St James Catholic College and the Australian Curriculum.

The Australian Curriculum sets out what all young people should be taught through the specification of curriculum content and the learning expected at points in their schooling through the specification of achievement standards.

Each learning area or subject includes:

- a statement of rationale and a set of aims
- an overview of how the learning area is organised
- year level descriptions
- content descriptions (knowledge, understanding and skills) specifying what teachers are expected to teach
- content elaborations to provide additional clarity by way of illustrative examples only
- achievement standards that describe the quality of learning (the depth of understanding, extent of knowledge and sophistication of skill) expected of students at points in their schooling
- annotated student work samples that illustrate the achievement standard at each year level.
- a glossary to support consistent understanding of terms used

Increasingly, in a world where knowledge itself is constantly growing and evolving, students need to develop a set of skills, behaviours and dispositions, or general capabilities that apply across discipline content and equip them to be lifelong learners able to operate with confidence in a complex, information-rich, globalised world.

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

(http://www.australiancurriculum.edu.au/)
Core Subjects (Compulsory)

Religious Education

Religious Education has a central place as an area of learning at St James Catholic College. Through the Religious Education program our students are given the opportunity to investigate and reflect on enduring questions of faith and life. Underpinning the study of Religious Education at St James is an intention for our students to engage fully with the idea of the flourishing of the whole person, body, mind and spirit.

“I have come that you may have life and have it to the full” John 10:10

In Year Nine students begin the year exploring discipleship investigating modern day prophets. Students study the Elements of Religion undergoing a study of comparative religions with an in-depth study of Islam. Students look at Ethics and moral decision making and the development of the social conscience. Students will learn about Eco Spirituality and Stewardship. They will also carry out an inquiry project on the Catholic Church in Australia, students engage in an in-depth scripture study looking at the development of the Gospels.

In Year Ten students engage in critical thinking and reflective writing about issues of belief and faith in the world today. Students undergo a major study of Catholic Social Teaching exploring global poverty and social justice. They investigate the complex issues about Religion in Australia in particular Buddhism. In Year Ten we study the Gospel of Luke, Students build on their knowledge about ethics and morality studied in Year Nine researching complex issues such as euthanasia, cloning and the death penalty. Year Ten classes also look at the Sacraments of Healing through the lens of grief and loss.


All Abilities                                    Learning for Life                                    Religion in Society TQA 2

High Level
Available to all students
Who receive reasonably good scores in English/SOSE/RE at Year 10 level.

Studies of Religion TQA3
The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers revisit and strengthen these as needed.

In Year 9 and Year 10 students engage with a variety of fiction and non-fiction. They listen to, read, view, interpret, evaluate a range of spoken, written and multimodal texts, as well as texts designed to inform and persuade. These include various types of media forms (including newspapers, magazines and digital texts), early adolescent novels, poetry and film. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

The range of texts across these years incorporates Australian literature, (including contemporary Aboriginal literature), together with classic and contemporary world literature. Literary texts that support and extend students in Years 9 and 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual form.

Students create a range of imaginative, informative and persuasive types of texts including narratives, performances, reports, discussions, literary analyses, transformations of texts and reviews.

### Background

**Year 10**
- Top level English
- Middle or lower level English
- ESL Stages 1-3
  - ES316-318

### Year 11/12

- **English Communications** TQA 3
  - 150 Hours

- **English General** TQA 2
  - 150 Hours

- **English Literature** TQA 3
  - 150 Hours

- **English Applied** TQA 2
  - 150 Hours

- **Practical English** TQA 1
  - 100 Hours

- **English as an Additional Language or Dialect** TQA 2
  - 150 Hours

- **English as an Additional Language or Dialect** TQA 3
  - 150 Hours
**Mathematics**

Learning mathematics creates opportunities for and enriches the lives of all Australians. The Australian Curriculum: Mathematics, provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

**Mathematics in Year Nine and Ten aims to ensure that students:**

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.
Science

Science provides a way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

The science curriculum promotes six overarching ideas that highlight certain common approaches to a scientific view of the world and which can be applied to many of the areas of science understanding. These overarching ideas are patterns; order and organisation; form and function; stability and change; systems; scale and measurement; and matter and energy.
Humanities and Social Sciences (HASS)

History is a process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding one's self and others. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. The curriculum generally takes a world history approach within which the history of Australia is taught. It does this in order to equip students for the world (local, regional and global) in which they live. An understanding of world history enhances students’ appreciation of Australian history. An understanding of history is essential for informed and active participation in Australia’s diverse society.

