

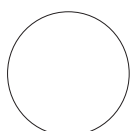


ST JOHN'S
GRAMMAR

2025

SENIOR SCHOOL CURRICULUM HANDBOOK

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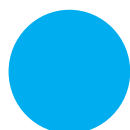
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WELCOME

Welcome to the Subject handbook for the Senior School (Years 10, 11 and 12) at St John's Grammar School. In these pages you will find descriptions each of the subjects offered in our Senior School, as well as information about subject pathways from Year 10 through to Year 12 for each subject area.

Year 10

Year 10, as the first year in the Senior School, is an exciting time for students at St John's Grammar School. Students commence their SACE journey with the completion of the SACE Stage 1 Exploring Futures & Identities (EIF). They begin to determine the learning pathways they wish to take throughout their final years of secondary school. Year 10 students undertake six core subjects. English, Science, Mathematics, Purposely Well/PE run for a full year, while EIF and History are semester courses. Students then have a maximum of four elective choices, keeping in mind that they may choose to study one elective for two semesters and this will limit the number of different electives they study overall. We encourage students to challenge themselves in their curriculum choices for Year 10. This might be the perfect opportunity to try an elective they have not had the chance to study previously. On the other hand, if a student is already aware of their academic passions, then a year of focused, diligent study is sure to pay dividends in the years to come.

Year 11

Students at St John's Grammar School make significant choices from a great range of options when selecting subjects for Year 11. Students will hopefully be focusing on their passions and considering possible pathways through subject areas, whilst considering those they may wish to pursue in Year 12 and beyond. There are two core subjects in Stage 1 of the SACE (Year 11): English and Mathematics. Successful completion of a full year of English and at least a semester of Mathematics (most students will undertake a full year) is required for students to achieve their SACE. The other compulsory subject for SACE is the single-semester Stage 2 Activating Identities and Futures (AIF), which can be completed in Year 11 or Year 12. Students primarily complete SACE Stage 1 courses in Year 11, which give students 10 credits each for one semester subjects and 20 credits for a full year subject. St John's students typically finish Year 11 with at least 120 SACE credits and this is useful to keep in mind when students are deciding if they would like to choose an elective or study line in each semester. Year 11 is another great opportunity for students to challenge themselves, by selecting subjects that they have a genuine interest in. Students should be academically ambitious, and choose subjects that represent an appropriate level of challenge whilst opening up further study options for Year 12 and pathways post-school.

Year 12

Year 12 is the culminating year of their schooling, where students choose study options that will prepare them well for a lifetime of learning beyond the Secondary School environment. It is recommended that students choose five Stage 2 subjects in Year 12, including Activating Identities and Futures (if this has not been completed in Year 11). There are no compulsory subjects that St John's Grammar School students automatically study in Year 12. The only exception is Stage 2 AIF, which students must complete if they have not successfully undertaken this subject in Year 11. Year 12 is for many students the most rewarding of their schooling experience. Choices made when constructing a Year 12 study pattern should be careful and intentional, and this begins with subject selections. As in previous years, we encourage students to be ambitious with their learning, choosing subjects at an appropriate level of challenge whilst keeping a close eye on post-school pathways and requirements for these. There are many forms of guidance available and in choosing their subjects students should consider:

- The recommendations in their Mid-Year Report
- Current and prior success levels in their subjects and examinations
- The advice of their subject teachers, Heads of Departments, Heads of Houses and our Careers Counsellor
- Information available from SATAC regarding university courses and prerequisites

What is SACE?

Students who successfully complete their senior secondary education are awarded the South Australian Certificate of Education (SACE). The 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 meets the needs of students, families, higher and further education providers, employers and the community. The SACE assists students to develop the skills and knowledge they need to succeed – whether they are headed for further education and training, university, an apprenticeship or straight into the workforce. The certificate is based on two stages of achievement: Stage 1 (normally undertaken in Year 11) and Stage 2 (Year 12). Students can incorporate other learning experiences, such as VET, into their SACE pattern.

SACE & ATAR advice

To obtain an ATAR students must complete the SACE, ensuring that a minimum 90 credits are achieved in Stage 2 subjects. It is wise to consider the total number of Stage 2 credits available for the construction of a student's ATAR at the end of Year 12; often this is best achieved by a student having more than the minimum 90 Stage 2 credits, allowing the ATAR to draw upon the most favourable subject results. The majority of St John's Grammar School students complete at least four Stage 2 subjects at Stage 2 level (each worth 20 credits) in addition to Activating Identities and Futures (worth 10 credits, completed in either Year 11 or 12). Students may also achieve Stage 2 credits through VET programs, specific Music subjects, additional Year 12 subjects, Stage 2 subjects completed in Year 11, or university subjects undertaken through *Headstart* or *Extension Studies* during Year 12.

Nick Raimondo
Leader of Learning & Curriculum

Carlee Mitchell
Head of Senior School

Y E A R 1 0

English	Science	Mathematics	Purposely Well	PE	EIF	Elective	Elective
					History	Elective	Elective

Y E A R 1 1

English	Mathematics	Elective	Elective	Elective	Elective	Elective OR Study Line
		Elective	Elective	Elective	Elective OR AIF	Elective OR Study Line

Y E A R 1 2

Elective	Elective	Elective	Elective	Elective OR AIF	Elective OR Private Study
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ENGLISH

YEAR 10 - 12 OVERVIEW

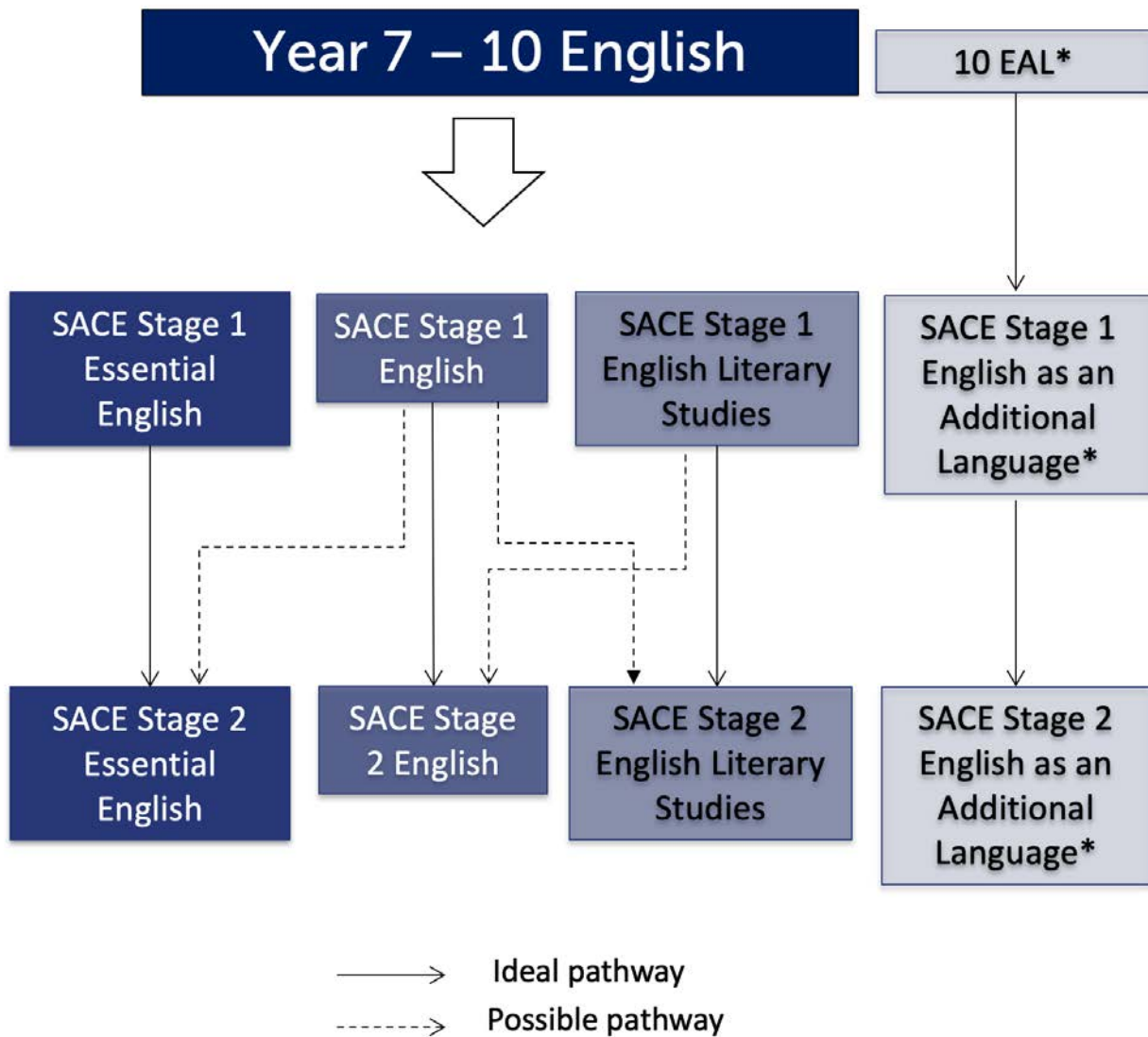
We believe the purpose of English education is to allow students to explore, understand and create the beauty and power of language. At St John's we encourage our students to consume texts as critical thinkers who are curious and open-minded. Their English studies should expose them to different ideas, voices, perspectives, and cultures as they explore the depth and breadth of human experience throughout history.

Creative approaches to writing allow students to take risks as they entertain, challenge, inform, provoke and persuade. Rich classroom discussions and collaboration are designed to inspire and evoke fresh ideas. We encourage students to find their own voice in a noisy world, allowing them to formulate their own viewpoints and opinions as well as equip students with the critical literacy skills required to face an increasingly demanding future.

In the Middle School, all students create and analyse a wide range of compelling texts designed to build their language skills and express themselves. Essential English courses are available to support students with additional focus on building literacy skills, while students enrolled in English as an Additional Language (EAL) focus on extending their vocabulary and grammatical skills. As they move into SACE, students can choose a stream to suit their interests. English is a creative subject that explores contemporary texts, while English Literary Studies has a greater focus on analysing classic literature. EAL students will focus on academic language that prepares them for tertiary studies, while Essential English offers practical skills focused on the workplace.

The beauty and power of language is something we hope all students will cherish. We want our graduates to enter the wider world with dynamic English skills that will allow them to soar into the next chapter of their lives.

SUBJECT PATHWAYS



**Eligibility conditions apply for EAL studies.*

ENGLISH

YEAR 10 SUBJECTS



Year 10 English - Full Year

The Year 10 English course has an enhanced focus on text analysis and developing students' ability to write and speak confidently for a range of purposes. Students will broaden their appreciation of literature by examining novels, poetry and plays, and encounter a range of genres, both classical and contemporary. Students will strengthen their critical writing skills as well as write creatively in a range of context. They will also complete spoken and multimodal presentations, focusing on their ability to engage or persuade an audience. The end of semester examination is a Critical Reading task.

Topics studied include:

- Novel study
- Documentary study
- Comparative study
- Poetry study
- Persuasive speaking study
- Drama text study
- Creative writing production of texts

Furthermore, the English Enrichment Program in Year 10 allows students additional insights into units of study and broadens students' appreciation of literary criticism and comparative analysis. The smaller Essential English class in Year 10 will focus on providing more individual attention and improving basic literacy skills.

This course leads to the Year 11 subjects: Stage 1 English, Stage 1 English Literary Studies and Stage 1 Essential English.



Essential English - Full Year

Year 10 Essential English has great flexibility and is tailored to the needs and interests of each class group. While it predominantly follows the Year 10 English core curriculum it does so at a more moderate pace. Tasks are designed to allow for student success, extending student skills as they analyse and create texts. There is also a greater focus on grammatical skills as students develop the accuracy and fluency of their writing.

English As An Additional Language - Full Year

Eligibility: EAL is only offered to students for whom English is a Second Language.

The Year 9/10 English as an Additional Language course allows students to extend and develop their English skills. Students will work through a range of units, including novel and film studies, persuasive writing, and cultural understanding. EAL students have the opportunity to explore their local community with excursions targeted to create independence while building language skills. Students will work on extending their vocabulary, understanding language based concepts, as they analyse, explain, generalise, infer, predict and hypothesise. Students will move beyond decoding skills as they learn to read for understanding. There is also a focus on listening and oral language, including articulation and pronunciation.

ENGLISH

STAGE 1 SUBJECTS

Year 11 English - Full Year (20 Credits)

Prerequisites: Satisfactory completion of Year 10 English.

Stage 1 English provides students the opportunity to develop their proficiency in using the English language for a range of purposes. Students will respond to a variety of text types including film, novels, short stories and plays, and will have more opportunities to undertake creative assignments. Both written and oral language skills will be fostered as students develop their creative and analytical skills.

Topics studied include:

- Creative text with writer's statement
- Producing articles for the Year 11 Magazine
- Novel study
- Film study
- An intertextual language study
- Spoken or multimedia presentation skills

Each semester, students will complete four SACE assessments, comprising a combination of two creative tasks, one analytical task, and one intertextual comparative task. Students will have an opportunity to shape their course with personal selection of creative tasks and independent texts, as they build their skills in both creative writing and analysis. The assignments are designed to prepare students for success in Stage 2 English.

This course leads to Year 12 Stage 2 English.

Stage 1 Essential English - Full Year (20 Credits)

Prerequisites: Completion of Year 10 Foundation English or Year 10 English.

In Stage 1 Essential English, students read, speak, respond to and compose texts, establishing connections between language used in familiar and unfamiliar contexts. There is an emphasis on flexibility and student negotiated tasks. Both written and oral language skills pertinent to social interaction and future vocation will be fostered.

Topics studied include:

- Extended prose text
- Film study
- Poetry study
- Procedural language study
- Informative language study

Each semester, students will complete four SACE assessments, comprising a combination of two creative tasks, and two analytical tasks. Responses can be written, oral or multimodal, and although length can vary, no task should exceed 800 words or five minutes. There is no examination for this course.

This course leads to Year 12 Stage 2 Essential English.

Stage 1 English Literary Studies - Full Year (20 Credits)

Prerequisites: Satisfactory completion of Year 10 English.

Stage 1 English Literary Studies students explore complex texts presented in a range of forms, including classic novels, Shakespearean and modern plays, poetry and film. They will compose analytical response texts as well as a smaller number of creative tasks. Students have the opportunity to develop their appreciation of literary texts and strengthen their considerable writing skills as well as their public speaking skills.

Topics studied include:

- One novel study per semester
- Drama study (Shakespeare's *Macbeth* or Rose's *Twelve Angry Men*, for example)
- Intertextual study, analysing a novel and a film (or equivalent)
- Transformative text with writer's statement
- An article for the Year 11 Literary Magazine
- One spoken or multimedia presentation per semester

Each semester students will complete four SACE assessments, comprising a combination of analytical assignments, creative tasks, and one intertextual assignment. There will also be a 90 minute Critical Reading examination each semester. Students will have the opportunity to examine independently selected texts at points in the year. The assignments are designed to build on skills and prepare students for success in Stage 2. This course leads to the Year 12 subjects: Stage 2 English Literary Studies or Stage 2 English.

Stage 1 English As An Additional Language (EAL) - Full Year (20 Credits)

Prerequisites: This course is undertaken by students for whom English is not their primary (first) language.

Stage 1 English as an Additional Language is designed to improve students' general proficiency in using the English language and there is an emphasis on communication, comprehension, analysis and text creation. Students extend their knowledge of grammar and vocabulary through whole class, individual, and small group activities, and are encouraged to use technology to enhance their language and presentation skills.

Topics studied include:

- Film study
- Interview study
- Literary text study
- Short text comparison

Each semester, students will complete four tasks, both written and oral. One of these texts must be a literary text, such as a novel. Students must also complete an interactive study where they must conduct an interview and present their findings as a report. Finally, students will undertake discussion tasks where they work with their teacher and/or a small group to demonstrate their understanding and presentation skills.

Please note that eligibility criteria apply for students wishing to undertake EAL. This course leads to the Year 12 subject Stage 2 English As An Additional Language.

ENGLISH

STAGE 2 SUBJECTS

Stage 2 English - Full Year (20 Credits)

Prerequisites: Satisfactory completion of Stage 1 English Literary Studies or sound results in Stage 1 English.

Stage 2 English is designed to give students the opportunity to learn about the power of language in society. Students will look closely at examples of visual and written communication in their daily lives and in the media, and refine their own critical thinking and communication skills. They will identify language and stylistic features used in texts and will produce their own creative texts. In addition, students will read, view and respond to a number of texts, including novels and plays, as well as have the opportunity to develop their own skills. They will write, speak and use technology in a variety of forms that extend their creative ability and their capacity for critical reasoning.

Topics studied include:

- Novel study
- Drama text
- Film study
- Several creative texts including a writer's statement
- Comparative text study

Students will provide analytical responses to three texts, as well as independently creating three creative texts and one writer's statement to explain their language and stylistic choices. Within the course, there are opportunities for students to target their own interests. The external component of the course requires students to write a 2000- word text comparing two texts of their choice (30%).

Stage 2 Essential English - Full Year (20 Credits)

Prerequisite: Satisfactory completion of any Stage 1 English subject.

The study of Essential English allows students to develop skills beneficial for effective participation in education, training, the workplace and their personal environment. The course provides the opportunity for teachers to develop programs that suit the needs of students and texts covered often include shorter written texts, film and contemporary media. Students create texts for a range of personal and persuasive purposes and undertake an independent study, examining the role and conventions of language in a context of their choosing.

Topics studied include:

- Visual/media/social
- Imaginative texts, including short narratives, prose and dramatic texts
- Workplace and advocacy texts
- A speech or oral presentation study

Throughout the year, students will study both Creating Texts and Language Study units. They will create three texts: one advocacy text in which students argue for an issue, cause or process, and two additional texts demonstrating their understanding of, and ability to use, the conventions and style of various forms of writing. The students will also complete a 30% external component which consists of a Language Study of 2000 words, or the equivalent in a multimedia format, which has its major focus on the use of language by a group. Students can consider exploring the language used by a social, vocational, volunteer, sporting or religious group, among others.

Stage 2 English Literary Studies - Full Year (20 Credits)

Prerequisites: Completion of Stage 1 English Literary Studies, with strong results (B or above recommended).

Stage 2 English Literary Studies is primarily concerned with the reading, viewing and analysis of complex texts. Through shared and individual study of literature from a range of cultural and historical contexts, students encounter different critical perspectives towards texts, develop ideas, find evidence to support personal views and learn to construct convincing arguments.

Topics studied include:

- Novel study
- Drama study
- Film study
- Selection of poetry
- Comparative study
- Text creation study

Students are required to read and view at least four extended texts and a number of shorter texts. Students will develop pieces of writing and oral presentations that show the depth of their understanding and knowledge. Throughout the year, they will produce four or five analytical tasks, including one that requires students to consider their text from two different critical perspectives. They will also produce two creative texts, which includes a transformative piece with a writer's statement. The external part of the course consists of a comparative essay (15%), where a student pairs a class text with an independently chosen text, and a 100-minute Critical Reading examination (15%) at the end of the year.

