

SENIOR SECONDARY CURRICULUM HANDBOOK 2024

Years 9 to 12



St Michael's

WELCOME TO ST MICHAEL'S COLLEGE



Dear Parents and Students,

The St Michael's College community is comprised of a diverse range of cultural, social and religious backgrounds, all aspiring to a common purpose – for young people to flourish and be the best they can be.

Our staff, students and families work together to create an inclusive and respectful community where each individual is known, valued and cared for. This relational environment enables each person to feel confident to explore their curiosities, likes and interests, to flourish and to fully realise their potential. St Michael's College encourages growth through engagement, opportunity and recognition in a positive learning environment that is authentic, challenging and supportive, no matter who you are, where you come from or what you aspire to.

There are many and varied pathways available for each individual, and I would encourage students to carefully consider how these can be personalised to best effect through the subject selection process.

Essentially, through a quality Lasallian education, inspired by the Gospel and a genuine concern for social justice, St Michael's students will be empowered to better choose who they become as people, learners and leaders in the world, both now and into the future.

Mr Tony Daley
Principal

Dear Parents and Students,

Welcome to Senior Secondary education at St Michael's College. This Curriculum Handbook has been prepared by college staff to provide information on all Stage 1 and 2 courses offered. The handbook also includes other important details and issues related to study at the senior secondary level.

Students and parents will be engaged in making serious decisions. It is vital that these decisions are shared by parents, students and staff, all of whom can make important contributions to the process.

There are a number of organisational factors which we need to draw to your attention in relation to this important process. These include:

- Parents or guardians must approve the courses selected and any subsequent changes.
- Entry to subjects is not automatic and may depend on:
 - class size,
 - availability of resources
 - student's academic history.
- Not all subjects described in this booklet will necessarily be offered in the next academic year.
- Course and career information is complex. Parents and students are advised to familiarise themselves with current requirements of relevant tertiary authorities or occupational associations before making final decisions.
- Subject selections must be completed and a signed copy submitted to Student Services by the date stated on the Subject Selection Form. Failure to do so could jeopardise student entry into preferred courses of study.

There are many avenues of support available at St Michael's College in relation to subject selection, proposed tertiary study or career ambitions. In particular, the Careers Counsellors and Heads of Department are available for consultation at this very important time. Indeed, individual counselling sessions will be scheduled as part of the final subject selection process and students and parents notified of these.

Finally, our best advice is to realise that possibilities are wide and that it is early days in determining futures for many young people.

Keep as many options open as interests, needs, and abilities allow.

Ms Bron Kemp

Deputy Principal Learning and Achievement

Mr Gavin O'Reilly

Director of Curriculum and Assessment



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SUBJECT CHOICE CONSIDERATIONS

"The best place from which to start the subject selection process is from where you want to be at the end of Stage 2. You should ask yourself, "What is required at that point in order to have qualified for the future?" The vital question is, "What is that future?"

The St Michael's SACE program aims to develop the whole person, and it is strongly advised that each student attempt to achieve a well-rounded education. A particular concern that must be borne in mind, however, is how courses help prepare students for a particular career. In this regard, Year 10 students undertake the Personal Learning Plan (PLP), the first of their SACE subjects, to help them determine future pathways. The website: www.myfuture.edu.au may also be of assistance.

Questions to consider when contemplating a possible future career include:

- Do I wish to enter a course at a Tertiary Institution? If so, what special subjects need to have been studied? To be eligible for selection into an undergraduate university course, a Year 12 applicant must obtain an Australian Tertiary Admission Rank (ATAR), meet the prescribed Tertiary Admission Subject (TAS) requirements for the course and meet any pre-requisite subject requirements for the course. There are other avenues for special entry. Refer to SATAC Guide.
- To be eligible for entry to a TAFE course, students need to check the TAFE SA website as minimum course entry requirements vary. A pass in the CSPA (Writing, Literacy and Numeracy focus) is required to access VET loans and is used as a minimum entry requirement to most courses. Information about the Core Skills Profile test can be found at www.tafesa.edu.au/apply-enrol/cspa

For information on ranking into competitive courses please see the individual Course Page on the TAFE SA Website under 'Course Admission Requirements'.

- Do I wish to enter a Workplace or Trade? If so, what subjects or VET options are recommended to have been studied for an apprenticeship / traineeship? The answers to those questions partly determine what subjects need to be studied at Stage 2. Those subjects will also require that similar subjects be studied by way of preparation at Stage 1.
- Do I need to consider a Training Guarantee Plan within my VET course?
- Many students do not know what career they want to take up at the end of Stage 2. Students should choose those subjects which will keep their options open and for which they have shown an aptitude and interest in Years 9 and 10.

Changes to Subject Enrolment

At St Michael's we pride ourselves on our subject selection procedures using our successful Year 12 results as a gauge of the rigour of the process. To ensure the best possible approach, students are provided with information in regards to the elective subjects on offer.

We stress to students to choose their elective subjects wisely because once the line structures and number of classes are determined based on original student preference, it may not be possible to change to another subject.

St Michael's College will always endeavour to enrol students into the most appropriate course. However, there are practical matters that must be taken into consideration. Changes in the Junior School are often problematic and not necessarily in the best interests of the student. More often, we are finding that students in the Junior School seek changes that, unfortunately, are not made for sound educational reasons, such as wanting to be with their friends in a particular class or preferring one teacher to another.

We also understand that mistakes can be made and preferences shift for a wide range of reasons. Thus, in some cases, we allow students the opportunity in the first two weeks of the semester to review and make changes where possible. This does cause a significant degree of disruption to our teachers' learning programs and also disadvantages students as they enter a new subject having already missed a substantial amount of work.

Thus, generally, unless there has been an administrative error, Year 8 and 9 students are expected to remain in the subjects of their original choice for the duration of the semester. As Year 7 is a set curriculum, no changes are necessary.

This will allow teachers to begin each semester with a minimum of disruption which is necessary to ensure a quality learning environment and ultimately a successful outcome for all students. At times, Subject Teachers may use their professional judgement as to whether a particular student is able to cope with the demands of their course and recommend an alternative option.

For the majority of students at the College, the subjects they initially choose to study at the commencement of the semester are the subject they complete. In some cases however, a subject may need to be changed. The College has placed a framework on students requesting subject changes. Subject changes must be made within the first TWO (2) weeks of the course commencing.

To conclude, I would like to reiterate the importance of careful planning to ensure the most appropriate subjects are chosen in the first instance.

Mr Gavin O'Reilly
Acting Director of Curriculum & Assessment



SUBJECT CHOICE CONSIDERATIONS

This information booklet is not designed to provide exhaustive detail about senior secondary issues and subjects at Stages 1 and 2. Instead, the booklet provides an outline of issues relevant to each student's study and some information on subjects offered at Stages 1 and 2.

Further information is available through the SACE Board web site: www.sace.sa.edu.au

From this site, students can download specific information, such as Subject Outlines for Stage 1 and 2 subjects, Subject Summaries, Publications, Facts Sheets, sample Examination Papers etc.

This book is to be read in conjunction with the SATAC Tertiary Entrance Booklet 2021, 2022, 2023 as this contains explanations and definitions of key information. Access website www.satac.edu.au/satac-publications.

An Important Message for Students

As an emerging adult and senior secondary student, you are progressively taking on more responsibility for the decisions that will affect your life. Within these final years of schooling, you will need to develop the confidence and independence that will enable you to deal positively with the changes and challenges that follow.

As decision makers, you need to develop the skills to work with people, particularly in making choices that affect others. Whatever your reasons for remaining at school, you will be experiencing a change from the dependence of childhood to the independence of adult life. For some, this change will come more quickly than it will for others.

Subsequently, as members of the St Michael's College Community, you will be expected to:

- appreciate and support the ethos of St Michael's College;
- support the expectations and standards of St Michael's College: eg: punctuality, attendance
- complete all set assignments by the due date unless you have negotiated in advance an alternative date with the respective teacher;
- model high standards of behaviour to other students in the college;
- notify the appropriate teacher of any difficulties you are experiencing;
- communicate effectively with teachers;
- manage your life effectively, both at home and at school;
- take increased responsibility for your own growth, development and final success.

Most of these expectations fall clearly upon yourself. By choosing to attend St Michael's College, you are saying that "I will meet the expectations of the College" and that you will strive to work together with staff to "be the best you can be".

The College, however, will not leave you completely to your own resources.

You will be supported by Pastoral and Subject Teachers as well as Student Services.

However, you make the choices, let them always be wise ones!

Classes are dependent on one, or a combination, of the following:

- Student choices
- Academic history
- Resources and facilities

GENERAL INFORMATION - YEARS 10, 11 AND 12

This booklet presents information that should enable students to make wise subject choices in their Senior Years at St Michael's College. It is essential that all students and their parents/caregivers are familiar with the demands of SACE and the consequences it has for further study.

SACE (South Australian Certificate of Education)

The South Australian Certificate of Education (SACE) is an internationally recognised senior secondary qualification administered by the SACE Board of South Australia. It is awarded to students who complete their secondary education, and is normally completed over 3 years (Personal Learning Plan in Year 10, Stage 1 in Year 11, and Stage 2 in Year 12). All students at St Michael's aspire to achieve the SACE, as it is a requirement for entrance to University in South Australia, interstate and overseas, many TAFE courses, and other training programs. Furthermore, a number of employers regard SACE achievement as an indicator of a student's ability to communicate well and to take initiative in life, study and work.

Exploring Identities and Futures (EIF)

All Year 10 Students at St Michael's College undertake 10 credits of Stage 1 study, by completing their Exploring Identities and Futures (EIF - formerly PLP). The EIF helps students to plan for their future by investigating:

- Subjects that will be studied in Year 11 and 12 and any Vocational Education and Training (VET).
- Possible career choices/pathways
- How to best prepare for career choices and other goals.

Structure of the SACE

Each subject or course successfully completed earns 'credits' towards the SACE; a minimum of 200 credits are required for students to gain the certificate.

- 10 credits = one semester of study = generally 60 hours of study
- 20 credits = full year of study = generally 120 hours of study

Students will receive a grade from A to E for each of their SACE subjects at Stage 1.

Students will receive a grade from A+ to E- for each of their SACE subjects at Stage 2.

To achieve the SACE, students must complete the following minimum requirements with a C grade or higher at Stage 1 and a C- or higher at Stage 2:

Subject	Credits	Stage
Exploring Identities and Futures (EIF)	10 credits	Stage 1 (in Year 10)
Literacy	20 credits from a range of English subjects	Stage 1
Numeracy	10 credits from a range of Mathematics subjects	Stage 1
Research Project	10 credits from an in-depth major project	Stage 2
Other Stage 2 subjects	60 credits or more	Stage 2

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or Board-recognised courses of a student's choice, including VET and recognition of community based learning.

At St Michael's College students will study more than the minimum 200 credits required to achieve the SACE.

Stage	Subject	Requirement	Credits
Year 10	EIF (formerly PLP)	Compulsory	10
Year 11	Literacy	Compulsory	20
Stage 1	Numeracy	Compulsory	10
	Religion Studies	Compulsory	10
	Free choice of Stage 1 Subjects	Free choice	80
Year 12	Research Project	Compulsory	10
Stage 2	Free choice of FOUR Stage 2 subjects	Free choice	80
Total Credits			220

MATHEMATICS PATHWAYS

Year 9	Year 10	Stage 1		Stage 2
		Semester 1	Semester 2	Full Year Subjects
Level A	Level A	Mathematical Methods A and Mathematical Methods B	Specialist Mathematics A and Specialist Mathematics B	Specialist Mathematics and Mathematical Methods
		OR		
		Mathematical Methods A and Mathematical Methods B	Mathematical Methods C	Mathematical Methods
Level B	Level B	General Mathematics A	General Mathematics B	General Mathematics
Level C	Level C	Essential Mathematics A	Essential Mathematics B	Essential Mathematics or Mathematics for the Workplace

ENGLISH PATHWAYS

Year 9	Year 10	Stage 1	Stage 2
English	English	English Literary Studies	English Literary Studies
		English	English
		Essential English	Essential English
English As An Additional Language	English As An Additional Language	English As An Additional Language	English As An Additional Language

HEALTH & PHYSICAL EDUCATION PATHWAYS

Year 9	Year 10	Year 11	Year 12
CORE PE/The Rite Journey 3 lessons/week (year)	CORE: Student choose 1 <ul style="list-style-type: none"> Option 1-General PE Option 2-Recreation Option 3-Outdoor Ed (Stage 1-10 Credits) 6 lesson/week (1 Semester)	10 Credits <ul style="list-style-type: none"> PE (A) PE (B) Integrated Learning: PE Health & Wellbeing 6 lessons/week (1 Semester)	20 Credits <ul style="list-style-type: none"> PE Integrated Learning: PE Outdoor Education (Year 11 & 12 Students)
Elective Health Education (Years 9/10 subject) 6 lessons/week (1 semester)	Elective Health Education (Years 9/10 subject) Sport Science VET Sport Coaching (runs only in Semester 2) 6 lessons/week (1 semester)	20 Credits (Stage 2-can be undertaken at Year 11 or Year 12) Outdoor Education	<ul style="list-style-type: none"> Health & Wellbeing



STAGE 1 AND STAGE 2 REQUIREMENTS

Students must demonstrate an overall ability to proceed with more demanding studies at a higher level. This means a predominance of A and B grades is necessary (for compulsory subjects, students must achieve a minimum C grade or better to pass).

- Students who achieve a C result may gain entry into the same or similar subject in the following year on the recommendation of the Head of Department/Subject Coordinator.
- Students who achieve at a C- level or below have limited options available.

Considerations

Before making any decisions, parents and students should consult with the relevant Subject Teachers and carefully consider the following:

- The results achieved to date, including exam results.
- The relationship between ability, interests and goals.
- A commitment to study.
- Career preferences and any pre-requisites and/or assumed knowledge for further courses of study or training.
- Any Precluded Combinations or Counting Restrictions on subjects that can be used for Tertiary Entrance.
- Specified "Adjustment Factor Subjects" awarded for a C- or better in particular Stage 2 subjects. (refer to the Universities Language, Literacy and Mathematics Schemes).


Counselling

Various counselling information and advisory services are available through the following people:

- Careers Counsellors
- Current Subject Teachers
- VET Coordinator
- Heads of Department
- Subject Coordinators
- Year Level Directors
- Director of Curriculum and Assessment

A number of useful careers related resources can be accessed via the St Michael's College Intranet site by clicking on the "Careers & VET Portal".

Constraints

- Students' initial choices are confirmed after consideration of their final results.
 - Unless a minimum number of students choose a subject, the subject will not be offered.
 - While every attempt is made to accommodate the student's choice of subjects or course, this will ultimately be determined by the timetable lines.
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Stage 1 and Stage 2 Subjects in 2024

Compulsory Subjects (Stage 1 and Stage 2) 2024

Exploring Identities and Futures (EIF) – undertaken in Year 10	10 credits
Literacy - English	20 credits
Religion Studies (SMC requirement)	10 credits
Numeracy - Mathematics	10 credits
Research Project	10 credits

Elective Subjects - Semester Based

Stage 1 (Year 11) Subjects 2024

Business (Mr Hamish Redden)

Accounting	Economics
Business Innovation	Legal Studies
Community Studies A & B	Workplace Practices

Cross Disciplinary Studies (Mr Lachlan Chatterton)

Exploring Identities and Futures**

Dance (Ms Dani Caputo)

Dance A	Dance B
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Design and Technologies (Mr Greg Cloy)

Advanced Manufacturing-CAD	Electronics
Child Studies	Girls in STEM
Food and Hospitality	Metals Engineering
Furniture Construction	

Digital Technologies (Mrs Maria Cardillo)

Digital Filmmaking	Digital Photography
Digital Technologies A	Digital Publishing
Digital Technologies B	

Drama (Ms Danii Zappia)

Drama A	Drama B
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English (Mrs Jane Sykes)

English	English as an Additional Language
English Literary Studies	Essential English

Health and Physical Education (Mrs Sally Nicholson)

Health & Wellbeing	Physical Education A
Outdoor Education	Physical Education B
	PE: Integrated Learning

History (Ms Stacey Moros)

Ancient Studies	Modern History
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Humanities (Ms Catherine Pearce)

Geography	Tourism
Society and Culture	

Elective Subjects - Full Year

Stage 2 (Year 12) Subjects 2024

Business (Mr Hamish Redden)

Accounting	Economics
Business Innovation	Legal Studies
Community Studies	Workplace Practices

Cross Disciplinary Studies (Mr Lachlan Chatterton)

Research Project A

Dance (Ms Dani Caputo)

Dance

Design and Technologies (Mr Greg Cloy)

Advanced Manufacturing-CAD	Furniture Construction
Child Studies	Metals Engineering
Electronics	Outdoor Construction: IL
Food and Hospitality	

Digital Technologies (Mrs Maria Cardillo)

Digital Filmmaking	Digital Photography
Digital Technologies	Digital Publishing

Drama (Ms Danii Zappia)

Drama

English (Mrs Jane Sykes)

English	English as an Additional Language
English Literary Studies	Essential English

Health and Physical Education (Mrs Sally Nicholson)

Health & Wellbeing	Physical Education
Outdoor Education	PE: Integrated Learning

History (Ms Stacey Moros)

Ancient Studies	Modern History
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Humanities (Ms Catherine Pearce)

Geography	Tourism
Society and Culture	

Stage 1 and Stage 2 Subjects in 2024

Stage 1 (Year 11) Subjects 2024	Stage 2 (Year 12) Subjects 2024
Languages (Ms Olivia Andreula)	Languages (Ms Olivia Andreula)
Italian - Continuers A and B*	Italian – Continuers
Mathematics (Mr Leigh McGregor)	Mathematics (Mr Leigh McGregor)
Essential Mathematics	Essential Mathematics
Specialist Mathematics A & B	Mathematical Methods
General Mathematics	General Mathematics
Mathematical Methods A, B, and C	Specialist Mathematics
Music (Mr James Musci)	Music (Mr James Musci)
Music Advanced A*	Mathematics for the Workplace
Music Advanced B*	Music Explorations
Music Experience	Solo Performance
Religion (Mr Dominic Smith)	Religion (Mr Dominic Smith)
Religion Studies (Compulsory)	Music Ensemble
Science (Mr Jack Alberman)	Science (Mr Jack Alberman)
Biology A	Music Studies
Nutrition	Religion (Mr Dominic Smith)
Biology B	Spirituality, Religion and Meaning
Physics A* and B*	Science (Mr Jack Alberman)
Chemistry A* and B*	Biology
Psychology	Nutrition
Visual Arts (Mrs Nicolle LeRay-Warren)	Visual Arts (Mrs Nicolle LeRay-Warren)
Visual Arts - Art	Chemistry
Visual Arts - Art/Design A *	Physics
Visual Arts - Design	Health Science
Visual Arts - Art/Design B*	Psychology
Vocational Education Training (Ms Leanne DeYoung)	Vocational Education Training (Ms Leanne DeYoung)
VET courses	Visual Art - Art
	Visual Art - Design
	Vocational Education Training (Ms Leanne DeYoung)
	VET courses

* These subjects need to be undertaken for a full year to qualify for the subject in Year 12.

**Most students will undertake Exploring Identities and Futures (formerly PLP) at Year 10. If you have not completed the Exploring Identities and Futures (PLP) satisfactorily (C grade or better) please advise Course Counsellor.



Stage 1 Structure

Year 11 Students will be undertaking STAGE 1 of the SACE					
Semester 1	Lessons	Semester 2	Lessons	SACE	Length
Extended PC	1	Extended PC	1	Compulsory	Whole Year
English	6	English	6		
Mathematics	6			Compulsory	1 Semester
		Religion Studies	6	Compulsory	1 Semester Religion Studies may occur in Semester 1 or 2
Elective	6	Elective	6	Electives	1 or 2 semester
Elective	6	Elective	6		
Elective	6	Elective	6		
Elective	6	Elective	6		
Supervised Study	3	Supervised Study	3	Whole Year	Whole Year

Compulsory SACE

- English for a full year (20 credits)
- Mathematics for a MINIMUM of ONE semester (10 credits) but students are able to choose up to 40 credits of Mathematics.

Compulsory at SMC

- Religion Studies for one semester (10 credits)

Students have a free choice of 8 ELECTIVES at 10 credits each

- Some subjects run for 1 semester (10 Credits) e.g. Accounting, History, Psychology
- Some subjects run for 2 semesters (20 credits) e.g. English, Chemistry, Physics, Languages, Music
- Some subjects can be done for 1 semester or 2 semesters (full year) e.g. Biology, Physical Education

Stage 2 Structure



Stage 2 Structure - Year 12 students will be undertaking STAGE 2 of the SACE					
Semester 1	Lessons	Semester 2	Lessons	SACE	Length
Extended PC	1	Extended PC	1	Compulsory	Whole Year
Research Project	7	Supervised Study Line	7	Compulsory	1 Semester
Elective 1	7	Elective 1	7	Electives	Whole Year
Elective 2	7	Elective 2	7		
Elective 3	7	Elective 3	7		
Elective 4	7	Elective 4	7		
Home Study	4	Home Study	4		Whole Year

Compulsory SACE Requirements: (credits obtained at C grade or better)

- Exploring Identities & Futures (EIF) (10 credits)
- Research Project - 1 Semester (10 credits)
- English - 2 semesters (20 credits): compulsory in Stage 1
- Mathematics - 1 semester (10 credits): Compulsory in Stage 1
- 60 Stage 2 credits (which for most students equates to 3 full year Stage 2 subjects or VET equivalent)

ATAR

- Research Project - 1 Semester (10 credits)
- 4 x Full year Stage 2 subjects (80 credits) to be eligible for an ATAR

The South Australian Tertiary Admissions Centre (SATAC) receives and processes applications from people seeking admission to courses at Certificate, Diploma, Degree and Post Graduate levels for:

- University of Adelaide
- University of South Australia
- Charles Darwin University (Northern Territory)
- Tabor College
- Torrens University
- ICHM
- Flinders University
- TAFE SA
- SAIBT

Descriptions of all courses offered through SATAC and their selection criteria are provided on the SATAC website www.satac.edu.au and on the TAFE SA website www.tafesa.edu.au. Information about applications for interstate universities can also be found on this website www.satac.edu.au/SATAC-publications.

It is imperative that you refer to the SATAC website in order to understand terms, processes and guidelines for entry to TAFE and South Australian Universities.

In making Year 11 Stage 1 Subject Selections, you will want to be aware of where these subjects lead. You will need to be aware of Year 12 subjects that act as Assumed Knowledge subjects for University courses; for Year 12 subjects that serve as Pre-Requisite subjects for entry to University subjects. We also recommend considering the first year subjects that will be studied within a Tertiary Course so students are prepared for future study.

Please note some TAFE SA associate degree courses have Year 12 prerequisites. These are on the TAFE SA website.

Also consider:

- Which Year 12 subjects will be included in the Universities Language, Literacy and Mathematics scheme (formerly known as Bonus Points) subjects, giving additional points for University entry (refer to SATAC Tertiary entrance 2024, 2025, 2026. www.SATAC.edu.au/adjustment-factors).
- Which Year 12 subjects are Precluded Combinations for University entrance and TAFE SA score.
- Which Year 12 subjects have Counting Restrictions placed on them in terms of contributing to the University Aggregate Score.
- Refer to Tertiary Entrance booklet: pages 13-27 www.satac.edu.au/SATAC-publications.

On the following pages we have listed the information relevant to St Michael's College Stage 2 subjects that may impact in terms of Precluded Combinations and/or Counting Restrictions.

Some TAFE SA courses that are competitive may have course admission requirements (eg: require completion of previous certificate, 'Course Skills Profile for Adults' - CSPA, or portfolio etc) Entry requirements are available via the SATAC website for each course.



Tertiary Admissions Subjects (TAS)

These are SACE Stage 2 subjects which have been approved by the Universities as providing appropriate preparation for tertiary studies. The Universities require students to study a minimum number of credits of TAS to be eligible to receive a selection score or rank.

Notes:

- An approved VET Certificate III course can be counted as a TAS and is classified as a 'Recognised Studies' subject
- Note: Community Studies and Mathematics for the Workplace are not TAS subjects.
- Australian Tertiary Admissions Rank (ATAR)

A student's eligibility to a University Course/Program is competitive in relation to other applicants. The student's competitiveness is based on a rank known as an ATAR which ranges from 0-99.95. The ATAR is calculated in a variety of ways defined by the Universities. The ATAR is obtained after converting the student's University Aggregate Score. See "Calculating the University Aggregate" (refer to the SATAC website) for more information.

To be eligible for an ATAR, students require 90 credits of Stage 2 subjects, including the Research Project.

In most cases this will consist of:

- The Research Project > 10 credits
- 4 Stage 2 x 20 credit subjects > 80 credits
- An aggregate out of 90 is calculated which is then converted to an ATAR

Where relevant Adjustment Factors are added to a student's Tertiary aggregate out of 90 before being converted to their selection rank ATAR.

NOTE: Over the last few years there has been a variety of alternative pathways into courses at some universities, such as conditional offers based on Year 11 grades, Year 12 grades etc. We cannot guarantee these schemes will continue to run from year to year.

Important ATAR Information

Subject Combinations

Some combinations of subjects are not allowed to count towards University, generally because the subjects are similar. These are called "Precluded Combinations". Also, there are limits on how many subjects in the same area can count even if the subjects are not Precluded Combinations. These are called "Counting Restrictions". Precluded Combinations and Counting Restrictions are listed each year on the SATAC website.

St Michael's College Precluded Combinations and Counting Restrictions

For students who require an ATAR, the following subjects may not be studied together at Stage 2 level, assuming there are no other 20 credit Stage 2 credits to fall back on. Precluded Combinations are defined by universities as 2 subjects that have significant overlap in content.

They cannot both count towards an ATAR:

Precluded Combinations	Counting Restrictions
<p>For SACE purposes, students are restricted to a maximum of 60 credits from Design and Digital Technologies subjects (three 20 credit subjects), and they may only select a maximum of two subjects from the following:</p> <ul style="list-style-type: none">■ Digital Photography■ Digital Filmmaking■ Advanced Manufacturing-CAD■ Metals Engineering	<p>For ATAR qualifications, students are restricted to 40 Stage 2 credits from Design and Digital Technologies subjects.</p> <p>i.e. a maximum of two Year 12 subjects from these areas</p> <p>NB: These restrictions do not apply to Outdoor Construction (integrated Learning)</p>

**NOTE: Information is current at time of publication, and maybe subject to change.
Parents/Caregivers/Students will be notified of any updates that may occur.**

VOCATIONAL EDUCATION AND TRAINING (VET)

St Michael's College offers a variety of options for students wishing to undertake Vocational Education and Training (VET).

VET enables students to obtain a full or partial nationally recognised VET qualification whilst at the same time completing their South Australian Certificate of Education (SACE). The recognition arrangements help students to build coherent and meaningful pathways in the SACE through VET, and encourage students to complete, or make significant progress towards completing VET qualifications.

The SACE Board recognises VET that:

- Is listed on the training.gov.au website
- Is delivered and assessed by, or under the auspices of, registered training organisations (RTOs) which are registered to deliver and/or assess the VET qualification
- Is delivered and assessed in accordance with the VET Quality Framework
- Can be certified on a transcript, statement of attainment, or qualification issued by an RTO.

Each qualification is recognised at either Stage 1 or Stage 2 and for every 70 nominal hours of successfully completed units of competency towards a qualification, 10 credits are granted (similarly, for every 35 hours, 5 credits are granted).

For more information on how specific VET qualifications can earn SACE units at Stage 1 and 2 refer to the SACE website: www.sace.sa.edu.au/VET

Why do a VET course?

There are many benefits for students who undertake VET. These benefits can include:

- Obtaining a nationally recognised qualification
- Gaining SACE credits. Some fully completed VET courses at Certificate III level or above can contribute to an Australian Tertiary Rank (ATAR) which is required for entry into University
- Developing a renewed sense of purpose and motivation for senior schooling
- Gaining skills, knowledge and confidence that enhance employability
- Developing a network and knowledge of possible industry employers
- Discovering whether their vocation is a possible future career pathway
- Determining whether they wish to undertake further VET study.

Who can do VET?

VET can be a valuable part of a student's secondary education but is not always the best option for every student. It is important for students and their parents/caregivers to carefully consider the reasons for undertaking a VET course, and the course requirements which can include a compulsory work experience component or online self-paced learning.

Our experience is that students are successful in VET if they have:

- A keen interest in what they will be learning
- A level of maturity and independence that will accommodate an adult learning style of learning and training
- Competent literacy, numeracy and organisation skills as students need to consider the implications of missing up to one day of school week.



VOCATIONAL EDUCATION AND TRAINING (VET)

Students must be organised and committed to all components of their education.

Selection into VET is not automatic and careful consideration is given to a student's motivation for wanting to undertake VET and their ability to be organised and self-directed.

VET Pathways

Students can undertake a VET course in Years 10, 11 and 12 - the pathway is flexible and most student requirements can be accommodated.

An example of a typical pathway:

Year 10 Commence in Semester 2 <ul style="list-style-type: none"> ■ Taster or Introductory style short courses ■ Partial or full days ■ No Stage 1 or Stage 2 credits 	→	Year 11 <ul style="list-style-type: none"> ■ Full Year ■ One full day or evening a week ■ Certificate II or Certificate III qualification ■ SACE Stage 1 or Stage 2 credits 	→	Year 12 <ul style="list-style-type: none"> ■ Full Year ■ One Full day or evening a week ■ Certificate II, partial Certificate III or Certificate III qualification ■ SACE Stage 1 or 2 credits
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Subjects

Students undertaking a VET course at Stage 1 (Year 11) or Stage 2 (Year 12) will have the option of being given a VET Study Line and doing one less school subject. This is organised on consultation with the VET Coordinator and the Director of Curriculum and Assessment.

