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Senior School Curriculum Overview Years 10-12

SACE in the Senior School (Years 10-12)
The aim of the Senior School Curriculum is to encourage all students to have informed choices about their future directions and enhance their opportunities for their further education, training and employment. In doing so they are able to confidently develop skills and knowledge necessary for responsible successful participation in Australian society.

It is therefore important that Year 10 students make very informed choices about their subjects in preparation for their SACE completion in Stage 1 (Year 11) and Stage 2 (Year 12) and their future career pathways. The Year 10 Curriculum caters for the diverse needs of students across a wide range of post school options, including School Based Apprenticeships, Vocational Education and Tertiary Pathways.

Year 10 is an important year for all our students as it is the year that students are introduced to the South Australian Certificate of Education commonly known as the SACE. In Year 10 students study their first compulsory SACE subject the Personal Learning Plan (PLP) in which students can complete work experience in relation to the Work, Health and Safety component of the course. As of next year ACARA (Australian Curriculum) will be embedded into our PLP and into all Stage 1 English and Mathematics courses. ACARA will continue to be introduced into other Stage 1 and Stage 2 subjects in 2016 and beyond.

The SACE
The South Australian Certificate of Education (SACE) is a qualification awarded to students who successfully complete their senior secondary education (Years 10 to 12) beginning with the PLP in Year 10 and continuing through into Year 11 and Year 12. Students also may do a combination of SACE subjects and VET courses in Year 11 and 12. Some students may also wish to complete Stage 2 over 2 years (Year 13).

SACE: some features and requirements
To gain the SACE certificate students must earn 200 credits (Refer to www.sace.sa.edu.au).

- 10 credits are equivalent to one semester or six months’ study in a particular subject or course.
- 20 credits are equivalent to two semesters or one years’ study in a particular subject or course.

Some elements of the SACE are compulsory and require students to achieve a C grade or better in these subjects to complete their SACE Certificate successfully (See these subject listings below)

The Compulsory subjects in the SACE are:
- The Personal Learning Plan or PLP is usually undertaken in Year 10 in Semester 1 and is worth 10 credits. Achieving a C grade or better in this subject is a SACE requirement.
- The Research Project is a major project of extended study undertaken in Stage 1 in Semester 2 and is worth 10 credits. Achieving a C grade or better in this subject is a SACE requirement.
- The Literacy component from a range of English studies at Stage 1 and is worth 20 credits. Students need to achieve a C grade or better in 2 semesters of these subjects.
- The Numeracy component from a range of Mathematics studies at Stage 1 and is worth 10 credits. Achieving a C grade or better in these subjects are compulsory.
- The completion with a C grade or better of at least 60 additional credits or three full Year Stage 2 subjects and courses.

Other Important SACE information for students
- Students will be able to choose from a variety of subjects in Stage 1 and Stage 2 and each subject will be given a final grade of an A+ to an E-.
- Students will have 30% of their work in every Stage 2 subject externally assessed i.e. exams, practical performances and presentations. School assessed work is worth 70% of their final mark.
- External moderators check the school-assessed parts of some Stage 1 and Stage 2 subjects to ensure consistent grading across the State.
- Students can 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. Please refer to the SACE Board website for further information including Community Learning recognition.
- Students are be able to return to their studies at any time in the future to complete their SACE without losing credit for work they have already undertaken.

More information about the SACE and the subjects being offered
The best place to find out information about the SACE is from the SACE website www.sace.sa.edu.au in the student and families section. There you will find valuable information about the SACE, subject choices and university entrance. Contact the Senior School team if you have further questions about the SACE and we will be glad to talk and/or meet with you and your family.
Information about selecting subjects in the South Australian Certificate Of Education (SACE)

What should you consider when choosing your subjects?
You should consider the following things:
- Which subjects do you like?
- Which subjects have you successfully completed already?
- What skills and knowledge have you already demonstrated that ensure success at a higher level?
- Which subjects are compulsory subjects in the SACE? Which have you already completed?
- What skills and knowledge have you already demonstrated that will ensure you success in a subject at a higher level?
- Do any of the subjects that interest you have special requirements like equipment or excursions?
- Are you planning to go to university or TAFE? Do you know which course? Which subjects are prerequisites or have assumed knowledge for further study you may wish to take at Stage 2 level?
- What is the current ATAR score for the institution and course you want to get into?

Why do some students have classes at UniSA?
Some of our students have the opportunity to study courses in Physics, Chemistry and Specialist Maths at the Mawson Lakes Campus of the University of SA as part of an enhanced program of Year 12 studies. Value is added through:
- Use of South Australian University Campus facilities
- Familiarisation with the South Australian University site and systems
- Access to guest lecturers
- Supported transition to adult learning
- Opportunities to work with Year 12 students from neighbouring schools.

Courses are delivered in a 3-hour block, once a week at UniSA Mawson Lakes Campus and students have additional tutorials in their home school. Students make their own way to UniSA for these courses.

What is an ATAR score?
Students will still need an ATAR (Australian Tertiary Admissions Rank) score especially if they wish to enter a university. The ATAR is a measure of a student’s academic achievement compared with other students in the state. It is used by universities to select students who have completed Year 12 and wish to enter university.

What are TAS subjects?
University entrance is now done by Tertiary Admission Subjects (TAS) A TAS subject is a SACE Stage 2 subject which has been recognised by the universities as providing appropriate preparation for tertiary studies. Universities require students to study a minimum number of TAS to be eligible to receive a selection or rank.
While most subjects in the SACE are recognised as TAS there are subjects that won’t be recognised by the universities for the purposes of calculating an ATAR. These non-TAS subjects include Community Studies, modified subjects and the version of the Research Project (A). Make sure you take this into account when you are choosing your Year 12 subjects.

What do you need to consider if you are planning to go to university?
Students studying for the SACE and applying for university entry and beyond must:
- Complete their SACE and obtain an ATAR score.
- Complete at least 90 credits from SACE Stage 2 (4 full year 20 credit TAS subjects) in subjects like Society and Culture, Tourism, PE and Biology.
- Complete the prerequisite requirements for some university courses.

How can students be assisted through university by gaining a scholarship?
Universities in South Australia offer students a range of scholarships to support students at university. By going on the home pages of each university these scholarships and the dates for submitting the application/s are outlined. The Student Counsellor at Paralowie R-12 School responsible for SATAC applications can be contacted for further information about these scholarships.

What do you need to do if you are planning to go to TAFE?
As well as the SACE, TAFE also considers a variety of other qualifications when it selects students for its courses. For TAFE entry in 2014, you will need the following requirements:
- Certificate 1 courses: there are no minimum requirements
- Certificate 2 courses: successful completion of the literacy and numeracy standards
- Certificate 3 courses: successful completion of the SACE and a TAFE selection score i.e. 60 completed credits of TAS or 40 credits of TAS and 20 credits of Recognised Subjects.
# Senior School Curriculum

## Year 10

Students are required to undertake the following 10 units of compulsory learning in Year 10.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities and Social Sciences A &amp; B</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics A &amp; B</td>
<td>2</td>
</tr>
<tr>
<td>Science A &amp; B</td>
<td>2</td>
</tr>
<tr>
<td>PLP (10 credit points towards the SACE)</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Section A - English (Select 1)

- Literature, A & B or
- Creative Writing A & B or
- English in the Community A & B or
- English as an Additional Language or Dialect (EALD) A & B

#### Section B - Health and Movement (Select 1) - Boys, Girls or General

1 semester

### Choice Subjects

Students may then select 4 semester subjects: 2 from each section

#### Section C (Semester 1)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art A</td>
<td>1</td>
</tr>
<tr>
<td>Digital Imaging A</td>
<td>1</td>
</tr>
<tr>
<td>Digital Technology A</td>
<td>1</td>
</tr>
<tr>
<td>Drama A</td>
<td>1</td>
</tr>
<tr>
<td>Energy Technology A</td>
<td>1</td>
</tr>
<tr>
<td>Family Studies (semester 1 or semester 2 not both)</td>
<td>1</td>
</tr>
<tr>
<td>Home Economics A - General</td>
<td>1</td>
</tr>
<tr>
<td>Indonesian A (must also select Indonesian B)</td>
<td>1</td>
</tr>
<tr>
<td>Metalwork A</td>
<td>1</td>
</tr>
<tr>
<td>Music A (must also select Music B)</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education (semester 1 or semester 2 not both)</td>
<td>1</td>
</tr>
<tr>
<td>Special Interest Sport Volleyball Focus A (must also select part B)</td>
<td>1</td>
</tr>
<tr>
<td>Woodwork A</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Section D (Semester 2)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art B</td>
<td>1</td>
</tr>
<tr>
<td>Digital Imaging B</td>
<td>1</td>
</tr>
<tr>
<td>Digital Technology B</td>
<td>1</td>
</tr>
<tr>
<td>Drama B</td>
<td>1</td>
</tr>
<tr>
<td>Energy Technology B</td>
<td>1</td>
</tr>
<tr>
<td>Family Studies (semester 1 or semester 2 not both)</td>
<td>1</td>
</tr>
<tr>
<td>Home Economics B - Food and Catering</td>
<td>1</td>
</tr>
<tr>
<td>Indonesian B (must also select Indonesian A)</td>
<td>1</td>
</tr>
<tr>
<td>Metalwork B</td>
<td>1</td>
</tr>
<tr>
<td>Music B (must also select Music A)</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education (semester 1 or semester 2 not both)</td>
<td>1</td>
</tr>
<tr>
<td>Special Interest Sport Volleyball Focus B (also select Specialist Sport A)</td>
<td>1</td>
</tr>
<tr>
<td>Woodwork B</td>
<td>1</td>
</tr>
</tbody>
</table>
### Stage 1

**Compulsory Subjects:** Students are required to undertake the following 5 units of compulsory learning.

#### Literacy (select 1)
- English A & B 2 semesters
- Essential English A & B 2 semesters
  - Contemporary Essential English A & B or
  - Essential Literacy A & B or
- EALD A & B 2 semesters

#### Numeracy (select 1)
- Mathematics A (must also select B from choice subjects) 1 semester
- Mathematics General A (must also select B from choice subjects) 1 semester
- Mathematics Essentials A (option to select B from choice subjects) 1 semester
- Mathematics Essential (Numeracy) A 1 semester

#### Pre Research Project Skills (in Semester 1) 1 semester

#### Research Project (Semester 2) 1 semester

**Choice Subjects** Students select 9 semester subjects from the list below unless they are undertaking a VET Course where they will select 5 semester subjects.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art A– Visual</td>
<td>1 semester</td>
</tr>
<tr>
<td>Art B– Visual</td>
<td>1 semester</td>
</tr>
<tr>
<td>Biology A</td>
<td>1 semester</td>
</tr>
<tr>
<td>Biology B</td>
<td>1 semester</td>
</tr>
<tr>
<td>Chemistry A &amp; B</td>
<td>2 semesters</td>
</tr>
<tr>
<td>Community Studies A</td>
<td>1 semester</td>
</tr>
<tr>
<td>Community Studies B</td>
<td>1 semester</td>
</tr>
<tr>
<td>Creative Arts A</td>
<td>1 semester</td>
</tr>
<tr>
<td>Creative Arts B</td>
<td>1 semester</td>
</tr>
<tr>
<td>Digital Design A</td>
<td>1 semester</td>
</tr>
<tr>
<td>Digital Design B</td>
<td>1 semester</td>
</tr>
<tr>
<td>Drama A</td>
<td>1 semester</td>
</tr>
<tr>
<td>Drama B</td>
<td>1 semester</td>
</tr>
<tr>
<td>Energy Technology A</td>
<td>1 semester</td>
</tr>
<tr>
<td>Energy Technology B</td>
<td>1 semester</td>
</tr>
<tr>
<td>Food &amp; Hospitality A</td>
<td>1 semester</td>
</tr>
<tr>
<td>Food &amp; Hospitality B</td>
<td>1 semester</td>
</tr>
<tr>
<td>Geography A</td>
<td>1 semester</td>
</tr>
<tr>
<td>Geography B</td>
<td>1 semester</td>
</tr>
<tr>
<td>Indonesian A &amp; B</td>
<td>2 semesters</td>
</tr>
<tr>
<td>Information Processing and Publishing A</td>
<td>1 semester</td>
</tr>
<tr>
<td>Information Processing and Publishing B</td>
<td>1 semester</td>
</tr>
<tr>
<td>Legal Studies A</td>
<td>1 semester</td>
</tr>
<tr>
<td>Legal Studies B</td>
<td>1 semester</td>
</tr>
<tr>
<td>Mathematics B &amp; C</td>
<td>2 semesters</td>
</tr>
<tr>
<td>Mathematics - General B</td>
<td>1 semester</td>
</tr>
<tr>
<td>Mathematics - Essential B</td>
<td>1 semester</td>
</tr>
<tr>
<td>Metalwork – Welding and Fabricating A</td>
<td>1 semester</td>
</tr>
<tr>
<td>Metalwork – Welding and Fabricating B</td>
<td>1 semester</td>
</tr>
</tbody>
</table>
Achievement for All

Music A & B 2 semesters
Physical Education A 1 semester
Physical Education B 1 semester
Physics A & B 2 semester
Society and Culture 1 semester
Special Interest Sport Volleyball Focus - (Selection process) A & B 2 semesters
Tourism A 1 semester
Tourism B 1 semester
Woodwork A 1 semester
Woodwork B 1 semester

Stage 2:

Choice subjects
Students need to choose 5 subjects from the subjects listed below as full year subjects of 2 semesters.
VET students need to choose 3 full year subjects as well as a VET course to complete their SACE, or 4 full year subjects plus a VET course for University entrance.

