



think outside the box... embrace your **excellence**



2018 Curriculum Handbook

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GLEESON COLLEGE



OUR VISION

Gleeson College is a faith-filled community which provides its members with the opportunity to discover, develop and use their God-given talents and abilities in the service of others.

OUR MISSION

... is to fulfil our vision by ensuring that at Gleeson College:

- ◆ the promotion of faith, the love of God, the person of Jesus and service to others are central to the education of the whole person;
- ◆ we provide a safe, supportive and welcoming environment;
- ◆ the children, parents and staff work together, listen to and care for one another with confidence and trust;
- ◆ we cater for individual differences in the pursuit of excellence so that personal success can be achieved by all.

Learning • Community • Mission



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Enquiries

Parents who require further information, have questions or require an appointment should contact the College.

Gleeson College

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Learning • Community • Mission

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◆ INTRODUCTION

At Gleeson College we understand that a quality education promotes a life long journey of learning. It is a journey that pursues continuous improvement, is grounded in high expectations, inspires resilience, takes risks and fosters personal best achievement for all.

Life at Gleeson College fosters the academic, spiritual, personal and social development of all students. Gleeson College promotes the traditions of the Catholic Church and the ethos of its Patron, Archbishop James Gleeson.

This booklet is designed to provide students and parents with information about the Gleeson College curriculum and in particular the Senior School curriculum. It will help students to make the best possible choices for 2015. Further assistance will be provided by the College Counsellor, Home Group Teachers and Coordinators. Parents are most welcome to contact the College at any time to clarify matters.

In considering courses of study, students and their parents are making very important decisions. Students' educational backgrounds, plans for the future, interests, and capabilities must all be taken into account. Support and co-operation from their families will be essential if students are to achieve their potential.

While it is the College's intention to provide the subjects described in this booklet in 2018, our ability to do so will depend on sufficient numbers of students electing to study particular subjects, and the availability of staff and facilities. Changing circumstances may force alterations to our proposed offerings.

◆ CURRICULUM OVERVIEW: YEARS 7 - 12

In **Year 7**, all students study Religious Education, English, Humanities and Social Sciences, Digital Technologies, Mathematics, Science, Health and Physical Education, The Arts and Technologies. Two key teachers work closely together with one class to deliver the core subjects of Religious Education, English, Humanities and Social Sciences, Mathematics and Science. Students are exposed to all of The Arts through the course of the year; Visual Arts, Dance, Drama and Music. In Health and Physical Education, students have the option to participate in either of the College's Specialist Sports Programs; Netball or World Football.

In **Year 8**, all students study Religious Education, English, Humanities and Social Sciences, Digital Technologies, Mathematics and Science. Two key teachers work closely together with one class to deliver these subjects. All Year 8 students study Italian, Japanese and Health & PE. In addition, students will study two terms from the Arts Learning Area (Art, Dance, Drama, Music) and one semester from the Technologies Learning Area (Design and Technology, Digital Technologies, Home Economics).

In **Year 9**, all students study Religious Education, English, Humanities and Social Sciences, Mathematics and Science. All Year 9 students study Italian or Japanese, and Health & PE. Students can choose to study two semesters from the Arts Learning Area (Music, Dance, Drama, Art) and Technologies Learning Area (Design and Technology, Digital Technologies, Home Economics).

In **Year 10**, all students study six core subjects (English, Mathematics, Science, Health & Physical Education Essential, History and Religious Education) and the Personal Learning Plan, which contributes 10 credit points, at Stage 1 level, towards the SACE. The students are able to choose another three semesters from the list of subjects offered.

World Football and Netball Programs: A dedicated FFSA World Football Specialist Program and a Netball SA Specialist Program are offered at Years 7, 8, 9 and 10 for those students with a keen interest in further developing their skills in the sport. Note this course is offered as an alternative to the Health & PE (Essential) course. As this is a popular alternative, a process is in place to select students for this course. Students interested in being considered for these programs should contact the Coordinators: Mr Adam Cibich (World Football) and/or Ms Candice Mitchell (Netball).

At Gleeson College, all **Stage 1** students study the equivalent of seven full year subjects (or 14 semester subjects). This is 140 credits towards the South Australian Certificate of Education (SACE). Stage 1 students must study: Religion Studies for two semesters, Research Project for one semester, English (Literacy) for two semesters and a least one semester of Mathematics (Numeracy). In addition to these compulsory requirements, students choose their remaining eight semesters of work from any other subjects offered at Stage 1, or in some individual cases, Stage 2 (students who demonstrate excellence in their studies may be accelerated to the higher level of study).

At Gleeson College, **Stage 2** students study the equivalent of four full year subjects. Together with *Religion Studies*, this means a total of 90 credits towards their SACE. The Research Project worth 10 credits may be studied at Stage 2 level, if not previously completed in Stage 1.

It is possible for a senior student in certain circumstances to select one subject offered at one of the other schools on the campus. This would be negotiated, for example, if a difficult combination of subjects did not meet the Gleeson line structure and it demonstrates one of the advantages of a shared campus.

N.B. The subjects listed for Stage 1 and Stage 2 are offered to students - whether they proceed depends upon sufficient numbers choosing them.

PLEASE REFER TO THE 2018 CURRICULUM TABLE ON THE NEXT PAGE WHICH DETAILS THE FLOW OF EACH SUBJECT FROM YEAR 7 TO YEAR 12

◆ ONE+ SHARED LEARNING



Choice + Opportunities + Success

2018 SHARED LEARNING CAMPUS STUDY & SHARED LEARNING VET COURSES

The One+ Campus comprises three schools; Gleeson College, Pedare Christian College and Golden Grove High School. We are committed to excellence in teaching and learning and we work creatively and collaboratively to expand learning opportunities. We have worked in partnership to grow student pathways and opportunities for success. This has been a strong feature of One+ for 30 years serving approximately 2,500 students on our Campus.

One+ is a vibrant collaboration that enhances the learning opportunities for all students in our campus schools, enriched by innovation and choice.

Shared Learning – What is it?

Students studying SACE (Year 11 and Year 12) have several options to personalise their educational pathway:

- + Shared Learning VET - In line with the One+ principle of Shared Learning VET, students may study one or more of these courses. The course may include students from all three schools and may be hosted by a teacher from any of the schools or by an external training provider.
- + Campus Study – At SACE Stage 1 or Stage 2 students may elect to study any one Campus subject. This means attending a subject hosted at one of the other schools on the One+ Campus.

It is common for students to make use of these enhanced subject opportunities when one school offers a specialised course of interest or in order to best fit a student's desired pathway. This effectively provides flexibility in student timetables to study a subject their home school may not offer.

Taking advantage of Choice, Opportunities, Success

The process for identifying interest and intent to study Campus subjects or via Shared Learning VET is as follows:

- + Take advantage of opportunities to find out more information from subject counselling sessions, subject teachers, course information evenings, house/year level coordinators, care group/home group teachers and VET coordinators.



- + Indicate interest on your online selections.
- + Attend your Course Counselling session to discuss your interest. At this time you will be provided with advice on the suitability of this course for your identified pathway and formal application paperwork and processes will be explained.
- + Return the completed application form to your own school.
- + *Class viability will be determined by demand and staffing.

Support in Learning

All students taking advantage of Campus Study or Shared Learning VET are inducted and supported in their study outside their own school. Progress checks and communications between schools is routine.

To see what Shared Learning may offer to enhance your pathway, visit each school's Curriculum Handbook.

www.oneplus.sa.edu.au

◆ THE SACE

What is the SACE?

Students who successfully complete their senior secondary education are awarded the South Australian Certificate of Education (SACE). The SACE is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study. The SACE was progressively introduced from 2009 to ensure students gain the skills they need for the future, as citizens and employees.

Since then, the SACE has been updated and strengthened to ensure it meets the needs of students, families, higher and further education providers, employers and the community. Studying for the SACE will help students develop the skills and knowledge they need to succeed – whether they are headed for further education and training, university, an apprenticeship or straight into the workforce.

The certificate is based on two stages of achievement: Stage 1 (normally undertaken in Year 11) and Stage 2 (Year 12).

How do students get the SACE?

To gain the SACE, students complete about two years of full-time study which most students spread over three years. There are two stages:

- Stage 1, which most students do in Year 11, apart from the Personal Learning Plan, which students study in Year 10;
- Stage 2, which most students do in Year 12.

Each subject or course successfully completed earns ‘credits’ towards the SACE, with a minimum of 200 credits required for students to gain the certificate.

Students at Stage 1 will receive a grade from A to E for each subject, and at Stage 2, A+ to E- grades will be recorded for each subject. For compulsory subjects, they will 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 subjects or courses (Stage 1)
- Numeracy – at least 10 credits from a range of mathematics subjects or courses (Stage 1)
- Research Project – an in-depth major 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-recognised courses of a student’s choice (this can include Vocational courses).

What is the Personal Learning Plan?

The Personal Learning Plan is a compulsory SACE subject, undertaken in Year 10. 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 after finishing the SACE.

The Personal Learning Plan helps students to:

- identify and research career paths and options, including further education, training and work
- choose appropriate SACE subjects and courses based on plans for future work and study
- consider and access subjects and courses available in and beyond school
- review their strengths and areas they need to work on, including literacy, numeracy, and information and communication technology skills
- gain skills for future employment
- identify their goals and plans for improvement
- review and adjust their plans to achieve their goals.

The Personal Learning Plan contributes 10 credits towards the SACE. Because it is compulsory, students need to achieve a C grade or above.

◆ THE SACE

What is VET and how can I do it?

VET stands for Vocational Education and Training. VET is education and training that gives students skills for work, particularly in the trades and industry. It is the kind of education offered by TAFE colleges and a range of other registered training organisations.

In the SACE, students are able to study and gain SACE credit points in a range of VET options and would need to negotiate this with the College Flexible Learning Coordinator, Mrs Lina Russo. At Gleeson College, VET pathways are individually planned for our students.

[CLICK HERE TO VIEW THE VET LEARNING PACKAGES ON OFFER AT GLEESON COLLEGE](#)

What is Community learning?

Students are able to earn SACE credits for learning undertaken in the community. Information on community-based courses can be found at www.saceboard.sa.edu.au/community-learning or by contacting the College Flexible Learning Coordinator, Mrs Lina Russo.

Students can also count recognition for learning gained through informal community activities such as coaching a sporting team, being the primary carer of a family member, or leading an environmental project in the community. Students will need to provide evidence of their learning for assessment so that the SACE Board can recognise these other kinds of community learning.

University and TAFE entry

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

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

Full details of university and TAFE entry requirements for 2018 onwards will be included in the *'Tertiary Entrance Booklet 2018, 2019 and 2020'*, published in July 2017 by the South Australian Tertiary Admissions Centre (available from the College). Go to the SATAC website for more information: www.satac.edu.au.

Course planner

A course planner is included in the student's subject selection package, and students are advised to complete this prior to submitting their subject selections for next year.

Students Online

Students Online is a one-stop-shop for information about an individual student's SACE. It can help students:

- plan their SACE and look at different subject, or subject and course, combinations;
- check their progress towards completing the SACE;
- access their results.

Students can log in to Students Online using their SACE registration number and pin at:

www.sace.sa.edu.au/students-online

Further information

Visit the SACE Board website at www.saceboard.sa.edu.au for more information about the current and the new SACE.

◆ THE SACE IN SUMMARY...

The requirements to achieve the SACE

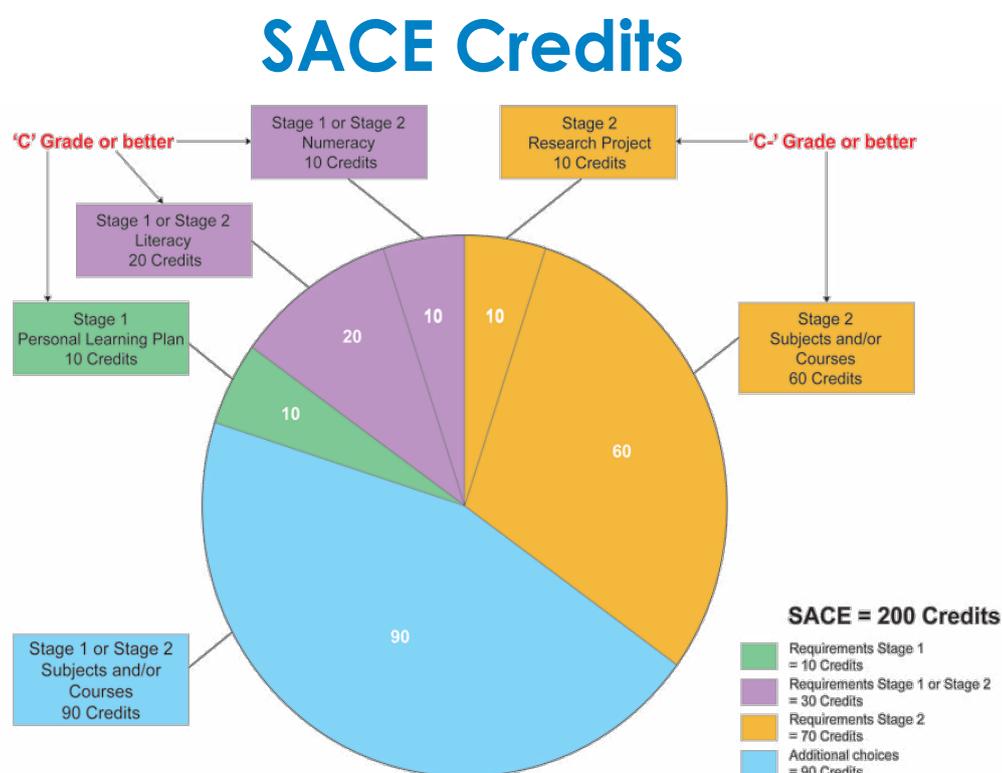
To gain the certificate students must earn 200 credits. Ten credits are equivalent to one semester or six months' study in a particular subject or course.

Some elements of the SACE are compulsory. These are:

- ◆ a Personal Learning Plan at Stage 1 (undertaken in Year 10), worth 10 credits
- ◆ at least 20 credits towards literacy from a range of English/English as a Second Language studies at Stage 1
- ◆ at least 10 credits towards numeracy from a range of mathematics studies at Stage 1
- ◆ a major project of extended studies called the Research Project at Stage 2, worth 10 credits
- ◆ completion of at least 60 additional credits in Stage 2 subjects and courses.

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

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



◆ SENIOR SCHOOL

The Senior School includes what has traditionally been Year 10, Year 11 and Year 12, with some students remaining at school for a thirteenth year.

Subjects in the Senior School may be of one or two semesters in length. Many one semester subjects are complete in themselves, whilst others may be linked such that it is advisable, or desirable, for students to study two related units consecutively (making a full year of study), particularly if they plan to continue studies in that area.

South Australian Certificate of Education (SACE)

Study in Senior School is directed toward the attainment of a South Australian Certificate of Education and begins at Year 10 with the study of the Personal Learning Plan. The SACE program of study continues over at least the next two years, covering a carefully planned range of subjects at both Stage 1 (Year 11) and Stage 2 (Year 12) level.

Further information concerning the pattern of required and free choice subjects is contained in Student Fact Sheets provided to students at the SACE Information session.

In 2018, Year 10 students at Gleeson will study:

Personal Learning Plan: 1 semester - 10 credit points

In 2018, Stage 1 students at Gleeson will study:

English (Literacy)	2 semesters - 20 credit points
Mathematics (Numeracy)	1 semester - 10 credit points
Religion Studies	2 semesters - 20 credit points
Research Project	1 semester - 10 credit points
PLUS	
From any group an additional	8 semesters - 80 credit points

In 2018, Stage 2 students at Gleeson will study:

Four Full Year Subjects:	80 credit points, or equivalent as negotiated with individual students
Religion Studies:	1 semester - 10 credit points
Research Project:	1 semester - 10 credit points **only if not completed in Stage 1**

• **It is important if students are planning to go on to Tertiary Study that they discuss subject choices fully with their Course Counsellor, as some university courses do have pre-requisites.**

In many cases, the pre-requisite Stage 2 subjects are specific not just for the institution (e.g. Adelaide University) but for a particular Degree or course.

◆ CHOOSING YOUR COURSE OF STUDY

All subject choices made must fit the guidelines set down for each particular year level, which appear on the individual course selection sheets and are submitted toward the middle of Term 3.

To assist with subject selection a number of the following factors need to be considered, including the career options that students may have.

ADVICE TO STUDENTS

- ◆ Look into several careers, not just one.
- ◆ Consider the advantages of further study.
- ◆ Consider your development as a person, not just preparation for a job.
- ◆ Consider the job opportunities in your chosen career.

REMEMBER!

- ◆ The choice of a career is a continuing process, and not a once only decision.
- ◆ Keep your options open. That is, if you are uncertain about your future career, select subjects which do not limit your choices for future years.

WHEN CHOOSING

- ◆ Think carefully about your reasons for selecting a particular course of study.
- ◆ Find out what each subject involves.
 - ⇒ By reading the information in this handbook.
 - ⇒ By talking to:
 - teachers and student counsellors.
 - students who have studied the subject.
 - teachers involved with that subject.

◆ FIND OUT WHAT SUBJECTS

- ⇒ may be necessary (pre-requisites) or recommended for further study of that subject at school or a tertiary institution. It is your responsibility to do this!
- ⇒ are necessary or useful in your career choice by :
 - (a) talking to employers
 - (b) reading career guides such as the Job Guide
 - (c) talking to the Flexible Learning Coordinator, visit the Flexible Learning Centre
 - (d) talking to our male or female College Counsellors
 - (e) exploring the www.myfuture.edu.au website

◆ DECIDE ON FURTHER STUDY AT TERTIARY LEVEL

- ⇒ some subjects may be necessary to enable you to continue study at Tertiary Institutions (pre-requisites or assumed knowledge for certain courses).
- ⇒ find out the requirements of the Tertiary Institutions and what each course involves by reading Handbooks, Prospectuses, Calendars, etc. (these are available from the Student Counsellor and from Thiele Library, or from the tertiary institution website or visit).
- ⇒ read the 'Tertiary Entrance 2018, 2019, 2020' booklet (available from the College).

◆ CHOOSING YOUR COURSE OF STUDY

◆ FIND OUT WHAT THE CAREER PROSPECTS ARE

- ⇒ by talking to career and student counsellors.

◆ CONSIDER YOUR CHANCES OF SUCCESS

Be realistic!

- ⇒ have you had reasonable success at school?
- ⇒ are you prepared for long hours of study?
- ⇒ are you prepared, if necessary, to give up some of the activities which interest you in order to complete your study program?

◆ THE MAJOR STEPS IN THE SELECTION PROCESS AT GLEESON ARE:

- ⇒ Year level information sessions
- ⇒ Consultation with Home Group Teachers/Subject Teachers and Parents
- ⇒ Attend Careers Information Evening
- ⇒ Completion of Subject Selection Form
- ⇒ Individual Counselling of students
- ⇒ Registration of Selections

◆ PLEASE NOTE:

- ⇒ You will need to make selections for the whole year.
- ⇒ You may need to get recommendations for some subjects.
- ⇒ Some changes to your selections may be necessary when numbers, teachers, resources, etc., are considered. These will be advised in Term 4, 2017, where possible.
- ⇒ Changes in 2018 can only be requested by students
 - a) for valid reasons.
 - b) in general, at the start of a semester.
- ⇒ Students can not be guaranteed of subject choices made mid-year.

◆ VOCATIONAL EDUCATION AND TRAINING (VET) IN THE SACE

The SACE gives students flexibility in their SACE studies, and provides opportunities to gain recognition for knowledge and skills that have been acquired through a wide range of formal education and training and other learning processes.

SACE provides the capacity to include VET as part of their study programs. At Gleeson College, VET can be recognised within the SACE in 3 ways:

1. Recognition of completed or partly completed nationally recognised qualifications (known as stand alone VET);
2. As a formal assessment component as part of the SACE subject Workplace Practices (offered at Stage 1 and Stage 2);
3. As an integral assessment as part of the SACE Subject Electrotechnology whereby Gleeson College has a VISA agreement to deliver VET units.

Students will earn 5 SACE credits for the successful completion of 35 nominal hours of VET (or 10 credits for every 70 hours). Completion of VET units must be verified by a Statement of Attainment from a Registered Training Organisation (RTO) and can include formal assessment of competencies within a workplace setting.

[CLICK HERE TO VIEW THE VET LEARNING PACKAGES ON OFFER AT GLEESON COLLEGE](#)

For further clarification of the recognition of VET in SACE arrangements, please contact Mrs Lina Russo, Flexible Learning Area Coordinator, or Mrs Susan Smith, SACE Coordinator.

◆ INCLUSIVE EDUCATION PROGRAM

The cornerstone of Inclusive Education at Gleeson College is the Flexible Learning Centre (FLC) - a part of the College specifically dedicated to helping students with special needs. The broad aim of FLC is to cater for the individual needs and differences of our students so that they can achieve the best possible educational success in the 'Pursuit of Excellence'.

Students have the opportunity to work with staff trained in special education to receive assistance with their work. Students may be supported in class during lessons or in small groups or one to one in areas in a dedicated learning area.

The FLC offers more than academic support. Students may require assistance in:

- ◆ building self esteem;
- ◆ understanding more about their individual learning styles;
- ◆ learning strategies for developing as independent learners;
- ◆ teaching them and supporting them in their organisational skills;
- ◆ working with them on motivation and goal setting;
- ◆ guiding them to focus on their skills and not just their limitations;
- ◆ explaining the intricacies of how 'the world' works;
- ◆ working with students on breaking down tasks into manageable chunks;
- ◆ survival skills - both social and practical.

When students work in FLC they are expected to use the time effectively, as well as utilising teacher/teacher aid resources, computer resources, and general facilities available to them. Students come to understand that the FLC area is primarily a learning environment and therefore work must be brought with them. Alternative work, relevant to their needs, is provided should any of the students have no set work to do. The students can choose what alternative work they wish to do.

Students are given explanations in simplified language. This enables the students to better understand what is being said in class and to attach meaning to keywords / terms.

Exam Support

The Inclusive Education Key Teacher works closely with the SACE Coordinator ensuring that students requiring special provisions in exams are fully catered for.

Students may wish to apply for special provisions in SACE exams. To do this they must undergo spelling, writing and comprehension tests as specified by the SACE Board. The Inclusive Education Key Teacher is responsible for administering tests and liaising with SACE Coordinator and submitting these to the SACE Board of South Australia.

Alternative/Adjusted Assignments

FLC Staff believe in the importance of providing alternative/adjusted, educationally sound, assignments for Special Needs students, which either replace, or supplement their current curriculum. Such assignments are usually made with consultation with staff and students, so that they reflect the students' interests, thus making them more relevant and acceptable to the students. Such assignments are based on the principles of differentiation, good pedagogy and educational psychology. Multi-curriculum approach is usually used in the design of such work, in order to give students an understanding of ideas and concepts. Constructivism approach is the common theme in the design process of such work.

◆ ASSIGNMENT DEADLINES

The SACE Board of SA, which has responsibility for the SACE curriculum (including assessment and certification), has a precise policy about work handed in late. Schools are required to follow SACE Board directives and to “ensure that there is a policy on deadlines for the submission of summative tasks and on the criteria and process for negotiating extensions.” Gleeson College has established a policy with regard to submission of work, tests, and seeking extensions of set deadlines. THE BASIC POLICY IS:

Students must submit work on the due date

Teachers will set a due date and a time e.g. end of lesson 6 on 24/3. Failure to hand in the assignment by the deadline will result in a score of zero and/or an ‘I’ recorded against the relevant performance standards (insufficient evidence).

Extensions of time

There will always be extenuating circumstances for some students e.g. there may be illness, a death or trauma in the family, extraordinary school commitments (e.g. a leadership camp) or a student may have a number of assignments due on that day and is having difficulty managing them. In these cases, the student should follow the set procedures for seeking an extension of the due date.

Absence on the due date

If the student is absent on the due date for GENUINE reasons and there is no-one else in the family who can bring the work into school, then the work must be submitted on the next day that the student is at school. This must be done at the start of the day (before 9.00am) regardless of whether there is a lesson in that subject on the day of return. When a student is absent on the due date, they must produce a signed note from their parents and/or a Doctor’s certificate upon their return. Teachers do not have to accept work handed in when a student returns to school after an absence which has not been for genuine reasons.

Copying work

Students who copy the work of another (student or published), or who provide their work to another student to copy, may receive an ‘I’ (insufficient evidence) for that performance standard for that piece of work, and can expect to receive disciplinary consequences.

◆ LAPTOP GUIDELINES > SPECIFIC SUBJECTS

If students would like to purchase a new laptop, these are guidelines for an appropriate laptop computer, for any class that requires the use of high-end software, such as Adobe Creative Suite. * Please refer to subject descriptors for further information.

