Paralowie R-12 School
ACHIEVEMENT FOR ALL

Senior School Curriculum Guide 2020

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The aim of the Senior School Curriculum is to encourage all students to have informed choices about their future directions and enhance their opportunities further education, training and employment. In doing so they should be able to confidently develop the necessary skills and knowledge for responsible and successful participation in Australian society. This process begins in Year 10, where all students need to make very informed choices about their subject choices in preparation for their SACE completion and their career pathways beyond Year 12. Our Year 10 Curriculum caters for the diverse needs of our students across a wide range of post school options, including School Based Apprenticeships, Vocational Education and Tertiary Pathways

In Year 10, all students are introduced to the South Australian Certificate of Education (more commonly known as the SACE) for the first time. It is here that all students study their first compulsory SACE subject, the Personal Learning Plan (PLP) The Australian Curriculum is embedded into all Year 10 subjects..

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). The PLP in Year 10 is the start of this journey and then SACE continues throughout all Year 11 and Year 12 subjects. Students may choose to study all SACE subjects or a combination of SACE subjects and VET courses in Year 11 and 12 to complete their SACE. Some students may also wish to complete Stage 2 over 2 years (Year 13).

Some important features and requirements of the SACE are:

To gain their SACE certificate students must earn 200 credits by the end of Year 12 (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.
- In Year 11 students must gain 120 credits and in Year 12 70 credits. These together with 10 credits for their PLP make up these 200 credits.

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. These subjects are listed below.

Compulsory subjects in the SACE are:

- The Personal Learning Plan /PLP (10 credits) can be studied in Year 10 in Semester 1 or Semester 2. Achieving a C grade or better in this subject is a SACE requirement.
- The Research Project (10 credits) is a major project of extended study undertaken in Stage 1. Achieving a C grade or better in this subject is a SACE requirement.
- The Literacy component (20 credits) is the study a range of English courses in Stage 1 .Students need to achieve a C grade or better over 2 semesters (a whole year) in these subjects.
- The Numeracy component (10 credits) is the study of a range of Mathematics courses at Stage 1. Students need to achieve a C grade or better over 1 semester (a half a year) in these subjects.
- Students must complete, with a C grade or better, at least 3 full Year Stage 2 subjects (worth 60 credits including VET) at Stage 2.

Other Important SACE information for students and parents

- Students at Paralowie R-12 School will be able to choose from a variety of subjects at Stage 1 and Stage 2. 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 or Community Service) provided they are recognised by the SACE Board. Please refer to the SACE Board website for further information including Community Learning recognition or talk with the Senior School Leadership staff who can also help and advise you as to how to get thee credits..
- Students are be able to return to their SACE studies at any time in the future to complete their SACE certificate without losing credit for work they have already undertaken and had recorded.

Additional information about the SACE

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 Leadership team if you have further questions about your SACE or your child's SACE and we will be glad to talk and/or meet with you and your family to clarify it.

Selecting subjects in the SACE

What should you consider when choosing your subjects for next year? As a student you should consider the following things:

- What subjects do you like? How well have you achieved in these subjects this year?
- What subjects do you think you need for your intended pathway? How well are you doing in these subjects? What has the feedback from your teachers been? Have they recommended you for these subjects next year?
- Which subjects have you successfully completed this year and feel you could study at a higher level?
- What subjects are compulsory subjects in the SACE? Which have you already completed? If you have not completed them, when will you complete them? How will this impact on your subject choices for next year?
- Do any of the subjects which interest you have special requirements like practicals, special equipment or excursions? Are there any issues around this for you?
- 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? Have you worked this plan through with your HG teacher, Senior School Transition Officer (Ms Bev Roy) and your parents?
- What is the current ATAR score for the course you want to get into in your chosen institution? What is your back up plan if things don't work out? What if a subject you want to do does not attract an ATAR score like Community Studies A?

COMMON QUESTIONS ANSWERED

Why do some Paralowie 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. In addition, we provide extra support back at the school for them in each subject they undertake off campus.

What is an ATAR score?:

Students will still need an ATAR (Australian Tertiary Admissions Rank) score 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 approved by the universities and TAFE SA 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 are not recognised by the universities for the purposes of calculating an ATAR. These non-TAS subjects include Community Studies A/B and modified subjects. Make sure you take this into account when you are choosing your Year 12 subjects. Get good advice about this when you choose your subjects for the following year,

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 Tourism, PE or Biology.
- Complete the prerequisite requirements for some university courses. These requirements are clearly outlined in each universities information booklet which are kept in the bookshelves In the Senior School and the Wellbeing Hub..

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 2020, you will need the following requirements:

- Non-competitive courses: there are no minimum requirements.

Competitive courses are courses which are considered competitive if there are limited positions available. Each course sets its own specific Course Admissions Requirement (CAR) that must be met by an applicant to be eligible. The CAR can be checked for each course on the TAFE SA website

Senior School Curriculum

Year 10

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

English (Select 1) — 2 Semesters
- 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

Health and Movement (Select 1) - Boys, Girls or General — 1 semester
Humanities and Social Sciences A & B — 2 semesters
Mathematics A & B — 2 semesters
Science A & B — 2 semesters
PLP (10 credit points towards the SACE) — 1 semester

Choice Subjects

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

Semester 1

Art A — 1 semester
Design and Technology – Energy/Systems A — 1 semester
Design and Technology – Metalwork A — 1 semester
Design and Technology - Woodwork A — 1 semester
Digital Imaging A — 1 semester
Drama A — 1 semester
Digital Technology A — 1 semester
Family Studies (semester 1 or semester 2 not both) — 1 semester
Home Economics A - General — 1 semester
Indonesian A (must also select Indonesian B) — 1 semester
Music A (must also select Music B) — 1 semester
Physical Education (semester 1 or semester 2 not both) — 1 semester
South Australian Secondary Training Academy (SAASTA) A (must also select part B) — 1 semester
Special Interest Sport Volleyball Focus A (must also select part B) — 1 Semester
(Includes Health and Movement compulsory component)

Semester 2

Art B — 1 semester
Design and Technology – Energy/Systems B — 1 semester
Design and Technology – Metalwork B — 1 semester
Design and Technology - Woodwork B — 1 semester
Digital Imaging B — 1 semester
Digital Technology B — 1 semester
Drama B — 1 semester
Family Studies (semester 1 or semester 2 not both) — 1 semester
Home Economics B - Food and Catering — 1 semester
Indonesian B (must also select Indonesian A) — 1 semester
Music B (must also select Music A) — 1 semester
Physical Education (semester 1 or semester 2 not both) — 1 semester
South Australian Secondary Training Academy (SAASTA) B (must also select part A) — 1 semester
Special Interest Sport Volleyball Focus B (also select Specialist Sport A) — 1 semester

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
Essential Literacy A & B or	2 semesters
EAL A & B	2 semesters

Numeracy (select 1)

Mathematics A (must also select B & C 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) (Semester 1 only)	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**.

