ROSTREVOR COLLEGE

Curriculum Handbook

Years 7-12

2024

HIS ROSTREVOR

Foreword

Learning, teaching and assessment at Rostrevor College is student-centred, inclusive, evidence-based and complies with the Australian Curriculum (ACARA), the South Australian Certificate of Education (SACE), Crossways Curriculum, Made in the Image of God Curriculum (MITIOG) and the Keeping Safe Child Protection Curriculum.

This handbook is designed to help students, together with families, choose the most suitable courses by providing some general information about the curriculum courses offered at Rostrevor College for students in Years 7 to 12.

Middle Years students must be prepared to meet the demands and opportunities that the future may present. This preparation includes a systematic, integrated, purposeful program of learning experiences across all subject areas and an awareness of and concern for oneself, others, and the environment. Students, therefore, are encouraged to accept themselves, to be sensitive to differences amongst others, and to work independently and collaboratively. They are taught to adapt quickly as people and situations around them change and to make informed, rational and ethical choices in all areas of their lives.

At Rostrevor College we expect students in the Middle Years to complete a balanced program of study. This means students study subjects from each of the Key Learning Areas.

Teachers act as facilitators of learning and use varied instructional methods and settings designed to engage students in relevant, active learning. Students at this age learn best when they work within educational settings and time frames that allow them to explore, to make choices, to interact with one another, and to accomplish assigned tasks at their own pace. Teachers strive to maintain safe, friendly, stimulating and productive classroom atmospheres conducive to such learning.

Subject teachers and Pastoral Care teachers are available to give information and assistance in choosing subjects. We urge parents to talk with teachers at Parent-Student-Teacher Evenings, and to make an appointment with staff if the need for further consultation arises. Students with identified learning needs or diagnosed disabilities will also need to meet with the Co-ordinator – Inclusive Education to plan their curriculum program to ensure that curriculum choices meet student needs.

Opportunities are provided for students to experience the world through different perspectives, represented by subjects within the broad curriculum areas of English, Science, Mathematics, Humanities, Health & Physical Education, Technology, Languages and the Arts. Students' learning about the world is strengthened by the inclusion of Studies of Religion.

Programmes are offered across the school for enrichment and reinforcement in curriculum to help address the needs of students at different stages of learning.

At all stages, the curriculum is supported by the latest in learning technologies, not only allowing a wealth of information to be brought to the task of learning, but also serving as a powerful tool for students to explore their own ideas and communicate them in exciting, effective ways.

Senior Years exists to meet the educational needs of all students in Years 10 to 12. To this end, the College recognises and responds to diverse student aptitudes, interests, attitudes and goals by offering a varied curriculum and by using instructional strategies that address different learning preferences. The College maintains high expectations of all students and encourages them to become life-long, self-directed and self-assessing learners. Raising the aspirations of students is an essential part of helping them realise their full potential and must be done within the context of changes that will undoubtedly occur in all areas of their lives.

The transition from Middle to Senior Years is a major step in the life of each student. Having successfully completed Year 9, the student embarks on a three-year program designed to enable him to complete the requirements of the South Australian Certificate of Education (SACE). This certificate is most important as it will determine to a large extent his post-school options for employment and further education.

The selection of subjects for Stage 1 will have a strong bearing on the academic paths available to the student in Stage 2. It is vitally important, therefore, that in constructing a Stage 1 course, the student is aware of where it leads in Stage 2 and beyond. To this end he must consult with key teachers, not only about individual subjects, but also about the combination of subjects he wishes to study. It goes without saying that the same sort of exhaustive consultation needs to be undertaken at the end of Stage 1 in readiness for Stage 2.

Information regarding SACE patterns and special requirements for certification and tertiary entry requirements is outlined.

A Counselling Evening is held in Term 3 to discuss subject selection for current Year 10 and 11 students, which all students and their parents are invited to participate. This will provide an opportunity to plan for post school options with a course counsellor and ask questions of College staff.

During the final year of secondary school studies, it is important not only that students select subjects in which they will enjoy success, but also that they carefully plan to meet all of the requirements of the SACE Board of South Australia (to quality for SACE) and of SATAC (acting on behalf of South Australian Tertiary Institutions) or of other accreditation and admissions bodies.

This handbook, in conjunction with University or TAFE Information Handbooks and the SATAC Tertiary Entrance Guide aims to provide students with sufficient information to plan and make appropriate choices for their studies. Further information may be obtained from several other sources including University and TAFE websites as well as the SACE Board of South Australia website.

Kerry Hodkinson
Director – Teaching and Learning

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Middle Years Philosophy

Rostrevor College Middle Years Program has been designed to meet the individual needs of the adolescent as he grows to know more about himself and the world around him. Our Middle Years curriculum will build on the primary years and extend the development of skills and processes that are essential for effective learning. Through the Middle Years boys will be empowered to take more responsibility for their learning in a program that offers relevance, flexibility, participation and challenge.

The Middle Years Program at Rostrevor will provide opportunities for young men to learn and grow in ways that acknowledge and respect this unique and special phase of their development.

At Rostrevor College, we believe that a Middle Years Program must address some very specific needs of boys. These include:

- Exploring how individual and group identities are shaped by social and cultural groups
- Developing productive and affirming relationships with adults and peers in an environment that respects difference and diversity
- Having opportunities to negotiate learning that is useful now, as well as in the future
- Viewing the world critically and acting independently, co-operatively and responsibly
- Having multiple opportunities to learn valued knowledge and skills as well as the opportunity to use talents and expertise that students bring to the learning environment
- Undertaking realistic learning challenges in an environment characterised by high expectations and constructive and honest feedback
- Learning in a safe, caring and stimulating environment that addresses issues of bullying, discrimination and harassment

Values Underpinning Middle Years Practices at Rostrevor College

The Middle Years of schooling are likely to be more effective when they are based on a shared philosophy of fundamental values and beliefs. These years constitute a stage of education during which boys can explore themselves and the world in which they live, in a context of 'high expectations'. Middle Years should be founded on a commitment to advance the learning capacity of all students and the achievement of outcomes that are meaningful and beneficial to the student. At the same time, there is a need to provide opportunities, skills and understandings that encourage active and responsible citizenship. Consequently, the Rostrevor College Middle Years is:

Learning centred

A coherent curriculum that is focused on the identified needs, interests and concerns of boys, and emphasises self-directed and constructive learning.

Collaboratively organised

Teachers who know and understand their students well, employ powerful pedagogical strategies to challenge and extend students within a supportive environment.

Outcome-based

Progress and achievement are recorded continuously in relation to explicit statements of what each student is expected to know and be able to do.

Flexibly constructed

Arrangements are responsive to local needs and circumstances, and reflect creative uses of time, space and other resources.

Ethically aware

Justice, care, respect and a concern for the needs of others are reflected in the everyday practice of students, teachers and administrators.

Community-oriented

Parents and representatives from other community institutions and organisations beyond the school are involved in productive partnerships.

Adequately resourced

Experienced teachers and support staff are supported by high quality facilities, technology, equipment and materials. From this basis the Rostrevor College Middle Years curriculum has been developed to ensure that it provides:

- A broad-based curriculum that enables every boy to achieve success and an opportunity to experience a wide range of subjects
- A sound foundation across the curriculum for future study
- Choice for students in the core and elective structure and choice within each learning area
- The opportunity for boys to extend their knowledge and skills base to achieve excellence at their own level
- An environment in which boys will develop responsibility for their own learning and the ability to adopt learning strategies appropriate to their own learning styles
- Opportunities for boys to work effectively as part of a team
- Opportunities for all boys to access resources and utilise relevant technologies

At Rostrevor College the Middle Years educational program will develop skills, competencies and learning processes, values, knowledge and understanding that provide the foundation for future learning. Education is more than intellectual development. Intellectual growth needs to be balanced with the development of the physical state as well as the social, emotional and spiritual nature of the individual.

Australian Curriculum Standards Framework

At Rostrevor College the Australian Curriculum Standards Framework is used as the basis for the development of learning programs and assessment plans, teacher judgement and reporting student progress and achievement.

The Framework articulates 5 Achievement Standards, each of which is linked to the level of achievement of outcomes. Achievement Standards will be the common reference point for reporting student achievement in each of the nine key learning areas (see table below).

Achievement Standard	
1	Outstanding
2	High
3	Satisfactory
4	Limited
5	Low

Students will be assessed according to subject-specific criteria. These are grouped into 3 or 4 main headings and also form the basis of the assessment rubric that is used by teachers to assess at the task level. The student report will reflect student achievement in each of the same headings for all assessment tasks completed within the assessment cycle.

The A+ - E- achievement scale refers to achievement according to the criteria listed against each Achievement Standard (see table below).

Grades	Achievement Standard/Criteria
A+, A, A-	Excellent – *the student is demonstrating excellent achievement of what is expected at this year level.*
B+, B, B-	Good – *the student is demonstrating good achievement of what is expected at this year level.*
C+, C, C-	Satisfactory – *the student is demonstrating satisfactory achievement of what is expected at this year level.*
D+, D, D-	Partial – *the student is demonstrating partial achievement of what is expected at this year level.*
E+, E, E-	Minimal – *the student is demonstrating minimal achievement of what is expected at this year level.*

Teacher Professional Judgement

Teacher professional judgment of students' achievement and progress will be of critical importance within reporting processes. Our teachers will use their professional expertise in assessing whether students have met particular standards.

Our College has a long history of providing pertinent information to parents about their son's progress. We will continue to focus on this aspect of our work as we also meet the requirements of the Australian Government legislation. Assessment and reporting are vital components of the work of our teachers, who are committed to providing the most comprehensive information about an individual child's learning.

Assessment and Reporting

Assessment consists of continuous assessment that takes the form of essays, assignments, projects, tests, workbooks, orals, practicals, performances, displays, etc and varies according to the nature of the subject. Continuous reporting occurs via our Learning Management System, SEQTA.

Reports issued at the completion of each semester (Terms 2 and 4) include performance against achievement standards according to the Australian Curriculum. Comments or rubrics are provided on all assessment tasks.

Reporting Student Achievement

Rostrevor reports student achievement to parents/caregivers by way of grades on the A+ to E- scale.

Achievement Standards describe in detail each level of achievement on the A+ to E- grade scale. Teachers use these standards to decide how well a student has demonstrated his learning.

Students can use achievement standards to:

- decide how to show their learning in ways most appropriate to them
- monitor their progress
- understand what is expected of them at the end of a learning program

Teachers will use grades or scores to assess tasks but report to families on the A+ to E- scale on students' end of semester reports.

Grades will be converted to a score out of 15 for the purpose of awarding of certificates, prizes and monitoring students at risk of not meeting course requirements. A calculated grade point average will appear on each report.

Reports will include information about your son's progress and how well he is progressing within his own learning journey and his participation in College activities. This area of the report gives you more information about what is being taught and the successes and challenges that your son is experiencing. This is an important component of the report as it describes your son as a learner and names aspects of his progress.

LEAP and Intermediate

Curriculum Differentiation is not a new concept in education. In fact, most teachers practise this in their classes to address the varied learning needs of their students. At Rostrevor, however, this concept is applied to the grouping of students within a cohort in both Mathematics and English. This must not be confused with 'streaming' where students are placed in a group according to ability for all classes. Literacy skills will determine the groupings for English and Numeracy skills will determine the groupings for Mathematics.

At the core of a great education is recognising different learning needs. Rostrevor College tailors the curriculum to cater for individual students who learn in different ways and at different rates. Fundamental to this belief is the use of ability groups we refer to as Intermediate and LEAP (Learning Extension & Acceleration Program). These groups are in operation for English and Mathematics in Years 8, 9, 10 and 11.

Students' performance on diagnostic tests, together with teacher recommendations and NAPLAN data (where applicable) forms the basis for the class structures. After examination of the results by a committee consisting of the Director – Teaching and Learning, Head of English and the Head of Mathematics, the boys are allocated to Intermediate or LEAP options. Students who are new to the school are also invited to apply for the LEAP Program in English and/or Mathematics. Applications will similarly be reviewed by the Committee.

This differentiation of the curriculum makes learning specific and challenging while creating opportunities for greater success. LEAP groups provide students with the opportunity to work at a faster pace and in greater depth than students in the Intermediate group. During the course of the academic year, based on academic performance or recommendations of teachers and Head of Faculties, students may move between groups.

At SACE level, students are offered similar opportunities with choices from four subjects of Mathematics and three subjects of English.

Examinations

An examination is any supervised task that is assessed at the conclusion of a course of study. The purpose of the exam is to assess whether students have acquired an understanding of the knowledge and skills associated with the subject. This includes written, oral, practical, performance or aural.

Excluding SACE Board Examinations, which are compulsory and used to contribute to students' Achievement Scores, and ultimately their ATAR, the College determines, through advice from Faculty Council, the purpose of examinations and consequently ways they will be administered and when they will be scheduled.

Examinations serve one or more of the following purposes:

- to provide students with the opportunity to experience the examination environment
- to provide students with the opportunity to develop skills for improved performance in timed, supervised tasks including examinations
- to assess whether students have acquired, and have a clear understanding of the knowledge and skills associated with the subject, (a) for diagnostic purposes, (b) for reporting purposes, (c) for promotion purposes

The purpose of examinations varies for different year levels and this then becomes the basis for determining:

- the timing of the examination period
- the maximum weighting of examinations
- the duration of examinations
- whether the examination mark is recorded and/or reported

Middle Years Examinations serve one or more of the following purposes:

- to provide students with the opportunity to experience the examination environment
- to provide students with the opportunity to develop skills for improved performance in timed, supervised tasks including examinations
- to assess whether students have acquired, and have a clear understanding of the knowledge and skills associated with the subject for diagnostic and reporting purposes

They are conducted in Term 4 to maintain adherence to the principles of progressive assessment. The subjects examined are English, Mathematics, Science and Humanities. Students will be provided with revision materials for each subject to assist with preparing for the exams. Students will also participate in seminars where study techniques and routines as well as the importance of revision schedules will be discussed.

Year 10 and Stage 1 Examinations are offered according to whether the assessment for the Stage 2 subject equivalent includes an examination component and are conducted at the end of a semester study. While the examination score is not used in determining the subject's semester grade at Stage 1, it will be used for promotion purposes and reported on the Semester One and Semester Two Student Reports. The duration of examinations is 1½ hours for Year 10 subjects and reflect the length of the Stage 2 examination at Stage 1 (usually 2 hours).

Year 12 Trial Examinations are offered according to whether Stage 2 assessment includes an examination as an external component, as stated in SACE Board Subject Outlines.

Advice to Students Before Selecting Subjects

Curriculum Advice

Clearly in our world of complex educational alternatives, students and parents need to have available the opportunity for seeking information and advice.

Each student is associated with a Pastoral Care Teacher and Head of House who are available to provide counselling and support for the student. A Pastoral Care Teacher takes responsibility for approximately twenty students and oversees the progress of students in his/her care across Years 7-12, whilst a Head of House oversees all Pastoral Care groups within their House.

Additional advice may be obtained from the student's subject teachers and from the Heads of Faculty who have the overall responsibility for the quality of work and progress of students within their faculty. Heads of Faculty are the members of staff with specialist knowledge of subjects.

Families are encouraged to spend time reading through this booklet carefully to:

- Discuss preliminary ideas
- Over the course of the Middle Years (7-9), select elective subjects from each of the key learning areas

Students are advised not to:

- Choose a subject just because friends are choosing that subject
- Choose subjects only on the basis of a teacher's reputation
- Choose a subject or course just because it is thought to be easy

Students with Special Needs

Rostrevor aims to present a welcoming and supportive Curriculum Program to its students. Rostrevor strives to offer classes that are commensurate with student abilities, particularly in literacy and numeracy.

Our Co-ordinator – Inclusive Education organises support for students having difficulties by way of intervention, the creation of small tutorial groups and in class support with special provisions for assessment. Students are encouraged to achieve their personal best.

Extension Opportunities

These opportunities are wide and varied, ranging from in-class extension, small group and individual programs, as well as programs outside the College.

Outdoor Education

At the heart of Rostrevor's Outdoor Education Program are the year level camps. Rostrevor students are expected to participate in a program designed to assist them to be self-reliant and independent. Activities are reviewed frequently and are progressively more demanding for the students.

Promotions

The basic criteria for promotion include the notion that each student is an individual and his case is to be determined on its own merits. Through our course counselling process, we will provide individual recommendations to support students.

Parent-Student Teacher Interviews

Parents are encouraged to participate in these meetings throughout the year. Bookings are made online. These meetings will be included in the Parent Calendar. Structured formal meetings occur:

- Early in Term 1 (information)
- Late in Term 1/early in Term 2 (individual to discuss progress)
- Term 3

In the event of academic concerns, contact should be made with the Pastoral Care teacher, subject teacher, Head of Faculty, then the Director – Teaching and Learning. If the concern is related to behaviour, (ie emotional or psychological), persons to contact are the Pastoral Care teacher, Head of House, Director – Student Wellbeing (Middle or Senior Years respectively) or College counselling services. Matters to do with co-curricular activities should be addressed to the relevant staff member or the Director – Co-Curricular Programs.

Textbooks

The textbooks utilised by students are issued in electronic and print based format. Wherever possible, e-texts are utilised for ease of access. Where print-based texts are issued, students are expected to maintain these in good order. Should books be lost or damaged, then the students to whom these books belong will be charged accordingly.

Stationery and Other Materials

Stationery lists of required materials will be made available electronically for each subject at each year level.

Deadlines and Extensions

Students who experience difficulty in meeting a deadline may negotiate an extension from the subject teacher of up to two days.

Any extension beyond the two-day limit must be negotiated with the subject teacher and the Head of Faculty. The student would normally present documentary evidence to support his request.

Where illness or any other problem necessitates a student being absent on the day of a summative assessment task, then the onus falls upon the student to approach the subject teacher to make alternative arrangements to complete the task, usually in the next available lesson or after school. Documentation, outlining reasons for the student's absence, is required in this situation.

Any work submitted after the due date, without an approval for extension, will be awarded a zero score.

Where there is considerable doubt about the authenticity of work submitted by a student for assessment purposes, a zero score will be allocated.

Procedure for Extension Application

A student seeking an extension will contact the subject teacher prior to the due date, specifying the grounds/reason for extension.

If the reason is accepted the teacher will allocate an extension of up to two days.

Where there are severe extenuating circumstances which necessitate an extension longer than two days, consultation with the relevant Head of Faculty will occur.

We understand that there may be circumstances which are beyond a student's or teacher's control and in such cases the matter should be referred to the Director – Teaching and Learning.

Extensions are not an automatic right. They must be negotiated prior to the due date. Exceptions can be illness, injury or compassionate grounds and a new deadline is negotiated.

Monitoring and Verifying Assessment Prior to the Assessment Deadline

All assessment task context sheets will contain the following information:

Monitoring Date – This is to check that students have made some progress on the task. For smaller tasks where the period between the issuing of the task and the verification date is less than one week, a monitoring date is not required. When a monitoring date is set, the context sheet must be signed by the subject teacher once student progress has been observed.

Verification Date – The teacher collects from students a copy of the task and assesses against criteria for minimum standard. At this point, teachers may wish to draft the work or make suggestions for improvement. In such cases, the teacher may request that two copies are submitted by the verification date.

Due Date – The teacher collects the final copy of the assessment task. This must occur during the lesson.

Assignment Distribution

Teachers make available online a copy of the Learning and Assessment Plan guideline via SEQTA's cover page (which may vary according to interruptions to lessons and/or student progress). Teachers upload assessment tasks so that students have access to these via SEQTA Learn. Parents may view their son's workload by accessing SEQTA Engage. Individual assignments are issued with clear instructions regarding verification dates and the due date.

Student Submission of Assignments (Evidence of Work) on the Verification Date

Teachers:

- will check that students have made some progress on the task on the *Monitoring Date*
- will collect a copy of the student's assignment according to their instructions to students on the *Verification Date*
- will consider the assignment, or work submitted against the criteria for the minimum standard
- may provide feedback to students if drafting is required

Students Non-Submission of Oral Assignments

Oral presentations or multimodal presentations are unique in that the time taken for the teacher to hear the oral may extend over a number of lessons. Regardless, the minimum expectation at the *Verification Date* or the *Due Date* is a written script or accompanying PowerPoint.

Students Non-Attendance at Tests/Examinations

An alternative time will be set for the student to sit the test or examination which may be within a detention. A medical certificate may be requested.

Non-Submission of Assignments (Evidence of Work) on the Verification Date

If a student does not submit the designated work as instructed by the teacher on the *Verification Date*, or the work to that point in time does not meet the minimum standard, the teacher will:

- enter a Learning Alert on SEQTA where the severity should be marked as 'Medium' and check the Alert Parent check box for a standard email to be sent to parents
- issue student with a detention

A copy of the task should be made available for the teacher supervising detention.

If the student does not complete the task during detention or the task does not reach the minimum standard, a Pastoral Note is entered on SEQTA where the severity is marked as 'Low'.

At this point, the student will be required to meet with the Head of Faculty or Director – Teaching and Learning where any of the following may be necessary depending on the nature of the incident:

- complete Study Modules on time-management, planning, meeting deadlines, etc
- attend a meeting with his parent(s)/caregiver(s)
- attend an internal suspension (for ongoing non-compliance)

Student Submission of Assignments on the Designated Due Date

Teachers will:

- collect a copy of the student's assignment according to their instructions to students on the *Due Date*
- ensure that they keep monitoring, verification and assignment/work submission records

Student Non-Submission of Assignments on the Designated Due Date

If a student does not submit an assignment on the designated *Due Date* and time the teacher will:

- record the names of the students who have not submitted in the teacher's journal, roll or other source
- enter a Pastoral Note on SEQTA where the severity should be marked as 'Medium'. At this point, the student will be required to meet with the Head of Faculty or Director – Teaching and Learning (or nominee) where any of the following may be necessary depending on the nature of the incident:
  - use the evidence of work collected at the *Verification Date* to determine the result of any student who fails to submit a final assignment
  - use the work completed during detention to determine the result

Students will:

- complete Study Modules on time-management, planning, meeting deadlines, etc
- attend a meeting with his parent(s)/caregiver(s)
- attend an internal suspension (for ongoing non-compliance)

Embedding Information and Communication Technologies

Students are encouraged to develop ICT capabilities as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school, and in their lives beyond school. The capability involves students in learning to make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

In accordance with the Australian Curriculum ICT capabilities students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school, and in their lives beyond school. The capability involves students in learning to make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

Years 7, 8 and 9

Middle Years students will take ownership of a personal digital device to use within the class and home environments, reducing the dependence on specialised computer facilities. This will enable students to develop skills in using ICT for tasks associated with information access and management, information creation and presentation, problem solving, decision making, communication, creative expression, and empirical reasoning. This includes conducting research, creating multimedia information products, analysing data, designing solutions to problems, controlling processes and devices, and supporting computation while working independently and in collaboration with others.

Throughout the Middle Years students have many opportunities to develop a range of ICT skills across the curriculum including but not limited to:

- computer familiarity and skills in using appropriate applications to provide solutions to tasks
- general knowledge of a variety of applications including the Office 365 productivity tools
- skills for accessing online tools and information in a safe manner
- skills to present work in a professional manner using a variety of computer software packages
- appropriate computer, communication and social networking etiquette
- competence in using the College's Learning Management System - SEQTA
- social and ethical protocols and practices when using ICT

Homework Principles

Philosophy

Homework is purposeful out of class learning that seeks to enhance the extent to which each student benefits from his education. It provides an opportunity for students to consolidate work learnt in the classroom, to prepare for lifelong learning beyond the classroom experience and to share their learning with their families. Parents are encouraged to become involved in their son's education by monitoring their learning through the homework set at school.

Rostrevor College believes that homework plays an essential role in educating our students. It gives them experience in following directions, making judgments and comparisons, raising additional questions for study, and developing responsibility and self-discipline. Homework also provides students with opportunities to develop a certain amount of independence and consequently the opportunity to take personal responsibility for their own learning.

Rostrevor College recognises that effective learning occurs when there is a balanced approach to school, homework, co-curricular and other recreational activities and understands the importance of a healthy diet and an appropriate learning environment.

Rostrevor College recognises that learning is an ongoing process, which takes place in a variety of situations and environments, including the home, and hence encourages students to complete homework, as this supports them by:

- developing independent learning, self-discipline, time management and organisational skills
- developing skills introduced in class through practice or drill
- extending their knowledge
- providing opportunities for individual research and extended reading; and
- encouraging good study habits in preparation for further education

Guidelines

The following guidelines for students, parents and teachers have been developed to ensure that the College Homework Policy conforms to both reasonable consistency and good educational practice. The purpose of the guidelines includes:

- to help increase the level of communication between home and school regarding students' learning experiences
- to promote continuity and consistency with homework practices throughout the College
- to promote and foster positive attitudes and experiences about homework
- to assist new teachers, parents and students adjust to homework practices at Rostrevor College

Please refer to the full document available on the College website for guidelines for students, parents and teachers: www.rostrevor.sa.edu.au

Time Allocation

The time frames listed are given only as guidelines for assigning homework tasks. Teachers will modify time allocated to homework according to students' special needs.

Middle Years

It is reasonable that at least four nights per week be allocated for homework, thus ensuring time is available for students to be physically active, socialise and participate in other pursuits that develop them as a well-rounded individual. This does not preclude teachers from setting a Monday deadline for assignment work, nor does it preclude students completing work on a weekend if they have been unable to do so on week days due to other important commitments such as co-curricular work.

There are many tasks that students can perform at home that will support the development of essential life skills. These may include playing board games with an adult, teaching an adult something taught at school, organising their homework area and cleaning their bedroom, checking nutritional information on food products or comparing brand prices while shopping etc.

Recommended homework times:

Year 7: 1 hour/evening (4/week)

Year 8: 1.25 hours/evening (4/week)

Year 9: 1.5 hours/evening (4/week)

It is advisable that Homework does not exceed 1½ hours on any one night. Furthermore, this does not include extension reading or reading for pleasure, which should occur nightly for a minimum of 20 minutes.

Senior Years

The classroom is the place where much of the learning begins. However, real understanding is confirmed when students review the work covered in class, test their understanding and extend their reading.

It is reasonable that at least four (4) nights per week as well as weekend time be allocated for homework, thus ensuring time is available for students to be physically active, socialise, work and participate in other pursuits that develop them as a well-rounded individual. Completing work set in class is only one form of homework. To consolidate what is covered in class, homework must include revision, note taking and study.

Year 10: 2–2.5 hours/evening (4/week) + 3 hours on weekends

Year 11: 2.5–3 hours/evening (4/week) + 4 hours on weekends

Year 12: 3–3.5 hours/evening (4/week) + 5 hours on weekends

The times allocated above do not include reading which should occur nightly for a minimum of 30 minutes.

The complete document is available from the Rostrevor College website: www.rostrevor.sa.edu.au

Student Support Services

Ideas Centre

- Encourages independent learning;
- Provides access to current and relevant resources, library services and printing and photocopying facilities;
- Focuses on the educational, information, recreational, cultural needs and interests of students.

The resources include:

- Collections of print, e-books and audio books, magazines, online resources and ClickView audio visual database.

Library intranet page links – accessed through the Ideas Centre tab on the SEQTA Welcome page:

- Library Catalogue
- Britannica School Encyclopaedia
- State and National Libraries
- ANZ Reference Centre (access to Australian magazines, newspapers, reference books etc)
- Online Reference Generator using Harvard author-date system
- Rostrevor College Sora digital library (eBooks/audio books)
- Digital Collection
- ClickView
- Premier's Reading Challenge

The Ideas Centre is open from 8.00am-4.30pm Monday to Thursday, 8.00am-4.00pm Friday and during recess and lunch for reading and quiet study.

Further information for users:

- Students are asked to present their ID card to borrow library resources. ID card replacement card cost is $5.00, purchased through the Rostrevor Qkr App and collected at the Ideas Centre;
- The ID card is also used for photocopying/printing;
- Students may borrow up to 4 books for 4 weeks.

Subject Teachers

Teachers of both Stage 1 and Stage 2 work from detailed SACE guidelines, called Subject Outlines. These documents detail the requirements for each subject.

At Stage 1, teachers have a detailed program of work for each SACE subject, demonstrating what methods and content they will employ to teach to the necessary objectives. Additionally, Stage 1 and Stage 2 teachers have detailed assessment plans that are approved by the SACE Board of South Australia.

Students themselves will be provided with assessment plans for Stage 2 subjects, Stage 1 subjects and Year 10 pre-SACE subjects. These outline the requirements of the courses in detail and will be available in the first four weeks of each semester.

Pastoral Care Teacher

This teacher will provide the first level of assistance to members of the particular class and provide guidance and leadership to students in all matters of Rostrevor College life.

Heads of House

These pastoral leaders are heavily involved in personal counselling, behaviour management and administrative issues, as well as assisting students with subject choices.

Heads of Faculty

These curriculum leaders are responsible for the teaching and learning within their faculties and consequently all subjects associated within their area.

Heads of Faculties can assist students with subject choices, career counselling within their field and any issue associated with a particular subject of study.

Director – Teaching and Learning

This senior teacher has responsibility for the communication of students' enrolments and subsequent results to the SACE Board of South Australia.

Furthermore, this teacher has responsibility for the co-ordination of teacher assessment plans and programs, as well as applications for Special Provisions for Stage 2.

VET and Careers Co-ordinator/Head of Flexible Learning

This senior teacher provides information on careers and courses of interest. There is an extensive library of information, both in print and online, that can assist students needing either general or specific details about careers and Vocational Education and Training (VET).

Religious Education

Rationale

Every school has its own reason for being, its foundation, its beginnings, just as every family has its own 'family history' or family tree. Rostrevor College is a Catholic School conducted within the Catholic Church, hence, in one way, the College can trace its beginning back to the person of Jesus.

Many Catholic Schools were founded by a particular person who had a special 'spirit' or way of living out the Gospel of Jesus. Many of these people began Orders of Priests, Brothers or Sisters who were attracted by the spirit that they had, for example, Josephites, Marist Brothers, Dominicans, etc. Rostrevor College is one such school. We are Catholic, founded by a particular person with a special view of the Gospel. His name was Edmund Rice, and just like our school, his inspiration was Jesus.

It is this Edmund Rice culture and tradition that is transmitted in and through all we encourage and achieve at Rostrevor College. Rituals such as masses and liturgies, experiences such as prayer and retreats are all included and are the obvious characteristics. The religious dimensions of a Catholic School permeate the whole school environment - it should be its very life and experience.

The purpose of the Religious Education learning area is to educate, inspire and support students in their religious self-understanding and spiritual awareness. We seek to deepen the student's knowledge, understanding and ability to dialogue with the Catholic tradition and its foundation in God as love, revealed in Jesus Christ and the Holy Spirit. The curriculum encourages an engagement with the broader Christian tradition and its relationship with other spiritual traditions and perspectives. Students are enabled to seek 'truth' and meaning through their learning and develop the ability to interpret experiences and perspectives. We aim to inspire and challenge students to engage more fully in life, the Church and society with growing wisdom, identity and moral purpose to promote a just and nonviolent world. Our curriculum is designed to empower young people to live as disciples of Jesus Christ in our world today and to draw youth to responsible participation in the life, mission and work of the Catholic faith community.

As a specific subject area, Religious Education is studied by all students from Reception to Year 12 and offers students a diverse and engaging curriculum. The Religious Education curriculum is offered as an indispensable tool for the integration and critique of faith, life and culture and as a means by which students may navigate a secular and pluralistic society with a clear sense of direction, meaning and purpose.

The major aims of the formal curriculum are to promote:

- Understanding and critiquing the role and place of religion in a pluralistic society.
- Knowledge of the Catholic faith and its contribution towards building a fair, equitable and inclusive society.
- Reflection on the invitation and challenge of responding to the Gospel's ethical, moral and spiritual vision in light of a student's own personal and faith development.
- An empowering vision for our young men into the responsible participation in the life, mission and work of Christ in proclaiming and building a just and equitable society.
- The development of an understanding of self, others and God.

The Senior Years Religious Education courses are accredited as part of the students' SACE studies. The following six Big Ideas frame learning:

- Growth, belonging and flourishing
- Community, justice and diversity
- Story, visions and futures
- Spiritualities, religions and ultimate questions
- Life, the universe and integral ecology
- Evil and suffering

Students also have an opportunity to choose a Youth Ministry and Leadership elective subject in Semester Two of Year 10, which replaces the mainstream topics. Through their engagement in this course, students will:

- Develop knowledge of Youth Ministry and Christian Leadership
- Develop leadership skills and techniques
- Facilitate a Retreat

SACE (South Australian Certificate of Education)

To complete current SACE requirements

To attain 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 complete in Year 11, apart from the Exploring Identities and Futures, which most students complete in Year 10.
- Stage 2, which most students complete 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 will receive a grade from A to E for each Stage 1 subject and A+ to E- at Stage 2. For compulsory subjects, they will need to achieve a C grade or better. Compulsory subjects are:

- Exploring Identities and Futures (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 Board-recognised courses (such as VET or community learning) of a student's choice.

Year 10 Stage 1 Exploring Identities and Futures	**10**
Year 11 or 12 (Stage 1 or 2) Literacy (from a range of English subjects and courses)	**20**
Numeracy (from a range of Mathematics subjects and courses)	**10**
Year 12 (Stage 2) Research Project	**10**
Other Stage 2 subjects and courses *	**60+**
Year 11 or 12 (Stage 1 or 2) Other subjects or courses of the student's choice	**UP TO 90**
Total	**200**

Stage 1 compulsory subjects and courses

Stage 1 or 2 compulsory subjects and courses

Stage 2 compulsory subjects and courses

Other subjects and courses

* *Many students will complete subjects or courses worth more than 70 credits at Stage 2*

Literacy and Numeracy

Literacy and numeracy requirements are compulsory under the SACE, with a requirement to achieve an A, B or C or equivalent at Stage 1. There will be a number of ways for these requirements to be achieved, including a range of English and Mathematics courses.

Literacy and Numeracy will be integrated across the curriculum through a range of 'Capabilities' which will enable students to demonstrate what they know and can do.

All students in Year 9 will be assessed in literacy and numeracy (Year 9 NAPLAN testing). Teachers helping students to map their Exploring Identities and Futures at Year 10 will be better informed by this assessment of each student's literacy and numeracy skills for early intervention before the crucial senior years.

