This is the second year for students to choose subjects for the internationally recognised South Australian Certificate of Education (SACE). When selecting subjects, it's important to consider the following – the courses at university or TAFE you are interested in, the subjects you like and are good at, and your personal interests.

For students to gain their SACE, they will need a minimum of 200 credits and complete the following compulsory subjects with a C grade or better:
- Personal Learning Plan (10 credits – Year 10)
- English (20 credits)
- Mathematics (10 credits)
- Research Project (10 credits).

A student in Year 11 at Scotch College will have the opportunity to complete 140 credits (which includes compulsory 40 credits).

For further information, please check http://www.sace.sa.edu.au/ (the SACE Board) and http://www.satac.edu.au/ (SATAC information for university).

### Compulsory Subjects
- English or ESL – 20 credits
- Mathematics – 10 credits
- Personal Learning Plan (PLP) - 10 credits
- Research Project – 10 credits

### Elective Subjects
- Agriculture 10 or 20 credits
- Art 10 credits
- Biology 10 or 20 credits
- Business and Enterprise 10 credits
- Chinese Background Speakers (Stage 2) 20 credits
- Chemistry 20 credits
- Dance 20 credits
- Design 10 credits
- Design & Technology (Stage 1) 10 credits
- Design & Technology (Stage 2) 20 credits
- Drama 10 or 20 credits
- Fashion Design 10 credits
- Film Making 10 credits
- Food and Hospitality 10 or 20 credits
- French 20 credits
- Geography 10 or 20 credits
- History 10 or 20 credits
- Japanese 20 credits
- Mathematics 20 or 30 credits
- Music Advanced 10 or 20 credits
- Music - Rock Band 10 credits
- Music - Sound Technology 10 credits
- Outdoor Education 10 credits
- Philosophy 10 credits
- Photography Art 10 credits
- Physical Education 10 or 20 credits
- Physics 20 credits
- Psychology 10 credits
- Vocational Studies (External) various credits
**Agriculture**

**Credits:** 10 (half year)
20 (full year)

**Learning Area:** Sciences

**Prerequisites:** None but Year 10 Agriculture would be preferred.

The study of Agriculture provides students with the opportunity to develop skills in investigation design, practical techniques, communication, analysis and evaluation of information, and to obtain knowledge and understanding relevant to primary industries.

The focus capabilities for this subject are communication and learning.

**Semester 1:**
The students will actively participate in making wine in the farm’s oenology facility. Scientific recording in a selected animal trial will be an integral part of field activities. All students will be assisting in the daily management of the vines, wine production and livestock enterprises on the College’s farm.

**Content**
- Viticulture - grape production and sustainable practices;
- Oenology - wine making and marketing;
- Agricultural Production - principles, husbandry, sustainable practices and marketing

**Semester 2:**
The course topics provide excellent opportunities to illustrate the concepts of ecology and to apply sustainable practices in a practical way. The students’ home environs will be a primary study culminating in a 3 day field trip to Kangaroo Island staying at Kyre Campus, the College’s property near Snug Cove.

**Content**
- Evolution of the southern region of Australia
- Archaeological studies and the impact of humans on the environment
- Faunal and floral studies in natural systems
- Ecosystem and Ecology studies of Kangaroo Island
- Wetland and watercourse dynamics
- Sustainable land management practices
- Sustainable utilisation of natural energy sources

**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

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**Art**

**Credits:** 10 (half year)

**Learning Area:** Visual and Applied Arts

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

The broad area of Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

The focus capabilities for this subject are communication and personal development.

**Content**
The following three 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:
- Visual Thinking Folio
- Practical Resolution and Practitioner’s Statement
- Visual Study
**Biology**

**Credits:** 10 (half year)  
20 (full year)

Stage 1 Biology is studied as a 10-credit subject or a 20-credit subject. The 10-credit option can be taken in either semester.

**Learning Area:** Sciences

In Biology students learn about the cellular and overall structures and functions of a range of organisms. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, society, and the environment. Students design and conduct biological investigations and gather evidence from their investigations.

