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Reynella East College is committed to support students to become resilient, adaptable and equipped with the knowledge, skills and disposition to continue their education and become personally fulfilled, interdependent, socially responsible young people.

YEARS 6 & 7 SUBJECT LIST

Year 6 & 7 students at Reynella East College are part of our Middle School. All students complete studies in each of the eight learning areas:

- **Arts** – 2 Semesters
  Dance, Drama, Media Arts, Music, Visual Art

- **Design and Technology** – 2 Semesters
  Design and Technologies, Digital Technologies

- **English** – 2 Semesters
  English as an Additional Language or Dialect

- **Health and Physical Education (HPE)** – 2 Semesters
  Specialist Sport, HPE, Healthy Lifestyle Choices

- **Humanities and Social Sciences (HASS)** – 2 Semesters
  History, Geography (1 semester of each subject)

- **Languages** – minimum of 1 Semester OR Full Year Program
  French, German, Japanese

- **Mathematics** – 2 Semesters

- **Science** – 2 Semesters

Currently we have specialist teachers for HPE, Languages and the Performing Arts.

YEAR 8 SUBJECT LIST

- **Arts** – 1 Semester OR Full Year Program
  Dance, Drama, Media Arts: Film Making, Music, Visual Art and Design

- **Design and Technology** – 2 Semesters
  Computing, Electronics, Foods Metalwork, Textiles, Woodwork
  (Each of these subjects will be covered during the 2 semesters).

- **Specialist STEM (Advanced Technologies)** – Full Year Program

- **English** – 2 Semesters

- **Health and Physical Education (HPE)** – 1 Semester OR Full Year Program
  Specialist Sport, HPE, Healthy Lifestyle Choices

- **Humanities and Social Sciences (HASS)** – 2 Semesters
  History, Geography (1 semester of each subject)

- **Languages** – minimum of 1 Semester OR Full Year Program
  French, German, Japanese

- **Mathematics** – 2 Semesters

- **Science** – 2 Semesters

Choice of subjects will only be offered where there are sufficient student numbers to form viable classes.

YEAR 9 COMPULSORY SUBJECT LIST

- **English** – 2 Semesters

- **Health and Physical Education (HPE)** – 1 Semester

- **Humanities and Social Sciences (HASS)** – 2 Semesters
  History, Geography (1 semester of each subject)

- **Mathematics** – 2 Semesters

- **Science** – 2 Semesters

YEAR 9 CHOICE SUBJECT LIST

- **Arts** – 1 Semester OR Full Year Program
  Dance, Design (Computer based), Drama, Media Arts: Film Making, Music, Visual Art

- **Design & Technology** – 1 Semester OR Full Year Program

- **Health and Physical Education (HPE)** – 1 OR 2 Semesters depending on option chosen
  Specialist Sport, Outdoor Education, Healthy Lifestyle Choices

- **Languages** – 2 Semesters
  French, Japanese, German

Choice of subjects will only be offered where there are sufficient student numbers to form viable classes.
SENIOR SCHOOL CURRICULUM OVERVIEW
YEARS 10 – 12

YEAR 10 COMPULSORY SUBJECT LIST

English – 2 Semesters
Essential English, English, English Studies, English as an Additional Language or Dialect (EALD)

Health and Physical Education (HPE) – 1 Semester

Humanities and Social Sciences (HASS) – 2 Semesters
Geography, History

Mathematics – 2 Semesters
Mathematical Applications, Mathematics

PLP – Cross Curricular Program

Science – 2 Semesters

YEAR 10 CHOICE SUBJECT OVERVIEW

Arts – Semester Programs unless indicated
Dance A and B, Specialised Dance (full year), Design, Drama A and B, Specialised Drama (full year), Music A and B, Specialised Music (full year), Media Arts: Film Making A and B, Specialised Media Arts: Film Making (full year), Visual Art A and B, Specialised Visual Art (full year)

Health and Physical Education (HPE) – Semester Programs
Child Studies, Healthy Lifestyle Choices, Outdoor Education A: Adventure Caving, Outdoor Education B: Canoeing, Outdoor Education C: Cycling, Physical Education A and B, Target Sport: Basketball, Netball, Rugby League, Football, Soccer, Volleyball

Languages – Full Year Programs
French, German, Japanese
Students can also choose Stage 1 Beginner French, German or Japanese. See relevant subject description in the Year 11 section

Technology – Semester Programs
Advanced Technologies, STEM (Science, Technology, Engineering & Design), Computing A and B, Digital Photography, Electronics, Food and Culture, Metalwork – Creative, Multimedia, Textiles, Woodwork

Vocational Education Programs at REC – Semester Programs

YEAR 11 COMPULSORY SUBJECT OVERVIEW

English – 2 Semesters
Essential English, Essential English: Literacy, English, English Literary Studies, English as an Additional Language or Dialect (EALD)

Mathematics – 1 Semester Minimum
Essential Mathematics, Work and Community Life Focus, Essential Mathematics: Trade Focus, General Mathematics A and B, Mathematics A, B, C and D

Research Project B or A – 1 Semester
YEAR 11 CHOICE SUBJECT OVERVIEW

Arts – Semester Programs unless indicated
Creative Arts: Dance Production A and B, Creative Arts: Film Making A and B, Drama A and B, Music Advanced (full year), Music Experience A and B, Visual Arts: Arts A and B, Visual Arts: Design A and B

Health and Physical Education (HPE)
– Semester Programs
Child Studies, First Aid, Health Education, Outdoor Education A and B, Physical Education A and B, Sports Studies A and B

Humanities and Social Sciences (HASS)
– Semester Programs
Ancient Studies, Driver Safety, Geography, History, Legal Studies, Society and Culture, Tourism

Languages – Full Year Programs
French Beginners, French Continuers, German Beginners, German Continuers, Japanese Beginners, Japanese Continuers

Science – Semester Programs

Technology – Semester Programs

YEAR 12 SUBJECT OVERVIEW

All subjects are full year subjects unless otherwise indicated.

Arts

All music subjects at Stage 2 are 10 credit subjects. Two subjects must be chosen to complete a Full Year Program.

English
English as an Additional Language or Dialect (EALD), Essential English, English, English Literary Studies

Health and Physical Education (HPE)

Humanities and Social Sciences (HASS)
Classical Studies, Geography, Legal Studies, Modern History, Society and Culture, Tourism

Languages
French Beginners, French Continuers, German Beginners, German Continuers, Japanese Beginners, Japanese Continuers

Mathematics
Essential Mathematics, General Mathematics, Mathematical Methods, Specialist Mathematics

Science
Biology, Chemistry, Nutrition, Physics, Psychology, Scientific Studies

Technology
MIDDLE SCHOOL CURRICULUM YEARS 6 & 7

SUBJECT LIST

All students complete studies in each of the eight learning areas:

- **Arts - 2 Semesters**
  Dance, Drama, Media Arts, Music, Visual Art

- **Design and Technology - 2 Semesters**
  Design and Technologies, Digital Technologies

- **English - 2 Semesters**
  English as an Additional Language or Dialect

- **Health and Physical Education (HPE) - 2 Semesters**

- **Humanities and Social Sciences (HASS) - 2 Semesters**

- **Languages - 2 Semesters**
  French, German, Japanese

- **Mathematics - 2 Semesters**

- **Science - 2 Semesters**
  Currently we have specialist teachers for HPE, Languages and the Performing Arts.

SUBJECT DESCRIPTIONS

**Arts**

*2 Semesters*
Arts comprise of five subjects: All the following Arts subjects are delivered by an Arts specialist teacher.

**Dance**

In Dance, students use the body to communicate and express meaning through purposeful movement. Dance practice integrates choreography, performance, and appreciation of and responses to dance and dance making. Extended Dance learning is provided through the primary dance group and the Whole School Production/Arts showcase.

**Drama**

In Drama, students explore and depict real and fictional worlds through use of body language, gesture and space to make meaning as performers and audience. They create, rehearse, perform and respond to drama. Extended Drama learning is provided through the Whole School Production/Arts showcase.

**Media Arts**

In Media Arts, students use communications technologies to creatively explore, make and interpret stories about people, ideas and the world around them. They engage their senses, imagination and intellect through media artworks that respond to a diverse range of styles, traditions and contexts. They create, rehearse, perform and respond to drama. Extended Drama learning is provided through the Whole School Production/Arts showcase.

**Music**

In Music, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They create, shape and share sounds in time and space and critically analyze music. Music practice is aural based and focuses on acquiring and using knowledge, understanding and skills about music and musicians. Our high school facilities are used to deliver this program. Extended Music learning is provided through the primary music hub band, instrumental music program lessons, the primary choir and the Whole School Production/Arts showcase.

**Design and Technology**

*2 Semesters*

**Description:** Technologies includes two distinct but related subjects:
- Design and Technology, in which students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities
- Digital Technologies, in which students use computational thinking and information systems to define, design and implement digital solutions

Knowledge, understanding and skills in each subject are presented through two related strands:
- **Knowledge and understanding**
- **Processes and production skills**

Students learn to use ICT effectively and appropriately. They access, create and communicate information and ideas, solve problems and work collaboratively using ICT in all learning areas at school and in their lives beyond school. They are connected learners.

**Assessment:** Is continual and in accordance with the Australian Curriculum Achievement Standards.

Students are assessed on practical and written assignments, design tasks, oral presentations, the ability to work safely and accurately, problem solving and their ability to follow instructions.

Visual Arts

In Visual Arts, students experience and explore the concepts of artists, artworks, world and audience. Students learn in, through and about visual arts practices, including the fields of art, craft and design. Students develop practical skills and critical thinking which inform their work as artists and audience.

**Assessment:** Is based on participation, skill improvement, effort and written assignments.
**English**

**2 Semesters**

**Description:**
The English curriculum is built around the three interrelated strands of:
- Language: Knowing about the English language
- Literature: understanding, appreciating, responding to, analysing and creating literature
- Literacy: expanding the repertoire of English usage

Students extend their knowledge, understanding and skills in listening, speaking, reading, viewing, and writing. Students participate in the Premier’s Reading Challenge. Students continue to practise, consolidate and extend what they have learned from previous years. They also extend their understanding of how language works, and learn to transfer this knowledge to different contexts. To achieve this, students develop an understanding of the requirements of different types of texts; they are introduced to increasingly sophisticated analyses of various kinds of literary, popular culture, and everyday texts, and they are given opportunities to engage with the technical aspects of texts, including those of their own choosing - and to explain why they made that choice.

The notion of valuing certain texts as literature is introduced. Students learn how such texts can be discussed and analysed in relation to themes, ideas and historical and cultural contexts.

Students engage with a variety of genres and modes. They re-enact, represent and describe texts in order to display their understanding of narrative, theme, purpose, context and argument and to defend their ideas in written and oral modes. Students are given further opportunities to create increasingly sophisticated and multimodal texts in groups and individually.

**Assessment:**
Is continual and in accordance with the Australian Curriculum Achievement Standards. Students make presentations and contribute actively to class and group discussions. They are assessed via written tests, observations, assignments and work sheets.

**English as an Additional Language or Dialect (EALD)**

**Description:**
EALD is designed for students for whom English is an additional language or dialect. Students work in small ability groups with a senior teacher. They extend their knowledge, understanding and skills in listening, reading, viewing, speaking, writing, and creating.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and present a range of spoken, written and multimodal texts. These include newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Students engage with a variety of genres and modes. They re-enact, represent and describe texts in order to display their understanding of narrative, theme, purpose, context and argument and to defend their ideas in written and oral modes. Students are given further opportunities to create increasingly sophisticated and multimodal texts in groups and individually.

**Assessment:**
Is based on participation, skill improvement, effort, group skills, written assignments and tests.

**Health and Physical Education (HPE)**

**2 Semesters**

**Description:**
We have a strong focus on Sports participation. Our state of the art facilities include:
- Full sized Australian Rules Football oval
- Full sized rugby field
- State of the art Gymnasium with full sized basketball court and weights room
- 4 outdoor Tennis courts
- Synthetic turf cricket pitch

Fitness skills and healthy lifestyles are developed through a range of activities which vary from ‘team activities’ to more individual pursuits. Students learn how to take positive action to enhance their own and others’ health, safety and wellbeing.

The Year 6/7 program is linked to the secondary speciality sports of:
- Soccer
- Rugby
- Australian Rules Football
- Netball
- Volleyball
- Basketball

Focus areas:
- Personal, social and community health
  - Being healthy, safe and active
  - Communicating and interacting for health and wellbeing
  - Contributing to healthy and active communities
- Movement and physical activity
  - Moving our body
  - Understanding movement
  - Learning through movement
- Safety
- Challenge and adventure activities
- Games and sports
- Lifelong physical activities
- Rhythmic and expressive activities

**Assessment:**
Is based on participation, skill improvement, effort, group skills, written assignments and tests.
Humanities and Social Sciences (HASS)

2 Semesters

Description:
The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.

In the Australian Curriculum, the Humanities and Social Sciences learning area comprises four subjects:
- History
- Geography
- Economics and Business
- Civics and Citizenship

Through studying humanities and social sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

The humanities and social science subjects provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

Assessment:
Is continual and in accordance with the Australian Curriculum and will be reported to parents. Students are assessed on cultural activities, communication and their understanding of the language via a range of written and oral tests. Students are then encouraged to continue with their chosen language in Year 8.

Languages: French, German, Japanese

2 Semesters

Description:
Learning in this subject focuses on communication (listening, speaking, reading and writing) and on understanding language and culture. Students have a high level of input into designing and assessing their learning. Topics such as food, family, transport, animals, the calendar, as well as common verbs and adjectives are covered. Students have the opportunity to view and interact with authentic texts and artefacts in order to develop cultural understanding and competence. All language subjects are delivered by a specialist language teacher.

Assessment:
Is in accordance with the Australian Curriculum, and will be reported to parents. Students are assessed on cultural activities, communication and their understanding of the language via a range of written and oral tests. Students are then encouraged to continue with their chosen language in Year 8.

Mathematics

2 Semesters

Description:
There is a strong focus on improving students’ skills in Mathematics to develop successful lifelong learners. Students work mathematically with the following:
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Proficiency Strands:
- Understanding
- Fluency
- Problem Solving
- Reasoning

Assessment:
Is continual and in accordance with the Australian Curriculum Achievement Standards. Students are assessed via written tests, problem solving tasks, observations, assignments and work sheets.

Science

2 Semesters

Description:
The Science curriculum is organised around three interrelated strands and taught throughout the year in sub strands:
- Science Understanding
- Science Inquiry Skills
- Science as a Human Endeavour
- Use and influence of science

Students have the opportunity to further develop their skills and understanding of the Science curriculum by accessing the Primary Science Lab. This provides them with access to equipment normally only available in a secondary school.

Assessment:
Is continual and in accordance with the Australian Curriculum Achievement Standards. Students are assessed on both theoretical and practical skills. Assessment includes research work, Information reports, Inquiry tasks, Lab work and oral and written responses/presentations.
**MIDDLE SCHOOL CURRICULUM**

**YEAR 8**

### SUBJECT LIST

**Arts** – 1 Semester OR Full Year Program
Dance, Drama, Media Arts: Film Making, Music, Visual Art and Design

**Design and Technology** – 2 Semesters
Computing, Electronics, Foods Metalwork, Textiles, Woodwork (Each of these subjects will be covered during the 2 semesters).

**Specialist STEM (Advanced Technologies)** – Full Year Program

**English** – 2 Semesters

**Health and Physical Education (HPE)** – 1 Semester OR Full Year Program
Specialist Sport, HPE, Healthy Lifestyle Choices

**Humanities and Social Sciences (HASS)** – 2 Semesters
History, Geography (1 semester of each subject)

**Languages** – minimum of 1 Semester OR Full Year Program
French, German, Japanese

**Mathematics** – 2 Semesters

**Science** – 2 Semesters
Choice of subjects will only be offered where there are sufficient student numbers to form viable classes.

### SUBJECt Descriptions

#### Arts

**Minimum of 1 Semester**
In Year 8 students study a minimum of one Arts semester length program. Students may choose more than one semester of the Arts or a specialised full year Arts program in the Arts Academy subject to successful audition/workshop or interview. The specialised Full Year Programs are designed for students who are intending to continue their chosen Arts program throughout secondary school.

#### Dance

**1 Semester OR Full Year Specialist Dance Program**

**Description:**
The Dance programs develop the knowledge and skills required for a dancer. Dance genres include contemporary dance, jazz, hip hop and world dance culture. Students compose their own dance in small group choreographic tasks and they also learn a whole class routine. Digital technologies are used for developing performance elements and exploring dance on film. Performance opportunities are available throughout the year at assemblies, Open Days, special events and the whole school production.

**Assessment:**
The program is assessed using Australian Curriculum Achievement Standards.

#### Drama

**1 Semester OR Full Year Specialist Dance Program**

**Description:**
The Drama programs develop the knowledge and skills required for an actor or back stage technician. Drama genres include improvised theatre and various theatre innovations including historical perspectives and contemporary practice with digital technologies. Students create their own dramatic presentations throughout the semester. Performance opportunities are available throughout the year at assemblies, Open Days, special events and the whole school production.

**Assessment:**
The program is assessed using Australian Curriculum Achievement Standards.

#### Music

**1 Semester OR Full Year Specialist Music Program**

**Description:**
The Music program develops the knowledge and skills required for a musician. Students learn the fundamental concepts of music theory, digital composition and historical contexts and participate in practical activities on a variety of instruments. Students who choose the Specialist Music program are required to be actively learning an instrument and participate in an ensemble (band or choir) whilst those who undertake the semester Music option will study basic skills on keyboard, guitar and drums. Hire fees may be applicable and a $40/year Administration fee is also charged to cover repairs, photocopying and purchase of instrumental charts. Piano lessons include private instructor fees. Performance opportunities are available throughout the year at assemblies, Open Days, Music Night, special events and the whole school production.

**Assessment:**
Instrumental rehearsal and performance, theory of music activities including digital composition, projects and assignments incorporating literacy-based tasks aligned to the Australian Curriculum Achievement Standards. (Students who wish to receive weekly instrumental or voice lessons through the Instrumental Music Program must choose a Music program in Year 8).
Visual Art and Design

1 Semester OR Full Year Specialist Visual Art/Design Program

Description:
In Visual Art students learn the knowledge and skills required for the developing artist. The program includes drawing, painting, design, clay and craft. Students develop their skills by refining their work from batchup work to the creation of final products. Presentation of student artwork are available throughout the year in student exhibitions at Open Days and special events.

Assessment:
The program is assessed using Australian Curriculum Achievement Standards.

Design and Technology

2 Semesters
In Year 8 students study two of the following Design and Technology programs:

Computing
1 Term

Description:
Students will learn how to use features and functions of Microsoft Word, Powerpoint, Excel & Publisher to enhance assignments both in Technology subjects and across the rest of the school curriculum.

Assessment:
Is in accordance with the Australian Curriculum, and will be reported to parents. Assessment is based on design, practical skills and knowledge and understanding. The program is 70% practical and 30% theory.

Electronics
1 Term

Description:
Students will learn the function of a range of electrical components and will use this knowledge to compose circuits using Circuit Wizard and pre-test their work on screen. Students will learn how to solder safely and correctly to construct a simple circuit.

Assessment:
Is in accordance with the Australian Curriculum, and will be reported to parents. Assessment is based on design, practical skills and knowledge and understanding. The program is 70% practical and 30% theory.

Textiles
1 Term

Description:
Students will learn a range of stitches to be used in creating textile projects both by hand and machine sewing. They will use these skills to produce a selection of small textiles projects.

Assessment:
Is in accordance with the Australian Curriculum, and will be reported to parents. Assessment is based on design, practical skills and knowledge and understanding. The program is 70% practical and 30% theory.

Foods
1 Term

Description:
Students will have the opportunity to learn a range of food related skills including safety to develop their knowledge of using technology to design and prepare healthy and nutritious foods.

Assessment:
Is in accordance with the Australian Curriculum, and will be reported to parents. Assessment is based on design, practical skills and knowledge and understanding. The program is 50% practical and 50% theory.

Metalwork
1 Term

Description:
Students will learn to work safely in the workshop with a range of hand, power tools and machinery. Students will be given a range of tasks to complete that will introduce them to a broad and varied range of skills and techniques.

Assessment:
Is in accordance with the Australian Curriculum, and will be reported to parents. Assessment is based on design, practical skills and knowledge and understanding. The program is 70% practical and 30% theory.

Woodwork
1 Term

Description:
Students will learn to work safely in the workshop with a range of hand tools and machinery. Students will be given woodwork tasks which allow them to practice their techniques and improve accuracy and finish of their work.

Assessment:
Is in accordance with the Australian Curriculum, and will be reported to parents. Assessment is based on design, practical skills and knowledge and understanding. The program is 70% practical and 30% theory.

Advanced Technologies, STEM

Description:
Students must have achieved a grade C or better in both Mathematics and Science to join this course. The course is focussed on Problem and Inquiry Based Learning where students will apply Science, Mathematical and Technology theory to everyday problems in order to Engineer innovative design solutions.

The intended outcome is that STEM participants will be successful, confident and creative STEM learners as well as active and informed citizens prepared to engage in the global ideas boom.

Assessment:
Is in accordance with the Australian Curriculum, with a specific focus on the curriculum’s general capabilities, and will be reported to parents. Assessment is based on design, practical skills and knowledge and understanding. The program is 70% practical and 30% theory.
**English**

**Full Year Program**

**Description:**
Students engage in the study of a broad range of texts including literature, media texts and everyday texts including consideration of their purpose, context and audience. They respond to these texts in various forms, demonstrating their knowledge and understanding in written, spoken, visual and multimedia modes. Students also independently select their own prose texts for reading and response.

They build further upon their literacy skills by engaging in a broad range of language programs designed to cater for students with a wide range of language abilities. Students are engaged in producing well-crafted written and oral texts for a variety of purposes that have been planned, conferenced, drafted and edited before submission. Students also incorporate the use of new technologies in the construction of texts.

**Assessment:**
By way of text response, text production, literature and media studies, critical reading and literacy activities, brief and extended learning tasks, group and individual learning and language skills programs designed to cater for students of mixed abilities. Learning programs and assessment in English are based upon the Australian Curriculum English statement.

**Health and Physical Education (HPE)**

In Year 8 students have an element of choice with their Physical Education lessons. They have to choose at least one semester of HPE, but they can choose to do a full year of HPE. The options are listed below:

1. This can be one semester of HPE or one semester of Healthy Lifestyle Choices.
2. They can opt to do two semesters of HPE or a combination of one semester of HPE and one semester of Healthy Lifestyle Choices making two semesters in total.
3. They can opt to do two semesters of Special Sport but not one semester as it is a full year course.

**Specialist Sports**

**Full Year Program**

**Description:**
This course runs for two semesters and is aimed at students who have a high skill level or potentially high skill level and who are very enthusiastic about sport in general. Sporting excellence is the goal. The sports covered in this full year course will be the Target Sports that students can specialise in when they move into Year 9 & 10. These sports are Basketball, Football, Netball, Rugby, Soccer and Volleyball. Students will also experience other complimentary sports as well as undertaking the SHINE program that all Year 8 students participate in.

Students will focus on; practical skills; concepts of play; fitness development and training principles.

Students are expected to change into their College PE uniform before each PE lesson. They are required to participate in all activities and if they are unable to participate due to a medical problem, a note from home must be provided.

**Assessment:**
Is in accordance with the Australian National Curriculum as well as participation, skill improvement and effort in both practical and theoretical contexts.

**Healthy Lifestyle Choices**

**1 Semester**

**Description:**
This course is open to Year 8 students who are not overly keen on team sports. HLC explores fitness and nutrition; weight management and body shape/self-esteem issues.

It will provide students with practical solutions to gaining a healthier body and mind through enjoyable, regular exercise that is accessible for all levels of ability.

**Assessment:**
- Practical 50% (Walking, Muay Thai Kickboxing, Weight Training, Yoga, Thai Chi, Aerobics, Meditation)
- Theory 50% (Healthy Choice Cookbook, Peer Teaching Assignment, Lifestyle Diseases PowerPoint, Nutrition Essentials Factsheet).

**Humanities and Social Sciences (HASS)**

**1 Semester**

Year 8 students will do both History and Geography for 1 semester each over the course of the year.

**History**

**1 Semester**

**Description:**
This one semester course will be delivering the Australian History Curriculum. There is an Overview (The Ancient to the Modern World) introducing students to historical concepts and skills, and inquiry based learning.

