

# Gleeson College

## 2024 Senior Years Curriculum Handbook





## Our *Vision*

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

## Our *Mission*

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

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



# 2024 Senior Years Curriculum Handbook

## Enquiries

Parents and Caregivers who require further information, have questions or require an appointment should contact the College >

08 8282 6600 [info@gleeson.catholic.edu.au](mailto:info@gleeson.catholic.edu.au) [gleeson.sa.edu.au](http://gleeson.sa.edu.au)

# At the **HEART** of learning excellence...

## **Holistic**

An all-inclusive education that takes into account the whole learner.

## **Engagement**

Students and staff are fully engaged in the learning process.

## **Authentic**

Students and staff contextualise their learning in the real world.

## **Resilience**

Responsible risk-taking and coping with change and challenge.

## **Teamwork**

Collaboration in learning and interpersonal skills.



## *Welcome*

from our Assistant Principal Teaching & Learning

Gleeson College helps nurture and shape thriving people, capable learners and leaders for the world that God desires. We live in a world where life-long learning is paramount to developing capable, skilled and prosperous people who are able to use their talents and abilities to their fullest potential.

As teachers of Gleeson College it is our role to know our students well, tailor our teaching to their needs and build their resilience in an ever-changing world. We acknowledge and promote collaboration and whole-hearted engagement in authentic learning.

Through the HEART of learning excellence teachers foster our students to be young people of One Heart. Our purpose shapes our curriculum. Curriculum at Gleeson College is inclusive, a stimulus for personal achievement and, through the broadening of experience of the world, is an encouragement towards informed and responsible citizenship. It is designed to be engaging and active, involve challenging goals, shared responsibilities and standards. Teachers develop course outlines aligned to Australian Curriculum and the CESA Key and SACE General Capabilities. Our assessment is authentic and accessible to all and results in the sharing of timely, descriptive feedback.

In Year 10, the courses of study are based on the requirements of the Australian Curriculum and the South Australian Certificate of Education (SACE); whereas for Years 11 and 12, the courses meet the requirements of the SACE. All three levels of Senior Years offer a curriculum that is challenging and diverse and provides students with flexibility. Our teaching and learning fosters the development of the Gleeson Graduate Qualities. It is our hope that in partnership with our families, we can produce young people who are:

**Deeply connected**  
**Thriving individuals**  
**Competent and capable learners**  
**Just, merciful and humble leaders**

Our Senior Years curriculum handbook overviews the learning at our College, providing descriptions and a summary of assessment types for each subject offered in the Senior Years. It also provides the pathway for subjects as students progress through Year 10-12. Students and families are further supported to make informed subject choices through our Pastoral Development Program and our subject information evening.



*Mr Chris Bateman*  
Assistant Principal Teaching & Learning



CONTENTS

INTRODUCTION

Curriculum Overview: Years 10-12

Curriculum Overview: Table (7-12)

Senior Pathway Flowcharts

The SACE

Senior Years

Choosing Your Course of Study

Vocational Education & Training

Inclusive Education Program

Assignment Deadlines

Laptop Guidelines: Specific Subjects

Explanation of Outlines

Glossary

Important Website Links

Career Pathway Resources

Gleeson Staff Contacts

YEAR 10

Introduction

The SACE - PLP - What is it?

Year 10 Curriculum Overview

Co-Curricular Activities

Subjects (listed alphabetically)

STAGE 1

Introduction

Stage 1 Curriculum Overview

A Guide to University Entry

SACE Planner

Subjects (listed alphabetically)

STAGE 2

Introduction

Stage 2 Curriculum Overview

Choosing a Stage 2 Course of Study

SACE Requirements

SACE Planner

Guidelines to Subject Requirements

A Guide to University Entry

Subjects (listed alphabetically)

INTRODUCTION

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

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

This booklet is designed to provide students and parents with information about the Gleeson College curriculum and in particular the Senior Years curriculum. It will help students to make the best possible choices for 2024. Further assistance will be provided by the Care Group Teachers and House Leaders. Parents are most welcome to contact the College at any time to clarify matters.

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

While it is the College’s intention to provide the subjects described in this booklet in 2024, our ability to do so will depend on sufficient numbers of students electing to study particular subjects, and the availability of staff and facilities. Changing circumstances may force alterations to our proposed offerings.

GLEESON

WITH ONE HEART

Faith & Living

RELIGIOUS EDUCATION AND PASTORAL CARE PROGRAM

Religious Education

Pastoral Care

Capabilities

Personal Development & Future Directions

School & Community Service

House Identity

6

CURRICULUM OVERVIEW: YEARS 10 - 12

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

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

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

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

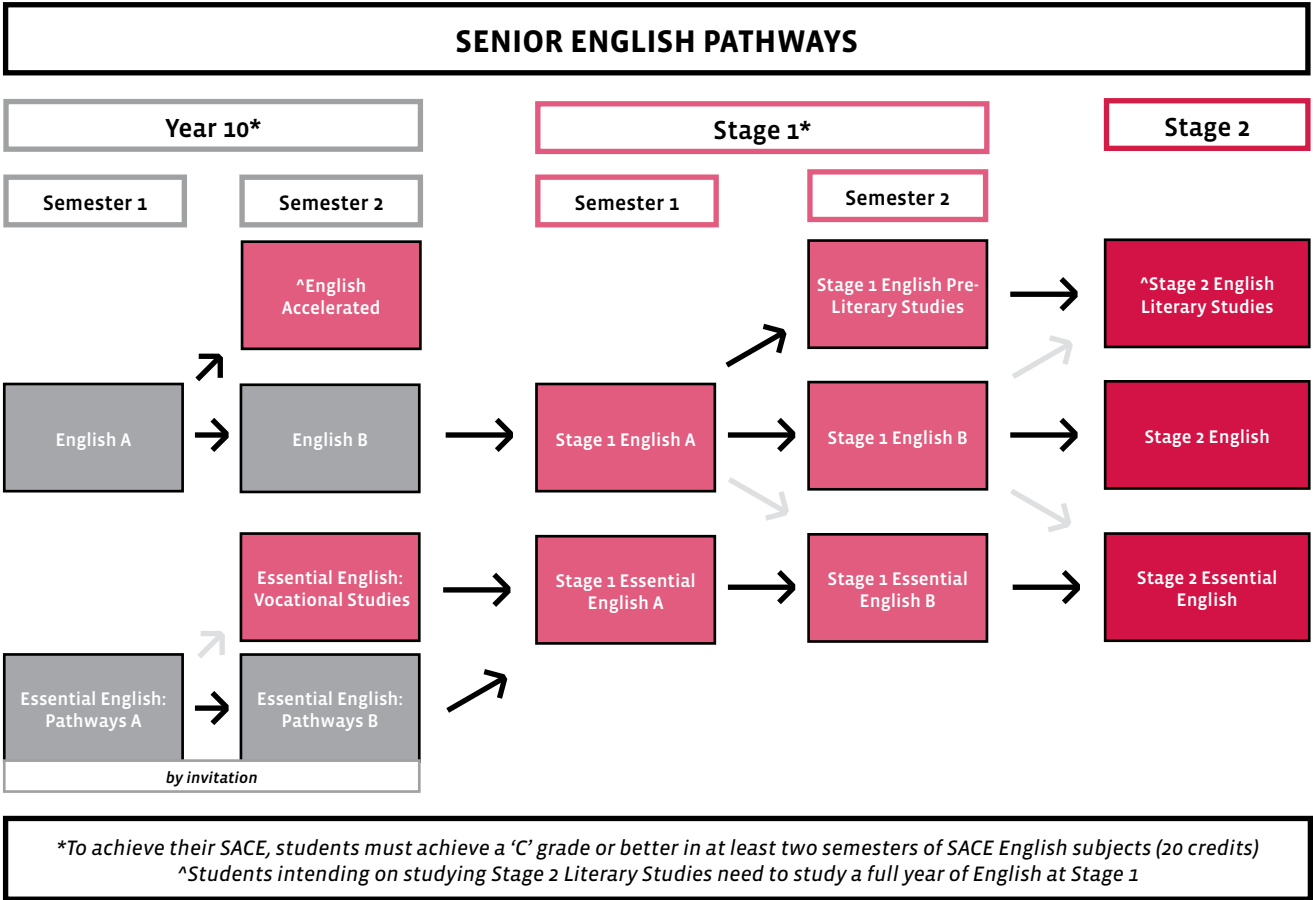
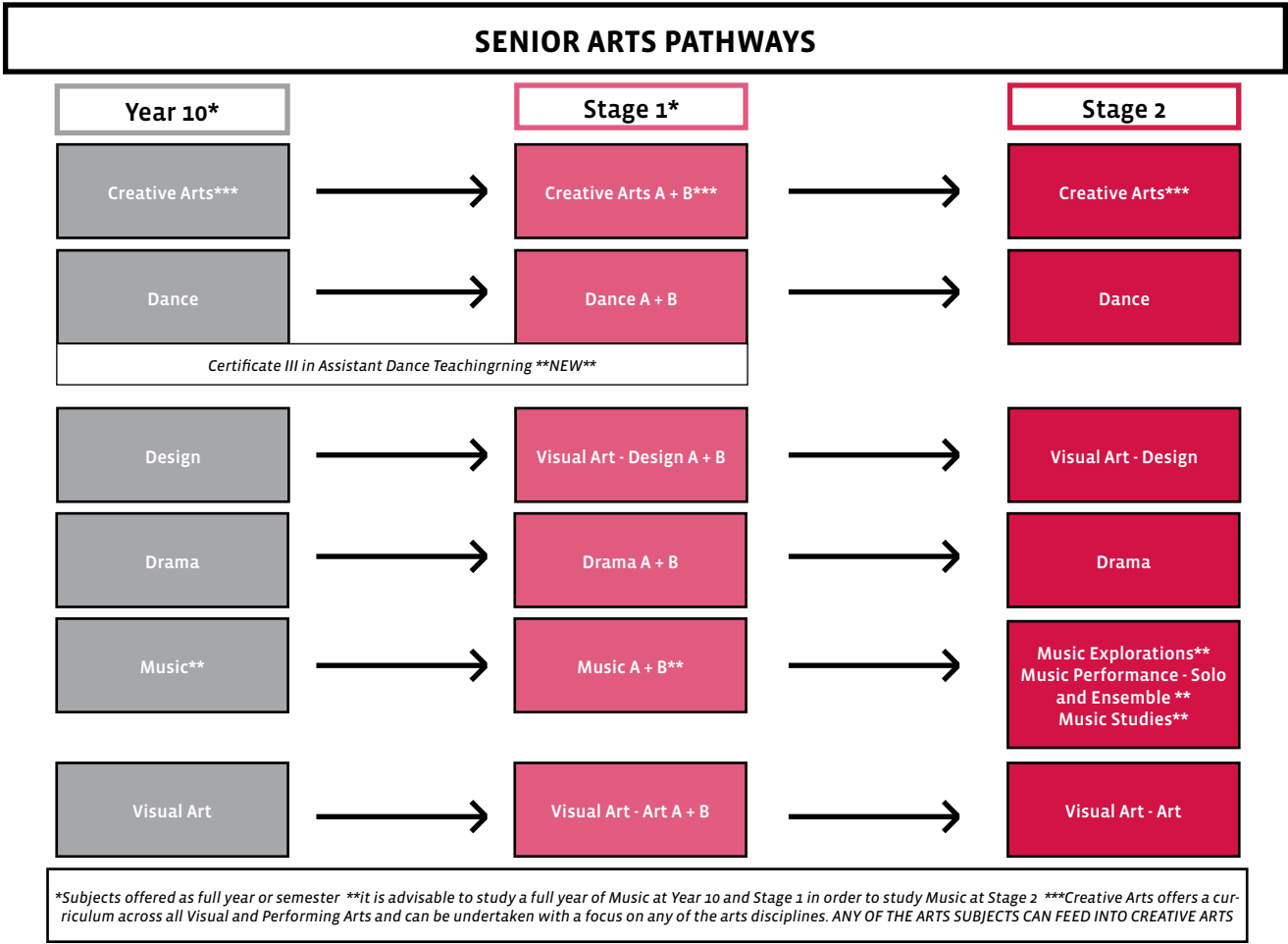
*N.B. The subjects listed for Stage 1 and Stage 2 are offered to students - whether they proceed depends upon sufficient numbers choosing them.*