Art – Visual 2 semesters
Biology 2 semesters
Chemistry 2 semesters
Community Studies 2 semesters
Creative Arts 2 semesters
Cross Disciplinary Studies 2 semesters
English Communications 2 semesters
English Pathways 2 semesters
ESL 2 semesters
ESL Studies 2 semesters
Food & Hospitality 2 semesters
Geography 2 semesters
Information Processing & Publishing 2 semesters
Integrated Learning II – Stage Production 2 semesters
Legal Studies 2 semesters
Material Products – Metal 2 semesters
Material Products – Wood 2 semesters
Mathematical Applications 2 semesters
Mathematics Pathways 2 semesters
Mathematics – Specialist 2 semesters
Mathematics Studies 2 semesters
Music 2 semesters
Physical Education 2 semesters
Physics 2 semesters
Scientific Studies 2 semesters
Society and Culture 2 semesters
Tourism 2 semesters
Workplace Practices 2 semesters
Vocational Education Training (VET) Certificate Courses

VET refers to any accredited Industry-specific training that is based on the Australian Qualifications Framework (AQF). VET includes vocational training offered by registered training organisations (RTO’s) such as TAFE, private providers, part-time employment/ traineeships and VET programs delivered by the school. VET gives students hands-on skills that they can apply directly to jobs in a wide range of industries and occupations. Today, many jobs require a high level of skills and knowledge, and industry looks favourably upon applicants who already have these skills. VET opens doors to employment; it can also be a pathway to further education. Students undertaking VET courses in Year 11 may be selected to be enrolled in Workplace Practices (See Stage 2 Workplace Practices outline in this booklet for more details on this course). This course allows students to use their experiences through VET to complete this Stage 2 subject.

School Based VET Courses

- Certificate III in Health Services Assistance (2 year course)
- Certificate II in Hospitality (Kitchen Operations focus)
- Certificate III in Hospitality (Front of House focus)
- Certificate I in Construction (Plumbing focus)

Regional VET Courses

Please refer to the separate brochure about Regional VET that details the range of courses offered across a range of schools and RTO providers in the Northern area. This information will be available during the subject expo and subject counselling days.

Adult Learning Program

The aim of the Adult Learning Program is to provide opportunities and support for adults to gain new skills and develop confidence to pursue interests and new pathways. Many adults gain new skills enabling them to seek employment, or further study opportunities by doing these programs.

Adults may wish to undertake the South Australian Certificate of Education (SACE), which would incorporate subjects offered as part of Stage 1 and 2 Curriculum, and includes Certificate II and III VET courses.

Adults are encouraged to make an appointment to speak with the Adult Learning Co-ordinator or a Counsellor to discuss these options and possible pathways.

Selecting VET Courses

What is VET?  VET stands for Vocational Education and Training, and is a way for students to experience the world of work while still at school. Students will undertake a combination of:

- Off-the-job learning either at the student’s home school, another school in the northern region or with another training provider
- On-the-job learning at one or more workplaces.

What is the benefit of choosing a VET pathway? Students will be trained in skills that will be required in their chosen industry. Many of these skills will be useful for a wide range of careers beyond the VET pathway students may study. Students will leave school with qualifications recognised by both the SACE Board of South Australia and industry. Students may gain credit towards traineeships and apprenticeships.

Will VET students get SACE recognition? Students will gain credit towards SACE requirements. Each 70 hours of competence receives 10 credits towards their SACE completion. The qualification determines the SACE year level the course will be recognised in. (See SACE VET Recognition Register for more information) Students can study a VET course in Stage One or Two but it must fit with the SACE pathway requirements.

VET courses and school subjects - how does this work?

Students selecting a regional VET course will study at another school or private training provider normally one day per week. Paralowie R-12 School allocates 2 study lines on their timetable so students are able to work on subjects that they miss when undertaking VET Studies. Transport for VET courses is the responsibility of each student.

How much will VET cost? Many VET pathways are subsidised by the school. Students selecting a Regional VET course will be required to pay a bond that is fully refundable on completion of the course. Some courses require the purchase of protective clothing or safety boots which is paid for by the student.

What are school based apprenticeships (ASBA)? If students are employed part time, they may be able to have the learning done at their workplace counted towards SACE completion. Students need to discuss these opportunities with the school’s VET coordinator and the school’s apprentice broker.

How will this VET selection process occur? Students must complete a VET Application form prior to course selection. This form must be collected and returned to the VET Coordinator by subject counselling day.

Selection for a VET course is not guaranteed. Factors including availability, suitability and SACE pathway completion will be taken into consideration.

Further Information: for individual VET courses offered at Stage 1 and Stage 2 please refer to pages 54 - 56
Year 10 Subjects

Compulsory Subjects

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**English A & B**

**Description**

In Year 10 English students develop skills, knowledge and understanding in listening, reading, viewing, speaking, writing and creating. Students are involved in analysing, creating and presenting texts, including: adolescent novels, newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and inter-textual references. Students develop critical understanding of the contemporary media, and the differences between media texts.

Students use Literacy Pro, an online reading program which supports students to select reading texts appropriate for their interests, individual reading skills, and comprehension abilities. Students also have the option to participate in the Premier’s Reading Challenge.

In order to provide engaging and targeted learning opportunities to prepare students for Stage 1 English courses, all students will select one of three course options for English at Year 10. The three options are outline below:

**English in the Community**

This course is designed for students who do not intend to study Essential English or English at Stage 2. Assessment tasks cater for a wide range of learning styles, interests and capabilities, in order to provide a specific course that is engaging, relevant and differentiated. Students will engage and make connections with the community. Explicit teaching of literacy to build capacity and confidence is a focus.

**Creative Writing**

This course is designed for students who are passionate about creative writing. Students will complete a variety of creative assessment tasks, and explore different perspectives through opportunities to work with junior primary students and a focus on migrant perspectives. The course will prepare students for all English courses at Stage 1 and is designed, to prepare students who intend to study Essential English or English at Stage 2.

**Literature**

This course is designed for students who are enthusiastic about English, enjoy reading, and aim to study English at Stage 2. The course will prepare students for all English courses at Stage 1, but is specifically designed to support learning for Stage 2 English or English Literary Studies. The Gothic horror genre is a focus for Semester 2, and the texts studied in the course are the classics of English Literature, such as Shakespeare. Tasks are designed to promote class discussions and critical analysis.

**Assessment**

Assessment is in accordance with the Australian Curriculum Achievement Standards. Students are required to: develop and justify their own interpretations of texts; create a wide range of texts to present complex ideas; make presentations and contribute actively to class and group discussions; and build on others’ ideas to solve problems. Students justify opinions and expand arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

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**English as an Additional Language or Dialect (EALD) A & B**

**Description**

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

Year 10 EALD students develop skills, knowledge and understanding in listening, reading, viewing, speaking, writing and creating. Students are involved in analysing, creating and presenting texts, including: adolescent novels, newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and inter-textual references. Students develop critical understanding of the contemporary media, and the differences between media texts. Students work individually and in groups.

One of the key focuses for this course is the development of oral language skills; and explicit teaching of grammar, punctuation, tense, and sentence structure.
Students use Literacy Pro, an online reading program which supports students to select reading texts appropriate for their interests, individual reading skills, and comprehension abilities. Students also have the option to participate in the Premier’s Reading Challenge.

**Assessment**

Assessment is in accordance with the Australian Curriculum Achievement Standards. Students are required to:
- develop and justify their own interpretations of texts;
- create a wide range of texts to present complex ideas;
- make presentations and contribute actively to class and group discussions; and
- build on others’ ideas to solve problems.

Students justify opinions and expand arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

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### Health and Movement (Health and Physical Education) (Girls only, Boys only or mixed classes)

**Description**

This course further develops students’ ability to refine and apply decision making strategies in relation to their health and physical activity. Students will evaluate positive responses to risk taking behaviours, assertive communication strategies, community health and relationships and sexual health. Students will also participate in a range of sport and leisure activities which will enable them to apply specialised movement skills including minor games, challenge and adventure activities and sports.

Students are expected to change into the school PE top and suitable shorts or track pants and shoes before each PE lesson. Students are required to participate in all activities. If students are unable to participate for a medical reason, a note from home must be provided.

**Students have the option of choosing:** Girls only Health and Movement, Boys only Health and Movement or General Health and Movement.

**Assessment**

Assessment is based on participation in group tasks, skill improvement and effort in both practical and theoretical contexts and written assignments. Assessment in this subject is in accordance with the Australian Curriculum Achievement standards.

**Theory topics include:**
- Relationships and Sexual Health
- First Aid
- The Role of Physical Activity in Health

**Practical topics include:**
- Lacrosse
- Golf
- Table Tennis

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### Humanities and Social Sciences A & B

**Description**

By studying this course, students develop skills and values that will assist them to participate effectively through knowledge of a changing society as they learn about twentieth century history and geographical concerns. Curriculum and assessment is based on the ACARA Achievement standards.

**Topics studied include:**
- Role of Government and the Distribution of Power in Society: political systems, legal systems, social organisation
- World War Two
- Rights & Freedoms (1945-present)
- Popular Culture (1954-present)
- Global Wellbeing

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
- The similarities and differences between a variety of regions in the world today especially their use of resources
- 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
- Video and newspaper analysis
- Map, graph and statistical interpretation
- Essays
- Practical activities (including excursions)
- Oral presentations (including Power Point)
- Self-Assessment and group work

Mathematics A & B

**Description**
Year 10 Mathematics is offered at two levels - Standard and Advanced. The Advanced course is designed to cater for students who wish to do Mathematics offered at Stage 1. Students will be recommended by their Year 9 teachers for the Advanced Maths course.

The Standard course leads to General Mathematics, and Essential Mathematics at Stage 1. (Students with a particular interest and ability in Mathematics can be accepted for the higher level Mathematics. Mathematics at Year 10 continues to work from the Australian Curriculum strands of Number and Algebra, Measurement and Geometry and Statistics and Probability developed in Year 9. In Year 10 these skills are extended in each of these strands, and extended further in the Advanced course.

Topics include: Exponents, Significant Figures, Metric Systems, Solving Equations, Reading graphs and tables, Personal Finance, Probability, Statistics, Pythagoras Theorem, Angles and Triangles, Circles, Trigonometry, Quadratics, Slope and gradient of lines and Rates and Percentages.

**Assessment**
Students will complete class exercises and topic tests. Assessment tasks at Year 10 also introduce directed investigation, research and group work in preparation for Stage 1 studies in Mathematics. Assessment in this subject is in accordance with the Australian Curriculum Achievement standards.

Personal Learning Plan 10 SACE credit points

**Description**
The Personal Learning Plan is a compulsory 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 7 ACARA Capabilities
- Goal setting, including Literacy, Numeracy, ICT evaluation.
- Personal and Social skill development
- Work related tasks
- Final reflection and evaluation.

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 A & B

**Description**
Year 10 Science is offered at two levels Advanced and Standard. Selection to the advanced course is by merit. Students successfully completing the Standard 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 need to have completed the Advanced Science 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:

- Inheritance
- Species survival
- Science is investigating
- Our energy future
- Explaining reactions
- Metals and non-metals
- Electrochemistry
- Exploring the universe
- Space science

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

Choice Subjects

**Art A**

**Assumed Knowledge** There are no prerequisites for this course but having done Year 9 Art A and/or B would be an advantage.

In this course students will refine and extend their knowledge and skills in art through making and responding. Students will develop an awareness of how to express ideas visually by exploring of the qualities and properties of materials, techniques, technologies and processes. This will involve experiencing both traditional and new media to create two, three, and four dimensional works of art.

Students will experiment and adapt, manipulate, deconstruct and reinvent techniques, styles and processes to make visual artworks that are cross-media or cross-form.

Throughout the course, students will explore artworks from a range of cultures, times and locations to develop their understanding of visual expression, and its connection to social, ethical, economic and environmental factors. Students will use this understanding to inform and refine their own personal aesthetic when producing a series of artworks that are conceptually linked. They will present their series to an audience.

Students will strengthen their visual literacy through developing their knowledge of visual arts language and conventions, and will build upon existing arts analysis and critical reflection skills. Art history and appreciation form an integral part of this course, in preparation for SACE Visual Arts subjects. They will also focus on the development of a folio to support thoroughly developed works of art. Students will deepen their understanding and opinion about visual arts to assist their development and production of contemporary art.

Units covered include:

- 19th and 20th century art movements and artists
- Visual Arts terminology
- Sustainable design
- Contemporary sculpture

The skills taught in this course are transferable and may lead to careers in the Visual Arts, Film making/game, Art or Design in the Senior years.
Art B

Description

Assumed Knowledge: There are no prerequisites for this course but having done Year 9 Art A and/or B and Year 10 Art A would be an advantage.

In this course students will refine and extend their knowledge and skills in art through making and responding. Students will develop an awareness of how to express ideas visually by exploring of the qualities and properties of materials, techniques, technologies and processes. This will involve experiencing both traditional and new media to create two, three, and four dimensional works of art.

Students will experiment and adapt, manipulate, deconstruct and reinvent techniques, styles and processes to make visual artworks that are cross-media or cross-form.

Throughout the course, students will explore artworks from a range of cultures, times and locations to develop their understanding of visual expression, and its connection to social, ethical, economic and environmental factors. Students will solidify their understanding to inform and refine their own personal aesthetic when producing a series of artworks that are conceptually linked, and present their series to an audience.

Students will strengthen their visual literacy through developing their knowledge of visual arts language and conventions, and will build upon existing arts analysis and critical reflection skills.

Art history and appreciation form an integral part of this course, in preparation for SACE Visual Arts subjects. They will also focus on the development of a folio to support resolved works of art. Students will deepen their understanding and opinion about visual arts to assist their development and production of contemporary art.

Units covered include:
- Graphic design and the Design Process
- Collaborative art
- Artist Study
- Indigenous Art

The skills taught in this course are transferable and may lead to careers in the Visual Arts, Film making/game, Art or Design in the Senior years.

Assessment

Assessment is in accordance with the Australian Curriculum Achievement standards. Assessment includes:
- 70% Practical (making)
- 30% Theory (responding).

Digital Imaging A (Media Arts – The Arts))

Description

Assumed knowledge: There are no prerequisites for this course.

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. This course has a particular focus on:
- Graphic Design
- Architectural Design

The course consists of two components:

Practical: includes image design and manipulation, using Adobe PhotoShop and Illustrator as well as Dream Weaver and Flash. Students will work around a designated theme to produce varied design tasks.

