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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 and 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.

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**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](http://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](http://www.sace.sa.edu.au)
Senior School Curriculum: VET

VET stands for Vocational Education and Training, and gives students the opportunity to develop 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.

To complete the SACE, students must achieve 200 SACE credits, 180 of which can be gained through VET. Within these, students must also satisfy the literacy and numeracy requirements of the SACE. The remaining 20 credits are gained from the Personal Learning Plan (10 credits) and the Research Project (10 credits).

The recognition arrangements for VET in the SACE will include:
- completed qualifications
- partly completed qualifications.

Students can 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.

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
- Christies 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 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 training 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 further 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:
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)?
ASBA's allow senior secondary students to combine training and work in an industry area to achieve a nationally recognised vocational qualification that contributes their final secondary qualification.

Features of ASBA's are:
- Attendance at school and paid work (8 hours per week minimum at work, can be to full time in some circumstances)
- A training agreement which links to an industrial award
- 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 fulfill 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 RTO upfront

Registered Training Organisation (RTO):
- Delivers competency-based training in accordance with the Negotiated Training Plan

School Principals, Careers Advisors & Teachers:
- Must endorse the Australian School Based Apprenticeship 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 or all of the following components of the SACE: Stage 1 and Stage 2, English subjects, Maths subjects, Personal Learning Plan, and Research Project. Ask your subject counsellor for more information about opportunities in your school or region.
- 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.
Senior School Curriculum: VET Courses at REC

Certificate I: Automotive

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.

The course develops knowledge and competencies relating to workplace practice in the automotive industry. Compulsory units include: application of safe working practices, identifying environmental regulations and best practice in a workplace or business. Other units of study include: servicing operations, tools and equipment, measuring devices, vehicle maintenance.

Students are required to participate in a period of structured workplace learning in the automotive industry. This is usually completed during the school holidays. (Cost: TBA)

Certificate I: Construction (Doorways to Construction)

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 work placement. (Cost: TBA)

Certificate I: Hospitality (Service)

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.

This course can be the basis for cookery apprenticeships, hospitality traineeships or jobs such as kitchen hands, waiters and baristas. Students must have a genuine interest in the hospitality industry and be aged 15 or over and be in year 10 or above. (Cost: TBA)

Certificate I: 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 II: Hospitality (Kitchen Operation)

Description: This course is open to year 10 to 12 students. This program provides students with training for food preparation and presentation. It also covers the administrative skill sets for the kitchen department, including occupational hygiene and safety.

This course will comprehensively prepare students for working 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 15 or over and be in year 10 or above. (Cost: TBA)

Certificate III: Health Services Assistance

Description: This is a two 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
- Have an understanding between curriculum, competencies and work
- Develop appropriate employability skills such as confidence, team work, initiative, planning, organising and self-management
- Experiencing real work in the health industry.
Senior School Curriculum: Year 10 Subject List

Compulsory Subjects (pg 13 - 17)

**Literacy:**
- English
- English Pathways
- English Studies
- EAL

**Geography**
- (semester course)

**Health and Physical Education**
- (semester course)

**History**
- (semester course)

**Numeracy:**
- Mathematical Applications
- Mathematics

**PLP**
- (Cross Curricular)

**Science**
- (full year)

Choice Subjects (pg 18 - 29)

- Child Studies
- Computing A (sem 1)
- Computing B (sem 2)
- Dance
- Digital Photography
- Drama
- Drama: Specialised (full year)
- Elective Music
- Electronics
- Food and Culture
- French
- German
- Healthy Lifestyle Choices
- Japanese
- Media Arts
- Metalwork: Creative (sem 2)
- Multimedia
- Outdoor Ed A: Caving (sem 1)
- Outdoor Ed B: Canoeing (sem 2)
- Outdoor Ed C: Cycling (sem 1)
- PE A (sem 1)
- PE B (sem 2)
- Pre-Voc: Automotive Pathway
- Pre-Voc: Construction Pathway
- Pre-Voc: Early Childhood Education
- Pre-Voc: Health Services Introduction
- Pre-Voc: Hairdressing
- Pre-Voc: Hospitality Pathway
- Pre-Voc: Metal/Engineering
- Special Music (full year course)
- Target Sport: Basketball, Football, Netball, Rugby
  __________ League, Soccer, Volleyball
- Textiles
- Visual Arts: Art
- Visual Arts: Design
- Woodwork
Senior School Curriculum: Year 11 Compulsory Subject List

(Subject descriptions can be found on pages 30 - 33)

**Literacy: (20 credits needed)**

- English
- English Literary Studies
- Essential English
- Essential English Literacy
- EAL

**Numeracy: (minimum of 10 credits needed)**

- Essential Mathematics: Work and Community Life Focus (semester course)
- Essential Mathematics: Trades Focus (full year, 10 credits)
- General Mathematics A (semester 1)
- General Mathematics B (semester 2)
- Mathematics A, B, C and D (semester courses)

**Research Project: (semester course)**
Senior School Curriculum: Year 11 Choice Subject List

(Subject descriptions can be found on pages 34 - 57)