Art A– Visual	1 semester
Art B– Visual	1 semester
Biology A	1 semester
Biology B	1 semester
Chemistry A & B	2 semesters
Community Studies A	1 semester
Community Studies B	1 semester
Creative Arts A	1 semester
Creative Arts B	1 semester
Design and Technology- Material Products (Metal Focus) A	1 semester
Design and Technology- Material Products (Metal Focus) B	1 semester
Design and Technology- Material Products (Wood Focus) A	1 semester
Design and Technology- Material Products (Wood Focus) B	1 semester
Design and Technology- System and Control Products (Energy Technology) A	1 semester
Design and Technology- System and Control Products (Energy Technology) B	1 semester
Digital Design A	1 semester
Digital Design B	1 semester
Digital Technology (1 semester course)	1 semester
Drama A	1 semesters
Drama B	1 semester
Food & Hospitality A	1 semester
Food & Hospitality B	1 semester
Indonesian A & B	2 semesters
Integrated Learning: Health/Psychology (Positive Psychology/Education) (Semester 2 only)	1 semester
Legal Studies A	1 semester
Legal Studies B	1 semester
Mathematics B & Mathematics C	2 semester
Mathematics - General B	1 Semester
Mathematics - Essential B	1 semester
Mathematics - Essential Numeracy	1 semesters
Music A & B	2 semester
Physical Education A	1 semester
Physical Education B	1 semester
Physics A & B	2 semesters

Society and Culture	1 semester
South Australian Secondary Training Academy (SAASTA) A & B	2 semesters
Special Interest Sport Volleyball Focus - (Selection process) A & B	2 semesters
Tourism A	1 semester
Tourism B	1 semester

Stage 2:

Choice subjects

Students who are intending a university entrance will need to choose 5 subjects from the subjects listed below as full year subjects of 2 semesters or 4 full year subjects plus a VET course. Only a successful completion of Certificate III can be used towards gaining an ATAR for University entrance.

Students who are not intending a university entrance (ie no ATAR score, just SACE completion) need to choose 4 full year subjects or 3 full year subjects plus a VET course to complete their SACE.

Art – Visual	2 semesters
Biology	2 semesters
Chemistry	2 semesters
Community Studies	2 semesters
Creative Arts	2 semesters
Cross Disciplinary Studies	2 semesters
Design and Technology- Material Products (Metal Focus)	2 semesters
Design and Technology- Material Products (Wood Focus)	2 semesters
Design and Technology- System and Control Products (Energy Technology)	2 semesters
English	2 semesters
Essential English	2 semesters
Essential EAL	2 semesters
English as an Additional Language (EAL)	2 semesters
Food & Hospitality	2 semesters
Integrated Learning II – Biology Focus	2 semesters
Integrated Learning Health/Positive Psychology	2 semesters
Integrated Learning II – Stage Production	2 semesters
Legal Studies	2 semesters
Mathematical - Methods	2 semesters
Mathematics - General	2 semesters
Mathematics Essential	2 semesters
Mathematics – Specialist	2 semesters
Music	2 semesters
Physical Education	2 semesters
Physics	2 semesters
Society and Culture	2 semesters
South Australian Secondary Training Academy (SAASTA) A & B	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 successful 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 59-60

Year 10 Subjects

Compulsory Subjects

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 outlined 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. Tasks are designed to promote class discussions and critical and creative thinking.

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. Tasks are designed to promote class discussions and critical and creative thinking.

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. Throughout the course, students will focus on four major themes: Contemporary, Crime, Gothic and Persuasion. Texts studied in this course include the classics of literature, such as *Frankenstein, Sherlock Holmes,* and Edgar Allen Poe. Tasks are designed to promote class discussions and critical and creative thinking.

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; 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. .

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.

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.

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. The same key topics will be covered in each course however content will be delivered in a supportive manner to best meet the needs of the students.

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.

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 Australian Curriculum 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/newspaper analysis, mapping, graph/data and statistical interpretation, essays, practical activities (including excursions), oral presentations (including Power Point or other ICT products), 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 which were developed in Year 9. In Year 10 these skills are extended in each of these strands, and extended further in the Advanced Mathematics course.

Topics studied in Year 10 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 the 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) and is aligned with the Australian Curriculum. Students must complete the PLP with a C grade or better in a semester. 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:

- DNA and Genetics
- Geology
- Evolution
- Atoms and Elements
- Chemical Reactions
- Global Systems
- The Universe
- Motion and Energy
- Forensic Science
- STEM Challenge

Assessment: Assessment in this subject is based on the following: tests, practicals, assignments, oral presentations, problem and project based assessment, information reports and semester exams in accordance with the Australian Curriculum Achievement Standards.

Choice Subjects

Art A

Description: Assumed Knowledge There is no prerequisites for this course but successfully completing 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.

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

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.

Art B

Description

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).

Design and Technology- Energy and Systems Technology A

Description

Assumed Knowledge: There are no prerequisites for this subject, but a successful background in a previous Technology subject would be beneficial. 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, CAD design and 3D printing, in both a theoretical and hands-on manner. This course would suit students interested in engineering pathways, electrical based trades and advanced manufacturing.

Topics may include:

- Introduction to Electronics – Theory and Practical
- Electrical wiring and soldering
- Electronic assembly and testing
- CAD design and systems: Autodesk Inventor Software
- Energy System Design
- 3D printing

Students will be required to complete:

- A practical skills based task
- Complete 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 System and Control Products.

Payment will be required for the 'major project' 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.

Design and Technology- Energy and Systems Technology B

Description

Assumed Knowledge: There are no prerequisites for this subject, but a successful background in a previous Technology subject would be beneficial. 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, CAD design and 3D printing, in both a theoretical and hands-on manner. This course would suit students interested in engineering pathways, electrical based trades and advanced manufacturing.

Topics may include:

- Sustainable Energy – Solar Power
- Electrical wiring and soldering
- Electronic assembly and testing
- CAD design and systems: Autodesk Inventor Software
- 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.

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 System and Control Products. Payment will be required for the 'major project' 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.

Design and Technology - Metalwork A

Description: Assumed Knowledge: There are no prerequisites for this subject, but a passing grade in any Year 9 Technology subject is preferred. A strong work ethic, a mature approach and the ability to demonstrate competence and safety in the use of metalworking machinery and hand tools 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 fabrication trades.

This Semester courses covers a wide range of skills and processes involving sheet metalwork and Oxy-Acetylene 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.

Design and Technology - Metalwork B

Description: Assumed Knowledge: There are no prerequisites for this subject, but a passing grade in any Year 9 Technology subject is preferred. A strong work ethic, a mature approach and the ability to demonstrate competence and safety in the use of metalworking machinery and hand tools 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 fabrication trades.

This Semester courses covers a wide range of skills and processes involving sheet metalwork and Oxy-Acetylene 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.

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 devices 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 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.

Design and Technology - Woodwork A

Description

Assumed Knowledge: There are no prerequisites for this subject however a passing grade in any Year 9 Technology subject is preferred. A strong work ethic, mature approach and the ability to demonstrate competence and safety in the use of woodworking machinery and hand tools 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, *usually* furniture construction.

Project work usually includes a framed carcase construction of either a coffee table or kitchen stool, incorporating mortise and tenon joints, more advanced construction techniques are negotiated with the teacher. Dowel and biscuit joints are also 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.

Design and Technology - Woodwork B

Description

Assumed Knowledge: There are no prerequisites for this subject; however, a passing grade in any Year 9 Technology subject is preferred. A strong work ethic, mature approach and the ability to demonstrate competence and safety in the use of woodworking machinery and hand tools 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, *usually* furniture construction.

Project work usually includes a framed or solid carcase construction, such as a wooden chest, storage unit, framed mirror or wooden clock incorporating mortise and tenon joints, laminating techniques and other common carcase joints including dowel and biscuits, more advanced construction techniques are negotiated with the teacher. An increased range of machinery, portable power tools and hand tools are used in this course as students complete their projects. This second semester course relies heavily on negotiation with the teacher to determine the project. Creativity is encouraged.