The SACE VET Recognition Register is a tool that supports students to plan their pathways in the SACE. Students and parents can use the VET Recognition Register to see an indication of how VET can count in the SACE. Exact recognition is dependent on the actual VET training successfully completed by the student, up to the maximum credits listed. The VET Recognition register is available at www.sace.sa.edu.au/vet/vet-coordinators/vet-recognition-register

What type of VET courses?

There are a myriad of VET courses available for students to choose from. SMC students currently undertake VET in the following areas.

<ul style="list-style-type: none"> ■ Animal Studies ■ Automotive Servicing ■ Aviation (Scientific Studies) ■ Business ■ Carpentry ■ Construction ■ Dance ■ Digital Media Technology ■ Disability Support ■ Early Childhood Education and Care 	<ul style="list-style-type: none"> ■ Electrotechnology ■ Entrepreneurship & New Business ■ Fashion Design ■ Fitness ■ Food Processing ■ Game Art: Screen Media ■ Game Development ■ Hairdressing ■ Horticulture 	<ul style="list-style-type: none"> ■ Hospitality: Back and Front of House ■ Makeup ■ Metal Engineering ■ Music: Songwriting ■ Photography ■ Plumbing ■ Public Safety: Search and Rescue ■ Real Estate ■ Sport and Recreation ■ Sports Coaching
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How does VET work?

In most instances students:

- Attend a VET course, usually one full day a week at a Registered Training Organisation (RTO) outside of the College. RTO's include TAFE SA and private training providers. Locations of the courses and the day of training depends upon the RTO running the course.
- Participate in Structured Workplace Learning (SWL)/Work Experience at a workplace of their choice. This is in addition to attending their course and is organised by the student.

VOCATIONAL EDUCATION AND TRAINING (VET)

SWL/Work Experience

SWL or Work Experience is often a compulsory part of many VET courses and the amount of SWL/Work Experience hours a student must undertake varies for each course. SWL/Work Experience is in addition to a student's VET course and takes place during school holidays and/or out of school hours. It must be completed by the end of the Term 3 school holidays. Students, parents/caregivers and the host supervisor will be required to complete Structured Workplace Agreement Forms prior to the student undertaking their placement for insurance purposes. Students are also required to complete an online WorkPro module before commencing their placement.

Costs

The cost of VET courses varies greatly. The College provides financial support for these courses by covering 30-50% of the tuition costs.

It is important to note that the St Michael's College subsidy extends to training costs only. Incidental expenses such as material costs (eg: uniforms, make-up kits, PPE, licence fees) must be met by the parents.

Should a student withdraw from a VET course, fails to complete the requirements of the course within the prescribed timeframe or terminates enrolment at the College, and where the College has already covered course costs, the student will be required to reimburse all costs expended by the College. This does not apply if a VET student commences an apprenticeship or if there are extenuating circumstances.

If the costs of a course prohibits a student from participating, families are encouraged to contact the College Business Manager to discuss.

VET Subsidy

The South Australian Government subsidises the cost of VET courses if the course is aligned to one of 26 industry areas linked to strong future employment opportunities in South Australia. This list is advertised via a published subsidised training list.

In addition to the course being included on this list, a student must be enrolled in Year 11 or 12, meets the minimum literacy and numeracy assessment requirement and can provide evidence that they have completed some form of relevant preparation.

More information regarding this subsidy will be covered in a student's enrolment interview with the VET Coordinator.

School Based Apprenticeship

Students in Years 10-12 can commence an apprenticeship or traineeship while at school (SBAT), as a contribution to their SACE. A traineeship or apprenticeship is a structured learning program in which a trainee or apprentice undertake paid employment in a vocation or trade to achieve a recognised qualification. The employer will provide training and work that is relevant to their trade or declared vocation. Training providers deliver the off-job training and issue the relevant qualification.

A SBAT must first be negotiated with the VET Coordinator to ensure that it can be accommodated with the SACE prior to committing to an arrangement through other parties. Students engaged in a SBAT undertake training and work for a maximum of two days per week.

A SBAT Training Contract approval requires the School Principal's endorsement of the SBAT on the Training Plan, as being integral to the school program. The student (and, if under 18 years of age, their parent/caregiver) signs a legally-binding Training Contract with the Employer.

SBAT's are intended to be converted to full-time and completed once the student leaves school at the end of Year 12.

Further information about Traineeships and Apprenticeships in South Australia are available at

https://providers.skills.sa.gov.au/DesktopModules/Bring2mind/DMX/API/Entries/Download?Entry-Id=1044&Command=Core_Download&language=en-US&PortalId=1&TabId=941

Further Information

Should you have any further questions or wish to find out more about studying VET at St Michael's College, please contact

Mrs Leanne De Young, VET Coordinator:

Email: vets@smc.sa.edu.au

Telephone: 8150 2351

or visit the VET page on the College website.



OTHER RELEVANT INFORMATION



SACE to Employment

SACE is achievable for all students and there are many benefits to formally completing your Secondary Education. Some students complete their SACE even though the entry requirement for a particular course, training program or job does not require it.

Some students will complete their SACE, and choose not to apply for tertiary courses and instead seek employment. It is essential that these students are organised, focused, obtain positive feedback on reports, and select suitable subjects in Year 11 and 12. Undertaking Work Experience during holidays may add substance to their resume and improve their employability. Please note there are compulsory requirements that must be completed prior to undertaking Work Experience in order for the placement to be covered by the College's insurance. Please see Mr Vizaniaris in LEC for more information.

The Careers Counsellors will provide students with information to assist them with the career choices they make. VET qualifications may also add to employability.

Students who leave prior to the completion of SACE

In South Australia, the law requires all 16 year olds to be in full time education or training until they achieve a qualification or until they turn 17. For more information, contact the Careers Office in Student Services or visit www.cyh.com

Some students will not achieve their SACE because they leave before completing the requirements. Students may choose this pathway because they have been offered a sound employment/ training option or because they are undertaking further studies elsewhere, such as a technical school (where they may also be able to complete their SACE).

Pathways Back to SACE

Students are able to complete their SACE over any number of years. A student's ATAR is calculated over only three attempts which need not be in consecutive years. The subjects used for the ATAR calculation do not have to be studied in consecutive years. Whilst some students leave prior to completion of their SACE, they may return to "education" at a later date to fulfill the missing requirements for SACE completion.

Students should be aware that a VET Certificate III or any other Recognised Studies subjects can only contribute to the ATAR in the first year an ATAR is generated.

Pathways to University without SACE

A student who is 18 years of age as of 1st February of the year they are applying may be able to sit for a STAT test and apply for specific University Programs/Courses. Some Programs/Courses will also take into consideration personal competencies and/or employment experience. Further information can be obtained from the SATAC website www.satac.edu.au South Australian Universities may also offer Foundation courses which help prepare the students for University study.

There are also well defined pathways from TAFE courses to University courses. These are specific to the relevant courses and programs. Further information can be obtained from the relevant institutions and their websites.

Please see the Careers Counsellors should you require more information.

Students can undertake further career research by clicking on the Careers and VET Portal in SEQTA.

The Universities are regularly updating alternative entry pathways, so please check their websites for the most up to date information.



Year 9 Introduction

Semester	Number of Lessons	Semester	Number of Lessons	Requirement	Length
Extended PC	1	Extended PC	1		
English	6	English	6		
Mathematics	6	Mathematics	6	Compulsory	Whole Year
Science	6	Science	6		
Health & Physical Education The Rite Journey	3	Health & Physical Education The Rite Journey	3		
History	6	Religious Education	6		
Elective 1	4	Elective 2	4	Core	1 Semester
Elective 3	4	Elective 4	4		
				Electives	1 Semester

Elective Subjects - 1 Semester each

Business, Finance and the Law	Geography
Dance	Health Education*
Design and Technology	Italian A
Digital Animation*	Italian Extension B
Digital Technologies	Music Practical
Drama	Music Practical Extension
Fashion Design and Textiles*	Music Technology
Food Technology	Visual Arts-Art/Design

* Subjects

These elective subjects can be selected in either Year 9 or Year 10. Should Year 9 students select one of the below subjects in Year 9, they will be precluded from selecting that subject again in Year 10 the following year.

Health Education
Digital Animation
Fashion Design & Textiles

Year 9 Core Subjects

English

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students engage with a variety of texts. They interpret, create and evaluate a wide range of literary and everyday texts. These include various types of media texts, film and digital texts, fiction, non-fiction, poetry, dramatic performance and multimodal texts.

Content

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports and discussions. Texts studied often address themes and issues, higher order thinking and intertextual references.

Students develop critical understanding of ways texts are created to appeal to their target audiences and achieve a variety of purposes.

Assessment

Assessment is based on responding to texts and creating texts, including written, oral and multi-modal tasks,

Health and Physical Education The Rite Journey

The Rite Journey is a year long program that aims to support Year 9 students in their transition from childhood to adulthood. The programme recognises the significance of celebrating this rite of passage and provides opportunities for conversation and experiences to guide this transition. In collaboration with parents/guardians, teachers will support the development of self-aware, responsible, respectful, resilient, reflective, and resourceful adults. Over the course of the year, students will aim to complete a variety of tasks in order to conquer the 7 C's of Courage, Collaboration, Consideration, Compassion, Commitment, Camp, and Challenge.

Content

The Rite Journey specific features will include:

- Single sex classes
- Teachers as mentors
- Milestone ceremonies
- Rites of passage opportunities
- Camp experience
- Extensive reflection/discussion/sharing

Yearly Overview

Term 1 - Who am I really?

Term 2 - How do I get along with others?

Term 3 - Is there something more?

Term 4 - What is my purpose and what do I have to give?

The Health and Physical Education component will focus on preparation for challenge events/activities scheduled throughout the year.

These lessons will encompass aspects of physical fitness and conditioning, teamwork and group dynamics, and initiative.



Year 9 Core Subjects

History

The Year 9 History curriculum provides a study of the history of the making of the modern world from 1750 to 1918.

It was a period of industrialisation and rapid change in the ways people lived, worked and thought.

It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power.

The period culminated in World War I, 1914–1918, the 'war to end all wars'.

Content

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

Students undertake an overview and three Depth Studies which include:

- Making a Better World? - The Industrial Revolution (1750-1918)
- Australia, Asia and the World - China (1750-1918)
- World War I (1914-1918).

Assessment

This may include the following:

- Sources Analysis
- Empathy task
- Multi-modal and/or displays
- Extended writing

Mathematics

Year 9 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.

Students are assessed according to the proficiency strands - fluency, understanding, reasoning and problem-solving. These describe how the content is developed and becomes increasingly sophisticated over the years of schooling if required.

In Year 9 students are placed according to their ability, into Level A, B or C classes.

Students are able to move between the levels in consultation with subject Teacher and Head of Department.

Content

- Further Index laws
- Scientific Notation
- Pythagoras' Theorem
- Expanding & Factorizing Algebraic Expressions
- Solving Linear Equations
- Surface Area & Volume of composite shapes
- Percentages, Earning Money, Tax, Simple Interest
- Congruency & Similarity
- Interpreting & Describing Data
- Coordinate Geometry
- Trigonometry
- Sketching Parabolas
- Probability Events

Assessment

Each semester:

3 tests @ 25% ea = 75%

1 Directed Investigation @ 25% = 25%

Year 9 Core Subjects

Religious Education

Religious Education at St Michael's College provides students with the opportunity to deepen, within a Lasallian community, their knowledge and understanding of the Catholic Tradition and the teachings of Jesus Christ; to nurture and enrich their spiritual and religious growth; to participate in a lively dialogue between young people of different religions and social backgrounds, empowering them to become people of integrity and people who show care for others and the world.

Content

- What Do Catholics Believe? (Catholics Teaching, beliefs, Trinity, Creeds, Seven Sacraments, Mary)
- Judaism, Christianity, Islam and Peace
- Conscience and Decision Making
- Right Relationships, Sexuality and the Human Person (MITIOG and CPC)
- Vocation: The Calling of God in My Life (Lasallian Vocations, Catholics Making a Difference and Saints)

Assessment

TERM 1

Assessment Task 1: 20%

- What Do Catholics Believe?

Assessment Task 2: 20%

- Judaism, Christianity, Islam and Peace

Term 1 Course Work and Participation 10%

TERM 2

Assessment Task 1: 20%

- In Right Relationship

Assessment Task 2: 20%

- Conscience and Decision Making

Term 2 Course Work and Participation 10%

Italian Footnote

Students who select 9A Italian in semester 1 will be grouped together for Religion CLIL (Content and Language Integrated Learning) in Semester 2, in order to maintain some contact with the language through their Religion lessons in possible preparation for Year 10 Italian, should they wish to continue. CLIL Religion will cover the same content as the regular Year 9 Religion course, but will be taught by a teacher who is also a teacher of Italian. This will allow the teacher to integrate Italian into the lessons, where appropriate, in order to provide some level of continuity to students who may then decide to select Yr 10 Italian in 2024. Assessment for Religion will be in English.

Science

Year 9 Science students explore ways in which the human body, and life in general, responds to its environment. They are introduced to atomic theory, subatomic particles and nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems.

Students begin to develop their understanding of the conservation of energy and matter in chemical reactions and eventually apply their understanding to global systems such as continental movement.

Content

Biological Sciences

- Body systems and Ecosystems

Chemical Sciences

- Atomic theory and Chemical Reactions

Physical Sciences

- Heat, Light and Sound (energy) including the Law of Conservation of Energy

Earth Science

- Plate Tectonics and geological activity

Assessment

- Topic Tests
- Research Assignments
- Practical Investigations
- Investigative Designs
- Investigative Report Writing
- Group Projects and Presentations



Year 9 Elective Subjects

Business, Finance and the Law

The aim of this course is to introduce students to many new and interesting topics relating to the financial world.

There will be a focus on Financial Literacy and Wealth Creation.

Content

Stock Market:

Students investigate how the Stock Market works and how investors can make significant amounts of money.

Young People and the Law:

Students will also learn about their legal rights. They investigate particular points of law that may impact on them in coming years.

Political Parties:

Students investigate the wide variety of political parties. Students learn how these parties are formed and what their ideologies may be.

Buying a House:

The emphasis of this topic is to investigate why housing prices vary so much.

Marketing:

This topic will explore brand recognition and the power of branding.

Assessment

Folio of Houses:

Students are to find and present a number of different houses that are currently on the market. They need to explain why there are differences in the prices.

PowerPoint Presentation:

Students will choose an obscure political party and present to the class what that party stands for.

Oral Presentation:

Students, in pairs, present a particular law of interest to them.

Report:

Students are to complete a report on an ASX listed company. They are required to analyse recent changes in share prices and make observations about why these changes have occurred.

Dance

This course develops students' skills in using the body as a medium for expression and communication and increases their abilities to work, create and perform individually and in a group.

It gives students the opportunity to explore and experience a variety of dance styles and to understand dance as an art form within a traditional and contemporary context.

Content

Students will learn specialised dance terminology and use this to analyse and respond to dance works.

Students will develop and apply understanding of the processes of dance composition for choreography using a range of dance elements, genres, styles, techniques, conventions and practices.

This course is predominantly practical in nature and students will be expected to actively participate.

Dance:

- Focuses on technique, composition and performance
- Will allow students to develop an understanding of the components of dance composition
- Hip Hop and contemporary are the predominant styles studied

Assessment

The assessment in this subject is continuous and incorporates:

- Skill development
- Performances
- Reflective and analytical skills through written responses

Possible Pathways for Dance:

Refer to page 20



Year 9 Elective Subjects

Design and Technology

Students will study a variety of areas within the technology field which may including woodwork, plastics, metalwork, jewellery, electronics, 3D printing, computer aided design and manufacturing.

They will focus on the development of both practical and design skills, while integrating STEM principles and safety in the production of practical projects.

Content

Students will study 3 of the following areas of study:

Woodwork

- Wooden footstool or guitar

CAD

- Custom made logos on t-shirts, glass etching, 3D printing student's designs, CNC

Metalwork

- Metal art animal creations, welded items, sheet metal developments

Plastics

- Photo frames, toys

Electronics

- Arduino programming robots, electronic listening bugs or games

Jewellery

- Rings, pendants, cuttlefish casting belt buckles and brooches

Assessment

Practical projects:	60%
Processes and Production Skills:	20%
Design work:	20%

Digital Animation*

In this course students will use specialised software applications to produce a range of digital animation projects. Students will learn graphic creation, motion graphics, 2D designs and how to animate characters through the use of ActionScript programming language.

Content

Students will learn:

- Vector based graphic creation using Adobe Illustrator
- 2D character creation using Adobe Animate
- ActionScript programming
- Storyboard and plan using an iterative design process
- Motion graphics using Adobe After Effects
- File preparation for animation
- Sound recording processes and implementation

Assessment

Practical Components:

- Vector graphic creation
- Motion graphic Task
- 2D character development
- ActionScript Project

Theory Components:

- Issues Analysis: moral representations through animation

***This subject can be selected only once over Years 9 and 10.**

Should you wish to select this subject in Year 9 you will be precluded from selecting this subject again in Year 10.



Year 9 Elective Subjects

Digital Technologies

Students will develop their skills and understanding in coding through a range of skills tasks. While using a STEM based approach to achieve successful digital solutions, students will develop an understanding of design, computational and systems thinking, and organisational and project management skills.

Students will use computational thinking skills to design and plan their tasks by developing a pseudocode algorithm and flow chart. Students will also learn about computer systems and develop skills in data processing and data management.

Content

In this practical based subject, students will:

- Complete a range of game making and robotics activities
- Learn fundamental coding concepts and skills
- Use computational thinking skills to design and plan their tasks by developing algorithm and flow chart..

Assessment

Practical Components

- STEM Robotics
- Game Challenges
- Data management and analysis

Theory Components:

- Computer Systems

Drama

Drama develops skills in teamwork, creativity and problem solving. Students will explore performance skills in improvisation, play building and learn how to devise new work. Students may explore the role, skills and techniques of a theatre designer in their creative presentations. Students will present their group performance to an audience as negotiated with their teacher.

Students will view a professional theatre performance to reflect upon, developing their skills of evaluation and analysis. This experience will inspire students in their own creative work and will develop their understanding of how the elements of drama are used most effectively.

Content

- Gothic theatre (style)
- Improvisation and play building
- Viewing live theatre
- Creating a group performance for an audience
- Technical theatre production; lighting, costume, sound, set and prop designs

Assessment

- Creative response to live theatre
- Devised group performances
- Group performance to a public audience
- Multimodal documentary style presentations

Year 9 Elective Subjects

Fashion Design and Textiles*

This course will introduce the students to basic trade drawing skills required to work in the fashion industry as well as how to use an Industrial Sewing Machine and complete a small textile project.

Students will focus on the development of skills, product design and development, technology, and garment production

Content

The unit will require students to:

- Apply the design process to achieve a product
- Fashion Illustration and Textiles
- Pattern making
- Safely operate an Industrial Sewing Machine and Overlocker

Assessment

Type 1: Folio

- Completion of a design folio demonstrating the design process, including production skills

Type 2: Practical

- Resolved illustration and garment, including practitioner's statement

Type 3: Visual Study

- Investigation of Designers in the industry and their works

***This subject can be selected only once over Years 9 and 10.**

Should you wish to select this subject in Year 9 you will be precluded from selecting this subject again in Year 10.

Food Technology

Year 9 Food Technology develops students culinary skills through the use of theoretical components, cooking demonstrations and weekly practical classes which focus on building skills and confidence in the kitchen. The practical component of the course includes a wide range of delicious sweet and savoury dishes, with students applying their knowledge of each theory topic to relevant recipes.

By understanding the importance of home cooking as well as the connection food has to personal and community health, the Food Technology course equips students with the skills to plan and prepare a variety of recipes.

This subject provides opportunities for student to grow, cook and share food, instilling life skills and a lifelong love for cooking.

Content

Through undertaking this subject, students will learn:

- Personal and food hygiene
- Safety in the kitchen
- Healthy meal planning
- Native Australian flavours
- Influences on contemporary Australian cuisine

Assessment

- | | |
|--|-----|
| ■ Weekly Cooking Practicals | 50% |
| ■ Safety, Hygiene, Weighing and Measuring Test | 10% |
| ■ 1 x Individual Project | 20% |
| ■ 2 x Collaborative Projects | 20% |

Students are required to write a letter of application outlining their interests in Food Technology

This letter should be emailed to Lynda.White@smc.sa.edu.au by Wednesday 6 September.

Year 9 Elective Subjects

Geography

Year 9 Geography provides students an understanding of the role of our environment in producing the food and fibre we need and to consider the significance of the environmental challenges of increasing demand for these resources, and how this can be achieved sustainably.

Students also investigate how we are connected to places throughout the world through our choices of transport, information and communication technologies, activities and shopping. In addition students will explore the extent of global influence on their local places.

Content

Biomes and the Future of Food Security

Discover the characteristics of biomes and how they are changed by humans. Determine which biomes produce our food and investigate how sustainable our food production is.

Global Interconnections and Tourism

Explore our connections to other places around the world and the changing nature of global influence and impacts. In addition, students will explore how tourism connects places and the impacts it has on the social, economic and environmental characteristics of places.

Field and Mapping Skills

Develop an inquiry that can be investigated through fieldwork. This will also develop student mapping skills and how to present information, incorporating the use of spatial technology.

Excursions

This course involves excursions to locations such as the Food Forest at Hillier and the Adelaide CBD.

Assessment

This includes:

- Portfolio of classwork
- Data analysis
- Inquiry research task
- Field Report

Health Education*

This course focuses on supporting students to make decisions about their own health, safety and well-being.

Through a critical inquiry approach, students will research, analyse, apply and evaluate contextual factors that decision-making, behaviours and actions. This will encourage greater awareness of the overall impact on the health and wellbeing of individuals, groups and communities.

The critical inquiry process will also enhance and improve health literacy so that students are better able to understand and actively engage in health and well-being decisions.

Content

Topics could include:

- Determinates of Health
- Mental Health and Well-being
- Health Promotion
- Respectful Relationships
- Safety

Assessment

- Understanding and knowledge of practical and theoretical components
- Research assignments
- Behaviour, application and participation levels

***This subject can be selected only once over years 9 and 10.**

Should you wish to select this subject in Year 9 you will be precluded from selecting this subject again in Year 10.

Year 9 Elective Subjects

Italian A

This one-semester course allows students to further develop communication skills in both Italian and English, enhancing their overall literacy and understanding of the role of language, culture and perspective in communication in a globalised world.

They engage in analytical, critical, creative, and reflective thinking to help them to become effective and organised communicators and problem solvers.

Italian is used in classroom routines, written tasks, in structured discussions and during excursions. A combination of Italian and English is used to compare language and cultural systems, offer opinions, and reflect on learning.

Italian A is pre-requisite for Yr 10 Italian. Students who achieve a B+ or better in Italian may also select Italian B (Accelerated Yr 10 Italian) in Semester 2 of the same year.

By selecting Italian for a full year, students will have the option of entering into Stage 1 Italian in Year 10.

Content

Students listen to, view, read, and respond to a variety of texts. They use Italian to share experiences, describe events and justify opinions through correspondence, reflections, poems, and recounts. They compare and contrast views, synthesize information, connect ideas and explore different life experiences. They identify practices, values and beliefs and compare them with their own.

Topics include:

- Self, others and National identity
- Cultural celebrations
- Italian influences (Architecture)
- European and Australian geography
- Political history
- Travel
- Made in Italy - Design
- Ancient Rome history
- Medieval sporting events

As Italian is now a one-semester subject in Year 9, all students who select Italian A in Semester 1 will be grouped together for Religion-CLIL* in Semester 2. This will be taught by an Italian teacher and will provide an opportunity for continued contact with the language through their Religion lessons, as appropriate, in possible preparation for Year 10 Italian, should they then decide to continue. Please see the section on Religious Education for more information.

*CLIL – Content and Language Integrated Learning

Assessment

- Communicating tasks: Listening, speaking, reading, writing
- Understanding Language: grammar and vocabulary tests
- Reflecting tasks (in English/Italian)

Italian Extension B

This course runs in Semester 2 and is open to all students of Italian and builds on the skills developed in Italian A. Student must choose Italian A to enter into Italian Extension in Semester 2

Content

Students listen to, view, read, respond to and create a range of texts in Italian on topics including:

- Youth culture
- Summer festivals
- History
- Fashion

Students explore language and notice the impact of technology, media and globalisation while extending their knowledge and understanding of grammar.

Students compare and contrast views, participate in negotiations and reflection, synthesize information, connect ideas and explore different representation of life experiences. They identify practices, values and beliefs and compare them with their own, exploring how these may have changed over time

Italian Extension also includes an excursion in Term 4 to Bottega Gerateria, which allows students to meet up with their pen pals from Nazareth College to practice their spoken Italian with other students of their age groups.

Assessment

- Communicating tasks: Listening, speaking, reading, writing
- Understanding Language: grammar and vocabulary tests
- Reflecting tasks (in English/Italian)



Year 9 Elective Subjects

Music Practical

This course is designed for students who are considering studying Music in Year 10. Therefore, students wishing to participate in Year 9 Music should:

- Be prepared to be actively involved in being part of a class band where they will need to interpret sheet music and chord charts on their instrument of choice
- Be prepared to perform a solo performance piece in front of classmates at the end of each term on their instrument of choice
- By taking music lessons on an instrument or be prepared to begin taking music lessons
- Have a particular love for Music, and a desire to further increase their musical skills, in an environment of similarly minded students

Content

Practical

Playing music in a class band: Solo Performance

Theory

Aural and the Elements of Music

Music in Culture, Styles and History

Learning about influential bands and performers through research assignments

Assessment

- | | |
|---|-----|
| ■ Ensemble Performance/Class Band | 30% |
| ■ Solo Performance | 30% |
| ■ Music Theory | 20% |
| ■ Music in Culture, Styles and History: Research and presentation on a nominated topic of choice: | 20% |

Music Practical Extension

This course is designed for students wishing to further extend their musical knowledge from Semester 1 in readiness for Music in Year 10.

Students must complete Music Practical from Semester 1 to qualify for this option

Students will continue with concepts covered in Semester 1 Music Practical, with a focus on extending their musical attributes in the areas of

- Solo performance Advanced
- Ensemble performance Advanced
- Song Composition/Analysis
- Music Literacy

Content

Practical

Playing music in a class band: Solo Performance

Theory

Aural and the Elements of Music

Music in Culture, Styles and History

Learning about influential bands and performers through research assignments

Assessment

- | | |
|---|-----|
| ■ Ensemble Performance/Class Band | 30% |
| ■ Solo Performance | 30% |
| ■ Hook Theory | 10% |
| ■ Hookpad Composition | 10% |
| ■ Music in Culture, Styles and History: Research and presentation on a nominated topic of choice: | 20% |

Year 9 Elective Subjects

Music Technology

Music is everywhere, we hear it all the time, but how do music producers make the sounds blasting out of our devices? This one semester course explores the tricks and tools used to make music in the 21st Century.

Learning the software Ableton Live and various performance controllers, students will step into the shoes of music artists and producers.

Content

Arrangement and Composition:

- Make and use your own loops and samples for original compositions
- Develop song writing skills by learning beats, chords and melodies
- Apply basic keyboard skills to control software synthesizers

Aural Skills and The Elements of Music

- Use audio effects and automations to produce tracks
- Understand and use audio and MIDI hardware (Microphones, mixing desks, launchpads, etc)
- Edit audio and program MIDI to explore dynamics, form, timbre and texture

Music in Cultures, Styles and History

- Explore the techniques used in genres such as: pop, hip-hop, rock, dance and indie
- Discover technology's impact in shaping music creation and music listening
- Learn about the legends of music technology who changed the industry

Assessment

Project 1: Remake a song	20%
Project 2: Make your own beats	20%
Project 3: Recording voice and instruments	20%
Project 4: Sampling: a world connecting worlds	20%
Course Work and participation	20%

Visual Arts - Art/Design

The Year 9 Art/Design elective has been created for students who have a particular interest in both Art and Design and wish to broaden their skills and appreciation of the role of the visual artist in society.

There is a strong emphasis on exposing students to a variety of arts practice and the processes associated with creating art and design works. Students will also be taught the use of appropriate visual language in the expression and analysis of their works and the work of others.

Students will be studying **One Term of Art** and **One Term of Design**.