PLEASE REFER TO THE 2024 CURRICULUM TABLE ON THE NEXT PAGE WHICH DETAILS THE FLOW OF EACH SUBJECT FROM YEAR 7 TO YEAR 12

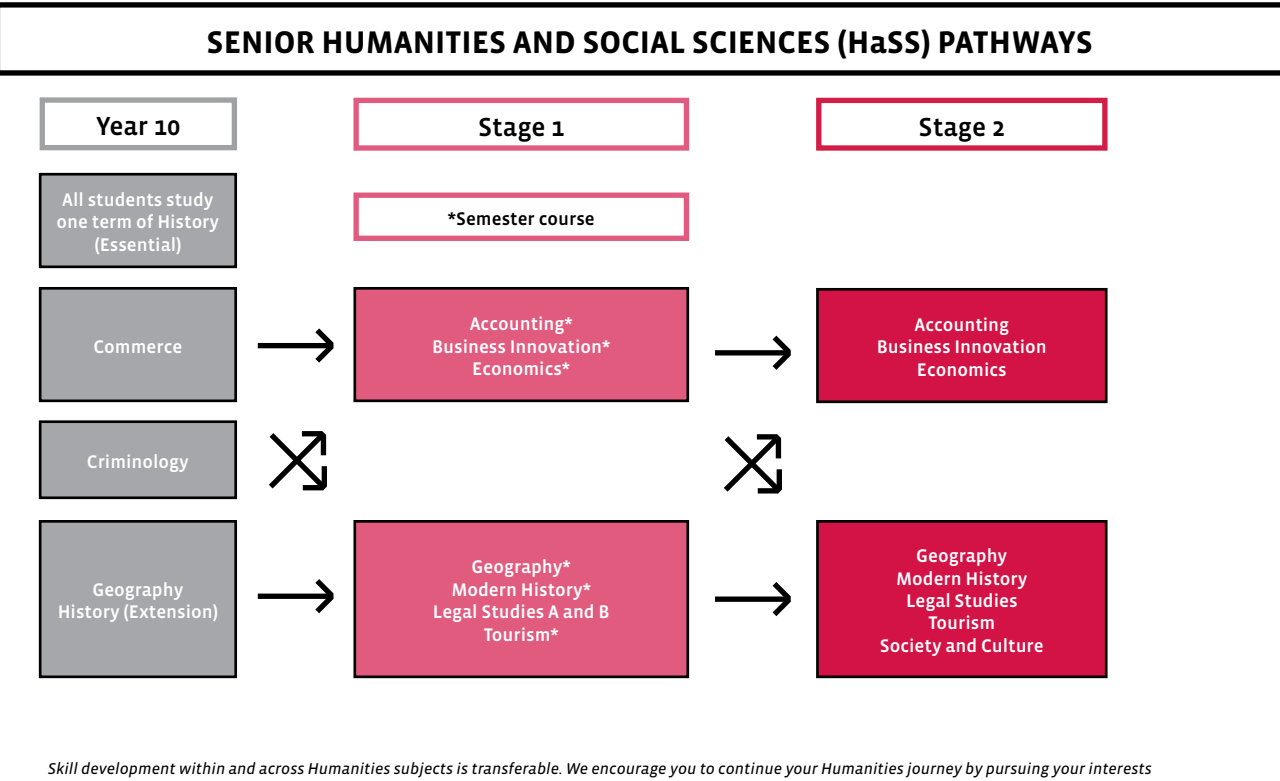
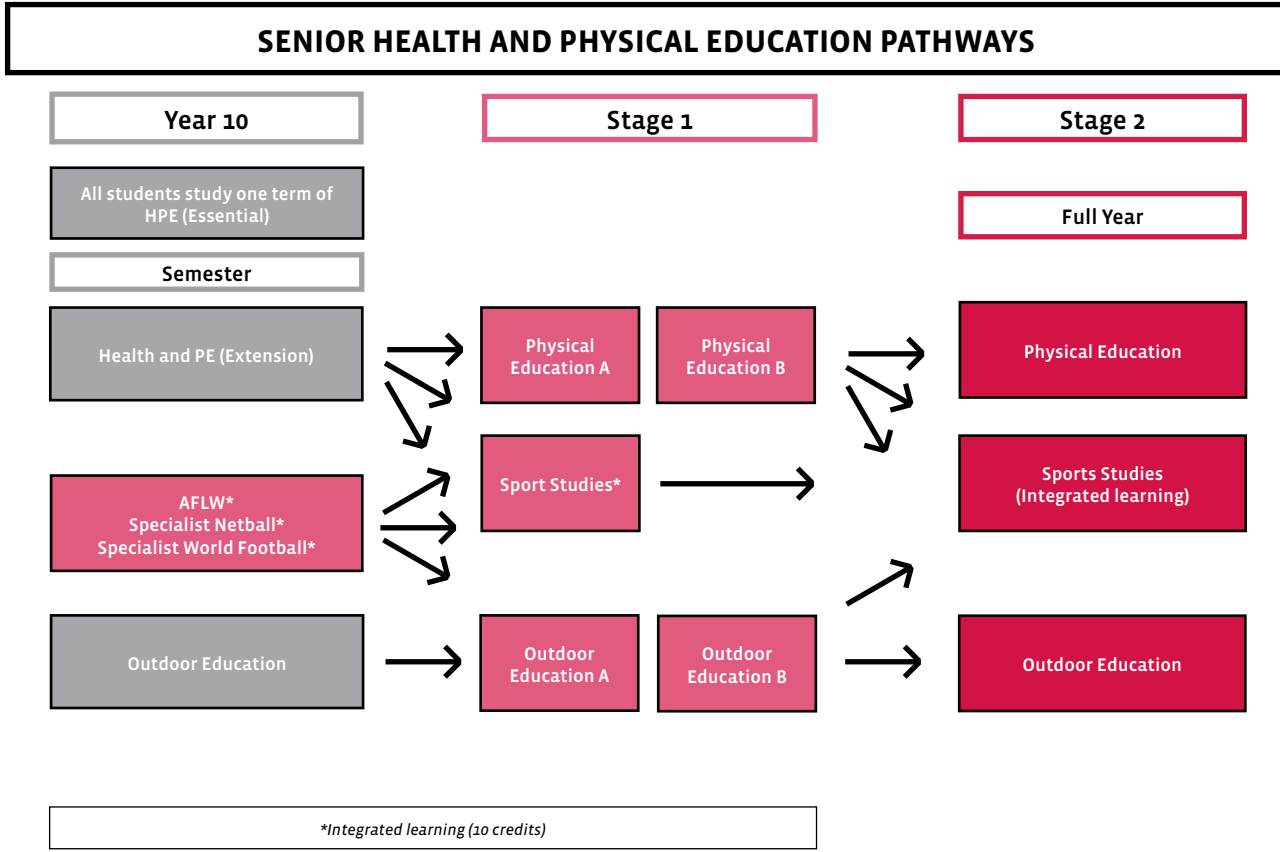
	YEAR 7	YEAR 8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
RELIGIOUS EDUCATION	Faith & Living	Faith & Living	Faith & Living	Faith & Living *Including accelerated Youth Ministry course options *Stage 1	Faith & Living (Spiritualities, Religion and Meaning) *Including Youth Ministry option	Faith & Living (Spiritualities, Religion and Meaning) + 20 Credit Full Year Extension Option
THE ARTS	Dance	Dance - General or Specialist	Dance	Creative Arts Dance; Certificate III in Assistant Dance teaching	Creative Arts A and B Dance A and B; Certificate III in Assistant Dance teaching	Creative Arts Dance Visual Arts - Design Drama Music
	Drama Music	Drama - General or Specialist Music - General or Specialist	Drama Music Advanced A and B Music Experience Music Technology	Design Drama Music	Visual Arts - Design A and B Drama A and B Music A and B	Visual Arts - Art
CROSS DISCIPLINARY STUDIES	Visual Art	Visual Art - General or Specialist	Visual Art	Visual Art	Visual Arts - Art A and B	Visual Arts - Art
ENGLISH				Personal Learning Plan (PLP) *Stage 1 (Compulsory)	Certificate III in Fitness *Not running in 2024 Research Project B *Stage 2 Compulsory Subject Workplace Practices	Certificate III in Fitness *Not running in 2024 Workplace Practices
	English	English	English	English A and B English Accelerated *Stage 1 Essential English: Vocational Studies *Stage 1 Essential English: Pathways A and B (by invitation)	English A and B English Pre-Literary Studies Essential English A and B	English English Literary Studies Essential English
HEALTH & PHYSICAL EDUCATION	Health and Physical Education	Health and Physical Education	Health and Physical Education	Health and PE (Essential) [compulsory] Health and PE (Extension) AFLW (Integrated Learning) *Stage 1 Netball (Integrated Learning) *Stage 1 Outdoor Education World Football (Integrated Learning) *Stage 1	Physical Education A and B Sports Studies (Integrated Learning)	Physical Education Sports Studies (Integrated Learning)
	Netball World Football	AFLW Netball World Football	AFLW Netball World Football		Outdoor Education A and B	Outdoor Education
HUMANITIES AND SOCIAL SCIENCES	Humanities and Social Sciences	Humanities and Social Sciences	Innovation Humanities and Social Sciences	Commerce Geography History (Essential) [compulsory] and History (Extension) Criminology	Accounting Business Innovation Economics Geography Modern History Legal Studies A and B Tourism	Accounting Business Innovation Economics Geography Modern History Legal Studies Society and Culture Tourism
	Italian Japanese	Italian Japanese	Italian Japanese	Italian Japanese Language & Culture Studies (Integrated Learning) *Stage 1	Italian Continuers Japanese Continuers Language & Culture Studies (Integrated Learning)	Italian Continuers Japanese Continuers
MATHEMATICS	Mathematics	Mathematics	Mathematics	Essential Mathematics A *Stage 1 General Mathematics Mathematical Methods	Essential Mathematics A and B General Mathematics A and B Mathematical Methods A, B and C Specialist Mathematics	Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics
SCIENCE	Science	Science	Science STEM - Earth and Space	Science A (compulsory) and Science B Sport Science (Integrated Learning) *Stage 1 Scientific Studies (Year 10 Accelerated) *Stage 1 Scientific Studies (Engineering) *Stage 1	Biology A and B Chemistry A and B Nutrition A and B Physics A and B Psychology A and B	Biology Chemistry Nutrition Physics Psychology
	Design and Technology  Technologies Project	Design and Technology	Design and Technology STEM - Technology and Engineering Focus	Design and Technology: - Woodwork - Metalwork - Electronics - CAD/CAM - Product Design and Innovation - Construction Technology	Design, Technology and Engineering: - Furniture Construction - Metals Engineering - Electronics - CAD/CAM - Product Design and Innovation	Design, Technology and Engineering: - Furniture Construction - Metals Engineering - CAD/CAM
TECHNOLOGIES	Digital Technologies Food and Textiles Technology	Digital Technologies Food and Textiles Technology	Digital Technologies Digital Design Food and Textiles Technology Fashion and Jewellery Design	Digital Technologies A and B Information Processing and Publishing Food and Textiles Technology - Fashion and Accessory Design - Food and Hospitality (Creative) and/or (General) - Food and Hospitality for Health - Child Studies	Digital Technologies A and B Information Processing and Publishing Food and Textiles Technology - Fashion Design - Food and Hospitality (Creative) and/or (General) - Child Studies	Digital Technologies Information Processing and Publishing Food and Textiles Technology - Fashion Design - Food and Hospitality - Child Studies