Theory: is based on Independent research including making and justifying choices and responding to contemporary graphic design. 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 and lighting 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).

This course provides pathways to TAFE certificate courses in Design, Multimedia and Information Technology as well as degree courses in Art, Design or Information Technology.

Digital Imaging B (Media Arts – The Arts)

Description

Assumed knowledge: There are no prerequisites for this course, but it is preferred that you do complete part A before doing part B, as Digital Imaging B will contain advanced online components. This course has a particular focus on:
- Product Design
- Fashion Design
- Landscape Design

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.

Practical: includes image design and manipulation, using Adobe Photo Shop and Illustrator as well as Dream Weaver and Flash. Students will be using the above programs to create publications around a design theme in a variety of tasks.

Theory: is based on Independent research including making and justifying choices and responding to contemporary graphic design. 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 and lighting 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) and 30% theory (contemporary practice in graphic design culture).

This course provides pathways to TAFE certificate courses in Design, Multimedia and Information Technology as well as degree courses in Art, Design or Information Technology.

Digital Technology A

Description

Assumed Knowledge: There are no prerequisites for this course.

This course develops digital technology skills through a range of software and design experiences that expand on introductory skills encountered in Year 8 and 9 Digital Technology courses.

There will be opportunities to explore desktop publishing, film production, web design, and computer programming. These areas will be covered through both individual and group activities based on investigate, design, create and evaluate methods.

A range of software programs will be used including the Adobe Suite.

Students will have an opportunity to plan and develop websites with HTML and CSS and web publishing programs.

Students’ computational thinking involving problem solving and logical data organisation will be developed via algorithm and game development.

Assessment

Assessment will be based on the Australian Curriculum Achievement Standards. Evidence of the learning undertaken will be gathered from design tasks, practical and written assignments completed. Assessment is in accordance with the Australian Curriculum Achievement Standards.
- Practical projects
- Presentations
- Assignments
Digital Technology B

Description  
Assumed Knowledge: There are no prerequisites for this course.

This course develops digital technology skills through a range of software and design experiences that expand on introductory skills encountered in Year 8 and 9 Digital Technology courses.

There will be opportunities to explore desktop publishing, film production, web design, and computer programming. These areas will be covered through both individual and group activities based on investigate, design, create and evaluate methods.

Although the content is the same as Digital Technology A, the content of Digital Technology B will be extended for students studying A and B. In Semester 2 the course will allow students to develop further games using different programming languages.

We will further develop skills using the Adobe Suite.

Students will have an opportunity to plan and develop websites with HTML and CSS and web publishing programs.

Students’ computational thinking involving problem solving and logical data organisation will be developed via algorithm and game development.

Assessment  
Assessment is in accordance with the Australian Curriculum Achievement Standards.

- Practical projects
- Presentations
- Assignments

Drama A

Description  
Assumed Knowledge  Successful completion of Year 9 Drama

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.

In Drama A, 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, their individual project, research report and script work
- Practicals – in class workshops
- Major performance – as an actor or crew member
Drama B

Description

Assumed Knowledge: Satisfactory completion of year 10 Drama A

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 explore both on-stage and off-stage roles in theatrical production, leading to public theatre performances within the school community.

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.

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.

In Drama B, developing a wide range of production styles will be a feature of this course, leading to a major class performance. 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.

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, their individual project, research report and script work
- Practicals – in class workshops
- Major performance – as an actor or crew member

Energy Technology A (Systems & Control)

Description

Assumed Knowledge: There are no prerequisites for this subject, but a successful background in Technology, Maths and Science subjects is expected. A strong work ethic, safe working practices and competence in the use of hand tools and machines are also needed. Subject content will include Electricity, Electronics, Force and Systems, and CAD design and 3D printing, in both a theoretical and hands-on manner. This course would suit students interested in engineering pathways or electrical based trades.

Topics may include:

- Introduction to Electronics – Theory and Practical
- Electrical wiring and soldering
- Electronic assembly and testing
- Structures
- Energy System Design
- 3D printing

Students will be required to complete:

- A practical skills based task
- Complete a number of CAD design tasks
- Develop a design and production folio
- Produce a Major Product based on their design folio.

Further Information: This subject is an excellent foundation for individuals considering a career in the Engineering Industry and electrical based trades. Students can continue studying this subject to a more advanced level at Stage 1 Systems and Control.

Payment will be required for their major project materials in this course.

Assessment

Students are required to demonstrate evidence of their learning through Skills and Applications Tasks, a Design Folio and Project(s). Assessment will be based on the Australian Curriculum Achievement Standards.
Energy Technology B (Systems & Control)

**Description**

**Assumed Knowledge:** There are no prerequisites for this subject, but a successful background in Technology, Maths and Science subjects is expected. A strong work ethic, safe working practices and competence in the use of hand tools and machines are also needed.

Subject content will include Sustainable Energy, Electronics, Force and Systems, and CAD design and 3D printing, in both a theoretical and hands-on manner. This course would suit students interested in engineering pathways or electrical based trades.

Topics may include:
- Sustainable Energy – Solar Power
- Electrical wiring and soldering
- Electronic assembly and testing
- Structures
- Energy System Design

Students will be required to complete:
- A practical skills based task
- Complete a number of CAD design tasks
- Develop a design and production folio
- Produce a Major Product based on their design folio.

This subject is an excellent foundation for individuals considering a career in the Engineering Industry and electrical based trades. Students can continue studying this subject to a more advanced level at Stage 1 Systems and Control.

Payment will be required for their major project materials in this course.

**Assessment**

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

Family Studies (Design and Technology)

**Description**

**Assumed Knowledge:** Students require practical skills in food and textiles.

Topics include:
- The family as the setting for the development and socialisation of children
- Decisions related to parenthood
- Changing needs for shelter, food and clothing throughout the life span
- The rights of the child
- Contemporary family issues

**Assessment**

Assessment for this subject is based on:
- Food Practicals 60%
- Research Assignments 40%

Home Economics A – General (Design and Technology)

**Description**

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

Students choosing Home Economics in Semester one will have the opportunity to negotiate the semester work based on a variety of topics.

Topics may include:
- Food and Entertaining
- Clothing, Design and Construction
- Food and Culture, Customs and Celebrations
- Fashion Industry, Fashion Design and trends
- Health, Lifestyle and Nutrition
- Textiles, Technology and Design

**Assessment**

Assessment in this subject is based on the following:
- Food/Craft Practicals 60%
Home Economics B - Food and Catering (Design and Technology)

**Description**

**Assumed Knowledge:** Students require practical food skills. Students studying food and catering will complete the following units of work:

Topics include:
- Introduction to the Food Hospitality industry
- Food and the Law
- Food Terminology
- Yeast Cookery
- Healthy take-away food

The introductory course will enable students to further develop skills in food preparation and service.

**Assessment**

Assessment in this subject is based on the following:

- Food Practicals 60%
- Research 40%

Indonesian A & B (Languages Other Than English)

**Description**

**Assumed Knowledge:** Appropriate for students with prior Indonesian knowledge in Year 9.

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: directions in the city, health and weather, daily routine, ordering food, shopping at the market and leisure activities. Students will also participate in cultural performances and school activities like Asia Week / Multicultural Week.

They will be attending cultural workshops, cooking ceremonies and excursions to enhance their understanding of Indonesian culture.

**Assessment**

Students are assessed on cultural activities, communication (listening, speaking, reading and writing) and their understanding of the language, via a range of written and oral tests.

Successful completion of Year 10 Indonesian is a prerequisite for Year 11 Indonesian.

Metalwork A

**Description**

**Assumed Knowledge:** There are no prerequisites for this subject, but a pass in any Year 9 Technology 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.

This subject is for students who wish to create artistically designed work, extend their metalworking skills, or for those who wish to follow a career path in the metal and/or auto trades.

These Semester 1 courses covers a wide range of skills and processes involving sheet metalwork, and oxyacetylene welding practices with an emphasis on fusion and braze welding techniques. Some Manual Metal Arc Welding (Arc Welding) and Gas Metal Arc (MIG) Welding may be included.

Project work usually includes framed work such as decorative storage boxes, metal framed articles (tables, benches), magazine racks, pot plant holders, cricket stumps and lathe work (e.g. centre punches and cold chisels).

This subject provides an excellent foundation for Stage 1 Metalwork and the Automotive or Metals Industries.

Payment will be required before project materials are issued for their Major Project.

**Assessment**

Students are required to demonstrate evidence of their learning through Skills and Applications Tasks, a Design Folio and Project/s. Assessment will be based on Australian Curriculum Achievement Standards.
Metalwork B

**Description**  
**Assumed Knowledge:** There are no prerequisites for this subject but a pass in any Year 9 Technology 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.

This Semester 2 course involves oxy acetylene welding, simple fabrication and *may* include metal turning (lathe work) techniques. Some Manual Metal Arc Welding (Arc Welding) and Gas Metal Arc (MIG) Welding *may* be included.

Students are involved in the design process with at least one major project that involves drawing and metal fabrication. Project work *may* involve toolboxes, camping shovels, storage drawers and advanced lathe work like screwdrivers.

This subject provides an excellent foundation for Stage 1 Metalwork and the Automotive or Metals Industries. Payment will be required before project materials are issued.

**Assessment**  
Students are required to demonstrate evidence of their learning through Skills and Applications Tasks, a Design Folio and Project/s. Assessment will be based on Australian Curriculum Achievement Standards.

Music A & B

**Description**  
**Assumed Knowledge:** Successful completion of Year 9 Music is required to undertake Year 10 Music.

This is a full year subject. In it students solidify their understanding of music through listening, composing and performing. Students are required to study an instrument, and will have access to free instrumental lessons on specific instruments such as: guitar, bass, keyboard, and drum kit. These lessons are conducted by specialised music instructors in small groups.

Students will rehearse and perform a variety of songs or instrumental pieces, individually and collaboratively in a range of forms and styles. With a strong emphasis on ensemble and performance, students will extend technical and expressive skills, and continue to develop confidence with an audience.

Increasing their theoretical knowledge, students will explore music from a range of cultures, times and locations to understand varying social, cultural and historical contexts of music. Students will apply this knowledge to inform and shape interpretations, performances and compositions. Developing skills in creating music with digital technologies will be explored.

Students will make and respond to a range of music forms and styles by applying their knowledge of music elements, style and notation. They will develop the ability to interpret and perform music with technical control, expression and stylistic understanding.

**Further Information:** Students must be willing to attend rehearsals for performances

**Assessment**  
Assessment is in accordance with the Australian Curriculum Achievement standards. This is based on student achievement in practical skills, solo performance, ensemble performance, tests and assignments.

Physical Education (Health and Physical Education3)

**Description**  
**Assumed Knowledge:** It would be advantageous for students to have general skills and an interest in PE/Sport. This course leads on to Stage 1 PE.

The course consists of a combination of both Core Units include: Volleyball, Badminton, Hockey & European Handball.

Students undertake one theory topic each term including:
- Respiratory and Cardiovascular Systems
- Basic Exercise Physiology
- Introduction to Energy Systems

Students are expected to change into the school PE top and suitable shorts or track pants and shoes before each PE lesson. Students are required to participate in all activities, if unable to participate due to a medical reason, a note from home must be provided.

**Assessment**  
Assessment is based on participation, skill improvement, effort, written assignments and tests.
Special Interest Sport Volleyball focus - (selection process)

Description
Assumed Knowledge: In order study this subject, students must have physical skills of a high order and they must be prepared to undertake both practical and theory tasks. This is a subject for those students with a special interest and talent in sport who meet the selection criteria.

Criteria for selection includes:
- A series of physical test
- Related Skills
- Attitude and Effort

Students choosing Special Interest Sport must select both Semester A and Semester B.

Students will do the same topics as regular PE and health topics covered within the Health and Movement course but with a greater emphasis on preparation for Stage 2 PE.

This course has been specifically designed to provide a solid foundation for students undertaking Stage 2 Physical Education. Therefore, the practical and theoretical topics will reflect those undertaken at Stage 2 level but at a more basic level. The remaining practical topics undertaken will depend on the facilities available, the expertise of the teacher and the level of interest in the class.

Practical (60%):
Topics include: Badminton, Volleyball, Tennis, Hockey, European Handball, Lacrosse, or Basketball

Theory (40%)
- Introduction to body systems
- Respiratory system
- Cardiovascular systems
- Introduction to energy systems

Students are expected to change into the school PE top and suitable shorts or track pants and shoes before each PE lesson and participate in all activities unless they have a note from home.

Assessment
Assessment is based on participation, skill improvement, effort, written assignments and tests.

Woodwork A (Furniture Construction)

Description
Assumed Knowledge: There are no prerequisites for this subject but a pass in any Year 9 Technology subject 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.

In this course, students work through the design process to produce a folio which includes a design brief, investigation and drawings, from which students then manufacture their own project.

Project work usually includes a small table construction and more advanced construction techniques are often negotiated with the teacher. 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 students complete their projects.

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

Assessment
Students are required to demonstrate evidence of their learning through Skills and Applications Tasks, a Design Folio and Project/s. Assessment is based Australian Curriculum Achievement Standards.
Woodwork B (Creativity)

Description  
Assumed Knowledge: There are no prerequisites for this subject but a pass in any Year 9 Technology subject 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.

This course relies heavily on negotiation with the teacher to determine the project work undertaken while inventive work and creativity is encouraged. Projects may include coffee tables and stools utilizing mortise and tenon joints, laminating techniques and other common carcase joints including dowel and biscuits.

This subject provides an excellent foundation for careers in the Furnishing or Building Industry.

Payment will be required before project materials are issued for their Major Project.

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 Australian Curriculum Achievement Standards.
Stage 1 Subjects

All Stage 1 subjects are school based assessments which are assessed against SACE Performance Standards. ACARA Achievement standards have been integrated into all English and Mathematics subjects at Stage 1.