Stage 2 English As An Additional Language (EAL) - Full Year (20 Credits)

Prerequisites: English as an Additional Language is designed for students for whom English is a second language or an additional language or dialect.

Throughout the course students develop their written, oral and reading skills and undertake tasks that involve communication, comprehension, analysis and text creation. Students broaden their understanding of how English is used in a range of contexts and develop skills and strategies helpful for research and academic study.

Topics studied include:

- Speeches
- Short stories
- Persuasive writing
- Media text study

Throughout the year, students will complete three responses to text that focus on developing their comprehension skills and text analysis strategies. At least one response must be in oral form while the other two will be written. Students will also be required to undertake an Academic Literacy Study, which requires them to investigate a question or topic and present their findings in an academic style by producing two tasks: a written report and an oral interaction. Finally, students will need to complete a 30% examination at the end of the year that is divided into two sections, involving listening, reading and writing in English, as well as responding to written and media texts.

HEALTH & PERSONAL DEVELOPMENT

YEAR 10 - 12 OVERVIEW

Health and Personal Development at St John's Grammar is underpinned by our six wellbeing pillars, where students develop their understandings of the factors that influence the health and wellbeing of themselves, the people around them and society. They develop competencies for mental wellness, reproductive health and positive sexuality, decision-making and safety management as well as developing their understanding of mental, emotional and physical health needs. Students learn to demonstrate empathy and develop skills that enhance relationships, develop their sense of social responsibility and enable them to take positive action to promote wellbeing for themselves and others. Inclusivity is at the heart of all we do, where awareness, acceptance and celebration of uniqueness is evident through all topics explored.

Students will...

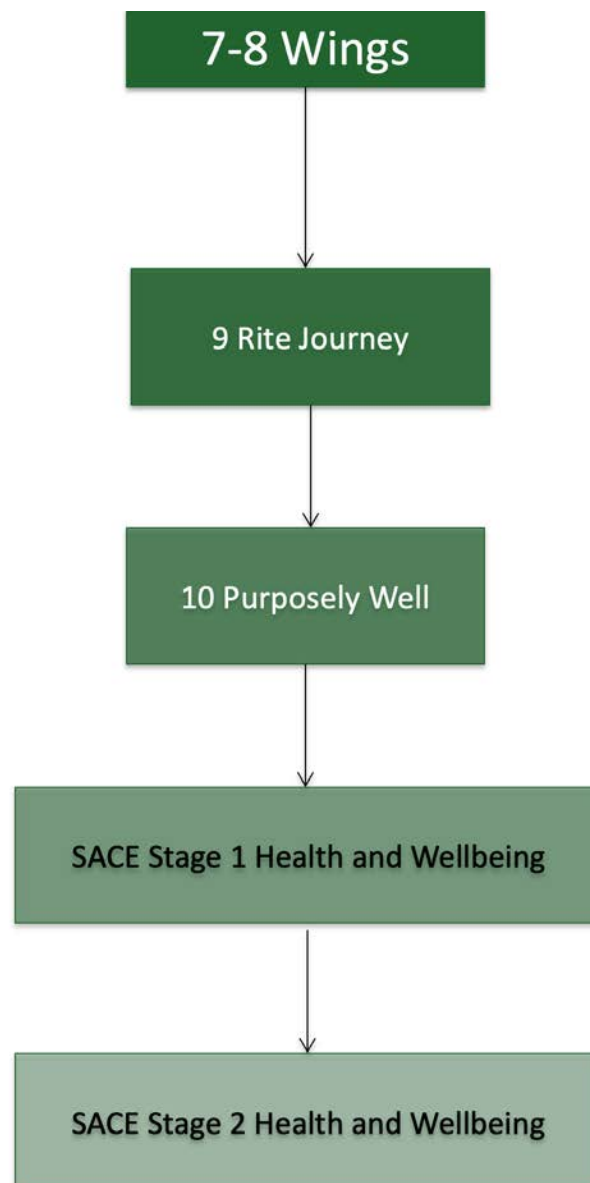
- Understand the meaning and benefits of total wellbeing, and how it is obtained through nutrition, personal hygiene, exercise, rest, recreation and quality healthy relationships.
- Appreciate the value of personal fitness and participate in physical activities.
- Develop a strong sense of personal identity, resilience and self-worth through knowing their strengths and growth areas and how to handle them.
- Manage changes, feelings, challenges, conflicts and risks to build and maintain healthy relationships with others.
- Demonstrate actions and attitudes of support and concern for the wellbeing of others.
- Use the skills, knowledge and understandings they have gained in responsible decision-making processes to make informed choices that promote the health and wellbeing of themselves and others, both face-to-face and online.

Teaching pedagogical approaches are driven by inquiry, group and class discussion, setting and managing personal goals to improve wellbeing, and considered opportunities for reflection. Teaching and learning is highly responsive and guided by the developmental needs of each class, and is driven by empathy, inclusivity, curiosity, vulnerability, playfulness and a growth mindset.

HEALTH & PERSONAL DEVELOPMENT

YEAR 10 - 12 OVERVIEW

SUBJECT PATHWAYS



HEALTH & PERSONAL DEVELOPMENT

YEAR 10 SUBJECTS



Purposely Well - Full Year

Purposely Well is a core subject at Year 10 and builds on the learning experienced in the Rite Journey program at Year 9. The focus is on assisting the transition to Senior School and young adulthood through exploration of a range of contemporary topics that will help students explore their health and wellbeing, their core beliefs and values, and their role as active citizens in our community, and the wider world.

Students will engage in units focused on:

- Supporting diverse communities
- Citizenship and Service
- Mental Health and Personal Wellbeing
- Respectful Relationships
- Sexual Health
- Drugs and alcohol awareness
- Mental Toughness and resilience

This course is part of the Health and Personal Development Learning area and will address the Australian Curriculum General capabilities of Personal and Social capability, Ethical Understanding and Critical and Creative thinking.

HEALTH & PERSONAL DEVELOPMENT

S T A G E 1 S U B J E C T S

Stage 1 Health & Wellbeing - One Semester (10 Credits)

Prerequisites: successful completion of Year 10 Purposely Well.

Students will study the health and wellbeing of individuals, communities and global society, and explore a holistic approach by considering the physical, emotional, social, cognitive, mental and spiritual dimensions of health and wellbeing.

While studying Stage 1 Health & Wellbeing, students will develop skills in health literacy by establishing the skills to research and understand different sources of information and advice, and how to interpret and make decisions about their own and others' health and wellbeing. They will develop an understanding of the factors that determine health and wellbeing outcomes. Students also explore the importance of social equity, and how inequalities can influence the health and wellbeing of individuals and communities. Critically, students will take action to lead health promotion strategies that may empower others to take control of their health and wellbeing and will address a range of contemporary issues and current trends.

Assessment will include an Issues Inquiry (40%) and two Practical Actions (60%) where students will demonstrate evidence of their critical thinking, application and reflective practice. This course leads to SACE Stage 2 Health and Wellbeing.

S T A G E 2 S U B J E C T S

Stage 2 Health & Wellbeing - Full Year (20 Credits)

Prerequisites: Nil, but Stage 1 Health provides a useful foundation. It is assumed that students have, or are willing to develop effective research skills, critical analysis, and the ability to work independently and in collaboration with others.

The focus of this course is exploring the Health and Wellbeing status of individuals, communities and global societies. Students are encouraged to examine critically the influences, health determinants, inequities, barriers and strategies that shape our health and wellbeing. Students evaluate current trends and issues that impact health and wellbeing, and develop skills in agency and advocacy for change, while considering moral and ethical perspectives. They develop health-promoting initiatives and reflect on personal and community actions to promote and improve sustained outcomes.

Students will also develop the knowledge and skills to empower them to make informed decisions regarding health and wellbeing. They will interact with community health agencies, engage in social actions, and use critical thinking skills to explore contemporary health and wellbeing issues.

The following concepts are explored:

- Health Literacy
- Health Determinants
- Social Justice
- Health Promotion

Assessment in Stage 2 Health and Wellbeing consists of school-based assessment (70%) and an external assessment (30%) and students are expected to show evidence of their critical thinking, application and reflective practice. School assessment includes two initiative tasks (40%), one of which is collaborative, and two folio tasks (30%). External assessment is one inquiry (30%).

HUMANITIES

YEAR 10 - 12 OVERVIEW

At St John's we believe that students study the Humanities to develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Our curriculum is designed to give students a broad understanding of political, global and personal issues and encourage them to think about and respond to the key historical, geographical, political, economic and societal factors involved.

The Humanities includes the study of history, philosophy, geography, business and civics. These subjects provide our students with an opportunity to examine their place in society and to explore what it means to be human. In our coursework we emphasise the development of practical skills that aim to develop a broad understanding of the world in which we live, and how we can participate as active and informed contributors to our society.

Students of the Humanities at St Johns develop strong creative, communication, reasoning and critical thinking skills enabling them to work in a diverse range of fields. These include education, the environment, finance, government policy public relations and social work.

Modern life can be complicated and overwhelming, there is a lot to do and think about.

So, if you are interested in any of the following questions....

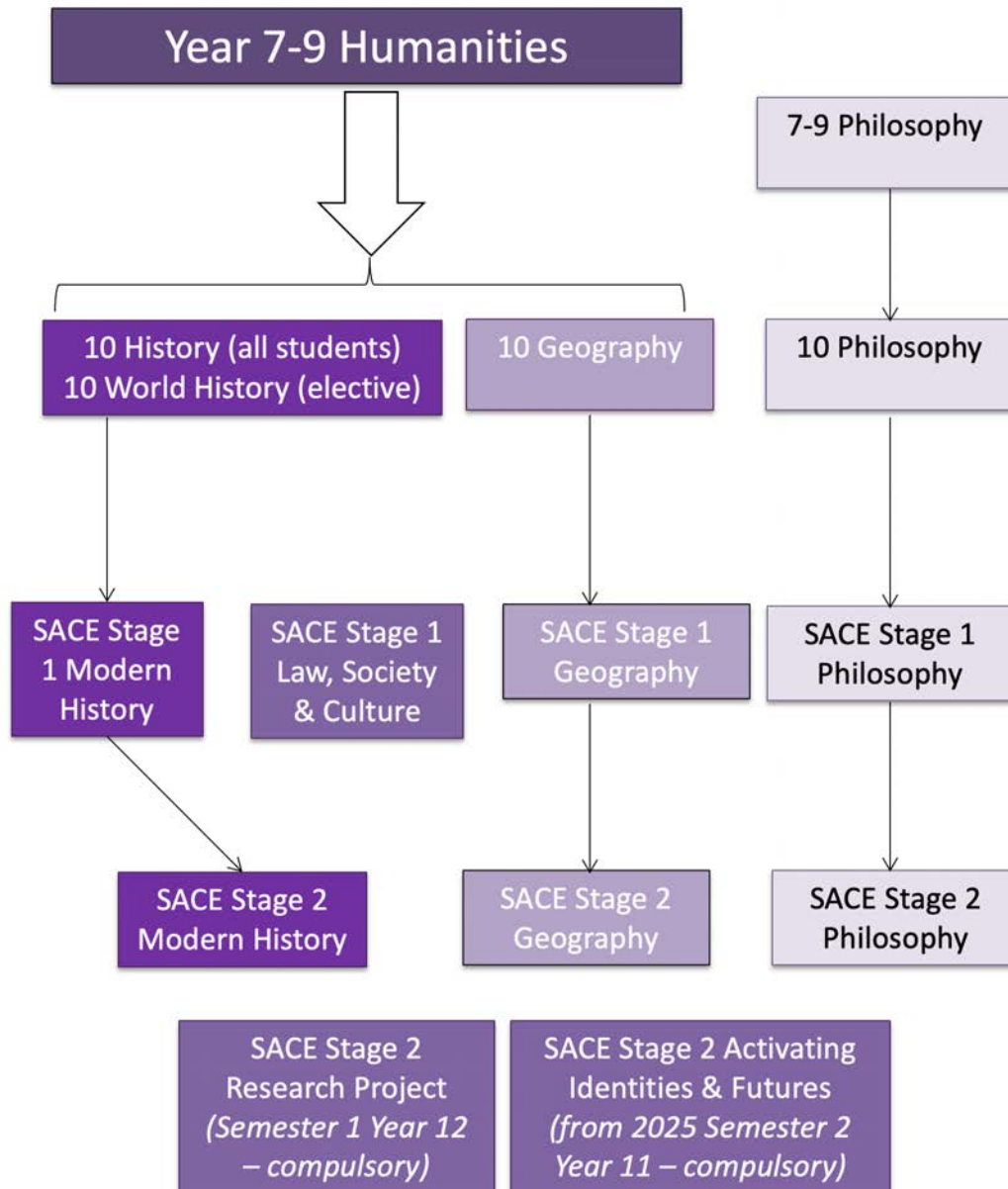
- How did we get here and where are we going?
- What are the impacts of our daily choices on the environment?
- How, as a society, do we manage the competing demands of society and the environment?
- Who makes the laws that govern our lives?
- Who am I and how are we to live?

Then you may find the answer, or at least a beginning, in the Humanities.

HUMANITIES

YEAR 10 - 12 OVERVIEW

SUBJECT PATHWAYS



HUMANITIES

YEAR 10 SUBJECTS

Exploring Identities and Futures

In Exploring Identities and Futures (EIF) students will lead their own learning and use a self-directed approach to move away from the old 'what do you want to do' and towards 'who do you want to be.' Then in Activating Identities and Futures (AIF), students will follow their own unique interests and ways of thinking to progress their understanding and learning. Instead of following the usual methods of research, students will come up with their own ways to solve a problem.

Australian History - One Semester

10 History is a semester length course that examines the key events that shaped the modern world in the 20th century. It covers important features of the period as part of an expansive chronology that gives students an understanding of the broad patterns of historical change. The focus of the coursework is on Australia and the wider world between 1918 and 2000.

There are three major topics:

- The interwar years: the roaring twenties, the great depression and the road to war
- The Second World War. Causes, conflicts and the making of the post war world
- Rights and Freedoms in Australia since 1945

Assessment for this course includes an essay on the rise of Hitler, analysis of the use of film for propaganda during WW2 and an historical study of the Indigenous rights movement up to the Wik decision.

Geography (elective) - One Semester

10 Geography is a semester length course that develops the Geography skills gained in the Middle School curriculum. Students examine the human impact on the environment and the geography of human wellbeing. They use case studies and fieldwork to investigate the causes and impacts of environmental issues including climate change, deforestation and conflicts over water resources.

Students also explore disparities in human wellbeing within and between countries. They evaluate these disparities from a variety of perspectives and identify programs designed to reduce these differences.

Assessment for this course includes:

- A field trip and subsequent report
- An environmental impact assessment of the construction of dams on the Mekong
- Investigations into human wellbeing in Australia and a country in SE Asia.

HUMANITIES

YEAR 10 SUBJECTS

World History (elective) - One Semester

This course examines the short and long term impacts of three major 20th century events. Students complete in depth historical studies that critically analyse how decolonisation, revolution, war, dictatorship and persecution have shaped the modern world through the study of the following topics:

- China's communist revolution and life under Mao Zedong
- Vietnam's wars of independence
- The rise and fall of Apartheid in South Africa

Students will complete four summative assessments, including an individual investigation on a topic of their choice from the period 1750 to the present.

Philosophy - One Semester

10 Philosophy is a single semester course that traces philosophical themes from the Ancient Greeks to Enlightenment philosophers. It includes a mixture of the Philosophy of Science, Religion, Politics and Ethics.

The course encourages students to think critically about issues, to see other viewpoints, to appreciate the concept of a worldview, and to identify their own worldviews. Critical and creative thinking skills are encouraged.

It also provides a significant amount of historical background material for Philosophy courses undertaken at SACE level. Discussions are obviously very important as students explore their ideas. Assessment focuses both on factual knowledge of the ideas of some of the philosophers and on the development of each student's own ideas.



HUMANITIES

STAGE 1 SUBJECTS

Activating Identities and Futures

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

Each student will have a different learning journey that they tailor to their Learning Goal. Students showcase the achievement of their Learning Goal with an Output of Learning. An Output of Learning, for example, could be a plan for future action, a proposal for a service or social enterprise, an oral explanation, a demonstration of a skill, or a completed product such as an artwork, report, academic article, or short video.

School assessment: Portfolio 35%, Progress checks 35%. External assessment: Appraisal 30%

Stage 1 Geography - One or Two Semesters

Students in 11 Geography develop an understanding of the complex relationships between people and their natural and urban environments. Students use case studies to gain an understanding of the political, social and environmental impacts of natural and human hazards.

They also examine the explosive growth of the urban world and the resulting challenges to sustainability and human wellbeing through the study of the following topics:

- Human and natural hazards
- The future of the urban world
- Sustainable city planning
- Planning for rapidly urbanising LEDC's
- Fieldwork

Assessment for this subject includes a report, folio, environmental impact assessment, fieldwork report.

Stage 1 Modern History - One or Two Semesters

In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them, and their short- and long- term consequences on societies, systems and individuals.

This course explores the short and long term impacts of three major world movements through the study of the following topics:

- Imperialism
- Peoples movements
- 1917: Revolutions in Russia
- Decolonisation
- The Cold War
- Civil Rights in the United States

Assessment for this subject includes a free choice research essay, a historical report, a sources analysis and a film study.

HUMANITIES

STAGE 1 SUBJECTS

Stage 1 Philosophy - One Semester

This practical course emphasises Philosophical Inquiry skills within 3 key areas; Ethics, Epistemology and Metaphysics. The course is intended to be practical, rather than overly theoretical in nature. Students will learn to identify philosophical issues, and to think critically, creatively and independently about them.

For their assessment, students will undertake and complete a folio of work on each of the 3 key areas, a guided issue study on globalisation, and a free choice Issue study.