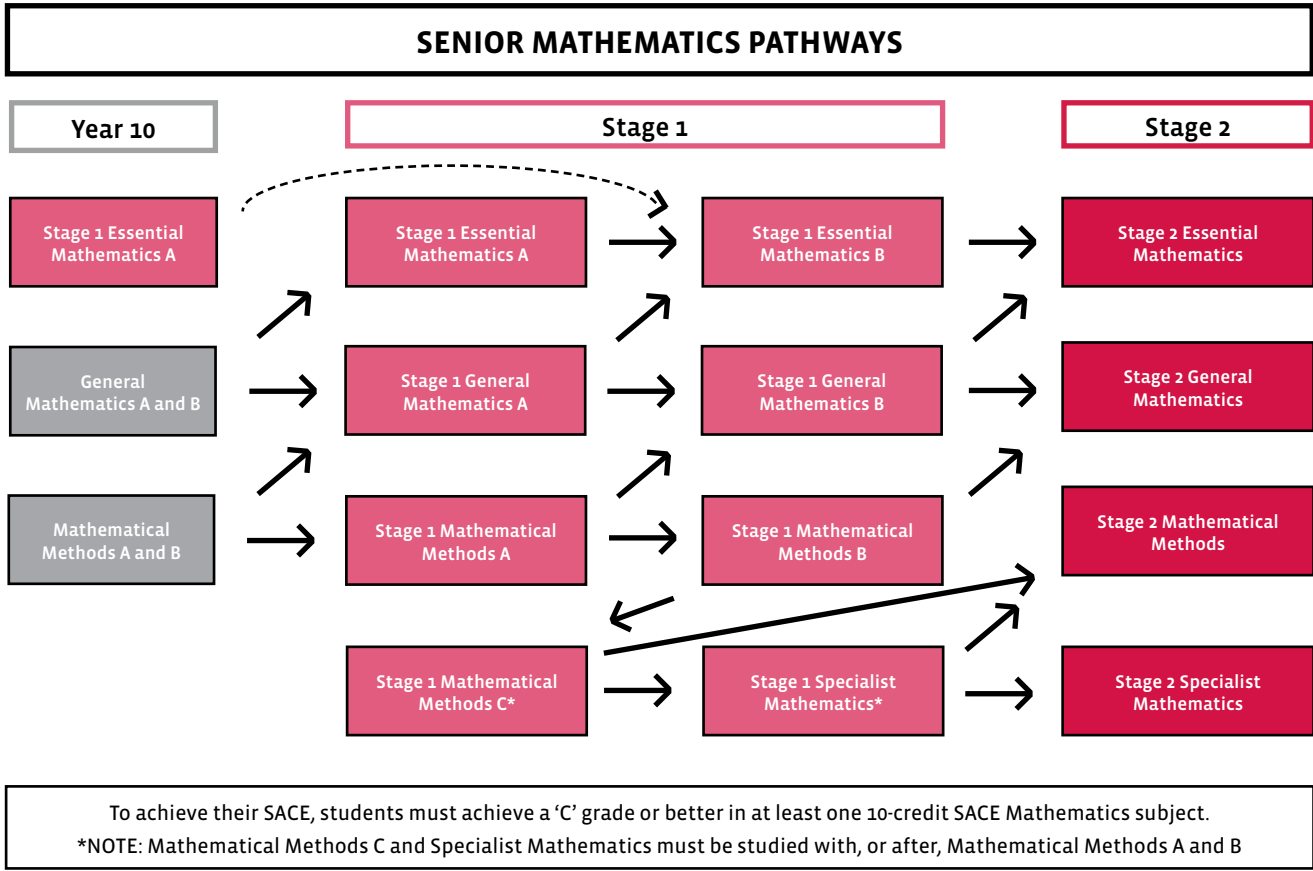
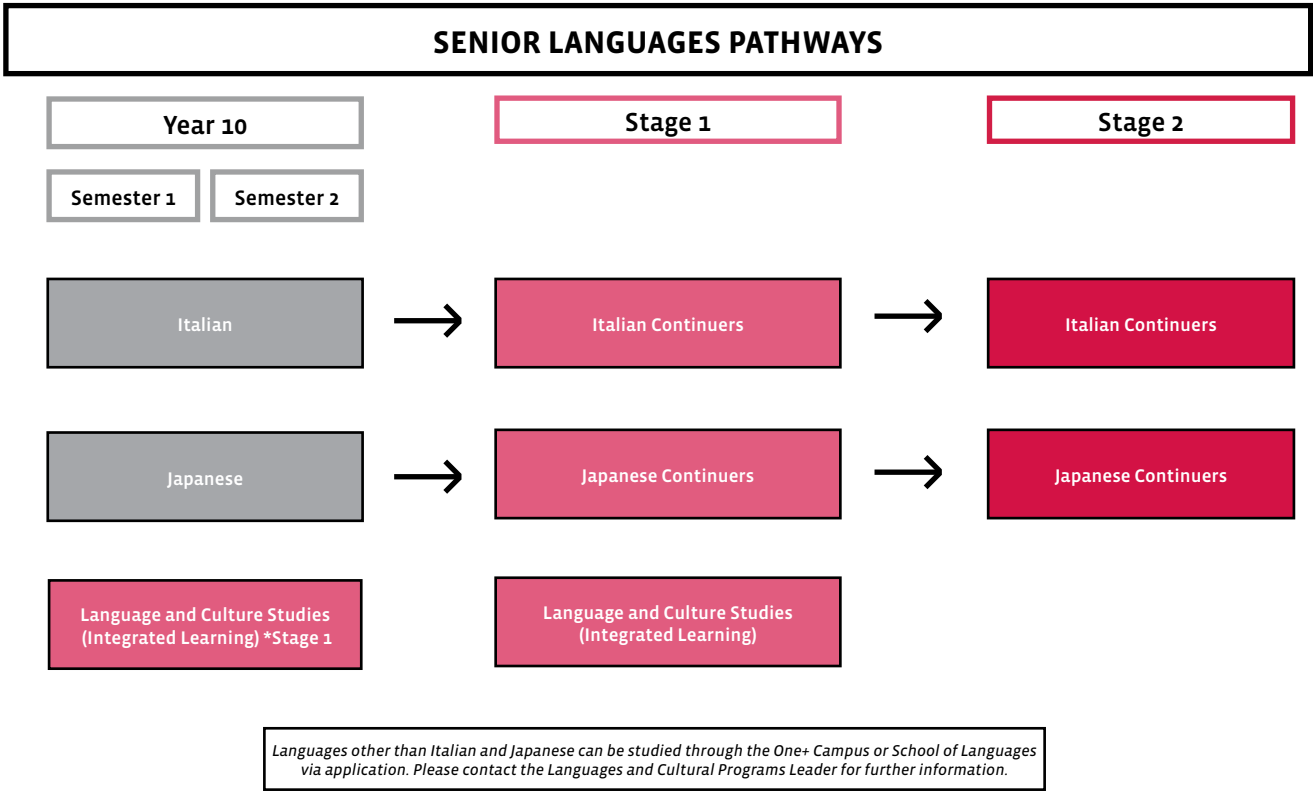
# SENIOR PATHWAY FLOWCHARTS



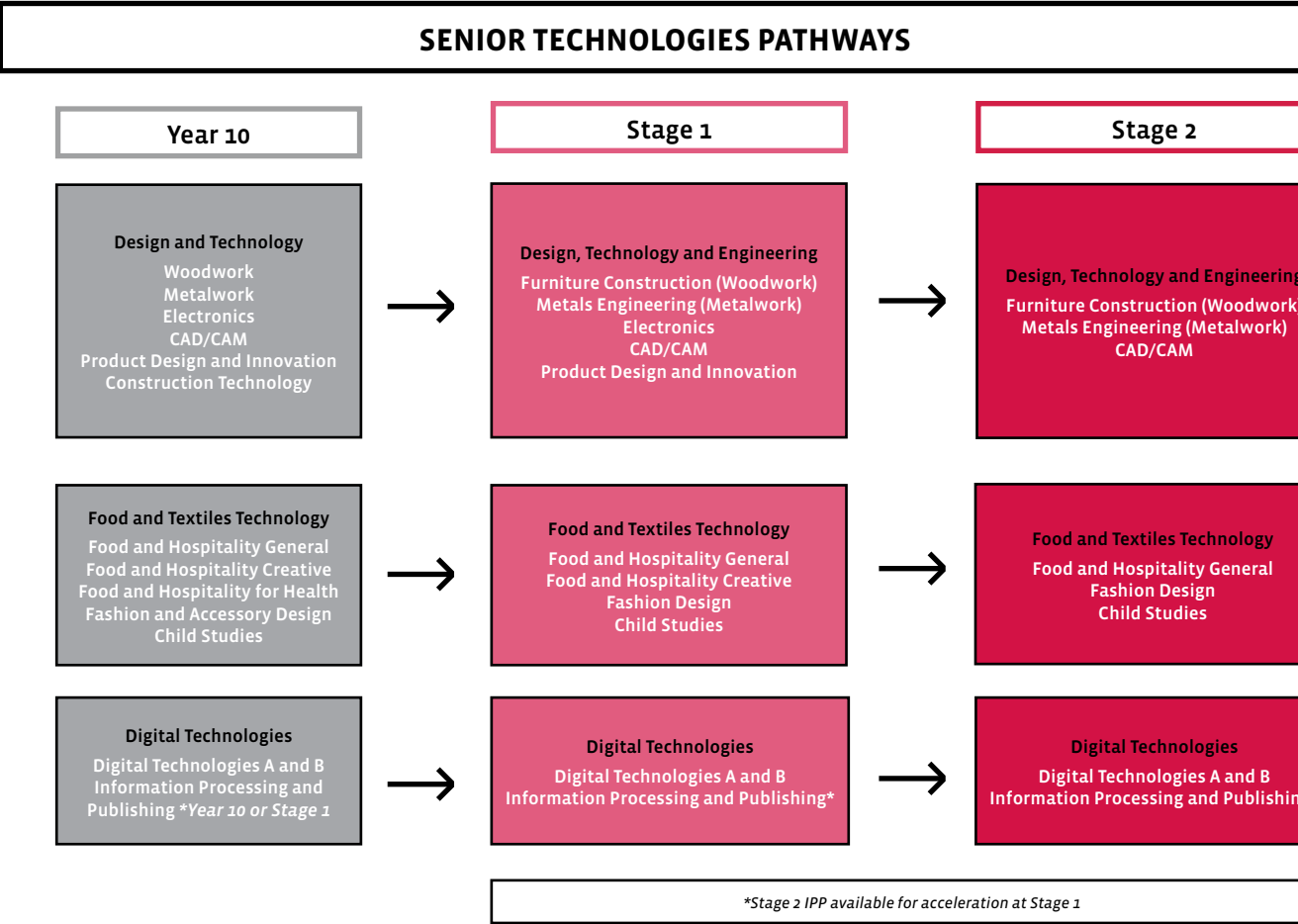
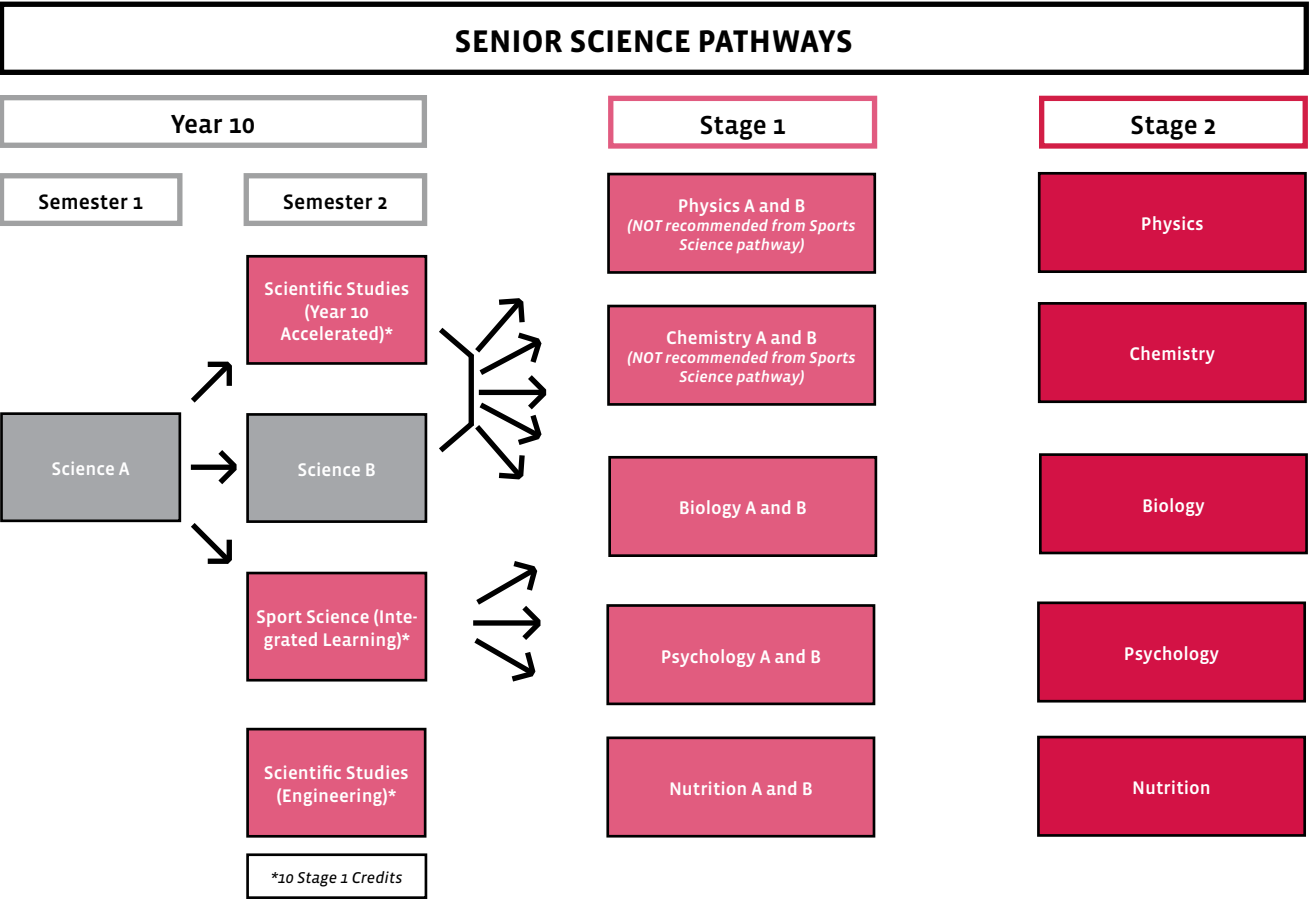
# SENIOR PATHWAY FLOWCHARTS