As they explore a range of biology-related issues, students recognise that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies.

The focus capabilities for this subject are communication and learning.

**Content**
- Identifying Organisms
- Living in an Ecosystem
- Food Chains and Energy Flow
- How Matter moves through Ecosystems
- Natural Change
- Human Influence
- Conservation
- Nutrition
- Gas Exchange
- Transport Systems
- Ways of Reproducing
- Sexual Reproduction and Development
- Mammalian Reproduction and Biotechnology

**Assessment**
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Investigations Folio (60%)
- Practical Investigation
- Issues Investigation

Skills and Applications Tasks (40%)

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**Business & Enterprise**

**Credits:** 10 (half year)

**Learning Area:** Business, Enterprise and Technology

Business and Enterprise focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally, and globally. Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices. They have the opportunity to reflect on current issues in business and enterprise, and make informed decisions. Students evaluate the impact and effect of business, enterprises, and technology on the well-being and lifestyle of individuals, communities, the economy, and the environment. This subject outline gives schools the opportunity to vary the content and/or school-based assessment to develop local programs that suit their needs and interests. The focus capabilities for this subject are communication, citizenship, and learning.

**Content**
Business and Enterprise comprises two core topics and nine option topics. For a 10-credit subject, students undertake:
- one core topic
- two to three option topics

Core Topics
- 1: Introduction to Business and Enterprise
- 2: Business and Enterprise in Practice

Option Topics
- Establishing a Business
- Business Plans
- Business Management and Communication
- Financial Planning and Management
- Technology for Business
- Marketing
- Employment Relations
- Entrepreneurship: the Enterprising Person
- Global Business.

**Assessment**
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Folio
- Practical
- Issues Study

The design of the school-based assessment component may be negotiated with students.
Chinese Background Speakers - Stage 2
Credits: 20 (full year)
Learning Area: Languages

Content
Stage 2 Chinese at background speakers level is organised around four prescribed themes and a number of prescribed contemporary issues. These themes have been selected to enable students to extend their understanding of the interdependence of language, culture, and identity. The themes and contemporary issues are intended to be covered across Stage 1 and Stage 2.

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.
In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills to:
• interact with others to exchange and explain information, opinions, and ideas in Chinese
• create texts in Chinese to express ideas, opinions, and perspectives on contemporary issues
• analyse, evaluate, and respond to texts that are in Chinese
• examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
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</thead>
<tbody>
<tr>
<td>Folio</td>
<td>50%</td>
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<tr>
<td>In-depth Study</td>
<td>20%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Assessment</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Examination</td>
<td>30%</td>
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</tbody>
</table>

Students should 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 Chinese, one written response to the topic in Chinese, and one reflective response in English for the in-depth study, one oral examination and one written examination.

External Assessment
Examination (3 hours)
The 3-hour written examination has three sections:
Section 1: Listening and Responding
Section 2: Reading and Responding
Section 3: Writing in Chinese.

Performance Standards
The Chinese 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.
Chemistry

Credits: 20 (full year)

Learning Area: Science

Prerequisites: A good pass in both semesters of Year 10 Science and Mathematics. A pass in Semester 1 is a prerequisite for Semester 2.

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

Content
Semester 1:
• Atomic Structure and Periodic Table
• Metallic, Ionic and Covalent Bonding
• Organic Chemistry
Semester 2:
• Acids and Bases
• Electrochemistry
• Quantitative Chemistry

Assessment
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following:
Investigations Folio (60%)
• Practical Investigation
• Issues Investigation
Skills and Applications Tasks (40%)

Dance - Stage 2
Credits: 20 (full year)
Learning Area: Arts

Subject Prerequisites:
Experience and prior tuition in Dance is a necessity. Selection is by audition and interview.

Through the study of Dance students develop a creative, technical, and physical understanding and appreciation of dance as an art form. They develop self-discipline, self-esteem, and confidence. Through dance training, students improve their technical and physical skills, and develop a diverse range of movement.