Stage 1 Law, Society & Culture

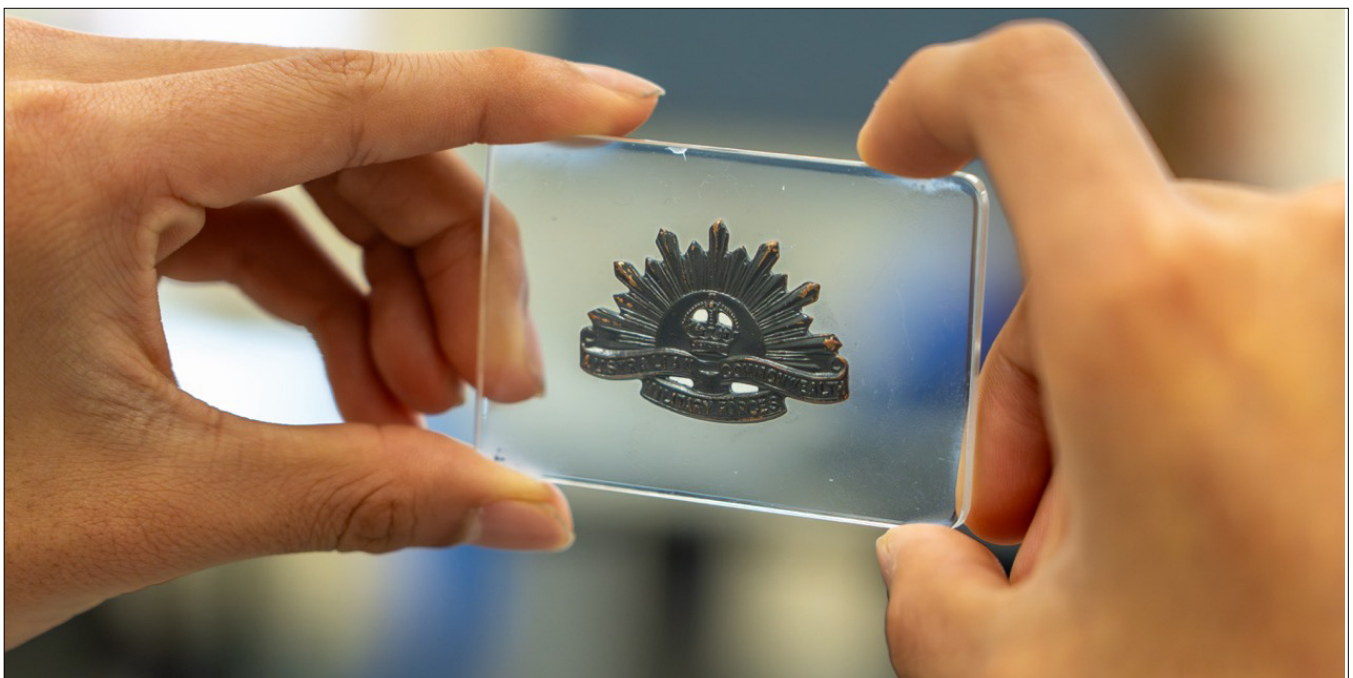
Law, Society and Culture is a one semester subject that provides students with an understanding of the role of the law in maintaining social cohesion and managing social change, and the ability to analyse the interactions of people, societies, cultures, and environments.

Students will examine how laws are made and gain an in-depth understanding of the Australian legal system. They will develop the skills and experience to understand how individual and group involvement can influence political and social change, and consider the consequences of a range of possible social actions.

Students develop their skills in collaborative and independent thinking and inquiry by investigating the causes and consequences of a broad range of social issues and actions. They communicate informed opinions in a range of ways.

Assessment for Law, Society and Culture includes:

- Oral presentations
- Source analysis
- Individual research essay
- Mock trial.



HUMANITIES

S T A G E 2 S U B J E C T S

Activating Identities and Futures (AIF)

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

Each student will have a different learning journey that they tailor to their Learning Goal. Students showcase the achievement of their Learning Goal with an Output of Learning. An Output of Learning, for example, could be a plan for future action, a proposal for a service or social enterprise, an oral explanation, a demonstration of a skill, or a completed product such as an artwork, report, academic article, or short video.

School assessment: Portfolio 35% and Progress checks 35%. External assessment: Appraisal 30%.

Stage 2 Geography

In Stage 2 Geography students investigate the transformation and disruption of interconnected human and physical environments. The causes of these changes and the resulting impacts on environmental, social, and economic systems are examined using case studies and an analysis of current events.

The course examines two key themes.

- The impact of population change and globalisation on social and economic systems.
- The impact of growing human populations on ecosystems and the services they provide.

Assessment in Stage 2 Geography includes investigations into development and globalisation issues, climate change, population and migration and the impact of human activities on the environment. Students also undertake independent fieldwork and report on habitat management in the Belair National Park.

School assessment (70%) includes five geographical skills assessments.

- Globalisation, climate change and development reports
- Ecosystems folio
- Fieldwork report

HUMANITIES

STAGE 2 SUBJECTS

Stage 2 Modern History

This course explores the historical context of Germany in the two world wars and the struggle for peace in the Middle East. Students examine the background to these conflicts and the short and long-term consequences on societies, systems and individuals through an analysis of key ideas and events. Students also complete an individual investigation.

The struggle for peace in the Middle East (1948 -)

A background study introduces the tumultuous history of colonisation in the region. Focus areas include contested sovereignties, national and regional conflicts, peace processes and the continuing challenge to resolution.

Germany 1918 – 48

A background study introduces students to the catastrophic experience of total war and the horrific losses to peoples and nations that left Germany a devastated and divided nation. Focus areas include the liberal experiment, the road to dictatorship and the Nazi state in peace and war.

School assessment (80%) includes four historical skills assessments:

- Research essay
- Historical Report
- Sources Analysis
- Essay: The rise of Hitler
- Film Study

Stage 2 Philosophy

This course examines Ethics, Epistemology and Metaphysics in depth. Students learn to analyse philosophical positions, to identify assumptions, to apply critical thinking skills and to communicate their ideas clearly.

Topics for exploration include:

- Argument analysis skills
- Reason and the Existence of God
- Cultural epistemologies
- The Ethics of the Environment and Future obligations
- Free choice Philosophical Issue study (Externally assessed)

Assessment will involve six assessment tasks including: argument analysis, response to issues, and a Philosophical Issue Study on a negotiated topic.

LANGUAGES

YEAR 10 - 12 OVERVIEW

At St John's Grammar we believe that proficiency in another language helps to create global citizens of the future. To be able to understand and communicate within a global community it is crucial for each student so that they can start to appreciate their place in the world and begin to solve issues relevant to all of us today.

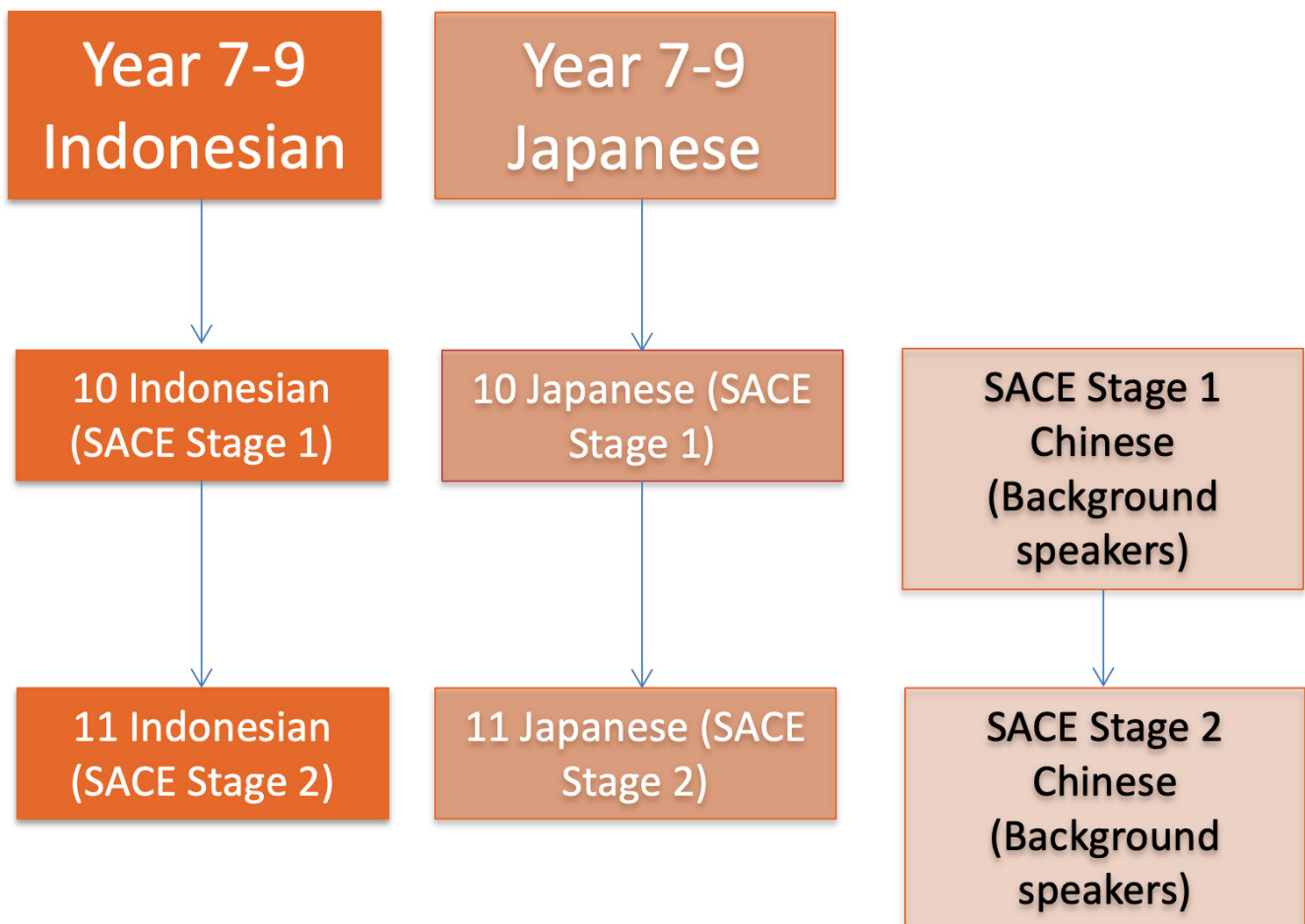
As our school is based in the Asia-Pacific region we feel it is important to offer the two Asian languages of Indonesian and Japanese. Through these languages students are able to develop the skills necessary to participate and communicate within this region, and understand and empathise with these cultures. In our programs, language and cultural studies are integrated and presented in the context of everyday life situations. Emphasis is placed on purposeful communication and topics that are relevant to students' lives. Students have access to a variety of authentic resources in their chosen language. They can also take part in a range of exciting student exchanges and language study tours, with strong sister school relationships in both countries.

At St John's Grammar we offer an Accelerated Program, where students complete Stage 1 Language in Year 10, and Stage 2 Language in Year 11. This allows students a deeper understanding of the language and culture of their choice, and also provides pathways to further languages learning beyond school grounds.

With practice and continuity, students at St John's Grammar develop proficiency at the end of the Middle and Senior School language programs and a level of competence which is attractive to future employers. We aim to provide a sound basis for further study and a lifelong love and engagement with language and culture.

We also offer Chinese for background speakers, providing an opportunity for our international students to enhance their language understanding and comprehension.

SUBJECT PATHWAYS



LANGUAGES

YEAR 10 SUBJECTS

Stage 1 Indonesian Continuers - Full Year (20 Credits)

Prerequisites: Satisfactory completion of Year 9 Indonesian. This is a Stage 1 SACE course.

This course seeks to extend students' communication skills acquired in previous years and to build the number of useful language functions upon which students may draw in realistic situations. It focuses on topics which students are likely to encounter in the Indonesian context.

This course will develop students' ability to express themselves in a variety of genres and will cover the language and grammar necessary to:

- Compare and contrast important cultural ceremonies and celebrations in their culture with those in various places in Indonesia;
- Express and justify their opinions on film, social media and music;
- Discuss their future aspirations
- Discuss the impact and sustainability of the tourism industry

Assessment is in accordance with the SACE Stage 1 Assessment Guidelines. Assessment tasks will fall under the three SACE strands of Communication, Understanding Language and Understanding Culture.

Stage 1 Japanese Continuers - Full Year (20 Credits)

Prerequisites: Satisfactory completion of Year 9 Japanese. This is a SACE Stage 1 course.

Stage 1 Japanese aims to extend written and spoken communication skills and allow students to take their learning to the next level. Sound knowledge of Hiragana and Katakana and Kanji studied at Year 9 are assumed.

In this course, students will learn language to discuss ordering and buying food in restaurants and supermarkets, how to communicate while on exchange in Japan with host buddies and families, school life in Japan, how to write in a range of genres as well as research aspects of traditional and modern Japan in Investigative Tasks. This can then be used authentically as students in Year 9, 10 and 11 have the opportunity to be part of the biannual trip to Japan allowing them to experience another culture first-hand. As in previous years, oral, listening and writing skills are emphasized. Authentic audiences are sourced using technology allowing us to Skype our sister school students in Japan while in class.

Assessment is planned to cater for all students and involves listening, oral and writing tasks and tests. Tasks include oral interviews and presentations, short essays, letters and stories. More complex written and oral tasks are designed to prepare students for SACE Stage 2 Japanese. Students start to develop a more independent approach to language acquisition, and are encouraged to build a personally relevant store of vocabulary to suit authentic situations.

Stage 1 Chinese Background Speakers - Full Year (20 Credits)

11年级中文母语 – 全年 (20学分)

This course is designed for students with a Chinese cultural and linguistic background. Typically, students originate from, and have been educated in, a country where Chinese is the primary language spoken. There are three purposes of the course: 中文母语课程主要是为中文为母语或者主要日常语言，或者在中华文化背景下受过教育的学生提供的。这门课的设计有三个目的：

1. Learning Australian study skills in Chinese 以中文为媒介学习澳洲的学习技巧
2. Understand Chinese contemporary issues 了解中国的现状和热点问题
3. Chance of receiving ATAR bonus points 有机会获得格外高考加分

The course focuses on developing skills in exchanging, analysing and evaluating information, opinions and ideas around four set themes 中文母语课程重点围绕四个规定主题培养学生交换，分析和评估信息，观点和思考的能力。这四个主题是

- Theme 1: China and the world (e.g. Population issues, environment issues, etc.)
主题1： 中国和世界（例如人口问题，环境问题等）
- Theme 2: Modernisation and social change (e.g. Education change, Youth issues, etc.)
主题2： 现代化和社会变迁（例如教育改革，青少年问题等）
- Theme 3: The overseas Chinese-speaking communities (e.g. Chinese contributions in Australia)
主题3： 海外的华人社团（例如海外华人对澳大利亚的贡献）
- Theme 4: Language in use in contemporary China (e.g. Contemporary film review, Writers in Chinese language, etc.)
主题4： 当代汉语的应用（例如当代电影影评，当代作家文章赏析等）

Summative Assessment 测试方式

1. Interaction (20%) - Students research and present an oral report in Chinese, then answer relevant questions
互动（占20%） - 学生通过学习和搜索资料，做口头演讲并回答问题
2. Text Production (20%) - students choose one aspect of a contemporary issue to produce a text
文章写作（占20%） - 学生选择中国社会问题的一个方面按照要求写作
3. Text analysis (20%) - based on two related texts, students are to compare and summarise, then write a text
文章分析（占20%） - 学生根据所给的两份材料，比较和总结后写作
4. Investigation (20%) - students read a wide range of texts related to one issue in China, and write a letter in Chinese
调查（占20%） - 学生通过搜集资料和调查，就中国社会的一个问题写一封信
5. Reflection in English (20%) - students write a reflection in English on their experience in undertaking the investigation.
英文反思（占20%） - 学生在做调查的过程中得出的经验和反思，用英文总结。

LANGUAGES

STAGE 1 SUBJECTS

Stage 2 Indonesian - Full Year (20 Credits)

Prerequisites: successful completion of Stage 1 Indonesian

In the SACE Stage 2 Indonesian course is designed and assessed in accordance with the guidelines from the SACE Board of SA students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Assessment tasks will come fall under the three SACE strands of Communication, Understanding Language and Understanding Culture. Students will be assessed in the following manner:

Assessment Type 1: Folio (50%)

There are three assessments for the folio: Interaction, Text Production and Text Analysis. Students will undertake all three assessments for the folio at least once.

Assessment Type 2: In-depth Study (20%)

There are three assessments for the in-depth study:

- One oral presentation (3 to 5 minutes)
- One written response (600 characters/500 words)
- One reflective response in English (600 words or 5 to 7 minutes).

Assessment Type 3: Examination (30%)

The examination consists of two assessments:

- An oral examination
- A written examination

Stage 2 Japanese - Full Year (20 Credits)

Prerequisites: Satisfactory completion of Stage 1 Japanese.

The Stage 2 course is a continuation of the Stage 1 course and shares the same broad goals, emphases and themes. There are three prescribed themes: The Individual, Japanese-speaking Communities and The Changing World.

The themes allow students to explore the authentic use of Japanese language. 'The Individual' theme enables students to explore aspects of their personal world, for example, sense of self, aspirations, personal values, opinions, ideas, and relationships with others. This theme also enables students to study topics from the perspectives of other people. The theme 'The Japanese-speaking Communities' explores topics from the perspectives of diverse individuals and groups within those communities or the communities as a whole, and encourages students to reflect on their own attitudes, beliefs, and values and develop an understanding of how culture and identity are expressed through language. The theme 'The Changing World' enables students to explore change as it affects the world of work and technology.

Students complete Stage 2 Japanese with an ability to authentically communicate both orally and in written form across a range of topics both within and beyond the classroom.

Assessment at Stage 2 is in accordance with SACE subject guidelines and comprises of 4 tasks in a Folio at 50%, 3 tasks in an In-depth Study at 20%, and an external written and oral exam equalling 30%.

Stage 2 Chinese Background Speakers - Full Year (20 Credits)

12年级中文母语 – 全年 (20学分)

Prerequisite – successful completion of stage 1 Chinese for Background Speakers

This course continues the understanding of Chinese culture and heritage by examining social issues in contemporary China. It will assist students making a transition into Australian culture which has a different style of learning. During the course, they will develop skills in thinking critically which is essential for completing their tertiary studies successfully. 这门课在11年级学习的基础上，继续对中国的文化和当今社会热点问题进行探究。通过学习，学生们完成从中国到澳洲学习的方式的转变。同时，也会继续培养分析问题的能力，为大学阶段的更高层次学习做好准备。

This subject is organised around four prescribed themes, each explored through the examination of a number of contemporary issues. These are designed to help students understand the interdependence of language, culture and identity. The four themes are: 这门课是围绕着四个主题展开的，每个主题会集中分析中国面临的一些问题。学生们要在了解这些问题的基础上，学会运用自己的双文化背景，语言优势和独特经历去解析。

- Theme 1: China and the world (e.g. the changing roles and expectations of women and men)
主题1：中国和世界（例如 男女社会地位的变化和期望）
- Theme 2: Modernisation and social change (e.g. information technology and youth culture in China and Australia)
主题2：现代化和社会变迁（中澳科技发展和青少年文化比较）
- Theme 3: The overseas Chinese-speaking communities (e.g. Globalisation VS Chinese culture)
主题3：海外华人社团（例如全球化和中华文化）
- Theme 4: Language in use in contemporary China (e.g. Contemporary film review, Writers in Chinese language, etc.)
主题4：当代汉语的应用（例如当代电影影评，当代作家文章赏析等）

School-Based Assessment 校内测试

Folio (50%) 作品集 (50%)

- Interaction - Students interact with others to exchange and explain information, opinions, and ideas in spoken
互动 – 学生跟其他人口头交流，解释信息，观点和见解
- Text Production - Students create texts in written Chinese, in which they express ideas, opinions, and perspectives on contemporary issues
文章写作 – 学生选择中国社会问题的一个方面按照要求写作，表明并解释自己的见解和意见。
- Text Analysis - Students analyse and evaluate a text or texts that are in Chinese and respond in Chinese and/or English. Teachers may negotiate the form of presentation of the response with students
材料分析 – 学生在看完中文的材料之后，用中英文回答问题。回答形式可能是口头演讲或者写作

In-depth study (20%) 深度分析(20%)

There are three assessments for the in-depth study: 深度分析有三个组成部分

- An oral presentation in Chinese (5 to 7 minutes) 5-7分钟中文演讲
- A written response to the topic in Chinese(maximum of 1000 characters/800 words)
800-1000字的问题分析论文
- A reflective response in English (maximum of 600 words, or 5 to 7 minutes).
对所分析问题的反思，5-7分钟英文演讲或者600字英文写作

External Examination (30%) 考校外试 (30%)

The examination consists of two assessments: 校外考试由SACE委员会出题，试题由两部分组成 an oral examination 口试 and a written examination 笔试。

MATHEMATICS

YEAR 10 - 12 OVERVIEW

At St John's we see Mathematics as a way to understand the patterns that exist within our world. Whether working alongside the fields of the Science, Humanities, Business or even the Arts, we teach Mathematics to enable students to model and solve real world problems.