Compulsory Subjects

English A & B (2 semesters)

Description This subject leads to both English and English Literary Studies at Stage 2 in 2017. There is an emphasis on responding to texts, creating texts, and intertextual study. Students critically and creatively engage with a variety of types of texts including novels, film, media, poetry, and drama texts.

English is designed to develop students’ facility with all types of texts and language modes and to foster an appreciation of the value of English for lifelong learning.

Students refine their skills across all language modes by engaging critically and creatively with texts, including literary and media texts. They learn to speak and write fluently in a range of contexts and to create visual and digital texts. They hone their oral communication skills through discussion, debate and argument, in a range of formal and informal situations.

Assessment Assessment is school based. Students demonstrate evidence of their learning through:

1. Responding to Texts
2. Creating Texts
3. Intertextual Study

Essential English A & B (2 semesters)

Description Two course options will be offered for the Essential English subject outline. Students may select one of the course options outlined below:

Contemporary Essential English

Contemporary Essential English provides a pathway to Essential English at Stage 2. The course enables students to build their knowledge of the English language, and expand their literacy skills.

The focus for this course is on communication, analysis, and text creation. This course would also be suitable for students undertaking a Vocational Education Training pathway.

Contemporary Essential English engages students in the study of everyday written, spoken, visual and multimedia texts. Students learn to analyse and understand the meanings, structures, purposes and audiences for these texts, and build the knowledge to produce their own texts. This course enables students to develop the literacy skills to interact effectively with others, in their learning, work and community life.

Essential Literacy

Essential Literacy is designed for students who do not intend to study English or Essential English at Stage 2. This course provides opportunities for students to gain additional literacy support for their studies and future pathways.

This course is primarily for those students who, through their personal learning plans have identified literacy skills as an area for development.

The Essential Literacy course engages students in the study of written, oral, visual, and multimedia texts in everyday contexts. Students learn to critically analyse and understand the meanings, structures, purposes, and audiences of these texts, and to build the knowledge and skills to produce their own texts.

Students will engage with a range of familiar and unfamiliar texts from the contexts of work, community life, daily life, and leisure, and produce their own texts in a variety of forms for different purposes and audiences.

Essential Literacy is a Stage 1 course only and does not provide a pathway to Stage 2 English courses.

Assessment Assessment is school based, and for each course option students demonstrate evidence of their learning through:

1. Responding to oral, written and multimodal texts
2. Creating oral, written and multimodal texts
**English as an Additional Language or Dialect (EALD) A&B**

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

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

English as an Additional Language or Dialect is a pathway to English as an Additional Language or Dialect at Stage 2.

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. Students develop an understanding of how texts are constructed in different contexts for specific purposes and audiences, and how language is used.

Texts are selected according to the skills, aspirations, and interests of students. Student learning is supported through explicit modelling and construction of texts.

**Assessment**

The following assessment types enable students to demonstrate their learning in Stage 1 English as an Additional Language:

1. Responding to texts
2. Interactive study
3. Language study

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**Mathematics A**

**Description**

**Assumed Knowledge**: It is recommended that students should have completed Year 10 Advanced Mathematics.

Mathematics Stage 1 leads onto Specialist Mathematics Mathematical Methods in Stage 2 which will be introduced for the first time in 2017. This prepares students for entry to tertiary courses requiring a specialised background in mathematics.

Students extend their mathematical skills in ways that apply to practical problem solving and mathematical modelling in everyday contexts. A problems-based approach is integral to the development of mathematical skills and the associated key ideas in this subject. There is an emphasis on consolidating students' computational and algebraic skills and expanding their ability to reason and analyse mathematically. Students will be expected to be able to calculate without a calculator, and to use electronic technology for more complex problems.

In Semester 1, a 10 credit subject, the following three topics are studied in Stage 1 Mathematics:

**Topic 1: Trigonometry**

**Topic 2: Geometry**

**Topic 3: Counting and Statistics**

In Trigonometry, students will develop their study around construction, design and surveying. They will develop their skills using the cosine rule, sine rule and 3D shapes. In Geometry students will develop their skills around forming hypothesis about different shapes and testing the hypothesis. They will look at the properties of planar shapes and the concepts of proofs in Maths. In Counting and Statistics, students will look at the measures used in Statistics and their central tendencies using Standard Deviation and Normal Distribution.

**Assessment**

Assessment will be on four tasks: at least two skills and application tasks (tests) and at least one mathematical investigation.
Mathematics Essential A

Description Assumed Knowledge: It is recommended that students should have completed Year 10 Mathematics to a satisfactory level.

Stage 1 Essential Mathematics leads onto Stage 2 Essential Mathematics (2017) which prepares students for entry into a range of practical trades and vocations.

Stage 1 Essential Mathematics may be studied as a 10-credit subject or a 20-credit subject.

In Stage 1 Essential Mathematics students extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. Students will be expected to be able to calculate without a calculator, and to use electronic technology for more complex problems.

In Semester 1, a 10 credit subject, the following three topics are studied in Stage 1 Essential Mathematics:

Topic 1: Calculations, Time, and Ratio
Topic 2: Earning and Spending
Topic 3: Measurement

Through the Earning and Spending component students will study a range of ways that people receive financial reward for their efforts and services and how money can be organised to meet every day needs – budgets, spending, interest rates. Through the Measurement component students will increase their skills in estimating and determining length, area, and volume and in applying these measures to practical and realistic situations, capacity and conversions.

Assessment Students will write a practical report on a mathematical investigation, and sit for at least two formal tests.

Mathematics Essential Numeracy A

Description Assumed Knowledge: This course is designed for students who find Mathematics challenging

Stage 1 Essential Numeracy is a course designed to help students achieve their required 10 units in Numeracy at SACE level only. There is no pathway into a Year 12 Maths course after studying this Year 11 course, nor will it adequately prepare students for TAFE entry assessment.

In Stage 1 Essential Numeracy students extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace context.

Assessment Students will write a practical report on a mathematical investigation, and sit for at least two formal tests.

Mathematics General A

Description Assumed Knowledge: It is recommended that students should have completed Year 10 Mathematics.

General Mathematics Stage 1 leads onto General Mathematics in Stage 2 which prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Students extend their mathematical skills in ways that apply to practical problem solving and mathematical modelling in everyday contexts. A problems-based approach is integral to the development of mathematical skills and the associated key ideas in this subject. There is an emphasis on consolidating students' computational and algebraic skills and expanding their ability to reason and analyse mathematically. Students will be expected to be able to calculate without a calculator, and to use electronic technology for more complex problems.

In Semester 1, a 10 credit subject, the following three topics are studied in Stage 1 General Mathematics:

Topic 1: Investing and borrowing
Topic 2: Measurement
Topic 3: Statistical Investigation

In investing and borrowing students study investment by simple and compound interest, investing in shares, and the costs of borrowing. In measurement students determine the perimeter, surface area and volume of standard and composite shapes. In the last topic students study the process of doing a statistical investigation and forming conjectures across two or more groups.

Assessment Assessment will be on four tasks: at least two skills and application tasks (tests) and at least one mathematical investigation.
Pre Research Project Skills (1 semester)

Description **Assumed Knowledge:** Students should have successfully completed the PLP in Year 10.

This course provides students with a program that allows them to develop their research skills and techniques so as to successfully manage their Research Project in Year 12 including: choosing an appropriate topic, referencing, finding appropriate resources for this topic both primary and secondary, developing a research framework and understanding the capabilities they may be using.

Assessment The assessment for this course is based on a student’s active participation in lessons and the completion of a wide range of organisational and research tasks which will prepare them for their Research Project in Semester 2 Year 11. Students must maintain a reflective journal and a folio of their completed assessment tasks.

Research Project (1 semester)

Description **Assumed Knowledge:** It is assumed that students have successfully completed the Personal Learning Plan at Year 10 and Pre-Research Project Skills in Semester 1 in Year 11.

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.

Students enrol in either Research Project A or B, depending on their intended pathway. These enrolment options vary only in how students present the external assessment. Research Project A does not contribute to the Australian Tertiary Admission Rank (ATAR) whereas Research Project B does.

Assessment **School-based assessment** 70%
1. Folio (preliminary ideas and research proposal, research development, and discussion) 30%
2. Research outcome 40%
**External assessment** 30%
3. Evaluation (including written summary) 30%.

Choice Subjects

Art – Visual Art A

Description **Assumed Knowledge:** There are no pre-requisites for this course but having studied Year 10 Art would be an advantage. Students who want to study Stage 2 Creative or Visual Art should take Art as a full Year 11 course. The skills taught in this course are transferable and may lead to careers in the visual arts, film making/game art, education or design

In Visual Arts students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. In this course, students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

This subject includes the study of both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production. **Students are required to purchase an art pack.**

Focus areas include:
- Visual literacy and formal arts analysis
- Directed art production

The three areas of study covered in this course are:
- Visual Thinking
- Practical Resolution
- Visual Arts in Context
Assessment
Assessment is school based using the following assessment types:
- Assessment Type 1: Folio (30%)
- Assessment Type 2: Practical (30%)
- Assessment Type 3: Visual Study (40%)

Art – Visual Art B
Description
Assumed Knowledge: There are no pre-requisites for this course but having studied Year 10 Art is an advantage. Students who are aiming to study Stage 2 Art (Visual or Creative) should take Year 11 Art as a full year course. The skills taught in this course are transferable and may lead to careers in the visual arts, film making/game art, education or design.

In Visual Arts students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

Focus areas include:
- Explicitly focused arts investigation
- Self-directed art production

This subject includes the study of both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production. **Students are required to purchase an art pack.**

The three areas of study covered in this course are:
- Visual Thinking
- Practical Resolution
- Visual Arts in Context

Assessment
Assessment is school based using the following assessment types:
- Assessment Type 1: Folio (30%)
- Assessment Type 2: Practical (30%)
- Assessment Type 3: Visual Study (40%)

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

In Biology students learn about the cellular and overall structures and functions of a range of organisms.

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

The students will be provided with the opportunity to undertake practical activities to develop practical skills, to undertake investigations and apply their biological knowledge to social issues.

The investigations are aimed at giving the students an understanding how biology impacts on everyday life, at the level of the individual where it can inform personal choices and at the societal level where it can inform community and government choices.

The practical work is aimed at raising student awareness of how biological knowledge is relevant to health and can be applied in a variety of settings.

Students will learn in a context that is relevant to their own experiences and the topics developed help them build on their basic knowledge and understanding. Group work and collaborative learning strategies will be used to develop competencies in collecting, analysing, organising and communicating ideas and information.

Students will have the option to present evidence of learning in a range of formats (e.g. Power Point, oral, multimedia product, Information report) and can work individually or collaboratively for the practical investigations, but will present individual reports.

The focus of the learning program relates to: Cellular Biology, Genetics and Cancer. These three areas have been chosen because they give students an insight into the concepts covered in Stage 2 Biology. These units can be studied individually or together as a full year course.
The Biology A program covers the topics:
- Cell Structure
- Osmosis/ Diffusion
- Cell Theory/ Cell System
- Bacteria/Microbes
- Hereditary/Genes/Chromosomes
- Mitosis/Binary Fission
- Mutations/Cancer

Assessment
Assessment for both Stage 1 Biology units incorporate a range of practical exercises and reports, research tasks, oral presentations, topic tests and examinations.

Biology B

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

In Biology students learn about the cellular and overall structures and functions of a range of organisms.

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

The students will be provided with the opportunity to undertake practical activities to develop practical skills, to undertake investigations and apply their biological knowledge to social issues.

The investigations are aimed at giving the students an understanding how biology impacts on everyday life, at the level of the individual where it can inform personal choices and at the societal level where it can inform community and government choices.

The practical work is aimed at raising student awareness of how biological knowledge is relevant to health and can be applied in a variety of settings.

Students will learn in a context that is relevant to their own experiences and the topics developed, help them build on their basic knowledge and understanding. Group work and collaborative learning strategies will be used to develop competencies in collecting, analysing, organising and communicating ideas and information.

Students will have the option to present evidence of learning in a range of formats (e.g. Power Point, oral, multimedia product, Information report) and can work individually or collaboratively for the practical investigations, but will present individual reports.

The focus of the learning program relates to: Physiology/ Biology and Ecology. These two areas have been chosen because they give students an insight into the concepts covered in Stage 2 Biology and addresses their interest in the environment. These units can be studied individually or together as a full year course.

Biology B program covers the topics:
- Ecosystems
- Adaptations
- Homeostasis
- Kidney function

Assessment
Assessment for both Stage 1 Biology units incorporates a range of practical exercises and reports, field studies, research tasks, oral presentations, topic tests and examinations.

Chemistry A

Description
Assumed Knowledge: A good pass in Year 10 Science is recommended with a preference to having completed Advanced Year 10 Science. Students are required to do Chemistry A & B in Year 11. A good pass in Chemistry A and B are prerequisites for Stage 2 Chemistry. This subject can lead to studies of Stage 2 Chemistry.

The study of Chemistry includes 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.
Description The focus capabilities for this subject are Communication and Learning.

Chemistry A topics are:
- Water
- Acids and Bases
- Metals and Corrosion

Assessment A variety of assessment means will be used, including written assignments, tests, exams, issues research, oral and practical reports and practical manipulative skills.

Less formal assessment will occur in these forms: communication skills, listening skills, attitude and skills of working individually and in groups as required.

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Chemistry B

Description Assumed Knowledge: A good pass in Year 10 Science is recommended with a preference to having completed Advanced Year 10 Science. Students are required to do Chemistry A & B in Year 11. A good pass in Chemistry A and B are prerequisites for Stage 2 Chemistry. This subject can lead to studies of Stage 2 Chemistry.

The study of Chemistry includes 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.

The focus capabilities for this subject are Communication and Learning.

Chemistry B topics are:
- Materials
- Energy
- Petroleum

Assessment A variety of assessment means will be used, including written assignments, tests, exams, issues research, oral and practical reports and practical manipulative skills.

Less formal assessment will occur in these forms: communication skills, listening skills, attitude and skills of working individually and in groups as required.