This introduction will be followed by three in-depth studies. These include:

1. The Western & Islamic World. Either – The Vikings, Renaissance Italy, Medieval Europe or The Ottoman Empire.
2. The Asia–Pacific World. Either – The Khmer Empire, Japan under the Shoguns or Polynesian Expansion.

**Assessment:**
Is in accordance with the Australian Curriculum, and will be reported to parents. Students are assessed on their research, note taking, inquiry work, oral skills, class contributions, written responses (including essays) and ICT skills such as Power Point presentations. Students work both individually and in groups to gather information and develop research projects.
Geography

1 Semester

**Description:**
This one semester course will be delivering the Australian Geography Curriculum. There are two units (Landforms & Landscapes and Reshaping the Nation) introducing students to geographical concepts and skills and inquiry based learning. These include:

1. Landforms & Landscapes draws on the concepts of change, environment, scale and sustainability to investigate key geomorphological processes and their resulting landforms, geomorphological hazards and soils. Threats posed by human activities and proposed future use of environments in Australia, a country in the Asia region, and a country from elsewhere in the world as appropriate.

2. Reshaping the Nation draws on the concepts of change, interconnection, scale, space and sustainability to explore the similarities and differences, advantages and disadvantages in the location, type and features of settlements in geographically large countries including Australia, China and the United States of America.

**Assessment:**
In accordance with the Australian Curriculum, and will be reported to parents. Students are assessed on their research, note taking, inquiry work, oral skills, class contributions, written responses (including essay) and ICT skills such as PowerPoint presentations. Students work both individually and in groups to gather information and develop research projects.

Complementing the Year 8 History/Geography curriculum are Civics and Citizenship and Business and Enterprise. Topics include government and democracy, laws and citizens, citizenship, diversity and identity, resource allocation and making choices.

Languages

**Minimum of 1 Semester OR Full Year Program**

French

1 Semester

**Description:**
Appropriate for students with or without prior experience in a language. This course is based on three strands: Understanding Language, Culture and Communication. Student knowledge is expanded linguistically, socially and culturally. Students learn and consolidate basic French language such as greetings, asking and answering simple questions about personal details, basic adjectives, numbers, family, pets, school and time. They will be introduced to French food, culture and film.

**Assessment:**
This subject is in accordance with the Australian Curriculum outcomes. Students are assessed on communication and their understanding of the language through a range of written and spoken assessment tasks. Successful completion of Year 8 French will enable students to study French at Year 9.

German

1 Semester

**Description:**
This course is based on three strands: Understanding Language, Culture and Communication. Student knowledge is expanded linguistically, socially and culturally. Students learn and consolidate basic German language such as greetings, asking and answering simple questions about personal details, basic adjectives, numbers, family, pets, school and time. They will be introduced to German food, culture and film.

**Assessment:**
This subject is in accordance with the Australian Curriculum outcomes. Students are assessed on cultural activities, communication, and their understanding of the language through a range of written and oral assessment tasks. Successful completion of Year 8 German will enable students to study German at Year 9.

Japanese

1 Semester

**Description:**
This course is based on three strands: Understanding Language, Culture and Communication. Student knowledge is expanded linguistically, socially and culturally. Students learn and consolidate basic Japanese language such as greetings, asking and answering simple questions about personal details, basic adjectives, numbers, transportation, basic sentence construction and characters, including Hiragana and an introduction to Katakana and basic Kana.

**Assessment:**
This subject is in accordance with the Australian Curriculum outcomes. Students are assessed on communication and their understanding of the language through a range of written and spoken assessment tasks. Successful completion of Year 8 Japanese will enable students to study Japanese at Year 9.

Mathematics

**Full Year Program**

**Description:**
Students will be following the three strands as laid out in the Australian Curriculum of Number and Algebra, Measurement and Geometry and Statistics and Probability. Emphasis is given to developing fluency skills through understanding, problem solving and reasoning abilities.

The course will continue to develop student skills in number and place value, financial mathematics, real numbers, algebra, measurement, geometric reasoning, chance and data representation and interpretation. Where possible, real life examples and problem solving skills will be used.

**Assessment:**
Assessment in this subject includes testing, assignments and folio tasks and in accordance with the Australian Curriculum.

Science

**Full Year Program**

**Description:**
The Science curriculum, as described by the Australian National Curriculum, is organised around three interrelated strands, Science understanding, Science inquiry skills and Science as a human endeavour. This is taught throughout the year in the sub strands, Biological Sciences, Chemical Sciences, Earth and Space Sciences and Physical Sciences. These include topics that cover cells and body systems, the states of matter, physical and chemical changes, energy transfer and transformations and rocks and minerals. Much time and effort is put into teaching and encouraging safe practical techniques, scientific method and creative thinking.

**Assessment:**
Students are assessed on both theoretical and practical skills and assessment includes research work, practical reports, written and oral exercises and tests. Assessment in this subject is in line with the Australian Curriculum Achievement standards.
MIDDLE SCHOOL CURRICULUM
YEAR 9

YEAR 9 COMPULSORY SUBJECT LIST

English – 2 Semesters
Health and Physical Education (HPE)
– 1 Semester
Humanities and Social Sciences (HASS)
– 2 Semesters
History, Geography (1 semester of each subject)
Mathematics – 2 Semesters
Science – 2 Semesters

YEAR 9 CHOICE SUBJECT LIST

Arts – 1 Semester OR Full Year Program
Dance, Design (Computer based), Drama, Media Arts: Film Making, Music, Visual Art
Design & Technology – 1 Semester OR
Full Year Program
Health and Physical Education (HPE) – 1 OR 2 Semesters depending on option chosen
Targeted Sport, Outdoor Education, Healthy Lifestyle Choices
Languages – 2 Semesters
French, Japanese, German

Minimum of 1 Semester
In Year 9, students can elect to study a semester length Arts program. Students may choose more than one semester of the Arts of a specialised full year Arts program subject to successful audition/workshop or interview within the Arts Academy program. The specialised Full Year Programs are designed for students who are intending to continue their chosen Arts program throughout secondary school.

Dance
1 Semester OR Full Year Specialist Dance Program
Description:
The Dance programs develop the knowledge and skills required for a dancer. Dance genres include contemporary dance, jazz, hip hop and world dance culture. Students compose their own dance in small group choreographic tasks and they also learn whole class routines. Digital technologies are used for developing performance elements and exploring dance on film. Performance opportunities are available throughout the year at assemblies, Open Days, special events and the whole school production.
Assessment:
Year 9 Dance is highly recommended as a pre-requisite for Year 10 Dance and Drama.

Design
1 Semester OR Full Year for Specialist Design Program
Description:
The Design in Year 9 is highly recommended as a pre-requisite for Design in Years 10, 11 and 12.

Languages

Media-Arts
1 Semester OR Full Year Specialist Media Arts Program
Description:
The Media-Arts Program has a focus on film making and further delivers the knowledge and skills required for a film maker. Students learn how to script, storyboard, use a video camera, and incorporate film elements such as costume/make-up/props design/lighting/sound and editing techniques for film making. Students create their own short films in various genres. Presentation opportunities are available throughout the year at assemblies, Open Days, special events and the whole school production.
Assessment:
Year 9 Media-Arts is highly recommended as a pre-requisite for Year 10 Media-Arts and Media Studies in Year 11 and 12.

Science
3 Semesters
Sciences (HASS)
1 Semester

History, Geography (1 semester of each subject)

Mathematics
2 Semesters

Science
2 Semesters

Dance

English
– 2 Semesters

Health and Physical Education (HPE)
– 1 Semester

Humanities and Social Sciences (HASS)
– 2 Semesters

English
– 2 Semesters

Health and Physical Education (HPE)
– 1 Semester

Humanities and Social Sciences (HASS)
– 2 Semesters

History, Geography (1 semester of each subject)

Mathematics
– 2 Semesters

Science
– 2 Semesters

Arts
– 1 Semester OR Full Year Program
Dance, Design (Computer based), Drama, Media Arts: Film Making, Music, Visual Art

Design & Technology
– 1 Semester OR
Full Year Program

Health and Physical Education (HPE)
– 1 OR 2 Semesters depending on option chosen
Targeted Sport, Outdoor Education, Healthy Lifestyle Choices

Languages
– 2 Semesters
French, Japanese, German

Choice of subjects will only be offered where there are sufficient student numbers to form viable classes.

Assessment:
Year 9 Dance is highly recommended as a pre-requisite for Year 10 Dance and the Creative Arts – Dance programs in Year 11 and 12.

Design
1 Semester OR Full Year for Specialist Design Program
Description:
The Drama program further develops the knowledge and skills required for an actor or back stage technician. Drama genres include improvised theatre and various theatre innovations including historical perspectives and contemporary practice with digital technologies. Students create their own dramatic presentations throughout the program. Performance opportunities are available throughout the year at assemblies, Open Days, special events and the whole school production.
Assessment:
Year 9 Drama is highly recommended as a pre-requisite for Year 10 Drama and Drama in Years 11 and 12.

Media-Arts
1 Semester OR Full Year Specialist Media Arts Program
Description:
The Media-Arts Program has a focus on film making and further delivers the knowledge and skills required for a film maker. Students learn how to script, storyboard, use a video camera, and incorporate film elements such as costume/make-up/props design/lighting/sound and editing techniques for film making. Students create their own short films in various genres. Presentation opportunities are available throughout the year at assemblies, Open Days, special events and the whole school production.
Assessment:
Year 9 Media-Arts is highly recommended as a pre-requisite for Year 10 Media-Arts and Media Studies in Year 11 and 12.
Music
1 Semester OR Full Year Specialist Music Program
Description:
The Music program further develops the knowledge and skills required for a musician. Students continue to learn the fundamental concepts of music theory, digital composition and historical perspectives and participate in practical activities on a variety of instruments. Students who choose the Specialist Music program are required to be actively learning an instrument and participate in an ensemble (band or choir) whilst those who undertake the semester Music option will study basic skills on keyboard, guitar and drums. Hire fees may be applicable and a $40/Year Administration fee is also charged to cover repairs, photocopying and purchase of instrumental charts. Piano lessons include private instructor fees. Performance opportunities are available throughout the year at assemblies, Open Days, special events and the whole school production.
Assessment:
Instrument rehearsal and performance, theory of music activities including digital composition, projects and assignments incorporating literacy-based tasks aligned with the Australian Curriculum Achievement Standards. (Students who wish to receive weekly instrumental or voice lessons through the instrumental Music Program must choose a Music program in Year 9)

Visual Art
1 Semester OR Full Year Specialist Visual Art Program
Description:
In Visual Art, students learn the knowledge and skills required for the developing artist. The program includes drawing, painting, clay and craft. Students develop their skills by refining their work from backup work to the creation of final products. Presentations of student artwork are available throughout the year in student Exhibitions at Open Days and special events.
Assessment:
Visual Art in Year 9 is highly recommended as a pre-requisite for Visual Art in Years 10, 11 and 12.

Design and Technology
Minimum of 1 Semester
Advanced Technologies, STEM
(Science, Technology, Engineering & Design)
1 Semester
Description:
Students must have achieved a grade C or better in both Mathematics and Science to join this course. The course is focussed on Problem and Inquiry Based Learning where students will apply Science, Mathematical and Technology theory to everyday problems in order to Engineer Innovative design solutions.
Design challenges are student lead and supportive of students improving perseverance, self-management and self-confidence.
The course begins with a focus on Team Work and Communication skills whilst developing students’ Critical and Creative Thinking Skills, to prepare them for the coming tasks. These tasks will be derived from our industry links program where they are faced with real world problem from well-known Australian businesses. The Design challenges will require students to work in teams to create and present prototypes of their engineered design solutions through selecting appropriate outputs including 3D Printing, Robotics, CNC (Computer Numerically Controlled) Machining, and/or hand tools machinery on a range of available materials.
The intended outcome is that STEM participants will be successful, confident and creative STEM learners as well as active and informed citizens prepared to engage in the global ideas boom.
Assessment:
Is in accordance with the Australian Curriculum, and will be reported to parents. Assessment is based on design, practical skills and knowledge and understanding. The program is 70% practical and 30% theory.

Computing/Creative Industries
1 Semester
Description:
Students will engage using a range of software to design and create a range of communication products, including animated GIFs and web pages. Additionally they will use interactive game programming software called Scratch to learn the basics of pseudo logic and create a small game of their own design. Other computing skills that will be taught include the use of spread sheets to understand how to use formula and applied mathematics in real world contexts, such as costing projects and managing finances. Students will also create a major project based on the earlier skills tasks in the course.
Assessment:
Is in accordance with the Australian Curriculum, and will be reported to parents. Assessment is based on design, practical skills and knowledge and understanding. The program is 70% practical and 30% theory.

Materials Technology
1 Semester
Description:
Students will learn to use a range of hand tools and machinery safely in the workshops to produce creative design solutions in a range of materials (wood, metal and plastic). Students will develop their creative thinking skills in order to arrive at exciting new design solutions with emphasis being placed on accurate hand and machine skills when creating design solutions to ensure a good quality finish on products.
Assessment:
Is in accordance with the Australian Curriculum, and will be reported to parents. Assessment is based on design, practical skills and knowledge and understanding. The program is 70% practical and 30% theory.

3D Printing, CAD/CAM, Photography
1 Semester
Description:
Students work collaboratively in classroom and workshop environments. Students will hone their skills and develop their understanding relevant to the area chosen. The skills include introduction to Computer Aided Design (CAD) using Inventor with outputs in 3D printing and CNC machining. Students will also learn how to use Photoshop and digital camera basics. The students will develop a deeper understanding of the design process relevant to their chosen subject.
Assessment:
Is in accordance with the Australian Curriculum, and will be reported to parents. Assessment is based on design, practical skills and knowledge and understanding. The program is 70% practical and 30% theory.
Robotics/Electronics
1 Semester

Description:
Students will engage in a range of activities relating to programming robots and creating exciting electronics projects. In the Electronics component they will design a project to be manufactured using CAD/CAM activities to create a small flashing LED project, that also includes identification and use of common electronic components and introduction to soldering activities. In the Robotics section of the course students will face engineering challenges that must be solved by the physical construction and programming of LEGO robots to complete given challenges.

Assessment:
Is in accordance with the Australian Curriculum, and will be reported to parents. Assessment is based on design, practical skills and knowledge and understanding. The program is 70% practical and 30% theory.

Food and Nutrition
1 Semester

Description:
This course will use the Australian Guide to Healthy Eating to develop the knowledge and skills to enable students to design and prepare healthy food using a variety of techniques from individually sources recipes. Meal planning and food preparation skills are developed through practical experiences each week.

Assessment:
Is in accordance with the Australian Curriculum, and will be reported to parents. Assessment is based on design, practical skills and knowledge and understanding. The program is 50% practical and 50% theory.

Home Economics: Food and Textiles
1 Semester

Description:
Students will build on their practical kitchen skills to design and produce food with the focus on health and nutrition. Computing and research will support the practical work with the creation of power points, brochures and tables illustrating knowledge of diet and adolescent health. Students will create textile projects through their development of sewing skills in Year 8. The practical work will be supported with the use of computing and advanced sewing technology to design, make and evaluate the nature and safety of textiles.

Assessment:
Is in accordance with the Australian Curriculum, and will be reported to parents. Assessment is based on design, practical skills and knowledge and understanding. The program is 50% practical and 50% theory.

Woodwork and Metalwork Technology
1 Semester

Description:
Students work collaboratively in a safe workshop environment in the area of Wood or Metalwork. Students will hone their skills and develop their understanding relevant to the area chosen. The skills include joining methods, hand tools, power tools and the use of equipment used for measuring and marking out. The students will also develop a deeper understanding of the design process relevant to their chosen project.

Assessment:
Is in accordance with the Australian Curriculum, and will be reported to parents. Assessment is based on design, practical skills and knowledge and understanding. The program is 70% practical and 30% theory.

English

Full Year Program

Description:
Students continue their studies of a broad range of literature, media and everyday texts from familiar and increasingly unfamiliar contexts. They respond to these texts in various forms, demonstrating their knowledge and understanding through the production of an expanding range of written and spoken and multi-modal texts. They further develop their literacy and competence in visual and multimedia forms of communication, incorporating new technologies in their joint and individual construction of texts. Students independently select their own prose texts for reading and response. Students further build upon their language and literacy skills, producing well-crafted written and oral texts for a broader variety of purposes that have been planned, conferenced, drafted and edited before submission.

Assessment:
Is based on participation in group tasks, skill improvement and effort in both practical and theoretical contexts as well as written assignments in accordance with the Australian National Curriculum. Students undertake topic theories including Relationships and Sexual Health as well as the Benefits of Fitness.

Health and Physical Education (HPE)

HPE A
Compulsory Semester Course

Description:
This course enables students to enhance their own health, well-being, physical activity and participation in a variety of contexts. Students will study a range of health topics including: the benefits of physical activity, gender equality, contraception, relationships and sexual health. Students will also participate in a range of sporting activities such as badminton, Gaelic football, korfball, tag rugby and tennis. This course will also include minor games and challenge and adventure activities.

This course develops the students’ ability to perform and refine specialised movement skills. Students will be exposed to a range of individual and team activities which enhance their skills, including their ability to apply the principles of attack and defence in a range of situations. Students also develop leadership and collaboration skills by working in teams.

Students are expected to change into their College PE uniform before each PE lesson. Students are required to participate in all activities. If they are unable to participate due to a medical problem a note from home must be provided.

Assessment:
Is based on participation in group tasks, skill improvement and effort in both practical and theoretical contexts as well as written assignments in accordance with the Australian National Curriculum. Students undertake topic theories including Relationships and Sexual Health as well as the Benefits of Fitness.
Outdoor Education

1 Semester

Description:
Outdoor Education offers students enjoyable challenges in outdoor activities and journeys. Students undertake one practical outdoor activity and one, three day outdoor camping experience during the semester. Students will develop practical skills and knowledge needed for safe, enjoyable and adventurous outdoor travel. Students identify and apply appropriate skills to minimize human impacts on natural environments.

Students will learn skills to live in the outdoors, including how to leave no trace of a visit to natural environments, basic first aid, equipment and clothing selection, risk and safety management, orienteering, tent pitch, campsite selection, menu planning, use of lightweight cookers – and apply these skills on a 3 day outdoor tent camping activity.

Assessment:
Course work may be assessed through assignments, tests, tasks, and performance checklists. The major practical assessment for this course will take place during the outdoor journey. Course work 40%, Outdoor activity 20%, Outdoor journey 30%, Report 10%.

Further Information:
To successfully complete this course students MUST participate in a three day outdoor journey, involving tent camping. A reasonable level of fitness is also required.

Subject Costs:
Apply to this course. Exact costs will be finalized once class numbers and current prices are known. Approximate semester cost - $80.

Target Sport

1 Semester OR Full Year Program

Only 1 semester of any sport can be chosen, but 2 separate sports can be studied.

Soccer, Volleyball, Basketball, Football, Rugby & Netball.

Students are allowed to choose two separate Target Sport options.

Description:
These courses are in addition to student’s compulsory Health and Physical Education lessons.

The courses are suitable for students who have high skill and fitness levels, an appropriate work ethic with regard to written and physical work, and they must have a desire to further develop their physical skills and knowledge.

Students are expected to change into their College PE uniform before each lesson. Students are also required to participate in all activities. If they are unable to participate due to a medical problem a note from home must be provided.

Selection Process:
Students nominate to be tested for this subject. Tests include:
the ‘Beep Test’ (Aerobic capacity), ‘Hand-Eye’ coordination testing and a written application. The HPE staff will then select students for the class by considering individual skill, fitness and recommendations from their previous HPE teacher.

Assessment:
Is based on participation in group tasks, individual skill improvement, effort in both practical and theoretical contexts and written assignments.

Geography

1 Semester

Description:
This one semester course will be delivering the Australian Geography Curriculum. There are two units, Biomes and Food Security and Exploring Interconnections. These expand on the geographical concepts, skills and inquiry based learning begun in Year 8. These include:

1. Biomes and Food Security draws on the concepts of environment, place, space and sustainability through an investigation of biogeography, agricultural production and associated constraints within Australia, a country from South-East Asia and another country from elsewhere in the world as appropriate.

2. Exploring Interconnections draws on the concepts of environment, interconnection, place, space, and sustainability to explore the patterns in peoples connections to the rest of the world through their purchasing power, use of information and communication technologies and interest in world events, with a focus on Australia, the United States of America and the countries of North-East Asia.

Assessment:
Is in accordance with the Australian Curriculum, and will be reported to parents. Students are assessed on their research, note taking, inquiry work, oral presentations and the development of critical literacy skills, particularly the ability to analyse and consider new information and topics, written responses (including essays) and ICT skills. Students work individually and in groups to gather information and develop research projects. They will be expected to develop their own opinions and express them in a variety of forms including written, oral, and using ICT skills such as Power Point presentations.

Humanities and Social Sciences (HASS)

History

1 Semester

Description:
This one semester course will be delivering the Australian History Curriculum. There is an Overview (The Making of the Modern World) that continues to expand on the historical concepts, skills and inquiry based learning begun in Year 8. Following this introduction will be three in-depth studies. These include:

1. Australia and Asia. Either – Asia and the World or Making a Nation.


3. World War 1.

Assessment:
Is in accordance with the Australian Curriculum and will be reported to parents. Students are assessed on their research, note taking, inquiry work, oral presentations and the development of critical literacy skills, particularly the ability to analyse and consider new information and topics, written responses (including essays) and ICT skills. Students work individually and in groups to gather information and develop research projects. They will be expected to develop their own opinions and express them in a variety of forms including written, oral, and using ICT skills such as Power Point presentations.
Languages

French

Full Year Program

Description:
Prior French knowledge in Year 8 is required. This course is based on three strands: Understanding Language, Culture and Communication. During the year students cover language structure and culture based on a range of topics including personal appearance, ordering food, school life, family, animals, cultural tours and health. Excursions are organized for students to further experience French culture and they are also encouraged to participate in cultural activities. Successful completion of Year 9 French is a prerequisite for Year 10 French.

Assessment:
Is in accordance with the Australian Curriculum, and will be reported to parents. Students are assessed on cultural activities, communication (listening, speaking, reading and writing) and their understanding of the language through a range of written and oral assessment tasks.

German

Full Year Program

Description:
Prior German knowledge in Year 8 is required. This course is based on three strands: Understanding Language, Culture and Communication. During the year students cover language structure and culture based on a range of topics covering personal appearance, weather, transport and travel, food, school life and family. Excursions are organized for students to further experience German culture and they are also encouraged to participate in cultural workshops, performances and cooking. They learn present, past and future tenses and extend their knowledge of German film. Successful completion of Year 9 German is a prerequisite for Year 10 German.

Assessment:
Is in accordance with the Australian Curriculum, and will be reported to parents. Students are assessed on cultural activities, communication (listening, speaking, reading and writing) and their understanding of the language through a range of written and oral assessment tasks.

Japanese

Full Year Program

Description:
Prior Japanese knowledge in Year 8 is required. This course is based on three strands: Understanding Language, Culture and Communication. During the year students cover language structure and culture based on a range of topics including personal interests, seasons, holidays, invitations, school life, shopping, dining and directions. Excursions are organized for students to further experience Japanese culture and they are also encouraged to play an active role in supporting international students from Japan by participating in the buddy program. Successful completion of Year 9 Japanese is a prerequisite for Year 10 Japanese.

Assessment:
Is in accordance with the Australian Curriculum, and will be reported to parents. Students are assessed on cultural activities, communication (listening, speaking, reading and writing) and their understanding of the language through a range of written and oral assessment tasks.

Mathematics

Full Year Program

Description:
This subject includes testing, assignments and projects and is in accordance with the Australian Curriculum.
SACE

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

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

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

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

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

The compulsory elements of the SACE are:
- a Personal Learning Plan at Stage 1 worth 10 credits
- at least 20 credits towards literacy from a range of English/English as a Second Language studies (Stage 1 or above)
- at least 10 credits towards numeracy from a range of mathematics studies (Stage 1 or above)
- a major project of extended studies called the Research Project (Stage 2), worth 10 credits
- satisfactory completion of at least 60 additional credits obtained from 3 full year subjects in Stage 2.

The importance of the compulsory elements is reflected in the requirement that students must achieve either an A, B, C or equivalent in these subjects to complete the SACE successfully.

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

UNIVERSITY AND TAFE ENTRY

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

Students who complete the SACE are eligible for university entry, provided they meet certain requirements. For university entry, students need to achieve 90 credits at Stage 2, including three Stage 2 subjects worth 20 credits each. The final Stage 2 credits can be gained in a variety of ways defined by the universities. Universities also specify required subjects for some of their courses.

