ensure students have opportunities to achieve. Students work independently and collaboratively in the following areas:

Art Practical

- Tonal studies: drawing; charcoal
- Baroque: decoration and jewellery
- Indigenous art: textiles - basket weaving/lino printing

Art Theory - Research & Analysis

- Baroque art
- Australian Indigenous art

Assessment

The assessment for this course includes a variety of practical and written tasks, both formative and summative.

Students will be assessed on their understanding of the theory and practical topics.

The focus is on:

- Exploring and responding
- Developing practices and skills
- Creating and presenting skills

Pathways

Course leads to Year 10 Art and/or Design.

Dance

Dance Academy

Length

Semester

Course Description

This course further develops knowledge, understanding and skills in dance through technique, choreography, and performance. Students continue to learn about the elements of dance: action, space, time, dynamics, and relationships, and apply these within their own choreography and analysis of performances.

Focussing on the styles of jazz and contemporary, fundamental movement skills, technical skills, expression and safe dance practice will be taught in conjunction with various choreographic devices.

By the end of the semester, students should demonstrate progress with:

- Strength
- Balance
- Alignment
- Flexibility
- Endurance
- Performance, expression and confidence
- Clarity and extension of movement
- Projection and musicality
- Choreographic skill and understanding

Assessment

The assessment for this course includes a variety of practical and written components, involving both individual and collaborative work.

Students will be assessed on their understanding of the theory and practical topics. Assessments may be based on technical skills, performance quality, dance reviews and reflections and the composition of a piece of choreography.

Length

Full Year

Course Description

Dance Academy is an opportunity for students with significant dance experience and/or a strong commitment and interest in dance.

Students are expected to audition, demonstrating an advanced level technical skill and choreographic understanding.

Students in the academy are involved in specialised classes in a range of styles including contemporary, jazz, lyrical, classical ballet, musical theatre, hip hop cultural styles and choreographic development. Exposure to opportunities for extension will be available through visiting artists. Students are expected to show a high level of commitment to performance opportunities in the school and wider community.

Course content:

- Refinement of technical skills
- Development of fitness (strength, endurance, flexibility)
- Ensemble skills
- Performance skills (projection, musicality, communication, dynamics)
- Exposure to a broad range of genres
- Working with guest artists
- Performance opportunities within the school and wider community

Assessment

The assessment for this course includes a variety of practical and written components, involving both individual and collaborative work.

Students will be assessed on their understanding of the theory and practical topics. Assessments may be based on technical skills, performance quality, dance reviews and reflections and contributions to group choreography.

Pathways

Course leads to Stage 1 Dance (studied at Year 10).

Digital Technologies

Drama

Length

Semester

Course Description

Students investigate how hardware and software controls computer function. They develop skills in presenting information digitally, using a range of technologies. Students analyse and visualise data and address complex problems using code.

They generate, represent, produce and communicate digital solutions addressing needs and opportunities relevant to communities.

There is a strong emphasis on skills based practical activities using design and animation.

Assessment

Students are assessed on their class work, their investigating, devising, producing and evaluating of their solution, and on their assignments which are both written and digital in nature.

Pathways

Course leads to Year 10 Digital Technologies.

Length

Semester

Course Description

This course encourages students to build on expression, focus and confidence.

Students learn the qualities of vocal expression, movement, the use of stillness and focus, enhancing facial expressions and developing skills in characterisation. Students are encouraged to take on a variety of roles expressing real and imagined situations. They work collaboratively to create, rehearse and perform drama reflecting their own and others' stories and points of view.

The course content includes:

- Characterisation
- Drama terminology
- Improvisation
- Group devised play making
- Script writing
- Performance: devised and scripted
- Critical analysis

Assessment

The assessment for this course involves individual and collaborative work.

Students will be assessed on their understanding of the theory and practical topics. Assessments may be based on skill development, performance, collaborative tasks, reflective and analytical skills through written responses.

Pathways

Course leads to Year 10 Drama.

English

Geography

Length

Full Year

Course Description

The Year 9 English curriculum is built around three interrelated strands:

Literature

- Understanding, appreciating, responding to, analysing and creating literary texts

Language

- Knowing about the English language

Literacy

- Expanding the repertoire of English usage

Students

- Engage with a variety of texts
- Listen to, read, interpret, evaluate and perform a range of spoken, written and multimodal texts
- Explore a variety of genres
- Engage with text structures and language features and create a range of imaginative, informative and persuasive texts
- Develop their literacy skills through regular grammar, spelling and critical reading based activities

Assessment

Each semester students produce a Study Portfolio which is assessed according to the National Achievement Standards.

The portfolio includes:

- Responses to texts
- Independent reading responses
- Created text responses
- Oral task responses

Pathways

Course leads to Year 10 English.

Length

Semester

Course Description

Students will explore the worlds biomes and the threats they are under as a result of changes in the environment.

They will look at possible consequences should changes not be made and explore solutions to address the threats.

Throughout the course, students will develop an appreciation and understanding of current geographical issues associated with climate change and the implications this has for global food security.

They will also examine ways in which society can address these issues, now and into the future.

Assessment

Assessment is continuous and will examine a student's learning according to the two strands, geographical knowledge & understanding, and geographical skills.

It will incorporate sources analysis, inquiry base research tasks and field work where possible.

Pathways

Course leads to Year 10 Geography.

Global Cuisine & Fabric Technology

Health & Physical Education

Length

Semester

Course Description

Global Cuisine & Fabric Technology is an interdisciplinary field of study, covering knowledge and skills in food preparation, health, nutrition, and textiles technology.

In this course, students investigate the cultures that influence the Australian cuisine, discovering unique flavours and techniques from around the world. This course explores the cooking methods, eating habits, and cultural characteristics of people in diverse cultures and geographical areas. It extends upon students' existing skills and knowledge in the kitchen and textiles areas.

Skills and concepts covered include:

- Development of skills in food preparation
- Use of a range of kitchen technologies and techniques
- Investigation of diverse dishes from various cultures
- Creation of a fusion dish, bringing together two cultural foods
- Safe use of the sewing machine and overlocker
- Pattern use and understanding
- Construction and care of fabrics
- Garment creation of a hooded jumper

During this course students are given opportunities to inquire, analyse, collaborate, design and reflect. They will develop practical skills in the effective management of time and resources.

Assessment

Assessment is based on the ACARA Design and Technologies strands of Knowledge and Understanding as well as Processes and Production skills. Students will be assessed on their ability to successfully investigate, design, collaborate, create and evaluate through a variety of assignments, homework tasks and practical tasks.

Pathways

Course leads to Year 10 Catering & Cafe Culture or Year 10 Creative Culinary & Textile Design.

Length

Full Year

Course Description

In Health & Physical Education, students participate in a variety of health-related and skill-related physical activities and sports.

In Health lessons, students learn how to take positive action to maintain and enhance their own and others' health, safety and wellbeing.

Health topics may include:

- Health and nutrition
- First aid
- Alcohol
- Group dynamics
- Inclusivity and diversity in sport

In practical lessons, students practice and apply combinations of skills and strategies in a range of movement situations and settings. Students develop and practice collaborative processes to work in a group effectively.

Practical topics may include sports from within the following areas:

- Target games
- Invasion games
- Net and wall games
- Striking and fielding games

Assessment

Practical component: 80%

- Skill and technique, game play, collaboration and participation

Theory component: 20%

- Individual and group assignments, student journals and reflections

Pathways

Course leads to Year 10 Physical Education and Year 10 Health & Wellbeing.

History Italian A

Length	Semester
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Course Description

Students will examine the implications of the rapid industrialisation which took place between 1750 - 1918. They will also explore key events throughout Australia's history that have made and transformed us as a nation, culminating in an indepth study of our involvement in World War I.

Students continue to practise using and understanding historical skills such as bias, reliability, contestability, examination of sources, research, referencing and historical literacy.

Assessment

Assessment is continuous and examines a student's learning according to the strands of knowledge and understanding and historical skills.

It will incorporate the analysis of sources and historical inquiry research.

Pathways

Course leads to Year 10 History.

Length	Semester
Pre-requisite	Year 8 Italian

Course Description

Students further develop their communication skills and language acquisition in Italian through the study of topics such as fashion, whereby a cultural perspective is provided for students to appreciate.

Students participate in research and investigation, oral presentations and role plays.

Written, aural and oral activities assist in developing comprehension skills and language acquisition.

A visual text is explored during the semester.

Assessment

There will be regular language tests on grammatical and vocabulary concepts, a variety of written assignments and exercises, oral presentations and aural comprehensions.

Pathways

Course leads to Year 9 Italian B.

Note: Year 9 Italian A & B must be studied to undertake Year 10 Italian.

Italian B Mathematics

Length	Semester
Pre-requisite	Year 9 Italian A

Course Description

Students will explore aspects of language and culture through the study of Italian cuisine. They will further develop their communication skills by reading, writing and speaking the language.

Students participate in research and investigation, oral presentations and role plays.

Written, aural and oral activities assist in developing comprehension skills and language acquisition.

A visual text is explored during the semester.

Assessment

Students will be assessed regularly on their written, oral and aural comprehension skills through tests on grammatical concepts, a variety of written tasks, oral presentations and aural tasks.

Pathways

Course leads to Year 10 Italian.

Length	Full Year
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Course Description

This subject is designed to enable students to develop an appreciation of, and a positive attitude towards mathematics. Emphasis is placed on extending students' mathematical ways of thinking and doing.

The following is studied from the six content strands:

Number

- Extend and apply the exponent laws with integers to variables
- Solve simple and compound interest problems

Algebra

- Expand binomial expressions
- Calculate distance, midpoint and gradient of line segments
- Graph linear and non-linear relationships

Measurement

- Solve problems involving area, volume and surface area of objects
- Express numbers in scientific notation and apply in various contexts

Space

- Identify congruent and similar triangles
- Use Pythagoras' theorem and trigonometric ratios

Statistics

- Compare multiple numerical data sets in context
- Construct histograms and back-to-back stem and leaf plots
- Describe and interpret skewed, symmetrical and bimodal data
- Choose appropriate forms of display for a given type of data

Probability

- Solve problems involving the probabilities of compound events
- Model situations with two-way tables, tree diagrams and Venn diagrams

Assessment

Assessment is continuous and based on topic tests, homework tasks, assignments and investigations.

Pathways

Course leads to Year 10 Mathematics.

Music

Music Specialist

Length

Semester

Course Description

This course is a general introduction to contemporary music. Students have the opportunity to study and develop skills on a variety of instruments or voice, music technology such as Garage Band or Mixcraft and using PA systems. They will also explore the history of music styles including rock music and song writing.

Students may choose to focus on a particular instrument and continue with their introduction from the previous year, or may be introduced to beginning skills on new instruments, and gain general knowledge on each.

Skills and concepts introduced include:

- Reading and decoding musical notation
- Applying theoretical knowledge to specific instruments and circumstances in solo and ensemble performance
- Listening to self and others in a group
- Teamwork
- Analysing elements of sound
- Visualisation to enhance accuracy in performance
- Creative improvisation and song writing
- Historical contexts – music styles
- Music technology

Towards the end of the course students have the choice to continue developing their skills by enrolling in Instrumental or Vocal tuition.

Assessment

- Written tests and practical assessment tasks
- Teacher observation in a group setting

Pathways

Year 10 Music C - Music Media.

Length

Full Year

Prerequisites

Year 8 Music or prior enrolment in instrumental or vocal tuition.

Course Description

This course is designed to extend students' existing knowledge of music, and depending on their level of expertise, the course is differentiated to suit. Areas of music covered include:

- Theoretical knowledge – minimum Grade 2 AMEB or above
- Aural recognition and ear training – Auralia software
- Ensemble performance – class band and co-curricular ensembles
- Solo performance – individual performance to an audience
- Music technology – garage band, Mixcraft and Sibelius
- History of music – the Blues and classical overview
- Composition and music creation

Students focus on a particular instrument or voice and work towards becoming more proficient at this, as well as improving musical literacy.



Nutrition & Textiles

Skills and concepts introduced include:

- Reading and decoding musical notation at Grade 2 AMEB level
- Applying theoretical knowledge to specific instruments and circumstances, including solo and ensemble performance
- Listening to self and others in an ensemble
- Teamwork
- Analysing elements of sound
- Visualisation to enhance accuracy in performance
- Creative improvisation and composition
- Historical contexts – 12 Bar Blues and Blues scales
- Music technology

Learning is individualised according to the student's ability to read and write music notation and their practical level of expertise.

Assessment

- Written tests and practical assessment tasks
- Teacher observation in a group setting

Pathways

Year 10 Music A, B or Music C - Music Media

Length

Semester

Course Description

Nutrition & Textiles is an interdisciplinary field of study, covering knowledge and skills in food preparation, health, nutrition, and textiles technology.

In this course, students are given the opportunity to plan and prepare a range of food items with a focus on food hygiene, adolescent food needs and recipe design. With emphasis on sustainability, they work independently to plan, design and make a textile product.

Skills and concepts covered include:

- Development of skills in food preparation
- Use of a range of kitchen technologies and techniques
- Investigation of the Australian nutritional guidelines
- Work collaboratively to create a food blog with a healthy eating focus
- Plan, create and evaluate a nutritional dish
- Safe use of the sewing machine and overlocker
- Exploration of ethical and sustainable fashion
- Construction and care of fabrics
- Creation of an upcycled textile project

During this course students are given opportunities to inquire, analyse, collaborate, design and reflect. They develop practical skills in the effective management of time and resources.

Assessment

Assessment is based on the ACARA Design and Technologies strands of Knowledge and Understanding as well as Processes and Production skills. Students will be assessed on their ability to successfully investigate, design, collaborate, create and evaluate through a variety of assignments, homework tasks and practical tasks.

Pathways

Course leads to Year 10 Catering & Cafe Culture or Year 10 Creative Culinary & Textile Design.



Religious Science

Education

Length

Full Year

Course Description

Students continue to develop an appreciation of God's revealing love and hope for the world, through the Sacraments of Healing. They will study the core beliefs and rituals of the Catholic Church, accepting and respecting other religions. Students will also learn how saints continue to offer inspiration to be disciples of Jesus. They critically examine gender stereotypes and make ethical choices using Christian teachings.

Topics include:

- Church for the world: Church history and the beliefs of the Catholic Church
- The Sacraments of healing: reconciliation and anointing of the sick
- Rituals: Catholic Liturgy
- People of God: prophets, discipleship and saints
- Made in the Image of God (MITIOG) Human Sexuality: the ability to critique societal portrayals of gender and the expectation of gender roles within intimate relationships.

Assessment

Assessment is continuous and based on responses to individual research. Assessment types include sources analysis, investigations and personal reflections.

Attendance and participation at the Year 9 Retreat is compulsory.

Pathways

Course leads to Stage 1 Spiritualities, Religion & Meaning, in Year 10.

Length

Full Year

Course Description

Students continue to develop their scientific understanding in the biological, chemical, physical and earth sciences. They consider the operation of systems at a range of scales and how those systems respond to external changes in order to maintain stability.

They explore ways in which the human body system responds to changes in the external environment through physiological feedback mechanisms and the reproductive processes that enable a species to respond to a changing environment over time.

They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay.

Students learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concepts of the conservation of matter and energy, and begin to develop a more sophisticated view of energy transfer.

They consider social and technological factors that have influenced scientific developments and the work of scientists. They examine how applications of science and technology affect people's lives.

Assessment

Assessment tasks may include topic tests, investigative research assignments, presentation of models, problem solving activities, assessment of practical work and written reports.

Pathways

Course leads to Year 10 Science.

Spanish A Spanish B

Length	Semester
Pre-requisite	Year 8 Spanish A & B

Course Description

Students further develop their communication skills and language acquisition in Spanish through the study of topics promoting the language and cultures of Spanish speaking countries.

Students participate in research and investigation, oral presentations and role plays.

Written, aural and oral activities assist in developing comprehension skills and language acquisition.

A visual text is explored during the semester.

Assessment

There will be regular language tests on grammatical and vocabulary concepts, a variety of written assignments and exercises, oral presentations and aural comprehensions.

Pathways

Course leads to Year 9 Spanish B.

Length	Semester
Pre-requisite	Year 9 Spanish A

Course Description

Students will explore aspects of language and culture through the study of Argentina, with a focus on the cultural traditions and customs of the coming-of-age ceremony known as the quinceanera. They will further develop their communication skills by reading, writing and speaking the language.

Students participate in research and investigation, oral presentations and role plays.

Written, aural and oral activities assist in developing comprehension skills and language acquisition.

A visual text is explored during the semester.

Assessment

There will be regular language tests on grammatical and vocabulary concepts, a variety of written assignments and exercises, oral presentations and aural comprehensions.

Specialist Sport

Netball

Length	Semester 1
Notes	Replaces Semester 1 Health & Physical Education

Places in Specialist Netball are limited. Students will attend trials in Year 8 and must meet the eligible criteria to be selected.

Course Description

The course will provide students with the opportunity to develop their netball potential towards an elite level. Students will be provided with quality coaching and feedback on their development in the school environment.