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Community Studies A

Description Assumed Knowledge: There are no prerequisites for this course but the ability to work with some self-direction would be an advantage.

This course will focus on Food and the Community. Students will work, either individually or in small groups to create and run a small catering company or design and produce a recipe book. Students may even decide to negotiate their own focus related to food and the community. Students can do different units in this subject each semester.

Assessment Assessment at Stage One is school based. There are two assessment types:
- Contract of Work
- Reflection.

A contract, folio and major activity must also be completed. The Performance Standards assessed are: Planning and Organisation, Communication and Interaction, Fulfilment of Contract of Work and Reflection.
Community Studies B

Description  
**Assumed Knowledge:** There are no prerequisites for this course but the ability to work with some self-direction would be an advantage.  
This course will focus on Food and the Community. Students will work, either individually or in small groups to create and run a small catering company or design and produce a recipe book. Students may even decide to negotiate their own focus related to food and the community. Students can do different units in this subject each semester.

Assessment  
Assessment at Stage One is school based. There are two assessment types:  
- **Contract of Work**  
- **Reflection.**  
A contract, folio and major activity must also be completed. The Performance Standards assessed are: Planning and Organisation, Communication and Interaction, Fulfilment of Contract of Work and Reflection.

Creative Arts A

Description  
**Assumed Knowledge:** There are no prerequisites for this course, although an interest in the Arts would be an advantage. **This subject can lead to studies of Stage 2 Creative Arts.**  
In Creative Arts, students have opportunities to specialise in study within and across the arts disciplines of dance, drama, music and the visual arts: art and design.  
Students participate in the processes of development and the presentation of finished or realised creative arts products. Creative arts products may take the form of musicals, plays, or concerts, visual artefacts, digital media, film and video, public arts projects, community performances, presentations and installations, and vocal groups or other ensembles.  
Creative Arts A involves the creation of a collaborative project, which involves each student contributing to a production or product. Students will also undertake a common investigation that connects with the collaborative project.

Assessment  
Assessment is school based using the following assessment types:  
- **Assessment Type 1: Product (50%)**  
- **Assessment Type 2: Folio (50%)**  
  - Investigation  
  - Skills Assessment (both with 25% weighting)  
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 B

Description  
**Assumed Knowledge:** There are no prerequisites for this course, although an interest in the Arts would be an advantage. **This subject can lead to studies of Stage 2 Creative Arts.**  
In Creative Arts, students have opportunities to specialise in study within and across the arts disciplines of dance, drama, music and the visual arts (art and design.)  
Students participate in the processes of development and the presentation of finished or realised creative arts products. Creative arts products may take the form of musicals, plays, or concerts, visual artefacts, digital media, film and video, public arts projects, community performances, presentations and installations, and in vocal groups or other ensembles.  
Creative Arts B involves individually directed product creation, and student directed investigation.

Assessment  
Assessment is school based using the following assessment types:  
- **Assessment Type 1: Product (50%)**  
- **Assessment Type 2: Folio (50%)**  
  - Investigation  
  - Skills Assessment (both with 25% weighting)  
Students will need to provide evidence of their learning via the assessment design criteria; knowledge and understanding, practical application, investigation and interpretation and reflection.
Digital Design (Visual Arts - Design) A

Description
Assumed Knowledge: There are no prerequisites for this course, although experience within this subject in Year 10 would be an advantage. This subject can lead to studies in Stage 2 Visual Arts.

Students will research, identify, describe and evaluate information about graphic design and become competent in using digital imaging and design techniques. Students will develop relevant skills in using industry-standard 2D software and in the contemporary presentation of visual information.

Digital Design A specifically focuses on Graphic Design.

Assessment
Assessment consists of the following components:
- Assessment Component 1: Folio
- Assessment Component 2: Practical
- Practice Assessment Component 3: Visual Study

Digital Design (Visual Arts - Design) B

Description
Assumed Knowledge: There are no prerequisites for this course, although experience within this subject in Year 10 would be an advantage. This subject can lead to studies in Stage 2 Visual Arts.

Digital Design B specifically focuses on Architectural Design.

Students will apply creative design techniques in the context of architectural design, and will also investigate the work of a designer of significance to them.

Students are able to use a variety of methods such as practical, written, oral or visual to present assessment tasks. The skills taught in this course are transferable to careers in the graphic arts, film making/ game design, education or graphic design.

Assessment
Assessment in Stage 1 Design consists of the following components:
- Assessment Component 1: Folio
- Assessment Component 2: Practical
- Practice Assessment Component 3: Visual Study

Drama A

Description
Assumed Knowledge: Successful completion of Year 10 Drama. This subject can lead to studies of Stage 2 Integrated Learning 2: Stage Production.

In Drama A students will study aspects of 20th Century theatre styles, including costume design and physical theatre. 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.

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

Further Information: Attendance at a minimum of 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.
Drama B

**Description**

**Assumed Knowledge:** Successful completion of Year 11 Drama A or Year 10 Drama This subject can lead to studies of Stage 2 Integrated Learning 2: Stage Production.

In Drama B, students will extend their learning on theatre styles, performance elements, and methods, which will inform their major group performance and investigation.

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.

**Assessment**

- Performance Major Production 50%
- Investigation and Presentation 25%
- Folio 25%

**Further Information:** Attendance at a minimum of 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.

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Energy Technology A (Systems & Control)

**Description**

**Assumed Knowledge:** There are no prerequisites for this subject, but a successful background in Energy Technology in Year 10 is recommended. Students will be continuing at a more advanced level at Stage 1 Systems and Control, however, students will be doing revision of topics before commencing.

Subject content will include Electricity, Electronics, Systems and Force, and CAD design and production, in both a theoretical and hands-on manner. This course would suit students interested in engineering pathways or electrical based trades.

Topics may include:

- Introduction to Electronics – Theory and Practical
- Electrical wiring and soldering
- Electronic assembly and testing
- Structures
- Energy System Design
- 3D printing

Students will be required to complete:

- A Materials Application Task
- Skills and Application Task/s
- A Design Folio
- A Major Product

This subject is an excellent foundation for individuals considering a career in the Engineering Industry and electrical based trades.

Payment will be required for their major project materials in this course.

**Assessment**

Students are required to demonstrate evidence of their learning through Skills and Applications Tasks, a Design Folio and Project/s.
Energy Technology B (Systems & Control)

**Description**

**Assumed Knowledge:** There are no prerequisites for this subject, but a successful background in Energy Technology in Year 10 is recommended. Students will be continuing at a more advanced level at Stage 1: Systems and Control, however, students will be doing revision of topics before commencing.

Subject content will include Electricity, Electronics, Systems and force, and CAD design and production, in both a theoretical and hands-on manner. This course would suit students interested in engineering pathways or electrical based trades.

Topics may include:
- Introduction to Electronics – Theory and Practical
- Electrical wiring and soldering
- Electronic assembly and testing

Students will be required to complete:
- A Materials Application Task
- Skills and Application Task/s
- A Design Folio
- A Major Product

This subject is an excellent foundation for individuals considering a career in the Engineering Industry and electrical based trades.

**Assessment**

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

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Food and Hospitality A

**Description**

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

The Food and Hospitality industry is dynamic and changing. In this subject students examine some of the factors that influence people’s food choices and the health implications of those choices.

Areas of study include:
- Food, the individual, and the family
- Local and Global Issues in Food and Hospitality
- Trends in Food and Culture
- Food and Safety
- Food and Hospitality Careers

The focus for this course will be **Creative Food Production**.

**Assessment**

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

Each assessment type will have a weighting of 20% and 5 assessments will be undertaken in this subject.

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Food and Hospitality B

**Description**

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

The Food and Hospitality industry is dynamic and changing. In this subject students examine some of the factors that influence people’s food choices and the health implications of those choices.

Areas of study include:
- Food, the individual, and the family
- Local and Global Issues in Food and Hospitality
• Trends in Food and Culture
• Food and Safety
• Food and Hospitality Careers

The focus for this course will be **Cultures, Cuisines and Careers.**

**Assessment**

The following school based assessment types enable students to demonstrate evidence of learning in Stage 1 Food and Hospitality. They are:

- Practical application
- Collaboration
- Investigation
- Problem Solving
- Reflection

Each assessment type will have a weighting of 20% and 5 assessments will be undertaken in this subject.

## Geography A

**Description**

**Assumed Knowledge:** Students are advised that a successful background in Year 10 Society and Environment would be an advantage. It is recommended that students intending to do **Stage 2 Geography** take both Geography A & B at Stage 1.

**Semester One - Key Themes**

Students will focus on the following themes:

- Location and Destination including mapping
- Natural Environments
- Developmental Geography

**Skills:** Students will be expected to develop skills that help them collect data, use maps and digital data (including G.I.S. techniques), and successfully and accurately communicate a range of geographic information to others. Students will be expected to participate in excursion activities to complement their classroom learning.

**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.

Successful completion of this subject leads on to studies of the following Year 12 subjects: Geography, Tourism, Society and Culture and Cross disciplinary Studies.

## Geography B

**Description**

**Assumed Knowledge:** Students are advised that a successful background in Year 10 Society and Environment would be an advantage. It is recommended that students intending to do **Stage 2 Geography** take both Geography A & B at Stage 1.

**Semester Two - Key Themes**

Students will focus on the following themes:

- Our Changing Atmosphere
- Rivers as Valuable Resources
- Mining, Tourism and National Parks as Valuable Resources

**Skills:** Students will be expected to develop skills that help them collect data, use maps and digital data (including G.I.S. techniques), and successfully and accurately communicate a range of geographic information to others. Students are expected to participate in excursion activities to complement their classroom learning.

**Assessment**

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

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

Successful completion of this subject leads on to studies of the following Year 12 subjects: Geography, Tourism, Society and Culture and Cross disciplinary Studies.
Indonesian A & B (Languages Other than English)

**Description**

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

Students must complete Stage 1 Indonesian in order to be eligible to do Stage 2 Extended Indonesian.

Information Processing & Publishing A

**Description**

**Assumed Knowledge:** There are no prerequisites for this course.

Students will use the design process, Adobe desktop publishing programs and video editing programs to develop projects for diverse purposes and audiences. The students will create printed and film material for personal based projects as well as projects that support Paralowie School.

The school based projects will include printed designs awarded each term to students in the Primary School’s Early Bird Reading program and digital media products using available technologies for other primary areas. Students will also develop an understanding of the impact of digital technology on organisations, individuals and society.

The subject creates endless possibilities for students in their career pathways in this area.

**Assessment**

Assessment tasks include formative and summative practical exercises and a summative written assignment to provide evidence of the learning undertaken.

The assessment types are as follows:

- Practical Skills
- Product and Documentation
- Issues Analysis

Information Processing & Publishing B

**Description**

**Assumed Knowledge:** There are no prerequisites for this course.

Students will use the design process, Adobe desktop publishing programs and video editing programs to develop projects for diverse purposes and audiences. The students will create printed and film material for personal based projects as well as projects that support Paralowie School.

The school based projects will include printed designs awarded each term to students in the Primary School’s Early Bird Reading program and digital media products using available technologies for other primary areas will continue.

Students will create project based web sites using web publishing technologies as a contrast to the print based projects.

Students will also develop an understanding of the impact of digital technology on organisations, individuals and society.

The subject creates endless possibilities for students in their career pathways in this area.
Assessment tasks include formative and summative practical exercises and a summative written assignment to provide evidence of the learning undertaken.

The assessment types are as follows:
- Practical Skills
- Product and Documentation
- Issues Analysis

Legal Studies A

**Description**

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

The Semester 1 unit is organised around three units:
- Law and Society: an introductory topic to learn about law in Australia: the different types of law and their function.
- People, Structures and Processes: looks at the role of government, the court system and the separation of powers.
- Law making: looks at how laws are made, different sources of law and how law affects our society.

**Assessment**

There will be a range of Formative and Summative tasks.

Skill and activities include: supervised tests, research reports, group work, oral presentations, debates, case study analysis, essays and an exam. Successful completion of these tasks will aid students in Year 12 Legal Studies and Year 12 Society and Culture.

Legal Studies B

**Description**

**Assumed Knowledge:** Students need the ability to read a range of materials from different sources and to develop written responses to them.

This semester long unit can be taken as a single unit or as a follow through from the first semester. There will be three topics covered in this course. They include:
- Law and Society: an introductory topic to learn about law in Australia: the different types of law and their function. (repeating students will have different assessment tasks)
- Justice and Society: examines different types of crime and the criminal process and justice alternatives in our society.
- Victims and the Law: this topic examines what constitutes a victim and how we support victims in our criminal system.

The depth in which these topics are explored will be negotiated with students in response to the number of students continuing on from Legal Studies A. A further negotiated topic may be explored.

**Assessment**

There will be a range of Formative and Summative tasks.

Skill and activities include: supervised tests, research reports, group work, oral presentations, debates, case study analysis, essays and an exam. Successful completion of these tasks will aid students in Year 12 Legal Studies and Year 12 Society and Culture.

Mathematics B & C

**Description**

**Assumed Knowledge:** It is recommended that students should have completed Year 10 Advanced Mathematics and studied Mathematics A in Semester one.

Mathematics Stage 1 leads onto Specialist Mathematics Mathematical Methods in Stage 2 which will be introduced for the first time in 2017. This prepares students for entry to tertiary courses requiring a specialised background in mathematics.

Students who choose Mathematics B and C, will need to choose two ten credit Mathematics subjects in Semester 2 to complete the course.

Students extend their mathematical skills in ways that apply to practical problem solving and mathematical modelling in everyday contexts. A problems-based approach is integral to the development of mathematical skills and the associated key ideas in this subject. There is an emphasis on consolidating students'
computational and algebraic skills and expanding their ability to reason and analyse mathematically. Students will be expected to be able to calculate without a calculator, and to use electronic technology for more complex problems.

