Our Mission

“At St Columba College, we are committed in our mission to bring about a world that God wants for each individual and family; a world where each person is deeply respected, valued and cared for. This mission is central to who we are as a school community and underpins our teaching, programs, relationships, structures and decisions.”

Ms Leanne Carr Principal

Our Vision for Learning

Empowering Compassionate Global Citizens

We engage all students in an educational program which creates opportunities for them to learn in appropriate, relevant and real world contexts, equipping them with skills for the future. Our pastoral care approach enables each child to connect and belong while being supported through a framework of positive education.
Welcome from the Head of Senior School

Welcome to the 2019 Subject Selection process. The Senior School Curriculum Handbook will be your point of reference as you go through each stage of this very important process. SACE (South Australian Certificate of Education) is the level where our vision for learning, Empowering Compassionate Global Citizens, takes on a fuller meaning; it is at SACE where students begin to face adult decisions regarding their future, responsibilities, and their place in the world.

This handbook is designed to assist students and their families in making decisions about subject choices for Years 10, 11 and 12, by providing information regarding curriculum options and future pathways. In conjunction with this handbook, students will engage with a subject-counselling program during Kinship lessons aimed to provide students with opportunities to evaluate their skills and abilities, and align them with their goals and aspirations.

It is essential that you choose subjects that:

• Suit your learning and interests
• May lead to an appropriate higher level of study or vocational avenue, which, in turn, will lead to an appropriate life pathway.

Various members of the College will be on hand to provide support throughout the subject selection process. Students and their families are encouraged to discuss subject selection with the Subject Counselling team (SACE & VET Coordinator, Futures Counsellor, Assistant Principal – Learning & Teaching, Head of Senior School, and the Deputy Principal). You may also talk with a Kinship teacher, subject teacher or Learning Area Leader. These support people are available to assist with information regarding subject selection and future planning.

We look forward to meeting students and families at the counselling sessions and advise you to consider carefully the information provided in the handbook before you attend the counselling.

Best wishes for your SACE studies at St Columba College.

Mr Louis de Jager
Head of Senior School
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ PASTORAL CARE ]</td>
<td>8</td>
</tr>
<tr>
<td>Religious Education</td>
<td>8</td>
</tr>
<tr>
<td>Kinship</td>
<td>8</td>
</tr>
<tr>
<td>[ STEM ]</td>
<td>9</td>
</tr>
<tr>
<td>[ SACE ]</td>
<td>10</td>
</tr>
<tr>
<td>Current SACE Requirements</td>
<td>10</td>
</tr>
<tr>
<td>Stage 1</td>
<td>10</td>
</tr>
<tr>
<td>Personal Learning Plan (PLP)</td>
<td>10</td>
</tr>
<tr>
<td>Literacy and Numeracy</td>
<td>11</td>
</tr>
<tr>
<td>Assessment</td>
<td>11</td>
</tr>
<tr>
<td>Stage 2</td>
<td>11</td>
</tr>
<tr>
<td>Research Project</td>
<td>11</td>
</tr>
<tr>
<td>Other Requirements</td>
<td>11</td>
</tr>
<tr>
<td>Assessment</td>
<td>11</td>
</tr>
<tr>
<td>Community Studies</td>
<td>11</td>
</tr>
<tr>
<td>VET as a part of SACE</td>
<td>11</td>
</tr>
<tr>
<td>[ VOCATIONAL EDUCATION AND TRAINING ]</td>
<td>12</td>
</tr>
<tr>
<td>VET in SACE</td>
<td>12</td>
</tr>
<tr>
<td>VET towards SACE Credits</td>
<td>12</td>
</tr>
<tr>
<td>Achieving an ATAR using VET</td>
<td>12</td>
</tr>
<tr>
<td>How much does VET cost?</td>
<td>12</td>
</tr>
<tr>
<td>A VET course might be a good choice</td>
<td>12</td>
</tr>
<tr>
<td>How do I apply for VET?</td>
<td>12</td>
</tr>
<tr>
<td>[ HIGHER EDUCATION REQUIREMENTS ]</td>
<td>13</td>
</tr>
<tr>
<td>University and TAFE Entry</td>
<td>13</td>
</tr>
<tr>
<td>University Entry</td>
<td>13</td>
</tr>
<tr>
<td>Assumed Knowledge</td>
<td>13</td>
</tr>
<tr>
<td>TAFE Entry</td>
<td>13</td>
</tr>
<tr>
<td>[ POST-SECONDARY PATHWAYS ]</td>
<td>14</td>
</tr>
<tr>
<td>Website Links</td>
<td>14</td>
</tr>
<tr>
<td>[ SUBJECT COUNSELLING PROCESS ]</td>
<td>14</td>
</tr>
<tr>
<td>[ SUBJECT SELECTION PROCESS ]</td>
<td>15</td>
</tr>
<tr>
<td>[ SUBJECT SELECTION TIMELINE 2018 ]</td>
<td>16</td>
</tr>
<tr>
<td>[ SENIOR CURRICULUM AT A GLANCE ]</td>
<td>17</td>
</tr>
<tr>
<td>Year 10 SUBJECTS</td>
<td>18</td>
</tr>
<tr>
<td>Year 11 SUBJECTS</td>
<td>42</td>
</tr>
<tr>
<td>Year 12 SUBJECTS</td>
<td>76</td>
</tr>
<tr>
<td>[ HIGHER EDUCATION REQUIREMENTS ]</td>
<td>13</td>
</tr>
<tr>
<td>University and TAFE Entry</td>
<td>13</td>
</tr>
<tr>
<td>University Entry</td>
<td>13</td>
</tr>
<tr>
<td>Assumed Knowledge</td>
<td>13</td>
</tr>
<tr>
<td>TAFE Entry</td>
<td>13</td>
</tr>
<tr>
<td>[ POST-SECONDARY PATHWAYS ]</td>
<td>14</td>
</tr>
<tr>
<td>Website Links</td>
<td>14</td>
</tr>
<tr>
<td>[ SUBJECT COUNSELLING PROCESS ]</td>
<td>14</td>
</tr>
<tr>
<td>[ SUBJECT SELECTION PROCESS ]</td>
<td>15</td>
</tr>
<tr>
<td>[ SUBJECT SELECTION TIMELINE 2018 ]</td>
<td>16</td>
</tr>
<tr>
<td>[ SENIOR CURRICULUM AT A GLANCE ]</td>
<td>17</td>
</tr>
<tr>
<td>Year 10 SUBJECTS</td>
<td>18</td>
</tr>
<tr>
<td>Year 11 SUBJECTS</td>
<td>42</td>
</tr>
<tr>
<td>Year 12 SUBJECTS</td>
<td>76</td>
</tr>
</tbody>
</table>
RELIGIOUS EDUCATION

Our vision is to create a learning environment which empowers compassionate, global citizens and resonates culturally and deeply for students. In each learning area, across the whole life of the College and in partnership with families, each of us discovers the love of God which is revealed in Christ, proclaimed by the Anglican and Catholic faith and lived by all people of good will.

Our primary goal is to educate students spiritually, intellectually, emotionally and physically to meet life’s challenges.

We promote an atmosphere conducive to inspiring students to recognise and attain their goals through the development of their God-given talents and abilities.

This is enhanced by:

• A Religious Education program that explores the traditions of the Anglican and Catholic faith, and other religions.
• The impact of religion on Australian society and medical/environmental issues.
• Fundraising activities to support social justice projects.
• Celebration of special events/days with liturgy and prayer.
• Experiencing times of stillness and silence through guided and Christian meditation.
• College policies that are underpinned by the charism of the Anglican and Catholic faith.

KINSHIP

Kinship is a central element in all human societies, creating a sense of belonging within a community. Kinship was at the heart of Saint Columba, the College’s patron saint, and his Iona community, bringing the individuals of the faith community together to establish relationships among them no matter how far they travelled in spreading the Word of God.

The College established Kinship in 2017 so that all students within our community have a place where they are valued, have a strong connection with others and a sense of purpose at school and in the wider community.

Senior School students belong to one of eight Houses. A House identity provides students with many opportunities to develop close and supportive relationships with peers across Years 10 to 12. Kinship assists students in adjusting to Senior School life promoting intellectual, social, moral, spiritual and cultural development and wellbeing through distinctive programs and activities in a safe and supportive school environment.

Students engage in regular Kinship lessons across the week. During this time they explore curriculum with a primary focus on Positive Education. These scientifically tested skills of wellbeing are taught so that our College community, and all individuals within it, have every opportunity to flourish. This strengths-based approach focuses on developing emotional intelligence, mental toughness, positive health, gratitude and mindfulness. These domains lead to greater motivation, engagement and persistence in work and learning, leading to improved performance and academic outcomes, relationships and success in life.

Along with this, the Kinship classroom focuses on:

• creating a sense of belonging through team building activities;
• providing guidance regarding study patterns, peer relations, post-school pathways and opportunities;
• enabling early intervention in identifying and dealing with the specific needs of each student;
• engaging in Peer Support Programs;
• developing skills and knowledge in order to prevent or address specific problems, such as bullying, bouncing back from adversity and safe, positive relationships;
• tracking individual student progress;
• celebrating individual and House achievements and contributions.

Kinship classes are an integral part of the overall approach to student academic wellbeing in our Senior School. The welfare and development of the student is under the care of their House Tutors, who they work with for their entire time within the senior years, along with their House Leaders. In partnership with parents and caregivers, we aim to support students through the rapid emotional, physical and intellectual changes while progressing from adolescence to adulthood.
STEM

Science, Technology, Engineering and Mathematics (STEM) are an inherently interrelated set of disciplines. Nationally it has been identified that there is a decline and a deficit in the number of people working in roles requiring the use of these STEM skills.

The employment industry is changing, the focus for employment is less and less about knowledge. Adaptability and transferable skills are far more valuable to employers than just knowing the content of a text book. Of particular significance is the growth of areas of employment that rely on STEM related skills. Engineering, public planning and most tech related industries value problem solving skills, creativity, collaboration and a vision to look beyond the immediate challenge extremely highly. Additionally, some of the quickest growing careers today in fields such as artificial intelligence and robotics, include 3D printing technicians, drone programmers and VR experience designers. These careers did not exist 5-10 years ago.

Building adaptable skills as well as technical knowledge is essential to the employability of our students in the future.

Our College’s vision for learning is ‘Empowering Compassionate Global Citizens’. This links with the Australian Government’s Key Objective for STEM education, to create ‘A Better Australia’ noting five areas of specific challenge:

• Living in a changing environment;
• Promoting population health and wellbeing;
• Managing our food and water assets;
• Securing Australia’s place in a changing world;
• Lifting productivity and economic growth.

At St Columba College we attempt to bridge these two ideas with programs that focus on skill development with a use of Technology & Engineering work flows to solve problems and address challenges while applying the skills and knowledge of Science and Mathematics. This is done through both STEM specific lessons and projects, and incorporating these processes and skills into Science, Mathematics and Technology classes.

STEM at St Columba College aims to build the capacity of students to problem solve, use initiative, collaborate with peers and see challenge as an opportunity.
CURRENT SACE REQUIREMENTS

To attain the SACE, students generally complete two years of full time study, broken into two stages:

- Stage 1, usually studied in Year 11, apart from the Personal Learning Plan (PLP), which students complete in Year 10;
- Stage 2, usually studied in Year 12.

Successful completion of a subject or course will earn students ‘credits’ towards the SACE, with a minimum of 200 credits required to gain the certificate. In most cases, a one semester course will earn students 10 credits, whereas a full year subject will earn student 20 credits.

Students are awarded grades from A to E for each Stage 1 subject, and from A+ to E- at Stage 2. For compulsory subjects, students need to achieve a C grade or better.

The compulsory subjects are:

- Personal Learning Plan (10 credits at Stage 1);
- Literacy – at least 20 credits from a range of English courses (Stage 1);
- Numeracy – at least 10 credits from a range of Mathematics courses (Stage 1);
- Research Project (10 credits at Stage 2);
- Other Stage 2 subjects totalling at least 60 credits.

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects, or SACE Board-accredited courses (such as VET or community learning) of a student's choice.

At St Columba College, students undertake school compulsory subjects as part of their SACE pattern:

- An additional 10 credits of Mathematics at Stage 1;
- Religion Studies (10 credits at Stage 1);
- Research Practices (10 credits at Stage 1).

STAGE 1

Personal Learning Plan

Stage 1 of the SACE begins with the Personal Learning Plan (PLP), which St Columba College offers as a Year 10 subject. The PLP helps students to plan for their future, including subjects they will study in Stage 1 and Stage 2, and possible career choices and other goals.

Students must earn a C grade or better to achieve 10 Stage 1 credits in the PLP, which is a compulsory subject of the SACE.

For more information about the PLP, refer to page 19.
**Assessment**

At Stage 2, assessment is 70 per cent school-based, with the remainder assessed externally by the SACE Board. These external assessments vary according to subject requirements, and include examinations and investigations. The SACE Board moderates all subjects' school-based assessments to ensure consistency in marking against the relevant performance standards.

**Community Studies**

Community Studies is a program of learning that is designed to meet the diverse learning needs and styles of students. An individual program of learning for each student is developed that is based on the learning in a SACE subject. Community studies is based on the assumption that students will benefit from opportunities to be involved in the planning and direction of their learning, and that they will be able to successfully use the community as a resource. In this way, students will show evidence of learning against some of the requirements of the selected Stage 2 subject, and will also demonstrate learning through a community application activity that is based on the subject.

Community Studies at St Columba College is offered on an individual basis.

**VET AS PART OF SACE**

Vocational Education and Training (VET) pathways are available as recognised learning within the SACE framework. It is possible for up to 150 SACE credits at Stage 1 and/or Stage 2 to be used to achieve the SACE.

For more information about VET as part of SACE, refer to page 12.

For further information regarding SACE, visit [www.sace.sa.edu.au](http://www.sace.sa.edu.au) or contact the College's SACE Co-ordinator, Miss Eloise Sheridan.
VOCATIONAL EDUCATION AND TRAINING (VET)

VET IN SACE

Vocational Education and Training (VET) enables students to acquire skills and knowledge for work through a training package or accredited course. VET operates through a national training system, and is delivered, assessed and certified by Registered Training Organisations (RTOs).

The SACE is designed to give students increased flexibility, including greater opportunities to have diverse forms of learning and achievement recognised. The SACE enables students to include a significant amount of VET in their SACE studies. Students can gain recognition for up to 150 SACE credits at Stage 1 and/or Stage 2 for successfully completed VET.

These recognition arrangements help students to build coherent pathways in the SACE through VET, and encourage students to complete, or make significant progress towards completing, VET qualifications while completing the SACE.

HOW DOES VET CONTRIBUTE TOWARDS SACE CREDITS?

Students can gain SACE credits for the successful completion of VET qualifications or units of competency. A student will earn 10 SACE credits for the successful completion of 70 nominal hours of VET, up to the maximum number of credits allocated to each qualification, passed and completed. A student will earn 5 SACE credits for the successful completion of 35 nominal hours of VET.

ACHIEVING AN ‘AUSTRALIAN TERTIARY ADMISSION RANK’ (ATAR) USING VET

Universities may accept a completed Certificate III or higher as the fourth 20 credit option for calculation of the ATAR for university entrance. No individual VET units of competencies will contribute to the calculation of an ATAR or TAFE SA selection score.

HOW MUCH DOES VET COST?

The cost of VET courses will vary depending on the course and whether it is a semester or full-year course and/or a full or partial certificate. Some courses are eligible to receive government assistance under the government Work Ready Scheme. Government subsidies can range from 100% to nil. For full fee paying VET courses, St Columba College students and their families are responsible for the payment of VET fees. The College, however, is committed to supporting students and their families, and will rebate 75% of the VET fee up to a maximum of $2,000 per student.

A VET COURSE MIGHT BE A GOOD CHOICE IF YOU SATISFY EACH OF THE FOLLOWING:

- You have a clear idea about your career pathway and the course is going to give you skills and a qualification towards your goal.
- You have a real talent and interest in that particular practical area.
- You are good at managing your time, staying organised and learning independently. Students who do VET courses often miss a large number of lessons in other subject areas and missed work needs to be completed in study time at school and at home.

HOW DO I APPLY FOR VET?

Students who are interested in undertaking a VET course need to contact the Futures Counsellor, Mr Shane Dowling, who will discuss your options. If a suitable course is identified, you will then work with the SACE and VET Coordinator, Ms Eloise Sheridan, to enrol and begin study.
HIGHER EDUCATION REQUIREMENTS

UNIVERSITY AND TAFE ENTRY

Comprehensive information is available from the South Australian Tertiary Admissions Centre (SATAC) and is detailed in the booklet, Tertiary Entrance in South Australia and the Northern Territory 2018, 2019, 2020. Information is also available on the SATAC website by visiting www.satac.edu.au

UNIVERSITY ENTRY

In brief, students applying for university entry in 2018 and beyond must:

• Complete the SACE;
• Complete at least 90 credits of SACE Stage 2 subjects of which at least 60 credits must be 20-credit (three full year subjects) Tertiary Admissions Subjects (TAS) - for details of the remaining 30 credits, see the SATAC Tertiary Entrance booklet;
• Complete any prerequisite subject requirements for their chosen university course I obtain an Australian Tertiary Admission Rank (ATAR);
• Avoid precluded subject combinations.

For further information regarding university courses visit their websites:

University of Adelaide: www.adelaide.edu.au
University of South Australia: www.unisa.edu.au
Flinders University: www.flinders.edu.au

Note: Stage 2 Community Studies cannot be used to gain University entry.

ASSUMED KNOWLEDGE

Many university courses/programs recommend that commencing students have background knowledge in one or more specified Stage 1 or Stage 2 subjects or have an identified skill which will enhance the student's understanding of the course/program content. This is known as assumed knowledge.

Assumed knowledge is not compulsory and is not used in the selection process for entry to university courses/programs. Statements of assumed knowledge are intended purely to assist students in understanding course/program content and to allow them to make subject choices which may be of benefit to them in their future tertiary studies.

TAFE ENTRY

Completion of the SACE can meet the Minimum Entry Requirements for most of TAFE SA courses. TAFE also considers a variety of other qualifications in its entry and selection processes.

Minimum Entry Requirements differ according to the level of the TAFE course.

For Certificate I level courses there are no Minimum Entry Requirements. For entry to Certificate II level courses students must:

• Meet a literacy standard by successfully completing 20 credits of Stage 1 English, or the equivalent;
• Meet a numeracy standard by successfully completing 10 credits of Stage 1 Mathematics, or the equivalent.

For entry to Certificate III and higher students must achieve the SACE and obtain a TAFE Selection Score. To gain a TAFE Selection Score students must:

• Have completed 60 credits of Tertiary Admissions Subjects, or 40 credits of Tertiary Admissions Subjects and 20 credits of Recognised Subjects;
• Comply with rules regarding precluded combinations (two subjects are considered a precluded combination if they are defined by TAFE SA as having significant overlap in content – check the SATAC tertiary entrance booklet for details).

There are other ways to meet Minimum Entry Requirements for Certificate II and above. For full details go to www.tafesa.edu.au
WEBSITE LINKS

The following links may provide additional information about the Tertiary, Vocational Education and Training (VET) and employment sectors within South Australia and Australia.

The SACE Board of South Australia
- http://www.sace.sa.edu.au

General Career Exploration
- Job Outlook - https://joboutlook.gov.au

South Australian Tertiary Websites
- Flinders University - http://www.flinders.edu.au
- Torrens University - http://www.torrens.edu.au
- University of Adelaide - http://www.adelaide.edu.au
- University of South Australia - http://www.unisa.edu.au

Tertiary Admission Centres
- SATAC SA & NT - http://www.satac.edu.au
- TISC Western Australia - http://www.tisc.edu.au/static/home.tisc
- UAC NSW & ACT - http://www.uac.edu.au
- UTAS Tasmania - http://www.utas.edu.au
- VTAC Victoria - http://www.vtac.edu.au

Vocational Education & Training
- Skills for All - http://www.skills.sa.gov.au
- TAFE SA - http://www.tafesa.edu.au
- TGA - http://www.training.gov.au
- Training Guarantee for SACE Students (Skills for All) - http://www.skills.sa.gov.au/training-learning/training-for-school-students/training-guarantee-for-sace-students

SUBJECT COUNSELLING PROCESS

The subject selection process will involve the completion of a subject counselling unit during Kinship lessons together with attendance at the Careers Expo which also incorporates the subject selection information sessions.

In selecting your subjects you should:

**Read through this booklet thoroughly.**

Read the description and assessment details of each subject offered. Ensure you obtain clarification about any aspect you don’t understand.

Be realistic. Consider:

- Your ability to cope with academic content of the subject.
- How much satisfaction and enjoyment you get from a subject. You are more likely to do well in the subjects you enjoy.
- Your proven performance in related subjects in the past.
- Your level of commitment to study. Your ability and attitude to study are unlikely to change significantly and choosing a course within your capabilities may well be the key to your success in the future.
- What has your previous school reports shown.

Talk to others:

- Talk to your previous teachers they know you best and can advise you on your capabilities and seek their recommendations.
- Discuss subject selection with your parents, friends, relatives and employers in the areas you are interested in.

Be informed:

Choosing subjects may be difficult, but must be based on as much information as possible.
This Curriculum Handbook is intended to assist you through the subject selection process and provide information about the diverse range of subject offerings at St Columba College. This handbook provides descriptions of each subject together with an overview of the subject selection process and information about SACE achievement and further study requirements.

You are strongly advised to make use of the many resources available as you work through the subject selection process. In addition to the information presented in this handbook, students will receive a Subject Selection Manual together with the opportunity to attend the Futures & Careers Expo.

Students will also access the Subject Counselling team which includes:

- Mr Louis de Jager - Head of Senior Schol
- Mr Shane Dowling - Futures Counsellor
- Miss Eloise Sheridan - SACE Co-ordinator
- Mr Wayne Gladigau - Deputy Principal
- Mr Daniel Stratford - Assistant Principal
- House Leaders
- Kinship Teachers.

### STEP 1

Work through the Subject Counselling Manual and complete each section. Have it signed off by a parent and Kinship teacher.

Your manual will include worksheets for you to consider:

- Your capabilities and performance in subjects you are currently studying;
- Your ambitions and future careers;
- Your interests in content of the subjects;
- Your PLP information: suitability to particular career pathways;
- SACE Pattern;
- Information from Futures & Careers Expo and Subject Selection Information Night;
- Pre-requisites from other subjects together with pre-requisites of tertiary courses;
- Advice from teachers and the Careers Counselling team.

### STEP 2

- Students will complete a subject selection paper form. Current teacher recommendations are required for each desired subject.

### STEP 3

- Once all recommendations have been complete, students will enter their choices into Web preferences.

### STEP 4

- Students and parents will be invited to make a subject counselling interview time to discuss the suitability of subject choices in light of career ambitions, capabilities and achievement. Parent attendance is recommended.

### STEP 5

- Success of your first choice selections will be advised or if further re-counselling is required.