Content

Art:

- Methods and Materials
- Painting
- Drawing
- Printmaking
- Collage
- Sculpture
- Mixed Media

Design:

- Methods and Materials: rendering, stippling, watercolour illustration
- Product Design: Packaging
- Computer Graphics: corporate logo/branding/poster design
- Environmental Design: Perspective/isometric drawings/design of a futuristic building
- Fashion Design and Textile design

Assessment

Making:

- Methods and Materials exercises
- Folio
- Research
- Idea generation
- Experiments
- Resolved Major Works

Responding:

- Annotations/analysis
- Evaluations/research

YEAR 10 SUBJECT INFORMATION

Semester	Number of Lessons	Semester	Number of Lessons		Length
Extended PC	1	Extended PC	1	Compulsory	Whole Year
English	6	English	6		
Mathematics	6	Mathematics	6		
EIF (formerly PLP)	3	EIF (formerly PLP)	3		
Science	6	Religion	6	Compulsory	1 Semester
History	6	#HPE: one of 3 Options	6		
Elective 1	6	Elective 2	6	Electives	1 Semester
Elective 3	6	Elective 4	6		

Learning Area	Elective Subjects	Length
Arts	Dance A	1 Semester
	Dance B	1 Semester
	Drama A	1 Semester
	Drama B	1 Semester
	Fashion Design and Textiles	1 Semester
	Music A &/or Music B	1 semester each
	Music Technology	1 Semester
	Visual Arts - Art	1 Semester
	Visual Arts - Design	1 Semester
Business Enterprise & Technology	Commerce	1 Semester
Design & Technology	Advanced Manufacturing - CAD	1 Semester
	Electronics	1 Semester
	Food Technology	1 Semester
	Girls in STEM	1 Semester
	Metal Fabrication	1 Semester
	Woodwork	1 Semester
Digital Technologies	Digital Animation	1 Semester
	Digital Media Creations	1 Semester
	Digital Technologies	1 Semester
Health and Physical Education	Health Education	1 Semester
	Sports Science	1 Semester
	Sports Coaching- VET Certificate III	1 Semester
Humanities & Social Sciences	American History	1 Semester
	Geography	1 Semester
Languages	Italian A & Italian B la Dolce Vita	1 or 2 semesters
Science	Aerodynamics & Environmental Chemistry	1 Semester
	Human Mind & Body	1 Semester
	Nutrition and Body Systems	1 Semester
	Science Around Us	1 Semester

CONSIDERATIONS FOR MAKING YEAR 10 ELECTIVE SUBJECT CHOICES

Arts

Students can select a maximum of 3 Arts subjects:

- Dance A
- Dance B
- Drama A
- Drama B
- Music A
- Music B
- Music Technology
- Visual Arts - Art
- Visual Arts - Design
- Fashion Design and Textiles*

Design and Technology

Students can select a *maximum of 3 subjects from the Design and Technologies subjects:

- Advanced Manufacturing - CAD
- Electronics
- Girls in STEM
- Metal Fabrication
- Woodwork
- **Food Technology**- separate selection to maximum of 3 subjects and can be chosen as a 4th Design & Technology subject.

Language

Students who choose Italian must select both semesters (Full year subject).

This is a prerequisite for Stage 1 Italian

Science

Science in Semester 2 becomes an elective subject.

Students may choose only 2 Science elective subjects.

- Aerodynamics and Environmental Chemistry
- Human Mind and Body
- Science Around Us
- Nutrition and Body Systems

NOTE: Students who are considering Defence Force applications MUST select a full year of Science. ie: 1 Semester Core Science with 1 Semester of a Science elective.

Year 10 Core Subjects

English

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy.

Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Content

Students engage with a variety of texts. They interpret, create and evaluate a wide range of literary and everyday texts. These include various types of media texts, film and digital texts, fiction, non-fiction, poetry, dramatic performance and multimodal texts.

Texts studied often address themes and issues, higher order thinking and intertextual references. Students develop critical understanding of ways texts are created to appeal to their target audiences and achieve a variety of purposes.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports and discussions.

Assessment

Assessment is based on responding to texts and creating texts, including written, oral and multi-modal tasks.

Students will be prepared for the requirements of Stage 1 English, which is a compulsory full year subject delivered as two, semester length units.

At Stage 1, three different courses are offered, and teachers will make recommendations as to which course a student would be best suited.

- Formative Exam

Exploring Identities and Futures

Exploring Identities and Futures is a compulsory 10-credit SACE Stage 1 subject. Year 10 students undertake this cross disciplinary course over the whole year, allowing them to develop a pathway to thrive by exploring who they are and who they want to be.

The subject supports students to learn more about themselves and enable them to explore and deepen their sense of belonging, identity and connections to the world around them

Content

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

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

Assessment

■ Type 1:	
Exploring your past, present and future	50%
■ Task 2:	
Putting your capabilities into action	50%

Year 10 Core Subjects

Health and Physical Education

Students will explore and examine various physical activities, the practical application of physical skills and analyse the personal, community and global issues that surround the role of human physical activity in society. Students learn mainly through physical activity in a way that promotes immediate as well as long-term benefits to themselves and society. Physical Education is an experiential subject in which students explore their physical capacities and investigate the factors that influence performance. They explore and analyse associated performance, health and lifestyle issues.

Content

This year Health and Physical Education is compulsory for all students for **ONE** Semester at Year 10. Students will have the option to select ONE focus area, from the three options listed below, which caters for their physical activity interests. Classes will ideally be gender based, but should the need arise a mixed gender class may occur. Theoretical components of the course will reflect the practical learning experience of each option.

Assessment

Practical components are subject to change, at the discretion of Head of Department.

- 70% Practical Component: 4 x *Practical Units* (17.5% each)
- 30% Theoretical Component: 2 x *Theory tasks*

Students will select ONE from the following Options

Option 1 General PE	Striking & Fielding Court Invasion	Net/Wall Field Invasion
Option 2 Recreation <i>Teacher will choose 5 from:</i>	Circuits/Bootcamp Ultimate Frisbee Resistance Training Yoga Cycling Table Tennis/Tennis	Orienteering Self-defence/Boxing for fitness Vortex games Dance/Aerobics Lawn Bowls/Bocce/Croquet
Option 3* Outdoor Education Offered as a Stage 1 course	Students will study the following 3 focus areas: <ul style="list-style-type: none">■ Focus Area 1: Environment & Conservation■ Focus Area 2: Planning & Management■ Focus Area 3: Personal & Social Growth & Development Outdoor activities might include bushwalking, canoeing, rock climbing and surfing 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 three days in the field Assessment 1: About Natural Environments Assessment 2: Experiences in Natural Environments For a 10 credit subject, students should provide evidence of their learning through three or four assessments. Each assessment type should have a weighting of at least 20%. Students Complete: <ul style="list-style-type: none">■ One or two about natural environment tasks■ Two experiences in natural environment tasks	

***Year 10 VET students are not eligible to select Outdoor Education due to the time commitment required by VET programs**

***Students are required to write a letter of application outlining their interests in the Outdoor Education stream and how they will ensure other subjects are not impacted by time off campus due to their absences (camp, excursions).**

This letter should be emailed to Lynda.White@smc.sa.edu.au by Wednesday 1 September. There will be several days across the semester where students will be completing practical components off campus, during school hours. Students must be aware of this commitment in choosing this option as it cannot be guaranteed that any subject change requests can be accommodated. All other activities will be undertaken in class time.

***Students' academic results/attendance to date will be taken into consideration when identifying those who meet the criteria for this subject choice.**

Year 10 Core Subjects

History

The Year 10 History curriculum provides a study of the history of the Modern World and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development.

The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia Pacific region and its global standing.

Content

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

Students undertake an overview and three Depth Studies which include:

- World War II (1939-1945)
- Rights and Freedoms (1945 to present)
- The globalising world: Migration (1945 to present)

Assessment

This may include the following:

- Sources Analysis
- Argumentative History essays
- Empathy task
- Formative Exam

Mathematics

Year 10 Mathematics provides students with essential mathematical skills and knowledge in number and algebra, measurement and geometry, and statistics and probability.

Students are assessed according to the proficiency strands - fluency, understanding, reasoning and problem-solving.

In Year 10 students will be placed according to their ability, into Level A, B or C classes. Students are able to move between the Levels if required.

The Level that a student achieves by Semester 2 Year 10, will affect which Mathematics subjects they can choose in Years 11 and 12.

Content

Levels A and B

- Solving Linear Equations and Inequalities
- Comparing Data
- Graphing Linear Relationships
- Compound Interest
- Factorising Expressions and Simplifying Algebraic Fractions
- Solving Quadratic Equations
- Further Trigonometry
- Surds, Exponentials
- Graphing Non-Linear Relations
- Geometric Reasoning
- Multi-step Probability Experiments

Level C & Level D

- Solving Linear Equations and Inequalities
- Comparing Data
- Graphing Linear Relationships
- Compound Interest
- Factorising Algebraic Expressions
- Solving Simple Quadratic Equations
- Trigonometry
- Sketching Parabolas
- Congruency and Similarity
- Multi-step Probability Experiments

Assessment

Each semester:

- | | |
|----------------------------------|-----|
| ■ 3 tests @ 25% ea | 75% |
| ■ 1 Directed Investigation @ 25% | 25% |
| ■ Semester Exams | |

Year 10 Core Subjects

Religious Education

The study of Religious Education provides students with the opportunity to deepen faith within a Lasallian community, their knowledge and understanding of the Catholic Tradition and the teachings of Jesus Christ, and its unfolding story and diversity within contemporary Australian and global society; to foster a culture of dialogue; to nurture and enrich their spiritual and religious growth; to cultivate their capacities and skills of discerning, interpreting, and thinking critically, empowering them to be people of integrity and people who show care for others and the world.

Two Catholic Education South Australia curricula underpin the teaching and learning of Religious Education in Catholic Schools in South Australia - the renewed Crossways Curriculum, and Made in the image of God (MITIOG).

Content

- Dignity and Respect for Human Life (focus on Euthanasia and Beyond Human Suffering)
- Faith Doing Social Justice (Catholic Social Teaching)
- Jesus of History-Jesus of Faith (The Formation of the Gospels and the Historical Jesus)
- Religion and Science-Creation and Evolution (Faith and Reason: Care for the natural world and ecology)
- Made in the Image of God Human Sexuality Program

Assessment

Term 1

■ Task 1: Respect for Human Life	20%
■ Task 2: Faith Doing Social Justice	20%
Course Work and Participation	10%

Term 2

■ Task 3: Jesus and the Gospels	20%
■ Task 4: Religion and Science	20%
Course Work and Participation	10%

Science

In Year 10 Science students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena.

Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of inheritance and the Big Bang.

Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws.

Many pathways suggest a whole year of Year 10 Science as better preparation, and therefore students may consider another science subject as an elective, especially if planning to study Year 11 Sciences.

Content

Biological Sciences

- DNA
- Inheritance
- Genetic Technologies

Chemical Sciences

- Atomic Theory
- The Periodic Table

Physical Sciences

- Newton's Law of Motion
- Velocity and Acceleration

Earth Science

- The Big Bang Theory
- Life Cycle of a Star
- Our Universe

Assessment

- Topic Tests
- Research Assignments
- Practical Investigations
- Investigative Designs
- Investigative Report Writing
- Formative Exam



Year 10 Elective Subjects

Advanced Manufacturing - CAD

Design & Technology Elective

Students will gain the knowledge and skills necessary to create a product for a purpose using one or more of the new technologies available in the Design, Technology and Engineering (DTE) department. They will also promote and market their product to the school community using a variety of entrepreneurial techniques, such as a business week stall, The Star newsletter, primary school fair, or local market.

Students will experience different Computer Aided Manufacturing processes which may include Onshape to 3D printers, Adobe Illustrator to Ray jet Speedy 300 Laser, Cutstudio to Roland GS-24 Vinyl Cutter and V Carve Pro to the Axiom CNC Router. Photoshop and camera techniques will be used to produce promotional work that could lead to items being sold.

The DTE faculty makes it a priority to invest in industry standard technology and students will greatly benefit from the experiences they receive and could apply this knowledge in many different areas of school and further education.

Content

- Design and prototype solutions to real life problems
- Manufacture products to a high standard
- Promote and market products to a high standard

Assessment

■ Design work	40%
■ Product manufacturing	40%
■ Marketing	20%

Aerodynamics and Environmental Chemistry

Science Elective

Studies in Environmental Chemistry presents chemical reactions and their impact on the environment as a model for students to build on their understanding of Chemistry.

Connections to industry (such as mining) and the impact of chemical pollutants on the environment reveals important lessons in Science as a Human Endeavour.

Collaborative Project Based Learning allows students to create and evaluate principles of Aerodynamics including: aeroplane design and flight.

Developing skills in report writing allows students to analyse and evaluate their practical and investigative skills.

This course prepares students for SACE Stage 1 studies in Physics and Chemistry. Course also meets requirements for many pathways in the Defence Force and USA scholarship pathways.

Content

- Environmental Chemistry
- Principles of Aerodynamics

Assessment

- Tests
- Experiments and Practical Reports
- Research Assignments
- Semester Exam

Year 10 Elective Subjects

American History

History Elective

Students will develop their research skills through assignment work and independent research tasks.

Discussion work will enable students to develop clear and coherent responses to historical problems and evaluate alternative points of view. Essay writing tasks which include essays and responses to historical films and literature.

This unit provides desirable preparation for studies in Stage 1 Modern History, Stage 1 Ancient Studies and other Humanities and Social Science related subjects.

It also allows students to develop leadership, analytical and writing skills, which will assist in all subjects and fields of endeavour.

Content

The ability of students to interpret, analyse and evaluate historical sources will be developed through exposure to a range of primary and secondary sources.

The major topics that will be covered in this subject include:

- American Revolution (War of Independence)
- Civil War and Slavery
- U.S. Presidents and World Leaders
- U.S. History Mysteries
- Lizzie Borden Axe murders, Al Capone and The Mob
- American Popular culture
- Vietnam War

Assessment

- Empathy Piece
- Historical Study (topic of choice)
- Sources Analysis
- Multimodal

Commerce

Business Elective

In this subject students will explore the many facets of the financial world. Year 10 Commerce gives students an exposure to the four key areas of Commerce: Accounting, Economics, Legal Studies and Business. This course will introduce students to these subject areas and enable them to make more informed choices in Year 11.

Content

Accounting is the study of how we ensure that business remain profitable and viable. The main concepts that will be studied are: Balance Sheets, Profit and Loss Statements and the Double Entry Accounting system.

Business explores why a business exists and how a business interacts with consumers. A particular focus for this part of the course is marketing.

Economics is the study of how we use of resources to our greatest advantage. It explores the concept of the market mechanism and the basic economic problem.

Legal Studies investigates how and why we need laws to have a well-functioning and coherent society. Students investigate how laws are made, the court hierarchy and the difference between Civil and Criminal Law.

Assessment

Case Study: Students are required to investigate a current court case and apply the theory taught in class. They complete the assignment by making a recommendation about appropriate punishment.

Marketing Plan: students produce a hypothetical product and come up with a marketing plan to sell that product. They are required to develop an ad that may include jingles and slogans.

Media Journal: Students need to gather a variety of newspaper articles to show the link between the theory taught in class and what is happening in the real world.

Test: Accounting theory is tested via the students developing Balance Sheets and Profit and Loss Statements for hypothetical businesses.

This subject prepares students well for Year 11 Accounting, Legal Studies and Economics.

Year 10 Elective Subjects

Dance A

Arts Electives

Students delve into the world on Contemporary and Hip/Hop dance genres with a focus on Bangarra Dance Theatre.

Content

Students analyse choreographer’s intent in dances they make, perform and view. They evaluate the impact of dance from different cultures, places and times on Australian dance.

Students choreograph dances by manipulating and combining the elements of dance. They choreograph, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style.

Students will be expected to actively participate in class and out of school rehearsals. Students are exposed to live performances and learn the skills of responding to dance and dance works.

Assessment

- Skills Development: 50%
Focuses on Technique and Composition
- Group Production: 30%
Performance in front of a live audience
- Response: 20%

Depending on student subject choices, this subject may run as a VET option.

Refer to pathways table on Page 20

Dance B

Arts Elective

Students delve into the world on Contemporary and Hip/Hop dance genres with a focus on Asia and the styles and companies from that region. Opportunities to attend Oz Asia Festival will help inform their work.

Content

Students analyse choreographer’s intent in dances they make, perform and view. They evaluate the impact of dance from different cultures, places and times on Australian dance.

Students choreograph dances by manipulating and combining the elements of dance. They choreograph, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style.

Students will be expected to actively participate in class and out of school rehearsals. Students are exposed to live performances and learn the skills of responding to dance and dance works.

Assessment

- Skills Development: 50%
Focuses on Technique and Composition
- Group Production: 30%
Performance in front of a live audience
- Response: 20%



Year 10 Elective Subjects

Digital Animation

Digital Technologies Elective

In this course students will use specialised software applications to produce a range of digital animation projects. Students will learn graphic creation, motion graphics, 2D designs and how to animate characters through the use of ActionScript programming language.

Content

Students will learn:

- Vector based graphic creation using Adobe Illustrator
- 2D character creation using Adobe Animate
- ActionScript programming
- Storyboard and plan using an iterative design process
- Motion graphics using Adobe After Effects
- File preparation for animation
- Sound recording processes and implementation

Assessment

Practical Components:

- Vector graphic creation
- Motion graphic Task
- 2D character development
- ActionScript Project

Theory Components:

- Issues Analysis: moral representations through animation

Digital Media Creations

Digital Technologies Elective

The objective of this course is for students to develop skills in using Photoshop and a variety of Adobe software applications for the production of film, photography, digital publishing and web development.

Content

Students will learn how to:

- Design and develop publishing materials using Photoshop, Illustrator and InDesign
- Make and manipulate sound files, present sound, images and create short film using Digital Video Media.
- Develop web pages with an introduction to Web Design

Assessment

Practical Components:

- Digital Publishing products
- Logo design using Illustrator
- Image editing and formatting
- Photo Restoration and Photographic composition
- Making and editing sound files for use in presentations
- Filmmaking Digital Video Media
- Webpage development

Theory Components:

- Issues Analysis relating to Digital Media creators



Year 10 Elective Subjects

Digital Technologies

Digital Technologies Elective

This course is recommended prior learning for Year 11 Digital Technologies A and Digital Technologies B.

Students will complete a range of coding projects developing aps, games and programming robots.

Students will develop a global perspective of digital technologies, and work through an interactive process of developing digital solutions. These learning experiences will enhance their understanding of the role between the developer and the user. Students will also learn about digital systems and how to extract and analyse data.

Content

Through undertaking this subject, students will learn how to:

- Explore coding through a range of scenarios including game development, robotics and ap development
- Design digital solutions to suit an identified need
- Use computational and systems thinking when forming solutions
- Organise and manage digital projects collaboratively
- Organise, visualise and analyse data

Assessment

Practical Components:

- Collaborative project
- Organise and analyse database management systems
- Computational Thinking: Logical and creative problem solving
- Object Orientated Programming: Python

Theory Components:

- Digital Systems Assessment
- Issues Analysis: Robotics AI

Drama A

Arts Elective

It is recommended that students who elect this subject will have completed a Semester of Drama in Year 9. Students will explore the role and emergence of the director as well as the style of Realism and Stanislavski's actor training system to create real and believable characters. This study will culminate in a performance for a public audience allowing students to work in on and off stage roles. Students will be involved in rehearsals outside of normal school hours.

Students will also view a professional theatre performance to respond, developing their skills of evaluation and analysis. This experience will also inspire students in their own creative work and will develop their understanding of how the elements of drama are used most effectively. This course builds students confidence and teamwork and promotes and supports independent learning in a practical environment.

Assumed Knowledge

It is recommended that students who elect to do this subject will have completed a Semester of Drama in Year 9.

Content

- Teamwork and problem solving
- The development of realism and the role of the director
- Stanislavski's actor training system
- Following the page-to-stage process to create a performance for an audience
- Viewing a professional performance

Assessment Components

Group Performance and Reflection 50%

- Develop a group performance for an audience using Stanislavski's system
- Students articulate their learning in a multimodal presentation

Reflective critical response to live theatre 20%

- Students have a range of choices when responding to theatre including review, design elements analysis and developing a creative response to content

Creative Presentation 30%

- Students will develop a creative multimodal presentation in which they explore the role of the director, techniques used by directors and their page to stage process, in relation to a text studied in class

Year 10 Elective Subjects

Drama B

Arts Elective

It is recommended that students who elect this subject will have completed a Semester of Drama in Year 9. Students will explore a theatre design role, for example Stage Manager, Lighting, Sound, Set, or Costume Design and learn the importance of carefully planning and documenting their design process. In workshops, students will experience the acting exercises and techniques of Rudolf Laban, specifically his movement analysis including the Eight Efforts and his work on the Vocal Mechanism. Students will then use either the Laban techniques learnt in their onstage role, or if choosing an offstage role the theatre design skills learnt in their creative presentation, in the development of their group performance for a public audience.

Students will also view a professional theatre performance to review, developing their skills of evaluation and analysis. This experience will also inspire students in their own creative work and will develop their understanding of how the elements of drama are used most effectively. This course builds students confidence and teamwork and promotes and support independent learning in a practical environment.

Assumed Knowledge

It is recommended that students who elect to do this subject will have completed a Semester of Drama in Year 9.

Content

- Teamwork and independent learning
- Explore a theatre design role
- Rudolf Laban's actor training techniques
- Following the page-to-stage process to create a production for an audience
- Viewing a professional performance

Assessment Components

Group Performance and Reflection 50%

- Participate in a group performance for an audience
- Students articulate their learning in a multimodal presentation

Reflective critical response to live theatre 20%

- Students have a range of choices when responding to theatre including review, design elements analysis and developing a creative response to content

Creative Presentation 30%

- In small groups, students will collaborate to develop a creative and multimodal presentation in which they explore a different theatrical design role, its page to stage process and technologies, in relation to a text studied in class

Note: Laban's 'outside-in' approach is a contrasting technique to Stanislavski's 'inside-out' approach, each are extremely valuable tools in the actor's toolbox. Students who choose both Drama A and Drama B will be extremely well equipped when continuing their Dramatic studies in the future.

Electronics

Design and Technology Elective

Students will develop skills and knowledge of electronics systems through a range of practical based activities using microcontrollers and traditional techniques. Tasks will be centred around the Arduino microcontroller, using it along with various sensors to actuate light, sound and movement. On completion of the course students should be able to identify and apply common and key electronic components, use the multimeter and other testing equipment, practise and apply effective soldering techniques, accurately populate printed circuit boards, and design electronic circuits leading to the production of a number of functional electronic projects.

Content

Practical tasks

- Design and make a stereo amplifier
- Controlling LEDs
- Controlling motors
- Bluetooth
- Populating and soldering printed circuit boards.

Theory

Students will generate a report on the circuits/projects they build, explaining the function of the circuit, what tools, machines and process have been used to create their product

Students will also investigate the changing world of technology and the impact that microcontrollers has had on people and the environment.

Assessment

Practical projects

- | | |
|------------------------------------|-----|
| ■ Processes and Production Skills: | 60% |
| ■ Design work: | 20% |
| ■ Knowledge and understanding: | 20% |

Successful completion of this course gives students the skills and knowledge required for entry into Year 11 Electronics.

The Electronics industry is presently South Australia's largest employer group, offering a broad range of career options.

Year 10 Elective Subjects

Fashion Design and Textiles

This course will introduce the students to basic trade drawing skills required to work in the fashion industry as well as how to use an Industrial Sewing Machine and complete a small textile project.

Students will focus on the development of skills, product design and development, technology, and garment production

Content

The unit will require students to:

- Apply the design process to achieve a product
- Fashion Illustration and Textiles
- Pattern making
- Safely operate an Industrial Sewing Machine and Overlocker

Assessment

Type 1: Folio

- Completion of a design folio demonstrating the design process, including production skills

Type 2: Practical

- Resolved illustration and garment, including practitioner's statement

Type 3: Visual Study

- Investigation of Designers in the industry and their works

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Food Technology

Design and Technology Elective

The Year 10 Food Technology course provides a pathway for students to gain skills and knowledge in cooking, catering as well as food and beverage service. It is designed to equip students for part-time employment in the food industry as well as learning culinary skills and recipes, to help better prepare them for their future lives.

In this semester long program, students complete an online accredited certificate in food safety, learn to prepare and serve barista made coffee and participate in a real-life design challenge set by the Home Economics Institute of Australia, creating innovative recipes to meet a brief.

This course gives students a foundation of skills and knowledge leading to Stage 1 Food and Hospitality and VET Certificate II Kitchen Operations.

Assumed Knowledge

It is recommended students have completed the Year 9 Food Technology subject.

Content

- Food safety and safe work practices
- Catering for special events
- Prepare and service barista coffee
- Recipe design challenge

Assessment

- | | |
|---------------------------------------|-----|
| ■ 2 x Individual practical activities | 50% |
| ■ 2 x Group Activities | 50% |

Each assessment involves the processes of:

- Investigate
- Design
- Produce and evaluate

Students are required to write a letter of application outlining their interests in Food Technology

This letter should be emailed to Lynda.White@smc.sa.edu.au by Wednesday 1 September.

Year 10 Elective Subjects

Geography

Humanities Elective

Year 10 Geography provides students with an understanding of environmental change and how it is managed.

Students investigate human wellbeing and why there are significant differences around the world.

Content

Geographies of Human Wellbeing

Investigate what wellbeing is and why some people experience a higher level of wellbeing than others.

Students will investigate the Happy Planet index and the Human Development Index.

Environmental Change and Management: Resources

Investigate the principals and benefits of Energy Efficient Housing. Students develop an appreciation of the overuse of resources used in the production of energy and how this can be minimised.

Environmental Change and Management: Inland Water

Investigate how rivers shape and are shaped by the landscape around them. Students also develop an understanding of the formation of waterfalls and V-shaped valleys and their impact on vegetation, including weed species.

Geography Skills

Develop your ability to interpret satellite images and aerial photographs.

Assessment

- Fieldwork report: This is based on an excursion to Morialta Falls
- 2 Inquiry Research Tasks
- Portfolio of classwork
- Formative Exam

Girls in STEM

Design and Technology Elective

This course is an empowering and inclusive subject designed to foster the participation and success of girls in the fields of Science, Technology, Engineering and Mathematics (STEM). In this course students will explore a wide range of STEM disciplines, they will delve into hands-on experiments, practical workshop skills and collaborative projects, that encourage critical thinking, problem solving, and creativity.

By integrating real world examples and highlighting contributions and opportunities available to them in these fields.

Content

The curriculum also focuses on building essential skills such as communications, teamwork, and leadership, which are crucial for success in STEM fields. Additionally, this subject promotes the exploration of cutting-edge technologies, emerging trends, and ethical consideration in STEM, enabling students to become well rounded and responsible contributors to the future of scientific advancement.

Assessment

■ Practical projects: Processes and Production Skills	60%
■ Design work	20%
■ Knowledge and understanding	20%

This course gives students the skills and knowledge leading to all Stage 1 Design and Technologies subjects.

Year 10 Elective Subjects

Health Education

Health & Physical Education Elective

This course focuses on supporting students to make decisions about their own health, safety and well-being.

Through a critical inquiry approach, students will research, analyse, apply and evaluate contextual factors that decision-making, behaviours and actions. This will encourage greater awareness of the overall impact on the health and wellbeing of individuals, groups and communities.

The critical inquiry process will also enhance and improve health literacy so that students are better able to understand and actively engage in health and well-being decisions.

Content

Topics could include:

- Determinates of Health
- Mental Health and Well-being
- Health Promotion
- Respectful Relationships
- Safety

Assessment

- Understanding and knowledge of practical and theoretical components
- Research assignments
- Behaviour, application and participation levels

Human Mind and Body

Science Elective

As well as a general introduction to Psychology as a Science, students will explore fields of "Sport" and "Forensic" Psychology in depth.

An introduction to disease develops students understanding of the genetic influence on life and the importance of lifestyle choices (especially their nutrition and exercise).

This course prepares students for SACE Stage 1 studies in Psychology, Biology.

Content

Introduction to Psychology

Students will use case studies and historical evidence to develop their understanding of psychological practice.

Personal skills including Goal Setting, Motivation and Mindfulness will be explored as a means to improve personal performance. Analytical and evaluative skills will be developed using Criminal Profiling as a tool.

Introduction to Human disease

Practical investigations will develop students awareness of microbes and antibiotics and students will build on their skills in proposing hypotheses and analysing data.

Researching the development of treatment of human diseases, provides students with opportunities to explore Science as a Human Endeavour.

Assessment

- Tests
- Research Assignments
- Experiments and Practical Reports
- Semester Exam

Year 10 Elective Subjects

Italian A

Language Elective

In Year 10 Italian, students enhance their literacy by comparing language systems and further developing communication and interpersonal skills in both Italian and English.

Italian is used to exchange information, ideas and opinions on a range of topics. A combination of Italian and English is used to compare language and cultural systems, offer opinions, and reflect on learning.

They explore language and notice the impact of technology, media and globalisation while extending their knowledge and understanding of grammar. They compare and contrast views, participate in negotiations and reflection, synthesize information and connect ideas. Practices, values and beliefs are compared and students explore how these may have changed over time.

Students reflect on their own identity and culture(s) through the study of Italian culture, building on their reflection skills, intercultural skills and an understanding of the role of language and culture in communication.

Students considering undertaking Stage 1 must select Italian A & B in Year 10.

Content

Students listen to, view, read, respond to and create a range of texts in Italian on topics including:

- Self and others
- Youth culture
- Migration
- Childhood memories
- Mafia
- Health
- Art
- Tourism

Assessment

- Communicating tasks: Listening, speaking, reading, writing
- Understanding Language: Grammar and vocabulary tests
- Reflecting tasks (in English/Italian)

Italian *la Dolce Vita B*

Language Elective

This course runs in Semester 2 and is open to students who have selected Italian A in Semester 1. This course involves students listening to, viewing, reading, responding to and creating a range of texts in Italian with a focus on Italy's *la Dolce Vita* ('The Sweet Life').

This includes topics including Migration, food, future plans, and Tourism. This course also offers a Foodie Trail excursion whereby students attend various food eateries in the eastern suburbs to learn about the migration influence in Adelaide.

Content

Students listen to, view, read, respond to and create a range of texts in Italian on topics including:

- Self and others
- Youth culture
- Migration
- Childhood memories
- Mafia
- Health
- Art
- Tourism

Assessment

- Communicating tasks: Listening, speaking, reading, writing
- Understanding Language: Grammar and vocabulary tests
- Reflecting tasks (in English/Italian)



Year 10 Elective Subjects

Metal Fabrication

Design and Technology Elective

This course will involve the design and construction of several small welded projects. Students will focus on the development of welding skills, design and safety while working with metals and metalworking machinery.