In Semester 2, a 10 credit subject, the following three topics are studied in Stage 1 Mathematics B:
Topic 1: Further Trigonometry
Topic 2: Vectors in the Plane
Topic 3: Introduction to Differential Calculus

The Mathematics C Course, will cover the following three topics:
Topic 1: Functions and Graphs
Topic 2: Polynomials
Topic 3: Arithmetic and Geometric Sequences and Series

In Further Trigonometry, students will model circular motion and look at natural occurrences of oscillation. In Vectors, students will look at force, acceleration and velocity in a Mathematical setting. In Differential Calculus, students will look at rates of change using differentiation. In Functions and Graphs, students will look at slope, midpoints and inverse relationships. In Polynomials Students will look at quadratic functions. In Arithmetic and Geometric Sequences and Series, students will look at growth and decay in nature and half-lives of radioactive material.

Assessment:
Assessment will be on four tasks: at least two skills and application tasks (tests) and at least one mathematical investigation.

Mathematics Essential B

Description: Assumed Knowledge: Students should have completed Year 10 Mathematics at a satisfactory level. Essential Mathematics Stage 1 leads to Essential Mathematics at Stage 2 in 2017.

In Semester 2, the following three topics of the Stage 1 Essential Mathematics outline are studied:
Topic 4: Data in Context,
Topic 5: Measurement
Topic 6: Investing

In the topic on data students learn to read and critically interpret data presented in various forms and learn to use various statistical tools and techniques for working with data. They manipulate and represent data on which to base sound statistical arguments. In 'Measurement' students solve problems involving length, area, mass, volume, and capacity. Units of measurement, appropriate measuring devices, and the degree of accuracy required for finding answers are considered. Units of power and energy consumption are also studied. Students investigate interest, term deposits, and the costs of credit and uses of simple and compound interest, They examine the effects of changing interest rates, terms, and investment balances on interest earned, and make comparisons. Emphasis is placed on the use of technology, particularly spreadsheets and graphical packages, to enhance students' opportunities to investigate interest generated on investments.

Assessment:
Students will write a practical report on a mathematical investigation, and sit for at least two formal tests.

Mathematics General B

Description: Assumed Knowledge: It is recommended that students should have completed Year 10 Mathematics.

General Mathematics Stage 1 leads onto General Mathematics in Stage 2 in 2017 which prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

There is an emphasis on consolidating students' computational and algebraic skills and expanding their ability to reason and analyse mathematically. Students will be expected to be able to calculate without a calculator, and to use electronic technology for more complex problems.

In Semester 2, a 10 credit subject, the following three topics are studied in Stage 1 General Mathematics:
Topic 4: Applications of Trigonometry
Topic 5: Linear Functions and their Graphs
Topic 6: Matrices and Networks.
In Applications of Trigonometry triangle geometry is studied in practical contexts such as construction, surveying, design, and navigation. Students learn the derivation of the cosine rule, and the sine rule and use these to solve two and three dimensional problems. The topic Linear functions and their graphs focuses on developing mathematical models in contextual, numerical, graphical and, in particular, algebraic representations. Piece-wise linear and step functions are investigated (e.g. income tax tables).

In Matrices and Networks three different applications of matrices are studied: costing and stock management, connectivity of networks, and transition problems. Electronic technology is used extensively for calculations involving matrix multiplication.

**Assessment**

Assessment will be on four tasks: at least two skills and application tasks (tests) and at least one mathematical investigation.

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**Metalwork A (Metal Products)**

**Description**

Assumed Knowledge: There are no prerequisites for this subject but a pass in Year 10 Metalwork is preferable. 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.

This unit focuses on developing skills towards industry standards in oxy-acetylene welding and its related theory. This will culminate in a practical project involving braze and fusion welding (e.g. small furniture items for indoors or outdoors). Students may also be introduced to Manual Metal Arc Welding (Arc) and Metal Gas Arc welding (MIG) and metal lathe work.

**Assessment**

Students will be assessed on:
- Material Applications Task
- Skills and Applications Task
- Design Folio and Production Record
- Major Product and Evaluation

This subject provides an excellent foundation for ‘Stage 2 Material Products – Metal’ and the Automotive and Metals Trades. Payment will be required for their Major Project materials. A small deposit is often required before project materials are issued.

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**Metalwork B (Metal Products)**

**Description**

Assumed Knowledge: There are no prerequisites for this subject but a pass in Year 10 Metalwork is preferable. 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.

This unit focuses on developing skills towards industry standards in Manual Metal Arc Welding (Arc) and Gas Metal Arc Welding (MIG) while extending their skills in oxy-acetylene welding. Metal Lathe work and Gas Cutting may be included. This unit will culminate in a practical project that utilises these skills and is based on a framed design (e.g. furniture carrying or storage items).

**Assessment**

Students will be assessed on:
- Material Applications Task
- Skills and Applications Task
- Design Folio and Production Record
- Major Product and Evaluation

This subject provides an excellent foundation for ‘Stage 2 Material Products – Metal’ and the Automotive and Metals Trades. Payment will be required for their Major Project materials. A small deposit is often required before project materials are issued.
Music A & B (2 semesters)

Description Assumed Knowledge: Students need to have studied music in Years 8 - 10 to study Year 11 Music successfully. Students must also have played an instrument for at least one year. Alternatively, students who are proficient on an instrument but have not completed year 8, 9 and 10 Music may undertake this course.

- Solo Performance and/or Music Technology
- Ensemble Performance
- Composing/Arranging
- Musicianship Skill Development
- Research

Students can choose between Music Experience and Music Advanced. Music Advanced is designed for students who have a substantial background in music. Students will engage in a variety of tasks including composing, arranging, transcribing, improvising, performing, music technology, music in contexts, developing theory and aural skills.

Assessment Students are assessed in three assessment types:

- Skills Presentation
- Skills Development
- Folio

The basis for assessment is practical application, knowledge, understanding, analysis and reflection.

This can lead to studies of Stage 2 Music in Individual Study, Ensemble and Solo Performance.

Physical Education A

Description Assumed Knowledge: In order to take this subject, students must have physical skills of a high order and they must be prepared to undertake research and complete all theory topics.

Students who intend to do Physical Education at Stage 2 level must complete this course.

The Stage 1 Semester one course has been specifically designed to provide a solid foundation for students undertaking Stage 2 Physical Education in the following year. Therefore, the practical and theoretical topics will generally reflect those undertaken at Stage 2 level but at a more basic level. The remaining ‘Choice’ of practical topic undertaken will depend on the facilities available, the expertise of the teacher and the level of interest in the class. It is also highly recommended that students intending to do Stage 2 Physical Education do PE in Semester 2 also, but this is not compulsory.

Practical (60%)
Topics include: Volleyball, Aquatics and Softball or Tennis.

Theory (40%)
- Energy Sources for Physical Performance
- Applied Exercise Physiology
- Issues Analysis
- 1.5 hour Written exam

Students are expected to change into the school PE top and suitable shorts or track pants and shoes before each PE lesson. Students are required to participate in all activities, but if unable to participate due to a medical reason, a note from home must be provided.

Assessment Both practical and theoretical components of the course are assessed equally. Final assessment includes: an exam, ongoing coursework assessment including tests, performance checklists, research assignments, lab reports and essays.

This course leads onto Stage 2 PE. It is compulsory that students complete Stage 1 PE in Semester 1 and highly recommended they do a full year of Stage 1 PE in order to do Stage 2 PE.

Physical Education B

Description Assumed Knowledge: In order to take this subject, students must have physical skills of a high order and they must be prepared to undertake research and complete all theory topics.

The Stage 1 Semester 2 course has been specifically designed to follow on from the PE Semester 1 course and will provide a solid foundation for students undertaking Stage 2 Physical Education in the following year. Therefore, the practical and theoretical topics will provide an introduction to the concepts studied in Stage 2.
Achievement for All

Paralowie R-12 Senior School Curriculum Guide 2016

Description
The remaining ‘Choice’ of practical topic undertaken will depend on the facilities available, the expertise of the teacher and the level of interest in the class. It is also compulsory that students intending to do Stage 2 Physical Education do PE in Semester 1. This course (Semester 2) is highly recommended, but is not compulsory.

Practical (60%)
Topics include: Badminton, Volleyball, Tennis, Softball, Choice.

Theory (40%)
- Introduction to Skill Learning and Biomechanics.
- Biomechanics and Skill Learning Issues Analysis.
- 1.5 hour Written exam

Students are expected to change into the school PE top and suitable shorts or track pants and shoes before each PE lesson and participate in all activities unless they have a note from home.

Assessment
Both practical and theoretical components of the course are assessed equally. Final assessment includes: an exam, ongoing coursework assessment including tests, performance checklists, research assignments, lab reports and essays.

This course leads onto Stage 2 PE. It is compulsory that students complete Stage 1 PE in Semester 1 and highly recommended they do a full year of Stage 1 PE in order to do Stage 2 PE.

Physics A

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

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

The focus capabilities for this subject are Communication and Learning.

Topics include:
- How things move - An analysis of motion, speed, velocity, and sound
- Why things move – Forces and an interesting study of Newton’s Three Laws of Motion
- Waves and Sound – Nature of all waves, study of speed of sound

Assessment
A range of assessment methods will be used: tests, written assignments, research skills, practical skills and assessment of oral and written communication skills.

Students study Physics A & B as a full year course. A good pass in Physics A and B are prerequisites for Stage 2 Physics.

Physics B

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

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

The focus capabilities for this subject are Communication and Learning.
Topics include:
- Light – Reflection refraction, uses (e.g. glasses), telescopes, magnifying glasses
- Momentum and Energy – Collisions, kinetic and potential energy
- Electricity and Magnetism
- Electric currents, how magnets work
- Electro-magnets
- The Atom.

A range of assessment methods will be used: tests, written assignments, research skills, practical skills and assessment of oral and written communication skills.

Students can either do Physics A or do the full year course. A good pass in Physics A and B are prerequisites for Stage 2 Physics.

Description
Assumed Knowledge: A successful completion of Year 10 Society and Environment will be an advantage.

This subject begins with an examination of media bias on a global scale in both historical and current contexts. Students engage with numerous sources to comprehend techniques employed by the media and question issues relating to equity and active citizenship. It is expected that students independently to complete a major assignment on deconstructing biased source material.

The second term of this course is centred around exploring Australia’s migration history. Students examine topics relating to cultural diversity, identity and migrant contribution in Australia with a heavy emphasis on group work.

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.

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

These assessment tasks examine Knowledge, Understanding, Investigation, Collaboration and Communication skills.

Assumed Knowledge: In order study this subject, students must have physical skills of a high order and they must be prepared to undertake research and complete all theory topics. This is a subject for those students with a special interest and talent in sport who meet the selection criteria.

Criteria for selection includes:
- A series of physical tests
- Related Skills
- Attitude and Effort

Students choosing Special Interest Sport must select both Semester A and Semester B.

Students will do the same topics as regular PE but with a greater emphasis on preparation for Stage 2 PE

The Stage 1 Semester 1 and Semester 2 course have been specifically designed to provide a solid foundation for students undertaking Stage 2 Physical Education in the following year. Therefore, the practical and theoretical topics will reflect those undertaken at Stage 2 level but at a more basic level. The remaining ‘Choice’ of practical topic undertaken will depend on the facilities available, the expertise of the teacher and the level of interest in the class.

Practical (60%)
Topics include: Badminton, Volleyball, Aquatics, Tennis or Softball and Lacrosse or Basketball.
Description

Theory (40%)
- Energy Sources for Physical Performance
- Applied Exercise Physiology
- Skill Acquisition
- Biomechanics
- Issues Analysis
- 1.5 hour Written exam

Assessment

Students are expected to change into the school PE top and suitable shorts or track pants and shoes before each PE lesson and participate in all activities unless they have a note from home.

Both practical and theoretical components of the course are assessed equally. Final assessment includes: an exam, ongoing coursework assessment including tests, performance checklists, research assignments, lab reports and essays.

This course leads onto Stage 2 PE. It is compulsory that students complete Stage 1 PE in Semester 1 and highly recommended they do a full year of Stage 1 PE in order to do Stage 2 PE.

Tourism A

Assumed Knowledge: Students should have successfully completed Year 10 Studies of Society and the Environment.

This subject develops an understanding of the nature of tourism on a local, national and world scale and the current issues affecting this industrial sector, including sustainable management of tourism activities at particular sites. Tourism is concerned with the investigation of human activities and their impact on environments.

The following topics are covered in this course:
- Investigation of the history of the tourism industry
- An introduction to the tourism industry and its operation
- History of mass transport in tourism
- The impact of tourism on the economy, the host community and the environment
- Exploring tourism in the local area

Assessment tasks include:
- Historical case study
- A website analysis
- Understanding Tourism Source analysis
- Practical Activity- Full day tour and report
- Negotiated Investigation

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

Tourism B

Assumed Knowledge: Students should have successfully completed Year 10 Studies of Society and the Environment. This subject develops an understanding of the nature of tourism on a local, national and world scale.

The following topics covered in this course are:
- The tourism industry
- Appreciating tourism in Australia
- Tourism and the natural environment
- Ecotourism in Australia
- Contemporary Issues in tourism
- Predicting the future of the tourism industry
- Employment opportunities in the industry
- Preparing for international travel

Assessment tasks include:
· Report: Summary of tourism in Australia
· Website analysis and report
· Negotiated investigation

Full day class excursion

**Further Information:** Students are required to collect information from travel agents and other sources such as TV, video, Internet and through participation in excursions (e.g. Port Adelaide, Barossa Valley). A full day excursion is undertaken in Semester 2. This subject leads to the study of Year 12 Tourism.

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**Woodwork A (Material Products)**

**Description**

**Assumed Knowledge:** There are no prerequisites for this subject; however, a pass in Year 10 Woodwork is preferable. A strong work ethic, a mature approach, safe working practices and the ability to demonstrate competence in the use of various machines and hand tools is desirable.

In Semester 1, students will investigate, design, plan and construct a small solid carcase cabinet using either solid timber (e.g. Pinus radiata) or manufactured board (e.g. pine veneered particleboard). These projects usually take the form of wall-hung cabinets or bedroom storage cabinets. Students use the design process to design their project to their own unique requirements (within teacher’s constraints). A range of machines, portable power tools and hand tools are then used in the construction process. Machine-routered housing and rebate joints are the main jointing methods. However, biscuit joints, dowelled joints and mitre joints may be used when appropriate. Students must incorporate a framed or laminated door on their cabinets.