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.

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
- Photographic Design
- Photography

The course consists of two components:

Practical: includes image design and manipulation, using Adobe and other relevant apps. 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 analyse their own work and the work of their peers.

Students will refine and extend their understanding of the elements of design and other media in their work. 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 media.

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.

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 and other relevant apps. 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 analyse their own work and the work of their peers.

Students will refine and extend their understanding of the elements of design and other media in their work. 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 media.

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 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. Students will develop their skills further 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 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 also 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. 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 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 also 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. 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

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:

Practicals 60% 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% Research Assignments 40%

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:

- Food Terminology and Cooking Technique
- Food Safety and Hygiene, Food Preparation and Presentation
- Yeast Cookery, Sweet and Savoury Baking
- Healthy Convenience Foods you can Heat and Eat

Assessment: Assessment in this subject is based on the following:

Food Practicals 60% Research Tasks 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.

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 Wee /Multicultural Week.

They will be attending cultural workshops, cooking ceremonies and excursions to enhance their understanding of Indonesian culture. Students may be in contact via email, with Indonesian students in a class at Suneri Loka, Kuta, a school in Bali, Indonesia.

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

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, 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 need to attend classes with a charged laptop to be successful in the music technology component on this course.

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 Core Units including Volleyball, Badminton, Hockey and 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 and if unable to participate due to a medical reason, a note from home must be provided.

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

South Australian Secondary Training Academy (SAASTA) A (Aboriginal Students)

Description The South Australian Secondary Training Academy (SAASTA) program is a full year (over 2 semesters) subject where students complete Stage 1 Aboriginal Studies for 20 SACE Credits. In this subject, students are expected to: reflect on learning from and with Aboriginal peoples, communities, and sources of Aboriginal voice; demonstrate knowledge and understanding of narratives as told by Aboriginal peoples; demonstrate knowledge and understanding of how the past influences the present; deconstruct and analyse experiences of significance to Aboriginal peoples and communities; and evaluate and reflect on own respectful understandings. Students may also have the option of completing a Certificate III in Sports and Recreation.

Assessment This subject requires the completion of four components of the curriculum, including:
Creative Presentation (25%)
- Aboriginal Power Cup preparation 25%

Learning Journey (75%)
- Role Play of Aboriginal History in South Australia 25%
- Aboriginal History Timeline and its influence on a contemporary issue 30%
- Research on an Aboriginal organisation 20%

South Australian Secondary Training Academy (SAASTA) B (Aboriginal Students)

Description In this subject, students are expected to: develop and apply knowledge, concepts and skills to achieve a purpose; identify and investigate information, ideas and skills from different perspectives, using a variety of sources; work collaboratively with others; demonstrate self-awareness in reflecting on learning; communicate ideas and informed opinions; develop and understand connections between the program focus and aspects of the capability in each chosen key area.

Assessment This subject requires the completion of three components of the curriculum, including:
Practical (60%)
- Skill Development (15%)
- VX Sport GPS Tracker Training and Analysis (15%)
- Heart Rate Training and Analysis (15%)
- Cultural Activity with Yr 12s (15%)

Group Activity (20%)
- SAASTA Uni SA Shield Carnival

Folio and Discussion (20%)
- Presentation & Follow-up Discussion

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 of this subject.
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 1 and 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

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Stage 1 Subjects

All Stage 1 subjects are school based assessments assessed against SACE Performance Standards. The Australian Achievement standards have been integrated into all English and Mathematics subjects as well as some other Stage 1 subjects.

Compulsory Subjects

English A & B

Description This subject provides a pathway to English and English Literary Studies at Stage 2. 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

Assessment Assessment is school based, and students demonstrate evidence of their learning through:

- Responding to Texts
- Creating Texts
- Intertextual Study

Essential English A & B

Description This subject provides a pathway to Essential English and Essential EAL at Stage 2. The course is suitable for students planning to pursue a career in a range of trades or vocational pathways. The focus for this course is on communication, analysis, and text creation.
Essential English engages students in the study of everyday written, spoken, visual and multi-media 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 A & B

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

This course 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. The 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.

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

- Responding to oral, written and multimodal texts
- Creating oral, written and multimodal texts

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

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

Assumed Knowledge: English as a Second Language is designed for students for whom English is a second language or an additional language or dialect. The course is designed to improve students' general proficiency in the English language. Stage1 English as an Additional Language or Dialect includes an emphasis on communication, comprehension, analysis, and text creation.

Assessment Assessment is school based, and students demonstrate evidence of their learning through:

- Responding to texts
- Interactive study
- Language study

Mathematics A

Description Assumed Knowledge: It is recommended that students should have successfully completed Year 10 Advanced Mathematics with a C grade or better.

Mathematics Stage 1 leads onto Specialist Mathematics and Mathematical Methods in Stage 2. Students must also select Stage 1 Mathematics B & C in Semester 2. This subject 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 can lead onto Stage 2 Essential Mathematics 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 in both semesters.

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: Geometry

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 the compulsory 10 units in Numeracy at SACE Stage 1 level only. There is no pathway into a Year 12 Mathematics 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 to a good level.

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 11 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 **Semester 1 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 at least one of the seven capabilities (Literacy, Numeracy, ICT, Critical & Creative Thinking, Personal and Social, Ethical Understanding & Intercultural Understanding) relevant to their research.

Students 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 capabilities. Students enrol in either Research Project A or B **(both attract an ATAR)**, depending on their intended pathway. The enrolment options vary based on how the students present the external assessment

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 (A and B). 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 (40%)
- Assessment Type 2: Practical (30%)
- Assessment Type 3: Visual Study (30%)

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 (A and B). 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 (40%)
- Assessment Type 2: Practical (30%)
- Assessment Type 3: Visual Study (30%)

Biology A

Description

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

Related Subject : Stage 1 Biology B

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.

The focus of the learning program relates to: Cells and Microorganisms and Infectious diseases. These 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 when doing Stage 1 Biology B.

The topics in Stage 1 Biology provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science

The three strands of science to be integrated throughout student learning are:

- science inquiry skills
- science as a human endeavor
- Science understanding.

The Biology A program covers the topics:

- Cells and microorganisms
- Infectious disease

Assessment

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

School-based Assessment 100%

- Assessment Type 1: Investigations Folio 40%
- Assessment Type 2: Skills and Applications Tasks 60%.

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

The focus of the learning program relates to: Multicellullar organisms and Biodiversity. 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

The topics in Stage 1 Biology provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.

The three strands of science to be integrated throughout student learning are:

- science inquiry skills
- science as a human endeavour
- science understanding.

Biology B program covers the topics:

- Topic 3: Multicellular organisms
- Topic 4: Biodiversity and ecosystem dynamics

Note: Biology A and B are independent programs of work, it is not necessary to have completed Biology A in order to study Biology B

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.

School-based Assessment	100%
• Assessment Type 1: Investigations Folio	40%
• Assessment Type 2: Skills and Applications Tasks	60%.

Chemistry A

Description

Assumed Knowledge: A C grade or better in Year 10 Science is recommended with a preference to having completed Advanced Year 10 Science. Students are required to do both Chemistry A & B in Year 11. A good pass in Chemistry A and B are prerequisites for 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 influences of chemical science and industry.

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 both logically and critically analyse information to develop innovative solutions and informed decisions.