Capabilities: Skills and Knowledge

At the heart of the SACE will be the teaching of a range of essential skills and knowledge, called Capabilities. These have been confirmed by tertiary educators, school leaders, employers and others as being keys to the success of young people beyond school.

Educators and industry will help refine these capabilities which are likely to include:

- ability to communicate with others
- understanding of social and political issues
- personal skills, including self-awareness and self-confidence
- practical attributes required to be productive and creative at work and in the community
- critical thinking, processing information and applying knowledge

Initially, Capabilities will be introduced through the Exploring Identities and Futures, the Research Project and the compulsory literacy and numeracy requirements.

Assessment and Reporting at Stages 1 & 2

Performance Standards (provided in each subject outline) describe in detail the level of achievement required to achieve each grade, from A to E for Stage 1, and from A+ to E- for Stage 2. Teachers and assessors will use these standards to decide how well a student has demonstrated his learning.

The performance standards will give teachers and assessors strict criteria to determine whether a student's performance falls within or outside a particular level of achievement.

Stage 1 of SACE will be assessed by teachers.

Stage 2 is assessed on the basis of 30% external (beyond the school) assessment and 70% moderated teacher assessment for all subjects.

Teachers will be involved in moderation processes, with quality assurance systems in place across the state to ensure consistency and quality of standards. Statistical information to support quality assurance will continue to be available for both teacher moderation and the external assessment process.

An A to E scale will be used to report student results to the SACE Board at Stage 1 level and an A+ to E- scale at Stage 2 level.

The SACE Board of South Australia Statement of Results

On leaving school, students will receive a transcript of achievement from the SACE Board of South Australia recording progress towards satisfying the SACE requirements. A statement of results will progressively record details of all enrolments, withdrawals and results.

Moderation

Moderation is a term which is applied to the process by which the SACE Board of South Australia attempts to ensure equality of standards between schools and between subjects in relation to the school assessment component. Moderation aims to ensure that grades awarded reflect achievement of the Performance Standards of the subject.

At Stage 1 only compulsory subjects are moderated by the SACE Board. These are the Exploring Identities and Futures, English and Mathematics.

At Stage 2 level, the 70% school-based component is moderated by the SACE Board of SA and 30% external component is marked by the SACE Board of SA. This applies to all Stage 2 subjects.

Support for Students with Disabilities

SACE continues to cater for students with special needs. In addition, SACE offers a range of modified subjects as options for students with significant disabilities.

Subject outlines are available for modified subjects in each of the learning areas.

Please refer to the SACE Board website for further information, including eligibility requirements.

Reporting Process

SEQTA is regularly updated by subject teachers to provide timely feedback pertaining to assessment.

Rostrevor reports student achievement to parents/caregivers by way of grades on the A+ - E- scale at all year levels.

Performance standards (Years 11 and 12) and achievement standards (Year 10) describe in detail each level of achievement on the A+ - E- grade scale. Teachers use these standards to decide how well a student has demonstrated his learning.

Students can use performance standards or achievement standards to:

- decide how to show their learning in ways most appropriate to them
- monitor their progress
- understand what is expected of them at the end of a learning program

Teachers will use grades or scores to assess tasks but report to families on the A+ - E- scale on students' end of semester reports. For Stage 1 subjects, teachers will report to the SACE Board on the A - E grade scale and for Stage 2 subjects on the A+ - E- grade scale. A calculated grade point average will appear on each report.

For Stage 1 and Stage 2 Subjects, students may be awarded an N result (Insufficient Evidence) or a P result (Pending). A pending result indicates that the student has not quite met assessment requirements in one or two tasks and has the opportunity to complete the tasks to achieve a satisfactory grade.

Report grades will be converted to a score out of 15 for awarding of certificates, prizes and monitoring students at risk of not meeting course requirements by calculating the grade point average.

	College Reporting Process Year 10, Stage 1 and Stage 2	**SACE Reporting Process Stage 1 and Stage 2 Subjects only**
What scales will be used?	For Stage 1 and Stage 2 subjects, Rostrevor College will use grades on the A+ - E- scale and descriptive assessment comments in addition to recording an interim SACE grade (on the A - E grade scale) on student reports. Year 10 subjects will be awarded grades on the A+ - E- grade scale.	At Stage 1 level, the school must report to the SACE Board on the A - E grade scale. Other results can include P (Pending) or N (Insufficient Evidence).
How will students achieve these grades?	Summative assessment tasks will be awarded scores or grades. Grades or scores are awarded based on evidence of achievement of Performance Standards or Achievement Standards.	The SACE grades are based on the scores or grades achieved in the summative assessment tasks.
How will these results be reported?	Student progress will be reported to parents/caregivers at the end of each semester.	The SACE grade will be reported to the SACE Board at the end of each teaching program. This may be at the end of the semester or the end of the year.
What is the purpose of each type of report?	The internal report will serve several purposes, including the following: Provide feedback to students to assist in their learning and identify areas where further work is needed Provide information to assist school-based decisions about the student (counselling, promotion) Provide information to parents/caregivers Identify students who have performed at a level of excellence or who are 'at risk'	The SACE results report a level of achievement of Performance Standards or Achievement Standards. The assessment practices are designed so that students can demonstrate their achievement in each subject, ie: whether standards have been addressed, or the extent to which tasks have been completed
Suitability for study at Stage 2	The school has defined what is considered adequate preparation for Stage 2 subjects. These details are in the Curriculum Handbook.	A C grade does not necessarily mean a student is automatically placed in a Stage 2 subject.

South Australian Tertiary Admissions Centre Information

South Australian Tertiary Admissions Centre (SATAC) processes applications for many of the courses offered by its participating institutions:

- TAFE SA
- Charles Darwin University
- Flinders University of South Australia
- The University of Adelaide
- Torrens University
- University of South Australia

SATAC assesses the academic and non-academic qualifications presented by applicants and ranks eligible applicants in merit order for each course according to the rules and guidelines provided by the institution offering the course. It then generates offers based on the number of applicants required to fill each course, as set by the institutions.

SATAC does not decide on the relative merits of different qualifications, exactly how they are assessed or how eligible applicants are ranked. These selection issues are the responsibility of the institution offering each course.

When students are investigating tertiary study, they should remember that all TAFE campuses have staff who are there to help them. In addition, all institutions have websites and printed information to help students find out about course offerings. All institutions have open days and similar events so students can visit them on campus to make enquiries.

Quotas

Admission to courses may be restricted by quota; in other words, there is a limit to the number of students who may be admitted in any year. For high demand courses, the number of applicants normally exceeds the number of places available, so that selection is necessary.

Each institution is responsible for selection into its own courses and bases this on merit as assessed by a selection committee for the particular course. The main method of selection utilises the ATAR for university selection and the TAFE selection score for TAFE courses, which are calculated using Stage 2 grades.

Selection into University Courses/Programs

Selection is based on both eligibility and rank. Eligibility allows students to be considered for selection; rank determines whether students are competitive enough to be selected.

To be eligible for selection into a university course/program students must:

- qualify for the SACE
- obtain an ATAR
- meet any pre-requisite subject requirements for the course/program

The University Aggregate and the ATAR

A student's competitiveness in relation to other applicants is based on his ATAR which is a rank given on a range from 0 - 99.95. The ATAR is calculated from the university aggregate.

To obtain a university aggregate and an ATAR students must:

- comply with the rules regarding Precluded Combinations
- comply with the rules regarding Counting Restrictions
- complete at least 90 credits of study at Stage 2 of which 60 credits of study must be 20-credit TAS* from a maximum of three attempts which need not be in consecutive years

*Normally 10-credit subjects do not count towards this requirement but some 10-credit subjects in the same area, when studied in pairs, can substitute for a 20-credit subject. These are called Valid Pairs. Such subjects are identified in the SATAC Tertiary Entrance Guide.

(Some university courses will specify Year 12 subjects as assumed knowledge. Although it is not compulsory that students have studied these subjects in Year 12, it is assumed that they have. It is recommended that students study subjects listed under assumed knowledge).

Some subjects cannot be studied concurrently. These are known as Precluded Subject Pairs. Check the SATAC Tertiary Entrance Guide.

For full details of SATAC requirements, refer to the SATAC Guide and the SATAC Tertiary Entrance Guide - www.satac.edu.au

TAFE SA Entry Requirements

TAFE SA courses offered through SATAC have Course Administration Requirements (CAR) which all applicants must meet to be eligible for selection.

Course Admission Requirements

TAFE entry varies depending on whether courses are considered competitive or non-competitive. Courses are considered competitive if there are limited places available and non-competitive if all interested and qualified students will be accepted. The TAFE SA website identifies which courses are considered competitive.

There is no CAR for non-competitive Certificate I, II and III level courses. Admission requirements into competitive Certificate I, II and III level courses will vary.

Competitive courses generally only offer one or two intakes per year. Applications must be made within the advertised dates for these intake periods. Non-competitive courses have immediate application and entry.

Further information can be found in the course descriptions on the TAFE SA website.

All higher-level qualifications including Certificate IV, Diploma and Advanced Diploma, whether competitive or non-competitive, will have specified entry requirements. These will vary by course and will be either:

- satisfactory completion of SACE Stage 2 (or equivalent)
- any completed award at level Certificate III or higher
- satisfactory achievement in the TAFE SA Assessment of Basic Skills (TABS)
- specific pre-requisite subjects of related study

Selection into competitive TAFE SA Courses

TAFE SA selection processes for competitive courses are based on merit. The TAFE SA selection score is used to rank applicants in order of merit and is a score out of 60.

The TAFE SA selection score is calculated from the scaled scores of the best 40 Stage 2 credits of TAS plus the best outcomes from either the score of a third 20-credit TAS or Recognised Studies, or any two of the following:

- half the score of another 20-credit TAS or Recognised Studies
- the score of a 10-credit TAS or Recognised Studies
- the score of another 10-credit TAS Recognised Studies

Recognised Studies are non-SACE Academic Programs. These studies must be approved by the SACE Board.

For more information on Recognised Studies, please refer to the SATAC Tertiary Entrance Guide, the SATAC website or the VET and Careers Co-ordinator.

Pathways Information

To assist students with their decision making in relation to employment, study and subject choices, there are many people and resources available.

At school

- Pastoral Care teachers
- Subject teachers
- Director - Teaching and Learning
- Heads of House
- Heads of Faculties
- VET & Careers Co-ordinator/Head of Flexible Learning

At Universities

- Faculty personnel
- Current students
- Prospective student officers

At TAFE

- Faculty Personnel
- TAFE Information Centre
- TAFE Liaison Personnel

Employers

- Current requirements and expectations – likely pathways

Publications

- SATAC Guide (online and paper form)
- SATAC Tertiary Entrance Guide (online only)

Internet

- Post-secondary websites:
  https://www.adelaide.edu.au
  https://www.flinders.edu.au
  https://www.tafesa.edu.au
  https://www.unisa.edu.au
  https://www.myfuture.edu.au

Information Sessions

- Career Expos
- University and TAFE Open Days

Medicine, Dentistry and Clinical Science Degrees

If you are a domestic applicant interested in applying for an Undergraduate Degree in Medicine, Dentistry or Clinical Sciences at an Australian University, you will need to make an application to a graduate entry program at an Australian Medical School.

This application will need to be followed by a UCAT Application as well, made in the earliest part of the year, for the following year's entry.

UCAT University Clinical Aptitude Test

This is an Admissions Test used by UCAT for Australian and New Zealand universities for their Medicine, Dentistry and Clinical Science Degree Programs: http://www.ucat.edu.au

Post-Secondary Pathways

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

The SACE Board of South Australia

- https://www.sace.sa.edu.au

General Career Exploration

- Choosing Your Career (Skills for All) - http://www.skills.sa.gov.au/careers-jobs/choosing-your-career/seach-careers-and-industries
- Job Guide – https://www.myfuture.edu.au

South Australian Tertiary Websites

- Flinders University – https://www.flinders.edu.au
- Torrens University – https://www.torrens.edu.au
- University of Adelaide – https://www.adelaide.edu.au
- University of South Australia – https://www.unisa.edu.au

Tertiary Admission Centres

- SATAC SA & NT – https://www.satac.edu.au
- QTAC Queensland – https://www.qtac.edu.au/home
- TISC Western Australia - https://www.tisc.edu.au/static/home.tisc
- UAC NSW & ACT – https://www.uac.edu.au
- UTAS Tasmania – https://www.utas.edu.au
- VTAC Victoria – https://vtac.edu.au

Vocational Education & Training

- National Framework for Vocational Learning and VET Delivered to Secondary Students – https://www.education/gov.au/vocational-pathways
- Skills for All – https://www.skills.sa.gov.au
- TAFE SA – https://www.tafesa.edu.au
- TGA – https://www.training.gov.au
- Training & Skills Commission – https://www.tasc.sa.gov.au

Apprenticeships & Traineeships

- Australian Traineeships – https://www.australianapprenticeships.gov.au

Counselling and Promotion

Selection of Subject Choices

Before students select the course and subjects that they wish to choose they should spend time carefully reading the whole of this handbook. Their decision should take into account their performance this year, career goals (if known), and subject interests

They should not choose a subject:

- just because other students are doing that subject
- on the basis of a teacher's reputation
- due to its perceived ease

Check:

- Pre-requisites, assumed knowledge and preferred subjects for University entry. Entry requirements vary between the Universities and their various campuses
- Results in individual subjects in previous years for an indication as to where the student's academic strengths are most obvious
- Precluded subject pairs – refer to the SATAC Tertiary Entrance Guide

Career and SACE Requirements

It is the responsibility of students and families to ensure that subjects and courses selected meet both career and SACE requirements. All the relevant information is contained in the publications listed in the previous section. Teaching staff will assist students in locating accurate career and course information.

Promotions

Access to courses is determined by past performance not by perceived or implied potential.

Students can expect to have to earn their place in courses by demonstrating a necessary background that includes:

- Academic achievement, ie achieving required levels of performance in their current studies to enable them to study effectively at the next year level
- Organisational skills (use of diary, planning, submission of work on time)
- Fulfilment of expectations (homework, attendance, presentation)

To progress from Year 10 to Stage 1 or Stage 1 to Stage 2, specific subject requirements, as outlined in this booklet, exist in some areas.

If it is at all possible, the timetable will be structured to enable the majority of students to undertake their choice of subjects. However, because of time, teacher and resource constraints, it may not be possible to satisfy every combination.

The College reserves the right to refuse entrance to a specific subject if:

- the requirements are not met; or
- a student's grade point average is below the required score; or
- a student has displayed a negative attitude to study in a particular subject or subjects

Plagiarism

Plagiarism is strictly forbidden at Rostrevor College and is defined as the unacknowledged copying of someone else's writing or ideas. It is a form of theft that is regarded as very serious by this College and by the community. Plagiarism is banned by the Copyright Act (1968) and the SACE Board of South Australia. It is unfair to all within the learning community and deliberate plagiarism will meet with severe consequences that include a zero mark.

The expression of original ideas is considered intellectual property, and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some way (such as a book or a computer file).

All of the following are considered plagiarism:

- submitting someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not
- providing your work to another student

Most cases of plagiarism can be avoided by citing sources and using notetaking sensibly. Simply acknowledging that certain material has been borrowed and providing your audience with the information necessary to find that source, is usually enough to prevent plagiarism.

Plagiarism and the Internet

The internet now makes it easy to find thousands of relevant sources in seconds, and in the space of a few minutes plagiarists can find, copy, and paste together an entire assignment or essay.

Even when a teacher does suspect plagiarism, the sheer size of the internet seems to work in the plagiarist's favour. Search engines can be useful for tracking down suspect passages, but even they have their limitations, given the number, variety and password-protected nature of many websites. Even where search engines do prove useful, manually searching the internet for matches of hundreds of student papers can be a formidable task.

Turnitin is an online database where students or teachers can upload files to check on their originality. Rostrevor encourages all staff to use this resource because we believe pre-emptive education is the most effective way to prevent plagiarism. Automated plagiarism detection can be an enormously effective deterrent. Students in Stage 1 and 2 (and possibly other year levels) will be required to use Turnitin.

Verification

When submitting work students should be able to verify the originality and uniqueness of their own work. For larger assignments this means that a student must hand in drafts of the work in progress. Even if drafts are not required by the teacher, these can act as evidence against a plagiarism claim.

Consequence

If over 50% of an assessment task is plagiarised, then the task will be awarded a zero score. For anything less than this, the plagiarised portion will not be assessed and only the remaining portion will be marked and awarded a score out of the total for the assessment task. Students who aid in plagiarism (ie by sharing their work with students) may be subject to consequence, including a zero grade.

VET in SACE

What is VET?

Vocational Education & Training (VET) is education and training that gives students skills and knowledge for work. VET operates through a national training system, and is delivered, assessed and certified by Registered Training Organisations (RTO's).

VET courses encourage students to complete and/or make significant progress towards completing VET qualifications while completing their SACE.

Why Study VET?

VET is an excellent choice of study for many students. It always includes practical, hands-on learning, which suits many students, giving them a head start towards a rewarding future career.

Completing SACE Using VET

To complete the SACE, students must achieve at least 200 SACE credits; 150 credits can be gained through the recognition arrangements for VET in the SACE.

The remaining 50 credits are derived from:

- Exploring Identities and Futures (10 credits)
- Research Project (10 credits)
- Literacy requirement (20 credits)
- Numeracy requirement (10 credits)

Students can use a vocational context in completing these subjects.

How Does VET Count Towards SACE Credits?

SACE credits to be gained from studying VET varies according to the VET qualification being undertaking. The VET Recognition Register lists the VET qualifications commonly recognised in the SACE, and the SACE credits that can be earned. Up to the maximum credit allocation, students can earn:

- 5 SACE credits for the completion of 35 nominal hours of VET towards a VET qualification
- 10 SACE credits for the completion of 70 nominal hours of VET towards a VET qualification

Units of competency are only granted SACE credits once.

Recognition at Stage 1 and/or Stage 2

All VET qualifications or units of competency that make up a qualification in the Australian Qualifications Framework (AQF) can contribute to the completion requirements of the SACE.

The SACE Board of SA determines the SACE stage at which qualifications will be recognised in the SACE. In most cases a VET qualification (ie all the units of competency that make up the qualification) will be recognised at either Stage 1 or Stage 2. However, specific units of competency from some Certificate II or Certificate III qualifications will be recognised at Stage 1, whereas other units of competency from the same qualifications will be recognised at Stage 2.

Reporting on SACE Certificate

All VET modules are competency-based learning which are assessed externally by the Registered Training Organisation (RTO).

Students' VET achievements will be reported on their SACE Record of Achievement against the qualification(s) that they have successfully undertaken.

What VET Programs Can I Choose?

There are a variety of offerings across a wide range of industry areas. Course flyers and further information can be obtained from the Post School Pathways Co-ordinator.

Other Vocational Education & Training Programs may include:

- Advanced Technologies
- Agriculture
- Allied Health Assistance
- Automotive
- Building & Construction
- Business
- Children Services
- Computer (Networking)
- Creative Textiles
- Early Education & Care
- Electronics
- Electrotechnology
- Engineering (Fabrication)
- Fashion Design
- Game Design
- Graphic Design
- Hairdressing
- Hospitality
- IT Essentials
- Media
- Painting & Drawing
- Photography
- Plumbing
- Screen Media
- Visual Arts

How Do I Apply for VET?

Students interested in undertaking a VET course must indicate this on their Subject Selection Worksheet and may enter online using Edval *WebChoice* as their last reserve. Additionally, students are required to complete the application process as outlined by the VET & Careers Co-ordinator.

All students who indicate interest in a VET Program must understand the implications and expectations required. This will require students to investigate possible career pathways and options.

Students must be prepared to discuss their interest in nominating for a particular VET course, have knowledge of the industry and must have researched possible career pathways.

VET course costs are charged in addition to school fees.

Some students who are undertaking VET courses may be eligible for the Training Guarantee for SACE Student (TGSS) Funding. Further information can be provided upon application.

Glossary of Terms Used

Assumed Knowledge

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

Assumed knowledge is not compulsory and is not used in the selection process for entry to university courses/programs.

Statements of assumed knowledge are intended purely to assist students in understanding course/program content and to allow them to make subject choices which may be of benefit to them in their future tertiary studies.

Australian Tertiary Admission Rank (ATAR)

The ATAR is a number (rank) that indicates a student's position in relation to his cohort on a range from 0 to 99.95. The ATAR allows the comparison of students who have completed different combinations of SACE subjects. The ATAR is calculated solely for use by institutions. The ATAR is calculated from a student's University Aggregate.

Bonus Points

The three South Australian universities, Flinders University, the University of Adelaide and the University of South Australia, have adopted two schemes which are the SA Universities Equity Scheme and the SA Language, Literacy and Mathematics Bonus Scheme.

These schemes are administered by SATAC based on rules provided by the universities.

Any bonuses applied by the universities is added to the University aggregate from which Selection Ranks are calculated. The SA Universities Equity Scheme awards 5 bonus points for eligible students, and the SA Language, Literacy and Mathematics Bonus Scheme awards 2 or 4 points for eligible students. An individual student can receive a maximum of 9 bonus points under both schemes.

Refer to the SATAC Tertiary Entrance Guide for further information.

Completion and Successful Completion of Subjects

In the terminology of the SACE, Subject Completion means achieving a grade of E or better, while Successful Completion of a subject means achieving a grade of C or better for compulsory subjects.

Continuous School Assessment

Student work throughout the course that is marked and counted in the student's final report.

Counting Restrictions

For Stage 2 studies, Counting Restrictions are used where it is deemed desirable to limit the number of credits that can be counted towards a university aggregate and the ATAR in a specific subject area. This is to ensure students study a broad range of subjects. For example, a subject area might have eight 10-credit subjects available, but the universities might set a Counting Restriction of 40 credits meaning only four can ever count towards the calculation of an ATAR.

External Assessment

Assessment that involves the SACE Board of South Australia (SACE Board) – appointed marker(s) for marking all student responses. There are four categories of external assessment:

- Written examinations – SACE Board sets and marks examinations;
- Practical examinations – SACE Board sets specifications and marks examinations;
- Studies – SACE Board sets specifications and marks studies;
- Investigations – SACE Board sets specifications and SACE Board and teachers mark investigations.

Learning Outcomes

The knowledge and understanding and their underlying skills and attitudes, that are fundamental to a subject.

Line

A grouping of subjects on a school's timetable. Students can only select one subject on each line.

Moderation

Procedures designed to ensure that assessments within a subject area are comparable across all schools.

Precluded Combinations

Two subjects are a Precluded Combination if they are defined by TAFE SA and the universities as having significant overlap in terms of content. They cannot both count towards a student's ATAR or TAFE SA Selection Score.

Pre-Requisite

A formal requirement needed before proceeding to further study at a higher level.

Some university courses/programs require students to have studied one or more specific Stage 2 subjects to a minimum standard to be eligible for selection into the course/program. These subjects are known as pre-requisites.

To fulfil a pre-requisite subject requirement, students must obtain a minimum grade of C or better. The grade is used (rather than the scaled score) because the course/program administrators are interested in how well students performed in the subject itself as measured against the learning requirements of the Subject Outline.

Since pre-requisites are used to determine eligibility, not rank, they do not have to contribute to the university aggregate.

Recognised Subjects

Recognised Subjects are those International Baccalaureate, interstate Year 12, higher education studies or VET awards deemed by the SACE Board and the universities and TAFE SA as being eligible to be included in the calculation of the ATAR and TAFE SA Selection Score. For Recognised Subjects, scores approved by the Scaling and Tertiary Monitoring Committee will be used in calculations.

SACE Board of SA (South Australian Certificate of Education)

The SACE Board is responsible for the assessment of all subjects which are part of the SACE.

SACE Credit Points

The accreditation value of courses towards the SACE. In general terms, 10 credits equate to 50-60 hours of programmed school time.

- A 10-credit course constitutes a semester's work
- A 20-credit course constitutes a full year's work

SACE Stage 1

The first of the two stages of study in the SACE. Studies at this level are usually, but not necessarily, undertaken by students in Year 11. Rostrevor students will complete Stage 1 Exploring Identities and Futures at Year 10 level.

SACE Stage 2

The second of the two stages of the SACE. Studies at this level are usually, but not necessarily, undertaken by students in Year 12.

South Australian Tertiary Admissions Centre (SATAC)

Refer to page 16.

Scaling

The procedure used for adjusting Subject Achievement Scores at Stage 2 level for higher education entrance purposes.

Special Provisions

Special Provisions in curriculum are available to students who have an impairment, or whose family circumstances or cultural obligations interrupt their schooling, and who can demonstrate equivalent learning. Special Provisions in assessment are available to students who have a documented impairment, or who have suffered a misadventure that affects their assessment of performance, to enable them to show the extent of their learning fairly and in relation to the requirements and expectations of the subject outline.

Statement of Results

The progressive record of all studies undertaken, and results achieved in SACE studies.

Subject Achievement Score

This is a score recorded on the SACE Certificate.

Summative Assessment

Assessment which is used to measure achievement on completion of a section or whole of a unit; it contributes to the final assessment.

Tertiary Admissions Subjects (TAS)

TAS are nominated by the Universities and TAFE SA as the only SACE subjects that can be used in the calculation of the ATAR (Australian Tertiary Admissions Rank) or TAFE SA Selection Score. For University entry students will normally need 90 credits of TAS.

Tertiary Study

The level of formal education after the completion of secondary schooling.

University Aggregate

For students undertaking university studies, the University Aggregate is calculated out of 90. This will be calculated from the best scaled scores from three 20-credit TAS (total = 60 credits) plus 30 credits of scaled scores from:

- a 20-credit TAS
- half the score of one or more 20-credit TAS
- 10-credit TAS
- Recognised studies to the value of 10 or the maximum of 20 credits

The subjects used in the calculation can only come from a maximum of three attempts which need not be in consecutive years.

Vocational Education & Training (VET)

VET allows nationally accredited training to be recognised as part of SACE. VET qualifications can count towards the calculation of a TAFE SA Selection Score and/or an ATAR. For ATAR recognition VET qualifications must be at a full Certificate III level or above.

Refer to page 20 for additional information regarding VET courses offered at Rostrevor College.

Curriculum Overview

Middle Years Academic Curriculum			
	Year 7	**Year 8**	**Year 9**
Core Subjects	Religious Education English Health & Physical Education Humanities (Geography and History) Mathematics Science	Religious Education English Health & Physical Education Humanities (Geography and History) Mathematics Science	Religious Education English Health & Physical Education Humanities (Geography and History) Mathematics Science
	In addition, students will experience each of the electives below over the course of the year:		In addition, students will select from the electives below:
Elective Subjects	Creative Arts Digital & Design Technologies Italian Visual & Design Arts	Creative Arts Digital & Design Technologies Italian Visual & Design Arts	Agriculture Design & Technologies Digital Technologies Drama Italian Music – Performance & Recording Visual & Design Arts

Senior Years Academic Curriculum			
	Year 10	**Year 11**	**Year 12**
Core Subjects	Religious Education – Stage 1 Spiritualities, Religion and Meaning) English Essential English History Mathematics Exploring Identities and Futures (Stage 1) Physical Education: ACARA / Specialist Sports Science	Religious Education – Stage 2 Spiritualities, Religion and Meaning) English (refer to options below) Mathematics (refer to options below) Research Project (Stage 2)	Religious Education – Stage 2 Spiritualities, Religion and Meaning)
	In addition, students will select subjects from the following:		
Elective Subjects	Agriculture Economics & Business Design, Technology & Engineering: Industry & Entrepreneurial Solutions / Material Solutions (Metal/Wood) Digital Technologies A/B Drama Geography Italian Music Outdoor Education Physical Education: Specialist Sports Program Visual Arts – Art/Design	Accounting Agriculture & Horticulture Biology Business Innovation Chemistry Community Studies Design, Technology & Engineering: Industry & Entrepreneurial Solutions / Material Solutions (Metal/Wood) Digital Technologies A/B Economics English: Essential English / Pre-English / Pre-English Literary Studies Geography Italian (Continuers) Legal Studies Mathematics: Essential / General / Methods / Specialist Media Studies Modern History Music Advanced Outdoor Education Physical Education Physics Psychology Religious Education – Youth Ministry Scientific Studies Society & Culture Visual Arts – Art/Design Vocational Education & Training (VET) Workplace Practices	Accounting Agricultural Systems Biology Business Innovation Chemistry Community Studies A Design, Technology & Engineering: Industry & Entrepreneurial Solutions / Material Solutions Digital Technologies Earth & Environmental Science Economics English: Essential, General, Literary Studies Geography Information Processing & Publishing Italian (Continuers) Legal Studies Mathematics: Essential / General / Methods / Specialist Media Studies Modern History Music: Explorations / Performance – Ensemble / Performance – Solo / Studies Outdoor Education Physical Education Physics Psychology Scientific Studies Society & Culture Visual Arts – Art/Design Vocational Education & Training (VET) Workplace Practices

Middle Years Curriculum Structure

Over the course of Middle Years studies, students are encouraged to select a range of elective courses offered in each of the Arts, Language and Technological and Applied Studies learning areas.

Key Learning Areas	Compulsory Courses
Religious Education	All students study: Religious Education, English, Health & Physical Education, Humanities, Mathematics, Science
English	
Mathematics	
Science	
Humanities (Geography and History)	
Health & Physical Education	

Key Learning Areas	Year 7	Year 8	Year 9
The Arts	Year 7 students will experience all electives over the course of the year	Year 8 students will experience all electives over the course of the year	Drama Music – Performance & Recording (2) Visual & Design Arts
Applied Studies			Agriculture Design & Technologies Digital Technologies
Language			Italian (2)

(2) indicates that the subject is studied for a full year.

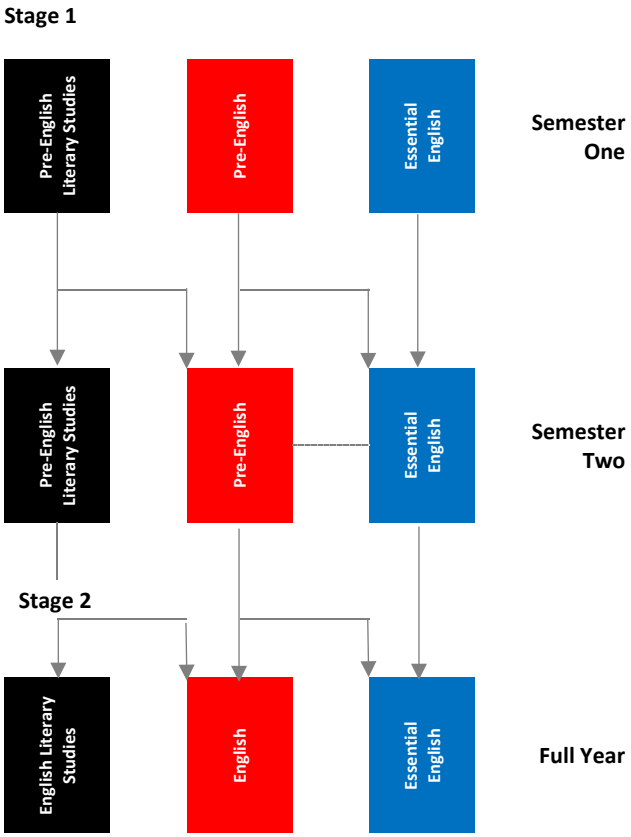
Note: Where it is stated that subjects are conducted 1 semester equivalent across the full year this means 3 x 80-minute lessons/fortnight (or ½ line). A full line is equivalent to 6 x 80-minute lessons/fortnight.

Senior Years Curriculum at a Glance

Learning Area	Year 10		Year 11 (Stage 1)		Year 12 (Stage 2)
Arts	Drama Music	⇨	Music Advanced	⇨	Choose from: Music Explorations; Performance – Ensemble; Performance – Solo; Music Studies
			Choice of one or both from:		Choice of one or both from:
	Visual Arts – Art	⇨	Visual Arts – Art	⇨	Visual Arts – Art
	Visual Arts – Design	⇨	Visual Arts – Design	⇨	Visual Arts – Design
Cross Disciplinary Studies	Exploring Identities and Futures		Community Studies	⇨	Community Studies
			Workplace Practices	⇨	Workplace Practices
			Research Project		
			VET	⇨	VET
			Workplace Practices	⇨	Workplace Practices
English / Languages			Choice of one from:		Choice of one from:
	English (Essential)	⇨	English (Essential)	⇨	English (Essential)
	English	⇨	English (Pre-English)	⇨	English; English (Essential)
		⇨	English (Pre-English Literary Studies)	⇨	English Literary Studies; English
		⇨	Media Studies	⇨	Media Studies
	Italian	⇨	Italian (Continuers)	⇨	Italian (Continuers)
Humanities			Choose from:		Choose from:
	Economics & Business	⇨	Accounting	⇨	Accounting
		⇨	Business Innovation	⇨	Business Innovation
		⇨	Economics	⇨	Economics
		⇨	Legal Studies	⇨	Legal Studies
	Geography	⇨	Geography	⇨	Geography
	History	⇨	Modern History	⇨	Modern History
			Society & Culture	⇨	Society & Culture
Mathematics	**Semester One** **Semester Two** Mathematics: Mathematics:		Choose from: Mathematics:		Choose from: Mathematics:
	Intermediate Essential	⇨	Essential	⇨	Essential
	Pre-General	⇨	General	⇨	General; Essential
	Pre-Methods	⇨	Methods	⇨	Methods; General; Essential
		⇨	Specialist	⇨	Specialist; Methods; General; Essential
Physical Education / Outdoor Education	Physical Education (ACARA/Specialist Sports Program)	⇨	Physical Education (Specialist Sports Program)	⇨	Physical Education
	Outdoor Education	⇨	Outdoor Education	⇨	Outdoor Education
Religious Education	Religious Education (Stage 1 Spiritualities, Religion and Meaning)	⇨	Religious Education (Stage 2 Spiritualities, Religion and Meaning)	⇨	Religious Education (Stage 2 Spiritualities, Religion and Meaning)
		⇨	Choose from: Religious Education (Youth Ministry)		
Science	Agriculture	⇨	Agriculture & Horticulture	⇨	Agricultural Systems
			Choose from:		Choose from:
	Pre-Scientific Studies	⇨	Scientific Studies	⇨	Scientific Studies
	Science	⇨	Biology	⇨	Biology; Psychology; Agricultural Systems
		⇨	Chemistry	⇨	Chemistry; Biology Earth & Environmental Science
		⇨	Physics	⇨	Physics
		⇨	Psychology	⇨	Psychology
Technologies			Choose from:		Choose from:
	DT&E – Industry & Entrepreneurial Solutions	⇨	DT&E – Industry & Entrepreneurial Solutions	⇨	DT&E – Industry & Entrepreneurial Solutions
	DT&E – Material Solutions (Metal or Wood)	⇨	DT&E – Material Solutions (Metal or Wood)	⇨	DT&E – Material Solutions
	Digital Technologies A and/or B	⇨	Digital Technologies A and/or B	⇨	Digital Technologies Information Processing & Publishing

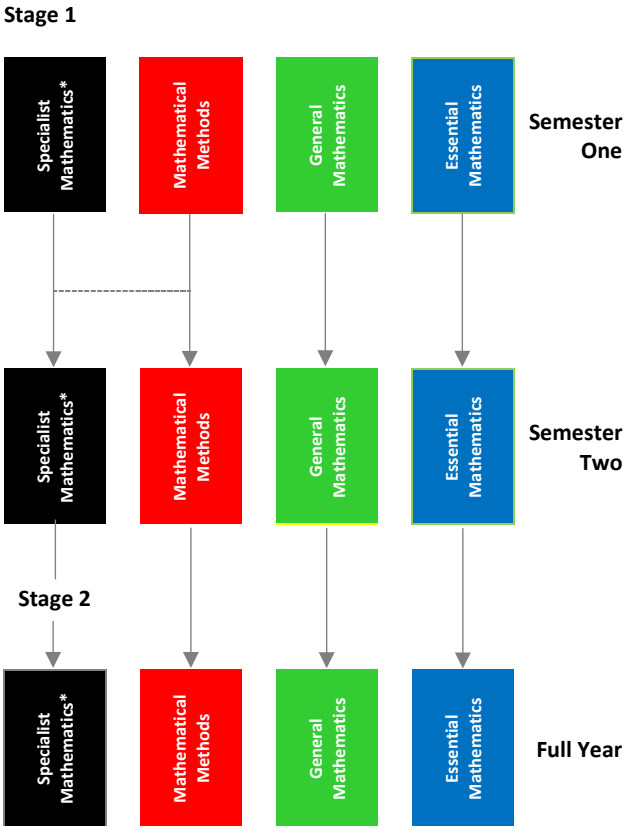
English Options

The diagram below represents the possible English options that the students might select as Stage 1 and Stage 2 Subjects.