Students learn to find the best solutions and make new discoveries. Most importantly, we know that students learn most effectively when they work on problems that they enjoy.

In Mathematics lessons we aspire students to develop the ability to think critically. They are taught to communicate reasoning, reflect upon ideas, consider limitations and apply knowledge to new problems that they have not seen before.

Students will always be striving to improve their Mathematical fluency, giving them the confidence to use these skills into their adult lives. In our programs we also challenge students to develop a mastery of digital tools, and even more, a sense of where and when these tools are best used.

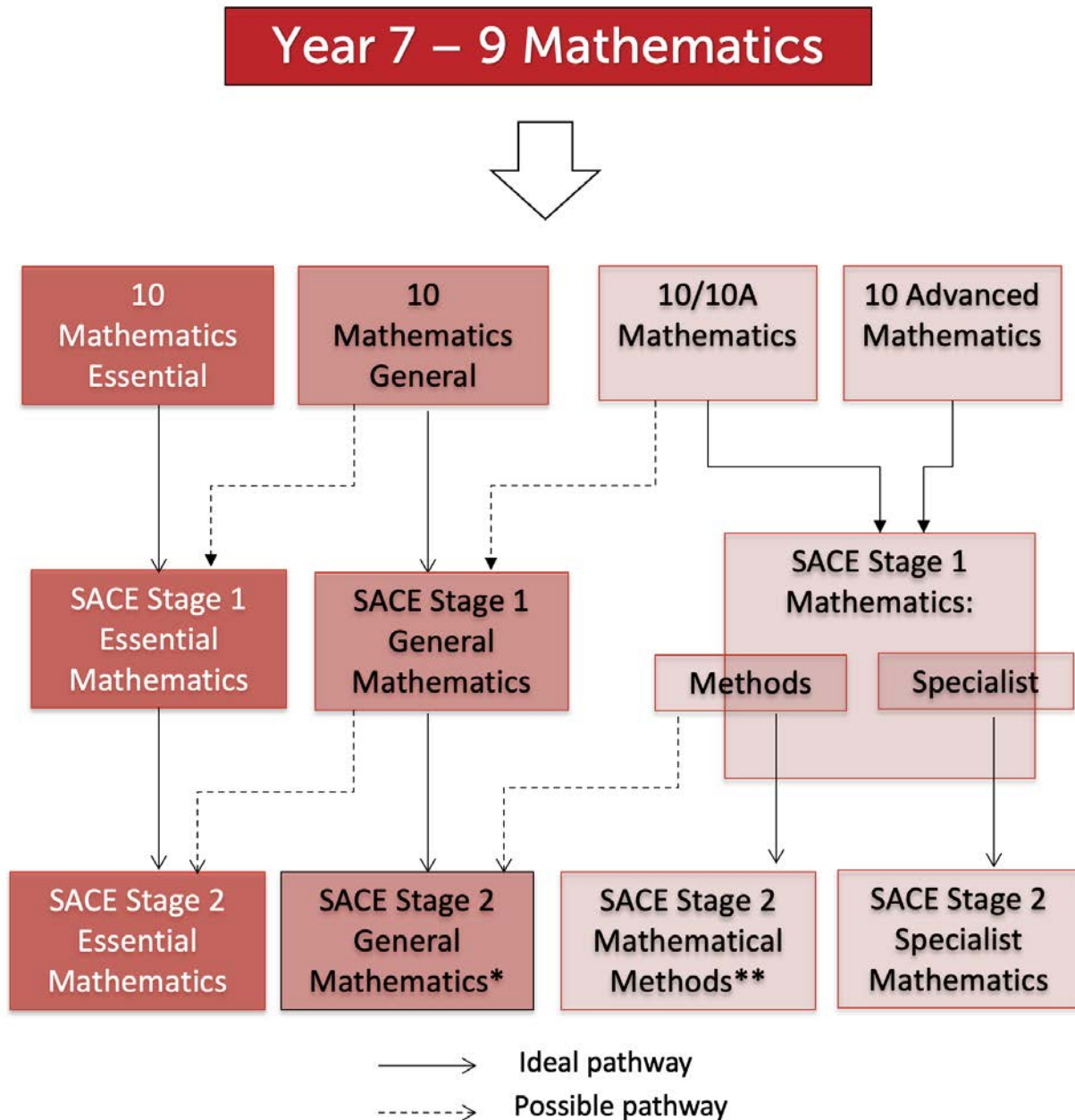
The programs on offer at St John's Grammar cater for all needs and all levels. Whether it be building on the essentials to navigate the challenges of life or developing the skills needed to thrive in our innovation-driven economy, all of our programs on offer have a pathway to university study.

More details of the pathways that our Senior School courses lead to are given in the subject descriptions.

MATHEMATICS

YEAR 10 - 12 OVERVIEW

SUBJECT PATHWAYS

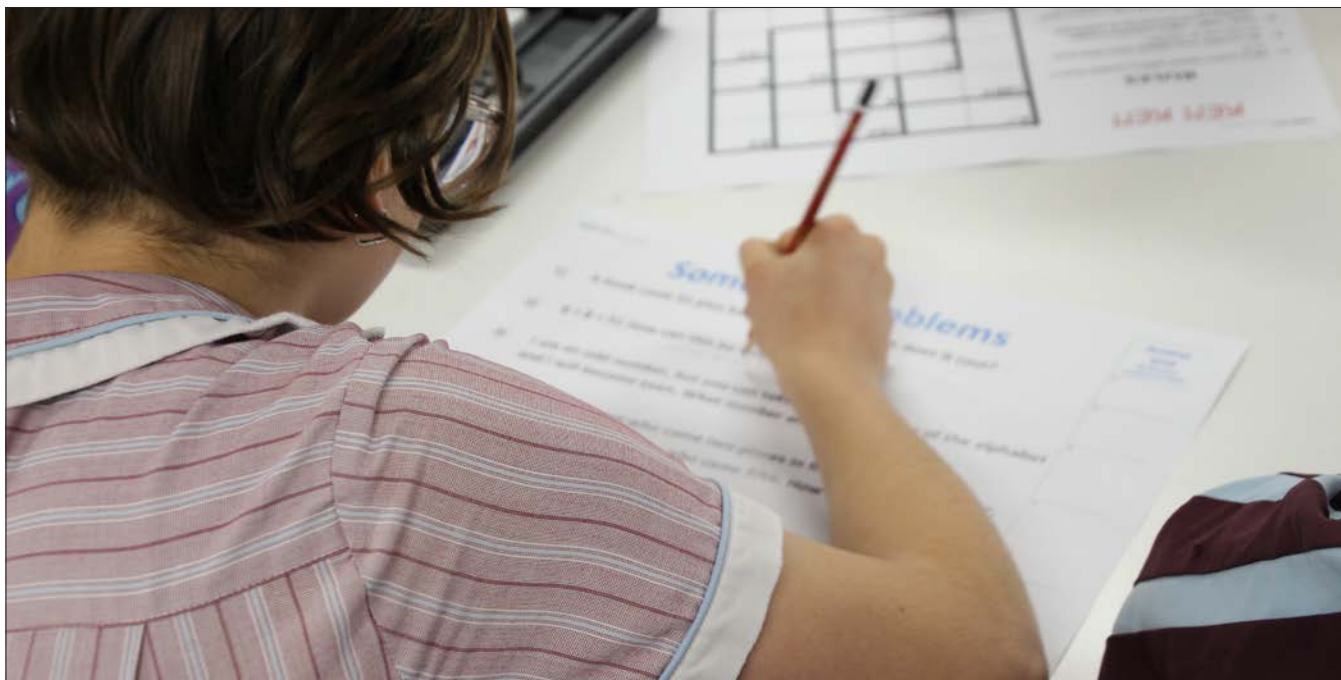


**Recommended minimum B+ grade from Stage 1 General Mathematics, or C grade from Stage 1 Methods, to proceed to Stage 2 General Mathematics*

***Recommended minimum B grade from Stage 1 Methods to proceed to Stage 2 Methods*

MATHEMATICS

YEAR 10 SUBJECTS



Mathematics Essential

Prerequisites: Successful completion of Year 9 Mathematics or Year 9 Essential Mathematics

Topics focus upon developing sound numeracy skills that include carrying out calculations with and without calculators, simple straight-line graphs, ratios, financial mathematics and measurement where students learn to solve right-angled triangle problems including those involving direction and angles of elevation and depression. There is an emphasis on extending students' mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts, in flexible and resourceful ways. Assessment tasks include regular summative topic tests, assignments, directed investigations, homework tasks and projects. End of semester exams are held at the conclusion of each semester.

This course prepares students for Year 11 Essential Mathematics.

Mathematics General

Prerequisites: Successful completion of Year 9 Mathematics

This course focuses on applied topics including financial mathematics, measurement, linear equations and graphs, trigonometry and statistics. The use of spreadsheets, geometry software and scientific and graphic calculators is extensive. Concepts covered include finding unknowns in formulas after substitution, making the connection between equations of relations and their graphs, comparing simple and compound interest in financial contexts and solving problems involving surface area and volume for a range of prisms, cylinders and composite solids. Assessment tasks include regular summative topic tests, assignments, directed investigations, homework tasks and projects. Examinations are held at the conclusion of each semester.

This course prepares student for Year 11 General and Essential Mathematics courses.

MATHEMATICS

YEAR 10 SUBJECTS

Mathematics Advanced

Prerequisites: Successful completion of Year 9 Mathematics. Note that this course is also suitable for Year 9 accelerated students who choose not to participate in Stage 1 Methods as Year 10 students. Previously accelerated students should read the note (*) below that only applies to them.

This course continues to build on the concepts and methods taught in Year 9. Students will work with linear and quadratic functions, simple and compound interest, statistical relationships, measurement and trigonometry. Students' skills in the appropriate use of graphics calculators and computer applications continue to be developed. The importance of presenting, rationalising and applying mathematical knowledge is a focus of the program. Student learning includes applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between equations of relations and their graphs and determining probabilities of two- and three-step experiments. Assessment tasks include regular summative topic tests, assignments, directed investigations, homework tasks and projects. Exams are held at the end of each semester.

Note () Students who have previously been accelerated in Year 9 will form part of a class that is specifically designed for this pathway. They will use new texts to consolidate and further develop understanding in the fields of algebra including subtopics such as indices, radicals and surds, algebraic fractions and trigonometry in three dimensions. Advanced topics studied later in the year, include an introduction to logarithms, conditional probability, as well as exploring both the factor and remainder theorems in the study of polynomials*

Stage 1 Mathematical Methods - Full Year (20 Credits)

Prerequisites: Successful completion of the Year 10 Mathematics 10/10A course with an A or B grade. A discussion with the Head of Mathematics is essential before selecting this option.

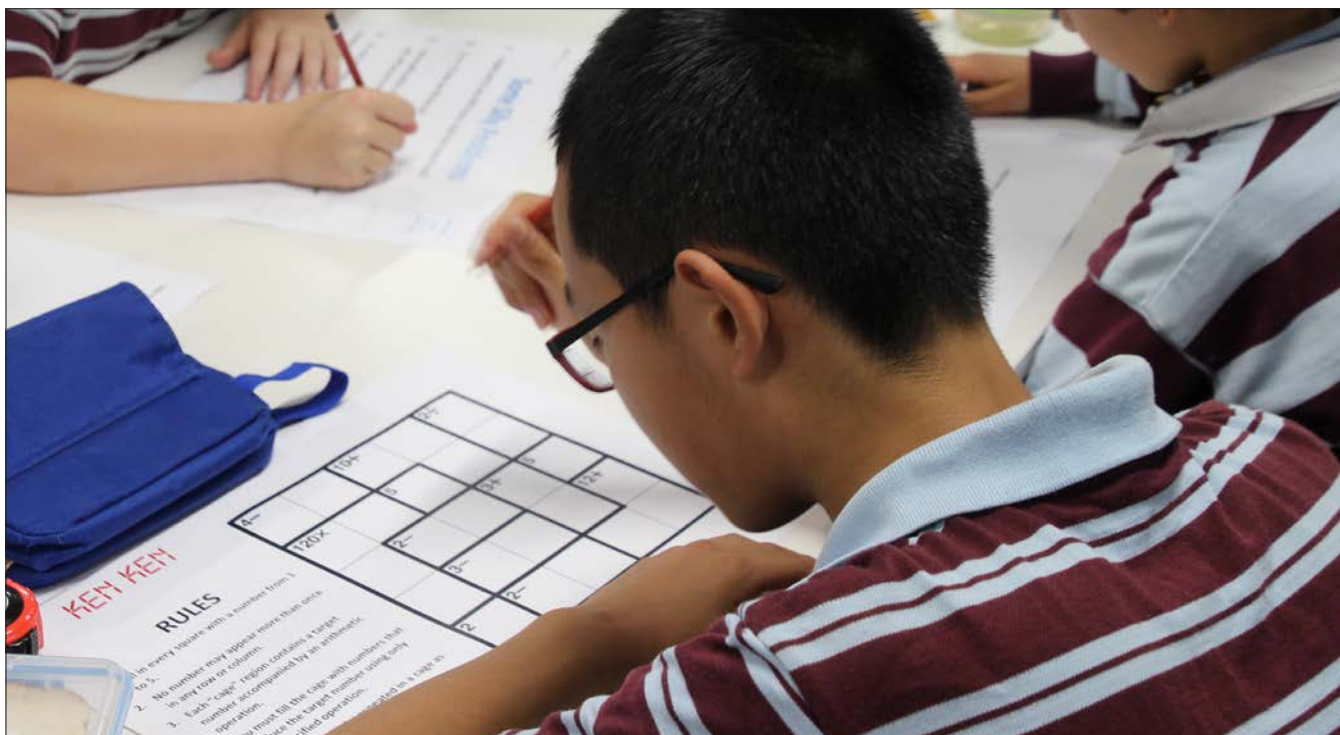
This is a Stage 1 SACE course. Students must achieve a C grade or higher in 10 credits (1 semester) of a Mathematics subject to gain their SACE.

Mathematical Methods includes the topics of Functions and Graphs, Polynomials, Trigonometry, Counting & Statistics, Introductory Calculus and Growth and Decay. The development of skills of investigating, analysing, evaluating and inferring form a crucial part of the program, highlighted by the many investigative tasks and project work incorporated. Technological tools (graphics calculators and graphing/geometric software) are extensively employed. Assessment includes summative tests and investigations. Examinations occur at the end of both semesters.

The course is a pre-requisite for the Stage 2 subject Mathematical Methods and Specialist Mathematics and must be studied for both semesters if a student wishes to proceed onto these courses.

MATHEMATICS

STAGE 1 SUBJECTS



Stage 1 Mathematics Essential - Full Year (20 Credits)

Prerequisites: Successful completion of the Year 10 Mathematics Essential course

This two-semester course meets the needs of students who are interested in gaining skills required in the workplace and in everyday life. They will learn how to approach new challenges by investigating, modelling, reasoning, visualising and problem-solving. Communicating their results to others is also a focus of the course. The course design is flexible and may be composed of topics such as financial management, business applications, measurement and geometry and statistics. Assessment includes summative tests, investigations, and examinations at the end of each semester.

The course prepares students for the SACE Stage 2 Essential Mathematics. This subject is intended for students planning to pursue a career in a range of trades or vocations.

Stage 1 Mathematics General - Full Year (20 Credits)

Prerequisites: Successful completion of the Year 10 Mathematics General or Mathematics 10/10A course.

The topics cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices. Assessment tasks include project and assignment work, formative and summative tests, investigations and examinations.

This course prepares student for Year 11 General or Essential Mathematics courses.

MATHEMATICS

STAGE 1 SUBJECTS

Stage 1 Mathematical Methods - Full Year (20 Credits)

Prerequisites: Successful completion of the Year 10 Mathematics 10/10A course at the A or B grade level.

Mathematical Methods includes the topics of Functions and Graphs, Polynomials, Trigonometry, Counting & Statistics, Introductory Calculus and Growth and Decay. The development of skills of investigating, analysing, evaluating and inferring form a crucial part of the program, highlighted by the many investigative tasks and project work incorporated. Technological tools (graphics calculators and graphing/geometric software) are extensively employed. Assessment includes summative tests and investigations. Examinations occur at the end of both semesters.

The course is a prerequisite for the Stage 2 subject Mathematics Methods and Specialist and must be studied for both semesters if you wish to proceed onto these courses.

Stage 1 Specialist Mathematics - Full Year (20 Credits)

Prerequisites: Successful completion of the Year 10 Mathematics 10/10A course at the A or B level.

This subject is to be taken in conjunction with the Stage 1 subject Mathematical Methods. Topics studied in depth are Arithmetic and Geometric Sequences and Series, Geometry, Vectors, Further Trigonometry, matrices and Real and complex numbers. The course encourages students to theorise, explore and make conjectures and proofs based on a host of mathematical principles and is complemented by a large range of investigations and tests. Graphics calculators are extensively employed.

This subject caters for those students who want to continue their studies in Mathematics at the tertiary level in fields such as mathematical science, engineering, computer science, physics and chemistry. Assessment includes summative tests, investigations, and exams at the end of each semester.

The course is a pre-requisite for the Stage 2 subject Mathematics Specialist and must be studied in conjunction with Stage 2 Mathematical Methods for both semesters if you wish to study Stage 2 Mathematics Specialist.

Stage 2 Mathematical Methods - Full Year (20 Credits)

Prerequisites: Stage 1 Mathematical Methods course (2 semesters) at the A or B grade level.