Full details of university and TAFE entry requirements for 2016 onwards will be included in the Tertiary Entrance Booklet 2015, 2016, 2017 to be published by the South Australian Tertiary Admissions Centre in July 2015. Go to the SATAC website for more information: www.satac.edu.au

More information about subjects offered as part of the SACE and updates about the SACE are available from the website: www.sace.sa.edu.au
VET

VET stands for Vocational Education and Training, and gives students the opportunity to undertake training and participate in work experience in a range of industries. VET recognition procedures enable students to include VET in their SACE studies. These procedures help students to build pathways in the SACE through VET, and encourage students to complete, or make significant progress towards completing VET qualifications while completing the SACE.

The recognition arrangements for VET in the SACE allow students to earn 10 SACE credits for successfully completing 70 hours of VET. The SACE Board will decide whether the SACE credits earned for a particular VET qualification will be recognised at Stage 1 or Stage 2. Students can refer to the VET Recognition Register for more information about Stage 1 and Stage 2 VET.

Studying a VET program while still at school can:

- Provide you with a head start in your chosen career.
- Make your senior school studies more relevant and interesting.
- Enable you to work towards completing your SACE as well as gaining a training qualification.
- Enable you to combine your school studies with part-time or casual employment.
- Provide opportunities to learn ‘on the job’ while undertaking work placement.

For more information about VET and to check the VET Recognition Register, visit: www.sace.sa.edu.au/subjects/recognised-learning/recognition-register/vet-recognition-register

TRADE SCHOOLS

Southern Adelaide and Fleurieu Trade School

The Southern Adelaide & Fleurieu Trade School (SAFTS) is a consortium of schools in the Southern Adelaide, Fleurieu Peninsula and Kangaroo Island regions, consisting of the following schools:

- Aberfoyle Park High School
- Christie's Beach High School
- Hallett Cove School
- Eastern Fleurieu School
- Kangaroo Island Community Education
- Parndana, Kingscote, Penneshaw
- Mount Compass Area School
- Reynella East College
- Seaford Secondary College
- Victor Harbor High School
- Willunga High School
- Wirreanda Secondary School
- Yankalilla Area School

Students can access a range of vocational courses across the region hosted by local schools working with the local community and industry. At the same time, young people will be able to achieve their South Australian Certificate of Education (SACE) while learning skills and working toward industry accredited qualifications. They will be better prepared to take on apprenticeships and skilled jobs in areas that have identified skill shortages.

School to Work Apprenticeship Brokers help connect students with local industry and employers via education and support with setting up apprenticeships & traineeships. The Apprenticeship Brokers also makes sure that contracts of training for young people are fair and reasonable for everyone involved. Trade School students can do an apprenticeship or trainee while still at school, spending their week days involved in a combination of school, working at a business and skills training at a TAFE or other training provider.

For more information about the Southern Adelaide and Fleurieu Trade School contact the VET coordinator in your school or you can visit: www.safts.sa.edu.au.

Structured workplace learning (SWL)

SWL is an opportunity for you to experience a real or simulated workplace opportunity relevant to your VET program. The benefits of SWL includes: learning new skills, working as part of a team, experiencing the workplace environment and becoming better informed for future career choices.

Course Fees

SAFTS courses comply with Industry Training Packages. Many of the courses include an additional financial fee. There is a variation of costs between similar courses due to differences in agreements with Registered Training Organisations and host schools. This may be due to training, assessment or the competencies selected.

Travel Arrangements

If students have chosen to participate in a course at another SAFTS school, parents/caregivers will be required to arrange transport for their child to the training and work placements.

Selection Guidelines

Selection for entry to regional courses will be based on the following guidelines:

- Identified relevant interest and/or previous work experience.
- Demonstrated capacity for independent learning.
- Identified career pathway.

Training Guarantee for SACE Students (TGSS)

The Training Guarantee for SACE Students (TGSS) is for students who know they want to start a planned vocational pathway whilst still at school as part of their SACE and then continue after they leave school. Students must be 16 years of age or older and undertaking substantive VET within the SACE and have relevant work experience or VET training.

What is an Australian School Based Apprenticeship (ASBA)?

ASBAs allow senior secondary students to combine training and work in an industry area to achieve a nationally recognised vocational qualification that contributes to their final secondary qualification.

Features of ASBAs are:

- Combining attendance at school and paid work.
- A training agreement which links to an industrial award negotiated by DECO Apprenticeship Broker.
- Attainment of a senior secondary qualification (e.g. SACE) and a vocational education and training qualification.
- Access to a wide variety of vocations, provided applicable awards have been varied to accommodate part-time hours.

Who is involved in an ASBA?

Student:

- Must be committed to work and study in order to obtain qualification.
- Must fulfil all obligations as defined on the Contract of Training.

Employer:

- Needs to be flexible with working hours, provide adequate training and supervision, fulfil obligations as defined on the Contract and negotiate Training Plan with RTQ upfront.

Registered Training Organisation (RTO):

- Delivers competency-based training in accordance with the Negotiated Training Plan.

School Principals, Careers Advisors & Apprenticeship Brokers:

- Must endorse the Australian School Based Apprenticeship (ASBA) and make the student aware of all the implications of signing the contract of training.

Parents/Guardians:

- Must agree to terms and conditions and co-sign the Contract of Training if the student is less than 18 years old.
Industry Pathways Program (IPP)
You have the opportunity to enrol in a secondary school vocational program that:
- Provides credit towards some components of the SACE.
- Provides credit towards a recognised VET qualification. In some IPPs students have an opportunity to complete the whole qualification.
- Aims to provide pathways into the following: apprenticeships, traineeships, further education or training, and direct employment.
- Focuses on industry areas where there are skills shortages or emerging industries.
- Provides practical vocational experiences, including in the workplace, an understanding of pathways in the industry, career development skills and vocational literacy and numeracy skills.

VET COURSES AT REYNELLA EAST COLLEGE

Certificate II Automotive Vocational Preparation
Description:
This course is open to Year 10 to 12 students. It is a nationally accredited TAFE certificate level course which is offered through the Southern Fleurieu Trade School.

Course is held at both Reynella East College and Noarlunga TAFE as per scheduled timetable.

Cost: approx $1000 (TBC).

Certificate II Construction Pathways
Description:
This course is open to Year 11 and 12 students. This is a competency based program that will provide nationally recognised qualifications that count towards an apprenticeship/traineeship.

- The program is designed to help the student learn about skills in the various areas of the building and construction industry and get practical ‘on-the-job’ experience in a real workplace environment with industry people.
- Training is undertaken both ‘on’ and ‘off’ the job and students are expected to participate in all the activities/exercises presented. Students need to complete 100 hours work placement. (Cost: TBA)

Certificate II Hospitality (Service Pathway)
Description:
This course is open to Year 10 to 12 students. This program provides students with training for food preparation, presentation and service. It also covers preparation and service of non-alcoholic beverages and coffee, administrative skill sets for kitchen and service departments, including occupational hygiene and safety.

- Students will achieve the following outcomes:
  - Developing appropriate employability skills such as confidence, teamwork, initiative, planning, organising and self-management.
  - Experiencing real work in the hospitality industry.

Course is held at both Reynella East College and Noarlunga TAFE as per scheduled timetable.

Hours for completion: 490 hours delivered over 2 years.

Cost: $670 (total for the 2 year VET program)

Certificate I: Kitchen Operations (Chef Pathway)
Description:
This course is open to Year 10 to 12 students. This course involves:
- Experiencing real work in the hospitality workplace in jobs such as chef, cook or kitchen hand.
- This course also provides the foundation to higher level certificate courses. Students must have a genuine interest in the hospitality industry and be aged 16 or over and be in Year 10 or above. (Cost: TBA)

Certificate II: Mechanical Engineering and Metal Fabrication
Description:
This course is open to Year 11 and 12 students. This course teaches the safe operation of specialist industry standard equipment such as vertical milling machines, metal centre lathes, oxy acetylene welding and cutting, MIG (metal inert gas) welders and MMA (manual metal arc) welders.

Students will follow industry drawing and production plans to manufacture, fabricate components to industry standards prior to assembly and test their projects. (Cost: TBA)

Certificate I: Dance
Description:
This course is open to Year 9, 10 and 11 students. This is a competency based program that provides nationally recognised qualifications delivered at Reynella East College through the Australian Dance Institute. The qualification has the following assessable competencies: Dance health, safety standards, body science/anatomy/nutrition, Dance history, wider employment opportunities in dance and the arts.

- Students may choose one of the following Dance genres for assessment: ballet, tap, contemporary or jazz. The qualification is recognised nationally and provides a pathway for future vocational programs.

- Cost: $670 (total for the 2 year VET program)

Certificate III: Health Services Assistance
Description:
This is a one year course offered to Year 11 and 12 students. This course is nationally accredited training which assists people to gain employment in the expanding health service industry.

- Health Service Assistants work under the direction of professional staff such as doctors, social workers, physiotherapists, speech pathologists, occupational therapists and nurses.

Students will achieve the following outcomes:
- Beginning a pathway to a traineeship, Certificate IV, Diploma or employment.
- Develop appropriate employability skills such as confidence, teamwork, initiative, planning, organising and self-management.
- Experiencing real work in the health industry.

The course involves:
- Attendance to practical workshops, lectures, on-line learning, excursions and 100 hours of work placement.
- Course is held at both Reynella East College and Noarlunga TAFE as per scheduled timetable.

Please Note: Students require well developed personal organisation, time management and independent learning capabilities to be successful in this course.

Cost: approx $1000 (TBC).
## Senior School Curriculum Year 10

### Subject Descriptions

#### Arts

**Art A**

**Semester 1**

**Assumed Knowledge:**
Successful completion of Year 9 Art or Design would be an advantage.

**Description:**
Art is a semester length program with A and B programs differing in content variation. Art A in Year 10 involves students making and responding to visual arts independently and in small groups, and with their teachers and communities. In this course students will be studying various practical genres of International Art, which may include, for example:

- installation, assemblage
- digital imaging, painting, drawing, mixed media, printmaking, photography
- sculpture, ceramics, and textiles.

Students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints. They refine their personal aesthetic through working and responding perceptively and conceptually as an artist, craftsman, designer or audience. They identify and explain, using appropriate visual language, how artists and audiences interpret artworks through explorations of different viewpoints. They research and analyse the characteristics, qualities, properties and constraints of materials, technologies and processes across a range of forms, styles, practices and viewpoints. Students adapt, manipulate, deconstruct and reinvent techniques, styles and processes to make visual art and design that are cross-media or cross-form.

As they make and respond to visual artworks, students use historical and conceptual explanations to critically reflect on the contribution of visual arts practitioners. They adapt ideas, representations and practices from selected artists and use them to inform their own personal aesthetic when producing a series of artworks that are conceptually linked, and present their series to an audience.

**Assessment:**
Students will undertake a range of practical assignments with integrated theory components.

**Pathways:**
This course provides pathways to TAFE certified courses in Design, Multimedia and Information Technology as well as Degree courses in Art, Design or Information Technology.

**Semester 2**

**Assumed Knowledge:**
Successful completion of Year 9 Art or Design would be an advantage.

**Description:**
Art is a semester length program with A and B programs differing in content variation. Art B in Year 10 involves students making and responding to visual arts independently and in small groups, and with their teachers and communities. In this course students will be studying various practical genres of International Art, which may include, for example:

- installation, assemblage
- digital imaging, painting, drawing, mixed media, printmaking, photography
- sculpture, ceramics, and textiles.

Students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints. They refine their personal aesthetic through working and responding perceptively and conceptually as an artist, craftsman, designer or audience. They identify and explain, using appropriate visual language, how artists and audiences interpret artworks through explorations of different viewpoints. They research and analyse the characteristics, qualities, properties and constraints of materials, technologies and processes across a range of forms, styles, practices and viewpoints. Students adapt, manipulate, deconstruct and reinvent techniques, styles and processes to make visual art and design that are cross-media or cross-form.

As they make and respond to visual artworks, students use historical and conceptual explanations to critically reflect on the contribution of visual arts practitioners. They adapt ideas, representations and practices from selected artists and use them to inform their own personal aesthetic when producing a series of artworks that are conceptually linked, and present their series to an audience.

**Assessment:**
Students will undertake a range of practical assignments with integrated theory components.

**Pathways:**
This course provides pathways to TAFE certified courses in Design, Multimedia and Information Technology as well as Degree courses in Art, Design or Information Technology.

#### English

**2 Semesters Compulsory**

Essential English, English, English Studies, English as an Additional Language or Dialect (EALD)

#### Health and Physical Education (HPE)

**2 Semester Programs**

Child Studies, Healthy Lifestyle Choices, Outdoor Education A: Adventure Caving, Outdoor Education B: Canoeing, Outdoor Education C: Cycling, Physical Education A and B, Target Sport: Basketball, Netball, Rugby League, Football, Soccer, Volleyball

#### Humanities and Social Sciences (HASS)

**2 Semesters Compulsory**

Geography, History

#### Languages

French, German, Japanese. Students can also choose Stage 1 Beginner French, German or Japanese. See relevant subject description in the Year 11 section

#### Mathematics

**2 Semesters Compulsory**

Mathematical Applications, Mathematics

#### PLP - Cross Curricular Program

Science – 2 Semesters Compulsory

Technology – 2 Semester Programs

Advanced Technologies, STEM (Science, Technology, Engineering & Design), Computing A and B, Digital Photography, Electronics, Food and Culture, Metalwork – Creative, Multimedia, Textiles, Woodwork

Vocational Education Programs at REC – Semester Programs

Pre-Voc: Automotive Pathway, Pre-Voc: Construction Pathway

Art: Specialised

Full Year Program

Prerequisites:
Successful workshop or interview

Assumed Knowledge:
Successful completion of Specialised Year 9 Art or Design would be an advantage.

Description:
Specialised Art students in Year 10 are highly motivated. Students make and respond to visual arts independently and in collaboration with others, with their teachers and their community. In this program students will be studying various practical genres of Art and may specialise in any of the following:
- installation, assemblage
- digital imaging, painting, drawing, mixed media, printmaking, photography
- sculpture, ceramics, and textiles
- fashion Art for individual design, productions and events

Students build on their awareness of how and why artists, craftspeople and designers realise ideas through different visual representations, practises, processes and viewpoints. They refine their personal aesthetic through working and responding perceptively and conceptually as an artist, crafts-person, designer or audience. They identify and explain, using appropriate visual language, how artists and audiences interpret artworks through explorations of different viewpoints. They research and analyse the characteristics, qualities, properties and constraints of materials, technologies and processes across a range of forms, styles, practices and viewpoints. Students adapt, manipulate, deconstruct and reinvent techniques, styles and processes to make visual art and design that are cross-media or cross-form.

As they make and respond to visual artworks, students use historical and conceptual explanations to critically reflect on the contribution of visual arts practitioners. They adapt ideas, representations and practices from selected artists and use them to inform their own personal aesthetic when producing a series of artworks that are conceptually linked, and present their series to an audience.

Assessment:
Assessment is delivered through Integrated Learning and attracts 20 SACE credits. Students are assessed on:
- Practical Skills – Art technique, individual Art works with documented reflection (includes a reflective report in multi-modal format equal to 750 words written).
- Group Work – Art exhibition and Arts events with documented planning (includes a reflective report in multi-modal format equal to 750 words written).
- Folio and Discussion – Development Journal Folio as evidence of skills with 10 minute oral response to a set of questions to the teacher/facilitator.

Pathways:
The Specialised Art program leads on to Visual Arts: Art in Stage 1 and 2 and the Creative Arts Visual Art Program in Stage 2. Art studies can continue at TAFE and University. Opportunities in the Visual Arts industry are expanding with Festivals and Events in South Australia, interstate and globally.

Dance A and B

A in Semester 1 and B in Semester 2

Assumed Knowledge:
Successful completion of Year 9 dance preferred.

Description:
Dance is a semester length program with A and B programs differing in content variation. This course continues to develop your skills in Dance. Technical skills such as posture and alignment, placement, coordination, control, balance, flexibility, and strength, will increase as well as improve general fitness and enlarge vocabulary of movement and the way the body works. There is also an emphasis placed on developing your performance skills and students present a dance to an audience.

Students will also have the opportunity to choreograph their own dances and to discover how a dance piece is made. Dance will include various genres such as contemporary, hip hop and jazz and there are opportunities for creating dance on film.

Assessment:
Assessment is in accordance with the Australian Curriculum Achievement standards. Students are assessed on:
- Practical Skills – Dance technique, individual dance composition with documented reflection (includes a reflective report in multi-modal format equal to 750 words written).
- Group Work – Group devised choreography and ensemble performance with documented planning (includes a reflective report in multi-modal format equal to 750 words written).
- Folio and Discussion – Development Journal Folio as evidence of skills with 10 minute oral response to a set of questions to the teacher/facilitator.

Pathways:
The Specialised Dance program leads on to the Creative Arts – Dance in Stage 1 and 2. Dance studies can continue at TAFE and University. Opportunities in the performing arts industry are expanding with Festivals and Events in South Australia, interstate and globally.
Design A and B

A in Semester 1 and B in Semester 2

Assumed Knowledge:
Successful completion of Year 9 Art or Design is required.

Description:
Design in Year 10 is a semester length program with A and B programs differing in content variation. Design involves students making and responding to visual arts independently and in small groups, and with their teachers and communities. In this course students will be studying various practical genres of Design, which may include, for example:
- product design: e.g. toy, fashion, stage, furniture, and engineering design
- environmental design: e.g. sustainable interior and exterior design
- graphic and visual communication design: e.g. branding, illustration, and advertising.

Students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints. They refine their personal aesthetic through working and responding perceptively and conceptually as an artist, crafts-person, designer or audience. They identify and explain, using appropriate visual language, how artists and audiences interpret artworks through explorations of different viewpoints. They research and analyse the characteristics, qualities, properties and constraints of materials, technologies and processes across a range of forms, styles, practices and viewpoints. Students adapt, manipulate, deconstruct and reinvent techniques, styles and processes to make visual art and design that are cross-media or cross-form.

As they make and respond to visual artworks, students use historical and conceptual explanations to critically reflect on the contribution of visual arts practitioners. They adapt ideas, representations and practices from selected artists and use them to inform their own personal aesthetic when producing a series of artworks that are conceptually linked, and present their series to an audience.

Assessment:
Students will undertake a range of practical assignments with integrated theory components.

Pathways:
This course provides pathways to TAFE certified courses in Design, Multimedia and Information Technology as well as Degree courses in Art, Design or Information Technology.

Design: Specialised

Full Year Program

Assumed Knowledge:
Successful completion of Year 9 Art or Design is required.

Description:
Specialised Design in Year 10 is a Full Year Program within the Arts Academy. Design involves students making and responding to visual arts independently and in small groups, and with their teachers and communities. In this course students will be studying various practical genres of Design, which may include, for example:
- product design: e.g. toy, fashion, stage, furniture, and engineering design
- environmental design: e.g. sustainable interior and exterior design
- graphic and visual communication design: e.g. branding, illustration, and advertising.

Students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints. They refine their personal aesthetic through working and responding perceptively and conceptually as an artist, crafts-person, designer or audience. They identify and explain, using appropriate visual language, how artists and audiences interpret artworks through explorations of different viewpoints. They research and analyse the characteristics, qualities, properties and constraints of materials, technologies and processes across a range of forms, styles, practices and viewpoints. Students adapt, manipulate, deconstruct and reinvent techniques, styles and processes to make visual art and design that are cross-media or cross-form.

As they make and respond to visual artworks, students use historical and conceptual explanations to critically reflect on the contribution of visual arts practitioners. They adapt ideas, representations and practices from selected artists and use them to inform their own personal aesthetic when producing a series of artworks that are conceptually linked, and present their series to an audience. Specialist design students are expected to present their design work in school community exhibitions.

Assessment:
Assessment is delivered through Integrated Learning and attracts 20 SACE credits.

Students are assessed on:
- Practical Skills – Design technique, individual Design works with documented reflection (includes a reflective report in multi-modal format equal to 750 words written).
- Group Work – Design Art exhibition and Arts events with documented planning (includes a reflective report in multi-modal format up to 750 words written).
- Folio and Discussion – Development Journal Folio as evidence of skills with 10 minute oral response to a set of questions to the teacher/facilitator.

Pathways:
This course provides pathways to TAFE certified courses in Design, Multimedia and Information Technology as well as Degree courses in Art, Design or Information Technology.
Drama: Specialised

Full Year Program

Prerequisite:
Successful audition/workshop or interview

Assumed Knowledge:
Successful completion of Year 9 Drama.

Description: This course is offered to students who have a desire to pursue Drama as a vocation as an actor or in any off stage role. The program will include students in production roles for the whole school production and other performances for a community audience.

Students will explore drama through improvisation, scripted drama, rehearsal and performance. They will further refine and extend their understanding of role, character, relationships and situation. Students will make and respond to drama by exploring and analysing meaning and interpretation, forms and elements, and performance styles. Students will develop an understanding of the relationships between actor, director and audience.

Throughout the course, students will explore drama from a range of cultures, times and locations to further develop their understanding of social, cultural and historical influences in the development of traditional and contemporary styles of drama. A major focus will be creating performances from page to stage. An individual project will also be undertaken so students develop a specific vocational interest in the role of a practitioner. Students will view live theatre and write theatre reviews.

Students will develop expertise and excellence in their chosen practitioner role and work successfully, individually and collaboratively to create productions in line with vocational standards and the Australian Curriculum.

Assessment:
Assessment is delivered through Integrated Learning and attracts 20 SACE credits.

Students are assessed on:
- Practical Skills – Drama technique, individual drama performance with documented reflection (includes a reflective report in multi-modal format up to 750 words written).
- Group Work – Group devised Drama and Production ensemble performance with documented planning (includes a reflective report in multi-modal format up to 750 words written).
- Folio and Discussion – Development Journal Folio as evidence of skills with 10 minute oral response to a set of questions to the teacher/facilitator.

Pathways:
The Specialised Drama program leads on to the Creative Arts – Drama and Drama Programs in Stage 1 and 2. Drama studies can continue at TAFE and University. Opportunities in the performing arts industry are expanding with Festivals and Events in South Australia, interstate and globally.

Music: Specialised

Full Year Program

Prerequisite:
Successful audition/workshop or interview

Assumed Knowledge:
Successful completion of Year 9 Special Music.

Description:
This is a full year subject which incorporates performance skills, theoretical notation, listening to various styles of music, composing and arranging. Students must attend instrumental lessons on their chosen instrument such as: guitar, percussion, trumpet, trombone, saxophone, clarinet, flute, voice and piano. These lessons are conducted by specialised music instructors in small groups. Hire fees may be applicable and a $40/year Administration fee is also charged to cover repairs, photocopying and purchase of instrumental charts. Piano lessons include private instructor fees.

Students will rehearse and perform a variety of musical works, individually and in class band, extending their technical and expressive skills. They will continue to develop confidence performing to an audience.

Attendance at a relevant ensemble, such as band or choir, is a compulsory part of this course.

Music technology is extended in areas of performance, theory and composition. Music is also studied within Australian society, exploring times, locations and historical context.

Pathways:
The Specialised Music program leads on to the Stage 1 and 2 Music Programs (Music Advanced in Stage 1) and various Music topics of choice in Music Stage 2. Music studies can continue at TAFE and University.

Assessment:
Assessment is in accordance with the Australian Curriculum Achievement standards. This is based on student achievement in:
- solo or ensemble performances rehearsals
- theory worksheets and tests
- listening and context assignments
- computer published compositions and arrangements.

Music A and B

A is in Semester 1 and B is in Semester 2

Assumed Knowledge:
There are no prerequisites for this course but having done Year 8 and/or Year 9 Elective Music would be an advantage.

Description:
Music is a semester length program with A and B programs differing in content variation. This subject incorporates basic instrumental skills, theoretical notation, listening to various styles, composing and careers in the music industry. Students may choose to attend instrumental lessons on a chosen instrument such as: guitar, percussion, trumpet, trombone, saxophone, clarinet, flute, voice and piano. These lessons are conducted by specialised music instructors in small groups. Hire fees may be applicable and a $40/year Administration fee is also charged to cover repairs, photocopying and purchase of instrumental charts. Piano lessons include private instructor fees.

Students will rehearse and write a variety of musical works, individually and in small ensembles, extending their technical and expressive skills. Attendance at a relevant ensemble, such as band or choir, is encouraged.

Music technology is included in areas of theory and composition. Music is also studied within Australian society, exploring times, locations and historical context.