Mathematics Options

The diagram below represents the possible Mathematical options that students might select as Stage 1 and Stage 2 subjects. Solid arrows indicate the options that lead to completion of each subject at Stage 2. Dotted arrows indicate a pathway that may provide sufficient preparation for an alternative Stage 2 Mathematics subject.



* Mathematics Methods can be studied as a single subject, however, Specialist Mathematics is designed to be studied together with Mathematical Methods.

At Stage 1 all students are required to undertake an end of semester examination, except those not continuing Essential Mathematics in Semester Two.

Year 7 Subjects

Creative Arts 27

Digital & Design Technologies 28

English 28

Geography 29

Health & Physical Education 29

History 30

Italian 30

Mathematics 31

Religious Education 31

Science 32

Visual & Design Arts 32

Creative Arts

Length: 1 semester

Students are exposed to a variety of creative arts elements encouraging their active participation in the development and presentation of creative arts products.

Aims

Students analyse and evaluate creative arts products in different contexts and from various perspectives and gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social and cultural life of individuals and communities.

Intended Outcomes

Creative Arts is primarily focussed on engaging in the development of creative arts products. By observing, appreciating and reviewing, students are able to apply their learning to demonstrate their creative arts skills and knowledge. The communication of personal or group ideas, opinions and feelings, and self-expression through chosen areas of the creative arts, are vital to the developmental process. Understanding the importance of the creative arts experience in shaping personal identity, discovering personal strengths, and developing personal aesthetic opinions is a key element of this learning.

Methodology

- Emphasis on skills based practical activities.
- Using a variety of artistic skills – aural, written, verbal, performance – to ensure that all students can assimilate with creative interpretation.
- Provision of a supportive learning environment that encourages students to be creative and expressive enabling further development of their learning outcomes.
- Involvement in individual and collaborative decision making and task completion.
- Use of music focussed computing facilities - introduction to basic wave file manipulation.
- Recording of performances through digital means.
- Use of appropriate multimedia methods of instructions
- Opportunities to explore projects that integrate elements of music, art and drama.

Assessment

Students participate in a variety of creative contexts, including exposure to the recording studio and the integration of a variety of theatrical elements to product a tangible final product.

Digital & Design Technologies

Length: 1 term

Aims

The Digital and Design Technologies course engages students in both traditional, current and emerging technologies.

Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities. Design Technology allows students to solve practical problems while working with 3D modelling software, and workshop tools and equipment. Students create a product by following a design cycle that includes Investigating, Planning, Producing and Evaluating.

Intended Outcomes

Learning experiences will allow students to develop skills to:

- Understand how to effectively use a personal device on the school network.
- Use software to solve real world design briefs.
- Develop skills in block-based coding to create programs.
- Present designs using 3D modelling and drawing practices.
- Develop the ability to work both individually and in groups toward a common purpose.
- Select and apply an appropriate design cycle to practical tasks.
- Chose suitable materials and use them in an effective and economic fashion.
- Use a selection of hand tools in a safe and accurate manner.
- Engage in areas of technology which promote an environmentally sustainable future.

Methodology

- Designing products, processes and systems in response to a design brief.
- Designing software-based products, and systems in response to a design brief.
- Investigating how things work.
- Drawing sketches to show how things are made and how they work.
- Experimenting with materials and mechanisms.
- Devising and constructing model solar vehicles.
- Using tools to cut, bend and join materials.
- Working in small teams on a common project.
- Testing and evaluating the finished project.

Assessment

- Effective documentation of the design process within a folio.
- Degree of success in solving practical problems and communicating solutions.

English

Length: 2 semesters

Aims

English is based on the strands of Language, Literature and Literacy. It aims to develop students' analytical and creative thought processes; thus, it has a focus on the exploration and development of English skills, strategies, knowledge and understanding. This is achieved through reading and viewing, listening and speaking, writing and composing, and using information and communication technologies for a range of purposes. The teaching of grammar, punctuation and spelling is both explicit and embedded into the analysis and composition of texts.

English supports the development of students' personal and social identity through reading and composing texts. The study of English involves exploring, responding to and composing texts in, and for a range of personal, social and cultural contexts in order for students to appreciate the complexity and power of language.

Intended Outcomes

- Explores, interprets and critically evaluates a range of texts containing diverse social, cultural, religious and political perspectives.
- Reads, views and listens to a range of texts in order to examine, evaluate and understand key ideas, purpose, context, audience and persuasive devices.
- Produces a range of written, spoken and multimodal texts demonstrating an understanding of context, audience, purpose and persuasive and analytical devices.

Methodology

A variety of learning approaches are undertaken that cater for 'teacher' and 'student' directed learning. The different learning styles of students are addressed through the types of activities and tasks undertaken. The use of multimedia technology, independent, collaborative and research-based practices are common.

Assessment

The strands of Language, Literature and Literacy are covered through:

- Responding to Texts - students study a range of texts, both class (novel, short story, play, film, poetry, multimedia) and independent (Premier's Reading Challenge), in order to **begin to** critically analyse and deconstruct some of the structures and techniques used by the author to convey purpose and position the reader.
- Critical Reading - a study of a range of short texts or extracts (written, visual, oral, multimodal) where students read for meaning and identify context, audience and purpose through the devices used by the author.
- Creating Texts: Written and Oral - students compose their own texts, eg narrative, recount, descriptive, speech, interview, opinion piece, to demonstrate their understanding of context, purpose, audience and the conventions of the text type.
- An end of year examination.

Geography

Length: 1 semester

Aims

The teaching of Middle Years Geography aims to develop students' understanding of the earth and its features; the distribution of life on earth, including human life and its impacts. It is designed to nurture students' curiosity about places and the differences between them. It provides knowledge and understanding about the world we live in at local, national and global scales. Importantly it shows how students can positively influence their world towards sustainable futures.

The emphasis in Year 7 is on personal, community, national or regional issues or events, with opportunities for concepts to also be considered in the global context where appropriate. Complementing their study of Geography, students will also acquire insight regarding the discipline of Business and Economics.

Intended Outcomes

In Year 7, students will develop knowledge and understanding across the sub-strands of Water in the world and Place and liveability.

Students will be able to:

- Describe how the characteristics of places are perceived and valued differently by people.
- Explain the interconnections between people and places and environments.
- Describe a response or strategy to address a geographical phenomenon or challenge.
- Collect, organise and represent relevant data and information, using primary research methods and secondary research materials.
- Draw conclusions about the impact of a geographical phenomenon on people, places and environments, and develop a strategy for action.

Methodology

Teaching in this course will provide for a variety of learning approaches and ability levels:

- Encouraging students to negotiate particular aspects of the course content and learning experiences.
- Making use of a wide variety of activities, including group work, oral presentations, resource-based research, journals and role play.
- Using multimedia and GIS technology.
- Promoting understanding through the use of excursions and various practical activities.
- Independent and co-operative learning practices.

Assessment

Assessment tasks mirror the diverse teaching methods and allow success for all in mixed ability groups. They include:

- Research assignments
- Fieldwork reports
- Multimedia presentations
- GIS mapping and data analysis
- An end of semester common test weighted at 10%

Health & Physical Education

Length: 1 semester equivalent across the full year

Aims

The Health & Physical Education learning area in the Middle Years in general focuses on a holistic concept of health and well-being. It recognises the physical, mental, emotional, social and spiritual dimensions of the health and well-being of the individual. Students plan, act and reflect in order to develop the essential knowledge and understandings, attitudes, values and skills which promote health practices, encourage participation in regular physical activity and support the maintenance of a healthy lifestyle.

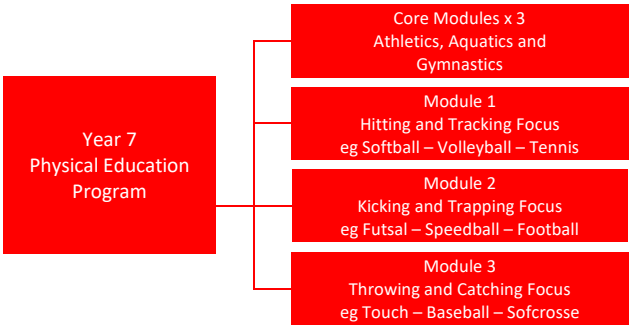
Intended Outcomes

Having completed Health & Physical Education in the Middle Years, students will:

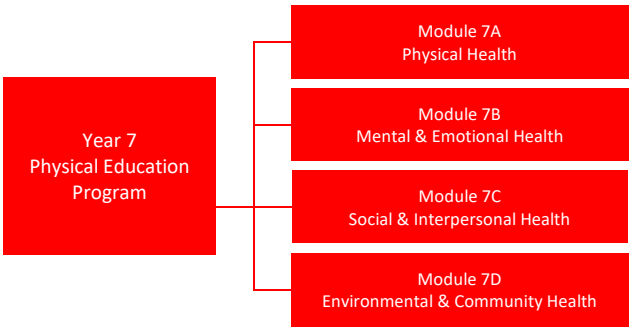
- Know and understand health and physical activity concepts that enable them to make informed decisions for a healthy, active lifestyle.
- Exhibit attitudes and values that promote personal, family and community health, and participation in physical activity
- Demonstrate the movement skills and strategies for confident participation in physical activity.
- Demonstrate self-management skills which enable them to make informed decisions for healthy, active lifestyles.
- Demonstrate the interpersonal skills necessary for effective relationships and healthy, active lifestyles.

Methodology

The PE Program consists of 3 core and 3 elective modules:



The Health Program consists of 4 core modules, as seen below:



Assessment

Students' performance is assessed based on their performance in class in line with the general College Assessment Policy. Student achievement is gauged using set criteria:

(i) Participation and Preparation for Class; (ii) Skill Development and Proficiency; (iii) Tactical Application.

Manchester City Football School Registration

History

Length: 1 semester

Aims

The teaching of Middle Years History aims to develop students' interest in, and enjoyment of historical study for lifelong learning and work, including their capacity and willingness to be active and informed citizens. It is designed to nurture students' knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society. The course provides understanding and use of historical concepts, including evidence, sources, continuity and change, cause and effect, significance, empathy, perspectives and contestability.

This course introduces the nature of historical inquiry and with history from the time of the earliest human communities to the end of the Ancient period, approximately 60,000 years ago – c.650 (CE) A study of early First Nations Peoples of Australia forms the course foundation, whilst other sub-strands covered include ancient Rome and China. The course also includes the study of Civics and Citizenship, detailing the liberation and freedoms enjoyed in the modern world and correlating instances that occurred circa the ancient period.

Intended Outcomes

Students will be able to:

- Describe the historical significance of the ancient past and the histories of early First Nations Peoples of Australia.
- Develop questions about the past for inquiry.
- Identify the accuracy and usefulness of sources as evidence.
- Sequence events and developments to describe causes and effects, and continuities and changes across societies and periods of time.
- Use historical knowledge, concepts, terms and evidence from sources to create descriptions, explanations and historical arguments.

Methodology

Teaching in this course will provide for a variety of learning approaches and ability levels:

- Encouraging students to negotiate particular aspects of the course content and learning experiences.
- Making use of a wide variety of activities, including group work, oral presentations, resource-based research, journals, role play etc.
- Using multimedia technology.
- Promoting understanding through the use of excursions and various practical activities.
- Independent and co-operative learning practices.

Assessment

Assessment tasks mirror the diverse teaching methods and allow success for all in mixed ability groups. They include:

- Critical analysis of a variety of primary and secondary sources
- Oral presentations including speeches, debates, interviews, role play, performance and discussion.
- Research activities.
- Extended responses including discursive, imaginative and empathetic tasks.
- Reports, recounts and journals.
- Quizzes and comic strips
- Use of multimedia such as websites and screencasts, podcasts to communicate findings.
- An end of semester common test weighted at 10%.

Italian

Length: 1 semester equivalent across the full year

Aims

The study of Italian is organised into the two interrelated strands of Communicating and Understanding. In Year 7, students are beginning their study of Italian. Students explore intercultural experiences and perspectives, particularly through comparison with Italian. Students read, view and interact with a range of texts for a variety of purposes (for example, informational and transactional). They use a range of processing strategies and draw on understanding of text conventions and patterns in language to comprehend and create texts. They plan, draft and present informative, imaginative and persuasive texts, and participate in collaborative tasks and in discussions.

Intended Outcomes

Students learn how to closely analyse the relationship between language and culture to identify cultural references in texts and consider how language communicates perspectives and values. They compare their own language(s) and Italian, and reflect on intercultural experiences, including the process of moving between languages and cultural systems.

Methodology

Activities will involve:

- Oral interaction, listening, writing and responding
- Games, songs
- Viewing film, TV
- Listening to audio recordings
- Individual, pair and group work
- Role play
- ICT

Assessment

- Communicating – aural, written and oral
- Understanding – vocabulary, grammar, culture
- Informing – share, summarise ideas and information
- Creating – written and oral
- Translating – aural, written and oral

Mathematics

Length: 2 semesters

Aims

Year 7 students enhance their mathematical ability in the four major proficiency strands of Understanding, Fluency, Problem Solving and Reasoning.

Intended Outcomes

Students will work through three main curriculum areas from the Australian Curriculum: Number and Algebra, Statistics and Probability, and Measurement and Geometry. Whilst undertaking these curriculum areas, emphasis is placed on the four proficiency strands:

- Understanding includes describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions.
- Fluency includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms.
- Problem Solving includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments.
- Reasoning includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays.

In order to achieve this, students will undertake the following topics:

- Representing and Interpreting Data
- Positive and Negative Integers
- Geometry
- Rational Numbers
- Decimals
- Percentages/Money
- Algebra
- Probability
- Indices and Primes
- Linear Equations, Co-ordinates and the Cartesian Plane
- Measurement

Methodology

A variety of approaches, including group work, individual research and skills development exercises will be used to enable students to investigate mathematical concepts and deepen their understanding of them. An emphasis will be placed on the effective communication of mathematical ideas.

Where applicable, students will be introduced to the use of spreadsheets, graphing packages and programs to develop geometric concepts. Students will be encouraged to use these tools as well as research skills involving electronic encyclopaedia and the Internet in project work.

Assessment

Assessment will be designed to test the achievement standards outlined in the Australian Curriculum and will include tests and directed investigations. In addition, students will undertake an end of year examination weighted at 20%.

Religious Education

Length: 1 semester equivalent across the full year

Aims

Students should be able to:

- Communicate ideas, express opinions and show an appreciation of the view of others.
- Identify and apply ideals and values as the foundation of moral decision making.
- Value and apply skills of co-operative learning.
- Identify and use the skills of inquiry and research.
- Demonstrate a knowledge and appreciation of the traditions, teachings and practices of the Christian Church, and the Catholic Church in particular.
- Reflect upon and respond to a variety of texts in a critical and analytical manner.
- Make connections between sacred texts, Catholic teachings and their own personal lives.

Intended Outcomes

Students develop an understanding and appreciation of:

- The life, mission and influence of Jesus.
- The Liturgical Season of Easter and Lent.
- The role of Edmund Rice and the Christian Brothers in shaping our tradition.
- Sacred texts in the Old and New Testament.
- Ancient Israel and the story of the Jewish people.
- Ways Christians are challenged to be a community of faith, hope and love for the world.
- The interconnectedness of humanity and the environment.
- The sacredness of human sexuality and the Christian belief that all persons are made in the image of God.

Methodology

- Class discussions
- Deconstruction of contemporary songs
- Viewing film
- Individual, pair and group work
- Role play
- Debates
- Journal writing
- Research based learning
- ICT
- Encouraging students to engage in practical ways in their faith journey through taking part in prayer, Mass and Liturgies

Assessment

- Group/oral presentations
- Research assignments
- Posters
- PowerPoint and multimedia presentations
- Digital design projects
- Liturgies
- Role plays
- Reflective writing

Science

Length: 2 semesters

Aims

Students study science concepts associated with each of the disciplines: agriculture, biology, physics, chemistry and earth science. Contemporary contexts are included in which science will be learnt and issues and recent research to enhance understanding of science in the world. Students will achieve:

- Improved levels of attainment, engagement and retention in the Science area.
- Improved insight into the relevance of their school learning in the real world.
- Effective transfer of knowledge and skills, through a range of experiences and assessment.
- Awareness of contemporary issues that science presents in society.

Intended Outcomes

Students should be able to:

- Compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances.
- Identify different forms of energy and describe how energy transfers and transformations cause change in simple systems.
- Compare processes of rock formation, including the time scales involved.
- Develop understanding of the principles and practice of agriculture and the inter-dependence of scientific, economic and social factors in the management of agricultural systems.
- Understand the role of ecology and the place of agriculture in land use.
- Develop skills in the areas of pet care, propagation of crops and vegetables and poultry care.
- Analyse the relationship between structure and function at cell, organ and body system levels.
- Identify and construct questions and problems that they can investigate scientifically.
- Consider safety and ethics when planning investigations, including designing field or experimental methods.
- Identify variables to be changed, measured and controlled; students construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions.
- Explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others.
- Use appropriate language and representations to communicate science ideas, methods and findings in a range of text types.

Methodology

The core skills and concepts will be delivered within interdisciplinary themes or topics. Online and offline hands-on activities will be developed with a view to utilising contemporary pedagogy to ensure that the instructional strategies meet the needs of the different learning styles.

Assessment

- Scientific Investigations
- Topic Tests
- Science as a Human Endeavour Tasks
- An end of year examination weighted at 20%

Visual & Design Arts

Length: 1 term

Aims

This unit explores and develops ideas and skills through practical activities allowing all students to present work at their personal level of maturity. It permits students to explore their world and experience creatively.

Intended Outcomes

- Use observation and research to express ideas
- Organise elements of design
- Select, modify and present works of art
- Maintain a sketch book
- Use appropriate language to describe and interpret art works
- Understand how art works are made within their historical and cultural context

Methodology

- Practical and written activities
- Drawing (developing skills of drawing)
- Three dimensional studies
- Digital photography (basic principles)
- Painting (introduction of colour and technique)
- Design
- Work sheets
- Multimedia presentation
- Excursion to gallery (if appropriate)
- Computer generated images and digital art
- Images produced with electronic assistance
- Exploration with a variety of colour media

Assessment

- Maintaining a sketch book
- Practical use of skills, techniques and processes
- Analysing and interpreting visual art works (theory)

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Creative Arts

Length: 1 semester

Students undertake a specialised study within or across one or more arts disciplines. They actively participate in the development and presentation of creative arts products. These may take the form of, for example, musicals, plays, concerts, digital media, film and video, public arts projects, community performances, presentations and installations, and vocal groups or other ensembles.

Aims

Students analyse and evaluate creative arts products in different contexts and from various perspectives and gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities.

Intended Outcomes

Creative Arts is primarily focussed on engaging in the development of creative arts products. By observing, appreciating and reviewing, students are able to apply their learning to demonstrate their creative arts skills and knowledge. The communication of personal or group ideas, opinions, and feelings, and self-expression through chosen areas of the creative arts, are vital to the developmental process. Understanding the importance of the creative arts experience in shaping personal identity, discovering personal strengths, and developing personal aesthetic opinions is a key element of this learning.

Methodology

- Strong emphasis on skills based practical activities.
- Using a variety of artistic skills – aural, written, verbal performance – to ensure that all students can assimilate with creative interpretation.
- Provision of a supportive learning environment that encourages students to be creative and expressive enabling further development of their learning outcomes.
- Involvement in individual and collaborative decision making and task completion.
- Use of music focussed computing facilities – introduction to basis wave file manipulation.
- Recording of performances through digital means.
- Use of appropriate multimedia methods of instructions.
- Opportunities to explore projects that integrate elements of music, art and drama.

Assessment

Students participate in a musical ensemble, experience digital media with a focus on film and video, and work to integrate a variety of theatrical elements to produce a tangible final product.

Digital & Design Technologies

Length: 1 term

Aims

Digital & Design Technologies is a course where students will develop new skills and build upon existing skill sets. The structure of the program allows students of different abilities to develop knowledge and skills and apply them to develop their own solutions.

Students complete skills tasks within the digital and design contexts followed by a major project where they apply and further develop their skills. Students develop a product by following a design cycle that includes investigating, planning, producing and evaluating. The course will provide opportunities for their personal creativity to be expressed through appropriate use of technologies.

Intended Outcomes

Digital Technology

- Microsoft Office Suite – Word, Excel
  - Producing and formatting documents for communication.
  - Design spreadsheets for automated calculations.
  - File manipulation and data compression.
- Programming (Google Blockly and/or Python Turtle)
  - Introduction to programming using blocks and text code.

Design Technology

- Examine the suitability and design of an everyday product.
- Consider the options and constraints in the project designs.
- Interpret and generate 3D models and technical drawings.
- Translate designs and plans into products and processes.
- Manage time and resources in an appropriate manner.
- Assess how well a product has fulfilled its purpose/function and quality of production.

Methodology

- Strong emphasis on skills-based practical activities and design.
- Developing effective communication skills utilising a range of software packages.
- Designing products, processes and systems in response to a design brief.
- Investigating how things work.
- Using tools safely to create a product.
- Testing and evaluating of finished project.

Assessment

Students will be required to create a folio across this course for assessment based on their individual progression and ability to extend their knowledge and skills. Some examples of assignments are skills tasks, practical projects, tests and a folio with evidence of incremental learning.

English

Length: 2 semesters

Aims

English is based on the strands of Language, Literature and Literacy. It aims to develop students' analytical and creative thought processes. This is achieved through reading and viewing, listening and speaking, writing and composing, and using information and communication technologies for a range of audiences, contexts and purposes. The teaching of grammar, punctuation and spelling is both explicit and embedded into the analysis and composing of texts.

The study of English involves exploring, responding to and composing texts in, and for a range of personal, social and cultural contexts in order for students to appreciate the complexity and power of language.

In Year 8, LEAP is offered. LEAP aims to extend students in the areas of language, literature and literacy and is designed for those who have a demonstrated aptitude for the subject.

Intended Outcomes

- Explores, interprets and critically evaluates a range of texts containing diverse social, cultural, religious and political perspectives.
- Reads, views and listens to a range of texts in order to examine, evaluate, analyse and understand key ideas, purpose, context, audience and persuasive devices.
- Produces a range of written, spoken and multimodal texts demonstrating an understanding of context, audience, purpose and persuasive and analytical devices.
- Understands the significance of the role of the author in the construction of texts.

Methodology

A variety of learning approaches are undertaken that cater for 'teacher' and 'student' directed learning. The different learning styles of students are addressed through the types of activities and tasks undertaken. The use of multimedia technology, independent, collaborative and research-based practices are common.

Assessment

The strands of Language, Literature and Literacy are covered through:

- Responding to Texts - a study of a range of texts, both class (novel, short story, play, film, poetry, multimedia) and independent reading.
- Critical Reading - a study of a range of short texts or extracts (written, visual, oral, multimodal) where students read for meaning and identify context, audience and purpose through the devices used by the author.
- Creating Texts: Written and Oral - to demonstrate their understanding of context, purpose, audience and the conventions of the text type.
- An end of year examination.

Geography

Length: 1 semester

Aims

The teaching of Middle Years Geography aims to develop students' understanding of the earth and its features; the distribution of life on earth, including human life and its impacts. It is designed to nurture students' curiosity about places and the differences between them. It provides knowledge and understanding about the world we live in at local, national and global scales. Importantly it shows how students can positively influence their world towards sustainable futures.

The emphasis in Year 8 is on national and regional issues, with opportunities for the concepts to also be considered in relation to local community or global issues where applicable. Complementing their study of Geography, students will also undertake learning in Business and Economics.

Intended Outcomes

In Year 8, students will develop knowledge and understanding across the sub-strands of Landscapes and landforms, and Changing nations.

Students will be able to:

- Explain how the interactions of people and environmental processes impact on the characteristics of places.
- Describe the effects of human activity or hazards on environments, plus explain the features of a distribution and identify implications.
- Collect, organise and represent relevant and reliable data and information using primary research methods and secondary research materials.
- Interpret and analyse data and information to explain patterns and trends and infer relationships.
- Draw reasoned conclusions about the impact of a geographical phenomenon, plus decide on appropriate strategies for action and explain potential impacts.

Methodology

Teaching in this course will provide for a variety of learning approaches and ability levels:

- Encouraging students to negotiate particular aspects of the course content and learning experiences.
- Making use of a wide variety of activities, including group work, oral presentations, resource-based research, journals and role play.
- Using multimedia and GIS technology.
- Promoting understanding through the use of excursions and various practical activities.
- Independent and co-operative learning practices.

Assessment

Assessment tasks mirror the diverse teaching methods and allow success for all in mixed ability groups. They include:

- Research assignments
- Fieldwork reports
- Multimedia presentations
- GIS mapping and data analysis
- Tests
- An end of year examination weighted at 10%

Health & Physical Education

Length: 1 semester equivalent across the full year

Aims

The Health & Physical Education learning area in the Middle Years in general focuses on a holistic concept of health and well-being. It recognises the physical, mental, emotional, social and spiritual dimensions of the health and well-being of the individual. Students plan, act and reflect in order to develop the essential knowledge and understandings, attitudes, values and skills which promote health practices, encourage participation in regular physical activity and support the maintenance of a healthy lifestyle.

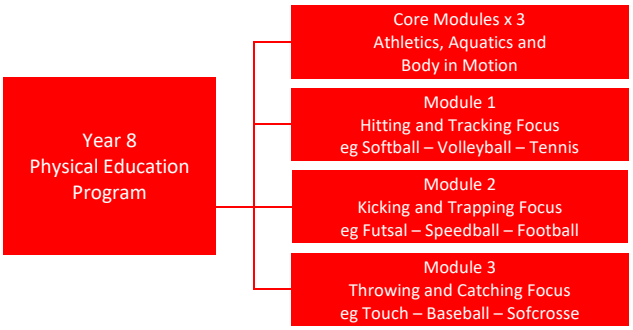
Intended Outcomes

Having completed Health & Physical Education in the Middle Years, students will:

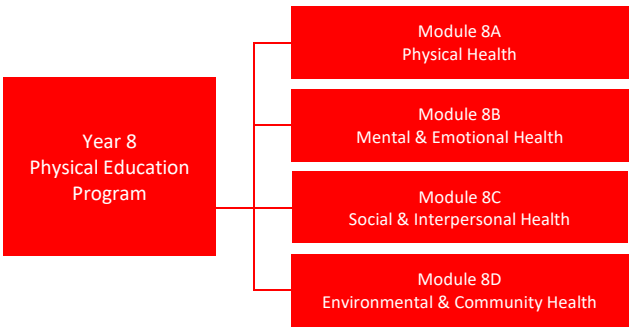
- Know and understand health and physical activity concepts that enable them to make informed decisions for a healthy, active lifestyle.
- Exhibit attitudes and values that promote personal, family and community health, and participation in physical activity.
- Demonstrate the movement skills and strategies for confident participation in physical activity.
- Demonstrate self-management skills which enable them to make informed decisions for healthy, active lifestyles.
- Demonstrate the interpersonal skills necessary for effective relationships and healthy, active lifestyles.

Methodology

The PE Program consists of 3 core and 3 elective modules. It builds upon learning developed in Year 7.



The Health Program consists of 4 core modules.



Assessment

Students' performance is assessed based on their performance in class in line with the general College Assessment Policy.

Student achievement is gauged using set criteria:

(i) Participation and Preparation for Class; (ii) Skill Development and Proficiency; (iii) Tactical Application.

Manchester City Football School Registration

History

Length: 1 semester

Aims

The teaching of Middle Years History aims to develop students' interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be active and informed citizens. It is designed to nurture students' knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society. The course provides understanding and use of historical concepts, including evidence, sources, continuity and change, cause and effect, significance, empathy, perspectives and contestability.

This course covers history from the end of the Ancient period to the beginning of the Modern period (c 500-1750). Students study an overview of the Middle Ages (which were marked by significant social, economic, religious and political changes) and conduct studies into the sub-strands of Empires and expansions and the Asia-Pacific World. The course also includes the study of Civics and Citizenship, detailing the liberation and freedoms enjoyed in the modern world, consequent to redemptive events of the Middle Ages

Intended Outcomes

Students will be able to:

- Describe the historical significance of the periods between the ancient and modern past.
- Develop questions about the past to inform inquiry.
- Describe the origin, content and context of sources, and explain the purpose of primary and secondary sources.
- Describe perspectives, attitudes and values of the past, and suggest reasons for different points of view.
- Explain historical interpretations about significant events and people.

Methodology

Teaching in this course will provide for a variety of learning approaches and ability levels:

- Encouraging students to negotiate particular aspects of the course content and learning experiences.
- Making use of a wide variety of activities, including group work, oral presentations, resource-based research, journals.
- Using multimedia technology.
- Promoting understanding through the use of excursions and various practical activities.
- Independent and co-operative learning practices.

Assessment

Assessment tasks mirror the diverse teaching methods and allow success for all in mixed ability groups. They include:

- Critical analysis of a variety of primary and secondary sources.
- Oral presentations including speeches, debates, interviews, role play, performance and discussion.
- Research activities including student led inquiry.
- Essay writing including empathetic responses and a comparative study.
- Reports, recounts and journals.
- Comic strips and quizzes.
- Use of multimedia such as websites, screencasts and podcasts to communicate findings.
- Design and construction of board games.
- An end of semester common test weighted at 10%.

Italian

Length: 1 semester equivalent across the full year

Aims

The study of Italian is organised into the two interrelated strands of Communicating and Understanding. Students make cross-curricular connections and explore intercultural experiences and perspectives, particularly through comparison with Italian. Students read, view and interact with a widening range of texts for a variety of purposes (for example, informational, transactional, imaginative and expressive). They use a range of processing strategies and draw on understanding of text conventions and patterns in language to comprehend and create texts. They plan, draft and present informative, imaginative and persuasive texts, and participate in collaborative tasks and in discussions.

Intended Outcomes

Students consolidate their understanding and use of regular forms and familiar grammatical structures. They also notice exceptions to rules, for example, irregular forms. They learn to experiment with past and future tenses in their own texts. Students learn how to closely analyse the relationship between language and culture to identify cultural references in texts and consider how language communicates perspectives and values. They compare their own language(s) and Italian, and reflect on intercultural experiences, including the process of moving between languages and cultural systems.

Methodology

Activities will involve:

- Oral interaction, listening, writing and responding
- Games, song, proverbs, poems
- Viewing film, TV
- Listening to audio recordings
- Individual, pair and group work
- Role play
- Text book and work book, ICT

Assessment

- Communicating – aural, written and oral
- Understanding – vocabulary, grammar, culture
- Informing – share, summarise ideas and information
- Creating – written, oral, multimodal
- Translating – aural, written and oral

Mathematics

Length: 2 semesters

Aims

Students undertake a Mathematics course suited to their ability. At this year level, two courses are offered – LEAP and Intermediate. Students enhance their mathematical ability in the four major proficiency strands of Understanding, Fluency, Problem Solving and Reasoning.

Intended Outcomes

Students work through three main curriculum areas from the Australian Curriculum: Number and Algebra, Statistics and Probability, and Measurement and Geometry. Whilst undertaking these curriculum areas, emphasis is placed on the four proficiency strands:

- Understanding includes describing patterns involving indices and recurring decimals, identifying commonalities between operations with algebra and arithmetic, connecting rules for linear relations their graphs, explaining the purpose of statistical measures and explaining measurements of perimeter and area.
- Fluency includes calculating accurately with simple decimals, indices and integers, recognising equivalence of common decimals and fractions including recurring decimals, factorising and simplifying basic algebraic expressions and evaluating perimeters, areas of common shapes and their volumes and three-dimensional objects.
- Problem Solving includes formulating and modelling practical situations involving ratios, profit and loss, areas and perimeters of common shapes and using two-way tables and Venn diagrams to calculate probabilities.
- Reasoning includes justifying the result of a calculation or estimation as reasonable, deriving profitability from its complement, using congruence to deduce properties of triangles, finding estimates of means and proportions of populations.