Students study technique, composition, choreography, performance, and critical analysis. Through the analysis of dance theatre performance students learn about the choreography of local and international dance artists. They have the opportunity to explore a range of global dance traditions, influences, and perspectives.

The focus capabilities for this subject are communication, citizenship, and learning.

Content
Dance consists of three areas of study:
Skills Development (Choreography and Technique with folio)
Dance Perspectives
Group Production

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Skills</td>
<td>50%</td>
</tr>
<tr>
<td>Written Response</td>
<td>20%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Assessment</th>
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<tbody>
<tr>
<td>Performance</td>
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</table>

External Assessment Performance
Students are assessed on a dance performance, or an off-stage role, which could include, for example, choreographer, publicity and promotion, stage manager, stage crew, lighting designer, costumer and make-up, sound technician.

Performers are assessed on performance in a group production, with time on stage of approximately 15 minutes. All students must be seen in a solo, duo, or trio capacity for at least 1 minute consecutively. This may occur within group choreography.

Students being assessed in an off-stage role must conduct a 10 to 15 minute presentation following the performance.

The group production will be marked by external assessors with reference to the performance standards.

Performance Standards
The Dance 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.
Design

Credits: 10 (half year)

Learning Area: Visual and Applied Arts

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

In the practical component students select from a range of design areas including architecture and interior design, fashion design, graphic design and product design. It emphasises defining the problem, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions.

The focus capabilities for this subject are communication and personal development.

Content
The following three 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:
• Visual Thinking Folio
• Practical Resolution and Practitioner’s Statement
• Visual Study

Design & Technology - Stage 1

Credits: 10 (half year)

20 (full year)

Learning Area: Business, Enterprise & Technology

This is the same course as Year 10 Design and Technology.

Through the study of Design and Technology students develop the ability to identify, create, initiate, and develop products, processes, or systems. Students learn to use tools, materials, and systems safely and competently to complete a product. They explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences. The focus capabilities for this subject are personal development, work, and learning.

Content
Students use a range of manufacturing technologies such as tools, machines, and/or systems to convert resistant materials into useful products. Students demonstrate knowledge and skills associated with using systems, and processes and resistant materials such as, metals, plastics, wood, composites, ceramics, textiles, and foods.

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

School-Based Assessment
Skills and Applications Tasks - 20%
Product - 50%

External Assessment
Folio - 30%

External Assessment Folio
Students complete a Folio that contains documentation of their investigation and planning for their product, process, or system.

Design & Technology - Stage 2

Credits: 20 (full year)

Learning Area: Business, Enterprise and Technology

Prerequisites: B Grade or better in Stage 1 Design and Technology.

Through the study of Design and Technology students develop the ability to identify, create, initiate, and develop products, processes, or systems. Students learn to use tools, materials, and systems safely and competently to complete a product. They explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences.

The focus capabilities for this subject are personal development, work, and learning.

Content
Students use a range of manufacturing technologies such as tools, machines, and/or systems to convert resistant materials into useful products. Students demonstrate knowledge and skills associated with using systems, and processes and resistant materials such as, metals, plastics, wood, composites, ceramics, textiles, and foods.

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

School-Based Assessment
Skills and Applications Tasks - 20%
Product - 50%

External Assessment
Folio - 30%
The Folio consists of two parts:
Part 1: Product Design (Documentation and
Analysis)
Part 2: Product Evaluation

**Product Design (Documentation and Analysis)**
Students document investigation and planning skills. When documenting their investigation skills in Part 1, students include a report on the impact of technological practices related to their product, on individuals, society and/or the environment.

**Product Evaluation**
Students provide a maximum of twelve pieces of evidence that best illustrate the key design phases of investigating, planning, and evaluation. The evidence should include a maximum of 2000 words or 12 minutes of recorded oral explanation, analysis, and evaluation.

Evidence of development, with supporting written or oral summaries that explain, analyse, and evaluate the process and product could be presented in the form of photographic or electronic or digitally generated materials, audio visual evidence, materials, products, models, sketches, diagrams or annotations.

Students should submit their evidence either in an A4 folder, or on CD or DVD, or by any other electronic means conducive to external assessment.