Windows

- 2.6GHz up to 4Hz Intel Core i7-4720HQ
- 2 x Nvidia GTX 980M SLI (8Gb to 16GB GDDR5); Intel HD Graphics 4600
- 16GB RAM + 256GB SSD; Storage
- 15.6-inch screen, 1920 x 1080 LED
- Intel PRO Wireless AC 7265 + Bluetooth Wireless LAN Combo Display
- 20 GB of available hard-disk space for 64-bit installation; additional free space required during installation (cannot install on removable flash storage devices)

Mac OS

- Multicore Intel processor with 64-bit support
- Mac OS X v10.9, v10.10 (64-bit), or v10.12 (64-bit)
- 8GB of RAM (16GB preferable)
- 256GB hard-disk
- 20GB of available hard-disk space for installation; additional free space required during installation (cannot install on a volume that uses a case-sensitive file system or on removable flash storage devices)

◆ EXPLANATION OF OUTLINES

EACH SUBJECT DESCRIPTION CONTAINS THE FOLLOWING INFORMATION:

Subject Title

Level of Study

- ⇒ Year 10, Stage 1 or Stage 2

Credit Points

- ⇒ 10 credit points are equivalent to one semester, or six months, of study in a particular course or subject.

Course Length

- ⇒ If a subject has a length of 'Half year', then it can only be done in one semester, even if it is offered both in first and second semesters - if a subject is done in the first semester, and occurs again in the second semester, it will be a repeat of exactly the same subject.
- ⇒ Subjects with a length of 'Full year' continue for both semesters. For example, Physics (Full year) is a subject where subject matter taught in the second semester builds on that taught in the first semester.

Advice to Students

- ⇒ Indicates any pre-requisites or advised prior achievement levels and any special requirements such as camps or additional costs.

Content

- ⇒ An overview of the topics or style of work covered in the course.

Assessment

- ⇒ Includes the assessment components and possible weighting of each one.

Pathways

- ⇒ Provides an indication of where this subject leads
E.g. Stage 2 Specialist Mathematics or Stage 2 Furniture Construction

Further Information

- ⇒ Any extra requirements that might be needed for the completion of this subject.

Note:

It is very difficult to be successful in some subjects at a higher level unless particular subjects have been successfully completed beforehand at a lower level. Recommendations to this effect have been indicated where possible in the Advice to Students on the appropriate subject page.

A student wishing to enrol for a subject for which they have not completed the stated recommendations MAY be accepted into that subject on the basis of additional counselling and negotiation with the Key Learning Area or House Coordinator and Deputy Principal.

This makes allowance for those students who have come from another school, or who have made inappropriate decisions in earlier years.

It should be realised by both the student and parents that acceptance of such a subject choice will usually involve a commitment to additional effort to learn background material as it arises, and may involve acceptance on a probationary basis.

◆ GLOSSARY

ATAR	Australian Tertiary Admissions Rank - used by Australian Universities in selecting students for higher education and representing as a percentile. Previously known as TER (Tertiary Entrance Rank).
CREDITS	10 credit points are awarded for the successful completion of each one semester, or half year, SACE subject or course.
HECS	Higher Education Contribution Scheme - the fee that a tertiary student is charged for studying. www.hecs.gov.au
MODERATION	A process by which school assessments may be adjusted by the SACE Board to ensure comparability with standards throughout the State.
PRE-REQUISITE	A requirement needed before proceeding to further study.
SACE	South Australian Certificate of Education
SACE BOARD OF SA	The authority that administers the SACE. www.saceboard.sa.edu.au
SATAC	South Australian Tertiary Admissions Centre - A statutory body, which administers tertiary selection. www.satac.edu.au
SCALING	Scaling is a process which converts student's subject scores into admission points in each of their SACE Stage 2 (Year 12) subjects. SATAC has more information on scaling (see website).
SEMESTER	A half year - our subjects are described as either one semester or a full year (two semesters) in length. 60 hours of programmed lesson study, approximately 17 weeks in duration equates to one semester.
TAS	Tertiary Admission Subject - recognised for qualifying to enter a tertiary education course. The majority of university courses require completion of four Stage 2 subjects - 80 credit points.

Year 10

GLEESON



With One Heart

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◆ INTRODUCTION

This information is designed to assist students and parents to make choices that will allow students to best achieve their potential, and to prepare them for the senior years of study.

What students do in their Year 10 studies will have consequences for student choices and options at the Stage 1 level. Gleeson College has a Promotions Policy that clearly outlines the requirements for students to be promoted into Stage 1 studies. In brief:

- ◆ Promotion should be unhindered for students averaging C grades in their Year 10 studies. Such students should be able to select a viable Stage 1 course of their choice from their successful Year 10 subjects.
- ◆ Students averaging less than C grades in their Year 10 studies will put their promotion and/or subject selection for Stage 1 at risk. They will need to be counselled and their future options negotiated with parental involvement.
- ◆ Students averaging less than D grades in their Year 10 studies would not be able to take on a Stage 1 course in the following year. Future options, which would include repeating Year 10 studies, will be discussed with parental involvement.

It is expected that Year 10 students will work to the best of their ability, demonstrating improved study habits, greater maturity, initiative and taking more responsibility for their learning. There are expectations of senior students studying the SACE and it is in Year 10 that we look for evidence of a student's clear desire and intention to learn as well as a preparedness to attempt study at the senior level.

When considering their course of study, students and parents are making important decisions. Students' abilities, interests, and plans for the future must all be taken into account. Information is provided here about the course requirements for Year 10 and also about the College's expectations of students in Year 10.

Each subject available, the methods used to assess it and where the subject could lead students is described. Before students make any choices they should have read each of these descriptions to ensure that the choice they make is informed and one which will best suit their preparation for SACE.

◆ THE AUSTRALIAN CURRICULUM

As Gleeson College has fully implemented the Australian Curriculum, students are required to study one semester of History and one semester of Health and Physical Education Essential. Students who are part of the Netball or World Football Specialist Programs are not required to choose Health and Physical Education Essential. Special consideration will be given to students undertaking a full year choice subject to study one compulsory subject, Health and PE or History.

◆ THE SACE

Personal Learning Plan (PLP) - What is it?

The Personal Learning Plan is a compulsory SACE subject, undertaken at Gleeson College in Year 10. Students will consider their aspirations and research reliable career information to help them make appropriate subject choices and map out their future. Students will work towards goals they need to achieve as they progress through school towards work, training or further study.

The Personal Learning Plan will help students:

- ◆ identify and research career paths and options (including further education, training and work)
- ◆ choose appropriate SACE subjects and courses based on plans for future work and study
- ◆ consider and access subjects and courses available in and beyond school
- ◆ review their strengths and areas they need to work on, including literacy, numeracy and information and communication technology (ICT) skills
- ◆ gain skills for future employment
- ◆ identify goals and plans for improvement
- ◆ review and adjust plans to achieve goals.

The Personal Learning Plan will contribute 10 credits towards the SACE (Refer to the Year 10 subject outlines for more details related to the PLP course.

Students must achieve a C grade or better in their study of the Personal Learning Plan (PLP) - a compulsory component of the SACE.

◆ YEAR 10 CURRICULUM OVERVIEW

In Year 10 all students study the following subjects: Religious Education, English, Mathematics, Science and PLP, and then choose five units (semesters) from the list of choice subjects. Included in these choices, students must select at least one semester of History and one semester of Health & PE.

YEAR 10
RELIGIOUS EDUCATION
Religious Education
THE ARTS
Visual Art Creative Arts Dance Design Drama Music
CROSS DISCIPLINARY STUDIES
Personal Learning Plan (PLP)
ENGLISH
English
HEALTH AND PHYSICAL EDUCATION
Health and PE Essential Health and PE Extension Netball Outdoor Education World Football
HUMANITIES AND SOCIAL SCIENCES
Business and Society Geography History
LANGUAGES
Italian Japanese
MATHEMATICS
Essential Mathematics A <i>*Stage 1 subject</i> General Mathematics Mathematical Methods
SCIENCE
Science Scientific Studies (Engineering) <i>*Stage 1 subject</i>
TECHNOLOGIES
Construction Technology Design & Technology <ul style="list-style-type: none"> - Electronics - Metalwork - Woodwork Digital Technologies Home Economics <ul style="list-style-type: none"> - Child Studies - Food and Textiles - Food and Hospitality (Creative) - Food and Hospitality (General) Information Processing and Publishing

◆ CO-CURRICULAR ACTIVITIES

In addition to their academic studies, Gleeson College Year 10 students will be expected to participate in a range of Year level activities.

◆ Retreats

Retreats are held on a Year level basis on one day in the year.

During the Retreat, students are under the guidance of home group teachers, the House Coordinator, Religious Education teachers and Youth Ministers. Away from school and everyday activities, students are led to reflect upon their life, their relationships with others and importantly, their relationship with God.

The Retreat is an enjoyable and memorable activity conducted in a reflective tone.

Attendance at Retreat is compulsory.

◆ Liturgical celebrations

All students are expected to be involved in the College Liturgy Program. The liturgy program includes Class and/or Year Level celebrations of the Eucharist and Reconciliation. It will also include para-liturgies to celebrate significant feasts or Church seasons e.g. Easter, The Assumption, Advent.

In addition to whole College events held during the school day, like School Leaders' Induction Mass and Gleeson Day Mass, all students are expected to attend the End of Year Mass and Presentation Evening, which is celebrated towards the end of Term 4.

◆ Dancing

Traditionally, Year 10 students take part in dancing lessons during Term 3. The lessons are conducted by a professional instructor and cover a range of dances including Rock and Roll, Latin, and Military Two Step. These lessons are an important part of the Year 10 curriculum as they aid students in the development of poise, confidence and the ability to mix and participate in social activities. The course concludes with a 'Graduation' social, at which successful students receive a certificate of achievement.

YEAR 10 SUBJECTS

Business and Society

Level of Study: Year 10

Course Length: Half year

Advice to Students

This course is designed to expose students to subjects which are normally offered for the first time at Stage 1 level, these being Business and Enterprise, Accounting and Economics. No pre-requisites are required.

Content

Students will have the opportunity to learn the basics of one core topic plus two option topics across the semester, which include the following:

Business Studies (Core topic - Compulsory)

- What is business?
- What determines a successful business?
- Factors affecting business
- Business ownership and decision making
- Marketing

Accounting (Option topic)

- The purpose of Accounting
- The Accounting Equation
- Introduction to double entry Accounting
- Personal Financial Management

Economics (Option topic)

- The Economic problem
- The fundamental Economic questions
- Needs and wants
- Interaction of the 5 sectors of the economy
- The market mechanism (interaction of supply and demand)

Law (Option topic)

- Civil and Criminal Law
- Courts
- Solving disputes
- Where laws come from

Assessment

Assessment will include a combination of the following; individual and group tasks, investigations, issue analysis, response to stimulus, oral presentations, reports and tests/exam.

Pathways

Whilst this subject is not a pre-requisite for study in Stage 1, participation and learning in this course is expected to assist students in if they choose Stage 1 Business and Enterprise, Accounting, Legal Studies and Economics.

[CLICK HERE TO VIEW ANIMATO VIDEO FOR THIS SUBJECT](#)

Construction Technology

Level of Study: Year 10

Course Length: Half year (Semester 2)

Advice to Students

This Construction Technology course has been designed to prepare students for the Stage 1 Doorways to Construction course next Semester (Semester 1, 2014). Construction Technology will enable students to develop their practical skills, knowledge and understanding to a standard similar to that of an entry level construction worker.

Content

- Occupational Health Safety and Welfare (OHSW)
- Hand tools
- Portable power tools
- Hand skills
- Building systems/technology

Assessment

Formative assessment will be used whilst students are developing skills. This may take the form of teacher or self-assessment against a given standard or peer assessment. Practical skills will be summatively assessed throughout the unit. These skills will be measured against a given standard. Student knowledge and understanding will be assessed through homework tasks, assignments and tests.

Further Information

A charge may apply for consumables and projects.

Pathways

Stage 1 Doorways to Construction (D2C)
Building & Construction Industry Traineeships
and Apprenticeships

YEAR 10 SUBJECTS

Creative Arts

Level of Study: Year 10

Course Length: Half year or Full year

Advice to Students

There are no specific pre-requisites for this subject, but knowledge and background in any area of performing or visual arts/design would be beneficial. Students choosing Creative Arts must already have considerable skill and expertise in their chosen area for their focus product. The ability to work independently is essential.

Content

Students work towards a Creative Arts 'product', which in most cases will be linked to a school production or concert. Students can choose to focus on any aspect of the production such as (but not limited to):

Acting, Singing, Dancing, Set Design, Costume Design, Lighting Design, Audio Engineering, Back stage/Stage hand, Makeup Artistry.

Students may also choose to negotiate a topic not linked to a school production or concert including (but not limited to): Photography, Script writing, Film Making, Stop Motion Animation, Animation, Visual Art.

Assessment

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

- **Product:** The development of a polished creative arts product.
- **Folio:** A folio of work showing the development of the product and influences drawn from various sources to inspire the creation of the product.
- **Investigation:** A written essay exploring the creative works of an individually chosen arts practitioner.
- **Skills development:** A practical demonstration of the skills gained over the course of the semester in their chosen area of specialisation.

Pathways

Stage 1 Creative Arts, Dance and/or Drama

[CLICK HERE TO VIEW ANIMOTO VIDEO FOR THIS SUBJECT](#)

Dance

Level of Study: Year 10

Course Length: Half year or Full year

Advice to Students

No pre-requisites but knowledge and background in any area of Performing Arts at Year 9 would be beneficial. Any Dance or Movement study outside of school may also be helpful.

Content

Each semester of study has a different focus, which is dependent on the current skills of the class members and the availability of live performances for the calendar year. Each semester consists of the following four areas of study:

- **Technique:** Technique skills development with emphasis on safe dance principles in the genre of Ballet, Modern or Jazz;
- **Choreography:** Composition and choreography with performance as a solo or duo, including a written folio demonstrating the process followed;
- **Performance:** Performance or presentation of class choreography as part of Arts Evening;
- **Written:** Written response with focus on either Historical Perspectives OR analysis of a Contemporary Issue.

Assessment

Students demonstrate evidence of their learning through formative and summative tasks set within each of the four areas of study in Technique, Choreography, Performance and Written.

Pathways

Stage 1 Dance, Drama and/or Creative Arts

[CLICK HERE TO VIEW ANIMOTO VIDEO FOR THIS SUBJECT](#)

YEAR 10 SUBJECTS

Design

Level of Study: Year 10

Course Length: Half year or Full year

Advice to Students

Design gives students opportunities to experiment, explore, generate creative ideas, solve problems creatively and make purposeful decisions.

Students can select to study Design in Semester 1, Semester 2, or for a full year. It is highly recommended that students choosing to do design for the first time do so in Semester 1.

Content

Graphic Design:

Visual communication, graphic simplification, visual layout, graphic techniques and media.

Built Environment:

Controlled environments, the local built environment, public and private places.

Product Design:

Product analysis, ergonomics, product re-design.

Design Drawing & Rendering:

Presentation drawing, marker rendering.

Design Theory & History:

Analysing and evaluating design, design and society, consumerism, contemporary design.

Assessment

Assessment at Year 10 level is continuous, with descriptive assessment at the end of each term.

The assessment of a student's achievements and progress in Design is based on the following criteria:

- achievement and progress in Visual and Graphic Design, Product Design and Built Environment;
- development in understanding of design processes and their application in solving problems;
- ability to generate ideas, to creatively solve problems and to make purposeful decisions;
- understanding the role that design plays in our community;
- initiative and organisation in group, home and class work and participation and co-operation in class.

Pathways

Successful completion of Year 10 Design can lead to Stage 1 and/or Stage 2 Visual Arts (Design).

Successful completion of the subject can also lead to Stage 1 Visual Arts (Art) (*which will need to be negotiated with the teacher*), and Stage 2 Visual Arts (Art).

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YEAR 10 SUBJECTS

Design and Technology (Electronics)

Level of Study: Year 10

Course Length: Half year

Advice to Students

Year 10 Electronics is a practically orientated course aimed at developing theoretical knowledge in circuit design and production as well as practical skills in circuit board production and soldering.

Content

The course covers:

- Occupational Health & Safety
- Environmental Sustainability & eWaste
- Developing and understanding basic DC circuits
- Circuit board design using Circuit Wizard
- Circuit board production
- Basic soldering

Assessment

The assessment criteria used in this area of learning are:

- Investigating
- Planning
- Producing
- Evaluating

Further Information

A charge may apply for projects and consumables. Whilst some areas of the course content contain elements from the Certificate II in Electronics course, no VET qualifications will be awarded at the completion of this course.

Pathways

Certificate II in Electronics (VET)

Stage 2 Design and Technology (Electronics)

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Design and Technology (Metalwork)

Level of Study: Year 10

Course Length: Half year

Advice to Students

Year 10 Metalwork is a practically orientated course aimed at developing metal machining, welding and fabrication techniques.

Content

The course covers:

- Investigation and evaluation of metal artefacts, materials and construction techniques
- Production of a skills task
- Manual and computer aided production of working drawings
- Design and manufacture of a major project
- Development of skills and understanding in the operation of tools and machinery
- Occupational Health Safety and Welfare

Assessment

The assessment criteria used in this area of learning are:

- Investigating
- Planning
- Producing
- Evaluating

Further Information

A charge may apply for projects and consumables.

Pathways

Stage 1 Design & Technology (Metals Engineering)

[CLICK HERE TO VIEW ANIMOTO VIDEO FOR THIS SUBJECT](#)

YEAR 10 SUBJECTS

Design and Technology (Woodwork)

Level of Study: Year 10

Course Length: Half year

Advice to Students

Year 10 Woodwork is a practically orientated course aimed at developing wood joining, fabrication and finishing techniques.

Content

The course covers:

- Investigation and evaluation of wooden artefacts, materials and construction techniques
- Production of a skills task
- Manual and computer aided production of working drawings
- Design and manufacture of a major project
- Development of skills and understanding in the operation of tools and machinery
- Occupational Health Safety and Welfare

Assessment

The assessment criteria used in this area of learning are:

- Investigating
- Planning
- Producing
- Evaluating

Further Information

A charge may apply for projects and consumables.

Pathways

Stage 1 Design & Technology (Furniture Construction)

Digital Technologies

Level of Study: Year 10

Course Length: Half year

Advice to Students

Game making and website programming is an area that is growing rapidly. It involves skills ranging from graphic design to computer programming. Digital Technologies focuses on developing understanding and skills in computational thinking, using block coding approaches to solutions. This course will look at where games have come from in the past and where they are likely to go in the future. You will be creating your own games or interactive websites in a variety of genres and will also investigate the social consequences of digital technologies.

Content

- Brief history of computer gaming
- The principles of game design
- Game genres
- Creating your own games using GameMaker Studio software
- Health and wellbeing while playing games
- Website programming
- Application programming

Assessment

Assessment will consist of:

- Theory work
- Major project

Pathways

This course will provide a solid background for Stage 1 Information Technology.

Further Information

It is recommended that you have a USB storage device with a minimum of 16Gb, or access to a cloud storage service.

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YEAR 10 SUBJECTS

Drama

Level of Study: Year 10

Course Length: Half year

Advice to Students

Drama in Year 10 will incorporate three areas of study:

- Presentation of Dramatic works
- Dramatic theory and practice
- Individual Investigation and Presentation

While there are no pre-requisites, knowledge and background in any area of Performing Arts at Year 9 would be beneficial. Students can select to study Drama for one or two semesters (Full year).

Content

Performance

- Planning, rehearsal and performance of a dramatic work
- Collaborative Group Production in an on or offstage role
- Evaluation

Folio

- Script analysis
- Workshop - Stanislavski theories and ideas
- Review of live theatre
- Essay writing

Investigation and Presentation

- Individual study of on or off stage practitioner
- Creative presentation to class

Assessment

Assessment will consist of:

- Group Production
- Folio
- Individual Study

Pathways

Stage 1 Drama or Stage 1 Creative Arts

English

Level of Study: Year 10

Course Length: Full year

Advice to Students

Students will further develop their skills as readers, writers, viewers, speakers and listeners through their study of literature and language.

Content

- Reading and responding to texts; novels, film, play script
- Short stories
- Film-making
- Analysis and writing of poetry
- Creating texts e.g. biography, recount, expository, persuasive
- Oral presentations - individual and group

Assessment

Assessment is continuous and each term will include written, oral and multimodal components.

Major reading and writing units will operate over half a term with a major assessment product or range of pieces to be assessed on completion.

Pathways

English is compulsory at Stage 1 level where all students will complete two units (20 credits). Students can also choose Essential English to complete the two units. At Stage 2, English, Essential English or English Literary Studies course can be chosen.

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YEAR 10 SUBJECTS

Geography

Level of Study: Year 10

Course Length: Half year or Full year

Advice to Students

In the Year 10 Geography course, students have opportunities to develop an understanding of their significance in the physical and human world. It is envisaged that students will develop positive attitudes and values to the environment and its inhabitants through one or both of the semester units offered. Students can choose to study Geography for one semester or for a full year.

Content

In order to provide a balanced programme, each semester will focus on **both** the physical and human geographical aspects of each topic:

Geography - Physical

- Environmental / Natural Hazards and Disasters
- Tourism
- Australian Landforms / Coasts
- Population and Urbanisation

Geography - Human

- Water
- Pollution and Land Degradation
- Globalisation
- Weather Systems and Climate Change

Assessment

Assessment is continuous, with descriptive assessment at the end of each topic (unit).

The assessment of the students' progress and achievements in Geography is based on their involvement and success in:

- Demonstrating their knowledge and understanding of the nature of Geography.
- Developing field, graphic and research skills so that geographical inquiry can occur.
- Demonstrating their knowledge and understanding of the physical environment, and interactions between people and their environment.
- Presenting information to an audience in written, oral or visual form.

Pathways

Stage 1 Geography and/or Stage 1 Tourism

[CLICK HERE TO VIEW ANIMOTO VIDEO FOR THIS SUBJECT](#)

Health & PE (Essential)

Level of Study: Year 10

Course length: Half year

Advice for Students

Health & PE (Essential) is a compulsory subject at Year 10 level and may be chosen in either Semester 1 or 2. If students wish to complete an entire year of Health & PE then they will choose Health & PE (Essential) in Semester 1 and Health & PE (Extension) in Semester 2. Students need to be aware that if they are considering choosing Physical Education in Year 11 or 12, it is strongly recommended that they also choose Health & PE (Extension) in Year 10. Students undertaking a full year of PE would sit an exam in Semester 1 and Semester 2. ****Health & PE (Essential) can not be chosen if the student is participating in either our Netball or World Football Specialist Program in Semester 1.***

Content

Through the concept of 'Personal, Social and Community Health', students will be involved in such topics as:

- Lifelong Physical Activity
- Alcohol and Other Drugs
- Mental Health and Wellbeing

Through the concept of 'Movement and Physical Activity', students will be involved in such topics as:

- Challenge and Adventure Activities
- Games and Sports
- Life-long Physical Activities

This strand may include activities such as Golf, Yoga, Bowls and Fitness Programs

Assessment

Students are assessed via 2 areas:

1. Skill Development: (60%)

Students will be assessed on a skill based assessment criteria for each of the completed activities.

2. Theory: (40%)

- Based on assignments and tests from theory units.
- Exam based on theory from all units.

Pathways

Stage 1 and/or Stage 2 Physical Education

Further Information

Students choosing to study Health & PE at Year 10 must have, and wear, the correct PE uniform.

[CLICK HERE TO VIEW ANIMOTO VIDEO FOR THIS SUBJECT](#)

YEAR 10 SUBJECTS

Health & PE (Extension)

Level of Study: Year 10

Course Length: Half year

**Can be completed in either semester*

Advice to Students

Students need to be aware that if they are considering choosing Physical Education in Year 11 or 12, it is strongly recommended that they complete Health & PE (Extension).

Content

A wide range of activities are offered to the students and some of these activities are outlined below. Students need to be aware that the actual activities programmed will be dependent upon student numbers and availability of facilities, so specific sports cannot be confirmed until the beginning of the semester.

Health & PE (Extension)

**Three of the practical tasks listed will be completed:*

Badminton	Basketball
European Handball	Gaelic Football
Sofcrosse	Softball

Touch Football

Nutrition - Theory

Fitness Components, Energy Systems and Chronic Adaptations to Exercise - Theory

Issue Analysis: 'Technology in Sport' or 'Drugs in Sport'

Assessment

Students are assessed via 2 areas:

1. Skill Development: (60%)

Students will be assessed, on a skill based assessment criteria, for each of the three completed activities each semester.

2. Theory: (40%)

- Based on assignments and tests from theory units.
- Incorporates a 800-word 'Issues Analysis' – a two week unit set aside for completion.
- Exam based on theory from all units.

Pathways

Stage 1 and/or Stage 2 Physical Education

Further Information

Students choosing to study Health & PE at Year 10 must have, and wear, the correct PE uniform.

[CLICK HERE TO VIEW ANIMOTO VIDEO FOR THIS SUBJECT](#)

History

Level of Study: Year 10

Course Length: Half year or Full year

Advice to Students

Year 10 History aims to inform students about the history of Australia in the modern world from 1918 to the present. An examination of the social, political and economic aspects of Australian life is conducted through investigating and evaluating events, people and issues relevant to the period. It is compulsory for students to study one semester of history.

Content

World War II

Students investigate wartime experiences through a study of World War II in depth. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement.