Through the study of Geography, one can gain a greater understanding of the physical world in which they live. Geography looks at the physical features of the earth as well as human activity. Geography uses an inquiry approach to assist students to make meaning of their world. It teaches them to respond to questions in a geographically distinctive way, plan an inquiry; collect, evaluate, analyse and interpret information; and suggest responses to what they have learned. These skills can be applied in everyday life and at work. Geography supports a wide range of disciplines, such as; engineering, architecture, urban design and planning, scientific research, journalism and legal studies.

History and Geography courses at St James Catholic College fully adhere to the Australian Curriculum, and incorporate the non-compulsory Civics and Citizenship and Economics and Business programs in Year 9. This prepares students for pre tertiary study in Year Eleven and Twelve in the following areas:

<table>
<thead>
<tr>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
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</thead>
<tbody>
<tr>
<td>Students performing at assessment standard in HASS subjects</td>
<td>Level Two</td>
<td>Level Three</td>
</tr>
<tr>
<td>Introduction to Sociology and Psychology</td>
<td>Australia in Asia and the Pacific</td>
<td></td>
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<tr>
<td>Business Studies – Foundation</td>
<td>Geography</td>
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<tr>
<td>Legal Studies – Foundation</td>
<td>Sociology</td>
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<tr>
<td>History and the Environment</td>
<td>Accounting</td>
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</tbody>
</table>

| Students performing above assessment standard in HASS subjects | Level Three |
| Modern History | Philosophy |
| Business Studies | Ancient Civilisations |
| Legal Studies | Economics |
| Psychology | |
Health and Physical Education (HPE)

Health and physical education (HPE) promotes the value of physical activity in students' lives. It gives students opportunities to learn about and practice ways of working with others and adopt and maintain a healthy, productive and active life. HPE also involves students learning through challenging and enjoyable movement experiences, and improving their capacity to move with skill and confidence in a variety of contexts.

HPE studies allow students to:

- participate in regular and varied physical education experiences
- promote the health of their community, and to make informed decisions relating to their own health and safety and that of others
- develop and refine personal and social skills to promote positive interactions with others, be resilient and manage their own lives.

Elective Subjects (Optional)

Art – Visual Arts

This course aims to extend and further develop student understanding and appreciation of Art. Art elements and principles are explored in depth using a wide variety of media and techniques. Students are encouraged to develop individual strengths through creatively solving problems, risk taking; exploring their own art making ideas and having an appreciation of artists in history. Areas of study include: painting, drawing, printmaking, construction and ceramics.

Design Technology – Textiles

This subject explores hand and machine sewing skills and techniques. Some of the projects include making boxer shorts, T-shirts, skirts, windcheaters, pot holders, soft toys, cushion covers. Various techniques are also explored such as tie-dyeing, screen-printing, applique, knitting, fashion designing and accessories. The practical aspect of this subject allows students to be creative in the construction projects of their choice and to investigate fabrics and fibres.

Design and Technology - WORKSHOP – divided into three learning areas

a) Design Wood

In this area students will be asked to work through a design process to come up with a plan to enable them to to make an item using wood. Items such as a coffee table, bookshelf or cabinet are good examples of what our students learn to create.

b) Design Technology

Students can work between both the wood and metal areas in Design Techonology. They have the opportunity to repair an item such as a lawn mower. There is flexibility as to what
students endeavour to make; an example of such a project could be a timber topped coffee table with metal legs.

c) Design Metal

In this area students will work through a design process to come up with a plan to enable them to purchase metal to make a project. Many students may start the year learning to weld so they are able to have the skills to join metal. Projects can include a weight bench, repair stand or a motorcycle stand or farm related equipment.