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. Students develop a deep understanding of the physical world by studying functions, their derivatives and integrals, mathematical modelling and relationships involving rates of change. The study of statistics allows students to describe and analyse phenomena that involve uncertainty and variation.

This subject provides the foundation for further study in mathematics, economics, computer science, and the physical sciences. When studied with Specialist Mathematics this subject can be a pathway to advanced engineering, physics or chemical engineering courses. Mathematical Methods also prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. Assessment includes six Skills and Applications Tasks (50%), one Investigation (20%) and a final 3 hour external examination (30%).

MATHEMATICS

STAGE 2 SUBJECTS

Stage 2 Mathematics Essential - Full Year (20 Credits)

Prerequisites: Stage 1 Essential Mathematics at A or high B level, or Stage 1 Mathematics General.

Essential Mathematics gives students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways. This subject is intended for students planning to pursue a career in a range of trades or vocations. Assessment includes five Skills and Application Tasks (30%), two Investigations (40%), and an external examination (30%).

Stage 2 General Mathematics - Full Year (20 credits)

Prerequisites: Stage 1 Mathematics General or Stage 1 Mathematical Methods

General Mathematics extends students' skills in ways that apply to practical problem solving. Topics cover a diverse range of applications of mathematics in the areas of personal finance management, statistical investigations process, modelling using linear and non-linear functions, and discrete modelling using networks matrices and discrete models.

This subject prepares students for entry to tertiary courses requiring a non-specialised background in mathematics. Assessment includes five Skills and Applications Tasks (40%), two Investigations (30%) and a final external examination (30%).

Stage 2 Mathematical Methods - Full Year (20 Credits)

Prerequisites: Stage 1 Mathematical Methods course (2 semesters) at the A or B level.

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. Students develop a deep understanding of the physical world by studying functions, their derivatives and integrals, mathematical modelling and relationships involving rates of change. The study of statistics allows students to describe and analyse phenomena that involve uncertainty and variation.

This subject provides the foundation for further study in mathematics, economics, computer science, and the physical sciences. When studied with Specialist Mathematics this subject can be a pathway to advanced engineering, physics or chemical engineering courses. Mathematical Methods also prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. Assessment includes six Skills and Applications Tasks (50%), one Investigation (20%) and a final external examination (30%).

MATHEMATICS

STAGE 2 SUBJECTS

Stage 2 Specialist Mathematics - Full Year (20 Credits)

Prerequisites: Stage 1 Mathematical Methods course (2 semesters), Stage 1 Mathematics Specialist (2 units) at the A or B level and currently enrolled in or previously completed Stage 2 Mathematical Methods.

Mathematics Specialist includes the study of functions and calculus. It draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous proofs, and using mathematical models.

Mathematics Specialist leads to tertiary courses such as engineering, computer science, and physical sciences. Studying this course will enhance the possibility of future careers in these related fields. Assessment includes six Skills and Applications Tasks (50%), one Investigation (20%) and a final external examination (30%).



PERFORMING ARTS

Y E A R 1 0 - 1 2 O V E R V I E W

The Performing Arts faculty at St John's Grammar School is firmly focused on performance and fostering individual growth of the whole person.

We create opportunities to explore, create and refine meaningful drama and music experiences, coupled with developing invaluable life skills such as empathy, confidence, creativity, and a passion for learning.

We hope to create cooperative and socially minded young people to engage and lead our future world.

Our faculty offers many opportunities to perform live on stage. Music concerts and ensemble performances occur regularly and each Drama class from Years 8-12 produce a Group Production each semester.

It is here that our students learn a broad range of theoretical and practical skills for both on the stage as actors and off the stage as stage managers, lighting and sound technicians, set and costume designers, and prop makers. They are encouraged to create original artworks, as part of an ensemble, be actively involved in the 'page to stage' process and perform with confidence.

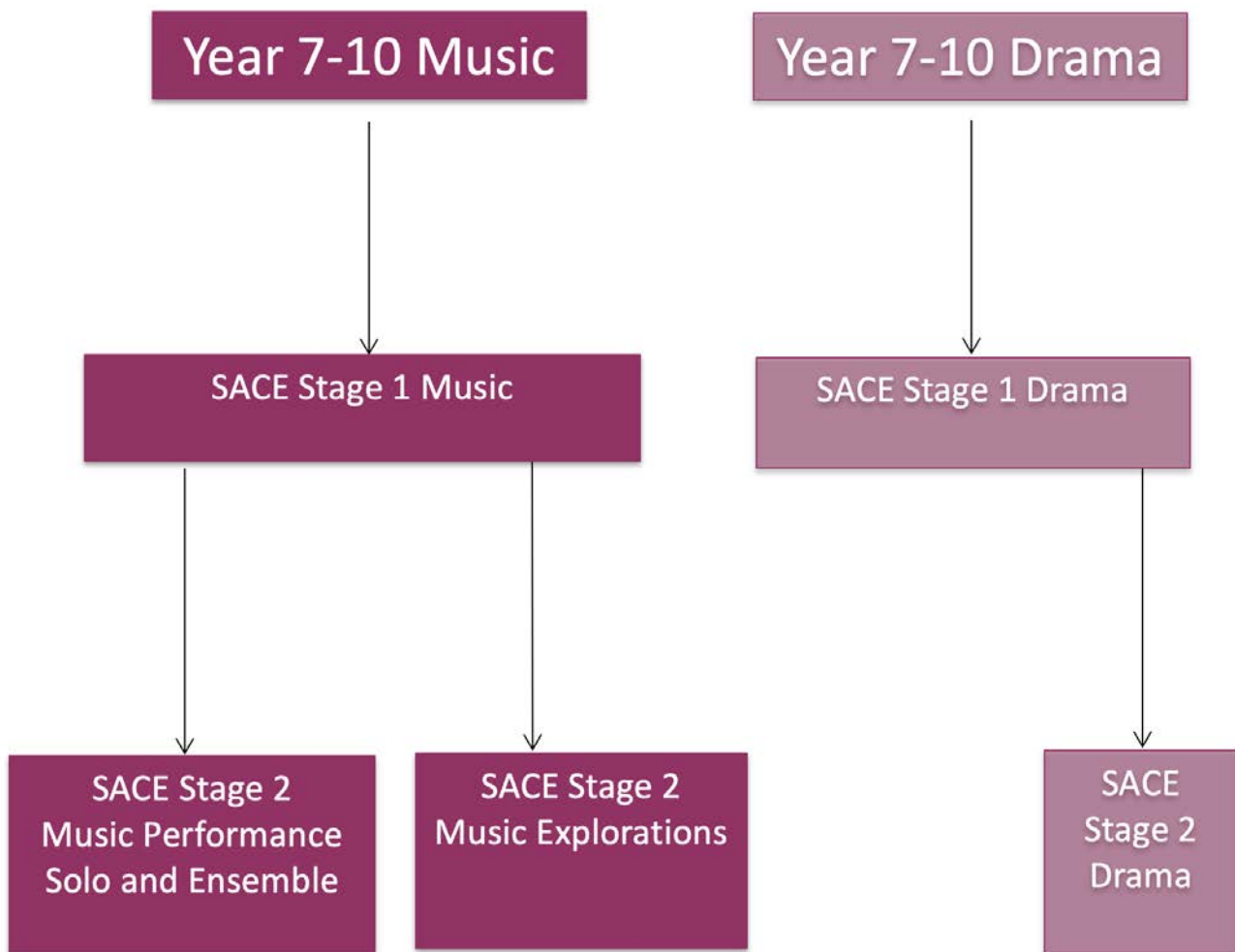
This experience can lead to a career in the Performing Arts industry and/or continue their love of the Arts as a life-long companion.

Studying Performing Arts at St John's Grammar School, students are equipped with the most highly desired transferable skills valued by all employers and vocations, including: collaboration, team work, problem solving, critical thinking, time management, self-awareness and self-discipline.

PERFORMING ARTS

YEAR 10 - 12 OVERVIEW

SUBJECT PATHWAYS



PERFORMING ARTS

YEAR 10 SUBJECTS



Year 10 Drama

Prerequisites: Students must be prepared to work in team situations, spend time rehearsing outside of school hours and be willing to perform to the school community.

Students will extend and refine performance skills through improvisation and polished work to a live audience. Students will view live professional theatre and develop the ability to analyse drama through discussion and writing. Students will discover the past and present context of drama through analysis and enactment. A willingness to work in groups, and to rehearse and perform outside of school hours is essential.

Course 1: Exit Stage Left

The key areas studied are a Group Production Performance (onstage/public performance); Theatre Performance Skills; Technical skills for Theatre; Lighting & Sound; and Designers – Costumes, Set & Props. Key study topic is the work of William Shakespeare.

Course 2: Now for Something Completely Different

The key areas studied are Alternative Theatre, Anti-Theatre and Physical Theatre.

In both semester courses, elements of study will include:

- Group production
- Monologue
- A Theatre Genre/Text study
- Improvisation
- Technical Theatre (Level 3)
- Review Writing

PERFORMING ARTS

Y E A R 1 0 S U B J E C T S



Year 10 Music

Prerequisites: Successful completion of Year 8 or 9 Music. If students did not elect Music in Year 8 or 9 students are expected to have had some pre-musical training and theory knowledge. All students are expected to have had at least 2 years of instrumental tuition on their chosen instrument/voice and continue lessons during the course of the year.

If students have not achieved any of the above they are welcome to apply for the course and discuss entry into the year 10 music course with the Head of Performing Arts.

Year 10 Music allows students to refine their theory skills and prepares these students for solo performance, independent ensemble performances, and provides them with Music industry skills.

Topics studied include:

- PA setup and sound desk operation
- Song writing and recording
- Score reading and listening analysis
- Solo Performance
- Jazz Music – characteristics, elements and jazz standards
- Classical Music – periods, elements, composers

For the practical component students are assigned to a small ensemble consisting of members from the class. Students are expected to research and arrange repertoire, rehearse, perform and evaluate their musical performance within these ensembles, with the aim that the ensemble is student directed.

PERFORMING ARTS

STAGE 1 SUBJECTS

Stage 1 Drama - One Semester (10 Credits) or Full Year (20 Credits)

Prerequisites: Students must be prepared to work in team situations, spend time rehearsing outside of school hours when required and be willing to perform to the school community.

In Drama, students develop their creativity, collaboration, critical thinking, and communication skills. They refine their literacy, numeracy, ethical understanding, and intercultural understanding, and develop self-belief and self-confidence.

Performance

For a performance, students work collaboratively through the framework of the Company and Performance area of study to conceive, explore, develop, produce, refine, and perform (or present) a dramatic work or product. They apply the dramatic process by undertaking roles and collaborating in an ensemble to achieve individual and shared outcomes.

Responding to Drama

Students demonstrate their understanding, analysis, and evaluation of professionally created dramatic works and/or events (such as theatre, workshops and masterclasses) in an oral, multimodal, or written response.

Creative Synthesis

In a creative synthesis task, students apply the dramatic process to a published dramatic text or self-devised piece to create a concept or vision for a hypothetical (or actual) dramatic product. In the creation of their product, students also apply technology imaginatively and innovatively, and take creative risks.

Roles that students may adopt include, but are not limited to designer, director, film-maker, playwright or screenwriter or actor.

Stage 1 Music Advanced - Full Year (20 Credits)

Prerequisites: Successful completion of Year 10 Music, achieving a C grade or higher. All students are expected to have had previous instrumental tuition on their chosen instrument/voice and continue lessons during the course of the year.

Topics studied include:

- Solo Ensemble
- Small Group Ensemble Performance
- Arranging and music creation
- Sonata Form & Musical Theatre
- Musical Analysis and Performance Reflection

For the practical component students are assigned to a small ensemble consisting of members from the class. Students research and arrange repertoire, rehearse, perform and evaluate their musical performance within these ensembles, with the aim that the ensemble is student directed.

Students must complete 20 credits of Stage 1 Music in order to commence Stage 2 Music. This course leads to all Stage 2 Music subjects.

PERFORMING ARTS

STAGE 2 SUBJECTS

Stage 2 Drama - Full Year (20 Credits)

Prerequisites: Students must be prepared to work in team situations, spend time rehearsing outside of school hours when required and be willing to perform to the school community. Completion of Stage 1 Drama will be an advantage.

Telling stories and representing our humanity to each other are basic human activities. They are the essence of drama. Students learn by participating in creative problem-solving; generating, analysing, and evaluating ideas; developing personal interpretations of texts; learning to set goals and working collaboratively to achieve them; rehearsing, workshopping, and improvising solutions; as well as presenting their product or performance.

Assessment Type 1: Group Production (40%)

- **Process and performance** - For the group production, students are led by the teacher to work collaboratively through the framework of the Company and Production area of study to conceive, explore, develop, produce, refine, and perform (or present) a dramatic work or product. Students present their production to an audience.
- **Presentation of evidence** - Each individual student selects and presents evidence of their understanding, creativity, analysis, evaluation, application, and development in the form of a recorded presentation of up to 15 minutes.

Assessment Type 2: Evaluation and Creativity (30%)

Students undertake one or two evaluation and creativity tasks. To demonstrate their analysis, evaluation, and creativity as authentic drama practitioners, students complete two tasks, or they may choose to integrate the tasks to produce one single piece that synthesises the ideas, theories, practice, learning, and/or subject matter investigated. The combined total for tasks in this assessment type is a maximum of 12 minutes if oral or multimodal, or 2000 words if written.

Assessment Type 3: Creative Presentation (30%) – External Assessment

Students undertake one creative presentation. The creative presentation comprises two parts: a presentation and a learning portfolio.

- **Presentation** - students collaborate in small groups of between two and five to conceive, plan, and produce a creative dramatic presentation.
- **Learning Portfolio** - students record, analyse, reflect on, and evaluate their creative decision-making and their application of dramatic process and skills towards the realisation of their presentation, as individuals and in collaboration. Each student individually provides a learning portfolio as evidence of their analysis and evaluation of learning.

PERFORMING ARTS

STAGE 2 SUBJECTS

Stage 2 Music Ensemble Performance - Full Year (10 Credits)

Prerequisites: Successful completion of Stage 1 Music. All students are expected to have had at least 4 years of instrumental tuition on their chosen instrument/voice and continue lessons during the course of the year. Students are expected to have at least 3 years of prior participation within an ensemble on their chosen instrument.

To attain 20 SACE Stage 2 credits students should pair this course with Stage 2 Music: Solo Performance.

In this course students develop their critical and creative thinking, and their aesthetic appreciation of music, through exploring and responding to music with others, and refining and presenting performances within an ensemble. They develop and extend their musical literacy and skills through understanding the structural and stylistic features of music within analysis, expressing their musical ideas during ensemble performance, and reflect on and critique their learning.

Topics studied include:

- Repertoire collection and research
- Ensemble performance workshops on performance etiquette, skill development and technique
- Ensemble performances of selected repertoire to a live audience, – with a focus on leadership within the ensemble
- Ensemble masterclasses with industry professionals
- Discussion and analysis of ensemble performance repertoire
- Ensemble performance evaluation and critical thinking of student and group learning

Stage 2 Music Explorations - Full Year (20 Credits)

Prerequisites: Successful completion of Stage 1 Music. All students are expected to have had at least 4 years of instrumental tuition on their chosen instrument/voice and continue lessons during the course of the year. Students are expected to have at least 3 years of prior participation within an ensemble on their chosen instrument.

Students experiment with, explore, and manipulate musical elements to learn the art of constructing and deconstructing Music. They develop and extend their musical literacy and skills through understanding the structural and stylistic features and conventions of music, expressing their musical ideas, and reflecting on and critiquing their learning in music.

Topics studied include:

- Comparative analysis of two or more musical works
- A reflection and critique of one or more musical works presented in a live performance
- A portfolio of musical performances or compositions
- Ensemble performance
- Arranging

PERFORMING ARTS

S T A G E 2 S U B J E C T S

Stage 2 Music Solo Performance - Full Year (10 Credits)

Prerequisites: Successful completion of Stage 1 Music. All students are expected to have had at least 4 years of instrumental tuition on their chosen instrument/voice and continue lessons during the course of the year. Weekly hour lessons are recommended.

To attain 20 SACE Stage 2 Credits students should pair this course with Stage 2 Music: Ensemble Performance.

In this course students develop their critical and creative thinking, and their aesthetic appreciation of music, through exploring and responding to the music of others, and refining and presenting solo performances. They develop and extend their musical literacy and skills through understanding the structural and stylistic features of music within analysis, expressing their musical ideas during performance, and reflect on and critique their learning.

Topics studied include:

- Repertoire collection and research
- Solo performance workshops on performance etiquette, skill development and technique
- Solo performances of selected repertoire to a live audience
- Masterclasses with industry professionals
- Discussion and analysis of solo performance repertoire
- Performance evaluation and critical thinking of student learning



PHYSICAL EDUCATION

YEAR 10 - 12 OVERVIEW

We believe the purpose of Physical Education is to provide students with the opportunity to enjoy and understand the health benefits of physical activity and to inspire students to continue being active well after they leave school.

In Physical Education, students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capabilities and investigate the factors that influence and improve participation and performance outcomes. Through movement, we seek to develop students' critical thinking, researching skills, communication and collaboration, analysis, problem solving, resilience and evaluation of personal successes and limitations.