Practical specialist netball lessons include:

- Individual ball and footwork skills and technique
- Fitness and conditioning with a focus on agility and court movement
- Game play
- Team related tactical knowledge, awareness and game sense
- Coaching

In Health lessons, students learn how to take positive action to maintain and enhance their own and others' health, safety and wellbeing. Health topics are aligned with regular Health & PE and may include:

- Health and nutrition
- First aid
- Alcohol
- Group dynamics
- Inclusivity and diversity in sport

Assessment

Practical component: 80%

- Skill and technique, game play, collaboration and participation

Theory component: 20%

- Individual and group assignments, student journals and reflections

Pathways

Students will study Year 9 Health & Physical Education, in Semester 2 which is compulsory. Course leads to Stage 1 Integrated Learning - Specialist Netball in Year 10, Semester 2.

Future Opportunities

Students who are selected to participate in Specialist Netball will form part of the Knockout Netball squad to represent the College in the State-wide Knockout Competition.

Participation in Specialist Netball may also lead to opportunities for students to be selected and represent the College at interstate competitions.

Students may be required to assist with umpiring for local Primary schools at Netball carnivals.

Eligibility Criteria

In order to be eligible to trial for Specialist Netball, students must meet the following criteria:

- Experience in netball
- High level of skill and technique
- Willingness to further develop fitness outside of lesson time
- Positive attitude and approach

Specialist Sport

Soccer

Length	Semester 1
Notes	Replaces Semester 1 Health & Physical Education

Course Description

The Specialist Soccer course provides students with the opportunity to develop their soccer potential towards an elite level. Students will be provided with quality coaching and feedback on their development in the school environment.

Practical specialist soccer lessons include:

- Individual ball and footwork skills and technique
- Fitness and conditioning with a focus on agility and speed
- Game play
- Team related tactical knowledge, awareness and game sense

In Health lessons, students learn how to take positive action to maintain and enhance their own and others' health, safety and wellbeing. Health topics are aligned with Health & PE and may include:

- Health and nutrition
- First aid
- Alcohol
- Group dynamics
- Inclusivity and diversity in sport

Assessment

Practical component: 80%

- Skill and technique, game play, collaboration and participation

Theory component: 20%

- Individual and group assignments, student journals and reflections

Pathways

Students will study Year 9 Health & Physical Education, in Semester 2 which is compulsory.





YEAR 10

Courage to lead

Curriculum & Pastoral Care

10

Year 10 students study compulsory subjects including Religious Education, English, History, Mathematics, Science and they begin their SACE studies with the Stage 1 Exploring Identities and Futures. Students will also select four semester elective subjects.

The Year 10 Pastoral Care program focuses on the wellbeing quality of Compassion.

Year 10 MacKillop students are supported and encouraged to investigate life outside of their own world. They select charities to support and develop ways in which they can raise funds and awareness to support their chosen field. In conjunction with the Retreat, Year 10 students have the opportunity to visit support centres throughout Adelaide hearing from a variety of people who show compassion to those in our community who need it.

Additional themes investigated in the Pastoral Care program include developing sustainable study habits, leadership formation and post school pathways. Students take part in Futures Week, which is designed to expose them to a variety of post school opportunities and pathways. During Futures Week students visit the three University campuses, listen to guest speakers from a variety of career fields and participate in on-site activities and workshops including a Yoga and Meditation session.

Year 10 Subjects	Semester	Full Year	Page
Catering & Cafe Culture	Y		69
Creative Culinary & Textile Design	Y		70
Dance A & B - Stage 1	Y	Y	71
Digital Technologies	Y		71
Drama	Y		72
English		Y	72
Essential Mathematics (teacher recommendation)		Y	73
Exploring Identities & Futures - Stage 1		Y	74
General Mathematics (teacher recommendation)	Y		74-75
Geography	Y		75
Health & Wellbeing	Y		76
History	Y		76
Integrated Learning - Stage 1 (<i>Specialist Netball</i>) (Semester 2)	Y		77
Italian (Semester 1)	Y		77
Italian Continuers - Stage 1 (Semester 2)	Y		78
Mathematics (teacher recommendation)		Y	78-79
Music A	Y		79
Music B	Y		80
Music C Music Media	Y		80
Physical Education (Semester 1)	Y		81
Science		Y	81
Spiritualities, Religion & Meaning - Stage 1		Y	82
Visual Arts - Art A	Y		83
Visual Arts - Art B	Y		83
Visual Arts - Design	Y		84

Compulsory Subject

Elective Subject

Catering & Café Culture

Length	Semester
Prerequisites	Year 9 Global Cuisine & Fabric Technology or Year 9 Nutrition & Textiles

Course Description

In Catering & Café Culture, students are given the opportunity to develop their knowledge of food preparation through planning and preparing a range of food items with a significant focus on the Food and Hospitality industry. Students will learn about kitchen operations and safety, menu planning and preparation, and develop a wide range of cooking skills and techniques building upon their existing knowledge.

In addition, students will complete the barista course which has been designed to explore our Australian coffee culture whilst providing students with the foundational skills and knowledge necessary to become a coffee professional.

The course will culminate in students running 'MacKillop Café' for one week, catering food and beverages to the College community and providing a valuable opportunity for the development of skills and knowledge within a real-life context.

Skills and concepts covered include:

- Development of skills in commercial food preparation
- Knife skills and precision cuts
- Soups, stocks and sauces
- Methods of cookery (poaching, frying, baking, braising)
- Desserts and patisserie
- Coffee culture and barista course

During this course students will be given opportunities to inquire, analyse, collaborate, design and reflect. They will develop practical skills in the effective management of time and resources.

Assessment

Assessment is based on the ACARA Design and Technologies strands of Knowledge and Understanding as well as Processes and Production skills. Students will be assessed on their ability to successfully investigate, design, collaborate, create and evaluate through a variety of assignments, homework tasks and practical tasks.

Pathways

Course leads to Stage 1 Food & Hospitality.



Creative Culinary & Textile Design

Length	Semester
Prerequisites	Year 9 Global Cuisine & Fabric Technology or Year 9 Nutrition & Textiles

Course Description

Creative Culinary and Textile Design enables students to express themselves creatively through food, promoting critical thinking, decision-making and developing advanced food preparation skills. Students apply the skills and knowledge gained through a diverse range of individual and collaborative tasks, centred around creative food design, preparation and presentation.

Additionally, students work independently to plan, design and create a textiles project with a focus on sustainability and waste literacy. There will be opportunities for conceptual development and experimentation with traditional and non-traditional materials and processes, building upon their existing textiles knowledge and skills.

The textiles unit will culminate in students exhibiting their projects to the wider school community, aiming to educate about the ethical and environmental issues surrounding the fashion and clothing industry.

Skills and concepts covered include:

- Development of skills in creative food preparation
- Use of a range of kitchen techniques and technologies
- Cake decorating, desserts and patisserie
- Creative contemporary cuisine
- Ethical and sustainable fashion
- The Design Process
- Creation of an individual textiles project and folio

During this course students will be given opportunities to inquire, analyse, collaborate, design and reflect. They will develop practical skills in the effective management of time and resources.

Assessment

Assessment is based on the ACARA Design and Technologies strands of Knowledge and Understanding as well as Processes and Production skills. Students will be assessed on their ability to successfully investigate, design, collaborate, create and evaluate through a variety of assignments, homework tasks and practical tasks.

Pathways

Course leads to Stage 1 Food & Hospitality.



Dance A & B - Stage 1

Digital Technologies

Length	Semester or Full Year
SACE credits	10 or 20 Credits
Prerequisites	Year 9 Dance Academy

Course Description

This course will further develop knowledge and understanding of the body, dance skills, dance elements, structural devices, production elements, and safe dance practice. Students apply technical and expressive dance skills in performance, communicate choreographic intent to an audience through composition, reflect on their own creative works as an artist and that of others as an audience and investigate dance in global contexts.

Students will focus on three main areas of study:

- Understanding dance
- Creating dance
- Responding to dance

The practical components will consist of a performance highlighting choreography and performance skill. The theoretical section will include an investigation into dance practice and performance from specific cultures and tasks reflecting on the students' creative development as a dancer or choreographer.

Assessment

Students demonstrate evidence of their learning through the following assessments:

- Skills development: 30%
- Creative explorations: 50%
- Dance contexts: 20%

The 10 credit course (one semester) includes one assessment in each of these areas.

The 20 credit course (full year) includes two assessments.

Note: A full year of Stage 1 Dance studied in Year 10, is the pre-requisite for studying Stage 2 Dance in Year 11.

Pathways

Course leads to Stage 2 Dance, studied in Year 11.

Length	Semester
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Course Description

Students learn about, and work with, traditional and emerging technologies that shape the world we live in. They are introduced to computational thinking and problem solving capabilities that can be applied to a range of situations.

They consider the design and development of the interface, interactivity and diverse digital systems to create innovative solutions.

Topics covered include:

- CAD (Computer Aided Design)
- Web design
- Robotics and programming

Assessment

Includes assignments and skills application development tasks, independently and collaboratively using the design process of investigating, devising, producing and evaluating.

Pathways

Course leads to Stage 1 Information Processing & Publishing.

Drama

English

Length	Semester
Prerequisites	Year 9 Drama is preferred.

Length	Full Year
Prerequisites	Year 9 English

Course Description

This course encourages students to develop a practical understanding of the elements of drama and how they can be utilised to engage and communicate meaning. Ensemble skills are developed as students participate collaboratively and creatively in the planning, rehearsal and performance of devised and scripted drama.

They use movement, voice, language and characterisation to explore roles, relationships and situations. Students analyse different viewpoints through critical reviews of their own performances and the work of others.

The course content includes:

- Dramatic presentation
- Production process
- Improvisation
- Characterisation
- Performance: devised and scripted
- Critical analysis

Assessment

The assessment for this course involves individual and collaborative work.

Students will be assessed on their understanding of the theory and practical topics. Assessments may be based on skill development, performance, collaborative tasks, reflective and analytical skills through written responses.

Pathways

Course leads to Stage 1 Drama.

Course Description

The Year 10 English curriculum is built around three interrelated strands:

Literature

- Understanding, appreciating, responding to, analysing and creating literary texts

Language

- Knowing about the English language

Literacy

- Expanding the repertoire of English usage

Students

- Engage with a variety of texts
- Listen to, read, interpret, evaluate and perform a range of spoken, written and multimodal texts
- Explore a variety of genres
- Engage with text structures and language features and create a range of imaginative, informative and persuasive texts
- Develop their literacy skills through regular grammar, spelling and critical reading based activities

Assessment

Each semester students produce a Study Portfolio which is assessed according to the National Achievement Standards.

The portfolio includes:

- Responses to texts
- Independent reading responses
- Created text responses
- Oral task responses

Pathways

Course leads to Stage 1 English or Stage 1 Essential English.

Essential Mathematics

Length	Full Year
Prerequisites	Year 9 Mathematics
Note	This subject is teacher recommended

Course Description

This subject is designed to develop students' confidence with a range of mathematical concepts and relationships. Applications of Mathematics in the context of the real world are explored.

The following is studied from the six content strands:

Number

- Recognise the effect of approximations of real numbers in repeated calculations
- Use index laws in calculations involving positive exponents

Algebra

- Solve practical problems working with percentage, including profit and loss, discount and GST
- Calculate simple and compound interest
- Simplify algebraic expressions
- Substitute values into formulae
- Solve linear equations
- Find the gradient and equation of a line
- Graph linear relationships
- Solve linear simultaneous equations, using algebraic and graphical techniques, including using digital technology

Measurement

- Solve problems involving perimeter, area, surface area, volume and capacity
- Express numbers in scientific notation and apply in various contexts

Space

- Solve problems using Pythagoras' theorem and trigonometric ratios including those involving direction
- Interpret line graphs including speed, converting units and time series data

Statistics

- Measure the centre and spread of data
- Construct and interpret box plots and use them to compare data sets
- Investigate relationships using scatterplots
- Investigate bivariate data using time

Probability

- Solve problems involving the probabilities of compound events
- Model situations with two-way tables, tree diagrams and Venn diagrams

Assessment

Assessment is continuous and based on topic tests, homework tasks, assignments and investigations.

Pathways

Course leads to Stage 1 Essential Mathematics A.

Exploring Identities and Futures Mathematics

Length	Full Year
SACE Credits	10 credits
Note	Students must complete 10 credits of Stage 1 EIF with a C grade or better.

The SACE Board has implemented this subject which replaces the Stage 1 Personal Learning Plan.

Course Description

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

Content

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

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

Assessment

- Assessment Type 1: Exploring your past, present and future (50%)
- Assessment Type 2: Putting your capabilities into action (50%)

Length	Semester 2
Prerequisites	S1 Year 10 Mathematics
Note	This subject is teacher recommended

Course Description

This subject is designed to develop students' confidence with a range of mathematical concepts and relationships. Applications of Mathematics in the context of the real world are explored.

The following is studied from the six content strands:

Number

- Recognise the effect of approximations of real numbers in repeated calculations
- Use index laws in calculations involving positive, negative and fractional exponents

Algebra

- Solve practical problems involving business calculations, including appreciation & depreciation
- Calculate simple and compound interest
- Simplify algebraic expressions
- Substitute values into formulae
- Solve linear equations
- Graph linear relationships
- Solve linear simultaneous equations, using algebraic and graphical techniques, including using digital technology

Measurement

- Solve problems involving perimeter, area, surface area, volume and capacity
- Express numbers in scientific notation and apply in various contexts

Space

- Solve problems using Pythagoras' theorem and trigonometric ratios including those involving direction
- Interpret line graphs including speed, converting units and time series data

Geography

Statistics

- Measure the centre and spread of data
- Construct and interpret box plots and use them to compare data sets
- Calculate and interpret the mean and standard deviation of data and use these to compare data sets

Probability

- Solve problems involving the probabilities of compound events
- Model situations with two-way tables, tree diagrams and Venn diagrams

Assessment

Assessment is continuous and based on topic tests, homework tasks, assignments and investigations.

Pathways

Course leads to Stage 1 General or Essential Mathematics A.

Length	Semester
Prerequisites	Year 9 Geography

Course Description

This course focuses on human activities and the environmental management that provides sustainability for future generations.

The course topics are:

Environmental change & management

- Which explores the impact of climate change and emerging ideas and technologies designed to draw carbon out of our atmosphere;
- The importance of biodiversity in reestablishing environmental balance and the importance of reimagining industrial food production practices;
- Awareness of the environmental impact society is having on Earth's oceans and waterways.

Geographies of human wellbeing

- Has a focus on developing and improving human wellbeing globally through the examination of key issues around global health, wealth and education.

Assessment

Assessments will involve the analysis of sources, Geographical inquiry tasks and an end of semester test.

Pathways

Course leads to Stage 1 Geography.

Health & Wellbeing

History

Length	Semester
Prerequisites	Year 9 Physical Education

Length	Semester
Prerequisites	Year 9 History

Course Description

In this course, students focus on the health and wellbeing of individuals, communities and societies in their environments. They take a holistic approach in relation to healthy living and caring for themselves now and into the future. They consider the physical, emotional, social, cognitive and spiritual dimensions of wellbeing.

Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also investigate barriers to healthy lifestyles, participate in practical activities and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

Assessment

Assessments will include:

- Group activity and reflection
- Issues response
- Individual health goal task

Possible topics could include:

- First aid
- Holistic health
- Mental health and wellbeing with a focus on mindfulness

Students will participate in a full day first aid course as part of their assessment.

Pathways

Course leads to Stage 1 Health & Wellbeing.

Course Description

This course is a study of the history of the modern world and Australia from 1918 to the present.

Two topics will be covered:

- World War II: with emphasis on the Pacific War
- Building modern Australia: which explores significant post World War II waves of migration and campaigns for the rights and freedoms of First Nation Australians.

Historical skills will be developed with an increased emphasis on research, referencing and collaborative presentations.

Assessment

Assessments will involve source analysis, historical inquiry tasks and an end of semester test.

Pathways

Course leads to Stage 1 Modern History or Stage 1 Women's Studies.

Integrated Italian

Learning, Stage 1 Specialist Netball

Length	Semester
SACE Credits	10 credits
Prerequisites	Year 9 Specialist Netball
Note	Cost \$70.00 approx.

Length	Semester 1
Prerequisites	Year 9 Italian A & B

Course Description

Students gain a deeper understanding of netball coaching practices, training principles and communication methods. They will participate in student lead coaching sessions and explore different avenues of skill learning and how to provide and apply feedback to improve performance.

Students will develop their chosen SACE capability through a combination of practical actions, research and reflection and provide evidence as part of their learning folio.

Content

Students will complete study across the following areas:

- Sport coaching strategies and principles – exploring coaching styles, characteristics of a quality coach and coaching principles.
- Skill learning – identifying stages of learning, learner characteristics and types of feedback given.
- Fitness components – explore the individual components that contribute to fitness and performance.
- Training methods – types of training and how to structure an effective training plan.