The Folio 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 Folio with reference to performance standards.

A copy of all student assessments must be kept at the school for moderation purposes.

**Performance Standards**
The Design and Technology 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.

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**Drama**

**Credits:**
10 (half year)
20 (full year)

**Learning Area:** Arts

In Drama students participate in the planning, rehearsal, and performance of dramatic work. Students participate in creative problem solving; they generate, analyse, and evaluate ideas.

They develop personal interpretations of texts. Students develop their curiosity and imagination, creativity, individuality, self-identity, self-esteem and confidence.

The focus capabilities for this subject are communication, citizenship, personal development and learning.

**Content**
Stage 1 Drama consists of the following three areas of study.
- Presentation of Dramatic Works
- Dramatic Theory and Practice
- Individual Investigation and Presentation.

• Individual and Group Process; Backstage roles in a live theatre experience, rehearsals and performance.

**Assessment**
Assessment at Stage 1 is school based. Students demonstrate evidence of their through the following assessments:
- Performance
- Folio
- Personal Project through off stage roles
- Presentational and Representational Theatre is explored in more detail and scene breakdowns are analysed and taken from 'page to stage'.

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English

Credits: 20 (Full year)

Learning area: English

The study of English provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment. In English, students read, view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes. English caters for students with a range of learning styles and articulates with the Stage 2 English subjects. Stage 1 English allows students to achieve the literacy requirement in the SACE. Students who achieve a C grade or better in 20-credits of this subject meet the literacy requirement.

The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

Students are required to read and respond to texts as well as produce texts.

Content

Reading and responding to texts: students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to compose their own texts. Students study a Shakespeare play and attend an actors' workshop.

Producing texts: students provide evidence of the extent and quality of their learning in producing texts in written, oral or multimodal form.

Extended Study

Students complete two of the extended study options:

Option 1: Language Study
Students focus on an aspect of language in a context beyond the classroom. Students could, for example, reflect on how specialised vocabulary is used in texts, the effect of context on appropriate language choice, the role of language in establishing individual or group identity, or how language choice is determined by the expectations of the audience.

Option 2: Connected Texts Study
Students consider texts in relation to each other, to the context in which they are produced, and to the context in which they are read or viewed. Students choose a minimum of two texts that are connected by similarity or difference.

Option 3: Student-negotiated Study
Students negotiate a focus that enables them to develop an understanding of the place of language and texts in social and cultural contexts. The extended study can be written, oral, or multimodal, or a combination of these modes.

Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning in Stage 1 English through the following assessment types: Text Analysis, Text Production, and Extended Study.
**English as a Second Language**

**Credits:** 20 (full year)

**Learning Area:** English

**Prerequisites:** English as a Second Language is designed for students for whom English is an additional language or dialect. Students who achieve a 'C' grade or better in 20-credits of this subject meet the literacy requirement in the SACE. The focus capabilities for these subjects are communication, citizenship, personal development, work and learning.

**Content**
The subject is based on responding to, and composing, oral and written texts in a range of genres and situations. Areas of study include:

- **Text Study**
  Students explore a range of written, oral, and visual texts, constructed for different purposes and in a range of genres. Texts studied could include feature films, web pages, poetry, newspaper or magazine articles, documentaries, talks by guest speakers, or news broadcasts.

- **Investigative Study**
  Students investigate a topic of personal interest by moving beyond the classroom to interview one or more people of their choice.

- **Communication Study**
  The focus of this study is on written and oral texts as they are used in contexts beyond the classroom and, in particular, the use of texts to persuade, influence, and instruct other people.

**Assessment**
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Text Production
- Language Application

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**Fashion Design**

**Credits:** 10 (half year)

**Learning Area:** Arts

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

This design course focuses on fashion design and communication design. It emphasises defining the problem, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions.

The focus capabilities for this subject are communication and personal development.