Assessment:
Assessment is in accordance with the Australian Curriculum Achievement standards. This is based on student achievement in:
- solo or ensemble performances rehearsals
- theory worksheets and tests
- listening and context assignments
- computer published compositions and arrangements.

Music A

Assumed Knowledge:
Successful completion of Year 9 Special Music.

Description:
Music is a semester length program with A and B programs differing in content variation. This subject incorporates basic instrumental skills, theoretical notation, listening to various styles, composing and careers in the music industry. Students may choose to attend instrumental lessons on a chosen instrument such as: guitar, percussion, trumpet, trombone, saxophone, clarinet, flute, voice and piano. These lessons are conducted by specialised music instructors in small groups. Hire fees may be applicable and a $40/year Administration fee is also charged to cover repairs, photocopying and purchase of instrumental charts. Piano lessons include private instructor fees.

Students will rehearse and write a variety of musical works, individually and in small ensembles, extending their technical and expressive skills. Attendance at a relevant ensemble, such as band or choir, is encouraged.

Music technology is included in areas of theory and composition. Music is also studied within Australian society, exploring times, locations and historical context.

Assessment:
Assessment is in accordance with the Australian Curriculum Achievement standards. This is based on student achievement in:
- solo or ensemble performances rehearsals
- theory worksheets and tests
- listening and context assignments
- computer published compositions and arrangements.

Music B

Assumed Knowledge:
Successful completion of Year 9 Special Music.

Description:
Music is a semester length program with A and B programs differing in content variation. This subject incorporates basic instrumental skills, theoretical notation, listening to various styles, composing and careers in the music industry. Students may choose to attend instrumental lessons on a chosen instrument such as: guitar, percussion, trumpet, trombone, saxophone, clarinet, flute, voice and piano. These lessons are conducted by specialised music instructors in small groups. Hire fees may be applicable and a $40/year Administration fee is also charged to cover repairs, photocopying and purchase of instrumental charts. Piano lessons include private instructor fees.

Students will rehearse and write a variety of musical works, individually and in small ensembles, extending their technical and expressive skills. Attendance at a relevant ensemble, such as band or choir, is encouraged.

Music technology is included in areas of theory and composition. Music is also studied within Australian society, exploring times, locations and historical context.

Assessment:
Assessment is in accordance with the Australian Curriculum Achievement standards. This is based on student achievement in:
- solo or ensemble performances rehearsals
- theory worksheets and tests
- listening and context assignments
- computer published compositions and arrangements.
Media Arts A and B: Film Making

A is in Semester 1 and B is in Semester 2

Description:
Media Arts is a semester length program with A and B programs differing in content variation. Students make and respond to film production, exploring it as an art form through representation, manipulation of genre and media conventions and the analysis of film culture. The course consists of two components:

- Practical: Students complete a series of short films including an informal essay, a debate or news story and a film in a specific genre. Students will choose a specific film making role such as actor, writer, director, designer, camera operator or editor. Students are encouraged to explore various roles throughout the program. Editing software includes Adobe Premiere, iMovie, Final Cut Pro. 2D Animation such as Claymation or Adobe Flash may also be available.
- Theory: Students will analyse their own work and the work of their peers. Students complete research on an Australian practitioner of their choice and present this in multi-modal form. Students also complete a reflective report on their film production role.

Throughout the course, students will explore film from a range of cultures, times and locations to develop their understanding of digital technologies, and their connection to a wider community. Students have an opportunity to present their completed films for their school community throughout the semester.

Assessment:
Assessment is in accordance with the Australian Curriculum Achievement standards. Assessment is based on:

- 70% practical - a series of short films in a specific film making role
- 30% theory - presented research and a report equal to 500 words

Pathways:
This program leads on to the Creative Arts Film Making programs in Stage 1 and 2. Media Arts Film Making provides pathways to TAFE and University Creative Arts Courses.

Media Arts: Film Making: Specialised

Full Year Program

Prerequisites:
Successful workshop and interview

Assumed Knowledge:
Completion of Specialised Film Making in Year 9 preferred.

Description:
Students are highly motivated film makers in the specialised Film making program. Students make and respond to film production, exploring it as an art form through representation, manipulation of genre and media conventions and the analysis of film culture. Students are encouraged to submit their film products in the school ‘Red Carpet Film Event’ and enter into numerous competitions in the wider community. The program consists of two components:

- Practical: Students complete a series of short films including non-narrative film and narrative film genres. Students will choose a specific film making role such as actor, writer, director, designer, camera operator or editor. Students are encouraged to explore various roles throughout the program. Editing software includes Adobe Premiere, iMovie, Final Cut Pro. 2D Animation such as Claymation or Adobe Flash may also be available.
- Theory: Students will analyse their own work and the work of their peers. Students complete research on a film practitioner and film genre of their choice and present these in multi-modal form. Students also complete two reflective reports on their film production role.

Students may be required to attend some out of class film shoots in their group work and contribute to the film making hub which is conducted in additional out of class times.

Assessment:
Assessment is delivered through Integrated Learning and attracts 20 SACE credits.

Students are assessed on:

- Practical Skills - Film making technique, individual film role with documented reflection (includes a reflective report in multi-modal format equal to 750 words written).
- Group Work - Film Cast and Crew production with documented planning (includes a reflective report in multi-modal format up to 750 words written).
- Folio and Discussion - Development Journal Folio as evidence of skills with 10 minute oral response to a set of questions to the teacher/facilitator.

Pathways:
The Specialised Film Making program leads on to the Creative Arts Film Making Programs in Stage 1 and Stage 2. Film making studies can continue at TAFE and University as Creative Arts. Opportunities in the performing arts industry are expanding with Festivals and Events in South Australia, interstate and globally.

English

Compulsory 2 Semester Subject

In Year 10 English, students develop skills, knowledge and understanding about language, literacy and literature through listening, reading, viewing, speaking, writing and creating. Students are involved in analysing, creating and presenting texts, including: novels, newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts. Students engage with themes and issues which offer varying levels of abstraction, higher order reasoning and inter-textual references. Students develop critical understanding of contemporary media and the broad range of texts they encounter in study and life. Students access English through specifically designed courses aimed at preparing them effectively for their appropriate pathways in the SACE. They study one of the three courses outlined below for the full year.

Assessment:
In all three courses, students create a wide range of texts to present complex ideas. They make presentations and contribute actively to class and group discussion, building on others’ ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vocabulary and the ability to clearly and accurately use spelling and punctuation when creating and editing texts. Assessment undertaken is in accordance with the Australian Curriculum achievement standards.

Essential English

Description:
This course is designed to cater for a wide range of learning styles, interests and capabilities. Assessment tasks are designed to provide opportunities for students to engage and make connections with the community. Tasks undertaken will include a focus on language enrichment, and the study of everyday and workplace texts. A further aim of this course is to provide students with language learning opportunities that will require them to venture outside of the walls of the school or classroom to experience the community. This course prepares students for the study of Essential English in SACE Stage 1.

Assessment:
Assessment in accordance with the Essential English in SACE Stage 1.

English

Description:
This course is designed for students who engage successfully in all aspects of English and provides a range of opportunities for students to attempt imaginative tasks and responses. The course will also engage students in examining a range of everyday, media and traditional texts in order to enrich their own creative writing through experimentation with language techniques. This course is specifically designed to prepare students for success in Stage 1 English.
English Studies

Description:
This course is designed for students who have demonstrated a strong ability and enthusiasm in English, enjoy reading, and aim to study English at Stage 2. Along with opportunities to continually extend themselves as writers and language users, the course also provides opportunities for looking more analytically at the structures and features of different texts – their own and the work of others. The course will prepare students for all English courses at Stage 1, but is specifically designed to prepare students for Stage 1 English and Stage 2 English or English Literary Studies. Tasks are designed to promote class discussion and critical analysis.

Assessment:
In all three courses, students create a wide range of texts to present complex ideas. They make presentations and contribute actively to class and group discussion, building on others’ ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts. Assessment undertaken is in accordance with the Australian Curriculum achievement standards.

English as an Additional Language or Dialect (EALD)

Assumed Knowledge:
English as an Additional Language is designed for students for whom English is an additional language or dialect. Students develop and use a range of language strategies to convey ideas and opinions that are appropriate for a variety of purposes and contexts. They exchange opinions and convey information and experiences in written and spoken forms. Student learning is supported through explicit modelling and construction of texts.

This course is based on responding to, and composing, oral and written texts in a range of text types and situations. Students develop an understanding of how texts are constructed in different contexts for specific purposes and audiences, and of how language choice operates in different texts.

Texts studied range from the everyday and familiar to the more academic, depending on the skills, aspirations, and interests of students. Students are supported through explicit modelling and construction of texts.

Assessment:
Assessment in this subject consists of the following components:
- Responding to Texts
- Interactive Study
- Language Study

Health and Physical Education (HPE)

Child Studies

Semester Subject Only

Description:
This semester course introduces students to the study of child development and is flexible depending on the needs, capabilities and interests of each class. Topics covered include the stages of development, puberty, relationships, contraception, understanding pregnancy and childbirth, care of newborns with simulated experience, role of families and self-esteem, nutrition and children’s play. This course is very interactive and students must be prepared to participate fully to maximise their learning.

Assessment:
Students undertake a wide variety of individual and small group practical and written tasks and must maintain a passing grade of C to be invited to participate in the Reality Baby experience.

Health and Physical Education

Compulsory Semester Subject

Description:
This is a one semester compulsory subject that all students participate in. There is a practical component which includes sports such as Gaelic Football, Tennis, Tag Rugby, Korfball, Badminton, etc. Students are expected to bring PE uniform to all lessons and be ready to change and Participate in every lesson. If a student is ill or injured they will need to bring a note to be excused. Sports covered will depend upon the cohort of students and their interests.

The Health component will allow students to gain an appreciation of lifestyle issues relating to themselves, their community and the Global situation. Topics covered include: decision making techniques relating to drugs and relationships as well as investigating the effects of stress, exercise and diet on your immediate and future health.

Assessment:
Practical performance is assessed in line with the Australian National Curriculum (via a PE skills rubric, personal engagement and self-evaluation). The Health component is assessed via dilemma solving exercises, individual/group communication assignment, reflective writing and research tasks.

Healthy Lifestyle Choice

Description:
This course is open to Year 9 and 10 students who are not overly keen on team sports. HLC explores fitness and nutrition, weight management and body shape/self esteem issues.

It will provide students with practical solutions to gaining a healthier body and mind through enjoyable, regular exercise that is accessible for all levels of ability.

Assessment:
- Practical 50% (Walking, Muay Thai Kickboxing, Weight Training, Yoga, Thai Chi, Aerobics, Meditation)
- Theory 50% (Healthy Choice Cookbook, Peer Teaching Assignment, Lifestyle Diseases PowerPoint, Nutrition Essentials Factsheet)

Outdoor Education A: Adventure Caving

Semester 1

Description:
To successfully complete this course students must participate in a 4 day Adventure Caving based outdoor journey, involving tent camping. Outdoor Education offers a practical approach to learning using a range of highly motivating and personally challenging adventure activities. The adventure activity for Outdoor Education ‘A’ is Caving. Course work will involve selecting camping and caving equipment, safety, outdoor living skills, food selection, cooking and expedition planning. Students will be involved in adventure caving during their outdoor journey.

Assessment:
All major course work topics will be assessed through assignments, tests and projects. Performance checklists will be used to assess practical components. The major practical assessment will take place on the caving outdoor journey.

Further Information:
Approximate cost $150 for Adventure Caving expedition.
Outdoor Education B: Canoeing

**Semester 2**

**Description:**
Students must be able to competently swim 50m. To successfully complete the course students must participate in a basic skills canoe instruction course and participate in a 4-day canoe outdoor journey, involving tent camping. Outdoor Education offers a practical approach to learning using a range of highly motivating and personally challenging adventure activities. The adventure activity for Outdoor Ed B is canoeing. Students will be involved in canoeing, selecting equipment, safety, outdoor living skills, waterproofing and packing gear, food selection, cooking and expedition planning.

**Assessment:**
All major course work topics will be assessed through assignments, tests and projects. Performance checklists will be used to assess practical components. The major practical assessment will take place on a canoe journey.

**Further Information:**
Approximate cost of $150 to cover cost of expedition and basic skills Certificate.

Outdoor Education C: Cycling

**Semester 1**

**Description:**
To successfully complete this course students MUST participate in a 4 day Cycling based outdoor journey, (involving tent camping), have a reasonable level of fitness and access to a mountain bike in A1 condition.

Outdoor Education offers a practical approach to learning using a range of highly motivating and personally challenging adventure activities. The adventure activity for Outdoor Education C is Cycling. Students will be involved in the following: A weekly class riding practical (on and off road), selecting cycling equipment, road safety, outdoor living skills including selecting food, cooking, tents and expedition planning.

**Assessment:**
All major course work topics will be assessed through assignments, tests and projects. Performance checklists will be used to assess practical components. The major practical assessment will take place on the cycling outdoor journey.

**Further Information:**
Approximate cost $100 for cycling expedition.

Physical Education A

**Semester 1**

**Description:**
This is a SACE Stage 1 and SACE Stage 2 preparation course and as such will mirror the requirements for success at Year 11 and 12. The course is comprised of three practical options that are based on suitable sports and a theory component that examines the human body systems. (The human body systems and sports taught are different for variants A & B).

**Assessment:**
The 60% practical component will be assessed using SACE checklists. The 40% theory component will be assessed through semester examination and an Issue analysis essay.

Physical Education B

**Semester 2**

**Description:**
This is a SACE Stage 1 and SACE Stage 2 preparation course and as such will mirror the requirements for success at Year 11 and 12. The course is comprised of three practical options and a theory component that examines the human body systems. (The human body systems and sports taught are different for variants A & B).

**Assessment:**
The 60% practical component will be assessed using SACE checklists. The 40% theory component will be assessed through semester examination and an Issue analysis essay.

**Target Sport**

1 OR 2 semesters. Only 1 semester of any sport can be chosen, but 2 separate sports can be studied.

**Semester 1:** Basketball, Netball, Rugby League.

**Semester 2:** Football, Soccer, Volleyball.

Students are allowed to choose two Target Sports.

**Description:**
The courses are designed to develop the playing skills of the participants to a high level. Students will be encouraged to undertake specific coaching and umpiring qualifications and use these in practical situations. Factors that affect performance will be studied including sport psychology, fitness, diet and environment as well as the rules and history of the sport.

**Assessment:**
Students will be assessed using rubrics for Knowledge, Performance and Personal Engagement. There is an expectation of participation in correct PE uniform in all lessons.
History

Compulsory Semester Subject

Description:
By studying this course, students develop skills and values that will assist them to participate effectively in a changing society as they learn about twentieth century historical concerns. Curriculum and assessment is based on the Australian Curriculum Achievement standards.

Assumed Knowledge:
- Overview – Modern World and Australia (1918 - present)
- World War Two
- Rights & Freedoms (1945-present)
- The Globalising World (Popular Culture or The Environmental Movement).

Assessment:
It is desirable that students by the end of Year 10 have an understanding of:
- different events, ideas and issues in our changing world today using various sources
- how decisions made in societies today affect their futures
- different political social, cultural, environmental, and economic beliefs and practices.

Assessment:
Students will be assessed using a wide range of assessment tasks in accordance with the Australian Curriculum Achievement standards including:
- Report writing
- Research
- Source analysis (video and print)
- Map, graph and statistical interpretation
- Essays (Explanatory, Descriptive)
- Practical activities (including excursions)
- Oral presentations (including PowerPoint)
- Self-Assessment and group work.

Languages

French

Assumed Knowledge:
Appropriate for students who have successfully completed Year 9 French.

Description:
This course is based on three strands: Understanding Language; Culture, and Communication. During the year students cover language structure and culture based on a range of topics. Students will further develop their understanding of French language through reading, writing, speaking and listening.

Assessment:
Students are assessed on communication (listening, speaking, reading and writing) and their understanding of the language, via a range of written, oral and multimodal tasks.

Pathways:
Successful completion of Year 10 French is a prerequisite for Year 11 French.

German

Assumed Knowledge:
Appropriate for students who have successfully completed Year 9 German.

Description:
This course is based on three strands: Understanding Language; Culture, and Communication. During the year students cover language structure and culture based on a range of topics. Students will further develop their understanding of German language through reading, writing, speaking and listening.

Assessment:
Students are assessed on communication (listening, speaking, reading and writing) and their understanding of the language, via a range of written, oral and multimodal tasks.

Pathways:
Successful completion of Year 10 German is a prerequisite for Year 11 German.

Japanese

Assumed Knowledge:
Appropriate for students who have successfully completed Year 9 Japanese.

Description:
This course is based on three strands: Understanding Language; Culture, and Communication. During the year students cover language structure and culture based on a range of topics. Students will further develop their understanding of Japanese language through reading, writing, speaking and listening.

Assessment:
Students are assessed on communication (listening, speaking, reading and writing) and their understanding of the language, via a range of written, oral and multimodal tasks.

Pathways:
Successful completion of Year 10 Japanese is a prerequisite for Year 11 Japanese.

Mathematics

Compulsory 2 Semester Subject

Description:
The course is designed for students seeking a General Mathematics or Essential Mathematics course in Stage 1, which is suitable for most jobs. It aims to develop investigative, application and problem solving skills. These skills are acquired by the application of Maths to the solution of everyday problems. Topics may include: Number and Algebra, Measurement and Geometry, and Statistics and Probability.

Assessment Tasks:
Tests, Projects, Directed Investigations and an Exam.

Special Subject Requirements:
A scientific calculator is required.

Japanese

Compulsory Semester Subject

Description:
Students will be placed in either Mathematical Applications or Mathematics based on their skills and future pathway.

Mathematical Applications

Description:
The course is designed for students seeking a General Mathematics or Essential Mathematics course in Stage 1, which is suitable for most jobs. It aims to develop investigative, application and problem solving skills. These skills are acquired by the application of Maths to the solution of everyday problems. Topics may include: Number and Algebra, Measurement and Geometry, and Statistics and Probability.

Assessment Tasks:
Tests, Projects, Directed Investigations and an Exam.

Special Subject Requirements:
A scientific calculator is required.
The PLP is designed to help students make informed decisions about their personal development, education, and training. Students develop knowledge and skills in planning for their SACE and their future beyond school. The aim is for each student to achieve success in the SACE and to prepare for work, further education and training, and community life.

The Personal Learning Plan supports students in developing knowledge and skills that will enable them to:
- Identify appropriate future options.
- Choose appropriate subjects and courses for their SACE.
- Review their strengths and areas for development, including skills in literacy, numeracy, and information and communication technologies.
- Identify goals and plans for improvement.
- Monitor their actions and review and adjust plans as needed to achieve their goals.

**Assessment:**
Students are required to complete 5 Summative assessment tasks for their PLP based around the Personal and Social Capability whilst identifying with several of the following:
- Reviewing and planning personal goals.
- Understanding and exercising individual and shared obligations and rights.
- Participating actively and responsibly in learning, work, and community life.
- Establishing and managing relationships in personal and community life, work, and learning.
- Developing empathy for and understanding of others.
- Making responsible decisions based on evidence.
- Working effectively in teams and handling challenging situations constructively.
- Building links with others, locally, nationally, and/or globally.

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### Science

**Compulsory 2 Semester Subject**

**Description:**
Year 10 Science is offered at three levels, Studies, Standard and Pathways. Selection to the advanced Studies course is by merit. Students successfully completing a Science course at Year 10 may continue their studies in Science at Stage 1. It is recommended that students who wish to pursue Physics or Chemistry at Stage 1 will have completed the Advanced Science Studies course at Year 10 successfully to study these subjects in Year 11.

Year 10 Science is designed to assist students in their scientific understanding of the world around them, as well as prepare them for their SACE studies in Science. Students are given opportunities to develop their knowledge and understanding of the basic concepts and ideas of science. Further development in practical, problem solving and communication skills is an integral part of the course.

The Science curriculum is organised around three interrelated strands: Science understanding, Science inquiry skills and Science as a human endeavour. This is taught throughout the year in these sub strands: Biological Sciences, Chemical Sciences, Earth and Space Sciences and Physical Sciences. These include a variety of topics such as:
- Genetics
- Global systems
- Natural selection and evolution
- Chemistry
- Astronomy
- Motion
- Forces in structures.

**Assessment:**
Assessment in this subject is based on the following: tests, practical skills and reports, assignments, oral presentations, projects, Information reports, and Semester exam and is in accordance with the Australian Curriculum.

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### Technology

**Advanced Technologies, STEM (Science, Technology, Engineering & Design)**

**Semester Subject Only**

**Description:**
Students must have achieved a grade C or better in both Mathematics and Science to join this course. The course is focussed on Problem and Inquiry Based Learning where students will apply Science, Mathematical and Technology theory to everyday problems in order to Engineer Innovative design solutions.

Design challenges are student lead and supportive of students improving perseverance, self-management and self-confidence.

The course begins with a focus on Team Work and Communication skills whilst developing student’s Critical and Creative Thinking Skills, to prepare them for the coming tasks.

These tasks will be derived from our Industry links program where they are faced with real world problem from well-known Australian businesses. The Design challenges will require students to work in teams to create and present prototypes of their Engineered design solutions through selecting appropriate outputs including 3D Printing, Robotics, CNC (Computer Numerically Controlled) Machining, and/or hand tools machinery on a range of available materials.

The intended outcome is that STEM participants will be successful, confident and creative STEM learners as well as active and informed citizens prepared to engage in the global ideas boom.

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### Computing A

**Semester 1**

**Description:**
This subject is a computer awareness subject that is designed to give students a solid grounding in Information Technology. This course includes:
- Binary and Hex number systems – communication rates
- Microsoft Office – Document presentation
- Game making using the Visual Basic Software
- Movie Making – Animation using Adobe Flash
- Power Point – Presentation with animations
- Publisher – Formatting complex documents
- Google Earth – Work: Mapping

**Assessment:**
Assessment will be based on the Australian Curriculum: includes design tasks, practical and typed responses to complete instructions, assignments: completed tasks and tests will be used to provide evidence of the learning undertaken.

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### Computing B

**Semester 2**

**Description:**
This subject provides the basis to successfully enter SACE Stage 1 IT. This subject is a development of computer concepts that is designed to give students a solid grounding in Information Technology.

This course includes:
- Hardware: Components inside a computer
- Word – Business documents – proper layout
- Excel – Extension tasks
- Access – Creating a database
- Desktop Publishing
- AntiVirus Software – Viruses explained
- Email – Sending emails and attachments – Rules and the risks!
- Spam – What is it?
- Personal safety – Internet risks/ergonomics.

**Assessment:**
Assessment will be based on the Australian Curriculum: includes Design tasks, practical and typed responses to complete instructions, assignments: completed tasks and tests will be used to provide evidence of the learning undertaken.
Digital Photography

Semester Subject Only

Description:
This is a one semester course that introduces students to basic functions of a compact digital camera. Students will learn how to appropriately use both the auto and manual settings on a digital camera. A basic introduction to Photoshop techniques will also be taught. The school has a number of compact cameras for student use but having their own compact camera would be beneficial especially for taking photographs off the school campus.

This course includes:
- Camera Settings
- Beginner Photoshop
- Photographic Composition
- Presentation
- Digital Montage
- Photograph Analysis.

Assessment:
Assessment will be based on Australian Curriculum Achievement standards.

Electronics

Semester Subject Only

Assumed Knowledge:
Basic computer use, accessing moodle online learning, and online submission of assignments.

Description:
A course that introduces students to basic electronics principles with no prerequisites. Students learn the basic skills of soldering, PCB construction, reading circuit diagrams, designing PCB layouts and applied mathematics, with a focus on electronic engineering.

This course includes:
- Investigating: Safety, Electronic Components, Circuit operation
- Planning: Circuit drawing, PCB design, Component selection and calculations
- Creating: Production of projects with suitable case
- Evaluation: Reflection and analysis of products and processes.

Assessment:
All tasks are based around the development of a rechargeable LED Torch:
- Bridge Rectifier Task
- Design Brief
- Product – Rechargeable Torch
- Virtual Torch Circuit Diagram
- Report on the Operation of the rechargeable torch
- Process and Product Evaluations.

Effective communication of ideas is emphasised, as is the correct and safe use of tools and equipment.

Food and Culture

Semester Subject Only

Assumed Knowledge:
A pass in Years 8 or 9 Technologies (Food) or Food and Nutrition would be an advantage.

Description:
Students will learn various cooking techniques, knife skills and safe food handling procedures. Students participate in individual and collaborative activities to support the development of food knowledge, preparation and presentation skills. They develop their ability to think critically and to solve problems related to the food and hospitality industry in individual, family, and community contexts both locally and globally. A range of practicals are undertaken to reflect our cultural diversity.