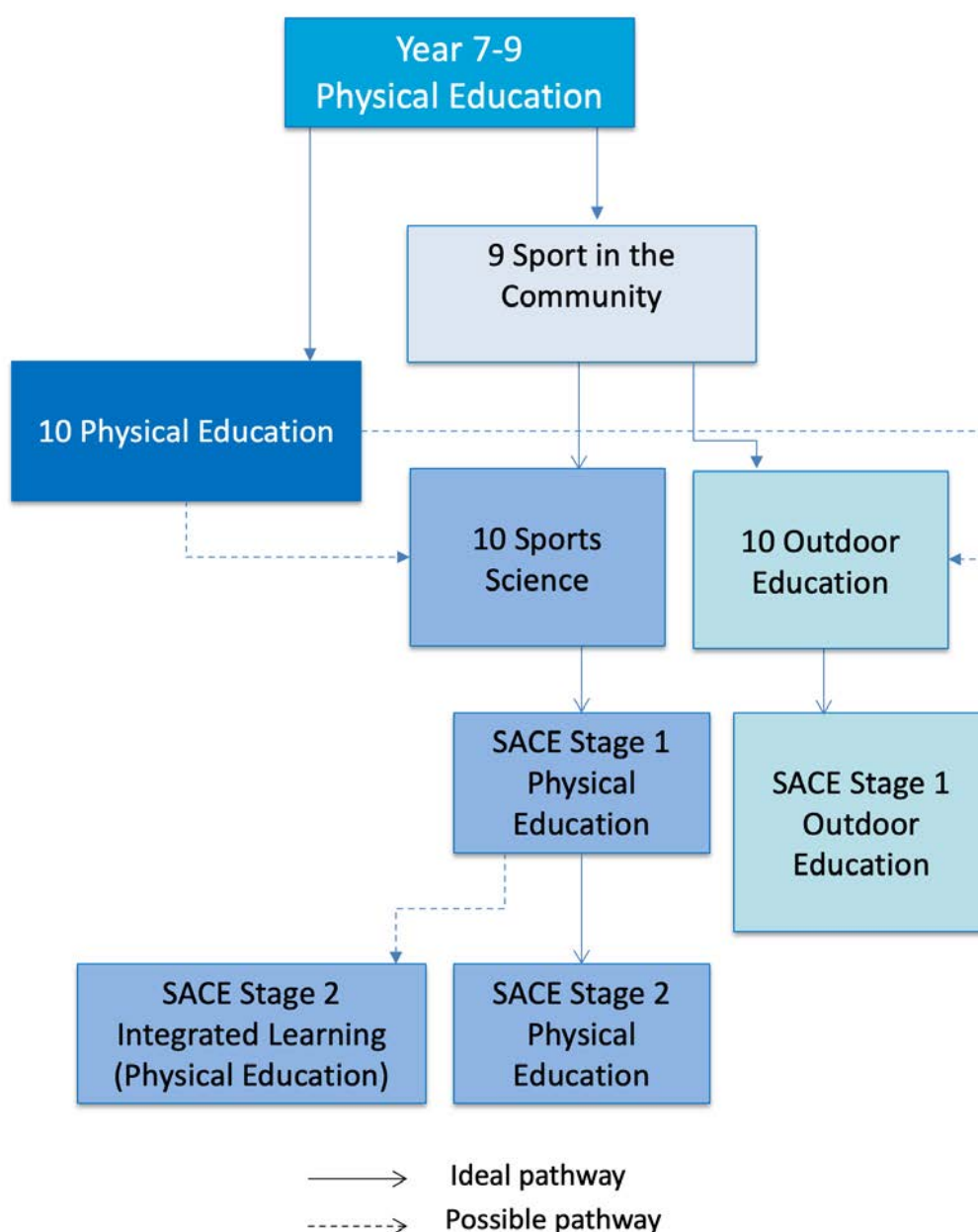
Physical Education is at the forefront of innovative changes to best meet the needs of the modern world. Students have opportunities to create individual learning programs and investigate areas of interest to inspire in depth analyses and deeper learning. Courses are integrated to ensure students are physically active while exploring relevant theory, making more meaningful connections. Our programs also offer an insight into future career pathways such as coaching, sports science, event management and statistics. As well as the opportunity to experience these first hand, students develop the vital and transferable skills of planning, research, analysis and evaluation; many of which promote student success in jobs and further study.

Our courses are structured in such a way that students build each year on strategies and tactics in practical units of work to further understanding and develop creative and informed participants. Theory topics are woven into the practical setting and offer an authentic and logical setting moving from fitness factors and energy systems to the more futures focused Coaching in the Community and Sports Science courses. These are the perfect precursors to Stage 1 and 2 PE.

PHYSICAL EDUCATION

YEAR 10 - 12 OVERVIEW

SUBJECT PATHWAYS



PHYSICAL EDUCATION

YEAR 10 SUBJECTS

Year 10 PE

Students will further develop their skills and tactical awareness by specialising in a range of individual, partner and team sports and recreational activities. They will build on their experiences in leadership and strategic thinking in a game sense approach to sports and activities.

Students will be assessed in accordance to the Australian Curriculum, considering students' development in:

- Leadership/Collaboration
- Respectful Relationships
- Movement Capabilities
- Analysis

Year 10 Sports Science

This course is for students who enjoy physical activity and want to develop a deeper understanding of factors affecting performance. It offers an introduction to the analysis and application of physiological, technological and biomechanical principles of physical activity.

This course is suggested for students who wish to undertake Stage 1 and 2 Physical Education.

Topics studied include:

- Energy systems as they apply to physical activity
- Fitness principles and methods of training
- Skill learning
- Game analysis and tactical development

Students will have the opportunity to use current sports technology such as GPS tracking devices, heart rate monitors and video analysis to analyse and improve their performance. Students will also further develop their skills, knowledge and tactical understanding in a range of physical activities.

Students will be assessed in accordance to the Australian Curriculum considering students' development in:

- Leadership/Collaboration
- Respectful Relationships
- Movement Capabilities
- Analysis

PHYSICAL EDUCATION

YEAR 10 SUBJECTS

Year 10 Outdoor Education

In Outdoor education students develop an appreciation of their place in natural environments through outdoors through 4 dimensions: Skills and Knowledge, Human-nature Relationships, Conservation and Sustainability and Health and Wellbeing. They will develop a range of skills, knowledge, and understanding to support and plan safe, sustainable, and responsive experiences. Through these experiences, students will develop self-confidence and group skills, and use critical and creative thinking skills when applying reflective practice processes to develop and grow their practical and personal skills.

Students develop an understanding of the impact of decision making on natural environments through investigation of issues relating to conservation and have the opportunity to develop leadership and risk management manage skills in both recreation and everyday life.

Year 10 Outdoor education has three strands:

- Focus Area 1: Environment and conservation
- Focus Area 2: Planning and management
- Focus Area 3: Personal and social growth and development.

Assessment: 100% integrated theory and practical.

Each semester there will be a 3 day / 2 night experience in a chosen activity (Aquatics based or bushwalking). Day trips will also be required. There may be an extra cost associated with this course.



PHYSICAL EDUCATION

S T A G E 1 S U B J E C T S

Stage 1 Physical Education - One Semester (10 Credits) or Full Year (20 Credits)

Prerequisites: At least a B grade in Year 10 Physical Education or Sports Science is preferred. Learning is delivered through an integrated approach in which opportunities are provided for students to undertake, and learn through, a wide range of physical activities (e.g. sports, theme-based games, laboratories, fitness and recreational activities). They learn experientially, encouraging the development of their capabilities and skills, such as critical and analytic thinking, communication and collaboration.

Key ideas include: Skill acquisition, Analysis of movement concepts, Application of energy sources, Effects of training on performance, Physiological barriers to participation and learning and refining skills.

Assessment Tasks (2 tasks each Semester 50% each)

- Assessment Type 1: Improvement Analysis - Students participate in a variety of physical activities focusing on one or more movement concepts.
- Assessment Type 2: Physical Activity Investigation

Students participate in one or more physical activities to investigate how personal, social and cultural factors affect, or are influenced by, participation.

The skills and knowledge developed in this course will directly relate to and provide important preparation for Stage 2 Physical Education.

Stage 1 Outdoor Education

Through experiential learning, students develop skills, knowledge, and understanding of safe and sustainable outdoor experiences in the key areas of preparation and planning, managing risk, leadership and decision-making, and self-reliance skills. Through the study of Indigenous, Western, scientific, economic, recreational, and aesthetic perspectives of natural areas, students develop an understanding of the relationships between human actions and decisions, and ecosystems. They critically analyse these relationships to develop positive strategies to contribute to conservation and sustainability of natural environments.

Stage 1 Outdoor education has three strands:

- Focus Area 1: Conservation and sustainability
- Focus Area 2: Human connections with nature
- Focus Area 3: Personal and social growth and development.

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

- Assessment Type 1: About Natural Environments
- Assessment Type 2: Experiences in Natural Environments.

For a 10-credit subject, students undertake a range of outdoor activities and journeys. At least one journey should be undertaken, with a duration of at least 3 days in the field.

Students provide evidence of their learning through three or four assessments.

There may be an extra cost associated with this course.

PHYSICAL EDUCATION

S T A G E 2 S U B J E C T S

Stage 2 Physical Education - Full Year (20 Credits)

Prerequisites: An A or B grade in Stage 1 Physical Education is preferred.

Learning is delivered through an integrated approach with opportunities provided for students to undertake, and learn through, a wide range of authentic physical activities (e.g. sports, theme-based games, laboratories, fitness and recreational activities).

Focus Area 1: In Movement - Application of energy sources, application of effects of training on physical performance, the ways biomechanics affects physical activity, application of learning theories and psychology of performance.

Focus Area 2: Through Movement - Social psychology, psychology of sporting performance, barriers and enablers to physical activity.

Focus Area 3: About Movement - Energy sources and physiological factors affecting physical performance, effects of training on performance, technological developments, psychological and motor learning theories and processes.

There are three summative assessment types in Stage 2 PE:

Assessment Type 1 (two tasks 30%) Diagnostics: Students participate in physical activity and, using technology such as video analysis, apps and GPS, collect, analyse and evaluate evidence to demonstrate understanding and application of theory concepts.

Assessment Type 2 (one task 40%) Improvement Analysis: Students participate in physical activity and, using compiled evidence, evaluate the improvement in their identified aspect and effectiveness of implemented strategies.

Assessment Type 3 (one task 30%) Group Dynamics: Students collaborate to participate and create a sporting competition. They investigate the impact they can have on members of their team in a specific coaching role to improve either performance or participation.

SACE Stage 2 Integrated Learning - Physical Education - Full Year (20 Credits)

Integrated Learning allows a more flexible alternative to the study of Year 12 subjects that enables students to pursue an area of interest with assessment tasks aligned with practical application and personal endeavours. The aim is to develop knowledge and skills in Physical Education to learn through a series of real-world tasks and learning opportunities. Each student can negotiate their product or outcome in the subject in consultation with the teacher. Learning activities include:

- Analysing key skills, rules and tactics of a Club/community sport demonstrating initiative, leadership and collaboration
- Designing, undertaking and evaluating a class tournament
- Participating in a role in a club for a season eg Coaching, Umpiring/refereeing, Committee member
- Planning, implementing and reflecting on a community based program eg, a Sporting event or carnival.

Assessment includes a range of tasks that have a reflection on individual growth and learning.

School assessment (70%)

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

External assessment (30%)

- Assessment Type 3: Personal Endeavour (30% 1 task)

SCIENCE

YEAR 10 - 12 OVERVIEW

Science provides opportunities for students to develop an understanding of important science concepts, scientific methods, and their applications in our lives. At St John's Grammar we emphasise the development of a range of core scientific knowledge, understandings and skills, believing that this will lead our students to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

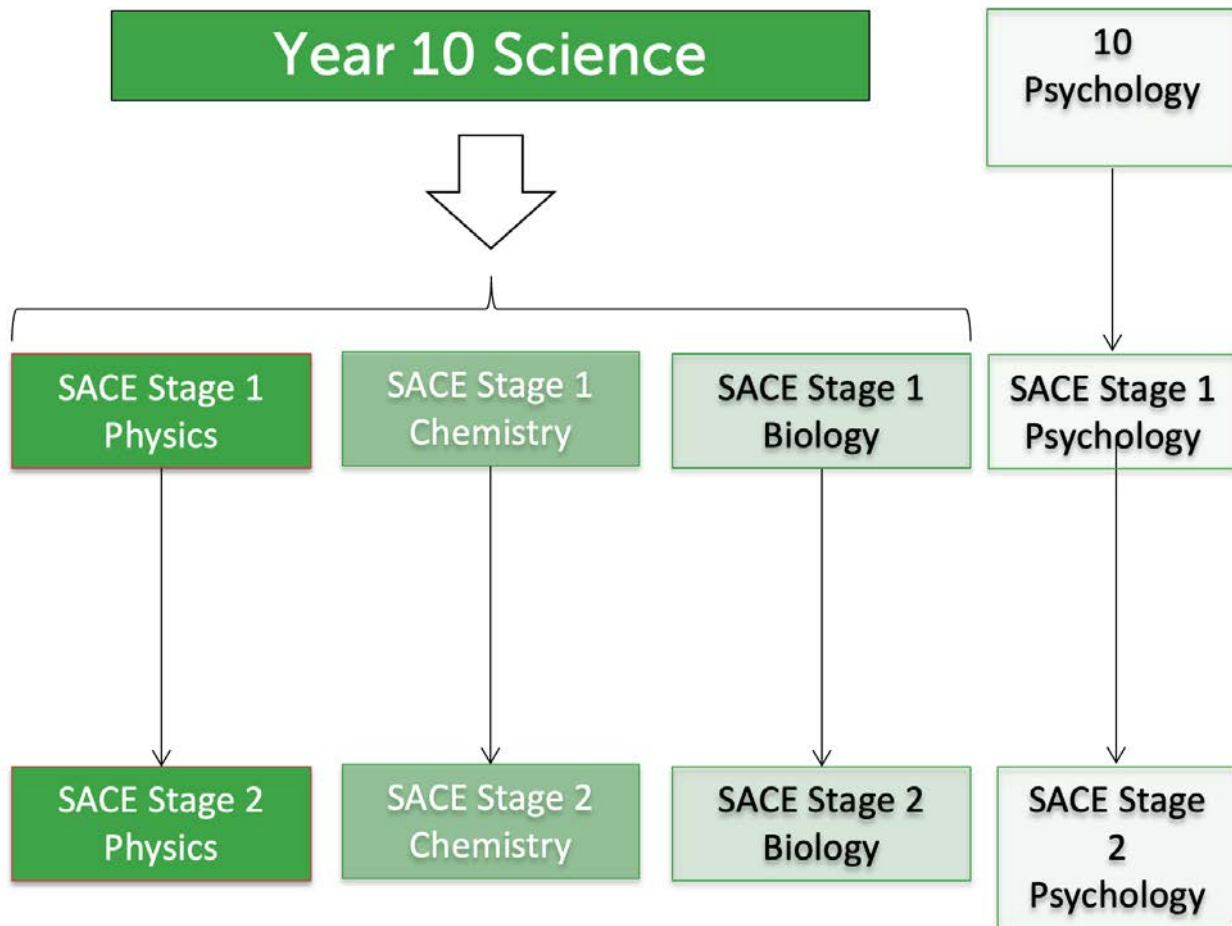
St John's Grammar Science teachers use a balance of explicit teaching and guided hands-on inquiry so that students experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions, with a particular focus on how Science can be applied to help solve the social and environmental issues that we face.

The Science curriculum aims to ensure that students develop:

- An interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- A solid foundation of a range of scientific knowledge, including being able, to apply their understanding to new situations and events, and to appreciate the dynamic nature of science.
- The ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and investigations based on ethical principles; collecting and analysing data; evaluating results; and drawing critical, evidence-based conclusions
- An ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence.
- An ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions

At St John's Grammar, the Year 7 to 10 Science program encompasses and integrates the biological, chemical, physical, earth and space sciences, whilst providing the option to study Psychology as a Year 10 elective. In Years 11 and 12, students can elect to study any combination of Physics, Chemistry, Biology and Psychology, taught by experts in each field.

SUBJECT PATHWAYS



SCIENCE

YEAR 10 SUBJECTS

Year 10 Science - Full Year

Year 10 Sciences engages students in the study of Biological, Chemical, Physical, and Earth and Space sciences. Students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. They learn about the biological, chemical, geological and physical evidence for different theories, and develop their understanding of atomic theory to understand relationships within the periodic table. They learn that motion and forces are related by applying physical laws, and they learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale.

The course is designed to help students use the knowledge and skills they acquire to critically evaluate information and apply it in creative ways to solve problems. Students will develop their skills in evidence-based communication in a variety of formats, including the formulation of balanced ethical arguments.

Topics studied include:

- Genetics
- Evolution
- Motion and Energy
- Our Energy Future
- Cosmology
- The Periodic Table
- Chemical Reactions
- Earth Systems

Students in Year 10 are provided with the option of studying their Chemistry and Physics topics at core or extended level. The extended level option allows students who are intending to study SACE Stage 1 Chemistry and/or Physics the opportunity to experience the Year 10 topics at a greater depth to provide a more rigorous preparation for Year 11.

Successful completion of Year 10 Science leads to Biology, Chemistry and Physics at Stage 1 SACE level.

Psychology- One Semester

This elective course introduces students to the goals of psychological science; that is, to understand, explain, predict and modify behaviour. For, psychology is the science that seeks to understand behaviour and mental processes, including thoughts, emotions, and motivations.

The subject will build on the content of the Foundation to Year 10 Australian Curriculum: Science. In particular, students will be provided with opportunities to explore the theories and evidence that frame our understanding of human behaviour, using scientific methods. However, this subject will not only enable students to have the opportunity to become familiar with the theories, evidence, and methods of psychological science, but also to apply psychological principles in their own lives. Moreover, this subject will prepare students for Stage 1 and 2 Psychology within the SACE curriculum.

Students will study a range of topics including the biopsychosocial model, positive psychology, and research methods in psychological science.

Stage 1 Biology - One Semester (10 Credits) or Full Year (20 Credits)

Prerequisites: To be confident of success in Stage 1 Biology, students should have attained at least a B grade in the Year 10 Science Biology topics.

Biology is the study of organisms and how they interact with each other and the non-living environment.

The Semester 1 course covers the following topics:

- Structures and functions of cells
- The diversity of microorganisms and their roles in ecosystems
- Biodiversity and ecosystem dynamics
- Advances in biology and its interactions with society

The Semester 2 course covers the following topics:

- Infectious diseases, and the body's defence against them
- Issues relating to infectious diseases that affect society
- The structure and function of tissues, organs and systems in multicellular organisms
- Advances in biology and its interactions with society

The course is designed to help students use the knowledge and skills they acquire to critically evaluate information and apply it in creative ways to solve problems. Students will develop their skills in evidence-based communication in a variety of formats, including the formulation of balanced ethical arguments.

Assessment will include tests, laboratory investigations with written reports, and Science as a Human Endeavour investigations. This course leads to SACE Stage 2 Biology.

Stage 1 Chemistry - Full Year (20 Credits)

Prerequisites: To be confident of success in Stage 1 Chemistry, students should have achieved at least a B grade in the Year 10 Science Chemistry unitinations. They should have also reached similar achievements in Year 10 Mathematics.

Topics studied include:

- Materials and their Atoms
- Combinations of Atoms
- Molecules
- Mixtures and Solutions
- Acids and Bases
- Redox Reactions

The course is designed to assist students to acquire a knowledge of chemistry, apply their knowledge of chemistry to solve problems, analyse and evaluate critically, recognise the study of chemistry as a human activity and develop scientific literacy and communication skills. Assessment will include tests, laboratory investigations with written reports, and Science as a Human Endeavour investigations.

SCIENCE

STAGE 1 SUBJECTS

Stage 1 Physics - Full Year (20 Credits)

Prerequisites: To be confident of succeeding in this subject, students should have achieved at least a B grade in the Year 10 Science Physics topics and at least a C in the end of semester examinations. They should have also reached similar achievements in Year 10 Mathematics.

Topics studied include:

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

This course will allow students to:

- Understand physics, and to apply their knowledge of physics to solve problems
- Analyse and evaluate critically
- Recognise the study of physics as a human activity
- Develop scientific literacy and communication skills

Assessment will include tests, laboratory investigations with written reports, and Science as a Human Endeavour investigations. This course leads to, and is a prerequisite for Stage 2 Physics.