Chemistry A topics are:

- Materials and their Atoms
- Combining Atoms
- Molecules

Assessment

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

School-based Assessment	100%
• Assessment Type 1: Investigations Folio	50%
• Assessment Type 2: Skills and Applications Tasks	50%

Chemistry B

Description

Assumed Knowledge: A C grade or better Year 10 Science is recommended with a preference to having completed Advanced Year 10 Science. Students are required to do both Chemistry A & B in Year 11. A good pass in Chemistry A and B are prerequisites for Stage 2 Chemistry.

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

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

Through the study of Chemistry, students develop the skills that enable them to be questioning, reflective, and critical thinkers; investigate and explain phenomena around them; and explore strategies and possible solutions to address major challenges now and in the future (for example, in energy use, global food supply, and sustainable food production).

Students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges, and pursue future pathways, including in medical or pharmaceutical research, pharmacy, chemical engineering, and innovative product design.

Chemistry B topics are:

- Acids and Bases
- Electrochemistry
- Organic Chemistry

Assessment

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

School-based Assessment	100%
• Assessment Type 1: Investigations Folio	50%
• Assessment Type 2: Skills and Applications Tasks	50%

Community Studies A and / or B

Description

Assumed Knowledge: There are no prerequisites for this course but the ability to work with in a self-directed manner would be an advantage

In this subject, students are expected to:

- negotiate, plan, and make decisions about a community activity, and develop challenging and achievable goals for their contract of work
- identify and apply existing knowledge and skills, including literacy and numeracy skills, and identify one or more capabilities for focused development
- work individually and with others
- locate, select, organise and use ideas, resources, and information
- learn in a range of settings, including the school and the wider community
- take practical action in the community
- seek feedback from the community, and reflect on their own learning.

Areas of Study

In developing an 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 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, Technology, and the Community
- Work and the Community

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 experience 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 experience 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.

Design and Technology- Material Products (Metal Fabrication) A

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 and safety in the use of metalwork machinery 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), Metal Gas Arc welding (MIG) and possibly metal lathe work.

Assessment

Students will be assessed on;

- Material Application Task
- Skills and Application Task
- Design Folio and Production Record
- Major Product and Evaluation

This subject provides an excellent foundation for Stage 2 Material Products – Metal Fabrication and the Automotive and Metals Trades.

Payment will be required for the 'Major Product' materials. A small deposit is often required before project materials are issued.

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

Design and Technology- Material Products (Metal Fabrication) B

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 and safety in the use of metalwork machinery 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 as well as Manual Metal Arc Welding (Arc), Metal Gas Arc welding (MIG). Possible projects may include toolboxes, sack trolleys or storage racks etc.

Assessment

Students will be assessed on;

- Material Application Task
- Skills and Application Task
- Design Folio and Production Record
- Major Product and Evaluation

This subject provides an excellent foundation for Stage 2 Material Products – Metal Fabrication and the Automotive and Metals Trades.

Payment will be required for the 'Major Product' materials. A small deposit is often required before project materials are issued.

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

Design and Technology- Material Products (Wood) A

Description

Assumed Knowledge: There are no prerequisites for this subject; however, a good 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 woodworking machines and hand tools is desirable.

In Semester one, 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 the Major Product materials. A small deposit is often required before project materials are issued.

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

Design and Technology- Material Products (Wood) B

Description Assumed Knowledge: There are no prerequisites for this subject; however, a good 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 woodworking machines and hand tools is desirable.

In Semester two, 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 the6 form of bedside cabinets or jewellery 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 design and build a drawer to fit within their cabinets.

Assessment Students will be assessed on;

- Materials Application Task
- Specialist Skills Task
- Design Folio and Production Record
- Major Product and Evaluation2

This subject provides an excellent foundation for Stage 2 Material Products – Wood and the building and furnishing trades.

Payment will be required for the Major Product materials. A small deposit is often required before project materials are issued.

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

Design and Technology- System & Control Products (Energy Technology) A

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 System and Control Products, however, students will be doing revision of topics before commencing.

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

Topics may include:

- Electrical wiring and soldering
- Electronic assembly and testing
- Energy System Design
- Introduction to Electronics – Theory and Practical
- CAD design and systems- Autodesk Inventor
- 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 the major project in this course.

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

Design and Technology- System & Control Products (Energy Technology) B

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 System and Control Products. However, students will be doing revision of topics before commencing.

Subject content will include Electricity, Electronics, Systems and Force, CAD design and production, in both a theoretical and hands-on manner. This course would suit students interested in an engineering pathways, electrical b6ased trades or advanced manufacturing.

Topics may include:

- Introduction to Electronics – Theory and Practical
- Electrical wiring and soldering
- Electronic assembly and testing
- CAD design and systems- Autodesk Inventor
- 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 the major project 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 SACE Performance Standards.

Digital Design (Visual Arts - Design) A

Description

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

Digital Design A specifically focuses on Graphic Design.

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.

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 consists of the following components:

- Assessment Component 1: Folio 40%
- Assessment Component 2: Practical 30%
- Practice Assessment Component 3: Visual Study 30%

Digital Design (Visual Arts - Design) B

Description

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

Digital Design B may involve Architectural Design and Graphic Design.

Students may apply creative design techniques in the context of architectural design, and may 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 40%
- Assessment Component 2: Practical 30%
- Practice Assessment Component 3: Visual Study 30%

Digital Technologies

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

Digital technologies have changed the ways that people think, work, and live. The application of digital technologies can lead to discoveries, new learning, and innovative approaches to understanding and solving problems.

In Digital Technologies students create practical, innovative solutions to problems of interest. Students use computational thinking skills and strategies to identify, deconstruct, and solve problems that are of interest to them. Students develop and apply their skills in computational thinking and in program design.

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

Topics may include:

- Programming - Game design
- Advanced programming – Creating and RPG Game
- Advanced Game Features
- Exploring Eco Systems and Ethics

Assessment Students will be assessed on:

- An Investigation Task
- Two Programming/Data Tasks
- A Product Design Plan Task

Students are required to demonstrate evidence of their learning through Project Skills Tasks and Digital Solution(s) Tasks. Assessment will be based on the SACE Performance Standards.

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.

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.

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 each semester.

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

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.

Students may be in contact via email, with Indonesian students in a class at Suneri Loka, Kuta, a school in Bali, Indonesia.

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

Integrated Learning: Health/Psychology (Positive Psychology/Education) – Semester 2 only

Description Assumed Knowledge: There are no pre-requisites for this course, although an interest in Positive Psychology, health and wellbeing would be an advantage.

Students focus on developing self-awareness and effective coping strategies to enhance wellbeing, as well as develop resilience skills and positive attitudes towards creating healthy futures.

The Health/Psychology program is designed around the core concepts of:

- Ways of Defining Health (Media and stereotypes)
- Mental and Emotional Health
- Health and Relationships

Students investigate current health issues and trends utilising various resources including guest speakers, analysis of current media (print and visual), community health and wellbeing services and surveys with a focus on Wellbeing.

The program is designed to be completed within a semester based on the Positive Education R-12 focus of our site. Students will be exposed to a broad range of learning activities and tasks to cater for the diverse learning styles of our students.

The focus of the program is for students to be continually reflective on themselves while acknowledging and documenting their own personal growth. There will be opportunities for individual work, collaboration, large group work, class discussions and debate, high exposure to selected multimedia, guest speakers and interactive activities.

Assessment Assessment tasks will be completed using a range of modes in negotiation between the student and teacher to allow students to utilise their preferred learning strengths (e.g. written, oral, multimedia).