Examples of possible projects include a Wine Rack, charcoal BBQ, fish smoker, Bench Vice or G Clamp.

Students learn the processes of MIG & Arc welding through the creation of several projects. They also gain an understanding of the physical characteristics of metals and the welding processes by exploring states of materials liquid, gas, solids and the make up of Alloys.

Content

This unit will therefore require students to:

- Apply correct safety procedures and practices
- Apply aspects of the design process
- Accurately calculate and cost required materials
- Use the Metal Lathe and turning processes (facing, drilling and parallel turning)
- Correctly set and operate the GMAW Welder
- Arc MAW
- Welding techniques
- Use tools and equipment for fabrication purposes
- Produce required accuracy, tolerance and fit
- Apply appropriate surface finishes
- Understanding Alloys
- Physics of welding

Assessment

- Teacher analysis assessment of practical skills eg: lathe work, welding pieces
- Reflective report – product evaluation
- Investigation report – product evaluation
- Investigation report – recycling metal
- Practical projects – Processes and Production Skills 60%
- Design work 20%
- Knowledge and understanding 20%

Music A and B

Arts Elective

Students entering Music in Year 10 need to have completed at least one semester of Year 8 Music as well as one semester of Year 9 Music

Students are able to select one semester of Music (Music A)

Students looking for a full year Music will select Music A and Music B.

Content

This sequential program further develops skills covered in Years 8 & 9 and introduces more advanced concepts under the structure of Making & Responding to Music.

Making

- Practical
 - Solo Performance
 - Ensemble Performance

Responding

- **Musicianship**
 - Theory, Aural and keyboard
 - Arranging using music software
- **Music in Cultures, Styles, and History**
 - History of Jazz and Blues
 - Introduction to Classical Music
 - Film Music - Music Technology

Assessment

- **Music Practical** 50%
 - Solo Performance
 - Ensemble Performance
- **Musicianship** 20%
 - Theory
 - Aural
 - Keyboard
 - Hook Theory and Hookpan composition
- **Music in Cultures Styles and History** 15%
- **Arranging projects incorporating the use of variety of software programs** 15%

Year 10 Elective Subjects

Music Technology

Arts Elective

Take your music to the next level with Year 10 Music Technology. Students develop their production and composition skills by exploring the elements used to create Hip Hop, EDM, Pop and more. Computer music concepts explored in Year 9 are expanded upon with the use of music production software and hardware. Students develop the knowledge to create their original works through listening, analysing and reproducing music..

Content

Arrangement and Composition

- Make original compositions featuring your own loops and samples
- Create chord progressions, drum patterns and melodies
- Use MIDI controllers to compose in real-time

Aural Skills and The Elements of Music

- Produce tracks with the use of audio effects and automation
- Use external hardware to capture live vocals and instruments
- Develop listening skills to explore pitch, dynamics, form timbre and texture

Music in Cultures, Styles and History

- Apply style specific music industry production terminology and concepts
- Examine the historical development of computer-based music composition and production
- Discover the cultural influences that created various musical genres

Assessment

Project 1: 15%
Composition A

Project 2: 15%
Composition B

Project 3: 20%
Performance using music technology

Project 4: 30%
Composition C

Course work and Participation 20%
• Knowledge and skill tests
• Engagement in learning activities

Nutrition and Body Systems

Science Elective

Nutrition is a science that immerses students in the fundamentals of human nutrition, physiology, and health, and promotes investigation of current and emerging trends.

In this course students will investigate the nutrients in food and the way the body processes these nutrients. Students will also learn about viticulture, grape genetics and phenotypical characteristics in relation to soil science and food chemistry.

Students will apply knowledge and understanding of the principles of nutrition to investigate, research and critically analyse information to make informed decisions and recommendations on food consumption.

This course prepares students for SACE Stage 1 studies in Nutrition and Biology.

Content

- Body systems and the physiology of a healthy body
- Nutrition in food
- Introduction to viticulture
- Food Advertising
- Sustainable food systems

Assessment

- Tests
- Practical Investigations
- Research Assignments
- Semester exam



Year 10 Elective Subjects

Science Around Us

Science Elective

This course explores climate change, the carbon cycle and biodiversity as significant and topical big systems concerns. The emphasis is on understanding the science and key interactions between the atmosphere, hydrosphere, biosphere and lithosphere as they pertain to climate science.

The need to examine changes and interactions over time is emphasised; to understand and predict what is happening on a bigger scale to Earth.

This course is suitable for all Year 10 students: It provides an opportunity for those who do not necessarily intend on studying SACE Sciences, for continued studies in Science in Semester two of Year 10.

Content

Students revise their knowledge of space and celestial objects and learn about the big-bang theory and link this to Australia's involvement in space research, as well as large collaborative global experiments designed to explore the outer reaches of the universe.

Students will be involved in group activities requiring significant planning and independent student organisation.

With an emphasis on the human dimension and decision-making (at individual, community and government levels) students will be challenged to discover the importance of making an informed choice.

Assessment

- Research Assignments
- Class Debates
- Experiments
- Written Reports

Sports Science

Health and Physical Education Elective

This subject aims to explore the various aspects of Sport Science that ultimately influence and support sporting and athletic performance. Students will have the opportunity to follow their passion for sport and physical activity, through participation in a learning environment that has realistic applications to life beyond the classroom. They will utilise up-to-date technology and learn to apply relevant exercise principles through active participation.

Content

Students will work collaboratively to interpret, apply, analyse and evaluate their own and others' performances.

Major topics covered will include:

- GPS tracking and sport analysis
- Training programmes
- Leadership
- Sports nutrition
- Sport psychology
- Energy systems
- Sport and exercise careers investigation

Assessment

- Research assignments
- Investigations
- Performance evaluations
- Folio tasks



Year 10 Elective Subjects

Sports Coaching (Semester 2) Certificate III in Sport Coaching

Health and Physical Education Elective

This subject is run in Semester 2 and is offered as a VET qualification whereby students gain a Certificate III in Sports Coaching.

Students will acquire and apply their knowledge and understanding of sport coaching fundamentals, involving the study aspects of leadership, skill acquisition, athlete systems and sports science. The learning context will have reference to both community sport as well as the developing athlete, where components of technical, tactical, and mental development are explored.

Content

For students who are considering progressing into Stage 1 and 2 Physical Education, the Certificate III in Sport Coaching incorporates some of the necessary skills and key theoretical concepts that will better prepare students for senior PE.

In addition, the qualification provides a pathway to work in community coaching roles, either working or volunteering at community-based sports clubs and organisations in the Australian sport industry.

Assessment

This qualification carries a contribution of 65 Stage 2 credits and can be used towards a student's ATAR.

There is an associated cost to this VET option and as per all VET courses, the College covers 50% of fees.

Cost to parents is \$737.50

Visual Arts - Art

Arts Elective

In Year 10, students build on prior knowledge of 3D and 2D Arts Practice. The specific focus of this course is to introduce students to new ways of making artworks by working in the style of other contemporary artists. This will involve researching, analysing, experimenting and creating works influenced by these practitioners.

Students will also learn how to respond effectively to their own artworks and the artworks of others. An emphasis is placed on giving students the skills to identify Art Elements and Principles and the use of Visual Language.

Content

All projects could involve working in the following disciplines:

- Painting
- Printmaking
- Drawing
- Sculpture
- Mixed Media

Assessment

■ **Type 1: Folio**

■ **Type 2: Practical**

Resolved practical work and practitioner's statement.

■ **Type 3: Visual Study**

Investigation of Artists and their works.

Looking and comparing works of art and responding practically.



Year 10 Elective Subjects

Visual Arts - Design

Arts Elective

This course is designed to build on prior knowledge with a specific focus on using the Design Process to generate creative ideas in response to the constraints of the Design Brief. A focus will also be put on exposing students to the practices of influential contemporary designers in the areas of Graphic, Product, Fashion and Environmental Design.

This will involve researching, analysing, experimenting and creating designs influenced by these practitioners. Students will learn how to respond effectively to their own designs and the designs of others with an emphasis given to the use of informed Visual Language.

Content

All projects undertaken could involve working on some of the following projects:

- Fashion design
- Children's book illustration
- Corporate Logo
- Branding
- Packaging
- Architectural Design
- Recycled Eco Design
- Retro Design

Assessment

■ Type 1: Folio

Produce one folio that documents their visual learning in support of their practical work.

■ Type 2: Practical

Resolved practical work and practitioner's statement.

■ Type 3: Visual Study

Investigation of Designers and their works.

Looking and comparing works of art and design, and responding practically.

Woodwork

Design and Technology Elective

Students will focus on the development of skills, design and safety while working with wood and woodworking machinery.

This course will involve the design and construction of smaller timber projects such as a Drinks Tray, Dart Board Cabinet, Display Cabinet or bedside table

Content

This unit will require students to:

- Apply correct safety procedures and working practices
- Apply the design process to achieve a product
- Accurately calculate and cost required materials
- Safely operate fixed woodwork machinery (panel saw, radial arm saw, planer, table router) to prepare selected timber
- Apply appropriate joining, construction and assembly techniques

Assessment

- Teacher analysis and assessment of dartboard cabinet or display cabinet
- Completion of a design folio following the design process
Investigating, devising, producing, evaluating
- Question and answer worksheets – workshop safety
- Investigative report 'manufactured materials' and 'solid timbers'

Practical Projects:

Processes and Production Skills: 60%

Design work: 20%

Knowledge and understanding: 20%

Stage 1 Subjects

Semester 1	Lessons per week	Semester 2	Lessons per week	SACE	Length
Extended PC	1	Extended PC	1		Whole Year
English	6	English	6		
Mathematics	6				1 Semester
		Religion Studies	6		1 Semester Religion Studies may occur in Semester 1 or 2
Elective	6	Elective	6		
Elective	6	Elective	6		
Elective	6	Elective	6		1 or 2 Semesters
Elective	6	Elective	6		
Supervised Study	3	Supervised Study	3	Whole Year	Whole Year

Guidelines to consider when making subject choices

Religion Studies is a compulsory subject	10 credits
English is a compulsory subject:	20 credits
Students selecting Italian must select both Italian A and Italian B	20 credits
Students selecting Chemistry must select both Chemistry A and Chemistry B	20 credits
Students selecting Physics must select both Physics A and Physics B	20 credits
Students selecting Art/Design must select both Art/Design A and Art/Design B	20 credits
Outdoor Education - Stage 2 Full Year subject Students selecting Outdoor Education, can only select ONE further PE option	20 credits
Students selecting Music must select both Music A and Music B	20 credits



Stage 1 Subject Outlines

Accounting

1 semester: 10 credits

The study of Accounting gives students opportunities to learn the practical skills needed to manage their own financial affairs and to develop an understanding of the ethical considerations that affect financial decision-making.

Students develop an understanding of the successful management of financial affairs in business, and gain knowledge and skills related to accounting processes for organisational and business applications. Students also learn how to interpret financial information and how to convey this information to interested users.

The Environment of Accounting gives students opportunities to develop knowledge of:

- accounting and its function in a society
- the regulatory and conceptual frameworks of accounting
- the needs of internal and external stakeholders
- social, ethical, and technological issues
- the impacts of past, present and possible future accounting decisions.

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

Assumed Knowledge

Successful completion of a Humanities subject in Year 10.

Content

Core Topics

- The Environment of Accounting
- Double entry recording
- Financial Reports (Balance Sheet and Income Statements)

Assessment Components

- **Type 1:** Accounting Skills
- **Type 2:** Accounting Inquiry
- Formative Exam

Advanced Manufacturing - CAD

1 Semester: 10 credits

Stage 1 Computer Aided Design enables students to develop skills and understanding in the area of computer based graphic communication. Successful students will develop advanced skills with CAD software and Engineering equipment.

This focus area involves the use of design software Autodesk Inventor to solve design problems as well as incorporating 3D printers, laser cutters and a Roland Milling Machine to experience the link between designing and manufacturing.

Assumed Knowledge

'B-' grade or better in Year 10 CAD is desirable but not essential.

Content

Knowledge

- Drawing Software - Autodesk Inventor
- Understanding 3D Isometric Drawings
- Understanding 2D Orthogonal Drawings
- Design and assemble components.
- The Design Process
- Computer Integrated Manufacture
- 3D Printing
- Roland Rotary Axis Milling Machine
- Rayjet laser cutter

Techniques/Skills

- Transferring 3D designs into 2D and vice versa
- The use of drawing software
- Using CIM centre mill to create designs
- Using the Design Process to solve a problem
- Creating designs to Australian Standards
- Prototyping to improve solutions

Assessment Components

- **Type 1: Specialised Skills**
Students complete a series of drawings to test their skill level.

- **Type 2: Design Process and Product**

Students use the design process to develop a product.

Product Realisation – produce detailed plans, high quality rendered images and animations

Evaluation of Product – evaluate the solution against the design brief

Product Record - journal on how students produced their design

Stage 1 Subject Outlines

Ancient Studies

1 semester: 10 credits

In Ancient Studies, students learn about the history, literature, society, and culture of ancient civilisations. They consider the environmental, social, economic, religious, cultural, and aesthetic aspects of societies. Contemporary societies have a long heritage based on civilisations of the past. The study of ancient cultures, therefore, enables students to enhance their own cultural and intercultural understanding.

Through their studies, students build their through inquiry and examining how archaeological evidence can be utilised for the stories not told. Students will examine evidence to explain the contributions of past civilisations to contemporary and cultural understandings.

Assumed Knowledge

Successful completion of a History subject in Year 10.

Content

Stage 1 Ancient Studies features the following topics:

- Understanding Ancient History
- Warfare and Conquest (Rome)
- Beliefs, Rituals and Mythology (Greece)

In studying Rome, students will analyse the causes and outcomes that led to the downfall of the unofficial political alliance of Julius Caesar, Pompey the Great and Marcus Licinius Crassus as well as the establishment of Octavian Augustus' rule. Topics covered include the Roman Republic prior to 70BCE, Civil War, and the dictatorship and assassination of Julius Caesar.

In studying Greece, students will focus on Athenian and Spartan societies and the significance of beliefs, rituals and afterlife concepts such as funerary practices and forms of burial. Students will examine myths and legends to explore funerary customs and rituals, and gods and goddesses with a particular focus on Artemis, Poseidon and Apollo.

Assessment Components

For a 10-credit subject, students provide evidence of their learning through four assessments.

Students undertake:

- **Type 1: Skills and Applications**

Three historical skills assessments (e.g. essay, sources analysis, multimodal presentation).

- **Type 2: Inquiry - One historical inquiry**

The historical inquiry is based on an ancient society from 3000BCE – 500 CE. Students inquire into, explore, interpret and research a historical idea, event, person, or group in depth.

Biology A and/or B

1 semester each: 10 or 20 credits

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

By investigating biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes through to macroscopic ecosystem dynamics, students extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues, and understand how biological science impacts on their lives, society, and the environment.

Students apply their understanding of the interconnectedness of biological systems to evaluate the impact of human activity on the natural world. In their study of biology students inquire into and explain biological phenomena and draw evidence-based conclusions from their investigations of biology-related issues and innovations.

Assumed Knowledge

'B-' grade or higher in Science in Year 10.

A demonstrated competence in Mathematics.

Content

Biology A

- Cells and Microorganisms
- Infectious Disease

Biology B

- Multicellular Organisms
- Biodiversity and Ecosystem Dynamics

Assessment Components

Type 1:

- Investigation Folio
- Practical investigations
- Research Investigations
- Skills and Application Tasks

Type 2:

- Tests

Students who intend studying Biology at Year 12 are recommended to complete both Biology A and Biology B to best prepare for their Stage 2 studies.

Minimum requirements for entry into Stage 2 Biology is to successfully complete (with a 'B-' grade or greater) at least one Semester of Stage 1 Biology.

Type 3:

- Formative Exam

Stage 1 Subject Outlines

Business Innovation

1 semester each: 10 or 20 credits

In Stage 1 Business Innovation students begin to develop the knowledge, skills and understanding to engage in business contexts in the modern world. Students are immersed in the process of finding and solving customer problems or needs through design thinking and using assumption-based tools.

Initially students will be guided through structured processes such as the Business Model Canvas and Value Proposition Canvas to develop their understanding. Students are encouraged to take risks during the iterative process of proposing, developing, testing and refining solutions.

Students consider the opportunities and challenges associated with start-up and existing businesses and explore how emerging technologies may present new opportunities. Students are to analyse the responsibilities and impacts of proposed business models on global and local communities.

Assumed Knowledge

Successful completion of a Humanities subject in Year 10.

Content

- Business Skills
- Design Thinking Approach
- Business Model Canvas
- Value Proposition Canvas
- Stakeholders and Market Segments
- Business Pitch

Assessment Components

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

Chemistry

Full Year: 20 Credits

In their study of Chemistry, students develop and extend their understanding of the physical world, the interaction of human activities and the environment, and the use that human beings make of the planet's resources.

They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies.

Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues.

The study of Chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

Assumed Knowledge

'B-' grade or higher in Science in Year 10.

A demonstrated competence in Mathematics.

Content

Chemistry A

- Materials and their Atoms
- Combining Atoms
- Molecules

Chemistry B

- Mixtures and Solutions
- Acids and Bases
- Redox Reactions

Assessment Components

- **Type 1:** Folio Investigation
- **Type 2:** Tests
- **Type 3:** Formative Exam

Students who intend studying Chemistry at Year 12 are required to complete both Chemistry A and Chemistry B. Students must achieve a 'B' average grade across both semesters.

Stage 1 Subject Outlines

Child Studies

1 semester: 10 Credits

The Child Studies curriculum gives students the opportunity to learn about the complexities of child development. Within the coursework, students will investigate the physical, social, emotional and intellectual development of children, from conception to age 8.

The course is designed for students interested in exploring the diverse range of values and beliefs around childhood and the care of children within a contemporary context. Students will learn about the needs and interests of children and apply this knowledge to plan events and activities appropriate to children under the age of eight.

Students will explore the role of nutrition within optimal development and apply their knowledge within the kitchen setting. They will also engage with a wide variety of children's texts and apply their understanding in the creation of a storybook of their own. Students will also work in a team to plan and deliver a lesson to a group of junior primary students.

The Child Studies curriculum allows students to explore the different contexts in which a knowledge of the complex needs of children is necessary, and the many career paths associated with child care and development.

Assumed Knowledge: Nil

Content

- The role of nutrition in child development
- Literacy learning in young children
- The importance of play
- Impact of technology on young children
- Baby simulator experience

Assessment Components

■ Practical Activities (50%)

Students will investigate the importance of nutrition during childhood and plan and prepare a balanced meal for a toddler.

Students will research the role of literacy education on the intellectual development of children and create a children's storybook appropriate for junior primary children.

Students will also have the opportunity to look after the baby simulator, meeting the needs of the child, and reflect on this experience.

■ Group Activities (20%)

In a group, students will plan a physical activity event utilising sports equipment. Students will then individually reflect on the processes and outcomes of the activity,

■ Investigation (30%)

Students will formulate a research questions based around the impact of technology on the development of children under the age of eight. They will then use primary and secondary data to formulate a research response.

Community Studies A &/or B

1 Semester each: 10 or 20 credits

Community Studies offers students the opportunity to learn in a community context and to interact with teachers, peers and community members beyond the school environment. Students decide the focus of the community activity, which begins from a point of personal interest, skill or knowledge. By setting challenging and achievable goals in a community activity, students enhance their skills and understandings in a guided and supported learning program. They develop their capability to work independently and to apply their skills and knowledge in practical ways in their community.

Community Studies provides students with insights into the ways in which communities are shaped and operate. It offers students the opportunity to learn in a community context, both within and beyond the school environment. The community provides the framework in which students develop capabilities that enable them to contribute actively and successfully to community activities. In interacting with teachers, peers, and community members, students use their experiences as a means of achieving personal growth and gaining an awareness of social identity.

Assumed Knowledge: Nil

Content

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

- Arts and the Community
- Business and the Community
- Communication and the Community
- Design, Construction and the Community
- Environment and the Community
- Foods and the Community
- Health, Recreation and the Community
- Science and the Community
- Technology and the Community
- Work and the Community

Please note: Students are able to choose either one or two semesters of Community Studies in Stage 1. This can be either Community Studies A or B. Students are to negotiate this on a needs basis with the Head of Department or Director of Teaching and Learning or the VET Coordinator. Students are encouraged to select Community Studies if undertaking VET.

Assessment Components

- **Type 1:** Contract of Work
- **Type 2:** Reflection



Stage 1 Subject Outlines

Dance A and/or B

1 Semester: 10 credits each

Dance may be undertaken as a 10 credit or 20 credit subject at Stage 1 and as a 20 credit subject at Stage 2.

Dance is the language of movement, it is the realisation of the body's potential as an instrument of expression. In Dance, students develop creative, technical and physical understanding, and an appreciation of Dance as an art form.

Students have the opportunity to develop a range of life skills for their careers and personal pathways and learn to acknowledge and respect diversity and alternative perspectives on the world.

Assumed Knowledge

Successful completion of 1 unit of Dance at Year 10, or by negotiation with the Subject Coordinator.

Content

Dance A Topics:

Students explore 'Contemporary Dance Issues' through experiences based around live performances and exiting Australian Dance Companies. Students will be required to attend extra rehearsals around performance time.

Dance B Topics:

Students explore 'Historical Dance Issues', Jazz Dance and Musical Theatre.

Students will be required to attend extra rehearsals around performance time.

Assessment Components

■ Type 1: Skills Development

Students make judgements about their development as a dancer or choreographer through research and reflection on their own creative work.

800 words or 5 min oral/ multimodal form

■ Assessment Type 2: Creative Explorations:

Students explore and apply their dance understanding, skills and techniques to develop, refine and present their creative work.

Performance (5 mins) or composition (1-2 mins) presented as live performance, film, artistic installation or multimedia presentation.

■ Assessment Type 3: Dance Contexts:

Students investigate dance and performance from specific cultures, historical periods or traditions to analyse the function of the dance.

Can be undertaken as an in-depth investigation or a comparative task. 800 words or 5 min oral/ multimodal form.

Refer to pathways table on Page 20

Digital Filmmaking

1 Semester: 10 credits

Digital Filmmaking aims to skill students in the use of video cameras in terms of filming and editing techniques. The use of this technology will benefit student skills in a range of subjects outside of school and in their everyday lives.

Students will use industry standard software and equipment to film, edit and compose their own digital video products.

Assumed Knowledge

Successful completion of Computer Applications and/or Computer Science and/or related area in Year 10 would be an advantage.

Content

Knowledge

- Cinematic Techniques
- Shooting Documentaries
- Compression of video files
- Frame rates
- Exposure

Techniques/Skills

- Filming - lighting, background perspective, camera angles, rule of thirds
- Capturing - formats
- Video Editing - deleting parts, green screen, special effects, multi-track video and audio.
- Stills editing - cropping, layering, transparencies, adjusting colour, filters
- Audio editing - cropping, sound levels, timing, sound effects, digetic vs non digetic sounds
- Developing a Design Proposal
- Storyboarding

Assessment Components

■ Type 1: Specialised Skills Tasks

Produce a video demonstrating camera framing, movement and light

Acid sound o a silent clip

Explore the 'Power of Sound' in cinema

■ Type 2: Design Process & Solution

- **Part 1: Design Development**
Investigation and analysis of documentary film
- Design of a documentary video
- Investigation into the roles and responsibilities of documentary film making

■ Type 3: Solution Realisation

- Product Realisation: Produce a 3-5 min documentary video
- Evaluation of Product: Evaluate the documentary video

Stage 1 Subject Outlines



Digital Photography

1 Semester: 10 credits

The Photography program covers the capture and transfer of digital images including the use of manipulation software to enhance, modify and create images and practical use of a digital camera. These skills are developed through a series of formative tasks and verified using summative tasks.

Students have the opportunity to develop professional photographic skills through the learning of camera technique and photographic composition.

Assumed Knowledge

Previous study in Art and/or Design, Digital Technologies, Computer Science or Computer Applications would be an advantage.

Content

Knowledge

- Digital SLR camera; shutter speed, aperture, depth of field
- Understanding and using light
- Photographic composition
- Image collation and storage
- File types and resolution
- Paper types, printer settings

Techniques/Skills

- Image capture
- Digital Camera: image capture using the digital camera
- Application of photographic composition
- Importing and exporting files
- Image modification and enhancement; creative applications in digitally manipulating images using Adobe Photoshop
- Printing processes and presentation techniques

Assessment Components

■ Type 1: Specialised Skills Tasks

Image capture; Photo restoration using Adobe Photoshop and camera raw; Photographic Composition.

■ Type 2: Design, Process and Product

Design brief for a photographic product based on a selected theme; requirements, constraints, performance criteria;

Investigation of similar products; Image capture, storage, analysis and enhancement;

Developing templates, layout, typography;

Develop and annotate possible solutions

Digital Publishing

1 Semester: 10 credits

Students are introduced to Desktop Publishing in this course. This type of publishing produces paper based products, allowing the students to explore their creative talents by using the technology to complete a variety of visual tasks.

The students develop skills in using industry standard software such as: Adobe Photoshop, Adobe InDesign, and Adobe Illustrator.

Assumed Knowledge

Successful completion of Computer Applications and/or Computer Science in Year 10 would be an advantage.

Content

- Design Principles – Contrast, Repetition, Alignment and Proximity
- Text Hierarchy, layout of text, fonts, paragraphs, indents, justification
- Graphics resolution, print vs electronic, text wrapping
- Referencing, footnotes, endnotes
- Skills
- Scanning, ppi, dpi, resolution, descreening
- Adobe InDesign CC, Adobe Photoshop CC
- Microsoft package software

Assessment Components

■ Type 1: Practical Skills

Promotional Products

Three-fold Brochure

Business Package branding

■ Type 2: Product and Documentation

Documentation and Design of product

■ Type 3: Issues Analysis



Stage 1 Subject Outlines

Digital Technologies A

1 semester: 10 credits

The Study of Digital Technologies A promotes learning through initiative, collaboration, creativity, and communication using project and inquiry-based approaches. In Digital Technologies A students develop a combination of skills that enable them to contribute to innovation in digital solutions. These skills encompass academic, technical, and soft skills, and the ability to apply these skills and knowledge to solving unfamiliar problems. Students work independently and/or collaboratively to generate ideas and create innovative solutions and creative products. Studying Digital Technologies A, students will have the opportunity to:

- apply computational thinking skills to explore problems and possible solutions
- develop and apply programming skills in creating digital solutions
- develop and apply program-design skills to create and evaluate digital solutions
- research and discuss ethical considerations in digital technologies
- work individually and collaboratively

Assumed Knowledge

Previous study in Year 10 Digital Technologies would be an advantage. Students considering Stage 2 Digital Technologies may benefit from studying both Digital Technologies A and B

Content

This course consists of the following focus areas:

- Programming
- Exploring Innovation

Which are underpinned by computational thinking skills, program-design skills and data analytics.

Assessment Components

- | | |
|---|-----|
| ■ Type 1: Project Skills | 70% |
| Exploring eco-systems and ethics | |
| Basic programming skills (Python) | |
| ■ Type 2: Project Skills | 30% |
| Role Playing Game creation (RPG) Python | |

Digital Technologies B

1 Semester: 10 credits

In Digital Technologies B students create practical, innovative digital solutions to problems of interest. By extracting, interpreting, and modelling real-world data sets, students identify trends and examine sustainable solutions to problems in, for example, business, industry, the environment, and the community. They investigate how potential solutions are influenced by current and projected social, economic, environmental, scientific, and ethical considerations, including relevance, originality, appropriateness, and sustainability. Studying Digital Technologies B, students will have the opportunity to:

- apply computational thinking skills to explore problems and possible solutions
- develop and apply programming skills in creating digital solutions
- analyse patterns and relationships in data sets and/or algorithms, and draw conclusions
- develop and apply program-design skills to create and evaluate digital solutions
- research and discuss ethical considerations in digital technologies
- work individually and collaboratively

Assumed Knowledge

Previous study in Year 10 Digital Technologies would be an advantage. Students considering Stage 2 Digital Technologies may benefit from studying both Digital Technologies A and B

Content

This course consists of the following focus areas:

- Data Analytics
- Advanced Programming

Which are underpinned by computational thinking skills, program-design skills and exploring innovations.

Assessment Components

- | | |
|--|-----|
| ■ Type 1: Project Skills | 70% |
| Analyse relationships in data sets, apply programming and program-design skills, and use a digital system to transform data into information | |
| Advanced programming skills (Python). Students extend their programming, knowledge and coding skills. | |
| RPG Design Plan | |
| ■ Type 2: Project Skills | 30% |
| Digital Product Solution | |

Stage 1 Subject Outlines



Drama A

1 Semester: 10 credits

Telling human stories and expressing our humanity to each other are essential qualities and are the essence of Drama work. Students experiment in using theatre as a tool to inform and educate audiences. Students learn by creating a theatre company and participating in creative problem-solving, idea generation, analysing and evaluating performance, developing personal interpretations of texts; learning to set goals and working collaboratively to achieve them; rehearsals, workshops, as well as presenting their work in the form of polished performances.

Students study the theories and techniques of contemporary theatrical innovators in a practical and theoretical context. Students also view a professional theatre performance to inspire them in their own dramatic work and to prompt discussions which refine skills of evaluation and analysis. Students work together as an ensemble to rehearse and perform an established script to an audience. Students can choose either an onstage or offstage role and must attend rehearsals outside of normal school hours.