# SENIOR PATHWAY FLOWCHARTS



# SENIOR PATHWAY FLOWCHARTS



# THE SACE

## What is the SACE?

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

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

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

## How do students get the SACE?

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

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

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

Students at Stage 1 will receive a grade from A to E for each subject, and at Stage 2, A+ to E- grades will be recorded for each subject. For compulsory subjects, they will need to achieve a C grade or better.

The compulsory subjects are:

- Personal Learning Plan (10 credits at Stage 1)
- Literacy – at least 20 credits from a range of English subjects or courses (Stage 1)
- Numeracy – at least 10 credits from a range of mathematics subjects or courses (Stage 1)
- Research Project – an in-depth major project (10 credits at Stage 2)
- Other Stage 2 subjects totalling at least 60 credits.

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or SACE Board-recognised courses of a student’s choice (this can include Vocational courses).

## What is the Personal Learning Plan?

The Personal Learning Plan is a compulsory SACE subject, undertaken in Year 10. Students consider their aspirations and research career, training and further study choices to help them map out their future. Students identify goals and plan how to achieve them through school and after finishing the SACE.

The Personal Learning Plan helps students to:

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

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

# THE SACE

## What is VET and how can I do it?

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

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

## What is Community Learning?

Students are able to earn SACE credits for learning undertaken in the community. Information on community-based courses can be found at [www.saceboard.sa.edu.au/community-learning](http://www.saceboard.sa.edu.au/community-learning) or by contacting the College Flexible Pathways Leader.

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

## University and TAFE Entry

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

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

Full details of university and TAFE entry requirements for 2024 onwards will be included in the ‘Tertiary Entrance Booklet 2024, 2025 and 2026’, published on the South Australian Tertiary Admissions Centre website: [www.satac.edu.au](http://www.satac.edu.au)

## Course Planner

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

## Students Online

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

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

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

[www.sace.sa.edu.au/students-online](http://www.sace.sa.edu.au/students-online)

## Further Information

Visit the SACE Board website at [www.sace.sa.edu.au](http://www.sace.sa.edu.au) for more information about the current and the new SACE.



# THE SACE IN SUMMARY

## The requirements to achieve the SACE

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

Some elements of the SACE are compulsory. These are:

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

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

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

# Senior Years

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

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

## South Australian Certificate of Education (SACE)

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

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

## In 2024, Year 10 students at Gleeson will study:

Personal Learning Plan: 1 semester - 10 credit points

## In 2024, Stage 1 students at Gleeson will study:

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

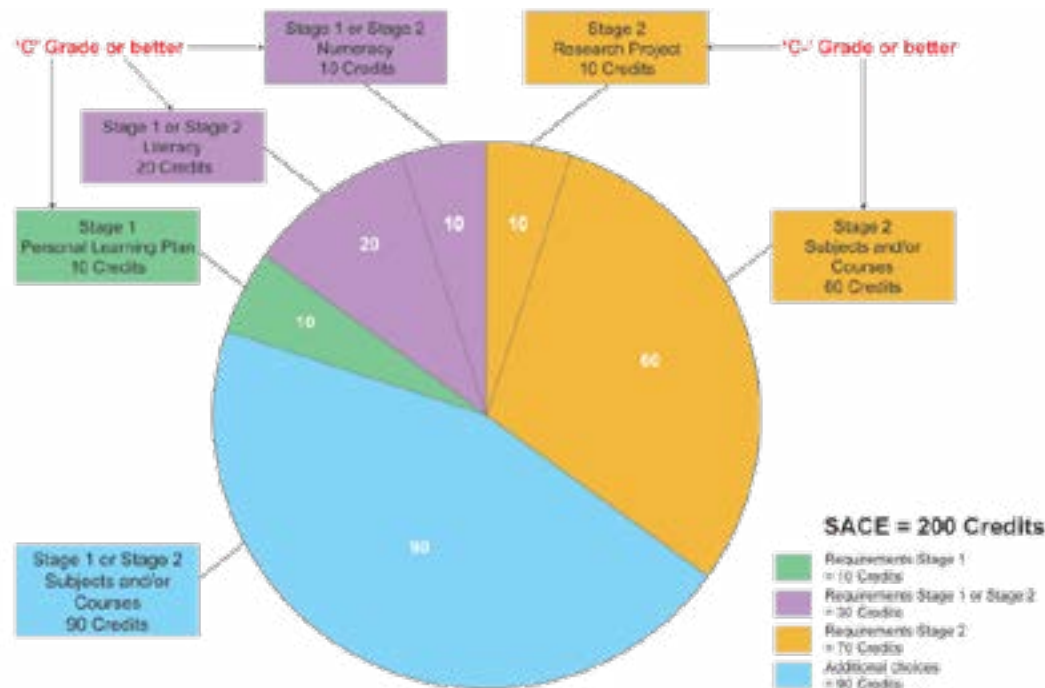
## In 2024, Stage 2 students at Gleeson will study:

Four Full Year Subjects:	80 credit points, or equivalent as negotiated
Spiritualities, Religion & Meaning:	10 credit points, spread over the whole year
Research Project:	1 semester - 10 credit points <b>**only if not completed in Stage 1**</b>

**\* It is important if students are planning to go on to tertiary study that they discuss subject choices fully with their Course Counsellor.**

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

## SACE Credits



# CHOOSING YOUR COURSE OF STUDY

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

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

## Advice to students

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

## Remember!

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

## When choosing

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

## Find out what subjects

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

## Decide on further study at Tertiary level

- some subjects may be necessary to enable you to continue study at Tertiary Institutions (pre-requisites or assumed knowledge for certain courses).
- find out the requirements of the Tertiary Institutions and what each course involves by reading Handbooks, Course Outlines, Calendars, etc. (these are available from the Student Counsellor and from Thiele Library, or from the tertiary institution website or visit).
- read the 'Tertiary Entrance 2024, 2025, 2026' booklet online at: [www.satac.edu.au](http://www.satac.edu.au)

# CHOOSING YOUR COURSE OF STUDY

## Find out what the career prospects are

- by talking to career and student counsellors.

## Consider your chances of success

*Be realistic!*

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

## The major steps in the selection process at Gleeson are:

- Year level information sessions
- Consultation with Care Group Teachers/Subject Teachers and Parents
- Attend Curriculum and Careers Evening
- Completion of Subject Selection Form
- Attend course counselling appointment
- Registration of Selections

## Please note:

- You will need to make selections for the whole year.
- You may need to get recommendations for some subjects.
- Some changes to your selections may be necessary when numbers, teachers, resources, etc., are considered. These will be advised in Term 4, 2023, where possible.
- Changes in 2024 can only be requested by students in accordance to our Subject Change Policy
  - a) for valid reasons; and
  - b) in general, at the start of a semester.
- Students can not be guaranteed of subject choices made mid-year.

# VOCATIONAL EDUCATION AND TRAINING (VET) IN THE SACE

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

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

1. Recognition of completed or partly completed nationally recognised qualifications (known as stand alone VET);
2. As a formal assessment component as part of the SACE subject Workplace Practices (offered at Stage 1 and Stage 2);

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

**Possible VET Industry Areas:**

Animal Studies  
Automotive  
Building and Construction  
Community Services  
Electrotechnology  
Engineering Pathways  
Fashion Design  
Fitness and Sport  
Floristry  
Food and Hospitality  
Game Creation and Visual Effects  
Graphic Design  
Hair and Beauty  
Information Technology  
Music and Performance  
Plumbing  
Spoken and Written English  
Visual Art

**For further clarification of the recognition of VET in SACE arrangements, please contact the College Flexible Pathways Leader.**

# INCLUSIVE EDUCATION PROGRAM

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

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

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

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

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

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

**Exam Support**

The Inclusive Education Leader works closely with the Assistant Principal Teaching & Learning ensuring that students requiring special provisions in exams are fully catered for.

Students may wish to apply for special provisions in SACE exams. To do this students require professional diagnostic paperwork with recommendations as specified by the SACE Board. The Inclusive Education Leader is responsible for collating such paperwork and liaising with the Assistant Principal Teaching & Learning, and submitting these to the SACE Board of South Australia.

**Alternative/Adjusted Assignments**

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



# ASSIGNMENT DEADLINES

The SACE Board of SA, which has responsibility for the SACE curriculum (including assessment and certification), has a precise policy about work handed in late. Schools are required to follow SACE Board directives and to “ensure that there is a policy on deadlines for the submission of summative tasks and on the criteria and process for negotiating extensions.” Gleeson College has College policies outlining the following:

**Students submit work on the due date:** Teachers will assign a due date and a time visible on SEQTA. Failure to hand in the assignment by the deadline will result in a score of zero and/or an ‘I’ recorded against the relevant performance standards (insufficient evidence).