Issues Response: Media and Social Media	30%
Group Activity: Character Strengths	30%
Investigation: Personal Action/Reflection	40%

Further Information: This subject leads to the study of Stage 2 Integrated Learning: Health/Positive Psychology

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 to enhance student understanding of the role of law in creating and maintaining a functioning society and their opportunities to participate in this.

- Law and Society: an introductory topic to learn about law in Australia: the different types of law and their function.
- Law making: looks at how laws are made, different sources of law and how law affects our society
- Motorists and the Law: this examines legal issues around young people and driving and legal issues related to transport

Assessment

There will be a range of Formative and Summative tasks assessed according to the SACE Performance Standards for this course.

Skill and activities include: research reports, group work, oral presentations, debates, case study analysis and essay writing. 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:

- 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.
- Young People and the Law: this examines the rights of children and young people in our society.

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 assessed according to the SACE Performance Standards for this course.

Skills and activities may include: research reports, group work, oral presentations, debates, case study analysis and essay writing. 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 and Mathematical Methods in Stage 2. This prepares students for entry to tertiary courses requiring a specialised background in mathematics.

Students, who choose Mathematics A, will need to choose the two 10 credit Mathematics B & C 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, the following three topics are studied in Stage 1 Mathematics B (10 credit subject):
Topic 1: Further Trigonometry
Topic 2: Vectors in the Plane
Topic 3: Introduction to Differential Calculus

The Mathematics C Couse (10 credit subject), 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 C grade or better level. Essential Mathematics Stage 1 can lead to Essential Mathematics at Stage 2.

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 this topic students extend their skills in estimating, measuring, and calculating in practical situations. 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: Students should have completed Year 10 Mathematics at a C grade or better level.

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

There is an emphasis on consolidating students' computational and algebraic skills and expanding their ability t reason and analyse mathematically. Students will be expected to be able to calculate without a calculator, and t 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, surveyin design, and navigation. Students learn the derivation of the cosine rule, and the sine rule and use these to solve tw and three dimensional problems. The topic Linear functions and their graphs focus on developing mathematic models in contextual, numerical, graphical and, in particular, algebraic representations. Piece-wise linear and ste functions are investigated (eg income tax tables).

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

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

Music A & B (2 semesters)

Description

Assumed Knowledge: Students need to have studied and passed music from Years 8 to 10 with a C grade or better 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.

Music Experience is designed for students with emerging musical skills and provides opportunities for them to develop their musical understanding and skills in creating and responding to music. Students study topics including:

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

Students will engage in a variety of tasks including composing, arranging, transcribing, improvising, performing, music technology, music in contexts, music industry, and developing theory and aural skills.

Assessment

Students are assessed in two assessment types:

- Creative Works
- Musical Literacy

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

This can lead to studies of Stage 2 Music Explorations, Ensemble and Solo Performance.

Physical Education A

Description

Assumed Knowledge: In order to study this subject, students must have physical skills of a high order and they must be prepared to study theory concepts in order to complete assessment tasks.

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 a 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 topics include: Volleyball, Touch Football or Choice.

Theory (100%)

Assessment Type 1: Improvement Analysis (60%)

Assessment Type 2: Physical Activity Investigation (40%)

All theory concepts will relate to the human body, physical activity and biomechanics. There will be many situations where students will practically participate in an investigation/activity to better understand the theory content. This will include fitness testing, data collection and lab experiments. Summative assessment will be completed through connecting theory concepts with practical activities.

Each week will include both theory and practical sessions. 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.

Materials required: Display folder, Laptop, USB, Charger for each lesson, Exercise Book

Assessment

Students will provide evidence of their learning through three assessments. Each will be accompanied by data and a folio of evidence.

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.

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. This course (Semester 2) is highly recommended, but is not compulsory.

Practical topics include: Badminton, Basketball/Netball and Aquatics ($25.00)

Theory (100%)

Assessment Type 1: Improvement Analysis (60%)

Assessment Type 2: Physical Activity Investigation (40%)

All theory concepts will relate to the human body, physical activity and biomechanics. There will be many situations where students will practically participate in an investigation/activity to better understand the theory content. This will include fitness testing, data collection and lab experiments. Summative assessment will be completed through connecting theory concepts with practical activities.

Each week will include both theory and practical sessions.

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.

Materials required: Display folder, Laptop, USB, Charger for each lesson, Exercise Book

Assessment

Students will provide evidence of their learning through three assessments. Each will be accompanied by data and a folio of evidence.

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 C grade or higher in Year 10 Science and Maths is recommended with a preference to having completed Advanced Year 10 Science and/or Advanced Year 10 Maths. Students study Physics A & B as a full year course. A good pass in Physics A & B are prerequisites for Stage 2 Physics.

The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macro-cosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.

By studying physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies, and innovations.

Through further developing skills in gathering, analysing, and interpreting primary and secondary data to investigate a range of phenomena and technologies, students increase their understanding of physics concepts and the impact that physics has on many aspects of contemporary life.

Topics include:

- Linear Motion and Forces
- Waves
- Heat

Assessment

Assessment for both Stage 1 Physics units incorporates a range of practical exercises and reports, researc tasks, oral presentations, topic tests and examinations.

School-based Assessment 100%

- Assessment Type 1: Investigations Folio 50%
- Assessment Type 2: Skills and Applications Tasks 50%

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

Physics B

Description

Assumed Knowledge: A C grade or higher in Year 10 Science and Maths is recommended with a preference to having completed Advanced Year 10 Science and/or Advanced Year 10 Maths. Students study Physics A & B as a full year course. A good pass in Physics A & B are prerequisites for Stage 2 Physics.

In Physics, students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges. Students also pursue scientific pathways, for example, in engineering, renewable energy generation, communications, materials innovation, transport and vehicle safety, medical science, scientific research, and the exploration of the universe.

By exploring science as a human endeavour, students develop and apply their understanding of the complex ways in which science interacts with society, and investigate the dynamic nature of physics. They explore how physicists develop new understanding and insights, and produce innovative solutions to everyday and complex problems and challenges in local, national, and global contexts.

Topics include:

- Momentum and Energy
- Nuclear Physics
- Electricity

Assessment

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

School-based Assessment 100%

- Assessment Type 1: Investigations Folio 50%
- Assessment Type 2: Skills and Applications Tasks 50%.

Society and Culture (1 semester subject)

Description

Assumed Knowledge: A successful completion of Year 10 HASS at a C grade or higher will be an advantage.

This subject will be based on the Integrated Learning SACE structure. This course allows for student knowledge to be utilised more greatly in the classroom within a chosen topic outline.

The topic outline for this course is Cultural Awareness. Content will be divided between Australia's migration history and the power of storytelling in the student's culture.

Skills

Students will require competent literacy skills. Literacy and other chosen General Capabilities will be further developed as the course progresses. Research and collaboration skills are also essential components in this course and to be successful students must continue developing these skills. Students will be required to interview either family members or friends about culture, but also to work independently as necessary.

Assessment

There are three assessment tasks which are divided into three types;

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

These assessment tasks examine Application and Development, Inquiry and Reflection, Collaboration and Communication.

South Australian Secondary Training Academy (SAASTA) A (Aboriginal Students)

Description

The South Australian Secondary Training Academy (SAASTA) program is a full year subject where students complete Stage 1 Aboriginal Studies in Semester 1 and 2 for 20 SACE Credits.