Assumed Knowledge

Successful completion of one Semester of Drama at Year 10, or by negotiation with the Subject Coordinator.

Content

- Understanding and Responding to Drama
- Company and Performance
- Drama and Technology

Assessment Components

■ Group Performance and Reflection

Participate in a group performance for an audience

Students present a short multimodal presentation expressing their learning

■ Responding to Drama

Responding to live theatre, or other drama events such as a festival, a masterclass or workshops

Undertake study of at least one theatrical style or dramatic text

■ Creative Synthesis

Experimentation with theatre technology and contemporary innovations in a design role (Sound, Lighting, Multimedia)

Students respond to a real or hypothetical vision for a text studied

Drama B

1 Semester: 10 credits

Film is an important element of the performing arts and is another way to express the human stories that are essential components of Drama work. Students of Drama learn by participating in creative problem-solving; idea generation, analysing and evaluating performance, developing personal interpretations of texts, learning to set goals and working collaboratively to achieve them, rehearsals, workshops, planning and executing film shoots, as well as presenting their work in the form of polished performances and film.

Students study the theories and techniques and innovations of dramatic performance and film in practical and theoretical contexts. Students work together to plan, film and edit their creative work. Students will take on a range of roles both in front of and behind the camera, as well as onstage or an offstage role for their group performance. For this creative work students will need to attend rehearsals outside of normal school hours.

Assumed Knowledge

Successful completion of one Semester of Drama at Year 10, or by negotiation with the Subject Coordinator.

Content

- Understanding and Responding to Drama
- Company and Performance
- Drama and Technology

Assessment Components

■ Group Performance and Reflection

Participate in a group performance for an audience

Students present a short multimodal presentation expressing their learning

■ Responding to Drama

Responding to film, or other drama events such as a film festival or masterclass

Undertake study of film techniques, shot types and styles

■ Creative Synthesis

Experimentation with film technology, contemporary innovations and multimedia

Students create a short film or integrate film work and multimedia into live performance



Stage 1 Subject Outlines

Economics

1 Semester: 10 credits

Studying economics enables students to understand how an economy operates, the structure of economic systems, and the way in which they function. Students develop an understanding of different economic systems and institutions, and can assess the degree to which these systems and institutions help satisfy people's needs and wants. Students become aware that economic decisions are not value free and have outcomes that may be inconsistent with social, moral, and ethical values.

Students research, analyse, evaluate and apply economic models that are expressed in graphical and/or diagrammatic form. They make forecasts about economic change and evaluate issues for individuals and groups in local, national, and global settings.

They learn how some of these issues affect their lives and how they can use the knowledge and skills of economics to inform their participation in society.

Assumed Knowledge

Successful completion of a Humanities subject in Year 10.

Content

- The Economic Problem
- Economics Systems
- The Market Economy
- Government Involvement in the Market Economy
- The Circular Flow of Income
- Economic Thinkers
- Employment and Unemployment
- Price Stability

Assessment Components

- **Type 1:** Folio
- **Type 2:** Economic Project
- Formative Exam

Electronics

1 Semester: 10 credits

Stage 1 Electronics aims to skill students in the understanding and use of microcontrollers, namely Arduino. Higher order skills in programming, the use of additional sensors, the design and making of circuits will also be part of the course.

This focus area involves the use of Arduino microcontrollers and various shields and robotic platforms to create programmable devices that incorporate light, sound and movement.

Assumed Knowledge

Successful completion of an Electronics, Mathematics or Science in Year 10.

Content

Knowledge

- Arduino microcontroller
- Understanding circuit schematics
- Programming code
- Using shields
- The Design process
- CIM - Computer Integrated Manufacture: 3D Printing, Roland Milling Machine

Techniques/Skills

- Using Arduino IDE to program various boards and sensors
- Using veroboard to layout circuits
- Adding sensor shields to Arduino for more functionality
- Designing and prototyping solutions
- 3D printing and milling parts for projects

Assessment Components

- **Type 1: Specialised Skills and Tasks (Two)**

Specialised Skills Application RGB LED and remote control, oscillating circuit.

- **Type 2: Design Process and Product**

Product design (Investigation, devising to meet requirements of the design brief)

Product evaluation (Evaluate the product against the criteria in the design brief)

Product record (Journal on how student produced their design)

Programming and manufacture of LED Acrylic sign

Soldering and implementation of Arduino Nano

Stage 1 Subject Outlines

English

Full year: 20 credits

Stage 1 English provides students with opportunities to read a variety of contemporary and Young Adult texts, and to view, write and compose, listen and speak and use information and communication technologies in appropriate ways for different purposes. Students develop knowledge and understanding of the ideas, values and beliefs explored in texts, critically analyse a variety of texts to determine their generic conventions as well as their social and cultural significance and analyse the ways in which language techniques influence opinion and decisions. A major focus is placed on the development of clear and accurate communication skills through emphasising drafting/editing procedures.

Assumed Knowledge

- Successful completion of Year 10 English ('C/C+' grade or higher) and teacher recommendation.
- Developed reading and writing skills.
- Willingness to work in a variety of individual, group and class situations.

Content

Stage 1 English is offered as two, semester length, 10 credit subjects, each of which comprises:

Reading and Responding to Texts

Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to compose their own texts.

Creating Texts

Students provide evidence of the extent and quality of their learning in producing texts in written, oral or multimodal form.

Intertextual Study

Students complete an intertextual study.

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

Assessment Components

- **Type 1: Responding to Texts**
2 pieces per semester consisting of 800 words for written pieces or 5 minutes for oral or multimodal presentations.
- **Type 2: Creating Texts**
1 piece per semester consisting of 800 words each for written pieces or 5 minutes for oral or multimodal presentations.
- **Type 3: Intertextual Study**
1 piece per semester which may consist of an analytical response to two texts or the creation of a text which responds to a published text. 1000 words for written pieces or 6 minutes for oral or multimodal presentations.
- Formative Exam

English Literary Studies

Full year: 20 credits

In English Literary Studies, students analyse the interrelationship between author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world.

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, context and audience is applied in students' own creation of imaginative, interpretive, analytical, and persuasive text that may be written, oral and/or multimodal.

Assumed Knowledge

Successful completion of Year 10 English ('B-' grade or higher) and teacher recommendation. Well-developed reading, writing and analytical skills.

Content

Stage 1 English Literary Studies is offered as 2 semester length, 10 credit subjects, each of which comprises:

Responding to Texts

Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to compose their own texts.

Creating Texts

Students provide evidence of the extent and quality of their learning in producing texts in written, oral or multimodal form.

Intertextual Study

Students complete an intertextual study.

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

Assessment Components

- **Type 1: Responding to Texts**
2 pieces per semester consisting of 800 words for written pieces or 5 minutes for oral or multimodal presentations.
- **Type 2: Creating Texts**
1 piece per semester consisting of 800 words each for written pieces or 5 minutes for oral or multimodal presentations.
- **Type 3: Intertextual Study**
1 piece per semester which may consist of an analytical response to two texts or the creation of a text which responds to a published text. 1000 words for written pieces or 6 minutes for oral or multimodal presentations.
- Formative Exam



Stage 1 Subject Outlines

English as an Additional Language

Full year: 20 credits

This course aims to develop:

- The ability to use English effectively in a wide range of social and learning contexts.
- Specific listening, speaking, reading and writing skills which will be essential for further study.
- The use of more formal language that is appropriate for a variety of situations.

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

Assumed Knowledge

To be eligible for this subject, students should have less than 5 years of schooling where the language of instruction was English. However, students may also be eligible if they have a non-English speaking background and if their English language proficiency has been assessed as restricted. This will be determined by performance in the production of two written, factual texts. The criteria for judging the work has been outlined by SACE Board.

Content

Stage 1 English as an Additional Language is offered as two, semester length, 10 credit subjects, each of which comprises:

Responding to Texts

Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to compose their own texts.

Interactive Study

Students complete an interactive task: both an interview and a discussion are completed across the year.

Language Study

Students identify and analyse aspects of language used in one or more texts.

Assessment Components

■ Type 1: Responding to Texts

2 pieces per semester, one written and one oral presentation. Written responses consist of 600 words while oral presentations are 5 minutes in length.

■ Type 2: Interactive Study

Semester 1: Interview conducted in English culminating in a written report of 600 Words

Semester 2: Discussion of an idea presented in two texts. Multimodal presentation with a 5 minute contribution.

■ Type 3: Language Study

1 Piece per semester presented in either written (800 words), oral (5 minutes) or multimodal form.

■ Formative Exam

Essential English

Full year: 20 credits

Stage 1 Essential English provides students with opportunities to develop a range of communication skills through reading and viewing a variety of contemporary Young Adult novels, media and electronic texts and by writing, composing, listening and speaking and using information and communication technologies in appropriate ways for different purposes. A major focus is placed on the development of clear and accurate communication skills through emphasising drafting/editing procedures.

Subjects in the English Learning Area have a common focus on the exploration and development of English skills, strategies, knowledge, and understanding, for a variety of purposes. This is achieved through reading, viewing, writing, composing, listening, speaking and using information and communication technologies (ICTs) in appropriate ways and for different purposes. In this subject students respond to and create texts in and for a range of personal, social, cultural, community and or workplace contexts.

Assumed Knowledge

- Entry to this course is by recommendation by the Head of Department in consultation with a class teacher.
- Reading and writing skills.
- Willingness to work in a variety of individual, group and class situations.

Content

Responding to Texts

Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to compose their own texts. Students learn that texts and language are situated in social and cultural environments and the ways in which the study of texts supports them to establish and maintain community connections.

Creating Texts

Students explore a range of text types for a range of purposes and audiences and compose their own texts. They learn to recognise the linguistic codes and conventions of different text types and use these to compose their own texts.

Assessment Components

Assessment is school based. Students demonstrate evidence of their learning in Stage 1 Essential English through the following:

■ Type 1: Responding to Texts

2 pieces per semester consisting of 800 words for written pieces and 5 minutes for oral or multimodal presentations.

■ Type 2: Creating Texts

2 pieces per semester consisting of 800 words for written pieces and 5 minutes for oral or multimodal presentations.

This subject provides opportunities to develop a range of skills which may be useful in a variety of employment and study situations. This subject does not lead to any of the Stage 2 English subjects currently on offer.

Stage 1 Subject Outlines



Food and Hospitality

1 Semester: 10 credits

Stage 1 Food and Hospitality develops students' skills and safe work practices in the preparation, storage and handling of food. It is a highly practical course with the aim of reflecting industry standards in the dishes produced.

In this semester long program, students have ownership and choice buy designing and cooking recipes based on the assessment's topic and purpose. The main topics include food safety, creative desserts, environmental sustainability and healthy eating trends. Students develop knowledge and skills in: cooking with high-risk ingredients to prevent food poisoning, creative techniques and elements to enhance food presentation, producing fresh pasts using modern technology with a focus on using seasonal South Australian produce and understanding the contemporary issues of food marketing via social media.

This course gives students a foundation of skills and knowledge leading to Stage 2 Food and Hospitality.

Assumed Knowledge

Completion of Year 10 Food Technology preferred.

Content

- Safe handling of food
- Techniques and elements to enhance food presentation
- Healthy food trends
- Environmental sustainability on the food and hospitality industry

Assessment Components

Type 1:

Individual Practical Activity	25%
■ Safe handling	
400 word research task, practical application,	
400 word reflection	

Type 2: Group Activity

- Creative desserts
- 400 word collaborative action plan, practical application, individual 400 word reflection
- Gourmet fresh pasta to go
- 400 word collaborative action plan, practical application, individual 400 word reflection

Type 3: Investigation

- Impact of food marketing via social media apps on adolescent health
- 600 word investigation report

This course gives students a foundation of skills and knowledge leading to Stage 2 Food and Hospitality.

Students are required to write a letter of application outlining their interests in Food and Hospitality

This letter should be emailed to

Lynda.White@smc.sa.edu.au by Wednesday 23 August.

Furniture Construction

1 Semester: 10 credits

Furniture Construction aims to further develop the skills and knowledge students have acquired in becoming proficient and safe operators of woodworking machinery, and power tools. These skills are developed through the production of a small piece of furniture, involving a number of assessed components and numerous practice exercises. There is a large emphasis on design, safety and developing appropriate workshop techniques.

This focus area involves using materials such as wood and applying appropriate knowledge and understanding of skills, processes, procedures, and techniques to a range of technological activities.

Assumed Knowledge

Successful completion of Woodwork in Year 10 would be an advantage.

Content

Knowledge

- Identify appropriate techniques required
- Ability to identify different types of board products and solid timber
- Understanding use of appropriate fasteners and adhesives
- Use and application of cabinet fittings

Techniques/Skills

- Measuring and marking out
- The use of machinery e.g. Radial Arm Saw, panel saws, routers and drills
- Edge treatments/Joint Production
- Designing and planning
- Working to tolerances
- Safe work practices

Assessment Components

■ Type 1: Specialised Skills

Produce an article of furniture from the drawing provided eg Folding Table

■ Type 2: Design Process and Product

Design their own table

A series of working drawings

Product Realisation - students build their own table from their design

Product Record - produce a journal on the production of their project



Stage 1 Subject Outlines

Geography

1 semester: 10 credits

Geography offers students the opportunity to develop an understanding of the spatial interrelationships between people, places, and environments' (SACE Subject Outline). In Stage 1 the focus is on the sustainability of places, hazards and issues in coastal environments.

In this subject students develop their ability to collect, analyse and communicate data collected from a range of secondary sources and fieldwork. Students use this information to help them improve their ability to explore a range of geographic issues and pose solutions that lead to a more sustainable world.

Assumed Knowledge

Successful completion, 'C' grade or better of Year 10 Geography, History or English.

Content

Students will study three topics which are selected through negotiation with the students and teachers:

- **Theme 1: Sustainable Places**
 - Topic 1: Rural and/or remote places
 - Topic 2: Urban places
 - Topic 3: Megacities
- **Theme 2: Hazards**
 - Topic 4: Natural Hazards
 - Topic 5: Biological and Human Induced Hazards
- **Theme 3: Contemporary Issues**
 - Topic 6: Local Issues

Assessment Components

- **Geographical Skills and Applications:** 75%
 - 3 tasks, with at least one based on the application of spatial technologies
- **Fieldwork** 25%
 - 1 task based on a 2 night/3 day camp to Victor Harbour and the Fleurieu Peninsula
- **Formative Exam**

Girls in STEM

1 Semester: 10 credits

Stage 1 Girls in STEM fosters the success of female students to develop skills and understanding in the areas of Science, Technology, Engineering and Mathematics. Students will develop advanced skills in problem solving, CAD software and Engineering equipment.

This focus area involves the use of design software and scientific process' of enquiry to solve real world design problems as well as incorporating 3D printers, laser cutters and a Roland Milling Machine to prototype, test, evaluate and draw evidence-based conclusions.

Assumed Knowledge

'B-' grade or better in any Year 10 Design and Technology subject, but not essential.

Content

Knowledge

- Drawing Software - OnShape
- FEA - digital testing
- Design and assemble components
- The design process
- Computer Integrated Manufacture
- 3D Printing
- Rayjet laser cutter

Techniques/Skills

- Project Management and team communication
- Transferring 3D designs into 2D and vice versa
- Using the design process to solve a problem
- Creating designs to Australian Standards
- Prototyping to improve solutions

Assessment Components

- **Type 1: Specialised Skills**
 - Students complete a series of models to test their problem solving and communication skills
- **Type 2: Design Process and Product**
 - Students use the engineering process to develop a product to solve a real-world problem

Product Realisation

- Produce detailed plans, prototypes or physical model, high quality rendered images and animations

Evaluation of Product

- Evaluate the solution against the design brief

Product Record

- Journal on how students produced their design

Stage 1 Subject Outlines

Health & Wellbeing

1 semester: 10 credits

In Health and Wellbeing, student agency and advocacy is promoted through active participation in activities and learning opportunities that explore health and wellbeing in various contexts. Within this, students will develop an understanding of the way in which health and wellbeing is influenced by diverse social and cultural attitude, beliefs and practices.

Students will explore and develop the skills necessary to be reflective learners, in order to make more informed choices and decisions for improved health and wellbeing outcomes for individuals, communities and global societies. They will evaluate trends and issues that impact health and wellbeing and make connections to community and social actions for more effective promotion of positive health outcomes.

Assumed Knowledge: Nil

Content

- Health Literacy
- Health Determinants
- Social Equity
- Health Promotion

Assessment Components

- **Assessment Type 1:** Practical Action
- **Assessment Type 2:** Issue Inquiry

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

- Practical action task(s)
- Issue inquiry task(s)

Italian-Continuers

Full year: 20 credits

Stage 1 Italian covers three themes: The Individual, The Italian-speaking Communities and The Changing World.

Students extend their communication skills and biliteracy by interacting with others and creating texts to share information, ideas, opinions and experiences. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, reflecting on how culture influences communication.

They also reflect on attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language. These intercultural skills can improve career prospects and foster social and economic benefits for Australia. Students further develop cognitive skills through analytical, critical, creative, and reflective thinking. These skills help them to become effective and organised communicators and researchers.

Assumed Knowledge:

'C' grade or better in Year 10 Italian. Students wanting to undertake Year 12 Italian Continuers must select Italian Continuers A and B at Stage 1.

Content

Students listen to, view, react, respond to and create a range of texts in Italian. Topics may include Identity, Holidays, Environmental Issues and Sustainability, Regional Italian Cuisine, Family, Festivals, the World of Work, Italian Design and Made in Italy.

They create extended texts while exploring language and noticing the impact of technology, media and globalisation. They compare and contrast views, participate in research and reflection, synthesize information, and connect ideas. They identify practices, values and beliefs and compare them with their own, exploring how these may have changed over time.

Assessment Components

There are 5 Summative SACE Assessments per semester:

- **Type 1:** Interaction 20%
Exchange information, ideas, opinions, and experiences in spoken Italian.
- **Type 2:** Text Production 20%
Express ideas and/or information and/or opinions and/or feelings in written Italian.
- **Type 3:** Text Analysis 20%
Interpret texts in Italian with responses in Italian and/or English.
- **Type 4:** Investigation (2 components) 40%
Research and reflect on a cultural or social aspect of 'The Italian-speaking Communities' or 'The Changing World' themes. Students complete both a response in Italian **and** a reflective response in English.
- Formative Exam

Stage 1 Subject Outlines

Legal Studies

1 semester: 10 credits

Legal Studies explores Australia's legal heritage and the dynamic nature of the Australian legal system within a global context.

Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition. By analysing the Australian legal system, students consider how diverse groups in society, including Indigenous Australians, influence and are influenced by the legal system.

The study of Legal Studies provides insight into law-making and the processes of dispute resolution and the administration of justice. Students investigate legal perspectives on contemporary issues in society.

Students reflect on and make informed judgments about, strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied.

Assumed Knowledge

Successful completion of a Humanities subject in Year 10.

Content

- **Topic 1:** Law and Society
- **Topic 2:** People, Structures and Processes
- **Topic 3:** Law-making

Assessment Components

- **Type 1:** Analytical Response
- **Type 2:** Inquiry
- **Type 3:** Presentation
- Formative Exam

Essential Mathematics

Full year: 20 credits

Essential Mathematics A and B offer senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts.

There is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways. This subject is intended for students planning to pursue a career in a range of trades or vocations.

Essential Mathematics is a 10-credit subject or a 20-credit subject at Stage 1, and a 20-credit subject at Stage 2. Completion of 10 or 20 credits of Stage 1 Essential Mathematics with a C grade or better will meet the numeracy requirement of the SACE.

Assumed Knowledge

Successful completion of Year 10 Level B with a 'C' grade or Level C with a "B" grade.

Students must have access to a Graphics Calculator.

Content

- Calculations, Time and Ratio
- Earning and Spending
- Geometry
- Data in Context
- Measurement
- Investing

Assessment Components

Each 10 credit subject (1 semester) requires students to complete:

- **Type 1:** 3 Skills and Application Tasks (25% each) 75%
- **Type 2:** 1 Folio Task: no more than 6 A4 pages 25%
- Formative Exam

Stage 1 Subject Outlines

General Mathematics

1 Semester each: 10 credits each

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

These topics cover a diverse range of applications of mathematics. Successful completion of this subject at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

General Mathematics is a 10-credit subject or a 20-credit subject at Stage 1, and a 20-credit subject at Stage 2. Completion of 10 or 20 credits of Stage 1 General Mathematics with a C grade or better will meet the numeracy requirement of the SACE.

Assumed Knowledge

Successful completion of Year 10 Level B Mathematics with a 'B' grade or better.

Students must have access to a Graphics Calculator.

Content

- Measurement
- Matrices and Networks
- Investing and Borrowing
- Applications of Trigonometry
- Linear and Exponential Functions
- Statistical Investigation

Assessment Components

Each 10 credit subject (1 semester) requires students to complete:

- **Type 1:** 3 Skills and Application Tasks (25% each) 75%
- **Type 2:** 1 Folio Task: no more than 8 A4 pages 25%
- Formative Exam

Mathematical Methods

Full year: 10 credits each

Mathematical Methods A, B and C develop an increasingly complex and sophisticated understanding of Mathematics, and must be chosen as 3 x 10 credit subject option.

Students develop a deep understanding of the physical world through a sound knowledge of mathematical relationships.

Successful completion of Stage 2 Mathematical Methods can lead to tertiary studies of economics, computer sciences, and the sciences. This subject prepares students for courses and careers that may involve the use of statistics, such as health or social sciences.

Completion of 10 or 20 credits of Stage 1 Mathematical Methods with a C grade or better will meet the numeracy requirement of the SACE.

Assumed Knowledge

Successful completion of Year 10 Level A Mathematics with a 'B' grade or better.

Students must have access to a Graphics Calculator.

Content

Mathematical Methods A

- Functions and Graphs
- Polynomials
- Index Laws
- Counting and Statistics

Mathematical Methods B

- Trigonometry
- Counting and Statistics
- Matrices

Mathematical Methods C

- Growth and Decay
- Calculus
- Further Trigonometry

Assessment Components

Each 10 credit subject (1 semester) requires students to complete:

- **Type 1:** 3 Skills and Application Tasks (25% each) 75%
- **Type 2:** 1 Folio Task: no more than 8 A4 pages 25%
- Formative Exam

Stage 1 Subject Outlines

Specialist Mathematics

Full year: 20 credits

Specialist Mathematics A and B are studied in Semester 2 (instead of Mathematical Methods C).

These subjects develop an increasingly complex and sophisticated understanding of mathematics.

Students develop a deep understanding of the physical world through a sound knowledge of mathematical relationships.

Successful completion of Stage 2 Specialist Mathematics can be a pathway to mathematical sciences, engineering, space science, and laser physics.

Students who complete 10 credits of this subject with a C grade or better will meet the numeracy requirement of the SACE.

Assumed Knowledge

Successful completion of Mathematical Methods A & B Stage 1 with an 'A' grade.

Students must have access to a Graphics Calculator.

Content

- Calculus
- Growth and decay
- Arithmetic and geometric sequences
- Geometry
- Vectors in the plane
- Further trigonometry
- Matrices
- Real and complex numbers
- Mathematical induction

Assessment Components

Each 10 credit subject (1 semester) requires students to complete:

- **Type 1:** 3 Skills and Application Tasks (25% each) 75%
- **Type 2:** 1 Folio Task: no more than 8 A4 pages 25%
- Formative Exam

Metals Engineering

1 Semester: 10 credits

Metals Engineering aims to further develop the skills and knowledge students have acquired in junior Technology classes to become proficient and safe operators of metalworking machinery, hand and power tools. These skills are developed through the production of engineered metal projects and numerous practise exercises. There is a large emphasis on design, safety and developing appropriate workshop techniques.

Assumed Knowledge

Successful completion of Metalwork in Year 10 would be an advantage.

Content

Knowledge

- Ability to identify different types of metals and Alloys
- Ability to recognise appropriate welding processes and fabrication techniques
- Understanding the use and application of appropriate fasteners and properties of metals

Techniques/Skills

- Measuring and marking out (this course has a large theory component)
- The use of Gas Metal Arc Welder and Manual Metal Arc Welder
- Metal cutting (including flame cutting and plasma cutting technologies)
- Designing and planning
- Working to tolerances
- Machining, lathe turning and milling
- Safe work practices

Assessment Components

For a 10-credit subject, students provide evidence of their learning through five assessments:

- **Type 1:** Skills and Applications tasks

Produce a metal article from the drawing provided demonstrating welding ability and fabrication techniques.

Materials investigation report into the materials students will use in their major project.

- **Type 2:** Design Folio - Product to safely contain fire

Design their own metal fabricated project

A series of working drawings

- **Type 3:** Product

Product Realisation – students create their own design

Stage 1 Subject Outlines

Modern History

1 Semester: 10 credits

Modern History allows students to explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them, and their short- and long-term consequences on societies, systems, and individuals. Students explore the impacts that these developments and movements had on people's ideas, perspectives, and circumstances. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies.

Students build their skills in historical method through inquiry, and by examining and evaluating the nature of sources. These skills are beneficial in all forms of employment. Students also explore different interpretations, draw conclusions and develop reasoned historical arguments. They explore the historical concepts of continuity and change, cause and effect, perspective and interpretation, and contestability.

Assumed Knowledge

Successful completion of a History subject in Year 10.

Content

Stage 1 Modern History features the following two topics:

- Revolutions (France and/or Russia)
- Genocide

In studying Revolutions, students will analyse the causes and outcomes that led to the downfall of monarchies in France and/or Russia. Topics covered include the pre-revolutionary governments of Louis XVI and/or Tsar Nicholas II and the use of violence and propaganda leading to the establishment of revolutionary governments by Robespierre and Lenin.

Students will examine periods of genocide which may include, the Armenian massacres (1915-1923), The Holocaust (1933-1945), Cambodia (1975-1979) and Rwanda (1990-1994). Through students Historical Study they may also investigate other forms of genocide, including Bosnia and Darfur.

Assessment Components

For a 10-credit subject, students provide evidence of their learning through four assessments.

■ Type 1: Historical Skills

Three Historical Skills assessments (eg: essay, sources trail, empathy task).

■ Type 2: Historical Study - One historical study

The Historical Study is based on an aspect of Genocide since 1750 that is of interest to the student. Students inquire into, explore, interpret and research a historical idea, event, person, or group in depth.

- Formative Exam

Music Advanced

1 Semester: 10 credits

Music is a creative and expressive response to experiences and feelings, using sound as a medium. Music is the systematic organisation of sound patterns that have the potential to transform perceptions, emotions, and thoughts.

Music Advanced programs are designed to extend students' existing musical understanding and skills in creating and responding to music

Music Advanced prepares a pathway for students into Stage 2

- Music Explorations (20 credits)
- Solo Performance (10 credits)
- Ensemble Performance (10 credits)

Assumed Knowledge

Satisfactory completion of Year 10 General Music.

Content

This subject consists of the following strands:

- Understanding music
- Creating music
- Responding to music

In this subject students are expected to:

- Develop and apply knowledge and understanding of musical elements
- Explore and apply musical skills and techniques in developing, refining and presenting creative works
- Develop musical literacy skills
- Analyse, discuss, and interpret musical works and styles
- Communicate musical ideas
- Reflect on own learning in music

Assessment Components

For a 20-credit subject, students should provide evidence of their learning through five assessment tasks.

- Three creative works 60%
- Two musical literacy tasks 40%



Stage 1 Subject Outlines

Music Experience

1 Semester: 10 credits

The Music Experience program is designed for students that exhibit musical skills on an instrument as well as having a keen interest in manipulating Music Software on Computers. Students will be provided the opportunities to develop their musical understanding and skills by creating and responding to music through all musical mediums including Music Technology.

Music Experience prepares a pathway for students into Stage 2

- Music Explorations- Stage 2 - 20 credits

Assumed Knowledge

Satisfactory completion of Year 10 Music Technology and/or Year 10 Music.

Content

This subject consists of the following strands:

- Understanding music
- Creating music
- Responding to music

In this subject students are expected to:

- Take their music experiences and apply them creatively through the use of DAW (Digital Audio Workstation)
- Develop an understanding of musical elements and the way they apply to Music Production
- Explore and apply musical skills and techniques in developing, refining, and presenting creative works through various music software programs
- Develop musical literacy skills as well as music production concepts and procedures
- Analyse, discuss, and interpret musical works and styles
- Communicate musical ideas
- Reflect on own learning in music

Assessment Components

For a 10-credit subject, students should provide evidence of their learning through three assessment tasks.

- | | |
|-----------------------------|-----|
| ■ Two creative works | 70% |
| ■ One musical literacy task | 30% |

Nutrition

1 Semester: 10 credits

Nutrition is a science that immerses students in the fundamentals of human nutrition, physiology, and health, and promotes investigation of current and emerging trends. It is the study of dietary, lifestyle and health eating patterns with specific focus on nutrients in food, how the body uses nutrients, and the relationship between diet, health, and disease.

Students consider how the food and nutrition needs of different population demographics are affected by food availability and product development. Students examine political, economic, cultural, and ethical influences and ecological sustainability in order to recommend actions or develop arguments about future food needs and food ethics.

Critical literacy and numeracy skills and a deep understanding of nutrients enable students to analyse diets that improve health outcomes for individuals, community groups, and/or society.

Stage 1 Nutrition provides opportunities to investigate contemporary issues of global and local food trends, advances in technology, and the development of new foods and food packaging. These issues will affect the future health and nutrition of populations.

Assumed Knowledge

Successful completion of a Year 10 Science, preferably Human Mind and Body to a 'B' grade or higher.