**Content:**
The following three 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:
- Visual Thinking Folio
- Practical Resolution and Practitioner’s Statement
- Visual Study
**Film Making**

**Credits:** 10 (half year)

**Learning Area:** Humanities and Social Sciences

This course will lead to the completion of SACE Stage 1 Media Studies. It aims to develop skills relating to the creation and use of a range of digital media and technologies. Particular areas of focus are in camera operation and shot composition, sound recording, lighting, managing digital media, video and sound editing, multimedia and DVD production.

Students also study examples of a range of media genre, learning to recognise and respond to the various techniques and devices used by film makers before putting these into practice in a series of hands on skill developing activities. They then complete two major film projects, one being a group task and the other an individual project.

While much of their work can be completed on their own laptops, they will also have access to computer systems with professional video and audio production software.

The focus capabilities for this subject are communication and learning.

**Assessment**

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

- Individual Project
- Group Activity

**Food and Hospitality**

**Credits:** 10 (half year) 20 (full year)

**Learning Area:** Health and Physical Education

In Food and Hospitality, students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality.

Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices.

The focus capabilities for this subject are communication, work and learning.

Students examine the factors that influence people’s food choices and the health implications of these choices. They understand the diverse purposes of the hospitality industry in meeting the needs of local people and visitors.

**Content**

Students study topics within one or more of the following five areas of study:

- Food, the Individual and the Family
- Local and Global Issues in Food and Hospitality
- Trends in Food and Culture
- Food and Safety
- Food and Hospitality Careers

**Assessment**

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

- Practical Activity
- Group Activity
- Investigation
French

Credits: 20 (full year)

Learning Area: Languages

Prerequisites:
Achievement of at least a sound ‘C’ grade overall in Year 10.

The continuers level French is designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge.

In French students interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

The focus capabilities for this subject are communication and citizenship.

Content
Stage 1 French at continuers level consists of three themes and a number of prescribed topics and suggested subtopics.
Themes:
• The Individual
• The French-speaking Communities
• The Changing World.

Assessment
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
• Interaction
• Text Production
• Text Analysis
• Investigation

Geography

Credits: 10 (half year)
20 (full year)

Learning Area: Humanities and Social Sciences

The discipline of geography deals with environmental phenomena and human activities as diverse as natural hazards, landforms, tourism, economic development, agriculture, and urban planning.

Through the study of Geography, students develop an understanding of the spatial interrelationships of people, places, and environments. They develop an understanding of how people interact with environments in different places and at different times, and of the opportunities, challenges, and constraints of different locations.

The focus capabilities for this subject are citizenship, learning, and work.

Content
Students study topics within four key themes:
• Location and Distribution
• Natural Environments at Risk
• People, Resources, and Development
• Issues for Geographers.

Assessment
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
• Skills and Applications Tasks
• Inquiry
• Fieldwork
• Investigation

Topics studied
• Our Near Neighbours; Asia and the Pacific
• Urban Issues - change and development.
• Weather Variations
• Rural Issues

Urban and Rural fieldwork is an essential part of the course work.
Japanese

Credits: 20 (full year)

Learning Area: Languages

Prerequisites:
Achievement of at least a sound ‘C’ grade overall in Year 10.

The continuers level Japanese is designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge.

In Japanese students interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

The focus capabilities for this subject are communication and citizenship.

Content
Stage 1 Japanese at continuers level consists of three themes and a number of prescribed topics and suggested subtopics.

Themes:
- The Individual
- The Japanese-speaking Communities
- The Changing World.

Assessment
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Interaction
- Text Production
- Text Analysis
- Investigation

History

Credits: 10 (half year)
20 (full year)

Learning Area: Humanities and Social Sciences

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 these subjects are communication, citizenship, personal development, learning, and work.

Content
Semester 1:
History Course.
- Vikings
- Witches
- Pirates
- Individual Investigation

Semester 2:
- Story telling and History from Chaucer, Robin Hood and the Brothers Grimm.
- The Rise and Fall of the Aztec Empire
- Genocide
- Individual Investigation

Assessment
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Folio
- Sources Analysis
- Investigation
Mathematical Applications

Credits: 10 (half year)  
20 (full year )

Learning Area: Mathematics

Course Length:  
One semester (Unit 1) or two semesters (Units 1 & 2)

Students who achieve a ‘C’ grade or better in one unit of study of Mathematical Applications meet the compulsory 10-credit numeracy requirement of the SACE.