Ancient Studies
Biology: Animal Behaviour and Marine Studies
Biology: Biotechnology
Biology: Physiology
Chef in the Making A (sem 1)
Chef in the Making B (sem 2)
Chemistry (sem 1 & 2)
Child Studies
Creative Arts: Dance Production A (sem 1)
Creative Arts: Dance Production B (sem 2)
Creative Arts: Film Making A (sem 1)
Creative Arts: Film Making B (sem 2)
Creative Woodwork
Digital Photography
Drama A (sem 1)
Drama B (sem 2)
Driver Safety
Electronics
French Beginners (sem 1 & 2)
French Continuers (sem 1 & 2)
First Aid
Food and Hospitality A (sem 1)
Food and Hospitality B (sem 2)
Furniture Construction: Contemporary
Furniture Construction: Traditional
Geography
German Beginners (sem 1 & 2)
German Continuers (sem 1 & 2)
Health Education
History
Information Processing and Publishing
Information Technology
Japanese Beginners (sem 1 & 2)
Japanese Continuers (sem 1 & 2)
Legal Studies
Media Studies
Metal Technology
Multimedia
Music Advanced (sem 1 & 2)
Music Experience A (sem 1)
Music Experience B (sem 2)
Nutrition
Outdoor Ed A (sem 1)
Outdoor Ed B (sem 2)
Physical Education A (sem 1)
Physical Education B (sem 2)
Physics (sem 1 & 2)
Psychology
Scientific Studies A (sem 1)
Scientific Studies B (sem 2)
Society and Culture
Sports Studies: Integrated Learning A (sem 1)
Sports Studies: Integrated Learning B (sem 2)
Textiles Design and Technology
Tourism
Visual Arts: Art (sem 1)
Visual Arts: Art (sem 2)
Visual Arts: Design (sem 1)
Visual Arts: Design (sem 2)
Workplace Practices
# Senior School Curriculum: Year 12 Subject List

(Subject descriptions can be found on pages 58 - 80)

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<td>Chemistry</td>
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<td>Child Studies</td>
<td>Media Studies</td>
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<td>Classical Studies</td>
<td>Metalwork: Material Products II</td>
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<td>Creative Arts (Dance)</td>
<td>Modern History</td>
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<td>Drama</td>
<td>Multimedia</td>
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<td>Electronics</td>
<td>Music (2 x 10 credit options from below)</td>
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<td>English Communications</td>
<td>• Ensemble Performance</td>
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<td>English Pathways</td>
<td>• Composing and Arranging</td>
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<td>English Studies</td>
<td>• Individual Study</td>
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<td>EAL</td>
<td>• Musicianship</td>
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<td>Food &amp; Hospitality</td>
<td>• Performance Special Study</td>
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<td>French: Beginners</td>
<td>• Solo Performance</td>
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<td>French: Continuers</td>
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<td>Furniture Construction: Material Products I</td>
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<td>Geography</td>
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<td>German: Beginners</td>
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<td>German: Continuers</td>
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<td>Health</td>
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<td>Hospitality Skills: Integrated Learning II</td>
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<td>Japanese: Beginners</td>
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<td>Japanese: Continuers</td>
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<td>Physical Education</td>
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<td>Physical Education: Community Studies</td>
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<td>Workplace Practices</td>
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Senior School Curriculum: Year 10 Compulsory Subject Descriptions

Literacy

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.

In Year 10, 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.

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 Pathways

**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 involve students in 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.

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 (ESL)

**Assumed Knowledge:** English as an Additional Language or Dialect is designed for students from non-English speaking backgrounds who require extra support with their literacy.

**Description:** Students develop skills, knowledge and understanding in listening, reading, viewing, speaking, writing and creating. Students are involved in analysing, creating and presenting texts. Students develop critical understanding of the contemporary media, and the differences between media texts. Students work individually and in groups. Accurate use of grammar, punctuation, and tense are also a focus.

**Assessment:** Students create a range of imaginative, informative and persuasive types of texts with increasing complexity, including narratives, expositions, interpretations, reports and discussions; and begin to create literary analyses of texts. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation. Assessment in this subject is in accordance with the Australian Curriculum Achievement standards.

Geography

**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 geographical concerns. Curriculum and assessment is based on the Australian Curriculum Achievement standards.

Topics studied include:
- Environmental Change and Management
- Geographies of Human Wellbeing.

It is desirable that students by the end of Year 10 have an understanding of:
- Environmental geography through an in-depth study of a specific environment
- Environmental functions that support all life, the major challenges to their sustainability and the environmental worldviews that influence how people perceive and respond to these challenges
- Global, national and local differences in human wellbeing between places
- Different issues in our changing world today using various sources
- How decisions made in societies today affect their futures.

**Assessment:** Students will be assessed using a wide range of assessment tasks in accordance with the Australian Curriculum Achievement standards including:
- Critical Source Analysis
- Exposition essay
- Analytical Short Analysis
- Oral presentation
- Field trip report
- Map, graph and statistical interpretation
- Self-Assessment and group work.

Health and Physical Education

**Description:** This is a one semester compulsory subject that all students participate in. There is a practical component which includes sports such as Basketball, Table Tennis, Soccer, Korfball, Volleyball, 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 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.

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**History**

**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.

Topics studied include:
- Overview - ‘Modern World and Australia (1918 – present)’
- World War Two
- Rights & Freedoms (1945-present)
- The Globalising World (Popular Culture or The Environmental Movement).

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 practises.

**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 Power Point)
- Self-Assessment and group work.

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**Numeracy**

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.

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**Mathematics**

**Description:** The course is designed for students seeking a Mathematical Methods or Specialist Mathematics course in Stage 1, which has a more theoretical base. 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 but at a more demanding level to Mathematical Applications.

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

**Special Subject Requirements:** A scientific calculator is required.

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**Personal Learning Plan (PLP)**

**Description:** The Personal Learning Plan is a compulsory 10 credit subject of the South Australian Certificate of Education (SACE). Students must complete the PLP with a C grade or better.

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.

Students are required to compile a Personal Portfolio folder that contains evidence of all work and assessment tasks. Successful completion of this course will enable students to gain 10 credits towards their SACE studies.
Science

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.
Senior School Curriculum: Year 10 Choice Subject Descriptions

Child Studies

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.

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:
- 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

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.

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
- Software: Installation of programs
- Word – Business documents
- 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.

Dance

Assumed Knowledge: Successful completion of Year 9 dance preferred.