Content

- Principles of nutrition, physiology and health
- Health promotion and emerging trends
- Sustainable food systems

Assessment Components

- **Type 1:** Investigation Folio
 - One design practical investigation
 - One investigation with a focus on science as a human endeavour
- **Type 2:** Skills and Application Tasks
 - One test
- **Type 3:** Formative Exam

Stage 1 Subject Outlines

Outdoor Education (Stage 2 subject)

Full Year: 20 credits

Outdoor Education provides students with the opportunity to develop skills, knowledge and understanding of safe and sustainable outdoor experiences. Through the study of various natural areas, students will develop an understanding of the relationships between human actions and ecosystems, where they will critically analyse these relationships to develop positive strategies for improved conservation and sustainability.

Experiential learning allows students to engage in and reflect on, their personal experiences in a variety of natural environments, where the development of social skills, self-confidence, initiative, self-reliance, leadership and collaboration skills will be supported. The development of their relationship with natural environments impacts positively on students' health and wellbeing, and fosters a lifelong connection with nature and a commitment to responsible activity when interacting with natural environments.

Assumed Knowledge: Nil Content

- Focus Area 1: In Movement
- Focus Area 2: Through Movement
- Focus Area 3: About Movement

Assessment

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

School Assessment	70%
■ Type 1: About Natural Environments (20%)	
■ Type 2: Experience in Natural Environments (50%)	
External Assessment	30%
■ Type 3: Connections with Natural Environments (30%)	

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

Students complete:

- one or two about natural environments tasks
- two experiences in natural environments tasks
- one connections with natural environments task

Physical Education A

1 Semester: 10 credits

In Stage 1 Physical Education students will be given the opportunity to analyse participation and performance in physical activities. They will explore their own physical capabilities and investigate the factors that influence and improve participation and performance outcomes. The aim is to encourage students to become lifelong physical activity participants through greater movement confidence and competence, with the focus areas of 'in movement, through movement, and about movement', providing the basis from which knowledge, skills and capabilities will be developed. Students will explore movement concepts in authentic and collaborative tasks that will involve data collection and analysis, and will be provided opportunities for performance reflection.

Assumed Knowledge: Nil Content

Physical Activity Investigation:

- Understanding fitness components and the role of fitness testing
- Analysing physiological barriers to performance
- Analysing fitness factors relevant to sporting performance

Performance Improvement:

- Application of energy systems to sporting performance
- Analysing the effects of fatigue on performance
- Application of training principles and methods required for improved sporting performance

Practical focus*:

- Volleyball
- Netball

*These are possible practical units and may change, subject to availability of facilities, class size and student interest.

Assessment

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

Students undertake:

- one performance improvement task
- one physical activity investigation

Stage 1 Subject Outlines

Physical Education B

1 Semester: 10 credits

In Stage 1 Physical Education students will be given the opportunity to analyse participation and performance in physical activities. They will explore their own physical capabilities and investigate the factors that influence and improve participation and performance outcomes. The aim is to encourage students to become lifelong physical activity participants through greater movement confidence and competence, with the focus areas of 'in movement, through movement, and about movement', providing the basis from which knowledge, skills and capabilities will be developed. Students will explore movement concepts in authentic and collaborative tasks that will involve data collection and analysis, and will be provided opportunities for performance reflection.

Assumed Knowledge: Nil

Content

Physical Activity Investigation:

- Refining skills for improved learning
- Manipulation of social strategies to encourage equity in participation
- Application of relevant learning strategies for the various stages of learning.

Performance Improvement:

- Analysis of skill acquisition concepts to improve performance
- Application of biomechanical principles to performance outcomes

Practical focus*:

- Badminton
- Basketball

*These are possible practical units and may change, subject to availability of facilities, class size and student interest.

Assessment

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

Students undertake:

- one performance improvement task
- one physical activity investigation

Physical Education: Integrated Learning

1 Semester: 10 credits

Integrated Learning draws links between aspects of students' lives and their learning. Students apply their knowledge and skills to a real-world task, event, learning opportunity, or context, for a specific purpose, product, or outcome. Through the key areas of study in Integrated Learning, students develop and demonstrate their capabilities. They have opportunities to explore the ways in which they demonstrate the capabilities in different contexts. Integrated Learning is undertaken as a class or group and may involve a community-based project.

Integrated Learning is designed to facilitate collaborative learning. Through collaboration and teamwork, students learn to plan and organise activities and to develop their understanding of, and empathy for, others. This collaboration supports goals such as active learning, conflict resolution, and the discovery of new ideas.

The program will have a focus on skill development and collaboration with supporting theory to aid students in developing their planning, organisational, collaborative, research, reflective and analytical skills. Students will develop an understanding of factors that contribute to successful performance, good coaching principles, umpiring principles and how fitness is measured and impacts on their lives. Through a range of assessment methods, (written and verbal communication, multimodal presentation and peer assessment) students will have the opportunity to gain an insight into how they best learn skills and the power of collaborative learning and teaching.

An integrated Learning program is a focused study that has a purpose, product or outcome. An Integrated Learning program is undertaken by a group of students, or a student or students involved in a community group, allowing them to explore their connections with the wider community. Integrated Learning can be organised in different ways, according to the needs and interests of the students and the school.

Assumed Knowledge: Nil

Content

- Coaching
- Umpiring
- Training
- Collaboration
- Fitness

Assessment Components

The following assessment types enable students to demonstrate their learning in Stage 1 Integrated Learning

- **Assessment Type 1:** Practical Exploration
- **Assessment Type 2:** Connections
- **Assessment Type 3:** Personal Venture

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

- at least one practical exploration
- at least one connections task
- at least one personal venture

Stage 1 Subject Outlines

Physics

Full year: 20 credits

By studying physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies, and innovations.

Through further developing skills in gathering, analysing, and interpreting primary and secondary data to investigate a range of phenomena and technologies, students increase their understanding of physics concepts and the impact that physics has on many aspects of contemporary life. By exploring science as a human endeavour, students develop and apply their understanding of the complex ways in which science interacts with society, and investigate the dynamic nature of physics.

Students explore how physicists develop new understanding and insights, and produce innovative solutions to everyday and complex problems and challenges in local, national, and global contexts.

Assumed Knowledge

'B-' grade or higher in Science in Year 10 .
A demonstrated competence in Mathematics.

Content

Physics A (Semester 1)

- Waves
- Electric Circuits
- Nuclear Models and Radioactivity

Physics B (Semester 2)

- Linear Motion and Forces
- Energy and Momentum
- Heat

Assessment Components

- **Type 1:** Investigation Folio
- **Type 2:** Tests
- **Type 3:** Formative Exam

Students who intend studying Physics at Year 12 are required to complete both Physics A & B achieving an average grade of B across both semesters.

Psychology

1 Semester: 10 credits

Psychology enables us to understand ourselves and the social world we interact in on a daily basis. It therefore has a direct relevance to our personal lives and to our lives as members of society.

Psychology also opens the door to a range of possible futures because it can be used to improve outcomes and the quality of experience in every domain of life.

Conceptual knowledge and understanding in Psychology is supported by inquiry into and the communication of psychological phenomena. Students undertake investigations based on psychological practices and principles and develop their knowledge and understanding in an organised, structured, and purposeful way.

Assumed Knowledge

'C+' grade or higher in Science in Year 10 with the Human Mind and Body elective being an advantage.

Content

- Neuropsychology
- Lifespan Development

Assessment Components

- **Type 1:**
Investigations Folio
- **Type 2:**
Skills and Applications Tasks
- **Type 3:**
Formative Exam



Stage 1 Subject Outlines

Religion Studies compulsory subject

1 Semester: 10 credits

The Catholic tradition is a living and dynamic tradition, and through Religion Studies, students explore the ways in which they participate in and respond to, current social and moral debates and issues in Australian society.

In Religion Studies contemporary Australian values will be explored and critiqued from the perspective of the Catholic tradition and the notion of the common good. The course applies Catholic values to actual and possible student lifestyles and life-choices.

This course also provides opportunities for students to reflect on their own values, attitudes, and behaviours, in order to better understand their own ethical positions. It seeks to explore the place and relevance of the Catholic religion in the wider secular and pluralistic culture of Australia, by means of its influence on human behaviour and the shaping of personal and group identity.

In Religion Studies students have the opportunity to focus on an aspect of religion or spirituality within or across traditions. Students gain an appreciation of, and respect for, the different ways in which people develop an understanding and knowledge of religion as something living and dynamic, and the ways in which they think, feel and act because of their religious beliefs.

Assumed Knowledge: Nil

Content

- The Art of Ethical and Moral Thinking and the Catholic perspective
- Religious and Spiritual Traditions: Christian Contemplation and Buddhist Meditation/Sacred Spaces
- Fundamentalism, Religious Extremism and Cults: when the search for meaning goes wrong
- Sexual Ethics and the Catholic perspective

Assessment Components

- **Type 1:** Representations
- **Type 2:** Connections
- **Type 3:** Issues Investigation

For a 10 credit subject, students should provide evidence of their learning through three or four assessments, with at least one assessment from each assessment type. Each assessment type should have a weighting of at least 20%.

Society and Culture

1 Semester: 10 credits

In Society & Culture, students learn about the ways in which societies constantly change and are affected by social, political, historical, environmental, economic and cultural factors. They investigate the ways in which people function in groups and communicate within and across cultural groups. They develop the skills and experience to understand how individual and group involvement can influence change and to consider the consequences of a range of possible social actions. Through their study of Society and Culture, students develop the ability to influence their own future by acquiring skills, values, and understanding that enable them to participate effectively in contemporary society.

Society and Culture gives students critical insight into the significance of factors such as gender, ethnicity, racism, class, and power structures that affect the lives and identities of individuals and groups. They develop the skills to critically analyse a range of viewpoints about peoples, societies, and issues; understand the diversity within and across societies; and extend their awareness of the connections between, and the interdependence of, societies and cultures. (SACE Subject Outline 2022)

Assumed Knowledge

Successful completion ("C" grade or better) of Year 10 Geography, History or English

Content

Students will complete studies drawn from 3 of the following topics:

Peace and Conflict in the Media

Investigate the nature of global, national, local and/or personal peace and conflict. Study the way these are portrayed by the media and how this shapes our understanding of issues that cause conflict.

Prejudice and Discrimination in Popular Culture

Investigate the impact of prejudice and discrimination and how they are portrayed in popular culture.

The Changing Face of Feminism

Students critically analyse the question 'is raunch culture feminism?'

South Australia's involvement in the Nuclear Fuel Cycle

Students critically analyse the question "Should South Australia become more involved in the Nuclear Fuel Cycle?"

Consumerism and Youth Marketing

Investigate the types of media young people use to find out about the world. Students also study how these media organisations target young people for product promotion.

"Gender Discrimination" or "People and the Environment"

The group undertakes a social action that relates to their topic for example, raising awareness about an issue or undertaking a fundraising activity for a human rights issue or organisation.

Assessment Components

- **Type 1:** Source Analysis: 2 tasks 50%
- **Type 2:** Group Activity: 1 task 20%
- **Type 3:** Investigation: 1 task 30%
based on an independent, focused investigation of a contemporary or cultural issue

Stage 1 Subject Outlines

Tourism

1 Semester: 10 credits

In Tourism, students develop an understanding of the nature of tourists, tourism, and the tourism industry, and the complex economic, social, cultural, and environmental impacts and interactions of tourism activity.

Students also develop an understanding of tourism from the perspectives of host, tourism operator, and traveller.

Students investigate tourism locally, nationally, and globally and learn that tourism, as the world's largest industry, is more than an economic phenomenon.

Tourism has an impact, directly and indirectly, on many aspects of people's lives and on the environment. Students' understanding of the sustainable management of tourism is central to this subject.

Assumed Knowledge

Successful completion ('C' grade or better) of a Humanities subject in Year 10.

Content

- **Examining local impact of Tourism**
Students explore the economic, socio-cultural, environmental and political impacts of Tourism in areas such as the Pacific Island Nations and Fleurieu Peninsula
- **Preparing for international travel**
Students develop their understanding of international tourism destinations, by developing a travel package for international travellers. They develop their understanding of international travel patterns, factors that impact on international travel and the influence of promotional materials.
- **Understanding Tourism and Natural Environments**
Different natural environments have unique characteristics and appeal to tourists. Students investigate a natural tourism destination and the impact tourists have on this destination.

Assessment Components

- **Type 1: Case Study: 1 task** 25%
- **Type 2: Sources Analysis** 25%
- **Type 3: Practical Activity** 25%
- **Type 4: Investigation** 25%
- **Type 5: Formative Examination**
This course involves excursions to local area tourist destinations in Adelaide or the surrounding area.
 - Preparing for international Tourism
 - Investigating Tourism Markets
 - Understanding Tourism and Natural Events

Visual Arts Art/Design

Full Year: 20 credits

This course has been designed to enable students to further develop their skills and to give them the opportunity to focus on either Art or Design for the whole year. This will enable students to enter Stage 2 with specialist skills in both the written and practical sections of their chosen discipline.

This course explores three assessment types: Folio, Practical and Visual Study with a focus on the development of major practical works. In the Visual Arts students express ideas through practical work using drawings, diagrams, sketches, models, prototypes, photographs, and/or audio visual techniques leading to resolved pieces. Students will also have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

Assumed Knowledge

Successful completion of Year 10 Art or Design.

Content

For both 10 credit and 20 credit programs, with a focus on art or design, the following three areas of study covered:

- **Visual Thinking:** students have the opportunity to view and visually record works of art.
- **Practical Resolution:** works can be resolved using the various practical genres.
- **Visual arts in Context:** Students have opportunities to contextualise art; that is, to place works culturally, socially and/or historically.

Assessment Components

Per semester:

- **Type 1: Folio**
Students produce one folio that documents their visual learning in support of their practical work.
- **Type 2: Practical**
Resolved practical work and practitioner's statement.
- **Type 3: Visual Study**
Investigation of artists and their works.
Looking and comparing works of art/design and responding practically..
- **Practical Resolution:** works can be resolved using the various practical genres.
- **Visual arts in Context:** Students have opportunities to contextualise art; that is, to place works culturally, socially and/or historically.

Stage 1 Subject Outlines

Visual Arts - Art

1 Semester: 10 credits

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.

Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

The broad area of Art covers both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

Assumed Knowledge

Successful completion of Year 10 Visual Art-Art or Visual Art-Design.

Content

For both 10 credit and 20 credit programs the following three areas of study are covered:

- **Visual Thinking:** students have the opportunity to view and visually record works of art.
- **Practical Resolution:** works can be resolved using the various practical genres.
- **Visual arts in Context:** Students have opportunities to contextualise art; that is, to place works culturally, socially and/or historically.

Assessment Components

- **Type 1: Folio**
Students produce one folio that documents their visual learning in support of their practical work.
- **Type 2: Practical**
Resolved practical work and practitioner's statement.
- **Type 3: Visual Study**
Investigation of artists and their works.

Looking and comparing works of art and responding practically.

Note: for students interested in doing either Visual Art or Design in Year 12 should consider the full year subject (Visual Arts - Art/Design A & B)

Visual Arts - Design

1 Semester: 10 credits

The broad area of Design includes graphic and communication design, environmental design and product design. It emphasises defining the problem, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions.

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. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

Assumed Knowledge

Successful completion of Year 10 Visual Art-Art or Visual Art-Design.

Content

This subject is a 10 credit program with a focus on design, the following three areas of study are covered:

- **Visual Thinking:** students have the opportunity to view and visually record.
- **Works of design.**
- **Practical Resolution:** works can be resolved using the various practical genres.
- **Visual arts in Context:** students have the opportunities to contextualise Design; that is, to place works culturally, socially and/or historically.

Assessment Components

- **Type 1: Folio**
Students produce one folio that documents their visual learning in support of their practical work.
- **Type 2: Practical**
Resolved practical work and practitioner's statement.
- **Type 3: Visual Study**
Investigation of designers and their works.

Looking and comparing works of design and responding practically.

Note: for students interested in doing either Visual Art or Design in Year 12, they should consider the full year subject (Visual Arts - Art/Design A & B)

Stage 1 Subject Outlines

Workplace Practices

1 Semester: 10 credits

In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace.

Students learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national, and global issues in an industry and workplace context.

Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject may include the undertaking of Vocational Education and Training (VET) as provided under the Australian Qualifications Framework (AQF).

Stage 1 Workplace Practices is a 10 credit subject. It has three areas of study:

- Industry and Work Knowledge
- Vocational Learning
- VET

The teaching and learning program must include:

- Industry and Work Knowledge
- Vocational Learning and/or VET

Assumed Knowledge: Nil.

Content

Stage 1 Workplace Practices comprises 3 focus areas of study:

- Industry and Work Knowledge
- Vocational Learning (usually **one week** of work experience)
- Vocational Education and Training (VET)

Students undertake 2 theory topics from the following options:

- **Topic 1:** Future Trends in the World of Work
- **Topic 2:** The Value of Unpaid Work to Society
- **Topic 3:** Workers' Rights and Responsibilities
- **Topic 4:** Career Planning
- **Topic 5:** Negotiated Topic

Assessment Components

- **Type 1:** Folio
- **Type 2:** Performance
- **Type 3:** Reflection



Stage 2 Subject Outlines

Stage 2 Structure

Year 12 students will be undertaking STAGE 2 of the SACE

Semester 1		Semester 2		SACE	Length
Extended PC	1	Extended PC	1	Compulsory	Whole Year
Research Project	7	Supervised Study Line	7	Compulsory	1 Semester
Elective 1	7	Elective 1	7	Electives	Whole Year
Elective 2	7	Elective 2	7		
Elective 3	7	Elective 3	7		
Elective 4	7	Elective 4	7		
Home study	4	Home Study	4		Whole Year

- In Stage 2 Students will select 5 subjects.
- Research Project is a compulsory subject studied in Semester 1.
- In Semester 2, Research Project subject will become a Study Line.

Stage 2 Subject Outlines

Accounting

Full year: 20 credits

The study of Accounting gives students opportunities to learn the practical skills needed to manage their own financial affairs and to develop an understanding of the ethical considerations that affect financial decision-making.

Students develop an understanding of the successful management of financial affairs in business, and gain knowledge and skills related to accounting processes for organisational and business applications.

Students also learn how to interpret financial information and how to convey this information to interested users.

The environment of Accounting gives students opportunities to develop knowledge of: accounting and its function in a society the regulatory and conceptual frameworks of accounting

- the needs of internal and external stakeholders
- social, ethical, and technological issues
- the impacts of past, present and possible future accounting decisions.

Assumed Knowledge

Grade of 'B' or better in Stage 1 Accounting.

Content

- **Section 1:** The Environment of Accounting
- **Section 2:** Financial Accounting
- **Section 3:** Management Accounting

Assessment Components

- | | |
|------------------------------------|-----|
| ■ Type 1: Course Work | 40% |
| ■ Type 2: Accounting Advice | 30% |
| ■ Type 3: Examination | 30% |

Advanced Manufacturing - CAD

Full Year: 20 credits

Stage 2 Product Design enables students to further develop skills and understanding in the area of computer based graphic communication. Successful students will develop advanced skills with CAD software and engineering equipment. This focus area involves the application of design software Autodesk Inventor to solve design problems and incorporate the use of 3D printers, Rayjet laser cutters and Roland milling machines to turn designs into functional models.

Assumed Knowledge

Basic CAD skills are required.

Successful completion ('B'-grade or better) of Stage 1 CAD.

Content

Knowledge

- Modelling Software - Autodesk Inventor
- Understanding 3D Trimetric Drawings
- Interpreting 2D Orthogonal Drawings
- Design and assemble components
- The Design Process

Techniques/Skills

- Transferring 3D designs into 2D and vice versa
- The use of drawing software
- Using the Design Process to solve a problem
- Creating designs to Australian Standards
- Use of computer controlled machinery to prototype solutions

Assessment Components

- | | |
|--|-----|
| ■ Type 1: Specialised Skills Task | 20% |
| Specialised Skills Application
2D/3D modeling, assembly, presentation | |
| ■ Type 2: Design Process and Product | 50% |
| CAD/CIM of student designed product
Product design - Investigation, devising to meet requirements of the design brief
Product evaluation - Evaluate the product against the criteria in the design brief
Product record - Journal on how student produced their design
Product Solution - Creation of design | |
| ■ Type 3: Resource Study | 30% |
| Investigation into materials properties, ethics, and sustainability | |

NOTE:

For SACE purposes, students are restricted to a maximum of 60 credits from Design and Digital Technologies subjects (three 20 credit subjects), they may only select a maximum of two subjects from the following:

- Digital Photography,
- Digital Filmmaking
- Advanced Manufacturing-CAD
- Metals Engineering

For ATAR qualification, students are restricted to 40 Stage 2 credits from Design and Digital Technologies subjects. i.e., a maximum of two Year 12 subjects from these areas

NB: these restrictions do not apply to Outdoor Construction (Integrated Learning)

Stage 2 Subject Outlines

Ancient Studies

Full year: 20 credits

In Ancient Studies, students learn about the history, literature, society, and culture of ancient civilisations, which may include those of Asia-Australia, the Americas, Europe, and Western Asia/North Africa, and the classical civilisations of Greece and Rome.

Students critically engage with texts, including literary texts, and analyse archaeological sources, and primary and secondary historical sources. Students develop the inquiry skills that enable them to challenge or confirm beliefs, attitudes, and values in the ancient world.

Assumed Knowledge

Grade 'B-' or better in Stage 1 Ancient Studies and/or equivalent in Stage 1 Modern History or English Literary Studies.

Content

New Kingdom Egypt (Political Power and Religion)

The New Kingdom of Egypt is a period of Egypt spanning from the 16th century BCE - 11th century BCE. Students will also develop an understanding that religions are based on unique traditions with individual beliefs and values, and play a significant role in the everyday lives of citizens. They study myths and legends and what these reveal about religion, gods, death, the afterlife, and the relationship between mortals and immortals.

Mycenaean Greece (Literature)

Mycenaean Greece is a civilisation of Ancient Greece's Bronze Age, spanning from 17th century BCE - 12th century BCE. Students consider the origins texts, in particular The Odyssey, and examine the purpose of the writer, how the text was understood and received at the time it was written, and how this differs from contemporary readings.

Assessment Components

- **Type 1: Skills and Applications** 50%
Four assessment tasks in total. Two of these tasks will be completed under supervised conditions.
- **Type 2: Connections** 20%
Students undertake two connections tasks based on researching and making connections between or within ancient societies or making connections to a contemporary society. The connections tasks may be presented in written oral or multimedia form.
- **Type 3: Inquiry** 30%
Students undertake an individual inquiry based on the period from c. 2000 BCE to 907 CE. The inquiry may be presented in written oral or multimedia form.

Biology

Full year: 20 credits

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

In Biology, students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges.

Biology students then pursue scientific pathways, for example in medical research, veterinary science, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation, and ecotourism.

Assumed Knowledge

'B' grade or higher in at least one semester of Stage 1 Biology.

Content

- **Topic 1: DNA and Proteins**
- **Topic 2: Cells as the Basis of Life**
- **Topic 3: Homeostasis**
- **Topic 4: Evolution**

Assessment Components

- **Type 1: Investigations Folio** 30%
2 Practical Investigations
1 Investigation (Science as a Human Endeavour)
- **Type 2: Skills and Applications Tasks** 40%
4 Topic Tests
- **Type 3: Examination** 30%

Stage 2 Subject Outlines

Business Innovation

Full year: 20 credits

In Stage 2 Business Innovation students are equipped with the knowledge, skills and understanding to engage in designing, sustaining and transforming business in the modern world. Students are immersed in the process of finding and solving customer problems or needs through design thinking and using assumption-based tools.

Initially students will be guided through structured processes such as the Business Model Canvas and Value Proposition Canvas to develop their understanding. Students are encouraged to take risks during the iterative process of proposing, developing, testing and refining solutions.

Students engage with complex, dynamic real world problems, to identify and design, test, iterate and communicate viable business solutions. Students will learn to innovate and think like designers to find and solve problems that matter to specific people.

Assumed Knowledge

Successful completion of a Humanities subject in Year 11.

Content

- Innovation
- Decision-making and Project Management
- Financial Literacy and Information Management
- Business Model Canvas
- Value Proposition Canvas
- Business Model Evaluation
- Business Plan
- Business Pitch

Assessment Components

- **Type 1:** Business Skills 40%
- **Type 2:** Business Model 30%
- **Type 3:** Business Plan and Pitch 30%

Chemistry

Full Year: 20 credits

Through the study of Chemistry, students develop the skills that enable them to be questioning, reflective, and critical thinkers; investigate and explain phenomena around them; and explore strategies and possible solutions to address major challenges now and in the future (for example, in energy use, global food supply, and sustainable food production).

Students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges, and pursue future pathways, including in medical or pharmaceutical research, pharmacy, chemical engineering, and innovative product design.

Assumed Knowledge

Stage 1 Chemistry A and B, average grade 'B' or higher.

Content

- **Topic 1:** Monitoring the Environment
- **Topic 2:** Managing Chemical Processes
- **Topic 3:** Organic and Biological Chemistry
- **Topic 4:** Managing Resources.

Assessment Components

- **Type 1:** Investigations Folio 30%
2 Practical Investigations
1 Investigation (Science as a Human Endeavour)
- **Type 2:** Skills and Applications Tasks 40%
4 Topic Tests
- **Type 3:** Examination 30%



Stage 2 Subject Outlines

Child Studies

Full Year: 20 credits

Stage 2 Child Studies explores the various aspects of childhood development in a contemporary world. Students will investigate issues relevant to health, childcare, and teaching settings and respond to design briefs with appropriate and justified solutions. Child Studies is a practical based subject with each task relating to the creation of a resource associated with the developmental needs of children. Within the Child Studies curriculum, students investigate and integrate their knowledge of the physical, intellectual, emotional and social aspects of child development.

Throughout the coursework, students will design and deliver activities, create risk assessments, produce nutritious foods and engage with children in the wider community. Elements of child development which are investigated within the coursework include childhood nutrition, special needs education, safety and the impact of contemporary technologies on childhood development. Students will also utilise primary and secondary research practices to construct an independent investigation centered around a contentious issue associated with the well-being of children.

Content

- Topic 1 : Pre-Natal Nutrition
- Topic 2: Children with special needs
- Topic 3: Children with specific dietary needs
- Topic 4: Children's safety
- Topic 5: Nature play
- Topic 6: Healthy children's party
- Topic 7: Independent issues investigation

Assessment Components

- | | |
|---------------------------------------|-----|
| ■ Type 1: Practical Activities | 50% |
| ■ Type 2: Group Activities | 20% |
| ■ Type 3: Investigation | 30% |

Community Studies

Full Year: 20 credits

Community Studies offers students the opportunity to learn in a community context and to interact with teachers, peers and community members beyond the school environment. Students decide the focus of the community activity, which begins from a point of personal interest, skill or knowledge. By setting challenging and achievable goals in a community activity, students enhance their skills and understandings in a guided and supported learning program. They develop their capability to work independently and to apply their skills and knowledge in practical ways in their community.

Community Studies provides students with insights into the ways in which communities are shaped and operate. It offers students the opportunity to learn in a community context, both within and beyond the school environment. The community provides the framework in which students develop capabilities that enable them to contribute actively and successfully to community activities. In interacting with teachers, peers, and community members, students use their experiences as a means of achieving personal growth and gaining an awareness of social identity.

Assumed Knowledge: Nil

Content

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

- Arts and the Community 2AAY20
- Business and the Community 2BAY20
- Communication and the Community 2CAY20
- Design, Construction and the Community 2DAY20
- Environment and the Community 2EAY20
- Foods and the Community 2FAY20
- Health, Recreation and the Community 2HAY20
- Science and the Community 2SAY20
- Technology and the Community 2TAY20
- Work and the Community 2WAY20

Please Note: Students may find this subject useful if undertaking a VET Course in Stage 2. This Subject is not a Tertiary Admission Subject (TAS) and therefore cannot be used as an ATAR.

Assessment Components

- **Type 1:** Contract of Work
- **Type 2:** Reflection - 30%

Stage 2 Subject Outlines

Dance

Full year: 20 credits

Dance is the language of movement; it is the realisation of the body's potential as an instrument of expression. In Dance, students develop creative, technical and physical understanding, and an appreciation of Dance as an art form.

Students have the opportunity to develop a range of life skills for their careers and personal pathways and learn to acknowledge and respect diversity and alternative perspectives of the world.

Assumed Knowledge

It is recommended that those selecting Stage 2 Dance complete 20 credits in Stage 1 or Certificate III Dance.

"C" grade or better is required in Stage 1 Dance or by negotiation with the subject coordinator.

Content

Critical and creative thinking skills, personal and social skills and intercultural understanding. Reflective thinking, problem solving and independent and collaborative tasks.

Students will be required to attend extra rehearsals around performance time.

Assessment Components

■ Performance Portfolio: 40%

Performance Portfolio of one or more recorded full-length performance or production works for a live audience, (maximum of 10 minutes). Performances may be solo or as part of a duo, trio, small group, or larger group.