Students achieving a ‘C’ grade or better in two units of study of Mathematical Applications, with teacher recommendation, have the necessary background to proceed to Stage 2 Mathematical Applications.

Students studying Stage 1 Mathematical Studies in Semester 1 may commence studies in Stage 1 Mathematical Applications Unit 2 in Semester 2 and, provided a ‘C’ grade or better is achieved with teacher recommendation, have the necessary background to proceed to Stage 2 Mathematical Applications.

Capabilities:  
The five capabilities are: communication, citizenship, personal development, work, and learning.

Content

Unit 1 Topics:  
Earning and Spending, Statistics

Unit 2 Topics:  
Saving and Borrowing, Networks, Functions and Graphs

Assessment

Assessment is school based and subject to moderation by the SACE Board.  
Students demonstrate evidence of their learning through the following assessment types:  
- Skills and Application Tasks  
- Folio  
- Semester Examinations

Mathematical Specialist

Credits: 40 (full year)

Learning Area: Mathematics

Course Length: Four semesters (Mathematics A, B, C & D; each unit one semester in length)

Students who achieve a ‘C’ grade or better in one unit of study of Stage 1 Mathematical Specialist meet the compulsory 10-credit numeracy requirement of the SACE.

Students achieving a ‘B’ grade or better in all four units of study of Stage 1 Mathematical Specialist, including semester examinations, with teacher recommendation, have the necessary background to proceed to Stage 2 Mathematical Studies and/or Stage 2 Specialist Mathematics.

Capabilities:  
The five capabilities are: communication, citizenship, personal development, work, and learning.

Content

Mathematics A Topics:  
Quadratics and Other Polynomials, Geometry and Mensuration, Statistics

Mathematics B Topics:  
Functions and Graphs, Coordinate Geometry, Exponential and Logarithmic Functions, Modelling from Data, Matrices

Mathematics C Topics:  
Planar Geometry, Periodic Phenomena, Introductory Calculus, Vectors

Mathematics D Topics:  
Trigonometric Relationships, Calculus, Counting

Assessment

Assessment is school based and subject to moderation by the SACE Board.  
Students demonstrate evidence of their learning through the following assessment types:  
- Skills and Application Tasks  
- Folio  
- Semester Examinations
**Mathematical Studies**

**Credits:** 30 (full year)

**Learning Area:** Mathematics

**Course Length:**
Three semesters (Mathematics A, B & C; each unit one semester in length)

Students who achieve a 'C' grade or better in one unit of study of Stage 1 Mathematical Studies meet the compulsory 10-credit numeracy requirement of the SACE.

Students achieving a 'C' grade or better in all three units of study of Stage 1 Mathematical Studies, including semester examinations, with teacher recommendation, have the necessary background to proceed to Stage 2 Mathematical Studies.

Students achieving a 'B' grade or better in all three units of Stage 1 Mathematical Studies, including semester examinations, with teacher recommendation, have the necessary background to proceed to Stage 2 Specialist Mathematics.

**Capabilities:**
The five capabilities are: communication, citizenship, personal development, work, and learning.

**Content**

*Mathematics A Topics:*
- Quadratics and Other Polynomials,
- Geometry and Mensuration, Statistics

*Mathematics B Topics:*
- Functions and Graphs, Coordinate Geometry, Exponential and Logarithmic Functions, Modelling from Data, Matrices

*Mathematics C Topics:*
- Planar Geometry, Periodic Phenomena, Introductory Calculus, Vectors

**Assessment**
Assessment is school based. Students demonstrate evidence of their learning through the following assessment types:
- Skills and Application Tasks
- Folio
- Semester Examinations

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**Music Advanced**

**Credits:**
- 10 (half year)
- 20 (full year)

**Learning Area:** Arts

**Music Advanced Programs** – These programs are designed for students with a substantial background in music.

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 judgments.