Description: This course continues to develop your skills in Dance. Your technical skills such as posture and alignment, placement, coordination, control, balance, flexibility, and strength, will increase as well as improve your general fitness and enlarge your vocabulary of movement and the way the body works. There is also an emphasis placed on developing your performance skills and you will be presenting a dance to an audience.

You will also have the opportunity to choreograph your 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: Technique assessment, class dance performance, composition tasks
- Theory: assignments throughout the course.

Pathways: The dance program leads on to the Creative Arts – Dance in Stage 1 and 2. Dance studies can continue at TAFE and University as Creative Arts.

Digital Photography

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.

Drama

Assumed Knowledge: Successful completion of Year 9 Drama.

Description: In this course 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. They will be introduced to performing with a chosen 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 on script development through workshops, script writing and using existing scripts. An individual project will be undertaken so students develop a personal interest in an area of theatre. Students will view live theatre and write theatre reviews.

Students will strengthen their confidence and work successfully individually and collaboratively to devise, interpret, perform and view theatrical works. In Drama students will learn how to develop and sustain different roles and characters, dependent on circumstances and intentions, as they refine performance and expressive skills to convey dramatic action.

**Assessment:** Assessment is in accordance with the Australian Curriculum Achievement standards. Students are assessed on:

- **Theory** – a student folio of reviews of live theatre or film, theory notes, a production report and individual study
- **Practicals** – in class workshops
- **Major performance** – as an actor or crew member.

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**Drama – Specialised Full Year Program**

**Prerequisite:** Audition for Actors or Interview for Off Stage Presenters.

**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 in accordance with the Australian Curriculum Achievement standards. Students are assessed on:

- **Theory** – a student folio of reviews of live theatre or film, theory notes, a production report and individual study
Elective Music

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: This is a semester subject which incorporates basic performance skills, theoretical notation, listening to various styles, composing and arranging. 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.

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

Music technology is extended in areas of performance, 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 and ensemble performances
- theory worksheets and tests
- listening assignments
- computer published compositions and arrangements.

Electronics

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:
Food and Culture

Assumed Knowledge: A pass in Year 9 Food and Nutrition would be an advantage.

Description: Students will investigate food through a range of cuisines. They will learn cooking techniques, use of equipment and gain knowledge about ingredients relating to these cuisines. Students will learn specialised methodology relating to preparation and presentation of food according to courses and/or themes. Students will be aware of safe food handling procedures.

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

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 and oral 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 and oral tasks.
**Pathways:** Successful completion of Year 10 German is a prerequisite for Year 11 German.

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**Healthy Lifestyle Choices**

**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).

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**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 and oral tasks.

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

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**Media Arts**

**Description:** Students make and respond to media arts, exploring it as an art form through representation, manipulation of genre and media conventions and the analysis of media artworks and design. The course consists of two components:

- **Practical:** includes image design and manipulation, using Adobe Premiere, iMovie and Final Cut Pro as well as Adobe Flash Animation. Students will work around a designated theme to produce varied design tasks with a focus on film making.

- **Theory:** is based on Independent research including making and justifying choices and responding to contemporary media arts. Students will analyse their own work and the work of their peers. Students will refine and extend their understanding of structure, intent, character, settings, points of view, genre conventions and media conventions in their work. They will explore time, space, sound, movement, lighting and editing through technology. They produce representations by integrating technical and symbolic elements for specific purposes, meaning and style.

Throughout the course, students will explore media arts from a range of cultures, times and locations to develop their understanding of digital technologies, and their connection to social, ethical, economic and environmental factors. They will also analyse the way in which audiences make meaning and interpret media works, how they interact with and share media artworks.
Assessment: Assessment is in accordance with the Australian Curriculum Achievement standards. Assessment is based on:
- 70% practical (creating)
- 30% theory (contemporary practice in graphic design culture).

Pathways: This course provides pathways to TAFE and University Creative Arts Courses.

Metalwork – Creative (Semester 2)

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 shovels, 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 Project/s. 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

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.

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. Major practical assessment will take place on the caving outdoor journey.

Further Information: Approximate cost $150 for Adventure Caving expedition.

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**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. 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.

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**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. Major practical assessment will take place on the cycling outdoor journey.

Further Information: Approximate cost $100 for cycling expedition.

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**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.

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**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.

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**Pre-Voc: Automotive Pathway**

**Description:** This course introduces students to the basics of working as an automotive mechanic. A sound knowledge of Year 9 Maths 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:** $30 for consumables and work books.

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**Pre-Voc: Construction Pathway**

**Description:** This course introduces students to the basics of working in the construction industry. A sound knowledge of Year 9 Maths 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:** $30 for consumables and work books.

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**Pre-Voc: Early Childhood Education**

**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 childhood sector and will include; the role of play for children, health and safety in the workplace, communicating effectively with children, communication and client service in the workplace, individual and group tasks.

**Further Information:** $30 for consumables and work books.

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**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:** $30 for consumables and work books.

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**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 2 year course in year 11 and 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.

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**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 or Kitchen Operations in Year 11.

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**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.

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**Special Music**

**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.

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.

**Assessment:** Assessment is in accordance with the Australian Curriculum Achievement standards. This is based on student achievement in:

- solo and ensemble performances
• theory worksheets and tests
• listening assignments
• computer published compositions and arrangements.

Target Sport

Semester 1: Basketball, Netball, Rugby League.
Semester 2: Football, Soccer, Volleyball.

Students are only allowed to choose one Target Sport.

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.

Textiles

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.

Visual Arts - Art

Assumed knowledge: successful completion of Year 9 Art or Design would be an advantage.

Description: Art 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 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, craftsperson, 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.

Visual Arts - Design

Assumed knowledge: successful completion of Year 9 Art or Design would be an advantage.

Description: Design 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 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, craftsperson, 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.

Woodwork

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 Project/s. 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.
Senior School Curriculum: Year 11 Compulsory Subject Descriptions

Literacy

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.