Note: As part of this course students will complete the Netball Australia Foundations Coach Accreditation. There is a cost of approximately \$70 per student.

Assessment

Students demonstrate evidence of learning through the following assessment types:

- Practical inquiry: 40%
- Connections: 30%
- Personal endeavour: 30%

Course Description

Students will explore the migration phenomenon and its impact upon language and culture. A focus will be placed on the migration experiences of the Italian community in Australia.

They will further develop their skills of understanding, reading, writing, and speaking the language, as well as extend their grammatical skills.

Students will engage in independent, collaborative and co-operative learning practices to complete oral, aural and written activities. This will include interviewing a member of our community about his/her migration experience and the synthesis of this information for public presentation.

Assessment

Students will be assessed regularly on their written, oral and aural comprehension skills through tests and assignments.

A timed assessment will be held at the end of the semester.

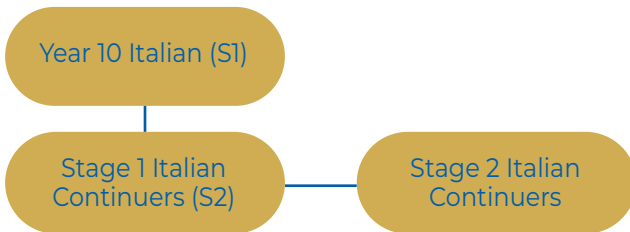
Pathways

Course leads to Stage 1 Italian Continuers in Semester 2.

Italian Mathematics

Continuers, Stage 1

Length	Semester 2
SACE Credits	10 credits
Prerequisites	Year 10 Italian , Semester 1



Course Description

Students interact with others to share information, ideas, opinions and experiences. They create texts in Italian to express information, feelings, ideas and opinions. Students analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication. Students will complete an investigation based on a subtopic associated with 'The Italian Speaking Communities' or 'The Changing World' themes.

Content

Stage 1 Italian Continuers consists of the following three themes and a number of prescribed topics and suggested subtopics:

- The individual
- The Italian speaking communities
- The changing world

Assessment

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

- Interaction
- Text production
- Text analysis
- Investigation

An examination will be held at the end of the semester.

Pathways

Course leads to Stage 2 Italian Continuers, studied in Year 11.

Length	Full Year
Prerequisites	Year 9 Mathematics

Course Description

This subject provides the foundation required for further studies in Mathematics. It is designed to develop students' confidence with a range of mathematical concepts and relationships. The course reinforces basic skills in algebra, arithmetic and problem solving.

The following is studied from the six content strands:

Number

- Recognise the effect of approximations of real numbers in repeated calculations

Algebra

- Simplify algebraic fractions
- Solve linear equations
- Find the gradient and equation of a line
- Graph linear relationships
- Solve problems involving parallel and perpendicular lines
- Calculate length and midpoint of line segments
- Solve linear simultaneous equations, using algebraic and graphical techniques, including using digital technology
- Solve linear inequalities and graph their solutions
- Simplify algebraic products and quotients using index laws
- Define rational and irrational numbers and perform operations with surds and fractional indices
- Expand binomial products and factorise quadratic expressions
- Solve quadratic equations using a variety of methods
- Describe, interpret and sketch parabolas
- Use simple and compound interest formulae to solve problems involving investments and loans, appreciation and depreciation

Measurement

- Solve problems involving perimeter, area, surface area, volume and capacity

Music A

Space

- Apply Pythagoras' theorem and trigonometric ratios to solve problems including those involving direction, and angles of elevation and depression
- Solve three dimensional problems involving right-angled triangles
- Use the unit circle to define trigonometric functions and graph them with and without digital technology

Statistics

- Measure the centre and spread of data
- Construct and interpret box plots and use them to compare data sets
- Calculate and interpret the mean and standard deviation of data and use these to compare data sets

Probability

- Describe and interpret situations involving conditional probability
- Apply conditional probability to solve problems involving compound events

Assessment

Assessment is continuous and based on topic tests, homework tasks, assignments and investigations.

Pathways

Course leads to Stage 1 Mathematical Methods A and C or Stage 1 General Mathematics A.

Length	Semester 1
Prerequisites	Year 9 Music

Course Description

This course is designed to extend the students' existing knowledge of music and is differentiated to suit. Areas of music covered include:

- Theoretical knowledge – minimum Grade 3 AMEB or above
- Aural recognition and ear training – Auralia software
- Ensemble performance – class band
- Solo performance – individual performance
- Music technology – garage band, Mixcraft and Sibelius
- History of music – jazz styles performers
- Composition and music creation

Students specialise in a particular instrument or voice and they must be enrolled in private tuition. They will improve literacy in musical notation. Skills and concepts introduced include:

- Reading and decoding musical notation at Grade 3 AMEB level
- Applying theoretical knowledge to specific instruments and circumstances
- Teamwork and listening to self and others in an ensemble
- Stage presence and performance strategies
- Analysing elements of sound
- Visualisation to enhance accuracy in performance
- Creative improvisation and composition
- Historical contexts – performers of various jazz eras
- Music technology and song writing

Learning is individualised according to student ability to read and write music notation and their practical level of expertise. Students should be at a Grade 2 AMEB minimum practical level and working toward Grade 3 AMEB.

Assessment

Written tests, research assignments, compositional tasks and practical assessment tasks demonstrating level of competencies. Students perform a solo to the class each term for assessment to the equivalent of two songs.

Pathways

Course leads to Year 10 Music B or Year 10 Music C course for a music technology focus.

Music B

Music C

Music Media

Length	Semester 2
Prerequisites	Year 10 Music A

Course Description

This course is designed to extend the student's existing knowledge of music and is differentiated to suit. Areas of music covered include:

- Theoretical knowledge – minimum Grade 3 AMEB or above
- Aural recognition and ear training – Auralia software
- Ensemble performance – class band
- Solo performance – individual performance
- Music technology – garage band, Mixcraft and Sibelius
- History of music – romantic and Impressionist styles
- Composition and music arranging

Skills and concepts introduced include:

- Reading and decoding musical notation at Grade 3 AMEB level
- Applying theoretical knowledge to specific instruments and circumstances
- Teamwork and listening to self and others in an ensemble
- Stage presence and performance strategies
- Analysing elements of sound
- Visualisation to enhance accuracy in performance
- Creative improvisation and composition
- Historical contexts – romantic and impressionist styles
- Music technology

Learning is individualised according to fluency and accuracy in reading and writing music notation at Grade 3 AMEB or above. It is expected in the Music B course that students are working toward Grade 4 AMEB practical level.

Assessment

Written tests, research assignments, compositional tasks and practical assessment tasks. Students perform a solo to the class each term for assessment.

Pathways

Course leads to Stage 1 Music Advanced or Stage 1 Music Experience course for a music technology focus.

Length	Semester
Prerequisites	Year 8 or 9 Music or a genuine interest in music and the media.

Course Description

This is a technology based course is designed for students who prefer to listen to music and manipulate and match digital music to images as part of a performance medium. Areas of music covered include:

- Live sound mixing
- Digital recording and sound manipulation
- Matching sound and music to action
- The role of music in the media: radio, film, theatre, animation
- Music in society and its role in popular culture.

Skills and concepts introduced include:

- Music technology - Mixcraft
- Analysing elements of sound
- Visualisation as a creative process
- Creative improvisation and composition
- Role playing
- Sound effects for actions
- Looping and beat matching
- Manipulation of digital audio
- Mixing down to mp3 or other audio formats
- Historical contexts - music styles
- Identification of musical elements

Learning is both individual and collaborative and involves self-directed learning and teacher lead instruction. The majority of the course is computer based work using the music technology computers and software such as Mixcraft or Garageband.

Assessment

Written responses, research assignments, compositional tasks and practical presentations of works.

Pathways

Course leads to Stage 1 Music Experience.

Physical Science Education

Length	Semester 1
Prerequisites	Year 9 Physical Education

Length	Full Year
Prerequisites	Year 9 Science

Course Description

This course enables students to further develop their practical skills and receive an introduction to the theoretical concepts studied in Stage 1 and Stage 2 Physical Education.

In practical lessons, focus is given to developing practical skills and tactical awareness in relevant sports. Activities may include volleyball, touch football and ultimate frisbee.

A large emphasis is also placed on the theoretical aspects of this subject. Students study bodies in motions (biomechanics focus), energy systems and sports nutrition.

It is highly recommended that Year 10 Physical Education is studied in preparation for Stage 1 Physical Education.

Assessment

Assessment components include:

- Practical: 60%
Skills, game development and tactics
- Theory: 40%
Assignments and tests

Pathways

Course leads to Stage 1 Physical Education.

Course Description

Students are given opportunities to further develop their scientific understanding in the biological, chemical, physical and earth and space sciences. In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena.

Students explore the biological, chemical and physical evidence for different theories, such as the theories of natural selection. Atomic theory is developed to understand relationships between the periodic table, atomic structure and chemical behaviour of materials.

They understand that motion and forces are related by applying physical laws. They explain the processes that underpin heredity. Students analyse how models and theories have developed over time and the work of scientists, through discussing factors that prompted their review.

Assessment

Assessment tasks include topic tests, investigative research assignments, presentation of models, problem solving activities, assessment of practical work and reports and an end of year examination.

Pathways

Course leads to any Stage 1 Science subject upon teacher recommendation.

Spiritualities, Religion & Meaning, Stage 1

Length	Semester
SACE Credits	10 Credits
Prerequisites	Year 9 Religious Education

Course Description

In Spiritualities, Religion & Meaning students develop and demonstrate their understanding of the influence of spiritual and/or religious perspectives on a local, national, or global community, by engaging with one or more images, artefacts, texts, documentaries, or feature films.

They collaborate with others to develop, apply, and reflect on their understanding of some spiritual and/or religious principles that underpin social justice actions within the school or broader community; and they investigate a contemporary issue linked to one of the big ideas.

Content

The following six big ideas frame learning in this subject by inviting inquiry into spiritual and /or religious perspectives in context. Students will study one or two big ideas.

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

Topics include:

- Science and spiritualities / Religions enrich an awareness of 'creation'
- Solidarity for justice prioritising the poor and marginalised
- Made in the Image of God (MITIOG) Human Sexuality: an understanding of how to live with sexual integrity and the implications of sexual behaviour.

Assessment

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

- Representations
- Connections
- Issues investigation

Attendance and participation in the Year 10 Retreat is compulsory.

Pathways

Course leads to Stage 1 Spiritualities, Religion & Meaning, studied in Year 11.

Visual Arts

Art A

Visual Arts

Art B

Length	Semester 1
Prerequisites	One semester of Year 9 Art is recommended.

Course Description

Students develop and confidently apply a variety of practical and problem solving skills. Students will learn to critique and evaluate their own artworks. They will gain an understanding and appreciation of historical and contemporary artwork.

Research and investigative skills along with interactive demonstrations, project work, class discussions and a variety of oral and written activities ensure students have many opportunities to achieve. Students work both independently and collaboratively in the following areas:

Art Practical

- Women in art: mixed media
- Magnified imagery: painting
- Stop-motion animation

Art Theory - Research & Analysis

- European Art history - 19th & 20th Century Art
- Impressionism
- Post-impressionism
- Fauvism

Assessment

The assessment for this course includes a variety of practical and written tasks, both formative and summative.

Students will be assessed on their understanding of the theory and practical topics.

The focus is on:

- Exploring and responding
- Developing practices and skills
- Creating and presenting skills

Assessment components include:

- Practical: drawing, painting, photography and animation
- Theory: assignments - research, analysis and evaluation

Pathways

Course leads to Year 10 Visual Arts - Art B or Stage 1 Visual Arts - Art and/or Design.

Length	Semester 2
Prerequisites	One semester of Year 9 Art is recommended.

Course Description

Students develop and confidently apply a variety of practical and problem solving skills. A written record of progress and technique is expected, as well as a personal evaluation of the finished product. Students will learn to critique and appraise their own artworks, as well as historical artworks.

Research and investigative skills along with interactive demonstrations, project work, class discussions and a variety of oral and written activities ensure students have many opportunities to achieve. Students will gain an understanding of still life work, composition, drawing and painting.

Art Practical

- Still life: drawing & painting
- Expressionist oil pastel study
- Surrealism: photography, collage & drawing

Art Theory - Research & Analysis

- European Art history – 20th Century Art
- Cubism
- Expressionism
- Surrealism

Assessment

The assessment for this course includes a variety of practical and written tasks, both formative and summative.

Students will be assessed on their understanding of the theory and practical topics.

The focus is on:

- Exploring and responding
- Developing practices and skills
- Creating and presenting skills

Assessment components include:

- Practical: drawing, painting, photography and collage
- Theory: assignments - research, analysis and evaluation

Pathways

Course leads to Stage 1 Visual Arts - Art and/or Design.

Visual Arts Design

Length	Semester
Prerequisites	One semester of Year 9 Art is recommended.

Course Description

Students develop a variety of drawing and design skills and learn to critique, analyse and evaluate their own work and the work of contemporary designers. Students will confidently apply the design process to their ideas and problem solve to reach a final solution. Students will acquire an understanding of aesthetics and the relationship between form and function with knowledge of art and design principles.

Research and investigative skills along with interactive demonstrations, project work, class discussions and a variety of oral and written activities ensure students have many opportunities to achieve.

Design Practical

- 2D and 3D fashion design
- Graphic design
- ICT - Photoshop & Illustrator

Design Theory - Research & Analysis

- Contemporary Australian fashion design and designers
- European design history and advertising

Assessment

The assessment for this course includes a variety of practical and written tasks, both formative and summative.

Students will be assessed on their understanding of the theory and practical topics. The focus is on:

- Exploring and responding
- Developing practices and skills
- Creating and presenting skills

Assessment components include:

- Practical: drawing and design
- Theory: assignments, research and analysis

Pathways

Course leads to Stage 1 Visual Arts - Art and/or Design.



YEAR 11

Courage to lead



Curriculum & Pastoral Care



Spiritualities, Religion & Meaning (10 credits) is the compulsory subject studied at Year 11 for all students. All other subjects chosen are elective semester subjects with a total of 12 subjects studied.

Students must ensure they select the appropriate subjects at Year 11 to ensure any prerequisite requirements are met for Stage 2 subjects.

Requirements for completing the SACE

Stage 1 (Year 11) continues the SACE journey and students must meet the compulsory SACE requirements by achieving a minimum “C” grade in the following subjects:

- English (Literacy) (20 credits) Studied in Semester 1 & 2
- Mathematics (Numeracy) (10 credits) Studied in Semester 1
- Exploring Identities & Futures (10 credits) Studied in Year 10 at Mary MacKillop College

	Year 11 Subjects	Semester	Full Year	SACE Credits	Page
	Biology A & B	Y	Y	10 / 20	88
	Business Innovation	Y		10	89
	Certificate III in Business Administration (online module, Director pre-approval)		Y	70 Stage 2	89
	Chemistry A & B		Y	20	90
	Child Studies	Y		10	91
	Dance (Stage 2)		Y	20	91
	Drama	Y		10	92
	English		Y	2 x 10	93
	Essential English		Y	2 x 10	93
	Essential Mathematics A	Y		10	94
	Essential Mathematics B	Y		10	95
	Exploring Identities & Futures (<i>if not completed in Year 10</i>)		Y	10	74
	Food & Hospitality	Y		10	96
	General Mathematics A	Y		10	97
	General Mathematics B	Y		10	98
	Geography	Y		10	99
	Health & Wellbeing	Y		10	100
	Information Processing & Publishing	Y		10	101

Pastoral Care Overview

The Year 11 Pastoral Care program focuses on the wellbeing quality of Persistence.

Year 11 MacKillop students are supported and encouraged to continue building and developing their ability to be persistent as they enter the final two years of their high school journey. They explore themes such as respectful relationships, navigating the SACE, career investigation, road safety awareness and leadership development.

Throughout the Pastoral Care program Year 11 students also have the opportunity to act as buddies and mentors to the Year 7 students. The two cohorts come together throughout the year to work on further strengthening connections across the school. The relationships formed with these buddies continue into the following year.