Assessment:
Research assignments, practicals and evaluations, and collaborative practical exercises.

Metalwork – Creative

Semester Subject Only

Assumed Knowledge:
There are no prerequisites for this subject but a pass in Year 9 Technology subjects is preferred. A strong work ethic, a mature approach and the ability to demonstrate competence in the use of machine and hand tools used in previous years is essential.

Description:
This course covers a wide range of skills and processes involving sheet metalwork, lathe work and oxyacetylene welding practices with an emphasis on fusion and braze welding techniques. Some Gas Metal Arc (Mig) Welding and Tungsten Metal Welding (Tig) may be included. Students are involved in the design process with at least one major project that involves drawing and metal fabrication. Free choice project work may involve toolboxes, camping shelves, storage drawers and advanced lathe work like soft faced hammers.

Assessment:
Students are required to demonstrate evidence of their learning through Skills and Applications Tasks, a Design Folio, Exams and Projects. Assessment will be based on the Australian Curriculum Outcomes.

Further Information:
This subject provides an excellent foundation for Stage 1 Metalwork and Stage 2 Metalwork. Payment will be required before project materials are issued.

Multimedia

Semester Subject Only

Assumed Knowledge:
Basic computer use, such as Word and Excel.

Description:
Year 10 Multimedia is a 1 semester course, covering a range of skills and tasks that relate to the electronic generation of documents. Topics covered include project management, visual communication, desktop publishing and electronic publishing. This course prepares students for the Stage 1 Information Processing and Publishing courses and Stage 1 multimedia. This course includes:
- Concept development and ideation
- Project Planning
- Basic web development
- Introduction to Photoshop.

Assessment:
A range of short skills activities, combined with a larger web development project.

Textiles

Semester Subject Only

Assumed Knowledge:
A pass in Year 9 textiles would be an advantage.

Description:
The course focuses on the processes of investigation, planning, construction and evaluating. Students learn hand stitching and use of the sewing machines and overlocker, to design and make two projects.

Assessment:
Assessment of two design projects. Students undertake investigation and documentation of the ideas and creations of an Australian fashion designer using primary and secondary sources.
**Woodwork**  
*Semester Subject Only*

**Assumed Knowledge:**
There are no prerequisites for this subject but a pass in Year 9 Technology subjects is preferred. A strong work ethic, mature approach and the ability to demonstrate competence in the use of machine and hand tools used in previous years is essential.

**Description:**
In this course, students work through the design process to produce drawings from which they then manufacture their own project. Dowel and biscuit joints are introduced and other simple jointing methods such as housing, rebate and butt joints are used when appropriate. An increased range of machinery, portable power tools and hand tools are used in this course as they complete their projects. Reflection and analysis of products and processes is required. This then leads to Stage 1 Furniture Construction, Creative Woodwork, Doorways to Construction and Stage 2 Furniture Construction.

**Assessment:**
Students are required to demonstrate evidence of their learning through Skills and Applications Tasks, a Design Folio and Projects. Assessment is based on the Australian Curriculum outcomes.

**Further Information:**
Payment will be required before project materials are issued. This subject provides an excellent foundation for careers in the Furnishing or Building Industry.

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### Vocational Education Programs at REC

#### Semester Programs

- **Pre-Voc: Automotive Pathway**
  - **Description:** This course introduces students to the basics of working as an automotive mechanic.
  - A sound knowledge of Year 9 Mathematics is required. Students will explore a range of careers related to the automotive industry and be exposed to competency-based learning. This course is designed as a pre-requisite for students who want to continue training in VET Automotive in Year 11.
  - **Further Information:** $50 for consumables and work books.

- **Pre-Voc: Construction Pathway**
  - **Description:** This course introduces students to the basics of working in the construction industry. A sound knowledge of Year 9 Mathematics is required. Students will explore a range of careers related to the construction industry and be exposed to competency-based learning. This course is designed as a pre-requisite for students who want to continue training in VET Construction in Year 11.
  - **Further Information:** $50 for consumables and work books.

- **Pre-Voc: Early Childhood Education**
  - **Description:** This course will be delivered as a timetabled subject on a line in the REC hair salon. The course is intended as an introduction to the vocational expectations for students who are thinking about working in the hairdressing and beauty sector and will include; hair styling, basin services – shampoo and massage, hair colouring and perming, communication and client service in the workplace, individual and group tasks.
  - **Further Information:** $30 for consumables and work books.

- **Pre-Voc: Hairdressing**
  - **Description:** This course will be delivered as a timetabled subject on a line in the REC hair salon. The course is intended as an introduction to the vocational expectations for students who are thinking about working in the hairdressing and beauty sector and will include; hair styling, basin services – shampoo and massage, hair colouring and perming, communication and client service in the workplace, individual and group tasks.
  - **Further Information:** $80 for consumables and work books.

- **Pre-Voc: Health Services Introduction**
  - **Description:** Students will be introduced to what is involved in studying VET as a lead up to the Certificate III Health Services Assistance course available as a 1 year course in Year 11 or 12. Students learn about the health industry and community services sector, basic infection control procedures and have work experience/observation in Allied Health areas with a view to further study in this area.
  - **Further Information:** $80 for consumables and work books.

- **Pre-Voc: Hospitality Pathway**
  - **Description:** This course introduces students to the basics of working in the hospitality industry. It is well suited for students who are considering café or restaurant work. Students will explore a range of careers related to the hospitality industry and be exposed to competency-based learning. This course is designed as a pre-requisite for students who want to continue training in VET Hospitality in Year 11.
  - **Further Information:** $50 for consumables.

- **Pre-Voc: Metal/Engineering**
  - **Description:** This course will be delivered as a timetabled subject on a line. The course is intended as an introduction to the vocational expectations for students who are thinking about working in the metal and engineering industries. Students will have the opportunity to use sheet metal and metal machinery and undertake welding and machining projects.
  - **Further Information:** $30 for consumables.

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## CURRICULUM GUIDE 2017 PAGE 61
SUBJECT DESCRIPTIONS

Arts

Creative Arts: Dance Production A
Semester 1
Assumed Knowledge:
There are no prerequisites for this course, although successful completion of Year 10 Dance or other dance/movement training would be an advantage.

This subject can lead to studies of Stage 2 Creative Arts: Dance Production. Creative Arts B has the same course content as Creative Arts A with variation of themes and performance opportunities. Students do not need to do Creative Arts: Dance Production A before doing this course.

Description:
Through the study of Creative Arts: Dance Production, students develop a creative, technical and physical understanding and appreciation of dance as an art form. They develop self-discipline, self-esteem, and confidence. Through dance training, students improve their technical and physical skills, and develop a diverse range of movement. Students participate in the processes of developing a dance performance as a finished or realised creative art product. Students study technique, composition, choreography, performance, and critical analysis.

For a 10-credit or 20-credit subject, students complete tasks in the following areas of study:

• Creative Arts Process
• Development and Production
• Core Concepts in Arts Disciplines
• Creative Arts in Practice.

Assessment:
The two assessment types are: Product (50%) and Folio (50%). Students are required to complete at least three assessments. Students will need to provide evidence of their learning via the assessment design criteria; knowledge and understanding, practical application, investigation and interpretation and reflection.

Creative Arts: Dance Production B
Semester 2
Assumed Knowledge:
There are no prerequisites for this course, although successful completion of Year 10 Dance or other dance/movement training would be an advantage.

This subject can lead to studies of Stage 2 Creative Arts: Dance Production. Creative Arts B has the same course content as Creative Arts A with variation of themes and performance opportunities. Students do not need to do Creative Arts: Dance Production A before doing this course.

Description:
Through the study of Creative Arts: Dance Production, students develop a creative, technical and physical understanding and appreciation of dance as an art form. They develop self-discipline, self-esteem, and confidence. Through dance training, students improve their technical and physical skills, and develop a diverse range of movement. Students participate in the processes of developing a dance performance as a finished or realised creative art product. Students study technique, composition, choreography, performance, and critical analysis.

For a 10-credit or 20-credit subject, students complete tasks in the following areas of study:

• Creative Arts Process
• Development and Production
• Core Concepts in Arts Disciplines
• Creative Arts in Practice.

Assessment:
The two assessment types are: Product (50%) and Folio (50%). Students are required to complete at least three assessments. Students will need to provide evidence of their learning via the assessment design criteria; knowledge and understanding, practical application, investigation and interpretation and reflection.

Creative Arts: Film Making A
Semester 1
Assumed Knowledge:
Successful completion of Year 10 Media Arts or Specialist Film Making is an advantage.

Description:
Students in Creative Arts - Film Making assume the role of a Film Practitioner (actor, director, writer, designer, cinematographer, editor). In this subject, students produce a film product in a genre of their own choice. Students also reflect upon their learning through a record of skills learned, a skills assessment record and they complete an investigation on a practitioner role of their choice.

Creative Arts: Film Making B
Semester 2
Assumed Knowledge:
Successful completion of Year 10 Media Arts or Specialist Film Making is an advantage.

Description:
Students in Creative Arts - Film Making assume the role of a Film Practitioner (actor, director, writer, designer, cinematographer, editor). In this subject, students produce a film product in a genre of their own choice. Students also reflect upon their learning through a record of skills learned, a skills assessment record and they complete an investigation on a practitioner role of their choice.

Creative Arts: Film Making C
Semester 3
Assumed Knowledge:
Successful completion of Year 10 Media Arts or Specialist Film Making is an advantage.

Description:
Students in Creative Arts - Film Making assume the role of a Film Practitioner (actor, director, writer, designer, cinematographer, editor). In this subject, students produce a film product in a genre of their own choice. Students also reflect upon their learning through a record of skills learned, a skills assessment record and they complete an investigation on a practitioner role of their choice.

Creative Arts: Film Making D
Semester 4
Assumed Knowledge:
Successful completion of Year 10 Media Arts or Specialist Film Making is an advantage.

Description:
Students in Creative Arts - Film Making assume the role of a Film Practitioner (actor, director, writer, designer, cinematographer, editor). In this subject, students produce a film product in a genre of their own choice. Students also reflect upon their learning through a record of skills learned, a skills assessment record and they complete an investigation on a practitioner role of their choice.
Creative Arts Product - short film in the role of a film practitioner with skills development record.
• Folio - Skills Assessment multi-modal presentation equal to 750 words.
• Folio - Investigation of a Film Practitioner in multi-modal presentation equal to 750 words.

Students work in a production team to develop skills as a film maker. Within this team, they specialise in an area of interest within the process of film making. Students have the opportunity to present their films for the school community such as the Red Carpet Film Event or to the wider community by submission of films to various film festivals.

Assessment:
Students will undertake a range of practical skills assessment tasks throughout the semester and be assessed with their final film making product and Folio tasks.

Pathways:
This course prepares students for Creative Arts - Film Making in Stage 2.
Creative Arts film making provides pathways to TAFE and University courses in Creative Arts.

Creative Arts: Film Making B

Semester 2

Assumed Knowledge:
Successful completion of Year 10 Media Arts or Specialist Film Making is an advantage.

Description:
Students in Creative Arts - Film Making assume the role of a Film Practitioner (actor, director, writer, designer, cinematographer, editor). In this subject students produce a film product in a genre of their own choice. Students also reflect upon their learning through a record of skills learned, a skills assessment record and they complete an investigation on a practitioner role of their choice.
• Creative Arts Product - short film in the role of a film practitioner with skills development record
• Folio - Skills Assessment multi-modal presentation equal to 750 words
• Folio - Investigation of a Film Genre in multi-modal presentation equal to 750 words

Students work in a production team to develop skills as a film maker. Within this team, they specialise in an area of interest within the process of film making. Students have the opportunity to present their films for the school community such as the Red Carpet Film Event or to the wider community by submission of films to various film festivals.

Assessment:
Students will undertake a range of practical skills assessment tasks throughout the semester and be assessed with their final film making product and Folio tasks.

Pathways:
This course prepares students for Creative Arts - Film Making in Stage 2.
Creative Arts film making provides pathways to TAFE and University courses in Creative Arts.

Drama A

Semester 1

Assumed Knowledge:
Successful completion of Year 10 Drama.

Description:
Students will study specific theatre genres, which will form a basis for their group performance and investigation. Students will review a live theatre event or drama on film.

Students will:
• Undertake a major group production either as an actor or as an off stage practitioner (stage manager, lighting, sound, front of house, media, costumes or makeup)
• Complete an investigation and presentation based on 20th century theatre as an individual or a group
• Present a folio of theatre tasks which includes theatre reviews and a report of the production and project
• Stage 1 Drama helps students develop skills in creative thinking, problem solving and decision making. These are all necessary components in equipping students for the world of work and life out of school.

Pathways:
This subject can lead to studies of Stage 2 Drama or the Creative Arts Drama program. Studies in Drama can continue at TAFE and University. Vocational opportunities exist in South Australia with various festivals and events and the performing arts is a growth industry for Drama practitioners.

Assessment:
• Performance Major Production 50%
• Investigation and Presentation 25%
• Folio 25%

Further Information:
Attendance at after school rehearsals and performance dates may be required.

Drama B

Semester 2

Assumed Knowledge:
Successful completion of Year 10 Drama.

Description:
Students will study specific theatre genres, which will form a basis for their group performance and investigation. Students will be expected to view live theatre and drama on film. Drama B covers similar course content as Drama A with variation of theatre genres and production types.

Students will:
• Undertake a major group production either as an actor or as an off stage practitioner (stage manager, lighting, sound, front of house, media, costumes or makeup)
• Complete an investigation and presentation based on 20th century theatre as an individual or a group
• Present a folio of theatre tasks which includes theatre reviews and a report of the production and project
• Stage 1 Drama helps students develop skills in creative thinking, problem solving and decision making. These are all necessary components in equipping students for the world of work and life out of school.

Pathways:
This subject can lead to studies of Stage 2 Drama or the Creative Arts Drama program. Studies in Drama can continue at TAFE and University. Vocational opportunities exist in South Australia with various festivals and events and the performing arts is a growth industry for Drama practitioners.

Assessment:
• Performance Major Production 50%
• Investigation and Presentation 25%
• Folio 25%

Further Information:
Attendance at after school rehearsals and performance dates may be required.
Music Advanced

Full Year Program

Prerequisites:
Year 9-10 Special Music plus at least 2 years of instrumental lessons.

Description:
This is a full year course for students with a high level of musical skill.
Areas of study:
- Solo & Ensemble Performance
- Composing/Arranging
- Musicianship Skill Development (theory and aural).

Assessment:
Students are assessed in three assessment types:
- Skills Presentation
- Skills Development
- Folio
The basis for assessment is practical application, knowledge and understanding, analysis and reflection.

Further Information:
Students must attend instrumental lessons on their chosen instrument such as: guitar, percussion, trumpet, trombone, saxophone, clarinet, flute, voice and piano. These lessons are conducted by specialised music instructors in small groups. Hire fees may be applicable and a $40/year Administration fee is also charged to cover repairs, photocopying and purchase of instrumental charts. Attendance at a relevant ensemble such as band or choir is encouraged. This course can lead to studies of Stage 2 Music. Piano lessons include private instructor fees.

Music Experience

A Semester 1 and/or B Semester 2

Prerequisites:
Year 9-10 Elective or Special Music plus 1-2 years of instrumental lessons.

Description:
This course is for students with a basic level of musical skill. Students choose to do Music Experience A in semester 1 and if they wish to continue their study, they can choose Music Experience B in semester 2. Each semester has the similar course content with difference in specific musical repertoire and ensemble grouping.
Areas of study:
- Solo & Ensemble Performance
- Music Technology
- Review Writing, Research Skills.

Assessment:
Students are assessed in three assessment types:
- Skills Presentation
- Skills Development
- Folio
The basis for assessment is practical application, knowledge and understanding, analysis and reflection.

Visual Arts – Design

A Semester 1 and/or B Semester 2

Assumed Knowledge:
Successful completion of Year 10 Art or Design would be an advantage.

Description:
Visual Arts: Design encompasses communication and graphic design, environmental design, and product design. It emphasises a problem-solving approach to the generation of ideas or concepts, and the development of visual representation skills to communicate resolutions. Visual Arts: Design A and B have similar course content with variation of Art genres and exhibition opportunities.

Visual Arts: Design engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavours. It emphasises visual thinking and investigation and the ability to develop ideas and concepts, refine technical skills, and produce imaginative solutions. An integral part of Visual Arts: Design is the documentation of visual thinking. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts, and opinions, provide observations of their lived or imagined experiences, and represent these in visual form.

Through the initiation and development of ideas, problem-solving, experimentation, and investigation in a diversity of media, processes, and techniques, students demonstrate a range of technical skills and aesthetic qualities. By analysing other practitioners’ works of art, students gain knowledge and understanding of their styles, concepts, content, forms, and conventions, and learn to respond to these works in informed ways. A range of approaches to the interpretation of works of art or design from different cultures and contexts is used to explore the messages and meanings that these works communicate.
Students will be studying various practical genres of Design, which may include, for example:
- product design: e.g. toy, fashion, stage, furniture, and engineering design
- environmental design: e.g. sustainable interior and exterior design
- graphic and visual communication design: e.g. branding, illustration, and advertising.

Assessment:
The following assessment types enable students to demonstrate their learning in Stage 1 Visual Arts Design:
- Folio (40%)
- Practical (30%)
- Visual Study (30%).

English

Compulsory 2 Semester Subject

Students are required to successfully complete 20 credits (2 semesters) of English to meet the compulsory literacy requirement of the SACE. Students must achieve a result of C or better for both semesters in one of the English options below.

English as an Additional Language or Dialect (EALD)

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

Students develop and use a range of language strategies to convey ideas and opinions that are appropriate for a variety of purposes and contexts. They exchange opinions and convey information and experiences in written and spoken forms. Student learning is supported through explicit modelling and construction of texts.

This course is based on responding to, and composing, oral and written texts in a range of text types and situations. Students develop an understanding of how texts are constructed in different contexts for specific purposes and audiences, and of how language choice operates in different texts. Texts studied range from the everyday and familiar to the more academic, depending on the skills, aspirations, and interests of students. Students are supported through explicit modeling and construction of texts.

Assessment:
Assessment in this subject consists of the following components:
- Responding to Texts
- Interactive Study
- Language Study
- Essential English

Essential English

Description:
This subject leads to the study of Essential English at Stage 2. It is also an appropriate selection for students not intending to study English at Stage 2. In this subject, students continue to develop their language and literacy skills by responding to and creating texts for a range of personal, social, cultural, community, and/or workplace contexts. Through the study of texts, students focus on understanding and interpreting different ideas and perspectives. They also consider ways in which language choices are used to create meaning. Students also explore the relationship between structures and features of the context, purpose, and audience of texts. Students with specific literacy difficulties will be enrolled in the Essential English Literacy variant of this subject.

Assessment:
- Responding to Texts
- Creating Texts
- Intertextual Study

English Literary Studies

Description:
This subject is a specific pathway to the study of English Literary Studies or English at Stage 2. It provides opportunities for students to further develop their knowledge about language, with an emphasis on understanding the interrelationship between author, text and audience. Students develop a deep, critical understanding of how language and stylistic features shape ideas in a range of contexts. They also consider how social, cultural, economic, historical and/or political perspectives are represented and explored in texts. Students have opportunities to reflect on their personal values and apply this in the creation of their own texts that may be written, oral, and/or multimodal. They also examine the connections between different texts and how they impact upon our interpretations.

Assessment:
- Responding to Texts
- Creating Texts
- Intertextual Study

Health And Physical Education (HPE)

Child Studies

Semester Subject Only

Assumed Knowledge:
Completion of Year 10 child studies would be an advantage.

Description:
This course introduces students to the developmental stages of children 0–8 years. Students examine the importance of play and nutrition and are given the opportunity to research a contemporary issue that impacts children’s development and well-being. Students are encouraged to reflect on their learning about children’s development, children’s rights and safety and the position of children in wider society. This course is suitable for students interested in children’s development or a career working with children.
Assessment:
The following school-based assessment types enable students to demonstrate evidence of learning in Stage 1 Child Studies. They are:
- Practical application
- Collaboration
- Investigation
- Problem Solving
- Reflection

Each assessment type will have a weighting of 25% and 4 assessments will be undertaken in this subject.

First Aid
Semester Subject Only

Description:
This integrated course includes an Australian Red Cross Senior First Aid Certificate, Occupational Health and Safety issues, Emergency Procedures, Human Physiology and Disability Awareness. This course is a valuable subject for students not only in their everyday lives but also in their careers. VET modules include Senior First Aid on OH&S module.

Assessment:
- Red Cross requirements
  - Theory exam
  - Practical resuscitation and bandaging tests
  - Homework booklet.
- School requirements
  - Folio
  - Research task.

Special Subject Costs:
Red Cross component costs $70.

Health Education
Semester Subject Only

Description:
Health education provides students with opportunities to examine and explore their own attitudes and values towards contemporary health issues. Students study various topics that empower them to make responsible decisions regarding positive health and well-being. Some of the negotiated topics include current trends in the health status of Australians, lifestyle diseases, communication skills, goal setting, drugs in our society, responsible choices in sexual behaviour, environmental health and investigating opportunities for careers in health education.

Assessment:
Issue analysis, dilemma solving problems, group communication assignment and Practical Lifestyle Assignment.

Pathways:
It is highly recommended that students complete Stage 1 Health to lead on to Stage 2 Health.

Outdoor Education A and/or B
Both options are semester programs

Students can choose Outdoor Education A in Semester 1 or Outdoor Education B in Semester 2 or enrol in both courses.

Description:
Outdoor Education offers students enjoyable challenges in outdoor activities and journeys. Students will develop the practical skills needed for safe, enjoyable and adventurous outdoor travel and at the same time develop an understanding and appreciation of the natural environment and impacts caused by outdoor activities.

The following 4 topics are covered in both 1 and 2 unit courses:
- Environment and Conservation - appreciation of the natural environments.
- Planning and Management - skills of planning and implementing outdoor activities and journeys.
- Outdoor Activities - skills needed to participate effectively in outdoor activities and journeys.
- Outdoor Journey - 3 day human powered outdoor journey or a journey that uses natural forces.

Outdoor Activities and Outdoor Journey topics are chosen from:
- Bushwalking
- Canoeing
- Cycle touring
- Orienteering
- Rock climbing
- Snorkeling
- Sailing

All students undertake 2 practical outdoor activities, or one of which is combined with a 3 day human powered outdoor journey or a journey that uses natural forces.

Outdoor Education A and/or B

Description:
Outdoor Education A and/or B

Semester 2

Prerequisites:
By negotiation with Coordinator.

Description:
The course consists of 60% practical and 40% theory. Practical components will consist of three sporting activities. The theory components will consist of 20% examination covering skill acquisition and biomechanics and 20% Issue Analysis essay. Recommended for those doing Stage 2 PE.

The practical and theory components are different for Physical Education A and B.

Assessment Tasks:
Practical is assessed through SACE performance checklists. Theory is assessed through examination and Issue Analysis essay.

Outdoor Education B

Semester 2

Prerequisites:
By negotiation with Coordinator.

Description:
The course consists of 60% practical and 40% theory. Practical components will consist of three sporting activities. The theory components will consist of 20% examination covering skill acquisition and biomechanics and 20% Issue Analysis essay. Recommended for those doing Stage 2 PE.

The practical and theory components are different for Physical Education A and B.

Assessment Tasks:
Practical is assessed through SACE performance checklists. Theory is assessed through examination and Issue Analysis essay.

Sports Studies A

Semester 1

Prerequisites:
Students selected in agreement with PE Faculty.

Description:
The course has three modules; Skill development in a particular sport, which has a practical and theory component; A Folio & Discussion assignment which centres on fitness development including pre and post training regime testing as well as the theory behind it, followed by a round table discussion based on the results of the fitness regime; A Group Task which involves coaching younger students a specific sport over several weeks.
Assessment:
Marks are given for practical performance, your ability to learn new skills, written evidence to support what you have learned, a folio based on your fitness project as your ability to discuss what you have learned about fitness; your ability to cooperate, collaborate and teach as a group.

Sports Studies B
Semester 2
Prerequisites:
Students selected in agreement with PE Faculty.

Description:
The course will focus on one or two separate sports and a fitness component. The fitness component will involve pre-program and post program testing. The fitness will be delivered by an outside provider and will involve walking to Old Reynella once a week. There will be a cost of $8.00 per week. The fitness will involve Muay Thai kick boxing training methods. There will be a Group task assignment where students will need to plan, prepare and run a sports tournament with their peers. Students will need to word process an information booklet for coaching a particular sport. Students will need to present what they have learned throughout the course to their peers.