Students will undertake the following topics:

- Integers
- Real Numbers
- Applications of Percentages
- Ratios and Rates
- Measurement and Pythagoras
- Congruence
- Algebra
- Index Laws
- Linear Equations, Co-ordinates and Linear Graphs
- Representing and Interpreting Data
- Probability

Methodology

A variety of approaches, including group work, individual research and skills development exercises will be used to enable students to investigate mathematical concepts and deepen their understanding of them. An emphasis will be placed on the effective communication of mathematical ideas.

Where applicable, students will be introduced to the mathematical concepts through STEM based hands on projects working in collaboration with both their Science and Technology subjects. The use of spreadsheets and graphing packages will be used to develop geometric concepts. Students will be encouraged to use these tools as well as research skills involving electronic encyclopaedia and the Internet in project work.

Assessment

Assessment will be designed to test the achievement standards outlined in the Australian Curriculum and will include tests and directed investigations. In addition, students will undertake an end of year examination weighted at 20%.

Religious Education

Length: 1 semester equivalent across the full year

Aims

Students should be able to:

- Demonstrate a knowledge and appreciation of the traditions, teachings and practices of the Catholic Church.
- Communicate ideas, express opinions and show an appreciation of the view of others.
- Identify and apply personal ethics, values and conscience as the foundation of moral decision making.
- Identify and use the skills of inquiry and research.
- Reflect upon and respond to a variety of texts in a critical and analytical manner.
- Make connections between sacred texts, Catholic teachings and their own personal lives.

Intended Outcomes

Students develop an understanding and appreciation of:

- Sacred texts such as Parables.
- The transformative power of Jesus as a communicator.
- The nature of Good and Evil and the awesomeness of God's creation.
- Catholic Saints and the ways they challenge us to be a community of faith, hope and love for the world.
- The role of Social Justice and service in the College and wider community.
- The sacredness of human sexuality and the Christian belief that all persons are made in the image of God.

Methodology

- Class discussions
- Deconstruction of contemporary songs
- Viewing film
- Individual, pair and group work
- Role play
- Debates
- Journal writing
- Research based learning
- ICT
- Encouraging students to engage in practical ways in their faith journey through taking part in prayer, Mass, Liturgies

Assessment

- Group/oral presentations
- Research assignments
- Posters
- PowerPoint and multimedia presentations
- Liturgies
- Role plays
- Reflective writing

Science

Length: 2 semesters

Aims

Students study science concepts associated with each of the disciplines: agriculture, biology, physics, chemistry and earth science. Contemporary contexts are included in which science will be learned and issues and recent research to enhance understanding of science in the world. Students will achieve:

- Improved levels of attainment, engagement and retention, together with insight into the relevance of their learning in the real world.
- Understanding of applications of science in industry and research.
- Effective transfer of knowledge and skills.
- Awareness of contemporary issues that science presents in society.

Intended Outcomes

Students should be able to:

- Compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances.
- Identify different forms of energy and describe how energy transfers and transformations cause change in simple systems.
- Compare processes of rock formation, including time scales.
- Develop understanding of the principles and practice of agriculture and the inter-dependence of scientific, economic and social factors in the management of agricultural systems.
- Understand the role of ecology and place of agriculture in land use.
- Develop skills in the areas of pet care, propagation of crops and vegetables and poultry care.
- Analyse the relationship between structure and function at cell, organ and body system levels.
- Examine the different science knowledge used in occupations.
- Explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems.
- Identify and construct questions and problems that they can investigate scientifically.
- Consider safety and ethics when planning investigations.
- Identify variables to be changed, measured and controlled; students construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions.
- Explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others.
- Use appropriate language and representations to communicate science ideas, methods and findings in a range of text types.

Methodology

The core skills and concepts associated with science will be delivered within interdisciplinary themes or topics. Online and offline hands-on activities will be developed with a view to utilising contemporary pedagogy to ensure that the instructional strategies meet the needs of the different learning styles of all students.

Assessment

- Scientific Investigations
- Topic Tests
- Science as a Human Endeavour Tasks
- An end of year examination weighted at 20%

Visual & Design Arts

Length: 1 term

Aims

This unit explores and develops ideas and skills through practical activities allowing all students to present work at their personal level of maturity. It permits students to explore their world and experiences creatively.

Intended Outcomes

- Use observation, research and experiences to express ideas and feelings.
- Use art elements, skills and techniques.
- Present works for a particular audience.
- Document sources, ideas and evaluation of works in a sketch book.
- Use appropriate language to describe and interpret art works.
- Understand how art works are produced within their historical and cultural context.

Methodology

- Practical and written activities
- Drawing (adapting images from various sources)
- Three dimensional studies (sculpture/ceramics)
- Digital photography techniques
- Colour media (acrylic, paint, pastels, pencil, watercolours)
- Design
- Work sheets
- Gallery visit (if appropriate)
- Images produced with electronic assistance
- Computer generated images and digital art

Assessment

- Maintaining a sketch book
- Practical use of skills, techniques and processes
- Analysing and interpreting visual art works (theory)

Year 9 Subjects

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Agriculture

Length: 1 semester (Elective)

Aims

Students are encouraged to develop their understanding of the environment and their awareness of the needs of the environment.

In 1923 when Br Purton founded Rostrevor College, he started a small farm in the hope that agricultural courses would be taught.

Agricultural Science is now offered from Years 7-12. Boys who participate in this subject are encouraged to take part in a practical program using the farm's various resources. The farm concentrates on poultry, sheep, cattle, goats, bees, vegetable production, native tree propagation, pasture improvement, cereal production, aquaculture, viticulture and winemaking.

Intended Outcomes

- Increase awareness and an interest in agriculture.
- Develop understanding of the principles and practice of agriculture and the inter-dependence of scientific, economic and social factors in the management of agricultural system.
- Perform operations relating to plant and animal production.
- Understand the importance of the rural industry in Australia.
- Applied Science – apply scientific knowledge to practical situations.
- Understand the role of ecology and the place of agriculture in land use.
- Develop skills and lifelong interest – pet care, vegetables, poultry, pruning.

Methodology

Students will undertake a variety of theoretical and practical tasks associated with the following topics:

- Plant Studies/Vegetables
- Sheep
- Aquaculture
- Insects
- Poultry
- Native Tree Propagation
- Rabbits

Assessment

Tasks assessed include book work, practicals, tests, individual and group-based assignments.

Design & Technology

Length: 1 semester (Elective)

Aims

Design & Technology is a subject which, although structured, is flexible enough to allow most students to achieve a personal level of success, regardless of their skill level or rate of progress.

Middle Years Design & Technology courses expose students to three disciplines:

- Woodwork
- Metalwork
- Computer Aided Design (CAD) and Manufacture

Each discipline allows students to develop practical skills in planning and constructing practical projects. Each unit follows a design cycle including investigating, planning, producing and evaluating. Students are introduced to safe working practices for using the tools and equipment to produce their designs in the materials workshops.

Intended Outcomes

- Research and analyse desirable features in existing product.
- Use suitable technical language and standards when producing designs.
- Refine designs to improve aesthetics and effectiveness of project concepts.
- Make optimal use of time, facilities and resources in a busy workshop environment.
- Maintain specified standards of quality and safety in technical areas.
- Adapt ideas and plans in response to practical constraints and difficulties.
- Assess how well the chosen techniques and final product meet specific needs of the original design brief.

Methodology

- Strong emphasis on skills based practical activities.
- Provision of an open learning environment that encourages students to be more responsible for their learning outcomes.
- Involvement in individual and collaborative decision making and task completion.
- Use of professional level software to produce 3D models and prepare engineering drawings.
- Access to tools and machines to create practical solutions.
- Use of appropriate multimedia methods of instructions.
- Opportunities to explore projects that integrate elements of electronics, woodwork and computer aided design.
- Opportunities are provided for all students to develop and progress with their studies and work – within the parameters of their own needs and abilities.

Assessment

- Evaluation of written assignments – including research and evaluation.
- Drawing and practical skills – production of plans within standards.
- Teacher, self and peer assessment of process and products.

Digital Technologies

Length: 1 semester (Elective)

Aims

This course exposes students to contemporary software packages and new technologies that are the basis for effective creation, manipulation, and communication of information. As students continue to develop their skills and understanding of the technologies, they will be encouraged to take greater control of their learning process. The course will provide opportunities for their personal creativity to be expressed through appropriate use of digital technologies.

Students will be involved in learning website development. With the use of specialised text editors software (Brackets, Dreamweaver, Visual Code) and of some online specialised courses (Grok, Khan Academy), students will cover HTML (the content of a website) and CSS (the look of a website) topics in the first term and JavaScript (the functionality of a website) in the second term. JavaScript is one of the easiest and more versatile ways to learn programming (interpreted) for the first time. Students will also have the opportunity to explore other programming platforms to advance their skills.

Intended Outcomes

Students should demonstrate the ability to:

- Design new electronic solutions (programming)
- Critique and analyse existing electronic solutions
- Digitally manipulate a diverse range of files

Methodology

- Strong emphasis on decision-making and skills-based practical activities with design.
- Students will be able to use appropriate software application skills to solve problems and be able to apply them confidently.
- Provision of an open learning environment that encourages students to be more responsible for their learning outcomes.
- Involvement in individual and collaborative decision making and task completion.

Assessment

Develop a diverse portfolio of work covering:

- Evidence of progress in online allocated courses.
- Presentation of ethical investigations (in a multimodal way).
- Design of electronic solutions (programs that will create websites, and/or add functionality to existing ones and other relevant projects).

Drama

Length: 1 semester (Elective)

Aims

- To further develop skills in communication and build confidence.
- To allow students to express individual ideas through their own creativity.
- To develop an understanding of different theatrical styles and forms.
- Provide opportunities to further develop movement, speech, script writing, improvisation and listening skills.
- Provide opportunities to develop 'real life' characters through role play.
- Provide opportunities to view a variety of melodramas and to reproduce own melodramas.

Intended Outcomes

Students:

- Perform plays through the use of improvisation
- Further improve voice and movement skills
- Present individual (monologue) and group work (script writing) tasks
- Prepare set and costume design for performances
- Explore appropriate use of relaxation skills
- Write and perform a Radio Program

Methodology

- Oral, aural and written activities
- Theatre sports, videos, CD's and tapes
- Relaxation activities
- Individual and collaborative based activities
- Student directed tasks

Assessment

- Script writing (collaborative)
- Performances - movement, monologue, script work (practical)
- Book work and performance journal (written)
- Set and costume design (creative)

English

Length: 2 semesters

Aims

English is based on the strands of Language, Literature and Literacy. It aims to develop students' analytical and creative thought processes and has a focus on the exploration and development of English skills, strategies, knowledge and understanding. This is achieved through reading and viewing, listening and speaking, writing and composing, and using information and communication technologies. The teaching of grammar, punctuation and spelling is both explicit and embedded into the analysis and composing of texts.

English involves exploring, responding to and composing texts in, and for a range of personal, social and cultural contexts in order for students to draw connections between their world and that of the text as well as appreciate the complexity, power and diversity of language.

In Year 9, LEAP is offered. LEAP aims to extend students in the areas of language, literature and literacy and is designed for those who have a demonstrated aptitude for the subject.

Intended Outcomes

- Explores, interprets and critically evaluates a range of texts containing diverse social, cultural, religious and political perspectives. Analyses and understands the significance of the role of the author in the construction of texts.
- Produces a range of written, spoken and multimodal texts demonstrating an understanding of context, audience, purpose and persuasive and analytical devices.

Methodology

A variety of learning approaches will be undertaken that increasingly support 'student directed learning'. The use of multimedia technology, independent, collaborative and research-based practices are common.

Assessment

The strands of Language, Literature and Literacy will be covered through:

- Responding to Texts - students read and study a range of texts, both class (novel, short story, play, film, poetry, multimedia) and independent (Premier's Reading Challenge), in order to analyse, deconstruct and evaluate the structures and techniques of the genre, identify context, audience and purpose. Students will respond to texts in a variety of forms, for example critical analysis, literary essay, oral presentation, first person narrative, monologue, radio report, podcast.
- Critical Reading - a study of a range of short texts or extracts (written, visual, oral, multimodal).
- Creating Texts: Written and Oral - students compose their own texts to demonstrate their understanding of the linguistic features of the text type, as well as their creative and analytical thought processes.
- An end of year examination.

Geography

Length: 1 semester

Aims

The teaching of Middle Years Geography aims to develop students' understanding of the earth and its features; the distribution of life on earth, including human life and its impacts. It is designed to nurture students' curiosity about places and the differences between them. It provides knowledge and understanding about the world we live in at local, national and global scales. Importantly it shows how students can positively influence their world towards sustainable futures.

In Year 9, students will consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses and governments. Complementing their study of Geography, students will also undertake the embedded learning of Business and Economics

Intended Outcomes

In Year 9, students will develop knowledge and understanding across the sub-strands of Biomes and food security, and Geographies of interconnections.

Students will be able to:

- Explain how peoples' activities or environmental processes change the characteristics of places.
- Explain the features of biomes' distribution and identify implications for environments.
- Analyse strategies to address a geographical phenomenon using environmental, social or economic criteria.
- Collect, represent and compare relevant and reliable geographical data by using a range of primary research methods and secondary research materials.

Draw evidence-based conclusions about the impact of a geographical phenomenon, plus develop and evaluate strategies, predict impacts and make recommendations

Methodology

Teaching in this course will provide for a variety of learning approaches and ability levels:

- Making use of a wide variety of activities, including group work, oral presentations, resource-based research, journals and role play.
- Using multimedia and GIS technology.
- Promoting understanding through the use of excursions and various practical activities.
- Independent and co-operative learning practices.

Assessment

Assessment tasks mirror the diverse teaching methods and allow success for all in mixed ability groups. They include:

- Research assignments
- Fieldwork reports
- Multimedia presentations
- GIS mapping
- An end of semester common test weighted at 15%

Health & Physical Education

Length: 1 semester equivalent across the full year

Aims

The Health & Physical Education learning area in the Middle Years in general focuses on a holistic concept of health and well-being. It recognises the physical, mental, emotional, social and spiritual dimensions of the health and well-being of the individual. Students plan, act and reflect in order to develop the essential knowledge and understandings, attitudes, values and skills which promote health practices, encourage participation in regular physical activity and support the maintenance of a healthy lifestyle.

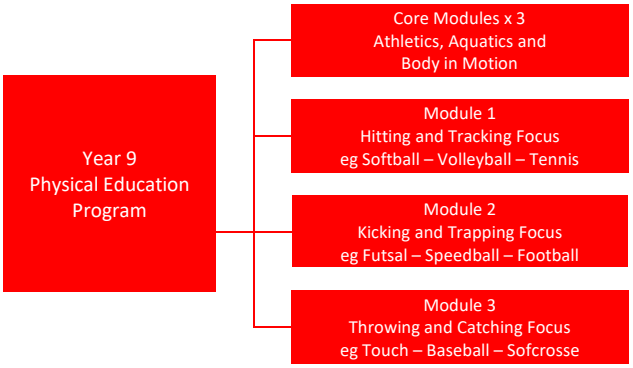
Intended Outcomes

Having completed Health & Physical Education in the Middle Years, students will:

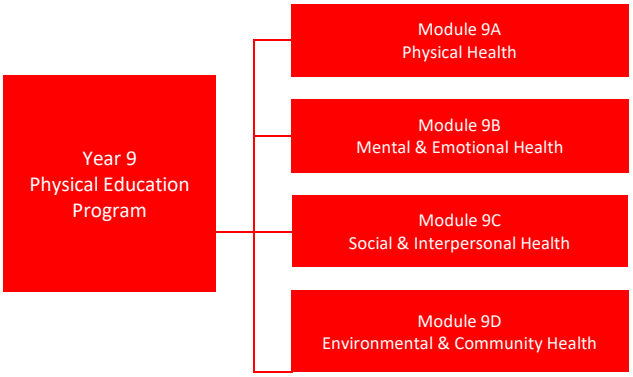
- Know and understand health and physical activity concepts that enable them to make informed decisions for a healthy, active lifestyle.
- Exhibit attitudes and values that promote personal, family and community health, and participation in physical activity.
- Demonstrate the movement skills and strategies for confident participation in physical activity.
- Demonstrate self-management skills which enable them to make informed decisions for healthy, active lifestyles.
- Demonstrate the interpersonal necessary for effective relationships and healthy, active lifestyles.

Methodology

The PE Program consists of 3 core and 3 elective modules. It builds upon learning developed in Years 7 and 8.



The Health Program consists of 4 core modules.



Assessment

Students' performance is assessed based on their performance in class in line with the general College Assessment Policy.
Student achievement is gauged using set criteria:

(i) Participation and Preparation for Class; (ii) Skill Development and Proficiency; (iii) Tactical Application.

Manchester City Football School Registration

History

Length: 1 semester

Aims

The teaching of Middle Years History aims to develop students' interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be active and informed citizens. It is designed to nurture students' knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society. The course provides understanding and use of historical concepts, including evidence, sources, continuity and change, cause and effect, significance, empathy, perspectives and contestability.

This course covers the Making of the Modern World and Australia from 1750 to 1918. This period involved the transformation of an 'Old World' and the creation of 'New World' settler societies. The course also includes the study of Civics and Citizenship, detailing the liberation and freedoms enjoyed in the modern world, consequent to redemptive events of the period, such as the enlightenment and migration movements. Students undertake studies into the sub-strands of Making and transforming the Australian nation, Asia and the World, The Industrial Revolution and the movement of peoples, and the First World War.

Intended Outcomes

Students will be able to:

- Explain the historical significance of the period of the early modern world up to 1918.
- Compare sources to determine the accuracy, usefulness and reliability of sources as evidence.
- Explain causes and effects, and patterns of continuity and change connected to a period, event or movement.
- Compare perspectives of significant events and developments, and explain the factors that influence these perspectives.
- Analyse different and contested historical interpretations.
- Use historical knowledge, concepts and terms to develop descriptions, explanations and historical arguments that acknowledge evidence from sources.

Methodology

Teaching in this course will provide for a variety of learning approaches and ability levels:

- Encouraging students to negotiate particular aspects of the course content and learning experiences.
- Making use of a wide variety of activities, including group work, oral presentations, resource-based research, journals, role play.
- Using multimedia technology.
- Promoting understanding through the use of excursions and various practical activities.
- Independent and co-operative learning practices.

Assessment

Assessment tasks mirror the diverse teaching methods and allow success for all in mixed ability groups. They include:

- Critical analysis of a variety of primary and secondary sources.
- Oral presentations including speeches, debates, interviews, role play, performance and discussion.
- Research activities, including student led inquiry.
- Essay writing, particularly explanations and discussions, incorporating historical interpretations.
- Reports, recounts and journals.
- Cartoons, comic strips and quizzes.
- Use of multimedia such as websites, screencasts and podcasts to communicate findings.
- An end of semester common test examination weighted at 15%.

Italian

Length: 2 semesters (Elective)

Pre-requisite

Year 8 Italian is required in order to continue in Year 9.

Aims

The study of Italian is organised into the two interrelated strands of Communicating and Understanding. Students use Italian to interact and communicate; to access, exchange and present information; to express feelings and opinions; to participate in imaginative and creative experiences; and to interpret, analyse and create a range of texts and experiences. They use Italian more fluently and monitor their accuracy and use against their knowledge of grammar and associated systems. They explore intercultural experience more deliberately.

Intended Outcomes

Students strengthen their communication strategies and processes of interpreting, creating, evaluating and performing in relation to a widening range of texts. Students develop critical analysis skills to investigate texts and to identify how language choices shape perspectives and meaning, and how those choices are in turn shaped by context and intention. They learn to consider different viewpoints and experiences, and analyse their own linguistic and cultural stance, and beliefs and practices that influence communication and intercultural exchange. They continue to build a metalanguage, using specific terms to assist understanding and control of grammar and textual conventions.

Methodology

Activities will involve:

- Oral interaction, listening, writing and responding
- Games, song, proverbs, poems
- Viewing film, TV
- Listening to audio recordings
- Individual, pair and group work
- Role play
- Text book, work book and ICT activities

Assessment

- Communicating – aural, written and oral
- Understanding – vocabulary, grammar, culture
- Informing – share, summarise ideas and information
- Creating – written, oral multimodal
- Translating – aural, written and oral

Mathematics

Length: 2 semesters

Aims

Year 9 students undertake a Mathematics course suited to their ability. At this year level, two courses are offered – LEAP and Intermediate.

Students enhance their mathematical ability in the four major proficiency strands of Understanding, Fluency, Problem Solving and Reasoning.

Intended Outcomes

Students work through three main curriculum areas from the Australian Curriculum: Number and Algebra, Statistics and Probability, and Measurement and Geometry. Whist undertaking these curriculum areas, emphasis is placed on the four proficiency strands:

- Understanding includes describing the relationship between graphs and equations, simplifying a range of algebraic expressions, explaining the use of relative frequencies to estimate probabilities and the use of the trigonometric ratios for right-angle triangles.
- Fluency includes applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments and developing familiarity with calculations involving the Cartesian plane and calculating areas of shapes and surface areas of prisms.
- Problem Solving includes formulating and modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry and collecting data from secondary sources to investigate an issue.
- Reasoning includes following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs.

In order to achieve this, students will undertake the following topics:

- Financial Mathematics
- Statistics
- Algebra
- Congruence and Similarity
- Trigonometry
- Measurement
- Linear Equations
- Indices and Standard Notation
- Probability
- Linear and Non-Linear Graphs
- Proportions and Rates

Methodology

A variety of approaches, including group work, individual research and skills development exercises will be used to enable students to investigate mathematical concepts and deepen their understanding of them. An emphasis will be placed on the effective communication of mathematical ideas.

Where applicable, students will be introduced to the use of spreadsheets, graphing packages and programs to develop geometric concepts. Students will be encouraged to use these tools as well as research skills involving electronic encyclopaedia and the Internet in project work.

Assessment

Assessment will be designed to test the achievement standards outlined in the Australian Curriculum and will include tests and directed investigations.

In addition, students will undertake an end of year examination weighted at 20%.

Music – Performance & Recording

Length: 2 semesters (Elective)

Pre-Requisite

A minimum of 1 semester in Year 8 Music is required in order to continue in Year 9 Music.

As a Year 9 course, students choosing this subject will be involved in a band. They will learn about microphones and mixing and applying techniques in a recording studio. They will perform and record members of their class. They will access the industry standard digital recording program, "Protools" and produce a CD of their own performance.

Aims

- Make music accessible and relevant
- Develop an understanding of theoretical concepts
- Develop technical facility on a musical instrument
- Understand how a recording studio works
- Produce a digital recording using the industry standard program, "Protools"

Intended Outcomes

- Create, make and present music within class ensembles
- Critically respond to music with specific reference to the history of Rock
- To develop an understanding of performance techniques and critically appraise musical performance
- Microphone placement for instruments in a recording studio
- Participate in a band

Methodology

- Practical activities/ensembles
- Instrument technique and development
- Aural development
- Opportunity to participate in Co-Curricular Ensembles

Assessment

- Recording studio techniques
- Performance achievement
- Ensemble performance
- Solo performance
- Aural/Theoretical tests

Religious Education

Length: 1 semester equivalent across the full year

Aims

Students should be able to:

- Demonstrate a knowledge and appreciation of the traditions, teachings and practices of the Catholic Church.
- Communicate ideas, express opinions and show an appreciation of the view of others.
- Identify and apply personal ethics, values and conscience as the foundation of moral decision-making.
- Identify and use the skills of inquiry and research.
- Reflect upon and respond to a variety of texts in a critical and analytical manner.
- Make connections between sacred texts, Catholic teachings and their own personal lives.

Intended Outcomes

Students develop an understanding and appreciation of:

- Sacred texts, particularly the narratives and themes found within the Old Testament.
- Christian beliefs and teachings in light of other World Religions.
- Faith as a personal and communal response to the human search for meaning and purpose.
- Significant period in the life of the Church and the historical context and challenges it faced to be faithful to its mission.
- The Changing Church.
- The sacredness of human sexuality and the Christian belief that all persons are made in the image of God.
- The Christian belief that we are all made in the image of God.
- Youth Ministry.

Methodology

- Class discussions
- Deconstruction of contemporary songs
- Viewing film
- Individual, pair and group work
- Role play
- Debates
- Journal writing
- Research based learning
- ICT
- Encouraging students to engage in practical ways in their faith journey through taking part in Mass, Liturgies and the Sacrament of Reconciliation

Assessment

- Group/oral presentations
- Research assignments
- Posters
- PowerPoint and multimedia presentations
- Digital design projects
- Storyboards
- Liturgies
- Role plays
- Reflective writing

Science

Length: 2 semesters

Students study science concepts associated with each of the disciplines: biology, physics, chemistry and earth science. Contemporary contexts are included in which science will be learned and issues and recent research to enhance understanding of science in the world.

Aims

As a result of learning in such an environment, students will achieve:

- Improved levels of attainment, engagement and retention
- Improved insight into the relevance of their school learning in the real world
- Better understanding of the applications of science in industry and research
- Effective transfer of knowledge and skills, through a range of experiences and assessment
- Awareness of contemporary issues that science presents in society

Intended Outcomes

- Explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions.
- Describe models of energy transfer and apply these to explain phenomena.
- Explain global features and events in terms of geological processes and timescales.
- Analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter.
- Describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people's lives.
- Design questions that can be investigated using a range of inquiry skills.
- Design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety.
- Analyse trends in data, identify relationships between variables and reveal inconsistencies in results.
- Analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence.
- Evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences.

Methodology

Students will develop skills and learn concepts associated with science but be encouraged to apply these concurrently.

The core skills and concepts associated with science, as identified by our staff as pre-requisite knowledge for Senior School subjects, will be delivered within interdisciplinary themes or topics. Online and offline hands-on activities will be developed with a view to utilising contemporary pedagogy to ensure that the instructional strategies meet the needs of the different learning styles of all students.

Assessment

- Scientific Investigations
- Topic Tests
- Science as a Human Endeavour Tasks
- An end of year examination weighted at 20%

Visual & Design Arts

Length: 1 semester (Elective)

Aims

This unit explores and develops ideas and skills through practical activities allowing all students to present work at their personal level of maturity. It permits students to explore their world and experiences creatively.

Intended Outcomes

- Explore arts of different cultures to generate ideas for art work.
- Use art elements, skills, techniques to structure art works appropriate to chosen styles and forms.
- Present work for a particular audience.
- Document sources, ideas and evaluations for works in a sketch book.
- Identify, analyse and interpret art works.
- Show an understanding of the arts of different social and cultural groups.

Methodology

- Practical, written and oral activities
- Drawing (adapting images from different cultural sources)
- Ceramics (hand building, decorative techniques)
- Digital photography processes
- Colour media (paint, pastels, pencil, watercolours)
- Design
- Work sheets
- Multimedia presentation
- Gallery visit (if appropriate)
- Images produced with electronic assistance
- Computer generated images and digital art

Assessment

- Maintaining a sketch book
- Practical use of skills, techniques and processes
- Analysing and interpreting visual art works (theory)

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Agriculture

Length: 1 semester (Elective)

Subject Description and Rationale

Agriculture integrates ideas and concepts from disciplines such as Biology, Chemistry and Economics, using agricultural systems as the focus. Students are encouraged to take part in a practical course, using the resources of the farm. The subject enables students to appreciate living systems and the environment. As the subject emphasises improved communication, problem solving and decision making, it provides useful background regardless of the future aspirations of the student.

Content

Animal and plant production systems are often influenced by seasonal conditions, which may vary from year to year. Consequently, some flexibility needs to be maintained in order that topics may be studied at the most appropriate time of the year. Topics are selected from the following list for each semester. A student studying Agriculture in both Semester One and Semester Two will study all topics in the list.

- Viticulture
- Ecology
- Anatomy and Physiology
- Bees
- Aquaculture
- Animal Health
- Hydroponics
- Sheep Husbandry

Assessment

- Practical Skills
- Research Assignments
- Topic Tests
- Projects
- Experimental Investigation
- Oral Presentation

Design, Technology & Engineering – Product Design (IES)

Length: 1 semester (Elective)

Subject Description and Rationale

This course gives students the opportunity to design, manufacture, and evaluate products focusing on both control technology and computer aided drawing. Students use professional 3D modelling software to design parts to be manufactured using a range of Computer Aided Manufacture techniques. This course is run under the Design, Technology and Engineering, Industry and Entrepreneurial Solutions curriculum.

Students:

- Demonstrate computer drafting techniques using Autodesk design software.
- Develop skills in engineering drafting and their application in the design process.
- Develop skills in designing for manufacture, and optimisation of tool paths for efficient results.
- Investigate existing products and manufacturing techniques.
- Apply understanding of electronic components to manufacture a robotic system.
- Program microcontrollers using computers.

At the end of this unit students should be able to:

- Follow a Design and Realisation process through the following stages: Investigating and Analysis ⇨ Design Development and Planning ⇨ Solution Realisation ⇨ Evaluation.
- Work co-operatively in a team.
- Demonstrate a variety of modelling techniques, designing thinking.

Content

- CAD (Computer Aided Design):
  Designing in 2D and 3D
  Assembly of 3D parts
  Engineering drafting
  Visualisation and problem solving in 3D
- CAM (Computer Aided Manufacture):
  Laser cutting and engraving
  3D CNC Milling
  3D printing
  Material selection
- Robotics:
  Using microcontrollers to sense the environment (Arduino)
  Apply breadboarding and prototyping skills

Assessment

Students maintain a folio of work which will include:

- CAD/drafting skills task
- Arduino skills task
- Design process and solution

Design, Technology & Engineering – Material Solutions (Metal)

Length: 1 semester (Elective)

Subject Description and Rationale

The course gives students the opportunity to design, construct and evaluate their own projects. They use a variety of materials, hand tools, power tools and processes and are encouraged to be creative in their designs.

Social issues and the impact of technology are an integral part of the course.

Students:

- Extend the range of skills in the use of machines, tools and processes used in construction.
- Broaden the understanding of the properties and uses of materials.
- Further skills in design and problem solving, decision making and research.
- Broaden the understanding of construction and joining methods of materials.
- Foster an awareness of safety, environmental and social issues.

At the end of this course students should be able to:

- Follow a Design and Realisation process through the following stages – Investigating and Analysis ⇨ Design Development and Planning ⇨ Solution Realisation ⇨ Evaluation.
- Work co-operatively in a team.
- Use tools, materials and machines correctly and safely.
- Demonstrate an understanding of materials technology and construction techniques.
- Prepare descriptive reports relating to the practical work.
- Prepare an analytical report on an associated industry.

Content

- Theory – joining methods
- Practical – welding exercises, lathe techniques
- CAD – produce 3D model and engineering drawings of projects
- Designing – follow a design cycle to investigate, plan, produce and evaluate a product. Students document their design and construction progress within a folio
- Design 'jigs' to assist construction

Assessment

Continuous:

- Practical 60%
- Folio 40%

Design, Technology & Engineering – Material Solutions (Wood)

Length: 1 semester (Elective)

Subject Description and Rationale

The course gives students the opportunity to design, construct and evaluate their own projects. They use a variety of materials, hand tools, power tools and processes.

Students:

- Broaden the understanding of the properties and uses of materials.
- Extend the range of skills in the use of machines, tools and processes used in construction.
- Further skills in design and problem solving, decision-making and research.
- Broaden the understanding of construction and joining methods of materials.
- Foster an awareness of safety, environmental and social issues.

At the end of this course students should be able to:

- Follow a Design and Realisation process through the following stages – Investigating and Analysis ⇨ Design Development and Planning ⇨ Solution Realisation ⇨ Evaluation.
- Use tools, materials and machines correctly and safely.
- Demonstrate an understanding of materials technology and construction techniques.
- Prepare descriptive reports relating to the practical work.
- Prepare an analytical report on an associated industry.

Content

- Theory – furniture construction and assembly
- Practical – timber preparation, marking out and joint construction
- CAD – produce 3D model and engineering drawings of projects
- Designing – follow a design cycle to investigate, plan, produce and evaluate a product. Students document their design and construction progress within a folio

Assessment

Students are to maintain a folio of work that includes all relevant design and construction details of each design brief outcome.

Continuous:

- Practical..... 60%
- Folio..... 40%

Digital Technologies A

Length: 1 semester (Elective)

Subject Description and Rationale

It is assumed that students possess computer familiarity and a general knowledge of a variety of applications including word processing, presentations, desktop publishing, use of email and browsers. Students that have a strong background in the use of computers would be advised to do a full year of Digital Technologies (both A and B).

Studies in this subject will provide students with background knowledge and abilities to:

- Design and create web sites
- Develop programming skills
- Examine key issues concerning information and communication technology used in society, business and at home

Content

- Students are taught how to use technology in a smarter and safer way (including Smart Internet Search, Cyber Bullying aspects, Netiquette, Privacy and Copyright issues, Data Manipulating and Visualisation).
- Learn about hardware and the main component of an electronic device.
- Learn how to build web sites using HTML (Hyper Text Mark-up Language) and CSS (Cascade Style Sheet) concepts.
- Add functionality to web sites and learn more advanced programming skills using JavaScript programming language (interpreted scripting language).

Assessment

Students will be developing a digital portfolio work that include:

- Folio tasks
- Skills tasks
- Project

Digital Technologies B

Length: 1 semester (Elective)

Subject Description and Rationale

Students are required to be confident computer users and wish to further their skills. Students who wish to do this course can continue with their computing studies into Stage 1 and later to Stage 2 Digital Technologies. This unit can be selected with Digital Technologies A for a full year course.

Studies in this subject will provide students with background knowledge and abilities to:

- Understand, design, and use database technologies
- Develop more advanced programming skills
- Learn basic concepts of game design

Content

- Learn basic programming concepts using an interpreted language (Python) and a compiled language (Visual Basic).
- Students study, design, create and use databases (Microsoft Access); learn how to query a database; understand the difference between a flat and a relational database.
- Start learning about game design concepts and further their programming skills by using an existent Game Design Platform (like Unity, Unreal Engine, Alice, Green Foot or Game Maker Studio).
- Students will investigate social responsibilities aspects while using modern technology, including possible career options in ICT related fields.