Rights and Freedoms

Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context.

The Globalising World

Students investigate one major global influence that has shaped Australian society in depth, including the development of the global influence during the 20th century. Students will study ONE of the following elective topics:

- Popular culture
- The Environment Movement
- Migration Experiences

Over the course of the year, sub-topics from the three main topics will vary according to the semester.

Assessment

Summative and Formative task work including:

- Essays
- Source analysis
- Oral and visual presentations, incl. multimedia
- Research and analysis work
- Semester exam

Pathways

Stage 1 History. Skills acquired in History will assist in many other language rich subjects i.e. Geography, Legal Studies, Business and Enterprise and Tourism.

[CLICK HERE TO VIEW ANIMOTO VIDEO FOR THIS SUBJECT](#)

YEAR 10 SUBJECTS

Home Economics

Level of Study: Year 10

Course Length: Half year

**Each course is one semester in length*

Advice to Students

Home Economics at Year 10 provides students with an opportunity to develop a variety of practical cooking skills with relevant theory. Students can choose to study one or multiple of the following semester courses:

- Food and Hospitality (General)
- Food and Hospitality (Creative)
- Food and Textiles
- Child Studies

Content

Food and Hospitality (General): Students learn a range of practical skills relevant to home cooking and commercial cookery. These skills will be developed through preparing and serving a range of recipes from everyday healthy meals to special occasion desserts.

Key topics covered in Food and Hospitality A:

- Methods of Cookery
For example; knife skills, baking, roasting, sautéing, frying
- Food Presentation Skills
For example; modern plating techniques (saucing smears and garnishing) and basic cake decorating

Food and Hospitality (Creative): Students learn a range of practical skills relevant to home cooking and commercial cookery. These skills will be developed through preparing and serving a range of recipes from festive foods to preparing, storing and labelling their own food product.

Key topics covered in Food and Hospitality B:

- Cultural and Festive Foods
For example; Asian and Australian fusion food, Christmas food from around the World
- Technology and Food
For example; modern kitchen technologies, storage, preserving and packaging of food

Food and Textiles: Students learn a range of practical skills relevant to creative cooking and applied fashion design. These skills will be developed through preparing and serving a range of innovative recipes and constructing their own pair of pyjamas.

Key topics covered in Fabrics and Textiles:

- Creative Cooking
For example; modern flavour combinations, creative plating and a variety of cooking skills
- Trends in Clothing and Design
 - o Fashion eras and trends – the history of fashions, trends and cycles
 - o The fashion industry – Australian fashion designers and jobs in the industry
 - o Constructing a pair of pyjamas; this subject will involve a cost of approx. \$30-60

Child Studies: Students learn a range of skills relevant to working and caring for children. Child Studies is a great subject choice for anyone interested in working with children.

Key topics covered in Child Studies:

- Develop skills required for parenting and infant (baby simulator)
- Preparing nutritious food suitable for children of various ages
- Preparing special occasion food for kids (cake decorating)
- Experiences working with children through visits at a local primary school
- Constructing textile items for children (quilt); this subject will involve a cost of approximately \$30-60

Assessment

Students will be required to complete a range of summative assessments with a focus on research/ planning practical activities and evaluations.

Pathways

These courses may lead to the following subjects at Stage 1 and/or Stage 2:

- Food and Hospitality
- Child Studies

Information Processing and Publishing

Level of Study: Year 10

Course Length: Half year

Advice to Students

Information Processing and Publishing focuses on the application of practical skills to provide creative solutions to text-based communication tasks. Students create both hard copy and electronic text-based publications, and evaluate the design process, with a focus on Desktop Publishing and Webpage Design Skills. They use technology to design and implement information processing solutions, and identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts. The focus capabilities for this subject are communication and learning.

Content

Year 10 Information Processing and Publishing consists of the following two topics:

- Personal Publishing
- Digital Publishing

Assessment

Assessment will consist of:

- Practical Skills Tasks
- Issues Analysis
- Product and Documentation Task

Pathways

If you intend to do an Information Processing and Publishing course at Stage 1 or 2 level, it is highly recommended that this subject is undertaken.

Students who achieve a high level in this class may be recommended for Year 12 in the following year on the advice of the IP&P teacher and Technologies Learning Area Coordinator.

Further Information

It is recommended that you have a USB storage device with a minimum of 8Gb.

[CLICK HERE TO VIEW ANIMOTO VIDEO FOR THIS SUBJECT](#)

YEAR 10 SUBJECTS

Italian

Level of Study: Year 10

Course Length: Full year

Advice to Students

The aim of this course is to develop skills in speaking, listening, reading and writing in Italian in a variety of situations. Students in Year 10 taking Italian for the full year may continue with it for Stage 1 and Stage 2 with subject teacher recommendation. Students in Year 10 may take Italian for the first semester only. This means they will be precluded from the Stage 1 and Stage 2 Italian units.

Content

- **Grammar:** A focus on conjugation and use of verbs (regular/irregular), Tenses (future and past) and how and when to use them.
- **Reading:** Short stories, extracts and responding to them in both English and Italian.
- **Writing:** Responses to films/extracts, letter writing and essays on given topics/free choice.
- **Oral:** Presentations of responses to films/short stories etc. in Italian (1-2mins in length).

Assessment

- Regular written tests on grammar and set assignments (in both English and Italian).
- Oral presentations.
- As it is a semester subject there is a mid-year exam as well as an end of year exam. These exams touch upon areas covered in each of the 2 semesters.

Pathways

Stage 1 Italian (Full year)

Stage 2 Italian (Full year)

[CLICK HERE TO VIEW ANIMOTO VIDEO FOR THIS SUBJECT](#)

Japanese

Level of Study: Year 10

Course Length: Full year

Advice to Students

Students will develop skills in communication, listening, reading and writing in Japanese in a variety of situations. Students who undertake a full year of Japanese language studies may continue at Stage 1 and Stage 2 with subject teacher recommendation. Students may have the opportunity to go to Japan on the bi-annual School Exchange Trip. This trip provides students with the chance to experience Japanese life and will further build their language and cultural knowledge, hopefully inspiring them to continue with their learning in Japanese. Students may also have the opportunity to undertake competencies from a Certificate III in Tourism as part of their Year 10 Japanese studies. The unit 'Language for Industry' incorporates the competencies 'Conduct oral communication in a language other than English' and 'Provide Visitor information'. Students can receive 20 SACE credits if they successfully complete these units. There is no cost involved and students are required to keep a folio of tasks that are assessed on a pass/fail basis. Students may then choose to complete the full Certificate in Tourism at a later date.

Content

Grammar: Focus on the use of verbs, tenses, especially past tense, and their appropriate use. More complicated sentences are introduced with the use of various particles and grammar points.

Reading: Short texts are provided to improve reading skills using Hiragana, Katakana and Kanji characters.

Writing: Katakana characters are introduced along with some basic Kanji. Focus on letter writing and self-introduction using Genkouyoushi boxed papers.

Oral: Presentations to class audience, interviews and role plays.

Assessment

Regular written tests on vocabulary and grammar learnt in class. A written exam is held at the end of Semester 1 and Semester 2. (1.5-2 hours). Students will need to purchase iiTomo Activity Book 2, unless purchased previously in Year 9.

Pathways

Stage 1 and Stage 2 Japanese Continuers (Full year)

[CLICK HERE TO VIEW ANIMOTO VIDEO FOR THIS SUBJECT](#)

Mathematics

Essential Mathematics A

Level of Study

Stage 1 **Offered at Year 10 in consultation with parents/caregivers.*

Credits

10 (Full year)

Advice to Students

Essential Mathematics A is a self-contained, independent unit which may be combined to form a full year course or taken separately as a single unit of study. Students wishing to study Essential Mathematics at Stage 2 must complete a full year at Stage 1.

Content

In Stage 1 Essential Mathematics students extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. A problem-based approach is integral to the development of mathematical skills and associated key ideas in this subject. Topics studied cover a range of applications of mathematics, including: general calculation, measurement and geometry, money management, and statistics.

Throughout Essential Mathematics there is an emphasis on extending students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

Students who complete two units of Essential Mathematics will complete each of the six topics listed below, with three topics chosen per unit to best suit the cohort.

Essential Mathematics A:

Topic One: Calculations, Time and Ratio

Topic Two: Earning and Spending

Topic Three: Geometry

Topic Four: Data in Context

Topic Five: Measurement

Topic Six: Investing

Assessment

Assessment components include the following:

Assessment Type 1: Skills and Applications Tasks

Assessment Type 2: Practical Report

In each 10-credit subject, students should provide evidence of learning through four assessments. Each assessment type will have a weighting of at least 20%.

Students undertake:

- At least two skills and applications tasks
- At least one practical report

Pathways

Stage 1 Essential Mathematics B

Stage 2 Essential Mathematics. Successful completion of Essential Mathematics at Stage 2 prepares students for entry into a range of trades or vocational pathways.

[CLICK HERE TO VIEW ANIMOTO VIDEO FOR THIS SUBJECT](#)

Mathematics

General Mathematics

Level of Study: Year 10

Course Length: Full year

Advice to Students

It is essential that all students be exposed to a wide range of mathematical understandings, processes and skills in ways that encourage them to develop an appreciation of the power and beauty of Mathematics and all of its usefulness in our society. For this reason, Mathematics in Year 10 is compulsory for all students. Students do, however, vary greatly in their ability to grasp mathematical ideas and in the time needed to develop understanding. All students will complete content as per the Australian Curriculum, however classes will be designed to suit each student's ability level based on their prior knowledge from the Year 8 and 9 and their Learning team structure.

General Mathematics is a course designed for students who have shown a competent level of Mathematics throughout both Year 8 and 9 levels. They must have shown a commitment to their mathematical studies, with an aim of completing either Essential Mathematics or General Mathematics in Stage 1 and 2.

Content

- Algebra Review
- Linear Graphs, Equations and Formulae
- Measurement
- Trigonometry
- Money and Finance
- Statistics
- Probability
- Deductive Geometry

Assessment

The assessment methods to be used to provide feedback to students and for school purposes include a balance of both formative and summative assessment tasks. Formative assessment normally takes place as part of the normal teaching program. It may be structured in the form of homework assignments or worksheets or it may be unstructured such as discussing Mathematics in the classroom. Summative assessment tasks include tests, assignments,

and directed investigations. The specifics of the assessment tasks are determined collaboratively by the Year 10 Mathematics teachers.

Pathways

Stage 1 General Mathematics or Essential Mathematics
Stage 2 General Mathematics. Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring non-specialised background in mathematics.

Stage 2 Essential Mathematics. Successful completion of Essential Mathematics at Stage 2 prepares students for entry into a range of trades or vocational pathways.

[CLICK HERE TO VIEW ANIMOTO VIDEO FOR THIS SUBJECT](#)

Mathematics

Mathematical Methods

Level of Study: Year 10

Course Length: Full year

Advice to Students

It is essential that all students be exposed to a wide range of mathematical understandings, processes and skills in ways that encourage them to develop an appreciation of the power and beauty of Mathematics and all of its usefulness in our society. For this reason, Mathematics in Year 10 is compulsory for all students. Students do, however, vary greatly in their ability to grasp mathematical ideas and in the time needed to develop understanding. All students will complete content as per the Australian Curriculum, however classes will be designed to suit each student's ability level based on their prior knowledge from the Year 8 and 9 and their Learning team structure.

Mathematical Methods is a course designed for students who have achieved at a high level in Mathematics throughout both Year 8 and 9 levels. They must have shown a passion for problem solving and enquiry based learning, with an aim of completing both Specialist Mathematics and Mathematical Methods through Stage 1 and 2, or Mathematical Methods in Stage 1 and 2.

Content

- Algebra Review
- Linear Graphs, Equations and Formulae
- Measurement
- Trigonometry
- Statistics
- Quadratic Theory
- Parabolas and other Graphs
- Deductive Geometry
- Probability
- Exponentials (10A content)
- Logarithms (10A content)
- Polynomials (10A content)

Assessment

The assessment methods to be used to provide feedback to students and for school purposes include a balance of both formative and summative assessment tasks. Formative assessment normally takes place

as part of the normal teaching program. It may be structured in the form of homework assignments or worksheets or it may be unstructured such as discussing Mathematics in the classroom. Summative assessment tasks include tests, assignments, and directed investigations. The specifics of the assessment tasks are determined collaboratively by the Year 10 Mathematics teachers.

Pathways

Stage 1 Specialist Mathematics (depending on the student's mathematical ability, interest and career requirements) Stage 1 Mathematical Methods, Stage 1 General Mathematics, or Stage 1 Essential Mathematics.

Stage 2 Mathematical Methods can lead to tertiary studies of economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences.

Stage 2 Specialist Mathematics can be a pathway to mathematical sciences, engineering, space sciences, and physics.

[CLICK HERE TO VIEW ANIMOTO VIDEO FOR THIS SUBJECT](#)

YEAR 10 SUBJECTS

Music

Level of Study: Year 10

Course Length: Half year or Full year

Advice to Students

Satisfactory completion of Year 9 Music is required. Students must continue their instrumental/vocal lessons and have achieved an appropriate standard. Students must complete two semesters (Full year) of Year 10 Music studies in order to undertake Stage 1 Music.

Content

The music course is structured in three content areas:

1. Practical

All students must be undertaking instrumental/vocal lessons either through the College instrumental program or their own private lessons. This instrument/voice will be the focus for the student's involvement in classroom ensemble work. Students will also be expected to perform as a soloist on this instrument at least once per term. Students will be required to perform at concerts outside of College hours and will be expected to participate in at least one co-curricular performance group.

2. Theory

- Major scales
- Scale Degree Names
- Triads (Major, Minor, Diminished, Augmented)
- 7th Chords (Major7, Dominant7, Minor7, Half Dim 7)
- Intervals (Major and Minor within the compass of an 8ve)
- Melody writing (chordal, passing and auxiliary notes)
- Jazz Harmonisation
- Compound time
- Minor scales (Natural, Harmonic and Melodic)
- Inversions of triads
- Jazz progression
- Chord voicing (piano voicing in lower to middle register)
- Smooth voice leading
- Transposition – Bb, Eb instruments
- Introduction to arranging – Sibelius
- Musical terms and signs
- Aural recognition of rhythms, scales, melodies, intervals and chords

3. Technology

- Loops, Wavs and Samples
- Sony Acid Music Studio
- Contemporary recording techniques
- Microphone placement
- Pre and post production techniques

Assessment

The assessment of a student's progress and achievements in music is based on involvement and success in:

- Developing playing skills on a chosen instrument in an individual and ensemble situation.
- Building theoretical knowledge and understanding to support their playing and aural awareness.
- Gaining an understanding of various aspects of music technology and developing the ability to create and record music using current music technologies.

Assessment tasks will include practical tests (Solo and Ensemble), worksheets, assignments and written tests.

Pathways

Stage 1 Music

[CLICK HERE TO VIEW ANIMOTO VIDEO FOR THIS SUBJECT](#)

YEAR 10 SUBJECTS

Netball

Level of Study: Year 10

Course length: Half year **Semester 1 only*

***Note: This course is offered as an alternative to the Health & PE (Essential) course.**

Advice to Students

Netball is an elective subject at Year 10 level. Students selecting this subject **must have had previous** netball experience and must have completed Netball at Year 8 and 9. Otherwise, entry in this course must be negotiated with the Netball Coordinator. Students must also **be currently playing Club netball** otherwise they are unable to gain accreditation for courses undertaken throughout the semester.

Students are involved for two double lessons and one single lesson per week. **Specialist Netball Coaches from Netball SA instruct one session per week.** A charge does apply for this course, which is subject to review (\$300 in 2018).

There will be some costs incurred due to the following expenses but the majority will be subsidised by the College:

- Uniform; students will be supplied with Gleeson College shorts and a training top if required
- Guest Speakers (where applicable)
- Accredited Netball SA Instructor

Content

In the single lesson each week, students will study Skill Learning, Methods of Coaching, Good Teaching Practices and a set-time Source Analysis. Students will also be given the opportunity to implement coaching clinics at local Catholic primary schools. Students will also undertake theory work relating to ACARA topics: Lifelong Physical Activity, Alcohol and Other Drugs, and Mental Health and Wellbeing.

Assessment

Students are assessed via the following two areas:

Skill Development 80%:

A largely subjective mark based on the teacher's perception of student ability and performance in Netball sessions. Fitness and specific skills testing relating to Netball will be used and students with good skill acquisition may score well.

Theory 20% (Formative & Summative Tasks):

Based on assignments and tests undertaken during theory units.

Pathways

Stage 1 and/or Stage 2 Physical Education

Stage 1 and/or Stage 2 Outdoor Education

Further Information

For further information on our Netball Specialist Program, contact the College on 8282 6600.

[CLICK HERE TO VIEW ANIMOTO VIDEO FOR THIS SUBJECT](#)

YEAR 10 SUBJECTS

Outdoor Education

Level of Study: Year 10

Course length: Half year

Advice to Students

Outdoor Education is an elective semester subject. Students will need to show a positive attitude to their general fitness in this subject.

Content

A wide range of the activities listed below will be offered to the students. All activities programmed are compulsory and may incorporate full day(s) commitment. The Outdoor Education Camp will most likely be a three-day camp to Mount Remarkable National Park (Southern Flinders Ranges). Other adventure activities undertaken **may** include:

- Mountain Biking
- Rock Climbing
- Kayaking
- Snorkelling
- Surfing

*Please note that the above activities and/or venues are subject to availability and weather, and may be altered at any time throughout the semester.

Assessment

Students are assessed via four areas:

1. Practical Knowledge and Skills
2. Participation and Responsibility
3. Reflection and Evaluation
4. Communication

Pathways

A satisfactory achievement in this course can lead to Stage 1 and Stage 2 Outdoor & Education.

Further Information

A charge does apply for this course, which is subject to review (\$450 in 2016). Students will also need to plan their study, sport and part-time work commitments around the compulsory activities, with the dates provided at the start of the semester.

Personal Learning Plan (PLP)

*Compulsory SACE Subject

Level of Study: Stage 1 **Completed in Year 10*

Course length: Half year (10 credits)

Advice to Students

The Personal Learning Plan is a compulsory Stage 1 SACE subject, that all Year 10 students will study. In this course students will consider their aspirations and research reliable career information to help them make appropriate subject choices and map out their future. Students will work towards goals they need to achieve as they progress through school towards work, training or further study.

Content

The Personal Learning Plan will help students:

- identify and research career paths and options (including further education, training and work)
- choose appropriate SACE subjects and courses based on plans for future work and study
- consider and access subjects and courses available in and beyond school
- review their strengths and areas they need to work on, including literacy, numeracy and information and communication technology (ICT) skills
- gain skills for future employment
- identify goals and plans for improvements
- review and adjust plans to achieve goals

Assessment

The Personal Learning Plan will contribute 10 credits towards the SACE. Students must pass their Personal Learning Plan (PLP) with a grade of A, B or C to fulfil the requirements of the SACE (South Australian Certificate of Education).

Assessment Tasks

- E Folio
- Job Portfolio
- Career Research
- Reflection on learning and capability development

[CLICK HERE TO VIEW ANIMOTO VIDEO FOR THIS SUBJECT](#)

YEAR 10 SUBJECTS

Religious Education

Level of Study: Year 10

Course Length: Full year

Advice to Students

Religious Education seeks primarily to educate its students about Christianity, from the perspective of the Catholic tradition. At the same time, students are asked to understand the wider context of Religion as it is expressed in other traditions and faiths.

Religious Education is a multi-dimensional subject, involving academic study, times for prayer, Liturgy and an annual Retreat. Religious Education at Year 10 builds on the courses previously studied at Years 8 and 9. The key text is '*To Know Worship and Love*'.

Content

Semester 1

- Church History
- The Formation of the Christian Gospels - Synoptic Gospels
- Pentecost and Discipleship
- Images of Jesus - Parables and Miracles
- Christian Love and the Kingdom of God

Semester 2

- Living Justice and Peace - Call to Action
- CSYMA - Youth Ministry and Leadership
- Made in the Image of God
- Christianity

Assessment

Students will be expected to complete a range of tasks that may include some or all of the following: Research assignments, worksheets, tests, group presentations, role plays, posters, reflective pieces of writing, individual oral presentations, critical reflections and group work.

Pathways

Stage 1 Religion Studies (20 credits, compulsory)
Stage 2 Religion Studies (10 credits, compulsory)
Stage 2 Religion Studies (20 credits, optional)

[CLICK HERE TO VIEW ANIMOTO VIDEO FOR THIS SUBJECT](#)

Science

Level of Study: Year 10

Course Length: Full year

Advice to Students

This is a preparatory course for Stage 1 and Stage 2 Science subjects and TAFE courses. All Year 10 students undertake two semester-length units of work, which will provide an opportunity for them to explore Biological, Chemical, Physical aspects of the universe. Emphasis will be on the development of student capabilities, so that they may become informed citizens, able to communicate their knowledge and understanding effectively. Students will engage in practical opportunities to develop the skills required to critically analyse information. Problem solving is an integral component of this course.

Content

Science A (Semester 1)

- Chemical Bonding and Reactions
- Genetics
- Evolution
- Nutrition

Science B (Semester 2)

- Global Systems
- Motion and Forces
- Mysterious Universe
- Research Project

Assessment

- Tests
- Practical experiments including written reports and analysis
- Powerpoint Presentation/Oral
- Inquiry-based learning
- Homework assignments

Pathways

Stage 1 and Stage 2:

- Biology
- Chemistry
- Nutrition
- Physics
- Psychology
- Scientific Studies

[CLICK HERE TO VIEW ANIMOTO VIDEO FOR THIS SUBJECT](#)

YEAR 10 SUBJECTS

Scientific Studies (Engineering)

Level of Study: Stage 1

**Completed as a Stage 1 Scientific Studies Unit receiving 10 SACE Credits. This is a shared campus subject and will have students from Gleeson College, Golden Grove High School and Pedare Christian College. As this is a shared subject an application form must be completed and places are limited.*

Credits:

10 (Half year) *Semester 2 only

Advice to Students

Stage 1 Scientific Studies (Engineering) can be studied as a 10-credit subject in Semester 2 only. This course is designed for Year 10 students with an interest in studying Engineering at University and students will be required to apply for the course. Pre-requisite for entry into this course is a B grade or higher in Year 10 Science (in Semester 1).

The Scientific Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E, at the student's completion of the subject. The school-based assessments and the external assessment will be marked with reference to the performance standards. This subject is particularly useful for students hoping to undertake Physics and or Chemistry at Stage 1.

The study of Scientific Studies (Engineering) includes an overview of the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials as well as the study of motion in two dimensions. Students work in small groups as an Engineering team whilst studying the elements of Chemistry, Physics and Mathematics to design and make a sports shoe. Through practical studies students develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective and critical thinkers.

The focus capabilities for this subject are communication and learning.

Content

The design and content of the program is determined at school level. Examples of areas of learning and topics include:

Carbon Chemistry

Topics: Hydrocarbons, Organic nomenclature, Materials

Two Dimensional Motion

Topics: Forces, Movement in 2D

Skills

Topics: Experimental design, Graphing

Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Investigations Folio
- Skills and applications Tasks

[CLICK HERE TO VIEW ANIMOTO VIDEO FOR THIS SUBJECT](#)

YEAR 10 SUBJECTS

Visual Art

Level of Study: Year 10

Course Length: Half year or Full year

Advice to Students

Visual Arts at Gleeson College focuses on the ways, means and ends of skilled, creative and visual expression. Art offers students the opportunity to acquire creative and interpretive skills and an awareness of technical processes and techniques that will enable them to employ and understand pertinent means of communication in a variety of media. Students can select to study art in Semester 1 or Semester 2, or for a full year.

Content

Drawing - Students will:

- continue to learn and develop drawing skills using a variety of applications and techniques, materials and media

Painting - Students will:

- learn painting techniques: wet-on-wet, broken colour, impasto, dry brush and scumble
- be able to recognise these techniques in art works and be able to describe their characteristics and qualities

Printmaking - Students will:

- experience a printmaking technique that may be relevant to their experience and abilities e.g. cardboard etching, collagraphy.

Sculpture - Students will:

- continue to develop skills in interpreting a 2D image into 3D using skills and materials relevant to the suggested program.

Digital Imaging - Students will:

- introduced to Photoshop program;
- explore using tools, image making and manipulations;
- work in tutorials and create a final art work.

Art History - Students will:

- critically analyse art works;
- investigate and present chosen Western art history styles and movements.

Assessment

Assessment is continuous, with descriptive assessment at the end of each term.

The assessment of a student's achievements and progress in Art is based on the following criteria:

- Achievement and progress in the areas of Drawing, Painting, Printmaking, Design, Sculpture, Craft.
- Development of understanding of the art/craft/design processes and of problem solving skills involved in art/craft/design.
- Organisation, group work skills, homework, initiative, self-discipline, maintenance of records and work.
- Participation and co-operation in class.

Pathways

Successful completion of Year 10 Art can lead to both, Stage 1 and/or Stage 2 Visual Arts - Art, and/or Visual Arts - Design.