Please note:

- Recommendations are required to study a subject.
- Subject selection is required for both Semester 1 and 2.
- Some subjects may not run in 2019 due to low numbers in student choice. Re-counselling will be offered should this effect selections.
- Changes to subjects mid year can only be requested by students for valid academic reasons at the end of Term 2 or at the very start of Term 3.
SUBJECT SELECTION TIMELINE 2018

- **July 25**: Counselling Unit Begins
- **Aug 7**: Student Subject Recommendations Completed
- **Aug 8**: ST COLUMBA COLLEGE FUTURES & CAREERS EXPO & SUBJECT SELECTION INFORMATION EVENING
- **Aug 9**: Web Preferences Opens
- **Aug 17**: Web Preferences Closes
- **Aug 20**: SOBS Opens for Subject Selection Counselling Bookings
- **Aug 27**: SOBS Closes
- **Aug 29-30**: Years 10 & 11 Subject Counselling Days
## SENIOR CURRICULUM AT A GLANCE

<table>
<thead>
<tr>
<th>LEARNING AREA</th>
<th>YEAR 10</th>
<th>STAGE 1</th>
<th>STAGE 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THE ARTS</strong></td>
<td>Art</td>
<td>Visual Art</td>
<td>Visual Art</td>
</tr>
<tr>
<td></td>
<td>Drama</td>
<td>Drama</td>
<td>Drama</td>
</tr>
<tr>
<td></td>
<td>Music</td>
<td>Music</td>
<td>Music</td>
</tr>
<tr>
<td><strong>BUSINESS, ENTERPRISE AND TECHNOLOGY</strong></td>
<td>Business &amp; Enterprise Design &amp; Technology</td>
<td>Business &amp; Enterprise Material Products</td>
<td>Business &amp; Enterprise Material Products</td>
</tr>
<tr>
<td><strong>CROSS DISCIPLINARY STUDIES</strong></td>
<td>Personal Learning Plan (PLP)</td>
<td>Research Practices Workplace Learning</td>
<td>Research Project Workplace Practices</td>
</tr>
<tr>
<td><strong>ENGLISH</strong></td>
<td>English</td>
<td>English Literary Studies Essential English</td>
<td>English Literary Studies Essential English</td>
</tr>
<tr>
<td><strong>HEALTH AND PHYSICAL EDUCATION</strong></td>
<td>Food &amp; Hospitality Outdoor Education Physical Education</td>
<td>Child Studies Food &amp; Hospitality Outdoor Education Physical Education Sports Studies</td>
<td>Child Studies Food &amp; Hospitality Physical Education Sports Studies</td>
</tr>
<tr>
<td><strong>HUMANITIES AND SOCIAL SCIENCE</strong></td>
<td>Geography</td>
<td>Geography</td>
<td>Geography</td>
</tr>
<tr>
<td></td>
<td>History</td>
<td>History</td>
<td>History</td>
</tr>
<tr>
<td></td>
<td>Media Studies</td>
<td>Society and Culture Tourism</td>
<td>Society and Culture Tourism</td>
</tr>
<tr>
<td><strong>LANGUAGES</strong></td>
<td>Indonesian</td>
<td>Indonesian</td>
<td>Indonesian</td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td>General Mathematics</td>
<td>Essential Mathematics General Mathematics</td>
<td>Essential Mathematics General Mathematics</td>
</tr>
<tr>
<td></td>
<td>Mathematical Methods Logic Puzzles</td>
<td>Mathematical Methods Specialist Mathematics</td>
<td>Mathematical Methods Specialist Mathematics</td>
</tr>
<tr>
<td><strong>RELIGIOUS EDUCATION</strong></td>
<td>Religious Education</td>
<td>Religious Education</td>
<td>Religious Education Religion Studies</td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td>Science Innovation</td>
<td>Biology Chemistry Psychology Physics Scientific Studies</td>
<td>Biology Chemistry Psychology Physics Scientific Studies</td>
</tr>
</tbody>
</table>
# Year 10 Subjects

## [ THE ARTS ]
- Art A .......................................................... 20
- Art B .......................................................... 20
- Drama A ................................................... 21
- Drama B ................................................... 21
- Music A ..................................................... 22
- Music B ..................................................... 22

## [ BUSINESS ENTERPRISE AND TECHNOLOGY ]
- Business & Enterprise A .................................. 23
- Business & Enterprise B .................................. 23
- Design & Technology A .................................. 24
- Design & Technology B .................................. 24
- Design & Technology C .................................. 25
- Design & Technology D .................................. 25
- Digital Technologies A .................................. 26
- Digital Technologies B .................................. 26
- Information Processing & Publishing A ............ 27
- Information Processing & Publishing B ............ 27

## [ CROSS DISCIPLINARY STUDIES ]
- Personal Learning Plan (PLP) .......................... 28

## [ ENGLISH ]
- English A ..................................................... 29
- English B ..................................................... 29

## [ HEALTH & PHYSICAL EDUCATION ]
- Food & Hospitality A ..................................... 30
- Food & Hospitality B ..................................... 30
- Outdoor Education A ..................................... 31
- Outdoor Education B ..................................... 31
- Physical Education A ..................................... 32
- Physical Education B ..................................... 32

## [ HUMANITIES ]
- Humanities A ............................................. 33
- Humanities B ............................................. 33
- Media Studies A ......................................... 34
- Media Studies B ......................................... 34

## [ LANGUAGES ]
- Indonesian A ............................................. 35
- Indonesian B ............................................. 35

## [ MATHEMATICS ]
- General Mathematics A .................................. 36
- General Mathematics B .................................. 36
- Logic Puzzles A .......................................... 37
- Logic Puzzles B .......................................... 37
- Mathematical Methods A ................................ 38
- Mathematical Methods B ................................ 38

## [ RELIGIOUS EDUCATION ]
- Religious Education ...................................... 39

## [ SCIENCE ]
- Science A .................................................. 40
- Science B .................................................. 40
- Innovation .................................................. 41
SUBJECT SELECTION

CHOOSING YOUR SUBJECTS IN 2019

Welcome to the Senior School. As you move from Year 9 Middle School through to the Senior School you will notice that students are offered more freedom to choose a pathway that matches their skills, interests and career aspirations.

Students must meet Australian Curriculum requirements in Year 10 and at St Columba College all Year 10 students gain their first credits towards completing their SACE.

Counselling support from experienced teachers ensures students select a broad range of experiences in order to maximise their options for the future.

COMPULSORY SUBJECTS

• Religious Education
• Kinship
• English
• History / Geography
• Mathematics
• Science
• Cross Disciplinary Studies (PLP).

ELECTIVE SUBJECTS

Students will have the option of choosing six semester-based elective subjects.

Semester 1 = 3 choices
Semester 2 = 3 choices
Please read the subject descriptions in the following pages to assist with elective choices.

WHAT IS PLP (CROSS DISCIPLINARY STUDIES)?

The Personal Learning Plan (PLP) is a compulsory SACE Stage 1 subject undertaken in Year 10. Students must achieve a C grade or better or they will not be awarded the SACE or be eligible for an Australian Tertiary Admissions Ranking (ATAR). Students will be awarded 10 credits towards SACE for the completion of the PLP.

In PLP, students consider their aspirations and research career, training and further study choices to help them map out their future. Students identify goals and plan how to achieve them through school and post-school study options.

Students are encouraged to begin thinking about their pathways in the PLP.

VET OPTIONS

VET options are available to Year 10 students who are considering a trade pathway while at the same time continuing to be educated at St Columba College. There are many courses available for students to undertake. If you are interested in VET options, refer to page 12 for further information.

Students who are interested in undertaking a VET course are to contact the College’s Futures Counsellor, Mr Shane Dowling, to discuss options.

EXAMPLE SUBJECT SELECTION TABLE

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory Subjects:</td>
<td>Compulsory Subjects:</td>
</tr>
<tr>
<td>PLP</td>
<td>Religious Education</td>
</tr>
<tr>
<td>Kinship</td>
<td>Kinship</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>History</td>
<td>Geography</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>Compulsory Maths Choice:</td>
<td>Compulsory Maths Choice:</td>
</tr>
<tr>
<td>General Mathematics or</td>
<td>General Mathematics or</td>
</tr>
<tr>
<td>Mathematical Methods</td>
<td>Mathematical Methods</td>
</tr>
<tr>
<td>Elective Choice:</td>
<td>Elective Choice:</td>
</tr>
<tr>
<td>Elective 1</td>
<td>Elective 3</td>
</tr>
<tr>
<td>Elective 2</td>
<td></td>
</tr>
</tbody>
</table>

EXAMINATIONS

Year 10 examinations are offered according to whether the Stage 2 subject includes an exam component. Subjects without an exam component at Stage 2 will not have a Year 10 exam.

The exam at Year 10 aims to provide all students with the opportunity to develop skills and become familiar with timed examination conditions.

The examination result will be used in the calculation of the school-semester grade and should not exceed 10% of the semester result.

Please note: Whilst the intention of the College is to offer the subjects listed within this handbook, there may be circumstances where insufficient numbers of students elect to study particular subjects, or availability of staff and facilities lead to the cancellation of a subject. In these circumstances, reserve choices will be activated and students will be re-counselled.
Art A

Length
1 semester

Compulsory or Elective
Elective

Pre-Requisites
Successful completion of Year 9 Art to a C grade or higher

Pathway

Subject Description
In Year 10 Art A, students are provided with the skills to evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists' on their own artworks. Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks. In Year 10 Art A, the areas of learning this semester include: Making and Responding to Art. These areas were studied through the topics: Natural forms and In Focus: Australian artists.

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

Making Art (50%)
- Natural Forms: Concept Development
- Natural Forms: Final Found Objects Sculpture
- In Focus: Australian artist: A3 Finals inspired by each of the Four Studied Artists.

Responding to Art (50%)
- Natural Forms: Artist Study on one Natural Form artist
- In Focus: Visual Study on Australian Landscape Artists: Albert Namatjirra, Gloria Petyarre, Michael Yates and Donna Maree-Robinson.

Art B

Length
1 semester

Compulsory or Elective
Elective

Pre-Requisites
Successful completion of Year 9 Art and Year 10 Art A to a C grade or higher

Pathway

Subject Description
In Year 10 Art B, students are provided with the skills to evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists' on their own artworks. Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks. In Year 10 Art B, the areas of learning this semester include: Making and Responding to Art. These areas were studied through the topics: Public Art and Identity.

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

Making Art (70%)
- Public Art
- Identity: Matchbox Work
- Identity: 2D Mixed Media Artwork
- Identity: Final Artwork.

Responding to Art (30%)
- Public Art: Art Analysis
- Public Art: Practitioners statement
- Identity: Valamanesh Essay.
Drama A

**Length**
1 semester

**Compulsory or Elective**
Elective

**Pre-Requisites**
Successful completion of Year 9 Drama to a C grade or higher

**Pathway**

Subject Description
In Year 10 Drama A, students learn through active involvement and develop creative and powerful ways of expressing themselves. Students are given the opportunity to respond to, reflect on and analyse arts works so they develop a critical appreciation of their own works and those of others. Students undertake study in Year 10 Drama A through the following topics: Performance and Written.

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

**Making Drama (50%)**
- Writing and Delivering Poem - 10 Things Performance
- Production Role Assessment
- Large Group Performance.

**Responding to Drama (50%)**
- Production Report
- Theatre Review.

Drama B

**Length**
1 semester

**Compulsory or Elective**
Elective

**Pre-Requisites**
Successful completion of Year 9 Drama and Year 10 Drama A to a C grade or higher

**Pathway**

Subject Description
In Year 10 Drama B, students learn through active involvement and develop creative and powerful ways of expressing themselves. Students are given the opportunity to respond to, reflect on and analyse arts works so they develop a critical appreciation of their own works and those of others. Students undertake study in Year 10 Drama B through the following topics: Performance and Written.

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

**Making Drama (50%)**
- Monologue Performance
- Small Group Performance
- Backstage Role in Year 12 Production.

**Responding to Drama (50%)**
- Review
- Page to Stage Presentation
- Production Report.
Music A

Length
1 semester

Compulsory or Elective
Elective

Pre-Requisites
Successful completion of Year 9 Music to a C grade or higher accompanied by instrumental tuition

Pathway

Subject Description
In Year 10 Music A, students make and respond to music independently and in small groups. They explore music as an art form through listening, composing and performing. Students continue to develop their aural skills as they build on their understanding and use of elements of music. They continue to extend their understanding and use of more complex rhythms and diversity of pitch and incorporate dynamics and expression in different forms. Students consolidate their understanding of their role within an ensemble as they control tone and volume in a range of styles using instrumental and vocal techniques. In performance, they further develop technical and expressive skills. They explore music technology through film soundtracks and game composing. Students undertake study in Year 10 Music A through the following topics: Musicianship, Musical Styles, Music Technology, Solo and Ensemble Performance.

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

Making Music (80%)
- Solo Performance
- Ensemble Performance
- Composition Folio
- Musicianship Folio
- Music Technology Assignment

Responding to Music (20%)
- Musical Styles Assignment.

Music B

Length
1 semester

Compulsory or Elective
Elective

Pre-Requisites
Successful completion of Year 9 Music and Year 10 Music A to a C grade or higher accompanied by instrumental tuition

Pathway

Subject Description
In Year 10 Music B, students make and respond to music independently and in small groups. They explore music as an art form through listening, composing and performing. Students continue to develop their aural skills as they build on their understanding and use of the elements of music. They continue to extend their understanding and use of more complex rhythms and diversity of pitch and incorporate dynamics and expression in different forms. In performance they are further developing technical and expressive skills. Students draw on music from a range of cultures, times and locations. They explore meaning and interpretation, forms and elements and evaluate performers’ success in expressing the composers’ intentions. Students’ understanding of the roles of artists and audiences builds upon previous experience in Music as students engage with more diverse music. They explore music technology through game composing. Students undertake study in Year 10 Music B through the following topics: Musicianship, Musical Styles, Music technology, Solo and Ensemble Performance.

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

Making Music (80%)
- Solo Performance
- Ensemble Performance
- Arrangement
- Musicianship Test.

Responding to Music (20%)
- Musical Styles Research Assignment.
Business & Enterprise A
[Global Citizenship - Material World]

Length
1 semester

Compulsory or Elective
Elective

Pre-Requisites
Successful completion of a semester of Year 9 Humanities to a C grade or higher

Pathway

Subject Description
In Year 10 Global Citizenship A - Material World, students are introduced to Consumerism. Through analysis and assumption based planning tools, students explore potential contractual agreements for purchases such as vehicles or mobile telephones. They investigate sources of funds to make these purchases, developing financial literacy. Students will make suggestions about alternative consumer decisions and analyse the financial opportunity including the short and long term costs of these decisions. They will work collaboratively to explore government systems and legislation established to ensure consumer safety and prevent negligence. Students will develop an understanding of consumer rights (Australian Consumer Laws) and organisations established to support consumers (ACCC). Students will make suggestions as to how they as active citizens can identify the difference between legitimate businesses and scams and undertake consumer complaints actions. Students undertake study in Year 10 Global Citizenship - Material World through the following topics: Consumerism - needs vs wants, Financial Literacy, Australian Consumer Laws, and Complaint processes.

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

Process and Production Skills (70%) (Consumer skills)
- A purchase choice Matrix - financial literacy focus
- A consumer law Source Analysis
- A collaborative consumer issue Investigation.

Knowledge & Understanding (30%) (Persuasive Pitch)
- One 2 minute multimedia customer rights Oral Presentation
- An Evaluation of pitch feedback and capability development.

Business & Enterprise B
[Global Citizenship - Sustainable Trade]

Length
1 semester

Compulsory or Elective
Elective

Pre-Requisites
Successful completion of a semester of Year 9 Humanities to a C grade or higher

Pathway

Subject Description
In Year 10 Global Citizenship B - Sustainable Trade, students are introduced to Globalisation. Through analysis and assumption based planning tools, students explore potential suppliers from local businesses to international brands. They investigate choices to utilise Australia’s resource sectors through trade agreements, developing global awareness. Students will make suggestions about alternative consumer decisions and analyse the global impacts of these decisions. Students are introduced to Environmental Sustainability. Students work collaboratively to explore business and government choices regarding the acquisition of scarce resources globally. They will develop an understanding of environmental rights (Environmental Protect Act) and organisations established to support environmental protection (UNEP). Students will make suggestions as to how they as active citizens can make positive decisions with their product choices to alleviate sustainability problems and prevent environmental damage. Students undertake study in Year 10 Global Citizenship - Sustainable Trade through the following topics: Globalisation, Trade agreements, Sustainable resource consumption, and Environmental resource acquisition.

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

Process and Production Skills (70%) (Consumer skills)
- A supplier choice Matrix - benefit cost analysis
- A trade agreement Source Analysis
- A collaborative global issue Investigation.

Knowledge & Understanding (30%) (Persuasive Pitch)
- One 2 minute multimedia sustainability Oral Presentation
- An Evaluation to pitch feedback and capability development.
**Design & Technology A**  
**[Wood Based Design]**

**Length**  
1 semester

**Compulsory or Elective**  
Elective

**Pre-Requisites**  
Successful completion of a semester of Year 9 Design & Technology to a C grade or higher

**Pathway**

- Stage 1  
  - Material Products A
  - Year 10 Design & Technology A

- Stage 1  
  - Material Products B

- Stage 2  
  - Material Products

**Subject Description**  
In Year 10 Design & Technology A - Wood Based Design, students demonstrate their design and technological ability through activities in contexts that have a practical outcome. They develop the ability to initiate, create and develop products in response to a design brief and evaluate the process and final product. They also develop skills and techniques to use tools and materials safely. Students analyse the impacts of technology on individuals and the environment related to their product material. Projects are designed using industry standard CAD software. Students have opportunity to create 3D printed designs and Laser engraving enhancements on their products. The incorporation of other materials such as plastics, sheet metal and electronic components is also an option for students. Processes include material selection and preparation, joint construction, assembly techniques, decorative methods and finishing systems. Students undertake study in Year 10 Wood Based Design through the following units: Computer Aided Design (CAD), wood based machine and hand fabrication skills, finishing techniques, product design and safe work practices.

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

- **Knowledge & Understanding (30%)**
  - Learning Journal Entries
  - Safe Work Practices Evidence
  - Product Design and Testing
  - Investigation and Planning.

- **Process & Production (70%)**
  - Hand Skills Joint Construction
  - Project Construction
  - An Evaluation of a Project.

---

**Design & Technology B**  
**[Metal Based Design]**

**Length**  
1 semester

**Compulsory or Elective**  
Elective

**Pre-Requisites**  
Successful completion of a semester of Year 9 Design & Technology to a C grade or higher

**Pathway**

- Stage 1  
  - Material Products A
  - Year 10 Design & Technology B

- Stage 1  
  - Material Products B

- Stage 2  
  - Material Products

**Subject Description**  
In Year 10 Design & Technology B - Metal Based Design, students demonstrate their design and technological ability through activities in contexts that have a practical outcome. They develop the ability to initiate, create and develop products in response to a design brief and evaluate the process and final product. They also develop skills and techniques to use tools and materials safely. Students analyse the impacts of technology on individuals and the environment related to their product material. Projects are designed using industry standard CAD software. Students have opportunity to create 3D printed designs of their products. The processes include gas welding, electric arc (MIG) and spot welding. Machining processes include use of the Metal turning lathe and Milling machine. Skills developed include welding and fabrication techniques, joint construction, bending and forming metals, metal machining, making screw threads and metal finishing. This product can incorporate other materials such as timber, plastics or glass. Students undertake study in Year 10 Metal Based Design through the following units: Computer Aided Design (CAD), Metal based machine and hand fabrication skills, finishing techniques, product design and safe work practices.

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

- **Knowledge & Understanding (30%)**
  - Learning Journal Entries
  - Safe Work Practices Evidence
  - Product Design and Testing
  - Investigation and Planning.

- **Process & Production (70%)**
  - Hand Skills Joint Construction
  - Project Construction
  - An Evaluation of a Project.
**Design & Technology C**  
[Integrated Project Design]

**Length**  
1 semester

**Compulsory or Elective**  
Elective

**Pre-Requisites**  
Successful completion of a semester of Year 9 Design & Technology to a C grade or higher

**Pathway**

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 10 Design &amp; Technology C</td>
<td>Stage 2 Material Products</td>
</tr>
<tr>
<td>Stage 1 Material Products A</td>
<td>Stage 1 Material Products B</td>
</tr>
</tbody>
</table>

**Subject Description**  
In Year 10 Design & Technology C - Integrated Project Design students will have the opportunity to design a project that is made up of a range of materials. Students develop the ability to initiate, create and develop products in response to a design brief and evaluate the process and final product. They develop skills and techniques to use tools and materials safely. Students analyse the impacts of technology on individuals and the environment related to their product material. Projects are designed using industry standard CAD software. The incorporation of materials such as timber, plastics, sheet metal and electronic components is also an option for students wishing to perform at higher levels of the design spectrum. Processes include material selection and preparation, joint construction, assembly techniques, decorative methods and finishing systems. Students undertake study in Year 10 Integrated Project Design through the following units: Computer Aided Design (CAD), 3D printing techniques, Material based machine and hand fabrication skills, Rayjet Laser Engraver control, finishing techniques, product design and safe work practices.

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

**Knowledge & Understanding (30%)**  
- Learning Journal Entries
- Safe Work Practices Evidence
- Product Design and Testing
- Investigation and Planning.

**Skills and Application Tasks (40%)**  
- Skills Based Tasks
- Project Based Inquiry, rethinking design concepts
- Collaborative Design Task
- An Evaluation of a Project.

---

**Design & Technology D**  
[CAD, 3D Printing & Laser Design]

**Length**  
1 semester

**Compulsory or Elective**  
Elective

**Pre-Requisites**  
Successful completion of a semester of Year 9 Design & Technology to a C grade or higher

**Pathway**

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 10 Design &amp; Technology D</td>
<td>Stage 2 Material Products</td>
</tr>
<tr>
<td>Stage 1 Material Products A</td>
<td>Stage 1 Material Products B</td>
</tr>
</tbody>
</table>

**Subject Description**  
In Year 10 Design & Technology D - CAD, 3D Printing & Laser Design, students demonstrate their design and technological ability through activities in contexts that have a practical outcome. They develop the ability to initiate, create and develop products in response to a design brief and evaluate the process and final product. Students will engage in a range of Clean Technologies to design solutions that achieve desired outcomes. Solutions may take the form of a CAM product, prototype and/or proof of concept displayed in digital form. Students are encouraged to experiment by learning what does and does not work in the design and prototype process. Students develop skills using industry standard software including Autodesk inventor, Autodesk Fusion 360 and Adobe Illustrator. Students undertake study in Year 10 CAD, 3D Printing & Laser Design through the following units: Clean Technologies, Computer Aided Design (CAD), 3D printing techniques, Rabbit Vinyl Cutter and Rayjet Laser Engraver control, finishing techniques, product design and safe work practices.

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

**Knowledge & Understanding (30%)**  
- Learning Journal Entries
- Safe Work Practices Evidence
- Product Design and Testing
- Investigation and Planning.

**Process & Production (70%)**  
- Skills Based Tasks
- Project Based Inquiry, rethinking design concepts
- Individual Design Task
- Collaborative Design Task
- An Evaluation of a Project.
Digital Technologies A
[Digital Project Design]

**Length**
1 semester

**Compulsory or Elective**
Elective

**Pre-Requisites**
Successful completion of a semester of Year 9 Digital Technologies to a C grade or higher

**Pathway**

Subject Description
In Year 10 Digital Technologies A - Digital Project Design, students will learn about the fundamental of data collection, analysis and database design. These principles will be used combined with computational thinking skills and strategies to identify, deconstruct and solve problems that are of interest to them. Students will develop digital project ideas that will solve real world problems. Their understanding of designing and programming will be developed through the processes involved in the system development cycle. Students have the opportunity to work collaboratively to analyse and evaluate data, make decisions based on evidence and create solutions. They will develop their ability to investigate and analyse current digital technology issues affecting the wider society. Students undertake study in Year 10 Digital Technologies A - Digital Project Design through the following topics: Data Collection & Analysis, Database Design, Programming Solutions and Privacy & Security Issues Analysis.

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

- **Knowledge & Understanding (30%)**
  - Investigate the issues surrounding the use of technology in society that threaten privacy and security.

- **Process & Production (70%)**
  - Data Collection and Analysis using a range of digital tools
  - Database Design and Creation, including relational database concepts, table design and querying
  - Designing and Programming a solution to a problem and evaluating its success.

Digital Technologies B
[Robotic Challenges]

**Length**
1 semester

**Compulsory or Elective**
Elective

**Pre-Requisites**
Successful completion of a semester of Year 9 Digital Technologies to a C grade or higher.

**Pathway**

Subject Description
In Year 10 Digital Technologies B - Robotic Challenges, students will learn the fundamentals of digital robotic systems including hardware, software and programming. Students have opportunities to create digital solutions to given problems relating to real life scenarios using algorithm and pseudocode design. Project solutions are designed, programmed, and evaluated using the system development cycle. This allows students to gain a full understanding of how digital solutions are created. They develop the ability to investigate and analyse current digital technology issues in the wider society. Students undertake study in Year 10 Digital Technologies B - Robotic Challenges through the following topics: Algorithms & Pseudocode, Visual Basic Programming, Robotics Solution Design and a Drones Issues Analysis.

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

- **Knowledge & Understanding (30%)**
  - Investigate the issues surrounding the use of drones in society, considering possible future risks of technology.

- **Skills and Application Tasks (40%)**
  - Develop Understanding and use of programming constructs
  - Demonstrate Understanding of the system development cycle in designing and programming and solution in Visual Basic
  - Work Collaboratively to develop functional robotic solutions that complete set challenges.
**Information Processing & Publishing A [Intro to Web Design]**

**Length**
1 semester

**Compulsory or Elective**
Elective

**Pre-Requisites**
Successful completion of a semester of Year 9 Digital Technologies to a C grade or higher

**Pathway**

**Subject Description**
In Year 10 IPP A - Introduction to Web Design, students will employ Adobe Dreamweaver to design a variety of web pages for a number of purposes. They will learn and utilise languages including but not exclusive to HTML and CSS. They will also analyse pre-existing web pages considering the Design PRAC Principles; Proximity, Repetition, Alignment and Contrast. They will develop products that are visually appealing and functional. Students will be introduced to the design process; Brief investigation, Brainstorm planning, Product development and Evaluation. They will discuss the advantages and potential issues with websites and digital and emerging technologies, and suggest positive actions they can adopt as active Christian citizens. Students undertake study in Year 10 IPP A - Intro to Web Design through the following topics: Adobe Dreamweaver skills, HTML & CSS Languages, PRAC Principles and the Design Process.

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

- **Processing & Production skills (70%)**
  - Product Design Processes
  - Product Development and Creation.

- **Processing & Production skills (70%)**
  - One Ethical Issue Study
  - One Design Process.

**Information Processing & Publishing B [Photoshop Effects]**

**Length**
1 semester

**Compulsory or Elective**
Elective

**Pre-Requisites**
Successful completion of a semester of Year 9 Digital Technologies to a C grade or higher

**Pathway**

**Subject Description**
In Year 10 IPP B - Photoshop Effects, students will employ Adobe Photoshop to develop a variety of display techniques in the presentation of documents designed for a number of purposes, including but not exclusive to products such as Menus, Reports, Advertisements, Event programs, Product packaging and DVD or media covers. They will learn how to manipulate and edit images and text, use layers filters and effects, develop design skills and typography, and set page properties. Students will be introduced to the design process; Brief investigation, Brainstorm planning, Product development and Evaluation. They will also analyse pre-existing products considering the Design PRAC Principles; Proximity, Repetition, Alignment and Contrast. They will discuss the advantages and potential issues with the manipulation of images using these skills and suggest positive action they can adopt as active Christian citizens. Students undertake study in Year 10 IPP B - Photoshop Effects through the following topics: Adobe Photoshop skills, PRAC Principles and the Design Process.

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

- **Processing & Production skills (70%)**
  - Product Design Processes
  - Product Development and Creation.

- **Knowledge & Understanding (30%)**
  - One Ethical Issue Study
  - One Design Process.
Personal Learning Plan (PLP)

Length
1 semester

Compulsory or Elective
Compulsory

At least a C grade needs to be met as part of the SACE completion.