Assessment

Students will be developing a digital portfolio that include:

- Folio tasks
- Skills tasks
- Project

Drama

Length: 1 semester (Elective)

Subject Description and Rationale

This course deals mainly with the origins of Drama and its importance and development throughout history. Performance is an integral part of the course.

Students should be able to:

- Gain an understanding of the history of Drama by performing scenes from a wide variety of plays
- Develop acting skills
- Develop directing skills
- Demonstrate an ability to work collaboratively within a group.
- Understand the importance of costume, scenery design and lighting and directing

Content

Students will:

- Perform scenes from Macbeth (by William Shakespeare), A Collection of Black and Comic Sketches (by Peter Joucla), Of Mice and Men Play Script (by John Steinbeck) and Frankenstein Play Script (by Mary Shelley, adapted by Phillip Pullman).
- Interpret scripts.
- Design sets and costumes.
- Endeavour to improve their acting, directing and communication skills.
- Record their progress and assess their skills in a performance journal.
- Undertake oral, aural and written activities.
- Perform, both in groups and solo.
- Review a production.
- Create scripts.

Assessment

Assessment will include tests, research assignments, set designs, costume designs, performance, reading and a performance journal.

Economics & Business

Length: 1 semester (Elective)

Subject Description and Rationale

The focus of learning in Year 10 Economics & Business is the topic "productivity, growth and living standards" within a national context.

Throughtheir study, students investigate a range of factors that influence individual, financial and economic decision-making. They examine the government's management of the economy to improve economic growth and living standards. They also study the responses of business to changing economic conditions, including the way they improve productivity and manage their workforce.

Students:

- Develop an understanding of the fundamental concepts, principles and terminology of the areas of Economics, Legal Studies and Business Innovation required as foundation knowledge for selecting Years 11 and 12 subjects.
- Develop an understanding of the structure of the Australian and global economic, legal and political systems as they apply to their current and future lives as Australian citizens.
- Develop language and research skills appropriate to an effective understanding of personal financial and economic information.

Content

A selection of introductory topics in the areas of Accounting, Economics, Legal and Business Innovation including:

- Needs and Wants as the basic drivers of a personal and societal economy.
- Personal finance aspects relating to adolescents in Australian society.
- Personal financial management. The nature of personal assets and liabilities. The preparation of Financial Statements.
- Sources of credit, costs of credit, credit rating, interest rates, loans and credit issues. Making wise choices in investing money.
- Personal consumer education – being a successful consumer.
- The role and influence of the Australian Constitution in forming the society in which students live.
- Our system of Government in Australia including the role and operation of the Legislature, Executive and Judiciary.
- Law making and the judicial processes including personally relevant aspects of civil and criminal law in Australia.
- The operation of global trade and economies including issues of ethical trade, currency exchange rates, shares and environment.
- Current affairs – topic selection will often be influenced by the emergence of current issues relevant to our students' interests.

Assessment

Students will be assessed by way of a variety of methods, including:

- Essays; responses to set topics, examination of ethical issues.
- Posters/newsletters communicating the ideas and operations of key agencies, eg Office of Consumer and Business Affairs.
- Research work utilising texts, general Internet research, official websites and publications.
- Tests.
- Multimedia responses and infographics working with relevant current issues as reported in the mainstream media.
- An end of semester exam weighted at 15%

English

Length: 2 semesters (Compulsory)

Subject Description and Rationale

English is based on the strands of Language, Literature and Literacy. It aims to develop within students both analytical and creative thought processes and has a focus on the exploration and development of English skills, strategies, knowledge and understanding. This is achieved through reading and viewing, listening and speaking, writing and composing, and using information and communication technologies. The teaching of grammar, punctuation and spelling is both explicit and embedded into the analysis and composing of texts.

Students have the opportunity to reflect on their personal values and those of other people through responding to the aesthetic and cultural aspects of texts. The study of English involves exploring, responding to and composing texts in, and for a range of personal, social and cultural contexts in order for students to draw connections between their world and that of the text, as well as appreciate the complexity and power of language.

In Year 10, LEAP and Essential English classes are offered. LEAP aims to extend students in the areas of language, literature and literacy and is designed for those who have a demonstrated aptitude for the subject. Essential English is designed to enable students to build on their knowledge of English, and to consolidate and expand their literacy skills. This subject aims to provide an intensive language, literature and literacy program for students who have literacy skills identified as an area for development and aims to prepare students for Essential English at Stage 1. Students studying Essential English at Year 10 are automatically enrolled in Essential English at Stage 1. Promotion to Stage 2 Essential English is only by recommendation of the Head of Faculty.

Content

- Responding to Texts – students read and study a range of texts, both class and independent in order to analyse and deconstruct the structures and techniques so that they enhance their understanding of the meaning of texts and the author's role in positioning the reader. Students will respond to texts in a variety of forms including critical analysis, literary essay, oral presentation, journal, interview, website.
- Creating Texts – students explore and deconstruct the structural and linguistic devices of a range of text types to examine how they are composed in a variety of contexts, for different purposes and audiences. Students then compose their own text, both written and oral, to show they have an understanding of the text type and are able to apply the features.
- Critical Reading – a study of a range of short texts or extracts where students read for meaning and identify context, audience and purpose through the devices used by the author.

Assessment

- Responding to Texts
- Creating Texts (written, spoken, multimodal)
- Critical Reading
- Semester Examination

Exploring Identities and Futures (Stage 1)

Length: 1 semester equivalent (Compulsory)

Subject Description and Rationale

Students will:

- Identify their learning needs and skills and explore areas for challenge and development by setting goals and making decisions for the future.
- Develop capabilities (essential skills and knowledge) that support present and future learning.
- Review literacy and numeracy skills and plan to develop these in order to have the skills needed to be productive, successful and creative in the SACE, at work, and in the community.
- Develop and communicate learning goals to assist them to achieve current and future options.
- Interact with others, including experts, to explore, develop and implement long-term and short-term goals for present and future achievement.
- Evaluate, reflect on, review, revise the purpose and relevance of their planning and achievements in relation to their personal and learning goals.

Content

The content will include:

- Career planning
- Goal setting
- Culture and knowledge
- Social living and responsibility
- Work skills
- Communication skills
- Planning and decision-making skills
- Interpersonal and relationship skills

Assessment

Students will be required to undertake a variety of assessment tasks to prove their knowledge and understanding of the content covered.

Students will gain 10 credits towards their SACE if they achieve a C grade or better. If students do not achieve a C grade or better, they will not qualify for their SACE.

Geography

Length: 1 semester (Elective)

Subject Description and Rationale

Geography facilitates a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnections, sustainability, scale and change.

The study of Geography aims to develop:

- An understanding of the uniqueness of each place and the similarities between places.
- An ability to think holistically in seeking answers to geographical questions.
- An understanding of the place dependence of environmental and socioeconomic processes.
- An understanding of the role of the biophysical environment and its resources in human life, and of the impact of humans on that environment.
- An understanding of the significance of location.
- An awareness of the interconnectedness of places and of the consequences of these connections.
- An ability to think about the world spatially.

Content

In Year 10, students will develop knowledge and understanding across the sub-strands of Environmental change and management (weather and climate), and Geographies of human wellbeing.

Students will be able to:

- Explain how the interactions of people and environmental processes at different scales change the characteristics of places.
- Evaluate the extent of interconnections occurring between people and places and environments, plus analyse changes that result from these interconnections and their consequences.
- Evaluate strategies to address a geographical phenomenon or challenge, using environmental, social and economic criteria.
- Interpret and analyse data and information to make generalisations and predictions, plus explain significant patterns and trends, and infer relationships.
- Develop and evaluate strategies using criteria, recommend a strategy and explain the predicted impacts

Assessment

Students will be assessed by way of a variety of methods, including:

- Research assignments
- Fieldwork reports
- GIS mapping and data analysis
- Statistical investigations
- An end of semester examination weighted at 10%

History

Length: 1 semester (Compulsory)

Subject Description and Rationale

The Year 10 course provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on our nation in its global context. Students ascertain via inquiry-based learning that the twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international co-operation provides a necessary framework for understanding Australia's development, its place within the Asia-Pacific region, and the demands for rights and recognitions by First Nations Australians.

The content also provides opportunities to develop historical understanding through key concepts including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

Students will be able to:

- Explain the historical significance of the period between 1918 and the early 21st century.
- Evaluate the accuracy, usefulness and reliability of sources as evidence.
- Sequence events and developments to analyse cause and effect, and patterns of continuity and change, connected to a period, event or movement.
- Evaluate perspectives of significant events and developments, and explain the important factors that influence these perspectives.
- Compare and evaluate different and contested historical interpretations.
- Use historical knowledge, concepts and terms to develop descriptions, explanations and historical arguments that synthesise evidence from sources.

Content

The course covers the Modern World from 1918 to the present with emphasis on Australia in its global context. Sub-strands for study include:

- Second World War, including the Holocaust, significance of Kokoda and the Dropping of the Atomic Bomb.
- Building Modern Australia, including the causes of First Nations Australians' campaigns for rights and freedoms.
- The globalising world, including causes and effects of significant events and developments of the major global influences on Australia in the post-Second World War period.

Assessment

Assessment tasks mirror the diverse teaching methods and reflect the desire to allow for success for all students in mixed ability classes. These include:

- Analysis of primary and secondary sources.
- Class debates and role plays.
- Research work and student led inquiry.
- Group tasks.
- Essays, including development of historical argument.
- Film analysis.
- Screencasts and podcasts.
- An end of semester exam weighted at 15%.

Italian

Length: 2 semesters (Elective)

Students must successfully complete 2 semesters of Italian in Year 9 to undertake this course

Subject Description and Rationale

The study of Italian is organised into the two interrelated strands of Communicating and Understanding.

Students strengthen their communication strategies and processes of interpreting, creating, evaluating and performing in relation to a widening range of texts. They develop critical analysis skills to investigate texts and to consider different viewpoints and experiences. Students expand their range and control of the linguistic systems to develop the sophistication of language use.

They learn to consider different viewpoints and experiences, and analyse their own linguistic and cultural stance, and beliefs and practices that influence communication and intercultural exchange. They continue to build a metalanguage, using specific terms to assist understanding and control of grammar and textual conventions.

Student learning will be accelerated, allowing them to commence the Stage 1 course in the second semester.

Content

Topics:

- Love and friendships
- The Modern world - technology, environments, arts
- Travel – living and holidaying in other countries
- The future – high school and world of work
- Cultural awareness – Modern Italy, the Renaissance, Contemporary Italy, Education system, Italian emigration
- Grammar
- Text Types (cartoon captions, billboard advertisement, brochure, interview, blog entries etc)

Assessment

- Communicating – aural, written and oral
- Understanding – vocabulary, grammar, culture
- Informing – share, summarise ideas and information
- Creating – written, oral, multimodal
- Translating – aural, written and oral

Mathematics

Length: 2 semesters (Compulsory)

Subject Description and Rationale

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 based on their prior knowledge from the Year 8 and 9 curriculums.

At this year level, Mathematical courses are broken up into semester-based programs. Semester One has two courses offered – a Learning Extension and Acceleration Program (LEAP), and an Intermediate level. While in second semester students are given more differentiated options with the Intermediate level separating into two groupings of Pre-Methods Mathematics and Pre-General Mathematics. This will better prepare students for suitable courses to match the four pathways offered as a part of the SACE Curriculum.

Content

On successful completion of this unit, students will have consolidated their arithmetic and algebraic skills to a level necessary for application to future Mathematics and will have developed the ability to choose appropriate Mathematical processes to solve problems. They will be able to explain processes as well as be able to carry them out.

Where applicable, students will be introduced to the use of spread sheets, graphing packages, graphics calculators and programs to develop geometric concepts. Students will be encouraged to use these tools, as well as research skills, involving electronic encyclopaedia and the Internet in project work.

Semester One topics include:

- Measurement
- Co-ordinate Geometry
- Financial Mathematics
- Pythagoras and Trigonometry
- Univariate data

Semester Two Pre-Mathematical Methods include:

- Indices and Surds
- Quadratic Expression
- Quadratic Equations
- Probability
- Trigonometry

Semester Two Pre-General Mathematics include:

- Algebra
- Solving Simultaneous Equations
- Indices and Surds
- Business Mathematics
- Probability

Assessment

Assessment will be designed to test the achievement standards outlined in the Australian Curriculum and will include tests, investigations and folio tasks. In addition, students will undertake an end of semester examination weighted at 10%.

Music

Length: 2 semesters (Elective)

Subject Description and Rationale

- Make music relevant and accessible
- Develop an understanding of theoretical concepts
- Continue to develop technical facility on a musical instrument
- Develop self-confidence
- Encourage enjoyment through involvement in music

Content

- Create, make and present music within class ensembles.
- Critically respond to music with specific reference to the History of Jazz and 'Classical' music in the 20th Century.
- Create and present solo performances to the class group.
- Perform keyboard works and develop improvisational skills.
- Create and present original compositions and musical arrangements.
- Practical activities - class ensembles, solo performances, keyboard laboratory.
- Written activities, tests, work sheets, videos.
- Computer support programs.
- Aural activities.
- Electronic instruments, keyboard laboratory.

Assessment

- 40% of total mark is devoted to practical work - class ensemble work, keyboard laboratory, solo performances, participation and rehearsal technique.
- 40% of total mark is devoted to Musicianship/Aural work (theoretical concepts) - written tests, aural tests, composition and arranging work.
- 20% of the total mark is the elective component of music studies - journal writing/research skills and critically listening.

Talented students will be extended in class ensemble activities.

There are opportunities to participate in Extra Curricular Ensembles.

There is provision for private practice.

It is assumed that students undertaking or continuing elective music in Year 10 will be learning an instrument.

Outdoor Education

Length: 1 semester (Elective)

Students can choose a maximum of 30 credits of Outdoor Education and Physical Education subjects

Subject Description and Rationale

Students develop the foundation knowledge and attitudes necessary for safe and ethical participation in a variety of outdoor activities. Immersion in and exploration of the natural environment considering minimal impact principles will foster an emerging appreciation for the environment and the need for conservation. Students will develop personal and social attributes such as independence, communication, resilience, confidence, leadership and initiative and also learn to function cohesively within a team. Students will explore the value of engagement in lifelong outdoor recreation for enjoyment, health and wellbeing.

The capabilities addressed throughout Outdoor Education are Personal and Social Capability, Critical and Creative Thinking, Ethical Understanding, Aboriginal and Torres Strait Islander Histories and Cultures, and Sustainability.

This course is developed as a progression to Stage 1 Outdoor Education.

Content

- Participation in the outdoors
- Environment and conservation
- Outdoor campcraft skills
- Planning for safe journeys
- Two outdoor practical activities including a compulsory 3-day canoeing camp

Due to the time commitments involved in camps and practical components of the course, students are expected to negotiate assessment deadlines with other subject teachers and catch-up on missed content through absence. Advance notice of key dates will be provided to parents/caregivers at the start of the course.

Assessment

- Practical..... 40%
- Folio..... 60%

Cost

An additional cost is required to cover both the theoretical and practical aspects of the course. The cost is to be confirmed but will be in the vicinity of $445/student.

Physical Education – ACARA

Length: 1 semester (Compulsory) unless undertaking Specialist Sports Program

Students can choose a maximum of 30 credits of Outdoor Education and Physical Education subjects

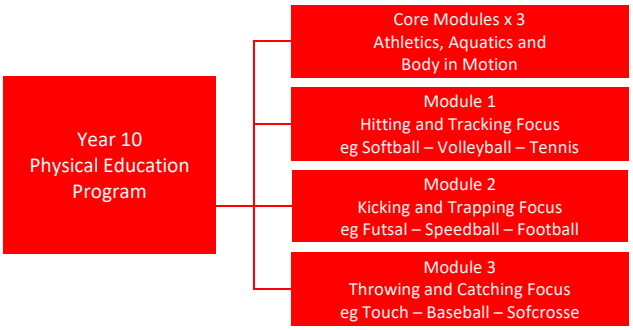
Subject Description and Rationale

Having completed Health & Physical Education in the Middle Years, students will:

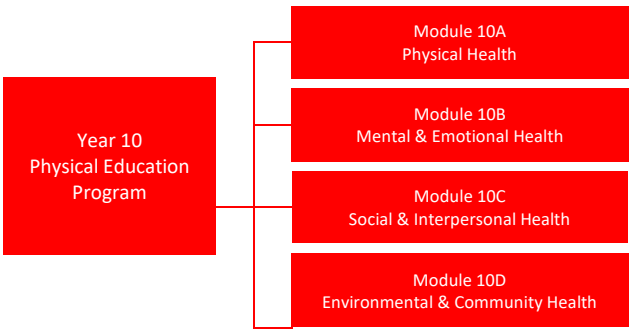
- Know and understand health and physical activity concepts that enable them to make informed decisions for a healthy, active lifestyle.
- Exhibit attitudes and values that promote personal, family and community health, and participation in physical activity.
- Demonstrate the movement skills and strategies for confident participation in physical activity.
- Demonstrate self-management skills which enable them to make informed decisions for healthy, active lifestyles.
- Demonstrate the interpersonal skills necessary for effective relationships and healthy, active lifestyles.

Content

The Year 10 Program consists of 3 core and 3 elective modules. It builds upon learning developed in Years 7, 8 and 9.



The Year 10 Program consists of 4 core modules.



Assessment

Students' performance is assessed based on their performance in class in line with the general College Assessment Policy.

Student achievement is gauged using set criteria:

(i) Participation and Preparation for Class; (ii) Skill Development and Proficiency; (iii) Tactical Application.

Physical Education – Specialist Sports Program

Length: 1 or 2 semesters (Elective) - students select either the Soccer or AFL Specialist Sport option

Students can choose a maximum of 30 credits of Outdoor Education and Physical Education subjects

Subject Description and Rationale

Students will undertake Stage 1 Cross Disciplinary Studies (10 credits/semester).

This subject aims to enable students to enhance and further develop elements of their sport of choice to a high level:

- Technically (physiologically and skill specialisation)
- Psychologically (mental and perceptual elements of sport)
- Inter-personal and socially
- Tactically (specific concepts relevant to competition and match performance)

Students undertake a variety of individual and collective activities requiring them to develop, refine and enrich their capacities and capabilities in the above facets of the sport selected for specialisation.

Activities and learning deployed and designed for this course have been linked to the College's Curriculum Acceleration Policy – where they will be provided with more challenging and engaging activities than those offered and included at the Year 10 ACARA level.

It has been developed with the vision of enabling students completing it to possess the necessary skills and cognition to further develop their capacities and capabilities in the sporting area selected.

It also has been designed with the capacity for students to apply the learning to their everyday lives in a sporting context (relevance).

Content

- **Practical Skills and Application**
  Based on the cohort and individual member's capabilities. As stated, these will be both individual and collective.
  Focus will centre around high level sporting concepts such as kinesiology, kinematics, biomechanics and proprioception and their impact on performance and performance outcomes.

Theory and Contextual Application

Concepts covered course could be focused around modules inclusive of:

Applied Exercise Physiology

Individualised Human Function (testing), Performance Evaluation (data analysis). Biomechanical applications (kinematics), kinesiology and proprioceptive analytics relative to sporting performance. Basic motor skill applications to sporting technique and their contexts. Diet and hydration and their impact on sporting performance.

Mental, Interpersonal and Environmental Aspects

Collective cognition (team related contexts such as tactical evaluation and application). Group dynamics, synergetics and communication. Psychological aspects of sport relative to learning and refinement of skills and technique and their sporting contexts.

Assessment

- Skills and Application 40%
- Group Project 20%
- Analysis 40%

Religious Education – Stage 1 Spiritualities, Religion and Meaning

Length: 1 semester equivalent across the full year (Compulsory)

Credit Points: 10

Subject Description and Rationale

Religious Education is offered as a 10-credit Stage 1 Spiritualities, Religion and Meaning course. Students will have the opportunity to develop and demonstrate their understanding of the influence of religious and spiritual perspectives on a community within a local, national, or global context.

Content

Throughout the year, students will study one or two of the following Big Ideas:

- Growth, belonging and flourishing
- Community, justice, and diversity
- Story, visions, and futures
- Spiritualities, religions and ultimate questions
- Life, the universe, and integral ecology
- Evil and suffering

Students also have an opportunity to choose a Youth Ministry and Leadership elective subject in Semester Two which replaces the mainstream topics. Through their engagement in this course, students will:

- Develop knowledge of Youth Ministry and Christian Leadership
- Develop leadership skills and techniques
- Facilitate a Year 4 Confirmation Retreat

Assessment

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

- Assessment Type 1: Representations
- Assessment Type 2: Connections
- Assessment Type 3: Issues Investigation

Science

Length: 2 semesters (Compulsory)

Science is a course that provides the necessary background knowledge required for the study of Stage 1 Biology, Chemistry, Physics and Psychology. Students wishing to study any of these Stage 1 Sciences must achieve an average of at least a B- for Year 10 Science.

The Australian Science Curriculum provides opportunities for students to develop an understanding of important Science concepts and processes, the practices used to develop scientific knowledge, of Science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understanding and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in Science related careers.

Students develop questions and hypotheses and independently design and improve appropriate methods of investigation for laboratory experimentation. They explain how they have considered reliability, safety, fairness and ethical actions in their methods and identify where digital technologies can be used to enhance the quality of data. When analysing data, selecting evidence and developing and justifying conclusions, they identify alternative explanations for findings and explain any sources of uncertainty. Students evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited. They construct evidence-based arguments and select appropriate representations and text types to communicate Science ideas for specific purposes.

Content

Over the course of the year the following components of science will be covered:

- DNA structure and function
- Patterns of Inheritance
- Evolution and Natural Selection
- Atomic Structure - Chemical Patterns
- Chemical Reactions
- Big Bang Theory
- Earth Cycles
- Green House Effect and Global Warming
- Energy Changes and Transformations
- Laws of Motion

Assessment

- Scientific Investigations
- Topic Tests
- Science as a Human Endeavour Tasks
- Students will undertake a semester examination

Visual Arts – Art

Length: 1 semester (Elective)

It would be advantageous for students enrolling in this subject to have studied Visual Arts in Year 9

Subject Description and Rationale

Through Art people express beliefs, explore or record experiences and present concepts and opinions. The process of making art includes exploring and developing creative ideas and using materials, skills and techniques.

The course seeks to further develop skills and knowledge taught in previous years while also promoting creative thought and conceptualisation. Students are exposed to a wide range of practical media including acrylic paints, watercolours, pastels, pencil and digital applications. This course aims to prepare students for further studies in Visual Arts -Art/Design at Stage 1 and Stage 2 level.

It is strongly recommended that students have successfully completed Visual & Design Arts at Year 9 to ensure an appropriate foundation of practical ability and knowledge of fundamental concepts.

Content

At the completion of this course students will be able to:

- Plan, develop and make works of Art
- Demonstrate a sensitive and skilful handling of selected media
- Demonstrate a practical knowledge of a range of skills and techniques
- Analyse and express opinions about art works
- Use a range of resources for art research

Assessment

- Practical 50%
- Folio 30%
- Theory 20%

Visual Arts – Design

Length: 1 semester (Elective)

It would be advantageous for students enrolling in this subject to have studied Visual Arts in Year 9

Subject Description and Rationale

This course focuses predominantly on Visual Communications (Graphic Design) with some aspects of Environmental and Product Design also covered. Each area carries with it a unique opportunity for students to utilise problem solving skills and develop individuality and creativity.

The Design course seeks to further develop skills and knowledge taught in previous years while also promoting creative thought and conceptualisation. To produce resolved works of design, students are taught skills in computer applications such as Adobe Photoshop and Illustrator. Digital SLR photography also features as a component within various projects. This course aims to prepare students for further studies in Visual Arts - Design/Art at Stage 1 and Stage 2 level.

It is strongly recommended that students have successfully completed Visual & Design Arts at Year 9 to ensure an appropriate foundation of practical ability and knowledge of fundamental concepts.

Content

At the completion of this course, students will be able to:

- Conceive, develop and create design works
- State and refine a design brief
- Generate diverse ideas and evaluate these in relation to the brief
- Present designs using appropriate methods or techniques
- Analyse and express opinions about works of design
- Use a range of resources for art research

Assessment

- Practical 50%
- Folio 30%
- Theory 20%

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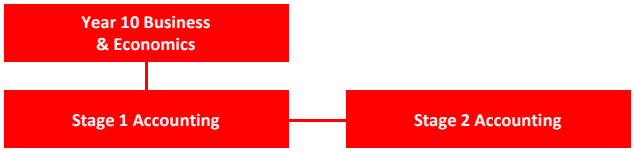
Accounting

Length: 1 semester
Credit Points: 10
Pre-Requisites: At least a C+ in Year 10 Mathematics and Year 10 English or Year 10 Economics & Business



Subject Description and Rationale

The study of Accounting gives students the opportunity to develop their understanding of accounting, including selected concepts and conventions that underpin and inform the practice of accounting. They will apply this understanding to the creation and interpretation of accounting information. Students will explore and analyse the ways in which accounting information can be used in the decision-making process. Students will consider the changing forms of accounting information and examine the use of digital and emerging technologies.

Content

The subject is structured around three focus areas

- Understanding accounting
- Understanding financial sustainability
- Perspectives in accounting

These focus areas are underpinned by the following learning strands:

- Financial literacy
- Stakeholder information and decision-making
- Innovation

Assessment

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

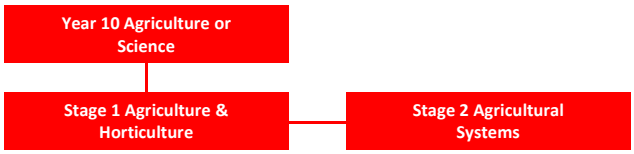
- Accounting Skills 75%
- Accounting Inquiry 25%

Students should provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%. Students undertake:

- Three accounting skills tasks
- One accounting inquiry

Agriculture & Horticulture

Length: 1 or 2 semesters
Credit Points: 10 or 20
Pre-Requisites: At least a C+ in Year 10 Agriculture or Science



Subject Description and Rationale

The study of Agriculture and Horticulture 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. Students investigate issues through topics related to animals, plants, fungi, microbes, soils, climate, water and/or technology and in a local, national and/or global context.

Experiments are part of practical investigations in the study of Agriculture and Horticulture and may take place on farms, in vineyards, orchards, gardens, laboratories or other relevant locations and may use a variety of data collecting procedures, eg soil water or grape sugar estimations.

The focus capabilities for this subject are communication and learning.

Content

Students study topics within the following theme: Scientific Principles of Plant and Animal Production.

Examples of topics:

- Agricultural ecology
- Winemaking
- Animal nutrition
- Plant science
- Soil science
- Agricultural genetics
- Viticulture

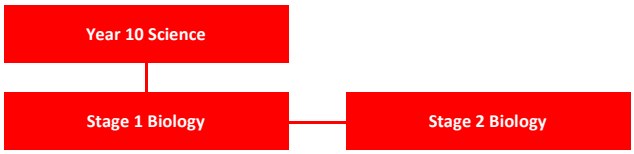
Assessment

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

- Investigations Folio 50%
- Skills and Applications Tasks 50%

Biology

Length: 1 or 2 semesters
Credit Points: 10 or 20
Pre-Requisites: At least a B in Year 10 Science



Subject Description and Rationale

In Biology students learn about the cellular structures and overall 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, on society and on 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.

Content

- Cell Theory and Microscopy
- Aerobic Respiration
- Biomolecules
- Circulatory System
- Genetic Engineering
- Respiratory System
- Biotechnology
- Arid Zone Ecosystems
- The Scientific Process

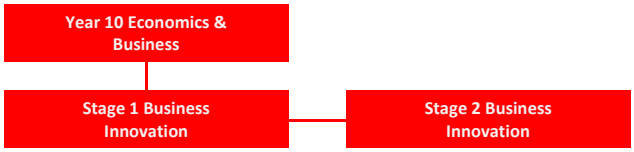
Assessment

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

- Investigations Folio 50%
- Skills and Applications Tasks 50%

Business Innovation

Length: 1 semester
Credit Points: 10
Pre-Requisites: Nil



Subject Description and Rationale

At Stage 1, students have opportunity to complete the Shark Tank eSchool Program. This is a project-based learning program where students work through an entrepreneurial process including identifying existing problems (or anticipated future challenges), generate a solution (in the form of a product, service, or user experience), design and test a prototype, build a business model, and pitch the idea in venture showcase events.

Content

Stage 1 Business Innovation is a 10-credit subject and is studied through the following two contexts:

- Start-up business
- Existing business

Through these contexts, students develop and apply their understanding of the following learning strands:

- Finding and solving problems
- Financial awareness and decision-making
- Business information and communication
- Global, local, and digital connections

Students gain an understanding of fundamental business concepts and ideas, including:

- The nature and structure of business
- Key business functions
- Forms of ownership and legal responsibilities

Assessment

The following assessment types enable students to demonstrate their learning in Stage 1 Business Innovation:

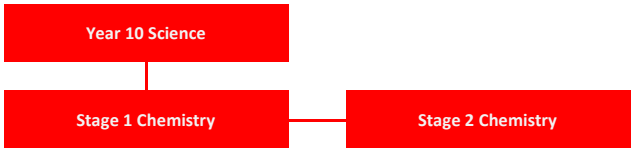
- Assessment Type 1: Business Skills 75%
- Assessment Type 2: Business Pitch 25%

For a 10-credit subject, students should provide evidence of their learning through four assessments.

- Three business skills tasks, one of which is a business model summary
- One business pitch, including an evaluation of the proposal in meeting customer needs or addressing problems

Chemistry

Length: 2 semesters
Credit Points: 20
Pre-Requisites: At least a B in Year 10 Science



Subject Description and Rationale

The study of Chemistry offers students opportunities to consider the use that human beings make of the planet's resources and the impact of human activities on the environment. An understanding of chemistry, and the application of this understanding, helps students to appreciate the factors that influence the pursuit of science and to make informed decisions about modifying and interacting with nature.

The concepts of Chemistry are based on careful observation and measurement and the analysis and interpretation of results. Proficiency in the handling of apparatus is the result of continual practice in a supportive learning environment. Practical activities in this subject are also designed to support conceptual development.

Conceptual knowledge and understanding in Stage 1 Chemistry are supported through inquiry and communication about phenomena in chemistry. Students undertake investigations to develop their knowledge and understanding. Data and information, including observations, from these investigations provide the evidence on which informed decisions can be made.

Chemistry investigations are carried out by students through individual and/or collaborative tasks.

In folio investigations, students use information from different sources, which may include primary source data they generate themselves such as observations and measurements made in the laboratory. Students develop questions for investigation, undertake research approaches, and collect evidence to inform their investigations. They learn to think critically and reflectively when relating their evidence to the issue under investigation. They describe the different views people hold on an issue, based on their evidence.

Content

Areas of learning and topics include:

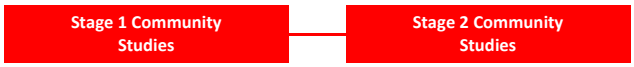
- Materials and their Atoms
- Combinations of Atoms
- Organic Chemistry
- Volumetric Analysis
- Mixtures and Solutions
- Acids and Bases
- REDOX Reactions
- Science Inquiry

Assessment

- School-based Assessment
  Folio Tasks..... 50%
  Skills and Applications Tasks..... 50%

Community Studies

Length: 1 or 2 semesters
Credit Points: 10 or 20
Pre-Requisites: Nil



Note: Stage 2 Community Studies is a non-ATAR subject

Subject Description and Rationale

Community Studies offers students the opportunity to learn in a community context and to interact with teachers, peers and community members beyond the school environment.

Students decide on a focus for their community activity and prepare a contract of work, which begins from a point of personal interest, skill, or knowledge. By setting challenging and achievable goals, students enhance their skills and understandings in a guided and supported learning program. They develop their ability to work independently and to apply their skills and knowledge in practical ways.

Content

Students prepare a contract of work, which incorporates a community activity, from one of the following areas of study:

- Arts and the Community
- Communication and the Community
- Foods and the Community
- Health, Recreation, and the Community
- Science, Technology and the Community
- Work and the Community

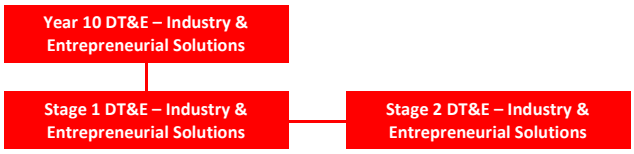
Assessment

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

- Contract of Work
- Development of Contract
- Folio
- Community Activity
- Reflection

Design, Technology & Engineering – Product Design (IES)

Length: 1 semester
Credit Points: 10
Pre-Requisites: Completion of Year 10 Design, Technology & Engineering



Subject Description and Rationale

Previous experience and competence in the use of 3D design software would be an advantage.

Through the study of Design & Technology students develop the ability to investigate, design and manufacture 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.

Students are presented with a real-world design brief and are required to work independently and collaboratively to design and prototype a working solution using various resources dependent on their chosen solution. This course is run under the Design, Technology and Engineering, Industry and Entrepreneurial Solutions curriculum.

Content

- Basic skills in freehand sketching
- Designing for manufacture using the College laser cutter, 3D printers and CNC milling machine
- Simulation and analysis of mechanical parts
- Communication of ideas via presentation graphics
- General concepts and computer terminology
- Application of an Engineering Design Cycle
- Research materials for use in final product
- Electronic prototyping using Breadboards
- Using sensors to control environments
- Programming microcontrollers including Arduino

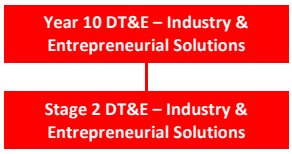
Assessment

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

- Specialised Skills Tasks
- Design Process and Solution

Design, Technology & Engineering – Product Design (IES) (Stg 2)

Length: 2 semesters
Credit Points: 20
Pre-Requisites: At least a C in a Year 10 Design, Technology & Engineering*



**Students interested in completing this Stage 2 course will need to discuss with the Head of Faculty*

Subject Description and Rationale

Students leaning towards career pathways in Engineering, Industrial Design, Architecture, Project Management or other technical professions will find this course particularly useful.

In this course students design and manufacture a product for a set design brief that incorporates the use of Computer Aided Drawing and manufacturing processes and embedded electronics. Students are able to negotiate a suitable project of interest, but many students have designed and manufactured a fully functional game controller in past years.