In this subject, students are expected to:

- Reflect on learning from and with Aboriginal peoples, communities, and sources of Aboriginal voice
- Demonstrate knowledge and understanding of narratives as told by Aboriginal peoples
- Demonstrate knowledge and understanding of how the past influences the present
- Deconstruct and analyse experiences of significance to Aboriginal peoples and communities
- Evaluate and reflect on own respectful understandings.

Students may also have the option of completing a Certificate III in Sports and Recreation.

Assessment

This subject requires the completion of four components of the curriculum, including:

Creative Presentation (25%)

- Aboriginal Power Cup preparation 25%

Learning Journey (75%)

- Role Play of Aboriginal History in South Australia 25%
- Aboriginal History Timeline and its influence on a contemporary issue 30%
- Research on an Aboriginal organisation 20%

South Australian Secondary Training Academy (SAASTA) B (Aboriginal Students)

Description

The South Australian Secondary Training Academy (SAASTA) program is a full year subject where students complete Stage 1 Aboriginal Studies in Semester 1 and 2 for 20 SACE Credits.

In this subject, students are expected to:

- Develop and apply knowledge, concepts and skills to achieve a purpose;
- Identify and investigate information, ideas and skills from different perspectives, using a variety of sources;
- Work collaboratively with others;
- Demonstrate self-awareness in reflecting on learning;
- Communicate ideas and informed opinions;
- Develop and understand connections between the program focus and aspects of the capability in each chosen key area.

Assessment

This subject requires the completion of three components of the curriculum, including:

Practical (60%)

- Skill Development (15%)
- VX Sport GPS Tracker Training and Analysis (15%)
- Heart Rate Training and Analysis (15%)
- Cultural Activity with Year 12 students (15%)

Group Activity (20%)

- SAASTA Uni SA Shield Carnival

Folio and Discussion (20%)

- Presentation & Follow-up Discussion

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 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 3do 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, Basketball, Softball and Aquatics.

Theory (40%)

- Energy Sources for Physical Performance
- Applied Exercise Physiology
- Skill Acquisition
- Biomechanics
- 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. To study Stage 1 PE, Special Interest Focus, it is compulsory to study both Semester 1 and 2.

Tourism A

Description

Assumed Knowledge: Students should have successfully completed Year 10 HASS with a C grade or higher.

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.

Three following topics will be covered in this course:

- Investigating the History of Tourism
- Exploring Tourism in the Local Area
- Examining Local Impacts of Tourism
- Preparing for International Travel
- Understanding the Role of Organisations and Government in Tourism
- Examining Tourism and Technological Change
- Appreciating Tourism in Australia
- Investigating Tourism Markets
- Understanding Tourism and Natural Environments
- Tourism Industry Skills

Assessment

Formative tasks will aid in skills development while Summative assessment tasks are marked according the SACE Performance Standards include:

- Historical case study
- 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 (eg Adelaide Hills, Barossa Valley). This subject leads to the study of Year 12 Tourism.

Tourism B

Description

Assumed Knowledge: Students should have successfully completed Year 10 HASS at a C grade or higher. This subject develops an understanding of the nature of tourism on a local, national and world scale.

Three topics will be covered in this course. They will be selected from the following topics and will not be the same as Semester One:

- Investigating the History of Tourism
- Exploring Tourism in the Local Area
- Examining Local Impacts of Tourism
- Preparing for International Travel
- Understanding the Role of Organisations and Government in Tourism
- Examining Tourism and Technological Change
- Appreciating Tourism in Australia
- Investigating Tourism Markets
- Understanding Tourism and Natural Environments
- Tourism Industry Skills

Assessment

Assessment tasks include:

Formative tasks will aid in skills development while Summative assessment tasks are marked according the SACE Performance Standards include:

- A case study
- Source analysis
- Practical Activity- Full day tour and report
- Negotiated Investigation

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.

Stage 2 Subjects

Stage 2 English and Mathematics subjects were aligned to the Australian Curriculum in 2018. This process will continue in 2019. All subject assessments will be 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

Folio	30%
Practical	40%
Visual study (externally assessed)	30%

Biology

Description

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

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

The topics in Stage 2 Biology provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.

The three strands of science to be integrated throughout student learning are:

- science inquiry skills
- science as a human endeavour
- science understanding.

The topics for Stage 2 Biology are:

- Topic 1: DNA and proteins
- Topic 2: Cells as the basis of life
- Topic 3: Homeostasis
- Topic 4: Evolution

Assessment

Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	70%
• Assessment Type 1: Investigations Folio	30%
• Assessment Type 2: Skills and Applications Tasks	40%
External Assessment	30%
Assessment Type 3: Examination (2 hour)	30%

Chemistry

Location: UniSA Mawson Lakes

Description

Assumed Knowledge: B grade or better 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 subject is studied at UniSA Mawson Lakes Campus. Students have the unique opportunity to experience a university setting while studying Stage 2 Chemistry. Students will use high tech facilities and equipment, have opportunity to meet and work with highly skilled university staff and gain access to UniSA online and library resources.

The three strands of science to be integrated throughout student learning are:

- science inquiry skills
- science as a human endeavour
- science understanding.

The topics covered in Stage 2 Chemistry are:

- Topic 1: Monitoring the Environment
- Topic 2: Managing Chemical Processes
- Topic 3: Organic and Biological Chemistry
- Topic 4: Managing Resources.

Assessment

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

School-based Assessment	70%
Assessment Type 1: Investigations Folio	30%
Assessment Type 2: Skills and Applications Tasks	40%
External Assessment	30%
Assessment Type 3: Examination	30%

Students should provide evidence of their learning through eight assessments, including the external assessment component. Students undertake:

- at two practical investigations and one Science as a Human Endeavour investigations folio task
- at four 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

Community Studies A and B

Description

Assumed Knowledge: There are no prerequisites for this course.

Stage 2 Community Studies A and B 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 in Community Studies A

- 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

Community Studies B also offers students who have enrolled in a particular Board-accredited subject but are finding the subject challenging, the opportunity to remain in the original subject class, while approaching their learning in that subject area in a different way.

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

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, 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)

Cross-disciplinary Studies

Description

Assumed Knowledge: successful completion and a passing grade in 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 Commentaries	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.

Design and Technology-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 and safety in the use of metalworking machinery and hand tools 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.

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. Major projects may include; BBQ trollies, musical instrument storage, metal tables and benches or physical fitness equipment.

Topics covered include:
Workshop and power tool safety, welding equipment, Orthogonal Drawing, Australian drawing standards, project cost calculations, types of welding joints, welding positions, sheet metal processes, controlling distortion when welding, and metal finishing techniques.

Assessment

Students will be assessed on their, Materials Application Tasks, Specialised Skills Tasks, a Minor and Major Product, Folio and Production Records. 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 the major product. A deposit is required prior to starting.

Design and Technology- Material Products (Wood)

Description

Assumed Knowledge: While there are no perquisites for this subject, successful completion of Stage 1 Woodwork is desirable. A strong work ethic, a mature approach and the ability to demonstrate competence and safety in the use of woodworking machinery and hand tools 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.

The course involves theory and practical activities including the construction of framed and/or solid carcase furniture. The course also involves the understanding of modern and traditional assembly techniques, the use of jigs, appropriate 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, bedroom furniture etc.

Assessment

Students will be assessed on their; Materials Application Tasks, Specialised Skills Tasks, a Minor and Major Product, Folio and Production Records. 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 the major product. A deposit is required prior to starting.

Design and Technology – System and Control Products (Energy Technology)

Description

Assumed Knowledge: While there are no perquisites for this subject, successful completion of Stage 1 Energy Technology is desirable. A strong work ethic, a mature approach and the ability to demonstrate competence and safety in the use of a range of tools and machinery 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 accu3rately are important skills required for success in this course.