Credits
10 credits

Pathway

Subject Description
The Personal Learning Plan (PLP) helps students to: plan their personal and learning goals for the future and make informed decisions about their personal development, education, and training. Developing goals for the future will engage students in activities such as: selecting subjects, courses, and other learning relevant to pathways through and beyond school, investigating possible career choices and exploring personal and learning goals.

Students undertake study in Stage 1 PLP through the following topics:

Folio Task 1 - Steps to Success
Students perform a series of activities and undertake a range of tasks to assist them to analyse and learn how they learn best. The activities indicate what subjects best suit them, from which they begin to investigate what careers their best subjects are suited to. Students establish an action plan for their career goals.

Folio Task 2 - Goal Setting: Chasing your Dreams
Task 2 allows students to set SMART goals relating to their personal, learning and career goals. Students link their goals to the PLP capabilities and they discuss strategies to help them meet their goals. Students also look at possible hazards and challenges that might face when achieving these goals and they discuss how they plan to overcome these.

Folio Task 3 - Developing your Capabilities
After analysing all the capabilities, students are required to select one and develop a plan for how to further develop this capability in their life. They will undertake activities that will demonstrate the application of their chosen capability and keep evidence from Assessment Type: Folio. Students will need to keep evidence of the seven capabilities, research of chosen capability, planning and relevance.

Review - Review the Learning
Students have collected a range of evidence, in a variety of formats related to Assessment Type 1: Folio. Students must be able to identify the capabilities they have developed, the goals they have set and achieved and the relevance of their PLP learning to their future.

Assessment
Stage 1 assessment is 100% school-based. The course is comprised of one 10-credit unit. Student results are provided to the SACE Board at the conclusion of each semester.

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

Folio (75%)
• Students produce three pieces of evidence for assessment of the folio.

Review (25%)
• Students produce at least one piece of evidence for assessment of the review.
English A

Length
1 semester

Compulsory or Elective
Compulsory

Pre-Requisites
Successful completion of Year 9 English to a C grade or higher

Pathway

Subject Description
In Year 10 English A, students focus on the exploration and development of communication skills through reading, viewing, writing, speaking and using technology in appropriate ways and for different purposes. Students study the use of language through close reading, both shared and individual, of a range of contemporary texts. In comparative exercises, students recognise the connections between texts through responses that integrate discussion of texts. By focusing on the creativity and craft of other authors, both classic and contemporary, students develop skills in composing their own texts. Students undertake study through responding to a variety of texts as well as creating texts. Students undertake study in Year 10 English A through the following units of work: Novel Study, Persuasive Speaking, Feature Film Study, Narrative Writing, and a Critical Reading Study.

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

Responding to Texts (45%)
- Analytical Essay (novel)
- Analytical Essay (film).

Creating Texts (50%)
- Narrative
- Persuasive Speech.

End-of-Semester Examination (5%)

English B

Length
1 semester

Compulsory or Elective
Compulsory

Pre-Requisites
Successful completion of Year 9 English to a C grade or higher

Pathway

Subject Description
In Year 10 English B, students focus on the exploration and development of communication skills through reading, viewing, writing, speaking and using technology in appropriate ways and for different purposes. Students study the use of language through close reading, both shared and individual, of a range of contemporary texts. In comparative exercises, students recognise the connections between texts through responses that integrate discussion of texts. By focusing on the creativity and craft of other authors, both classic and contemporary, students develop skills in composing their own texts. Students undertake study through responding to a variety of texts as well as creating texts. Students undertake study in Year 10 English B through the following units of work: Recount Writing, Independent Reading, a Shakespeare Study, Poetry and a further Critical Reading Skills Study.

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

Responding to Texts (45%)
- Analytical Essay
- Comparative Analytical Essay.

Creating Texts (50%)
- Recount
- Oral Presentation.

End-of-Semester Examination (5%)
**Food & Hospitality A**

**Length**
1 semester

**Compulsory or Elective**
Elective

**Pre-Requisites**
Successful completion of Year 9 Food & Hospitality to a C grade or higher

**Pathway**

---

**Subject Description**
In Year 10 Food & Hospitality A, the Australian Curriculum for Food Technology enables students to have the opportunity to create designed solutions in various technologies contexts. Students work independently and collaboratively. Students specifically focus on preferred futures, taking into account environmental and social sustainability factors. Students use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration. Students identify the steps involved in planning the production of designed solutions. They develop detailed management plans incorporating elements such as sequenced time and action plans to manage a range of design tasks safely. They apply management plans, changing direction when necessary, to successfully complete design tasks. Students identify and establish procedures that minimise risk with safety and efficiency in mind, maintaining standards to ensure success. Students undertake study in Year 10 Food & Hospitality A through the following topics: Thai Green Curry, Cultural Food, Curry Puffs and Samosas, Salad Innovation, and an Individual Practical Assessment.

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

**Practical (50%)**
- Thai Green Curry
- Cultural Food
- Curry Puffs and Samosas
- Salad Innovation
- Individual Practical Assessment

**Folio (50%)**
- Cultural Food
- Salad Innovation.

---

**Food & Hospitality B**

**Length**
1 semester

**Compulsory or Elective**
Elective

**Pre-Requisites**
Successful completion of Year 9 Food & Hospitality to a C grade or higher

**Pathway**

---

**Subject Description**
In Year 10 Food & Hospitality B, the Australian Curriculum for Food technology enables students to have the opportunity to create designed solutions in various technologies contexts. Students work independently and collaboratively. Students specifically focus on preferred futures, taking into account environmental and social sustainability factors. Students use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration. Students identify the steps involved in planning the production of designed solutions. They develop detailed management plans incorporating elements such as sequenced time and action plans to manage a range of design tasks safely. They apply management plans, changing direction when necessary, to successfully complete design tasks. Students identify and establish procedures that minimise risk with safety and efficiency in mind, maintaining standards to ensure success. Students undertake study in Year 10 Food & Hospitality B through the following topics: Food for Special Needs, Catering Preparation, Catering Event and Specialised Diets.

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

**Practical (50%)**
- Food for Special Needs - Ravioli
- Food for Special Needs - 2 Minute Noodles and Fruit Smoothie
- Catering Trials - Main
- Catering Trials - Dessert
- Catering Practical Achievement

**Practical (50%)**
- Specialised Diet
- Food for Special Needs
- Catering Theory.
Outdoor Education A

Length
1 semester

Compulsory or Elective
Elective

Pre-Requisites
Successful completion of Year 9 Physical Education to a C grade or higher

Pathway

Subject Description
In Year 10 Outdoor Education A, the teaching program focuses on camp skills, orientation and mapping in preparation for a lightweight bush walking camp. The theory components will focus on their outdoor journeys while exploring environmental issues, which include sustainable environmental practices and the human effect. During the outdoor activities students will demonstrate positive attitudes and behaviours towards the natural environment and its conservation. Issues relating to conservation of the environment include the impact of outdoor activities on ecosystems, and Indigenous perspectives on the local environment. Practical activities allow students to develop a sense of responsibility to others while working in groups. A holistic approach is used in Outdoor Education to promote personal development, group management and leadership skills through both outdoor and classroom activities. Students undertake study in Year 10 Outdoor Education through the following topics: Orienteering, Bush walking, Camping Skills, Camp Planning and Sustainable Environment Practice.

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

Practical (60%)
- Bush walking Camp
- Camping Skills

Folio (20%)
- Camp Planning
- Sustainable Environment Practice.

Report (20%)
- Camp Report.

*Additional charges for Camp - approximately $150.

Outdoor Education B

Length
1 semester

Compulsory or Elective
Elective

Pre-Requisites
Successful completion of Year 9 Physical Education to a C grade or higher

Pathway

Subject Description
In Year 10 Outdoor Education B, the teaching program focuses on camp skills, orientation and mapping, and knot and rope skills in preparation for a rock climbing camp. The theory components will focus on their outdoor journeys while exploring environmental issues, which include the ecological footprint and sustainable environmental practices. During the outdoor activities, students will demonstrate positive attitudes and behaviours towards the natural environment and its conservation. Issues relating to conservation of the environment include the impact of outdoor activities on ecosystems, and indigenous perspectives on the local environment. Practical activities allow students to develop a sense of responsibility to others while working in groups. A holistic approach is used in Outdoor Education to promote personal development, group management and leadership skills through both outdoor and classroom activities. Students undertake study in Year 10 Outdoor Education B through the following topics: Orienteering, Rock climbing, Camping Skills, Camp Planning and Sustainable Environment Practice.

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

Practical (60%)
- Rock climbing Camp
- Camping Skills

Folio (20%)
- Camp Planning
- Sustainable Environment Practice.

Report (20%)
- Camp Report.

*Additional charges for Camp - approximately $150.
**Physical Education A**

**Length**
1 semester

**Compulsory or Elective**
Elective

**Pre-Requisites**
Successful completion of Year 9 Physical Education to a C grade or higher

**Pathway**

[Diagram showing Pathway]

**Subject Description**
In Year 10 Physical Education A, the Australian Curriculum for Health and Physical Education supports students to apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing. Students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others’ movement performances. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities. Students undertake study in Year 10 Physical Education A through the following topics: Sport Education in Physical Education Program (SEEP), Archery, Heart Rate, Energy Systems, and Training Methods and Principles.

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

- **Practical (50%)**
  - SEEP Practical Achievement and Group Contribution
  - Archery Practical Achievement
  - Heart Rate Unit Practical Achievement.

- **Folio (50%)**
  - Training Methods and Principles Integrated Task
  - Energy Systems of the Body Test
  - Heart Rate Unit Test.

**Physical Education B**

**Length**
1 semester

**Compulsory or Elective**
Elective

**Pre-Requisites**
Successful completion of Year 9 Physical Education to a C grade or higher

**Pathway**

[Diagram showing Pathway]

**Subject Description**
In Year 10 Physical Education B, the Australian Curriculum for Health and Physical Education supports students to apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing. Students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others’ movement performances. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities. Students undertake study in Year 10 Physical Education B through the following topics: Golf, Coaching, Touch Football, Skill Acquisition, and Skeletal and Muscular System.

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

- **Practical (50%)**
  - Coaching Unit Practical Achievement and Group Contribution
  - Golf Practical Achievement
  - Touch Football Practical Achievement.

- **Folio (50%)**
  - Skill Acquisition Video Skill Analysis
  - Skeletal and Muscular System Test
  - Coaching Unit Reflection.
Humanities A
[Geography]

Length
1 semester

Compulsory or Elective
Compulsory

Pre-Requisites
Successful completion of Year 9 Geography to a C grade or higher

Pathway

Subject Description
In Year 10 Humanities A - Geography, students have the opportunity to study some of the major issues of the world today. These include measures of Human Wellbeing and why these vary significantly between countries, what is being done to change this and the impact of Human Activity on the Environment. Particular emphasis is placed on measuring and mapping wellbeing and development and human-induced environmental changes and the challenges these present for the future. Students will undertake study in Year 10 Humanities A - Geography through the following topics: Human Wellbeing and Environment Change and Management.

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

Investigations (60%)
- Indigenous Australian Multimodal Presentation
- Wellbeing Index
- Research Essays and Tasks including Multimodal
- Gapminder Data Analysis Report.

Fieldwork (30%)
- Practical Tasks: Urbanisation in the local area.

End-of-Semester Examination (10%)

Humanities B
[History]

Length
1 semester

Compulsory or Elective
Compulsory

Pre-Requisites
Successful completion of Year 9 History to a C grade or higher

Pathway

Subject Description
In Year 10 Humanities B - History, students study the emergence of Totalitarianism in Germany and how this leads to the start of World War Two. The experience of Australians in the war with Japan is a focus and students will also study the horrors of the Holocaust. Changes in the post war world are examined with an emphasis on the Civil Rights Movements in Australia and the USA as well as the rapid changes in Popular Culture since the 1950s. Students will undertake study in Year 10 Humanities B - History through the following topics: The Modern World and Australia - an Introduction, World War II (1939 - 1945), Rights and Freedoms (1945 - Present) and Popular Culture (1954 - Present).

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

Investigations (45%)
- Research Essays and Tasks including Multimodal
- Empathy Tasks
- Practical Tasks.

Source Analysis (45%)
- Source Analysis Tasks
- Tests.

End-of-Semester Examination (10%)
**Media Studies A**

**Length**
1 semester

**Compulsory or Elective**
Elective

**Pre-Requisites**
Successful completion of Year 9 Humanities to a C grade or higher

**Pathway**

[Year 10 Humanities A]

Stage 1
All Humanities Subjects

Stage 2
All Humanities Subjects

**Subject Description**
In Year 10 Media Studies A, students will have the opportunity to explore the role Media plays in both an Australian and Global context. Students will consider how Media exerts influence on their lives and how people receive and interpret information as well as developing an understanding of the ways in which Media provide views on world events, interpretations of the world and entertainment. There is also an opportunity for students to explore their own culture and that of others and how these are portrayed in the various forms of media. Students undertake study in Year 10 Media Studies A through the topics of Advertising and Images of Youth in Media. Elements of these topics can include the techniques advertisers use to sell their products, career opportunities in advertising, how commercial media creates audiences for the products they sell. Images of Youth can include how various forms of the Media present young people and how close to reality these images are. The course is designed to be flexible and is developed in part through collaboration of teachers and students. Students will actively engage with Media while learning to make informed choices.

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

- **Folio (40%)**
  - Essay / Multimodal Response
  - Multimedia Presentation.

- **Interaction Study (20%)**
  - Reflection on interaction with Media Texts.

- **Product (40%)**
  - Individual Response to Text Production
  - Creation of a Media Product.

**Media Studies B**

**Length**
1 semester

**Compulsory or Elective**
Elective

**Pre-Requisites**
Successful completion of Year 9 Humanities to a C grade or higher

**Pathway**

[Year 10 Humanities B]

Stage 1
All Humanities Subjects

Stage 2
All Humanities Subjects

**Subject Description**
In Year 10 Media Studies B, students will have the opportunity to explore the role Media plays in both an Australian and Global context. Students will consider how Media exerts influence on their lives and how people receive and interpret information as well as developing an understanding of the ways in which Media provide views on world events, interpretations of the world and entertainment. There is also an opportunity for students to explore their own culture and that of others and how these are portrayed in the various forms of media. Students undertake study in Year 10 Media Studies B through the topics of Advertising and Images of Youth in Media. Elements of these topics can include the techniques advertisers use to sell their products, career opportunities in advertising, how commercial media creates audiences for the products they sell. Images of Youth can include how various forms of the Media present young people and how close to reality these images are. The course is designed to be flexible and is developed in part through collaboration of teachers and students. Students will actively engage with Media while learning to make informed choices.

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

- **Folio (40%)**
  - Essay / Multimodal Response
  - Multimedia Presentation.

- **Interaction Study (20%)**
  - Reflection on interaction with Media Texts.

- **Product (40%)**
  - Individual Response to Text Production
  - Creation of a Media Product.
Indonesian A

Length
1 semester

Compulsory or Elective
Elective

Pre-Requisites
Successful completion of Year 9 Indonesian to a C grade or higher

Pathway

Subject Description
In Year 10 Indonesian A, students will build skills around the two interrelated strands of Communicating and Understanding. Students interact using Indonesian in classroom routines and communicative tasks. They participate individually and in group presentations, conversations, narration and interviews, with preparation and sometimes spontaneously. Students acquire skills in analysing and translating increasingly complex texts, such as emails, articles and songs. Modelled language is used to write for personal and public purposes, such as journal entries, emails, blogs, scripts and notes for a speech. Students extend their grammatical knowledge and metalanguage while beginning to explore important features of Indonesian such as register and object-focus construction. They consider connections between language and culture and make comparisons with their own language and culture. Students consider language variation through exposure to colloquial language and language in context. Students undertake study in Year 10 Indonesian A through the following topics: Lingkungan: The Environment, where students will consider the environment in both Australia and Indonesia, describing climate, seasons and the weather with a focus on sustainability and Di Pantai: At the Beach where students will consider beach culture in both Australia and Indonesia with a focus on grammatical structures.

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

Communicating (45%)
- Oral Interaction
- Oral Presentation
- Text Production.

Understanding (45%)
- Text Analysis
- Vocabulary and Grammar Tasks.

End-of-Semester Examination (10%)

Indonesian B

Length
1 semester

Compulsory or Elective
Elective

Pre-Requisites
Successful completion of Year 9 Indonesian to a C grade or higher

Pathway

Subject Description
In Year 10 Indonesian B, students will build skills around the two interrelated strands of Communicating and Understanding. Students interact using Indonesian in classroom routines and communicative tasks. They participate individually and in group presentations, conversations, narration and interviews, with preparation and sometimes spontaneously. Students acquire skills in analysing and translating increasingly complex texts, such as emails, articles and songs. Modelled language is used to write for personal and public purposes, such as journal entries, emails, blogs, scripts and notes for a speech. Students extend their grammatical knowledge and metalanguage while beginning to explore important features of Indonesian such as register and object-focus construction. They consider connections between language and culture and make comparisons with their own language and culture. Students consider language variation through exposure to colloquial language and language in context. Students undertake study in Year 10 Indonesian B through the following topics: Makanan: Are we what we eat? Where students will consider nutrition, eating and cooking habits in their own lives and in Indonesia and Jatuh Cinta: Falling in Love where students will consider teen culture and showing affection with a focus on colloquial language.

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

Communicating (45%)
- Oral Interaction
- Oral Presentation
- Text Production.

Understanding (45%)
- Text Analysis
- Vocabulary and Grammar Tasks.

End-of-Semester Examination (10%)
General Mathematics A

Length
1 semester

Compulsory or Elective
Compulsory

Pre-Requisites
Nil

Pathway

Subject Description
In Year 10 General Mathematics A, students will focus on the contextual aspects of the Australian Curriculum for Year 10 Mathematics. This provides students with essential mathematical skills and knowledge across three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability, whilst developing the proficiencies of Understanding, Fluency, Problem Solving and Reasoning. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. Students undertake study in Year 10 General Mathematics A through the following topics: Statistics, Money, and Linear Equations.

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

Skills and Application Task (65%)
• Students undertake at least two skills and application tasks in the form of topic tests.

Mathematical Investigations (25%)
• Students will undertake at least one folio investigations. Students are required to investigate mathematical relationships, concepts, or problems, which may be set in an applied context.

End-of-Semester Examination (10%)

General Mathematics B

Length
1 semester

Compulsory or Elective
Compulsory

Pre-Requisites
Nil

Pathway

Subject Description
In Year 10 General Mathematics B, students will focus on the contextual aspects of the Australian Curriculum for Year 10 Mathematics. This provides students with essential mathematical skills and knowledge across three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability, whilst developing the proficiencies of Understanding, Fluency, Problem Solving and Reasoning. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. Students undertake study in Year 10 General Mathematics B through the following topics: Probability, Pythagoras’ Theorem and Trigonometry, Linear and Non-Linear Relationships.

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

Skills and Application Task (65%)
• Students undertake at least two skills and application tasks in the form of topic tests.

Mathematical Investigations (25%)
• Students will undertake at least one folio investigations. Students are required to investigate mathematical relationships, concepts, or problems, which may be set in an applied context.

End-of-Semester Examination (10%)
Logic Puzzles A

Length
1 semester (offered in Semester 1 and Semester 2)

Compulsory or Elective
Elective

Pre-Requisites
Successful completion of Year 9 Mathematics to a C grade or higher studied in conjunction with Mathematical Methods A.

Pathway

Subject Description
In Year 10 Logic Puzzles A, students will solve problems from the Australian Curriculum for Mathematics that lead specifically to Specialist Mathematics at Stage 1. The course is recommended for all interested mathematicians, as the course focus is on the development of logical mindset that will assist those looking to do Methods or Specialist in Stage 1. The focus will be on developing the logical mindset that is required for a successful mathematician, that of observing, making conjectures, testing conjectures and refining until a solution can be found. The material will be presented as puzzles predominately, with the assessment focussing on the meta-skills of reasoning, problem solving, collaboration and reflection. Students undertake study in Year 10 Logic Puzzles A, for one Semester, through the following topics: Advanced Trigonometry, Polynomials, Surds, and Indices.

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

Reasoning and Reflection Tasks (75%)

- Students undertake at least two reasoning and reflection tasks in the form of working through a problem, collating and reflecting on the use their meta-skills.

Folio (25%)

- Students will undertake at least one folio investigation. Students are required to investigate mathematical relationships, concepts, or problems, which may be set in an applied context.

Logic Puzzles B

Length
1 semester (offered in Semester 1 and Semester 2)

Compulsory or Elective
Elective

Pre-Requisites
Successful completion of Year 9 Mathematics to a C grade or higher studied in conjunction with Mathematical Methods A.

Pathway

Subject Description
In Year 10 Logic Puzzles B, students will solve problems from the Australian Curriculum for Mathematics that lead specifically to Specialist Mathematics at Stage 1. The course is recommended for all interested mathematicians, as the course focus is on the development of logical mindset that will assist those looking to do Methods or Specialist in Stage 1. The focus will be on developing the logical mindset that is required for a successful mathematician, that of observing, making conjectures, testing conjectures and refining until a solution can be found. The material will be presented as puzzles predominately, with the assessment focussing on the meta-skills of reasoning, problem solving, collaboration and reflection. Students undertake study in Year 10 Logic Puzzles B, for one Semester, through the following topics: Advanced Trigonometry, Polynomials, Surds, and Indices.

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

Reasoning and Reflection Tasks (75%)

- Students undertake at least two reasoning and reflection tasks in the form of working through a problem, collating and reflecting on the use their meta-skills.

Folio (25%)

- Students will undertake at least one folio investigation. Students are required to investigate mathematical relationships, concepts, or problems, which may be set in an applied context.
Mathematical Methods A

**Length**
1 semester

**Compulsory or Elective**
Compulsory

**Pre-Requisites**
Successful completion of Year 9 Mathematics to a C grade or higher

**Pathway**

![Diagram showing pathway: Year 10 Mathematics Methods A, Stage 1 Maths Methods A & Specialist Maths A, Stage 2 Maths Methods & Specialist Maths]

**Subject Description**
In Year 10 Mathematical Methods A, students will cover the theoretical and contextual aspects of the Australian Curriculum for Mathematics, providing students with mathematical skills and knowledge across three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability, whilst developing the proficiencies of Understanding, Fluency, Problem Solving and Reasoning. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. Students undertake study in Year 10 Mathematical Methods A through the following topics: Algebraic Expansion and Factorisation, Algebraic Fractions and Indices, Linear Equations and Inequalities, and Quadratic Equations and Functions.

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

- **Skills and Application Task (70%)**
  - Students undertake at least four skills and application tasks in the form of topic tests.

- **Mathematical Investigation (20%)**
  - Students will undertake at least two folio investigations. Students are required to investigate mathematical relationships, concepts, or problems, which may be set in an applied context.

- **End-of-Semester Examination (10%)**

Mathematics Methods B

**Length**
1 semester

**Compulsory or Elective**
Compulsory

**Pre-Requisites**
Successful completion of Year 9 Mathematics to a C grade or higher

**Pathway**

![Diagram showing pathway: Year 10 Mathematics Methods B, Stage 1 Maths Methods A & Specialist Maths A, Stage 2 Maths Methods & Specialist Maths]

**Subject Description**
In Year 10 Mathematical Methods B, students will cover the theoretical and contextual aspects of the Australian Curriculum for Mathematics, providing students with mathematical skills and knowledge across three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability, whilst developing the proficiencies of Understanding, Fluency, Problem Solving and Reasoning. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. Students undertake study in Year 10 Mathematical Methods B through the following topics: Money and Measurement, Triangles, and Statistics and Probability.

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

- **Skills and Application Task (70%)**
  - Students undertake at least four skills and application tasks in the form of topic tests.

- **Mathematical Investigation (20%)**
  - Students will undertake at least two folio investigations. Students are required to investigate mathematical relationships, concepts, or problems, which may be set in an applied context.

- **End-of-Semester Examination (10%)**
Religious Education

Length
1 semester

Compulsory or Elective
Compulsory

Pre-Requisites
Nil

Pathway

Subject Description
In Year 10 Religious Education, the Crossways and RAVE Religious Education programmes provide students with knowledge across eight strands: Believing, Living, Celebrating, Textual, World Religions, Philosophy of Religion, Values and Ethics and Silence & Stillness. These allow students to explore and develop their own faith as well as growing in their understanding of the faith of others. In Year 10 Religious Education, the areas of learning include: Beliefs, The Modern Church, Places of Worship and Religion and Ethics. Students undertake study in Year 10 Religious Education through the following topics: Believing.

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

Practical Activity (35%)
- Respond in the form of a letter explaining Euthanasia from a Christian point of view.

Research (35%)
- Demonstrate how structures contribute to religious and spiritual experience.

Reflection (30%)
- Create a creed reflecting on how people should live
- Design a sacred space for an Ecumenical group.
**Science A**

**Length**
1 semester

**Compulsory or Elective**
Compulsory

**Pre-Requisites**
Nil

**Pathway**

- Year 10 Science A
  - Stage 1 All Science Subjects
  - Stage 2 All Science Subjects

**Subject Description**
In Year 10 Science A, students explore systems at different scales and connect microscopic and macroscopic properties to explain the world around us. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of evolution and natural selection. Atomic theory is developed to understand relationships within the periodic table. Understanding of motion, energy and forces is gained by applying physical laws. The processes underpinning the transmission of heritable characteristics are explained and the interrelationship between scientific discovery and society is explored through Science as a Human Endeavour.

Students undertake study in Year 10 Science A through the following areas: Biological Sciences - DNA, Genetics and Evolution, Chemical Sciences - Periodic table and reactions, and Physical Sciences - Motion and Energy.