Much of this course involves the use of Autodesk Fusion 360, an industry standard 3D design software program. This software is used to design parts that can be simulated and tested as an assembly prior to the manufacture of parts. This course is run under the Design, Technology and Engineering, Industry and Entrepreneurial Solutions curriculum

Content

- Basic skills in freehand sketching
- Designing for manufacture using the College laser cutter, 3D printers and CNC milling machine
- Simulation and analysis of mechanical parts
- Communication of ideas via presentation graphics
- Application of an Engineering Design Cycle
- Research issues – impacts and consequences of technology
- Electronic prototyping using Breadboards
- Using sensors to control environments (Arduino)

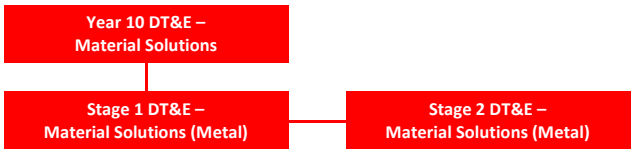
Assessment

Assessment consists of the following components, weighted as shown:

- School-based Assessment 70%
  Specialised Skills Tasks 20%
  Design Process and Solution.....50%
- External Assessment 30%
  Resource Study.....30%

Design, Technology & Engineering – Material Solutions (Metal)

Length: 1 semester
Credit Points: 10
Pre-Requisites: At least a C in Year 10 Design, Technology & Engineering – Material Solutions



Subject Description and Rationale

Through the study of Design & Technology students develop the ability to investigate, design and manufacture 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

Metal Technology has a welding and machining focus with emphases on both the design process and skills. Working from a set of working drawings students will manufacture a project that focuses on machining. Students will then progress through a design process that will culminate in the production of working drawings followed by the manufacture of a welding-based project.

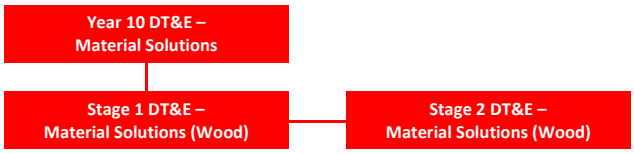
Assessment

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

- Specialised Skills Tasks
- Design Process and Solution

Design, Technology & Engineering – Material Solutions (Wood)

Length: 1 semester
Credit Points: 10
Pre-Requisites: At least a C in Year 10 Design, Technology & Engineering – Material Solutions



Subject Description and Rationale

Through the study of Design & Technology students develop the ability to investigate, design and manufacture 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

Wood Technology has a furniture construction focus with emphases on both the design process and skills. Students will progress through a design process that will culminate in the manufacture of a traditional chest or bedside cabinet. Prior to commencement of the major project, students will undertake a series of formative practical exercises designed to develop competencies in machining and hand skills. Many of the skills, processes and materials experienced here will be valuable in the production of the major project.

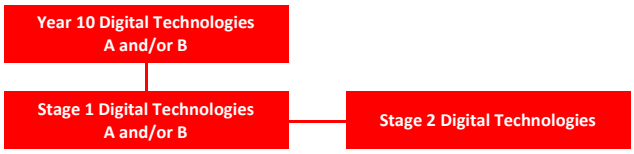
Assessment

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

- Specialised Skills Tasks
- Design Process and Solution

Digital Technologies A

Length: 1 semester
Credit Points: 10
Pre-Requisites: At least a C+ in Year 10 Digital Technologies A and/or B



Subject Description and Rationale

Students design and build digital solutions and investigate existing ones to discover their function and components. Students research into ethical aspects in the use of digital technologies. They develop and apply specialised skills and techniques in several digital technology areas.

In Digital Technology A the study is concentrated in learning programming concepts, using Java language.

The nature of this course encourages students to develop their communication, data/information management, learning and co-operative endeavours skills. Students create new ways of doing things, based on their own ideas and creating digital solutions to problems of interest.

Content

The following focus areas are studied:

- Programming – students identify and deconstruct a problem, develop and use code to design and test possible solutions.
- Advanced Programming – students extend their programming skills with a focus on problem-solving.
- Exploring innovations – students apply their critical and creative thinking skills to explore digital innovations, develop ideas, and create digital solutions.

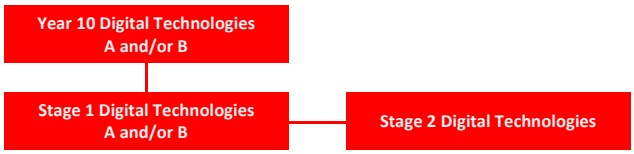
Assessment

Students should provide evidence of their learning through a minimum of four assessments, one of these tasks must be completed collaboratively.

- Three Project Skills..... 60%
  (Some examples: a research essay on psychology of gaming, proving programming concepts by creating solutions to given problems using Java in a series of tests, developing a plan to create a new game)
- One Digital Solution 40%
  (Collaboratively designing and implementing a new game)

Digital Technologies B

Length: 1 semester
Credit Points: 10
Pre-Requisites: At least a C+ in Year 10 Digital Technologies A and/or B



Subject Description and Rationale

Students design and build digital solutions and investigate existing ones to discover their function and components. Students research into ethical aspects in the use of digital technologies. They develop and apply specialised skills and techniques in several digital technology areas.

In Digital Technology B the study is concentrated in learning about relational databases (Microsoft Access and MariaSQL), interactive website design (HTML, CSS, PHP, JavaScript), computer systems (Apache Server) and Cyber Security. The CRUD paradigm (create, read, update, delete) will be presented as part of the contemporary practices in developing websites.

The nature of this course encourages students to develop their communication, data/information management, learning and co-operative endeavours skills. Students create new ways of doing things, based on their own ideas and creating digital solutions to problems of interest.

Content

The following focus areas are studied:

- Advanced Programming – students extend their programming skills with a focus on problem-solving
- Data analytics – students apply their computational thinking skills to analyse relationships in data sets
- Exploring innovations – students apply their critical and creative thinking skills to explore digital innovations, develop ideas, and create digital solutions

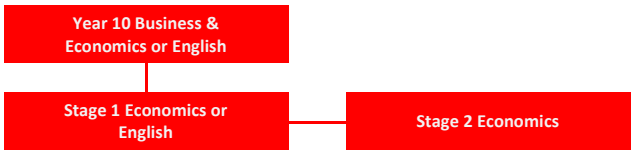
Assessment

Students should provide evidence of their learning through a minimum of four assessments, one of these tasks must be completed collaboratively.

- Three Project Skills 60%
  (Some examples: develop a relational database system for a given problem as a mini project, investigating an existing database system and create a report using visualising tools as a research task, a series of tests to prove concepts)
- One Digital Solution..... 40%
  (Example: a bank ATM simulator using dynamic website design)

Economics

Length: 1 semester
Credit Points: 10
Pre-Requisites: At least a C in Year 10 English and/or Year 10 Economics & Business



Subject Description and Rationale

Economics is the study of how resources are allocated so that goods and services are produced, distributed, and exchanged to satisfy the unlimited needs and wants of society.

Students explore and analyse a variety of authentic economic contexts to develop, extend, and apply their skills, knowledge, understanding, and capabilities. By studying Economics, students develop an understanding of different economic systems and institutions and learn to assess the degree to which these systems and institutions satisfy people's needs and wants.

Content

The following contexts may form the basis for teachers to present scenarios for inquiry:

- Markets in action
- Economic decision-making
- Government involvement in the economy
- Trade in the global economy
- Elective scenario

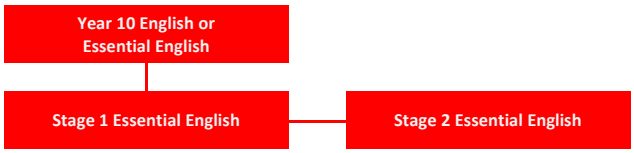
Assessment

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

- Assessment Type 1: Folio.....60%
- Assessment Type 2: Economic Project.....40%

English (Essential)

Length: 2 semesters
Credit Points: 20
Pre-Requisites: Nil



Subject Description and Rationale

Essential English is designed for students where English is their second language, or those who are undertaking a VET course with the aim of transitioning into the workforce or TAFE. Students may also be recommended for this course by the Head of Faculty.

Students are encouraged to read, consider and appreciate a wide range of texts in various forms and media. The aim is to develop the student's confidence in using the English language and in understanding how texts are constructed for particular purposes and audiences.

This subject 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 literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.

Content

Content design is centred on the ways in which the individual or groups of students establish and maintain connections with familiar and unfamiliar communities. Students read and respond to texts as well as produce texts focussing on either a single or range of contexts, while developing skills in locating, recording, analysing and synthesising.

- Reading and Responding to Texts - students explore a range of texts (written, visual, spoken, multimodal, literary and non-literary) that have been composed for different purposes and in a range of forms. Through the reading of texts students have the opportunity to understand and appreciate the diversity of cultures that make up Australia. Responses may be written, oral, visual or multimodal.
- Creating Texts - students learn to recognise the linguistic codes and conventions of different text types; to use these in producing their own texts; and to comment on their effects in the texts they read. Students learn that social, cultural, political and economic values are embedded in language and apply this understanding in the composing of their own texts. Compositions may be written or multimodal.

Assessment

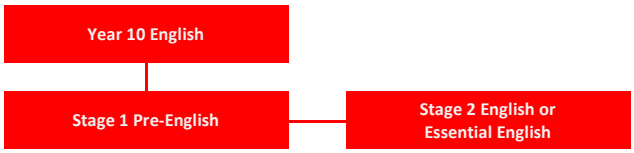
Assessment is school-based. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Responding to Texts
- Assessment Type 2: Creating Texts

This is an externally moderated subject.

English (Pre-English)

Length: 2 semesters
Credit Points: 20
Pre-Requisites: At least a C+ in Year 10 English



Subject Description and Rationale

In order to prepare Stage 1 English students for the different English courses at Stage 2, students have the option of studying either Pre-English or Pre-English Literary Studies in Stage 1. Although designed to approximate the Stage 2 courses, these subjects still meet the SACE requirements for Stage 1 English. Stage 1 Pre-English has a focus on the exploration and development of skills for the study of English at Stage 2, developing student knowledge and understanding of audience, purpose and context. Students enhance their understanding and analysis of the stylistic features and conventions of different text types and learn to make effective comparisons. Students create a variety of texts, employing the stylistic features and conventions studied as a class, and are encouraged to consider their own work analytically, preparing students for the requirements of the Stage 2 English course.

This subject allows students to achieve the SACE literacy requirement, which is a C grade or higher in 20 credits over the full year.

Content

Students are required to read a variety of texts focussing on the structure and language.

- Reading and Responding to Texts - students explore a range of texts composed for different purposes and audiences. Students compose responses to texts, such as: literary essay, oral presentation, monologue, website, author interviews etc.
- Creating Texts - students explore a range of text types composed for different purposes and audiences and then compose their own texts, for example: a poem, narrative, speech. Students analyse their own craft in a writer's statement.
- Intertextual Study - students produce comparative responses to texts to demonstrate their understanding of intertextuality. Responses may be written, oral and/or multimodal.

Assessment

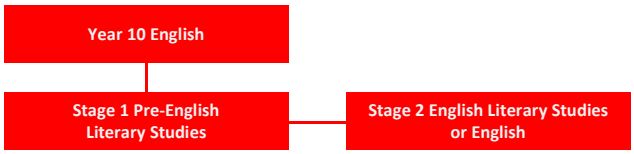
Assessment at Stage 1 is school-based. Students demonstrate evidence of learning through:

- Assessment Type 1: Responding to Texts
- Assessment Type 2: Creating Texts
- Assessment Type 3: Intertextual Study

This is an externally moderated subject.

English (Pre-English Literary Studies)

Length: 2 semesters
Credit Points: 20
Pre-Requisites: At least a B in Year 10 English



Subject Description and Rationale

Students have the option of studying Pre-English Literary Studies in Stage 1. Although designed to approximate the Stage 2 course, this subject still meets the SACE requirements for Stage 1 English. Through shared and individual study of texts, students consider a range of critical interpretations of texts, and extend their ability to sustain a reasoned critical argument by developing strategies that allow them to weigh alternative critical perspectives against each other. By focusing on the craft of the authors, students develop strategies to enhance their own skills in creating texts and put into practice the techniques they have observed.

This subject allows students to achieve the SACE literacy requirement, which is a C grade or higher in 20 credits over the full year.

Content

Students are required to read a variety of texts, developing an understanding of how literary conventions and stylistic features are employed.

- Reading and Responding to Texts – students critically engage with a range of texts composed for different purposes, audiences and contexts and develop an understanding that a text may be interpreted from a range of critical perspectives. Students compose responses such as: literary essay, oral presentation, comparative paragraphs etc.
- Creating Texts – students create texts that enable them to apply the knowledge, skills and understanding developed through their study of literary texts.
- Intertextual Study – students produce comparative responses to texts to demonstrate their understanding of intertextuality to prepare for the Comparative Text Study at Stage 2. Students further develop their understanding of genre by considering how texts may be transformed and evaluate some of the literary conventions of the original and transformed text types.

Assessment

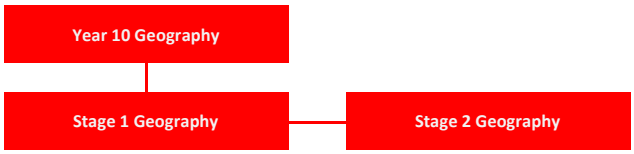
Assessment at Stage 1 is school-based. Students demonstrate evidence of learning through:

- Assessment Type 1: Responding to Texts
- Assessment Type 2: Creating Texts
- Assessment Type 3: Intertextual Study

This is an externally moderated subject.

Geography

Length: 1 semester
Credit Points: 10
Pre-Requisites: At least a C in Year 10 Geography and Year 10 English



Subject Description and Rationale

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

Geography students develop an understanding of how people interact with environments differently in different places and at different times, and of the opportunities and challenges for, and constraints to, such interactions. An important component of geographical inquiry in the 21st Century is awareness that people are dependent on increasingly threatened human and physical environments.

Students use spatial technologies to investigate contemporary issues and develop knowledge and skills that enable them to contribute to the sustainable use of the earth's physical and human environments.

Fieldwork is a compulsory part of the Geography Subject Outline and students will have the opportunity to conduct fieldwork in the Adelaide Hills and metropolitan area.

Content

Stage 1 Geography courses are based around three key themes:

- Sustainable Places
- Hazards
- Contemporary Issues

These themes are addressed through units of work covering Planning for Disaster, Bushfires, Floods, the ENSO cycle, Development Planning (Siting a Nuclear Power Station in SA) and Sustainability, Mapping and Geographic Information Systems (GIS).

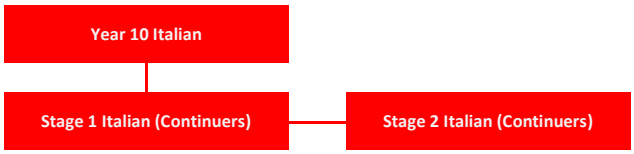
Assessment

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

- Assessment Type 1: 70%
  Geographical Skills and Applications
- Assessment Type 2: 30%
  Fieldwork

Italian (Continuers)

Length: 2 semesters
Credit Points: 20
Pre-Requisites: At least a C+ in Year 10 Italian



Subject Description and Rationale

Italian Continuers Level, Stage 1, is the first stage of a two-year curriculum statement. Italian Continuers Level seeks to develop the students':

- Ability to use Italian to communicate with others
- Understanding and appreciation of the cultural contexts in which Italian is used
- Understanding language as a system
- Ability to make connections between Italian and English
- Cognitive, learning and social skills
- Potential to apply Italian to work, further study, training or leisure

At the end of the course, students should be able to:

- Exchange information, opinions and experiences in Italian
- Express ideas through the production of original texts in Italian
- Analyse, process and respond to Italian texts
- Understand aspects of the language and culture of Italian-speaking communities

Content

The subject is organised around three themes and their topics. These are:

- The Individual: Personal identity, Health and Leisure and Education and Aspirations.
- The Italian-speaking Communities: Historical Perspectives, Lifestyle in Italy and Abroad, Social and Contemporary Issues.
- The Changing World: The World of Work, Technology, Trade and Tourism.

Students will discuss topics, read and listen to texts, analyse, respond in writing and orally and research specific material in the topic's areas. The study and consolidation of grammatical elements is presented in separate exercises and as an integral part of the language tasks.

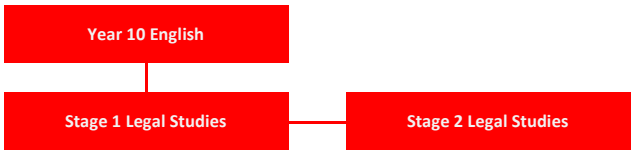
Assessment

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

- Interaction
- Text Production
- Text Analysis
- Investigation

Legal Studies

Length: 1 semester
Credit Points: 10
Pre-Requisites: At least a C+ in Year 10 English and/or Year 10 Economics & Business



Subject Description and Rationale

Legal Studies explores Australia's legal heritage and the dynamic nature of the Australian legal system within a global context. Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition.

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. They reflect on, and make informed judgements about, strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied.

Students examine the Australian legal system. They read and write about, and discuss, analyse and debate issues. They use a variety of methods to investigate legal issues, including observing the law in action in courts and through various media.

Content

At Stage 1 students of Legal Studies develop an appreciation and awareness of their role as a citizen in the Australian legal system, the skills to communicate their ideas and the confidence to make informed and effective decisions regarding legal issues.
Students will study Law and Communities (Focus Area 1), plus a minimum of two other focus areas from the list below:

- Focus Area 2: Government
- Focus Area 3: Law-making
- Focus Area 4: Justice and Society
- Focus Area 5: Young People and the Law
- Focus Area 6: Victims and the Law
- Focus Area 7: Motorists and the Law
- Focus Area 8: Young Workers and the Law
- Focus Area 9: Relationships and the Law

Alternative focus areas can also be developed.

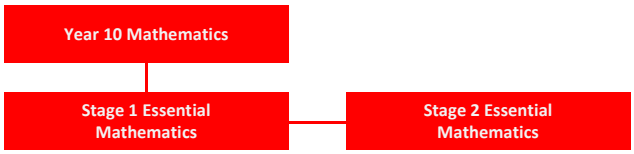
Assessment

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

- Assessment Type 1: Analytical Response
- Assessment Type 2: Inquiry

Mathematics (Essential)

Length: 1 or 2 semesters
Credit Points: 10 or 20
Pre-Requisites: Nil



Subject Description and Rationale

As per the requirements of the Australian 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 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 calculations, 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, the possibility of these topics being shuffled to best suit the cohort.

Topics studied in Semester One include: Calculations, Time and Ratio; Earning and Spending; Geometry.

Topics studied in Semester Two include: Data in Context; Measurement; Investing.

Assessment

Assessment components include the following:

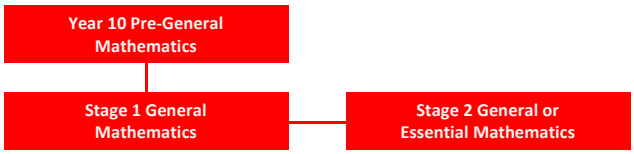
- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: Mathematical Investigation

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 and at least one Mathematical Investigation.

The use of technology, in particular the application of graphics calculators is integral to the course. Each student is required to possess their own graphics calculator – the preferred make is a Casio, but other makes are usable. Please check whether models are approved by the SACE Board of SA before purchasing.

Mathematics (General)

Length: 1 or 2 semesters
Credit Points: 10 or 20
Pre-Requisites: At least a C in Year 10 Pre-General Mathematics



Subject Description and Rationale

As per the requirements of the Australian Curriculum, students completing this course must have satisfactorily completed at a minimum of Pre-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 or Essential Mathematics at Stage 2 must complete a full year at Stage 1.

Content

Students extend their mathematical skills in ways that apply to practical problem solving and mathematical modelling in everyday contexts. A problems-based approach is integral to the development of mathematical skills and the associated key ideas in this subject.

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 six major components that would be completed across two units of General Mathematics; there is, however, the possibility of these topics being shuffled to best suit the cohort.

Topics studied in Semester One include: Investment and Borrowing; Measurement; Statistical Investigation.

Topics studied in Semester Two include: Applications of Trigonometry; Linear Functions and their Graphs; Matrices and Networks.

Assessment

Assessment components include the following:

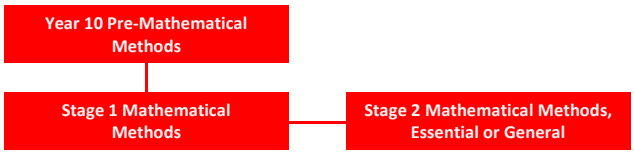
- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: Mathematical Investigation

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 and at least one Mathematical Investigation.

The use of technology, in particular the application of graphics calculators is integral to the course. Each student is required to possess their own graphics calculator – the preferred make is a Casio, but other makes are usable. Please check whether models are approved by the SACE Board of SA before purchasing.

Mathematics (Methods)

Length: 2 semesters
Credit Points: 20
Pre-Requisites: At least a B in Year 10 Pre-Mathematical Methods



Subject Description and Rationale

As per the requirements of the Australian Curriculum, students completing this course must have satisfactorily completed Pre-Mathematical Methods at Year 10, with students being strongly advantaged having been exposed to 10A content. Students wishing to study Mathematical Methods at Stage 2 must complete a full year at Stage 1 and assumed knowledge of Semester One Stage One Specialist Mathematics is of benefit.

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 six major and minor components that would be completed across two units of Mathematical Methods; there is, however, the possibility of these topics being shuffled to best suit the cohort.

Topics studied in Semester One include: Functions and Graphs; Trigonometry; Counting and Probability.

Topics studied in Semester Two include: Statistics; Growth and Decay; Introduction to Differential Calculus.

There are two types of topics: major and minor. Major topics require a longer time to develop the key concepts. Topics 1, 2, 5 and 6 are major topics; Topics 3 and 4 are minor topics.

Assessment

Assessment components include the following:

- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: Mathematical Investigation

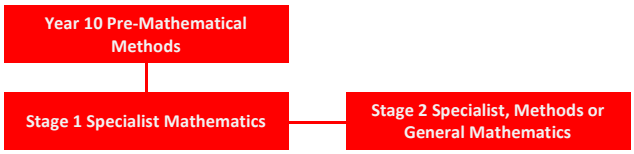
Pathways

Stage 2 Mathematical Methods, Stage 2 General Mathematics and Stage 2 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 statistic, such as health or social sciences.

The use of technology, in particular the application of graphics calculators is integral to the course. Each student is required to possess their own graphics calculator – the preferred make is a Casio, but other makes are usable. Please check whether models are approved by the SACE Board of SA before purchasing.

Mathematics (Specialist)

Length: 2 semesters
Credit Points: 20
Pre-Requisites: At least a B+ in Year 10 Pre-Mathematical Methods



Subject Description and Rationale

As per the requirements of the ACARA Curriculum, students completing this course must have satisfactorily completed Pre-Mathematical Methods at Year 10. Both semesters of the Specialist Mathematics course are self-contained, independent units which may be combined to form a full year course. Students wishing to study Specialist Mathematics at Stage 2 must complete a full year at Stage 1. Specialist Mathematics must be **studied in conjunction with Mathematical Methods**, in both Stage 1 and Stage 2. Students wishing to complete Stage 2 Mathematical Methods, Semester One of Stage One Specialist Mathematics is assumed knowledge.

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.

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, the possibility of these topics being shuffled to best suit the cohort.

Topics studied in Semester One include: Arithmetic and Geometric Sequences and Series; Geometry; Vectors in the Plane.

Topics studied in Semester Two include: Trigonometry; Matrices; 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%.

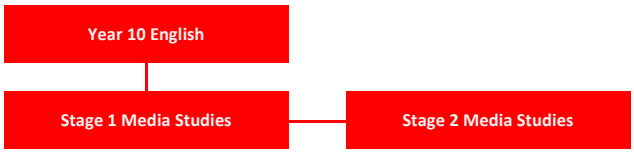
Pathways

Stage 2 Specialist Mathematics, Stage 2 Mathematical Methods, Stage 2 General Mathematics and Stage 2 Essential Mathematics. Stage 2 Specialist Mathematics can be a pathway to Mathematical Sciences, Engineering, Space Sciences and Laser Physics.

The use of technology, in particular the application of graphics calculators is integral to the course. Each student is required to possess their own graphics calculator – the preferred make is a Casio, but other makes are usable. Please check whether models are approved by the SACE Board of SA before purchasing.

Media Studies

Length: 1 semester
Credit Points: 10
Pre-Requisites: At least a C in Year 10 English



Subject Description and Rationale

Media Studies is a 10-credit subject at Stage 1. Students develop media literacy and production skills by observing media practice, critically analysing media texts, and creating their own media products. Students learn about their own culture in the process and examine the effect of media on both individual and group identity.

Students consider the dynamic role of the media in local and global contexts and develop an understanding of how the media shapes perspectives and how the media interprets the world for its audience. Students also examine how the media influences their identity, how they make sense of information, and more.

Stage 1 Media Studies involves reading, viewing, writing, listening, debating and interacting. This subject also gives students the opportunity to create their own media products and to analyse media. Students create and examine a range of media texts, developing their skills and knowledge, and their understanding of media as symbolic systems.

Content

Students study two of the nine topics available for study in a 10-credit subject. The topics available for study are:

Images of Youth in Media, Making of the News, Advertising, Careers in Media, Creating Multimedia Texts, Representations in the Media, Media Audiences, Media and Leisure, Media and the Global Community.

The structure of Stage 1 Media Studies is flexible, and topics can be developed in collaboration with students. Some suggestions for other topics could be: Violence in the Media, Women in the Media, Portrayal of War and more.

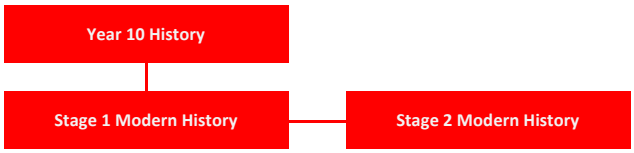
Assessment

Students demonstrate evidence of their learning through four or five assessments, with at least one from each assessment type:

- Assessment Type 1: Folio – Students complete at least one media exploration assessment. They can work individually, or as a group. In this assessment, they research, and reflect on an idea, question or issue arising from a study of a topic. The assessment can be realised as a debate, discussion, as an essay, a group presentation, etc.
- Assessment Type 2: Interaction Study – Students complete this study on a topic of their choice. Either individually, or as a group, students interact with media and analyse their interactions. The topics chosen should be based on current or past media experiences, and could focus on interactive games, new technologies, media in a global context.
- Assessment Type 3: Product – Students undertake a media production task (either individually or as a group). Students will develop a plan, identify relevant techniques to be used, complete a final media product, and evaluate the final product.

Modern History

Length: 1 semester
Credit Points: 10
Pre-Requisites: At least a C+ in Year 10 History



Subject Description and Rationale

In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements, the ideas that inspired them, and their short-term and long-term consequences for societies, systems, and individuals.

Through their studies, students build their skills in historical method through inquiry, by examining and evaluating the nature of sources. This includes who wrote or recorded them, whose history they tell, whose stories are not included and why, and how technology is creating new ways in which histories can be conveyed. Students explore different interpretations, draw conclusions, and develop reasoned historical arguments.

Content

Students consider the dynamic processes of imperialism, decolonisation and revolution and how these have reconfigured political, economic, social, and cultural systems and created challenges.

- Topics 1 and 2: Imperialism and Decolonisation in Vietnam
- Topic 5: Revolution in France 1789 or Russia 1917

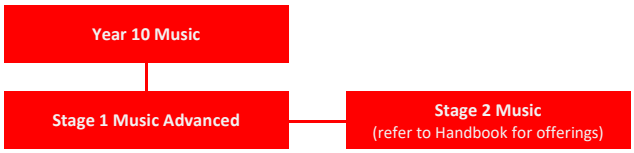
Assessment

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

- Assessment Type 1: Historical Skills..... 70%
  Essay 25%
  Source Analysis 25%
  Empathetic Response 20%
- Assessment Type 2: Historical Study 30%

Music Advanced

Length: 2 semesters
Credit Points: 20
Pre-Requisites: At least a C in Year 10 Music



Subject Description and Rationale

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. 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.

Stage 1 Music can be studied as a 10-credit or a 20-credit subject.

Students can enrol in Stage 1 Music Experience programs and Stage 1 Music Advanced programs.

- 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 and/or Solo Performance.
- Music Advanced Programs – These programs are designed for students with a substantial background in music. Music Advanced programs should provide pathways to the range of Stage 2 Music subjects.

Content

Students have the opportunity to engage in some of the following activities:

- Composing, Arranging, Transcribing, Improvising
- Performing
- Music in Contexts
- Developing Theory and Aural Skills
- Participating in Ensembles
- Digital Recording
- Wave File Manipulation

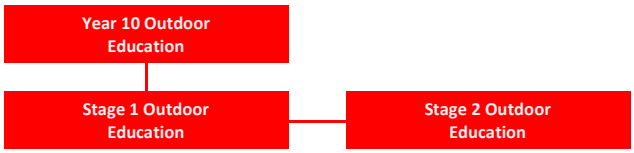
Assessment

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

- Skill Presentation..... 40%
- Skill Development..... 40%
- Folio..... 20%

Outdoor Education

Length: 1 or 2 semesters
Credit Points: 10 or 20
Pre-Requisites: Nil



Students can choose a maximum of 30 credits of Outdoor Education and Physical Education subjects

Subject Description and Rationale

Students further develop skills in preparation and planning for outdoor experiences including risk management and conservation practices. They will build on their understanding of ecosystems and the impacts of human actions, thus developing a commitment to responsible activity in the outdoors. They will reflect on their connection to nature and evaluate their own learning progression and skills development across the practical activities where they are challenged to experience personal growth.

The capabilities for this subject are:

- Literacy and numeracy skills
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding

Content

Stage 1 consists of three focus areas:

- Environment and conservation
- Planning and management
- Personal and social growth and development

The core skills, knowledge, and understanding are integrated in each of the focus areas and developed through practical activities and/or journeys in natural environments. Each semester will include at least one 3-day journey and usually an additional day trip.

Students intending to study Outdoor Education at Stage 2 must achieve at least a B- in a semester of Stage 1 Outdoor Education.

Assessment

Assessment is school-based. Students demonstrate evidence of their learning through two key assessment types:

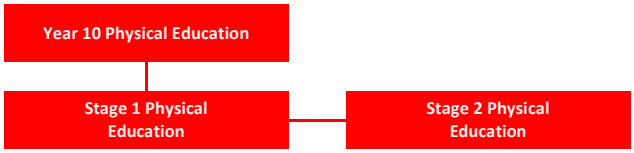
- About Natural Environments – based on the exploration and analysis of natural environments including human impacts and ongoing sustainability needs.
- Experiences in Natural Environments – based on student planning for safe outdoor journeys and their reflections on personal experiences and development.

Cost

An additional cost is required to cover both the theoretical and practical aspects of this course. The cost is to be confirmed but will be in the vicinity of $445/student for each semester course.

Physical Education

Length: 1 or 2 semesters
Credit Points: 10 or 20
Pre-Requisites: At least a B- in Year 10 ACARA PE or B- in Year 10 Specialist Sports Program



Students can choose a maximum of 30 credits of Outdoor Education and Physical Education subjects

Subject Description and Rationale

Stage 1 Physical Education students are expected to:

- Apply knowledge and understanding of movement concepts and strategies.
- Reflect on movement concepts and strategies.
- Apply communication and collaborative skills in physical activity contexts.
- Explore and analyse evidence related to physical activity.
- Reflect on and apply feedback to improve participation and/or performance.
- Communicate using subject specific terminology in a variety of modes.

Content

The course focuses on the physiological, psychological and socio-cultural factors that impact on human performance during physical activity. It also covers current pedagogical thinking and theory in skill development, refinement and evaluation. This cognition underpins the assessment tasks presented in the course.

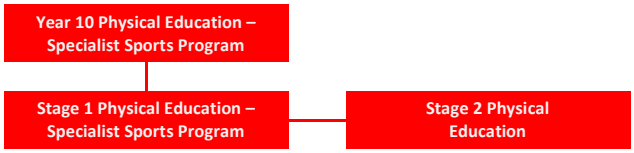
Assessment

Assessment tasks are designed to enable students to demonstrate their learning using a variety of tasks and contexts. Evidence of their learning is conducted via three to four assessment tasks. Students undertake:

- Improvement Analysis Task..... 35%
  Students participate and develop knowledge and understanding of physical activity by focusing on movement concepts or strategies to improve performance. This is then applied to critically reflect on their own and/or others' performances. They explore and analyse evidence of performance to gain feedback on methods for personal improvement and development. The use of technology is encouraged in the collection of evidence.
- Physical Activity Investigation 35%
  Students participate and investigate one or more physical activities and how personal and socio-cultural factors affect, or are influenced by, participation. Barriers and enablers to participation such as gender, fitness and age are prime examples. This is then applied to critically reflect on the impact of such factors on their own and/or others' performances.
- Cognitive and Analytical Tasks 30%
  Students undertake progressive tasks (tests and laboratories) aimed at measuring and monitoring learning throughout the course of the subject (see subject LAP for more details).

Physical Education – Specialist Sports Program

Length: 2 semesters
Credit Points: 20
Pre-Requisites: At least a B- in Year 10 ACARA Physical Education or Year 10 Specialist Sports Program



Students can choose a maximum of 30 credits of Outdoor Education and Physical Education subjects

Subject Description and Rationale

Students will undertake Stage 2 Cross Disciplinary Studies (20 credits).

Students select either the Soccer or AFL Specialist Sport option.

This subject aims to enable students to enhance and further develop elements of their sport of choice to a high level:

- Technically (physiologically and skill specialisation)
- Psychologically (mental and perceptual elements of sport)
- Inter-personally and socially
- Tactically (specific concepts relevant to competition and match performance)

Students undertake a variety of individual and collective activities requiring them to develop, refine and enrich their capacities and capabilities in the above facets of the sport selected for specialisation.

It has been developed with the vision of enabling students completing it to possess the necessary skills and cognition to further develop their capacities and capabilities in the sporting area selected.

It also has been designed with the capacity for students to apply the learning to their everyday lives in a sporting context (relevance).