[CLICK HERE TO VIEW ANIMOTO VIDEO FOR THIS SUBJECT](#)

YEAR 10 SUBJECTS

World Football

Level of Study: Year 10

Course Length: Half year **Semester 1 only*

***Note:** *This course is offered as an alternative to the Health & PE (Essential) course.*

Advice to Students

World Football is an elective subject at Year 10 level. This subject is an **elite program for students** who are actively involved in a World Football Club outside of Gleeson College's World Football Program. Students who are not identified at the end of Year 9 by their World Football teacher or wish to take part in this program **must trial or meet criteria to gain entry** into the subject.

Entry Requirements

Entry into the subject will require students to exhibit the following criteria and/or agree to the following expectations:

- An advanced level of skills & technique
- Well-developed understanding of theoretical and practical principles
- A high level of fitness
- Positive attitude and approach

Students accepted into the course are required to play for the College Saturday Morning and Knockout Teams.

Students are involved for two double lessons and one single lesson per week. A charge does apply for this course, which is subject to review (\$300 in 2018).

There are some costs incurred due to the following expenses but majority is subsidised by the College:

- Uniform (students will be supplied with Gleeson College Football Socks, Shorts and a training top - team Guernsey is optional)
- Guest Speakers (where applicable)
- Referee and Coaching courses

Content

Students do five topics in Semester 1 and five topics in Semester 2, in accordance with the ACARA Health and Physical Education curriculum. An examination is conducted at the end of each semester based on the following content:

- Components of Fitness
- Energy Systems
- Nutrition
- Issue Analysis

Assessment

Students are assessed via three areas:

1. SKILL DEVELOPMENT (60%): A largely subjective mark based on the teacher's perception of student ability and performance at World Football sessions. Specific skills testing relating to World Football will be used and students with good skill acquisition may score well.

2. THEORY (30%): Based on assignments and tests undertaken during theory units.

3. EXAM (10%): Based on topics studied during theory work.

Pathways

Stage 1 and/or Stage 2 Physical Education

Stage 1 and/or Stage 2 Outdoor Education

Further Information

For further information, contact the College on 8282 6600.

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Stage 1

GLEESON



With One Heart

Learning • Community • Mission

◆ INTRODUCTION

The following information is designed to provide students and parents with information about the Gleeson College Senior School curriculum, with specific detail for Year 11 (or Stage 1 SACE). It will help students to make the best possible choices for 2018. Further assistance will be provided by the Student Counsellor, Home Group Teachers and House Coordinators. Parents are most welcome to contact the school at any time to clarify matters.

Gleeson College has a Promotions Policy which clearly outlines the requirements for students to be promoted into Stage 2 studies. In brief:

- ◆ Promotion should be unhindered for students averaging a C standard in their Stage 1 studies. Such students should be able to select a viable Stage 2 course of their choice from their successful Stage 1 subjects.
- ◆ Students averaging less than a C standard in their Stage 1 studies will put their promotion and/or subject selection for Stage 2 at risk. They will need to be counselled and their future options negotiated with parental involvement.

Senior school students are expected to work to the best of their ability. The expectations placed upon students are much higher than was previously the case. Improved study habits, greater maturity, broader responsibility and increased initiative are all expected.

What students do next year in Stage 1 will have consequences for Stage 2. If they fail to meet the compulsory requirements of Stage 1, including Numeracy, Literacy, Personal Learning Plan (PLP) and Research Project, they will have to REPEAT these in 2019, along with their Stage 2 subjects. Consequently, this may mean that they will have to undertake a Year 13 to complete all units.

Research Project (RP) - What is it?

The Research Project (RP) is a compulsory SACE subject, undertaken at Gleeson College in Year 11. Students explore their interests, passions and ideas by researching a topic in depth of their own choice. With the Research Project, students are in the driving seat of their own learning, guided and supported by their teacher along the way. The subject develops skills behind constructing knowledge from a range of information and interactions with the community.

The Research Project will contribute 10 credits towards the SACE (Refer to the Stage 1 subject outlines for more details relating to the RP course). Students must achieve a C- grade or better in their study of the Research Project - a compulsory component of their SACE.

Senior Australian Curriculum

In 2016, the SACE Board of SA approved the integration of the Australian Curriculum into English and Mathematics courses for teaching.

The English subjects available are:

- ◆ English
- ◆ Essential English

The Mathematics subjects available are:

- ◆ Essential Mathematics A and B
- ◆ General Mathematics A and B
- ◆ Mathematical Methods A and B
- ◆ Specialist Mathematics A and B

◆ STAGE 1 CURRICULUM OVERVIEW

All Stage 1 students study the equivalent of seven full year subjects. This is 140 credit points towards the South Australian Certificate of Education (SACE). At Gleeson College, Stage 1 students must study:

- ◆ Religion Studies for two semesters
- ◆ Research Project for one semester
- ◆ English/Literacy for two semesters
- ◆ At least one semester of Maths/Numeracy

It is possible for a senior student in certain circumstances to select a subject offered at one of the other schools on the campus. This would be negotiated, for example, if a difficult combination of subjects did not meet the Gleeson College line structure and it demonstrates one of the many advantages of a shared campus. Stage 1 students will have one private study subject per semester.

STAGE 1
RELIGIOUS EDUCATION
Religion Studies
THE ARTS
Visual Arts - Art Visual Arts - Design Creative Arts Drama Music
CROSS DISCIPLINARY STUDIES
Certificate III in Fitness VET Community Studies Research Project * <i>Stage 2 subject</i> Workplace Practices
ENGLISH
English Essential English
HEALTH AND PHYSICAL EDUCATION
Physical Education
HUMANITIES AND SOCIAL SCIENCES
Accounting Business and Enterprise Economics (Business) Geography History Legal Studies A (Law and Society) Legal Studies B (Justice and Society) Tourism
LANGUAGES
Italian Japanese
MATHEMATICS
Essential Mathematics A and B General Mathematics A and B Mathematical Methods A and B Specialist Mathematics A and B
SCIENCE
Biology Chemistry Nutrition Physics Psychology
TECHNOLOGIES
Certificate I in Construction - Doorways to Construction VET Child Studies Design and Technology - Furniture Construction - Metals Engineering Food and Hospitality Information Processing and Publishing Information Technology Systems A & B

◆ A GUIDE TO UNIVERSITY ENTRY

Qualifying for University Entry

Students studying for the new South Australian Certificate of Education and applying for entry into university in 2017 and beyond must:

- complete the South Australian Certificate of Education (SACE)
- complete at least 90 credits at Stage 2 (Year 12) in the SACE (including 60 credits of approved university entry subjects)
- complete prerequisite requirements for some university courses
- obtain an ATAR (Australian Tertiary Admissions Rank)

Applications for university and TAFE courses are handled by the South Australian Tertiary Admissions Centre (SATAC).

The SACE

The South Australian Certificate of Education is an internationally recognised senior secondary qualification administered by the SACE Board of South Australia. To gain the SACE students must earn 200 credits and achieve a C or better in compulsory SACE subjects including the Stage 2 (Year 12) Research Project.

Credits

Ten credits are equivalent to one semester or six months' study in a particular SACE subject. 20 credits are equivalent to two semesters or a full year's study.

Tertiary Admission Subjects (TAS)

These are Stage 2 (Year 12) SACE subjects that the universities have agreed are acceptable for university selection purposes. A list of approved university entry subjects are available and 60 out of the 90 credits at Stage 2 (Year 12) level must be approved university entry subjects. The other 30 credits may come from alternatives to full-year school-based subjects.

Prerequisite requirements: To be able to apply for some university undergraduate courses, particularly in the areas of science, engineering, mathematics and computer science, students need to achieve a C or better in specific SACE subjects. These are known as prerequisite subject requirements and are listed each year in SATAC's Tertiary Entrance booklet.

Australian Tertiary Admissions Rank (ATAR)

Students need an ATAR to apply for university courses. The ATAR is:

- a measure of a student's academic achievement compared to other students
- used by universities to select students who have completed Year 12
- given to students on a range from 0 to 99.95. Students receiving an ATAR of 99.95 are the highest ranked in the State

Calculating the ATAR

For students completing the SACE in 2018, the Australian Tertiary Admissions Rank (ATAR) will be calculated based on their results in:

- **Three 20-credit Tertiary Admission Subjects (TAS)** (equal to 60 credits of Stage 2 SACE subjects)
- **Plus the best outcome from the flexible option, which is the best 30 credits of scaled scores or scaled scores equivalent from:**
 - The scaled score of a 20-credit TAS;
 - Half the scaled score of one or more 20-credit TAS;
 - The scaled score of one or more 10 credit TAS;
 - The scaled score equivalent for Recognised Studies to the value of 10 or the maximum 20 credits.

SACE Planner



SACE
Board of SA

Personal Learning Plan = 10 credits

Credits

10

Literacy = 20 credits

Choose from a range of English subjects or courses

Subtotal 10

Numeracy = 10 credits

Choose from a range of mathematics subjects or courses

Subtotal 30

Stage 2 subjects or courses = 60 credits

Choose from a range of Stage 2 subjects and courses

Research Project = 10 credits

10

Additional choices = 90 credits

Choose from a range of Stage 1 and Stage 2 subjects and courses

Subtotal 70

Subtotal 90

To gain the SACE, you must earn 200 credits

Total 200

- Compulsory Stage 1 Students must achieve a C grade or higher for
- Compulsory Stage 1 and/or Stage 2 Stage 1 requirements and a C- or higher for
- Compulsory Stage 2 Stage 2 requirements to complete the SACE
- Choice of subjects and/or courses Students must achieve a grade or equivalent for
(Stage 1 and/or 2) subjects and/or courses selected

STAGE 1 SUBJECTS

Accounting

Level of Study

Stage 1

Credits

10 (Half year)

Advice to Students

The study of Accounting gives students the opportunity to learn the practical skills needed to manage their own financial affairs and to develop an understanding of the ethical considerations that affect financial decision-making. Note: All students will be required to have a calculator for this subject.

Content

Stage 1 Accounting is designed to be undertaken in either semester and will provide a basic introduction to Accounting with three of the following option topics covered:

Environment of Accounting (Compulsory)

- Role of Accounting
- Entity Concept
- Business Entities
- Users of Financial Information
- Ethical and Social Factors that Influence Accounting

Double Entry Recording (Option)

- Theory
- Transactions to Journal and Ledger Accounts

Financial Reports (Option)

- Profit and Loss Statement
- Balance Sheet

Analysis and Interpretation of Financial Statements (Option)

- Financial Management

Personal Finance Management and Keeping Cash Records (Option)

- Bank Reconciliation Statements
- Budgeting

Assessment

Assessment in Stage 1 Accounting consists of the following components:

Assessment Type 1: Skills and Application Tasks

Assessment Type 2: Investigation

Pathways

Stage 2 Accounting

Biology

Level of Study

Stage 1

Credits

10 (Half year)

20 (Full year)

Advice to Students

Satisfactory completion of the Biology component of Year 10 Science, with a C grade or better and an interest in the living environment and physiology are recommended for students taking this course. Either one or both units may be attempted. Choosing just the second semester unit alone is acceptable.

Content

Semester 1

- Multicellular Organisms
- Biodiversity and Ecosystem Dynamics

Semester 2

- Cells and Microorganisms
- Infectious Diseases

Assessment

Assessment is school based. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Investigations Folio

Assessment Type 2: Skills and Applications Tasks

These will include Practicals, Assignments, Tests and an Exam.

Pathways

Stage 2 Biology

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STAGE 1 SUBJECTS

Business and Enterprise

Level of Study

Stage 1

Credits

10 (Half year)

Advice to Students

No pre-requisites. Stage 1 Business Studies provides skills and information on business practices that are essential for life and work in Australian and global contexts. Students have the opportunity to investigate, analyse, and respond to current business issues, in both school and community environments.

Content

Students undertake work from a range of areas, dependant upon the needs and interests of class members.

One core topic, and two or three option topics, will be studied from this list:

- Introduction to Business and Enterprise
- Business and Enterprise in Practice
- Global Business
- Technology for Business
- Marketing
- Business Management and Communication
- Entrepreneurship: The Enterprising Person
- Establishing a Business
- Business Plans
- Financial Planning and Management

Assessment

Assessment consists of the following components:

Assessment Type 1: Folio

Assessment Type 2: Practical

Assessment Type 3: Issues Study

Pathways

Stage 2 Business and Enterprise

Certificate III in Fitness

Level of Study

Certificate III (SIS30315) **Stage 1 or Stage 2*

Credits

Stage 2 - 55 to 85 credits

Course Length:

Full Year VET Course - 24 Weeks x 2 hours

Advice to Students

This course is a nationally recognised qualification under the Australian Qualifications Framework. Successful completion of a full Certificate III in Fitness attracts credits and can count as one Stage 2 full year subject in calculating an ATAR. The RTO for this course is Foundation Education and The Australian Institute of Personal Trainers, with all training held at Gleeson College.

Content

National VET Competencies studied:

- SISFFIT001 Provide health screening and fitness orientation
- SISFFIT002 Recognise and apply exercise considerations for specific populations
- SISFFIT003 Instruct fitness programs
- SISFFIT004 Incorporate anatomy and physiology principles into fitness programming
- SISFFIT005 Provide healthy eating information
- SISFFIT014 Instruct exercise to older clients
- SISXCCS001 Provide quality service
- SISXFAC001 Maintain equipment for activities
- SISXIND001 Work effectively in sport, fitness and recreation environments
- BSBRSK401 Identify risk and apply risk management processes
- HLTAID003 Provide first-aid
- HLTWHS001 Participate in workplace health and safety
- SISFFIT006 Conduct fitness appraisals
- SISFFIT007 Instruct group exercise sessions
- SISFFIT011 Instruct approved community fitness programs
- SISFFIT012 Instruct movement programs to children aged 5 to 12 years

** Students must also complete 20 hours of work experience in a gym to be negotiated with the Flexible Learning Coordinator.*

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STAGE 1 SUBJECTS

Certificate III in Fitness (Continued)

Assessment

Assessment will be via the National VET Competencies, theory booklets, practical tasks and general observations, quizzes, work placements and assignments.

Extra Information

A charge does apply for this course, which is subject to review (\$430 in 2016).

Pathways

Certificate IV in Fitness and/or Diploma in Fitness Careers in the Health, Fitness and/or Sport and Recreation industries.

Chemistry

Level of Study

Stage 1

Credits

10 (Half year)

20 (Full year)

Advice to Students

Satisfactory completion of the Chemistry component of Year 10 Science with a C grade or higher is highly essential for students taking this course.

Content

Semester 1

- Materials and their Atoms
- Combining Atoms
- Molecules

Semester 2

- Mixtures and Solutions
- Acids and Bases
- Redox Reactions

Assessment

Assessment is school based. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Investigations Folio

Assessment Type 2: Skills and Applications Tasks

These will include Practicals, Assignments, Tests and an Exam.

Pathways

Satisfactory completion of 20 credits of Chemistry at Stage 1, with a C grade or better is a prerequisite to Stage 2 Chemistry. Stage 1 Chemistry can also lead to other Science subjects at Stage 2, including Stage 2 Biology.

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STAGE 1 SUBJECTS

Child Studies

Level of Study

Stage 1

Credits

10 (Half year)

Advice to Students

This subject examines the period of childhood from birth to eight years, and issues related to the growth, health and wellbeing of children. Students examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society. The focus capabilities for this subject are citizenship, personal development and learning.

Content

Student assignments are based on contemporary issues concerning the health and wellbeing of children.

Assignment topics include:

- Bringing books to life with props and costumes;
- Hidden sugar in lunchbox foods;
- The importance of 'Nature Play';
- Running an activity session with local Primary School students.

Assessment

Assessment is school based. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Practical Activity

Assessment Type 2: Group Activity

Assessment Type 3: Investigation

Pathways

Stage 2 Child Studies

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Community Studies

Level of Study

Stage 1

Credits

10 (Half year)

20 (Full year)

Advice to Students

Community Studies offers selected students the opportunity to learn in a community context. This option must be discussed with your course counsellor. Students decide the focus of their community activity, which begins from a point of personal interest, skill, or knowledge. By setting challenging and achievable goals in a community activity, students enhance their skills and understandings in a guided and supported learning program. They develop their capability to work independently and to apply their skills and knowledge in practical ways in their community.

Content

Students prepare a contract of work to develop a community activity from various areas of study, including Arts and the Community, Health, Recreation and the Community and Work and the Community.

Assessment

Assessment is school based. Students demonstrate evidence of their learning by completing their contract of work through the following assessment types:

- Contract of Work
- Folio
- Community Activity
- Reflection

Pathways

Pathways follow an individual student's study plans.

Further Information

For further information, contact the Flexible Learning Area Coordinator.

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STAGE 1 SUBJECTS

Creative Arts

Level of Study

Stage 1

Credits

10 (Half year)

20 (Full year)

Advice to students

Creative Arts is offered as either a semester (10-credit) or a full year (20-credit) subject. This subject allows students to undertake an individually negotiated topic in an area of interest that may not be covered in any other Stage 1 subject. Students choosing Creative Arts must already have considerable skill and expertise in their chosen area for their focus product. The ability to work independently is essential.

Content

Stage 1 Creative Arts is an opportunity for teachers, in negotiation with students, to tailor a program to meet local needs or interests in a way that cannot be met solely through any other subject in the Arts Learning Area or another subject offered within the SACE. It is an opportunity to focus on an aspect, or to combine aspects, of one or more SACE subjects in the creative arts, within a single subject.

The following areas of study are covered:

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

Assessment

The following assessment types enable students to demonstrate their learning in Stage 1 Creative Arts:

- Assessment Type 1: Product
- Assessment Type 2: Folio

For a 10 credit subject, it is recommended that students provide evidence of their learning through three assessments. Each assessment type should have a weighting of at least 20%. Students:

- develop and present one creative arts product
- undertake one investigation and one skills assessment for the folio

Pathways

Stage 2 Creative Arts, Drama, Music (Ensemble Performance, Individual Study, Solo Performance), Visual Arts - Art and/or Visual Arts - Design

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Design and Technology (Furniture Construction)

Level of Study

Stage 1

Credits

10 (Half year)

Advice to Students

Through the study of Stage 1 Furniture Construction students learn how to use tools, equipment, machines and materials safely and competently to produce a product of a given standard. It is recommended that students have satisfactorily completed Year 10 Design and Technology (Woodwork).

Content

- Investigate and evaluate products, materials and equipment
- Develop individual design ideas with the use of CAD software
- Use tools, machines and equipment safely
- Produce products of a given design
- Design and make individual products

Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:

Skills and Applications Tasks A & B (20%)

Assessment Type 2: Folio A & B (20%)

Assessment Type 3: Product (60%)

Further Information

A charge may apply for projects.

Pathways

Stage 2 Design and Technology
(Furniture Construction)

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STAGE 1 SUBJECTS

Design and Technology (Metals Engineering)

Level of Study

Stage 1

Credits

10 (Half year)

Advice to Students

Through the study of Stage 1 Metals Engineering students learn how to use tools, equipment, machines and materials safely and competently to produce a product of a given standard. It is recommended that students have satisfactorily completed Year 10 Design and Technology (Metalwork).

Content

- Investigate and evaluate products, materials and equipment
- Develop individual design ideas with the use of CAD software
- Use tools, machines and equipment safely
- Produce products of a given design
- Design and make individual products

Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:

Skills and Applications Tasks A & B (20%)

Assessment Type 2: Folio A & B (20%)

Assessment Type 3: Product (60%)

Further Information

A charge may apply for projects.

Pathways

Stage 2 Design and Technology (Metals Engineering)

Doorways to Construction (D2C) Certificate I in Construction

Level of Study

Certificate I

Course Length:

Full Year VET Course - 1 x Full Day per week

Advice to Students

D2C is a Vocational Education and Training (VET) program. The D2C program will provide students with an opportunity to explore career options within the Building and Construction industry. Students will develop skills, knowledge and experience within the industry and develop the attitudes and attributes that will help them establish the fundamentals for a successful career in the. It is recommended that students have satisfactorily completed Construction Technology at Year 10 and may be required to sit an interview to undertake this course.

Content

National VET Competencies of the Certificate I in Construction (CPC10111):

- Work effectively and sustainably in the construction industry
- Plan and organise work
- Conduct workplace communication
- Read and Interpret Plans
- Use Construction Tools and Equipment
- Prepare to Work Safely in the Construction Industry (White Card)
- Apply OHS Requirements (First Aid)
- Undertake a basic construction project
- Carry out measurements and calculations
- Handle Construction Materials
- Apply Basic Levelling

These competencies will be achieved through numerous practical and theoretical learning activities and two weeks of compulsory structured work experience (some of which must be conducted during term breaks).

Assessment

Assessment will be continuously assessed through the National VET Competencies, theory booklets, practical tasks and general observations.

Extra Information

An approximate charge of \$850 will apply and additional time during holidays and/or before or after school may be required to complete all competencies

Pathways

Doorways to Construction Plus and/or Building and Construction Industry traineeships and apprenticeships.

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STAGE 1 SUBJECTS

Drama

Level of Study

Stage 1

Credits

10 (Half year)

20 (Full year)

Advice to Students

Satisfactory achievement in at least one semester of Year 10 Drama is strongly recommended. Students will be expected to attend at least one live performance each semester. The course will help students to develop their skills and knowledge in performance and the study of Theatre including stage craft, the history of Theatre and the interpretation of scripts.

In Drama, students participate in the planning, rehearsal, and performance of dramatic work. Students participate in creative problem solving; they generate, analyse, and evaluate ideas. They develop personal interpretations of texts, and also their curiosity, imagination, creativity, individuality, self-identity, self-esteem and confidence. The focus capabilities for this subject are communication, citizenship, personal development and learning.

Content

Stage 1 Drama can be studied as a 10-credit subject or 20-credit subject. This course consists of the following three areas of study:

- Presentation of Dramatic Works
- Dramatic Theory and Practice
- Individual Investigation and Presentation

Assessment

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

Assessment Type 1: Performance

Assessment Type 2: Folio

Assessment Type 3: Investigation and Presentation

Pathways

Stage 2 Drama

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Economics (Business)

Level of Study

Stage 1

Credits

10 (Half year)

Advice to Students

There are no pre-requisites for this subject. Students will benefit from access to and knowledge of current economic affairs. Studying Economics enables students to understand how an economy operates, determinants of interest rates, pricing and competition on businesses, consumers and government.

Content

Content will be derived from the following topics:

- The Economic Problem: Brief introduction of scarcity and the interaction of demand and supply in the market economy.
- Government Involvement in the Market Economy: The roles and functions of the three tiers of government in the economy and exploration of the Federal Government Budget and macroeconomic objectives of employment, inflation, growth and external balance.
- Economic Thinkers: Development of an awareness of the contribution of some of the principal economic thinkers of the past.
- Markets in Practice & Price Stability: Students investigate the features of the following market structures; perfect competition, monopolistic competition, oligopoly, and monopoly and their impact on the concept of price elasticity.
- The Circular Flow of Income: An investigation into society's income flow cycle.
- The Market Economy: The interaction of demand, supply and the profit motive.

Assessment

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

Assessment Type 1: Folio

Assessment Type 2: Skills and Applications Tasks

Assessment Type 3: Issue Study

Pathways

Stage 2 Business and Enterprise

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STAGE 1 SUBJECTS

English

Level of Study

Stage 1

Credits

10 (Half year)

20 (Full year)

Advice to Students

The study of English provides students with the opportunity to analyse the interrelationship between author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. An understanding of purpose, context, and audience is applied in students' own creation of imaginative, analytical, and persuasive texts that may be written, oral, and/or multimodal. Students who complete 20 credits of Stage 1 English with a C grade or better will meet the literacy requirement of the SACE.

Content

Responding to Texts: Students analyse the ideas, perspectives, and influences expressed in texts and how these shape their own and others' ideas and perspectives. Students analyse ways in which language and stylistic features shape perspectives and influence readers in a variety of modes.

Creating Texts: Students create imaginative, interpretive, and/or persuasive texts for different purposes, contexts, and audiences in written, oral and/or multimodal forms.

Intertextual Study: Students reflect on their understanding of intertextuality by:

- analysing the relationships between texts, or
- demonstrating how their knowledge of other texts has influenced the creation of their own texts.

Assessment

Assessment is school based. Students demonstrate evidence of their learning through the following assessment types:

- Responding to Texts
- Creating Texts
- Intertextual Study

Pathways

Students who successfully complete Stage 1 English can choose Stage 2 English or Stage 2 English Literary Studies.

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Essential English

Level of Study

Stage 1

Credits

10 (Half year)

20 (Full year)

Advice to Students

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

Students who complete 20 credits of Stage 1 Essential English with a C grade or better will meet the literacy requirement of the SACE.

Content

Responding to Texts: Students examine and respond to how language is used in social, cultural, community, workplace, and/or imagined contexts.

Creating Texts: Students develop their skills in using appropriate vocabulary, accurate spelling, punctuation, and grammar to enable effective communication. Students create written, oral, visual, digital and multimodal texts create a range of texts using appropriate language features for different purposes.