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English

Description: This subject is a pathway to the study of English at Stage 2. It provides opportunities for students to continue to develop their language and literacy skills as they explore the human experience and the world. Students read and examine a range of written, spoken and multimodal texts with an emphasis on understanding the interrelationship between author, text and audience. Students also create imaginative, interpretive and persuasive texts of their own for different purposes, contexts and audiences using written and spoken English. Students also explore the connections between different texts and how, as readers, we make intertextual connections based our own experiences and beliefs, and our experiences of texts.

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

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English Literary Studies

Description: This subject is a specific pathway to the study of English 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

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Essential English

Description: This subject leads to the study of English Pathways 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 and the context, purpose, and audience of texts.

Students with lower level literacy levels will be enrolled in the *Essential English Literacy* variant of this subject.

**Assessment:**
- Responding to Texts
- Creating Texts

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**English as an Additional Language (EAL)**

**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:
- Text production
- Language Application: Investigative Study or Communication Study.

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**Numeracy**

One semester of Maths is compulsory to pass to achieve SACE. Students need to discuss their future pathway with a Maths Faculty member to determine which of the following Maths choices is relevant for them.

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**Essential Mathematics: Work and Community Life Focus** *(Semester Course)*

**Prerequisites:** Year 10 Mathematical Applications.

**Description:** Essential Mathematics enables students to build on their knowledge and understanding of mathematical information and its relationship to everyday contexts. This subject is intended primarily for those students who, through their personal learning plans, have identified numeracy skills as an area for development. Topics include calculations, percentages and rates, measurement, algebra, graphs, representing and comparing data, percentages, rates and ratios, time and motion.

This course DOES NOT prepare students for any maths in year 12.
Assessment: The assessment will comprise Skills and Applications Tasks and Folio tasks.

Special Subject Requirements: A scientific calculator is required.

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**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 maths in year 12.

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

Special Subject Requirements: A scientific calculator is required.

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**General Mathematics A** (Semester 1)

Prerequisites: 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.

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**General Mathematics B** (Semester 2)

Prerequisites: 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.

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

Special Subject Requirements: A scientific calculator is required.
Mathematics A, B, C and D (4 x 10 credit semesters)

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 Studies 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 an exam.

Special Subject Requirements: A scientific calculator is required and it is recommended a Texas Instruments 84+ graphic calculator be bought or leased from the library.

Research Project B

Description: The Research Project is a compulsory subject of the SACE. Students must complete the 10 credit Research Project 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)

Assessment:

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

- External assessment 30%
  - Evaluation.
Senior School Curriculum: Year 11 Choice Subject Descriptions

Ancient Studies

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-endedness
- 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.

Biology

Assumed Knowledge: A good pass in Year 10 Science or Science Studies is required to be successful in Biology. The three semester length Biology courses, can be studied individually or together in any combination. This learning program is designed to comprehensively cover the foundation concepts of Biology as preparation for Stage 2 Biology. A good pass in Biology A, B and/or C is a prerequisite for Stage 2 Biology.

Biology: Animal Behaviour and Marine Studies

Description: In this Biology unit students learn about the cellular and overall structures and functions of a range of organisms including a focus on innate and learnt behaviours of animals, and the study of the characteristics of marine environments and the adaptations of organisms living there.

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.

Further Information: Field trip costs for two excursions.

Biology: Biotechnology

Description: In this Biology unit students learn about the exciting new scientific discoveries and applications providing students with knowledge and skills in traditional and new areas of biotechnology including cell structure and function, DNA, GM foods, diseases and their prevention, and reproductive technologies. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society, and on the environment.

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.

Further Information: Field trip cost for one excursion.

Biology: Physiology

Description: Students learn about structure and function at both the cellular and organism level. The course will include a study of human systems such as respiration, circulation, excretion, and reproduction. Students will have the opportunity to learn more about diseases related to these systems, and individual and societal impacts and issues related to human physiology.

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.

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**Chef in the Making A & B**

**Assumed Knowledge:** Students require practical food skills.

*Chef in the Making A* is in semester 1 and *Chef in the Making B* is in semester 2. Students can choose to do both or either courses.

**Description:** This course has theory and practical components and is designed for students interested in becoming a chef or working in the Hospitality industry. The following areas will be covered - Commercial kitchen skills, kitchen organisation, food presentation, catering and function workflow planning, and career options available in this dynamic industry will also be studied.

**Assessment:** The following school based assessment types enable students to demonstrate evidence of learning in Stage1 Chef in the Making. 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.

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**Chemistry A & B**

**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 Chemistry, students develop an overview of the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. It also includes a critical study of the social and environmental impact of materials and chemical processes. Students consider how human beings make use of the earth’s resources and the impact of human activities on the environment. Through practical studies students develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective and critical thinkers.

**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.

Child Studies

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, nutrition and the impact of technology on 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 the 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 Stage1 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.

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.

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 is an advantage

Description: Students in Creative Arts – Film Making assume the role of a Film Director or Film Actor. 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.
- Create Arts Product - short film in the role of a director or actor with skills development record
- Folio - Skills Assessment equal to 750 words
- Folio - Investigation 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 a community audience including the Adelaide Kids Film Festival.

This course prepares students for Creative Arts – Film Making in Stage 2 (available from 2016)

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 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 is an advantage

Description: Students in Creative Arts – Film Making assume the role of a Film Director or Film Actor. In this subject students produce a film product in a genre of their own choice. If Students have already completed Creative Arts – Film Making A in semester one, the genre choice must be different to the genre studied in semester one. 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.

- Create Arts Product - short film in the role of a director or actor with skills development record
- Folio - Skills Assessment equal to 750 words
- Folio - Investigation 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 a community audience including the Adelaide Kids Film Festival.