■ Dance Contexts: 30%

This assessment type comprises two tasks:

- recording - one or two recorded performances to a maximum of 4 minutes, demonstrating choreographic intent for stage or screen
- Choreographic analysis - one or two written, oral, or multimodal choreographic analysis to a maximum of 1000 words or 6 minutes multimodal equivalent

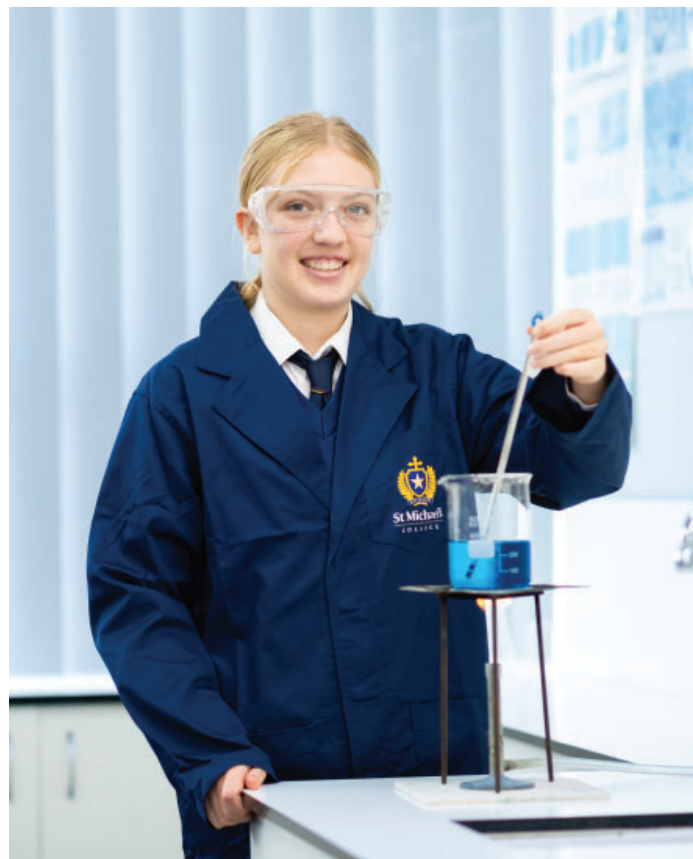
■ Skills Development Portfolio: 40%

Students complete a skills development portfolio which explores their development as a dance artist. Students independently select a focus area for study. This may include the documentation of processes and analysis of:

- technical skills development including safe dance practices
- possible strategies for developing and refining skills as a dancer
- genre-specific characterisation (e.g. founding principles of classical ballet)
- self, peer, and teacher feedback about skills development as a dancer
- risk-taking and experimentation in refining movement

Approximately 2000 words or 12 minutes multimodal equivalent

The portfolio must include some recorded or photographic evidence of the student's development as a dance artist collected throughout the year.



Stage 2 Subject Outlines

Digital Filmmaking

Full year: 20 credits

Digital Filmmaking aims to skill students in the use of video cameras in terms of filming and editing techniques. The use of this technology will benefit students seeking a multi-media pathway.

Assumed Knowledge

Successful completion of any of the following Stage 1 subjects: Digital Filmmaking, Desktop Publishing, Digital Technologies or Photography would be an advantage.

Content

Knowledge

- Critique and analyse multimedia products
- Study aspects of multimedia design
- Create solutions to various scenarios while developing skills and production techniques
- Develop and edit original multimedia productions.
- Study the principles of good design and camera techniques
- Build on cinematic techniques
- Develop a design brief and reflect on social issues related to multimedia in the form of a theory report.

Techniques/Skills

- Filming - lighting, background perspective, camera angles, rule of thirds, camera movement - 30° rule, 180° rule, flow
- Capturing - formats
- Video Editing - deleting parts, green screen, special effects, multi-track video and audio
- Stills editing - cropping, layering, transparencies, adjusting colour, filters
- Audio editing - cropping, sound levels, timing, sound effects digetic vs non digetic sound, narrative voice overs
- Storyboarding
- Becoming an Indie Filmmaker

Assessment Components

- | | |
|--|-----|
| ■ Type 1: Specialised Skills Tasks | 20% |
| Cinematography - a filmmakers arsenal
Sound - an influencing factor | |
| ■ Type 2: Design Process & Product | 50% |
| The Indie Filmmaker - major piece (music video, documentary, short film) | |
| ■ Type 3: Resources Study - 30% | |
| Resource Investigation - material investigation | |

Digital Photography

Full year: 20 credits

Photography aims to develop advanced skills in the operation of the digital SLR camera. Through the practical tasks, students apply a range of creative processes, techniques, and knowledge and understanding to enhance the printed images in the digital mediums. The course places emphasis on the understanding and development of sophisticated image formation and composition. Students will be required to use the designing process to plan and complete communication tasks and apply effective design and layout principles.

Assumed Knowledge

Successful completion of Stage 1 Photography, Digital Publishing or Art or Design would be an advantage or by negotiation with the Head of Department.

Content

Knowledge

- Digital SLR camera; shutter speed, aperture, depth of field
- Understanding and using light / Printing Processes
- Photographic composition / File types and resolution
- The designing process

Techniques/Skills

- Image capture: DSLR
- Advanced camera techniques; slow shutter speed, night photography, multiple exposure
- Image collation and storage; importing and exporting files
- Image modification and enhancement; creative applications using Adobe Photoshop
- Printing processes; print adjustments and printer setup
- Designing process; layout, typography
- Studio lighting setup and procedures

Assessment Components

- | | |
|---|-----|
| ■ Type 1: Skills and Applications | 20% |
| Photographic techniques (shutter speed, depth of field);
Product Photography advertisement | |
| ■ Type 2: Product | 50% |
| Design Process Report and Major product product | |
| ■ Type 3: Resource Study | 30% |

NOTE:

For SACE purposes, students are restricted to a maximum of 60 credits from Design and Digital Technologies subjects (three 20 credit subjects), they may only select a maximum of two subjects from the following:

- Digital Photography,
- Digital Filmmaking
- Advanced Manufacturing-CAD
- Metals Engineering

For ATAR qualification, students are restricted to 40 Stage 2 credits from Design and Digital Technologies subjects. i.e., a maximum of two Year 12 subjects from these areas

NB: these restrictions do not apply to Outdoor Construction (Integrated Learning)

Stage 2 Subject Outlines

Digital Publishing

Full year: 20 credits

Digital Publishing produces paper based products allowing the students to explore their creative talents by using technology to complete a variety of visual tasks. The students develop their skills in using industry standard software such as: Adobe Photoshop CC, InDesign CC, as well as Illustrator.

Assumed Knowledge

Successful completion of Desktop Publishing or related area in Stage 1 would be an advantage, otherwise by negotiation with the Head of Department.

Content

Knowledge

- Design Principles – Contrast, Repetition, Alignment and Proximity
- Text Hierarchy, layout of text, fonts, paragraphs, indents, justification
- Graphics resolution, print vs electronic, text wrapping
- Referencing, footnotes, endnotes

Techniques/Skills

- Scanning, ppi, dpi, resolution, descreening
- Adobe Photoshop, Adobe Indesign, Illustrator

Assessment Components

- | | |
|--|-----|
| ■ Type 1: Practical Skills Tasks | 40% |
| Product labels (Desktop Publishing) | |
| Menu (Desktop Publishing) | |
| Cook book (Desktop Publishing) | |
| Business Report (Business Documents) | |
| Itinerary (Business Documents) | |
| ■ Type 2: Issues Analysis | 30% |
| Internet Issues | |
| Technology and Operations task | |
| ■ Type 3: Product and Documentation | 30% |
| Design Major Product | |
| Documentation of the Designing Process for Major Product | |

Digital Technologies

Full year: 20 credits

The Study of Digital Technologies is focused on students developing and applying their skills in computational thinking, data analytics, program design and coding. Students use computational thinking skills to identify, deconstruct, and solve problems of interest, including analysing data to draw conclusions.

Students will design, code, validate and evaluate their digital solutions to problems, developing their understanding of design and programming. Digital Technologies promotes learning through initiative, collaboration, creativity, and communication using project and inquiry-based approaches.

Assumed Knowledge

Previous studies in Digital Technologies (particularly in Years 10 and 11) would be an advantage.

Content

The course consists of the following focus areas:

- Computational Thinking
- Design and Programming
- Data Analytics
- Iterative Project Development

Assessment Components

- | | |
|--|-----|
| Type 1: Project Skills | 50% |
| ■ Computational Thinking Task | |
| ■ Design and Programming Task | |
| ■ Data Analytics and Visualisation Task | |
| ■ Project Development Task | |
| Type 2: Collaborative Project | 20% |
| ■ Collaborative Project | |
| Type 3: Digital Solution (external) | 30% |
| ■ Individual Digital Solution | |



Stage 2 Subject Outlines

Drama

Full year: 20 credits

Drama is the art of enriching our understanding of human relationships, from the personal to the global. Students develop their creativity, collaboration, critical thinking and communication skills whilst refining their ethical understanding and develop genuine self-belief and confidence. Drama students learn to think and act as artists, develop as cultural leaders and as creative entrepreneurs.

In Drama, students learn highly valuable and transferrable life skills including: problem solving, collaboration skills, project-work skills, informed risk taking, creativity and innovation skills. Students collaborate to create valuable performances for audiences whilst analysing and evaluating artistic processes and products. Drama students adopt individual roles from a variety of options within the dramatic fields of theatre and on screen. In these roles students create innovative dramatic products which reflect the world as it is, and imagine the world as it might be.

Assumed Knowledge

Successful completion of a minimum of a 10 credits in Stage 1 Drama, or by negotiation with the Subject Coordinator.

Content

- Company Production
- Exploration and Vision

The two areas of study integrate exploring, analysing, conceiving, creating and evaluating drama. Students assume dramatic roles and explore and analyse ideas, conventions, styles and innovations

Assessment Components

- **Type 1: Group Production** **40%**
Develop a Theatre Company as a class with a clear artistic vision
 - Students specialise in one or more dramatic roles
 - Produce a Group Production
 - Compile Presentation of evidence of their learning (max 15 minutes)
- **Type 2: Evaluation & Creativity** **30%**
Part 1: Examination (as a class pick 1 of the following)
 - A written response making links between a live theatre production and their own practice as an actor, director, filmmaker or designer
 - A written response or oral presentation which analyses and evaluates experiences of a workshop or masterclass**Part 2: Creativity**
 - Students focus on either a design or directorial concept, and then develop a pitch for a hypothetical production of a text explored in class
 - It is recommended that you draw inspiration from Part 1 to inform your ideas in Part 2

The combined total for both parts is a maximum of 12 minutes if oral or 2000 words if written.
- **Type 3 Creative Presentation (external assessment)** **30%**
 - In groups of between 2 to 5, students devise a dramatic work or product
 - This can link to the aims of the company's vision
 - A mini-production (Maximum 25 minutes for a group of 5)
 - Learning Portfolio: students demonstrate evidence of their learning and process (maximum 6 minutes or 1000 words)

Economics

Full year: 20 credits

Studying economics enables students to understand how an economy operates, the structure of economic systems, and the way in which they function. Students develop an understanding of different economic systems and institutions, and can assess the degree to which these systems and institutions help satisfy people's needs and wants. Students become aware that economic decisions are not value free and have outcomes that may be inconsistent with social, moral, and ethical values.

Students research, analyse, evaluate and apply economic models that are expressed in graphical and/or diagrammatic form. They make forecasts about economic change and evaluate issues for individuals and groups in local, national, and global settings.

Students learn how some of these issues affect their lives and how they can use the knowledge and skills of economics to inform their participation in society.

Assumed Knowledge

Grade 'B' or better in Stage 1 Economics.

Content

- **Key Area 1:** Thinking like an Economist
- **Key Area 2:** Data Analysis
- **Key Area 3:** Microeconomics
- **Key Area 4:** Macroeconomics
- **Key Area 5:** Macroeconomic Management

Assessment Components

- **Type 1:** Folio **40%**
- **Type 2:** Economic Project **30%**
- **Type 3:** Examination **30%**

Stage 2 Subject Outlines

Electronics

Full year: 20 credits

Electronics enables students to further develop skills and understanding in the use of Arduino microcontrollers. Successful students will develop advanced skills with Arduino in the design and manufacture of various interactive circuits.

This focus area involves the application of the Arduino microcontroller platform, to control motors, servos and ultrasonic sensors.

Assumed Knowledge

Successful completion of an Electronics, Mathematics or Science in Year 10.

Content

Knowledge

- Arduino microcontroller
- Understanding circuit schematics
- Programming code
- Using shields
- The Design process
- CIM - Computer Integrated Manufacture: 3D Printing, Roland Milling Machine

Techniques/Skills

- Using Arduino IDE to program various boards and sensors
- Using veroboard to layout circuits
- Using Arduino IDE
- Adding sensor shields to Arduino for more functionality
- Designing and prototyping solutions
- 3D printing and milling parts for projects

Assessment Components

■ Type 1: Skills and Application Tasks	20%
Toll Gate Task, IR Remote Task	
■ Type 2: Student designed product	50%
Product design, product solution and evaluation	
■ Type 3: Resource Study	30%
Materials Investigation	

NOTE:

For ATAR qualification, students are restricted to 40 Stage 2 credits from Design and Digital Technologies subjects. i.e., a maximum of two Year 12 subjects from these areas

English

Full year: 20 credits

Students read a range of educational, vocational and cultural texts, enabling them to develop knowledge of sociocultural, political and situational influences on the construction and interpretation of texts. They learn to recognise the conventions of various text types and to use these conventions in their own compositions. They learn to evaluate ideas and concepts in literature, popular culture and media. The course provides opportunities for students to develop clear and effective writing and speaking skills and to display a depth of understanding, engagement, and imagination for a range of purposes, audiences and contexts.

These subjects develop students' confidence and competence using the English language, and in understanding how texts are constructed for particular purposes and audiences. Students are also provided with opportunities to reflect on their personal values and those of other people by responding to texts' aesthetic and cultural aspects.

Assumed Knowledge

A "B-" or above in Stage 1 English or a C or above in Stage 1 English Literary Studies.

Content

Response to text: This focuses on a shared study of three of the following: novel/short stories/non-fiction, film, drama, media, poetry. Students develop a personal and critical understanding of the ideas, beliefs and values represented. Texts which may be considered include: The Divine Wind, About a Boy and High Noon.

Creating texts: After examining the range of purposes for which texts can be produced (to entertain or engage a reader, to persuade or communicate a point of view, or to communicate observations or information) students complete the tasks with a range of purposes and audiences. Students create three texts in written, oral or multi-modal form which cater for a variety of audiences and aim to achieve varied purposes. Students analyse one of their texts in an extended writer's statement.

Please Note: Students wanting an ATAR cannot undertake English as an Additional Language, or English Literary Studies together with English, as this is a Precluded Combination. Students need to check with Interstate University Admission Offices to see if this subject is acceptable as a prerequisite for entry in to interstate courses, where "English" is a prerequisite. The rules vary by course and University.

Assessment Components

■ Type 1: Response to Text	30%
3 responses to texts, two written (2000 words), 1 oral (6 mins) based on a choice of 3 of the following: novel/short stories/non-fiction, film, drama, media, poetry.	
■ Type 2: Creating Texts	40%
3 tasks (3000 words) and a writer's statement (1000 words)	
■ Type 3: Comparative Analysis	30%
Comparing 2 texts chosen from Extended Text/Poetry/Drama/Film/Media (2000 words)	



Stage 2 Subject Outlines

English Literary Studies

Full year: 20 credits

Provides students with the opportunity to read a range of novels, drama scripts, poetry and film texts as well as shorter prose texts, analysing them from a range of contexts. By focusing on the creativity and craft of the authors, students develop strategies to enhance their own composition skills and to extend their ability to sustain a reasoned critical argument. English Literary Studies helps students to extend the scope of their reading and viewing, enriches their personal development and encourages the development of connections between their personal and cultural experience.

These subjects develop students' confidence and competence using the English language, and in understanding how texts are constructed for particular purposes and audiences. Students are also provided with opportunities to reflect on their personal values and those of other people by responding to texts' aesthetic and cultural aspects.

Assumed Knowledge

A 'B' or above in Stage 1 English Literary Studies.

Content

Response to text: Focuses on a shared study of at least one text from each of the following: novel, film, extended prose (eg drama), poetry. Students consider the role of the author on composing the text, the critical perspectives from which the text may be analysed and the role of the reader in making meaning. Types of texts which may be studied include: *The Crucible*, *King Lear*, *Nineteen Eighty-Four*, *The Reader* and *V for Vendetta*.

Creating texts: Students develop and demonstrate creativity and use language for a range of purposes in the production of two texts. One of these transforms an existing task and the students analyse their creative choices in an accompanying writer's statement. The other task has much more flexibility and may address a social issue arising in one of the class texts.

Please Note: Students wanting an ATAR cannot study *English, English as an Additional Language* together with *English Literary Studies*, as it is a Precluded Combination. Students need to check with Interstate University Admission Offices to see if this subject is acceptable as a prerequisite for entry in to interstate courses, where "English" is a prerequisite. The rules vary by course and University.

Assessment Components

- **Type 1: Response to Text** 50%
Minimum of 4 tasks
(5000 words or 4000 words and 6 min oral).
- **Type 2: Creating Texts** 20%
One transformative task with a writer's statement
(1500 words) and one other task (1000 words or 6 minute oral).
- **Type 3: Comparative Text Study** 30%
Study of a text connected to shared studies text (1500 words)
Students respond to a critical reading exercise (100 min exam)

English as an Additional Language

Full year: 20 credits

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

This subject focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis, and text creation. Through studying a variety of oral, written, and multimodal texts, including informational and literary texts, students develop an understanding of text structures and language features. Texts could include, for example, a newspaper article, a podcast, a short story, an extract from a prose text, or a scene from a film. Students explore the relationship between the structures and features and the purpose, audience, and context of texts. Information, ideas, and opinions in texts are identified and evaluated. Personal, social and cultural perspectives in texts are analysed and evaluated.

Students develop confidence in creating texts for different purposes in both real and imagined contexts. They develop skills for research and academic study.

Assumed Knowledge

All students who want to choose Stage 2 English as an Additional Language will be required to apply for eligibility. (Students who have studied Stage 1 EAL with a grade of C+ or higher would be eligible but otherwise refer to the EAL teacher for details of the criteria set by the SACE Board).

Content

Academic Literacy Study: Investigation of a chosen topic and presentation of findings in an academic style which includes a written report (1500 words) and an oral interaction such as a tutorial (Maximum of 10 minutes).

Responses to Texts: Four responses to a range of texts which develop comprehension skills and evaluate opinions.

Assessment Components

- **Type 1: Academic Literacy Study** (1 oral; 1 written task) 30%
- **Type 2: Responses to Texts** (total of 4 tasks with at least 1 oral and 2 written) 40%
- **Type 3: Examination** 30%
2.5 hour external examination consisting of 2 sections. Section 1 has questions to test the comprehension of multi-modal texts and the second section requires the study of texts to produce a response in the form of an essay, a persuasive piece or a report.

Stage 2 Subject Outlines

Essential English

Full year: 20 credits

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

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

Assumed Knowledge

Stage 1 English 'C' grade or better / Stage 1 Essential English 'B-' grade or better.

Content

Responding to Texts

Students respond to a range of texts that instruct, engage, challenge, inform, and connect readers. They consider information, ideas, and perspectives represented in the chosen texts.

Students may explore the different points of view presented in a text by analysing content, attitudes, stylistic features, and language features. Students reflect on ways in which texts may be interpreted through identifying the effect of language choice.

Creating Texts

Students create procedural, imaginative, analytical, interpretive, or persuasive texts appropriate to a context.

Language Study

The language study focuses on the use of language by people in a context outside of the classroom.

Students select one of the following contexts for study:

- workplace, training or volunteering
- virtual social networking
- a recreational or personal interest (e.g. sport, reading)
- educational/academic (e.g. school)
- cultural (e.g. language group, festival)
- the local community
- a community interest

Students need to consider the practical and ethical implications of communicating effectively and appropriately.

Assessment Components

- **Type 1: Response to texts** 30%
3 responses to texts, with at least one written and at least one oral/multimodal tasks (800 words/6 minutes each)
- **Type 2: Creating text** 40%
3 texts, including one advocacy text and two other kinds, with at least one written and at least one oral/multimodal task (800 words/6 minutes each)
- **Type 3: Language Study** 30%
An independent language study (1500 words/8 minutes)

Please Note

Students wanting an ATAR cannot undertake English as an Additional Language, or English Literary Studies, or English together with Essential English, as this is a precluded combination. Essential English is not always accepted as meeting the requirements for "Year 12 English" at interstate universities. Essential English does not attract bonus points towards SA ATAR.

Food and Hospitality

Full year: 20 credits

Through hand-on learning and real-life experiences, the Stage 2 Food and Hospitality course will enhance students' food knowledge and culinary skills. Using modern technology in the kitchen mixed with traditional cookery practices students showcase their learning through various collaborative tasks working in teams to achieve common goals. It is a highly practical course providing opportunities for students to explore and have ownership within the course topics based on their interests and cooking abilities.

The course links to professions in a range of fields such as health and nutrition, hospitality and catering, food science and technology, food marketing and education. Students may be required to participate in activities outside school hours, both within the school and in the wider community.

Assumed Knowledge

Successful completion of Stage 1 Food and Hospitality

Content

- Asian fusion food
- Advancements in technology
- Modern Australian food - Three course dinner
- Canapes and catering
- Local markets and seasonal produce
- Contemporary tapas style food
- Political and legal issues in industry and community settings

Assessment Components

The following assessment types enable students to demonstrate their learning in Stage 2 Food and Hospitality.

- | | |
|---|-----|
| School Assessment | 70% |
| ■ 4 x Assessment Type 1: Practical Activity (50%) | |
| ■ 2 x Assessment Type 2: Group Activity (20%) | |
| External Assessment | 30% |
| ■ 1 x assessment Type 3: Investigation | |



Stage 2 Subject Outlines

Furniture Construction

Full year: 20 credits

Furniture Construction aims to further develop the skills and knowledge students have acquired in becoming proficient and safe operators of woodworking machinery, and power tools. These skills are developed through the production of a small piece of furniture, involving a number of assessed components and numerous practice exercises. There is a large emphasis on safety and developing appropriate workshop techniques.

This course has a large theory component and those students undertaking VET studies may find Outdoor Construction a more suitable subject. This focus area involves using materials such as wood and applying appropriate knowledge and understanding of skills, processes, procedures, and techniques to a range of technological activities.

Assumed Knowledge

A "B-" grade or better in Stage 1 Furniture Construction or by negotiation with the Head of Department.

PLEASE NOTE: This subject cannot be taken in conjunction with Outdoor Construction.

Content

Knowledge

- Identify appropriate hand and machine techniques
- Identify different types of board and solid timbers
- The use and properties of fasteners, glue and hardware

Techniques/Skills

- Measuring and marking out
- The use of machinery e.g. RAS, table saws, routers and drills
- Edge treatments / Designing & Planning
- Working to tolerances

Assessment Components

- | | |
|---|-----|
| ■ Type 1: Specialised and Tasks | 20% |
| Produce a BBQ Caddy and a Feather Jointed box from a plan | |
| ■ Type 2: Design Process and Product | 50% |
| Design folio, product solution and evaluation | |
| ■ Type 3: Resource Study | 30% |
| Investigation into materials properties, ethics, and sustainability | |

NOTE:

For ATAR qualification, students are restricted to 40 Stage 2 credits from Design and Digital Technologies subjects. i.e., a maximum of two Year 12 subjects from these areas

Geography

Full year: 20 credits

Geography offers students the opportunity to 'develop an understanding of the spatial interrelationships between people, places and environments. They appreciate the complexity of our world, the diversity of its environments, and the challenges and associated opportunities facing Australia and the world'. (SACE Subject Outline) in Stage 2, the focus is on the concept of change. Students will study the transformation of the human and physical environment to understand the causes and implications of these changes.

In this subject, students develop their ability to collect, analyse and communicate data collected from a range of secondary sources and fieldwork. Students use this information to help them improve their ability to explore a range of geographic issues and pose solutions that lead to a more sustainable world.

Assumed Knowledge

Successful completion of ('C' grade or better) of Stage 1 Tourism, English or another Humanities subject or by negotiation with the Subject Coordinator.

Content

Theme 1

- **Topic 1:** Ecosystems and People
- **Topic 2:** Climate Change

Theme 2: Social and Economic Change

- **Topic 3:** Population Change
- **Topic 4:** Globalisation
- **Topic 5:** Transforming Global Inequity

Assessment Components

- | | |
|--|------|
| ■ Geographical Skills and Applications | 40% |
| 4 tasks eg: case studies, inquiries and reports.
These tasks assess topics 2, 4, and 5. | |
| ■ Fieldwork Report | 30% |
| The fieldwork report focused on a local topic or issue selected by the student. This task will require completion of individual fieldwork activities | |
| ■ External Examination: 2 hours | 30%. |
| The examination assesses topics 1 and 3. | |

Stage 2 Subject Outlines

Health Science

Full year: 20 credits

In this course, students apply inquiry-based approaches to design, plan, and undertake practical and research investigations in a Health Science context. Both collaboratively, and individually, students will employ a scientific approach to collecting, representing, and analysing data using technological tools effectively. After critically evaluating their procedures, students communicate scientifically to draw evidence-based conclusions that may lead to further testing, exploring more effective methods or solutions, or new questions.

This course is designed for students interested in pursuing careers in health care and nursing or for those looking to improve their general scientific knowledge, skills and writing techniques in a health context.

Assumed Knowledge

Successful completion of Stage 1 Science

Content

This subject requires students to engage in individual and collaborative science inquiry and reporting and will focus on the following four themes:

- The Human Body
- Health and Hygiene
- Infectious Diseases and Vaccination
- Lifestyle Diseases and Nutrition

Assessment Components

Students provide evidence of their learning through seven investigations

School Assessment: 70 %

- **Type 1:** Inquiry Folio 50%
comprising:
Three practical investigation with reports
One research investigation
One individual inquiry design proposal
- **Type 2:** Collaborative Inquiry 20%
Group Investigation and report

External Assessment: 30%

- **Type 3:** Individual inquiry 30%
Individual investigation and report

Health & Wellbeing

Full year: 20 credits

Students will be provided with learning opportunities that encourage students to develop the necessary knowledge, skills, and understanding to make educated and informed decisions regarding health and wellbeing. They will analyse various contextual influences and explore ways of improving health outcomes for individuals, communities, and global society.

In Health and Wellbeing, students will need to consider the nature of our rapidly changing world, where they will be encouraged to be agents for change through reflection and evaluation of moral and ethical perspectives.

Students become agents of change who may be independent and collaborative learners, critical, and creative thinkers of their own and others perspective.

Assumed Knowledge: Nil

Content

- Health Literacy
- Health Determinants
- Social Equity
- Health Promotion

Assessment Components

The following assessment types enable students to demonstrate their learning in Stage 2 Health and Wellbeing

School Assessment: 70%

- **Type 1:** Initiative : 40%
- **Type 2:** Folio: 30%

External Assessment

- **Type 3:** Inquiry: 30%

Students provide evidence of their learning through five assessments, including the external assessment component

Students complete

- Two initiative tasks, one of which should be collaborative
- Two folio tasks
- One inquiry



Stage 2 Subject Outlines

Italian - Continuers

Full year: 20 credits

Stage 1 Italian addresses 3 prescribed themes: The Individual; The Italian-speaking Communities and The Changing World. Students refine their communication skills in both Italian and English, interacting with others and creating texts to share information, ideas, opinions and experiences. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, reflecting on the ways in which culture influences communication. They also reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language. As a result, they develop valuable intercultural skills, improving career prospects and fostering social and economic benefits for Australia. Students further develop cognitive skills through analytical, critical, creative and reflective thinking. These skills help them to become effective and organised communicators and researchers.

Assumed Knowledge

'C+' grade or better in Stage 1 Italian, or an equivalent level of knowledge, as negotiated with the Subject Coordinator.

Content

Students listen to, view, read, respond to and create a range of texts in Italian. Topics may include Identity, Childhood memories, Friendship, Post-war migration, Modern Migration, World War I and II, Fascism, and Technology and Innovation.

They create extended texts while exploring language and noticing the impact of technology, media and globalisation. They compare and contrast views, participate in research and reflection, synthesize information, connect ideas and explore different representation of life experiences. They identify practices, values and beliefs and compare them with their own, exploring how these may have changed over time.

Assessment Components

SACE:

- | | |
|---|-----|
| ■ Type 1: Folio (3-5 tasks) : | 50% |
| Interaction; Text Production; Text Analysis | |
| ■ Type 2: In-depth Study : | 20% |
| Oral presentation in Italian (3 to 5 minutes); written response to the topic in Italian (500 words); reflective response in English (600 words or 5 to 7 minutes) | |

External:

- | | |
|--|-----|
| ■ Type 3: Examination : | 30% |
| Conversation (5 to 7 minutes); Discussion on In-depth study (5 to 8 minutes); and written paper (Listening and responding; Reading and responding; Writing in Italian) | |

Legal Studies

Full year: 20 credits

Legal Studies explores Australia's legal heritage and the dynamic nature of the Australian legal system within a global context. Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition.

By analysing the Australian legal system, students consider how diverse groups in society, including Indigenous Australians, influence and are influenced by the legal system.

The study of Legal Studies provides insight into law-making and the processes of dispute resolution and the administration of justice. Students investigate legal perspectives on contemporary issues in society.

Students reflect on, and make informed judgments about, strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied.

Assumed Knowledge

Grade 'B' or better in Stage 1 Legal Studies.

Content

- **Topic 1:** The Australian Legal System
- **Topic 2:** Constitutional Government
- **Topic 3:** Law-making
- **Topic 4:** Justice Systems.

Assessment Components

- | | |
|-----------------------|-----|
| ■ Type 1: Folio | 50% |
| ■ Type 2: Inquiry | 20% |
| ■ Type 3: Examination | 30% |

Stage 2 Subject Outlines

Essential Mathematics

Full year: 20 credits

Essential Mathematics offers senior secondary students the opportunity to further extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts.