Assessment

Assessment is school based. Students demonstrate evidence of their learning through the following assessment types:

- Responding to Texts
- Creating Texts

Pathways

Students who successfully complete Stage 1 Essential English can choose Stage 2 Essential English.

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STAGE 1 SUBJECTS

Food and Hospitality

Level of Study

Stage 1

Credits

10 (Half year)

Advice to Students

This course is offered as an introduction to the area of catering and would be beneficial for those students who may be planning vocational pathways in this industry. Students focus on the dynamic nature of the food and hospitality industry in Australian society, and develop and understanding of contemporary approaches and issues related to food and hospitality. Students should have a genuine interest in catering and the preparation of food for others.

Content

Student assignments are based on contemporary issues associated with the Food and Hospitality Industry. Assignment topics include:

- Menu and food preparation trends;
- Street food and food trucks;
- Catering a High Tea function for a group of invited guests;
- Safe food handling practices in the industry.

Assessment

Assessment is school based. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Practical Activity

Assessment Type 2: Group Activity

Assessment Type 3: Investigation

Pathways

Stage 2 Food and Hospitality

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Geography

Level of Study

Stage 1

Credits

10 (Half year)

Advice to Students

No prior knowledge is assumed.

Content

There are three themes and seven topics. For a 10-credit subject, students will study at least two topics from one or two of the themes.

A study of Geography will enable students to:

- understand and apply key geographical concepts
- understand the interdependence of human and physical environments
- develop their ability to explore contemporary geographical issues
- develop skills in fieldwork using opportunities in the local area
- develop skills in examining geographical features, concepts, and issues through the use of a range of skills and techniques, including spatial technologies

Students study topics within three key themes:

Theme 1: Sustainable Places

Theme 2: Hazards

Theme 3: Contemporary Issues

The content will be derived from the following topics:

- Rural and/or remote places
- Urban places
- Megacities.
- Natural Hazards
- Biological and Human Induced Hazards
- Local Issues
- Global Issues

Assessment

Students will be given between four and six summative assessments. The following assessment types enable students to demonstrate their learning in Stage 1 Geography:

Assessment Type 1: Geographical Skills and Applications

Assessment Type 2: Fieldwork

Pathways

Stage 2 Geography and/or Tourism

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STAGE 1 SUBJECTS

History

Level of Study

Stage 1

Credits

10 (Half year)

Advice to Students

There are no pre-requisites required for this subject. Students need to be interested in reading and have sound reading, reasoning, researching and writing skills.

Content

Stage 1 History encompasses the world since 1750. The study of history gives students the opportunity to make sense of a complex and rapidly changing world by connecting past and present. Students will study skills of historical inquiry and complete a minimum of two historical studies.

Content will be derived from the following topics:

- Topic 1: Imperialism
- Topic 2: Decolonisation
- Topic 3: Indigenous Peoples
- Topic 4: Social Movements
- Topic 5: Revolution
- Topic 6: Elective

Assessment

Assessment consists of the following components:

Assessment Type 1: Historical Skills

Assessment Type 2: Historical Study

Students undertake three Historical Skills assessments and one Historical Study.

Pathways

Stage 2 Modern History and/or Society and Culture

Information Processing and Publishing

Level of Study

Stage 1

Credits

10 (Half year)

Advice to Students

Information Processing and Publishing focuses on the application of practical skills to provide creative solutions to text-based communication tasks. Students create both hard copy and electronic text-based publications, and evaluate the design process. They use technology to design and implement information processing solutions, and identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts. The focus capabilities for this subject are communication and learning.

Content

Stage 1 Information Processing and Publishing consists of the following two topics:

- Business Publishing
- Digital Publishing

Assessment

Assessment will consist of:

- Practical Skills Tasks
- Issues Analysis
- Product and Documentation Task

Pathways

If you intend to do an Information Processing and Publishing course at Stage 2 level, it is highly recommended that this subject is undertaken.

Further Information

Students must demonstrate a commitment to their studies in Year 9 to be considered to study this Stage 1 subject at Year 10 level. Students who have demonstrated a committed approach to this subject, and achieved at a highly satisfactory level, may be recommended to study Stage 2 Information Processing and Publishing in Stage 1 (Year 11). It is recommended that you have a USB storage device with a minimum of 16Gb.

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STAGE 1 SUBJECTS

Information Technology Systems A

Level of Study

Stage 1

Credits

10 (Half year)

Advice to Students

Students will be looking at computer architecture and the development of computer hardware from early times to the future. The course will explore the internal operation of a computer system and how the individual components work together to “make it all happen”.

Students will also investigate some advanced applications of databases using features such as related tables, calculation fields, report formatting and basic database programming concepts. Students will be placed in the role of a ‘computing consultant’ and will develop skills in the design and construction of applications for real-life scenarios. Coverage of the social consequences of technology will also occur.

SPECIAL NOTE: This course contains a significant amount of theory work. You will not be using a computer every lesson.

Content

Computer Systems

- The principles of operation of computing devices
- The historical development of computing devices and future directions
- Microprocessors and CPU’s
- Computer coding systems (Binary, Hexadecimal, ASCII)
- Operating systems
- Networks and communications

Website Programming

- HTML
- JavaScript
- Simple online games

Assessment

Assessment will consist of:

- Minor projects
- Major projects
- Final exam

Pathways

This subject can be combined with Information Technology Systems B to give students the equivalent of a full year of study in Computing in Stage 1.

NOTE: If you intend to do an Information Technology course at Stage 2 level, it is highly recommended that this subject is undertaken.

Further Information

It is recommended that you have a USB storage device with a minimum of 16Gb, or access to a cloud storage service. There will be a cost of approx. \$25 for software to use at home and some model materials.

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Information Technology Systems B

Level of Study

Stage 1

Credits

10 (Half year)

Advice to Students

Students will be introduced to the art of computer programming by exploring Artificial Intelligence and Robotics. Students will be involved in the construction and programming of simple machines and an autonomous robotic device. Programming of Internet web pages will also be covered, including simple interactive games. Investigation of the social consequences of technology will also occur. Although not essential, it is an advantage to have completed the Year 10 Digital Technologies A course.

Content

Application Programming

- The design and representation of the logical solution to common problems
- Introduction to Artificial Intelligence and Robotics
- The writing, testing and debugging of control programs

Relational Databases

- The System Development Life Cycle
- The design and construction of a database with multiple tables and complex processing
- Scripting and programming concepts

Assessment

Assessment will consist of:

- Minor projects
- Major projects
- Final exam

Pathways

This subject can be combined with Information Technology Systems A to give students the equivalent of a full year of study in Computing in Stage 1.

NOTE: If you intend to do an Information Technology course in SACE Stage 2, it is highly recommended that this subject is undertaken.

Further Information

It is recommended that you have a USB storage device with a minimum of 16Gb, or access to a cloud storage service. There will be a cost of approx. \$25 for software to use at home and some model materials.

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STAGE 1 SUBJECTS

Italian

Level of Study

Stage 1

Credits

20 (Full year)

Advice to Students

It is assumed that students have satisfactorily completed a full year of Italian at Year 10. Students must be prepared to use the Italian language with a degree of fluency and accuracy in activities that involve some or all of the following skills: listening, speaking, reading and writing or combinations of them. Students must be able to move between Italian and English in appropriate communication activities, and interact with others to share information, ideas, opinions and experiences. Students aiming to do Stage 2 Italian (Extended) must complete both semesters of Italian at Stage 1.

Content

Students study three themes and a number of prescribed topics and suggested sub-topics.

The three themes are as follows:

- The Individual
- The Italian-Speaking Communities
- The Changing World

Topics and Subtopics explored include:

- Establish and maintain relationships and discuss topics of interest e.g. through the exchange of information, ideas, opinions, attitudes, feelings and experiences.
- Participate in social interaction e.g. making arrangements, making decisions with others.
- Obtain information by reading a text.
- Give information in spoken or written form e.g. giving a talk or writing an essay.
- Listen to, read or view, and respond personally to an aesthetic item, e.g. a story, play, film, song, poem.
- Be involved in spoken or written personal expression, e.g. create a story, poem, play.

Assessment

Assessment Type 1: Interaction

Assessment Type 2: Text Production

Assessment Type 3: Text Analysis

Assessment Type 4: Investigation

Pathways

Stage 2 Italian (Extended)

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Japanese

Level of Study

Stage 1

Credits

20 (Full year)

Advice to Students

Satisfactory completion of Year 10 Japanese Language Studies is recommended for any student wishing to study Stage 1 Japanese Language Studies. Students must be prepared to use Japanese language with a degree of fluency and accuracy in activities that involve the following skills: listening, speaking, reading and writing. Students are expected to interact with others to share information, ideas, opinions and experiences. Students aiming to do Stage 2 Japanese Language Studies must complete a full year of Japanese at Stage 1.

Content

Stage 1 Japanese Language Studies is a full year subject. Students study three themes and a number of prescribed topics and suggested sub-topics.

The three themes are as follows:

- The Individual
- Japanese-Speaking Communities
- The Changing World

Topics and Sub-topics explored include:

- Life in Japan – Students explore home and family life in Australia and Japan and discuss the variety of leisure activities in Japan.
- Visiting Japan – Students research cities of Japan and explore various locations and landmarks. Tourist and cultural attractions in Japan are the topics of discussion.
- Neighbourhood and living arrangements.
- Students become familiar with informal and formal levels of language.
- Japanese food and cooking.

Students will need to purchase the 'KoKo Seikatsu Book 1' for approximately \$50.

Assessment

Assessment Type 1: Interaction

Assessment Type 2: Text Production

Assessment Type 3: Text Analysis

Assessment Type 4: Investigation

Assessment Type 5: English Reflection

Pathways

Stage 2 Japanese (Continuers)

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STAGE 1 SUBJECTS

Legal Studies A (Law and Society)

Level of Study

Stage 1

Credits

10 (Half year)

Advice to Students

The Legal Studies curriculum explores Australia's legal heritage and the dynamic nature of the Australian Legal System within a global context. Students are provided with a sound understanding of the structures of the Australian Legal System and the laws in it. Evaluation of how the laws contribute to social change while maintaining tradition. Students investigate legal perspectives on contemporary issues in society, reflecting on the strengths and weaknesses of the Australian Legal System. This course can be combined with Legal Studies B (Justice and Society) to make a full year (20 credits) option.

Content

Semester 1 unit will consist of:

Law and Society

- Function of Law
- Human Rights and Freedoms
- Sources of Law
- Classification of Laws

Justice and Society

- Crimes and Civil Wrongs

People, Structures and Processes

- Rule of Law
- Federal System and Division of Powers
- Separation of Powers
- Legislative Arm – Parliament and Representative

Government and the Electoral System

- Executive Arm – Government and Responsible Government
- Judicial Arm – Courts and Judicial Independence
- Constitutional Monarchy and Republic System
- Overview of the Australian Constitution

Young People and the Law

- Legal Rights and Responsibilities
- South Australian Juvenile Justice System

Assessment

Assessment is subject to the requirements, policies, and procedures of the Board.

Assessment in Stage 1 Legal Studies consists of the following components. The weighting of each component should be at least 20%.

Assessment Type 1: Folio (minimum two tasks)

Assessment Type 2: Issues Study (minimum one task)

Assessment Type 3: Presentation (minimum one task)

Pathways

Stage 1 and Stage 2 Legal Studies offer students a number of pathways to post-secondary study and the world of work. They may offer a useful background to further study in related courses. There are a number of nationally accredited vocational education and training qualifications to which these subjects can lead.

[CLICK HERE TO VIEW ANIMOTO VIDEO FOR THIS SUBJECT](#)

STAGE 1 SUBJECTS

Legal Studies B (Justice and Society)

Level of Study

Stage 1

Credits

10 (Half year)

Advice to Students

The study of Legal Studies provides insight into law-making and the processes of dispute resolution and the administration of justice. Students investigate legal perspectives on contemporary issues in society. Reflection on the strengths and weaknesses of the legal system in Australia will be culminated by giving consideration to the weaknesses identified and how they can be remedied.

Content

The Semester 2 unit will consist of:

Law and Society

- Function of Law
- Human Rights and Freedoms
- Sources of Law
- Classification of Laws

Note: This is a compulsory unit - Continuing students will not repeat the unit.

Law-Making

- Legislation
- Delegated legislation
- Case law and Statutory Interpretation

Justice and Society

- Adversary system
- Jury system
- Criminal justice system
- Resolving a dispute
- Police powers
- Civil justice system
- Resolving a dispute
- Comparison of criminal and civil justice systems

Victims and the Law

- Young Workers and the Law
- Relationships and the Law

Note: Continuing students only will research and debate a range of issues pertinent to their chosen topic.

Motorists and the Law

- Factors affecting Motorist Laws
- Motorist Responsibilities

Assessment

Assessment in Stage 1 Legal Studies consists of the following components. The weighting of each component should be at least 20%.

Assessment Type 1: Folio (minimum two tasks)

Assessment Type 2: Issues Study (minimum one task)

Assessment Type 3: Presentation (minimum one task)

Pathways

Stage 1 and Stage 2 Legal Studies offer students a number of pathways to post-secondary study and the world of work. They may offer a useful background to further study in related courses. There are a number of nationally accredited vocational education and training qualifications to which these subjects can lead.

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Mathematics

Essential Mathematics A and B

Level of Study

Stage 1

Credits

10 (Half year) for each subject (20 credits total)

Advice to Students

As per the requirements of the ACARA Curriculum, students completing this course must have satisfactorily completed Year 10 Mathematics. Both semesters of the Essential Mathematics course are self-contained, independent units which may be combined to form a full year course or taken separately as a single unit of study. Students wishing to study Essential Mathematics at Stage 2 must complete at least two semesters of any Stage 1 Mathematics course.

Content

In Stage 1 Essential Mathematics students extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. A problem-based approach is integral to the development of mathematical skills and associated key ideas in this subject. Topics studied cover a range of applications of mathematics, including: general calculation, measurement and geometry, money management, and statistics. Throughout Essential Mathematics there is an emphasis on extending students' computational skills and expanding their ability to apply their Mathematical skills in flexible and resourceful ways.

Course Topics are a guide of the six major components that would be completed across two units of Essential Mathematics; there is however a possibility of these topics being shuffled to best suit the cohort.

Essential Mathematics A:

Topic One: Calculations, Time and Ratio

Topic Two: Earning and Spending

Topic Three: Geometry

Essential Mathematics B:

Topic Four: Data in Context

Topic Five: Measurement

Topic Six: Investing

Assessment

Assessment components include the following:

Assessment Type 1: Skills and Applications Tasks

Assessment Type 2: Practical Report

In each 10-credit subject, students should provide evidence of learning through four assessments. Each assessment type will have a weighting of at least 20%.

Students undertake:

- At least two skills and applications tasks
- At least one practical report

Pathways

Stage 2 Essential Mathematics. Successful completion of Essential Mathematics at Stage 2 prepares students for entry into a range of trades or vocational pathways.

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STAGE 1 SUBJECTS

Mathematics

General Mathematics A and B

Level of Study

Stage 1

Credits

10 (Half year) for each subject (20 credits total)

Advice to Students

As per the requirements of the ACARA Curriculum, students completing this course must have satisfactorily completed at a minimum of General Mathematics at Year 10. Both semesters of the General Mathematics course are self contained, independent units which may be combined to form a full year course or taken separately as a single unit of study. Students wishing to study General Mathematics at Stage 2 must complete at least two semesters of General Mathematics or Mathematical Methods at Stage 1.

Content

Students extend their mathematical skills in ways that apply to practical problem solving and mathematical modelling in everyday contexts. A problem-based approach is integral to the development of mathematical skills and the associated key ideas in this subject. Areas studied cover a range of applications of mathematics, including: personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear functions, and discrete modelling using networks and matrices. In this subject there is an emphasis on consolidating students' computational and algebraic skills and expanding their ability to reason and analyse mathematically.

Course Topics are a guide of the 6 major components that would be completed across two units of General Mathematics; there is however a possibility of these topics being shuffled to best suit the cohort.

General Mathematics A:

Topic One: Investment and Borrowing

Topic Two: Measurement

Topic Three: Statistical Investigation

General Mathematics B:

Topic Four: Applications of Trigonometry

Topic Five: Linear Functions and their Graphs

Topic Six: Matrices and Networks

Assessment

Assessment components include the following:

Assessment Type 1: Skills and Applications Tasks

Assessment Type 2: Mathematical Investigation

In each 10-credit subject, students should provide evidence of learning through four assessments. Each assessment type will have a weighting of at least 20%.

Students undertake:

- At least two skills and applications tasks
- At least one mathematical investigation

Pathways

Stage 2 General Mathematics. Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring non-specialised background in mathematics.

Stage 2 Essential Mathematics. Successful completion of Essential Mathematics at Stage 2 prepares students for entry into a range of trades or vocational pathways.

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STAGE 1 SUBJECTS

Mathematics

Mathematical Methods A and B

Level of Study

Stage 1

Credits

10 (Half year) for each subject (20 credits total)

Advice to Students

As per the requirements of the ACARA Curriculum, students completing this course must have satisfactorily completed Mathematical Methods at Year 10, with students being strongly advantaged by exposure to 10A content. Both semesters of the Mathematical Methods course are self-contained, independent units which may be combined to form a full year course or taken separately as a single unit of study. Students wishing to study Mathematical Methods at Stage 2 must complete two semesters of Mathematical Methods at Stage 1.

Content

Mathematical Methods at Stage 1 builds on the mathematical knowledge, understanding, and skills that students have developed in Number and Algebra, Measurement and Geometry, and Statistics and Probability during Year 10.

Stage 1 Mathematical Methods is organised into topics that broaden students' mathematical experience, and provide a variety of contexts for incorporating mathematical arguments and problem solving. The topics provide a blending of algebraic and geometric thinking. In this subject there is a progression of content, applications, and level of sophistication and abstraction.

Course Topics are a guide of the 6 major and minor components that would be completed across two units of Mathematical Methods; there is however a possibility of these topics being shuffled to best suit the cohort.

Mathematical Methods A:

- Topic One: Functions and Graphs
- Topic Two: Polynomials
- Topic Three: Trigonometry

Mathematical Methods B:

- Topic Four: Counting Statistics
- Topic Five: Growth and Decay
- Topic Six: Introduction to Differential Calculus

Assessment

Assessment components include the following:
Assessment Type 1: Skills and Applications Tasks
Assessment Type 2: Mathematical Investigation
In each 10-credit subject, students should provide evidence of learning through four assessments. Each assessment type will have a weighting of at least 20%. Students undertake:

- At least two skills and applications tasks
- At least one mathematical investigation

Pathways

Stage 2 Mathematical Methods. Successful completion of Mathematical Methods at Stage 2 can lead to tertiary studies of economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistic, such as health or social sciences.

Stage 2 General Mathematics. Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring non-specialised background in mathematics.

Stage 2 Essential Mathematics. Successful completion of Essential Mathematics at Stage 2 prepares students for entry into a range of trades or vocational pathways.

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STAGE 1 SUBJECTS

Mathematics

Specialist Mathematics A and B

Level of Study

Stage 1

Credits

10 (Half year) for each subject (20 credits total)

Advice to Students

As per the requirements of the ACARA Curriculum, students completing this course must have satisfactorily completed Mathematical Methods at Year 10, with students being strongly advantaged by exposure to 10A content. Both semesters of the Specialist Mathematics course are self-contained, independent units which may be combined to form a full year course or taken separately as a single unit of study. Students wishing to study Specialist Mathematics at Stage 2 must complete two semesters of Specialist Mathematics at Stage 1. **Specialist Mathematics must be studied in conjunction with Mathematical Methods A and B, in both Stage 1 and Stage 2.**

Content

At Stage 1 students broaden their mathematical experience and increase their mathematical flexibility and versatility by developing mathematical arguments, proof, and problem solving in a variety of contexts.

Topics studied provide a blending of algebraic and geometric thinking. At Stage 1 there is a progression of content, applications, level of sophistication, and abstraction leading to Stage 2. For example, vectors in two dimensions are introduced in Stage 1 then studied for three-dimensional space in Stage 2.

Key concepts from Australian Curriculum 10A Mathematics have been incorporated into the Mathematical Methods and Specialist Mathematics subject outlines.

Course Topics are a guide of the six major and minor components that would be completed across two units of Specialist Mathematics; there is however a possibility of these topics being shuffled to best suit the cohort.

Specialist Mathematics A:

Topic One: Arithmetic and Geometric Sequences and Series

Topic Two: Geometry

Topic Three: Vectors in the Plane

Specialist Mathematics B:

Topic Four: Trigonometry

Topic Five: Matrices

Topic Six: Real and Complex Numbers

Assessment

Assessment components include the following:

Assessment Type 1: Skills and Applications Tasks

Assessment Type 2: Mathematical Investigation

In each 10-credit subject, students should provide evidence of learning through four assessments. Each assessment type will have a weighting of at least 20%.

Students undertake:

- At least two skills and applications tasks
- At least one mathematical investigation

Pathways

Stage 2 Specialist Mathematics. Successful completion of Specialist Mathematics at Stage 2 can be a pathway to Mathematical sciences, engineering, space sciences, and physics.

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STAGE 1 SUBJECTS

Music

Level of Study

Stage 1

Credits

20 (Full year)

Advice to Students

The Music Program is designed for students with a substantial background in music. **Students must continue their instrumental/vocal lessons and have achieved an appropriate standard.** **To study Musicianship at Stage 2, students must complete Music at Stage 1 (20 credits).*

Through the study of music, students have the opportunity to engage in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies. Students benefit from the opportunity to develop their practical and creative potential, oral and written skills, and their capacity to make informed interpretative and aesthetic judgements. Study and participation in music draws together students' cognitive, affective, and psychomotor skills, strengthening their ability to manage work and learning, and to communicate effectively and sensitively. The focus capabilities for this subject are personal development, citizenship, communication and learning.

Content

This program will involve a selection of learning activities related to musical studies. Students have the opportunity to engage in the following activities:

- Composing, Arranging, Transcribing, Improvising
- Performing
- Music Technology
- Developing Theory and Aural Skills

Assessment

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

Assessment Type 1: Skills Presentation

Assessment Type 2: Skills Development

Assessment Type 3: Folio

Pathways

Stage 2 Ensemble Performance, Musicianship, Music Technology (GGHS), Performance Special Study and Solo Performance (all 10-credit subjects, of which two **must** be studied to form a 20-credit course).

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Nutrition

Level of Study

Stage 1

Credits

10 (Half year)

Advice to Students

Satisfactory completion of the Chemistry and Biology component of Year 10 Science is highly essential for students taking this course.

Content

Each semester course will consist of the following areas of study:

- Micronutrients and Macronutrients
- Diet, Lifestyle and Health
- Diet Evaluation and Food Selection
- Contaminated Foods and Food Safety

Assessment

Assessment is school based. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Investigations Folio

Assessment Type 2: Skills and Applications Tasks

These will include Practicals, Assignments, Tests and an Exam.

Pathways

Stage 2 Nutrition

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STAGE 1 SUBJECTS

Physical Education A

Level of Study

Stage 1

Credits

10 (Half year)

Advice to Students

No previous knowledge is assumed or required but it is recommended that students undertaking this course have participated at a satisfactory level with a positive attitude towards activity in the Years 8-10 program. A positive approach to all physical activity and related theory work is essential for success in this subject.

Content

Stage 1 Physical Education consists of the following two areas:

- Practical Skills and Application
- Principles and Issues

Practical Skills and Applications

Students complete two practicals from team sports' Badminton, Touch, Gaelic Football, Volleyball, Sofcrosse and Softball, dependent on class numbers.

Principles and Issues

Consists of the following two areas of study:

- The Nature of Physical Activity: This area of study requires an experimental, analytical approach to physical activity and wellbeing. Topic incorporates Exercise Physiology (Energy Systems and Responses to Exercise).
- Issues in Physical Activity: Students analyse issues that are relevant to local, national or global communities through topics of interest to them.

Assessment

Assessment Type 1: Practical (two from Badminton, Touch, Gaelic Football, Volleyball, Sofcrosse and Softball)

Assessment Type 2: Folio (2-3 assessment tasks)

Pathways

Stage 1 Physical Education B and Stage 2 Physical Education **Note: Stage 1 PE is not a pre-requisite for Stage 2 Physical Education.*

Further Information

Students choosing to study Physical Education at Stage 1 must have, and wear, the correct PE uniform only on days they complete the practical skills and applications component of the course.

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Physical Education B

Level of Study

Stage 1

Credits

10 (Half year)

Advice to Students

Students who wish to do this unit are encouraged to participate with a positive attitude towards all activities. A positive approach to all physical activity and related theory work is essential for success in this subject.

Content

Stage 1 Physical Education consists of the following two areas:

- Practical Skills and Application
- Principles and Issues

Practical Skills and Applications

Students complete two practicals from team sports' Badminton, Touch, Gaelic Football, Volleyball, Sofcrosse and Softball, dependent on class numbers.

Principles and Issues

Consists of the following two areas of study:

- The Nature of Physical Activity: This area of study requires an experimental, analytical approach to physical activity and wellbeing. Skill Acquisition and an introduction to Biomechanics are the main theory components.
- Issues in Physical Activity: Students analyse issues that are relevant to local, national or global communities through topics of interest to them. Topic focus on physical activity is a free choice and could include alcohol, tobacco and other drugs, children, cultural diversity, professionalism in sport, sport in society and sports injuries.