The focus capabilities for this subject are personal development, citizenship, communication and learning.

**Music Experience Programs** – These programs are designed for students with limited experience or knowledge in some aspects of music. Music Experience programs should provide pathways to selected Stage 2 music subjects, such as Stage 2 Ensemble Performance, Music Individual Study, Music Technology, and/or Solo Performance.

**Content**
Students have the opportunity to engage in some of the following activities:
- Composing, Arranging, Transcribing, Improvising
- Performing
- Music Technology
- Music in Contexts
- Developing Theory and Aural Skills

**Assessment**
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Skills Presentation
- Skills Development
- Folio
**Music - Rock Band**

**Credits:** 10 (half year)

**Learning Area:** Arts

This course is for students that have an interest in performing and learning about contemporary Rock and Popular music.

The focus capabilities for this subject are personal development, citizenship, communication and learning.

**Content**

Students will study and experience the following topics:
- Rock Band Ensemble;
- Contemporary Song Writing
- Group Vocals
- Health and Safety in the Music and Entertainment Industries.
- History and Styles of Popular Music
- Making a ‘Demo’ Recording

Students are also expected to participate in the ensemble program.

**Assessment**

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

**Music - Sound Technology**

**Credits:** 10 (half year)

**Learning Area:** Arts

It is a course designed for those students who may not be performers or composers. This course does not require notation based music literacy.

This course focuses on:
- the practical application of music technology in the context of public events and performances
- developing student skills to successfully set up and run events and performances.

The focus capabilities for this subject are personal development, citizenship, communication and learning.

**Content**

Topics will be selected from:
- Basic Audio/Visual Equipment
- Setting up for a Rock Band Rehearsal/ Performance
- Audio/Visual Equipment Systems
- Digital Music Production
- Sound Engineering
- Operating a Digital Audio Desk
- Use of Midi Devices

This course leads to Music Technology at Stage 2.

**Assessment**

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Skills Presentation
- Skills Development
- Folio
Outdoor Education

**Credits:** 10 (half year)

**Learning Area:** Health and Physical Education

In Outdoor Education students gain an understanding of ecology, environmental sustainability, cultural perspectives, and physical and emotional health through participating in outdoor activities. Students reflect on best environmental practice while completing at least two different outdoor activities. One three night expedition is required for this semester subject.

The focus capabilities for this subject are communication, citizenship, and personal development.

**Content**
The subject consists of the following four topics:
- Environment and Conservation
- Planning and Management
- Outdoor Activities
- Outdoor Journey.

**Assessment**
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Practical Activity checklists
- Folio assessment
- Journal or trip reports

Philosophy

**Credits:** 10 (half year)

**Learning Area:** Humanities and Social Sciences

Philosophy involves the rational investigation of questions about existence, knowledge and ethics, to which there are no simple answers. Consequently, philosophical problems tend to provoke disagreement and foster a variety of views and theories. Investigation of these problems through the study of Philosophy requires skills of critical reasoning, developed through an understanding of reasoning and the foundations of argument analysis.

Philosophy promotes respect for intellectual integrity as a human value and develops students’ skills to engage in philosophical argument. Students build their capacity to be creative and independent critical thinkers who can articulate and justify philosophical positions and argue reasoned action.

The focus capabilities for this subject are citizenship, learning and work.

**Content**
The subject consists of:
- a compulsory section with three key areas — Metaphysics, Epistemology and Ethics
- one guided Ethical Issues Study
- one student-negotiated Issues Study (from any key area)

**Assessment**
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Interaction
- Issues Analysis
- Issues Study
Photography Art

Credits: 10 (half year)

Learning Area: Arts

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

The broad area of Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

The focus capabilities for this subject are communication and personal development.

Topics covered may include
- Digital Photography
- Photoshop
- Traditional Black and White Photography
- Printing and Presentation Techniques.