This course prepares students for Creative Arts – Film Making in Stage 2 (available from 2016)

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 provides pathways to TAFE and University courses in Creative Arts.

Creative Woodwork

Assumed Knowledge: Minimum B Grade Yr 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

Description: Digital Photography is a one semester unit focussing 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.

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 be expected to view live theatre.

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 theory 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.

Pathway: This subject can lead to studies of Stage 2 Drama.

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

Further Information: Attendance at a minimum of at least one live performance is required. The students pay for their own tickets and travel costs. Attendance at after school rehearsals may also be required.

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

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. Drama B covers the same course content as Drama A with variation of theatre genres.

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 theory 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.

Pathway: This subject can lead to studies of Stage 2 Drama.

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

Further Information: Attendance at a minimum of at least one live performance is required. The students pay for their own tickets and travel costs. Attendance at after school rehearsals may also be required.

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

Driver Safety

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: As nearly 1/3 of the state driving fatalities involve novice drivers, this driver safety education course will address the safety issues affecting young drivers on the road. The main aim is to 'Drive and Survive'. Content/activities will encourage safer and better informed drivers and hopefully prevent future road statistics. There are no practical driving elements in this course

Assessment:
• School Component: Students undertake activities to gain their Learner’s and Provisional Licences. They will also take part in the Road Awareness and Accident Prevention Program (RAP). Students will also participate in a selection from the following options: RAA StreetSMART, Road Trauma Support Team Seminar, SA Ambulance Seminar, and Paraplegic Benefits Fund (PBF) visit.

• Community Component: Each student must negotiate an individual Community Based Activity that is related to the course and focuses on an issue of local importance and relevance. This study must raise awareness of the importance of road safety issues within the local community.

There will be a range of Formative and Summative tasks. Skill and activities include:
• Article Responses
• Excursion/Guest speaker responses
• Community Based activity.

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

Electronics

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 breadboarding. 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.

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 Beginners.

French Continuers (Full year course)

Prerequisites: Satisfactory completion of French 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 French is to promote student’s ability to communicate in French 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 the Francophone world. 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 French-speaking communities: arts, crafts, entertainment, visiting France, stories from the past
- The changing world: contemporary issues eg. Australian/French 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 French and English).

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

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First Aid

**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 OHES 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 $60.

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Food and Hospitality A & B

*Food and Hospitality A* is in semester 1 and *Food and Hospitality B* is in semester 2. Students can choose to do both or either courses.

**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 Stage1 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.

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**Furniture Construction: Contemporary**

**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 is essential.

**Description:** This course deals with the technology associated with the use of knock down fittings and manufactured boards used in the furniture trade. Solid carcase cabinets are built in this subject using manufactured boards, (e.g. veneered and plain particleboard and or plywood). Students use the design process to design their project to their own unique requirements. A range of machines, portable power tools and hand tools are then used in the construction process.

**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.

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**Furniture Construction: Traditional**

**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 machine 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 joining 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 students 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.
**Geography**

**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).

**Assessment:** In this course students are expected to complete between 4 and 5 Summative tasks which will include:

- A skills and application task
- An inquiry
- Fieldwork – including going on an excursion
- Completing an investigation of a current geographical issue.

**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.

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**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 student’s 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.

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Health Education

**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.

History

**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.

Historical Studies:
• The selected historical period should be from 500 AD to the present day
• A thematic approach encourages students to develop a breadth of understanding of people, places, events, and ideas in history
• A depth approach focuses on one society/event/period/movement.

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

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

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Information Processing and Publishing

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
• 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. Speed tests will be used to provide evidence of the learning undertaken. A speed of 25 words per minute is expected.

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Information Technology

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 construction
- 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.

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**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.

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**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 student’s 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.

Legal Studies

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.

Media Studies

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: The focus of Media Studies is on exploring the dynamic role of media in Australian and global contexts. Students develop an understanding of the ways in which media provide views of world events, interpretations of the world, and entertainment. Students consider how media can exert a significant influence on the ways in which people receive and interpret information about the world, explore their own culture and that of others, construct their identity, make economic choices, develop political ideas, and spend their leisure time. Media contribute to the formation of cultural identity because they are central to everyday life.

Unit topics include:

- Images of Youth in Media
- Making of the News
- Advertising
- Careers in Media
- Creating Multimedia Texts
- Representations in Media
- Media Audiences
- Media and Leisure
- Media and the Global Community.
**Assessment:** There will be a range of Formative and Summative tasks. Skill and activities include:

- Folio
- Interaction Study
- Product.

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

**Metal Technology**

**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.

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

**Multimedia**

**Assumed Knowledge:** Year 10 Information Processing, Multimedia or Computing to a high standard. A selection interview may be required.

**Description:** This course is designed for students wishing to further develop their skills and knowledge in desktop publishing and web design for personal use and future career pathways. The early stages of the course will focus on the development of design ideas and communication of creative concepts for production.

This course includes:

- Animation using 3D software
- Web Design using Dreamweaver
- Desktop publishing using Photoshop and Freehand.

**Assessment:**

- Specialised Skills tasks (40%)
- Design and Communication (20%)
- Product realisation (30%)
- Product analysis (10%).
Music Advanced A & B

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

Description: This course is for students with a high level of musical skill. Students are expected to do Music Advanced A in semester 1 and Music Advanced B in semester 2.

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.

Music Experience A & B

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, choose Music Experience B in semester 2.

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.

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.
**Nutrition**

**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.

**Outdoor Education A & B**

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, at the same time developing 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 value of 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
- Snorkelling
- Sailing.
All students undertake 2 practical outdoor activities one of which is combined with a 3 day human powered outdoor journey or a journey that uses natural forces.

**Assessment:** 4 to 6 summative assessment tasks per semester.

**Special Subject Costs** apply to this course. Exact costs are finalised once class numbers, current prices and student choice of outdoor activity and outdoor journey are known.