Content

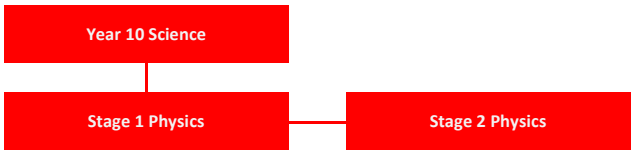
- **Practical Skills and Application**
  Based on the cohort and individual members capabilities. As stated, these will be both individual and collective.
  Focus will centre around high level sporting concepts such as kinesiology, kinematics, biomechanics and proprioception and their impact on performance and performance outcomes.
- **Theory and Contextual Application**
  Concepts covered course could be focused around modules inclusive of:
  Applied Exercise Physiology
  Individualised Human Function (testing), Performance Evaluation (data analysis). Biomechanical applications (kinematics), kinesiology and proprioceptive analytics relative to sporting performance. Basic motor skill applications to sporting technique and their contexts. Diet and hydration and their impact on sporting performance.
  Mental, Interpersonal and Environmental Aspects
  Collective cognition (team related contexts such as tactical evaluation and application) Group dynamics, synergetics and communication. Psychological aspects of sport relative to learning and refinement of skills and technique and their sporting contexts.

Assessment

- Assessment Type 1: Commentary 30%
- Assessment Type 2: Group Project 20%
- Assessment Type 3: Presentation and Discussion 20%
- Assessment Type 4: Analysis 30%

Physics

Length: 2 semesters
Credit Points: 20
Pre-Requisites: At least a B in both Year 10 Science and Year 10 Mathematics



Stage 1 General Mathematics or Mathematical Methods is a co-requisite

Subject Description and Rationale

The study of Physics offers the opportunity for students to understand and appreciate the natural world.

This subject requires the interpretation of physical phenomena through a study of motion in two dimensions, electricity and magnetism, light and matter and atoms and nuclei.

As well as applying knowledge to solve problems, students develop experimental, investigation design, information and communication skills through practical and other learning activities.

Students gather evidence from experiments and research and acquire new knowledge through their own investigations.

The focus capabilities for this subject are communication and learning.

Content

Areas of learning and topics include:

- Linear motion and forces
- Electric circuits
- Heat
- Energy and momentum
- Waves
- Nuclear models and radioactivity

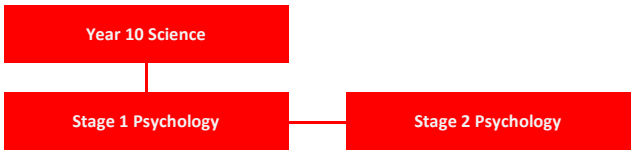
Assessment

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

- Investigations Folio..... 50%
- Skills and Applications Tasks 50%

Psychology

Length: 1 semester
Credit Points: 10
Pre-Requisites: At least a B in Year 10 Science



Subject Description and Rationale

Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It also addresses the ways in which behaviour can be changed. It offers a means for making society more cohesive and equitable; that is, psychology offers ways of intervening to advance the wellbeing of individuals, groups, and societies. However, every change also holds the possibility of harm. The ethics of research and intervention are therefore an integral part of psychology.

An inquiry approach to psychology enables students to define the scope of their learning by identifying investigable questions, deconstructing and designing their research using scientific approaches, using data, and analysing and critiquing their findings. The issues that arise during investigations should be informed by the application of key scientific ideas, skills, concepts, and understanding.

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

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

- Science inquiry skills
- Science as a human endeavour
- Science understanding

For a 10 credit, one semester subject, two of the following topics will be selected by the teacher:

Topic 1: Cognitive Psychology
Topic 2: Neuropsychology
Topic 3: Lifespan Psychology
Topic 4: Emotion
Topic 5: Psychological Wellbeing
Topic 6: Psychology in Context
Topic 7: Negotiated Topic (Sports Psychology)

Assessment

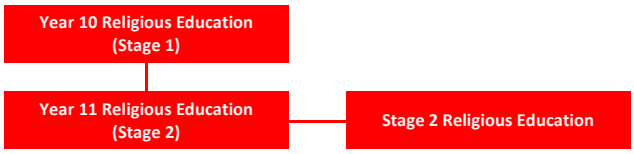
- Assessment Type 1: Investigations Folio
- Assessment Type 2: Skills and Applications Tasks

Students undertake:

- One Psychological Investigation (AT1)
- One Investigation with a focus on science as a human endeavour (AT1)
- Two Skills and Applications Tasks including supervised tests (AT2)
- One School-based Examination

Religious Education – Stage 2 Spiritualities, Religion and Meaning

Length: 1 semester equivalent across the full year (Compulsory)
Credit Points: 20
Pre-Requisites: Nil



Subject Description and Rationale

Religious Education is offered as a 20-credit Stage 2 Spiritualities, Religion and Meaning course which will be delivered across three semesters. Students will have the opportunity to engage in reflective analysis in response to stimuli such as guest speakers, documentaries and excursions, contextualised by one of the six Big Ideas. Students will explore a concept or issue from a religious and/or spiritual perspective and collaborate with others to apply their learning.

Content

Throughout the year, students will study one or two of the following Big Ideas:

- Growth, belonging and flourishing
- Community, justice, and diversity
- Story, visions, and futures
- Spiritualities, religions and ultimate questions
- Life, the universe, and integral ecology
- Evil and suffering

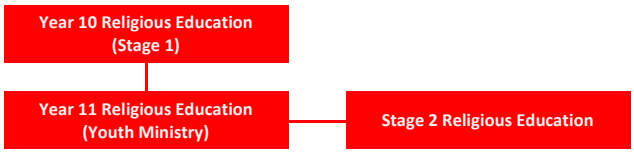
Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Spiritualities, Religion and Meaning:

- School-based Assessment 70%
  Assessment Type 1: Reflective Analysis 40%
  Assessment Type 2: Connections 30%
- External Assessment 30%
  Assessment Type 3: Transformative Action 30%

Religious Education (Youth Ministry) – Stage 1 Integrated Learning

Length: 1 semester (Elective)
Credit Points: 10
Pre-Requisites: Nil



Subject Description and Rationale

Youth Ministry is offered as a 10-credit Stage 1 Integrated Learning course. This course aims to inspire young people to engage with their faith and develop their own spirituality. There is a focus on Christian Leadership and the development of key leadership skills. The course will culminate in students facilitating the Year 8 Retreat.

Content

During Semester Two, through their engagement in the Youth Ministry course, students will:

- Develop knowledge of Youth Ministry and Christian Leadership
- Develop leadership skills and techniques
- Facilitate a Year 8 Retreat

Assessment

The following assessment types enable students to demonstrate their learning:

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

Research Project (Stage 2)

Length: 1 semester equivalent across the full year (Compulsory)
Credit Points: 10
Pre-Requisites: Nil

Subject Description & Rationale

Students have the opportunity to choose either Research Project A or B. Research Project A allows students to choose to present their external assessment in written, oral or multimodal form. Research Project B must be written. This will allow students to make the decision based on their individual strengths and post-schooling needs.

This subject gives students the opportunity to study an area of interest in depth; allowing them to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work. Students will record their research and evaluate what they have learnt. The term 'research' is used broadly and may include practical or technical investigations, formal research or exploratory inquiries.

Content

The content of the Research Project comprises both the Capabilities and Research Framework.
Students choose a research topic that is based on an area of interest, and a capability (literacy, numeracy, information and communication technology, critical and creative thinking, personal and social, ethical understanding or intercultural understanding) that is relevant to their research. They use the research framework (described below) as a guide to developing their research and their chosen capability, and to applying knowledge and skills specific to their research topic.

Students evaluate the research processes they use, through which they demonstrate their capability for learning. Students also demonstrate and evaluate their chosen capability.

The four parts of the research framework are:

- Initiating and planning the research
- Developing the research
- Producing and substantiating the research outcome
- Evaluating the research

This framework is flexible to accommodate different models and approaches to research and enquiry-based learning, and to guide each student's research, on any topic and in any context.

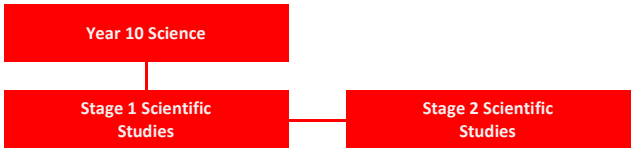
Assessment

- School-based Assessment 70%
  Assessment Type 1: Folio 30%
  (Research proposal and research development)
  Assessment Type 2: Research Outcome 40%
- External Assessment 30%
  Assessment Type 3: Evaluation (Research Project B) or Review (Research Project A) (including written summary).....30%

Students will gain 10 credits towards their SACE if they achieve a C grade or better. If students do not achieve a C grade or better, they will not qualify for their SACE.

Scientific Studies

Length: 1 semester
Credit Points: 10
Pre-Requisites: At least a C in Year 10 Science



Subject Description and Rationale

Through Scientific Studies students develop knowledge of scientific principles and concepts through their own investigations. They develop the skills and abilities to explain scientific phenomena, and to draw evidence-based conclusions from investigations of science-related issues. In this way, students develop scientific knowledge and skills to support them in their future career pathways, including those that are science-related, and everyday life in a world shaped by science and technology.

Stage 1 Scientific Studies focuses on the fundamental scientific knowledge and skill required for scientific skills and practices. Students undertaking this course are planning to undertake Stage 2 Scientific Studies.

Content

In Stage 1 Scientific Studies, scientific inquiry is the basis for developing integrated programs of learning through which students extend their skills, knowledge and understanding of the three integrated strands:

- Understanding of scientific concepts
- Science as a human endeavour
- Science inquiry skills

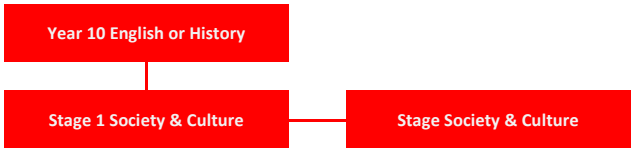
Assessment

Assessment consists of the following:

- Investigation Folio..... 50%
- Skills and Application 50%

Society & Culture

Length: 1 semester
Credit Points: 10
Pre-Requisites: At least a C in Year 10 English or Year 10 History



Subject Description and Rationale

Students learn about the ways in which societies constantly change and are affected by social, political, historical, environmental, economic, and cultural factors. They investigate the ways in which people function in groups and communicate within and across cultural groups. They develop the skills and experience to understand how individual and group involvement can influence change, and to consider the consequences of a range of possible social actions. Through their study of Society & Culture, students develop the ability to influence their own future by acquiring skills, values, and understanding that enable them to participate effectively in contemporary society.

Content

Stage 1 Society & Culture is studied through the following two topics:

Topic 1: With a focus on an Australian context
Topic 2: With a focus on a global context

In this subject, students will:

- Demonstrate knowledge and understanding of contemporary social and cultural issues, in local and global contexts.
- Demonstrate skills in analysing how and why social change occurs.
- Investigate and analyse a range of sources and perspectives.
- Work collaboratively to analyse, and reflect on, a contemporary social or cultural issue and share their learning with others.
- Demonstrate understanding of connections between societies and cultures.
- Communicate informed ideas and opinions about social and cultural issues and societies.

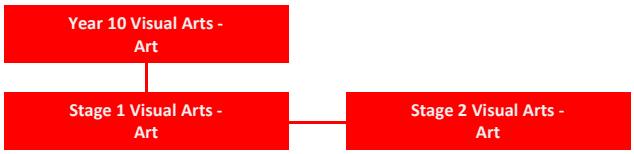
Assessment

The following assessment types enable students to demonstrate their learning in this subject:

- Assessment Type 1: Sources Analysis
- Assessment Type 2: Group Activity
- Assessment Type 3: Investigation

Visual Arts – Art

Length: 1 or 2 semesters
Credit Points: 10 or 20
Pre-Requisites: At least a C+ in Year 10 Visual Arts – Art and Year 10 English



Students can choose a maximum of 20 credits of Visual Arts - Art/Design subjects

Subject Description and Rationale

The broad area of Art encompasses both artistic and crafting methods and outcomes. The processes of creation in both art and craft include the initiation and development of ideas, research, analysis and exploration, experimentation with media and technique, resolution (ie the realisation of an artwork) and production. Visual Arts engages students in conceptual, practical, analytical and contextual aspects of creative human endeavour.

Content

For both a 10-credit subject and a 20-credit subject, with a focus on either art or design, the following three areas of study must be covered:

- Visual Thinking – refining ideas
- Practical Resolution – producing artworks
- Visual Arts in Context – analysing and deconstructing artworks

In this subject, students are expected to:

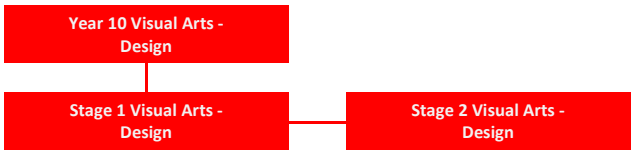
- Conceive, develop and make visual artworks that reflect individuality and the development of a personal aesthetic.
- Demonstrate visual thinking through the conception, evolution and evaluation of ideas and the development of skills with media, materials, techniques and technologies.
- Apply skill in using media, materials, techniques and technologies to solve problems and resolve visual artworks.
- Communicate knowledge and understanding of their own and other practitioners' visual artwork(s).
- Describe, analyse and respond to visual artworks in social, cultural and historical contexts.

Assessment

- Folio 40%
- Practical 40%
- Visual Study 20%

Visual Arts - Design

Length: 1 or 2 semesters
Credit Points: 10 or 20
Pre-Requisites: At least a C+ in Year 10 Visual Arts – Design and Year 10 English



Students can choose a maximum of 20 credits of Visual Arts - Art/Design subjects

Subject Description and Rationale

This course focuses predominantly on Visual Communications (Graphic Design) with some aspects of Environmental and Product Design also covered. Each area carries with it a unique opportunity for students to utilise problem solving skills and develop individuality and creativity. It emphasises a problem-solving approach to initiation and the generation of ideas or concepts and the development of visual representation skills to communicate resolutions. Visual Arts engages students in conceptual, practical, analytical and contextual aspects of creative human endeavour.

Content

For both a 10-credit subject and a 20-credit subject, with a focus on either art or design, the following three areas of study must be covered:

- Visual Thinking – visual thinking for designers is usually based around the development and formulation of a design brief that specifies parameters for the designer. The design process includes research, analysis, ideation, exploration, the testing of ideas, the refining of ideas or concepts, the practising of skills and evaluation.
- Practical Resolution – the production of multiple copies of design resolutions may be the most appropriate outcome or may be specified in a design brief. Other design resolutions may include graphic, modelled or prototype items to fully visualise the outcome.
- Visual Arts in Context – students have opportunities to contextualise art or design; that is, to place visual artworks historically and culturally.

In this subject, students are expected to:

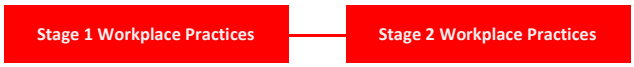
- Conceive, develop and make visual artworks that reflect individuality and the development of a personal aesthetic.
- Demonstrate visual thinking through the conception, evolution and evaluation of ideas and the development of skills with media, materials, techniques and technologies.
- Apply skill in using media, materials, techniques and technologies to solve problems and resolve visual artworks.
- Communicate knowledge and understanding of their own and other practitioners' visual artwork(s).
- Describe, analyse and respond to visual artworks in social, cultural and historical contexts.

Assessment

- Folio 40%
- Practical 40%
- Visual Study 20%

Workplace Practices

Length: 1 or 2 semesters
Credit Points: 10 or 20
Pre-Requisites: Nil



Subject Description and Rationale

Workplace Practices is a 10 or 20-credit subject. Students develop knowledge and understanding of the nature, type and structure of the workplace. Specific areas include: the changing nature of work, industrial relations legislation, safe and sustainable work practices, technical and industry specific skills. Assessment is based on students' chosen career pathways.

Content

There are three areas of study for this subject. At Stage 1 all students undertake Industry and Work Knowledge, and one of the other two areas of study below.

- Vocational Learning
  Vocational Learning is general learning that has a vocational (career) perspective. It includes any formal learning in a work context. Students undertake learning in the workplace to develop and reflect on their capabilities, interests and aspirations.
- Vocational Education and Training (VET)
  Evidence of learning provided by the student may include a Statement of Attainment or an academic record from an RTO, which validates the attainment of the VET units of competency selected as part of the teaching and learning program.

It is vital that students attend and complete all course work and required work placements. If not, this could jeopardise their results. Students must always notify their VET provider and Workplace Practices teacher if there is a serious reason for not attending as this may mean missing out on specific modules.

Assessment

- School-based Assessment..... 100%
  Assessment Type 1: Folio
  Assessment Type 2: Performance
  Assessment Type 3: Reflection

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Accounting

Length: 2 semesters
Pre-Requisites: At least a C+ in Stage 1 Accounting or at least a B- in Stage 1 English

Stage 1 Accounting — **Stage 2 Accounting**

Subject Description and Rationale

The study of Accounting gives students the opportunity to develop their understanding of accounting, including selected concepts and conventions that underpin and inform the practice of accounting. They will apply this understanding to the creation and interpretation of accounting information. Students will explore and analyse the ways in which accounting information can be used in the decision-making process. Students will consider the changing forms of accounting information and examine the use of digital and emerging technologies.

Content

Stage 2 Accounting is structured around three focus areas:

- Understanding accounting concepts and conventions
- Managing financial sustainability
- Providing accounting advice

Through their study of each of the three focus areas, students develop and apply their understanding of the following underpinning learning strands:

- Financial literacy
- Stakeholder information and decision-making
- Innovation

Assessment

- School-based Assessment 70%
  Accounting Concepts and Solutions 40%
  Accounting Advice 30%
- External Assessment 30%
  Examination 30%

For external assessment, students undertake a 130-minute examination that is divided into two sections:

Section 1: Application of Accounting Skills
Section 2: Accounting for Decision Making

Agricultural Systems

Length: 2 semesters
Pre-Requisites: At least a C+ in Stage 1 Agriculture & Horticulture or Stage 1 Biology, Stage 1 Chemistry or Stage 1 Physics

Stage 1 Ag & Horticulture, Biology, Chemistry or Physics → Stage 2 Agricultural Systems

Subject Description and Rationale

Improved agricultural productivity will be vital in the coming decades to help meet the global challenge of feeding the world's increasing population.

Stage 2 Agricultural Systems focuses on the scientific principles that underpin agricultural systems. Students develop an understanding of the relevant agricultural concepts that inform ways in which animal and plant production, and soil and water resources are managed. Students explore aspects of agriculture that are important locally, nationally and/or globally.

Content

Topic 1: Animal Systems
Topic 2: Plant Systems
Topic 3: Soil and Water Systems

Assessment

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

Biology

Length: 2 semesters
Pre-Requisites: At least a B in Stage 1 Biology

Stage 1 Biology → Stage 2 Biology

Subject Description and Rationale

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

Students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes, through to macroscopic ecosystem dynamics. These investigations allow students to extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues and problems, and understand how biological science impacts on their lives, society, and the environment. They apply their understanding of the interconnectedness of biological systems to evaluate the impact of human activity on the natural world.

Students inquire into and explain biological phenomena and draw evidence-based conclusions from their investigations into biology-related issues, developments, and innovations.

Students explore the dynamic nature of biological science and the complex ways in which science interacts with society, to think critically and creatively about possible scientific approaches to solving every day and complex problems and challenges. They explore how biologists work with other scientists to develop new understanding and insights and produce innovative solutions to problems and challenges in local, national, and global contexts, and apply their learning from these approaches to their own scientific thinking.

Students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges. They also pursue scientific pathways, for example in medical research, veterinary science, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation, and ecotourism.

Content

Topic 1: DNA and Proteins
Topic 2: Cells as the Basis of Life
Topic 3: Homeostasis
Topic 4: Evolution

Assessment

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

Business Innovation

Length: 2 semesters
Pre-Requisites: At least a C+ in Business Innovation or a B- in Stage 1 English

Stage 1 Business Innovation or English → Stage 2 Business Innovation

Subject Description and Rationale

In Stage 2 Business Innovation students are equipped with the knowledge, skills, and understandings to engage in designing, sustaining, and transforming business in the modern world. They engage with complex, dynamic real world problems, to identify and design, test, iterate, and communicate viable business solutions.

Content

Stage 2 Business Innovation is a 20-credit subject structured around three key contexts:

- Designing business
- Sustaining business
- Transforming business

Students explore at least two of these contexts. Through these contexts, students develop and apply their understanding of the following underpinning learning strands:

- Innovation
- Decision-making and project management
- Financial literacy and information management
- Global, local, and digital perspectives

Students gain an understanding of fundamental business concepts and ideas, including:

- The nature and structure of business
- Sources of finance
- Forms of ownership
- Legal responsibilities and requirements

Assessment

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

- School-based Assessment 70%
  Assessment Type 1: Business Skills 40%
  Assessment Type 2: Business Model.....30%
- External Assessment 30%
  Assessment Type 3: Business Plan and Pitch 30%

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

- Three business skills tasks
- One business model
- One business plan and pitch

Chemistry

Length: 2 semesters
Pre-Requisites: At least a B in Stage 1 Chemistry (both semesters)

Stage 1 Chemistry → Stage 2 Chemistry

Subject Description and Rationale

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

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

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

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

Content

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

Assessment

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

Community Studies A

Length: 2 semesters
Pre-Requisites: Nil

Stage 1 Community Studies — Stage 2 Community Studies

Subject Description & Rationale

Community Studies A* is a 20-credit subject that contributes to SACE completion, **but not to an ATAR.**

Students must negotiate and develop a Contract of Work with their teacher, with opportunity existing for them to be involved with the community beyond school. A Contract of Work outlines what students will be learning and how they will go about it. It is an important document because when students have finished their work, the teacher will refer to the Contract of Work to determine whether the activity has been successfully completed.

After developing their Contract of Work, students will undertake all tasks negotiated in the contract. When the community activity is completed, students forward their documentation and evidence to their teacher for assessment.

Content

In developing an individual program of learning around interests, knowledge, and skills, students prepare a Contract of Work to undertake a community activity in one of the following areas of study:

- Arts and the Community
- Communication and the Community
- Foods and the Community
- Health, Recreation and the Community
- Science, Technology and the Community
- Work and the Community

More than one Community Studies subject may be undertaken, however, only one enrolment is allowed per area of study.

Assessment

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

- School-based Assessment 70%
  Assessment Type 1: Contract of Work
  - Development of Contract
  - Folio
  - Presentation
- External Assessment 30%
  Assessment Type 2: Reflection

Students provide evidence of their learning through the completion of a Contract of Work, which involves each of two assessment types. At Stage 2, students are asked to identify and negotiate evidence with their teacher in some detail. The teacher then assesses the completed evidence and submits it for moderation. Finally, in addition to receiving feedback on the community activity, students are asked to present their activity to community members and seek feedback on their presentation. The nature, scope, and depth of the community activity should be reflected in the time allocated to a 20-credit subject, equating to at least 120 hours of engagement.

Design, Technology & Engineering – Product Design (IES)

Length: 2 semesters
Pre-Requisites: At least a C in a Stage 1 Design, Technology & Engineering subject

Stage 1 DT&E – Industry & Entrepreneurial Solutions — Stage 2 DT&E – Industry & Entrepreneurial Solutions

Subject Description and Rationale

Students leaning towards career pathways in Engineering, Industrial Design, Architecture, Project Management or other technical professions will find this course particularly useful.

In this course students design and manufacture a product for a set design brief that incorporates the use of Computer Aided Drawing and manufacturing processes and embedded electronics. Students are able to negotiate a suitable project of interest.

Much of this course involves the use of Autodesk Fusion 360, an industry standard 3D design software program. This software is used to design parts that can be simulated and tested as an assembly prior to the manufacture of parts. This course is run under the Design, Technology and Engineering, Industry and Entrepreneurial Solutions curriculum.

Content

- Basic skills in freehand sketching
- Designing for manufacture using the College laser cutter, 3D printers and CNC milling machine
- Simulation and analysis of mechanical parts
- Communication of ideas via presentation graphics
- Application of an Engineering Design Cycle
- Research issues – impacts and consequences of technology
- Electronic prototyping using Breadboards
- Using sensors to control environments (Arduino)

Assessment

Assessment consists of the following components, weighted as shown:

- School-based Assessment 70%
  Specialised Skills Task 20%
  Design Process and Solution 50%
- External Assessment 30%
  Resource Study 30%

Design, Technology & Engineering – Material Solutions

Length: 2 semesters

Pre-Requisites: At least a C in Stage 1 Design, Technology & Engineering – Material Products (Metal) or (Wood)

Stage 1 DT&E – Material Solutions → Stage 2 DT&E – Material Solutions

Subject Description and Rationale

This course focuses on furniture design and construction combining skills learnt in Stage 1 Wood and Metal Technology.

Skills tasks are structured to build students' knowledge of safe and accurate use of tools and equipment within the workshops. Students also prepare a Materials Testing report. These school assessed tasks closely relate to the Major Solution which students later design and construct.

Students identify and investigate a need for a furniture-based product through a Design Folio. This includes tasks such as writing a design brief, product and material research, designing, technical drawing, writing procedure lists, cutting lists, costing sheets and evaluating finished work. The planning, design and reflective aspect of the course forms an important foundation for success towards the practical tasks.

The external assessment is a Resource Study that focuses on Material Testing and research into the legal, ethical and sustainability issues around their chosen Major Solution. Construction of the Major Solution draws together the planning, designing and skill development from the entire course.

Content

- Basis Skills in Freehand Sketching
- Basic 3D Modelling Skills
- Resource Study on Material Properties
- Joinery Skills Task
- Machinery Skills Task
- Student Led Design and Manufacture of Individual Product

Assessment

Assessment consists of the following components, weighted as shown through the following assessment types:

- School-based Assessment 70%
  Specialised Skills Task 20%
  Design Process and Solution 50%
- External Assessment 30%
  Resource Study.....30%

Digital Technologies

Length: 2 semesters

Pre-Requisites: At least a C+ in Stage 1 Digital Technologies A and/or B

Stage 1 Digital Technologies A and/or B → Stage 2 Digital Technologies

Subject Description and Rationale

This subject develops the ability for students to become competent, confident and responsible users and creators of digital technologies. It develops an understanding of the effects, use, and creation of digital technologies on individuals and organisations within our society. It also develops a foundation of learning about digital technologies concepts that may form a basis for further learning, studies and related carriers.

The course encourages students to develop their communication, data/information management, learning and co-operative endeavours skills. Students create new ways of doing things, based on their own ideas and creating digital solutions to problems of interest. Solutions may take the form of a product, prototype, and/or proof of concept.

Content

The following focus areas are studied:

- Computational thinking – students develop and extend their computational thinking skills and strategies to identify, deconstruct, and solve problems of interest. These strategies include pattern recognition, abstraction, and algorithm design.
- Design and programming – students analyse a problem, and design, write the code for, test, and implement a solution based on their own ideas.
- Data analytics – students analyse big data sets to understand a problem, test a hypothesis, and draw conclusions from which to make decisions.
- Interactive project development – students investigate problems, analyse, design, develop, test and evaluate the appropriate solution.

Assessment

Students should provide evidence of their learning through six assessments.

- School-based Assessment..... 70%
  Four Project Skills 50%
  From which one must be collaborative (some examples: a research essay on ethical use of digital technologies, creation of data mining reports using data visualisation techniques to find trends and patterns, the design of a CUI application for desktop computers, finding a way the users could interact with an existing database via web or app, etc).
  One Collaborative Project..... 20%
  (An example could be the iterative and collaborative development of a website or mobile application for sport officials to interact with it at sports fixtures).
- External Assessment 30%
  One Individual Digital Solution..... 30%
  (Example: the implementation of an online electronic shop or a mobile application to keep track of driving hours for getting a driving licence).

Earth & Environmental Science

Length: 2 semesters
Pre-Requisites: At least a C in Stage 1 Geography and/or any Stage 1 Science subject

Stage 1 Geography or Science → Stage 2 Earth & Environmental Science

Subject Description and Rationale

The Earth system involves four interacting systems: the geosphere, atmosphere, hydrosphere, and biosphere. A change in any one 'sphere' can affect others on a range of temporal and spatial scales. In this subject, the term 'environment' encompasses terrestrial, marine, and atmospheric settings and includes the Earth's interior. Environments are described and characterised with a focus on systems thinking and a multidisciplinary approach, including ecological, geological, biological, physical, and chemical aspects.

This subject emphasises ways in which Earth materials and processes generate environments, including habitats, where organisms live; the natural processes and human influences that induce changes in physical environments; and ways in which organisms respond to those changes.

Through their study of Earth and Environmental Science, students develop and extend their inquiry skills, including in designing and undertaking investigations, and collecting and analysing primary and secondary data. They interpret and evaluate information, and synthesise and use evidence to construct and justify conclusions.

Students apply their understanding of the interaction of the four Earth systems to investigate, evaluate, and make predictions about the impact of human activities on the environment and vice versa. They assess the evidence that informs public debate on social and environmental issues such as use of the Earth's resources, and climate change. Students design a field investigation into an Earth or environmental initiative or issue that is linked to one of the topics in this course. They report on their findings in terms of the interactions of two or more Earth systems.

In their study of Earth and Environmental Science, students integrate and apply a range of understanding and inquiry skills that encourage and inspire them in thinking scientifically, contributing their own solutions to current and future problems and challenges, and pursuing scientific pathways, including in environmental science, geology, meteorology, oceanography, seismology, metallurgy, and scientific research.

Content

Topic 1: Earth System
Topic 2: Earth's Resources
Topic 3: Earth's Sustainable Future
Topic 4: Climate Change

Assessment

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

Economics

Length: 2 semesters
Pre-Requisites: At least a C+ in Stage 1 Economics or at least a B- in Stage 1 English

Stage 1 Economics or English → Stage 2 Economics

Subject Description and Rationale

Through the study of Economics, students examine the most significant individual and social problems through the acquisition of analytical and problem-solving skills and the development of a logical, ordered way of looking at issues. These essential life skills promote the ability to balance different narratives, determine what assumptions matter, and build on existing knowledge.

Content

Stage 2 Economics consists of skills in economics developed in the following five key areas of study:
Key Area 1: The Economic Problem (Economic Inquiry Skills)
Key Area 2: Microeconomics
Key Area 3: Macroeconomics
Key Area 4: Trade and Globalisation
Key Area 5: Wealth, Poverty and Inequality

Assessment

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

- School-based Assessment.....70%
  Assessment Type 1: Folio.....40%
  Assessment Type 2: Economic Project.....30%
- External Assessment 30%
  Assessment Type 3: Examination 30%

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

- Three or four folio tasks
- One economic project
- One examination

English

Length: 2 semesters

Pre-Requisites: At least a C+ in Stage 1 Pre-English or Stage 1 Pre-English Literary Studies

Stage 1 Pre-English or Pre-English Literary Studies → Stage 2 English

Subject Description and Rationale

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

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, audience and context is applied in students' own creation of imaginative, interpretive, analytical and persuasive texts.

Students have opportunities to reflect on their personal values and those of others by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past and from Australian and other cultures.

Content

The subject is divided into three areas of study and assessment:

- Responding to Texts - students produce two written responses (of which one may be multimodal) and one oral. Texts chosen will be from three of the four text types:
  - Extended prose, verse or multimodal text, a graphic novel, a collection of short stories or a biography or other non-fiction text
  - A selection of poems
  - A film or television miniseries
  - A drama text or drama performance
- Creating Texts - students create three texts, of which at least one text should be written. Students also create a writer's statement for one or more of the created texts, in which they explain their creative decisions, as well as how language features, stylistic features and conventions are used to meet the expectations of the intended audience and achieve the stated purpose. Types of texts created: narrative, play script, description, expository and many more.
- Comparative Analysis - students complete a written comparative analysis of two texts and evaluate how the language features, stylistic features and conventions in these texts are used to represent ideas, perspectives and/or aspects of culture and to influence audiences. The Comparative Analysis is a product of independent study, completed with the guidance of the teacher.

Assessment

- School-based Assessment 70%
  Assessment Type 1: Responding to Texts 30%
  Assessment Type 2: Creating Texts 40%
- External Assessment 30%
  Assessment Type 3: Comparative Analysis.....30%

English (Essential)

Length: 2 semesters

Pre-Requisites: At least a C+ in Stage 1 Essential English or a C in Stage 1 Pre-English

Stage 1 Essential English or Pre-English → Stage 2 Essential English

Subject Description and Rationale

The course considers the students' aspirations beyond secondary schooling and their acquired knowledge and understanding both at school and in vocational, cultural, social, and/or personal contexts.

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.

Content

The subject is divided into three areas of study and assessment:

- Responding to Texts – students respond to a range of texts that instruct, engage, challenge, inform and connect readers. They consider information, ideas and perspectives represented in the chosen texts. Students produce three responses (one of which must be written), such as:
  - an evaluation of a section of a workplace text
  - comments on a section of a film text (ie director's commentary)
  - a web page
  - a monologue
- Creating Texts – students create written, oral and multimodal texts for different purposes such as:
  - a written narrative
  - a multimedia display to educate a target group about a community issue
  - a formal speech
  - a weblog (blog)

Students produce at least one text that advocates for an issue, cause or process relevant to a context.

- Language Study
  Students complete an independent language study. The focus of study is an understanding of the use of spoken, non-verbal, visual and/or written language by people in a chosen context beyond the classroom.

  Although this is an independent study, teachers may advise and support students in choosing a focus for study as well as to provide a structure for the completion of the study.

Assessment

- School-based Assessment 70%
  Assessment Type 1: Responding to Texts 35%
  Assessment Type 2: Creating Texts..... 35%
- External Assessment 30%
  Assessment Type 3: Language Study 30%

English (Literary Studies)

Length: 2 semesters

Pre-Requisites: At least a C+ in Stage 1 Pre-English Literary Studies or at least a B- in Stage 1 Pre-English

Stage 1 Pre-English Literary Studies — **Stage 2 English Literary Studies**

Subject Description and Rationale

Students read a range of extended and shorter texts, analysing the variety of contexts, including the past and present. They also focus on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, exchange and develop ideas, find evidence to support a personal view, and learn to construct logical and convincing arguments. Students compose responses that show the depth and clarity of their understanding of techniques and creativity. English Literary Studies enriches students' personal development by encouraging them to explore texts from a range of cultural and critical perspectives.