**Assessment**

Students will be assessed on;
- Materials Application Task
- Specialist Skills Task
- Design Folio and Production Record
- Major Product and Evaluation

This subject provides an excellent foundation for ‘Stage 2 Material Products – Wood’ and the building and furnishing trades. Payment will be required for their Major Product materials. A deposit is required before materials are issued.

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**Woodwork B (Material Products)**

**Description**

**Assumed Knowledge:** There are no prerequisites for this subject, however, a pass in Year 10 Woodwork is preferable. A strong work ethic, a mature approach, safe working practices and the ability to demonstrate competence in the use of various machines and hand tools is desirable.

In Semester 2, solid carcase cabinets are built in this subject using manufacturing boards (i.e. veneered and plain particle board). These projects usually take the form of bedside cabinets or jewellery storage cabinets. 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. Machine router cut housing and rebate joints are the main jointing methods but biscuit, dowel and butt joints may be used when appropriate.

**Assessment**

Students will be assessed on;
- Materials Application Task
- Specialist Skills Task
- Design Folio and Production Record
- Major Product and Evaluation

This subject provides an excellent foundation for ‘Stage 2 Material Products – Wood’ and the building and furnishing trades. Payment will be required for their Major Product materials. A deposit is required before materials are issued.
Stage 2 Subjects

Choice Subjects: All assessment is based on SACE Performance Standards and graded A+ to E-

Art – Visual

Description

Assumed Knowledge: Satisfactory completion of Art A and/or Art B at Stage 1 is an advantage.

Students provide evidence of their learning through six assessments, including the external assessment component.

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.

Assessment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>30%</td>
</tr>
<tr>
<td>Practical</td>
<td>40%</td>
</tr>
<tr>
<td>Visual study (externally assessed)</td>
<td>30%</td>
</tr>
</tbody>
</table>

Biology

Description

Assumed Knowledge: Whilst there are no prerequisites for this course, satisfactory completion of a Stage 1 Science course would be an advantage.

The Stage 2 Biology subject outline is organized 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.

Assessment

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

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-based Assessment</td>
<td>70%</td>
</tr>
<tr>
<td>Assessment Type 1: Investigations Folio</td>
<td>40%</td>
</tr>
<tr>
<td>Assessment Type 2: Skills and Applications Tasks</td>
<td>30%</td>
</tr>
</tbody>
</table>
Assessment

External Assessment 30%
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.

Chemistry

Location: UniSA Mawson Lakes

Description

Assumed Knowledge: A satisfactory achievement in both Stage 1 Chemistry units is essential.

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

Assessment

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

School-based Assessment 70%
Assessment Type 1: Investigations Folio 40%
Assessment Type 2: Skills and Applications Tasks 30%

External Assessment 30%
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.

Further Information: Students need to find their own way to the university and be prepared to commit to regular tutorials at school.

Community Studies

Description

Assumed Knowledge: There are no prerequisites for this course.

Stage 2 Community Studies provides students with insights into ways in which communities are shaped and operate. It offers students the opportunity to learn in a community context both within and beyond the school environment. The identifying feature of this subject is the autonomy it provides students in deciding the focus and direction of their community activity. In this subject the importance of setting clear, detailed, challenging, and achievable goals in a self-directed manner is the key to success.

Areas of Study

In developing their individual program of learning around his or her interests, knowledge, and skills, each student prepares a contract of work to undertake a community activity in one or more of the following six areas of study:
- Arts and the Community
- Communication and the Community
- Foods and the Community
- Health, Recreation, and the Community
- Science and the Community
- Work and the Community

Students work closely with their teacher to negotiate a contract of work which will involve around 120 hours of time over the year.

It is expected that students will work with or in the wider community and actively seek feedback from their community contacts.

**Assessment**

**School-based Assessment** (70%)
- Contract of Work
- Folio
- Presentation

**External Assessment** (30%)
- Reflection

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**Creative Arts**

**Description**

**Assumed Knowledge:** There are no prerequisites for this course, although successful completion of Stage 1 Creative Arts and an interest in the arts would be an advantage.

In Creative Arts, students have opportunities to specialise in study within and across the arts disciplines of dance, drama, music and the visual arts: art and design.

Students participate in the processes of development and the presentation of finished or realised creative arts products. Creative arts products may take the form of: musicals, plays, concerts, visual artefacts, digital media, film and video, public arts projects, community performances, presentations and installations, and vocal groups or other ensembles.

**Assessment**

Assessment at Stage 2 has both school-based and external assessment components. Students will need to provide evidence of their learning via these assessment types.

Students undertake a minimum of:
- 2 Creative Arts Products
- 2 Creative Arts Investigations (School-based Assessed)
- 1 Practical Skills Assessment (Externally Moderated)

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**Cross Disciplinary Studies**

**Description**

**Assumed Knowledge:** successful completion of Year 10 HASS/Science and/or Year 11 Geography and/or Biology would be an advantage. To study this subject, students need to show an interest in environmental issues and sustainability in their local area, as well as nationally and globally.

This course has an overall theme of environmental sustainability. It involves the development of knowledge and skills in three disciplines – Geography, Biology and Agriculture.

Students studying this course will undertake a variety of tasks including practicals, research and group work in a range of associated topics such as community gardens, open markets and fast food outlets, permaculture at the Food Forest and sustainable environments such as oceans, rainforests, cities, suburban areas, zoos and national parks. Within this subject students will be asked to explore alternative energy sources, water supplies and transport modes.

**Assessment**

**School-Based Assessment** 70%
- Assessment Type 1 Commentary 30%
- Assessment Type 2 Group Project 20%
- Assessment Type 3 Presentation and Discussion 20%

**External Assessment** 30%

For external assessment students will need to provide evidence of their learning through 2 assessment components. They will analyse data from a variety of sources.

Please note that the content of this course and the focus topic may change depending on student interest. **Excursions form part of the learning requirements of this course.**
English Communications

Description

**Assumed Knowledge:** Successful completion of English at Stage 1 in two semesters to a C standard.

English Communications is designed to give students the opportunity to develop essential English skills, and in particular the communication process. Students learn to recognise the conventions of different text types and contexts. They consider the role of language in communication between individuals, groups and organisations.

By reading, writing, viewing, listening and speaking, and through the use of information and communication technologies, students develop literacy skills in a broad range of contexts.

Assessment

**School-based Assessment**
- Text Analysis 20%
- Text Production 20%
- Communication 30%

**External Assessment**
- Folio 30%

English Pathways

Description

**Assumed Knowledge:** Successful completion of English Pathways at Stage 1 to a minimum C standard over two semesters.

English Pathways provides students with a focus for informed and effective participation in vocational, cultural and/or social contexts.

English Pathways is designed to give students the opportunity to reflect and respond critically to the ways texts are created for a variety of purposes and audiences.

Students will be provided with the opportunity to develop and express opinions and perspectives in written, oral or multimedia forms.

English Pathways provides opportunities for students to gain literacy support for their studies and future pathways.

Assessment

**School-based Assessment**
- Text Analysis 30%
- Text Production 40%

**External Assessment**
- Language Study 30%

English as a Second Language

Description

**Assumed Knowledge:** This subject is designed for students for whom English is an additional language or dialect.

Students develop their confidence and competence as users of English, developing skills as critical viewers, listeners, speakers, readers, and writers.

Assessment

Evidence of learning is demonstrated through the following assessment types:

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

**Assessment**
- Investigation 30%

This subject is assessed at school and is externally moderated.
English as a Second Language Studies

Description
Assumed Knowledge: Successful completion of English as a Second Language at Stage 1 to a minimum C standard over two semesters.

English as a Second Language is designed for students for whom English is an additional language or dialect.

Students develop their confidence and competence as users of English, developing skills as critical viewers, listeners, speakers, readers, and writers.

Students examine and analyse texts that they use and respond to in an English-speaking environment for social and academic purposes. They work independently and collaboratively to solve problems by using contextual clues to predict and confirm the meaning of a text. They learn when and how to use a strategy, such as asking questions, to monitor their understanding of texts.

This course prepares students for entry to tertiary education and for success in any chosen field.

Assessment
The following assessment types enable students to demonstrate their learning:

**School-based Assessment**
- Type 1 Issue Analysis 20%
- Type 2 Text Production 20%
- Type 3 Investigation 30%

**External Assessment**
- Type 1 Examination 30%

Food and Hospitality

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

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

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

External Assessment
- 1 Investigation 30%

Further Information: Please note that students are expected to purchase the fresh ingredients for their food practical.

Geography

Description
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.

Study and completion of Stage 1 Geography (2 units) would be an advantage.

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

Core Topic: Population, Resources and Development
This core topic introduces students to the processes involved in population change and the impacts this has on our resources and the environment. The core topic is compulsory and involves 45 hours of programmed time.
Option Topics:
Students choose from two of the following option topics:
- Urbanisation
- Rural Places
- Tourism
- Sources and Use of Energy
- Coasts
- Biodiversity
- Climate Change
- Soils
- Environmental Hazards
- Globalisation
- Dry Lands
- A Negotiated Topic

Assessment

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>External Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fieldwork</td>
<td>Folio</td>
</tr>
<tr>
<td>Inquiry</td>
<td>Examination</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
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<tr>
<td>20%</td>
<td>30%</td>
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Information Processing & Publishing

Description
Assumed Knowledge: There are no prerequisites for this course but completion of Information Processing & Publishing A or B at Stage 1 is an advantage.

Students will apply layout and design principles to the production of text-based documents or presentations. They will evaluate text-based products and the design process used.

According to the focus areas students will create personal and/or business documents and desktop publishing documents. Students will develop these tasks using Adobe InDesign and Photoshop.

They will also report on the impact of social, ethical, and/or legal issues related to information processing and publishing technologies.

Assessment
Assessment includes formative and summative tasks. Summative tasks are moderated and determined from Performance Standards developed by the SACE Board. Evidence of learning is taken from practical skills tasks, design skills tasks, an issues analysis task and a technical and operational understandings task.

The assessment types are as follows:
- Assessment Type 1: Practical Skills (40%)
- Assessment Type 2: Issues Analysis (30%)
- External Assessment: Product and Documentation (30%).

Integrated Learning II: Stage Production

Description
Assumed Knowledge: There are no prerequisites for this course, however previous study in performing arts (Drama), visual arts or design would be an advantage. A strong work ethic, mature approach and an interest in aspects of the performing arts is essential.

Integrated Learning links aspects of students’ lives and their learning, through the application of knowledge and skills to a real-world event; the production of a stage performance. Students develop and demonstrate the key capabilities of communication, learning and work.

Students are involved with the development and creation of an annual stage production for the school community. Students can choose an area of interest to focus on, including script reading and development, staging and direction decisions, planning and rehearsal, the design and manufacture of props and sets, costume design, hair and makeup artistry, and performance. Students complete assignments relating to the school production based on their chosen field of interest of either an on stage performer or a backstage crew role (stagecraft).

Assessment
Students demonstrate evidence of their learning through the following assessment types:
- School Assessment (70%)
  - Assessment Type 1: Practical (30%)
  - Assessment Type 2: Group Activity (20%)
  - Assessment Type 3: Folio and Discussion (20%)
- External Assessment (30%)
  - Assessment Type 4: Project (30%)
Legal Studies

Description **Assumed Knowledge:** Useful prerequisites for this course would include Legal Studies. Students are advised that analytical skills, the ability to read extensive source materials in independent time and the ability to write essays are required to undertake this course.

There are four core topics including:
- The Australian Legal System
- Constitutional Government
- Law Making
- Justice System

In order to study this subject, students need to seek information from a variety of sources and visit a variety of legal sites. Through this, students will develop an understanding of the law and how it applies to their everyday life.

**Tasks include:**
Short answers, essays, student generated assignments, debates and argumentative essays.

Assessment Assessment in this subject includes:
- Folio work 50%
- Inquiry 20%
- Examination (3 hours) 30%

Continuous school assessment includes essays, media, oral reports, case studies and research assignments.

Material Products - Metal

Description **Assumed Knowledge:** While there are no perquisites for this subject, successful completion of Stage 1 Metalwork is desirable. 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. The ability to work independently and as part of a team, to think critically, solve problems and to communicate (both verbally and graphically) and work safely and accurately are important skills required for success in this course.

Students in this course are required to demonstrate competence in a wider range of tools and machinery than previously expected, indicating their knowledge and understanding of a variety of metalworking processes.

Projects are individually designed in negotiation with the teacher & the design process is thoroughly documented. Projects are often designed for use in their home or future home e.g. indoor or outdoor furniture.

**Topics covered include:** workshop and power tool safety, welding equipment, Orthogonal Drawing, Australian drawing standards, project cost calculations, types of welding joints, welding positions, oxy-acetylene cutting, controlling distortion when welding, and metal finishing techniques.

Assessment Materials Application Tasks, Specialised Skills Tasks, a Minor and Major Product Design, Folio and a Production Records are used to demonstrate evidence of learning. Assessment will be based on Performance Standards developed by the SACE Board and will be moderated.

**School Based Assessment External Component**
- Skills & Application Tasks 20%
- Folio 30%
- Product (Minor and Major) 50%

**Further Information:** Payment will be required for materials used in the construction of their projects. A deposit is required prior to starting their Major Product.
Material Products - Wood

**Description**

**Assumed Knowledge:** While there are no prequisites for this subject, successful completion of Stage 1 Woodwork is desirable. 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. The ability to work independently and as part of a team, to think critically, solve problems and to communicate (both verbally and graphically) and 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. The course involves theory and practical activities including the construction of framed and solid carcase furniture. The course also involves the understanding of modern and traditional assembly techniques, the use of jigs and hardware selection and fitting.

Major Products are individually designed in negotiation with the teacher & the design process is thoroughly documented. Projects are often designed for use in their home or future home e.g. entertainment units, blanket/toy box, bookshelves etc.