**Extensions of time:** There will always be extenuating circumstances for some students e.g. there may be illness, a death or trauma in the family, extraordinary school commitments (e.g. a leadership camp) or a student may have a number of assignments due on that day and is having difficulty managing them. In these cases, the student should apply for an extension via the College Extension Application Form.

**Absence on the due date:** If the student is absent on the due date for genuine reasons, then the work must be submitted on the day the student returns to school.

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

# LAPTOP GUIDELINES > SPECIFIC SUBJECTS

Students are required to bring a device to school at all year levels at Gleeson College. The integration of digital technology continues to have a transformative effect on learning in the classroom and outside. Ensuring your son or daughter has an adequate device is very important and requires consideration of many factors: price, battery life, processing speed (processor plus RAM), and software requirements.

*Some subjects at Year 10-12 require a higher specification device, listed in the document below:*

[CLICK HERE TO VIEW OUR BYOD RECOMMENDATIONS FOR 2024](#)

Laptop computers (also called Notebook or MacBook) are preferred as they support all software that may be required at all levels, in a form that promotes ease of use and portability.

Chromebooks are a type of Laptop computer that runs an operating system more like a phone or tablet than a traditional computer, and may provide an option at Years 7, 8 and 9 as generally the curriculum demands on technology are not as great. The nature of the Chromebook operating system means that traditional software is unable to be installed. Some seniors may also use Chromebooks depending on course selection.

# EXPLANATION OF OUTLINES

**EACH SUBJECT DESCRIPTION CONTAINS THE FOLLOWING INFORMATION:**

## Subject Title

## Level of Study

- Year 10, Stage 1 or Stage 2

## Credit Points

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

## Course Length

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

## Advice to Students

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

## Content

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

## Assessment

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

## Pathways

- Provides an indication of where this subject leads e.g. Stage 2 Specialist Mathematics or Stage 2 Design, Technology and Engineering

## Further Information

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

## Note:

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

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

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

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

# GLOSSARY

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

# IMPORTANT WEBSITE LINKS



**SACE Board of South Australia**  
 Telephone: 8372 7400  
[www.sace.sa.edu.au](http://www.sace.sa.edu.au)



**SATAC (South Australian Tertiary Admissions Centre)**  
 Telephone: 1300 138 440  
[www.satac.edu.au](http://www.satac.edu.au)



**TAFE SA INSTITUTES (TECHNICAL AND FURTHER INFORMATION)**  
 Telephone: 1800 882 661 (TAFE Information Service)  
[www.tafesa.edu.au](http://www.tafesa.edu.au)

## Universities >



**Adelaide University**  
 Telephone: 8313 5208  
[www.adelaide.edu.au](http://www.adelaide.edu.au)



**Flinders University**  
 Telephone: 1300 354 633  
[www.flinders.edu.au](http://www.flinders.edu.au)



**University of South Australia**  
 Telephone: 8302 2376  
[www.unisa.edu.au](http://www.unisa.edu.au)



**Charles Darwin University**  
 Telephone 1800 061 963  
[www.cdu.edu.au](http://www.cdu.edu.au)



**CQ University Australia**  
 Telephone 13 27 86  
[www.cqu.edu.au](http://www.cqu.edu.au)

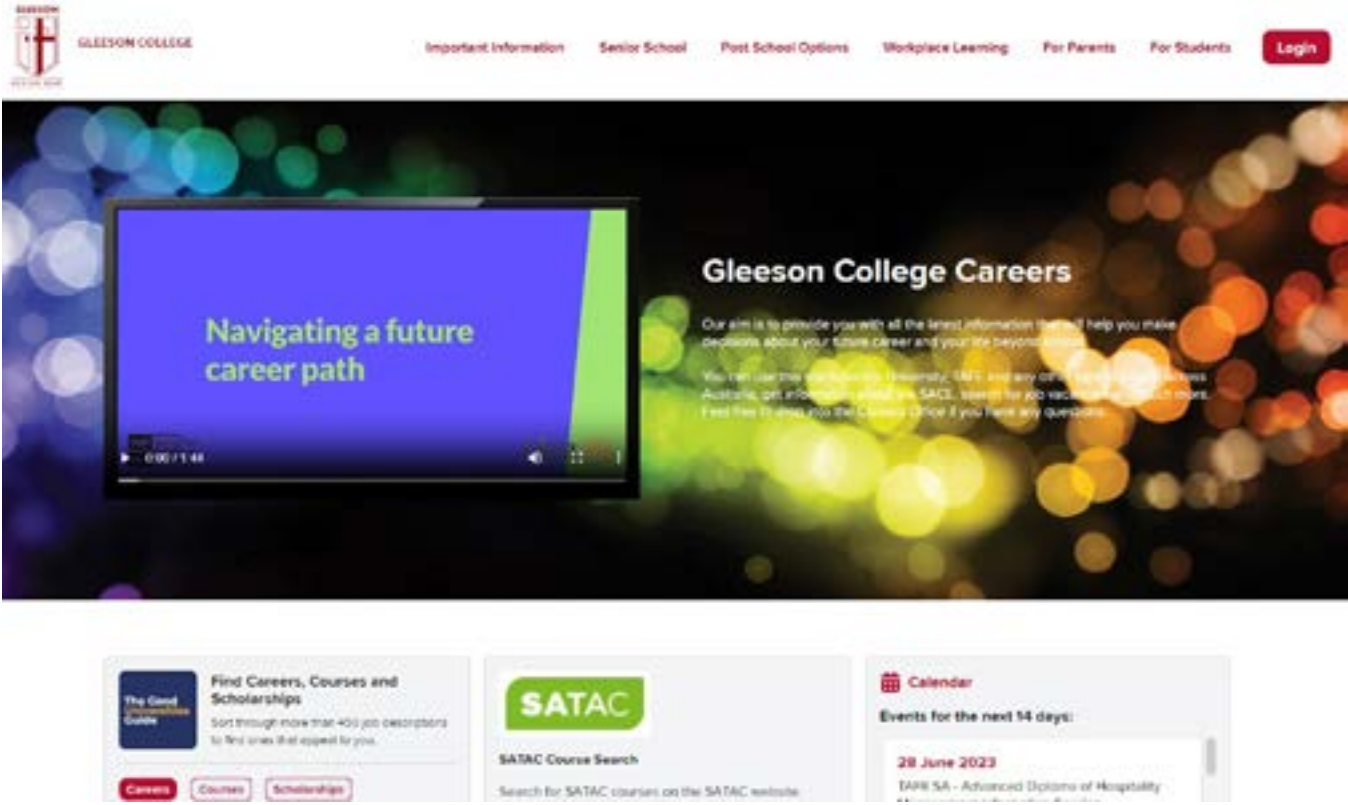


**Tabor College of Higher Education**  
 Telephone 8373 8777  
[www.taboradelaide.edu.au](http://www.taboradelaide.edu.au)



**Torrens University Australia**  
 Telephone 1300 575 803  
[www.torrens.edu.au](http://www.torrens.edu.au)

# CAREER PATHWAYS



Visit the Gleeson Careers website to find out all the latest information to help students and families to make decisions about future career options and life beyond school > <https://gleesoncollegecareers.com.au/>

Use this site to locate University, TAFE and other courses across Australia, get information about the SACE, search for job vacancies and more.

Career Pathway Information > <http://myfuture.edu.au/>

Career Bullseyes > <http://myfuture.edu.au/bullseyes>

Pathways Indicator > <http://docs.education.gov.au/node/21546>

Career Choices in South Australia > [http://www.skills.sa.gov.au/DesktopModules/Bring2mind/DMX/Download.aspx?Command=Core\\_Download&EntryId=188&PortalId=6&TabId=1936](http://www.skills.sa.gov.au/DesktopModules/Bring2mind/DMX/Download.aspx?Command=Core_Download&EntryId=188&PortalId=6&TabId=1936)

Job Search Information > [www.joboutlook.gov.au](http://www.joboutlook.gov.au)

The Australian Government Department of Employment > <https://employment.gov.au/>

The Australian Government Department of Education > <http://education.gov.au/>

Apprenticeship Information > <http://www.australianapprenticeships.gov.au/>

Building Careers and Associated Choices > [www.citb.org.au](http://www.citb.org.au)

# GLEESON STAFF CONTACTS

For more information regarding our 2024 Curriculum Handbook, please contact the relevant person(s) listed below. Staff can be contacted at the College by phone on 8282 6600 or via email.



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# Year 10



# INTRODUCTION

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

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

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

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

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

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

# THE AUSTRALIAN CURRICULUM

As Gleeson College has fully implemented the Australian Curriculum, students are required to study one term of History (Essential) and one term of Health and Physical Education (Essential).

# THE SACE: Personal Learning Plan (PLP)\*

## Personal Learning Plan (PLP) - What is it?

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

## The Personal Learning Plan will help students:

- identify and research career paths and options (including further education, training and work)
- choose appropriate SACE subjects and courses based on plans for future work and study
- consider and access subjects and courses available in and beyond school
- review their strengths and develop a range of SACE capabilities, including literacy, numeracy, and information and communication technology (ICT)
- gain skills for future employment
- identify goals and develop strategies to achieve them
- collaborate with others to refine strategies for achieving goals
- reflect on capability development and progress towards achieving goals

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

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

***\*This subject is currently under review by the SACE Board and may change to the new PLP subject, 'EIF', from 2025.***

# YEAR 10 CURRICULUM OVERVIEW

In Year 10 all students study the following subjects: Faith & Living, English, Mathematics, Science and PLP, and then choose five units (semesters) from the list of choice subjects. Included in these choices, students study one term of History (Essential) and one term of Health & PE (Essential).

	YEAR 10
RELIGIOUS EDUCATION	Faith & Living *including accelerated Youth Ministry course options *Stage 1
THE ARTS	Creative Arts Dance; Certificate III in Assistant Dance teaching (refer to Stage 1 for course details) Design Drama Music Visual Art
CROSS DISCIPLINARY STUDIES	Personal Learning Plan (PLP) *Stage 1 (compulsory) *Subject currently under review by the SACE Board*
ENGLISH	English A and B English Accelerated *Stage 1 Essential English: Vocational Studies *Stage 1 Essential English: Pathways A and B (by invitation)
HEALTH & PHYSICAL EDUCATION	Health and PE (Essential) [compulsory] Health and PE (Extension) AFLW (Integrated Learning) *Stage 1 Netball (Integrated Learning) *Stage 1 Outdoor Education World Football (Integrated Learning) *Stage 1
HUMANITIES AND SOCIAL SCIENCES	Commerce Geography History (Essential) [compulsory] and History (Extension) Criminology
LANGUAGES	Italian Japanese Language & Culture Studies*Stage 1
MATHEMATICS	Essential Mathematics A *Stage 1 General Mathematics Mathematical Methods
SCIENCE	Science A (compulsory) and Science B Sport Science (Integrated Learning) *Stage 1 Scientific Studies (Year 10 Accelerated) *Stage 1 Scientific Studies (Engineering) *Stage 1
TECHNOLOGIES	Design and Technology: - Woodwork - Metalwork - Electronics - CAD/CAM - Product Design and Innovation - Construction Technology  Digital Technologies A and B Information Processing and Publishing Food and Textiles Technology - Fashion and Accessory Design - Food and Hospitality (Creative) and/or (General) - Food and Hospitality for Health - Child Studies

# CO-CURRICULAR ACTIVITIES

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

## Retreats

- Retreats are held on a year level basis on one day in the year.
- During the Retreat, students are under the guidance of Care Group teachers, House Leaders and Faith & Living teachers. Away from school and everyday activities, students are led to reflect upon their life, their relationships with others and importantly, their relationship with God.
- The Retreat is an enjoyable and memorable activity conducted in a reflective tone. Attendance at Retreat is compulsory.