Content:
The following three 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.
- Visual Thinking Folio
- Practical Resolution and Practitioner’s Statement
- Visual Study

Physical Education

Credits: 10 (half year)
20 (Full year)

Learning Area: Health and Physical Education

In Physical Education students gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participation in physical activity. Students explore their own physical capacities and analyse performance, health, and lifestyle issues. They develop skills in communication, investigation, and the ability to apply knowledge to practical situations.

The focus capabilities for this subject are communication, learning, and personal development.

Content:
Physical Education consists of the following three areas:
- Practical Skills and Application
- Principles and Issues
  - Topics include: Exercise Physiology
  - Drugs in Sport
  - Skill learning
  - Children in Sport
- Issues Analysis

Students analyse and interpret their findings from investigating a choice issue eg. gender/equity salary capping, technology in sport.

Students complete four practicals: Volleyball, Badminton, Touch, Netball and Fitness.

Assessment:
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types.
- Practical - 50%
- Folio - 50%
**Physics**

**Credits:** 20 (full year)

**Learning Area:** Science

**Prerequisites:**
A good pass in both semesters of Year 10 Science and Mathematics.

Semester 1 is required for Semester 2. Students should also study Mathematical Studies.

The study of physics offers opportunities for students to understand and appreciate the natural world. As well as applying knowledge to solve problems, students develop experimental, investigation design, information, and communication skills through practical and other learning activities. Students gather evidence from experiments and research and acquire new knowledge through their own investigations.

The focus capabilities for this subject are communication and learning.

**Content:**

**Semester 1:**
- Waves - Wave phenomena, such as reflection, refraction and superposition,
- Physics of musical instruments and applications of light technology.
- Motion - Uniform and accelerated motion including projectiles.

**Semester 2:**
- Dynamics - Forces and collisions including conservation of momentum and energy.
- Fields - Electric forces and fields.
- Electricity - Simple circuits and household electricity.

**Assessment:**
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Investigations Folio (60%)
- Practical Investigation
- Issues Investigation
- Skills and Applications Tasks (40%)

**Psychology**

**Credits:** 10 (half year)

**Learning Area:** Science

The study of psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure.

Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (i.e. observation, experimentation and experience) the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences.

The focus capabilities for this subject are communication and learning.

**Content**

Introduction to Psychology and two other topics from the following:
- Social Behaviour
- Intelligence
- Cognition
- Brain and Behaviour
- Human Psychological Development
- Emotion
- Negotiated Topic

**Assessment**
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Investigations Folio (40%)
- Skills and Applications Tasks (60%)
**Research Project**

**Credits:** 10 (half year)

**Learning Area:** Cross Disciplinary Studies

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 Research Project can take many forms, for example:
- Community-based projects
- Technical or practical activities
- Work-related research
- Subject-related research.

In this subject, students will have opportunities to develop the five capabilities: communication, citizenship, personal development, work and learning.

**Content**

The content in the Stage 2 Research Project includes:
- the five capabilities (communication, citizenship, personal development, work, and learning)
- research skills.

**Assessment**

School based assessment 70% (record of research, discussion and findings)

External Assessment 30%.

The learning capability is an integral part of all students’ research projects and thus will be part of the school-based assessment component.

Students select one of the following capabilities - citizenship, personal development, communication or work - that they consider to be particularly relevant to their research project for development and demonstration.

The demonstration, development, and evaluation of the selected capability will be incorporated in the external assessment of this subject.

Students submit a portfolio of work for assessment. This includes selected evidence of their research, their findings and a written context statement with the evaluation for assessment. The written context statement (150 to 200 words) is an opportunity for students to summarise succinctly the focus of their research project, research processes used, and their findings.

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**Vocational Education**

**Credits:** Vary

A range of vocational programs offered by TAFE or Registered Training Organisations may be taken in consultation with the Director of Teaching and Learning and VET Coordinator.

Typically students would spend one day a week off campus in a training environment.

Examples of courses that are offered include:
- Construction – Certificate 1 (Plumbing)
- Hospitality – Certificate 1 (Kitchen Operations)
- Retail – Certificate II (Cosmetic Services)
- Theatre Certificate II (Live Productions)

**Assessment**

Competency based assessment consistent with vocational education and training guidelines.