Content

This subject is divided into three areas of study and assessment:

- Responding to Texts – students produce up to five responses (one of which may be an oral). One text response must be a critical perspectives task in which students consider one or more texts from two critical perspectives, for example, a Shakespeare play interpreted in terms of its representation of gender and psychological motivation. This is a shared study of texts selected by the teacher from the prescribed list, which should include:
  - an extended prose text
  - a film text
  - a drama text
  - poetry texts
- Creating Texts – students create one transformative text linked to another text, with a writer's statement outlining the choices the student has made in terms of text type, audience and purpose. Students also create one written, oral or multimodal text. Both created texts encompass a range of text types, purposes, audiences and techniques.
- Text Study - consists of two parts:
  - Part A: Comparative Text Study - students compare one of the texts studied in the shared studies with another text individually chosen by the student. Students respond in a critical essay in which the two texts are critically analysed in relation to each other.
  - Part B: Critical Reading Examination - the critical reading is a 90-minute examination developed by the SACE Board.

Assessment

- School-based Assessment 70%
  Assessment Type 1: Responding to Texts 50%
  Assessment Type 2: Creating Texts 20%
- External Assessment 30%
  Assessment Type 3: Text Study
  Part A: Comparative Text Study 15%
  Part B: Critical Reading Examination 15%

Geography

Length: 2 semesters

Pre-Requisites: At least a C+ in Stage 1 Geography or at least a B- in Stage 1 English

Stage 1 Geography — **Stage 2 Geography**

Subject Description and Rationale

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 environments, 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.

Content

The transforming world focuses on the following five topics, which are organised under the two themes of environmental change and social and economic change

- 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

Topic 1 and Topic 3 are the focus of section 2of the external examination.

Assessment

- School-based Assessment..... 70%
  Assessment Type 1: Geographical Skills and Application 40%
  Assessment Type 2: Fieldwork Report..... 30%
- External Assessment 30%
  Assessment Type 3: Examination 30%

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

- Four Geographical Skills and Applications Tasks
- One Fieldwork Report
- An Examination

Information Processing and Publishing

Length: 2 semesters
Pre-Requisites: A GPA of >60 at Stage 1

Subject Description and Rationale

Information Processing and Publishing is a 20-credit subject. Students Publishing use the design process in planning and undertaking communications tasks. The interaction between the methods of the design process and the content principally occurs through a focus on information and systems.

Information is knowledge that is stored and used in everyday life. The communication of information encompasses the use of visual and sound images as well as print, numerical, and graphical representations. Central to the processing and publishing of information is the development of the skills and techniques needed to gather, input, sort, interpret, store, retrieve, manipulate, and communicate effectively.

Content

There are four focus areas of study for this subject:

- Industry and Work Knowledge:
  Topic 1: Desktop Publishing
  Topic 2: Electronic Publishing
  Topic 3: Personal Documents
  Topic 4: Business Documents

Each focus area includes a practical skills section. The practical skills sections focus on using the design process in a variety of applications to complete specified text-based information-processing or publishing tasks.

Assessment

- School-based Assessment 70%
  Assessment Type 1: Practical Skills
  Assessment Type 2: Issues Analysis
- External Assessment 30%
  Assessment Type 3: Product and Documentation

Italian (Continuers)

Length: 2 semesters
Pre-Requisites: At least a C+ in Stage 1 Italian (Continuers)

Stage 1 Italian (Continuers) — Stage 2 Italian (Continuers)

Subject Description and Rationale

Italian Continuers level at Stage 2 requires students to have studied Italian Continuers at Stage 1. Students are given the opportunity to develop their skills to communicate across cultures and develop their knowledge and understanding of other cultures and language in relation to their own. Through reflecting on their own attitudes, beliefs and values, students develop an understanding of how culture and identity are expressed through language.

Students develop and apply linguistic and intercultural knowledge, understanding and skills by:

- Interacting with others to exchange ideas, information, opinions, etc.
- Creating texts for specific purposes and audiences.
- Analysing a range of texts to interpret meaning.
- Examining relationships between language, culture and identity.

Content

The subject is organised around three themes:

- The Individual (Personal Identity, Health and Leisure, Education and Aspirations)
- The (Language) – speaking Communities (Historical perspectives, Lifestyle in Italy and Abroad, Social and Contemporary Issues)
- The Changing World (The world of Work, Technology, Trade and Tourism)

The Folio – students engage in different language activities to explore the themes and topics and develop and consolidate their linguistic abilities. They will discuss topics, read and listen to texts, analyse, respond in writing and orally and research specific material in the topic's areas. The study and consolidation of grammatical elements is presented in separate exercises and as an integral part of language tasks.

The In-depth Study – students choose a subject taken from a topic associated with the Italian-speaking Communities or The Changing World themes. Students analyse a range of texts and produce an oral presentation, a written response and either an oral or written reflection. The In-depth Study will also be the subject of discussion in the oral examination.

Assessment

- School-based Assessment 70%
  Folio 50%
  Interaction, Text Analysis, Text Production
  In-depth Study 20%
  One oral presentation, one written response (in Italian), one reflective response in English (oral and written)
- External Assessment 30%
  Two Assessments 30%
  Oral Examination (15 minutes) – conversation and discussion.
  Written Examination (3 hours) – listening and responding, reading and responding; writing in Italian.

Legal Studies

Length: 2 semesters
Pre-Requisites: At least a B- in Stage 1 Legal Studies and/or a B- in Stage 1 English

Stage 1 Legal Studies — Stage 2 Legal Studies

Subject Description and Rationale

Legal Studies explores Australia's legal heritage and the dynamic nature of the Australian legal system within a global context. Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition.

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. They reflect on, and make informed judgments about, strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied.

Content

At Stage 2, students explore rights and responsibilities, sources of law and adversarial and inquisitorial dispute resolution processes. They examine how people, governments and institutions shape the law and how law controls, shapes and regulates interactions between people, institutions and government.

Students develop an understanding of the ways in which they can influence democratic processes, the importance of critical and conceptual thinking and the significance of checks and balances in providing lawful mechanisms to control the exercise of power.

Students will study the following:

- Focus Area 1: Sources of Law
- Focus Area 2: Dispute Resolution
- Option Area 1: The Constitution
- Option Area 2: When Rights Collide

Assessment

- School-based Assessment 70%
  Folio.....40%
  Inquiry 30%
- External Assessment 30%
  Examination.....30%

Mathematics (Essential)

Length: 2 semesters
Pre-Requisites: At least a B- in Stage 1 Essential Mathematics

Stage 1 Essential Mathematics — Stage 2 Essential Mathematics

Subject Description and Rationale

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.

There is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways. This subject is intended for students planning to pursue a career in a range of trades or vocations.

Content

This course consists of the following six topics:

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

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

Assessment

- School-based Assessment..... 70%
  Assessment Type 1: Skills and Application Tasks..... 30%
  Assessment Type 2: Folio..... 40%
- External Assessment 30%
  Assessment Type 3: 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

Please note that each student is required to possess their own graphics calculator – the preferred make is a Casio, but other makes are usable. Please check whether models are approved by the SACE Board of South Australia before purchasing.

Mathematics (General)

Length: 2 semesters
Pre-Requisites: At least a B in Stage 1 General Mathematics or at least a C in Stage 1 Mathematical Methods

Stage 1 General Mathematics — Stage 2 General Mathematics

Subject Description and Rationale

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.

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

Content

This course consists of the following six topics:

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 above. All students must study Topics 1, 3, 4 and 5. For the fifth Topic, schools may:

- Follow the content for Topic 2: Modelling with Matrices as outlined in this document, or
- Choose to develop an Open Topic.

Assessment

The following assessment types enable students to demonstrate their learning in this subject.

- School-based Assessment 70%
  Assessment Type 1: Skills and Application Tasks 40%
  Assessment Type 2: Mathematical Investigations 30%
- External Assessment 30%
  Assessment Type 3: 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

Please note that each student is required to possess their own graphics calculator – the preferred make is a Casio, but other makes are usable. Please check whether models are approved by the SACE Board of South Australia before purchasing.

Mathematics (Methods)

Length: 2 semesters
Pre-Requisites: At least a B in Stage 1 Mathematical Methods

Stage 1 Mathematical Methods — Stage 2 Mathematical Methods

Subject Description and Rationale

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.

This subject 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 Laser Physics.

Content

This course consists of the following six topics:

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

Assessment

The following assessment types enable students to demonstrate their learning:

- School-based Assessment..... 70%
  Assessment Type 1: Skills and Application Tasks..... 50%
  Assessment Type 2: Mathematical Investigations.... 20%
- External Assessment 30%
  Assessment Type 3: 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

Please note that each student is required to possess their own graphics calculator – the preferred make is a Casio, but other makes are usable. Please check whether models are approved by the SACE Board of South Australia before purchasing.

Mathematics (Specialist)

Length: 2 semesters
Pre-Requisites: At least a B+ in Stage 1 Specialist Mathematics

Stage 1 Specialist Mathematics — Stage 2 Specialist Mathematics

Stage 2 Mathematical Methods is a co-requisite

Subject Description and Rationale

This course will draw on and deepen students' mathematical knowledge, skills and understanding and provide opportunities for them to develop their skills in using rigorous mathematical arguments and proofs and using mathematical models. The study of functions and calculus are included.

Stage 2 Specialist Mathematics leads to study in a range of tertiary courses such as Mathematical Sciences, Engineering, Computer Science and Physical Sciences. Students envisaging careers in related fields will benefit from studying this subject. It is designed to be studied in conjunction with Mathematical Methods.

Content

This course consists of the following six topics:

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

Assessment

The following assessment types enable students to demonstrate their learning:

- School-based Assessment 70%
  Assessment Type 1: Skills and Application Tasks 50%
  Assessment Type 2: Mathematical Investigations 20%
- External Assessment 30%
  Assessment Type 3: 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

Please note that each student is required to possess their own graphics calculator – the preferred make is a Casio, but other makes are usable. Please check whether models are approved by the SACE Board of South Australia before purchasing.

Media Studies

Length: 2 semesters
Pre-Requisites: At least a C+ in Stage 1 Pre-English or Stage 1 Pre-English Literary Studies or B- in Stage 1 Pre-Essential English

Stage 1 English — Stage 2 Media Studies

Subject Description and Rationale

The focus of Media Studies is on exploring the dynamic role of media in Australian and global contexts. Students develop an understanding of the ways in which media provide views of world events, interpretations of the world, and entertainment. Students consider how media can exert a significant influence on the ways in which people receive and interpret information about the world, explore their own culture and that of others, construct their identity, make economic choices, develop political ideas, and spend their leisure time.

Students are involved in discussing and analysing media issues, interacting with media, and creating media products. Students actively engage and interact with media, while learning to make informed choices. Students develop media literacy and production skills by critically observing media practice, critically analysing media texts, and by creating their own media products.

Content

Students study three topics within the framework of the four key media concepts: media representations, media conventions, media organisations and media audiences. The key media concepts provide an investigative framework to support students' research, analysis, and production assessments. Students study three of the fourteen topics available for study. The topics available for study are:

Photojournalism; Documentaries; Cult Television/Film; Music and Media; The Internet; Television Genres; Community Media; Short Films; Advertising and Audiences; Globalisation and Media; Youth and Media; Children and Media; Media Ethics and Regulation; Cultural Diversity in Media.

Assessment

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

- School-based Assessment..... 70%
  Folio 30%
  Product 40%
- External Assessment 30%
  Investigation 30%

The investigation gives students the opportunity to undertake one independent investigation of a current media issue and to present their findings. The focus of the investigation is the cultural, political, or economic impact of media on contemporary society. The report for the investigation is up to a maximum of 2000 words in length and can be presented as either a written report, incorporating visual elements such as graphs, charts, images or films, or can be produced and presented in multimedia form.

Modern History

Length: 2 semesters
Pre-Requisites: At least a C+ in Stage 1 Modern History or Stage 1 English

Stage 1 Modern History → Stage 2 Modern History

Subject Description and Rationale

It is via the study of Modern History that students are afforded the opportunity to consider an increasingly complex and rapidly changing world by connecting the past and the present.

Historical analysis involves the investigation of human experience over time to gain an insight into human nature and the ways in which individuals and societies function. History encourages inquiry into the activities of people to gain an understanding of their motivations and the effects of actions in particular places at particular times; make comparisons; and draw conclusions.

The Stage 2 History course builds understanding through the investigation of historical concepts and ideas such as change and continuity; historical empathy; power and its distribution; the causes and resolution of conflicts; and rules and rulers. Students also investigate and explore social relationships including who makes the rules, who interprets them, who enforces them and who resists them.

Students foster an understanding of how and why events happened in the past and how they, as citizens in society, can influence the future. The study of history provides students with an opportunity to question accepted historical narratives by researching and reviewing sources within a framework of inquiry and critical analysis.

Content

- Historical Skills – requires students to undertake a critical analysis of a period, phenomenon, or event. The analysis may involve comparison of people, ideas, and events within one or more case studies. Students engage in five tasks on the selected themes of: *Topic 3: Germany (1918 - 1948)* and *Topic 7: The Changing World Order (1945 -)*
- Historical Study – students will engage in a historical question of personal interest and apply the concepts and skills of historical study. Each student formulates a hypothesis and/or focusing question(s) to analyse an aspect of history and construct a reasoned historical argument, of 2000 words or a 12-minute multimodal, substantiating their notions with a variety of sources.

Students choose a topic for inquiry developed from the eleven topics described, or from any other area of interest relevant to modern history since c 1500, to formulate the hypothesis and/or focusing question(s) for their essay.

Assessment

- School-based Assessment 70%
  Assessment Type 1: Historical Skills 50%
  Assessment Type 2: Historical Study.....20%
- External Assessment 30%
  Assessment Type 3: Examination 30%

Students should provide evidence of their learning through seven assessments, including the external assessment component. Students undertake five assessments for the folio, one independent argumentative essay and one examination.

Music Explorations

Length: 2 semesters
Pre-Requisites: At least a C in Stage 1 Music Advanced

Stage 1 Music Advanced → Stage 2 Music

Subject Description and Rationale

Stage 2 Music Explorations is a 20-credit subject that consists of the following strands:

- Understanding music
- Creating music
- Responding to music

Students develop and extend their knowledge and understanding of the elements of music and apply this knowledge and understanding to exploring and experimenting with how music is made.

Students apply their musical understanding by exploring and experimenting with sources of music and sound production, and ways of making and recording music.

Content

Students engage critically and creatively with music through responding to their own and others' works. They also learn how the knowledge and skills developed through responding to and evaluating music can refine their musical thinking and inform the choices they make in experimenting with and creating music.

By experimenting, students extend and apply their musical understanding through exploring, analysing, and discussing musical styles, genres, influences and ways of making and recording music.

Assessment

- Assessment Type 1: Musical Literacy.....30%
  Students undertake three musical literacy tasks which should enable them to:
  - Demonstrate understanding of musical elements, styles, influences and techniques.
  - Apply musical literacy skills.
  - Analyse and discuss musical works and their presentation.
  - Develop their understanding of the relationship between musical notation and sound, in exploring and experimenting with music.
- Assessment Type 2: Explorations.....40%
  Students develop and extend their understanding by:
  - Exploring how music is made.
  - Exploring musical styles, influences and/or techniques.
  - Experimenting with styles and techniques, based on their findings and discoveries synthesising their findings in a presentation and commentary.
- Assessment Type 3: Creative Connections 30%
  Students undertake one creative connections task, in which they synthesise their learning from their explorations, experimentation, and development of their musical literacy skills, to present a final creative work (performance, composition, or arrangement) and a discussion of that work.

Music Performance - Ensemble

Length: 2 semesters
Pre-Requisites: At least a C in Stage 1 Music Advanced

Stage 1 Music Advanced → Stage 2 Music

Subject Description and Rationale

This 10-credit subject develops students' skills on a chosen instrument or their voice and the application of these skills and other musical knowledge in an ensemble. Students develop their ability to create, respond and understand music.

Musical understanding underpins student learning in this subject. Students:

- Understand and apply key musical elements of the repertoire
- Think creatively and critically about Music Performance – Ensemble
- Express musical ideas

Content

Students apply their knowledge and understanding of the style, structure, and conventions appropriate to the ensemble repertoire, in developing and refining their musical performances, their musical imagination, and their own ideas about and appreciation of music.

Students:

- Develop and apply a critical understanding of style, structure, and conventions when performing in an ensemble.
- Refine their aural perception and/or notation skills to consider, discuss, and apply their understanding of key musical elements in their performances.
- Extend their understanding and appreciation of the aesthetic, stylistic, technical, and expressive demands of creating music as an ensemble performer.
- Enrich their appreciation of music.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Music Performance - Ensemble:

- School–based Assessment..... 70%
  Assessment Type 1: Performance 30%
  Assessment Type 2: Performance and Discussion.....40%
- External Assessment 30%
  Assessment Type 3: Performance Portfolio 30%

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

- One performance or set of performances
- One performance or set of performances and a discussion
- One performance portfolio

Music Performance - Solo

Length: 2 semesters
Pre-Requisites: At least a C in Stage 1 Music Advanced

Stage 1 Music Advanced → Stage 2 Music

Subject Description and Rationale

Stage 2 Music Performance - Solo is a 10-credit subject that consists of the following strands:

- Understanding music
- Creating music (performance)
- Responding to music

Musical understanding underpins student learning in this subject. Students:

- Understand and apply key musical elements of their chosen repertoire
- Think creatively and critically about Music Performance – Solo
- Express musical ideas

Content

Students develop and extend their practical music-making skills through performing works for instrument(s) and/or voice. They apply their musical understanding, skills, technique, and accuracy in refining and performing music, and in developing stage presence and skills in engaging an audience.

Students engage critically and creatively with music, strengthen their musical literacy, through critiquing and evaluating their own performances, interpreting the creative works that they perform, and expressing their musical ideas.

Assessment

The following assessment types enable students to demonstrate their learning in this subject:

- School–based Assessment 70%
  Assessment Type 1: Performance..... 30%
  Assessment Type 2: Performance and Discussion 40%
- External Assessment 30%
  Assessment Type 3: Performance Portfolio..... 30%

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

- One performance or set of performances
- One performance or set of performances and a discussion
- One performance portfolio

Music Studies

Length: 2 semesters
Pre-Requisites: At least a C in Stage 1 Music Advanced

Stage 1 Music Advanced → Stage 2 Music

Subject Description and Rationale

Stage 2 Music Studies is a 20-credit subject that consists of the following strands:

- Understanding music
- Creating music
- Responding to music

Students apply their knowledge and understanding of the elements of music to deconstruct and analyse how composers manipulate these elements, respond to the works of others, and develop and extend their musical literacy skills.

Content

Students manipulate musical elements to create their own musical works. They select elements appropriate to the instrumentation and style chosen.

Students develop and extend their practical music-making skills through performance and/or composing works for instrument(s) and/or voice.

Students develop and extend their understanding of music theory and conventions, and their skills in score reading and relating musical sounds to notation.

Assessment

- Assessment Type 1: Creative Works 40%
  Students present a portfolio consisting of:
  - Their own creative works, which may be a performance or performances, a composition or compositions, or an arrangement or arrangements.
  - A creator's statement in which they reflect on their creative works.

  A performance or set of performances should be 10-12 minutes.
- Assessment Type 2: Musical Literacy 30%
  Students complete three musical literacy tasks. As a set, the musical literacy tasks should enable students to:
  - Manipulate musical elements.
  - Apply and refine their musical literacy skills, including aural perception and notation.
  - Deconstruct and analyse musical works and/or styles and synthesise their findings.
- Assessment Type 3: Examination 30%
  Students complete one 2-hour examination in which they apply their knowledge and understanding of musical elements and their musicianship skills in creative and innovative ways.

Outdoor Education

Length: 2 semesters
Pre-Requisites: At least a B- in Stage 1 Outdoor Education

Stage 1 Outdoor Education → Stage 2 Outdoor Education

Subject Description and Rationale

Stage 2 Outdoor Education is a 20-credit subject that consists of three interrelated focus areas:

- Conservation and sustainability
- Human connections with nature
- Personal and social growth and development

Learning through these focus areas enables students to develop and extend the core skills, knowledge and understanding required to be safe, active and informed participants in natural environments. Experiential learning in the context of activities and journeys are used to develop the focus areas. Students participate in a minimum of 9 days in the field and at least two 3-day expeditions that provide opportunities to build self-reliance (under indirect supervision).

These learning experiences in nature also shape students' understanding of environmental systems and issues and enhance their decision-making about conservation and sustainability.

Content

- About Natural Environments – students undertake 1-2 tasks in which they explore human interaction and issues in a selected environment and evaluate management strategies.
- Experiences in Natural Environments – students undertake two tasks that include documented evidence collected when planning, experiencing, and reflecting on participation in outdoor activities such as bushwalking, kayaking, rock climbing or surfing. At least one of these journeys will be self-reliant when students are ready to engage in decision-making, planning and facilitation of the activity with independence.
- External Assessment – students independently choose an area of interest to further explore the connections they have made.

Assessment

- About Natural Environments 20%
- Experiences in Natural Environments 50%
- External Assessment 30%

Cost

A cost is required to cover the practical aspects of the course. Most trips occur during school holidays and weekends to minimise the impact on other subject areas. The cost is to be confirmed but will be in the vicinity of $740/student.

Physical Education

Length: 2 semesters
Pre-Requisites: At least a B- in Stage 1 Physical Education

Stage 1 Physical Education — Stage 2 Physical Education

Subject Description and Rationale

The learning requirements summarise the knowledge, skills and understandings expected of students to develop and demonstrate the ability to:

- Apply knowledge and understanding of movement concepts and strategies in physical activity using subject-specific terminology
- Apply feedback and implement strategies to improve participation and/or performance in physical activity
- Reflect on and evaluate participation and/or performance improvement
- Apply communication and collaborative skills in physical activity contexts
- Analyse and evaluate evidence related to physical activity
- Evaluate implemented strategies and make recommendations for future directions

Content

The course focuses on 3 key focus areas:

- Focus Area 1: In movement – learning through participation in activity
- Focus Area 2: Through movement – learning using physical activity to achieve personal, intellectual and social development
- Focus Area 3: About movement – learning the cognition and concepts that define and influence the other two

This will involve the integration of practical and theoretical elements related to learning.

Assessment

Assessment tasks are designed to enable students to demonstrate their learning using a variety of tasks and contexts.

Evidence of their learning is gained through three specific task categories:

- Diagnostics Tasks (2-3 undertaken)..... 30%
  Tasks are designed to enable students to investigate personal areas for improvement based on cognition learned.
- Improvement Analysis Task (1 undertaken)..... 40%
  This is in two interconnected parts:
  - Portfolio of evidence
  - Evaluation
- Group Dynamics Task (1 undertaken) 30%
  This task replaces the examination undertaken in the past – moderated externally by the SACE.

The purpose of this assessment type is to extend the focus of physical activity beyond the individual to factors that impact team members, individually and collectively.

Assessment of performance in each task uses the SACE developed performance standards relative to set fields of:

- Application and Communication (the connection to the cognition of the course) and
- Analysis and Evaluation (the ability to utilise the cognition for higher level learning challenges)

Physics

Length: 2 semesters
Pre-Requisites: At least a B in Stage 1 Physics and Stage 1 General Mathematics or Stage 1 Mathematical Methods

Stage 1 Physics and General or Mathematical Methods — Stage 2 Physics

Stage 2 General Mathematics or Mathematical Methods is a co-requisite

Subject Description and Rationale

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

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

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

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

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

Content

Topic 1: Motion and Relativity
Topic 2: Electricity and Magnetism
Topic 3: Light and Atoms

Assessment

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

Psychology

Length: 2 semesters
Pre-Requisites: At least a B in Stage 1 Psychology and/or Stage 1 English

Stage 1 Psychology, Chemistry, Physics or Biology → Stage 2 Psychology

Subject Description and Rationale

Since most of the dominant paradigms in psychology in the last hundred years have been scientific ones, this subject emphasises the construction of psychology as a scientific enterprise. Psychology is based on evidence gathered as a result of planned investigations following the principles of the scientific inquiry. By emphasising evidence-based procedures including observation, experimentation, and experience, this subject allows students to develop useful skills in analytical and critical thinking and in making inferences. The skills learnt through Psychology are parallel to those learnt in other science subjects: how to be a critical consumer of information; how to identify psychological processes at work in everyday experiences; how to apply knowledge to real-world situations; how to investigate psychological issues; and how to be an effective communicator.

Content

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

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

- Science inquiry skills
- Science as a human endeavour
- Science understanding

The topics for Stage 2 Psychology are:

- Topic 1: Psychology of the Individual
- Topic 2: Psychological Health and Wellbeing
- Topic 3: Organisational Psychology
- Topic 4: Social Influence
- Topic 5: The Psychology of Learning

Students study all five topics. Topics 4 and 5 are examined as part of the SACE Board external examination.

Assessment

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

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

Students complete:

- At least one Psychological Investigation
- One Investigation with a focus on science as a human endeavour
- At least three Skills and Applications Tasks
- One Examination

Religious Education – Stage 2 Spiritualities, Religion and Meaning

Length: 1 semester (Compulsory)
Pre-Requisites: Nil

Stage 1 Religious Education → Stage 2 Religious Education

Subject Description and Rationale

Religious Education involves the continuation of Spiritualities, Religion and Meaning course from Year 11. Students will have the opportunity to engage in reflective analysis in response to stimuli such as guest speakers, documentaries and excursions, contextualised by one of the six Big Ideas. Students will explore a concept or issue from a religious and/or spiritual perspective and collaborate with others to apply their learning.

Content

Throughout the year, students will study one or more of the following Big Ideas:

- Growth, belonging and flourishing
- Community, justice and diversity
- Story, visions and futures
- Spiritualities, religions, and ultimate questions
- Life, the universe and integral ecology
- Evil and suffering

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Spiritualities, Religion and Meaning:

- School-based Assessment..... 70%
  Assessment Type 1: Reflective Analysis..... 40%
  Assessment Type 2: Connections..... 30%
- External Assessment 30%
  Assessment Type 3: Transformative Action..... 30%

Scientific Studies

Length: 2 semesters

Pre-Requisites: At least a C in Stage 1 Scientific Studies, Stage 1 Biology, Stage 1 Chemistry or Stage 1 Physics or via consultation with Head of Faculty

Stage 1 Scientific Studies — Stage 2 Scientific Studies

Subject Description & Rationale

Through Scientific Studies students develop their knowledge of scientific principles and concepts, the ability to use that knowledge to identify questions, issues, opportunities, and challenges, and their capacity to acquire new knowledge through their own investigations.

Students develop the skills and abilities to explain scientific phenomena and to draw evidence-based conclusions from the investigation of science-related issues. Students take an inquiry-based approach to their work, gathering information, evaluating evidence, synthesising new knowledge, and applying their learning to related ideas and issues. Students undertaking Scientific Studies will focus on Sports Science with an emphasis on human performance.

Content

In Stage 2 Scientific Studies, scientific inquiry is the basis for developing integrated programs of learning through which students extend their skills, knowledge and understanding of the three integrated strands:

- Understanding of scientific concepts
- Science as a human endeavour
- Science inquiry skills

Assessment

- School-based Assessment 70%
  Assessment Type 1: Inquiry Folio 40%
  Assessment Type 2: Collaborative Inquiry 30%
- External Assessment 30%
  Assessment Type 3: Individual Inquiry 30%

Students provide evidence of their learning through seven assessments, including the external assessment. Students complete:

- One inquiry folio, comprising:
  Three tasks with a focus on science inquiry skills;
  One investigation with a focus on science as a human endeavour;
  One individual inquiry design proposal.
- One collaborative inquiry
- One individual inquiry

Society & Culture

Length: 2 semesters

Pre-Requisites: At least a C in Stage 1 History or Stage 1 Geography or C+ in Stage 1 English

Stage 1 Essential English ore Pre-English — Stage 2 Society & Culture

Subject Description & Rationale

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 of Society and Culture, students develop the ability to influence their own futures, by developing skills, values and understandings that enable effective participation in contemporary society.

Content

Society and Culture gives students critical insight into the significance of factors such as gender, ethnicity, racism, class, and power structures that affect the lives and identities of individuals and groups. They develop the skills to critically analyse a range of viewpoints about peoples, societies, and issues; understand diversity within and across societies; and extend their awareness of the connections between, and the interdependence of, societies and cultures.

The course affords students opportunity to conduct inquiry into the following topics:

- Group 1 Topics: Culture – The Material World
- Group 2 Topics: Contemporary Challenges - Contemporary Contexts of Aboriginal and Torres Strait Islander Peoples (including our First Nations connections, and revitalisation of the College's Kaurna Trail
- Group 3 Topics: Global Issues - Globalisation – People and Power, in the context of media communication

Assessment

- School-based Assessment..... 70%
  Folio 50%
  Interaction 20%
- External Assessment 30%
  Investigation 30%

Visual Arts – Art

Length: 2 semesters
Pre-Requisites: At least a C+ in Stage 1 Visual Arts – Art and Stage 1 English

Stage 1 Visual Arts – Art — Stage 2 Visual Arts – Art

Students can choose a maximum of 2 semesters of Visual Arts – Art or Visual Arts – Design

Subject Description and Rationale

The broad area of Art encompasses both artistic and crafting methods and outcomes. The process of creation in Art includes the development of ideas, research, analysis and exploration, experimentation with media and technique, resolution and production.

Content

Three areas of study to be covered:

- Visual Thinking – for Art, visual thinking is about developing the skills to think visually and to record this thinking. This means using drawings, sketches, diagrams, graphical representations, media or materials studies and experiments, concept representations, modelling, prototypes, photographs, photocopies of images, digital graphics, and/or audio-visual digital recording techniques, accompanied by written or recorded annotations to document the thinking.
- Practical Resolution – practical resolution may result in a suite of artworks or a run of prints.
- Visual Arts in Context – students are provided with opportunities to contextualise art, that is, to place visual artworks historically and culturally. This area of study draws information and inspiration from individual or groups of practitioners at work in their particular historical and current contexts.

In this subject, students are expected to:

- Conceive, develop, and make visual artworks that reflect individuality and the development of a personal aesthetic.
- Demonstrate visual thinking through the conception, evolution, and evaluation of ideas and the development of skills with media, materials, techniques and technologies.
- Apply skill in using media, materials, techniques and technologies to solve problems and resolve visual artworks.
- Communicate knowledge and understanding of their own and other practitioners' visual artwork(s).
- Describe, analyse, and respond to visual artworks in social, cultural, and historical contexts.

Assessment

- School-based Assessment 70%
  Folio.....40%
  Practical.....30%
- External Assessment 30%
  Visual Study.....30%

Visual Arts – Design

Length: 2 semesters
Pre-Requisites: At least a C+ in Stage 1 Visual Arts – Design and Stage 1 English

Stage 1 Visual Arts – Design — Stage 2 Visual Arts – Design

Students can choose a maximum of 2 semesters of Visual Arts – Art or Visual Arts – Design

Subject Description and Rationale

The broad area of Design encompasses both artistic and crafting methods and outcomes. The processes of creation in Design includes the initiation and development of ideas, research, analysis and exploration, experimentation with media and technique, resolution and production.

Content

Three areas of study to be covered:

- Visual Thinking – for Design, visual thinking is about developing the skills to think visually and to record this thinking. This means using drawings, sketches, diagrams, graphical representations, media or materials studies and experiments, concept representations, modelling, prototypes, photographs, photocopies of images, digital graphics, and/or audio-visual digital recording techniques, accompanied by written or recorded annotations to document the thinking.
- Practical Resolution – practical resolution may result in a corporate identity. The production of multiple copies of design resolutions may be the most appropriate outcome or may be specified in a design brief. Other design resolutions may include graphic, modelled, or prototype items to fully visualise the outcome.
- Visual Arts in Context – students are provided with opportunities to contextualise art or design, that is, to place visual artworks historically and culturally. This area of study draws information and inspiration from individual or groups of practitioners at work in their particular historical and current contexts.

In this subject, students are expected to:

- Conceive, develop, and make visual design works that reflect individuality and the development of a personal aesthetic.
- Demonstrate visual thinking through the conception, evolution, and evaluation of ideas and the development of skills with media, materials, techniques, and technologies.
- Apply skill in using media, materials, techniques, and technologies to solve problems and resolve visual artworks.
- Communicate knowledge and understanding of their own and other practitioners' visual design work(s).
- Describe, analyse, and respond to visual design works in social, cultural, and historical contexts.

Assessment

- School-based Assessment 70%
  Folio 40%
  Practical 30%
- External Assessment 30%
  Visual Study 30%

Workplace Practices

Length: 2 semesters
Pre-Requisites: Nil

Stage 1 Community Studies, Workplace Practices or VET → Stage 2 Workplace Practices

Subject Description and Rationale

Workplace Practices is a 20-credit subject. Students are able to use vocational learning (current employment, volunteering or Work Experience), Vocational Education and Training (VET) to contribute to SACE completion. In addition to the VET course, students may be required to undertake work placements and will be required to complete course work at school.

Students develop knowledge, skills and understanding of the nature, type and structure of the workplace relevant to their chosen career. They learn about the relationships between work related issues and practices, the changing nature of work and industrial relations issues.

Content

There are three focus areas of study for this subject:

- Industry and Work Knowledge:
  Topic 1: Work in Australian Society
  Topic 2: The Changing Nature of Work
  Topic 3: Industrial Relations
  Topic 4: Finding Employment
- Vocational Learning:
  Assessment is based on students' evidence of learning in a work-related context. Evidence to support engagement in a work-related context will be provided in the form of a Teacher's Report on Student Performance – Vocational Learning, and a Workplace Supervisor's Report.

  or
- Vocational Education and Training (VET):
  Evidence of learning provided by the student may include a Statement of Attainment or an academic record from an RTO, which validates the attainment of the VET units of competency selected as part of the teaching and learning program.

  It is vital that students attend and complete all course work and required work placements. If not, this could jeopardise their results. Students must always notify their VET provider and Workplace Practices teacher if there is a serious reason for not attending as this may mean missing out on specific modules.

Assessment

- School-based Assessment 70%
  Assessment Type 1: Folio
  Assessment Type 2: Performance
  Assessment Type 3: Reflection
- External Assessment 30%
  Assessment Type 3: Investigation

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