There is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways. This subject is intended for students planning to pursue a career in a range of trades or vocations.

Assumed Knowledge

Successful completion of Essential Mathematics A & B at Stage 1 with a "B" grade or better.

Students must have access to a Graphics Calculator.

Content

- Scales, Plans, and Models
- Measurement (Examined)
- Business Applications
- Statistics (Examined)
- Investments and Loans (Examined)

Assessment Components

- **Type 1:** 4 Skills and Applications Tasks 30%

These must include at least one Skills and Application Task from the two non-examined topics – a maximum of one task per topic; and the equivalent of one Skills and Application Task without the use of a calculator or notes.

- **Type 2:** 3 Folio Tasks 40%

A maximum of 8 A4 pages

- **Type 3:** External Examination 30%

Questions are based on the 3 examined topics only:
This is a 2 hour exam

General Mathematics

Full year: 20 credits

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

Topics cover a diverse range of applications of mathematics.

Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Assumed Knowledge

Successful completion of General Mathematics A & B at Stage 1 with a "B" grade or better.

Students must have access to a Graphics Calculator.

Content

- Modelling with Linear Relationships
- Modelling with Matrices
- Statistical Models (Examined)
- Financial Models (Examined)
- Discrete Models (Examined)

Assessment Components

- **Type 1:** 5 Skills and Applications Tasks - 30%

These must include at least one Skills and Application Task from the two non-examined topics – a maximum of one task per topic; and the equivalent of one Skills and Application Task without the use of a calculator or notes.

- **Type 2:** 2 Folio Tasks: 40%

A maximum of 12 A4 pages

- **Type 3:** External Examination: 30%

Questions are based on the 3 examined topics only:
This is a 2 hour exam



Stage 2 Subject Outlines

Mathematical Methods

Full year: 20 credits

Mathematical Methods further develops an increasingly complex and sophisticated understanding of calculus and statistics. Students develop a deep understanding of the physical world through a sound knowledge of mathematical relationships.

This subject provides the foundation for further study in mathematics, economics, computer sciences, and the sciences.

Mathematical Methods prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics.

Assumed Knowledge

Successful completion of Mathematical Methods A, B and C at Stage 1 with a "B" grade or better.

Students must have access to a Graphics Calculator.

Content

- Further Differentiation and Applications
- Discrete Random Variables
- Integral Calculus
- Logarithmic Functions
- Continuous Random Variables and the Normal Distribution
- Sampling and Confidence Intervals

Assessment Components

- **Type 1:** 6 Skills and Applications Tasks : 50%
The equivalent of one Skills and Application Task without the use of a calculator or notes.
- **Type 2:** 1 Mathematical investigation: 20%
A maximum of 15 A4 pages
- **Type 3:** External Examination: 30%
Questions are based on the concepts in the 6 topics and is a 2 hour exam.

Mathematics for the Workplace

Full year: 20 credits

Students will focus solely on developing the specific fundamental mathematics skills and knowledge needed to prepare them for their chosen career pathway. Students further develop the ability to solve problems without calculators. The students will do an individual project on the Mathematics required in their particular industry of interest. The content of this course relates directly to the needs and interests of the individual students seeking career opportunities and employment, particularly those seeking apprenticeships.

Students will:

- Develop skills and knowledge to help pass pre-apprenticeship tests and master other employment pre-requisites.
- Obtain information from a variety of sources in the immediate local and general community and in doing, begin making vital network contacts to improve their employability.

Assumed Knowledge

Successful completion of a Stage 1 Mathematics course with a "C" grade or better. Students must have access to a Graphics Calculator.

Content

- The mathematical skills required by a particular trade and/or traineeship.
- Design: e.g. Analysing First & Second Fix Building & Carpentry applications; Residential, Commercial & Maintenance Electrical designs, diagrams & applications; Plumbing designs, applications & considerations; Automotive schematic designs, Engine cross sections & Hybrid designs.
- Investigate Small Business Math specific to the students' career pathway.
- The depth of each topic depends upon the potential and ability of each student and the field of their particular interest.

Please Note: Mathematics for the Workplace is a St Michael's College title for the Community Studies subject "Work and the Community" (2WAY10 or 2WAY20), which does not have ATAR status. See Head of Department for more information.

Assessment Components

- **Type 1:** Skills and Applications Tasks: 30%
Each 10 credit subject requires students to complete at least 2 Skills and Applications Tasks
- **Type 2:** Folio Tasks: 40%
10-credit subject: at least 2 investigations
- **Type 3:** 30%
Each 10 credit subject requires students to answer a series of connected questions set by the teacher and write a report.

Stage 2 Subject Outlines

Specialist Mathematics

Full year: 20 credits

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills and understanding, and provides opportunities to develop students' skills in using rigorous mathematical arguments and proofs, and mathematical models.

This subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. It includes the study of functions and calculus. Students envisaging careers in related fields will benefit from studying this subject.

Specialist Mathematics is to be studied in conjunction with Mathematical Methods.

Assumed Knowledge

Successful completion of Specialist Mathematics A & B in Stage 1 with a "B" grade or better.

Students must have access to a Graphics Calculator.

Content

- Mathematical Induction
- Complex Numbers
- Functions and Sketching Graphs
- Vectors in Three Dimensions
- Integration Techniques and Applications
- Rates of Change and Differential Equations

Assessment Components

- | | |
|---|-----|
| ■ Type 1: 6 Skills and Applications Tasks : | 50% |
| The equivalent of one Skills and Application Task without the use of a calculator or notes. | |
| ■ Type 2: 1 Mathematical investigation: | 20% |
| A maximum of 15 A4 pages | |
| ■ Type 3: External Examination: | 30% |
| Questions are based on the concepts in the 6 topics and is a 2 hour exam. | |

Metals Engineering

Full year: 20 credits

Metals Engineering aims to further develop the skills and knowledge students have acquired in Years 8 to 11 Design and Technology classes to become proficient and safe operators of metalworking machinery, hand and power tools. These skills are developed through the production of engineered metal projects and numerous practise exercises. There is a large emphasis on safety and developing appropriate workshop techniques. This focus area involves using various forms of metals and applying appropriate knowledge and understanding of skills, processes, procedures, and techniques to a range of technological activities.

Assumed Knowledge

"C+" grade or better in Stage 1 Metal Engineering or by negotiation with the Head of Department.

Content

Knowledge

- Identify appropriate techniques required for fabrication
- Ability to identify different types of metals and properties of those metals
- Ability to recognise appropriate welding processes
- Understanding the appropriate use and application of Fasteners

Techniques/Skills

- Measuring and marking out/ Working to tolerances
- The use of Gas Metal Arc and Manual Metal Arc
- Cutting metal including flame cutting and plasma cutting technologies
- Designing and planning
- Machining and lathe turning
- General Metal Fabrication techniques - Jig production, etc.

Assessment Components

- | | |
|---|-----|
| ■ Type 1: Specialised Skills and Tasks | 20% |
| Produce a Sack Truck from the working drawings provided
Materials investigation report | |
| ■ Type 2: Design and Product | 50% |
| Design folio, product solution and evaluation | |
| ■ Type 3: Resource Study | 30% |
| Investigation into materials properties, ethics, and sustainability | |

NOTE:

For SACE purposes, students are restricted to a maximum of 60 credits from Design and Digital Technologies subjects (three 20 credit subjects), they may only select a maximum of two subjects from the following:

- Digital Photography,
- Digital Filmmaking
- Advanced Manufacturing-CAD
- Metals Engineering

For ATAR qualification, students are restricted to 40 Stage 2 credits from Design and Digital Technologies subjects. i.e., a maximum of two Year 12 subjects from these areas

NB: these restrictions do not apply to Outdoor Construction (Integrated Learning)



Stage 2 Subject Outlines

Modern History

Full year: 20 credits

Students investigate the growth of modern nations at a time of rapid global change. They engage in a study of one nation, and of interactions between or among nations. Students explore relationships among nations and groups, examine some significant and distinctive features of the world since 1945 and consider their impact on the contemporary world. Students investigate the political and economic interactions of nations and the impact of these interactions on national, regional, and/or international development.

Assumed Knowledge

Grade “B-” or better in Stage 1 Modern History and/or English Literary Studies

Content

Modern Nations: Germany (1918-1948)

The changes in Germany in the period 1918–48 have had a profound impact on the history of Europe up to the present day. Students analyse ways in which these changes were shaped by internal and external forces and challenges. They undertake a study of the demise of an empire, the birth of a republic, the creation of a totalitarian dictatorship under the Nazis, a policy of military and territorial expansionism, and the institutionalisation of genocide. A background study introduces students to the end of the First World War, when the catastrophic experience of total war had caused horrific losses to peoples and nations and left Germany a devastated and divided nation.

The World Since 1945: The Changing World Order

The end of the Second World War saw the emergence of new superpowers. Contested spaces and opposing ideologies shaped global economics and politics. Students investigate ways in which the Cold War experience involved complex phases of reaction, reform, conflict, and compromise. They consider how leaders and movements rose and fell, while the issues of alliances, rivalries, and change continued.

OR

The Struggle for Peace in the Middle East (1945 -)

The Middle East is a region of cultural diversity and contested territories. Students investigate how the complex relationships between nation states in the region have been shaped by political, religious, ethnic, and cultural identities. They consider ways in which the involvement of external powers, the conflicts, and the attempts at peace brokering have contributed to the shaping of the modern Middle East.

Assessment Components

■ Type 1: Historical Skills 50%

5 assessment tasks in total, consisting of two assessments based on the topic from ‘Modern Nations’ and three assessments based on the topic from ‘The World since 1945’

■ Type 2: Historical Study 20%

Students undertake an individual Historical Study based on a topic of personal interest from c.1750. The Historical Study may be presented in written, oral or multimedia form.

■ Type 3: External Examination 30%



Stage 2 Subject Outlines

Music

Full year: 20 credits

Music is a creative and expressive response to experiences and feelings, using sound as a medium. Music is the systematic organisation of sound patterns that have the potential to transform perceptions, emotions, and thoughts. 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.

Assumed Knowledge

Successful completion of Stage 1 Music Advanced A and B OR For students who wish to choose Ensemble/Solo Performance and have not completed Stage 1 Music, by negotiation with the Head of Music Department. These students must have had a minimum of 3 years of instrumental or Vocal tuition lessons. Students are required to be having instrumental tuition if choosing Solo Performance, Ensemble Performance or Performance Special Study.

Content

- Music Explorations
- Music Performance - Solo
- Music Performance - Ensemble

Stage 2 Music consists of the following strands

- Understanding music
- Creating music
- Responding to music

Assessment Components

Music Explorations 20 credits	Music Performance - Solo 10 credits	Music Performance - Ensemble 10 credits
School assessment (70%) <ul style="list-style-type: none">■ Type 1: Musical Literacy (30%)■ Type 2: Explorations (40%)	School assessment (70%) <ul style="list-style-type: none">■ Type 1: Performance (30%)■ Type 2: Performance and Discussion (40%)	School assessment (70%) <ul style="list-style-type: none">■ Type 1: Performance (30%)■ Type 2: Performance and Discussion (40%)
External assessment (30%) <ul style="list-style-type: none">■ Type 3: Creative Connections Students provide evidence of their learning through five assessments, including the external assessment component. Students complete: <ul style="list-style-type: none">■ Three musical literacy tasks■ One portfolio of explorations■ One creative connections task	External assessment (30%) <ul style="list-style-type: none">■ Type 3: Performance Portfolio Students provide evidence of their learning through four assessments, including the external assessment component. Students complete: <ul style="list-style-type: none">■ One performance or set of performances■ One performance or set of performances and a discussion■ One performance portfolio	External assessment (30%) <ul style="list-style-type: none">■ Type 3: Performance Portfolio Students provide evidence of their learning through four assessments, including the external assessment component. Students complete: <ul style="list-style-type: none">■ One performance or set of performances■ One performance or set of performances and a discussion■ One performance portfolio

Stage 2 Subject Outlines

Nutrition

Full year: 20 credits

Nutrition is a science that immerses students in the fundamentals of human nutrition, physiology, and health, and promotes investigations of current and emerging trends. It is the study of dietary, lifestyle, and healthy eating patterns with specific focus on nutrients in food, how the body uses nutrients, and the relationship between diet, health and disease.

Students conduct investigations and examine scenarios to make informed decisions and recommendations for individual health. They will examine social, political, economic, cultural, ethical and ecological factors to recommend actions or develop arguments about future food needs and food ethics.

Students will evaluate marketing of food, food systems and food quality standards, food availability and cultural influences on food selection and explore the link between food systems, environmental impacts, climate change, and food sustainability. Students will investigate global and local food trends, advancement in technology, and development of new foods and food packaging.

Stage 2 Nutrition develops student personal skills regarding healthy food and lifestyle choices, plus critical thinking and problem-solving skills which will support them in higher education and in the workplace.

Assumed Knowledge

Successful completion of a Stage 1 Science, preferably Stage 1 Nutrition to a B grade or higher.

Content

- Principles of nutrition, physiology, and health
- Health promotion and emerging trends
- Sustainable food systems

Assessment Components

Students provide evidence of their learning through six assessments:

School Assessment	70%
■ Type 1: Investigations Folio (30%) comprising: One design practical investigation One investigation with a focus on science as a human endeavour	
■ Type 2: Skills and Applications Tasks (40%) Two tests One case study	
External Assessment	30%
■ Type 3: Exam - (30%)	

Outdoor Construction:

Integrated Learning: Full year: 20 credits

Integrated Learning: Outdoor Construction will offer students the opportunity to learn basic construction skills and techniques and learn more about the construction industry. Students will work independently and collaboratively on a wide range of projects for the school such as pergolas, planter boxes, outdoor seating, and wall frames. This course will allow students to practice and hone their skills and develop capabilities to work in the construction industry.

This course is designed for students who may study VET courses. There is a significant amount of group work.

PLEASE NOTE: The learning requirements are different to those of Furniture Construction.

Assumed Knowledge

Satisfactory completion of Material Products Stage 1, and/or successful completion of VET construction course.

Content

Knowledge:

- Working in construction
- Use of tools and machinery
- Applying construction skills to different projects
- Use of modelling software

Techniques/Skills:

- Use of circular saw and compound mitre saw
- Use of nail guns and hand tools
- Use of welders and grinding tools
- Assembling components
- Working independently and as part of a team
- Planning and designing

Assessment Components

■ Type 1: Practical Task	40%
Three different tasks completing projects for the school	
■ Type 2: Group Task	30%
One group task completing a project for the school	
■ Type 3: Personal Endeavour Task	30%

A personalised task that explores an area of construction. Can be a practical task or research project or a combination

Stage 2 Subject Outlines

Outdoor Education

Full year: 20 credits

Outdoor Education provides students with the opportunity to develop skills, knowledge and understanding of safe and sustainable outdoor experiences. Through the study of various natural areas, students will develop an understanding of the relationships between human actions and ecosystems, where they will critically analyse these relationships to develop positive strategies for improved conservation and sustainability.

Experiential learning allows students to engage in and reflect on, their personal experiences in a variety of natural environments, where the development of social skills, self-confidence, initiative, self-reliance, leadership and collaboration skills will be supported. The development of their relationship with natural environments impacts positively on students' health and wellbeing, and fosters a lifelong connection with nature and a commitment to responsible activity when interacting with natural environments.

Assumed Knowledge: Nil

Content

- Focus Area 1: In Movement
- Focus Area 2: Through Movement
- Focus Area 3: About Movement

Assessment Components

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

School Assessment	70%
■ Type 1: About Natural Environments (20%)	
■ Type 2: Experience in Natural Environments (50%)	
External Assessment	30%
■ Type 3: Connections with Natural Environments (30%)	

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

- one or two about natural environments tasks
- two experiences in natural environments tasks
- one connections with natural environments task

Physical Education

Full year: 20 credits

Through Physical Education, students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. An integrated approach to learning will allow student to make meaning of the cognitive and psychomotor processes fundamental to the learning of physical activity.

The focus areas of 'In Movement, Through Movement, and About Movement', will provide direction as to the learning outcomes and experiences. Students will be provided with opportunities to make meaning of personal movement capabilities, enhance their personal, intellectual and social development, and demonstrate an understanding of factors that influence physical activity participation.

Assumed Knowledge

"C" grade or higher in Stage 1 Physical Education.

Content

Stage 2 Physical Education has three focus areas:

Focus Area 1: In Movement

Focus Area 2: Through Movement

Focus Area 3: About Movement

The focus areas provide the narrative for the knowledge, skills, and capabilities that students develop. Learning is delivered through an integrated approach where opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities. Students will explore movement concepts and strategies through these physical activities to promote improved participation and performance outcomes. These movement concepts and strategies include:

- body awareness
- movement quality
- spatial awareness
- relationships
- executing movement
- creating space
- interactions
- making decisions

The use of technology is integral to the collection of data such as video footage, heart rates, fitness testing, and game statistics. Students apply their understanding of movement concepts to evaluate the data and implement strategies to improve participation and/or performance. Physical activities will include sports, theme-based games, laboratories, and fitness and recreational activities and will be negotiated by the teacher depending on facilities, class size and student interest.

Assessment Components

School Assessment	70%
■ Assessment Type 1: Diagnostics (30%)	
■ Assessment Type 2: Improvement Analysis (40%)	
External Assessment	30%
■ Assessment Type 3: Group Dynamics (30%).	

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

- two or three diagnostics tasks
- one improvement analysis task
- one group dynamics task.

Stage 2 Subject Outlines

Physical Education:

Integrated Learning: Full year: 20 credits

Integrated Learning draws links between aspects of students' lives and their learning. Students apply their knowledge and skills to a real-world task, event, learning opportunity, or context, for a specific purpose, product or outcome. Through the key areas of study in Integrated Learning, students develop and demonstrate their capabilities. They have opportunities to explore the ways in which they demonstrate the capabilities in different contexts. Integrated Learning is undertaken as a class or group and may involve a community-based project. Integrated Learning is designed to facilitate collaborative learning.

Through collaboration and teamwork, students learn to plan and organise activities and to develop their understanding of, and empathy, for others. This collaboration supports goals such as active learning, conflict resolution, and the discovery of new ideas. The program will have a focus on skill development and collaboration with supporting theory to aid students in developing their planning, organisational, collaborative, research, reflective and analytical skills. Students will develop an understanding of factors that contribute to successful performance, good coaching principles, umpiring principles and how fitness is measured and impacts on their lives.

Assumed Knowledge: Nil

Content

An integrated Learning program is a focused study that has a purpose, product, or outcome. Integrated Learning can be organised in different ways, according to the needs and interests of the students and the school.

- Coaching
- Collaboration
- Fitness
- Training
- Umpiring

Assessment Components

The following assessment types enable students to demonstrate their learning in Stage 2 Integrated Learning

School Assessment 70%

- **Type 1:** Practical Enquiry (40%)
- **Type 2:** Connections (30%)

External Assessment 30%

- **Type 3:** Personal Endeavour

For a 20 credit subject, students should provide evidence of their learning through five or six assessments, including the external assessment component. Students undertake:

- An outcome (research/project-based)
- An explanation of the connections between the program focus and the capability in a chosen key area

Physics

Full year: 20 credits

The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them.

In Physics, students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges.

Students also pursue scientific pathways, for example, in engineering, renewable energy generation, communications, materials innovation, transport and vehicle safety, medical science, scientific research, and the exploration of the universe.

Assumed Knowledge

Physics A and B in Stage 1, average "B" grade or higher.

Content

- **Topic 1:** Motion and Relativity
- **Topic 2:** Electricity and Magnetism
- **Topic 3:** Light and Atoms.

Assessment Components

- **Type 1:** Investigations Folio 30%
2 Practical Investigations (including one design practical)
1 Investigation (Science as a Human Endeavour)
- **Type 2:** Skills and Applications Tasks 40%
4 Topic Tests
- **Type 3:** External Examination 30%

Stage 2 Subject Outlines

Psychology

Full year: 20 credits

The study of Psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives.

Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure.

Conceptual knowledge and understanding in Psychology are supported by inquiry into and the communication of psychological phenomena.

Students undertake investigations based on psychological practices and principles and develop their knowledge and understanding in an organised, structured, and purposeful way.

Assumed Knowledge

Psychology in Stage 1, "B" grade or higher.

Content

- Psychology of the individual
- Psychology of Health and Wellbeing
- Organisational Psychology
- Social Influence
- Psychology of Learning

Assessment Components

School Assessment

- | | |
|--|-----|
| ■ Type 1: Investigations Folio | 30% |
| ■ Type 2: Skills and Applications Tasks | 40% |
| ■ Type 3: External Examination | 30% |

Research Project: Compulsory Subject

1 Semester: 10 credits

In the Research Project, students have the opportunity to study an area of interest in depth.

Students use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.

Assumed Knowledge

No assumed knowledge required. This is a compulsory subject.

Content

Content is determined by the individual student's choice of research topic.

Assessment Components

- | | |
|-----------------------------|-----|
| ■ Type 1: Folio | 30% |
| ■ Type 2: Outcome | 40% |
| ■ Type 3: Evaluation | 30% |

Previous focus questions have included:

- How do I write a fantasy novel with compelling characters that subvert common character tropes within the genre?
- Can the impacts of oil drilling in the Great Australian Bight on the local marine species be adequately mitigated?
- What are the optimal recovery practices for male basketball players during multi-game tournament situations?
- How can 'flow psychology' be effectively applied to contemporary circus show development and performance?
- How adequate are current strategies in addressing the impact of climate change on Northern Territory parks and reserves?
- How can orthokeratology be used to reverse the effects of myopia?
- Can love be a drug?
- How significant is sleep as a determinant of performance for adolescent female athlete?
- To what extent is the repatriation and reburial of Indigenous remains significant to the Ngarrindjeri people?
- Should the Australian Government amend intercountry adoption processes to facilitate faster adoptions?
- Why has the population of Giant Australian Cuttlefish fluctuated in Whyalla, and what can be done to ensure a more consistent population size?
- How historically accurate is the TV series "Vikings" in portraying its medieval protagonists?



Stage 2 Subject Outlines

Society and Culture

Full year: 20 credits

Society and Culture offers students the opportunity to 'explore and analyse the interactions of people, societies, cultures, and environments' (SACE Subject Outline). Students focus on issues for youth, Aboriginal and Torres Strait Islander people and of human rights. Students develop their ability to analyse why societies change, how people's lives change and how people can contribute to a better world for all.

Assumed Knowledge

Students need to have strong communication skills.

Achievement of a B grade or better in one of the following Stage 1 subjects is required:

- Society and Culture
- Geography
- Tourism
- History
- Legal Studies
- English

Content

- Youth Culture: Resistance, acceptance and perception of change in the experiences of young people.
- Contemporary Contexts of Aboriginal and Torres Strait Islander People: Issues, challenges and importance of self-management for Aboriginal and Torres Strait Islander peoples.
- A Question of Rights: Fundamental rights of all people and the impact of discrimination, stereotypes and social policy.

Assessment Components

- | | |
|--|-----|
| ■ Type 1: Folio – 4 Tasks | 50% |
| ■ Type 2: Interaction – 2 Tasks
(1 Group and 1 Oral) | 20% |
| ■ Type 3: Investigation
2000 word report on a social issue | 30% |

Spirituality, Religion and Meaning

Full year: 20 credits

In this subject, students use one or more 'big ideas' to frame inquiry questions, to explore issues, concepts, and ideas: and to reflect on personal and shared meaning within one or more spiritualities and/or religions.

In this course, students engage in reflective analysis in response to stimuli such as guest speakers, documentaries, and excursions, contextualised by one of the six big ideas. They explore a concept or issue from a spiritual and/or religious perspective and collaborate with others to apply their learning. They engage in reflective practice to evaluate their personal and shared actions.

Assumed Knowledge

"B+" or higher in Stage 1 Religion Studies and English Studies. Core understanding and a keen interest in issues of Religion and Spirituality across religious traditions.

Content

For a 20-credit subject, students study the following topics in detail:

- In search of Meaning? Who is God?
- Aboriginal Spiritualities (Dreaming, Ancestral beings/spirits etc)
- Social Justice - Community Engagement - Faith through action
- The role of women in the Church

In Spirituality, Religion and Meaning students have the opportunity to focus on an aspect of religion or spirituality within or across traditions. Students gain an appreciation of, and respect for, the different ways in which people develop an understanding and knowledge of religion as something living and dynamic, and the ways in which they think, feel and act because of their religious beliefs.

Assessment Components

- | | |
|--|------------|
| School Assessment | 70% |
| ■ Type 1: Reflect Analysis (30%) | |
| ■ Type 2: Connections (40%) | |
| External Assessment | 30% |
| ■ Type 3: Transformative Action (30%) | |

For a 20 credit subject, students provide evidence of their learning through five assessments, including the external assessment component. Students undertake:

- Three reflective analysis tasks
- One connection task
- One transformative action

Stage 2 Subject Outlines

Tourism

Full year: 20 credits

Students develop an understanding of the nature of tourists, tourism, and the tourism industry. They investigate local, national, and global tourism; and explore tourism as a business. Students gain an understanding of the complex economic, social, cultural and environmental impacts of tourism. A student's understanding of the sustainable management of tourism is central to the subject.

In Tourism, students develop an understanding of the nature of tourists, tourism, and the tourism industry, and the complex economic, social, cultural, and environmental impacts and interactions of tourism activity. Students also develop an understanding of tourism from the perspectives of host, tourism operator, and traveller.

They investigate tourism locally, nationally, and globally and learn that tourism, as the world's largest industry, is more than an economic phenomenon. Tourism has an impact, directly and indirectly, on many aspects of people's lives and on the environment. Students' understanding of the sustainable management of tourism is central to this subject.

Assumed Knowledge

Successful completion (C or better) in Stage 1 Tourism, English, or another Humanities subject..

Content

Themes:

- Operations and Structures of the Tourism Industry
- Travellers' Perceptions, and the Interaction of Host Community and Visitor
- Planning for and Managing Sustainable Tourism
- Evaluating the Nature of Work in the Tourism Industry

Three of the following 6 topics will be chosen:

- Responsible Travel
- Management of Local Area Tourism
- The Impacts of Tourism
- Marketing Tourism
- Special Interest Tourism
- The Economics of Tourism

Assessment Components

- **Type 1: Folio** 20%
- **Type 2: Practical Activity** 25%
- **Type 3: Investigation** 25%
- **Type 4: Examination** 30%

Visual Arts - Art

Full year: 20 credits

In the broad area of Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

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. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

Assumed Knowledge

Successful completion of Stage 1 Visual Arts (Full Year Course) or Art (1 semester) or Design (1 semester).

Content

For the 20 credit program, with a focus on art, the following three areas of study are covered:

- **Visual Thinking:** Students have the opportunity to view and visually record works of art.
- **Practical Resolution:** works can be resolved using the various practical genres.
- **Visual arts in Context:** Students have opportunities to contextualise art; that is, to place works culturally, socially and/or historically.

Please Note: For students wanting an ATAR, Visual Arts – Art cannot be studied together with Visual Arts – Design, as it is a Precluded Combination.

Assessment Components

- **Type 1: Folio** 40%
Students produce one folio that documents their visual learning in support of their two works of design.
- **Type 2: Practical** 30%
The Practical consists of two parts: the finished two works of design and the practitioner's statement.
- **Type 3: Visual Study** 30%

An exploration of and/or experimentation with a style idea, concept, media, materials, techniques and/or technologies.



Stage 2 Subject Outlines

Visual Arts - Design

Full year: 20 credits

Visual Arts students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

The broad area of Design includes graphic and communication design, environmental design and product design. It emphasises defining the problem, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions.

Assumed Knowledge

Successful completion of Stage 1 Visual Arts (Full Year Course) or Art (1 semester) or Design (1 semester).

Content

For the 20 credit program, with a focus on design, the following three areas of study are covered:

- **Visual Thinking:** Students have the opportunity to view and visually record works of design.
- **Practical Resolution:** works can be resolved using the various practical genres.
- **Visual arts in Context:** Students have the opportunities to contextualise Design; that is, to place works culturally, socially and/or historically.

Please Note: For students wanting an ATAR, Visual Arts – Design cannot be studied together with Visual Arts – Art, as it is a Precluded Combination.

Assessment Components

- | | |
|--|-----|
| ■ Type 1: Folio | 40% |
| Students produce one folio that documents their visual learning in support of their two works of design. | |
| ■ Type 2: Practical | 30% |
| The Practical consists of two parts: the finished two works of design and the practitioner's statement. | |
| ■ Type 3: Visual Study | 30% |
| An exploration of and/or experimentation with a style idea, concept, media, materials, techniques and/or technologies. | |

Workplace Practices

Full year: 20 credits

In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace.

Students learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national, and global issues in an industry and workplace context.

Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF).

Assumed Knowledge: Nil

Content

There are three focus areas of study in this subject:

- Industry and Work Knowledge
- Vocational Learning (50 to 60 hours of Work Placement)
- Vocational Education and Training (VET)

Workplace Practices (20-credits), study three theory topics from the list below:

- Topic 1: Work in Australian Society
- Topic 2: The Changing Nature of Work
- Topic 3: Industrial Relations
- Topic 4: Finding Employment
- Topic 5: Negotiated Topic

Assessment Components

- | | |
|--------------------------------|-----|
| ■ Type 1: Folio | 25% |
| ■ Type 2: Performance | 25% |
| ■ Type 2: Reflection | 20% |
| ■ Type 3: Investigation | 30% |

**An inclusive
and respectful
community
where each
individual
is known,
valued and
cared for**



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