In their studies of these areas of Science, students will have the opportunity to select elements of their study such as the theme of the learning context or the style of the assessment completed.

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

- **Investigations Folio (45%)**
  - Practical Investigations
  - Research Investigations
  - Issues Analysis.

- **Skills and Applications Tasks (45%)**
  - Skills Assignments
  - Timed Tests
  - Knowledge Assignments.

- **End-of-Semester Examination (10%)**

**Science B**

**Length**
1 semester

**Compulsory or Elective**
Compulsory

**Pre-Requisites**
Nil

**Pathway**

- Year 10 Science B
  - Stage 1 All Science Subjects
  - Stage 2 All Science Subjects

**Subject Description**
In Year 10 Science B, students explore systems at different scales and connect microscopic and macroscopic properties to explain the world around us. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of evolution and natural selection. Atomic theory is developed to understand relationships within the periodic table. Understanding of motion, energy and forces is gained by applying physical laws. The processes underpinning the transmission of heritable characteristics are explained and the interrelationship between scientific discovery and society is explored through Science as a Human Endeavour.

Students undertake study in Year 10 Science B through the following areas: Biological Sciences - DNA, Genetics & Evolution, Chemical Sciences - Periodic table & reactions, and Earth and Space Sciences - Global Systems and the Big Bang.

In their studies of these areas of science students will have opportunity to select elements of their study such as the theme of the learning context or the style of the assessment completed.

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

- **Investigations Folio (45%)**
  - Practical Investigations
  - Research Investigations
  - Issues Analysis.

- **Skills and Applications Tasks (45%)**
  - Skills Assignments
  - Timed Tests
  - Knowledge Assignments.

- **End-of-Semester Examination (10%)**
Innovation

Length
1 semester

Compulsory or Elective
Elective

Pre-Requisites
Provide a reference from a teacher endorsing your ability to work in a self-directed manner

Pathway

Subject Description
In Year 10 Innovation, students will have the opportunity to work in a self-directed fashion in collaboration with their teacher and peers as they endeavour to solve one problem of their choosing within one or more of the fields of Science, Technology, Engineering and Mathematics (STEM). Students will attempt to solve a problem facing the world focused in one of the STEM fields. The focus will be on problems that will build the students capacities as compassionate global citizen. For example designing an app that helps asthmatics track triggers or a more environmentally friendly water sewerage system for a village. Students undertake study in Innovation through the following: Developing a proposal and method for their problem. A journal will detail their journey towards producing a product displaying their solution or partial solution. The will produce a solution or partial solution. Finally, a reflection will analyse and critically reflect on how the student went about their endeavour. The development of the meta-skills of collaboration, reflection, refining problems and problem solving are to be assessed.

Assessment
Proposal and Method (25%)
  • Outline of the problem and how you plan to solve it.

Journal (25%)
  • A Weekly Journal detailing your thoughts, processes, research and refinement of the problem and solution.

Product (25%)
  • Create a Solution to your problem. This may be a partial or full solution. The medium will be dependent on the problem being solved. It could be an app, a model, a blueprint, a plan, a working prototype or something different that is negotiated with your teacher.

Reflection (25%)
  • Analyse and Critically Reflect how you went about solving your problem and suggest ways to improve and/or possible future directions to solve the problem.
# Year 11 Subjects

## [ THE ARTS ]
- Drama A .................................................. 44
- Drama B .................................................. 44
- Music A .................................................. 45
- Music B .................................................. 45
- Visual Art A ............................................. 46
- Visual Art B ............................................. 46

## [ BUSINESS ENTERPRISE AND TECHNOLOGY ]
- Business & Enterprise A ............................. 47
- Business & Enterprise B ............................. 47
- Digital Technologies A ............................... 48
- Digital Technologies B ............................... 48
- Information Processing & Publishing A ........... 49
- Information Processing & Publishing B ........... 49
- Material Products A .................................. 50
- Material Products B .................................. 50

## [ CROSS DISCIPLINARY STUDIES ]
- Workplace Learning A ............................... 51
- Workplace Learning B ............................... 51
- Research Practices ................................... 52

## [ ENGLISH ]
- English A ............................................... 53
- English B ............................................... 53
- English Literary Studies A ......................... 54
- English Literary Studies B ......................... 54
- Essential English A .................................. 55
- Essential English B .................................. 55

## [ HEALTH & PHYSICAL EDUCATION ]
- Child Studies A ....................................... 56
- Child Studies B ....................................... 56
- Food & Hospitality A ................................. 57
- Food & Hospitality B ................................. 57
- Outdoor Education A ................................. 58
- Outdoor Education B ................................. 58
- Physical Education A ............................... 59
- Physical Education B ............................... 59
- Integrated Learning - Sports Studies A .......... 60
- Integrated Learning - Sports Studies B .......... 60

## [ HUMANITIES ]
- Geography A .......................................... 61
- Geography B .......................................... 61
- History A ............................................... 62
- History B ............................................... 62
- Society & Culture A ................................. 63
- Society & Culture B ................................. 63
- Tourism A ............................................. 64
- Tourism B ............................................. 64

## [ LANGUAGES ]
- Indonesian A ........................................... 65
- Indonesian B ........................................... 65

## [ MATHEMATICS ]
- Essential Mathematics A ......................... 66
- Essential Mathematics B ......................... 66
- General Mathematics A ............................ 67
- General Mathematics B ............................ 67
- Mathematical Methods A .......................... 68
- Mathematical Methods B .......................... 68
- Specialist Mathematics A ......................... 69
- Specialist Mathematics B .......................... 69

## [ RELIGIOUS EDUCATION ]
- Religious Education .................................. 70

## [ SCIENCE ]
- Biology A ............................................... 71
- Biology B ............................................... 71
- Chemistry A ......................................... 72
- Chemistry B ......................................... 72
- Physics A ............................................. 73
- Physics B ............................................. 73
- Psychology A ........................................ 74
- Psychology B ........................................ 74
- Scientific Studies A ............................... 75
- Scientific Studies B ............................... 75
SUBJECT SELECTION

CHOOSING YOUR SUBJECTS IN 2019

The following information is aimed at assisting students and families with subject selections for Stage 1 SACE studies. We understand that the SACE can provide many challenges in comprehending the compulsory requirements of subjects and accumulating credits. The counselling team and the experienced teachers at St Columba College will support students through the subject selection experience.

It is important students understand that subjects studied at Stage 1 will directly influence subjects they can study at Stage 2. Students are encouraged to select their Stage 1 subjects with an understanding of what they are interested in studying at Stage 2.

If students do not meet the minimum requirements of a C- or better in any of the compulsory elements of the SACE, they will be required to repeat these subjects.

All Stage 2 subjects have a minimum C- or a better prerequisite achievement from Stage 1.

COMPULSORY SUBJECTS

- Religious Education
- Kinship
- English
- Mathematics
- Research Practices

ELECTIVE SUBJECTS

Students will have the option of choosing six semester-based elective Subjects.

Semester 1 = 3 choices
Semester 2 = 3 choices

Please read the subject descriptions in the following pages to assist with elective choices.

Please read the subject descriptions carefully as some subjects may require a full year of study (selecting both Semester 1 and Semester 2 units in order to study this at Year 12).

STUDYING AT YEAR 11 (STAGE 1)

Studying at Year 11 requires a large commitment and expectations placed on students are much higher than in previous years. Students are expected to work to the best of their ability and approach their studies with maturity, responsibility and initiative.

EXAMPLE SUBJECT SELECTION TABLE

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compulsory Subjects:</strong></td>
<td><strong>Compulsory Subjects:</strong></td>
</tr>
<tr>
<td>Religious Education</td>
<td>Research Practices</td>
</tr>
<tr>
<td>Kinship</td>
<td>Kinship</td>
</tr>
<tr>
<td><strong>Compulsory English Choice:</strong></td>
<td><strong>Compulsory English Choice:</strong></td>
</tr>
<tr>
<td>English or Essential English or</td>
<td>English or Essential English or</td>
</tr>
<tr>
<td>English Literary Studies</td>
<td>English Literary Studies</td>
</tr>
<tr>
<td><strong>Compulsory Maths Choice:</strong></td>
<td><strong>Compulsory Maths Choice:</strong></td>
</tr>
<tr>
<td>Essential Mathematics or</td>
<td>Essential Mathematics or</td>
</tr>
<tr>
<td>General Mathematics or</td>
<td>General Mathematics or</td>
</tr>
<tr>
<td>Mathematical Methods or</td>
<td>Mathematical Methods or</td>
</tr>
<tr>
<td>Specialist Mathematics</td>
<td>Specialist Mathematics</td>
</tr>
<tr>
<td><strong>Elective Choice:</strong></td>
<td><strong>Elective Choice:</strong></td>
</tr>
<tr>
<td>Elective 1</td>
<td>Elective 4</td>
</tr>
<tr>
<td>Elective 2</td>
<td>Elective 5</td>
</tr>
<tr>
<td>Elective 3</td>
<td>Elective 6</td>
</tr>
<tr>
<td><strong>Reserve Choice: A</strong></td>
<td><strong>Reserve Choice: B</strong></td>
</tr>
</tbody>
</table>

EXAMINATIONS

Stage 1 examinations are offered according to whether the Stage 2 subject includes an exam component. Subjects without an exam component at Stage 2 will not have a Stage 1 exam.

The exam at Stage 1 aims to provide all students with the opportunity to develop skills and become familiar with timed examination conditions.

While the examination result will not be used in determining the SACE grade for the subject, it will contribute towards the calculation of the school-based grade and should not exceed 20% of the semester result.

Please note: Whilst the intention of the College is to offer the subjects listed within this handbook, there may be circumstances where insufficient numbers of students elect to study particular subjects, or availability of staff and facilities lead to the cancellation of a subject. In these circumstances, reserve choices will be activated and students will be re-counseled.
THE ARTS

Drama A

Length
1 semester

Compulsory or Elective
Elective

Credits
10 credits

Pre-Requisites
Successful completion of Year 10 Drama A & B to a C grade or higher

Pathway

Subject Description
In Stage 1 Drama A, students are immersed in the process and skills required for putting on a large production. All aspects of the theatre are addressed with students to develop sound understanding and participation and to develop their page-to-stage knowledge and skills. Students broaden their skills further by viewing and analysing live theatre and filming a group presentation on a hypothetical production. Students undertake study in Stage 1 Drama A through the following topics: Performance, Folio and Investigation. Students undertake a large group performance as either an on or off stage role. The performance is rehearsed and performed to a large audience. Each student is assessed on: either a focused performance of between 5 and 10 minutes in total in an on-stage role (in one major or two minor performances); or a presentation of between 5 and 10 minutes in total about an off-stage role (in one major or two minor performances). Students create a Folio including a Review and a Production Report. One live performance is viewed and a written critique and analysis is undertaken. The Production Report is written at the conclusion of the group performance. The Investigation is a Group Presentation on a particular production and undertaking the roles of putting the production together. In their group students focus on one theatre element such as Set Design and undertake a video presentation.

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

Folio (30%)
- Review
- Production Report

Performance (40%)
- Group Performance

Investigation (30%)
- Oral Presentation Filmed and Performed

Drama B

Length
1 semester

Compulsory or Elective
Elective

Credits
10 credits

Pre-Requisites
Successful completion of Stage 1 Drama A to a C grade or higher

Pathway

Subject Description
In Stage 1 Drama B, students are immersed in the process and skills required for putting on a large production. All aspects of the theatre are addressed with students to develop sound understanding and participation and to develop their page-to-stage knowledge and skills. Students broaden their skills further by viewing and analysing live theatre and filming a group presentation on a hypothetical production. Students undertake study in Stage 1 Drama B through the following topics: Performance, Folio and Investigation. Students undertake a large group performance as either an on or off stage role. The performance is rehearsed and performed to a large audience. Each student is assessed on: either a focused performance of between 5 and 10 minutes in total in an on-stage role (in one major or two minor performances); or a presentation of between 5 and 10 minutes in total about an off-stage role (in one major or two minor performances). Students create a Folio including a Review and a Production Report. One live performance is viewed and a written critique and analysis is undertaken. The Production Report is written at the conclusion of the group performance. The Investigation is a Group Presentation on a particular production and undertaking the roles of putting the production together. In their group students focus on one theatre element such as Set Design and undertake a video presentation.

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

Folio (30%)
- Review
- Production Report

Performance (40%)
- Group Performance

Investigation (30%)
- Oral Presentation Filmed and Performed
**Music A**

- **Length**: 1 semester
- **Compulsory or Elective**: Elective
- **Credits**: 10 credits
- **Pre-Requisites**: Successful completion of Year 10 Music A & B to a C grade or higher

**Subject Description**

In Stage 1 Music A, students are provided with the knowledge and skills to merge historical and cultural perspectives with contemporary social practices. Students benefit from opportunities to develop their practical and creative potential, oral and written skills and capacity to make informed interpretative and aesthetic judgements. Students engage in musical activities such as working individually or collaboratively in performing musical works; researching, developing and applying theoretical knowledge; and composing and arranging music. Participation in music strengthens the students’ ability to communicate effectively and sensitively. Students keep a Folio of work undertaken during their study. The folio should include, but not be restricted to, one or more of the following assessments: research project, report, review, essay, journal, analysis, arrangement, composition or recorded performance. Students undertake at least one Skills Development assessment on aspects of their learning. Suitable assessments could include, for example: theory testing, aural testing, aural and/or written analysis, aural recognition/identification, setting up and operating a sound reinforcement system, instrumental/vocal part testing, sight-reading or application of technical skills. Students undertake at least one Skills Presentation assessment. Suitable assessments could include, for example: performing as a soloist or as a member of an ensemble, accompanying, conducting, arranging and/or composing and/or improvising, transcribing, setting up a sound reinforcement system, audio mixing, recording, presenting a workshop or giving an oral and/or multimedia presentation.

**Assessment**

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

- Folio (40%)
- Skills Development (20%)
- Skills Presentation (40%)

---

**Music B**

- **Length**: 1 semester
- **Compulsory or Elective**: Elective
- **Credits**: 10 credits
- **Pre-Requisites**: Successful completion of Stage 1 Music A to a C grade or higher

**Subject Description**

In Stage 1 Music B, students are provided with the knowledge and skills to merge historical and cultural perspectives with contemporary social practices. Students benefit from opportunities to develop their practical and creative potential, oral and written skills and capacity to make informed interpretative and aesthetic judgements. Students engage in musical activities such as working individually or collaboratively in performing musical works; researching, developing and applying theoretical knowledge; and composing and arranging music. Participation in music strengthens the students’ ability to communicate effectively and sensitively. Students keep a Folio of work undertaken during their study. The folio should include, but not be restricted to, one or more of the following assessments: research project, report, review, essay, journal, analysis, arrangement, composition or recorded performance. Students undertake at least one Skills Development assessment on aspects of their learning. Suitable assessments could include, for example: theory testing, aural testing, aural and/or written analysis, aural recognition/identification, setting up and operating a sound reinforcement system, instrumental/vocal part testing, sight-reading or application of technical skills. Students undertake at least one Skills Presentation assessment. Suitable assessments could include, for example: performing as a soloist or as a member of an ensemble, accompanying, conducting, arranging and/or composing and/or improvising, transcribing, setting up a sound reinforcement system, audio mixing, recording, presenting a workshop or giving an oral and/or multimedia presentation.

**Assessment**

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

- Folio (40%)
- Skills Development (20%)
- Skills Presentation (40%)
**Visual Art A**

**Length**
1 semester

**Compulsory or Elective**
Elective

**Credits**
10 credits

**Pre-Requisites**
Successful completion of Year 10 Art A & B to a C grade or higher

**Subject Description**
In Stage 1 Visual Art A, students are provided with the skills in how to be successful in completing a Folio, a Practical and a Visual Study. Students choose the theme, media and direction of their Folio. A Folio includes evidence of Visual Learning such as starting points, application of creative thinking and problem solving skills, sources of inspiration and influence, analysis of works of art, development of alternative ideas and concepts, review of ideas, comments to clarify thinking, exploration and experimentation of media, materials and technology, practice and application of skills and the refinement of ideas leading up to decisions for final resolved Practical. The Practical is in two parts: The final artwork and the Practitioner's statement. Students can choose Film, animation, installation, assemblage, digital imaging, painting, drawing, mixed media, printmaking, photography, fabrication (wood, plastic, or metal), sculpture, ceramics, and/or textiles for their work. Students produce a Visual Study on the art movement Surrealism. A Visual Study is an exploration of, and/or experimentation with, a style, an idea, a concept, media, materials, methods, techniques, and/or technologies. Students base their exploration and/or experimentation on analysis of the work of other practitioners, individual research, and the development of visual thinking and/or technical skills. They present the findings of their visual study as well as their conclusions and insights.

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

- **Folio (40%)**
  - 15 pages.

- **Visual Study (30%)**
  - 8-12 pages with 750 words embedded.

- **Practical (30%)**
  - Final Artwork
  - 250 words Practitioner's Statement.

**Visual Art B**

**Length | Credits**
1 semester, 10 credits

**Compulsory or Elective**
Elective

**Credits**
10 credits

**Pre-Requisites**
Successful completion of Stage 1 Visual Art to a C grade or higher

**Subject Description**
In Stage 1 Visual Art B, students are provided with the skills in how to be successful in completing a Folio, a Practical and a Visual Study. Students choose the theme, media and direction of their Folio. A Folio includes evidence of Visual Learning such as starting points, application of creative thinking and problem solving skills, sources of inspiration and influence, analysis of works of art, development of alternative ideas and concepts, review of ideas, comments to clarify thinking, exploration and experimentation of media, materials and technology, practice and application of skills and the refinement of ideas leading up to decisions for final resolved Practical. The Practical is in two parts: The final artwork and the Practitioner's statement. Students can choose Film, animation, installation, assemblage, digital imaging, painting, drawing, mixed media, printmaking, photography, fabrication (wood, plastic, or metal), sculpture, ceramics, and/or textiles for their work. Students produce a Visual Study on a topic of their choice. A Visual Study is an exploration of, and/or experimentation with, a style, an idea, a concept, media, materials, methods, techniques, and/or technologies. Students base their exploration and/or experimentation on analysis of the work of other practitioners, individual research, and the development of visual thinking and/or technical skills. They present the findings of their visual study as well as their conclusions and insights.

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

- **Folio (40%)**
  - 15 pages.

- **Visual Study (30%)**
  - 8-12 pages with 750 words embedded.

- **Practical (30%)**
  - Final Artwork
  - 250 words Practitioner's Statement.
Business & Enterprise A
[Business Innovation - Start-ups]

Length
1 semester

Compulsory or Elective
Elective

Credits
10 credits

Pre-Requisites
Successful completion of Year 10 Business & Enterprise or Year 10 Humanities to a C grade or higher

Pathway

Subject Description
In Stage 1 Business Innovation A - Start-ups, students will develop and apply their understanding through the context of a new ‘start-up business’. Through design thinking and assumption based planning tools, students engage in the process of identifying, exploring and communicating the market potential of a product or service, or viable new local or global business. Students will be given the opportunity to work collaboratively to analyse and manage the process of finding and solving problems related to meeting customer needs. Students will propose, develop and test possible revenue models and pricing strategies for the business model by increasing financial awareness. Students analyse the responsibilities and impact of the proposed business model on global and local communities. They will explore and analyse opportunities presented by digital and emerging technologies for the business start-up. Students undertake study in Stage 1 Business Innovation A - Start-ups through the following topics: Small business plans, Business model development, Business problem solving, and financial planning.

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

Business Skills (70%)
- One Business Skills Tasks
- One Independent Business Model Summary
- One Collaborative Skill Task.

Business Pitch (30%)
- One two minute Presentation and Responses to panel questioning
- 800 word Evaluation to pitch feedback.

Business & Enterprise B
[Business Innovation - Improvement Management]

Length
1 semester

Compulsory or Elective
Elective

Credits
10 credits

Pre-Requisites
Successful completion of Year 10 Business & Enterprise or Year 10 Humanities to a C grade or higher

Pathway

Subject Description
In Stage 1 Business Innovation B - Improvement Management, students will develop and apply their understanding through the context of an ‘existing business, product or service’. They are to engage directly with local businesses to gather stakeholder information and analyse problems through tools such as root cause analysis. Students develop and apply their financial awareness and ability to make informed decisions in complex, interconnected business environments using tools such as cost benefit analysis and decision cycles. They also propose changes to enhance the overall viability. Students communicate this information to a range of stakeholders via a business pitch. Students consider digital and emerging technologies, sustainability, and corporate social responsibility as they identify new strategies for an existing business. Students undertake study in Stage 1 Business Innovation B - Improvement Management through the following topics: Investigation of a small business, Business model improvement, Business change management, and Emerging global and digital connections.

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

Business Skills (70%)
- One Business Skills Tasks
- One Independent Business Model Summary
- One Collaborative Skill Task.

Business Pitch (30%)
- One two minute Presentation and Responses to panel questioning
- 800 word Evaluation to pitch feedback.
Digital Technologies A
[Data Analysis and Programming]

Length
1 semester

Compulsory or Elective
Elective

Credits
10 credits

Pre-Requisites
Successful completion of Year 10 Digital Technologies or Year 10 IPP to a C grade or higher

Pathway

Subject Description
In Stage 1 Digital Technologies A - Data Analysis and Programming, students are involved in creating new ways of doing things, generating their own ideas and creating digital solutions to problems of interest. Solutions may take the form of a product, prototype, and/or proof of concept. Students are encouraged to experiment and learn from both what does not work as planned, as well as from what does work. Innovation may also include students designing solutions that improve existing processes or products. They analyse and evaluate data, test hypotheses, make decisions based on evidence, and create solutions. Through the study of Digital Technologies, students are encouraged to take ownership of problems and design, code, validate, and evaluate their solutions. In doing so, they develop and extend their understanding of designing and programming, including the basic constructs involved in coding, array processing, and modularisation. Students undertake study in Stage 1 Digital Technologies A - Data Analysis and Programming through the following topics: Computational thinking, Collaborative Design and programming, Data analytics and Project development.

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

Project Skills (70%)
- Produce two Project Skills Tasks
- The focus of tasks include Data Analysis and Project Planning.

Digital Solutions (30%)
- Create two Digital Solutions through a project design process for chosen scenarios
- The focus of tasks include Information System Design and Object Based Programming.

Digital Technologies B
[Robot and Game Programming]

Length
1 semester

Compulsory or Elective
Elective

Credits
10 credits

Pre-Requisites
Successful completion of Year 10 Digital Technologies or Year 10 IPP to a C grade or higher

Pathway

Subject Description
In Stage 1 Digital Technologies B - Robot and Game Programming, students are involved in creating new ways of doing things, generating their own ideas and creating digital solutions to problems of interest. The focus of innovation is the driverless car, game design and the control of devices via programming methods. Solutions may take the form of a product, prototype, and/or proof of concept. Students are encouraged to experiment and learn from both what does not work as planned, as well as from what does work. Innovation may also include students designing solutions that improve existing processes or products. They analyse and evaluate data, test hypotheses, make decisions based on evidence, and create solutions. Students are encouraged to take ownership of problems and design, code, validate, and evaluate their solutions. In doing so, they develop and extend their understanding of designing and programming, including the basic constructs involved in coding, array processing, and modularisation. Students undertake study in Stage 1 Digital Technologies B - Robot and Game Programming through the following topics: Computational thinking, Collaborative Design and programming, Data analytics and Project development.

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

Project Skills (70%)
- Produce two Project Skills Tasks
- The focus of tasks include Data Analysis and Project Planning.

Digital Solutions (30%)
- Create two Digital Solutions through a project design process for chosen scenarios
- The focus of tasks include Game Design, Object Based Programming and Robot Control.
**Information Processing & Publishing A [Magazine Print Design]**

**Length**
1 semester

**Compulsory or Elective**
Elective

**Credits**
10 credits

**Pre-Requisites**
Successful completion of Year 10 IPP or Year 10 Digital Technologies to a C grade or higher

**Pathway**

| Stage 1 IPP A | Stage 1 IPP B | Stage 2 IPP (+ D&T) |

**Subject Description**
In Stage 1 IPP A - Magazine Print Design, students will apply practical skills and design principles to provide creative solutions to text-based communication tasks, using imagination and creativity to make proposals and choices. They use the design process to apply problem-solving, critical-thinking, and decision-making skills. They learn a variety of strategies for meeting identified needs of the client. Students create both printed text-based publications, and document the development process. Students identify and use specialised computer hardware and software to process, manage and communicate information in editorial publications or products. They analyse the impacts and consequences of the use of information processing and publishing technologies. Students undertake study in Stage 1 IPP A - Magazine Print Design through the following topics: Desktop Publishing, Issues Analysis and the Product and Documentation.

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

**Issues Analysis (20%)**
- Investigate an issue relating to information processing and publishing technologies
- Investigate technical and operational understanding of information processing and publishing technologies.

**Practical Skills (40%)**
- Design and Produce print based products
- Design and Produce electronic documents and web pages.

**Product and Documentation (40%)**
- Design and Produce a publication and document the stages of the design process.

---

**Information Processing & Publishing B [Cinema Website Design]**

**Length**
1 semester

**Compulsory or Elective**
Elective

**Credits**
10 credits

**Pre-Requisites**
Successful completion of Year 10 IPP or Year 10 Digital Technologies to a C grade or higher

**Pathway**

| Stage 1 IPP B | Stage 2 IPP (+ D&T) |

**Subject Description**
In Stage 1 IPP B - Cinema Website Design, students will apply practical skills and design principles to provide creative solutions to text-based communication tasks, using imagination and creativity to make proposals and choices. They use the design process to apply problem-solving, critical-thinking, and decision-making skills. They learn a variety of strategies for meeting identified needs of the client. Students create both electronic text-based publications and websites, and document the development process. Students identify and use specialised computer hardware and software to process, manage and communicate information in a range of contexts including web pages or electronic products. They analyse the impacts and consequences of the use of information processing and publishing technologies. Students undertake study in Stage 1 IPP B - Cinema Website Design through the following topics: Electronic Publishing, Issues Analysis and the Product and Documentation.