Assessment Tasks:
An evidenced based folio of all work and sports undertaken; a group task to organise and run a tournament assignment; presentation of their folio; fitness project; practical; teacher assessment of the practical lessons covered.

Humanities and Social Sciences (HASS)

Ancient Studies
Semester Subject Only
Assumed Knowledge:
Students are advised that the ability to read a range of materials from different sources and to develop written responses is required in this course.

Description:
In Ancient Studies, students learn about the history, literature, society, and culture of ancient civilisations, which may include Asia-Australia, the Americas, Europe, and Western Asia, and the classical civilisations of Greece and Rome.
Skills of Historical Literacy include:
• Knowing, understanding, and realising the significance of historical events.
• Understanding the shape of change and continuity over time, understanding multiple narratives, and dealing with open-endiness.
• Gathering, analysing, and using evidence, and examining issues of provenance and heritage.
• Understanding and dealing with the language of the past
• Understanding and working with historical concepts.
• Using, understanding, and evaluating information and communication technologies based on historical sources.
• Connecting the past with self and the world today.
• Understanding the rules and the place of public and professional historical debate.
• Understanding the use of creativity in representing the past through film, drama, visual arts, music, fiction, poetry, and information and communication technologies.
• Understanding the moral and ethical issues involved in historical explanation.
• Understanding the use and value of scientific and technological expertise and methods in investigating the past (e.g. DNA analysis).
• Using historical reasoning, synthesis, and interpretation to explain the past.

Assessment:
There will be a range of Formative and Summative tasks. Skill and activities include:
• Folio
• Sources Analysis
• Special Study

Pathways:
Successful completion of this subject leads on to studies of the following Stage 2 subjects: Ancient Studies, Modern History, Geography, Tourism, Society and Culture and Cross disciplinary Studies.

Geography
Semester Subject Only
Assumed Knowledge:
Students are advised that a successful background in Year 10 Geography would be an advantage. It is recommended that students intending to do Stage 2 Geography are successful with Geography at Stage 1.

Description:
Through the study of Geography, students develop an understanding of the spatial interrelationships between people, places, and environments. Geographers are concerned with describing place, identifying variations and similarities over the Earth’s surface, and explaining spatial associations. The discipline of geography deals with diverse environmental phenomena and human activities, including natural hazards, landforms, tourism, economic development, agriculture, and urban planning. Key themes include:
• Location and Distribution
• Natural Environments at Risk
• People, Resources and Development
• Issues for Geographers.

Skills: Students communicate in geographical terminology and concepts, and acquire skills in collecting, analysing, presenting and evaluating field work data, diverse mapping, photographic interpretation, computer programs and databases, GIS (Geospatial Information Systems) and GPS (Global Positioning Systems).
History

Semester Subject Only

Assumed Knowledge:
Students are advised that the ability to read a range of materials from different sources and to develop written responses is required in this course.

Description:
History involves the investigation of human experience over time. By studying past events, actions, and phenomena, students gain an insight into human nature and the ways in which individuals and societies function. History encourages inquiry into the activities of people in order to gain an understanding of their motivations and the effects of actions in particular places at particular times; make comparisons; and draw conclusions. History consists of skills of historical inquiry and a minimum of 2 historical studies.

Skills of Historical Inquiry:
- research, evaluate, interpret, analyse, and use historical materials
- think imaginatively about the past
- think critically about both the uses and the limitations of sources
- make comparisons and contrasts to increase their understanding of the past
- recognise differences of interpretation among historians
- develop and debate opinions, ideas, issues, and arguments
- form judgments and defend them
- communicate ideas and arguments in clear and effective speech and writing
- look for patterns and identify ambiguities, contradictions, and discontinuities in history
- use history critically to inform their understanding of the future.

Pathways:
Successful completion of this subject leads on to studies of the following Stage 2 subjects: Geography, Tourism, Society and Culture and Cross disciplinary Studies.

Legal Studies

Semester Subject Only

Assumed Knowledge:
Students are advised that the ability to read a range of materials from different sources and to develop written responses is required in this course.

Description:
Legal Studies explores Australia’s legal heritage and the dynamic nature of the Australian legal system within a global context. Legal Studies provides students with a sound understanding of the structures of the Australian legal system and demonstrates 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.

Unit topics include:
- Law and Society
- People, Structures, and Processes
- Law-making
- Justice and Society
- Young People and the Law
- Victims and the Law
- Motorists and the Law
- Young Workers and the Law
- Relationships and the Law

Assessment:
There will be a range of Formative and Summative tasks. Skill and activities include:
- Folio (includes a variety of tasks; eg, media reports, case studies, etc)
- Issues Study
- Presentation

Pathways:
Successful completion of this subject leads on to studies of the following Stage 2 subjects: Legal Studies, History, Geography, Tourism, Society and Culture and Cross disciplinary Studies.

Society and Culture

Semester Subject Only

Assumed Knowledge:
A successful completion of Year 10 History will be an advantage.

Description:
In Society and Culture, students explore and analyse the interactions of people, societies, cultures, and environments. Using an interdisciplinary approach, they analyse the structures and systems of contemporary societies and cultures. 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.

Unit topics include:
- A current social or cultural issue
- The media
- Popular culture
- Power and authority in society
- Prejudice and discrimination
- Cultures and subcultures in Australian society
- Peace and conflict

Skills: Students will require competent literacy skills. These will be further developed as the course progresses. Research and analysis are also essential components in this course and to be successful students must continue developing these skills.

Assessment:
There are four assessment tasks which are divided into three types:
- Source analysis
- Group activity
- An investigation

Pathways:
Successful completion of this subject leads on to studies of the following Stage 2 subjects: Geography, Tourism, Society and Culture and Cross disciplinary Studies.
Tourism

Semester Subject Only

Assumed Knowledge:
A successful completion of Year 10 History will be an advantage.

Description:
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.

Unit topics include:
- Investigating the history of tourism
- Exploring tourism in the local area
- Examining local impacts of tourism
- Preparing for international travel
- Understanding the role of organisations and government in tourism
- Examining tourism and technological change
- Appreciating tourism in Australia
- Investigating tourism markets
- Understanding tourism and natural environments
- Tourism industry skills
- Negotiated topic

Assessment:
Assessment tasks include:
- Case study
- Sources analysis
- Practical activity
- Investigation

Further Information:
Students are required to collect information from travel agents, use the internet and other secondary sources and participate in excursions (eg Adelaide Hills, Barossa Valley). This subject leads to the study of Year 12 Tourism.

Pathways:
Successful completion of this subject leads on to studies of the following Stage 2 subjects: Geography, Tourism, Society and Culture and Cross disciplinary Studies.

Languages

French Beginners

Full Year Course

Course Restrictions:
Students must not have studied French in the previous three years. Students may enrol in this subject at Year 10 or 11.

Description:
Beginners French is designed for students with little or no previous knowledge and/or experience of the language before undertaking Stage 1, and is designed as a 2-year program for students who wish to begin their study of the language at senior secondary level.

Students develop the skills of listening, speaking, reading, and writing, and information and communication technologies to create and engage effectively with a range of spoken, written, visual, and multimodal texts in the particular language. They develop and apply linguistic and intercultural knowledge, understanding, and skills.

Assessment:
Students are assessed on interaction, text production and text analysis. They complete 8 – 10 assessments.

Pathways:
Students must complete Stage 1 French Beginners in order to be eligible to do Stage 2 French.

German Beginners

Full Year Course

Course Restrictions:
Students must not have studied German in the previous three years. Students may enrol in this subject at Year 10 or 11.

Description:
Beginners German is designed for students with little or no previous knowledge and/or experience of the language before undertaking Stage 1, and is designed as a 2-year program for students who wish to begin their study of the language at senior secondary level.

Students develop the skills of listening, speaking, reading, and writing, and information and communication technologies to create and engage effectively with a range of spoken, written, visual, and multimodal texts in the particular language. They develop and apply linguistic and intercultural knowledge, understanding, and skills.

Assessment:
Students are assessed on interaction, text production and text analysis. They complete 8 – 10 assessments.

Pathways:
Students must complete Stage 1 German Beginners in order to be eligible to do Stage 2 German Beginners.
German Continuers

**Full Year Course**

**Prerequisites:**
Satisfactory completion of German at Year 10 level is a prerequisite for this subject. Students are expected to be competent in using various grammatical constructs prior to entering the SACE Stage 1 course.

**Description:**
The aim of Stage 1 German is to promote students’ ability to communicate in German and to develop their understanding of the language as a system. Students will also extend their understanding of culture and the way of life in German-speaking countries. Students will further develop the ability to reflect on, make comparisons and move between languages and cultures.

The course is based on three themes:
- The individual: personal world, education and aspirations, values, attitudes and opinions.
- The German-speaking communities: arts, crafts, entertainment, visiting Germany, stories from the past.
- The changing world: contemporary issues eg. Australian/German relations and The World of Work.

**Assessment:**
There are 5 summative assessment tasks each semester – oral, written, text analysis tasks and an Investigative task (in both German and English).

**Pathways:**
Students must complete Stage 1 German in order to be eligible to do Stage 2 German.

Japanese Beginners

**Full Year Course**

**Course Restrictions:**
Students must not have studied Japanese in the previous three years. Students may enrol in this subject at Year 10 or 11.

**Description:**
Beginners Japanese is designed for students with little or no previous knowledge and/or experience of the language before undertaking Stage 1, and is designed as a 2-year program for students who wish to begin their study of the language at senior secondary level.

Students develop the skills of listening, speaking, reading, and writing, and information and communication technologies to create and engage effectively with a range of spoken, written, visual, and multimodal texts in the particular language. They develop and apply linguistic and intercultural knowledge, understanding, and skills.

**Assessment:**
Students are assessed on Interaction, Text Production and Text Analysis. They complete 8 –10 assessments.

**Pathways:**
Students must complete Stage 1 Japanese Beginners in order to be eligible to do Stage 2 Japanese Beginners.

**Japanese Continuers**

**Full Year Course**

**Prerequisites:**
Satisfactory completion of Japanese at Year 10 level is a prerequisite for this subject. Students are expected to be competent in using various grammatical constructs prior to entering the SACE Stage 1 course.

The aim of Stage 1 Japanese is to promote students’ ability to communicate in Japanese and to develop their understanding of the language as a system. Students will also extend their understanding of culture and the way of life in Japan. Students will further develop the ability to reflect on, make comparisons and move between languages and cultures.

The course is based on three themes:
- The individual: personal world, education and aspirations, values, attitudes and opinions.
- The Japanese-speaking communities: arts, crafts, entertainment, visiting Japan, stories from the past.

**Assessment:**
There are 5 summative assessment tasks each semester – oral, written, text analysis tasks and an Investigative task (in both Japanese and English).

**Pathways:**
Students must complete Stage 1 Japanese in order to be eligible to do Stage 2 Japanese.

Essential Mathematics: Trade Focus

**10 credit, Full Year**

**Prerequisites:**
Year 10 Mathematics Studies or Year 10 Mathematics Applications.

**Description:**
The course is designed for students who are doing VET type courses and seeking a mathematics course that will give experience and practice for the mathematical skills required in the trades. It aims to develop numerical, investigative, application and problem solving skills as related to the trades. Topics may include: Numbers and Operations, Fractions, Decimals, Percentages, Ratios and Proportions, Measurement, Earning and Spending, Saving and Borrowing, Trigonometry, Pythagoras Theorem, Coordinate Geometry, and Algebra.

This course DOES NOT prepare students for any Mathematics in Year 12.

**Special Subject Requirements:**
A scientific calculator is required.
Year 10 Mathematics Studies or Year 10 Mathematics Applications.

Description:
The course is designed for students seeking a general mathematics course suitable for most jobs. It aims to develop investigative, application and problem solving skills. These skills are acquired by the application of Maths to the solution of everyday problems. Topics may include: Mensuration, Earning and Spending Money, Geometry, Models of Growth and Data in Context.

Assessment Tasks:
Tests, Projects, Directed Investigations and two end of semester Exams.

Special Subject Requirements:
A scientific calculator is required.

Mathematics A, B, C and D
A and B are in Semester 1, C and D are in Semester 2

Prerequisites:
Year 10 Mathematics Studies - minimum B grade or by teacher recommendation.

Description:
This is a demanding academic course with a theoretical base, together with significant investigative and project work. Its content is to provide a background for further academic study, Mathematical Methods and Specialist Mathematics at Stage 2. Mathematics A and B topics include algebra, the study of functions, calculus, probability and statistics. Mathematics C and D topics include understanding of concepts and techniques drawn from combinatorics, geometry, trigonometry, complex numbers, vectors, matrices, calculus and statistics.


Assessment:
Tests, Projects, Directed Investigations and two end of semester Exams.

Special Subject Requirements:
A scientific calculator is required.

Research Project

Compulsory Semester Subject

Research Project A

Description:
The Research Project is a compulsory subject of the SACE. Students must complete the 10 credit Research Project achieving with a C grade or better. Students follow a highly scaffolded program that focuses on pathways beyond school. This course is especially suited to low level literacy and NEP students and those who are using VET as part of their SACE completion pathway. Enrolment into Research Project A is negotiated via the Senior School Counsellor.

Assessment:
School-based assessment 70% - Folio (preliminary ideas and research proposal, research development, and discussion) 30% - Research outcome 40% - External assessment 30% - Evaluation

Research Project B

Description:
The Research Project is a compulsory subject of the SACE. Students must complete the 10 credit Research Project achieving with a C grade or better. Students choose a research topic that is based on an area of interest, and a capability (communication, citizenship, personal development, or work) that is relevant to their research. They use the research framework as a guide to developing their research and their chosen capability, and to applying knowledge and skills specific to their research topic.

Students evaluate the research processes they use, through which they demonstrate their capability for learning. Students also demonstrate and evaluate their chosen capability.

Research Project B does contribute to the Australian Tertiary Admission Rank (ATAR)

Science

Biology A and/or B

Biology A will run in both Semester 1 and 2 depending on numbers. Biology B will only run in Semester 2 and students who choose this option must have done Biology A.

Assumed Knowledge:
A good pass in Year 10 Science or Science Studies is required to be successful in Biology. The Biology courses, can be studied individually or together. This learning program is designed to comprehensively cover the foundation concepts of Biology as preparation for Stage 2 Biology. A good pass in a Stage 1 science subject is a prerequisite for Stage 2 Biology.
Description:
The study of biology develops an understanding of the diversity of life as it has evolved, the structure and function of living things, and how they interact with other members of their own species, other species, and their environments. By investigating biological systems and their interactions, from microscopic cellular structures and processes to macroscopic ecosystems, students develop knowledge and understanding that enable them to explore and explain everyday observations and find solutions to biological issues. In Biology, students appreciate the significance of the work of classical and modern biologists and develop knowledge and skills that enable them to join in and initiate debates about how biology impacts on their lives, society, and the environment.

The study of biology enables students to develop the skills and understanding needed to explain biological phenomena and to draw evidence-based conclusions from investigations of biology-related issues and innovations. Through their exploration of science as a human endeavour, students increase their understanding of the complex ways in which science interacts with society. They use their understanding of the interconnectedness of biological systems to evaluate the impact of human activity. They explore strategies and possible solutions to address major biological challenges now and in the future, in local, national, and global contexts.

Students develop a range of understandings and inquiry skills that encourage and inspire them in thinking scientifically, and pursuing future pathways, including medical, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and ecotourism.

Stage 1 Biology consists of the following topics:
- Topic 1: Cells and Microorganisms
- Topic 2: Infectious Disease
- Topic 3: Multicellular Organisms
- Topic 4: Biodiversity and Ecosystem Dynamics

Biology A will cover two topics, Biology B will cover the remaining topics.

Assessment:
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Investigation Folio
- Skills & Applications Tasks

The criteria for these assessment types include:
- Practical work
- Research investigations
- Worksheets and assignments
- Oral presentations
- Homework activities
- Both Formative & Summative review tests
- End of Semester Exam

Chemistry A and B
Full Year Program

Assumed Knowledge:
A good pass in Year 10 Science is recommended with a preference to having completed Year 10 Science Studies.

Students are required to choose both Chemistry A in semester 1 and Chemistry B in semester 2 in Year 11.

This learning program is designed to comprehensively cover the foundation concepts of Chemistry as preparation for Stage 2 Chemistry.

A good pass in Chemistry A and B are prerequisites for Stage 2 Chemistry.

Description:
In their study of Chemistry, students develop and extend their understanding of the use that human beings make of the planet's resources and the impact of human activities on the environment. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies.

Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues. The study of chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

Through the study of chemistry, students develop an understanding of the physical world and 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 develop a range of understanding and inquiry skills that encourage and inspire them in thinking scientifically, and pursuing future pathways, including medical, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and ecotourism.

Assessment Tasks:
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Investigation Folio
- Skills & Applications Tasks

The criteria for these assessment types may include:
- Practical work
- Research investigations
- Worksheets and assignments
- Oral presentations
- Homework activities
- Both Formative & Summative review tests
- End of Semester Exam

Earth and Environmental Science A and/or B
Both are Semester Courses and can run in either Semester 1 OR 2

Assumed Knowledge:
A good pass in Year 10 Science is recommended with a preference to having completed Year 10 Science Studies.

Students are required to choose both Earth and Environmental Science A in semester 1 and Earth and Environmental Science B in semester 2 in Year 11.

This learning program is designed to comprehensively cover the foundation concepts of Earth and Environmental Science as preparation for Stage 2 Earth and Environmental Science.

A good pass in Earth and Environmental Science A and B are prerequisites for Stage 2 Earth and Environmental Science.

Description:
Students consider a range of the Earth hazards that illustrate the dynamic nature of the Earth’s systems. Students critically examine the scientific evidence for the origin of life, linking this with their understanding of the evolution of the Earth’s hydrosphere and atmosphere. Students review evidence from the fossil record that demonstrates the interrelationships between major changes in the Earth’s systems and the evolution and extinction of organisms. They investigate how the distribution and viability of life on Earth influences, and is influenced by, the Earth’s systems.

The following topics provide the framework for learning in Stage 1 Earth and Environmental Science:
- Topic 1: Turbulent Earth
- Topic 2: Composition of the Geosphere
- Topic 3: Processes in the Geosphere
- Topic 4: The Earth’s Atmosphere
- Topic 5: Importance of the Hydrosphere
- Topic 6: Biosphere
Nutrition

**Semester Subject Only**

**Assumed Knowledge:**
A good pass in Year 10 Science is required to be successful in Nutrition.

This learning program is designed to comprehensively cover the foundation concepts of Nutrition as preparation for Stage 2 Nutrition. A good pass in Nutrition is a prerequisite for Stage 2 Nutrition.

**Description:**
Students of Nutrition are presented with up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. Students explore the links between food, health, and diet-related diseases.

Students have the opportunity to examine factors that influence food choices and reflect on local, national, Indigenous, and global concerns and associated issues. The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.

**Assessment:**
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Investigation Folio
- Skills & Applications Tasks

The criteria for these assessment types may include:
- Practical work
- Research investigations
- Worksheets and assignments
- Oral presentations
- Homework activities
- Both Formative & Summative review tests
- End of Semester Exam

Physics A and B

**Full Year Program**

**Assumed Knowledge:**
A good pass in Year 10 Science is recommended with a preference to having completed Year 10 Science Studies. Students study Physics A & B as a full year course.

This learning program is designed to comprehensively cover the foundation concepts of Physics as preparation for Stage 2 Physics. A good pass in Physics A and B are prerequisites for Stage 2 Physics.

**Description:**
Physics uses qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. It seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years. By studying physics, students are able to appreciate the significance of the work of both classical and modern physicists and to understand how new evidence can lead to the refinement of existing models and theories and to the development of new, more complex ideas and technologies and discoveries.

Through 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.

Students develop and extend a range of understanding and inquiry skills that prepare them to be critical-thinking citizens, and encourage and inspire them to pursue future pathways, including engineering, renewable energy generation, communications, materials innovation, transport and vehicle safety, medical science, scientific research, and the exploration of the universe.

The criteria for these assessment types may include:
- Practical work
- Research investigations
- Worksheets and assignments
- Oral presentations
- Homework activities
- Both Formative & Summative review tests
- End of Semester Exam

**Stage 1 Physics** consists of the following topics:
- Topic 1: Linear Motion and Forces
- Topic 2: Electric Circuits
- Topic 3: Waves
- Topic 4: Heat
- Topic 5: Energy and Momentum
- Topic 6: Nuclear Models and Radioactivity

Physics A will cover three of the topics, Physics B will cover the remaining three topics.

**Assessment:**
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Investigation Folio
- Skills and Applications Tasks.

The criteria for these assessment types may include:
- Practical work
- Research investigations
- Worksheets and assignments
- Oral presentations
- Homework activities
- Both Formative & Summative review tests
- End of Semester Exam

Psychology

**Semester Subject Only**

**Assumed Knowledge:**
A good pass in Year 10 Science is required to be successful in Psychology.

This learning program is designed to comprehensively cover the foundation concepts of Psychology as preparation for Stage 2 Psychology. A good pass in Psychology is a prerequisite for Stage 2 Psychology.

**Subject Description:**
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.

Topics may include:
- Introduction to Psychology - Compulsory
- Social Behaviour
- Intelligence
- Cognition
- Brain & Behaviour
- Human Psychological Development
- Emotion
Assessment Tasks:
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Investigation Folio
- Skills and Applications Tasks.
The criteria for these assessment types may include:
- Practical work
- Research investigations
- Workbooks and assignments
- Oral presentations
- Homework activities
- Summative review tests
- End of Semester Exam

Scientific Studies A and/or B
Both Options are Semester Subjects

Assumed Knowledge:
A good pass in Year 10 Science is required to be successful in Scientific Studies.
Students may study either Scientific Studies A in semester 1, Scientific Studies B in semester 2 or enrol in both courses. A good pass in any Stage 1 Science course is a prerequisite for Stage 2 Scientific Studies.

Description:
Through Scientific Studies students develop knowledge of scientific principles and concepts through their own investigations. They develop the skills and abilities to explain scientific phenomena, and to draw evidence-based conclusions from investigations of science-related issues. In this way, students develop scientific knowledge and skills to support them in their future career pathways, including those that are science-related, and everyday life in a world shaped by science and technology.

Topics may include:
- Physical Sciences
- Sustainability
- Climate Change
- Water Conservation
- Nanotechnology

Assessment Tasks:
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Investigation Folio
- Skills and Applications Tasks

The criteria for these assessment types may include:
- Practical work
- Research investigations
- Workbooks and assignments
- Oral presentations
- Homework activities
- Both Formative & Summative review tests
- End of Semester Exam

Creative Woodwork
Semester Subject Only

Assumed Knowledge:
Minimum B Grade Year 10 Woodwork. This course is aimed at students who have been highly successful in Woodwork in previous years.

Description:
Students will initially construct some teacher directed items aimed at teaching specific processes then, with this knowledge students will design and construct their own articles with a strong creative or artistic theme. The course aims to teach advanced use of workshop machinery, assembly techniques and jig manufacture to enable students to construct items of a ‘Craft’ nature rather than furniture. Class members will be expected to use equipment with a high degree of accuracy eg. bandsaw, scroll saw, wood lathe, radial arm saw and circular saw.

Assessment:
Practical, drawings, homework assignments, technology research assignments, a major test and a costing sheet.

Further Information:
Students will be required to pay for materials that are used in the course and in their own projects. $25 basic fee plus cost of personal project as negotiated.

Digital Photography
Semester Subject Only

Description:
Digital Photography is a one semester unit focusing on the use of single lens reflex cameras whilst taking landscape, portrait and macro photographs. Students will use Adobe Photoshop computer programs to manipulate and edit their work. Students would benefit from using their own camera

Assessment Tasks:
Maintain a folio of work along with associated technical reports on processes and techniques required along with an evaluation of the work produced.

Subject Costs:
Students need to provide their own USB memory stick and have a display folder. A $10.00 fee covers the cost of photographic paper and laminating materials.
Electronics

**Semester Subject Only**

**Assumed Knowledge:**
Successful completion of Year 10 Electronics.

**Description:**
Students will develop an understanding of electronic components and fundamentals through using a range of sensing devices and interfacing circuits. A focus will be on the application of the 555 timer chip. Students will also engage in circuit design using computer software, Virtual and real world bread-boarding. Students must have strength in applied mathematics. This course has a focus on electronic engineering.

This course includes:
- Investigating: Safety, Electronic Components, Circuit operation
- Planning: Circuit drawing, PCB design
- Component selection and calculations
- Creating: Production of projects with suitable case
- Evaluation: Reflection and analysis of products and processes.