**Special Subject Requirements:** Time management and good organisation skills are essential to balance the compulsory attendance at camps and field trips and meeting missed learning and assessment requirements of other subject areas.

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**Physical Education A (Semester 1)**

**Prerequisites:** By negotiation with Health & PE 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 anatomy and physiology and 20% Issue Analysis essay. Essential for those wishing to do Stage 2 PE.

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

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**Physical 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.

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

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**Physics A & B**

**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:** The study of Physics offers opportunities for students to understand and appreciate the natural world. This subject requires the interpretation of physical phenomena through a study of motion in two dimensions, electricity and magnetism, light and matter, and atoms and nuclei. As well as applying knowledge to solve problems, students develop experimental, investigation design, information, and communication skills through practical and other learning activities. Students gather evidence from experiments and research and acquire new knowledge through their own investigations.
**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.

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**Psychology**

**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
- Worksheets and assignments
- Oral presentations
- Homework activities
- Summative review tests
- End of Semester Exam.

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**Scientific Studies A & B**

**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**.
Subject 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
- Worksheets and assignments
- Oral presentations
- Homework activities
- Both Formative & Summative review tests
- End of Semester Exam.

Society and Culture

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.
Sports Studies A (Semester 1)

Prerequisites: Students selected in agreement with PE Faculty.

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 sport and fitness topics covered.

Assessment: An evidence based folio and a discussion based on the folio. The practical and group tasks are assessed via SACE performance checklists, which include many written tasks as well as practical tasks.

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 assessments of the practical lessons covered.

Textiles Design and Technology

Assumed Knowledge: Students require textile skills.

Description: This course focuses on design, make and appraise. Using ideas from contemporary and historical fashion, students create and make their own designs using modern technology. Students evaluate the process.

Assessment: Assessment in this subject is based on the following:
- Create a sewing skills folio
- Designing and creating a shopping bag of choice
- Designing and making a garment from recycled jeans
- Creating a folio of formal designs and drawings.

Subject costs: Students are encouraged to use recycled fabrics and garments, plus supply their own fabrics, notions and patterns for practical construction of textile items.

Tourism

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.

Visual Arts - Art

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

Description: Visual Arts: Art encompasses both artistic and crafting methods and outcomes. The processes of creation in both art and craft include the initiation and development of ideas, research, analysis, and exploration, experimentation with media and technique, and resolution and production of practical work.

Visual Arts: Art engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavour. 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: Art 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 Art, which may include, for example: installation, assemblage, digital imaging, painting, drawing, mixed media, printmaking, photography, wood, plastic, or metal fabrication, sculpture, ceramics, and textiles.

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

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**Visual Arts: Design**

**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 engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavour. 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 design, 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%).

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**Workplace Practices**
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 vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF).

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
- Reflection.

Further Information: Year 11 students who are undertaking a VET course need to select STAGE 2 Workplace Practices as a full year subject.
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:
- Organization
- 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

Prerequisite: A satisfactory achievement in both Stage 1 Chemistry units is essential – minimum B grade. It is highly recommended that Maths 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 eight to ten assessments, including the external assessment component. Students undertake:
• at least three practical investigations and at least one issues investigation for the investigations 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 Costs: SASTA Study Guide (approx. $27)

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Child Studies

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 Stage2 Child Studies worth 70% of overall grade. They are:
• Practical application
• Collaboration
• Investigation
• Problem Solving
• Reflection

External Assessment
• Investigation - 30%

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Classical Studies

Assumed Knowledge: Whilst there are no prerequisites but 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
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%

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.

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 Presentation - 20%
- Folio - 30%
- Interpretive study - 20%

External Assessment
- Performance - 30%
Special Subject Requirements: Time management and good organisation skills are essential to balance the compulsory attendance at production rehearsals and meeting missed learning and assessment requirements of other subject areas.

Electronics

Assumed Knowledge: This stage 2 course is only open to those that have successfully completed Stage 1 Electronics.

Description: This course looks at both design and production stages used within the development of electronic circuits. For their main project students will design their own circuits (using Circuit Wizard software) that will later be manufactured using robotic milling techniques. This course has a focus on electronic engineering.

This course includes:
- Theory assignments to assess students’ understanding of the operation of selected circuits.
- Project Analysis to investigate pre-existing products.
- Design Challenges to produce new and unique circuit designs that solve particular human needs.

School Based Assessment - 70%

External Assessment - 30%.

Special Subject Costs: Students will be required to purchase a small electronics kit for one of the practical tasks ($15 – $30). Additional materials costs will vary depending on design requirements of their circuits.

English Communications

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

Description: English Communications 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
- Text Analysis – 20%
- Text Production – 20%
- Communication Study -30%

External Assessment
- Written Folio – 30%
**English Pathways**

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

**Description:** English Pathways 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**
- Text Analysis – 30%
- Text Production – 40%

**External Assessment**
- Language Study – 30%

**English Studies**

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

**Description:** English 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.

Students respond to texts in a range of ways that extend their ability to sustain a critical argument while demonstrating the depth and clarity of their understanding. Students also develop strategies to enhance their own skills in creating texts and put into practice the techniques they have observed in the texts of others.

**School-based Assessment**
- Text Analysis – 20%
- Text Production – 30%
- Individual Study – 20%

**External Assessment**
- Written Exam – 30%

**English as an Additional Language (EAL)**

**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 Studies, English or English as a Second 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.

School Based Assessment
- Communication Study - 20%
- Text Production - 30%
- Language Application - 20%

External Assessment
- Investigation - 30%

Food and Hospitality

Assumed Knowledge: Previous studies in Home Economics particularly Food and Hospitality at Stage 1 would be an advantage.