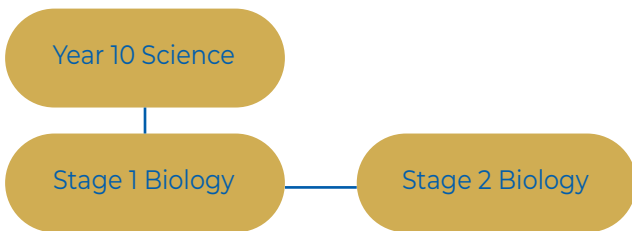
	Year 11 Subjects	Semester	Full Year	SACE Credits	Page
	Italian - Continuers (Stage 2)		Y	20	101
	Mathematical Methods A	Y		10	102
	Mathematical Methods B	Y		10	103
	Mathematical Methods C	Y		10	104
	Modern History	Y		10	105
	Music Advanced A & B	Y	Y	10 / 20	106
	Music Experience A & B	Y	Y	10 / 20	107
	Nutrition	Y		10	108
	Physical Education A & B	Y	Y	10 / 20	109
	Physics A & B	Y	Y	10 / 20	110
	Psychology	Y		10	101
	Specialist Mathematics	Y		10	112
	Spiritualities, Religion and Meaning	Y		10	112
	Tourism	Y		10	113
	Visual Arts - Art A & Art B	Y	Y	10 / 20	114
	Visual Arts - Design	Y		10	115
	Women's Studies	Y		10	115

Compulsory Subject

Elective Subject

Biology A & B

Length	Semester or Full Year
SACE Credits	2 x 10 credits
Prerequisites	Year 10 Science
Note	<i>Stage 1 Biology B is the preferred pre-requisite course for Stage 2 Biology.</i>



Content

The topics covered in Biology A are:

- Infectious diseases and the immune system
- Multicellular organisms

The topics covered in Biology B are:

- Cell structure and micro-organisms
- Biodiversity and ecosystems dynamics

Assessment

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

- Investigation folio
- Skills and application tasks

Students will complete an examination at the end of each semester.

Course Description

The study of Biology is constructed around inquiry into and application of, understanding the diversity of life, the structure and function of living things, and how they interact with their own and other species and their environments.

By investigating biological systems and their interactions from the perspectives of energy, control, structure and function, exchange in cellular structures and processes, 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.

In their study of Biology, students inquire into and explain biological phenomena and draw evidence-based conclusions from their investigations of biology related issues and innovations.

Note: *Biology A and B are stand-alone subjects. Students can choose to complete either one semester or a full year of Biology.*

One semester of Stage 1 Biology is a pre-requisite if students choose to study Stage 2 Biology.

Stage 1 Biology B is considered more useful as the pre-requisite for Stage 2 Biology.

Business Innovation

Certificate III in Business Administration

Length	Semester
SACE Credits	10 credits
Prerequisites	None



Course Description

Business Innovation allows students to develop the knowledge, skills, and understandings to engage in business contexts in the modern world.

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 impact of proposed business models on global and local communities.

Content

Two contexts are studied:

- Start-up business
- Existing business

Assessment

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

- Business skills
- Business pitch and evaluation

Length	Full Year
SACE Credits	70 credits Stage 2
Note	<i>Pre-approval required for acceptance into this course by the Director of Teaching & Learning.</i> <i>If students withdraw from the course before completion, families will be invoiced a withdrawal fee.</i>

Course Description

In this qualification, students gain the fundamental business skills and knowledge to successfully perform a wide range of duties in a business setting across diverse industries.

Students have the opportunity to increase their skill in organising tasks, maintaining financial records, designing and producing business and desktop documents, working effectively with diversity and maintaining business resources.

This qualification reflects the role of individuals who apply a broad range of competencies in a varied work context using some discretion, judgment and relevant theoretical knowledge.

Content

This qualification is delivered online, via MS Teams platform. Students should have basic administrative and computing skills. Access to a laptop / computer is required.

Students learn critical thinking skills in a team environment and develop inclusive practices and those which support the wellbeing of employees. They learn to navigate the social media platform to help engage customers.

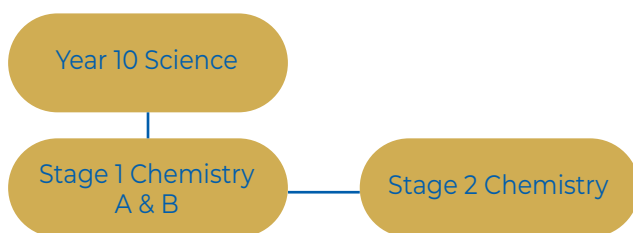
Assessment

Continual assessment in the form of quizzes, practical projects and case studies. Structured work placement (38 hours) is highly recommended to gain the most from the course, however not compulsory. Work placement may take place during school holidays and is organised by the students.

Chemistry

A & B

Length	Semester or Full Year
SACE Credits	2 x 10 credits
Prerequisites	Year 10 Science
Note	<i>Stage 1 Chemistry A is the pre-requisite for Stage 1 Chemistry B.</i>



The topics covered in Chemistry B are:

- Quantities in Chemistry
- Acid and bases
- Redox reactions

Assessment

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

- Investigation folio
- Skills and applications tasks

Students will complete an examination at the end of each semester.

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.

Through their study of Chemistry, students develop the skills to be questioning, reflective and critical thinkers.

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.

Content

The topics covered in Chemistry A are:

- Materials and their atoms
- Combinations of atoms
- The chemistry of carbon

Child Studies

Dance Stage 2

Length	Semester
SACE Credits	10 credits
Prerequisites	None



Course Description

Students examine the period of childhood from conception to eight years, and issues related to the growth, health and wellbeing of children. They investigate the diverse range of values and beliefs about childhood, examining the care of children, the nature of contemporary families and the changing roles of children in a technological society.

Content

Students will examine trends and issues in parenting and human relationships, locally and globally, demonstrating skills in food preparation and practical activities. Emphasis is on the principles underlying the physical, cognitive, emotional and social development of children.

Students will investigate topics within the three areas of study:

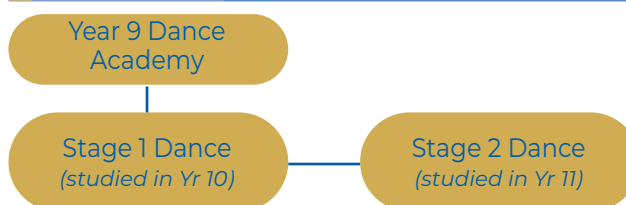
- The nature of childhood and the socialisation and development of children
- Children in wider society
- Children's rights and safety

Assessment

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

- Practical activity
- Group activity
- Investigation

Length	Full Year
SACE Credits	20 credits
Prerequisites	Dance, Stage 1 studied in Year 10



Course Description

This course will further develop knowledge and understanding of dance through the development of practical movement skills, choreographic exploration and performance. Students develop aesthetic and kinesthetic intelligence, using the body as an instrument for the expression and communication of ideas. Working both independently and collaboratively, students experience a range of dance genres and consider the role of dance in different cultural contexts.

Content

Stage 2 Dance consists of three areas of study

- Understanding dance
- Creating dance
- Responding to dance.

Assessment

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

School-based Assessment

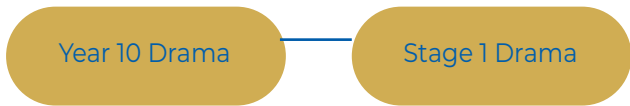
- Performance portfolio: 40%
- Dance contexts: 30%

External Assessment

- Skills development portfolio: 30%

Drama

Length	Semester
SACE Credits	10 credits
Prerequisites	Year 10 Drama



Course Description

Stage 1 Drama consists of the following three areas of dramatic study:

- Company and performance
- Understanding and responding to Drama
- Drama and technology.

In Drama, students develop their creativity, collaboration, critical thinking and communication skills. Students adopt roles from dramatic fields of theatre and/or screen. Drama is active and participatory, involving the process of imagining, developing and creating original narratives, viewpoints and artistic products.

Assessment

Students demonstrate evidence of their learning through the following assessments:

- Performance: 40%
- Responding to Drama: 30%
- Creative synthesis: 30%

The course includes one assessment in each of these areas.

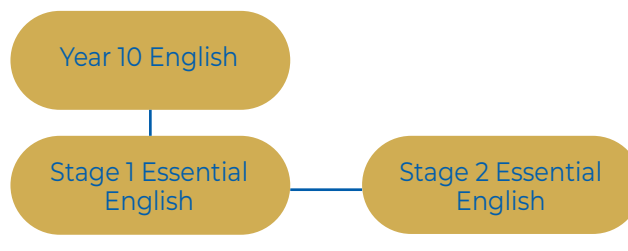
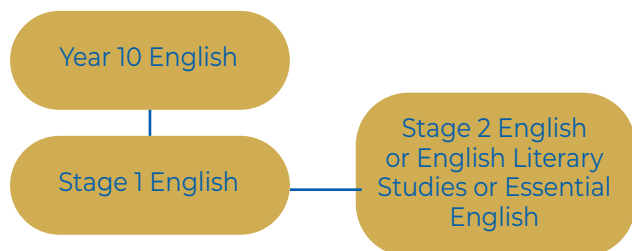


English

Essential English

Length	Full Year
SACE Credits	2 x 10 credits
Prerequisites	Year 10 English
Note	<i>Students who select Stage 2 Literary Studies for 2024 during subject selection in Term 3, will undertake an Examination in Semester 2.</i>

Length	Full Year
SACE Credits	2 x 10 credits
Prerequisites	Year 10 English
Note	<i>Entry into this course is by invitation only and by negotiation with a senior English teacher.</i>



Course Description

Stage 1 English caters for students with a range of learning styles and interests. Students critically and creatively engage with a variety of types of texts, including novels, film, media, poetry and drama texts.

Content

During the course students:

- Read and respond to novels, poems, plays, films and various media texts
- Explore conventions, language techniques and stylistic features in the context of their reading, viewing and writing
- Write a range of forms for a variety of purposes and audiences
- Present at least two oral presentations
- Undertake two Intertextual studies based on related texts

Assessment

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

- Responding to texts
- Creating texts
- Intertextual study

Course Description

Stage 1 Essential English is designed for students who are seeking to meet the SACE literacy requirement. Catering to students who wish to improve their proficiency in English and in their English language skills, this course has an emphasis on communication, comprehension, analysis and text creation.

Content

During the course students:

- Read and respond to novels, poems, plays, films and various media texts
- Explore conventions, language techniques and stylistic features in the context of their reading, viewing and writing
- Write a range of forms for a variety of purposes and audiences
- Present at least two oral presentations

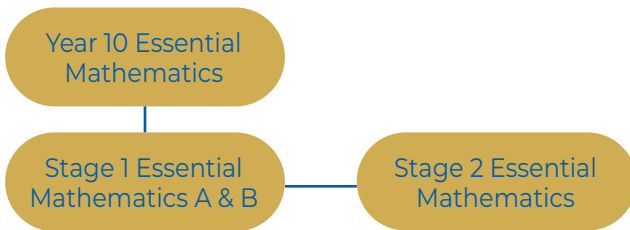
Assessment

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

- Responding to texts
- Creating texts

Essential Mathematics A

Length	Semester 1
SACE Credits	10 credits
Prerequisites	Year 10 Essential Mathematics
Note	<i>This subject is teacher recommended.</i>



Geometry

- Shapes
- Angle geometry
- Geometry and construction

Students observe and classify two and three dimensional figures according to their geometric properties.

Assessment

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

- Skills and applications tasks: 50%
- Folio: 50%

Course Description

Essential Mathematics offers students the opportunity to extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. There is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

Content

Calculations, Time, and Ratio

- Calculations
- Time and rates
- Ratio and scale

Students extend their proficiency with calculations required for everyday living.

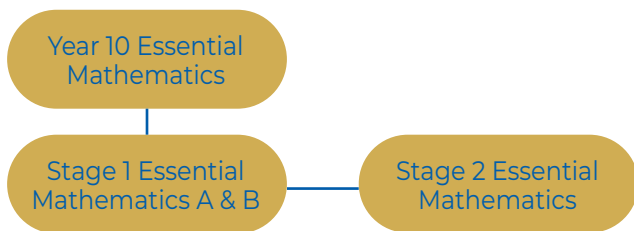
Earning and Spending

- Earning
- Spending
- Budgeting

Students examine basic financial calculations in the context of their personal experiences and intended pathways.

Essential Mathematics B

Length	Semester 2
SACE Credits	10 credits
Prerequisites	Stage 1 Essential Mathematics A



Course Description

Essential Mathematics offers students the opportunity to extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. There is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

Content

Data in Context

- Classifying data
- Reading and interpreting graphs
- Drawing graphs
- Summarising and interpreting data
- Comparing data sets

Students learn to read and critically interpret data presented to them in various forms.

Measurement

- Linear measurement
- Area measurement
- Mass
- Volume and capacity
- Power and energy

Students extend their skills in estimating, measuring, and calculating in practical situations.

Investing

- Simple interest
- Compound interest
- Investing for interest

Students investigate interest, term deposits, and the costs of credit, using current and relevant examples.

Students use electronic technology, where appropriate, to support both calculations and presentation of their work.

Assessment

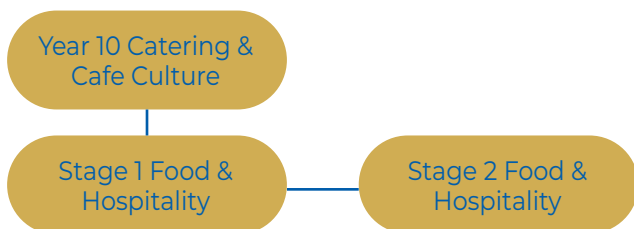
Students demonstrate evidence of their learning through the following assessment types:

- Skills and applications tasks: 50%
- Folio: 50%

An examination will be held at the end of Semester 2.

Food & Hospitality

Length	Semester
SACE Credits	10 credits
Prerequisites	Year 10 Catering & Cafe Culture



Course Description

Students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality. Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation.

Students investigate and debate contemporary food and hospitality issues and current management practices.

Content

Students examine the factors that influence people's food choices and the health implications of these choices. They understand the diverse purposes of the hospitality industry in meeting the needs of local people and visitors.

Students study topics within one or more of the following areas of study:

- Food, the individual and the family
- Local and global issues in food and hospitality
- Trends in food and culture
- Food and safety
- Food and hospitality careers.

Assessment

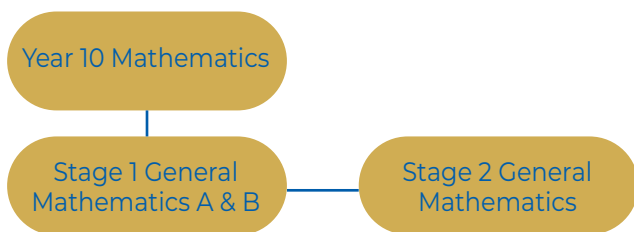
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Practical activity
- Group activity
- Investigation



General Mathematics A

Length	Semester 1
SACE Credits	10 credits
Prerequisites	Year 10 Mathematics



Course Description

General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. A problems based approach is integral to the development of mathematical models and the associated key ideas in the topics.

Content

Investing and borrowing

- Investing in shares

Students discuss reasons for investing money and investigate using the share market as a vehicle for investment.

Applications of Trigonometry

- Right angled triangle geometry
- Area of triangles
- Solving problems with non-right angled triangles

This topic focuses on the calculations involved in triangle geometry and their many applications in practical contexts such as construction, surveying, design and navigation.

Measurement

- Application of measuring devices and units of measurement
- Perimeter and area of plane shapes
- Volume and surface area of solids
- Scale and rates

Students apply measurement techniques such as estimation, units of measurement, scientific notation, and measuring devices, and consider their accuracy.

Statistical Investigation

- The statistical investigation process
- Sampling and collecting data
- Classifying and organising data
- The shape, location and spread of distributions of numerical data
- Forming and supporting conjectures across two or more groups

Students investigate the collection of data and analysis of the data to form valid conjectures.

Students use electronic technology, where appropriate, to enable complex problems to be solved efficiently.

Assessment

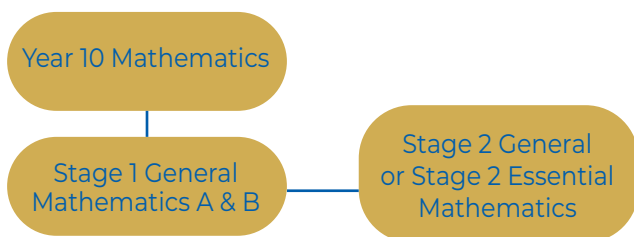
Students demonstrate evidence of their learning through the following assessment types:

- Skills and applications tasks: 65%
- Mathematical investigation: 35%

An examination will be held at the end of Semester 1.

General Mathematics B

Length	Semester 2
SACE Credits	10 credits
Prerequisites	Stage 1 General Mathematics A or Stage 1 Mathematical Methods A



Course Description

General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. A problems based approach is integral to the development of mathematical models and the associated key ideas in the topics.

Content

Investment and Borrowing

- Investing for interest
- Return on investment
- Costs of borrowing

Students discuss reasons for investing money and investigate using financial institutions as a vehicle for investment.

Linear and Exponential Functions and their Graphs

- Linear functions and graphs
- Exponential functions and graphs

Students study linear and exponential functions through a study of the various forms in which such relationships can be represented.

Matrices and Networks

- Matrix arithmetic and costing applications
- Networks

Students are introduced to the application of matrices and graph theory to solve problems in familiar contexts.

Students use electronic technology, where appropriate, to enable complex problems to be solved efficiently.