**Assessment:**
Continuous assessment through written assignments and practical work where students analyse an existing electronic product then produce a design brief so as to construct their own project. Effective communication of ideas is emphasised, as is the correct and safe use of tools and equipment.

**Subject Costs:**
Students will be required to pay for materials that are used in this course and in their own projects. These costs may vary between $25 and $70 depending on the materials used.

Food and Hospitality A and/or B

**Both Options are Semester Subjects**

**Assumed Knowledge:**
Practical food skills and an interest in this diverse and dynamic subject would be desirable.

**Description:**
The Food and Hospitality industry is dynamic and changing. Students will focus on trends in hospitality, skills and abilities related to the industry, food preparation and presentation, small group catering, interpersonal skills and customer relations. Students will identify with sectors within the hospitality industry and design industry standard dishes.

**Assessment:**
The following school based assessment types enable students to demonstrate evidence of learning in Stage 1 Food and Hospitality. They are:
- Practical application
- Collaboration
- Investigation
- Problem Solving
- Reflection

Each assessment type will have a weighting of 25% and 4 assessments will be undertaken in this subject.

Furniture Construction: Contemporary

**Semester Subject Only**

**Assumed Knowledge:**
There are no prerequisites for this subject but a pass in Year 10 Woodwork is preferred. A strong work ethic, mature approach and the ability to demonstrate competence in the use of machinery and hand tools used in previous years are essential.

**Description:**
This course deals mainly with the use of solid timber in furniture construction. Students will design and construct an article of furniture incorporating frame construction using traditional and modern methods. Students work through the design process to design a project that meets their own unique requirements. During construction a range of hand tools, portable power tools and machines are used.

**Assessment:**
Skills and Applications Tasks, a Design Folio including investigation, drawings and models, material and costings as well as a Major practical Project are used to provide evidence of student’s learning.

Further Information:
This subject provides a very good foundation for ‘Stage 2 Material Products - Furniture Construction’ and the Building and Furnishing Trades.

Students will be required to pay for materials that are used in the course and in their own projects. $25 basic fee plus cost of personal project as negotiated.

Furniture Construction: Traditional

**Semester Subject Only**

**Assumed Knowledge:**
There are no prerequisites for this subject but a pass in Year 10 Woodwork is preferred. A strong work ethic, mature approach and the ability to demonstrate competence in the use of machinery and hand tools used in previous years are essential.

**Description:**
This course deals mainly with the use of solid timber in furniture construction. Students will design and construct an article of furniture incorporating frame construction using traditional and modern methods. Students work through the design process to design a project that meets their own unique requirements. During construction a range of hand tools, portable power tools and machines are used.

**Assessment:**
Skills and Applications Tasks, a Design Folio including investigation, drawings and models, material and costings as well as a Major practical Project are used to provide evidence of student’s learning.

Further Information:
This subject provides a very good foundation for ‘Stage 2 Material Products - Furniture Construction’ and the Building and Furnishing Trades.

Students will be required to pay for materials that are used in the course and in their own projects. $25 basic fee plus cost of personal project as negotiated.
Information Processing and Publishing

Semester Subject Only
Assumed Knowledge: There are no prerequisites for this course but completion of Computing A and/or B at Year 10 would be advantageous.

Description: Students will be using Desktop Publishing programs to enable them to create publications used for personal based projects or by the school. Advanced functions and subtleties of the word processing package are taught which enable satisfactory completion of topics such as paragraphing, display, letters and tables.

Topics Included:
- Document construction and design
- Website construction with Dreamweaver software
- Animation using Flash
- Detailed software skill using graphics with Photoshop
- A “Branding” project
- Issues essay.

Assessment: Assessment will be based on the SACE Performance Standards: includes Design tasks, practical and typed responses to complete instructions.

Assignments: Completed tasks and tests will be used to provide evidence of the learning undertaken.

Information Technology

Semester Subject Only
Assumed Knowledge: There are no prerequisites for this course but completion of Computing B at Year 10 would be advantageous.

Description: Information Technology allows the development of skills in gathering and organising information. Students are required to develop an understanding of the impact of the processing of information on organisations, individuals and society. Students learn to recognise how the processing of information affects, and is affected by, aspects of the political, legal and economic dimensions of society.

Topics Included:
- Computer operation - Input processing and output.
- Information systems - description, design and analysis.
- Database development - MS Access with detailed queries (SQL) table construct.
- Internet Issues - Safe and private use of the web, knowing your own personal footprint.

Assessment: Assessment will be based on the SACE Performance Standards: includes Design tasks, practical and typed responses to complete instructions and assignments: completed tasks and tests will be used to provide evidence of the learning undertaken.

Metal Technology

Semester Subject Only
Assumed Knowledge: There are no prerequisites for this subject but a pass in Year 10 Technology subjects is preferred. A strong work ethic, a mature approach and the ability to demonstrate competence in the use of machine and hand tools used in previous years is essential.

Description: This Semester Course covers a wide range of skills and processes involving sheet metalwork, lathe work and oxyacetylene welding practices with an emphasis on fusion and braze welding techniques. Some Gas Metal Arc (Mig) Welding and Tungsten Metal Welding (Tig) may be included. Students are involved in the design process with at least one major project that involves drawing and metal fabrication. Free choice project work may include tables, air powered machines and advanced design concepts. The course addresses all the key elements to meet SACE Materials Products requirements.

Assessment: Students are required to demonstrate evidence of their learning through Skills and Applications Tasks, and a Design Folio and Project/s. Assessment will be based on against the SACE Performance Standards.

Workplace Practices

Semester Subject Only
Description: In workplace practices, students develop knowledge, skills and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices and local, national and global issues in an industry and workplace context.

Students can undertake learning in the workplace and develop and reflect on their capabilities, interests and aspirations. The subject may include the undertaking of accredited vocational education and training (VET). The focus capabilities for this subject are personal development, work and learning. Focus areas of study include:
- Industry
- Vocational Learning
- Vocation Education and Training (VET).

Topics include:
- Future Trends in the World of Work
- The value of Unpaid Work to Society
- Workers’ Rights and Responsibilities
- Career Planning
- Negotiated Topics

Assessment: Assessment at Stage 1 is school based. These include:
- Folio
- Performance in the Workplace – Minimum 25 hours work experience
- Reflection

Further Information: Year 11 students who are undertaking a VET course need to select Stage 2 Workplace Practices as a full year subject.
Senior School Curriculum Year 12 (Stage 2)

Subject List

All subjects are full year subjects unless otherwise indicated.

Arts

All music subjects at Stage 2 are 10 credit subjects. Two subjects must be chosen to complete a Full Year Program

English
English as an Additional Language or Dialect (EALD), Essential English, English, English Literary Studies

Health and Physical Education (HPE)

Humanities and Social Sciences (HASS)
Classical Studies, Geography, Legal Studies, Modern History, Society and Culture, Tourism

Languages
French Beginners, French Continuers, German Beginners, German Continuers, Japanese Beginners, Japanese Continuers

Mathematics
Essential Mathematics, Essential Mathematics, Mathematical Methods, Specialist Mathematics

Science
Biology, Chemistry, Nutrition, Physics, Psychology, Scientific Studies

Technology

Creative Arts: Dance
Prerequisite:
Successful completion of Stage 1 Creative Arts: Dance and an interview with the teacher. Students must have a high level of dance and literacy skills.

Description:
In Creative Arts: Dance, students develop a creative, technical and physical understanding and appreciation of Dance as an art form. They develop self-discipline, self-esteem and confidence. Through dance training students improve their technical and physical skills and develop a diverse range of movements.

Students study technique, composition, choreography, present a performance and are engaged in critical analysis.

The following areas of study are covered:

- Creative Arts – Dance Process
- Development and Production
- Concepts in Creative Arts Disciplines
- Creative Arts – Dance in Practice

School Based Assessment:

- Assessment Type 1: Product – 50%
- Assessment Type 2: Investigation – 20%
- Assessment Type 3: Practical Skills – 30%

External assessment:

- Assessment Type 3: Practical Skills – 30%

Special Subject Costs:

Students will require correct attire for dance and the style selected. Some costs will be involved in viewing live performances and attending workshops as necessary.

Creative Arts: Film Making

Assumed Knowledge:
Successful completion of Creative Arts Stage 1 Film Making is an advantage

Description:
Students in Creative Arts – Film Making assume the role of a Film Practitioner (actor, director, writer, designer, cinematographer, editor). In this subject, students produce film products in genres of their own choice. Students also reflect upon their learning through a reflective report, a skills assessment presentation and two investigations on a film practitioner and a film genre of their choice.

Students work in a production team to develop skills as a film maker. Within this team, they specialise in an area of interest within the process of film making. Students have the opportunity to present their films for the school community or to the wider community by submission of films to various film festivals.

Assessment:

- Creative Arts Product – 2 short drama presentations in the role of a drama practitioner with two 6 minute multi-modal reflective reports.
- Folio – 2 investigations of a Drama Practitioner and a Drama Genre of choice in multi-modal presentation equal to 6 minutes each in multi-modal form or 1000 words each if written. A bibliography is included in each of the investigations.
- External Assessment: Practical Skills (equal to 12 minutes of a filmed documented presentation in a practical skills area of choice).

Pathways:
This course prepares students for TAFE and University courses in Creative Arts. Opportunities also exist in the Creative Arts industry with various Festivals, cultural events and industry productions.

Creative Arts: Drama

Assumed Knowledge:
Successful completion of Stage 1 Drama is an advantage

Description:
Successful completion of Creative Arts Stage 1 Drama is an advantage

Students work in a production team to develop their drama products. Within this team, they specialise in an area of interest within the process of creating a dramatic product. Students have the opportunity to present their drama products for the school community or to the wider community.

Assessment:

- Creative Arts Product – 2 short drama presentations in the role of a drama practitioner with two 6 minute multi-modal reflective reports.
- Folio – 2 investigations of a Drama Practitioner and a Drama Genre of choice in multi-modal presentation equal to 6 minutes each in multi-modal form or 1000 words each if written. A bibliography is included in each of the investigations.
- External Assessment: Practical Skills (equal to 12 minutes of a filmed documented presentation in a practical skills area of choice).

Pathways:
This course prepares students for TAFE and University courses in Creative Arts. Opportunities also exist in the Creative Arts industry with various Festivals, cultural events and industry productions.
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Drama
Prerequisite:
Stage 1 Drama – minimum B grade.

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

For a 20-credit subject, the learning program is based on the following areas of study:
• Group Analysis and Creative Interpretation
• Review and Reflection
• Interpretative Study
• Presentation of Dramatic Works

School Based Assessment:
• Group Preparation – 20%
• Folio – 30%
• Interpretive study – 20%

External Assessment:
• Performance – 30%

Special Subject Requirements:
Time management and good organization skills are essential to balance the compulsory attendance at production rehearsals and meeting missed learning and assessment requirements of other subject areas.

Music
Prerequisite:
Successful completion of Stage 1 Music – minimum C grade or by interview/audition with teacher.

A combination of 2 units must be selected from Solo Performance, Ensemble Performance, Performance Special Study and Individual Study. All units have a school based assessment (70%) and external assessment (30%). Students have a choice of the following Music subjects depending on their level of music skills:

Music: Ensemble Performance
Ensemble Performance is a 10-credit subject in which students develop their skills on a chosen instrument or their voice and the application of these skills and other musical knowledge in an ensemble. Students must prepare three public performances, comprising of two school-based assessed performances and one final, externally assessed performance. Regular attendance at ensemble rehearsals is essential.

Assessment:
• First Performance 30%
• Second Performance 40%
• Final Performance (externally assessed) 30%

Music: Individual Study
This unit requires a high level of self-motivation, self-discipline and time management. Students choose an area of study such as cross-age tutoring, the music industry or a historical topic. Students are required to seek SACE board approval for their topic.

Assessment:
• Folio (30%) – 1500 words or 10 minute oral presentation
• Product (40%) – 1000 words (if written)
• Report (30%) – 1000 words

Performance Special Study
Students who choose this unit will be required to perform on their chosen instrument to a high level of competence. Students will need to seek approval to study a particular work/s. In addition, students will write a 1000 word commentary on the approved musical work. Regular attendance at instrumental lessons (privately or at school) is essential.

Assessment:
• First performance (20%) 30%
• Second Performance (30%) 30%
• Commentary (20%) 30%
• External assessment (30%)

Music: Solo Performance
This is offered to students who have a high level of skill on their chosen instrument. Regular attendance at instrumental lessons (privately or at school) is essential.

Assessment:
• First Performance 30%
• Second Performance 40%
• Final Performance (externally assessed) 30%

Visual Arts: Art or Design
Assumed Knowledge:
Satisfactory completion of Art A and/or Art B or Design A and/or B at Stage 1 is compulsory. Students provide evidence of their learning through six assessments, including the external assessment component.

The broad area of Art includes both artistic and craft-based methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production. 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.

Students produce:
• one folio
• two practical works, including a practitioner’s statement for each practical work
• one visual study

Folio: Students produce one 60 page folio that documents their visual learning in support of their two works of art.

Practical: All practicals are resolved from visual thinking and learning documented in the folio. Students produce two practicals, which must be thoroughly developed works or one body of thoroughly developed work.

The practical assessment consists of two parts:
• art practical work
• practitioner’s statement

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

School Based Assessment:
• Folio – 30%
• Practical – 40%

External Assessment:
• Visual study (30%)
English

English as an Additional Language or Dialect (EALD)

Prerequisite:
This subject is designed for students for whom English is an additional language or dialect and who have successfully completed two semesters of Stage 1 English or English as an Additional Language - minimum C grade.

Description:
Students develop their confidence and competence as users of English, developing skills as critical viewers, listeners, speakers, readers, and writers. They understand and analyse how language features are used to achieve a purpose in a text; analyse the personal, social, and cultural perspectives in texts; respond to information, ideas, and opinions in texts, using sustained, persuasive, and effective communication; and comprehend and evaluate information, ideas, and opinions presented in texts.

School Based Assessment:
- Academic Literary Study - 40%
- Responses to Texts - 40%

External Assessment:
- Exam - 30%

Essential English

Prerequisite:
Successful completion of two semesters of English Literary Studies, English or Essential English at Stage 1 with a minimum C grade.

Description:
Essential English provides students with opportunities to extend their communication skills through reading, viewing, writing, listening and speaking. Students consider and respond to information, ideas and perspectives in texts selected from social, cultural, community, workplace and imaginative contexts. They examine the effect of language choices, conventions and stylistic features in a range of texts for different audiences. Students create oral, written and multimodal texts that communicate information, ideas and perspectives for a range of purposes.

School-based Assessment:
- Responding to Texts - 30%
- Creating Texts - 40%

External Assessment:
- Language Study - 30%

English

Prerequisite:
Successful completion of English or English Literary Studies at Stage 1 in two semesters with a minimum C grade.

Description:
English is designed to give students the opportunity to further develop and evaluate their understanding of how language and stylistic features and conventions are used to represent ideas, perspectives and aspects of culture in texts. Students analyse how perspectives in their own and others' texts shape responses and interpretations. They use this learning to create and evaluate oral, written, and multimodal texts in a range of modes and styles.

Students consider the powerful role that language plays in communication among individuals, groups, organisations and societies. They learn to appreciate how clear and effective writing and speaking displays a depth of understanding, engagement and imagination for a range of purposes, contexts and audiences.

School-based Assessment:
- Responding to Texts - 30%
- Creating Texts - 40%

External Assessment:
- Comparative Analysis - 30%

English Literary Studies

Prerequisite: Successful completion of English Literary Studies at Stage 1 in two semesters with a minimum C grade.

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

School-based Assessment:
- Responding to Texts - 30%
- Creating Texts - 40%

External Assessment:
- Comparative Analysis - 30%

Health And Physical Education (HPE)

Child Studies

Assumed Knowledge:
Successful completion of year 11 child studies to a B grade or better would be an advantage.

Description:
This course concentrates on the developmental stages of children 0-8 years. Students critically examine attitudes and values about parenting/caregiving and gain an understanding of the growth and development of children. This course enables students to develop a variety of research, management and practical skills.

School Based Assessment:
The following school based assessment types enable students to demonstrate evidence of learning in Stage 2 Child Studies worth 70% of the overall grade. They are:
- Practical application
- Collaboration
- Investigation
- Problem Solving
- Reflection

External Assessment:
- Investigation - 30%
Health
Assumed Knowledge:
Successful completion of Stage 1 Health would be an advantage.

Description:
Health Education provides opportunities for students to respond to challenges that impact on the health of individuals, families, groups and communities in a changing world. It recognises many factors that shape individual and group behaviour. Students examine and evaluate risk-taking behaviour of youth in our society, investigate and critically analyse current health issues and trends and must participate in group work tasks and connect with community agencies beyond the classroom.

Key areas of study include: Determinants of Health and Lifestyle; Health Priorities in Australia; Challenge, Risk and Safety behaviours; Decision making in terms of Sexuality and Relationships.

School Based Assessment:
• Group Proactive Investigation 30%
• Practical Activity 20%
• Issue Analysis 20%

External Assessment:
• Investigation – 30%

Outdoor Education
Description:
Outdoor Education offers students enjoyable challenges in outdoor activities and journeys. Students will develop practical skills and knowledge needed for safe and adventurous outdoor travel. By participating in outdoor journeys, students will develop knowledge and skills, reflect on personal, group and social development and develop an awareness of environmental issues through observation and evaluation.

This course includes an investigative report (based on a selected journey or self-reliant expedition). The report will focus on an environmental issue related to a selected journey or expedition. The format of the report is a piece of extended writing that also incorporates maps, tables and other visual materials.

Topics:
• Environmental studies
• Planning and Management practices
• Sustainable environment practices
• Leadership and planning
• Outdoor journeys – 2 journeys (Snorkeling & Bushwalking), each with a minimum duration of 3 days
• Self-reliant expedition – 1 journey (Bushwalking), with a minimum duration of 3 days
• Investigation – investigative report (externally marked by SACE)

School Based Assessment:
• 8 assignments for full year – 70%

External Assessment:
• Investigation – investigative report – 30%

Special Subject Requirements:
Time management and good organisational skills are essential to balance the compulsory attendance at camps, field trips and meetings against the missed learning and assessment requirements of other subjects.

Physical Education
Prerequisites:
Stage 1 Physical Education – minimum C and by negotiation with coordinator. Students need a high level of physical ability to be able to complete this course.

Description:
This is a challenging and demanding course with an emphasis on physical skill refinement and theoretical knowledge. Three practical activities will be chosen from Lawn Bowls, Sailing, Table Tennis, Badminton. The three theory topics include Exercise Physiology, Acquisition of Skill and Biomechanics. The portfolio is assessed via a collection of tasks in the form of laboratory reports, presentations and an Issue Analysis essay.

Assessment Tasks:
• Practical (50%) – checklists on performance/skill level.
• Theory (50%) – all topics assessed through formative and summative examinations, assignment and external exam.

School Based Assessment:
• Practical – 50%
• Portfolio – 20%

External Assessment:
• Exam – 30%

Special Subject Requirements:
Each student will be expected to attend a sailing camp during term 2 that will cost approximately $180. Practical lessons will include Lawn Bowls, Table Tennis, Badminton. The three theory topics include Exercise Physiology, Acquisition of Skill and Biomechanics. The portfolio is assessed via a collection of tasks in the form of laboratory reports, presentations and an Issue Analysis essay.

School Based Assessment:
• Exam – 40%
• Lab report – 20%

External Assessment:
• Exam – 40% of overall grade

Projects based on personal sporting interests - 20%.

Sports Studies (Integrated Learning I)
This subject satisfies the requirement for the SACE pattern but is not a Tertiary Admission subject.

Prerequisites:
Students selected in agreement with PE Coordinator.

One of the sports is a surfing component, therefore students will need to be able to swim and be comfortable in waves learning to surf.

Description:
The course will focus on three sports with one being a fitness component. It is designed to develop skill levels and knowledge in the particular sports. Students will be encouraged to undertake coaching and umpiring qualifications. They will collaborate with their peers to team teach younger students in a block of lessons. There will be theoretical assignments based on the sports topics covered. There is also a stand-alone fitness project that couples theory and practice that is worth 20% of the overall grade.

School Based Assessment:
An evidence based folio project and a consequent discussion based on the folio (20%). The practical (40%) and group tasks (20%) are assessed via SACE performance checklists.

External Assessment:
Project based on personal sporting interests – 20%.
Special Subject Requirements:
Students will be expected to attend several surfing days which cost approximately $20.00. There is a practical component therefore students need good levels of physical skill and enthusiasm. Students undertake theory work each week and will need good organisational skills to complete the assignments on time.

Humanities and Social Sciences (HASS)

Classical Studies
Assumed Knowledge:
Whilst there are no prerequisites, students should only consider doing the course if they have sound reading comprehension and essay writing skills. Satisfactory completion of SACE Stage 1 English (not Pathways), Ancient Studies or Modern History would be an advantage.

Description:
The course involves a study of three main topics: Greek Epic centred on Homer's Odyssey, Ancient Greek religion, and Greek History 500-479 BC with particular reference to the Persian wars.

School Based Assessment:
• Folio - 40%
• Test essays - 30%

External Assessment:
• Individual Study - 30%

Geography
Assumed Knowledge:
While there are no prerequisites for entry into this course, students are advised that they should have sound research and analytical skills and a willingness to undertake field-work. Successful completion of Stage 1 Geography would be an advantage.

Description:
The course will develop an understanding of the effects increased population pressure will have on our resources and the environment.

Core Topic: Population, Resources and Development
This core topic introduces students to the processes involved in population change and the impacts this has on our resources and the environment. The core topic is compulsory and involves 45 hours of programmed time.

Option Topics:
Students choose from two of the following option topics:
• Urbanisation
• Rural Places
• Tourism
• Sources and Use of Energy
• Coasts
• Biodiversity
• Climate Change
• Soils
• Environmental Hazards
• Globalisation
• Dry Lands
• A Negotiated Topic

School-based Assessment:
• Fieldwork - 25%
• Folio - 25%
• Inquiry - 20%

External Assessment:
• Examination - 30%

Legal Studies
Assumed Knowledge:
Successful completion of Stage 1 Legal Studies - minimum C grade - is desired. Students need to have a high level of commitment to academic study as the subject requires the understanding and retention of factual detail for the examination.

Description:
Exploration of the Australian legal system both locally and its global connections. Looking at the legal system's strengths and weaknesses and the role and influence of the individual on it. Concepts such as parliamentary democracy and constitutional government will be examined. Students will source information from the media, government bodies, and legal bodies and participate with, and visit relevant locations and organisations.

Students are to study:
• The Australian Legal System
• Constitutional Government
• Law-making
• Justice Systems

School Based Assessment:
• Research Essay – 20%
• Folio (course work) – 50%
• Research Essay - 20%

External Assessment:
• Examination - 30%

Modern History
Prerequisites:
Stage 1 English or History - minimum C grade. Students need to have competent literacy skills.

Description:
The study of history gives students the opportunity to make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, people and historical forces, students gain an insight into human nature and the ways in which individuals and societies function. This subject consists of two major studies: the Depth Study (Great Depression, Hitler and the Second World War) and the Thematic Study (Russian Revolution).

School Based Assessment:
• Folio (course work) – 50%
• Research Essay - 20%

External Assessment:
• Examination - 30%

Society and Culture
Through the study of topics in the subject, students develop skills in various approaches to, and methods of, investigating and analysing contemporary social issues. They become familiar with the limits and potential of these approaches and methods and with the ethical issues associated with them. Students are encouraged to explore issues within topics, presented in the form of problems, rather than as information to be digested.

Students choose from two of the following option topics:
• Youth Culture, A Question of Rights
• Social Ethics, A Question of Rights
• Global Issues

Assessment Type 1: Folio (50%) – at least four tasks from different topic groups.
Assessment Type 2: Interaction (20%) – one group and one oral activity.

External Assessment: – 30%
• Assessment Type 1: Folio (50%) - at least four tasks
• Assessment Type 2: Interaction (20%) - one group and one oral activity

Option Topics:
Students choose from two of the following option topics:
• History of Australia
• Advanced Social and Cultural Studies

School based Assessment:
• Research tasks, essay, media analysis exercises, short answer questions - 50%
• Inquiry - 20%

External Assessment:
• Examination - 30%
Tourism

Assumed Knowledge:
Successful completion of Stage 1 Tourism is highly desirable.