Stage 1 Psychology- One Semester (10 Credits) or Full Year (20 Credits)

This course develops students' understanding of the concepts and methods of Psychology. Psychology is an evidence-based subject and includes a study of scientific methods in relation to psychological inquiry. Students will be involved in an empirical investigation where they will need to analyse data and write a report. The consideration of ethical issues in relation to research is also crucial and will be covered in the course.

Students will have the opportunity to study two of the following topics per semester (different topics are covered in each semester):

- Cognitive Psychology
- Neuropsychology
- Lifespan Psychology
- Emotion
- Psychological Wellbeing
- Psychology in Context

Assessment for each semester course will include an empirical investigation, a Science as a Human Endeavour task, a presentation about a psychological concept and a test.

Each course leads to Stage 2 Psychology. However, completion of any semester course is not required in order to study Stage 2 Psychology.

Stage 2 Biology- Full Year (20 Credits)

Prerequisites: To be confident of success in Stage 2 Biology, students should have attained a 'B' grade or higher in Stage 1 Biology.

Topics studied include:

- The structure and function of biological molecules such as DNA and proteins
- The diversity of cells, and the structures and processes that occur within them
- Body systems and their role in homeostatic mechanisms
- Evolution by natural selection, population ecology and sustainability
- Advances in biology and its interactions with society

The course is designed to help students use the knowledge and skills they acquire to critically evaluate information and apply it in creative ways to solve problems. Students will develop their skills in scientific investigation, and in evidence-based communication in a variety of formats, including the formulation of balanced ethical arguments.

The school-based assessment comprises two practical investigations, a Science as a Human Endeavour research assignment (30%) and tests (40%). An external online examination contributes 30% of each student's assessment.

Stage 2 Chemistry - Full Year (20 Credits)

Prerequisites: To be confident of success in Stage 2 Chemistry, students should have attained a 'B' grade or higher in Stage 1 Chemistry.

This course covers the following topics:

- Skills
- Monitoring the Environment
- Managing Chemical Processes
- Organic and Biological Chemistry
- Managing Resources

The school-based assessment comprises two practical investigations, a Science as a Human Endeavour research assignment (30%) and tests (40%). An external examination contributes 30% of each student's assessment.

SCIENCE

STAGE 2 SUBJECTS

Stage 2 Physics - Full Year (20 Credits)

Prerequisites: to be confident of success in Stage 2 Physics, students should have achieved at least a 'B' grade in Stage 1 Physics.

Topics studied include:

- Projectile motion
- Forces and Momentum
- Circular Motion and Gravitation
- Einstein's Relativity
- Electric Fields
- Motion of charged particles in Electric Fields
- Magnetic Fields
- Motion of charged particles in Magnetic Fields
- Wave Behaviour of Light
- Wave-Particle Duality
- Structure of the atom
- Standard Model (Subatomic particles)

The school-based assessment comprises two practical investigations, a Science as a Human Endeavour research assignment (30%) and tests (40%). An external examination contributes 30% of each student's assessment.

Stage 2 Psychology- Full Year (20 Credits)

Prerequisites: Students are advised to have completed at least one semester of Stage 1 Psychology.

This course develops students' understanding of human behaviour, the processes that underlie it, and the factors that influence it. By emphasising evidence-based procedures including observation, experimentation, and experience, this subject allows students to develop useful skills in analytical and critical thinking and in making inferences.

This course covers the following topics:

- Psychology of the Individual
- Psychological Health and Wellbeing
- Organisational Psychology
- Social Influence
- The Psychology of Learning

The school-based assessment comprises an Investigations Folio (30%) (tests and assignments), and Skills and Applications Tasks (40%) (assignments, including an investigation that students design and write a report for). An external 2-hour written examination contributes 30% of each student's assessment.



TECHNOLOGY & ENTERPRISE

YEAR 10 - 12 OVERVIEW

At St John's Grammar we believe that technologies enrich and impact on the lives of people and societies globally, and there is a growing need for enterprising individuals who can make discerning decisions about the development and use of technologies, generate innovative solutions to complex challenges and contribute to sustainable patterns of living.

Learning in Technology & Enterprise focuses on creating solutions for preferred futures. St John's students will learn about design thinking, systems thinking and computational thinking. They will develop a deeper understanding of traditional, contemporary and emerging technologies processes and production skills, the dynamic nature of the food and hospitality industry, project management skills and business, enterprise and innovation skills. Students will be able to make informed and ethical decisions about the role, impact and use of technologies in their own lives, the economy, environment and society for a sustainable future.

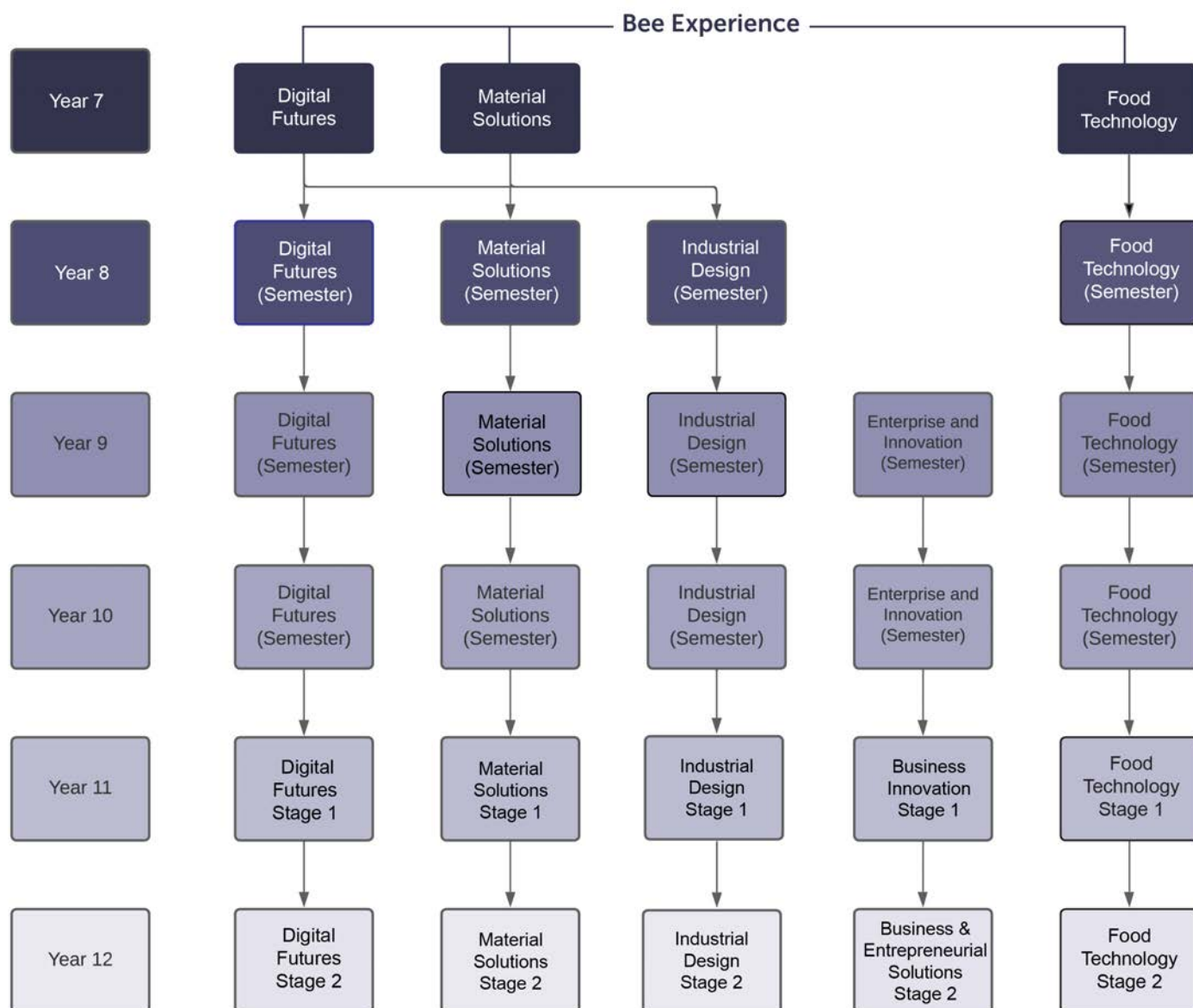
Our Design, Technology and Enterprise curriculum is designed to give students authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. We believe that this is best achieved by 'learning through doing'; students will learn in an environment in which risk is encouraged, where ideas are built up rather than broken down, and fear of failure is replaced with the opportunity to iterate as initial assumptions about design problems or solutions are refined.

Within Technology & Enterprise there are five possible pathways, all of which purposefully complement each other. These are: Material Solutions, Digital Futures, Food Technology, Industrial Design and Business Innovation.

TECHNOLOGY & ENTERPRISE

YEAR 10 - 12 OVERVIEW

SUBJECT PATHWAYS



TECHNOLOGY & ENTERPRISE

YEAR 10 SUBJECTS

Business Innovation - Entrepreneurial Mindset

Year 10 Enterprise & Innovation will build upon knowledge developed in the Year 9 Business Innovation – Creative Enterprise Course. In Year 10 students will begin to develop the knowledge, skills, and understandings to engage in business contexts in the modern world. In a time when design-led companies outperform other companies, students are immersed in the process of finding and solving customer problems or needs through Design Thinking and using assumption-based planning tools. The customer is at the centre of the innovation process and the generation of viable business products, services, and processes.

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

Units of learning include:

- Unit 1: Financial Awareness and Decision Making
- Unit 2: Finding and Solving Problems
- Unit 3: Marketing
- Unit 4: Business Innovation

Digital Futures - Drones, Artificial Intelligence & Future Technologies

Year 10 Digital Futures will explore the world of Drones, Web 3, Artificial Intelligence and Future Technologies helping students to deeply understand the impacts these technologies will have in the future. Students will use their developed understanding of Computational Thinking to solve complex programming problems related to game design, data collection and drones.

Students develop an appreciation of the impacts AI and Web3 will have on their futures, society and the environment. A core component of Digital Futures is having students know how to make positive impacts as digital citizens and safely navigate digital worlds.

Units of learning include:

- Unit 1: Exploring Artificial Intelligence
- Unit 2: Introduction to Python
- Unit 3: Emerging Technologies – Drones and Data Collection

TECHNOLOGY & ENTERPRISE

Y E A R 1 0 S U B J E C T S

Food Technology - Food for All

Food for All is designed to elevate student knowledge in culinary techniques by incorporating concepts of catering and larger scale food production. Students develop skills learnt in previous years and build upon their understanding of the Design Thinking process to reflect on modern food trends and how they may influence designed food solutions. Students consider cooking for others and the dietary requirements that may ensue as well as cost-effective methods of creating menu plans when addressing design criteria. They take on the persona of chef or cook and experience the process of menu planning and problem solving. With a stronger community focus, students will be tasked with thinking beyond the classroom and consider the creation of sustainable and nutritious meals for the benefit of others. Topics can include: Hampers for Campers, Freak-shakes, Enterprise Project, Feed the World, Supporting South Australia, Cake Boss or Chocoholics.

Units of Learning Include:

- Kitchen Safety Risk Assessment
- APY Lands Catering
- Cake Boss Party Planner
- Festival of Ideas Catering
- Culinary Chronicles – Reflective Journal

Industrial Design - Product Design, CAD & Advanced Systems

Industrial Design is a semester length course that extends the skills and knowledge developed in previous years. The course looks at encompassing students understanding of the product design process and the importance of Design and Entrepreneurial Thinking in generating innovative outcomes. There is an emphasis on designing for others, and exploring new ways of thinking when inventing solutions to design problems. The Year 10 course aims to exposure students to more advanced CNC processes including milling, waterjet cutters, 3D printing and laser cutting.

Units of learning include:

- Unit 1: Computer Aided Design: Energy Systems
- Unit 2: Computer Aided Manufacture: CNC Milling, Waterjet Cutting and 3D Printing
- Unit 3: Product Design

Material Solutions - Design, Technology & Engineering

Year 10 Material Solutions is a semester length course that looks to group the technologies process and production skills developed in previous years and apply them to a design problem. This course has a greater emphasis on Design Thinking and the application of CAD skills to generate innovative material solutions and continue exploring the integration of CAM technologies.

Students will research contemporary design movements and begin to experiment with the influences these can have on their designs. This course will allow students to explore more exotic timber and metal materials and develop processes and production skills with increased complexity.

Units of learning include:

- Unit 1: Exotic Timber Materials and Processes
- Unit 2: Metal Materials and Processes
- Unit 3: Design Movements

TECHNOLOGY & ENTERPRISE

S T A G E 1 S U B J E C T S

Stage 1 Business Innovation - One Semester (10 Credits)

Business Innovation is a 10-credit subject which supports students to create a business of their choice over the course of a semester. Using design thinking strategies, students work through a range of business tools to bring a business solution to life.

Students gain knowledge on problem finding, empathising with customers, building project management strategies and marketing platforms. Through a structured approach to business improvement and change management, students will engage in the process of identifying new opportunities while exploring and communicating the costs and benefits to the business model.

Through the context of start-up businesses, students develop and apply their understanding of the following learning strands:

- Finding and solving problems
- Financial awareness and decision-making
- Business information and communication
- Global, local, and digital connections

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

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

- Assessment Type 1: Business Skills
- Assessment Type 2: Business Pitch

Stage 1 Digital Futures - Game Development or CAD Design - One Semester (10 Credits)

Stage 1 Digital Futures – Game Development or CAD Design is a 10 Credit subject that looks at students extending their digital skills in the development of games, or complex CAD products. The course provides a flexible framework that encourages students to be creative, innovative, and enterprising in their chosen context. They apply critical thinking and problem-solving skills, and incorporate technologies to address design problems and challenges. This subject incorporates the transfer of interdisciplinary skills and knowledge and promotes individualised and inquiry-based learning. Digital Futures provides opportunities for students to apply software engineering processes and use new and evolving technologies.

Digital Futures involves using Design and Computational Thinking Processes to design and make innovative digital solutions. Students produce outcomes that demonstrate the knowledge and skills associated with manipulation of digital communication media. This can include both game development, and product design using computer aided design software.

The following assessment types enable students to demonstrate their learning in Stage 1 Design and Technology Innovation – Digital Futures:

- Assessment Type 1: Specialised Skills Tasks (30%)
- Assessment Type 2: Design Process and Solution (70%)

TECHNOLOGY & ENTERPRISE

STAGE 1 SUBJECTS

Stage 1 Food Technology - Food Design & Innovation - One Semester (10 Credits)

SACE: Design, Technology, and Engineering – Material Solutions (Food)

Year 11 Food Design & Innovation is a 10-credit subject that provides a flexible framework that encourages students to be creative, innovative, and enterprising. Students apply critical thinking and problem-solving skills and incorporate technologies to address design problems and challenges.

This subject incorporates the transfer of interdisciplinary skills and knowledge and promotes individualised and inquiry-based learning. Food Design & Innovation provides opportunities for students to apply and develop their design thinking to realise solutions.

Food Design & Innovation involves the use of a diverse range of techniques and involves students considering the ethical, legal, economic, and/or sustainability of products. Students produce outcomes that demonstrate the knowledge and skills associated with using systems, processes, and a variety of foods and ingredients.

The following assessment types enable students to demonstrate their learning in Food Design & Innovation:

- Assessment Type 1: Specialised Skills Tasks (40%)
- Assessment Type 2: Design Process and Solution (60%)

Stage 1 Industrial Design - Product Design & Manufacture - One Semester (10 Credits)

Year 11 Industrial Design – Product Design and Manufacture is a 10-credit subject that looks at students designing solutions using CAD software and then producing them using a variety of advanced CAM Technologies.

The course provides a flexible framework that encourages students to be creative, innovative, and enterprising in their chosen context. They apply critical thinking and problem-solving skills, and incorporate technologies to address design problems and challenges.

This subject incorporates the transfer of interdisciplinary skills and knowledge and promotes individualised and inquiry-based learning. Industry and Entrepreneurial Solutions provides opportunities for students to apply product design concepts and engineering processes and use new and evolving technologies.

The following assessment types enable students to demonstrate their learning in Year 11 Design and Technology Innovation – Digital Communication Products:

- Assessment Type 1: Specialised Skills Tasks (30%)
- Assessment Type 2: Design Process and Solution (70%)

TECHNOLOGY & ENTERPRISE

STAGE 1 SUBJECTS

Stage 1 Material Solutions - Design, Technology & Engineering - One Semester (10 Credits)

Stage 1 Material Solutions is a 10-credit subject that provides a flexible framework that encourages students to be creative, innovative, and enterprising. Students apply critical thinking and problem-solving skills and incorporate technologies to address design problems and challenges. This subject incorporates the transfer of interdisciplinary skills and knowledge and promotes individualised and inquiry-based learning. Material Solutions provides opportunities for students to apply engineering processes and use new and evolving technologies.

Material Solutions involves the use of a diverse range of manufacturing technologies such as tools, machines, and/or systems to create a product using appropriate materials. Students produce outcomes that demonstrate the knowledge and skills associated with using systems, processes, and materials such as metals, plastics and timber.

The following assessment types enable students to demonstrate their learning in Stage 1 Design and Technology Innovation – Material Solutions:

- Assessment Type 1: Specialised Skills Tasks (30%)
- Assessment Type 2: Design Process and Solution (70%)



TECHNOLOGY & ENTERPRISE

S T A G E 2 S U B J E C T S

Stage 2 Business and Entrepreneurial Solutions - Full Year (20 Credits)

Prerequisites: Skills in communicating in written and oral form and an ability to research a variety of sources. The successful study of Stage 1 Business Innovation is desirable.

In Stage 2 Business and Entrepreneurial Solutions, students harness Design Thinking to create new businesses or transform existing ones, focusing on real-world business requirements. This involves the invention of entrepreneurial products that meet specific needs or solve problems. Utilising design thinking, students will develop prototypes and final products. They will gain proficiency in various business tools, including project management techniques, to support human-centered approaches to innovation.

Students engage with complex, dynamic challenges to identify, design, test, iterate, and communicate viable business solutions. Through hands-on innovation and design thinking, they will develop and apply critical and creative thinking skills. The course emphasises knowledge and skills related to systems, processes, and materials appropriate for developing prototypes and final solutions.

The following assessment types enable students to demonstrate their learning in Stage 2 Business and Entrepreneurial Solutions:

School Assessment (70%)

- Assessment Type 1: Developing Business and Entrepreneurial Skills (20%)
- Assessment Type 2: Design Process and Business Solution (50%)

External Assessment (30%)

- Assessment Type 3: Resource Study (30%)

Stage 2 Digital Futures - Game Development or CAD Design - Full Year (20 Credits)

Prerequisites: Prior knowledge in the use of Game Development or Computer Aided Design Software is desirable.

Stage 2 Digital Futures – Game Development or CAD Design is a 20 Credit subject that will suit students looking to explore a career in software engineering, engineering, game design, industrial design or graphic design. Sharing a similar structure to Stage 1 Digital Futures, this course will have an emphasis on Design and Systems Thinking, and technologies processes and production skills suiting students that have followed the Digital Futures pathway.