Description: This course focuses on the contemporary and changing nature of the food and hospitality industry. Students critically examine attitudes and values about food and the hospitality industry and the influences of economic, environmental, legal, political, sociocultural and technological factors at local, national and global levels. Students develop knowledge and skills as customers and/or industry workers.

Areas of study include:
- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Socio-cultural Influences
- Technological Influences

School Based Assessment
4 Practical Activities - 50%
2 Group Activities - 20%

External Assessment
Investigation - 30%

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, students enquire about and express ideas in French. This enables them to participate appropriately and understand a range of values, attitudes, and practices in communities where French 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.

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
- 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
- Exam – 30%
  - oral exam
    - conversation in French
    - discussion
  - written exam
    - listening and responding
    - reading and responding
    - writing in French.
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**
- Folio – 30%

**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.

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:
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%

External Assessment

- 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
    - writing in German.

**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.

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%
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

External Assessment
- Project - 30%

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Information Processing and Publishing

Assumed Knowledge: Successful completion of Stage 1 Information Processing and Publishing with a minimum C grade is highly desired

Description: This course consists of tasks involving both Electronic Publishing and Desktop Publishing. Extensive use is made of Photoshop, Dreamweaver and CSS in website and document production. Both units offer students opportunities to use computer technology to design and implement processing and publishing solutions. Students who are interested in using a variety of hardware and software to develop and apply practical skills in information processing will benefit from this subject. The knowledge and skills gained can be applied to all learning.

Information processing and publishing emphasises the acquisition and development of practical skills in identifying, choosing and using the appropriate computer hardware and software for the communication. It focuses on the application of practical skills to provide creative solutions to communication tasks.

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 test - 15%

Externally Assessment
- A design process task - 30%
Information Technology Applications

**Assumed Knowledge:** Successful completion of Stage 1 Information Technology Applications 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**
- Research Task - 30%

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Japanese: Beginners

**Prerequisites:** Successful completion of Stage 1 Beginner Japanese

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.
Japanese: Continuers

**Prerequisites:** Stage 1 Continuers Japanese (20 credits) - minimum C grade.

**Description:** Under the three prescribed themes; The Individual, Japanese Speaking Communities and The Changing World, students will write letters, emails, diary entries, articles, messages and notes and postcards in Japanese. They will orally present personal information and discuss issues relating to topics researched. Students will analyse a range of texts in both English and Japanese and use the information obtained in a variety of assessment tasks.

**School-based Assessment**
- Folio - 50%
  - Interaction
  - Text Production
  - Text Analysis
- In-depth Study - 20%
  - oral presentation
  - written response
  - reflective response.

**External Assessment**
- Exam – 30%
  - oral exam
    - conversation
    - discussion
  - written exam
    - listening and responding
    - reading and responding
    - writing in Japanese

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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 tasks, essay, media analysis exercises, short answer questions – 50%
• Inquiry - 20%

External Assessment
• Examination - 30%

Mathematics Applications

Prerequisites: Stage 1 Mathematics Applications B or Studies with a minimum C grade.

Description: Stage 2 Mathematical Applications enables students to appreciate experience and understand mathematics as a growing body of knowledge in contemporary situations. It gives relevance and meaning to their world and the world of enterprise. The subject provides opportunities for students to experience and learn the mathematical processes associated with investigating, modelling and solving problems drawn from real or realistic contexts.

Topics may include: Applied Geometry, Mathematics and Small Business, Investment and Loans, Statistics and Working with Data.

School Based Assessment
• Skills and Applications Tasks (Test) - 30%
• Portfolio – Investigation and Project - 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.

Mathematics Specialist

Prerequisites: Stage 1 Pure Maths A, B, C and D - minimum B grade.

This subject must be taken with Mathematics Studies.

Description: Through the study of Specialist Mathematics students gain the insight, understanding, knowledge, and skills to follow pathways that will lead them to become designers and makers of technology. The subject provides pathways into university courses in mathematical sciences, engineering, computer science, physical sciences, and surveying. Students envisaging careers in other related fields, including economics and commerce, may also benefit from studying this subject.

Topics include: Trigonometric Preliminaries, Polynomials and Complex Numbers, Vectors and Geometry, Calculus and Differential Equations.

School Based Assessment
• Assessment Tasks include: Tests, Assignments, Investigation, Projects, Exam
• Skills and Application Tasks - 45%
• Folio - 25%

External Assessment
Mathematics Studies

Prerequisites: Stage 1 Maths A, B and C - minimum C grade.

Description: Through the study of Mathematical Studies students explore, describe and explain aspects of the world around them in a mathematical way. Students understand fundamental concepts, demonstrate mathematical skills, and apply routine mathematical procedures, making informed and critical use of electronic technology.

Topics include: Working with Statistics, Working with Functions and Graphs using Calculus, Working with Linear Equations and Matrices.

School Based Assessment
- Skills and Applications Tasks (Tests) - 45%
- Folio - 25%

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.

Media Studies

Description: Media studies is designed to allow students to pursue skills that could lead to career options within the media industry and develop personal skills that will improve their ability to analyse thoughtfully, communicate clearly, plan effectively and produce creatively a range of media products.

The current stage 2 course has 14 topics to choose from, 3 will be studied:
- Photo journalism
- Documentaries
- Cult TV/Film
- Music and the media
- The internet
- Reality TV
- Community radio stations
- Short films
- Advertising and Audiences
- Global media issues
- Youth and the media
- Children and the media
- Stereotyping in and through the media
- Cultural diversity in the media

Assessment: Surveys, interviewing, essays, practical equipment use, oral presentations, journals, comparisons, reviews of videos, research in the form of summative tasks (5 in total).

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

School Based Assessment
- Folio – 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.

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%

Further Information:
Payment will be required before project materials are issued.

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%
Assumed Knowledge: Year 11 Information Processing, or Multimedia. Students who have not completed Stage 1 Multimedia or IPP will not be permitted to enrol in this course.