**Assessment**

Materials Application Tasks, Specialised Skills Tasks, a Minor and Major Product Design, Folio and a Production Records are used to demonstrate evidence of learning. Assessment will be based on Performance Standards developed by the SACE Board and will be moderated.

**School Based Assessment External Component**

Skills & Application Tasks 20%
Folio 30%
Product (Minor and Major) 50%

Further Information: Payment will be required for materials used in the construction of their projects. A deposit is required prior to starting their Major Product.

Mathematical Applications

**Description**

**Assumed Knowledge:** Students should have successfully completed 2 units of Mathematical Applications or Pure Mathematics A, B or C at Stage 1.

This subject is designed for those students who wish to learn mathematics with an emphasis on practical applications. Programs in this subject lead to courses in, for example, building and construction, retail, office management, engineering trades, small business, tourism and hospitality.

Students will study the following 4 topics:
- Investment and Loans
- Mathematics and Small Business
- Statistics and Working with Data
- Share Investments

**Assessment**

:School Based Assessment
- Skills and Applications Tasks (Test) 30%
- Portfolio – Investigation and Project 40%

External Assessment
Examination 30%

Mathematics: Pathways

**Description**

**Assumed knowledge:** Students should have successfully completed Pure Mathematics, Mathematical Applications or Mathematics Pathways at Stage 1.

The course follows along similar content as the Mathematical Applications course, but is more focussed on maths in the workplace. Students will undertake 4 topics on statistics and data, share investments, loans and investing money and running a small business. Students will be required to do a 3 hour external investigation at the end of the year.

**Assessment**

- Skills and Applications tasks (45%). These assessment tasks focus on test based assessments.
- Folio (25%). These assessment tasks focus on project and Directed Investigation work.
- External Investigation (30%). This is an assessment task where students complete a series of connected questions and a report is written at the end. This is externally moderated.
Mathematics: Specialist - Location - UniSA Mawson Lakes

Description

Assumed Knowledge: High achievement in Stage 1 Pure Mathematics A, B and C

Students selecting this course will also select Mathematical Studies.

The Course for the year is separated into 5 topics:
Topic 1: Trigonometric Preliminaries
Topic 2: Polynomials and Complex Numbers
Topic 3: Vectors and Geometry
Topic 4: Calculus
Topic 5: Differential Equations.

Assessment

School Based Assessment
- Skills and Application Tasks 45%
- Folio 25%

External Assessment
- Final examination 30%

Assessment Tasks include: Tests, Assignments, Investigation, Projects, Exam

Further Information: This subject is part of an enhanced learning program that is delivered at the Mawson Lakes Campus of UniSA. Students need to find their own transport to the campus and be prepared to commit to regular tutorials at school.

Mathematical Studies

Description

Assumed Knowledge: Students must complete Stage 1 Pure Mathematics A, B, & C successfully.

This subject allows students to explore, describe and explain aspects of the world around them in a mathematical way. This subject consists of the following three topics:

Topic 1: Working with Statistics
Topic 2: Working with Functions and Graphs Using Calculus
Topic 3: Working with Linear Equation and Matrices

Further Information: This subject is part of an enhanced learning program that may be delivered at the Mawson Lakes Campus of UniSA.

Assessment

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

External Assessment
- Examination 30%

Music

Description

Assumed Knowledge: Successful completion of Stage 1 Music

All Stage 2 Music topics have a school-based assessment component and an external assessment component. 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%

Music Technology: Music Technology is a 10-credit subject that is designed to develop students’ skills and knowledge in music technology. Suggest Core topics are: acoustics, mixing consoles, microphones, Digital Audio basics, signal processing and aural analysis. Option topics are: MIDI, the Recording process, loops and waves, and unlisted process.
**Solo Performance**: Solo Performance is a 10-credit subject where students can develop skills on a chosen instrument or their voice, and extend their musical understanding and aesthetic awareness in a solo performance. Solo Performance requires students to have attained a performance standard that reflects at least 3 years of development of their instrument. Students prepare and present a public performance including; contrasting character, choosing works that develop their skills and have a minimum of 18 minutes of repertoire.

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

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**Physical Education**

**Description**
Assumed Knowledge: It is compulsory that all students complete Semester 1 Stage 1 Physical Education and highly recommended students do both semesters with at least a 'B' grade. However, the PE staff will consider students who have not completed Stage 1 Physical Education if they can provide evidence of a strong academic background in a range of subjects.

Theory 50%
Students study theory topics such as:
- Exercise physiology, physical activity, Skill acquisition and Biomechanics of Movement

Practical 50%
- Volleyball, Badminton, Aquatics

**Assessment**
Stage 2 Physical Education is an academically demanding course. While it does involve a 50% Practical component the other 50% Theory component is broken down into the following:
- School assessed Folio (20%): assignments, laboratories, Issues analysis assignment and written tests
- Externally assessed exam (30%)

Further Information:
Students are expected to change into the school PE top and suitable shorts or track pants and shoes before each practical PE lesson.
Students will be required to purchase the Stage 2 Physical Education Essentials Workbook ($40.00) and pay for the Aquatics. The cost of the Aquatics unit including instructor and bus hire is $50.00

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**Physics**

**Location**: Uni.SA - Mawson Lakes

**Description**
Assumed Knowledge: It is assumed that students entering this course will have successfully completed a full year of Physics at Stage 1. This course requires students to have a good understanding mathematics, especially rearranging equations as well as elementary trigonometry.

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.
**Achievement for All**

**Assessment**

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<thead>
<tr>
<th>School-based Assessment 70%</th>
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<tbody>
<tr>
<td>Assessment Type 1: Investigations Folio</td>
<td>40%</td>
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<tr>
<td>Assessment Type 2: Skills and Applications Tasks</td>
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**External Assessment 30%**

| 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

Further Information: Students need to find their own way to the campus and they need to commit to regular tutorials at school.

**Scientific Studies**

**Description**

Scientific Studies is a subject based on themes which provide opportunities for students to explore links between learning in science and in other areas, and to discuss their contexts historically, socially, ethically and environmentally.

These themes reflect current ideas and issues in science and their significance for the learning group. Students will study 2 unifying themes such as:

- The importance of science in contemporary Australia
- The relevance of science for my community and me
- The impacts of science in my local area.
- The possible impacts of science in Australia and the broader global community over the next 50 years.

Topics (4-6) within these themes can include:

- Recycling
- Sports Science
- The Marine World
- Climate Change
- Space Travel and Exploration

The course is designed around student-centred inquiries around chosen topics.

**Assessment**

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**External Assessment 30%**

**Society and Culture**

**Description**

Assumed Knowledge: A successful completion of Year 10 Society and Environment or Year 11 Society and Culture would be desirable.

This subject examines social, cultural and political issues that shape our modern society. There are three topics to be explored over the course of the year.

These include:

- Cultural Diversity: looks at how our community developed with the influences of a variety of cultures. The focus is on how legal and political systems developed to ensure the rights of all people
- Social Ethics: an examination of moral and ethical issues in society. Students will examine the development of philosophy and how our society and justice system reflect this.
- Globalisation: examination of global communication, trade and its impact on upon Australia
- Independent Investigation: students complete a 2000 word report investigating a contemporary social or cultural issue.

This subject will help students to become aware of how global issues affect them and how they can make informed decisions as a local citizen.

**Assessment**

Students will be assessed in a number of ways. The assessment tasks will develop a number of transferable
skills. Students will need to be able to research independently, but also work in groups. Social action is also an assessment component where students are required to interact with their community.

These assessment tasks examine Knowledge, Understanding, Investigation, Collaboration and Communication skills. Tasks are as follows:

- Folio tasks 50%
- Investigation 30%
- Interactions 20%

### Tourism

**Description**

**Assumed Knowledge:** Strong writing skills including the ability to research from a range of sources and to critically analyse are required for tasks in this subject. Students must be willing to make contact with tourism operators to seek resources and participate in subsidised excursions to complete field-work. Success in Year 11 Geography or Tourism is a necessary pre-requisite in this subject.

This course develops skills and understanding relating to the operation and structure of the tourism industry. Themes include the study of how travellers and host communities interact, the nature of employment in the industry and planning and managing sustainable tourism.

Topics studied can include:

- Economics of tourism
- Technology application in tourism
- Indigenous people and tourism
- Management issues in local tourism
- Managing the impacts of tourism
- Marketing tourism
- Responsible travel

**Further Information:** Students participate in the following subsidised excursions:

- Monarto Zoo
- Royal Adelaide Show

Students are required to visit the above tourist destinations for their summative tasks.

**Assessment**

- Folio 20%
- Investigation 25%
- Practical Activity 25%
- Exam (2 hours) 30%

### Workplace Practices

**Description**

**Assumed Knowledge:** There are no prerequisites for this course. Some Year 11 VET students will be placed in this class for SACE pathway reasons.

Stage 2 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.

**Areas of Study**

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.

**Assessment**

**School-based Assessment**

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

**External Assessment**

- Investigation 30%
**VET Certificate Courses**

**Assumed Knowledge:** There are no prerequisites for these courses however an application process is required.

**Credits:** Students will receive SACE credits dependent on successful completion of VET competencies within their VET qualification. 70 nominal hours of successfully completed VET competencies equals 10 SACE credits.

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### Certificate I in General Construction (Plumbing)  
**Stage 1**  
**Length:** 1 Year

**Description**  
This course is endorsed by the Plumbing Industry of Australia (PIA) and the Construction Industry Training Board (CITB) and is designed for students who have a genuine interest in the Plumbing Industry and are keen to investigate apprenticeships as a real career option. This course will also provide a good background for further study in Water Management and Sustainability.

This course provides an overview of the Plumbing Industry and provides an insight into the technology used in the industry, both new and old. Topics covered include:

- Apply basic levelling procedures
- Undertake basic estimation and costing
- Work Effectively Sustainably in the Construction Industry
- Plan and Organise Work
- Conduct Workplace Communication
- Carry Out Measurements and Calculations
- Read and Interpret Plans and specifications
- Handle Construction Materials
- Use Construction tools and equipment
- Apply Basic Levelling Procedures
- Apply OHS Requirements, Policies and Procedures
- Undertake Basic Construction Project

**Assessment**  
Training and assessment will occur at school, on excursions, at the Plumbing Industry Association and on a work site when on Work Placement

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### Health Pathways: Certificate III Health Services Assistance  
**Stage 1/Stage 2**  
**Length:** 2 Years

**Description**  
If you like working and communicating with others, can relate to people and understand their needs, then a career in Nursing, Aged Care or Health Industries may be a pathway for you.

At the completion of 2 years, students leave this TAFE accredited course which is aimed at working within the health industry.

This course will introduce students to multi-skilled work roles in health which has been identified as a growth area for employment and will provide opportunities for students to undertake a range of pathways within the health industry.

Students will develop specific work related practical skills related to team work tasks, communicating with others, WHS, infection control, assisting nursing staff, transporting clients, confidentiality, medical terminology, manual handling, assisting clients with movement, body systems, and assisting a range of staff.

Students will achieve the following outcomes:

- Certificate III accreditation
- An understanding and experience of real work in the Health Industry
- Pathway to Certificate IV, Diploma, or employment
- An understanding of the link between curriculum, competencies and work
- Developing appropriate work place attitudes, such as confidentiality, sensitivity, appropriate conduct and legislative requirements
- Gaining greater confidence, maturity and life skills
- Promoting one’s self to the industry for possible paid work
Student's gain their Senior First Aid Certificate, their Child-Safe Environment qualifications and Manual Handling Certificate. Students will also undertake practical and theory tasks in the classroom, in the workplace and in our hospital skills lab in a supportive environment.

Students will undertake a combination of ‘off the job’ and ‘simulated’ learning at school and ‘on the job’ training at Aged Care facilities, Meals on Wheels and a range of Allied Health organisations.

Completing the Health Pathways Certificates can lead to an extensive and diverse range of employment opportunities in one of the following areas:
- Nursing and Patient Care assistant
- Disability assistant
- Hospital or Community Health assistant
- Aged Care assistant
- General Health Support e.g. Orderly
- Health Promotion Officer
- Administration Support Officer
- Rehabilitation assistant

Students will need to be enthusiastic and willing to be active participants and work with a range of people outside of a school setting. Students need sound organisational skills and the ability to manage their time. Regular attendance is essential, as many of the tasks involve group work.

The Health Pathways course has equal practical and theory components.

Practical tasks include: wheelchair and hoist use, completing activities with aged residents, participation in the peer support program, cleaning and bed making at an aged care facility, using the board maker program to make a number of resources to be used by children with disabilities, involvement in learning games, infection control and WHS activities, attending a variety of excursions to different facilities, activities that involve working effectively with others, models of body systems and learning to assist with client movement.

Over 1.5 years, students complete the required units of competency to gain VET Certificate III accreditation in Health Services Assistance and credit points towards their SACE.

Assessment Students will undertake training and assessment on a worksite in Term 3 and 4. They will be assessed at both school and the workplace.

Certificate II in Hospitality (Kitchen Operations focus) Stage 1 Length: 1 Year

Description This course provides the skills and knowledge for students to be competent in a range of kitchen functions and activities that require the application of practical skills. Work is undertaken in various hospitality settings where food is prepared and served, including restaurants, hotels, catering operations, clubs, pubs, cafes, cafeterias and coffee shops. Individuals will work with some autonomy and as part of a team under close supervision. This is a HANDS-ON course with theory, practical and work based competencies. Students will participate in real work environments. Structured work placement is a compulsory requirement for this course.

This course provides an overview of the Hospitality Industry focusing on becoming a chef.

Topics covered in the course include:
- preparing breakfast items
- preparing a range of fast food items
- preparing sandwiches
- preparing appetisers and salads
- preparing hot and cold desserts
- receiving and storing kitchen supplies
- WHS in the hospitality industry
- hygiene procedures
- preparing and serving espresso coffee

Assessment Training and assessment will occur at school and on a work site when on Work Placement.
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<tr>
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