Digital Technology

Students electing to do Digital Technology are required to be self motivated learners, whereby they are encouraged to organise and monitor their own progress. Information Technology will cover the importance of Inquiring, Creating, Communication and Operating with Information Technology and the need for integrity and security in all areas. Students will develop products and technological solutions to real life problems as well as maintain a journal of learning and keep up to date with current changes in technology. You learn to share and collaborate online, establishing protocols for the use, transmission and maintenance of data and projects.

Drama

Learning in Drama involves students making, performing, analysing and responding to drama, drawing on human experience as a source of ideas. Students engage with the knowledge of drama, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts. Students have opportunities to perform in various small productions throughout the year, and have the opportunity to provide support both behind stage and front of house. Students study the areas of script writing, stage makeup and set design. There is a written component in Drama that includes an ongoing reflective journal, critical analysis of live theatre and an assignment on theatre history. Students will critically examine and appraise their own work and the work of others.

Food Studies

This course is designed for students to gain a broad knowledge and understanding of food properties and food preparation skills. Emphasis is placed on preparing foods which include new ingredients, various tools and equipment, different cooking methods, processes and techniques, and nutrition. Areas of study include: the study of food groups, breakfast, lunch, dinner, snacks, cakes, biscuits/slices and hamper production.

Independent Study – Can include Creative Writing/Language/or an Independent study

Three subjects in one. You choose your pathway. This class provides the opportunity for students interested in pursuing the love of creative writing, or language, or an Independent study. Languages will be sourced online. This is an introductory course to studying a language primarily for conversation and travel. In consultation with the Curriculum Coordinator, students have the possibility of choosing their language depending on interests and capability and pathways and the teacher assigned to the course. The Creative Writing course will help students develop skills in writing both fiction and non-fiction. Classics as well as modern texts will be used as stimulus for work and students will use technology such as iBooks Author to prepare for publishing their work. Students will also have the opportunity of submitting their work in competitions. To be eligible for the Independent study, students will need to submit a proposal to the curriculum coordinator outlining their area of study and how they are going to go about planning their study. An application form, along with an interview time will be available from the curriculum co-ordinator. This will involve your parent/caregivers as well.
Media Arts - Digital Photography and Film

As an introduction into Digital Photography and Film, this exciting course aims at fostering creativity whilst imparting the skills of technique, composition and experimentation of special effects using a variety of styles, both in camera and in post production. Subject matter will include portraiture, landscape, abstract, macro (to name a few) and there will be freedom for artistic expression within many projects.

Photography and film excursions may take place during the yearlong course as a way to further build on the skills learnt during class time. As a part of this course students will be required to maintain a visual diary and to do research into photographers and techniques. A good quality sketchbook/visual diary is essential.

In both Digital Photography and Film, students will study the variety of forms of media in our lives – how we utilise it and how it can manipulate us; the history of media and its impact on lives in different periods and cultures. Some film production and a Photography exhibition may occur and will be directly as a result of studies completed.

Note: It is highly recommended that every student in this class have access to a digital SLR camera and/or a portable digital film device. Whilst the school has a few for borrowing the more students are able to bring their own cameras this will mean less time each student will need to wait for a turn. With Christmas approaching now would be an excellent time to purchase an SLR for your budding photographer!

Music

This course is designed for both beginner musicians and also those who already play band instruments or sing and would like to pursue their music either for pure enjoyment or in order to become more proficient. Performance is a component of the course and students may perform at College assemblies, liturgies and concerts. Solo singing is a valid choice as is learning any instrument. Students will study genres based on your interests and include rock, pop and multimedia as well as the XBOX gaming system to learn an instrument such as the Guitar or Bass Guitar. Composition is integral to performance and students learn to compose using specific software programs on the iMac and iPads. All students are encouraged to join a College band, vocal group or Rock Band. If more people request a position than is available then an audition process for these ensembles will take place.