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

**Issues Analysis (20%)**
- Investigate an issue relating to information processing and publishing technologies.

**Practical Skills (40%)**
- Design and Produce web page based products to develop software and hardware skills and techniques.

**Product and Documentation (40%)**
- Design and Produce a website and document the stages of the design process.
Material Products A
[Wood Product Design]

Length
1 semester

Compulsory or Elective
Elective

Credits
10 credits

Pre-Requisites
Successful completion of Year 10 Design & Technology to a C grade or higher

Pathway

Subject Description
In Stage 1 Material Products A - Wood Product Design, students demonstrate their design and technological ability through activities in contexts that have a practical outcome. They develop the ability to initiate, create and develop products in response to a need, problem or challenge. From this, they create a design brief and investigate possible solutions to the problem. Planning includes concept sketches and a final CAD working drawing. Students will develop skills to use tools and materials competently and safely through both for and of learning tasks. The course requires the use of mathematical concepts in both the designing phase and final cutting and costing calculations. Students analyse the impacts of technology on individuals and the environment related to their product material or manufacturing process. This course focuses on timber being the main material within the product design. Students undertake study in Stage 1 Material Products A - Wood Product Design through the following topics: Product design, hand and machine jointing techniques, and material properties and testing.

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

Skills (20%)
  • Hand & Machine Skills Tests
  • Material Application Testing and Investigation.

Product (50%)
  • Construction of a given Minor Product
  • Construction of a Student Designed Major Product.

Folio (30%)
  • An Investigation and Planning
  • A CAD Design
  • An Evaluation of a Project.

Material Products B
[Integrated Materials]

Length
1 semester

Compulsory or Elective
Elective

Credits
10 credits

Pre-Requisites
Successful completion of Year 10 Design & Technology to a C grade or higher

Pathway

Subject Description
In Stage 1 Material Products B - Integrated Materials, students demonstrate their design and technological ability through activities in contexts that have a practical outcome. They develop the ability to initiate, create and develop products in response to a need, problem or challenge. From this, they create a design brief and investigate possible solutions to the problem. Planning includes concept sketches and a final CAD working drawing. Students will develop skills to use tools and materials competently and safely through both for and of learning tasks. The course requires the use of mathematical concepts in both the designing phase and final cutting and costing calculations. Students analyse the impacts of technology on individuals and the environment related to their product material or manufacturing process. This course focuses on the incorporation of a range of materials within the product design. Students undertake study in Stage 1 Material Products B - Integrated Materials, through the following topics: Product design, hand and machine jointing techniques, and material properties and testing.

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

Skills (20%)
  • Hand & Machine Skills Tests
  • Material Application Testing and Investigation.

Product (50%)
  • Construction of a given Minor Product
  • Construction of a Student Designed Major Product.

Folio (30%)
  • An Investigation and Planning
  • A CAD Design
  • An Evaluation of a Project.
**Workplace Learning A**
[Integrated Learning]

**Length**
1 semester

**Compulsory or Elective**
Elective

**Credits**
10 credits

**Pre-Requisites**
Successful completion of Year 10 English to a C grade or higher

**Pathway**
- Stage 1 Workplace Learning A
- Stage 1 Workplace Learning B
- Stage 2 Workplace Practices

**Subject Description**
In Stage 1 Workplace Learning A, students develop knowledge, skills & understanding of the nature, type & structure of the workplace. They explore the relationship between the changing nature of work, industrial relations influences & workplace issues. Students develop skills and understanding to be able to explain concepts of industry and work. They analyse the relationships between work-related issues and practices in workplaces and demonstrate knowledge of the roles of individuals, government legislation and policies, unions, and employer groups in work-related and workplace issues. Students investigate the dynamic nature of work-related and workplace issues, cultures, and/or environments. They demonstrate and apply generic work skills and, where relevant, industry knowledge and skills, in a workplace and/or work-related context.

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

- **Practical (40%)**
  - Practical Exploration involves students undertaking a school based working experience or volunteering to complete a practical task.

- **Connections (30%)**
  - The Connections Domain of this unit requires students to develop and demonstrate their knowledge, concepts and skills to design and implement a fund raising event.

- **Personal Venture (30%)**
  - Personal Venture requires students to demonstrate development of knowledge through examining a career pathway of personal relevance.

**Workplace Learning B**
[Integrated Learning]

**Length**
1 semester

**Compulsory or Elective**
Elective

**Credits**
10 credits

**Pre-Requisites**
Successful completion of Year 10 English to a C grade or higher

**Pathway**
- Stage 1 Workplace Learning B
- Stage 2 Workplace Practices

**Subject Description**
In Stage 1 Workplace Learning B, students develop knowledge, skills & understanding of the nature, type & structure of the workplace. They explore the relationship between the changing nature of work, industrial relations influences & workplace issues. Students develop skills and understanding to be able to explain concepts of industry and work. They analyse the relationships between work-related issues and practices in workplaces and demonstrate knowledge of the roles of individuals, government legislation and policies, unions, and employer groups in work-related and workplace issues. Students investigate the dynamic nature of work-related and workplace issues, cultures, and/or environments. They demonstrate and apply generic work skills and, where relevant, industry knowledge and skills, in a workplace and/or work-related context.

**Assessment**
Students demonstrates evidence of their learning through the following assessment types:

- **Practical (40%)**
  - Students Explore an area of the program focus that is of interest and demonstrate their knowledge and understanding of work health and safety.

- **Connections (30%)**
  - Practical Exploration involves students undertaking an organised work experience or volunteering to complete a connections task.

- **Personal Venture (30%)**
  - Personal Venture is an opportunity for students to explore an area of the program focus that is of interest to them. They investigate their area of interest by identifying, exploring, and communicating relevant information, concepts, and ideas about them. The task is inquiry-based or a practical-based project.
**Research Practices**

**Length**
1 semester

**Compulsory or Elective**
Compulsory

**Credits**
10 credits

**Pre-Requisites**
Nil

**Pathway**

---

**Subject Description**
In Stage 1 Research Practices, students are introduced to the formal research process by engaging in opportunities to examine the purpose of research, explore a range of research approaches, and develop their investigative and inquiry skills. Students explore research practices to develop skills in undertaking research, such as planning their research, developing and analysing their data, and presenting their research findings. Students undertake study in Stage 1 Research Practices through the following topics: conducting a research survey, choosing appropriate research methods, analysis skills and key findings, and evaluating and synthesising sources. Stage 1 Research Practices is designed to effectively prepare students for Stage 2 Research Project.

**Assessment**
Stage 1 assessment is 100% school-based. The course is comprised of one 10-credit units. Student results are provided to the SACE Board at the conclusion of each semester.

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

**Folio (50%)**
- Research Methods
- Developing a Research Question.

**Source Analysis (50%)**
- Source Analysis
- Evaluating Sources.
English A

**Length**
1 semester

**Compulsory or Elective**
Compulsory

**Credits**
10 credits

**Pre-Requisites**
Successful completion of Year 10 English to a C grade or higher

**Pathway**

Stage 1 English A

Stage 1 English B

Stage 2 English

**Subject Description**
In Stage 1 English A, students focus on the exploration and development of English skills through reading, viewing, writing, speaking and using technology in appropriate ways and for different purposes. Students study the use of language through close reading, both shared and individual, of a range of contemporary texts. In comparative exercises, students recognise the connections between texts through responses that integrate discussion of texts. By focusing on the creativity and craft of other authors, both classic and contemporary, students develop skills in composing their own texts. Students undertake study in Stage 1 English A in Semester 1 through the shared exploration of a novel and feature film in which the relationship between author and reader is considered through examining the use of language and stylistic conventions as well as a comparative, inter-textual study of two texts that share a similar theme. Students also complete a Creating Texts Study by constructing a persuasive speech.

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

- **Responding to Texts (50%)**
  - Analytical Essay
  - Oral Presentation.

- **Creating Texts (20%)**
  - Narrative.

- **Inter-textual Study (30%)**
  - Comparative Analytical Essay.

Stage 1 English A is externally moderated by the SACE Board at the conclusion of the semester with students required to attain a C grade or higher each semester to meet the SACE literacy requirements.

English B

**Length**
1 semester

**Compulsory or Elective**
Compulsory

**Credits**
10 credits

**Pre-Requisites**
Successful completion of Year 10 English to a C grade or higher and successful completion of Stage 1 English Literary Studies A in Semester 1 to a C grade or higher

**Pathway**

Stage 1 English B

Stage 2 English

**Subject Description**
In Stage 1 English B, the focus continues on the exploration and development of English skills through reading, viewing, writing, speaking and using technology in appropriate ways and for different purposes. Students study the use of language through close reading, both shared and individual, of a range of contemporary and classic texts. In comparative exercises, students recognise the connections between texts through responses that integrate discussion of texts. By focusing on the creativity and craft of other authors, both classic and contemporary, students develop skills in composing their own texts. Students undertake study in Stage 1 English B in Semester 2 through the shared exploration of a range of short stories and poetry as well as through an inter-textual study requiring the independent study of two texts (for example: film and feature article) sharing a common theme and which are explored in a comparative essay. Students also complete a Creating Texts assignment by constructing a recount.

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

- **Responding to Texts (50%)**
  - Comparative Analytical Essay
  - Analytical Essay.

- **Creating Texts (20%)**
  - Oral Presentation.

- **Inter-textual (Article/Film) Study (30%)**
  - Comparative Analytical Essay.

Stage 1 English B is externally moderated by the SACE Board at the conclusion of the semester with students required to attain a C grade or higher each semester to meet the SACE literacy requirements.
English Literary Studies A

Length
1 semester

Compulsory or Elective
Compulsory

Credits
10 credits

Pre-Requisites
Successful completion of Year 10 English to a B grade or higher

Pathway
In Stage 1 English Literary Studies A, students focus on the exploration and development of English skills through reading, viewing, writing, speaking and using technology in appropriate ways and for different purposes. Students study the use of language through close reading, both shared and individual, of a range of contemporary and classic texts. In comparative exercises, students recognise the connections between texts through responses that integrate discussion of texts. By focusing on the creativity and craft of other authors, both classic and contemporary, students develop skills in composing their own texts. Students undertake study in Stage 1 English Literary Studies A in Semester 1 through the shared exploration of a novel, film, and poetry in which the relationship between author and reader is considered through examining the use of language and stylistic conventions as well as a range of short media texts. Students also complete a Creating Texts Study by constructing a reflective recount.

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

Responding to Texts (40%)
- Analytical Essay (Novel)
- Oral Presentation (Film)
- Comparative Analytical Essay (Poetry).

Creating Texts (20%)
- Recount.

Inter-textual (Poetry) Study (30%)
- Comparative Analytical Essay.

End-of-Semester Examination (10%)
Stage 1 English Literary Studies A is externally moderated by the SACE Board each semester with students required to attain a C grade or higher each semester to meet the SACE literacy requirements.

English Literary Studies B

Length
1 semester

Compulsory or Elective
Compulsory

Credits
10 credits

Pre-Requisites
Successful completion of Year 10 English to a C grade or higher and successful completion of Stage 1 English Literary Studies A in Semester 1 to a C grade or higher

Pathway
In Stage 1 English Literary Studies B, the focus continues on the exploration and development of English skills through reading, viewing, writing, speaking and using technology in appropriate ways and for different purposes. Students study the use of language through close reading, both shared and individual, of a range of contemporary and classic texts. In comparative exercises, students recognise the connections between texts through responses that integrate discussion of texts. By focusing on the creativity and craft of other authors, both classic and contemporary, students develop skills in composing their own texts. Students undertake study in Stage 1 English Literary Studies B in Semester 2 through the shared exploration of a Shakespearean tragedy (“Macbeth”), and through an inter-textual study of both a novel and feature film which students choose and study independently. Students also complete a Creating Texts Study by presenting a persuasive speech on a significant social issue and construct a transformative narrative. A variety of short texts are also deconstructed to develop critical reading skills.

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

Responding to Texts (40%)
- Analytical Essay
- Persuasive Speech.

Creating Texts (20%)
- Narrative.

Inter-textual (Novel/Film) Study (30%)
Comparative Analytical Essay.

End-of-Semester Examination (10%)
Stage 1 English Literary Studies B is externally moderated by the SACE Board at the conclusion of the semester with students required to attain a C grade or higher each semester to meet the SACE literacy requirements.
Essential English A

Length
1 semester

Compulsory or Elective
Compulsory

Credits
10 credits

Pre-Requisites
Successful completion of Year 10 English to a C grade or higher

Pathway

Subject Description
In Stage 1 Essential English A, students develop their personal and social identity through reading and composing texts. Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts. The study of Essential English also involves exploring, responding to, and composing texts in, and for a range of, personal, social, cultural, and/or vocational contexts. Some texts and contexts will be familiar to the student and some will be unfamiliar. Through a study of Essential English, students learn that language is both a vehicle of communication and a means of establishing social connections with other people. Students come to realise that language has practical, civic, and creative purposes and is a key to social, economic, and cultural participation. Students undertake study in Stage 1 Essential English A in Semester 1 through completing units of work on Media, Review Writing and Recount Writing.

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

Responding to Texts (50%)
- Restaurant Review
- Magazine Cover Analysis.

Creating Texts (50%)
- Recount
- Magazine Cover Design.

Stage 1 Essential English A is externally moderated by the SACE Board at the conclusion of the semester with students required to attain a C grade or higher each semester to meet the SACE literacy requirements.

Essential English B

Length
1 semester

Compulsory or Elective
Compulsory

Credits
10 credits

Pre-Requisites
Successful completion of Year 10 English to a C grade or higher

Pathway

Subject Description
In Stage 1 Essential English B, students develop their personal and social identity through reading and composing texts. Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts. The study of Essential English also involves exploring, responding to, and composing texts in, and for a range of, personal, social, cultural, and/or vocational contexts. Some texts and contexts will be familiar to the student and some will be unfamiliar. Through a study of Essential English, students learn that language is both a vehicle of communication and a means of establishing social connections with other people. Students come to realise that language has practical, civic, and creative purposes and is a key to social, economic, and cultural participation. Students undertake study in Stage 1 Essential English B in Semester 1 through completing units of work on Advertising, Feature Film, Public Speaking and Electronic Communications.

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

Responding to Texts (50%)
- Film Study
- Poster Analysis.

Creating Texts (50%)
- Instructional Oral
- Formal Email.

Stage 1 Essential English B is externally moderated by the SACE Board at the conclusion of the semester with students required to attain a C grade or higher each semester to meet the SACE literacy requirements.
**Child Studies A**

**Length**
1 semester

**Compulsory or Elective**
Elective

**Credits**
10 credits

**Pre-Requisites**
Successful completion of Year 10 English or Year 10 Food & Hospitality to a C grade or higher

**Pathway**

Stage 1
Child Studies A

Stage 1
Child Studies B

Stage 2
Child Studies

**Subject Description**
In Stage 1 Child Studies A, the course focuses on children and their development from conception to 8 years. Students have the opportunity to develop knowledge and understanding of young children through individual, collaborative, and practical learning. They explore concepts such as the development, needs, and rights of children, value of play and toys, roles of parents and caregivers. They also consider the importance of reading, behaviour management, child nutrition and social competence. Students investigate contemporary issues that are relevant to children and their development through analysing current trends, critiquing government and global initiatives and strategies for the wellbeing and protection of children. A range of problem solving and practical skills are further enhanced in the areas of management, organisation, use of resources and occupational health and safety requirements for working with children. Students undertake study in Stage 1 Child Studies A through the following topics: Importance of Reading, Pre-Natal Development, Childhood Safety and Individual Investigation.

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

**Practical Activity (50%)**
- Importance of Reading
- Pre-Natal Development.

**Group Activity (25%)**
- Childhood Safety.

**Investigation (25%)**
- Individual Investigation.

**Child Studies B**

**Length**
1 semester

**Compulsory or Elective**
Elective

**Credits**
10 credits

**Pre-Requisites**
Successful completion of Year 10 English or Year 10 Food & Hospitality to a C grade or higher

**Pathway**

Stage 1
Child Studies B

Stage 2
Child Studies

**Subject Description**
In Stage 1 Child Studies B, the course focuses on children and their development from conception to 8 years. Students have the opportunity to develop knowledge and understanding of young children through individual, collaborative, and practical learning. They explore concepts such as the development, needs, and rights of children, value of play and toys, roles of parents and caregivers. They also consider the importance of reading, behaviour management, child nutrition and social competence. Students investigate contemporary issues that are relevant to children and their development through analysing current trends, critiquing government and global initiatives and strategies for the wellbeing and protection of children. A range of problem solving and practical skills are further enhanced in the areas of management, organisation, use of resources and occupational health and safety requirements for working with children. Students undertake study in Stage 1 Child Studies B through the following topics: Creating an Educational Toy, Childhood Development, Physical Activity Promotion, and Individual Investigation.

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

**Practical Activity (50%)**
- Educational Toy
- Childhood Development.

**Group Activity (25%)**
- Physical Activity Promotion.

**Investigation (25%)**
- Individual Investigation.
[ HEALTH & PHYSICAL EDUCATION ]

**Food & Hospitality A**

**Length**
1 semester

**Compulsory or Elective**
Elective

**Credits**
10 credits

**Pre-Requisites**
Successful completion of Year 10 Food and Hospitality or Year 10 English to a C grade or higher

**Pathway**
- Stage 1
  - Food & Hospitality A
- Stage 1
  - Food & Hospitality B
- Stage 2
  - Food & Hospitality

**Subject Description**
In Stage 1 Food & Hospitality A, students examine the dynamic nature of the food and hospitality industry, understanding contemporary approaches and issues through completion of an Individual Investigation into a topic of their choice. Students develop their individual practical skills using technology in the preparation and handling of food. Students investigate how the local Restaurant Industry benefits from embracing and using local and/or seasonal produce. They also are tasked to re-invent and modernise a traditional cultural dish for the restaurant industry in South Australia. Students will work collaboratively to complete a group task on Street Food Stalls; understanding the factors that influence food choices (e.g. class, race, culture, gender, age, religion, and the media). An investigation sees students identify, investigate, and reflect on a contemporary issue related to the Food and Hospitality Industry. Students undertake study in Stage 1 Food & Hospitality A through the following topics: Seasonal Food, Cultural Trends, Street Foods and an Individual Investigation.

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

- **Practical Activity (50%)**
  - Seasonal Food
  - Cultural Trends.

- **Group Activity (20%)**
  - Street Foods.

- **Investigation (30%)**
  - Individual Investigation.

---

**Food & Hospitality B**

**Length**
1 semester

**Compulsory or Elective**
Elective

**Credits**
10 credits

**Pre-Requisites**
Successful completion of Year 10 Food and Hospitality or Year 10 English to a C grade or higher

**Pathway**
- Stage 1
  - Food & Hospitality B
- Stage 1
  - Food & Hospitality B
- Stage 2
  - Food & Hospitality

**Subject Description**
In Stage 1 Food & Hospitality B, students examine the dynamic nature of the Food and Hospitality Industry, understanding contemporary approaches and issues through completion of an individual investigation into a topic of their choice. Students develop their individual practical skills using technology in the preparation and handling of food. Students develop an awareness of the current trends in the use of Fair trade and ethical food produce. Students are also tasked to design/make a new Pizza dish in a modern and trendy manner for the restaurant industry in South Australia. Students will work collaboratively to complete a group task on Marketplace Stalls; selling goods at lunch to staff, costing producing and packaging items to sell. The investigation sees students identify, investigate, and reflect on a contemporary issue related to the Food and Hospitality Industry. Students undertake study in Stage 1 Food & Hospitality B through the following topics: Fair Trade and Ethical Foods, Pizza Pie, Marketplace Food Stall and an Individual Investigation.

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

- **Practical Activity (50%)**
  - Fair Trade and Ethical Foods
  - Pizza Pie.

- **Group Activity (20%)**
  - Marketplace Food Stall.

- **Investigation (30%)**
  - Individual Investigation.
**Outdoor Education A**

**Length**  
1 semester

**Compulsory or Elective**  
Elective

**Credits**  
10 credits

**Pre-Requisites**  
Successful completion of Year 10 Outdoor Education or Year 10 Physical Education to a C grade or higher

**Pathway**

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outdoor Education A</td>
<td>Outdoor Education (2020)</td>
</tr>
<tr>
<td>Outdoor Education B</td>
<td>Outdoor Education (2020)</td>
</tr>
</tbody>
</table>

**Subject Description**  
In Stage 1 Outdoor Education A, students study the human connection to natural environments through outdoor activities. Students develop their sense of self-reliance and build relationships with people and natural environments. Outdoor Education focuses on the development of awareness of environmental issues through observation and evaluation. Students will participate in outdoor activities including aquatics activities, bush walking and orienteering with students completing two camps. Students develop knowledge and skills, and reflect on their personal, group, and social development. They gain an understanding of ecology, environmental sustainability, cultural perspectives (including Indigenous Australians’ perspectives about land), and physical, emotional, and spiritual health. Through involvement within bush walking and kayaking camps, students increase their effectiveness as members of a group and develop skills in leadership, self-management, group management, planning and evaluating, personal reflection, assessing and managing risks, managing safety, and minimising environmental impacts for sustainable futures. Students undertake study in Stage 1 Outdoor Education A through the following topics: Camp Skills, Orienteering, Bush walking, Kayaking, and Environment and Conservation Awareness.

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

- **Practical (50%)**  
  - Kayaking Camp
  - Bush walking Camp.

- **Folio (25%)**  
  - Investigation.

- **Report (25%)**  
  - Camp Report.

*Additional charges for Camp - approximately $150.

---

**Outdoor Education B**

**Length**  
1 semester

**Compulsory or Elective**  
Elective

**Credits**  
10 credits

**Pre-Requisites**  
Successful completion of Year 10 Outdoor Education or Year 10 Physical Education to a C grade or higher

**Pathway**

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outdoor Education B</td>
<td>Outdoor Education (2020)</td>
</tr>
</tbody>
</table>

**Subject Description**  
In Stage 1 Outdoor Education B, students study the human connection to natural environments through outdoor activities. Students develop their sense of self-reliance and build relationships with people and natural environments. Outdoor Education focuses on the development of awareness of environmental issues through observation and evaluation. Students will participate in outdoor activities including bush walking, orienteering and an aquatics camp. Students develop knowledge and skills, and reflect on their personal, group, and social development. They gain an understanding of ecology, environmental sustainability, cultural perspectives (including Indigenous Australians’ perspectives about land), and physical, emotional, and spiritual health. Through outdoor bush walking and aquatics camps, students increase their effectiveness as members of a group and develop skills in leadership, self-management, group management, planning and evaluating, personal reflection, assessing and managing risks, managing safety, and minimising environmental impacts for sustainable futures. Students undertake study in Stage 1 Outdoor Education B through the following topics: Camp Skills, Orienteering, Bush walking, Aquatics, and Environment and Conservation Awareness.

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

- **Practical (50%)**  
  - Rock climbing Camp
  - Camping Skills.

- **Folio (25%)**  
  - Camp Planning
  - Sustainable Environment Practice.

- **Report (25%)**  
  - Camp Report.

*Additional charges for Camp - approximately $150.
**Physical Education A**

**Length**
1 semester

**Compulsory or Elective**
Elective

**Credits**
10 credits

**Pre-Requisites**
Successful completion of Year 10 Physical Education to a C grade or higher

**Pathway**

![Stage 1 Physical Education A](image)

![Stage 1 Physical Education B](image)

![Stage 2 Physical Education](image)

**Subject Description**

In Stage 1 Physical Education A, students explore the participation in and performance of human physical activities, their physical capacities, and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. An integrated approach to learning in Physical Education promotes deep learning ‘in, through and about’ physical activity. The application of this framework ensures students make meaning of the cognitive and psychomotor processes fundamental to the learning of physical activity. They investigate how the body responds to physical activity and apply biophysical and psychological knowledge to improve performance and/or participation in physical activity. Students initiate and contribute to the development of strategies that promote equity and inclusivity through a range of theme-based games, sporting and physical activities. Students develop theoretical knowledge to understand the richness and diversity of movement experiences. Physical activity contexts enable individuals to apply their knowledge to real-life experiences to evaluate participation and performance outcomes. Students undertake study in Stage 1 Physical Education A through the following topics: Badminton, Body Systems, Touch Football, Energy Systems and a SEPEP Tournament.

**Assessment**

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

- **Improvement Analysis (50%)**
  - Badminton & Body Systems
  - Touch Football & Energy Systems.

- **Physical Activity Investigation (50%)**
  - SEPEP Tournament.

---

**Physical Education B**

**Length**
1 semester

**Compulsory or Elective**
Elective

**Credits**
10 credits

**Pre-Requisites**
Successful completion of Year 10 Physical Education to a C grade or higher

**Pathway**

![Stage 1 Physical Education B](image)

![Stage 2 Physical Education](image)

**Subject Description**

In Stage 1 Physical Education B, students explore the participation in and performance of human physical activities, their physical capacities, and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. An integrated approach to learning in Physical Education promotes deep learning ‘in, through and about’ physical activity. The application of this framework ensures students make meaning of the cognitive and psychomotor processes fundamental to the learning of physical activity. They investigate how the body responds to physical activity and apply biophysical and psychological knowledge to improve performance and/or participation in physical activity. Students initiate and contribute to the development of strategies that promote equity and inclusivity through a range of theme-based games, sporting and physical activities. Students develop theoretical knowledge to understand the richness and diversity of movement experiences. Physical activity contexts enable individuals to apply their knowledge to real-life experiences to evaluate participation and performance outcomes. Students undertake study in Stage 1 Physical Education B through the following topics: Volleyball, Training Methods, Table Tennis, Skill Acquisition, Kayaking, Group Dynamics Activity.