The course involves designing solutions to meet industry requirements, or the invention of an entrepreneurial product that meets a need or solves a problem. This could be achieved using digital design software for game development or computer-aided design to develop prototypes or products.

The following assessment types enable students to demonstrate their learning in Stage 2 Design and Technology Innovation – Digital Futures – Game Development or CAD Design.

School assessment (70%)

- Assessment Type 1: Specialised Skills Task (20%)
- Assessment Type 2: Design Process and Solution (50%)

External assessment (30%)

- Assessment Type 3: Resource Study (30%)

TECHNOLOGY & ENTERPRISE

S T A G E 2 S U B J E C T S

Stage 2 Food Technology - Food Design & Innovation - Full Year (20 Credits)

SACE: Design, Technology, and Engineering – Material Solutions (Food)

Year 12 Food Design & Innovation is a 20-credit subject that incorporates design and realisation processes to engineer solutions for the development of products or outcomes. Sharing a similar structure to Year 11 Food Design & Innovation, this course will have an emphasis on Design and Systems Thinking, and technologies processes and production skills suiting students that have followed the Food Technology pathway.

The subject provides a flexible framework that encourages students to be creative, innovative, and enterprising with ingredients and food products. They apply critical thinking and problem-solving skills, and incorporate technologies to address design problems and challenges. This subject incorporates the transfer of interdisciplinary skills and knowledge and promotes individualised and inquiry-based learning.

The following assessment types enable students to demonstrate their learning in Stage 2 Food Design & Innovation:

School assessment (70%)

- Assessment Type 1: Specialised Skills Task (20%)
- Assessment Type 2: Design Process and Solution (50%)

External assessment (30%)

- Assessment Type 3: Resource Study (30%)

Stage 2 Industrial Design – Product Design and Manufacture- Full Year (20 Credits)

Prerequisites: Prior knowledge in the use of Computer Aided Design Software is desirable.

Year 12 Industrial Design is a 20-credit subject that will suit students looking to explore a career in industrial design, mechanical engineering, engineering, architecture and interior design. Sharing a similar structure to Year 11 Industry and Entrepreneurial Solutions, this course will have an emphasis on Design and Systems Thinking, and Technologies processes and production skills suiting students that have followed the Industrial Design pathway.

The course involves designing solutions to meet industry requirements, or the invention of an entrepreneurial product that meets a need or solves a problem. Students will refine these ideas using CAD software. Students will then go on to produce their product using a variety of CAM equipment including; laser cutting, 3D Printing, CNC machining and water jet cutting.

The following assessment types enable students to demonstrate their learning in Stage 2 Design and Technology Innovation – Industrial Design – Product Design and Manufacture:

School assessment (70%)

- Assessment Type 1: Specialised Skills Task (20%)
- Assessment Type 2: Design Process and Solution (50%)

External assessment (30%)

- Assessment Type 3: Resource Study (30%)

TECHNOLOGY & ENTERPRISE

STAGE 2 SUBJECTS

Stage 2 Material Solutions - Design, Technology & Engineering - Full Year (20 Credits)

Stage 2 Material Solutions is a 20-credit subject that will suit students looking to explore a career in engineering, construction, industrial or interior design. Sharing a similar structure to Stage 1 Material Solutions, this course will have an emphasis on Design and Systems Thinking, and technologies processes and production skills suiting students that have followed the Material Solutions pathway.

The course engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply Design and Systems Thinking processes to investigate, generate, evaluate, iterate and improve design solutions. They plan and produce designed solutions. Students develop a sense of pride, satisfaction and enjoyment from their ability to design and produce innovative design products.

The following assessment types enable students to demonstrate their learning in Stage 2 Design and Technology Innovation – Material Solutions.

School assessment (70%)

- Assessment Type 1: Specialised Skills Task (20%)
- Assessment Type 2: Design Process and Solution (50%)

External assessment (30%)

- Assessment Type 3: Resource Study (30%)



VISUAL ARTS & MEDIA

YEAR 10 - 12 OVERVIEW

We believe the purpose of an Art education is about creativity and personal expression. At St John's we aim to inspire our students by developing thought provoking and meaningful projects. We aim to excite students to think, create and make, encouraging students to embrace other cultures, listen, observe and experiment. Through this we enable the transformation of thoughts and ideas through participating in arts activities that facilitate enjoyment and satisfaction.

The facilities in our Art precinct provide an inspirational environment for students to learn, work collaboratively, discuss ideas, imagine, explore, express, challenge, share skills and processes learning. The students' creative talents are frequently shared with our community through exhibitions held in the Whitechapel Art Gallery.

Throughout the Middle Years, students' creative abilities are nurtured through a rich visual Arts program offering courses in Visual Art, Design, and Media. Students can make choices for their learning throughout the year based on their interests and passions enabling them to navigate an enjoyable and individualised Arts pathway.

By Years 10 and 11 students may choose from Art, Design, or Media to explore and extend their own creative interests and aspirations. Throughout Year 12, students navigate an independent learning pathway through their chosen specialty, whether students are developing a career pathway within the arts industry, or developing highly transferable skills to set them up for success in other career directions.

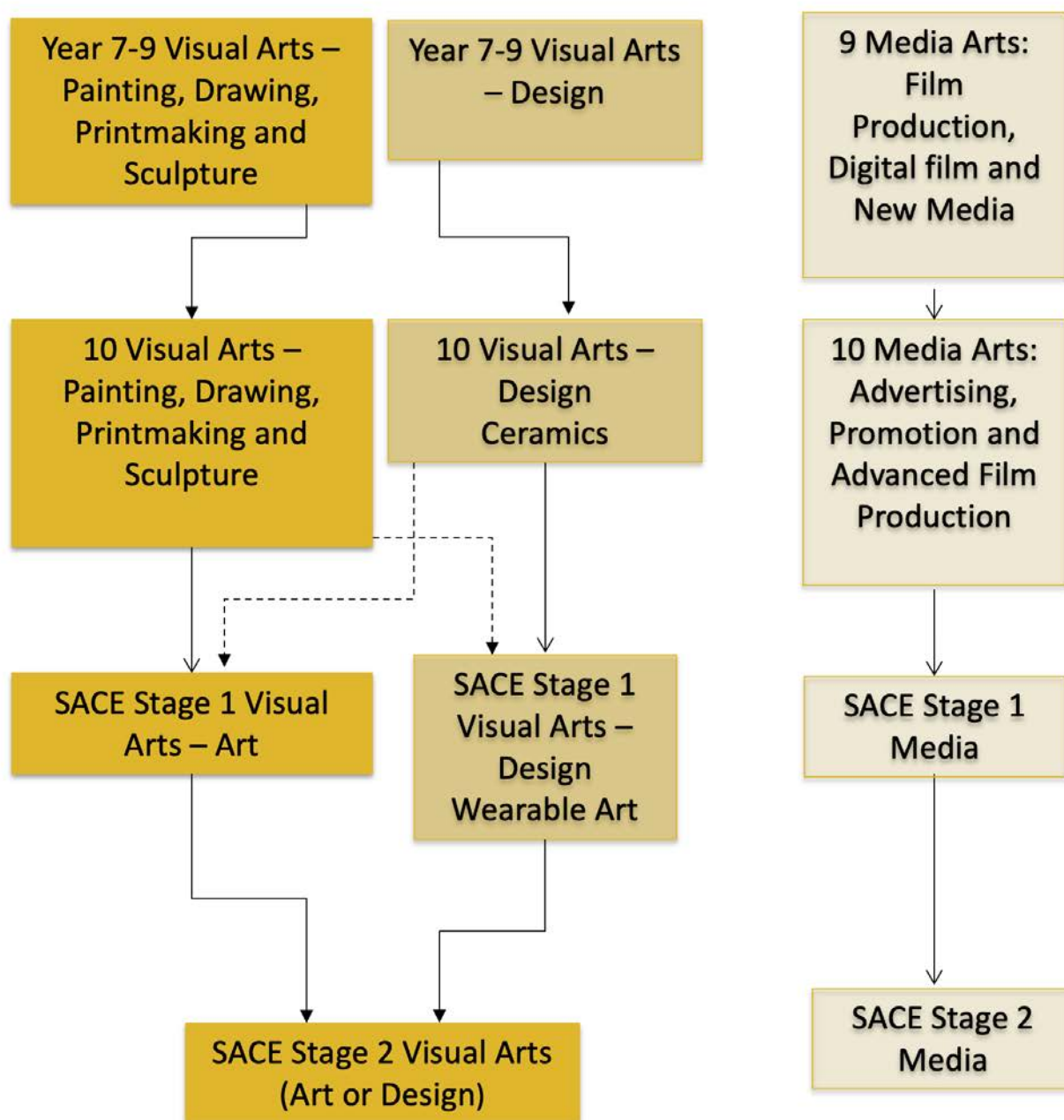
A visual arts education provides students with opportunities to develop their creative practice through the process of exploring, responding, developing ideas and skills, creating, and making. It provides a richness and complexity to learning by engaging students in the artistic process and the construction of knowledge and critical reflection.

Whichever Arts pathway students decide to pursue, they will have a positive learning experience designed to engage and fulfil their creative aspirations, opening the doors to limitless possibilities.

VISUAL ARTS & MEDIA

YEAR 10 - 12 OVERVIEW

SUBJECT PATHWAYS



VISUAL ARTS & MEDIA

YEAR 10 SUBJECTS

Media Arts: Film Production, Digital Film & New Media - One or Two Semesters

Prerequisites: A semester of 9 Media Studies, or the development of media skills and knowledge outside of school.

Authentic Film making

This fast-paced course applies the skills of media production in realistic settings. Students hone their pre production, production, and post production skills by making films for authentic audiences. There is a strong emphasis on meeting the needs of the client and tailoring the film accordingly. In this context students refine their skills in camera work, lighting, and sound production to deliver quality products to their audiences in persuasive and moving ways.

Where possible, students pitch their marketing campaigns to relevant industry experts for feedback.

Possible production briefs include:

- Short film competition entries
- Selling the unsellable
- Videos that teach: Creating instructional videos that stick
- Promotional video: marketing a local organisation, business, or activity

The skills learned in this course have broad application, in and beyond school, and students are encouraged to produce content for their ongoing media portfolios. It is recommended that students wanting to do Stage 2 Media Arts complete both semesters.

Visual Art - Arts - One or Two Semesters

This course is offered in Semester 1 and 2 and will incorporate a study of both Art and Design components per semester unit.

This course is a recommended pre-requisite for Stage 1 Art and/or Design and provides opportunities for students to further develop their skills and abilities in the Visual Arts. Greater emphasis will be placed on the generation of original ideas and the development of appropriate support material for major art works.

The process of art and artists is explored in greater depth as students refine their skills and abilities to research and communicate their ideas using a variety of media and forms of presentation. Students will have opportunities to integrate and build upon computing skills used in the presentation of final concepts.

Students are encouraged to develop their ability to work independently using selected media and approaches. The students have the opportunity to develop their skills using a wide range of media that they can apply to their ideas in the Visual Arts.

An historical overview of major Art movements is undertaken at this level. Increasing emphasis is placed on the refinement of written analysis and the use of subject specific terminology.

Written analysis of both students' own ideas and using the ideas of other artists is undertaken at this level and leads to the more formal aspects of SACE Stage 1 Design. Two semester units (a full year of study) is strongly recommended.

VISUAL ARTS & MEDIA

Y E A R 1 0 S U B J E C T S

Visual Art - Design - Clay to Table - One or Two Semesters

In the Year 10 course on designing and making ceramic plates and platters, students will have the opportunity to explore ceramic art's creative and technical aspects. They will learn various techniques, such as hand-building and glazing, to create functional and aesthetically pleasing pieces.

Students will also delve into design principles, studying patterns, colours, and textures to develop their artistic vision. They will understand clay's properties and the firing process, including kiln operation and safety. Through this elective, students will hone their craftsmanship skills while fostering their creativity and artistic expression in the medium of ceramics.

Students will work towards a professional standard for the 'Wedgetail' company learning about quality control and production.

Students Tasks:

- Folio – research, design ideas, learning and exploring new skills, experimentation, and development of ideas.
- Practical – Major works designed and created.
- Visual study – An investigation into historical, contemporary design.
- Production of platters and plates – for 'Wedgetail' company and personal use.



VISUAL ARTS & MEDIA

STAGE 1 SUBJECTS

Stage 1 Media Studies - One Semester (10 Credits) or Full Year (20 Credits)

Prerequisites: At least a semester of 10 Media Studies.

Film Production Advanced

This course builds on students' filmmaking skills with a series of challenges that target specific areas of film production. The goal of all good filmmaking is storytelling: this course challenges students to push beyond the rudiments of putting a film together to tell stories that captivate audiences. Students are encouraged to take creative risks in filming and editing, honing their craft with each product they create.

The course is also able to be tailored to students' emerging interests and skills, such as designing tasks for the budding:

- Photographer
- Journalist
- Editor
- Film maker
- And more

There is also analytical work that develops students' skills in analysing the world of media around them, and the development of professional online media portfolios. It is strongly recommended that students wanting to do Stage 2 Media Studies complete both semesters.

Stage 1 Visual Art - Arts - One Semester (10 Credits) or Full Year (20 Credits)

Prerequisites: Completion of Year 10 Visual Arts or design is preferred.

This course is structured to cover three assessment components: Visual Thinking, Practical Resolution and Visual Arts in Context. The course is designed to cater to the specific needs of the student cohort, allowing for some individually negotiated aspects.

The broad area of Art encompasses both artistic and contemporary crafting methods and outcomes. The processes of creation include the initiation and development of ideas, research, analysis, and experimentation with media and technique. Students are encouraged to refine existing skills and to work more independently when executing major works.

Visual Arts engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavour. An integral part of Visual Arts is the documentation of visual thinking. Students learn to communicate personal ideas, values, thoughts, feelings, and opinions, provide observations of their lived or imagined experiences, and represent these in visual form. Through ideation and experimentation in a diversity of media, processes, and techniques, students demonstrate a range of skills and aesthetic qualities.

The practical component will allow students to create a folio of works along with one major work. Students will investigate historical and contemporary art within the Visual Arts in Context part of the course. Assessment tasks include:

- Art Folio
- Practical
- Visual study

This course is a recommended prerequisite for students intending to study at Stage 2. Students can enrol in Visual Arts – Art and/or Visual Arts – Design.

VISUAL ARTS & MEDIA

S T A G E 1 S U B J E C T S

Stage 1 Visual Arts - Design - One Semester (10 Credits) or Full Year (20 Credits)

Prerequisites: Completion of Year 10 Visual Arts or Design is preferred.

Wearable Art

This course will focus on clothing and fashion, creating a wearable piece of Art.

This course will embark on a design project to create innovative and visually captivating wearable art pieces. This project aims to explore the intersection of art, fashion, and technology, pushing the boundaries of traditional design concepts. The goal is to create unique and compelling wearable art that combines aesthetics, functionality, and artistic expression.

Emphasis will be placed on a problem-solving approach to initiating and generating ideas or concepts and developing visual representation skills to communicate resolutions.

Through engaging in the design process, students will have opportunities to develop and refine skills in creative problem-solving. Appropriate technologies will be utilised as required.

Students' Tasks:

- Folio – research, design ideas, experimentation, and development of ideas.
- Practical – Major work designed and created.
- Visual study – An investigation into historical, contemporary design.
- Presentation – Fashion show/exhibition.

This course is a recommended prerequisite for students intending to study Art/Design at Stage 2.



VISUAL ARTS & MEDIA

STAGE 2 SUBJECTS



Stage 2 Media Studies - Full Year (20 Credits)

Prerequisites: At least a semester of Stage 1 Media Studies.

Mastering The Craft

In this course students follow their passions, developing the skills needed for their future. Whether a full photographic portfolio, a professional quality animated film, or the marketing products for their small business, students can live their dream profession. There is also a highly analytical component, investigating a key issue affecting the globe as it is represented in media, high level analysis of the craft of film making, and more. Students in Media Arts will develop media literacy and production skills by critically observing media practice, critically analysing media texts, and creating media products.

Assessment consists of 3 components:

- Assessment Type 1: Folio (Media Explorations and Interaction Study)
- Assessment Type 2: Product (Products + Producer's Statements)
- Assessment Type 3: Investigation

VISUAL ARTS & MEDIA

S T A G E 2 S U B J E C T S

Stage 2 Visual Art - Arts - Full Year (20 Credits)

Prerequisites: Year 11 Art and/or Design

For students wishing to pursue their studies in the Visual Arts there are two choices. These are full-year subjects:

- Visual Arts – Art
- Visual Arts – Design

Whilst Art and Design both involve a high degree of imaginative thinking and visualisation their functions and outcomes are different. In both Art and Design, the three areas of Visual Thinking, Practical Resolution and Visual Arts in Context must be covered.

Both subjects involve a 70% School Based Assessment component made up of two types of assessment:

- Folio (40%)
- Two Practical Major Works (30%)

External assessment

- Visual Study worth 30%

In Visual Arts students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio-visual techniques leading to resolved pieces. Art practicals may take any of the following forms: installation, assemblage, painting, drawing, mixed media, printmaking, photography, sculpture, ceramics, and/or textiles.

Students produce two practicals, which must be resolved works or one body of work.

Design practicals may be categorised in the broad areas of product design, environmental design, graphic design, or visual communication. Students prepare a written practitioner's statements for each practical.

The Visual Study is an exploration of, and/or experimentation with, one or more styles, ideas, concepts, media, materials, methods, techniques, or technologies. Students base their exploration and/or experimentation on critical analysis of the work of other practitioners, individual research, and the development of visual thinking and/or technical skills. They present the findings of their visual study as well as their conclusions, insights, and personal opinions about aesthetics. This can be presented as twenty A3 pages of visual study with a maximum of 2000 words.

Students will be individually counselled to determine which course best suits their individual needs and abilities. When entering their subject preferences, they will need to select either Visual Arts – Art or Visual Arts – Design.

VOCATIONAL EDUCATION & TRAINING

YEAR 10 - 12 OVERVIEW

Vocational Education and Training (VET) forms an integral part of the Australian education system.

The sector partners with industry and government to equip people, particularly younger people, with workplace-specific skills and knowledge designed to meet current and future employment demands. Vocational Education and Training in schools involves courses in a range of areas that are vocationally oriented. Various private providers and TAFE offer these courses.

Students may study the courses off-site, sometimes at other schools and they often involve a work placement component. Courses are nationally accredited, offer SACE credits and may help TAFE or even university entry. They can also be a pathway into apprenticeships and the workforce. The courses are offered both during school and after hours and a fee applies.

For details of courses available and enrolment procedures, please contact VET Coordinator, Virginia Castine, at vcastine@stjohns.sa.edu.au



ST JOHN'S
GRAMMAR

St John's Grammar School
2025 Senior School Curriculum Handbook

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