Students will be required to use a range of traditional and 21st century technologies, with a large portion of the course devoted to developing a comprehensive knowledge of the schools Computer Aided Design program, Autodesk Inventor. The course involves theory and practical activities, including the production of 3D printed designs using the schools 3D printers.

Projects may incorporate;

- Electrical wiring and soldering
- Electronic assembly and testing
- CAD design and systems- Autodesk Inventor
- Energy System Design
- 3D printing

Major Products are individually designed and negotiated with the teacher and the design process is thoroughly documented. Projects are often designed to meet an individual personal need with an emphasis placed on design and innovation.

Students will be assessed on their Materials Application Tasks, Specialised Skills Tasks, a Minor and Major Product, Folio and Production Records. Assessment will be based on Performance Standards developed by the SACE Board and all work will be moderated.

Assessment

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 the major product. A deposit is required prior to starting.

English

Description

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

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

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. They have opportunities to reflect on their personal values and those of other people by responding to aesth3etic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

Assessment

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

School Assessment

- Responding to Texts (30%)
- Creating Texts (40%)

External Assessment

- Comparative Analysis (30%)

Essential English

Description

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

This course would be suitable for students undertaking a Vocational Education Training pathway.
In this course students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

Essential EAL

Description

Assumed Knowledge: Successful completion of Essential EAL or EAL at Stage 1 to a minimum C standard over two semesters.

Essential EAL is for students for whom English is an additional language or dialect. This course is suitable for students planning to pursue a career in a range of trades or vocational pathways.

In this course students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Essential English and Stage 2 Essential EAL courses:

School Assessment
- Responding to Texts (30%)
- Creating Texts (40%)

External Assessment
- Language Study (30%)

English as an Additional Language (EAL)

Description

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

These students have had different experiences in English and one or more other languages. Students who study this subject come from diverse personal, educational, and cultural backgrounds.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 English as an Additional Language:

School Assessment
- Academic Literacy Study (30%)
- Responses to Text (40%)

External Assessment
- 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: Students are expected to purchase the fresh ingredients for their own food practicals.

Integrated Learning II – Biology Focus

Description

Assumed Knowledge: It is assumed that students entering this course will have a successful background in Science at Year 10. Study of Stage 1 Biology is highly recommended.

Integrated Learning program is undertaken by students allowing them to explore the links between aspects of students' lives and their learning.

The course is an adaptation of Stage 2 Biology course having the same rigour and level of expectations. It has a biological background focus. The program has been designed to be very student driven and allows flexibility in what students undertake as a part of their course.

Students apply their knowledge and skills to a real-world task and learning opportunity. Students develop communication and independent lifelong learning skills. The study of Integrated Learning can lead to courses in the vocational education and training (VET) and university sectors.

Opportunities are provided for students to develop in particular the capabilities of ***learning*** and ***communication through:***

- accessing, organising, and using information
- thinking and inquiring critically, ethically, and reflectively
- learning and applying knowledge and skills
- recognising how knowledge changes over time and is influenced by people.
- communicating for particular purposes and contexts
- communicating within and across cultures
- achieving literacy and numeracy, and using information and communication technologies
- expressing feelings, ideas, and opinions.

Because of the human awareness thread that runs through this program and the concerted effort to link discussion with current media items, students are able to recognise the clear connection between their studies and pertinent world issues.

There is an emphasis on the importance of being informed citizens when making decisions about biological issues. Students also have the opportunity to develop problem solving and other practical skills that are useful in a range of career pathways

Topics include:

- Macromolecules
- Cells
- Organisms
- Ecosystems

Assessment

School Based Assessment	70%
Practical	30%
Group Activity	20%
Folio and Discussion	20%
External Assessment	30%
Project	30%

Integrated Learning II – Health/Positive Psychology Focus

Description

Assumed Knowledge: Satisfactory completion of Integrated Learning: Health/Psychology at Stage 1.

This course focusses on Positive Psychology and builds on from the Stage 1 Health/Psychology course. It is designed around Positive Psychology framework.

The course is designed around the core concepts of:

- Reflection of own health and wellbeing
- The impact of relationships on wellbeing
- Increasing self-awareness
- Fixed and Growth Mindsets

- PERMA - Linking emotions and wellbeing
- Neuroplasticity
- Character Strengths
- Gratitude – Journal on personal growth, self-evaluation and successes
- Hope – The will and the way
- Perspective – Being mindfully aware of others and the world around us

The course is a full year subject and centres around the core concepts Positive Psychology/Positive Education. Students will be exposed to a broad range of learning activities and tasks to cater for the diverse learning styles of our students.

The focus is for students to be continually reflective on themselves while acknowledging and documenting their own personal growth. Throughout the course students will also analyse concepts, ideas, and skills connected to Positive Psychology and Positive Education.

There will be opportunities for individual work, collaboration, large group work, class discussions and debate, exposure to selected multimedia, guest speakers and interactive activities.

Assessment

School assessment (70%)
Assessment Type 1: Practical Inquiry (40%)
Assessment Type 2: Connections (30%)

External assessment (30%)
Assessment Type 3: Personal Endeavour (30%

Integrated Learning II: Stage Production Focus

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%)

Mathematical Methods

Description

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

This subject focuses on the development of mathematical skills and techniques that enable students to explore, describe, and explain aspects of the world around them in a mathematical way. Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that involve the use of statistics. When studying with Specialist Mathematics, it can be a pathway to engineering, physical science, and laser physics.

Stage 2 Mathematical Methods consists of the following six topics:

Topic 1: Further Differentiation and Applications
Topic 2: Discrete Random Variables
Topic 3: Integral Calculus
Topic 4: Logarithmic Functions
Topic 5: Continuous Random Variables and the Normal Distribution
Topic 6: Sampling and Confidence Intervals.

Assessment

School Assessment (70%)
Assessment Type 1: Skills and Applications Tasks (50%)
Assessment Type 2: Mathematical Investigation (20%)

External Assessment (30%)
Assessment Type 3: Examination (30%)

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

Mathematics Essential

Description

Assumed knowledge: Students should have successfully completed Pure Mathematics, Mathematics General or Mathematics Essential at Stage 1.

This subject prepares students for entry to a range of practical trades and vocations. In this subject students extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Essential Mathematics is suitable to students planning to pursue a career in a range of trades or vocations.

Stage 2 Essential Mathematics consists of the following six topics:

Topic 1: Scales, Plans, and Models
Topic 2: Measurement
Topic 3: Business Applications
Topic 4: Statistics
Topic 5: Investments and Loans
Topic 6: Open Topic

Students study five topics from the list of six topics above. All students must study topics 2, 4, and 5.

Assessment

School Assessment (70%)
Assessment Type 1: Skills and Applications Tasks (30%)
Assessment Type 2: Folio (40%)

External Assessment (30%)
Assessment Type 3: Examination (30%)

Mathematics General

Description

Assumed Knowledge: Students should have successfully completed (C grade or better) 2 units of Mathematics General or Pure Mathematics A, B or C at Stage 1.

This subject is designed for those students who wish to develop a strong understanding of the process of mathematical modeling and its application to problem-solving in everyday workplace contexts. General Mathematics prepares students for tertiary courses requiring a non-specialised background in mathematics.