**Assessment**

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

- **Improvement Analysis (50%)**
  - Volleyball and Training Methods
  - Table Tennis and Skill Acquisition.

- **Physical Activity Investigation (50%)**
  - Kayaking
  - Group Dynamics Activity.
**Integrated Learning A**
**[Sports Studies]**

**Length**
1 semester

**Compulsory or Elective**
Elective

**Credits**
10 credits

**Pre-Requisites**
Successful completion of Year 10 Outdoor Education or Year 10 Physical Education to a C grade or higher

**Pathway**

Stage 1
Sports Studies A

Stage 1
Sports Studies B

Stage 2
Sports Studies

**Subject Description**
In Stage 1 Integrated Learning A - Sports Studies, students explore their own physical, and SACE capabilities through Practical Exploration units; analysing their technique and application of tactical strategy. Students develop their knowledge, concepts and skills through comparison of their own performance with those of varying ability levels. They will also complete self and peer-assessments for each unit. They then reflect on their learning through evaluation and discussion. Students develop their collaboration and communication skills, SACE capabilities and coaching skills through running a four-week AUSKICK coaching program for Primary aged students. This Connections task allows significant reflection of learning to be demonstrated.

Students engage in a Personal Venture where they investigate the use of technology in sports of their choosing, and present their findings in a multimedia format. Students undertake study in Stage 1 Integrated Learning A - Sports Studies through the following topics: Basketball, AFL, AUSKICK Coaching and Technology in Sport.

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

- **Practical Exploration (40%)**
  - Basketball
  - AFL.
- **Connections (30%)**
  - AUSKICK Coaching.
- **Personal Venture (30%)**
  - Technology in Sport.

---

**Integrated Learning B**
**[Sports Studies]**

**Length**
1 semester

**Compulsory or Elective**
Elective

**Credits**
10 credits

**Pre-Requisites**
Successful completion of Year 10 Outdoor Education or Year 10 Physical Education to a C grade or higher

**Pathway**

Stage 1
Sports Studies A

Stage 1
Sports Studies B

Stage 2
Sports Studies

**Subject Description**
In Stage 1 Integrated Learning B - Sports Studies, students explore their own physical, and SACE capabilities through Practical Exploration units; analysing their technique and application of tactical strategy. Students develop their knowledge, concepts and skills through comparison of their own performance with those of varying ability levels. They apply this knowledge through tasks using technologies to create instructional videos for sports. Students will also promote physical activity and education through planning and implementing activities for Physical Education Week. They reflect on their learning through evaluation and discussion. Students develop their collaboration and communication skills, SACE capabilities and coaching skills whilst learning about global sports by leading their peers in a World Games coaching session. This Connections task allows significant reflection of learning to be demonstrated.

Students engage in a Personal Venture where they investigate and create a report on a topic of their choosing. Students undertake study in Stage 1 Integrated Learning B - Sports Studies through the following topics: World Games, Korfball, PE Week Activities and Personal Venture.

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

- **Practical Exploration (40%)**
  - Korfball
  - Physical Education Week Activities.
- **Connections (30%)**
  - World Games Coaching.
- **Personal Venture (30%)**
  - Individual Investigation.
**Geography A**

**Length**
1 semester

**Compulsory or Elective**
Elective

**Credits**
10 credits

**Pre-Requisites**
Successful completion of Year 10 Humanities to a C grade or higher

**Pathway**

![Stage 1 Geography A](image1)

![Stage 1 Geography B](image2)

![Stage 2 Geography](image3)

**Subject Description**
In Stage 1 Geography A, students develop an understanding of the spatial interrelationships between people, places, and environments. They appreciate the complexity of our world, the diversity of its environments, and the challenges and associated opportunities facing Australia and the world. Geography develops an appreciation that place matters in explanations of economic, social, and environmental phenomena and processes. They use this knowledge to promote a more sustainable way of life and an awareness of social and spatial inequalities. Students undertake study in Stage 1 Geography A in Semester 1 through the topics of Sustainable Urban Places, Natural Hazards and Global Issues. Key areas of study will include urban planning and development, livability and sustainability, the global distribution of natural hazards and an in-depth study of a current issue facing global communities and environments. Potential topics include global conflicts about resources such as water, global waste management issues and energy options for the future.

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

- **Geographical Skills and Applications (60%)**
  - Natural Hazards Infographic
  - Sustainable City Evaluation
  - Global Issues Investigation.

- **Field Work (20%)**

- **Examination (20% of School Grade)**

**Geography B**

**Length**
1 semester

**Compulsory or Elective**
Elective

**Credits**
10 credits

**Pre-Requisites**
Successful completion of Year 10 Humanities to a C grade or higher

**Pathway**

![Stage 1 Geography B](image4)

![Stage 2 Geography](image5)

**Subject Description**
In Stage 1 Geography B, students develop an understanding of the spatial interrelationships between people, places, and environments. They appreciate the complexity of our world, the diversity of its environments, and the challenges and associated opportunities facing Australia and the world. Geography develops an appreciation that place matters in explanations of economic, social, and environmental phenomena and processes. They use this knowledge to promote a more sustainable way of life and an awareness of social and spatial inequalities. Students undertake study in Stage 1 Geography B in Semester 2 through the topics of Biological and Human Hazards, Megacities and Local Issues. Key areas of study will include migration, environmental, social, and economic challenges and responses, a case study of a megacity and community wellbeing. Types of biological and human induced hazards will be studied as well as risk management including prevention, control and containment. Students also have the opportunity to investigate a local issue in depth.

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

- **Geographical Skills and Applications (60%)**
  - Human Hazards Source Analysis
  - Bio Hazards Report
  - Megacities Multimodal Presentation.

- **Field Work (20%)**
  - Local Issues Fieldwork Report (excursion).

- **Examination (20% of School Grade)**
History A

Length
1 semester

Compulsory or Elective
Elective

Credits
10 credits

Pre-Requisites
Successful completion of Year 10 Humanities to a C grade or higher

Pathway

Subject Description
In Stage 1 History A, students explore changes in the world since 1900, examining developments and movements of significance, the ideas that inspired them and the consequences for societies, systems and individuals. Students explore the impacts that these developments and movements had on people’s ideas, perspectives and circumstances. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies with a particular focus on revolutionary change, both violent and relatively peaceful. Students undertake study in Stage 1 History A in Semester 1 through study of the Russian Revolution which led to the overthrow of Tsar Nicholas and the end of Apartheid in South Africa and in particular the role of Nelson Mandela. The focus of study on the Russian Revolution will be on why it occurred including examination of the character of Nicholas himself, the living conditions of the people of Russia and Russia’s involvement in World War One. Life in Apartheid South Africa for the various racial groups is studied along with key events including the Sharpeville Massacre. Why Apartheid ended is studied in depth with a focus on the role of Nelson Mandela and the other factors involved.

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

- Historical Skills Task (60%)
  - Source Analysis
  - Empathy
  - Research Response in Essay or Multimodal Form.

- Historical Study (20%)
  - An Individual Historical Study developed by the student in consultation with the teacher.

Examination (20% of School Grade)

History B

Length
1 semester

Compulsory or Elective
Elective

Credits
10 credits

Pre-Requisites
Successful completion of Year 10 Humanities to a C grade or higher

Pathway

Subject Description
In Stage 1 History B, students explore changes in the world since 1900, examining developments and movements of significance, the ideas that inspired them and the consequences for societies, systems and individuals. Students explore the impacts that these developments and movements had on people’s ideas, perspectives and circumstances. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies with a particular focus on revolutionary change, both violent and relatively peaceful. Students undertake study in Stage 1 History B in Semester 1 through study of the French Control of Vietnam and the impact of Imperialism on the country and the Decolonisation of Vietnam which resulted in the Vietnam War. The focus of study with French Rule in Vietnam will be on whether the positive impacts were more significant than the negative impacts, socially, economically and culturally. The end of French rule in Vietnam in the context of the Cold War will be studied and how this led to the violent conflicts of the Vietnam War which involved both the USA and Australia. Key events such as the TET Offensive and Long Tan will be studied, as will the short and long-term effects of the war on the countries and individuals involved.

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

- Historical Skills Task (60%)
  - Source Analysis
  - Empathy
  - Research Response in Essay or Multimodal Form.

- Historical Study (20%)
  - An Individual Historical Study developed by the student in consultation with the teacher.

Examination (20% of School Grade)
Society & Culture A

Length
1 semester

Compulsory or Elective
Elective

Credits
10 credits

Pre-Requisites
Successful completion of Year 10 Humanities to a C grade or higher

Pathway

Subject Description
In Stage 1 Society & Culture A, students explore and analyse the interactions of people, societies, cultures and environments; developing the ability to influence their own futures and participate in contemporary society. Key areas of study in Society and Culture include: Social Ethics, Cultural Diversity, People and Power, Local Tribes, Environmental sustainability, The Role of Media in Society. The study of Society and Culture allows students to focus on a broad variety of interests. Students undertake study in Society & Culture A in Semester 1 through the topics Cultures and Sub Cultures, Environmental Sustainability, Media and an Individual Study. An investigation of what past and current popular culture looks like is undertaken as well as looking at the role technology plays in our society and in particular how it can separate generations. Students study how Media has evolved over time and in particular the role that social media now plays in communicating ethical issues across the globe. The portrayal of world events by the media is investigated and how that can influence people’s views of other countries and their values. Students also have the opportunity to investigate a contemporary social or cultural issue of their choice.

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

Source Analysis (45%)
- Local Tribes Sources
- Environmental Analysis: Sustainability of local area.

Group Activity (25%)
- Role of Media in Society.

Investigation (30%)
- Individual Investigation.

Society & Culture B

Length
1 semester

Compulsory or Elective
Elective

Credits
10 credits

Pre-Requisites
Successful completion of Year 10 Humanities to a C grade or higher

Pathway

Subject Description
In Stage 1 Society & Culture B, students explore and analyse the interactions of people, societies, cultures and environments; developing the ability to influence their own futures and participate in contemporary society. Key areas of study in Society and Culture include: Social Ethics, Cultural Diversity, People and Power, Local Tribes, Environmental sustainability, The Role of Media in Society. The study of Society and Culture allows students to focus on a broad variety of interests. Students undertake study in Society & Culture B in Semester 2 through the topics Power and Authority, Australians as Global Citizens, Refugee and Migrant experiences and an Individual Study. An investigation into what power structures look like in various components of society is and how this can relate to the experiences of Refugees and Migrants. Students will work in groups to define and investigate different views of Australia’s global connections including historical ties to the United States and Europe as well as current connections to the Asia/Pacific region. Part of this study will be a Global Issues Analysis using Primary and Secondary Sources. Students also have the opportunity to investigate a contemporary social or cultural issue of their choice.

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

Source Analysis (45%)
- Power and Authority in Society
- Australians as Global Citizens.

Group Activity (25%)
- Refugee & Migrant Experiences.

Investigation (30%)
- Individual Investigation.
### Tourism A

**Length**
1 semester

**Compulsory or Elective**
Elective

**Credits**
10 credits

**Pre-Requisites**
Successful completion of Year 10 Humanities to a C grade or higher

**Pathway**

![Pathway Diagram]

**Subject Description**
In Stage 1 Tourism A, students are able to develop an understanding of the nature of tourists, tourism, and the tourism industry including the complex economic, social, cultural and environmental impacts of tourism. Tourism is one of the largest industries in Australia offering employment in a diverse range of areas. The study of tourism allows the student to focus on a broad variety of interests. The main focus of study is developed along the four themes of Understanding the Tourism Industry, Identifying Visitors and Hosts, Creating Sustainable Tourism and Working in the Tourism Industry. Students undertake study in Stage 1 Tourism A in Semester 1 through the topics of Environmental Sustainability and Tourism Planning and Management. The impact of tourists on Natural Environments is investigated including the development of planning guidelines, controls and management strategies. In addition students study at least three tourism providers and evaluate each group’s programs for sustainable practices. An understanding of International Destinations is also developed including location, attractions and cultural contrasts.

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

- **Case Study (15%)**
  - Local Area: Glenelg.

- **Source Analysis (15%)**
  - Sustainability in Developing Countries & Impact of Tourism in Kenya.

- **Practical Activity (25%)**
  - Travel Agent: Preparing for travel.

- **Investigation (25%)**
  - Individual Investigation.

- **Examination (20% of School Grade)**

### Tourism B

**Length**
1 semester

**Compulsory or Elective**
Elective

**Credits**
10 credits

**Pre-Requisites**
Successful completion of Year 10 Humanities to a C grade or higher

**Pathway**

![Pathway Diagram]

**Subject Description**
In Stage 1 Tourism B, students are able to develop an understanding of the nature of tourists, tourism, and the tourism industry including the complex economic, social, cultural and environmental impacts of tourism. Tourism is one of the largest industries in Australia offering employment in a diverse range of areas. The study of tourism allows students to focus on a broad variety of interests. The main focus of study is developed along the four themes of Understanding the Tourism Industry, Identifying Visitors and Hosts, Creating Sustainable Tourism and Working in the Tourism Industry. Students undertake study in Stage 1 Tourism B in Semester 2 through the topics of Careers in Tourism and Tourism Case Studies. A range of different careers in the Tourism Industry are investigated and analysed including future developments in employment in Tourism. Students also undertake an exploration of Tourism in the Adelaide region. This will include tourism activities, sites and infrastructure while travel in a local community is considered from the perspective of both the tourist and host. This aspect of the course involves excursions to a number of tourism sites.

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

- **Case Study (15%)**
  - Local Area: Adelaide.

- **Source Analysis (15%)**
  - Sustainability at Adelaide Zoo
  - Tourism Concepts.

- **Practical Activity (25%)**
  - Work in the Tourism Industry.

- **Investigation (25%)**
  - Individual Investigation.

- **Examination (20% of School Grade)**
Indonesian A

**Length**
1 semester

**Compulsory or Elective**
Elective

**Credits**
10 credits

**Pre-Requisites**
Successful completion of Year 10 Indonesian to a C grade or higher

Indonesian A must be selected with Indonesian B as a full year, 20 credit course

**Pathway**

![Pathway Diagram]

**Subject Description**
In Stage 1 Indonesian A, students continue to develop and apply their inter-cultural language skills to interact orally with others to exchange information, ideas, opinions, and experiences in Indonesian on a variety of topics within the three themes, The Indonesian-Speaking Community, The Individual and The Changing World. They produce a variety of written texts in Indonesian for specific audiences, purposes and contexts expressing information, feelings, ideas, and opinions on a range of issues. Students analyse aural, written and audio-visual texts exploring their linguistic and cultural richness and respond in detail to questions about the texts. Active reflection examining the relationships between language, culture and identity, and the ways in which culture influences communication is core. Students undertake study in Stage 1 Indonesian A (continuers) through the following topics: Geography and Environment of Indonesia, The World of Music and Visiting Indonesia.

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

- **Text Production (15%)**
- **Text Analysis (15%)**
- **Oral Interaction (15%)**
- **Investigation (35%)**
  - Oral Presentation
  - Reflection
- **Examination (20% of School Grade)**

Indonesian B

**Length**
1 semester

**Compulsory or Elective**
Elective

**Credits**
10 credits

**Pre-Requisites**
Successful completion of Year 10 Indonesian to a C grade or higher

Indonesian B must be selected with Indonesian A as a full year, 20 credit course

**Pathway**

![Pathway Diagram]

**Subject Description**
In Stage 1 Indonesian B, students continue to develop and apply their inter-cultural language skills to interact orally with others to exchange information, ideas, opinions, and experiences in Indonesian on a variety of topics within the three themes, The Indonesian-Speaking Community, The Individual and The Changing World. They produce a variety of written texts in Indonesian for specific audiences, purposes and contexts expressing information, feelings, ideas, and opinions on a range of issues. Students analyse aural, written and audio-visual texts exploring their linguistic and cultural richness and respond in detail to questions about the texts. Active reflection examining the relationships between language, culture and identity, and the ways in which culture influences communication is core. Students undertake study in Stage 1 Indonesian B (continuers) through the following topics: Festivals and Ceremonies, Environmental Preservation, Indonesian Heroes.

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

- **Text Production (15%)**
- **Text Analysis (15%)**
- **Oral Interaction (15%)**
- **Investigation (35%)**
  - Written Presentation
  - Reflection
- **Examination (20% of School Grade)**
**Essential Mathematics A**

**Length**
1 semester

**Compulsory or Elective**
Compulsory

**Credits**
10 credits

**Pre-Requisites**
Nil

**Pathway**

![Stage 1 Essential Mathematics A](image1)

![Stage 2 Essential Mathematics](image2)

**Subject Description**
In Stage 1 Essential Mathematics A, students will develop mathematical skills in ways that apply to practical problem solving. A problem-based approach is integral to the development of mathematical models and the associated key ideas in the topics. These topics cover a diverse range of applications of mathematics, including earning and spending, geometry and every day calculations. Students undertake study in Stage 1 Essential Mathematics A through the following topics: Calculations, Time and Ratio, Earning and Spending, and Geometry.

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

**Skills and Application Task (55%)**
- Students undertake at least four skills and application tasks in the form of topic tests.

**Folio (25%)**
- Students will undertake at least two folio investigations. Students are required to investigate mathematical relationships, concepts, or problems, which may be set in an applied context.

**Examination (20% of School Grade)**

---

**Essential Mathematics B**

**Length**
1 semester

**Compulsory or Elective**
Compulsory

**Credits**
10 credits

**Pre-Requisites**
Nil

**Pathway**

![Stage 1 Essential Mathematics B](image3)

![Stage 2 Essential Mathematics](image4)

**Subject Description**
In Stage 1 Essential Mathematics B, students will develop mathematical skills in ways that apply to practical problem solving. A problem-based approach is integral to the development of mathematical models and the associated key ideas in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, measurement, and the statistical investigation process. Students undertake study in Stage 1 Essential Mathematics B through the following topics: Data in Context, Measurement, and Investing.

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

**Skills and Application Task (55%)**
- Students undertake at least four skills and application tasks in the form of topic tests.

**Folio (25%)**
- Students will undertake at least two folio investigations. Students are required to investigate mathematical relationships, concepts, or problems, which may be set in an applied context.

**Examination (20% of School Grade)**

---
General Mathematics A

Length
1 semester

Compulsory or Elective
Compulsory

Credits
10 credits

Pre-Requisites
Successful completion of Year 10 General Mathematics to a C grade or higher

Pathway

Subject Description
In Stage 1 General Mathematics A, students will develop mathematical skills in ways that apply to practical problem solving. A problem-based approach is integral to the development of mathematical models and the associated key ideas in the topics. These topics cover a diverse range of applications of mathematics, including trigonometry, modelling using linear and non-linear functions, and discrete modelling using networks and matrices. Students undertake study in Stage 1 General Mathematics A through the following topics: Applications of Trigonometry, Linear and Exponential Functions and their Graphs, and Matrices and Networks.

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

Skills and Application Task (55%)
- Students undertake at least three skills and application tasks in the form of topic tests.

Mathematical Investigations (25%)
- Students will undertake at least one mathematical investigations. Students are required to investigate mathematical relationships, concepts, or problems, which may be set in an applied context.

Examination (20% of School Grade)

General Mathematics B

Length
1 semester

Compulsory or Elective
Compulsory

Credits
10 credits

Pre-Requisites
Successful completion of Year 10 General Mathematics to a C grade or higher

Pathway

Subject Description
In Stage 1 General Mathematics B students will develop mathematical skills in ways that apply to practical problem solving. A problem-based approach is integral to the development of mathematical models and the associated key ideas in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, measurement and statistics. Students undertake study in Stage 1 General Mathematics B through the following topics: Investing and Borrowing, Measurement, and Statistical Investigation.

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

Skills and Application Task (55%)
- Students undertake at least three skills and application tasks in the form of topic tests.

Folio (25%)
- Students will undertake at least one mathematical investigations. Students are required to investigate mathematical relationships, concepts, or problems, which may be set in an applied context.

Examination (20% of School Grade)
Mathematical Methods A

Length
1 semester

Compulsory or Elective
Compulsory

Credits
10 credits

Pre-Requisites
Successful completion of Year 10 Mathematical Methods to a C grade or higher

Pathway

Subject Description
In Stage 1 Mathematical Methods A students will develop an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments and proofs, and using mathematical models. By using functions, their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation. Students undertake study in Stage 1 Mathematical Methods A through the following topics: Functions and Graphs, Polynomials, and Trigonometry.

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

Skills and Application Task (60%)
- Students undertake at least three skills and application tasks in the form of topic tests.

Mathematical Investigation (20%)
- Students will undertake at least one folio investigations. Students are required to investigate mathematical relationships, concepts, or problems, which may be set in an applied context.

Examination (20% of School Grade)

Mathematical Methods B

Length
1 semester

Compulsory or Elective
Compulsory

Credits
10 credits

Pre-Requisites
Successful completion of Year 10 Mathematical Methods to a C grade or higher

Pathway

Subject Description
In Stage 1 Mathematical Methods B students will develop an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments and proofs, and using mathematical models. By using functions, their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation. Students undertake study in Stage 1 Mathematical Methods B through the following topics: Counting and Statistics, Growth and Decay, Introduction to Differential Calculus.

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

Skills and Application Task (60%)
- Students undertake at least three skills and application tasks in the form of topic tests.

Mathematical Investigation (20%)
- Students will undertake at least one folio investigations. Students are required to investigate mathematical relationships, concepts, or problems, which may be set in an applied context.

Examination (20% of School Grade)
**Specialist Mathematics A**

**Length**
1 semester

**Compulsory or Elective**
Compulsory

**Credits**
10 credits

**Pre-Requisites**
Successful completion of Year 10 Mathematical Methods to a C grade or higher
Undertake Stage 1 Mathematical Methods simultaneously

**Pathway**

**Subject Description**
In Stage 1 Specialist Mathematics A students will develop an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments and proofs, geometry, vectors and using mathematical models. By working with sophisticated mathematical concepts, students develop a deeper understanding of the applications and theoretical aspects of mathematics. Students undertake study in Stage 1 Specialist Mathematics A through the following topics: Arithmetic and Geometric Sequences and Series, Geometry, and Vectors in the Plane.

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

**Skills and Application Task (60%)**
- Students undertake at least three skills and application tasks in the form of topic tests.

**Mathematical Investigations (20%)**
- Students will undertake at least one mathematical investigation. Students are required to investigate mathematical relationships, concepts, or problems, which may be set in an applied context.

**Examination (20% of School Grade)**

---

**Specialist Mathematics B**

**Length**
1 semester

**Compulsory or Elective**
Compulsory

**Credits**
10 credits

**Pre-Requisites**
Successful completion of Year 10 Mathematical Methods to a C grade or higher
Undertake Stage 1 Mathematical Methods simultaneously

**Pathway**

**Subject Description**
In Stage 1 Specialist Mathematics B, students will develop an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments and proofs, geometry, vectors and using mathematical models. By working with sophisticated mathematical concepts, students develop a deeper understanding of the applications and theoretical aspects of mathematics. Students undertake study in Stage 1 Specialist Mathematics B through the following topics: Further Trigonometry, Matrices, and Real and Complex Numbers.

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

**Skills and Application Task (60%)**
- Students undertake at least three skills and application tasks in the form of topic tests.

**Mathematical Investigations (20%)**
- Students will undertake at least one mathematical investigation. Students are required to investigate mathematical relationships, concepts, or problems, which may be set in an applied context.

**Examination (20% of School Grade)**
**Religious Education**

**Length**
1 semester

**Compulsory or Elective**
Compulsory

**Pre-Requisites**
Nil

**Pathway**

In Stage 1 Religious Education, students will learn about religion in contemporary Australian society. They will deepen and broaden their understanding of Christian traditions as well as building on knowledge of world religions. They will gain an insight into the social significance of religion as well as skills in the following areas: investigation and application; communication and analysis and personal reflection. Students undertake study in Stage 1 Religious Education through the following topics: Religion in Australia, Serving Others and Environmental Ethics.

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

- **Practical Activity (35%)**
  - Religion in Australia Presentation.

- **Research (35%)**

- **Reflection (30%)**
  - Serving Others Reflection Paper.
[SCIENCE]

Biology A

Length
1 semester

Compulsory or Elective
Elective

Credits
10 credits

Pre-Requisites
Successful completion of Year 10 Science to a C grade or higher
*If intending to study Biology at Stage 2 then both semesters of Stage 1 Biology must be successfully completed.

Pathway

Subject Description
In Stage 1 Biology A, students develop their understanding of the structure and function of living things, and how they interact with their own and other species and their environments. Students design, conduct, and gather evidence from their biological investigations. As they explore a range of relevant issues, students recognise that the body of biological knowledge is constantly changing and increasing through the application of new ideas and technologies. Students undertake study in Stage 1 Biology A through the following topics: Cells and Micro-organisms, and Multicellular Organisms.

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

Investigations Folio (40%)
- Practical Investigation with Written Report
- Science as a Human Endeavour Investigation

Skills and Applications Tasks (40%)
- Oral Presentation
- Assignment
- Topic Tests

Examination (20% of School Grade)

Biology B

Length
1 semester

Compulsory or Elective
Elective

Credits
10 credits

Pre-Requisites
Successful completion of Year 10 Science to a C grade or higher
*If intending to study Biology at Stage 2 then both semesters of Stage 1 Biology must be successfully completed.