## Liturgical Celebrations

- All students are expected to be involved in the College Liturgy Program. The liturgy program includes Class and/or Year Level celebrations of the Eucharist and Reconciliation. It will also include para-liturgies to celebrate significant feasts or Church seasons e.g. Easter, The Assumption, Advent.
- In addition to whole College events held during the school day, like Student Leaders' Induction Mass and Gleeson Day Mass, all students are expected to attend the End of Year Mass and Presentation Evening, which is celebrated towards the end of Term 4.



# YEAR 10 SUBJECTS

## AFLW (Integrated Learning)

**\*\*AVAILABLE FOR ACCELERATION\*\***

**Level of Study**  
Stage 1

**Credits**  
10 (Half year)

**Advice to Students**  
The Stage 1 Integrated Learning (AFLW) course provides highly motivated female footballers an opportunity to connect with ideas, skills and knowledge that can be applied far beyond the boundaries of a classroom.

This course aims to enhance the ability of students to learn, engage, and enjoy participating in Australian rules Football. There is a focus on the physical skills and athletic qualities required to play football, as well as the development and understanding of one’s psychological wellbeing for the betterment of their football knowledge. The course will also assist students to develop the skills and attributes needed to teach AFL skills to others through the Foundation Coaching Accreditation. Practical lessons are conducted by highly qualified coaches that includes a community partnership with the Central Districts SANFL Football Club. Students will review match simulation footage and use the data to analyse and assess performance. The program will facilitate student wellbeing through the exploration of nutrition, sleep, and exercise and how a balance of all three is vital to live a healthy lifestyle.

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

Assessment Type 1: Practical Exploration (performance and analysis; coaching a session)  
Assessment Type 2: Connections (foundation coaching accreditation)  
Assessment Type 3: Personal Venture (mental health and wellbeing)

**Pathways**  
Students can use the skills developed within Stage 1 Integrated Learning (AFLW) for further study in Stage 1 or Stage 2 Sports Studies.

# YEAR 10 SUBJECTS

## Commerce

**Level of Study:** Year 10

**Course Length:** Half year

**Advice to Students**  
This course is designed to expose students to subjects which are normally offered for the first time at Stage 1 level, these being Business Innovation, Accounting and Economics. Links to real-world scenarios and issues are used to create authentic and hands-on learning experiences.

**Content**  
The following topics will be studied:

- Personal Finance Management**
- Importance of Savings
  - Interest Rates: Compound interest, mortgages...
  - Debt products - what's good/bad debt?
  - Taxation and how to circulate income tax
  - Budgeting and how to improve your position
  - Investments - various types, returns and risks
  - How to create an investment portfolio

- Economics**
- How the Economy works - 5 sector flow model
  - Economic indicators
  - Living standards
  - Inflation - winners and losers
  - Economic Policies: Fiscal and Monetary policies
  - Australia and the global economy - trade
  - current economic events and their impact on the individual and the economy

- Business**
- Superannuation and you
  - Australian workforce and workplace issues
  - Skills shortages and training
  - Fair Work Act, 2009 and Fair Work Commission

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

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

## Creative Arts

**Level of Study:** Year 10

**Course Length:** Half year (A) or Full year (A and B)

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

**Content**  
Students work towards a Creative Arts ‘product’, which in most cases will be linked to a school production or concert. Students can choose to focus on any aspect of the production such as (but not limited to): Acting, Singing, Dancing, Set Design, Costume Design, Lighting Design, Audio Engineering, Back stage/Stage hand, Makeup Artistry, Marketing.

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

- Assessment**  
Students demonstrate evidence of their learning through the following assessment tasks:
- Product: The development of a polished creative arts product.
  - Folio: A folio of work showing the development of the product and influences drawn from various sources to inspire the creation of the product.
  - Inquiry: A written essay or multi-modal assignment exploring the creative works of an individually chosen arts practitioner.
  - Skills Development: A practical demonstration of the skills gained over the course of the semester in their chosen area of specialisation.

**Pathways**  
Stage 1 Creative Arts, Dance and/or Drama

## YEAR 10 SUBJECTS

### Criminology

**Level of Study:** Year 10

**Course Length:** Half year

#### Advice to Students

There are no prerequisites for Criminology. Criminology is a HaSS-based subject designed to engage students with Australian civics and legal frameworks through practical applications of the law, psychology, and biology.

#### Content

The subject consists of 3 topics:

Topic 1: What is crime?

Explore what constitutes a crime, and why people commit crimes, through a depth study of the psychology of criminal theory in conjunction with the analysis of primary and secondary sources.

Topic 2: Famous Australian Cases

Examine a diverse range of Australian criminal cases and consider the roles of government, the media, and the judicial system.

Topic 3: Forensic Evidence and Criminal Profiling  
Consider different types of evidence used in the Australian justice system to convict offenders. Depth studies include: forensic evidence (such as ballistics, DNA, identification of remains, toxicology, fingerprinting, etc.) and criminal profiling.

#### Assessment

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

- Source analysis
- Research and inquiry essay
- Stage a crime scene and criminal profiling report

#### Pathways

Stage 1 and Stage 2 Legal Studies, History, Geography, Psychology, and Biology

### Dance

**Level of Study:** Year 10

*\*Possibility of acceleration with appropriate documentation*

**Course Length:** Half year or Full year

#### Advice to Students

No pre-requisites but knowledge and background in any area of Performing Arts at Year 9 would be beneficial. Any Dance or movement study outside of school may also be helpful. Students will need to change into practice clothes to participate in practical dance classes. *\*Note - Wearing PE Uniform is not acceptable for Dance practice.*

#### Content

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

**Skills Development:** Designed to develop students' ability to make informed judgements about their development as a dancer or choreographer through research and reflection on their own creative work.

**Creative Explorations:** Students explore and apply their dance understanding, skills and techniques to develop, refine and present their creative work. This may be in the form of a composed dance performance (soloist, duo, trio, small or larger group) of 1-2 minutes to communicate their choreographic intent.

**Dance Contexts:** Students investigate dance practice and performance from special cultures, historical periods or transitions, including for example Indigenous contexts, to analyse the functions of dance in that context.

#### Assessment

Students will be assessed under the following criteria; Understanding Dance, Creating Dance and Dance Contexts.

#### Pathways

Stage 1 Dance, Drama and/or Creative Arts

## YEAR 10 SUBJECTS

### Design

**Level of Study:** Year 10

**Course Length:** Half year or Full year

#### Advice to Students

Design gives students opportunities to experiment, explore, generate creative ideas, solve problems creatively and make purposeful decisions. Students can select to study Design in Semester 1, Semester 2, or for a full year. It is highly recommended that students choosing to do design for the first time do so in Semester 1.

#### Content

**Graphic Design:** Visual communication, graphic simplification, visual layout, graphic techniques and media.

**Built Environment:** Controlled environments, the local built environment, public and private places.

**Product Design:** Product analysis, ergonomics, product re-design.

**Design Theory & History:** Analysing and evaluating design, design and society, consumerism, contemporary design.

#### Assessment

Assessment at Year 10 level is continuous, with descriptive assessment at the end of each term. The assessment of a student's achievements and progress in Design is based on the following criteria:

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

#### Further Information

A higher specification device is recommended in this subject - refer to page 22.

#### Pathways

Stage 1 and/or Stage 2 Visual Arts (Design)

Stage 1 Visual Arts (Art) (to be negotiated with the teacher), and Stage 2 Visual Arts (Art)

Stage 2 Creative Arts

### Design and Technology

**Level of Study:** Year 10

**Course Length:** Half year

*\*Each course is one semester in length*

#### Advice to Students

Design and Technology at Year 10 provides students with an opportunity to engage with a creative design process in order to design and make a product to meet a particular need. Throughout the study of Design and Technology, students will develop practical skills and an understanding of processes, systems, materials and the impact of technologies on society and the environment. Each course is project-based and will aim to develop students' personal attributes of self-reliance, project management, collaboration and persistence. Workplace health and safety is highly emphasised in each course.

Students can choose to study one or a number of the following semester courses:

<b>Woodwork</b>	<b>Metalwork</b>
<b>Electronics</b>	<b>CAD/CAM</b>
<b>Construction Technology</b>	
<b>Product Design and Innovation</b>	

#### Content

**Woodwork:** Students will work in a Wood trades workshop to learn a range of practical skills aimed at developing wood joining, fabrication and finishing techniques. Students will:

- Produce a range of framing woodworking joints
- Use and investigate timber and timber based products
- Design and construct a major product with their own design elements
- Develop skills and understanding in the safe operation and use of woodworking tools and machinery
- Follow safe operating procedures and workplace health and safety guidelines

**Metalwork:** Students will work in a Metal trades workshop to learn a range of practical skills aimed at developing metal machining, welding and fabrication techniques. Students will:

- Produce artefacts using oxy-acetylene and MIG welding equipment
- Manipulate metal using equipment including the plasma cutter, guillotine, shears and bandsaw

*Continued next page...*

## YEAR 10 SUBJECTS

### Design and Technology (Continued)

- Use and investigate metal materials and products
- Design and construct a major product with their own design elements
- Follow safe operating procedures and workplace health and safety guidelines

**Electronics:** Students will work from an Electronics Lab to develop theoretical and practical knowledge in circuit design and production. Students will:

- Develop a basic understanding of DC circuits
- Identify, recognize and understand a range of electronic components
- Construct simple circuits through bread boarding and soldering to PCB's
- Use tools and equipment to manipulate and solder electronic components
- Investigate electronics and their impact on the environment
- Follow safe operating procedures and workplace health and safety guidelines

**CAD/CAM:** (Computer Aided Design/Computer Aided Manufacture) Students will develop skills in the use of innovative CAD software and advanced manufacturing techniques. Students will:

- Work in a digital environment to design, model and test objects and products
- Use and investigate advanced manufacturing equipment such as 3D printers and laser cutters
- Use engineering and vector software to achieve a determined outcome
- Investigate, design and manufacture a major product of their own design
- Research advanced manufacturing techniques and their impact on the environment
- Follow safe operating procedures and workplace health and safety guidelines

**Construction Technology:** This course has been designed to provide a pathway for students to prepare for the Doorways to Construction (Certificate I Construction) course offered at Stage 1. Students will work from a Wood trades workshop and/or the Construction shed to:

- Develop their practical hand skills, knowledge and understanding to a standard similar to that of an entry level construction worker
- Investigate the Building Industry and current and emerging building systems and technologies

- Work with a range of building materials
- Develop skills and understanding of the safe use of hand and power tools and machinery
- Follow safe operating procedures and workplace health and safety guidelines
- Design and construct a range of products

**Product Design and Innovation: \*\*NEW\*\***

Students will work in a range of workshops to learn a variety of practical skills aimed at creating interesting, unique, and individually designed products. Students will:

- Investigate and test the properties of timber through steam and/or veneer bending
- Develop skills and understanding in the safe operation and use of hand and power tools, and machinery
- Research and investigate the impact of resource management and resistant material recycling
- Design and create individual products using recycled materials
- Use digital design software to create components of their products
- Utilise advanced technologies including the laser cutter, desktop engraver, and 3D printer
- Investigate, plan, produce and evaluate techniques, tools, and products while creating a design folio
- Follow safe operating procedures and workplace health and safety guidelines

#### Assessment

Students will demonstrate their learning through a range of formative and summative assessments with a focus on Investigating, Designing, Producing and Evaluating. These could include:

- Practical Skills Tasks (joint construction)
- Design Folio
- Practical Projects (Coffee Table, Brazier, 3D Printer object)

#### Further Information

A higher specification device is recommended for the CAD/CAM course - refer to page 22. A charge may apply for consumables and projects.

#### Pathways

Stage 1 and/or 2: Design, Technology and Engineering - Furniture Construction; Design, Technology and Engineering - Metals Engineering; Design, Technology and Engineering; CAD/CAM; Doorways to Construction (D2C) - Certificate I Construction (VET); Certificate II Electrotechnology (VET)

## YEAR 10 SUBJECTS

### Digital Technologies A and B

**Level of Study:** Year 10

**Course Length:** Half or full year

#### Advice to Students

Digital literacy and the ability to read and write code are becoming increasingly important life skills, with attractive job prospects. Digital Technologies focuses on developing understanding and skills in computational thinking, using logic to create digital solutions to problems and exploring the social consequences of technology.