Assessment

Assessment Type 1: Practical (two from Badminton, Touch, Gaelic Football, Volleyball, Sofcrosse and Softball)

Assessment Type 2: Folio (2-3 assessment tasks)

Pathways

Stage 2 Physical Education **Note: Stage 1 PE is not a pre-requisite for Stage 2 Physical Education.*

Further Information

Students choosing to study Physical Education at Stage 1 must have, and wear, the correct PE uniform only on days they complete the practical skills and applications component of the course.

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STAGE 1 SUBJECTS

Physics

Level of Study

Stage 1

Credits

10 (Half year)

20 (Full year)

Advice to Students

Satisfactory completion of the Physics component of Year 10 Science with a B grade or better and also Year 10 Mathematical Methods is highly recommended for students taking this course. It is also highly recommended that students study Stage 1 Mathematical Methods in conjunction with this course. *Note: Each student will be expected to have a graphics calculator.*

Content

Semester 1

- Waves
- Nuclear Models and Radioactivity
- Heat

Semester 2

- Energy and Momentum
- Electric Circuits
- Linear Motion and Forces

Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Investigations Folio

Assessment Type 2: Skills and Applications Tasks

These will include Practicals, Assignments, Tests and an Exam.

Pathways

Satisfactory completion of 20 credits of Physics at Stage 1 with a B grade or better is a pre-requisite to Stage 2 Physics.

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STAGE 1 SUBJECTS

Psychology

Level of Study

Stage 1

Credits

10 (Half year)

20 (Full year)

Advice to Students

There are no pre-requisites for studying Stage 1 Psychology, but knowledge of the scientific method would be an advantage. Students will learn skills of data collection, planning psychological investigations, analysing information, applying knowledge to real world situations and investigating issues.

Psychological knowledge provides insight into life as it currently is and also opens the door to a range of possible futures. As it is the study of human behaviour, it is relevant to many fields of employment. However students should be aware that whilst it does provide insight into others and ourselves, this course does not provide professional training in psychology.

Content

This course aims to develop in students the ability to:

- Recognise factors that cause psychological differences and similarities
- Organise and evaluate psychological information and use the language effectively
- Understand ethical research and make informed decisions about issues and events
- Critically reflect and organise psychological principles
- Undertake a variety of roles whilst working as a member of a team.

Psychology A - Semester 1

- Introduction to Psychology
- Two other topics from the list below

Psychology B - Semester 2

(Note: Students are recommended to complete Psychology A to go onto Psychology B, however this is not a pre-requisite.)

Three topics from the list below will be studied:

The topics are:

- Social Influence and Social Interaction
- Intelligence
- Cognition
- Brain and Behaviour

- Human Psychological Development
- Emotion
- Positive Psychology

Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Investigations Folio

Assessment Type 2: Skills and Applications Tasks

These will include Practicals, Assignments, Tests and an Exam.

Pathways

Stage 2 Psychology

Stage 2 Biology

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STAGE 1 SUBJECTS

Religion Studies

Level of Study

Stage 1

Credits

20 (Full year) **Compulsory*

Advice to Students

All Stage 1 students are expected to complete a full year (20 credits) of Religion Studies.

In this course, students have the opportunity to focus on aspects of religion or spirituality within or across traditions, and to explore the religious basis of an ethical or social justice issue. Students gain an appreciation of, and respect for, the different ways in which people develop an understanding and knowledge of religion as something living and dynamic, and the ways in which they think, feel and act because of their religious beliefs. This course will include a three-day Retreat program, as well as an excursion to the Jewish Synagogue, which students can base their Practical Activity and Reflection Assessment on.

The Indigenous Spirituality aspect of this course enables students who are involved in either the Iga Warta Experience or the Northern Territory Pilgrimage the opportunity to develop their understanding of the Indigenous culture more deeply. Students who have a specific interest in liturgy have the option of studying Youth Ministry and Leadership topics in greater depth and this includes involvement in Year 8 or Year 9 Retreats and/or Class Masses.

Content

The learning program has been designed to engage students in a variety of topics that enable them to demonstrate knowledge and understanding of diverse religious beliefs, perspectives and experiences within and across traditions and specifically the comparison to the Catholic Church and its beginning and formation from Judaism. Students will have the opportunity to learn and apply Catholic Church teachings and traditions to ethical and moral issues, and decision-making.

The topic of Religious and Spiritual Art will allow students to have an understanding of religion analysing and using different forms of media and communication. Students will also have the opportunity to engage, participate and empathise with others to see the world through different eyes, especially with the local

community during the Community Service dimension of this course.

Assessment

Assessment is school based. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Practical Activity

Assessment Type 2: Issues Investigation

Assessment Type 3: Reflection

Pathways

Stage 2 Religion Studies (10 credits, compulsory)

Stage 2 Religion Studies (20 credits, optional)

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STAGE 1 SUBJECTS

Research Project B

*Compulsory SACE Subject

Level of Study

Stage 2 **Can be used in ATAR calculation*

Credits

10 (Half year)

Advice to Students

The Research Project is a compulsory 10-credit Stage 2 subject that students need to complete with a 'C' grade or better to achieve the SACE.

The Research Project gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work. The focus capabilities for this subject are Literacy, Numeracy, Information and Communication Technology, Critical and Creative Thinking, Personal and Social Ethics and Intercultural Understanding

The Research Project can take many forms, which are to be negotiated on an individual basis with the RP teacher.

Content

The content in the Stage 2 Research Project includes:

- Development of the seven capabilities (Literacy, Numeracy, Information and Communication Technology, Critical and Creative Thinking, Personal and Social, Ethical, and Intercultural);
- Research skills and learning specific to the topic selected.

Assessment

Assessment consists of the following components, weighted as shown:

School-based assessment (70%)

Assessment Type 1: Folio - Including research proposal, research development and discussion) **30%**

Assessment Type 2: Research Outcome - Max. 2000 words written or 12-minute oral presentation or combination **40%**

External assessment (30%)

Assessment Type 3: Evaluation - 150-word summary and 1500 word written **30%**

In Research Project B, students choose a research question that is based on an area of interest. They use the research framework to develop their knowledge,

skills and ideas specific to the research question. Students select one of the following capabilities - Literacy, Numeracy, Information and Communication Technology, Critical and Creative Thinking, Personal and Social Capability, Ethical and Intercultural Understanding - that they consider to be particularly relevant to their research project for development and demonstration.

Students synthesise their key findings to produce a Research Outcome, which is substantiated by evidence and examples from the research. They evaluate the research processes used and the quality of their Research Outcome.

Further Information

For further information please contact Mrs Lina Russo, Flexible Learning Area Coordinator, at the College on 8282 6600.

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STAGE 1 SUBJECTS

Tourism

Level of Study

Stage 1

Credits

10 (Half year)

Advice to Students

There are no pre-requisites for the subject. However, students will need to show ability to plan, research and organise information, to access and interpret data, maps and diagrams, and to communicate effectively in a range of situations. The same unit that is taught in first semester is repeated in second semester.

Content

In Tourism, students develop an understanding of the nature of tourists, tourism and the tourism industry. They investigate local, national and global tourism, and explore tourism as a business. Students gain an understanding of the complex economic, social, cultural and environmental impacts of tourism. A student's understanding of the sustainable management of tourism is central to the subject.

Themes:

- Understanding the Tourism Industry
- Identifying Visitors and Hosts
- Creating Sustainable Tourism
- Working in the Tourism Industry

Three main topics are studied:

- Exploring Tourism in the Local Area
- Preparing for International Travel
- Understanding Tourism and Natural Environments

Assessment

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

Assessment Type 1: Case Study

Assessment Type 2: Investigation

Assessment Type 3: Practical Activity

Assessment Type 4: Source Analysis

Pathways

Stage 2 Tourism

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Visual Arts - Art

Level of Study

Stage 1

Credits

10 (Half year)

20 (Full year)

Advice to Students

This course gives students opportunities to experiment, explore, generate creative ideas, solve problems creatively and make purposeful decisions. It emphasises visual thinking and investigation, and refines technical skills. Practical, theoretical study and writing skills will be explored through out this course. Academic writing and research skills will be developed through presentations and critical analysis. The focus capabilities for this subject are communication and personal development. Stage 1 Visual Arts can be studied as a 10-credit subject or a 20-credit subject. Students can enrol in Visual Arts - Art and/or Visual Arts - Design.

Content

The intention of this course is to provide opportunities for students to work as artists in a variety of situations. Students will work with 2D and 3D materials, techniques and process in the areas of drawing, painting, printmaking, and sculpture.

For both 10-credit and 20-credit programs, with a focus on art, the following areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Folio (40%)

Assessment Type 2: Practical (30%)

Assessment Type 3: Visual Study (30%)

Pathways

Stage 2 Visual Arts - Art and/or Visual Arts - Design

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STAGE 1 SUBJECTS

Visual Arts - Design

Level of Study

Stage 1

Credits

10 (Half year)

20 (Full year)

Advice to Students

It is recommended but not essential that students taking this course will have satisfactorily completed at least one semester of Art and/or Design at Year 10 level. Both semesters in Design are self contained, independent units which may be combined to form a full year course or taken separately as a single unit of study. The first semester course looks to introduce Design and give students experience across the three areas of Design. The second semester will build the skills of students who have completed the first semester unit, but can be undertaken quite successfully by any student, even if they have not completed the first semester unit in Design.

The broad area of Design includes graphic and communication design, environmental design and product design. It emphasises defining the problem, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolution. Stage 1 Visual Arts can be studied as a 10-credit subject or a 20-credit subject. Students can enrol in Visual Arts - Design and/or Visual Arts - Art.

Content

For both 10 and 20-credit programs, with a focus on design, the following areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Folio (50%)

Assessment Type 2: Practical (30%)

Assessment Type 3: Visual Study (20%)

Pathways

Stage 2 Visual Arts - Design

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Workplace Practices

Level of Study

Stage 1

Credits

10 (Half year)

Advice to Students

Workplace practices is a 10-credit subject where students further develop knowledge, skills and the understanding of the nature, type and structure of the workplace. The course comprises industry and work knowledge and vocational learning or Vocational Education and Training (VET).

Content

Stage 1 Workplace Practices comprises three focus areas of study:

- Industry and Work Knowledge
- Vocational Learning
- Vocational Education and Training (VET)

Students must include the following areas of study:

- Industry and Work Knowledge
- Vocational Learning and/or Vocational Education and Training (VET)

Students will undertake the following topics:

Topic 1: Future Trends in the World of Work

Topic 2: Career Planning

Assessment

Assessment is school-based. Students demonstrate evidence of their learning through the following three assessments:

Assessment Type 1: Folio

Assessment Type 2: Performance **Includes successful completion of 25-30 hours of EITHER approved Vocational Education and Training or Workplace Learning*

Assessment Type 3: Reflection

Pathways

Workplace Practices (Stage 1) is not a pre-requisite for Workplace Practices (Stage 2), however this Stage 2 subject builds on and expands upon the learning undertaken through this Stage 1 subject. Vocational training is an assessment component of both Stage 1 and Stage 2 courses.

Further Information

For further information contact the Flexible Learning Area Coordinator.

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Stage 2

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◆ INTRODUCTION

At Stage 2, students are assessed and/or moderated by a body external to the school, the SACE Board of SA, with all subjects having a 30% external assessment component. The aim for all students will be to achieve a successful South Australian Certificate of Education (SACE), which will aid them in the pursuit of further study or employment.

Selecting the most suitable and appropriate subjects is extremely important. Students and parents will need to consider all relevant information before the final choice is made. Such information would include past school achievements, interests, capabilities, and the students' intended future directions, university or TAFE options and requirements.

All students are expected to work to the best of their ability. The expectations placed upon Stage 2 students are much higher than was previously the case. Commitments, improved study habits, greater maturity, broader responsibility and increased initiative are all expected of any student intending to complete Stage 2 studies.

While it is the College's intention to provide the subjects described in this booklet, our ability to do so will depend upon sufficient numbers of students electing to study particular subjects, and the availability of staff and facilities. Changing circumstances may force alterations to our proposed offerings.

It should be noted that only the subjects listed in this handbook are those offered to Gleeson College students. Students who for genuine reasons cannot select a course, which provides them with the background they need, will be able to negotiate for permission to study a subject offered by Golden Grove High School or Pedare Christian College. To be eligible to study a subject across campus, the student would need to have proven in their Stage 1 studies, a clear desire and intention to learn and achieve success.

◆ STAGE 2 CURRICULUM OVERVIEW

At Stage 2, students will study the equivalent of four full year subjects, together with a compulsory Religious Education 10-credit unit, and if not completed already in Stage 1, the Research Project. This means a total of 90 or 100 credits towards their SACE. Students must achieve a C grade or better to be eligible for their SACE.

It is possible for a senior student in certain circumstances to select a subject offered at one of the others schools on campus. This would be negotiated, for example, if a difficult combination of subjects did not meet the Gleeson College line structure, and it demonstrates one of the many advantages of being on a shared campus.

STAGE 2
RELIGIOUS EDUCATION
Religion Studies
THE ARTS
Creative Arts Visual Arts - Art Visual Arts - Design Music (Ensemble Performance, Musicianship, Solo Performance)
CROSS DISCIPLINARY STUDIES
Certificate III in Fitness VET Community Studies Workplace Practices
ENGLISH
English English Literary Studies Essential English
HEALTH AND PHYSICAL EDUCATION
Physical Education
HUMANITIES AND SOCIAL SCIENCES
Accounting Business and Enterprise Geography Modern History Legal Studies Society and Culture Tourism
LANGUAGES
Italian Japanese
MATHEMATICS
Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics
SCIENCE
Biology Chemistry Nutrition Physics Psychology
TECHNOLOGIES
Child Studies Design and Technology - Furniture Construction - Metals Engineering Food and Hospitality Information Processing and Publishing Information Technology

◆ CHOOSING A STAGE 2 COURSE OF STUDY

Stage 2 students will study Religion Studies and four full year equivalent subjects. SACE Religion Studies compliments the totality of the Catholic religious experience at the College (which also includes the Liturgical Program and Retreats) and is taken by all students from Years 8-12 as part of the overall commitment to education within the context of a Catholic school. The Research Project may also be studied at Stage 2, if not already completed in Stage 1.

Before selecting your course of study you need to clarify your aims:

Are you seeking only to complete the SACE at this stage?

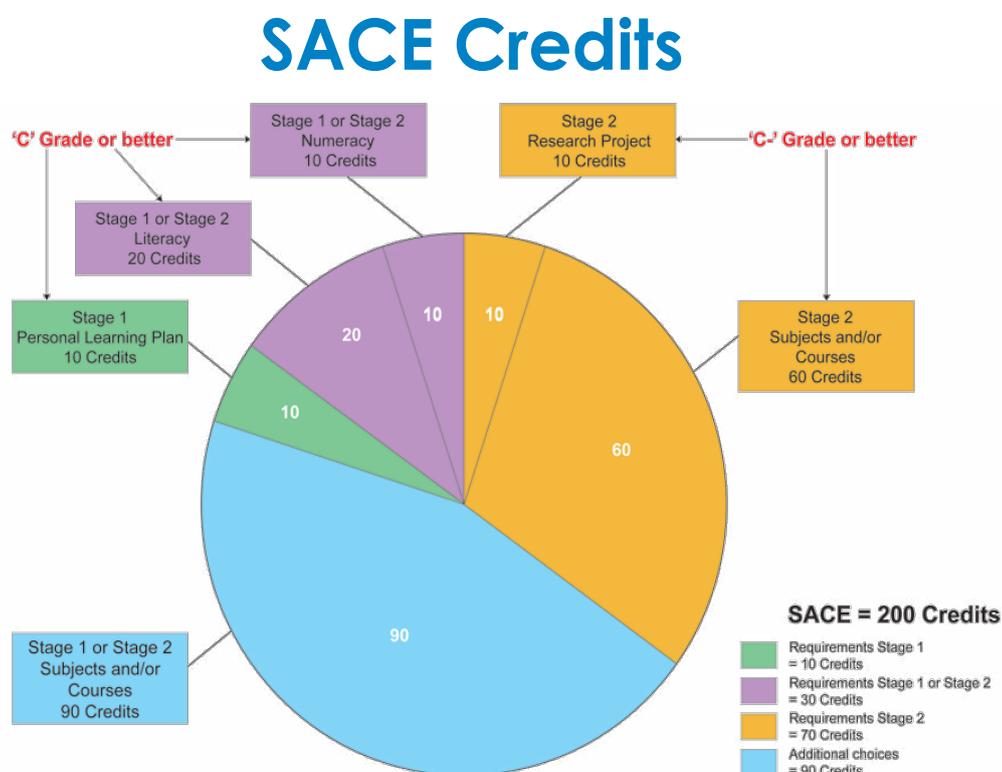
Are you intending to study further at University or Institutes of Vocational Education (TAFE institutes)?

- Refer to the guide to University entry in the Stage 1 section of this handbook

Are you hoping to satisfy SACE requirements and move into a particular job or industry?

Whatever it is you are aiming at, it is important for you to know what you need to have done in order to achieve your aims. Begin your planning by using the following SACE Course Planner.

◆ SACE REQUIREMENTS



SACE Planner



SACE
Board of SA

Personal Learning Plan = 10 credits

Credits

10

Literacy = 20 credits

Choose from a range of English subjects or courses

Subtotal 10

Numeracy = 10 credits

Choose from a range of mathematics subjects or courses

Subtotal 30

Stage 2 subjects or courses = 60 credits

Choose from a range of Stage 2 subjects and courses

Research Project = 10 credits

10

Additional choices = 90 credits

Choose from a range of Stage 1 and Stage 2 subjects and courses

Subtotal 70

Subtotal 90

To gain the SACE, you must earn 200 credits

Total 200

- Compulsory Stage 1 Students must achieve a C grade or higher for
- Compulsory Stage 1 and/or Stage 2 Stage 1 requirements and a C- or higher for
- Compulsory Stage 2 Stage 2 requirements to complete the SACE
- Choice of subjects and/or courses Students must achieve a grade or equivalent for
- (Stage 1 and/or 2) subjects and/or courses selected

◆ GUIDELINES TO STAGE 2 SUBJECT REQUIREMENTS

Accounting	Score of C grade or better in Stage 1 General Mathematics, B+ grade or better in Stage 1 Essential Mathematics or Stage 1 Accounting
Biology	Previous Biology study not required, but recommended
Business and Enterprise	Completion of Stage 1 Business and Enterprise not required, but sound research and analytical skills
Chemistry	Solid passes in Stage 1 Chemistry (Full year) with a B grade or better
Child Studies	Min. of Year 9 study, Year 10 preferable, but satisfactory completion of Stage 1 Child Studies or Food and Hospitality an advantage
Creative Arts	Min. of Year 9 study, Year 10 preferable, but satisfactory completion of Stage 1 Child Studies or Food and Hospitality an advantage
Design and Technology	Sound background in relevant Design and Technology course (Furniture Construction, Metals Engineering) at Stage 1 level is required. Satisfactory completion of the relevant course is also strongly recommended
English	Completion of Stage 1 English with a C grade or better
English Literary Studies	Completion of Stage 1 English with a B grade or better
Food and Hospitality	Minimum of Year 9 study, Year 10 preferable, but satisfactory completion of Stage 1 Food and Hospitality or Nutrition an advantage
Geography	Sound research and writing skills required
Information Processing and Publishing	Satisfactory completion of Stage 1 Information Processing and Publishing is desirable
Information Technology	Satisfactory completion of Stage 1 Info. Tech. Systems A & B with a B grade or better
Italian	Satisfactory completion of Stage 1 Italian (Full year)
Japanese	Satisfactory completion of Stage 1 Japanese (Full year)
Legal Studies	No previous study required, but sound research and analytical skills
General Mathematics	Satisfactory completion of a full year of Stage 1 General Mathematics
Mathematical Methods	Grade of C or better in Stage 1 Mathematical Methods
Modern History	No previous study required, but sound research and analytical skills
Music	Satisfactory completion of Stage 1 Music (20 credits - Full year) is required
Nutrition	Satisfactory completion of a Stage 1 Science subject
Physics	Solid passes in Stage 1 Physics (Full year) and General Mathematics (Full year) with a score of C or better
Physical Education	No previous study required, but positive approach to previous PE is essential
Society and Culture	Satisfactory completion of Stage 1 Religion Studies required as well as sound research and analytical skills with a score of C or better
Specialist Mathematics	Grade of B or better in Stage 1 Specialist Mathematics
Tourism	No previous study required, but sound research and writing skills
Visual Arts - Art	Satisfactory completion of at least a half year of Stage 1 Art/Design
Visual Arts - Design	Satisfactory completion of at least a half year of Stage 1 Art/Design

◆ A GUIDE TO UNIVERSITY ENTRY

Qualifying for university entry

Students studying for the new South Australian Certificate of Education and applying for entry into university in 2016 and beyond must:

- complete the South Australian Certificate of Education (SACE)
- complete at least 90 credits at Stage 2 (Year 12) in the SACE (including 60 credits of approved university entry subjects)
- complete prerequisite requirements for some university courses
- obtain an ATAR (Australian Tertiary Admissions Rank)

Applications for university and TAFE courses are handled by the South Australian Tertiary Admissions Centre (SATAC).

The SACE

The South Australian Certificate of Education is an internationally recognised senior secondary qualification administered by the SACE Board of South Australia. To gain the SACE students must earn 200 credits and achieve a C or better in compulsory SACE subjects including the Stage 2 (Year 12) Research Project.

Credits

Ten credits are equivalent to one semester or six months' study in a particular SACE subject. 20 credits are equivalent to two semesters or a full year's study.

Tertiary Admission Subjects (TAS)

These are Stage 2 (Year 12) SACE subjects that the universities have agreed are acceptable for university selection purposes. A list of approved university entry subjects are available and 60 out of the 90 credits at Stage 2 (Year 12) level must be approved university entry subjects. The other 30 credits may come from alternatives to full-year school-based subjects.

Prerequisite requirements: To be able to apply for some university undergraduate courses, particularly in the areas of science, engineering, mathematics and computer science, students need to achieve a C or better in specific SACE subjects. These are known as prerequisite subject requirements and are listed each year in SATAC's Tertiary Entrance booklet.

Australian Tertiary Admissions Rank (ATAR)

Students need an ATAR to apply for university courses. The ATAR is:

- a measure of a student's academic achievement compared to other students
- used by universities to select students who have completed Year 12
- given to students on a range from 0 to 99.95. Students receiving an ATAR of 99.95 are the highest ranked in the State

Calculating the ATAR

For students completing the SACE from 2017, the Australian Tertiary Admissions Rank (ATAR) will be calculated based on their results in:

- **Three 20-credit Tertiary Admission Subjects (TAS)** (equal to 60 credits of Stage 2 SACE subjects)
- **Plus the best outcome from the flexible option, which is the best 30 credits of scaled scores or scaled scores equivalent from:**
 - The scaled score of a 20-credit TAS;
 - Half the scaled score of one or more 20-credit TAS;
 - The scaled score of one or more 10 credit TAS;
 - The scaled score equivalent for Recognised Studies to the value of 10 or the maximum 20 credits.

STAGE 2 SUBJECTS

Accounting

Level of Study

Stage 2

Credits

20 (Full year)

Advice to Students

The study of Accounting gives students opportunities to learn the practical skills needed to manage their own financial affairs and to develop an understanding of the ethical considerations that affect financial decision-making. They develop an understanding of the successful management of financial affairs in business, and gain knowledge and skills related to accounting processes for organisational and business applications. Students also learn how to interpret financial information and how to convey this information to interested users. The focus capabilities for this subject are communication, work, and learning.

Content

Stage 2 Accounting is a 20-credit subject. Students study the following three sections:

- Section 1: The Environment of Accounting
- Section 2: Financial Accounting
- Section 3: Management Accounting

Assessment

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

School-based Assessment	Weighting
Skills and Applications Tasks	50%
Report	20%
External Assessment	
Examination	30%

Students undertake a 2-hour examination. The examination includes a range of problem questions, including short-answer and extended-response questions. Problem questions integrate the key skills, knowledge, and understanding from all sections of the content with a focus on the knowledge, skills, applications, analysis, and interpretation involved in accounting practice. The examination will be marked by external assessors with reference to the performance standards.

Biology

Level of Study

Stage 2

Credits

20 (Full year)

Advice to Students

Previous study of Stage 1 Biology is not required but is strongly recommended. Study of Stage 1 Chemistry is an advantage. It is strongly recommended that students have a good understanding of basic concepts usually taught in junior secondary science courses. Students are required to have satisfactorily completed a Stage 1 Science subject with a C grade or better to undertake Stage 2 Biology.