Pathway

Subject Description
In Stage 1 Biology B, students develop their understanding of the structure and function of living things, and how they interact with their own and other species and their environments. Students design, conduct, and gather evidence from their biological investigations. As they explore a range of relevant issues, students recognise that the body of biological knowledge is constantly changing and increasing through the application of new ideas and technologies. Students undertake study in Stage 1 Biology B through the following topics: Infectious Diseases, and Biodiversity and Ecosystem Dynamics.

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

Investigations Folio (40%)
- Practical Investigation with Written Report
- Science as a Human Endeavour Investigation

Skills and Applications Tasks (40%)
- Oral Presentation
- Assignment
- Topic Tests

Examination (20% of School Grade)
**Chemistry A**

**Length**
1 semester

**Compulsory or Elective**
Elective

**Credits**
10 credits

**Pre-Requisites**
Successful completion of Year 10 Science to a C grade or higher

*If intending to study Chemistry at Stage 2 then both semesters of Stage 1 Chemistry must be successfully completed.

**Pathway**

![Chemistry A Diagram]

**Subject Description**
In Stage 1 Chemistry A, students study the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. Students consider how human beings make use of the earth’s resources and the impact of human activities on the environment. They develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers. Students undertake study in Stage 1 Chemistry A through the following topics: Materials and their Atoms, Combining of Atoms, and Molecules.

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

**Investigations Folio (40%)**
- Practical Investigation with Written Report
- Science as a Human Endeavour Investigation.

**Skills and Applications Tasks (40%)**
- Assignment
- Topic Tests.

**Examination (20% of School Grade)**

---

**Chemistry B**

**Length**
1 semester

**Compulsory or Elective**
Elective

**Credits**
10 credits

**Pre-Requisites**
Successful completion of Year 10 Science to a C grade or higher

*If intending to study Biology at Stage 2 then both semesters of Stage 1 Biology must be successfully completed.

**Pathway**

![Chemistry B Diagram]

**Subject Description**
In Stage 1 Chemistry B, students study the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. Students consider how human beings make use of the earth’s resources and the impact of human activities on the environment. They develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers. Students undertake study in Stage 1 Chemistry B through the following topics: Mixtures and Solutions, Acids and Bases, and Redox Reactions.

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

**Investigations Folio (40%)**
- Practical Investigation with Written Report
- Science as a Human Endeavour Investigation.

**Skills and Applications Tasks (40%)**
- Assignment
- Topic Tests.

**Examination (20% of School Grade)**
Physics A

Length
1 semester

Compulsory or Elective
Elective

Credits
10 credits

Pre-Requisites
Successful completion of Year 10 Science to a C grade or higher
*If intending to study Physics at Stage 2 then both semesters of Stage 1 Physics must be successfully completed.

Pathway

Subject Description
In Stage 1 Physics A, students are enabled to understand and appreciate the world around them. Knowledge of physics also allows us to explore the universe beyond our immediate world. This semester of physics will look into how humans have begun to venture off our planet. Students will investigate the laws of motion, energy and momentum and apply these concepts to the design and action of rockets and other space vehicles. Students will explore the engineering basics of rocket design including the development of their own rocket designs using simulation software. Additionally the student will analyse, design and construct simple circuits to achieve basic tasks for space exploration such as creating a source of illumination or a simple motor. Students will explore the interactions between the science of space exploration and the influence of society through their Science as a Human Endeavour investigation. Students undertake study in Stage 1 Physics A through the following topics: Motion and Forces, Energy and Momentum, and Electrical Circuits.

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

Investigations Folio (40%)
- Motion Practical Investigation with Written Report
- Science as a Human Endeavour Investigation.

Skills and Applications Tasks (40%)
- Topic Test
- Rocket Design Assignment.

Examination (20% of School Grade)

Physics B

Length
1 semester

Compulsory or Elective
Elective

Credits
10 credits

Pre-Requisites
Successful completion of Year 10 Science to a C grade or higher
*If intending to study Physics at Stage 2 then both semesters of Stage 1 Physics must be successfully completed.

Pathway

Subject Description
In Stage 1 Physics B, students are enabled to understand and appreciate the world around them. Knowledge of physics also allows us to explore the universe beyond our immediate world. This semester of Physics is the interpretation of physical phenomena that describe the fundamental properties of the universe. This semester the students will explore physics through an investigation into the four fundamental forces of nature, gravity, electromagnetism, the nuclear weak force and the nuclear strong force. Through an analysis of these forces, students will begin to develop a picture of the connections between all elements of the universe and be able to describe and predict the interactions between matter. Students will replicate revolutionary experiments that have redefined our understanding of the nature of fundamental forces and will explore the relationships between physics discovery and society through their Science as a Human Endeavour Investigation. Students undertake study in Stage 1 Physics B through the following topics: Fields, Heat, Waves, Atoms.

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

Investigations Folio (40%)
- Practical Investigation on the wave nature of light with Written Report
- Science as a Human Endeavour Investigation.

Skills and Applications Tasks (40%)
- Assignment
- Topic Test.

Examination (20% of School Grade)
Psychology A

Length
1 semester

Compulsory or Elective
Elective

Credits
10 credits

Pre-Requisites
Successful completion of Year 10 Science to a C grade or higher

Pathway

Subject Description
In Stage 1 Psychology A, students will endeavour to describe and explain both the universality of human experience, and individual and cultural diversity. They will do this through the systematic study of behaviour, the processes that underlie it, and the factors that influence it. Through such study, students come to better understand themselves and their social worlds. Students will explore the human mind and how dynamic social interactions interplay with more static elements of our personalities, intelligences and traits. As well as an improved understanding of the human mind, the study of Psychology builds the analytical skills of the students, and encourages a rationalist approach to the world. Stage 1 Psychology A focuses on the personal nature of Psychology and how we can better understand those traits that help to identify ourselves as individuals. Students undertake study in Stage 1 Psychology A through a compulsory topic - Introduction to Psychology, and then the class will select two topics from the following three options: Intelligence, Cognition, Brain & Behaviour.

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

Investigations Folio (40%)
- Group Investigation
- Issues Analysis.

Skills and Applications Tasks (40%)
- Information Report
- Interpretation & Response Tasks.

Examination (20% of School Grade)

Psychology B

Length
1 semester

Compulsory or Elective
Elective

Credits
10 credits

Pre-Requisites
Successful completion of Year 10 Science to a C grade or higher

Pathway

Subject Description
In Stage 1 Psychology B, students will endeavour to describe and explain both the universality of human experience, and individual and cultural diversity. They will do this through the systematic study of behaviour, the processes that underlie it, and the factors that influence it. Through such study, students come to better understand themselves and their social worlds. Students will explore the human mind and how dynamic social interactions interplay with more static elements of our personalities, intelligences and traits. As well as an improved understanding of the human mind, the study of Psychology builds the analytical skills of the students, and encourages a rationalist approach to the world. Stage 1 Psychology B focuses on the communal interactions in Psychology, how individuals respond to others and change their behaviours as a result of social influences, and how emotions are manifested and regulated. Psychology B also explores the progressive psychological development of humans. Students undertake study in Stage 1 Psychology B through a compulsory topic - Introduction to Psychology, and then the class will select two topics from the following three options: Social Behaviour, Emotion, Human Psychological Development.

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

Investigations Folio (40%)
- Group Investigation
- Issues Analysis.

Skills and Applications Tasks (40%)
- Information Report
- Interpretation & Response Tasks.

Examination (20% of School Grade)
Scientific Studies A

**Length**
1 semester

**Compulsory or Elective**
Elective

**Credits**
10 credits

**Pre-Requisites**
Successful completion of Year 10 Science to a C grade or higher

**Pathway**

![Diagram of pathway: Stage 1 Scientific Studies A → Stage 1 Scientific Studies B → Stage 2 Scientific Studies]

**Subject Description**
In Stage 1 Scientific Studies A, students develop their knowledge of scientific concepts, the ability to use that knowledge to identify issues, and the capacity to acquire new knowledge through their own investigations. Students develop the skills and abilities to explain scientific phenomena and to draw evidence-based conclusions. This is undertaken through the study of Scientific Skills, Forensic Science, and Contemporary Scientific Issues. Students take an inquiry based approach to their work, gathering information, evaluating evidence, gaining new knowledge, and applying their learning to related ideas and issues. Students undertake study in Stage 1 Scientific Studies A through the following topics: Scientific Skills, Forensic Science, and Contemporary Scientific Issues.

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

- **Investigations Folio (60%)**
  - Practical Investigations with Written Reports
  - Research Investigations
  - Issues Investigation

- **Skills and Applications Tasks (40%)**
  - Assignment
  - Topic Tests

Scientific Studies B

**Length**
1 semester

**Compulsory or Elective**
Elective

**Credits**
10 credits

**Pre-Requisites**
Successful completion of Year 10 Science to a C grade or higher

**Pathway**

![Diagram of pathway: Stage 1 Scientific Studies B → Stage 2 Scientific Studies]

**Subject Description**
In Stage 1 Scientific Studies B, students develop their knowledge of scientific concepts, the ability to use that knowledge to identify issues, and the capacity to acquire new knowledge through their own investigations. Students develop the skills and abilities to explain scientific phenomena and to draw evidence-based conclusions. This is undertaken through the study of Scientific Skills, Flight, Food and Nutrition, and Biomechanics & Medical Research. Students take an inquiry based approach to their work, gathering information, evaluating evidence, gaining new knowledge, and applying their learning to related ideas and issues. Students undertake study in Stage 1 Scientific Studies B through the following topics: Scientific Skills, Flight, Food and Nutrition, and Biomechanics and medical research.

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

- **Investigations Folio (60%)**
  - Practical Investigations with Written Reports
  - Research Investigations
  - Issues Investigation

- **Skills and Applications Tasks (40%)**
  - Oral Presentation
  - Assignment
  - Topic Tests
### Year 12 Subjects

#### [ THE ARTS ]
- Drama .................................................. 78
- Music ................................................. 78
- Visual Art ........................................... 79

#### [ BUSINESS ENTERPRISE AND TECHNOLOGY ]
- Business & Enterprise ......................... 80
- Digital Technologies ............................... 80
- Information Processing & Publishing ........ 81
- Material Products ................................. 81

#### [ CROSS DISCIPLINARY STUDIES ]
- Research Project ................................ 82
- Workplace Practices .............................. 82

#### [ ENGLISH ]
- English ............................................... 83
- English Literary Studies ....................... 83
- Essential English ................................. 84

#### [ HEALTH & PHYSICAL EDUCATION ]
- Child Studies ........................................ 85
- Food & Hospitality ................................. 85
- Physical Education ............................... 86
- Integrated Learning - Sports Studies ......... 86

#### [ HUMANITIES ]
- Geography ......................................... 87
- History .............................................. 87
- Society & Culture ................................. 88
- Tourism ............................................ 88

#### [ LANGUAGES ]
- Indonesian ......................................... 89

#### [ MATHEMATICS ]
- Essential Mathematics .......................... 90
- General Mathematics ............................ 90
- Mathematical Methods ....................... 91
- Specialist Mathematics ....................... 91

#### [ RELIGIOUS EDUCATION ]
- Religious Education ............................. 92
- Religion Studies ................................. 92

#### [ SCIENCE ]
- Biology ............................................. 93
- Chemistry ......................................... 93
- Physics ............................................ 94
- Scientific Studies ............................... 94
CHOOSING YOUR SUBJECTS IN 2019

The Stage 2 curriculum builds on the foundation of the Stage 1 studies. Selecting subjects to study at Stage 2 is exciting and challenging as students make choices to further refine their educational pathway. It is vital that these selections are well researched and factors are considered regarding student strengths and interests and combing them into a Stage 2 program of study that will best help students achieve personal ambitions and career goals.

The staff at St Columba College will assist students and families through this important decision making process and ask that you take advantage of the considerable support available at the College.

At Stage 2, students will study the equivalent of four full-year subjects together with the Research Project (10 credit subject) and a compulsory Religious Studies subject.

Students must achieve a C grade or better to be eligible for their SACE.

COMPULSORY SUBJECTS

- Religious Education
- Kinship
- Research Project.

ELECTIVE SUBJECTS

Students are to choose four full-year subjects.

Please read the subject descriptions in the following pages to assist with elective choices.

Many Year 12 subjects have pre-requisite requirements of successful completion of Stage 1 subjects. Please check you meet these requirements prior to selection.

WHAT IS THE RESEARCH PROJECT?

The Research Project is a compulsory SACE subject where students explore their interests, passions and ideas through researching a topic of their own choice. It allows students to use their creativity and initiative while developing the research and presentation skills they will need further in study or work.

Students must achieve a C- grade or better to achieve the SACE.

For more information about the Research Project, refer to page 11.

EXAMPLE SUBJECT SELECTION TABLE

<table>
<thead>
<tr>
<th>Compulsory Subjects:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
</tr>
<tr>
<td>Kinship</td>
</tr>
<tr>
<td>Research Project</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Choice:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective 1</td>
</tr>
<tr>
<td>Elective 2</td>
</tr>
<tr>
<td>Elective 3</td>
</tr>
<tr>
<td>Elective 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reserve Choice:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reserve Choice: A</td>
</tr>
<tr>
<td>Reserve Choice: B</td>
</tr>
</tbody>
</table>

STUDYING AT YEAR 12 (STAGE 2)

Studying at Year 12 requires a large commitment and expectations placed on students are much higher than in previous years. Students are expected to work to the best of their ability and approach their studies with maturity, responsibility and initiative.

Please note: Whilst the intention of the College is to offer the subjects listed within this handbook, there may be circumstances where insufficient numbers of students elect to study particular subjects, or availability of staff and facilities lead to the cancellation of a subject. In these circumstances, reserve choices will be activated and students will be re-counselling.
**Drama**

**Length**
2 semesters

**Compulsory or Elective**
Elective

**Credits**
20 credits

**Pre-Requisites**
Successful completion of Stage 1 Drama and a semester of any English subject to a C grade or higher

**Subject Description**
In Stage 2 Drama, students further their development of drama skills and ideas. It allows for creativity through the development of a Group Presentation with students undertaking all the elements of putting on a hypothetical production. Live theatre is viewed and analysed to generate reviews that critique the performance. Their performance skills and knowledge are demonstrated through a whole group play and performed to an audience.

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

- **Group Presentation (20%)**
  - Oral Presentation Filmed.

- **Folio (30%)**
  - Production Report and Reviews.

- **Interpretive Study Type 3 (20%)**
  - Brecht Investigation.

- **External Assessment (30%)**
  - Performance.

---

**Music**

**Length**
2 semesters

**Compulsory or Elective**
Elective

**Credits**
20 credits

**Pre-Requisites**
Successful completion of Stage 1 Music to a C grade or higher

**Subject Description**
In Stage 2 Music, students choose two 10 credit courses. Students can choose from Solo Performance, Ensemble Performance and Individual Study. Solo and Ensemble Performance is a unique body of knowledge and skills that enable students to merge historical and cultural perspectives with contemporary social practices. Students benefit from the opportunity to develop their practical and creative potential, oral and written skills and capacity to make informed interpretative and aesthetic judgements. Students engage in musical activities working collaboratively to prepare and present musical works for performance. In Individual study, students benefit from the opportunity to develop their practical and creative potential, oral and written skills and capacity to make informed interpretative and aesthetic judgements. Students engage in musical activities such as; tutoring younger students, creating or assembling a musical instrument, organizing and managing a musical event or recording original music. Participation in music strengthens students' ability to communicate effectively and sensitively.

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

- **Solo Performance or Ensemble Performance (70%)**
  - First Performance (30%)
  - Second Performance (40%).

- **External Assessment (30%)**
  - Final Performance (30%)
  - Individual Study - Folio (30%)
  - Product (40%).
Visual Art

Length
2 semesters

Compulsory or Elective
Elective

Credits
20 credits

Pre-Requisites
Successful completion of Stage 1 Visual Art to a C grade or higher

Subject Description
In Stage 2 Visual Art, students choose their theme, media, subject matter and direction of their Folio, Practical and Visual Study. Students apply practical skills and visual thinking to provide evidence of Visual Learning through brainstorming. They explore the application of creative thinking and problem-solving skills, find sources of inspiration and influence through the analysis and comparison of works of art. Students develop alternative ideas or concepts and review of their ideas and progress through annotated comments to clarify thinking. Students explore and experiment with style, media, materials, technologies through the practice and application of skills. Students refine ideas leading up to decisions about the final resolved Practical. Final Practicals may take any of the following forms including film, animation, installation, assemblage, digital imaging, painting, drawing, mixed media, printmaking, photography, fabrication (wood, plastic, or metal), sculpture, ceramics, and/or textiles. A 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 the findings of their visual study as well as their conclusions, insights, and personal opinions about aesthetics.

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

Folio (40%)
- 40x A3 pages (two separate Folios adding to 40x pages in total or a Folio - Body of work).

Practical (30%)
- Two Practicals or a Body of Work
- Two Practitioners’ Statements (500 words each) or one Practitioner’s Statement (1000 words).

Visual Study (30%)
- 20x A3 pages with 2000 words embedded.
**Business & Enterprise**

**Length**
2 semesters

**Compulsory or Elective**
Elective

**Credits**
20 credits

**Pre-Requisites**
Successful completion of Stage 1 Business & Enterprise or Stage 1 English to a C grade or higher

**Subject Description**
In Stage 2 Business & Enterprise, students learn about successful business management on a local, national, and global scale. They study the business environment, recognising that it is dynamic and has economic, ethical, social, and environmental benefits and consequences. They gain knowledge and understanding of business operations; develop financial and technological skills; participate in planning, developing and controlling business activities; and evaluate decisions on business practices.

Students have the opportunity to engage with innovations and ideas, as well as to reflect on current business and enterprise issues and make informed decisions.

Students assess the impact and effects of business, enterprise, and technology on the economy, environment, and the wellbeing and lifestyle of individuals and communities.

Students undertake study in Stage 2 Business & Enterprise through the following topics: The Business Environment, Human Resource Management, Marketing and Corporate Social Responsibility.

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

- **Folio (30%)**
  - Four Business Skills Tasks; a Source Analysis, a Persuasive Article, a Supervised Test, and Trends Analysis.

- **Practical (20%)**
  - One six minute Multimedia Presentation with Product Demonstration and an Oral Pitch.

- **Issue Study (20%)**
  - One Independently Selected Issue Study.

- **External Assessment (30%)**
  - Existing Business Situation Analysis.

---

**Digital Technologies**

**Length**
2 semesters

**Compulsory or Elective**
Elective

**Credits**
20 credits

**Pre-Requisites**
Successful completion of Stage 1 Digital Technologies or Information Processing & Publishing to a C grade or higher

**Subject Description**
In Stage 2 Digital Technologies innovation involves students creating new ways of doing things, generating their own ideas and creating digital solutions to problems of interest. Solutions may take the form of a product, prototype, and/or proof of concept. Students are encouraged to experiment and learn from both what does not work as planned, as well as from what does work. Innovation may also include students designing solutions that improve existing processes or products.

Students use computational thinking skills and strategies to identify, deconstruct, and solve problems that are of interest to them. They analyse and evaluate data, test hypotheses, make decisions based on evidence, and create solutions. Through the study of Digital Technologies, students are encouraged to take ownership of problems and design, code, validate, and evaluate their solutions. In doing so, they develop and extend their understanding of designing and programming, including the basic constructs involved in coding, array processing, and modularisation.

Students undertake study in Stage 2 Digital Technologies through the following topics: Computational thinking, Collaborative Design and programming, Data analytics and Project development.

**Assessment**
Students demonstrate evidence of their learning through multimodal forms in the following assessment types:

- **Project Skills (50%)**
  - Four Project Skills Tasks
  - Oral Presentation
  - Group Analysis.

- **Collaborative Project (20%)**
  - Create a Digital Solution through a Collaborative Project.

- **External Assessment (30%)**
  - Individual Digital Solution - apply iterative project techniques to independently identify, deconstruct, and solve a problem of interest.
**Information Processing & Publishing**

**Length**
2 semesters

**Compulsory or Elective**
Elective

**Credits**
20 credits

**Pre-Requisites**
Successful completion of Stage 1 Information Processing & Publishing to a C grade or higher

**Subject Description**
In Stage 2 Information Processing & Publishing, students will apply practical skills and design principles to provide creative solutions to text-based communication tasks, using imagination and creativity to make proposals and choices. They use the design process to apply problem-solving, critical-thinking, and decision-making skills. They learn a variety of strategies for meeting identified needs of the client. Students create both printed and electronic text-based publications, and document the development process. Students identify and use specialised computer hardware and software to process, manage and communicate information in a range of contexts including editorial publication or product design. They analyse the impacts and consequences of the use of publishing technologies. Students undertake study in Stage 2 Information Processing & Publishing through the following topics: Desktop Publishing, Electronic Publishing and Product Design, and Documentation.

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

- **Issues Analysis (30%)**
  - Investigate an issue relating to information processing and publishing technologies
  - Investigate technical and operational understanding of information processing and publishing technologies.

- **Practical Skills (40%)**
  - Design and Produce Print Based Products
  - Design and Produce Electronic Documents and Web Pages.

- **External Assessment (30%)**
  - Product and Documentation - design and produce a publication and document the stages of the design process.

---

**Material Products**

**Length**
2 semesters

**Compulsory or Elective**
Elective

**Credits**
20 credits

**Pre-Requisites**
Successful completion of Stage 1 Material Products to a C grade or higher

**Subject Description**
In Stage 2 Material Products, students demonstrate their design and technological ability through activities in contexts that have a practical outcome. They develop the ability to initiate, create and develop products in response to a design brief and evaluate the process and final product. Based on their testing and understanding of the physical properties and working characteristics of materials, students make sound decisions about material selection. Students learn techniques and develop skills, which will enable them competent use of both tools and materials safely. They will analyse the impacts of technology on individuals and the environment related to their product material. Students will develop skills in project management as the plan and construct their major product. Students undertake study in Stage 2 Material Products through the following topics: Skills and Application, Product construction and Design Folio.

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

- **Product (50%)**
  - Construction of a given Minor Product
  - Construction of a Student Designed Major Product.

- **Skills (20%)**
  - Hand & Machine Skills Tests
  - Material Application Testing and Investigation.

- **External Assessment (30%)**
  - Investigation Folio based on the major product design and construction.
[ CROSS DISCIPLINARY STUDIES ]

Research Project
Length
1 semester
Compulsory or Elective
Compulsory
Credits
10 credits
Pre-Requisites
Nil

Subject Description
In Stage 2 Research Project, students choose a topic of personal interest to undertake an in-depth research study. Students are guided through four stages of research: planning, developing, production and substantiation, and evaluation. The Research Project presents a valuable opportunity for students to develop skills essential for life in an ever-changing and globalising world. Students develop their ability to question sources of information, make effective decisions, evaluate their own progress, be innovative, and solve problems. Students will also develop one or more capabilities throughout the project.

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

Folio (30%)
  • Preliminary Ideas, Research Proposal, and Research Development (10 pages).
Outcome (40%)
  • A maximum of 2000 words or 12 minutes.
External Assessment (30%)
  • Evaluation - a 150 word written summary and a 1500 word evaluation of the research process.

Workplace Practices
Length
2 semesters
Compulsory or Elective
Elective
Credits
20 credits
Pre-Requisites
Successful completion of Stage 1 Workplace Learning to a C grade or higher

Subject Description
In Stage 2 Workplace Practices, students develop knowledge, skills & understanding of the nature, type & structure of the workplace. They explore the relationship between the changing nature of work, industrial relations influences & workplace issues. Students develop skills and understanding to be able to explain concepts of industry and work. They analyse the relationships between work-related issues and practices in workplaces and demonstrate knowledge of the roles of individuals, government legislation and policies, unions, and employer groups in work-related and workplace issues. Students investigate the dynamic nature of work-related and workplace issues, cultures, and/or environments locally, nationally, and/or globally. They demonstrate and apply generic work skills and, where relevant, industry knowledge and skills, in a workplace and/or work-related context. Students undertake study in Stage 2 Workplace Practices through the following topics: Industry and Work Knowledge, and Vocational Learning.

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

Folio (25%)
  • Investigation of an issue or a trend, practical or skills demonstration
  • A Project
  • An Oral Presentation.
Performance (25%)
  • 60 hours of Working Experience/Placement.
Reflection (20%)
  • Reflection on personal graduate qualities, written reflection on the working experience.
External Assessment (30%)
  • Practical or Issue Investigation.
**English**

**Length**
2 semesters

**Compulsory or Elective**
Elective

**Credits**
20 credits

**Pre-Requisites**
Successful completion in both semesters of Stage 1 English or Stage 1 English Literary Studies to a C grade or higher

**Subject Description**
In Stage 2 English students will have an opportunity to develop their English skills through reading, viewing, writing, speaking and using technology in appropriate ways and for different purposes. Students will creatively write their own texts and critically analyse texts in relation to language and stylistic features and the connection between text creator, the audience and the ideas being expressed. Students undertake studies in Stage 2 English through respond to a film, and a novel or play, focussing on the text creator’s use of stylistic conventions to convey key themes and achieve the creator’s purpose. Two media texts are also analysed and compared, considering purpose, context, audience and stylistic conventions. Students participate in Creating Texts of their own including a persuasive speech on a contemporary issue, an imaginative recount and a narrative, each incorporating a range of stylistic and literary features and appropriate structure. In constructing a writer’s statement about one or more of these Creating Texts tasks, students are able to explain and justify their creative decisions. Through a Comparative Analysis, students learn to compare similar texts and recognise the choices made concerning their purpose, audience, context, form and use of language.