Description:
Students will develop an understanding of the social, cultural, economic and environmental impacts of tourism, as well as the responsibilities of tourists and host communities. This will be achieved through a variety of topics focussing on themes including sustainable tourism, visitor and host profiles, industry operations and structure and tourism as a part of the tourism and hospitality sector.

Students will study the major components of Tourism, incorporating fieldwork and interacting with local tourism operators and employers.

This course can facilitate entrance to a degree course in Tourism, TAFE or a traineeship in the Tourism or Hospitality industries.

School Based Assessment:
• Folio - 20%
• Practical Activity - 25%
• Investigation - 25%

External Assessment:
• Examination - 30%

French

French: Beginners

Prerequisites:
Successful completion of Stage 1 Beginner French

In Beginner French, students are expected to develop and apply their linguistic and intercultural knowledge, understanding, and skills to:

• interact with others in French in interpersonal situations
• create texts in French for specific audiences, purposes, and contexts
• analyse texts that are in French to interpret meaning.

Students will investigate, examine and communicate topics within the prescribed themes of The Personal World and The French-speaking Communities. Through the perspective The Personal World, students use French to express and share ideas about their own activities and those of others relating to daily life and transactions in their own context. Through the perspective The French-speaking Communities and The Changing World through a range of different mediums, such as: film, literature, music, cuisine, art and/or sport.

Students will be required to demonstrate their understanding and application of French in written and oral exercises such as: letter writing, discussion, conversation, summary, etc. Students will also undertake an in-depth study which will form the basis of their final oral examination.

School Based Assessment:
• Folio – 50% – 5 tasks in total
  – oral interaction
  – text production
  – text analysis
• In-depth Study (20%)
  – oral presentation in French
  – written response in French (500 words)
  – written (600 words) in English or an oral response (5–7 minutes)

External Assessment:
Examination - 30%
• oral exam
  – conversation in French
  – discussion
• written exam
  – listening and responding
  – reading and responding
  – writing in French

French: Continuers

Prerequisites:
Stage 1 Continuers French (20 credits) – minimum C grade

Description:
In French, students interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Students will investigate, examine and communicate topics within the three prescribed themes of The Individual, French-speaking Communities and The Changing World through a range of different mediums, such as: film, literature, music, cuisine, art and/or sport.

Students will be required to demonstrate their understanding and application of French in written and oral exercises such as: letter writing, discussion, conversation, summary, etc. Students will also undertake an in-depth study which will form the basis of their final oral examination.

School Based Assessment:
• Assessment Type 1: Interaction - 30%
• Assessment Type 2: Text Production – 20%
• Assessment Type 3: Text Analysis – 20%
• Assessment Type 4: Examination – 30%
  – one oral examination
  – one written examination

Languages

French: Beginners

Prerequisites:
Successful completion of Stage 1 Beginner French

In Beginner French, students are expected to develop and apply their linguistic and intercultural knowledge, understanding, and skills to:

• interact with others in German in interpersonal situations
• create texts in German for specific audiences, purposes, and contexts
• analyse texts that are in German to interpret meaning.

Students will investigate, examine and communicate topics within the prescribed themes of The Personal World and The German-speaking Communities. Through the perspective The Personal World, students use German to express and share ideas about their own activities and those of others relating to daily life and transactions in their own context. Through the perspective The German-speaking Communities, students enquire about and express ideas in German. This enables them to participate appropriately and understand a range of values, attitudes, and practices in communities where German is spoken.

School Based Assessment:
Students undertake to complete 8–10 tasks of the following assessment types:
• Assessment Type 1: Interaction - 30%
• Assessment Type 2: Text Production – 20%
• Assessment Type 3: Text Analysis – 20%
• Assessment Type 4: Examination – 30%
  – one oral examination
  – one written examination

German: Beginners

Prerequisites:
Successful completion of Stage 1 Beginner German

In Beginner German, students are expected to develop and apply their linguistic and intercultural knowledge, understanding, and skills to:

• interact with others in German in interpersonal situations
• create texts in German for specific audiences, purposes, and contexts
• analyse texts that are in German to interpret meaning.

Students will investigate, examine and communicate topics within the prescribed themes of The Personal World and The German-speaking Communities. Through the perspective The Personal World, students use German to express and share ideas about their own activities and those of others relating to daily life and transactions in their own context. Through the perspective The German-speaking Communities, students enquire about and express ideas in German. This enables them to participate appropriately and understand a range of values, attitudes, and practices in communities where German is spoken.

School Based Assessment:
Students undertake to complete 8–10 tasks of the following assessment types:
• Assessment Type 1: Interaction - 30%
• Assessment Type 2: Text Production – 20%
• Assessment Type 3: Text Analysis – 20%
• Assessment Type 4: Examination – 30%
  – one oral examination
  – one written examination
German: Continuers

Prerequisites:
Stage 1 Continuers German (20 credits) – minimum C grade.

Description:
In German, students interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Students will investigate, examine and communicate topics within the three prescribed themes of The Individual, German-speaking Communities and The Changing World through a range of different mediums, such as: film, literature, music, cooking, art and/or sport.

Students will be required to demonstrate their understanding and application of German in written and oral exercises such as: letter writing, discussion, conversation, summary, etc. Students will also undertake an in-depth study which will form the basis of their final oral examination.

School Based Assessment:
- Folio – 50% - 5 tasks in total
  - oral interaction
  - text production
  - text analysis
- In-depth Study - 20%
  - oral presentation in German
  - written response in German
  - written response in English.

External Assessment:
Exam – 30%
- oral exam
- conversation in German
- discussion
- written exam
- listening and responding
- reading and responding

Japanese: Beginners

Prerequisites:
Stage 1 Beginners Japanese (20 credits) – minimum C grade.

Description:
In Beginners Japanese, students are expected to develop and apply their linguistic and intercultural knowledge, understanding, and skills to:
- interact with others in Japanese in interpersonal situations
- create texts in Japanese for specific audiences, purposes, and contexts
- analyse texts that are in Japanese to interpret meaning.

Students will investigate, examine and communicate topics within the prescribed themes of The Personal World and The Japanese-speaking Communities. Through the perspective The Personal World, students use Japanese to express and share ideas about their own activities and those of others relating to daily life and transactions in their own context. Through the perspective The Japanese-speaking Communities, students enquire about and express ideas in Japanese. This enables them to participate appropriately and understand a range of values, attitudes, and practices in communities where Japanese is spoken.

School Based Assessment:
Students undertake to complete 8–10 tasks of the following assessment types:
- Assessment Type 1: Interaction – 30%
- Assessment Type 2: Text Production – 20%
- Assessment Type 3: Text Analysis – 20%

External Assessment:
- Assessment Type 4: Examination – 30%
  - one oral examination
  - one written examination

Mathematics

Essential Mathematics

Prerequisites:
Stage 1 Mathematics A, B and C – minimum C grade.

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

Topics include: Scales, Plans, and Models, Measurement, Business Applications, Statistics and Investments and Loans

School Based Assessment:
- Skills and Applications Tasks (Tests) – 30%
- Folio – 40%

External Assessment:
- Examination – 30%
Special Subject Requirements:
A Revision Guide is required. A Graphic Calculator is required and can be leased from the School, although it is recommended that students have their own graphic calculator. A Texas Instruments 84+ is recommended.

General Mathematics
Prerequisites:
Stage 1 General Mathematics B with a minimum C grade or Mathematics A,B and C.

Description:
General Mathematics 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, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

Topics include: Modelling with Linear Relationships, Modelling with Matrices, Statistical Models, Financial Models, Discrete Models.

School Based Assessment:
- Skills and Applications Tasks (Test) - 40%
- Folio - 30%

External Assessment:
- Examination - 30%

Special Subject Requirements:
A Revision Guide is required. A Graphic Calculator is required and can be leased from the School, although it is recommended that students have their own graphic calculator. A Texas Instruments 84+ is recommended.

Mathematical Methods
Prerequisites:
Stage 1 Mathematics A, B and C – minimum C grade.

Description:
Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics by using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

Topics include: Further Differentiation and Applications, Discrete Random Variables, Integral Calculus, Logarithmic Functions, Continuous Random Variables and the Normal Distribution, Sampling and Confidence Intervals.

School Based Assessment:
- Skills and Applications Tasks (Tests) - 50%
- Folio - 20%

External Assessment:
- Examination - 30%

Special Subject Requirements:
A Revision Guide is required. A Graphic Calculator is required and can be leased from the School, although it is recommended that students have their own graphic calculator. A Texas Instruments 84+ is recommended.

Specialist Mathematics
Prerequisites:
Stage 1 Mathematics A, B, C and D – minimum B grade.

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

The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.

Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

Topics include: Mathematical Induction, Complex Numbers, Functions and Sketching Graphs, Vectors in Three Dimensions, Integration Techniques and Applications, Rates of Change and Differential Equations.

School Based Assessment:
- Assessment Tasks include: Tests, Assignments, Investigation, Projects, Exam
- Skills and Application Tasks - 50%
- Folio - 20%

External Assessment:
- Final examination - 30%

Special Subject Requirements:
A Revision Guide is required. A Graphic Calculator is required and can be leased from the School, although it is recommended that students have their own graphic calculator. A Texas Instruments 84+ is recommended.

Science
Biology
Prerequisites:
Completion of any two Stage 1 Science courses, INCLUDING one Biology course and EXCLUDING Scientific Studies – minimum B grade.

Description:
The Stage 2 Biology subject outline is organised around the following four themes:
- Macromolecules
- Cells
- Organisms
- Ecosystems

The themes are arranged as a hierarchy. Each theme is divided into the following six threads:
- Organisation
- Selectivity
- Energy Flow
- Perpetuation
- Evolution
- Human Awareness

This subject outline also identifies a set of skills which should be developed through practical and other learning activities within and across the themes and threads.

School Based Assessment:

- Assessment Type 1: Investigations Folio - 40%  
- Assessment Type 2: Skills and Applications Tasks - 30%

External Assessment:

- Assessment Type 3: Examination - 30%

Students should provide evidence of their learning through eight to ten assessments, including an external assessment component. Students undertake:
- at least three practical investigations and at least one issues investigation for the folio
- at least three skills and applications tasks
- one examination.

Note that at least one investigation or skills and applications task should involve collaborative work.

Special Subject Requirements:
- Field Trip costs
- SASTA Study Guide (approx. $27)
Chemistry
Prerequisites:
A satisfactory achievement in both Stage 1 Chemistry units is essential – minimum B grade. It is highly recommended that Mathematics Studies is also undertaken at Stage 2 level.

Description:
This subject requires students to apply the principles of chemistry to the study of selected elements and compounds. It illustrates the role of chemistry in today's technological society. Students perform experiments to test an idea or solve problems, record observations, and draw conclusions from the results. They learn to work independently, and to communicate with others.

The topics covered are:
- Topic 1: Elemental and Environmental Chemistry
- Topic 2: Analytical Techniques
- Topic 3: Using and Controlling Reaction
- Topic 4: Organic and Biological Chemistry
- Topic 5: Materials

School Based Assessment:
- Assessment Type 1: Investigations Folio – 40%
- Assessment Type 2: Skills and Applications Tasks – 30%

External Assessment:
- Assessment Type 3: Examination – 30%

Students should provide evidence of their learning through at least three practical investigations and at least one examination.

Food, Nutrition, and the Consumer

Prerequisites:
Completion of Stage 1 Nutrition and one other Stage 1 Science subject, excluding Scientific Studies, with a minimum result of B grade or more with teacher/coordinator recommendation.

Description:
The study of nutrition enables students to understand the links between food, health, and diet-related diseases. Students should provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:
- at least three practical investigations and at least one examination
- at least three skills and applications tasks
- one examination

Special Subject Requirements:
- SASTA Study Guide (approx. $27)

Mathematics Studies

Prerequisites:
Completion of Stage 1 Mathematics Studies is also undertaken at Stage 2 level.

Description:
This subject develops students' mathematical knowledge, skills, and understanding. It illustrates the role of mathematics in today's technological society. Students perform experiments to test an idea or solve problems, record observations, and draw conclusions from the results. They learn to work independently, and to communicate with others.

The topics covered are:
- Topic 1: Using and Controlling Reaction
- Topic 2: Analytical Techniques
- Topic 3: Using and Controlling Reaction
- Topic 4: Organic and Biological Chemistry
- Topic 5: Materials

School Based Assessment:
- Assessment Type 1: Investigations Folio – 40%
- Assessment Type 2: Skills and Applications Tasks – 30%

External Assessment:
- Examination (2 hour) – 30%

Students should provide evidence of their learning through at least three practical investigations and at least one examination.

Special Subject Requirements:
- SASTA Study Guide (approx. $27)

Physics

Prerequisites:
Completion of Stage 1 Physics (2 semesters) – minimum B grade.

Description:
Physics requires interpretation of physical phenomena through the study of mechanics, electric and magnetic fields, waves and photons, and the atom and its nucleus. Students develop skills of logical thinking, numerical problem solving, and effective scientific communication. They record, tabulate, assess and interpret data and evidence.

The course is divided into 4 major sections:
- Motion: Projectiles, Circular motion, Gravitation and Satellites, Momentum and Rockets.
- Waves and Photons: Light waves, Interference, diffraction, photons, X Rays, particles that behave like waves.
- Electric and Magnetic fields: Applications include photocopier and laser printer, cyclotrons, the loudspeaker and motion of charged particles in electric and magnetic fields.
- Nuclear Physics: The structure of the atom. Types of spectra, fluorescence, laser operation Structure of the nucleus: nuclear reactions, radioactivity, nuclear fission and fusion.

School Based Assessment:
- Assessment Type 1: Investigations Folio – 40%
- Assessment Type 2: Skills and Applications Tasks – 30%

External Assessment:
- Examination (2 hour) – 30%

Students should provide evidence of their learning through at least three practical investigations and at least one examination.

Special Subject Requirements:
- SASTA Study Guide (approx. $27)

Psychology

Prerequisites:
Completion of Stage 1 Psychology and one other Stage 1 Science subject, excluding Scientific Studies, with a minimum result of B grade or more with teacher/coordinator recommendation.

Description:
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.

Topics:
- Introduction to psychology - Compulsory
- Social cognition
- Learning
- Personality
- Psychobiology of altered states of awareness
- Healthy minds

The focus capabilities for this subject are communication and learning.

School Based Assessment:
- Assessment Type 1: Investigations Folio – 30%
- Assessment Type 2: Skills & Applications Tasks – 40%

External Assessment:
- Examination (2 hour) – 30%

Students should provide evidence of their learning through at least three practical investigations and at least one examination.

Special Subject Requirements:
- SASTA Study Guide (approx. $27)
Technology

**Automotive Technology**

**Description:**
This is a full year automotive mechanics course based on purchasing, owning and maintaining a motor vehicle and the study of engine components and design. Students will have the opportunity to service and work on their own vehicle or one provided.

Preferred background: A genuine interest in learning the fundamentals of how an automobile works and maintaining and servicing their own vehicle is desirable.

**School Based Assessment:**
- Investigations Folio – 40 %
- Skills & Applications Tasks – 30 %

**Assessment Type 1 – Skills and Materials Application Tasks**
- Buying a used car
- Safety and routine checks
- Servicing a car
- Basic maintenance tasks

**Electronic Studies**

**Prerequisites:**
Completion of any 10-credit Stage 1 Science course with a minimum result of C Grade or more with teacher/coordinator recommendation.

**Description:**
Through Electronic Studies students develop knowledge of scientific principles and concepts through their own investigations. They develop the skills and abilities to explain scientific phenomena, and to draw evidence-based conclusions from investigations of science-related issues. In this way, students develop scientific knowledge and skills to support them in their future career pathways, including those that are science-related, and everyday life in a world shaped by science and technology.

Topics may include:
- Alternative Energies
- Environmental Sustainability
- Recycling
- Water Conservation
- Nuclear Power

The focus capabilities for this subject are communication and learning.

**School Based Assessment:**
- Investigations Folio – 40 %
- Skills & Applications Tasks – 30 %

**Assessment Type 1 – Skills and Materials Application Tasks**
- Engines and Systems
- Hazard or Risk
- Power and Energy
- Electrical system

**Digital Photography**

**Prerequisites:**
There are no prerequisites for this course. Having successful completion of Stage 1 photography would be desirable. It is desirable for students to have their own digital SLR camera but not compulsory as the school has digital SLR cameras the students can access.

**Description:**
Digital Photography is a full year 20 credit subject. Students learn how to utilise the features and limitations of digital cameras and digital technologies to communicate detail and concepts to suit particular contexts. All of the assessments help students develop their practical skills for the world of work. Designing and producing an effective photo-communications product enhances their personal development and learning.

**School Based Assessment:**
- Assessment Type 1 – Skills and Materials Application Tasks – 20%
- Assessment Type 2 – Major Product – 50%

**Assessment Type 1 – Skills and Materials Application Tasks**
- Museum Photo Book
- Exhibition or Book on a common theme – 50%
- Recorded Journal – 30%
- Evaluation and Justification – 20%

**Assessment Type 2 – Major Product**
- Important Life Moments in your Life – 20%
- Assessment Type 2 – Major Product – Photographic Exhibition or Book on a common theme – 50%

**School Based Assessment:**
- Recorded Journal – 30%
- Evaluation and Justification – 20%

**School Based Assessment:**
- Exhibition or Book on a common theme – 50%
- Recorded Journal – 30%
- Evaluation and Justification – 20%

**Digital Photography**

**Prerequisites:**
There are no prerequisites for this course. Having successful completion of Stage 1 photography would be desirable. It is desirable for students to have their own digital SLR camera but not compulsory as the school has digital SLR cameras the students can access.

**Description:**
Digital Photography is a full year 20 credit subject. Students learn how to utilise the features and limitations of digital cameras and digital technologies to communicate detail and concepts to suit particular contexts. All of the assessments help students develop their practical skills for the world of work. Designing and producing an effective photo-communications product enhances their personal development and learning.

**School Based Assessment:**
- Assessment Type 1 – Skills and Materials Application Tasks – 20%
- Assessment Type 2 – Major Product – Photographic Exhibition or Book on a common theme – 50%

**Assessment Type 1 – Skills and Materials Application Tasks**
- Museum Photo Book
- Exhibition or Book on a common theme – 50%
- Recorded Journal – 30%
- Evaluation and Justification – 20%

**Assessment Type 2 – Major Product**
- Important Life Moments in your Life – 20%
- Assessment Type 2 – Major Product – Photographic Exhibition or Book on a common theme – 50%

**School Based Assessment:**
- Recorded Journal – 30%
- Evaluation and Justification – 20%

**School Based Assessment:**
- Exhibition or Book on a common theme – 50%
- Recorded Journal – 30%
- Evaluation and Justification – 20%

**Digital Photography**

**Prerequisites:**
There are no prerequisites for this course. Having successful completion of Stage 1 photography would be desirable. It is desirable for students to have their own digital SLR camera but not compulsory as the school has digital SLR cameras the students can access.

**Description:**
Digital Photography is a full year 20 credit subject. Students learn how to utilise the features and limitations of digital cameras and digital technologies to communicate detail and concepts to suit particular contexts. All of the assessments help students develop their practical skills for the world of work. Designing and producing an effective photo-communications product enhances their personal development and learning.

**School Based Assessment:**
- Assessment Type 1 – Skills and Materials Application Tasks – 20%
- Assessment Type 2 – Major Product – Photographic Exhibition or Book on a common theme – 50%

**Assessment Type 1 – Skills and Materials Application Tasks**
- Museum Photo Book
- Exhibition or Book on a common theme – 50%
- Recorded Journal – 30%
- Evaluation and Justification – 20%

**Assessment Type 2 – Major Product**
- Important Life Moments in your Life – 20%
- Assessment Type 2 – Major Product – Photographic Exhibition or Book on a common theme – 50%

**School Based Assessment:**
- Recorded Journal – 30%
- Evaluation and Justification – 20%

**School Based Assessment:**
- Exhibition or Book on a common theme – 50%
- Recorded Journal – 30%
- Evaluation and Justification – 20%
External Assessment:
- Investigation - 30%

Furniture Construction (Material Products I)

Prerequisites:
Successful completion of a Stage 1 Woodwork subject – minimum C grade.

Description:
A strong work ethic and the ability to demonstrate competence in the use of machine and hand tools used in previous years is essential in this subject. The ability to work independently and as part of a team, to think critically, solve problems and to communicate (both verbally and graphically) and to work safely and accurately are important skills required for success in this course.

Students in this course are required to demonstrate competence in as wide a range of tools and machinery as possible, indicating their knowledge and understanding of a variety of woodworking processes. In this practical woodworking course students will be required to design and construct articles of furniture from solid and/or manufactured boards. Students are required to use either traditional woodworking joints or contemporary construction methods to manufacture the items. They will also be required to produce manual and computer generated drawings, written assignments and a design brief which will include spread sheets of costing and fully dimensioned drawings. The course also involves the understanding of modern and traditional assembly techniques, the use of jigs and hardware selection and fitting.

Students are required to individually design their own projects in negotiation with the teacher while documenting their design process.

Assessment includes practical exercises, skills task and free choice article, written assignments, design briefs, spread sheets and drawings both manual and computer generated. Assessment will be based on Performance Standards developed by the SACE Board and will be moderated.

Further information: Students will be required to pay for materials that are used in the course and in their own projects. $25 basic fee plus cost of personal project as negotiated.

School Based Assessment:
- Skills & Application Tasks - 20%
- Product - 50%

External Assessment:
- Follo - 30%

Special Subject Costs:
Students will be required to pay $25 for materials that are used in the course plus full cost. This subject provides an excellent foundation for careers in the Building and Furnishing Trades.

Hospitality Skills (Integrated Learning II)

Assumed Knowledge:
Some recent cooking experience would be an advantage.

Description:
Using a Hospitality Skills focus this course offers students opportunities to develop skills and knowledge in food and hospitality with a view to working in the industry as a part time casual job or as a more focused career path. There is flexibility in the course to cater for all students who have an interest in working with food. The capabilities of Learning and Work will be key areas of study.

School Based Assessment:
The following school based assessment types enable students to demonstrate evidence of learning in Stage 2 Hospitality Skills (Integrated Learning) compiling 70% of the grade. They are:
- Application
- Communication and Collaboration
- Investigation and Analysis
- Understanding
- Evaluation and Reflection

External Assessment:
- Project - 30%

Information Processing and Publishing

Assumed Knowledge:
Successful completion of Stage 1 Information Processing and Publishing with a minimum C grade is highly desired. This course concentrates on the developmental of:
- Information Systems
- Communications across the internet,
- Programming Applications with Visual Studio 2010 and Access Relational Databases

School Based Assessment: – 70%
Student will use the Information Systems Life Cycle.
Assessment will include:
- tests
- practical tasks
- detailed reports
- personal project

External Assessment: – 30%
- End of Year External Exam - 30%

Metalwork (Material Products II)

Assumed Knowledge:
There are no prerequisites for this subject but a pass in Year 11 Metalwork subject is preferred. A strong work ethic, a mature approach and the ability to demonstrate competence in the use of machine and hand tools used in previous years is essential.

Electronic Publishing: Focuses on the creation of documents for electronic viewing or distribution. Students will also produce a report relating to issues and understandings.

Desktop Publishing: Focuses on the use of a computer and page layout software to assemble text and graphics electronically for publishing on paper. The focus is on publishing from the desktop. The units consist of practical skills, theoretical issues and understandings.

School Based Assessment:
- Practical tasks - 40%
- A design process task - 30%
- Issues Report - 15%
- Technical and Operational understandings Task - 15%

Externally Assessment:
- A design process task sent for external moderation – 30%
Description:
This year course covers a wide range of skills and processes involving sheet metalwork, lathe work and oxyacetylene welding practices with an emphasis on fusion and braze welding techniques. Some Gas Metal Arc (Mig) Welding and Tungsten Metal Welding (TIG) may be included. Students are involved in the design process with at least one major project that involves drawing and metal fabrication. Free choice project work may include sliders, air powered machines and advanced mechanical design concepts.

School Based Assessment:
- Skills & Application Tasks - 20%
- Product - 50%

External Assessment:
- Folio - 30%

Special Subject Costs:
Payment will be required before project materials are issued.

Description:
This course is designed for students wishing to enter the multimedia industry as a professional career, with a particular focus on concept development and gaming. Students will develop advanced photoshop skills, understandings in project management, web design and game development. The main project is the development of a working virtual pinball table. Students will also be required to develop a small business website for a real world client.

This course includes:
- Project Management
- Web Design
- Game Development
- Photoshop
- Dreamweaver

School Based Assessment:
- Skills and Application Tasks - 20%
- Product - 50%

External Assessment:
- Folio - 30%