Content

Stage 2 Biology is organised around the following four themes:

- Topic 1: DNA and Proteins
- Topic 2: Cells and Basics of Life
- Topic 3: Homeostasis
- Topic 4: Evolution

Assessment

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

School-based Assessment	Weighting
Investigations Folio <i>(Includes Practical Investigations and Science as a Human Endeavour Investigation)</i>	30%
Skills and Applications Tasks	40%
External Assessment	
Examination (2 hours)	30%

Examination will contain varied questions with students to show an understanding of Science as a human endeavour. Students will be required to apply their Science understanding for more than one topic. Questions will cover all themes and threads and will include experimental skills. The examination will be marked by external assessors with reference to performance standards.

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STAGE 2 SUBJECTS

Business and Enterprise

Level of Study

Stage 2

Credits

20 (Full year)

Advice to Students

Students with an interest in the world of business and the skills to apply knowledge to situations within the real world have opportunity for success in this subject. Students will develop an understanding of the nature, role, and structure of business and enterprise, locally, nationally, and globally. They will learn, recognize and explain the conventions that apply in small business and communicate in ways that are suitable for the business environment and for the purpose and audience, including by the appropriate use of information and communication technologies.

Students will apply relevant business ideas and concepts such as business planning, product development, human resource management, and marketing. They will assess current trends, opportunities, and issues that have an impact on business and enterprise. Higher order thinking will also be required to evaluate the economic, ethical, social, and environmental implications and consequences of business decisions.

Content

Stage 2 Business and Enterprise is studied as a 20-credit subject.

Students complete the study of:

- the core topic
- two option topics

Core Topic

The Business Environment

- Business in Australia
- The Nature and Structure of Business
- The Business Enterprise

Option Topics

Options are listed below. Commonly taught topics appear in bold and are selected to place students at an advantage for their externally assessed report.

- **People, Business, and Work**
- Business and the Global Environment
- Business and Finance
- Business, Law, and Government

- Business and Technology
- **Business and Marketing**
- Business Research Task/Practical Application

Assessment

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

School-based Assessment	Weighting
Folio	30%
Practical	20%
Issues Study	20%
External Assessment Report	30%

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STAGE 2 SUBJECTS

Certificate III in Fitness

Level of Study

Certificate III (SIS30315) ***Stage 1 or Stage 2**

Credits

Stage 2 - 55 to 85 credits

Course Length:

Full Year VET Course - 24 Weeks x 2 hours

Advice to Students

This course is a nationally recognised qualification under the Australian Qualifications Framework. Successful completion of a full Certificate III in Fitness attracts credits and can count as one Stage 2 full year subject in calculating an ATAR. The RTO for this course is Foundation Education and The Australian Institute of Personal Trainers, with all training held at Gleeson College.

Content

National VET Competencies studied:

- SISFFIT001 Provide health screening and fitness orientation
- SISFFIT002 Recognise and apply exercise considerations for specific populations
- SISFFIT003 Instruct fitness programs
- SISFFIT004 Incorporate anatomy and physiology principles into fitness programming
- SISFFIT005 Provide healthy eating information
- SISFFIT014 Instruct exercise to older clients
- SISXCCS001 Provide quality service
- SISXFAC001 Maintain equipment for activities
- SISXIND001 Work effectively in sport, fitness and recreation environments
- BSBRK401 Identify risk and apply risk management processes
- HLTAID003 Provide first-aid
- HLTWHS001 Participate in workplace health and safety
- SISFFIT006 Conduct fitness appraisals
- SISFFIT007 Instruct group exercise sessions
- SISFFIT011 Instruct approved community fitness programs
- SISFFIT012 Instruct movement programs to children aged 5 to 12 years

** Students must also complete 20 hours of work experience in a gym to be negotiated with the Flexible Learning Coordinator.*

Assessment

Assessment will be via the National VET Competencies, theory booklets, practical tasks and general observations, quizzes, work placements and assignments.

Extra Information

A charge does apply for this course, which is subject to review (\$430 in 2016).

Pathways

Certificate IV in Fitness and/or Diploma in Fitness Careers in the Health, Fitness and/or Sport and Recreation industries.

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STAGE 2 SUBJECTS

Chemistry

Level of Study

Stage 2

Credits

20 (Full year)

Advice to Students

All students entering this course are expected to have completed the equivalent of one full years study of Stage 1 Chemistry with a C+ grade or better.

Content

Stage 2 Chemistry is organised so that each intended student learning is related to a key chemical idea or concept within four topics. Through the study of these key ideas and concepts students develop their chemistry investigation skills.

Topics

Topic 1: Monitoring the Environment

Topic 2: Managing Chemical Processes

Topic 3: Organic and Biological Chemistry

Topic 4: Managing Resources

Assessment

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

School-based Assessment	Weighting
Investigations Folio (Includes Practical Investigations and Science as a Human Endeavour Investigation)	30%
Skills and Applications Tasks	40%
External Assessment	
Examination (2 hours)	30%

Students are assessed on their knowledge and understanding of the key ideas and the intended student learning in the four topics and the investigation skills. Students are given a sheet containing a periodic table, standard SI prefixes, and a table showing the relative activities of a number of metals.

The examination will be marked by external assessors with reference to performance standards.

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Child Studies

Level of Study

Stage 2

Credits

20 (Full year)

Advice to Students

This subject focuses on children's growth and development from birth to eight years inclusive. Students examine attitudes and values about parenting and care-giving and gain an understanding of the growth and development of children.

Through the study of Stage 2 Child Studies, students develop a variety of research, management and practical skills.

Content

Students study topics related to the five areas of study:

- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Socio-cultural Influences
- Technological Influences

**Note: This subject will incur an additional cost of approximately \$30-60 for resources.*

Assessment

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

School-based Assessment	Weighting
Practical Activity	50%
• Adapting a family meal	
• Added and hidden sugars	
• Gender inclusive recycled toys	
• Tinkering and investigation-based play	
Group Activities	20%
• Paddock to Plate (primary school picnic/education session)	
• Computer Game to Life (activity session run at local Primary School)	

External Assessment

Investigation 30%

The Investigation is a piece of writing of up to a maximum of 2000 words. Students identify a relevant contemporary issue related to an area of study, which is stated as a research question of hypothesis.

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STAGE 2 SUBJECTS

Community Studies

Level of Study

Stage 2

Credits

20 (Full year)

Advice to Students

Community Studies offers selected students the opportunity to learn in a community context. This option must be discussed with your course counsellor and the Flexible Learning Area Coordinator.

Students decide the focus of their community activity, which begins from a point of personal interest, skill, or knowledge. By setting challenging and achievable goals in a community activity, students enhance their skills and understandings in a guided and supported learning program. They develop their capability to work independently and to apply their skills and knowledge in practical ways in their community. The focus capabilities for this subject are communication and citizenship.

Content

Students prepare a contract of work to develop a community activity from ten areas of study including Arts and the Community, Health, Recreation and the Community and Work and the Community.

Assessment

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

School-based Assessment (70%)

- Contract of Work
- Folio
- Presentation

External Assessment (30%)

- Reflection

Pathways

Pathways follow an individual student's study plans.

Further Information

For further information, contact the Flexible Learning Area Coordinator.

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Creative Arts

Level of Study

Stage 2

Credits

20 (Full year)

Advice to students

Stage 2 Creative Arts is an opportunity for teachers, in negotiation with students, to tailor a program to meet local needs or interests in a way that cannot be met solely through any other subject in the Arts Learning Area or another subject offered within the SACE. It is an opportunity to focus on an aspect, or to combine aspects, of one or more SACE subjects in the creative arts, within a single subject.

Content

Students will explore beyond the core concepts specific to creative arts discipline(s). These explorations include identification, knowledge, and understanding of applications for particular genres, styles, forms, conventions, and protocols that are recognisable within the various creative arts disciplines. Students are guided through the following learning experiences:

- Investigating the creative arts products of past and present practitioners, and their ideas, techniques, styles, and approaches;
- Conceptualising, designing, and planning creative arts products;
- Understanding advanced concepts in relevant creative arts disciplines and using this understanding to inform the development and production stages;
- Developing creative arts products, using imaginative, innovative, and lateral thinking and applying problem-solving skills;
- Using and refining creative arts techniques, processes, and technologies ;
- Rehearsing, practising, refining, displaying, and/or presenting work to others;
- Working productively;
- Reflecting on and evaluating the purpose or function of the creative arts against a personal aesthetic.

Assessment

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

School-based Assessment	Weighting
Product	50%
Investigation	20%
External Assessment	
Practical Skills	30%

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STAGE 2 SUBJECTS

Design and Technology (Furniture Construction)

Level of Study

Stage 2

Credits

20 (Full year)

Advice to Students

Through the study of Stage 2 Furniture Construction students further develop their skills in the use of tools, equipment, machines and materials safely and competently to produce a product of a given standard. It is recommended that students have satisfactorily completed Stage 1 Design and Technology (Furniture Construction).

Content

- Investigate and evaluate products, materials and equipment
- Develop individual design ideas with the use of CAD software
- Use tools, machines and equipment safely
- Produce products of a given design
- Design and make individual products

Assessment

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

School-based Assessment	Weighting
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Skills and Application Tasks	20%
Product	50%

External Assessment	Weighting
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Folio	30%
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Further Information

A charge may apply for projects.

Design and Technology (Metals Engineering)

Level of Study

Stage 2

Credits

20 (Full year)

Advice to Students

Through the study of Stage 2 Metals Engineering students further develop their skills in the use of tools, equipment, machines and materials safely and competently to produce a product of a given standard. It is recommended that students have satisfactorily completed Stage 1 Design and Technology (Metals Engineering).

Content

- Investigate and evaluate products, materials and equipment
- Develop individual design ideas with the use of CAD software
- Use tools, machines and equipment safely
- Produce products of a given design
- Design and make individual products

Assessment

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

School-based Assessment	Weighting
-------------------------	-----------

Skills and Application Tasks	20%
Product	50%

External Assessment	Weighting
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Folio	30%
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Further Information

A charge may apply for projects.

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STAGE 2 SUBJECTS

English

Level of Study

Stage 2

Credits

20 (Full year)

Advice to Students

In Stage 2 English, students apply, extend, and refine their repertoire of literacy skills and practices as they examine how meaning is communicated and as they engage in creative response and argument.

In English, students compare texts and consider how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world.

Content

- **Responding to Texts:** Students produce three responses to a shared study of texts such as a novel, film, drama text, or selection of poetry.
- **Creating Texts:** Students create written, oral, and/or multimodal texts for procedural, imaginative, analytical or persuasive purposes. One of these texts will be accompanied by a writer's statement.
- **Comparative Analysis:** Students complete a written comparative analysis of up to 2000 words. This will involve the study of two texts and an evaluation of the language, stylistic features, and conventions in these texts in representing ideas, perspectives, and to influence audiences.

Assessment

Assessment is both school-based and external. Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting
Responding to Texts	30%
Creating Texts	40%
External Assessment	
Comparative Analysis	30%

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English Literary Studies

Level of Study

Stage 2

Credits

20 (Full year)

Advice to Students

In Stage 2 English Literary Studies, students focus on the ways in which literary texts represent culture and identity, and on the dynamic relationship between authors, texts, audiences, and contexts. This allows students to develop of the skills and strategies needed to express, interpret, and communicate complex information and ideas. Students apply, extend, and refine their repertoire of literacy skills and practices as they examine how meaning is communicated and as they engage in creative response and argument.

Content

- **Responding to Texts:** Students produce four responses to the shared study of texts. The texts studied will include a novel, a film, a drama text and a selection of poetry.
- **Creating Texts:** Students create two original texts, one of which will include a writer's statement.
- **Text Study:** The external assessment is divided into two sections, Part A and Part B.
 - **Part A: Comparative Text Study:** the comparison one of the texts studied in the shared studies with another text individually chosen by the student, in a response of a maximum of 1500 words.
 - **Part B: Exam:** A critical reading of one or more short texts. The short texts may be in a variety of forms. This is a 90-minute examination developed by the SACE Board.

Assessment

Assessment is both school-based and external. Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting
Responding to Texts	50%
Creating Texts	20%
External Assessment: Text Study	
Part A: Comparative Text Study	15%
Part B: Exam	15%

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STAGE 2 SUBJECTS

Essential English

Level of Study

Stage 2

Credits

20 (Full year)

Advice to Students

In Stage 2 Essential English, students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students analyse the role of language in supporting effective interactions, and create oral, written, and multimodal texts that communicate information, ideas, and perspectives for a range of purposes. In this subject, students can develop their communication skills in a range of social and cultural contexts, including study, work, and community life.

Content

- **Responding to Texts:** Students produce three responses to texts studied as a class, such as a film, documentary, advertisements, or selection of song lyrics.
- **Creating Texts:** Students produce three original texts for procedural, imaginative, analytical, persuasive, and/or interpretive purposes.
- **Language Study:** students complete an independent language study of up to 1500 words on the use of spoken, non-verbal, visual, and/or written language by people in a chosen context beyond the classroom. This could be (but is not limited to) a workplace, training, or volunteering context, a school context, or an area of recreational or personal interest, such as a sports club.

Assessment

Assessment is both school-based and external. Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting
Responding to Texts	30%
Creating Texts	40%
External Assessment	
Language Study	30%

Food and Hospitality

Level of Study

Stage 2

Credits

20 (Full year)

Advice to Students

Students focus on the impact of the food and hospitality industry on Australian society and examine the contemporary and changing nature of the industry. Students develop relevant knowledge and skills as consumers and/or as industry workers.

Content

Students study topics related to the five areas of study:

- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Socio-cultural Influences
- Technological Influences

Assessment

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

School-based Assessment	Weighting
Practical Activity	50%
• Food safety at breakfast	
• Dessert trends	
• Creative cupcakes	
• Free foods – catering for dietary requirements	
• Gourmet to Go – sustainable pasta making	
Group Activities	20%
• Culturally-themed lunchtime café	

External Assessment

Investigation 30%

The Investigation is a piece of writing of up to a maximum of 2000 words. Students identify a relevant contemporary issue related to an area of study, which is stated as a research question of hypothesis.

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STAGE 2 SUBJECTS

Geography

Level of Study

Stage 2

Credits

20 (Full year)

Advice to Students

Students must have sound reading, writing and research skills and the ability to work independently.

Content

Stage 2 Geography consists of the following content:

- The Transforming World
- Fieldwork

The Transforming World

Through the concept of geographical change, students examine the transformation of human and physical environments and their interconnectedness. Students study the causes of change in environmental, social, and economic systems, consider the impacts and implications of these changes, and consider possible strategies and recommendations for sustainability. In each of the three systems, students examine the role of people in causing both positive and negative changes.

Through the study of environmental change, students investigate the interrelationship between people and ecosystems, changes in land cover, and how people contribute to climate change. Students develop their understanding of population and economic change and how these are interdependent through the study of population trends, the impact of globalisation, and patterns of inequality. The transforming world focuses on the following five topics, which are organised under the two themes of environmental change and social and economic change.

All topics, across both themes will be studied.

Theme 1: Environmental Change

Topic 1: Ecosystems and People

Topic 2: Climate Change

Theme 2: Social and Economic Change

Topic 3: Population Change

Topic 4: Globalisation

Topic 5: Transforming Global Inequality

Assessment

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

School-based Assessment	Weighting
Assessment Type 1:	40%
Assessment Type 2:	30%
External Assessment	
Assessment Type 3:	30%

Assessment Type 1:

Geographical Skills and Applications (40%)

Students produce four geographical skills and applications tasks to demonstrate knowledge and understanding of geographical concepts, and to examine geographical features, patterns, and processes.

The tasks will include:

- One task from Topic 2: Climate Change
- One task from Topic 4: Globalisation
- One task from Topic 5: Transforming Global Inequality
- One task from any topic.

Assessment Type 2: Fieldwork Report (30%)

Students produce one individual fieldwork report. Each student is responsible for independently planning, organising, and carrying out fieldwork and completing a report. The fieldwork should focus on a local topic or an issue of personal interest. The fieldwork report may be in multimodal, written, and/or oral form. A written report should be a maximum of 2000 words; an oral report should be a maximum of 12 minutes.

External Assessment

Assessment Type 3: Written Examination (30%)

Students undertake one 2-hour written examination consisting of two parts. Part A focuses on geographical skills and Part B focuses on application of skills developed through the study of Topics 1 and 3.

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STAGE 2 SUBJECTS

Information Processing and Publishing

Level of Study

Stage 2

Credits

20 (Full year)

Advice to Students

Information Processing and Publishing focuses on the application of practical skills to provide creative solutions to text-based communication tasks. Students create both hard copy and electronic text-based publications, and evaluate the design process. They use technology to design and implement information processing solutions, and identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts. The focus capabilities for this subject are communication and learning.

Content

Stage 2 Information Processing and Publishing consists of the following two focus areas:

- Desktop Publishing
- Electronic Publishing

Assessment

Stage 2 summative assessment components and weighting is as follows:

School-based Assessment	Weighting
Practical Skills Tasks	40%
Issues Analysis	30%
External Assessment	
Product and Documentation Task	30%

External Assessment

Product and Documentation: Students complete one Product and Documentation task that may come from either one focus area or the integration of two focus areas. Students complete, for an identified audience, a text based Product that demonstrates knowledge and use of the four parts of the designing process: investigating, devising, producing, and evaluating. The completed Product should be at least 5 pages in length, or the equivalent, for a 20-credit subject. There must be adequate text to demonstrate use of design elements. The designing process must be covered in separate Documentation, of up to a maximum of 1500 words, which must be submitted with the completed

Product with the folder of supporting Documentation. The Product and Documentation is double marked, firstly by the student's teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the Product and Documentation with reference to the performance standards.

Performance Standards

The Information Processing and Publishing Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student's completion of the subject. The school-based assessments and the external assessment will be marked with reference to the performance standards.

Further Information

It is recommended that you have a USB storage device with a minimum of 16Gb. Students may complete all work at school or purchase Adobe Creative Cloud for home device use, to allow working from home, at a cost of \$15/month (tax deductible). Students are provided a copy of Adobe Creative Cloud for their laptop, which is installed by the College's Network Management Team.

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STAGE 2 SUBJECTS

Information Technology

Level of Study

Stage 2

Credits

20 (Full year)

Advice to Students

This course is available via cross campus study. It is recommended students have successfully completed Stage 1 Information Technology Systems A and/or B.

This course has a substantial amount of theory and written work, counting towards approximately half the marks for each unit. Practical skills make up the remaining marks.

Content

Students will study the topics of:

- **Information Systems:** Students develop an understanding of an information system by considering how the elements interact and impact on society (Core Topic 1).
- **Computer & Communication Systems:** Students develop an understanding of computer and communication systems concepts that underpin computer devices and how these concepts apply to networks (Core Topic 2).
- **Relational Databases:** Students develop an understanding of database principles by constructing a relational database that stores data efficiently, minimises file size, reduces unnecessary data entry, and has a user-friendly design for forms, reports, and the finished layout. Students use the problem-solving approach of the systems development life cycle to build a system.
- **Website Programming:** Students develop an understanding of programming in a client-sided web environment by developing a system that allows a high level of interactivity through the input of data and resultant program outcomes.

Assessment

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

School-based Assessment	Weighting
Folio	20%
Skills and Applications Tasks	30%
Project	20%

External Assessment

Examination (2 hour) 30%

Students undertake a 2-hour externally set and assessed examination, which assesses the two core and the option topics. The examination consists of short answer questions and extended-response questions.

Further Information

Students need to spend a minimum of 20 hours immersing themselves in the database application package. Students will require a USB storage device with a minimum of 16Gb or access to a Cloud storage service. It is highly recommended that students have internet access from home in order to make full use of the many resources available in the worldwide web. Students may complete all work at school or purchase Adobe Creative Cloud for home and personal device use, to allow working from home, at a cost of \$15/month (tax deductible).

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STAGE 2 SUBJECTS

Italian

Level of Study

Stage 2

Credits

20 (Full year)

Advice to Students

Satisfactory completion of Stage 1 Italian (Full year) is essential. In this subject, students interact with others to share information, ideas, opinions and experiences. They create texts in Italian to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication. The focus capabilities for this subject are communication and citizenship.

Content

Stage 2 Italian at continuers level consists of three themes and a number of prescribed topics and suggested sub-topics.

The three themes are as follows:

- The Individual
- The Italian-Speaking Communities
- The Changing World

Topics and subtopics studied include:

- Conversation and correspondence exchanging ideas and opinions on topics such as school life, travel, hobbies, likes, careers and Italian culture.
- Students develop an understanding of Italian written and spoken texts dealing with daily life and items of general interest through this course.
- Students study and respond to a number of works. Students write on topics chosen in Italian and English. Aesthetic works include parts of novels, plays, short stories, films, poetry, songs etc.

Assessment

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

School-based Assessment	Weighting
Written/Aural/Oral	50%
In-Depth Study	20%
External Assessment	
Examination (3 hour)	30%

The examination consists of an oral examination and a written examination. The oral examination will take 10-15 minutes and consists of two sections; Conversation and Discussion of In-Depth Study.

The written examination will take three hours and has three sections; Listening and Responding, Reading and Responding, and Writing in Italian. The examinations will be marked by external assessors with reference to the performance standards.

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STAGE 2 SUBJECTS

Japanese

Level of Study

Stage 2

Credits

20 (Full year)

Advice to Students

Successful completion of SACE Stage 1 Japanese is a prerequisite for this course. Students must be prepared to build on their prior knowledge of the language and culture and develop their language skills. Students must be prepared to use the Japanese language with a degree of fluency and accuracy in activities and summative tasks that involve all 4 macro-skills (reading, writing, listening and speaking). Students should be familiar with informal and formal levels of language, Hiragana and Katakana syllabaries and a prescribed number of Kanji characters. They should have a sound understanding of previously learnt vocabulary and grammar structures and know how to use them confidently and in correct contexts. Students will need to be prepared to spend personal time reviewing and practicing their language skills.

Content

This full-year subject revolves around three main themes and a number of prescribed topics and sub-topics. The three themes include:

- The Individual
- The Japanese-speaking Communities
- The Changing World

Vocabulary/Prescribed Kanji

A vocabulary list, comprising basic vocabulary relevant to the topics and suggested sub-topics, will be on the SACE website (www.sace.sa.edu.au). Students do not need to know all the words on the list in order to be successful in a program based on this subject outline. It is provided as a resource for teachers and students to use in preparing for oral and written examinations.

Grammar

Students will already have a reasonable understanding of the function of grammar in Japanese through prior knowledge or study. Students' will develop their ability to convey meaning effectively in a range of contexts which involves extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 locally assessed languages at Continuers level:

School Assessment (70%)

Assessment Type 1: Folio (50%)

Assessment Type 2: In-depth Study (20%)

External Assessment (30%)

Assessment Type 3: Examination (30%).

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

- three to five assessments for the folio
- one oral presentation in Japanese one written response to the topic in Japanese, and one reflective response in English for the in-depth study
- one oral examination
- one written examination

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STAGE 2 SUBJECTS

Legal Studies

Level of Study

Stage 2

Credits

20 (Full year)

Advice to Students

The Legal Studies curriculum statements explore Australia's legal heritage and the dynamic nature of the Australian Legal System within a global context. They provide a sound understanding of the structures of the Australian Legal System and demonstrate how that system responds and contributes to social change while maintaining tradition. By analysing the Australian Legal System, students consider how diverse groups in society influence and are influenced by the legal system.

Content

Students study the following four topics:

Topic 1: The Australian Legal System

Topic 2: Constitutional Government

Topic 3: Law-making

Topic 4: Justice Systems

Assessment

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

School-based Assessment	Weighting
Assessment Type 1: Folio	50%
Assessment Type 2: Inquiry	20%
External Assessment	
Assessment Type 3: Examination	30%

Students undertake a 3-hour externally examination divided into two parts: Part A – Short Responses and Part B – Extended Responses.

Assessment is subject to the requirements, policies, and procedures of the Board. One of the purposes of assessment is to measure the extent to which students have achieved the learning outcomes of a program based on this curriculum statement.

The assessment tasks used to determine the SSABSA Subject Achievement Score are summative. Formative tasks are important in the learning process, but do not contribute to final grades.

Pathways

Stage 2 Legal Studies offer students a number of pathways to post-secondary study and the world of work. They may offer a useful background to further study in related courses. There are a number of nationally accredited vocational education and training qualifications to which these subjects can lead.

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STAGE 2 SUBJECTS

Mathematics

Essential Mathematics

Level of Study

Stage 2

Credits

20 (Full year)

Advice to Students

As per the requirements of the SACE Curriculum, students completing this course must have satisfactorily completed a full year of Stage 1 Mathematics with a C grade or better. Alternatively, students may choose to complete this subject to gain their 10-credit SACE requirement if not met in Stage 1.

Content

Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

Topic 1: Scales, Plans, and Models

Topic 2: Measurement

Topic 3: Business Applications

Topic 4: Statistics

Topic 5: Investments and Loans

Topic 6: Open Topic

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

Assessment

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

School-based Assessment	Weighting
Skills and Applications Tasks	30%
Folio	40%
External Assessment	
Examination	30%

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

- Four Skills and Applications Tasks
- Three Folio Tasks
- One Examination

Pathways

This subject is intended for students planning to pursue a career in a range of trades or vocations.