Assessment

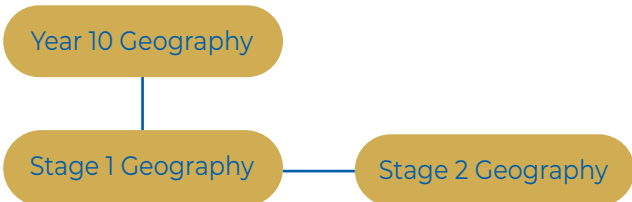
Students demonstrate evidence of their learning through the following assessment types:

- Skills and applications tasks: 65%
- Mathematical investigation: 35%

An examination will be held at the end of Semester 2.

Geography

Length	Semester
SACE Credits	10 credits
Prerequisites	Year 10 Geography is recommended



Course Description

In the study of Geography students further develop their understanding of the interrelationships between people and environments. They explore the increasing impact of natural hazards on our growing world population as a consequence of our interference with ecosystems and subsequent climate change.

Through inquiry and fieldwork, students examine the local impact of bushfires in South Australia, explore improved methods of prediction, prevention and management of this ever-increasing hazard risk.

Students also explore the liveability, environmental degradation, urban planning and re-greening potential of urban spaces within Adelaide through inquiry and field work as a means to create more sustainable practices and places within our city.

Students use contemporary sustainable urban practice case studies as inspiration.

Content

Theme 1: Sustainable practices

- Topic 2: urban places

Theme 2: Hazards

- Topic 4: natural hazards

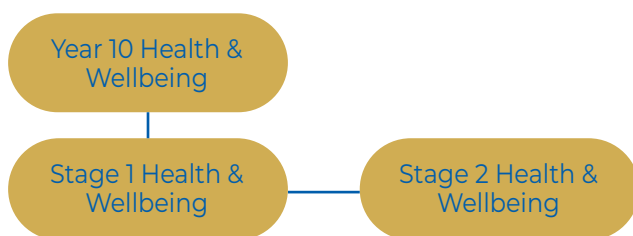
Assessment

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

- 3 geographical skills and applications assessments: 70%
- Field work assessments: 20%
- Examination: 10%

Health & Wellbeing

Length	Semester
SACE Credits	10 credits
Prerequisites	Year 10 Health & Wellbeing



Course Description

Students develop the knowledge and skills required to explore and understand influences, and make decisions regarding health and wellbeing. They consider the role of health and wellbeing in different contexts and explore ways of promoting positive and sustainable outcomes for individuals, communities and global society.

Students explore and develop skills as agents and advocates for change and consider moral and ethical perspectives in a rapidly changing world. Students evaluate current trends and issues that impact health and wellbeing.

Content

Students will undertake units of work linking to the following concepts:

Health Literacy

- Interpret and make decisions about health and wellbeing information and advice
- Express how they feel about certain issues
- Analyse research findings

Health Determinants

- Develop an understanding of what factors influence an individual's health
- Investigate health at an individual, local and global level
- Consider the relationship between wellbeing and health

Social Equity

- Develop an understanding of fairness and equality in society
- Recognise how social equity applies to the fair and equitable distribution of health resources and the availability and accessibility of health services and educational programs

Health Promotion

- Consider the role of health promotion in improving health outcomes
- Evaluate current health promoting initiatives
- Take personal actions to improve health outcomes

The following topics may be covered in the course:

1. Physical health - evaluating physically active lifestyles.
2. Social health - respecting diversity and social equity.
3. Mental health - investigation into impacts on mental health and work of community agencies.

Assessment

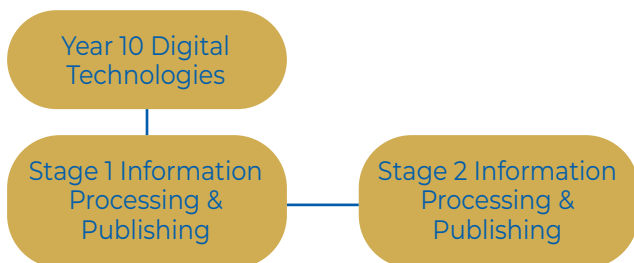
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Practical action: 60%
- Issue inquiry: 40%

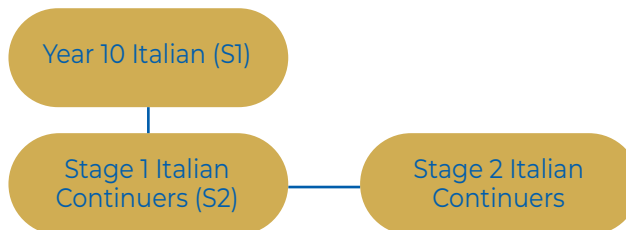
Information Processing & Publishing

Italian Continuers, Stage 2

Length	Semester
SACE Credits	10 credits
Prerequisites	Year 10 Digital Technologies



Length	Full Year
SACE Credits	20 credits
Prerequisites	Year 10 Italian (S1) and Stage 1 Italian Continuers (studied in Year 10, S2)



Course Description

Information Processing and Publishing focuses on the application of practical skills to provide creative solutions to text based communication tasks.

Students create both hard copy and electronic text based publications, and evaluate the development process. They use technology to design and implement information processing solutions, and identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts.

Content

Two focus areas are chosen from:

- Business documents
- Personal publishing
- Digital presentations

A 10 credit subject may consist of one or two topics.

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

Students interact with others to share information, ideas, opinions and experiences. They create texts in Italian to express information, feelings, ideas and opinions. Students analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication. They will complete an in-depth study based on a subtopic associated with 'The Italian Speaking Communities' or 'The Changing World' themes.

Content

Stage 2 Italian Continuers consists of the following three themes as well as a number of prescribed topics and suggested subtopics:

- The Individual
- The Italian speaking communities
- The changing world

Assessment

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

School-based Assessment

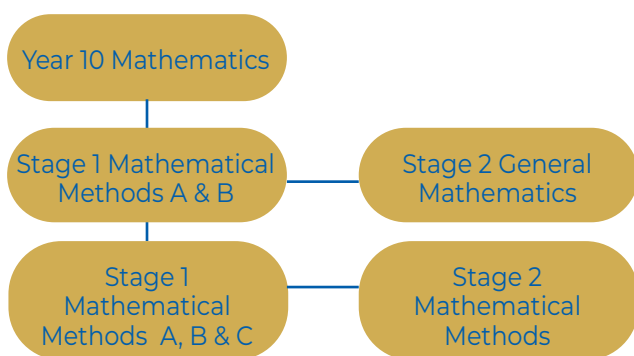
- Folio: 50%
- In-depth study: 20%

External Assessment

- Written and oral examination: 30%

Mathematical Methods A

Length	Semester 1
SACE Credits	10 credits
Prerequisites	Year 10 Mathematics



Course Description

Stage 1 Mathematics extends students' mathematical experience, and provides a variety of contexts for incorporating mathematical arguments and problem solving. The topics provide a blending of algebraic and geometric thinking. In this subject, there is a progression of content, applications, and level of sophistication and abstraction.

Content

Polynomials

- Quadratic relationships

Students model real world situations from a range of contexts that have a quadratic relationship.

Functions and Graphs

- Lines and linear relationships
- Inverse relationships
- Relations
- Functions

Students are provided with the algebraic concepts and techniques required for a successful introduction to the study of calculus.

Counting and Statistics

- Discrete and continuous random data
- Samples and statistical measures
- Normal distributions

Students explore distributions and measures of spread, extending their knowledge of the measures of central tendency.

Matrices

- Matrix arithmetic

Students will represent information in a matrix form and perform arithmetic techniques with them.

Students use electronic technology, where appropriate, to enable complex problems to be solved efficiently.

Assessment

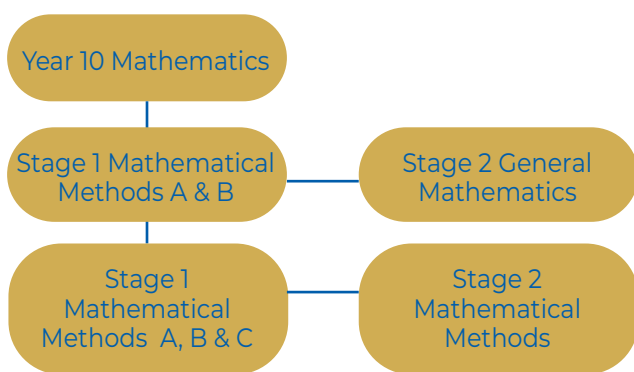
Students demonstrate evidence of their learning through the following assessment types:

- Skills and applications tasks: 80%
- Mathematical investigation: 20%

An examination will be held at the end of Semester 1.

Mathematical Methods B

Length	Semester 2
SACE Credits	10 credits
Prerequisites	Stage 1 Mathematical Methods A



Course Description

Stage 1 Mathematics extends students' mathematical experience, and provides a variety of contexts for incorporating mathematical arguments and problem solving. The topics provide a blending of algebraic and geometric thinking. In this subject, there is a progression of content, applications, and level of sophistication and abstraction.

Content

Polynomials

- Cubic and quartic polynomials

Students model real world situations from a range of contexts that have a cubic or quartic relationship.

Growth and Decay

- Indices and index laws
- Exponential functions
- Logarithmic functions

Students model growth and decay situations and will use their models to make predictions.

Introduction to Differential Calculus

- Rate of change
- The concept of a derivative
- Computations of derivatives
- Properties of derivatives
- Applications of derivatives

Students will develop and apply the concept of derivative.

Students use electronic technology, where appropriate, to enable complex problems to be solved efficiently.

Assessment

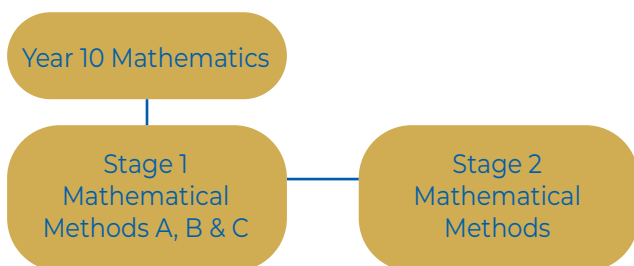
Students demonstrate evidence of their learning through the following assessment types:

- Skills and applications tasks: 80%
- Mathematical investigation: 20%

An examination will be held at the end of Semester 2.

Mathematical Methods C

Length	Semester 1
SACE Credits	10 credits
Prerequisites	Year 10 Mathematics
Note	Stage 1 Mathematical Methods C is studied in conjunction with Stage 1 Mathematical Methods A.



Course Description

Stage 1 Mathematics extends students' mathematical experience, and provides a variety of contexts for incorporating mathematical arguments and problem solving. The topics provide a blending of algebraic and geometric thinking. In this subject, there is a progression of content, applications, and level of sophistication and abstraction.

Content

Trigonometry

- Cosine and Sine rules
- Circular measure and radian measure
- Trigonometric functions

Students extend their understanding of trigonometry into non right angled triangles. They are introduced to the basic trigonometric functions, beginning with the unit circle. Radian measure of angles is introduced and the graphs of trigonometric functions are explored.

Counting and Statistics

- Counting

Students will explore counting techniques of permutations and combinations.

Real and Complex Numbers

- The number line
- Complex numbers
- Roots of equations

Students continue their study of numbers, including irrational numbers. They develop and operate with complex numbers, and use them to solve problems that cannot be solved with real numbers alone.

Students use electronic technology, where appropriate, to enable complex problems to be solved efficiently.

Assessment

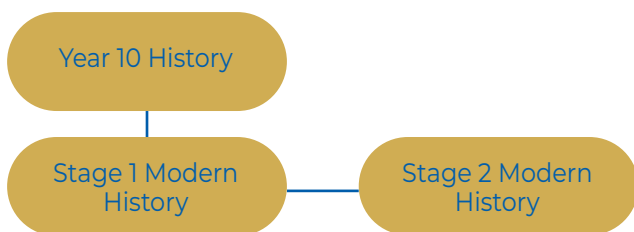
Students demonstrate evidence of their learning through the following assessment types:

- Skills and applications tasks: 80%
- Mathematical investigation: 20%

An examination will be held at the end of Semester 1.

Modern History

Length	Semester
SACE Credits	10 credits
Prerequisites	Year 10 History



Course Description

The course explores changes in the world since 1750. Students will explore the impacts of these developments and investigate the way people, groups and institutions transformed societies.

Content

“What if Hitler had never been born?”
 “Who was Lenin and how did he re-create Russia?”

This course covers the topics:

- Revolution: Russian revolution
- Elective: Nazi Germany holocaust

Assessment

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

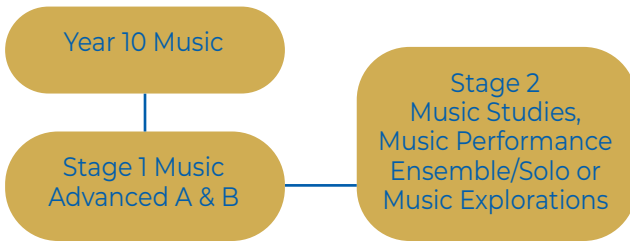
- 3 historical skills assessments: 70%
- 1 historical study assessment: 20%
- Examination: 10%



Music

Advanced A & B

Length	Semester or Full Year
SACE Credits	2 x 10 credits
Prerequisites	Year 10 Music combined with instrumental or vocal tuition



Assessment

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

Creative Works

- Solo performance: 20%
- Ensemble performance: 20%
- Arranging and composition: 20%

Musical Literacy

- Aural recognition / identification: 10%
- Theoretical concepts: 20%
- Reflection and analysis of creative works: 10%

An examination will be held at the end of Semester 2.

Course Description

The course consists of the following strands:

Understanding Music

This includes the development of:

- Musical literacy
- Musical elements in music
- How music is created
- Analysing musical styles
- Aural skills.

Creating Music

This includes the development of:

- Application of musical elements
- Performance skills
- Music arranging
- Music composition.

Responding to Music

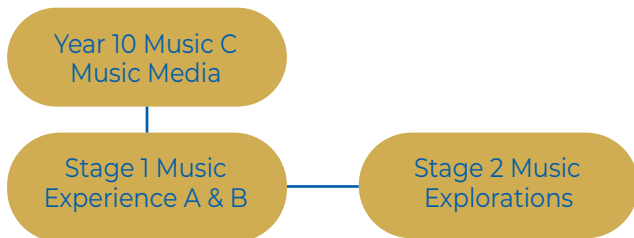
This includes the development of:

- Reflecting on music performed
- Reflecting on music composed
- Appraising and refining music
- Discussion of musical structure
- Musical score analysis.

MUSIC

Experience A & B

Length	Semester or Full Year
SACE Credits	2 x 10 credits
Prerequisites	Year 10 Music C - Music Media



Assessment

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

Creative Works

- Live loop creative performance: 20%
- Mixed composition: 30%

Musical Literacy

- Aural technology concepts: 20%
- Analysis of a selected music work: 10%
- Reflection on own creative works: 20%

Course Description

The course consists of the following strands:

Understanding Music

Students extend their skills in:

- Musical literacy
- Understanding musical elements
- How music is created
- Aural perception
- Interpreting scores and musical structure
- Musical styles
- Music technology.

Creating Music

Students extend their skills in:

- Musical performance
- Musical arrangements
- Musical compositions
- Organising and structuring musical ideas

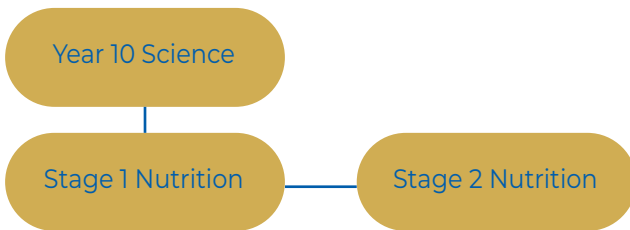
Responding to Music

Students extend their skills in:

- Appraising musical works
- Reflecting on performances
- Analysing musical scores
- Journal writing.

Nutrition

Length	Semester
SACE Credits	10 credits
Prerequisites	Year 10 Science



Course Description

In Nutrition, students will study the science of human nutrition, physiology and health. They explore the relationships between dietary lifestyle, healthy eating patterns and health and disease. Students will consider how food availability, future food, nutritional needs and health are influenced by political, economic, cultural and ethical issues, as well as environmental impacts, climate change and food sustainability.

Students will use their knowledge of nutrition, in addition to their literacy and numeracy skills to analyse diets and make recommendations to improve health outcomes for individuals, community groups and society. They will evaluate the impact of marketing of food, food systems, food quality standards, food availability and cultural foods on food selection.

Students will investigate global and local food trends, advancement in technology, and development of new foods and food packaging and their impact on the future health of populations. They will suggest solutions to complex issues informed by current research and Australian consumer protection practices.

Content

Students undertake the following topics:

- Principles of nutrition, physiology, and health
- Health promotion and emerging trends
- Sustainable food systems

Assessment

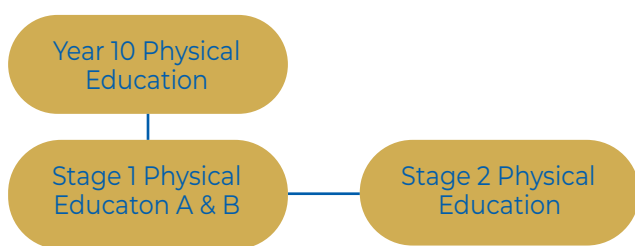
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Skills and application tasks
- Investigation folio

Students will complete an examination at the end of the semester.