Outdoor Education

This course develops the practical skills, confidence and knowledge necessary to responsibly participate in challenging activities in the natural environment. Activities may include kayaking, rock climbing, sailing and orienteering. There is also a significant component of camping and bushwalking and a requirement to undertake overnight trips. Students will be challenged at an individual level and as part of a team. Students will deepen their awareness of their personal impact and responsibility toward the environment. Students interested in further study in Physical Education, Adventure Leadership or Outdoor Recreation (Guiding) should opt for this subject.

Prerequisite: Recommendation by your PE teacher, good water confidence and a safe and responsible approach to the subject.
Sports Science

Sport Science is a subject integrating physical activity and theoretical concepts related to movement and conditioning. The course will focus on developing knowledge and understanding relating to physical activity. This will include functional anatomy, sport psychology and basic biomechanical and movement principles. Students intending to pursue any career involving Human Movement or choose Physical Education as a course of study in College are strongly encouraged to include the Sport Science elective to build a solid foundation of knowledge and practical skills.
CAREER PATHWAYS FOR VET STUDENTS

VET Programmes
St James Catholic College is part of the Southern Tasmanian Catholic Colleges Trade Training Centre. Students are able to participate in Vocational Education and Training as part of this Trade Training Centre. Guilford Young College (GYC) is the Registered Training Organisation (RTO) – Provider No. 1129 and issues all statement and certificates for students enrolled in these courses. All units of competency you receive go towards a nationally recognised qualification.

VET at St James Catholic College
Students will enrol in units towards the following qualifications.

AHC10210 Certificate I in Agrifood Operations (This course is a combination entry pathway course into the Horticulture and Agriculture industries. You will gain experience in both these areas).

The full Certificate Course is offered. Which includes:

- AHC01010A Work Safely
- AHCW01010A Maintain the workplace
- AHCLSC1010A - Support Landscape work
- AHC0PGD1010A Support Gardening work
- AHC0NSY1010A Support Nursery work
- AHC0MOM1010A Assist with routine maintenance of machinery and equipment,

To gain this qualification you must gain competence in all 6 units over two years.

CPC10111 Certificate I in Construction

The gain the full Certificate I Construction qualification you are required to gain competency in 11 units, including 8 core and 3 electives. During your training at St James Catholic College you will be offered the units listed below:

- CPC0COHS20010A Apply OHS requirements, policies and procedures in the construction industry
- CPC0CVE10110A Undertake a basic construction project
- CPC0COHS10010A Work safely in the construction industry (White Card)
- CPC0CM101030A Plan and organise work

To gain these units, you must gain competence and you will be awarded a ‘statement of attainment’ towards the full Certificate.

MEM20413 Certificate II Engineering Pathways

The gain the full Certificate II Engineering Pathways qualification you are required to gain competency in 12 units, including 4 core and 8 electives. During your training at St James Catholic College you will be offered the following units listed below and will receive a statement of attainment once completed:

- MEM13014A Apply principles of OH&S in the work environment
- MEM18001C Use hand tools
- MEMPE002A Use electric welding machines

To gain these units, you must gain competence and you will be awarded a ‘statement of attainment’ towards the full Certificate.
NB: All Engineering students will also have the opportunity of attaining the White Card, which is part of the Certificate I Construction course.

**SIT10213 Certificate I in Hospitality**

The gain the full Certificate I qualification you are required to gain competency in 6 units. During your training at St James Catholic College you will be offered the units listed below and will receive a statement of attainment once completed:

- SITXFSA101 – Use hygienic practices for food safety
- SITHCCC102 – Prepare simple dishes
- SITHCCC103 - Prepare sandwiches
- SITHKOP101 – Clean kitchen premises and equipment

To gain these units, you must gain competence and you will be awarded a ‘statement of attainment’ towards the full Certificate.

**Pathway information:**
Students can continue their studies in year 11 and 12 through Guilford Young College RTO, Southern Tasmanian Catholic Colleges Trade Training Centre.