#### Content

##### Digital Technologies A (Semester 1)

- Game Making using Unity
- Data analytics
- Hardware

##### Digital Technologies B (Semester 2)

- Game Making using Unity
- Ethics
- Validation Techniques

#### Assessment

- Investigation
- Development documents
- Programming validation video
- Coded product

#### Pathways

This course will provide a solid background for Stage 1 Digital Technologies A and B. Students intending to study Digital Technology in Stage 1 and/or 2 are encouraged to complete a full year of Digital Technology in Year 10.

#### Further Information

A higher specification device is recommended in this subject - refer to page 22. It is also recommended you have a USB with a minimum of 16Gb, or access to a cloud storage service.

### Drama

**Level of Study:** Year 10

**Course Length:** Half year

#### Advice to Students

Drama in Year 10 will incorporate three areas of study:

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

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

#### Content

##### Performance

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

##### Folio

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

##### Investigation and Presentation

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

#### Assessment

Assessment will consist of:

- Group Production
- Folio
- Individual Study

#### Pathways

Stage 1 Drama or Stage 1 Creative Arts



# YEAR 10 SUBJECTS

## English A and B

**Level of Study:** Year 10

**Course Length:** Full year\*

### Advice to Students

\*All students must complete a full year of English at Year 10. In Semester 2, students may choose to accelerate, if eligible, and study either English Accelerated or Essential English: Vocational Studies.

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

### Content

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

### Assessment

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

### Pathways

English is compulsory at Stage 1 level where all students will complete two units (20 credits). Students can also choose Essential English to complete the two units.

At Stage 2, English, Essential English or English Literary Studies course can be chosen.

# YEAR 10 SUBJECTS

## English Accelerated (Semester 2 of Year 10)

**Level of Study**  
Stage 1

**Credits**  
10 (Half year - Semester 2)

### Advice to Students

This course is designed for Year 10 students who enjoy English and have achieved strong academic results in Year 9 English. For these students who wish to follow their passion or challenge themselves in the study of English, the English Accelerated Semester 2 course will allow students to study English as a Stage 1 subject in the second semester of Year 10, in order to achieve 10 SACE credits.

Selection of English Accelerated in Semester 2 will be dependent on a recommendation from the student's Year 9 English teacher. Students selecting English Accelerated will also need to provide a copy of the form "Application for Acceleration in a Subject", to be signed by their Year 9 English teacher and their parents/caregivers. Students will have to demonstrate excellent skills and abilities in English during Semester 1 of Year 10 English in order to be admitted to English Accelerated in Semester 2.

The study of English Accelerated provides students with the opportunity to analyse the interrelationship between author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. An understanding of purpose, context, and audience is applied in students' own creation of imaginative, analytical, and persuasive texts that may be written, oral, and/or multimodal.

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

### Content

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

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

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

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

### Assessment

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

- Responding to Texts
- Creating Texts
- Intertextual Study

### Pathways

Students who successfully complete English Accelerated as a Year 10 student can choose Stage 1 English for one or two semesters in Year 11. The coursework in English Accelerated will be different to Year 11 English, to allow students more flexibility in their subject choices. After completing 20 credits of Stage 1 English with a grade of C or higher, students may wish to continue with English in Year 12, by choosing either Stage 2 English or Stage 2 English Literary Studies.

# YEAR 10 SUBJECTS

## Essential English: Vocational Studies

**\*\*AVAILABLE FOR ACCELERATION\*\***

### Level of Study

Stage 1 *\*Offered at Year 10 in consultation with parents/caregivers, the student’s House Leader and the Flexible Pathways Leader.*

### Credits

10 (Half year - Semester 2)

### Advice to Students

The Essential English: Vocational Studies stream is designed to support students who intend to commence vocational training as part of their studies for the purposes of gaining work or an apprenticeship in a trade. This course would have a focus on student agency and reflect the literacy skills and abilities required to succeed in the workplace and as an active community member. Teachers would work with students to support the achievement of their goals. Texts and tasks would have a focus on real life application for authentic audiences in relevant contexts, such as the workplace.

In this subject, Year 10 students would complete one semester of Stage 1 Essential English in Semester 2 of Year 10. This will allow students to achieve 10 SACE credits before commencing Year 11 and allow students to complete their 20 compulsory credits of SACE English by the end of Semester One, Year 11. This will give them more flexibility in Year 11, especially if they intend to study VET or TAFE courses, or seek early school completion to move into the workforce.

### Content

**Responding to Texts:** Students consider a variety of ways in which texts communicate information, ideas, and perspectives. Students examine and respond to how language is used in social, cultural, community and workplace contexts.

**Creating Texts:** Students develop their skills in using appropriate vocabulary, accurate spelling, punctuation, and grammar to enable effective communication. They create a range of texts, using appropriate language features, content, and mediums for different purposes, audiences, and contexts.

### Assessment

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

- Responding to Texts
- Creating Texts

### Pathways

Students who successfully complete Essential English: Vocational Studies as a Year 10 student can choose Stage 1 Essential English for one or two semesters in Year 11. The coursework in Essential English: Vocational Studies will be different to Year 11 Essential English, to allow students more flexibility in their subject choices. After completing 20 credits of Stage 1 Essential English with a grade of C or higher, students would also have the option to continue with Essential English in Year 12.

# YEAR 10 SUBJECTS

## Essential English: Pre-Vocational Pathway

### Level of Study

Year 10 *\*Offered at Year 10 in consultation with parents/caregivers, the student’s House Leader and the Flexible Pathways and/or Inclusive Education Leader.*

### Course length: Full year

### Advice to Students

The Pre-Essential English stream is designed to support students in Year 10 who have an existing PPL and require significant modifications/adjustments in year 9 English to allow them to access the curriculum and have success. This course would have a focus on literacy skills and abilities required to succeed in Stage 1 Essential English, which is compulsory to pass with a grade of C- or better, in order to achieve the SACE. Teachers and ESOs would work with students to support the achievement of their goals. Students would be able to utilise TLC during some of their allocated English lessons for the week without the risk of missing key content.

### Content

- Reading and responding to texts,
- Creating texts
- Independent Project

### Assessment

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

### Pathways

This course prepares students to be successful in Essential English at Stage 1. Two semesters of any English course are required to meet SACE literacy requirements.

## Faith & Living

### Level of Study: Year 10

### Course length: Full year

### Advice to Students

Religious Education seeks primarily to educate students about Christianity, from the perspective of the Catholic tradition. At the same time, students are asked to understand the wider context of Religion as it is expressed in other traditions and faiths. Religious Education is a multi-dimensional subject, involving academic study, times for prayer, Liturgy and an annual Retreat.

### Content

#### Semester 1

- Life Philosophies
- Church Leadership
- What is Leadership
- Parables
- Community Service

#### Semester 2

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

### Assessment

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

### Pathways

Stage 1 Spiritualities, Religion and Meaning (20 credits, compulsory)  
Stage 2 Spiritualities, Religion and Meaning (10 credits, compulsory)  
Stage 2 Spiritualities, Religion and Meaning (20 credits, optional)

*\*Please note: Year 10 students also have the opportunity to undertake a Year 11 Religious Education course in Youth Ministry. Information about this stream of Religion can be found under the Stage 1 Religion course information. An expression of interest needs to be completed at the time of course counselling to be considered for placement into these Stage 1 subjects.*

# YEAR 10 SUBJECTS

## Food and Textiles Technology

**Level of Study:** Year 10

**Course Length:** Half year

*\*Each course is one semester in length*

### Advice to Students

Food and Textiles Technology and Child Studies at Year 10 provides students with an opportunity to develop a variety of practical skills with relevant theory. Students can choose to study one or more of the following semester courses:

- Food and Hospitality - General
- Food and Hospitality - Creative
- Food and Hospitality for Health
- Fashion and Accessory Design
- Child Studies

### Content

#### Food and Hospitality - General

Students learn a range of practical skills relevant to home cooking and commercial cookery. These skills will be developed through preparing and serving a range of recipes from everyday healthy meals to foods suitable for a function. Students learn about industry career and training options.

Key topics covered (Each topic 25% - Practical activity 75%, Group activity 25%):

- Recipe book / food photography
- Food Presentation Skills > For example; modern plating techniques (saucing smears and garnishing)
- Catering for a school function > For example; recipe selection, working towards a brief, serving and presenting the food
- Cultural foods > For example; investigating impacts different cuisines have on the Australian dining scene.

#### Food and Hospitality - Creative

Students work with a design brief to create practical solutions. They evaluate the outcome of practical activities and decisions made. Students attend an excursion to the Adelaide Central Market where they select and purchase seasonal produce for a set cooking practical.

Key topics covered (Each topic 25%):

## Food and Textiles Technology (Continued)

- Food safety and packaging > For example; design and produce suitable packing for sushi made in class
- Advancements in Kitchen Technologies > For example; through a variety of cooking practicals investigate how advancements in kitchen technology have impacted cooking processes
- Cafe Culture > For example; menu design and recipe creation
- Dessert trends > For example; seasonality, plate presentation and health

### Food and Hospitality for Health

Students learn about the health and wellbeing impacts that food can have on our lives. Students will learn about the Australian Dietary Guidelines and work to further develop their skills in the kitchen to prepare and create a range of healthy recipes that meet a brief. Key topics include:

- Eating for fitness
- Food as medicine/Superfoods
- Macro and micronutrients
- Allergies, intolerances, and Special Dietary Requirements

### Fashion and Accessory Design

Students expand on the basics of fibre and clothing production and trends within the industry. They work with a design brief to create designs that utilise technologies including the sewing machine, overlocker, laser cutter, and pattern making tools. Students communicate and document projects by using the design process.

Key topics covered:

- Students are exposed to many new sewing techniques all of which are used to create a garment. Individual taste and interests are incorporated, as student can choose from different patterns. Students develop skills in applying zips, pockets, and interfacing, when constructing their final product. Please Note: students will be asked to purchase material for their garment and bring along a basic sewing kit. Approx. cost of materials is \$30-60

- Development of assorted fashion accessories as per design choices, utilising a variety of different materials (wallet/ purse, clutch,

# YEAR 10 SUBJECTS

## Geography

**Level of Study:** Year 10

**Course Length:** Half year or Full year

### Advice to Students

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

### Content

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

#### Geography - Physical

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

#### Geography - Human

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

### Assessment

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

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

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

### Pathways

Stage 1 Geography and/or Stage 1 Tourism

bag, pouches, jewellery etc). Students create multiple items of jewellery/ accessories throughout the term and evaluate their learning experiences.

- Trends in Clothing and Design
- The fashion industry – Australian fashion designers and jobs in the industry

### Child Studies

Students learn a range of skills relevant to working and caring for children. Child Studies is a recommended subject choice for anyone interested in working with children (e.g. kindergarten, early childhood or primary school teaching).

Key topics covered:

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

### Assessment

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

### Pathways

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

- Child Studies
- Fashion Design
- Food and Hospitality

*Continued next page...*



# YEAR 10 SUBJECTS

## Health and PE (Essential)

**\*\*COMPULSORY SUBJECT\*\***

**Level of Study:** Year 10

**Course length:** Term

**Advice for Students**

Health & PE (Essential) is a compulsory subject at Year 10 level and may fall on a students’ timetable in any term. If students wish to complete an additional semester of Health & PE they can choose Health & PE (Extension). Students need to be aware that if they are considering choosing Physical Education in Year 11 or 12, it is strongly recommended they study Health & PE (Extension) in Year 10.

**Content**

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

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

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

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

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

**Assessment**

Students are assessed via two areas:

**1. Skill Development: (60%)**

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

**2. Theory: (40%)**

Based on assignments from theory units and analysis of issues relevant to health, exercise and physical activity.