Physical Education A & B

Length	Semester or Full Year
SACE Credits	10 or 20 credits
Prerequisites	Year 10 Physical Education



Practical focus areas relating to theory concepts may consist of:

- Badminton
- Table Tennis
- Netball/Fast5
- AFL
- Recreational activities

Assessment

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

- Performance improvement: 50%
- Physical activity investigation: 50%

Course Description

Students gain an understanding of human functioning and physical activity. They take an active role in data collection through practical units to support theory topics.

Students explore their own and others physical capacities and analyse performance. They develop skills in communication, analysis, investigation and the ability to apply knowledge to practical situations.

Content

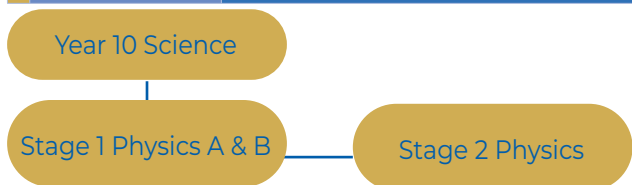
Students will undertake units of work linking to the following concepts:

- Performance and participation improvement – analysing and improving affordances through data collection and evidence
- Collaboration and communication skills
- Movement concepts and strategies
- Biophysical – applied physiological (including fitness and training concepts, energy systems) or biomechanical factors
- Psychological – skill acquisition concepts (including factors affecting skill learning)
- Socio-cultural – equity and access opportunities (including barriers and enablers to participation and performance)

Physics A & B

Psychology

Length	Semester or Full Year
SACE Credits	2 x 10 credits
Prerequisites	Year 10 Science
Note	Stage 1 Physics A is the pre-requisite course for Stage 1 Physics B.



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 worlds to the macrocosmos, and to make predictions about them.

The study of Physics will incorporate the application of mathematical equations to develop students' understanding of models and theories. Confidence with re-arranging algebraic expressions would be an advantage.

Content

The topics covered in Physics A are:

- Linear motion and forces
- Nuclear models and radioactivity
- Energy

The topics covered in Physics B are:

- Momentum
- Electric circuits
- Heat
- Waves

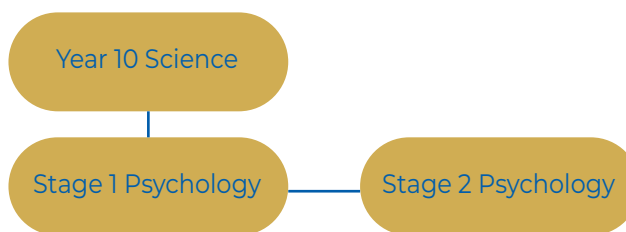
Assessment

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

- Investigation folio
- Skills and application tasks

Students will complete an examination at the end of the semester.

Length	Semester
SACE Credits	10 credits
Prerequisites	Year 10 Science



Course Description

The study of Psychology enables students to describe and explain the universality of human experience, individual and cultural diversity, and the ways in which behaviour can be changed. It offers a means for making society more cohesive and equitable. An inquiry approach to psychology enables students to define the scope of their learning by identifying investigable questions, deconstructing and designing their research using ethical scientific approaches, using data, and analysing and critiquing their findings. The issues that arise during investigations should be informed by the application of key scientific ideas, skills, concepts, and understanding.

Content

The 10 credit subject consists of the study of three topics:

- Emotion
- Forensic Psychology
- Investigations in Psychology

Assessment

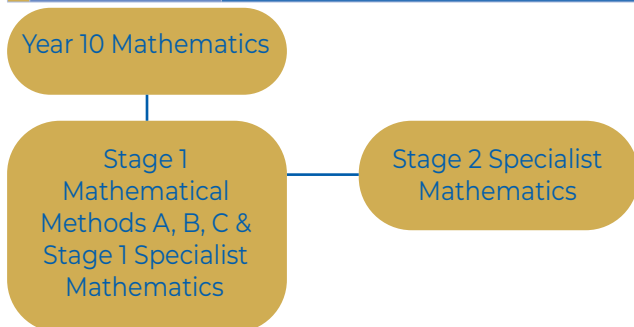
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Investigation folio
- Skills and application tasks

Students will complete an examination at the end of the semester.

Specialist Mathematics

Length	Semester 2
SACE Credits	10 credits
Prerequisites	Stage 1 Mathematical Methods A and C.
Note	Stage 1 Specialist Mathematics is studied in conjunction with Stage 1 Mathematical Methods A, B and C.



Course Description

Stage 1 Mathematics extends students' mathematical experience, and provides a variety of contexts for incorporating mathematical arguments and problem solving. The topics provide a blending of algebraic and geometric thinking. In this subject, there is a progression of content, applications, and level of sophistication and abstraction.

Content

Geometry

- Circle properties
- The nature of proof

Students will form and test hypotheses about the properties of circles.

Vectors

- Vector operations
- Component and unit vector forms
- Projections
- Geometric proofs using vectors

Students will gain skills in operating with vectors, their applications, and their use in proving results in geometry.

Further trigonometry

- Further trigonometric functions
- Trigonometric identities

Students extend their understanding of trigonometric functions and will model circular motion in familiar contexts.

Matrices

- Transformations in the plane

Students will apply matrix arithmetic to linear transformations in the plane.

Real and Complex Numbers

- Introduction to mathematical induction
- The complex (Argand) plane

Students will use mathematical induction as a way of proving a given statement for all integers and will represent complex numbers on an Argand plane.

Students use electronic technology, where appropriate, to enable complex problems to be solved efficiently.

Assessment

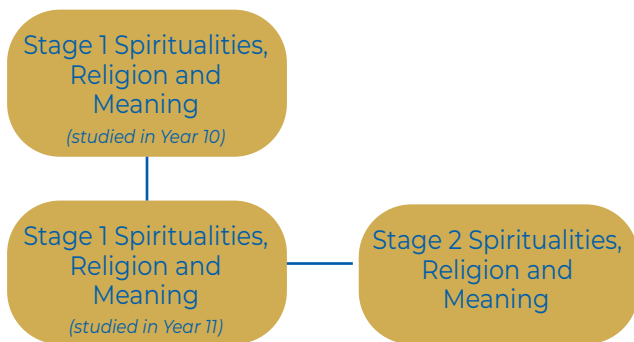
Students demonstrate evidence of their learning through the following assessment types:

- Skills and applications tasks: 80%
- Mathematical investigation: 20%

An examination will be held at the end of Semester 2.

Spiritualities, Religion and Meaning

Length	Semester
SACE Credits	10 credits
Prerequisites	Stage 1 Spiritualities, Religion and Meaning (Year 10 course)



Course Description

In Spiritualities, Religion and Meaning students develop and demonstrate their understanding of the influence of spiritual and/or religious perspectives on a local, national, or global community, by engaging with one or more images, artefacts, texts, documentaries, or feature films.

They collaborate with others to develop, apply, and reflect on their understanding of some spiritual and/or religious principles that underpin social justice actions within the school or broader community; and they investigate a contemporary issue linked to one of the big ideas.

Content

The following six big ideas frame learning in this subject by inviting inquiry into spiritual and /or religious perspectives in context. Students will study one or two big ideas.

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



Topics include:

- Religion, faith and spirituality: finding ultimate meaning through Religion and/or spirituality
- Morality and ethics: the issues of injustices for refugees and ethical consumerism
- Made in the Image of God (MITIOG) Human Sexuality: an understanding of how to live with sexual integrity and the implications of sexual behaviour.

Assessment

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

- Representations
- Connections
- Issues investigation

Tourism



Length	Semester
SACE Credits	10 credits
Prerequisites	None

Stage 1 Tourism

Stage 2 Tourism

Course Description

Students develop an understanding of the nature of tourists, tourism, and the tourism industry. They investigate local, national, and global tourism and explore tourism as a business and sustainable industry. Students also gain an understanding of the economic, sociocultural and environmental impacts of tourism. Students will also investigate and analyse tourism trends, developments, or contemporary issues and communicate information about tourism for particular audiences and purposes.

Content

Themes and topics are chosen from the list below:

Themes:

- Understanding the tourism industry
- Creating sustainable tourism

Assessment

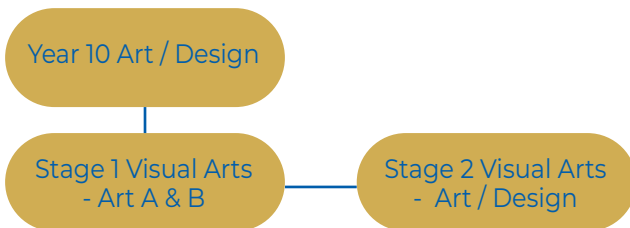
Evidence of learning is demonstrated in the following assessment types:

- Case study
- Sources analysis
- Practical activity
- Investigation

There will be an examination at the end of the semester.

Visual Arts Art A & B

Length	Art A - Semester 1 Art B - Semester 2
SACE Credits	2 x 10 credits
Prerequisites	One semester of Year 10 Art/ Design is recommended



Course Description

Students express ideas through developmental practical work using drawings, sketches, diagrams, models, photographs and/or audio visual techniques leading to resolved pieces of artwork. Art includes the development of ideas, research, analysis and experimentation with media, techniques, resolution and production.

Each semester comprises the following layout:

Folio:

Practical development on a teacher directed theme.

Visual Study:

Practical development on an Art related research topic.

Practical:

Final practical artwork accompanied by a practitioner's statement.

Semester 1

Art A topics include:

- Folio – portraiture
- Visual study – drawing and painting
- Practical and practitioner's statement – a final practical artwork and written evaluation.

Semester 2

Art B topics include:

- Folio – mixed media
- Visual study
- Practical and practitioner's statement – a final practical artwork and written evaluation

Content

The following three areas of study are covered:

- Visual thinking
- Practical resolution
- Visual Arts in context

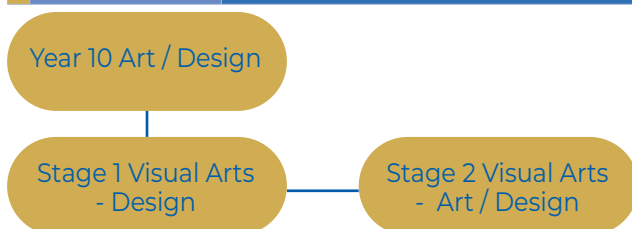
Assessment

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

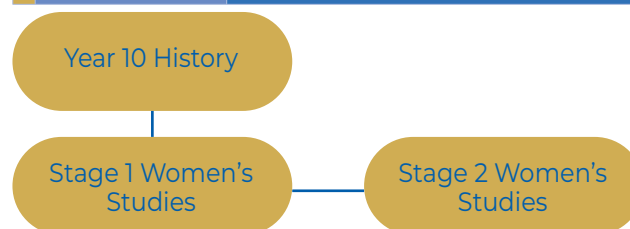
- Folio: 40%
- Practical: 30%
- Visual study: 30%

Visual Arts Design Women's Studies

Length	Semester
SACE Credits	10 credits
Prerequisites	One semester of Year 10 Art/ Design is recommended



Length	Semester
SACE Credits	10 credits
Prerequisites	Year 10 History is recommended



Course Description

Students express ideas through developmental practical work using drawings, sketches, diagrams, models, photographs and/or audio visual techniques leading to resolved pieces of artwork. Students will acquire an understanding of aesthetics and the relationship between form and function. Design includes the development of the design process: define a problem, idea generation, research, evaluate, communicate and present.

Topics include:

- Folio – design: product or interior
- Practical and practitioner’s statement – a final practical artwork and written statement
- Visual study – Architecture

Content

The following three areas of study are covered:

- Visual thinking
- Practical resolution
- Visual Arts in context.

Assessment

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

- Folio: 40%
- Practical: 30%
- Visual study: 30%

Course Description

In Women’s Studies, students look at the world from the perspective of women. They explore the diversity of women’s experiences in contemporary society, examining situations and beliefs that are both disempowering and empowering to women.

Students analyse the diversity of gender representation for women in visual / cultural texts and investigate issues around gender inequality in the workplace.

Content

The following areas of study are covered:

- The construction of gender
- Stereotyping and its perpetuation through cultural texts and influences
- Oppressive regimes that restrict the rights of women
- Gender inequality in the workplace

Assessment

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

- Text analysis: 50%
- Group presentation: 25%
- Issues analysis: 25%



YEAR 12

Courage to lead

Spiritualities, Religion & Meaning (10 credits) and the Research Project (10 credits) are the compulsory subjects studied at Year 12 for all students. Research Project forms part of the SACE compulsory requirements at Stage 2.

Requirements for completing the SACE

In order to be eligible for 2024 entry into any one of the three universities in South Australia, students must qualify for the South Australian Certificate of Education (SACE) and meet the requirements to obtain an ATAR. An ATAR is based on 90 Credits of Stage 2 study.

To be awarded the SACE students completing Stage 2 in 2022 must:

- complete 200 credits of SACE subjects (or equivalent)
- achieve a minimum C grade in Stage 1 Exploring Identities and Futures, 20 credits of literacy and 10 credits of numeracy subjects
- achieve a minimum C- grade in Stage 2 Research Project (10 credits)
- achieve a minimum C- grade in an additional 60 credits at Stage 2 (3 x 20 credit subjects).

Pastoral Care Overview

The Year 12 Pastoral Care program focuses on the wellbeing quality of being Self-assured.

Year 12 MacKillop students are supported and encouraged to continue building on their ability to be confident in themselves and their abilities in their final year at the College.

Students explore themes such as respectful relationships, post school pathways and options, and study and time management. They are also encouraged to reflect on their time at the College and to offer gratitude to those in the community who have made a difference in their lives.

Throughout the Pastoral Care program Year 12 students work with a Year 8 student and act as a 'big sister'. This mentor role provides the Year 12 student with an opportunity to show leadership and build on the connections formed in the previous year, as they support the younger student in her second year of high school.



Year 12 Subjects	Semester	Full Year	SACE Credits	Page
Biology		Y	20	120
Business Innovation		Y	20	120
Chemistry		Y	20	121
Child Studies		Y	20	121
English		Y	20	122
Essential English		Y	20	122
English Literary Studies		Y	20	123
Essential Mathematics		Y	20	124
Food & Hospitality		Y	20	125
General Mathematics		Y	20	126
Geography		Y	20	127
Health & Wellbeing		Y	20	128
Information Processing & Publishing		Y	20	129
Mathematical Methods		Y	20	130
Modern History		Y	20	131
Music Explorations		Y	20	132
Music Performance Ensemble / Solo		Y	2 x 10	131
Music Studies		Y	20	132
Nutrition		Y	20	133
Physical Education		Y	20	134
Physics		Y	20	135
Psychology		Y	20	135
Spiritualities, Religion & Meaning		Y	10	136
Research Project A or B (Semester 1 only)	Y		10	136
Specialist Mathematics		Y	20	137
Tourism		Y	20	138
Visual Arts - Art / Design		Y	20	138
Women's Studies		Y	20	139
Workplace Practices		Y	20	140

Compulsory Subject
Elective Subject

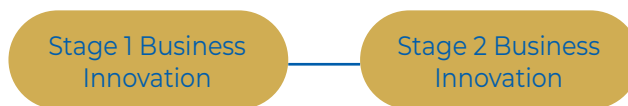
Biology

Business Innovation

Length	Full Year
SACE Credits	20 Credits
Prerequisites	Stage 1 Biology B is the preferred pre-requisite course



Length	Full Year
SACE Credits	20 Credits
Prerequisites	Stage 1 Business Innovation



Course Description

In this subject, students study the diversity of life as it has evolved, the function of living organisms and how they interact with their own and other species and their environments. Students then use their knowledge and understanding of biological science and skills to find solutions to problems and biological issues, and to understand how biological science impacts on their lives, society, and the environment.

Students explore the dynamic nature of biological science and the complex ways in which science interacts with society. They explore how biologists work with other scientists to develop new understanding and insights, and produce innovative solutions to problems and challenges in local, national, and global contexts, and apply their learning from these approaches to their own scientific thinking.

In Biology, 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.

Content

The topics for Stage 2 Biology are:

- DNA and proteins
- Cells as the basis of life
- Homeostasis
- Evolution

Assessment

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

School-based Assessment

- Skills and applications tasks: 40%
- Investigations folio: 30%

External Assessment

- Examination: 30%

Course Description

Students 'learn through doing' in Stage 2 Business Innovation, using design thinking and project management strategies in business contexts to explore problems and generate possible solutions to meet customer needs using a customer-focused approach. They learn in an environment in which a human-centered approach is strengthened, where creativity and business intelligence is applied to develop and evaluate business models and plans.