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

**Responding to Texts (30%)**
- Two Analytical Essays (Film, Media)
- Oral Presentation (Play).

**Creating Texts (40%)**
- Recount
- Narrative
- Writer’s Statement
- Oral Presentation.

**External Assessment (30%)**
- Comparative Analysis of two independently studied texts.

---

**English Literary Studies**

**Length**
2 semesters

**Compulsory or Elective**
Elective

**Credits**
20 credits

**Pre-Requisites**
Successful completion of Stage 1 English Literary Studies to a C grade or higher

**Subject Description**
In Stage 2 English Literary Studies, students focus on developing the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations. English Literary Studies focuses on ways in which literary texts represent culture and identity, and on the dynamic relationship between authors, texts, audiences and contexts. Students undertake study in Stage 2 English Literary Studies through the shared exploration of a novel, film, and drama text as well as a study of poetry and short texts in which the roles of author and reader making meaning are considered through examining the use of language and stylistic conventions. A Comparative Text Study involves students comparing an individually chosen text with one that has been read by the class. Students also complete a Creating Texts Study that consists of transforming a text and constructing an oral or multimodal text.

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

**Responding to Texts (40%)**
- Four Analytical Essays (Novel, Play, Poetry and Film), one of which will involve developing critical perspectives.

**Creating Texts (30%)**
- Two Responses: Transformative Narrative and Persuasive Oral.

**External Assessment (30%)**
- Text Study - a 1500 word Comparative Essay
- Examination (Critical Reading).
[ ENGLISH ]

**Essential English**

**Length**
2 semesters

**Compulsory or Elective**
Elective

**Credits**
20 credits

**Pre-Requisites**
Successful completion of Stage 1 English or Stage 1 Essential English to a C grade or higher

**Subject Description**
In Stage 2 Essential English, students builds upon the foundations of Stage 1 English and allows students to respond to and create texts for a range of personal, social, cultural, community, and workplace contexts. Students understand and interpret information, ideas and perspectives in texts and consider ways in which language choices are used to create meaning. Students undertake study in Stage 2 Essential English through a focus on comprehending and creating written, spoken, visual, and digital texts, and using and modifying language for different purposes in a range of social and cultural contexts, including study, work, and community life. Essential English develops an awareness of the sociocultural aspects of language in social, community, workplace, and/or imagined contexts.

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

**Responding to Texts (30%)**
- Three Responses: Film, Website Analysis, Language Folio.

**Creating Texts (40%)**

**External Assessment (30%)**
- Language Study - 1500 word report or equivalent multimodal.
**Child Studies**

**Length**
2 semesters

**Compulsory or Elective**
Elective

**Credits**
20 credits

**Pre-Requisites**
Successful completion of Stage 1 Child Studies or Stage 1 Food & Hospitality or both semester of Stage 1 English, English Literary Studies or Essential English to a C grade or higher

**Subject Description**
In Stage 2 Child Studies, students focus on children’s growth and development from conception to 8 years. This subject enables students to develop a variety of research, management and practical skills. Students gain an understanding of children through individual, collaborative and practical learning. Areas of development, nutrition, numeracy, disability and equity are explored. Government laws and initiatives in relation to children’s protection, health and wellbeing are also covered. Students analyse contemporary issues and current trends, developing their research, literacy and analytical skills. A range of practical skills are further enhanced in the areas of management, organisation, use of resources and occupational health and safety requirements for working with children. Students also work collaboratively on Group Activities, where students educate children on where food comes from, and also spend time with local kindergarten or junior primary students running learning activities. Students participate in an Individual Investigation. Students undertake study in Stage 2 Child Studies through the following topics: Special Needs, Additives and the Effect on Children’s Behaviour, Donation Gift, Maths in Action, Learning Activity, Paddock to Plate and an Individual Investigation.

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

**Practical Activity (50%)**
- Special Needs
- Additives and the Effect on Children’s Behaviour
- Donation Gift
- Maths in Action.

**Group Activity (20%)**
- Learning Activity
- Paddock to Plate.

**External Assessment (30%)**
- Individual Investigation.

---

**Food & Hospitality**

**Length**
2 semesters

**Compulsory or Elective**
Elective

**Credits**
20 credits

**Pre-Requisites**
Successful completion of Stage 1 Child Studies or Stage 1 Food & Hospitality or both semester of Stage 1 English, English Literary Studies or Essential English to a C grade or higher.

**Subject Description**
In Stage 2 Food & Hospitality, students examine the dynamic nature of the Food and Hospitality Industry, understanding contemporary approaches and issues. They develop individual practical skills using technology in the preparation and handling of food. Practical tasks allow students to learn about food safety and hygiene and incorporate high-risk ingredients suitable for a ‘High Tea’ service. Students will look at the influence of Australia’s diverse cultures on the Industry, and produce a ‘pie’ representative of a culture. Students develop knowledge of the small ‘artisan’ food production sector, how they gain entry into the market, and labelling and packaging of food products for sale. The influence of social media on the Food and Hospitality Industry is looked at, where students produce a ‘replica’ or an ‘interpretation’ of a dish from a high-end establishment. Students also work collaboratively, planning a catering event based on sustainability, and the use of local and seasonal produce, while supporting healthy eating practices. An individual investigation on a topic of interest is also completed. Students undertake study in Stage 2 Food & Hospitality through the following topics: Artisan Food, High Tea, Pies and Pastry, Social Media, Local Mystery Box, Catering and Individual Investigation.

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

**Practical Activity (50%)**
- Artisan Food
- High Tea
- Pies and Pastry
- Social Media.

**Group Activity (20%)**
- Local Mystery Box
- Catering.

**External Assessment (30%)**
- Individual Investigation.
**Physical Education**

**Length**
2 semesters

**Compulsory or Elective**
Elective

**Credits**
20 credits

**Pre-Requisites**
Successful completion of Stage 1 Physical Education to a C grade or higher

**Subject Description**
In Stage 2 Physical Education, students gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participation in physical activity. They explore their own physical capacities through completion of three practical units and analyse performance, health, and lifestyle issues through completion of an Issues Analysis. Students develop knowledge and understanding in a range of theory topics such as Energy systems and how these enable our body to function within a range of physical activities. Students develop skills in communication, investigation, and the ability to apply knowledge to practical situations. Students undertake study in Stage 2 Physical Education through the following topics: Energy Systems, Skill Acquisition, Training Methods and Principles, Acute and Chronic Responses, Biomechanics, Table Tennis, Kayaking and Touch Football.

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

- **Practical (50%)**
  - Kayaking
  - Touch Football
  - Table Tennis.

- **Folio (20%)**
  - Topic Tests
  - Integrated Tasks - Assignments
  - Issues Analysis.

- **External Assessment (30%)**
  - Examination set by SACE Board.

---

**Integrated Learning**

**[Sports Studies]**

**Length**
2 semesters

**Compulsory or Elective**
Elective

**Credits**
20 credits

**Pre-Requisites**
Successful completion of Stage 1 Sports Studies, Stage 1 Physical Education or both semesters of Stage 1 English, English Literary Studies or Essential English to a C grade or higher

**Subject Description**
In Stage 2 Integrated Learning - Sports Studies, students explore their own physical, and SACE capabilities through Practical Inquiry units of Badminton and Lawn Bowls; analysing their technique and application of tactical strategy. Students develop their knowledge, concepts and skills through comparison of their own performance with those of varying ability levels. They then reflect on their learning through evaluation and discussion. Students develop their collaboration and communication skills, and SACE capabilities through the creation of a group AFL Fantasy Football Team that will compete against other student and staff teams. They also develop their collaboration and communication skills, and apply their knowledge of coaching philosophies and principles through running a four-week coaching program for Primary aged students. These Connections tasks will require them to complete self-assessments and reflect on feedback received from a variety of sources. Students engage in a Personal Endeavour on a topic of their choice related to health, physical education or sport. Students undertake study in Stage 2 Integrated Learning - Sports Studies through the following topics: Badminton, Lawn Bowls, AFL Fantasy Football, Netball Coaching and Personal Endeavour.

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

- **Practical Inquiry (40%)**
  - Badminton
  - Lawn Bowls.

- **Connections (30%)**
  - Netball Coaching
  - Fantasy Football Team Creation.

- **External Assessment (30%)**
  - Individual Investigation.
**Geography**

**Length**
2 semesters

**Compulsory or Elective**
Elective

**Credits**
20 credits

**Pre-Requisites**
Successful completion of a Stage 1 Humanities subject to a C grade or higher

**Subject Description**
In Stage 2 Geography, students are involved in the study of the transforming world – the interaction between humans and the environment, and the challenges this presents. They focus on five topics under two themes. The theme ‘Environmental Change’ encompasses the topics: Ecosystems and People, and Climate Change. The second theme, ‘Social and Economic Change’ underpins the topics: Population Change, Globalisation, and Transforming Global Inequality. Students complete a series of Skills and Applications tasks and undertake independent fieldwork on a local topic or issue of personal interest. In Stage 2 Geography students undertake study through the following topics: Ecosystems and People, Climate Change, Population Change, Globalisation and Transforming Global Inequality. Students are introduced to the impact of people on ecosystems and develop an understanding of impacts such as loss of biodiversity, land degradation, and the increasing demand for resources. Investigating Climate Change enables students to develop their awareness of one of the greatest challenges facing the human population today. Students investigate contemporary case studies of increased life expectancy and the movement of people to enhance their knowledge of population trends, the consequences of changing structures such as ageing populations and the causes and impacts of migration. The impact of Globalisation on areas such as employment are investigated as well as the influence of technology as well as global powers structures that can result in inequality.

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

- **Geographical Skills and Applications (50%)**
  - Mapping Test
  - Water Issues Analysis
  - Ageing v. Youthful Broadsheet
  - Ecological Footprint Broadsheet.

- **Fieldwork (20%)**
  - Individual Fieldwork Report.

- **External Assessment (30%)**
  - Examination set by SACE Board.

---

**History**

**Length**
2 semesters

**Compulsory or Elective**
Elective

**Credits**
20 credits

**Pre-Requisites**
Successful completion of a Stage 1 Humanities subject to a C grade or higher

**Subject Description**
In Stage 2 History, students will have the opportunity to make sense of an increasingly complex and rapidly changing world by connecting the past and the present. By studying past events, actions, and phenomena, students gain an insight into human nature and the ways in which individuals and societies function. Students have the opportunity to explore relationships between nations and groups, including political and economic relationships, and consider their impact on the contemporary world. Students undertake study in Stage 2 History through the following topics: Modern Nations: Germany in the period1918 – 1948 and The World Since 1945: The Changing World Order (1945 - ). Key topics of study in the first topic include Germany in the 1920s, the emergence of the Nazi Dictatorship including the aims and methods of the movement as well as significant individuals, the creation and consolidation of the Nazi State and the impact of World War 2 including the Holocaust and the consequences of defeat. The Changing World Order begins with the development of the Cold War and its evolution into an Arms Race, the threat of Nuclear War and the Space Race. Students also have the opportunity to investigate the end of the Cold War and its consequences, particularly the changing nature of the World Order since 1989 including the emergence of China. An individual Historical Study is also undertaken on a topic of the student's choice.

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

- **Historical Skills Tasks (50%)**
  - Cold War Argumentative Essay
  - Cold War Empathy Task
  - Cold War Sources Analysis
  - Germany Sources Analysis
  - Germany Argumentative Essay.

- **Individual Historical Study (20%)**
  - Chosen by the student and can be presented in a variety of forms.

- **External Assessment (30%)**
  - Examination set by SACE Board.
Society & Culture

Length
2 semesters

Compulsory or Elective
Elective

Credits
20 credits

Pre-Requisites
Successful completion of a Stage 1 Humanities subject to a C grade or higher

Subject Description
In Stage 2 Society & Culture, students explore and analyse the interactions between people, societies, cultures and environments. Using an interdisciplinary approach, they analyse the structures and systems of contemporary societies and cultures. Society and Culture gives students critical insight into the significance of factors such as gender, ethnicity, racism, class, and power structures that affect the lives and identities of individuals and groups. Students undertake study in Stage 2 Society and Culture through the following topics: A Question of Rights, Cultural Diversity and Social Ethics. What is Cultural Diversity is studied as are the beliefs, values and attitudes which are linked to culture. Students investigate whether culture is socially constructed and can therefore be changed as well as the cultural diversity of the Playford region. Social Ethics are defined and students study contemporary ethical topics including the people and organisations which influence these issues. A Case Study of an issue forms part of the investigation. Students also investigate the concept of Human Rights and who enforces them. Whether Human Rights are respected across the world is studied as are the organisations which aid in securing these rights.

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

Folio Tasks (50%)
- Human Rights Ministerial Brief
- Cultural Diversity Media Analysis
- Cultural Diversity Social Action Plan
- Social Ethics Magazine Article

Interaction (20%)
- Human Rights Oral Presentation
- Social Ethics Group Task

External Assessment (30%)
- Investigation of 2000 words on a contemporary social issue chosen by the student.

Tourism

Length
2 semesters

Compulsory or Elective
Elective

Credits
20 credits

Pre-Requisites
Successful completion of a Stage 1 Humanities subject to a C grade or higher

Subject Description
In Stage 2 Tourism, students will be able to develop an understanding of the nature of tourists, tourism and the tourism industry including the complex economic, social, cultural and environmental impacts of tourism. Tourism is one of the largest industries in Australia and Stage 2 Tourism provides students with the opportunity to focus on a range of topics that fall within their range of interests. Students undertake study in Stage 2 Tourism by investigating the Operations and Structure of the Industry, Traveller’s perceptions and the interaction between Host and Visitor, Planning and Managing Sustainable Tourism and evaluating the nature of work in the Tourism Industry. Areas of particular focus for the student include Voluntourism and the value of the experience this provides as well as Local Area Tourism including marketing and destinations favoured by particular groups. Students also study Responsible Travel including planning and preparing for travel, the backpacker industry and the responsibilities of travellers.

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

Folio Tasks (20%)
- Voluntourism Comparative
- Antarctica as an emerging Tourism Market

Practical Activity (25%)
- Backpacker Profile
- Sustainability & Eco-Tourism in the Barossa

Individual Investigation (25%)
- Investigation of Contemporary Tourism Trend/Development chosen by the student

External Assessment (30%)
- Examination set by SACE Board
[ LANGUAGES ]

Indonesian

Length
2 semesters

Compulsory or Elective
Elective

Credits
20 credits

Pre-Requisites
Successful completion of a Stage 1 Indonesian to a C grade or higher

Subject Description
In Stage 2 Indonesian, students continue to develop and apply their inter-cultural language skills to interact orally with others to exchange information, ideas, opinions, and experiences in Indonesian on a variety of topics within the three themes, The Indonesian-Speaking Community, The Individual and The Changing World. They produce a variety of written texts in Indonesian for specific audiences, purposes and contexts expressing information, feelings, ideas, and opinions on a range of issues. Students analyse aural, written and audio-visual texts exploring their linguistic and cultural richness and respond in detail to questions about the texts. Active reflection examining the relationships between language, culture and identity, and the ways in which culture influences communication is core. Students undertake study in Stage 2 Indonesian (continuers) through the following topics: The Role of Women in Indonesian Society, Poverty and Wealth, World of Work, Religious Diversity in Indonesia and Teenage Life.

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

Folio (50%)
- Text Production, Text Analysis and Oral Interaction (Indonesian).

In-depth Study (20%)
- Writing Production (Indonesian), Oral Presentation (Indonesian) and Reflection (English).

External Assessment (30%)
- Examination set by SACE Board.
[ MATHEMATICS ]

Essential Mathematics

Length
2 semesters

Compulsory or Elective
Elective

Credits
20 credits

Pre-Requisites
Successful completion of a Stage 1 Essential Mathematics, General Mathematics or Mathematical Methods to a C grade or higher

Subject Description
In Stage 2 Essential Mathematics, students will have the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts. Students undertake study in Stage 2 Essential Mathematics through the following topics: Measurement, Scales, Plans and Models, Business Applications, Statistics, Investments and Loans.

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

Skills and Application Tasks (30%)
- Students undertake four Skills and Application tasks in the form of topic tests.
- The equivalent of one Skills and Application test will be undertaken without the use of notes or a calculator.

Folio (40%)
- Students will undertake three Folios. Students are required to investigate mathematical relationships, concepts, or problems, which may be set in an applied context.

External Assessment (30%)
- Examination set by SACE Board.

General Mathematics

Length
2 semesters

Compulsory or Elective
Elective

Credits
20 credits

Pre-Requisites
Successful completion of a Stage 1 General Mathematics or Mathematical Methods to a C grade or higher

Subject Description
In Stage 2 General Mathematics, students will extend their mathematical skills in ways that apply to practical problem-solving. A problem-based approach is integral to the development of mathematical models. These topics cover a diverse range of applications of mathematics, including personal financial management, statistics, modelling using linear functions, and discrete modelling. Students undertake study in Stage 2 General Mathematics through the following topics: Modelling with Linear Relationships, Statistical Models, Financial Models, and Discrete Models.

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

Skills and Applications Tasks (40%)
- Students undertake five Skills and Application tasks in the form of topic tests.
- The equivalent of one Skills and Application test will be undertaken without the use of notes or a calculator.

Mathematical Investigation (30%)
- Students will undertake two Mathematical Investigations. Students are required to investigate mathematical relationships, concepts, or problems, which may be set in an applied context.

External Assessment (30%)
- Examination set by SACE Board.
[ MATHEMATICS ]

Mathematical Methods

Length
2 semesters

Compulsory or Elective
Elective

Credits
20 credits

Pre-Requisites
Successful completion of a Stage 1 Mathematical Methods to a C grade or higher

Subject Description
In Stage 2 Mathematical Methods, students will develop a sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world. Students use statistics to describe and analyse phenomena. Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses that may involve the use of statistics, such as health or social sciences. Students undertake study in Stage 2 Mathematical Methods through the following topics: Further Differentiation and Applications, Logarithmic Function, Integral Calculus, Discrete Random Variables, Continuous Random Variables and the Normal Distribution and Sampling and Confidence Intervals.

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

Skills and Applications Tasks (50%)
- Students undertake six Skills and Application tasks in the form of topic tests.
- The equivalent of one Skills and Application test will be undertaken without the use of notes or a calculator.

Mathematical Investigation (20%)
- Students will undertake one Mathematical Investigation. Students are required to investigate mathematical relationships, concepts, or problems, which may be set in an applied context.

External Assessment (30%)
- Examination set by SACE Board.

Specialist Mathematics

Length
2 semesters

Compulsory or Elective
Elective

Credits
20 credits

Pre-Requisites
Successful completion of a Stage 1 Specialist Mathematics or Mathematical Methods to a C grade or higher

Co-Requisites
Students must also study Stage 2 Mathematical Methods

Subject Description
In Stage 2 Specialist Mathematics, students will draw on and deepen mathematical knowledge, skills and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, using mathematical models. Students undertake study in Stage 2 Specialist Mathematics through the following topics: Mathematical Induction, Complex Numbers, Functions and Sketching Graphs, Vectors in Three Dimensions, Integration Techniques and Applications, Rates of Change and Differential Equations.

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

Skills and Application Task (50%)
- Students undertake six Skills and Application tasks in the form of topic tests.
- The equivalent of one Skills and Application test will be undertaken without the use of notes or a calculator.

Mathematical Investigation (20%)
- Students will undertake one Mathematical Investigation. Students are required to investigate mathematical relationships, concepts, or problems, which may be set in an applied context.

External Assessment (30%)
- Examination set by SACE Board.
[ RELIGIOUS EDUCATION ]

Religious Education

Length
2 semesters

Compulsory or Elective
Compulsory

Credits
20 credits

Pre-Requisites
Nil

Subject Description
The Crossways and RAVE Religious Education programs provide students with knowledge across 8 strands: Believing, Living, Celebrating, Textual, World Religions, Philosophy of Religion, Values and Ethics and Silence & Stillness. These allow students to explore and develop their own faith as well as growing in their understanding of the faith of others. In Stage 2 Religious Education, the areas of learning include: Acts of Service - Working with the Reception students, Bible Stories, Values Education, Asking the Big Questions, preparation for Year 12 Retreat and Farewell Eucharist.

Assessment
Nil

Religion Studies

Length
2 semesters

Compulsory or Elective
Elective

Credits
20 credits

Pre-Requisites
Successful completion of a Stage 1 Religious Education to a C grade or higher

Subject Description
In Stage 2 Religion Studies, students will gain a deeper understanding of the nature of religion and spirituality. They study two traditions in depth: Christianity and Judaism. Students develop their knowledge and understanding of world religions as well as skills in the following areas: investigation and application; communication; reflection and analysis and evaluation. Students undertake study in Stage 2 Religion Studies through the following topics: An Overview of Religion, Christianity, and Judaism.

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

Folio (40%)
• Magazine Article, Definitions of Religion Essay, Festivals Essay, Reflection.

Sources Analysis (30%)
• Sources Analysis.

External Assessment (30%)
• 2000 word Individual Investigation of a student directed question.
[ SCIENCE ]

**Biology**

**Length**
2 semesters

**Compulsory or Elective**
Elective

**Credits**
20 credits

**Pre-Requisites**
Successful completion of both semesters in Stage 1 Biology to a C grade or higher

**Subject Description**
In Stage 2 Biology, students investigate biological systems and their interactions, from microscopic cellular structures and processes, through to macroscopic ecosystem dynamics. This study enables students to understand the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species, and their environments. Through Biology, students extend their skills, knowledge, and understanding to explore and explain everyday observations, find solutions to biological issues and problems, and understand how biological science impacts on their lives, society, and the environment. Students undertake study in Stage 2 Biology through the following topics: DNA & proteins, Cells as the basis of Life, Homeostasis, and Evolution.

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

- **Investigations Folio (30%)**
  - Two Design Practical Investigations with Written Reports
  - Science as a Human Endeavour Investigation (choice of own topic, in form of Oral Presentation or Essay).

- **Skills and Applications Tasks (40%)**
  - Four Topic Tests.

- **External Assessment (30%)**
  - Examination set by SACE Board.

**Chemistry**

**Length**
2 semesters

**Compulsory or Elective**
Elective

**Credits**
20 credits

**Pre-Requisites**
Successful completion of both semesters in Stage 1 Chemistry to a C grade or higher

**Subject Description**
In Stage 2 Chemistry, students learn to appreciate the factors that influence science to make informed decisions about modifying and interacting with nature. Students will continue studying atomic structure and reactions in combination with learning the properties of common materials and resources. How these are utilised and the impact chemical processes have on the environment is also a focus. Through the study of chemistry, students develop an understanding of the physical world enabling them to be questioning, reflective and critical thinkers using their chemistry knowledge to explore and explain experiences of phenomena around them. Students undertake study in Stage 2 Chemistry through the following topics: Monitoring the Environment, Managing Chemical Processes, Organic and Biological Chemistry, and Managing Resources.

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

- **Investigation Folio (30%)**
  - Practical Investigations with Written Reports
  - Science as a Human Endeavour Investigation (choice of own topic, in form of Oral Presentation or Essay).

- **Skills and Applications Tasks (40%)**
  - Topic Tests
  - Infographic.

- **External Assessment (30%)**
  - Examination set by SACE Board.
Physics

Length
2 semesters

Compulsory or Elective
Elective

Credits
20 credits

Pre-Requisites
Successful completion of both semesters in Stage 1 Physics to a C grade or higher

Subject Description
In Stage 2 Physics, students develop their knowledge of the principles and concepts of Physics, and the ability to use that knowledge to formulate questions, hypotheses, and identify opportunities. Students continue studying the classical laws governing motion alongside the modern physics theory regarding electricity, magnetism, light and quantum nuclear physics and relativity. They develop the ability to observe, record and explain the phenomena of Physics and how to interpret investigations. Through Physics investigation they acquire and apply new knowledge and develop literacy skills. Students undertake study in Stage 2 Physics through the following topics: Motion and Relativity, Light and Atoms, and Electricity and Magnetism.

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

Investigations Folio (30%)
- Two Practical Investigations with Written Reports, 1 of the practicals will investigate a question of the student's own design
- Science as a Human Endeavour Assignment (choice of own topic, in form of Oral Presentation or Essay).

Skills and Applications Tasks (40%)
- Three Topic Tests
- Skills Based Practical Investigation.

External Assessment (30%)
- Examination set by SACE Board.

Scientific Studies

Length
2 semesters

Compulsory or Elective
Elective

Credits
20 credits

Pre-Requisites
Successful completion of 2 semesters of a Stage 1 Science to a C grade or higher

Subject Description
Stage 2 Scientific Studies students explore the world around them using the skill and concepts of science to filter and explain their observations and experiences. Students develop and extend their (knowledge and) understanding of key scientific concepts through the contexts they are investigating. These key scientific concepts may include; organisation and patterns, cause and effect, structure and function, scale and measurement, change, energy and matter, sceptical empiricism, and randomness. They make connections between these key scientific concepts and their influence in society through investigations of science as a human endeavour. Students undertake study in Stage 2 Scientific Studies through exploring, designing and developing solutions to challenges posed to them both individually and collaboratively, building their collaboration and communication skills. Students will evaluate their solutions and work flow to develop improvement plans, while focusing on the implementation of the scientific concepts applicable.

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

Inquiry Folio (50%)
- Three Tasks Focused on Science Inquiry Skills - e.g. practical inquiries, investigations of scientific claims, responses to media
- One Investigation with a focus on Science as a Human Endeavour
- One Individual Inquiry Design Proposal.

Collaborative Inquiry (20%)
- Collaborative Design of a Solution to a Problem

External Assessment (30%)
- Individual Inquiry.