Stage 2 General Mathematics consists of six topics:

1. Modeling with Linear Relationships
2. Modeling with Matrices
3. Statistical Models
4. Financial Models
5. Discrete Models
6. Open Topic

Students study five topics from the list of six topics above. All students must study topics 1, 3, 4, and 5.

Assessment

School Assessment (70%)
Assessment Type 1: Skills and Applications Tasks (40%)
Assessment Type 2: Mathematical Investigations (30%)

External Assessment (30%)
Assessment Type 3: Examination (30%)

Mathematics: Specialist - Location - UniSA Mawson Lakes

Description

Assumed Knowledge: High achievement (A or B grade) in Stage 1 Mathematics A, B and C

Students selecting this course will also select Mathematical Methods.

The topics in Stage 2 extend students' mathematical experience and their mathematical flexibility and versatility, in particular, in the areas of complex numbers and vectors. Specialist Mathematics topics provide different scenarios for incorporating mathematical arguments, proofs, and problem-solving. Specialist Mathematics can lead to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences.

Stage 2 Specialist Mathematics consists of the following six topics:

Topic 1: Mathematical Induction
Topic 2: Complex Numbers
Topic 3: Functions and Sketching Graphs
Topic 4: Vectors in Three Dimensions
Topic 5: Integration Techniques and Applications
Topic 6: Rates of Change and Differential Equations.

Assessment

School Assessment (70%)
Assessment Type 1: Skills and Applications Tasks (50%)
Assessment Type 2: Mathematical Investigation (20%)

External Assessment (30%)
Assessment Type 3: Examination (30%)

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.

Music

Description

Assumed Knowledge: Students need to have studied and passed music from Years 8 to 11 with a C grade or better to study Year 12 Music successfully.

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 where students develop and extend their practical music-making skills through performing works in an ensemble. They apply their musical understanding, skills, and techniques in refining and performing music. Students analyse their repertoire, and critique strategies to rehearse and develop their performances, and contribute and collaborate as effective members of an ensemble. They apply their knowledge and understanding of the style, structure, and conventions appropriate to the repertoire, in developing and refining their musical performances, their musical imagination, and their own ideas about and appreciation of music.

Assessment

Performance 1	30%
Performance 2 and Discussion	40%
Performance Portfolio	30%

Music Explorations:

Music Explorations is a 20-credit subject that emphasises learning through exploring and experimenting with music. Through exploration of musical styles and influences, the elements of music, and how music is made, students process and synthesise the key learning that has taken place. Students develop musical literacy and engage critically and creatively with music through responding to their own and others' works. This subject is flexible in its design, allowing individual and collaborative exploration options in performing, composing, arranging and exploring music technology. Through practical application of their understanding of musical elements, students learn to analyse and deconstruct music, manipulate sound and create musical works that express their ideas and emotions.

Further Information: Students may be required to attend a live performance as part of their musical literacy assessment, covering the cost of their ticket.

Assessment:

Musical Literacy	30%
Explorations	40%
Creative Connections	30%

Solo Performance:

Solo Performance is a 10-credit subject where students develop and extend their practical music-making skills through performing works for instrument(s) and/or voice. They apply their musical understanding, skills, technique, and accuracy in refining and performing music, and in developing stage presence and skills in engaging an audience. Students analyse their chosen repertoire, and critique strategies to develop their performances, and reflect on and evaluate their performances as a soloist. They apply their knowledge and understanding of the style, structure, and conventions appropriate to their chosen repertoire, in crafting their musical performances, developing their musical imagination, and in communicating their own ideas about and appreciation of music.

Assessment

Performance 1	30%
Performance 2 and Discussion	40%
Performance Portfolio	30%

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 in Stage 1 with at least a 'B' grade average. 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.

School Based Assessment (70%)
Students study theory topics such as: exercise physiology, physical activity, skill acquisition and biomechanics of movement. These concepts will then be connected to practical experiences to form summative assessment.

Practical topics include: Volleyball, Badminton and Aquatics.

External Assessment (30%)
Group Dynamics Task.

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 Based Assessment (70%): practical participation, assignments, laboratories, folio and reports.
- External Assessment (30%): Group dynamics tasks – creation or participation in sports competition.

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 sessions. The cost of the Aquatics unit including instructor and bus hire is $50.00.

Physics

Location: Uni.SA - Mawson Lakes

Description

Assumed Knowledge B grade or better achievement in both Stage 1 Physics units is essential. This course requires students to have a good understanding of mathematics, especially rearranging equations and 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.

Students have the unique opportunity to experience a university setting while studying Stage 2 Physics. Students will use high tech facilities and equipment, have opportunity to meet and work with highly skilled university staff and gain access to UniSA online and library resources.

The three strands of science to be integrated throughout student learning are:

- science inquiry skills
- science as a human endeavour
- science understanding.

The topics covered in Stage 2 Physics are:

- Topic 1: Motion and relativity
- Topic 2: Electricity and magnetism
- Topic 3: Light and atoms.

Assessment

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 assessments, including the external assessment component. Students complete:

- at least two practical investigations
- one investigation with a focus on science as a human endeavor
- one examination

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

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. There are 7 tasks in total, including an external Investigation. 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%

South Australian Secondary Training Academy (SAASTA) (Aboriginal Students)

Description

The South Australian Secondary Training Academy (SAASTA) program is a full year subject where students complete Stage 2 Integrated Learning for 20 SACE Credits.

In this subject, students are expected to:

- Provide evidence of leadership;
- Reflect and Evaluate their performance in regards to one or more of the Capabilities;
- Plan a Portfolio for future success;
- Work collaboratively with others; Develop and apply knowledge to new situations;
- Make connections between cultural events;
- Show an understanding of the role sport plays in Aboriginal culture;

Students may also have the option of completing a Certificate III in Sports and Recreation.

Assessment

This subject requires the completion of three components of the curriculum, including:

Practical enquiry (40%)

- My Culture 15%
- SETUP Exit Folder 25%

Connections (30%)

- APC Leadership 20%
- Lead Role Play 10%

Personal Endeavour (30%)

- Sport/Culture Report

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 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.

Three topics will be studied from the selection below:

- Applications of Technology in Tourism
- The Economics of Tourism
- Establishing a Tourism Venture
- Indigenous People and Tourism
- Management of Local Area Tourism
- The Impacts of Tourism
- Marketing Tourism
- Special Interest Tourism
- Responsible Travel
- The Role of Governments and Organisations in Tourism
- Tourism Industry Skills

Further Information: Students participate in the following subsidised excursions:

- Monarto Zoo and Royal Adelaide Show

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

Assessment

Students are required to complete 6 summative tasks. These are derived from the following:

School Assessment (70%)
Assessment Type 1: Folio (20%)
Assessment Type 2: Practical Activity (25%)
Assessment Type 3: Investigation (25%)

External Assessment (30%)
Assessment Type 4: Examination (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.

Certificate I In General Construction (Plumbing)

Stage 1 Length: 1 Year

Description This course is endorsed by the Master Plumbers SA (MPSA) 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 Effectivelyand 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

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 Handing 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 a range of fast food items
- preparing sandwiches
- preparing appetisers and salads
- preparing hot and cold desserts
- preparing breakfast items
- 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.

Certificate III In Hospitality (Front of House 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 waiter/waitress.

Topics covered include;

- WHS in the hospitality industry
- hygiene procedures
- preparing and serving espresso coffee
- communication in Hospitality
- cleaning and maintaining premises
- working as part of a team

Assessment Training and assessment will occur at school and on a work site when on Work Placement

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July 2019

Government of South Australia
Department for Education and Child Development