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Mathematics

General Mathematics

Level of Study

Stage 2

Credits

20 (Full year)

Advice to Students

As per the requirements of the SACE Curriculum, students completing this course must have satisfactorily completed a full year of either Stage 1 Specialist Mathematics, Stage 1 Mathematical Methods or Stage 1 General Mathematics with a C grade or better.

Content

General Mathematics extends students' mathematical skills in ways that apply to practical problem-solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

Topic 1: Modelling with Linear Relationships

Topic 2: Modelling with Matrices

Topic 3: Statistical Models

Topic 4: Financial Models

Topic 5: Discrete Models

Topic 6: Open Topic

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

Assessment

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

School-based Assessment	Weighting
Skills and Applications Tasks	40%
Mathematical Investigations	30%
External Assessment	
Examination	30%

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

Students undertake:

- Five Skills and Applications Tasks
- Two Mathematical Investigations
- One Examination

Pathways

Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

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STAGE 2 SUBJECTS

Mathematics

Mathematical Methods

Level of Study

Stage 2

Credits

20 (Full year)

Advice to Students

As per the requirements of the SACE Curriculum, students completing this course must have satisfactorily completed a full year of either Stage 1 Specialist Mathematics or Stage 1 Mathematical Methods with a C grade or better.

Content

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

Topic 1: Further Differentiation and Applications

Topic 2: Discrete Random Variables

Topic 3: Integral Calculus

Topic 4: Logarithmic Functions

Topic 5: Continuous Random Variables and the Normal Distribution

Topic 6: Sampling and Confidence Intervals.

Assessment

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

School-based Assessment	Weighting
Skills and Applications Tasks	50%
Mathematical Investigation	20%
External Assessment	
Examination	30%

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

- Six Skills and Applications Tasks
- One Mathematical Investigation
- One Examination.

Pathways

Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and physics.

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Mathematics

Specialist Mathematics

Level of Study

Stage 2

Credits

20 (Full year)

Advice to Students

As per the requirements of the SACE Curriculum, students completing this course must have satisfactorily completed a full year of both Stage 1 Specialist Mathematics and Stage 1 Mathematical Methods with a C grade or better. **Specialist Mathematics must be studied in conjunction with Mathematical Methods.**

Content

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus.

Topic 1: Mathematical Induction

Topic 2: Complex Numbers

Topic 3: Functions and Sketching Graphs

Topic 4: Vectors in Three Dimensions

Topic 5: Integration Techniques and Applications

Topic 6: Rates of Change and Differential Equations.

The suggested order of the topics is a guide only. Students study all six topics.

Assessment

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

School-based Assessment	Weighting
Skills and Applications Tasks	50%
Mathematical Investigation	20%
External Assessment	
Examination	30%

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

- Six Skills and Applications Tasks
- One Mathematical Investigation
- One Examination

Pathways

The subject leads to study in a range of tertiary courses, including mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.

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STAGE 2 SUBJECTS

Modern History

Level of Study

Stage 2

Credits

20 (Full year)

Advice to Students

The study of history gives students the opportunity to make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, actions and phenomena, students gain an insight into human nature and the ways in which individuals and societies function. Students research and review sources within a framework of inquiry and critical analysis. The focus capabilities for this subject are communication, citizenship, personal development, work and learning.

Content

Students study:

- One topic from 'Modern Nations'
- One topic from 'The World Since 1945'

Modern Nations

In the topic, 'Modern Nations', students investigate the concepts of 'nation' and 'state', and the social, political, and economic changes that shaped the development of a selected nation.

Topic 1: Australia (1901-56)

Topic 2: United States of America (1914-45)

Topic 3: Germany (1918-48)

Topic 4: The Soviet Union and Russia (1945-c.2004)

Topic 5: Indonesia (1942-2005)

Topic 6: China (1949-c.2012)

The World Since 1945

In the topic, 'The World Since 1945', students investigate the political, social, and economic interactions among nations and states, and the impact of these interactions on national, regional, and/or international development.

Topic 7: The Changing World Order (1945-)

Topic 8: Australia's Relationship with Asia and the South Pacific Region (1945-)

Topic 9: National Self-determination in South-East Asia (1945-)

Topic 10: The Struggle for Peace in the Middle East (1945-)

Topic 11: Challenges to Peace and Security (1945-)

Topic 12: The United Nations and Establishment of a Global Perspective (1945-)

Assessment

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

School Based Assessment

Assessment Type 1: Historical Skills 50%

Assessment Type 2: Historical Study 20%

External Assessment

Assessment Type 3: Examination 30%

Students will undertake a 2-hour written, external examination paper consisting of:

- Part 1: Essay
- Part 2: Sources Analysis

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STAGE 2 SUBJECTS

Music (Ensemble Performance)

Level of Study

Stage 2

Credits

10 (Half year)

Advice to Students

Satisfactory completion of a full year (20 credits) of Stage 1 Music is required (unless auditioned and approved by the Music Coordinator). Through the study of music, students have the opportunity to engage in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies. Students benefit from the opportunity to develop their practical and creative potential, oral and written skills, and their capacity to make informed interpretative and aesthetic judgements. Study and participation in music draws together students' cognitive, affective, and psychomotor skills, strengthening their ability to manage work and learning, and to communicate effectively and sensitively. The focus capabilities for this subject are personal development, citizenship, communication and learning.

Content

This 10-credit subject develops students' skills on a chosen instrument of their voice and the application of these skills and other musical knowledge in an ensemble. In general, students participate in one of the following throughout the subject:

- A small ensemble of two or more performers
- An orchestra
- A band
- A choir, vocal ensemble, or with a solo performer (as an accompanist)
- A performing arts production (as a singer or an instrumentalist)
-

Students perform on only one instrument or voice. Students may perform as a vocalist and as an instrumentalist. They may also perform with recognised doublings such as saxophone and clarinet. Students prepare and present three public performances, comprising two initial performances and one final performance.

Assessment

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

School-based Assessment	Weighting
First Performance	30%
Second Performance	40%
External Assessment	
Final Performance	30%

Students perform in the ensemble in a practical examination, comprising one public summative performance of 10 to 12 minutes, either live or filmed. Students are required to perform, individually, selections from their parts in the final performance. The Final Performance is marked by external assessors with reference to performance standards.

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STAGE 2 SUBJECTS

Music (Musicianship)

Level of Study

Stage 2

Credits

10 (Half year)

Advice to Students

Satisfactory completion of a full year (20 credits) of Stage 1 Music is required. Through the study of music, students have the opportunity to engage in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies.

Students benefit from the opportunity to develop their practical and creative potential, oral and written skills, and their capacity to make informed interpretative and aesthetic judgements. Study and participation in music draws together students' cognitive, affective, and psychomotor skills, strengthening their ability to manage work and learning, and to communicate effectively and sensitively. The focus capabilities for this subject are personal development, citizenship, communication and learning.

Content

This subject covers the following three areas of study:

- Theory, Aural Recognition, and Musical Techniques
- Harmony
- Arrangement
-

Students develop their aural acuity and ability to acquire fundamental functional musical knowledge, and associated aural, theoretical, and notational skills. They learn to harmonise a melody by applying theoretical knowledge of Jazz-related Harmony. Students develop their musical imagination and ability to write musical arrangements.

Assessment

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

School-based Assessment	Weighting
Skills Development	30%
Arrangement	40%
External Assessment	
Examination (1.75 hour)	30%

Students undertake a 1¾-hour external examination, divided into two parts; Theory, Aural Recognition, and Musical Techniques (70%) and Harmony (30%). The examination is marked by external assessors with reference to performance standards.

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STAGE 2 SUBJECTS

Music (Solo Performance)

Level of Study

Stage 2

Credits

10 (Half year)

Advice to Students

Satisfactory completion of a full year (20 credits) of Stage 1 Music is required (unless auditioned and approved by the Music Coordinator). Through the study of music, students have the opportunity to engage in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies. Students benefit from the opportunity to develop their practical and creative potential, oral and written skills, and their capacity to make informed interpretative and aesthetic judgements. Study and participation in music draws together students' cognitive, affective, and psychomotor skills, strengthening their ability to manage work and learning, and to communicate effectively and sensitively. The focus capabilities for this subject are personal development, citizenship, communication and learning.

Content

Solo Performance is a 10-credit subject which develops students' skills on a chosen instrument or the voice and the application of these skills, musical understanding, and aesthetic awareness in a solo performance. Each student must perform as an instrumental or vocal soloist or as a vocalist and instrumentalist. The performance of a vocalist who accompanies himself or herself may include solo parts from each. Students may also perform with recognised doublings, such as piccolo and flute, flute and saxophone, electric guitar and acoustic guitar. Students must present their program on an instrument chosen from the following list: Flute, Recorder, Oboe, Clarinet, Bassoon, E flat alto or B flat tenor Saxophone, Horn in F, E flat tenor Horn, Trumpet, Cornet, Trombone, Euphonium, Baritone, Tuba, Percussion, Violin, Viola, Cello, Double Bass, Harp, Voice, Piano, Harpsichord, Pipe Organ, Electric Keyboard, Classical Guitar, Guitar (steel string, acoustic or electric), Electric Bass, Indigenous Australian instruments and Traditional instruments (e.g. Bagpipes). Students prepare and present public performances.

Assessment

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

School-based Assessment	Weighting
First Performance	30%
Second Performance	40%
External Assessment	
Final Performance	30%

Students perform in a practical examination. A solo summative performance of 10 to 12 minutes must be presented (live) for assessment. The Final Performance is marked by external assessors with reference to performance standards.

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STAGE 2 SUBJECTS

Nutrition

Level of Study

Stage 2

Credits

20 (Full year)

Advice to Students

All students entering this course must have completed the equivalent of one semester's study of Stage 1 Nutrition or a Stage 1 Science course. A satisfactory score of a C grade or better is essential.

Content

Students undertake the study of all four core topics and one option topic.

Core topics

Core Topic 1: The Fundamentals of Human Nutrition

Core Topic 2: Diet, Lifestyle and Health

Core Topic 3: Food Selection and Dietary Evaluation

Core Topic 4: Consumer - Food & Nutrition

Option Topics

In consultation with students, teachers will choose one of the following option topics:

- Option Topic 1: Global Nutrition and Ecological Sustainability
- Option Topic 2: Global Hunger

Assessment

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

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

Students are assessed to demonstrate their knowledge, skills and understanding they have developed to meet the learning requirements of the subject. These assessments provide students' evidence of learning in the school-based assessment component with the examination marked by external assessors with reference to performance standards.

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STAGE 2 SUBJECTS

Physical Education

Level of Study

Stage 2

Credits

20 (Full year)

Advice to Students

It is essential for students to display a positive approach to all physical activity and related theory work. It would be expected that a student contemplating undertaking this subject would have achieved a theory and practical mark of at least a B grade in their previous years of Physical Education.

Content

Students undertake two key areas of study and related key concepts:

- Practical Skills and Applications
- Principles and Issues

Practical Skills and Applications

Students complete three practicals that are balanced across a range of individual, fitness, team, racket, aquatic, and outdoor activities, and that cater for the different skills and interests of the students. These include Touch Football, Badminton and Aquatics (Kayaking).

Principles and Issues

Students study the following three topics:

- Exercise Physiology
- The Acquisition of Skills and Biomechanics of Movement
- Issues Analysis - Topic selected of personal choice

Assessment

Assessment consists of the following components, weighted as shown:

School-based Assessment	Weighting
Assessment Type 1: Practical (Badminton, Touch Football and Aquatics (Kayaking))	50%
Assessment Type 2: Folio (Issue Analysis, two tests, two assignments)	20%
External Assessment	
Assessment Type 3: Examination	30%

Students undertake a 2-hour external examination, which incorporates short answer and extended response questions. The exam will be marked by external assessors with reference to the performance standards.

Further Information

Students choosing to study Physical Education at Stage 2 must have, and wear, the correct PE uniform. A charge does apply for this course, which is subject to review (\$270 in 2016) to subsidise the Aquatics unit, which will hopefully be undertaken in Term 1.

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STAGE 2 SUBJECTS

Physics

Level of Study

Stage 2

Credits

20 (Full year)

Advice to Students

It is assumed that students entering this course have already gained a broad background in the elementary concepts of physics from the study of science at lower levels of secondary school, and in particular from the study of Physics as a full year course at Stage 1. A grade of B or better in Stage 1 Physics is required, and it is recommended that students have a good background in Mathematical Methods as well. Physics is generally taken in conjunction with Stage 2 Mathematical methods.

Content

While serving primarily as a preparation for further study, during this course students should come to see Physics as a science essentially involved in everyday life and a basis for other sciences and technologies.

Mathematical Pre-Requisites

Rearrangement of algebraic expressions; solution of two simultaneous equations; elementary properties of triangles including Pythagoras' theorem; trigonometry of right-angled triangles; sine and cosine rule for triangles; rules for addition and subtraction of vectors; resolution of a vector into two mutually perpendicular components; general equation of a straight line in the form $y = mx + c$; determination of relationships from straight line graphs; solution of quadratic equations; direct and inverse proportionality; distinction between proportionality and linear dependence; circle properties; complementary and supplementary angles, and exponential functions.

The course consists of four sections: Motion and Relativity, Electricity and Magnetism, Light and Atoms. These constitute a broad range of the disciplines within the study of physics. Throughout the course concepts of conservation laws applied to physical situations, the principle of super positioning, wave and particle motions, electric and magnetic fields and their interactions with charged particles, the structure of the atom and its nucleus and radioactivity are developed.

In each topic, a suitable application is selected and the practicalities developed along with the theory.

Assessment

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

School-based Assessment	Weighting
Investigations Folio <i>(Includes Practical Investigations and Science as a Human Endeavour Investigation)</i>	30%
Skills and Applications Tasks	40%
External Assessment	
Examination (2 hours)	30%

Students undertake a 2-hour written examination consisting of questions of different types, such as short-answer, paragraph answer, mathematical calculations, data and practical skills, extended response, and graphical interpretation. Questions will cover all topics, including the applications and experimental skills, and some may require students to integrate their knowledge from a number of topics. An equation sheet will be included in the examination question booklet. The examination will be marked by external assessors with reference to performance standards.

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STAGE 2 SUBJECTS

Psychology

Level of Study

Stage 2

Credits

20 (Full year)

Advice to Students

It would be advantageous that students undertaking this subject would have satisfactorily completed either one semester or a full year of Psychology at Stage 1.

This course aims to further develop the individual's personal curiosity about human behaviour. It is designed to help students understand how the enterprise of Psychology is conducted by examining the different levels of behaviour (biological, basic psychological processes, personal attributes and behaviour, socio-cultural aspects). This knowledge can then be linked to personal growth and/or more effective action to address social problems.

Content

The topics offered provide insight into psychological perspectives of the world, and provide relevance to personal growth and contemporary social concerns.

Topics

- Introduction to Psychology
- Social Cognition
- Learning
- Personality
- Psychobiology of Altered States of Awareness
- Healthy Minds

Assessment

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

School-based Assessment	Weighting
Investigations Folio (Includes Practical Investigations and Science as a Human Endeavour Investigation)	30%

Skills and Applications Tasks 40%

External Assessment

Examination (2 hours) 30%

Students undertake a 2-hour external examination. The examination consists of short-answer and extended-response questions. The examination will be marked by external assessors with reference to performance standards.

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Religion Studies

Level of Study

Stage 2

Credits

10 (Half year) *Compulsory

Advice to Students

All Stage 2 students are expected to complete a 10-credit course of Religion Studies. In this course, students have the opportunity to focus on aspects of religion and spirituality within and across traditions. Students gain an appreciation of, and respect for, the different ways in which people develop an understanding and knowledge of religion as something living and dynamic, and the ways in which they think, feel and act because of their religious beliefs. This course will include a 3-day Retreat program, as well as an excursion to the Buddhist Temple, on which students base their Practical Activity and Reflection Assessment.

Content

The learning program has been designed to engage students in a variety of topics that enable them to demonstrate knowledge and understanding of diverse religious beliefs, perspectives and experiences within, and across, traditions. Students will have the opportunity through the course to gain an understanding of what religion is, key points that make up a religion, the purpose of studying religion and the culture that religion has in our community. The topic of Buddhism will give students the opportunity to learn of the historical background, religious and world view, Sacred Texts and Sacred Stories, Buddhist belief, practice and ethics, as well as the influence Buddhism has globally, and in Australia. Students also explore a chosen topic within the area of religion or spirituality and present their findings in the 'Investigation' component of the course.

Assessment

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

School-based Assessment (70%)	Weighting
Sources Analysis	25%
Written Assignments	20%
Practical Activity	25%
External Assessment (30%)	
Investigation	30%

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STAGE 2 SUBJECTS

Religion Studies

Level of Study

Stage 2

Credits

20 (Full year) **Optional*

Advice to Students

At Stage 2, students have the option to complete a 20-credit course of Religion Studies. In this course, students have the opportunity to focus on aspects of religion or spirituality within or across traditions. Students gain an appreciation of, and respect for, the different ways in which people develop an understanding and knowledge of religion as something living and dynamic, and the ways in which they think, feel and act because of their religious beliefs. This course will include a 3-day Retreat program, as well as an excursion to the Buddhist Temple, on which students base their Practical Activity and Reflection Assessment.

Content

The learning program has been designed to engage students in a variety of topics that enable them to demonstrate knowledge and understanding of diverse religious beliefs, perspectives and experiences within, and across, traditions.

Students will have the opportunity through the course to gain an understanding of what religion is, key points that make up a religion, the purpose of studying religion and the culture that religion has in our community.

The topic of Buddhism will give students the opportunity to learn of the historical background, religious and world view, Sacred Texts and Sacred Stories, Buddhist belief, practice and ethics, as well as the influence Buddhism has globally, and in Australia.

The topic of Christianity will give students the opportunity to learn of the historical background, religious and world view, Sacred Texts and Sacred Stories, Christian belief, practice and ethics, as well as the influence Christianity has globally, and in Australia.

Students also explore a chosen topic within the area of religion or spirituality and present their findings in the 'Investigation' component of the course.

Assessment

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

School-based Assessment (70%)	Weighting
Sources Analysis (2)	25%
Written Assignments (2)	20%
Practical Activities (2)	25%
External Assessment (30%)	
Investigation	30%

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STAGE 2 SUBJECTS

Society and Culture

Level of Study

Stage 2

Credits

20 (Full year)

Advice to Students

In Society and Culture, students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies; and how people function and communicate in and across cultural groups.

Through their study, students develop the ability to influence their own futures by developing skills, values and understandings that enable affective participation in contemporary society. The focus capabilities for this subject are citizenship, communication and learning.

Content

Students study three topics, each from a different group of topics (*in bold are topics selected in 2016*).

Group 1: Culture

- Cultural Diversity
- **Youth Culture**
- Work and Leisure
- The Material World

Group 2: Contemporary Challenges

- **Social Ethics**
- Contemporary Contexts for Aboriginal and Torres Strait Islander Peoples
- Technological Revolutions
- People and the Environment

Group 3: Global Issues

- Globalisation
- **A Question of Rights**
- People and Power

Assessment

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

School-based Assessment	Weighting
Folio	50%
Interaction	20%
External Assessment	
Investigation	30%

The investigation should be a maximum of 2000 words for a 20-credit subject. Students undertake an independent investigation of a contemporary social or cultural issue. The issue may arise from a topic covered in the study of the subject, or it may be a topic linked to a students' personal interest.

The investigation is double-marked, firstly by the student's teacher and secondly by an external assessor appointed from the SACE Board of SA. The teacher and the external assessor make a decision about the quality of the investigation with reference to the performance standards.

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STAGE 2 SUBJECTS

Tourism

Level of Study

Stage 2

Credits

20 (Full year)

Advice to Students

Completion of Stage 1 Tourism is NOT required but would be an advantage. Sound writing and research skills are required. All major assessment component types require the student to be extremely well organised and be able to undertake independent research into a range of contemporary issues in tourism and present their findings in a variety of multi-modal formats.

****It is essential that all formative work in this area is completed as it forms the basis of ALL summative tasks.***

Content

At the end of the program in Stage 2 Tourism, students should be able to:

- Understand and explain tourism knowledge, including the diverse nature of tourists, tourism, and the tourism industry;
- Understand and apply tourism concepts and models, including sustainable tourism and cultural sustainability, and evaluate their application in different contexts – local, national and global;
- Investigate, analyse, and evaluate viewpoints and information about tourism trends, developments, and/or contemporary issues;
- Apply practical tourism skills in different contexts;
- Interpret, critically analyse, and evaluate different perspectives and different sources of information about tourism to develop informed opinions, conclusions and recommendations;
- Communicate information about tourism in different contexts for particular audiences and purposes, using appropriate terminology, forms, and acknowledgement of sources.

The following themes and topics are covered over the two semesters, in five summative assignments and an examination:

Themes

- Operations and Structures of the Tourism Industry
- Travellers' Perceptions, and the Interaction of Host

Community and Visitor

- Planning for and Managing Sustainable Tourism
- Evaluating the Nature of Work in the Tourism Industry

Topics

- The Impacts of Tourism
- Indigenous People and Tourism
- Responsible Travel

Assessment

The assessment takes the form of seven summative tasks, two for each of the first three assessment components and one major investigative report. Assessment consists of the following components, weighted as shown:

School-based Assessment	Weighting
Assessment Type 1: Folio	20%
Assessment Type 2: Practical Activity	25%
Assessment Type 3: Investigation	25%
External Assessment	
Assessment Type 4: Examination	30%

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STAGE 2 SUBJECTS

Visual Arts - Art

Level of Study

Stage 2

Credits

20 (Full year)

Advice to Students

Visual Arts studies provide the opportunities for students to develop creativity, imagination and a sense of achievement through a variety of different forms of art, craft and design. Students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. It enables students to plan, experiment and apply technical skills in a range of visual media.

Visual Arts studies emphasises historical and contemporary aspects of art/design, and requires students to study both. Students wishing to study Visual Arts studies will have satisfactorily completed at least one unit of Art and/or Design and will have research, study and writing skills. This will be subject to the teacher's recommendation and the student's skill and interest. Expenses may be incurred for major practical work. In Visual Arts, students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces.

Content

Stage 2 Visual Arts – Art is studied as a 20-credit subject. Students can enrol in Visual Arts – Art and/or Visual Arts – Design. Both 20-credit programs have a focus on either art or design, with the following three areas of study covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

Assessment

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

School-based Assessment	Weighting
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Folio	30%
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Practical	40%
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External Assessment	Weighting
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Visual Study	30%
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A Visual Study is an exploration of, or experimentation with, one of more styles, ideas, concepts, methods,

techniques or technologies based and analysis of the work of other practitioner(s). The Visual Study is double marked, firstly by the student's teacher and secondly by an external assessor appointed by the SACE Board of SA. The teacher and the external assessor make a decision about the quality of the Visual Study with reference to performance standards.

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STAGE 2 SUBJECTS

Visual Arts - Design

Level of Study

Stage 2

Credits

20 (Full year)

Advice to Students

Visual Arts studies provide the opportunities for students to develop creativity, imagination and a sense of achievement through a variety of different forms of art, craft and design. Students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. It enables students to plan, experiment and apply technical skills in a range of visual media.

Visual Arts studies emphasises historical and contemporary aspects of art/design, and requires students to study both. Students wishing to study Visual Arts studies will have satisfactorily completed at least one unit of Design and/or Art and will have research, study and writing skills. This will be subject to the teacher's recommendation and the student's skill and interest. Expenses may be incurred for major practical work. In Visual Arts, students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces.

Content

Stage 2 Visual Arts – Design is studied as a 20-credit subject. Students can enrol in Visual Arts – Design and/or Visual Arts – Art. Both 20-credit programs have a focus on either art or design, with the following three areas of study covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

Assessment

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

School-based Assessment	Weighting
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Folio	30%
-------	-----

Practical	40%
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External Assessment	Weighting
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Visual Study	30%
--------------	-----

A Visual Study is an exploration of, or experimentation with, one or more styles, ideas, concepts, methods,

techniques or technologies based and analysis of the work of other practitioner(s). The Visual Study is double marked, firstly by the student's teacher and secondly by an external assessor appointed by the SACE Board of SA. The teacher and the external assessor make a decision about the quality of the Visual Study with reference to performance standards.

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Workplace Practices

Level of Study

Stage 2

Credits

20 (Full year)

Advice to Students

Workplace practices is a 20-credit subject where students further develop knowledge, skills and the understanding of the nature, type and structure of the workplace.

The course comprises industry and work knowledge and vocational learning or vocation, education and training (VET).

Content

Students must include the following areas of study:

Industry and Work Knowledge

Vocational Learning and/or Vocational Education and Training (VET)

For the Industry and Work Knowledge component, students study topics from the list below:

Topic 1: The Changing Nature of Work

Topic 2: Industrial Relations

Topic 3: Finding Employment

Assessment

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

School-based Assessment	Weighting
Folio	20%
Performance	30%
<i>*Includes successful completion of 50-60 hours of approved Vocational Education and Training or Workplace Learning</i>	
Reflection	20%
External Assessment	
Investigation	30%

Pathways

As Vocational Training and Learning is a component of Workplace Practices, pathways follow student's individual future plans.

Further Information

For further information contact Mrs Lina Russo, Flexible Learning Area Coordinator.

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