Students will analyse and evaluate business opportunities and challenges posed by emerging technologies, applying communication and collaboration skills to generate ideas and encourage innovation. Integral to this is the opportunity for students to analyse and evaluate social, economic, environmental, and/or ethical impacts of global and local businesses.

Content

Students explore at least two of the following contexts:

- Designing business
- Sustaining business
- Transforming business

Assessment

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

School-based Assessment

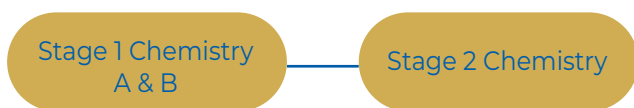
- Business skills: 40%
- Business model: 30%

External Assessment

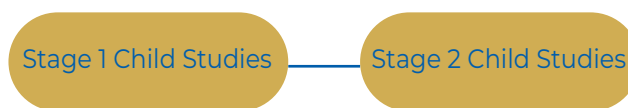
- Business plan and pitch: 30%

Chemistry Child Studies

Length	Full Year
SACE Credits	20 Credits
Prerequisites	Stage 1 Chemistry A & B



Length	Full Year
SACE Credits	20 Credits
Prerequisites	Stage 1 Child Studies



Course Description

Through the 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.

Students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage 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.

Content

The topics for Stage 2 Chemistry are:

- Monitoring the environment
- Managing chemical processes
- Organic and biological chemistry
- Managing resources

Assessment

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

School-based Assessment

- Skills and applications tasks: 40%
- Investigations folio: 30%

External Assessment

- Examination: 30%

Course Description

Child Studies focuses on children's growth and development from conception to eight years inclusive. Students examine attitudes and values about parenting and care giving and gain an understanding of the growth and development of children. Through the study of Stage 2 Child Studies, students develop a variety of research, management and practical skills.

Content

Students study topics within the following five areas:

- Contemporary and future issues
- Economic and environmental influences
- Practical and legal influences
- Socio cultural influences
- Technological influences

Assessment

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

School-based Assessment

- Practical activity: 50%
- Group activity: 20%

External Assessment

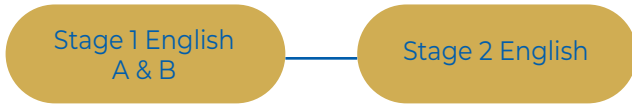
- Investigation: 30%

English

Essential English

Length	Full Year
SACE Credits	20 Credits
Prerequisites	Recommended B grade or higher in Stage 1 English A & B

Length	Full Year
SACE Credits	20 Credits
Prerequisites	Recommended C grade in Stage 1 Essential English A & B, or Stage 1 English A & B. Teacher recommendation.



Course Description

In Stage 2 English, students read and view a range of texts, compare and analyse the relationships between language and stylistic features, text types, and contexts. Students also recognise and analyse the language and stylistic features and conventions of text types in literary and everyday texts and how this 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 their own creation of texts, and reading and viewing the texts of others.

Content

Students complete:

- Three responses to texts (poetry, film and media - one of which is an oral presentation)
- Four created texts (one of which is a writer's statement and an oral or multimodal presentation)
- One comparative analysis (independently selected texts)

Assessment

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

School-based Assessment

- Responding to texts: 30%
- Creating texts: 40%

External Assessment

- Comparative analysis: 30%

Course Description

Stage 2 Essential English enables students to achieve the literacy requirement in the SACE.

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 the ways in which language choices are used to create meaning.

Content

Students complete:

- Three responses to texts (selected from a wide range of texts)
- Three created texts (including one advocacy text)
- One language study

Assessment

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

School-based Assessment

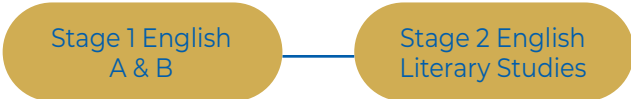
- Responding to texts: 30%
- Creating texts: 40%

External Assessment

- Language study: 30%

English Literary Studies

Length	Full Year
SACE Credits	20 Credits
Prerequisites	Recommended B grade or higher in Stage 1 English A & B.



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.

Content

Students complete:

- Up to five responses to texts (including extended prose, film, poetry and drama studies, and one critical perspectives response)
- Two created texts (including one transformative text)
- Two tasks for the text study (one comparative study and one critical reading).

Assessment

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

School-based Assessment

- Responding to texts: 50%
- Creating texts: 20%

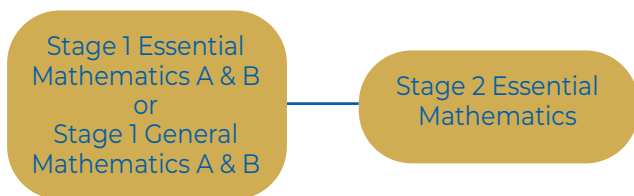
External Assessment

Text Study

- Comparative text study: 15%
- Critical reading (Examination): 15%

Essential Mathematics

Length	Full Year
SACE Credits	20 Credits
Prerequisites	Stage 1 Essential Mathematics B or Stage 1 General Mathematics B.



Course Description

Stage 2 Essential Mathematics offers students the opportunity to extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts.

Content

Scales, Plans, and Models

Students investigate the properties of plane shapes and solids, and construct the nets of a range of three dimensional shapes. Using scaled representations, full scale measurements are determined. Students also develop practical skills in measuring and scaling down.

Measurement

Students consider practical problems in two dimensions involving circles, polygons, and composite shapes, and in three dimensions involving cones, cylinders, pyramids and spheres. Pythagoras' theorem and the trigonometry of right and non right triangles enable students to solve problems posed in everyday and workplace contexts. Students calculate volume, mass, and density of shapes posed in practical contexts.

Business Applications

Students investigate physical and financial planning aspects of a small business. Break-even calculations considering fixed and variable costs, provide the opportunity to investigate a business' viability.

Students examine how the structure of a business affects their taxation liability.

Statistics

Students critically analyse data and use this analysis to form and support reasonable conjectures.

Linear regression techniques are used to investigate the relationship between two variable characteristics. Students analyse data graphically and algebraically to determine the strength and nature of the relationship and use it, where appropriate, to make predictions.

Investment and Loans

Students investigate a range of ways of investing and borrowing money. Simple and compound interest calculations are used to find the return on an investment. The effects of taxation and inflation on the investment return are considered. Annuity calculations are also developed.

Students use electronic technology, where appropriate, to support both calculations and presentation of their work.

Assessment

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

School-based Assessment

- Skills and applications tasks 30%
- Folio 40%

External Assessment

- Examination 30%

Food & Hospitality

Length	Full Year
SACE Credits	20 Credits
Prerequisites	Stage 1 Food & Hospitality

Stage 1 Food & Hospitality

Stage 2 Food & Hospitality

Course Description

In Food and Hospitality, students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality. Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices.

Content

Students focus on the impact of the food and hospitality industry on Australian society and examine the contemporary and changing nature of the industry. Students develop relevant knowledge and skills as consumers and/or as industry workers. Students study topics within the following five areas of study:

- Contemporary and future issues
- Economic and environmental influences
- Political and legal influences
- Socio cultural influences
- Technological influences

Assessment

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

School-based Assessment

- Practical activity: 50%
- Group activity: 20%

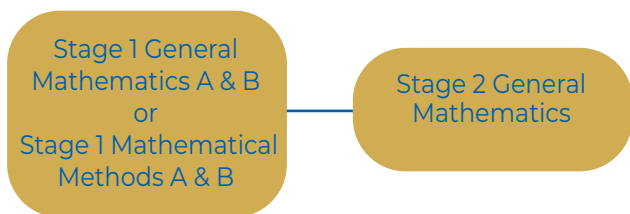
External Assessment

- Investigation: 30%



General Mathematics

Length	Full Year
SACE Credits	20 Credits
Prerequisites	Stage 1 General Mathematics B or Stage 1 Mathematical Methods A & B



Course Description

This subject prepares students for entry to tertiary courses requiring a non specialised background in mathematics. General Mathematics offers students the opportunity to develop a strong understanding of the process of mathematical modelling and its application to problem solving in everyday workplace contexts.

Content

Modelling with Linear Relationships

Students review and extend their understanding of continuous linear functions through the solution of problems involving simultaneous linear equations. The solution of problems involving the interaction of two variables is found using the method of linear programming.

Modelling with Matrices

Students apply matrices to solve problems in practical contexts. Two practical applications of matrices are studied: connectivity of networks and transition problems.

Statistical Models

The linear and exponential growth behaviours are observed in bivariate data. Students find algebraic models of the data and use them for predictive purposes. Students also investigate the characteristics and nature of the normal distribution and use this model to solve problems and make predictions.

Financial Models

In this topic, the focus is on the annuity model and its applications to investing and borrowing money. Students consider saving money for a future need by making regular deposits, repayment of a reducing balance loan and receiving an income stream from a lump-sum investment.

Discrete Models

The focus of this topic is on network applications to the solution of problems involving critical path analysis and assignment problems. In critical path analysis, students determine the shortest time in which a complex task can be completed and identify the critical components of that task. Students investigate assignment problems and learn the application of the Hungarian algorithm to their solution.

Students use electronic technology, where appropriate, to support both calculations and presentation of their work.

Assessment

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

School-based Assessment

- Skills and applications tasks: 40%
- Mathematical investigations: 30%

External Assessment

- Examination: 30%

Geography

Length	Full Year
SACE Credits	20 Credits
Prerequisites	Stage 1 Geography

Stage 1 Geography

Stage 2 Geography

Assessment

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

School-based Assessment

- Geographical skills and applications: 40%
- Fieldwork: 30%

External Assessment

- Examination: 30%

Course Description

Students look at ways to transform the world's environments through exploring the challenges and opportunities facing both Australia and the wider world, in order to promote a more sustainable way of life. Through the study of Environmental Change and Management, students develop their understanding of the impact of people on ecosystems and our role in climate change.

Students examine social and economic change and develop their understanding of population trends and movements, the growth and impact of globalisation and localisation, and global patterns of inequality.

Students will pose questions to geographical challenges, seek answers, evaluate their responses and generate proposals for change using a range of fieldwork, spatial technology and inquiry skills. Fieldwork in all of its various forms is essential as it enables students to develop their understanding of the world through direct experience.

Content

Theme 1 Environmental Change:

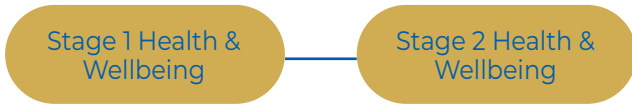
- Ecosystems and people
- Climate change

Theme 2 Social & Economic Change:

- Population change
- Globalisation
- Transforming global inequality

Health & Wellbeing

Length	Full Year
SACE Credits	20 Credits
Prerequisites	Stage 1 Health & Wellbeing



Course Description

Students develop the knowledge, skills and understandings required to explore and analyse influences and make informed decisions regarding health & wellbeing. They consider the role of health & wellbeing in various contexts and explore ways of promoting positive outcomes for individuals, communities and global society.

Students explore and develop skills as agents and advocates for change and consider moral and ethical perspectives in a rapidly changing world. Students evaluate current trends and issues that impact health and wellbeing. They reflect on personal and community actions to promote and improve sustainable outcomes for individuals, communities, and global society.

Content

Students will undertake units of work linking to the following concepts

Health Literacy

- Interpret and make decisions about health and wellbeing information and advice
- Express how they feel about certain issues
- Analyse research findings

Health Determinants

- Develop an understanding of what factors influence an individual's health
- Investigate health at an individual, local and global level
- Consider the relationship between wellbeing and health

Social Equity

- Develop an understanding of fairness and equality in society.
- Recognise how social equity applies to the fair and equitable distribution of health resources and the availability and accessibility of health services and educational programs

Health Promotion

- Consider the role of health promotion in improving health outcomes
- Evaluate current health promoting initiatives
- Take personal actions to improve health outcome

Assessment

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

School-based Assessment

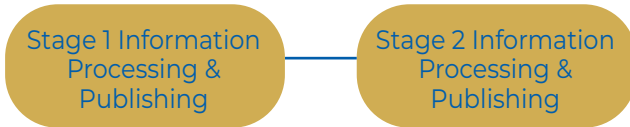
- Initiative: 40%
- Folio: 30%

External Assessment

- Inquiry: 30%

Information Processing & Publishing

Length	Full Year
SACE Credits	20 Credits
Prerequisites	Stage 1 Information Processing & Publishing



Course Description

Students investigate the use of technology to design and implement information processing solutions. They develop solutions to text based problems in information processing and publishing using imagination and creativity to make choices on the appropriate computer hardware and software for communicating in a range of contexts. They use the design process to apply problem solving, critical thinking and decision making skills.

Content

Two focus areas are chosen from the four focus areas which are:

- Desktop publishing
- Electronic publishing
- Personal documents
- Business documents

Assessment

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

School-based Assessment

- Practical skills: 40%
- Issues analysis: 30%

External Assessment

- Product and documentation: 30%



Mathematical Methods

Length	Full Year
SACE Credits	20 Credits
Prerequisites	Stage 1 Mathematical Methods A, B & C

Stage 1
Mathematical
Methods A, B & C

Stage 2
Mathematical
Methods

Course Description

Stage 2 Mathematical Methods can lead to tertiary studies of 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. Stage 2 Mathematical Methods focuses on the development of mathematical skills and techniques that enable students to explore, describe, and explain aspects of the world around them in a mathematical way.

Content

Calculus

Students gain a conceptual grasp of introductory calculus. Derivatives of exponential, logarithmic, and trigonometric functions and their applications, together with differentiation techniques and applications to optimisation problems and graph sketching are studied. Integration, both as a process that reverses differentiation and as a way of calculating areas, is studied.

The fundamental theorem of calculus as a link between differentiation and integration is emphasised.

The topics studied are:

- Further differentiation and applications
- Integral calculus
- Logarithmic functions

Statistics

Students examine argument and conjecture from a 'statistical' point of view working with discrete and continuous variables. The normal distribution is used in a variety of contexts as is the Central Limit Theorem. The topics studied are:

- Discrete random variables
- Continuous random variables and the normal distribution
- Sampling and confidence intervals

Students use electronic technology, where appropriate, to enable complex problems to be solved efficiently.

Assessment

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

School-based Assessment

- Skills and applications tasks: 50%
- Mathematical investigation: 20%

External Assessment

- Examination: 30%

Modern History

Length	Full Year
SACE Credits	20 Credits
Prerequisites	Stage 1 Modern History

Stage 1 Modern History

Stage 2 Modern History

Course Description

The Modern History course gives students the opportunity to analyse a period, event, group of people, or phenomenon that has had an impact on World History after 1750. Students will build on their skills of historical inquiry formulated in previous years. Students are advised that good analytical and written communication skills are required for success in this subject.

Content

Modern Nations: Topic 3 Germany (1918-1943)

Students will deepen their understanding of the Weimar Republic, Rise of Hitler, Totalitarian State, Germany's part in WW2, The Final Solution and Germany's defeat.

The World since 1945: The changing world order (1945-) The Cold War

Students will examine the origins of the superpower rivalry between the USA and the Soviet Union, the nature of the Cold War and the consequences of the Cold War.

Assessment

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

School-based Assessment

- 5 historical skills assessments: 50%
- 1 historical study: 20%

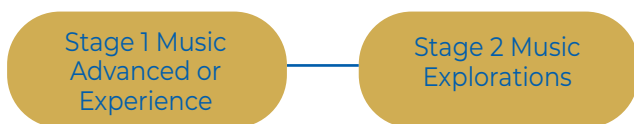
External Assessment

- Examination: 30%



Music Explorations

Length	Full Year
SACE Credits	20 Credits
Prerequisites	Stage 1 Music Advanced A & B or Stage 1 Music Experience A & B



Course Description

Students explore and experiment with musical styles, influences and/or techniques, as they develop their understanding of music. This is applied as they explore how others create, present, and/or produce music, and experiment with their own creations.

Content

The course consists of the following strands:

Understanding Music

Students demonstrate their understanding of music through:

- Creative exploration and application
- Reflection of musical influences
- Use of techniques and/or productions.

Creating Music

Students think creatively apply techniques and technologies to:

- Create and present imaginative music for a range of purposes and contexts through the inspiration of the music of others
- Write a collection of songs based on ideas and inspiration by exploring and analysing existing songs of famous songwriters.
- Re-create musical genres and specific stylistic and musical techniques identifiable with the genre.

Responding to Music

Students engage critically and creatively with music by:

- Responding to their own and others' performances
- Developing and extending their understanding of how patterns and structures contribute to musical form
- Learning how responding and evaluating music helps refine their own musical thinking and allows informed choices in their experimentation and creating.

Assessment

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

School-based Assessment

- Musical literacy: 30%

Students complete three tasks:

1. Students create a 32-48 bar original song with lyrics using stylistically appropriate notation and accompanied by a composer's statement.
2. & 3. Students then choose any two of the following:
 - A comparison of two or more works
 - An analysis and discussion of style, technique and musical elements of one or two works
 - A reflection and/or critique of one or more works presented in a live music performance.