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
- Dreamweave

School Based Assessment
- Skills and Application Tasks – 20%
- Product – 50%

External Assessment
- Folio – 30%

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, Individual Study, Composing and Arranging and Musicianship. 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:

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.

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

Composing and Arranging

In this unit the students’ musical imagination and creativity are developed by composing and/or arranging musical works. A range of techniques and styles are explored, and students analyse the music of others in order to create their own original compositions or arrangements. This unit will make use of computer software for publishing purposes.
Assessment
- Folio of Minor works (50%)
- Commentary (20%)
- Major Work (30%)

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 or making an instrument and prepare an extensive project on it.

Assessment
- Folio (30%)
- Product (40%)
- Report (30%)

Musicianship
This unit is offered to students who have a high level of understanding of theoretical and aural skills. An arrangement is written in a style of a students’ choice.

Assessment
- Skills Development (30%)
- Arrangement (40%)
- Exam (30%)

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%)
- Second Performance (30%)
- Commentary (20%)
- External assessment (30%)

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%
Nutrition

Prerequisites: Completion of Stage 1 Nutrition and one other Stage I Science course, excluding Scientific Studies, with a minimum result of B Grade or more with teacher/coordinator recommendation.

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.

CORE Topics:
- The Fundamentals of Human Nutrition
- Diet, Lifestyle, and Health
- Food Selection & Dietary Evaluation
- Food, Nutrition, and the Consumer.

The focus capabilities for this subject are communication and learning.

School Based Assessment
- Investigations Folio – 40%
- Skills & Applications Tasks – 30%

External Assessment
- Examination (2 hour) – 30%

Special Subject Requirements: SASTA Study Guide (approx. $27).

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 (Snorkelling & 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 for full year – 70%

External Assessment
• Investigation – Investigative report – 30%

**Special Subject Requirements:** Time management and good organisation skills are essential to balance the compulsory attendance at camps and field trips and meeting missed learning and assessment requirements of other subject areas.

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**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 and Volley Ball. The three theory topics include Exercise Physiology, Skill Learning/Biomechanics and Issues analysis. The portfolio is assessed via laboratory reports, presentations and an Issues 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 (70%)**
- Practical = 50%
- Portfolio = 20%

**External assessment (30%)**
- Exam

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

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**Physical Education: Community Studies**

This subject satisfies the requirement for the SACE pattern but is not a Tertiary Admission subject.

**Prerequisites:** A relatively high skill level and a genuine enthusiasm for participation in all sports. Entry into the course needs to be negotiated with the PE faculty.

**Description:** Students study fitness principles and energy systems. They develop their skills in three negotiated sports. As the course progresses students have to develop a community project that must be carried out in the wider community. The community project comprises of an event that each student develops independently and delivers within the wider community in some way. eg. a sports tournament, a fitness booklet, a computer presentation, etc.

Students have to develop their own contract of work that outlines what the community project will entail thus allowing the students to focus on a topic that interests them.

They will need to contact people from the community for information and advice about their chosen topic. Students need a high level of organisational and time management skills and they must be prepared to contact and meet experts from the community when developing their projects.
Assessment

- Practical: via Physical Education rubrics.
- Theory: via the contract of work, portfolio and feedback from the community.

Physics

Prerequisite: Successful 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.
- Electric and Magnetic fields: Applications include photocopier and laser printer, cyclotrons, the loudspeaker and motion of charged particles in electric and magnetic fields.
- Waves and Photons: Light waves, Interference, diffraction, photons, X Rays, particles that behave like waves.
- 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

- Assessment Type 3: Examination - 30%

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 issues investigation for the folio
- at least three skills and applications tasks
- 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
To Top

• 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
• Investigations Folio – 30 %
• Skills & Applications Tasks – 40 %

External Assessment
• Examination (2 hour) – 30 %

Special Subject Requirements: SASTA Study Guide (Approx $27)

Scientific 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 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:
• Alternative Energies
• Environmental Sustainability
• Recycling
• Water Conservation
• Nuclear Power.

The focus capabilities for this subject are communicat

School Based Assessment
• Investigations Folio – 40 %
• Skills & Applications Tasks – 30 %

External Assessment
• Practical Investigation (Design & Report) – 30 %

Special Subject Requirements: Field trip costs.

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. Teachers and students
are encouraged to explore issues within topics, presented in the form of problems, rather than as information to be digested.

Topic groups are: Culture, Contemporary Challenges, and Global Issues. Students study three topics (each from a different group of topics).

**School-based Assessment – 70%**
- Seven to nine assessments – at least three folio tasks, and two interaction tasks (one group and one oral activity).

**External Assessment – 30%**
- Written report of 2000 words on a negotiated contemporary social or cultural issue.

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**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 being 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:** Time management and good organisation skills are essential to balance the compulsory attendance at production rehearsals and meeting missed learning and assessment requirements of other subject areas.

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**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%

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**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 crafting 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%
Workplace Practices

Description: Workplace Practices allows students to develop knowledge, skills, and understanding of the nature, type and structure of the workplace. Students will undertake negotiated topics designed for their needs, interests, and aspirations to gain knowledge of issues particularly relevant to their working environment. Students can undertake Vocational Education and Training (VET), as provided under the Australian Qualifications Framework (AQF), and develop and reflect on their capabilities, interests, and aspirations.

There are two areas of study in this course;
- Industry and Work Knowledge
- VET/Vocational Learning (Each student is required to undertake some form of either VET or Vocational Learning in this course.)

Vocational Learning may include casual employment, work experience, voluntary community participation. Students will then be required to produce an investigation either based on their VET/ Vocational Learning experience or related to an issue regrading work and workplace contexts.

School-based Assessment
- Folio - 25%
- Performance (VET/ Vocational Learning) - 25%
- Reflection - 20%

External Assessment
- Investigation - 30%