Together, the musical literacy tasks should be to a maximum of 12 minutes if presented orally, 2,000 words if written, or the equivalent in multimodal form.

- Explorations: 40%

Students provide evidence of their learning in a portfolio that comprises of 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 multimodal form on the processes of exploration and experimentation that they have used, and their key findings.

External Assessment

- Creative connections: 30%

Students present and perform a final creative work of between 6-8 minutes, which is then recorded. Alternately 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 or equivalent that critiques and reflects on their creative work and discusses the connections and influences of others used as inspiration.

Music

Performance Ensemble and/or Solo

Length	Full Year
SACE Credits	10 Credits each
Prerequisites	Stage 1 Music Advanced A & B or refined performance skills on an instrument or voice

Stage 1 Music
Advanced A & B

Stage 2 Music
Performance

Course Description

Students extend their musical literacy skills through discussing key musical elements of the repertoire, and interpreting creative works. Students express their musical ideas through performing, critiquing, and evaluating their own performances.

Students prepare 18-24 minutes of music for the three assessments.

Content

The course consists of the following strands.

Understanding Music

Students apply their understanding of the musical elements of their repertoire to express their musical ideas and think creatively and critically about ensemble and/or solo music performance.

Creating Music

Students apply and extend their practical music making skills through performing works in an ensemble, for instrument and/or voice. They apply their musical understanding, skills, and techniques in refining and performing music.

Responding to Music

Students engage critically and creatively with music, and strengthen their musical literacy, through critiquing and evaluating their own performances in an ensemble or as a soloist, interpreting the creative works that they perform, and expressing their musical ideas.

Assessment

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

School-based Assessment

- Performance: 30%
Ensemble or solo performance to a live audience of 6-8 minutes in duration. All performances are recorded.

- Performance and discussion: 40%

Ensemble or solo performance to a live audience of 6-8 minutes in duration. All performances are recorded.

In the ensemble, individual evidence of their contribution is provided through part-testing of 2 minutes duration.

Discussion of up to 4 minutes orally, or 800 words if written, demonstrating understanding of musicianship of the music presented and critique of their strategies employed in both rehearsal and performance.

External Assessment

- Performance portfolio: 30%

Students present an ensemble or solo performance portfolio of a live performance of 6-8 minutes of a musical work or works. All performances are recorded.

Students also present an individual discussion of up to 3 minutes orally, or 500 word written or multimodal equivalent as an individual evaluation of their learning journey.

Music Studies

Length	Full Year
SACE Credits	20 Credits
Prerequisites	Stage 1 Music Advanced A & B

Stage 1 Music Advanced A & B

Stage 2 Music Studies

Course Description

Students develop, synthesise 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.

Content

The course consists of the following strands:

Understanding Music

Students demonstrate their understanding of music through:

- Creative application of musical elements
- Reflection on musical influences and musicianship.

Creating Music

Students creatively apply their musical understanding by:

- Extending their musical skills
- Applying techniques to develop and refine creative works
- Presenting creative works to demonstrate musical literacy and aural perception.

Responding to Music

Students engage critically and creatively with music by:

- Responding to their own and others' works
- Developing and extending their musical skills
- Deconstructing and analysing stylistic and technical elements of music
- Using musical terminology to discuss and interpret music and performances of music.

Assessment

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

School-based Assessment

- Creative works: 40%

Students present a portfolio of creative works selected from Solo Performance, Ensemble Performance, Compositions and/ or Arrangements as well as a creator's statement reflecting on these works.

- Musical literacy: 30%

Students complete three musical literacy tasks that allow the student to manipulate musical elements, apply and refine their musical literacy skills and aural perception and notation as well as deconstruct and analyse musical works and/styles and to synthesise their findings.

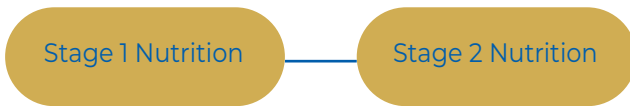
External Assessment

- Examination: 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, analysing, and interpreting musical works. Students also manipulate musical elements in the synthesis and expression of musical styles and musical literacy

Nutrition

Length	Full Year
SACE Credits	20 Credits
Prerequisites	Stage 1 Nutrition



Course Description

In Nutrition, students will study the science of human nutrition, physiology and health. They explore the relationships between dietary lifestyle, healthy eating patterns and health and disease. Students will consider how food availability, future food, nutritional needs and health are influenced by political, economic, cultural and ethical issues, as well as environmental impacts, climate change and food sustainability.

Students will use their knowledge of nutrition, in addition to their literacy and numeracy skills to analyse diets and make recommendations to improve health outcomes for individuals, community groups and society. They will evaluate the impact of marketing of food, food systems, food quality standards, food availability and cultural foods on food selection.

Students will investigate global and local food trends, advancement in technology, and development of new foods and food packaging and their impact on the future health of populations. They will suggest solutions to complex issues informed by current research and Australian consumer protection practices.

Content

Students undertake the following topics.

- Principles of nutrition, physiology and health
- Health promotion and emerging trends
- Sustainable food systems

Assessment

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

School-based Assessment

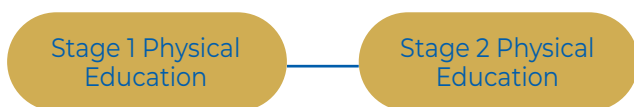
- Skills and application tasks: 40%
- Investigation folio: 30%

External Assessment

- Examination: 30%

Physical Education

Length	Full Year
SACE Credits	20 Credits
Prerequisites	One semester of Stage 1 Physical Education is recommended.



Practical focus area topics will cater to the different skills and interests of the students.

Assessment

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

School-based Assessment

- Diagnostics task/s: 30%
- Self-improvement portfolio: 40%

External Assessment

- Group dynamics task: 30%

Course Description

Students gain an understanding of human functioning and physical activity. They take an active role in data collection through practical units to support theory topics.

Students explore their own and others physical capacities and analyse performance. They develop skills in communication, analysis, investigation, and the ability to apply knowledge to practical situations.

Students will apply their understanding of movement concepts to evaluate aspects of their own and others' physical activity and implement strategies to improve their participation and/or performance in sport.

Content

Students will undertake units of work linking to the following concepts:

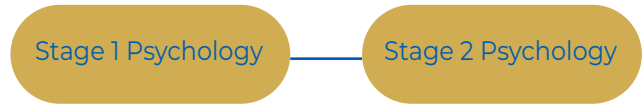
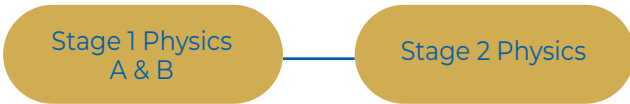
- Performance and participation improvement – analysing and improving affordances through data collection and evidence
- Collaboration and communication skills
- Movement concepts and strategies
- Biophysical – applied physiological (including fitness and training concepts, energy systems) or biomechanical factors
- Psychological – skill acquisition concepts (including factors affecting skill learning)
- Group dynamics and coaching strategies

Physics

Psychology

Length	Full Year
SACE Credits	20 Credits
Prerequisites	Stage 1 Physics A & B

Length	Full Year
SACE Credits	20 Credits
Prerequisites	None



Course Description

In this subject, students use qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Students gather, analyse and interpret primary and secondary data to investigate a range of phenomena and technologies and increase their understanding of physics concepts and the impact that physics has on contemporary life.

Through an exploration of science as a human endeavour, students develop and apply their understanding of the ways in which science interacts with society, they explore how physicists develop new understanding and insights to produce innovative solutions to everyday and complex problems and challenges in local, national, and global contexts.

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.

Content

The topics covered in this course are:

- Motion and relativity
- Electricity and magnetism
- Light and atoms

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%

Course Description

The study of Psychology enables students to describe and explain the universality of human experience, individual and cultural diversity, and the ways in which behaviour can be changed. It offers a means for making society more cohesive and equitable. An inquiry approach to psychology enables students to define the scope of their learning by identifying investigable questions, deconstructing and designing their research using ethical scientific approaches, using data, and analysing and critiquing their findings.

The issues that arise during investigations should be informed by the application of key scientific ideas, skills, concepts, and understanding. This course builds on the Stage 1 course, however Stage 1 Psychology is not a pre-requisite.

Content

The 20-credit subject is expected to consist of 5 topics:

- Psychology of the individual
- Psychological health and wellbeing
- Organisational psychology
- Social influence
- The psychology of learning

Assessment

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

School-based Assessment

- Skills and applications tasks: 40%
- Investigations folio: 30%

External Assessment

- Examination: 30%

Spiritualities, Religion & Meaning Project A or B

Length	Full Year
SACE Credits	10 Credits
Prerequisites	Stage 1 Spiritualities, Religion & Meaning



Length	Semester 1
SACE Credits	10 Credits

The SACE Board is in the process of revitalising the Research Project, to be replaced with Activating Identities and Futures (AIF). The full implementation of the AIF will be directed by the SACE Board and communicated to schools in the future.

Course Description

In Spiritualities, Religion and Meaning students explore key beliefs, values and practices of one or more spiritualities or religions. They engage with the topic individually and in collaboration with others, through imaginative exploration, research, dialogue, open questioning, and empathetic listening.

They use one or more 'big ideas' to frame inquiry questions; to explore issues, concepts, and ideas; and to reflect on personal and shared meaning within one or more spiritualities and/or religions. Students will individually explore and evaluate an existing initiative related to a local, national, or global issue related to a big idea of their choice, considering spiritual and/or religious perspectives.

Content

The following six big ideas frame learning in this subject by inviting inquiry into spiritual and /or religious perspectives in context. Students will study one or two big ideas.

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

Assessment

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

School-based Assessment

- Reflective analysis: 40%
- Connective task: 30%

External Assessment

- Transformative action: 30%

Course Description

This compulsory Stage 2 subject for SACE, provides students with the opportunity to study an area of interest in depth. The Research Project must be completed with a C- grade or better to meet SACE requirements.

The Research Project provides a valuable opportunity for students to develop and demonstrate skills, such as planning, research, synthesis, evaluation and project management.

Students are encouraged to be innovative and generate a sense of agency in which they manage their project from inception to completion.

The Research Project can take many forms, for example:

- Community based projects
- Technical or practical activities
- Work related research
- Subject related research.

Assessment

The Research Project A has an external assessment that is undertaken in written form as a review.

The Research Project B has an external assessment that is undertaken in written form as an evaluation.

School-based Assessment

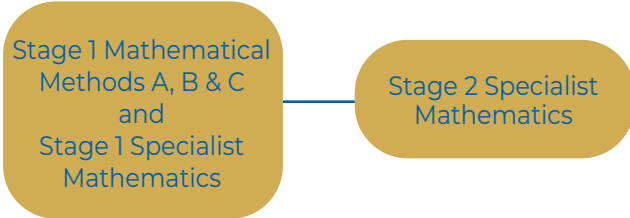
- Folio: 30%
- Outcome: 40%

External Assessment

- Evaluation / review: 30%

Specialist Mathematics

Length	Full Year
SACE Credits	20 Credits
Prerequisites	Stage 1 Mathematical Methods A, B & C and Stage 1 Specialist Mathematics.



Course Description

Stage 2 Specialist Mathematics can be a pathway to mathematical sciences, engineering, space science, and laser physics. Stage 2 Specialist Mathematics is designed to be studied in conjunction with Stage 2 Mathematical Methods.

Content

Mathematical Induction
Throughout the year, students are given opportunities to apply this method of proof in many contexts; for example, trigonometry, complex numbers, and matrices.

Complex Numbers
The study of complex numbers is extended to the polar form. The arithmetic of complex numbers is developed and de Moivre's theorem is used to find n th roots.

Functions and Sketching Graphs
The study of functions and techniques of graph sketching is extended and applied in the exploration of inverse functions and the sketching of graphs of composite functions involving absolute value, reciprocal, and rational functions.

Vectors in Three Dimensions
Three dimensional vectors are introduced enabling the study of lines and planes in three dimensions, their intersections, and the angles they form. Vector methods of proof enables students to solve geometric problems in three dimensions.

Integration Techniques and Applications
Integration techniques are extended to trigonometric functions and composite functions, using inverse trigonometric functions and integration by parts. These techniques, areas between curves and the volumes of solids of revolution are found.

Rates of Change and Differential Equations
Calculus techniques are applied to vectors and simple differential equations.

Students use electronic technology, where appropriate, to enable complex problems to be solved efficiently.

Assessment

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

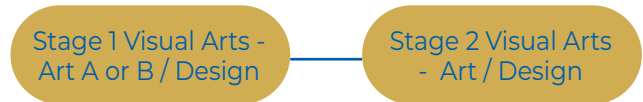
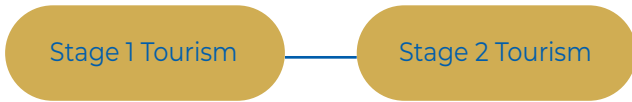
- School-based Assessment**
- Skills and applications tasks: 50%
 - Mathematical investigation: 20%
- External Assessment**
- Examination: 30%

Tourism

Visual Arts Art / Design

Length	Full Year
SACE Credits	20 Credits
Prerequisites	Stage 1 Tourism is recommended

Length	Full Year
SACE Credits	20 Credits
Prerequisites	One semester of Stage 1 Visual Arts



Course Description

In Stage 2 Tourism, students develop an understanding of the nature of tourists, tourism and the tourism industry. They investigate local, national and global tourism, and explore tourism as a business. They will study and apply tourism concepts and models, including sustainable tourism and cultural sustainability.

Students will develop this understanding by investigating, analysing and evaluating viewpoints and information about tourism trends, developments and/or contemporary issues. They will gain an understanding of the complex economic, sociocultural and environmental impacts of tourism.

Content

The study of Tourism at Stage 2 requires the study of three topics:

- The impacts of tourism
- Special interest tourism
- Responsible tourism

Assessment

School-based Assessment

- Folio: 20%
- Practical activity: 25%
- Investigation: 25%

External Assessment

- Examination: 30%

Course Description

Students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

Content

The following 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

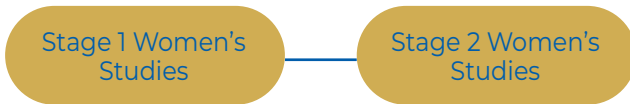
- Folio: 40%
- Practical: 30%

External Assessment

- Visual study: 30%

Women's Studies

Length	Full Year
SACE Credits	20 Credits
Prerequisites	Stage 1 Women's Studies is recommended



Assessment

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

School-based Assessment

- Text analysis: 20%
- Essay: 20%
- Folio: 30%

External Assessment

- Issues analysis: 30%

Course Description

Students will examine the meaning of gender and its construction, analysing the social implications of gender relations and how these differ across contexts, times and cultures.

They will investigate and evaluate ways in which various social structures, cultural practices and ways of thinking, can disempower women and seek to identify ways of affecting change to address gender bias.

Content

These understandings are then applied to a number of Gendered Issue Studies such as how women are impacted by culture and society, lifestyle and choice, and the associated implications of these.

Students may also explore the impact of globalisation on women, the feminisation of poverty, the traffic of women's bodies and sex tourism. In addition to this, they may explore the contribution of women to various global environmental issues and the role of non-government organisations in addressing the different experiences of women around the globe.

Workplace Practices

Length	Full Year
SACE Credits	20 Credits

Course Description

Students develop knowledge and understanding of the nature, type, and structure of the workplace in Australia. Specific areas include the changing nature of work; industrial relations and legislation; safe and sustainable workplace practices; technical and industry-related skills; and issues in industry and workplace contexts.

Note: *In addition to their in-class work, students are also required to undertake between 50-60 hours of learning in workplace situations (See Vocational Learning section below) outside of school hours. These arrangements are negotiated individually with each student and consider their personal interests, their career aspirations and their current circumstances.*

Content

There are two areas of study within Workplace Practices:

Theory: Industry and Work Knowledge:

- Topic 1: Work in Australian society
- Topic 2: The changing nature of work
- Topic 4: Finding employment

Performance: Vocational Learning (which may include):

- Casual or part-time employment
- Student business, enterprise (actual or virtual), or project-based employment
- Work experience, including work-shadowing or observation
- Worksite visits
- Voluntary participation in a community organisation/project
- Formal high-level training/performance programs (e.g. sporting or dance)
- Events coordination or management
- The provision of primary care-giving or parenting.

Where a student is already participating in Vocational Education and Training (VET) in Stage 2, some of their hours in a workplace, as part of their VET requirements, can contribute to their Workplace Practices hours. This is negotiated on an individual basis with the training provider.

Assessment

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

School-based Assessment

- Folio: 25%
- Performance: 25%
Where students undertake either: one assessment, comprising 50 to 60 hours of activities or two assessments, each comprising 25 to 30 hours of activities.
- Reflection: 20%

External Assessment

- Investigation: 30%





Mary MacKillop College

Kensington

A Catholic Secondary College
for girls, educating in the spirit of
St Mary of the Cross MacKillop.

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Courage to lead