**Pathways**

Stage 1 Physical Education  
Stage 1 Sports Studies (Integrated Learning)  
Stage 2 Physical Education

## Health and PE (Extension)

**Level of Study:** Year 10

**Course Length:** Half year

**Advice to Students**

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

**Content**

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

**Health & PE (Extension)**

Up to three of the practical tasks listed will be completed:

Badminton	Basketball
European Handball	Gaelic Football
Sofcrosse	Softball

Touch Football

Fitness Components, Energy Systems and

Biomechanics to Exercise - Theory

**Assessment**

Students are assessed via two areas:

**1. Skill Development: (60%)**

Students will be assessed on their practical skills development and contribution in up to three completed activities each semester.

**2. Theory: (40%)**

Based on assignments from theory units with a focus on the collection of evidence/data and evaluation of their performance.

**Pathways**

Stage 1 Physical Education  
Stage 1 Sports Studies (Integrated Learning)  
Stage 2 Physical Education

**Further Information**

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

# YEAR 10 SUBJECTS

## History (Essential)

**\*\*COMPULSORY SUBJECT\*\***

**Level of Study:** Year 10

**Course Length:** Term

**Advice to Students**

Year 10 History (Essential) is a compulsory subject at Year 10 level and may fall on a student’s timetable in any term. If students wish to complete an additional semester of History they can choose History (Extension).

**Content**

**The Second World War**

Students investigate wartime experiences through a study of World War II. This includes a study of the causes, events, outcomes, and broader impact of the conflict as an episode in world history. Students investigate the inter-war years between WW1 and WW2, Significant places where Australians fought, and their perspectives and experiences (Fall of Singapore, POW’s, the Battle of Britain, Kokoda), the effects of WW2 on the Australian home front, including changing roles of women and First Nations Australians, rationing, and censorship.

**First Nations People: from Rights to Reconciliation**

Students investigate the continued struggle for civil rights among First Nations communities from 1901 to the present day. Students explore the development of international human rights within, and across, different time periods and apply their understanding to the Australian context. This will include how rights and freedoms have been ignored, demanded, and achieved within Australia. Similarly, students will examine the progress, and shortcomings, of efforts made to promote reconciliation.

**Assessment**

Summative and Formative task work including: essays, source analysis, oral and visual presentations, including multimedia, research and analysis work.

**Pathways**

Students with a keen interest in History and pursuing further studies in History are encouraged to also study History (Extension).

## History (Extension)

**Level of Study:** Year 10

**Course Length:** Half year (Semester 2 only, following successful completion of History Essential)

**Advice to Students**

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

**Content**

Teachers select content from the following topics:

**A Modern Australia**

Students investigate and explore the impact of changing global values, perceptions, and beliefs as influences on the Australian way of life. Analysing developments in technology, public health, longevity, and standard of living throughout the 20th century and the subsequent evolution of the role of women within Australian society.

**The Holocaust and Historiography**

Students investigate and engage with historical debates around the complicity of individuals and groups within the Final Solution. Students are asked to articulate their thoughts as they quantify the role of resistance and collaboration within society. Navigating difficult histories, students are encouraged to think critically to propose a benchmark for meaningful resistance.

**Australia: the ‘Lucky’ Country**

Students investigate Australian migration during the 20th century through geopolitical, social, and economic lenses. Considering Australia within a global context, students examine causes, and consequences, of international migration and their impact on Australia’s transformation into a multicultural nation.

**Assessment**

Summative and Formative task work including: essays, source analysis, oral and visual presentations, including multimedia, research and analysis work and a semester exam.

**Pathways**

Stage 1 History. Skills acquired in History will assist in many other language rich subjects i.e.



## YEAR 10 SUBJECTS

### Information Processing and Publishing

**\*\*AVAILABLE FOR ACCELERATION\*\***

**Level of Study:**  
Year 10 OR choice of acceleration to Stage 1

**Course Length:** Half year

#### Advice to Students

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

#### Content

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

- Personal Publishing
- Digital Publishing

#### Assessment

Assessment will consist of:

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

#### Pathways

If you intend doing the IP&P course at Stage 1 and/or Stage 2, it is **highly recommended** this subject is undertaken. Students who achieve a high level in this class may be recommended for Year 12 in the following year on the advice of the IP&P Teacher and Technologies Learning Area Leader.

#### Further Information

A higher specification device is recommended in this subject - refer to page 22. Students are provided a copy of the Adobe Creative Cloud, which is installed by the College's Network Management Team, provided their laptop meets the specifications to install the software.

***\*If you are being accelerated to Stage 1, you require the recommendation of one of your teachers regarding the quality of your work.***

### Italian

**Level of Study:** Year 10

**Course Length:** Half year or Full year

#### Advice to Students

The aim of this course is to develop skills in speaking, listening, reading and writing in Italian in a variety of situations. Students can choose to complete only one semester of Italian (in Semester 1) in Year 10, however students must study Italian for the full year if they wish to study Italian at Stage 1 and/or Stage 2.

#### Content

**Grammar:** A focus on conjugation and use of verbs (regular/irregular), Tenses (future and past) and how and when to use them.

**Reading:** Short stories, articles and extracts, and responding to them in both English and Italian.

**Writing:** Responses to films/extracts, letter writing and essays on given topics/free choice.

**Oral:** Presentations of responses to films/short stories etc. in Italian (1-2mins in length).

#### Assessment

Formative assessments include regular activities on vocabulary and grammar learnt in class. Summative assessments include group role plays, a self-introduction letter, oral presentations, cultural reflections, reading and listening text analysis tasks. A written exam of approximately 90 minutes duration is held at the end of Semester 1 and Semester 2. Students may need to purchase a Parliamo Insieme Workbook.

#### Pathways

Stage 1 Italian Continuers (Full year)  
Stage 2 Italian Continuers (Full year)

### Japanese

**Level of Study:** Year 10

**Course Length:** Half year or Full year

***\*Pre-requisite: Students are expected to be reasonably fluent in the Hiragana alphabet upon entering Year 10 Japanese.***

#### Advice to Students

Students will continue to develop skills in communication, listening, reading and writing in Japanese in a variety of situations. Students who successfully complete a full year of Year 10 Japanese may continue at Stage 1 to further build knowledge and understanding of Japanese language and culture. Students may have the opportunity to go to Japan on the biennial Study Tour to our sister school Kogakuin Junior High School in Tokyo. This trip provides students with the chance to experience day-to-day Japanese life, greatly enhancing their Japanese literacy and inspiring them to continue with Japanese in Stage 1. Students must study a full year of Japanese at Year 10 to be eligible to study Japanese at Stage 1.

#### Content

**Grammar:** Focus on the use of verbs, tenses, especially past tense, and their appropriate use. More complicated sentences are introduced with the use of various particles and grammar points. **Reading:** Short texts are provided to improve reading skills using Hiragana, Katakana and Kanji characters.

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

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

#### Assessment

Formative assessments include regular written tests on vocabulary and grammar learnt in class. Summative assessments include group role plays, a self-introduction letter, oral presentations, cultural reflections, reading and listening text analysis tasks. A written exam of approximately 90 minutes duration is held at the end of Semester 1 and Semester 2. Students may need to purchase an iiTomo Activity Book.

#### Pathways

Stage 1 and Stage 2 Japanese Continuers (full year)

### Language and Culture Studies (Integrated Learning)

**\*\*AVAILABLE FOR ACCELERATION\*\***

**Level of Study**  
Stage 1

#### Credits

10 or 20 (half or full year)

#### Advice to Students

Languages and Culture Studies is open to both Year 10 and 11 students. This course allows students to study any\* second language via a range of platforms and digital technologies, as well as deepen their intercultural understanding by reflecting on cultural differences. Students document and reflect on their progress as second language learners, building the skills and ability to teach the class a short lesson about their chosen language and associated cultural elements. They will also work in small groups to plan and promote activities that demonstrate the cultural diversity of our wider College community, ideally engaging local community groups where possible

***\*Please note students can NOT proceed into Stage 1 or 2 Japanese or Italian Continuers via this pathway.***

#### Content

- Language learning methods and strategies
- Intercultural understanding and identity
- Cultural diversity: Why should we and how can we promote this?

#### Assessment

- Practical Explorations: Students prepare and teach a short 10-minute introductory lesson for their chosen language.
- Connections: Students work in small groups to prepare a short video on cultural diversity.
- Personal Venture: Students compile a portfolio of evidence documenting their capabilities development.

#### Pathways

If intending to continue on to a formal language pathway, students are advised to speak to the Languages and Cultural Programs Learning Area Leader, or Assistant Principal Teaching and Learning prior to choosing this subject.

# YEAR 10 SUBJECTS

## Mathematics

### Essential Mathematics A

**\*\*AVAILABLE FOR ACCELERATION\*\***

**Level of Study**

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

**Credits**

10 (Full year)

**Advice to Students**

The Essential Mathematics stream is designed to support students to develop their ability to use mathematical processes in practical and workplace contexts. There is a focus on ensuring that core numeracy skills are mastered so that students can develop their mathematical confidence.

By the end of Stage 2 Essential Mathematics, students will have had the opportunity to apply mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

Students wishing to continue studying Essential Mathematics to Stage 2 must complete at least two semesters of any Stage 1 Mathematics course in Year 10 or 11. In order to achieve their SACE, students must pass at least one 10 credit Stage 1 or 2 Mathematics subject.

**Content**

Students who complete two units of Essential Mathematics will complete each of the topics listed below, with three topics chosen per unit to best suit the cohort. Essential Mathematics A in Year 10 typically consists of topics 1 to 3, to match Essential Mathematics A in Year 11.

Topic One: Calculations, Time and Ratio

Topic Two: Earning and Spending

Topic Three: Geometry

Topic Four: Data in Context

Topic Five: Measurement

Topic Six: Investing

**Assessment**

Assessment components include the following:

Assessment Type 1: Skills and Applications Tasks

Assessment Type 2: Practical Report

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

Students undertake:

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

**Pathways**

Stage 1 Essential Mathematics B

Stage 2 Essential Mathematics

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

# YEAR 10 SUBJECTS

## Mathematics

### General Mathematics

**Level of Study:** Year 10

**Course Length:** Full year

**Advice to Students**

The General Mathematics stream is designed to give students an appreciation of the usefulness of Mathematics to understand and investigate real-world phenomena. There is a focus on interpreting mathematical patterns and results in context.

By the end of Stage 2 General Mathematics, students will have had the opportunity to explore mathematical models in the following contexts: personal financial management, statistical investigations, modelling with linear and non-linear functions, and discrete modelling using networks and matrices.

The Year 10 General Mathematics course is intended for students who have demonstrated a competent level of mathematics through their Middle Years years, achieving a minimum C grade.

**Content**

In Year 10 General Mathematics, students learn mathematical concepts and processes as outlined in the Australian Curriculum:

- Money and Financial Mathematics
- Patterns and Algebra
- Linear and Non-Linear Relationships
- Using Units of Measurement
- Geometric Reasoning
- Pythagoras' Theorem and Trigonometry
- Chance
- Data Representation and Interpretation

**Assessment**

Assessment will include both summative and formative tasks.

Each assessment type is weighted as follows:

- 50% Tests
- 40% Investigations
- 10% Semester Exams
- 

**Pathways**

Stage 1 General Mathematics or Stage 1 Essential Mathematics

Stage 2 Essential Mathematics

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

## YEAR 10 SUBJECTS

### Mathematics

#### Mathematical Methods

**Level of Study:** Year 10

**Course Length:** Full year

##### Advice to Students

The Mathematical Methods stream is designed to give students an appreciation of the usefulness of Mathematics to understand and investigate complex real-world phenomena that includes changing and variable systems. Students who have demonstrated confidence in using algebraic reasoning, and who are highly motivated, are likely to be successful in this subject.

By the end of Stage 2 Mathematical Methods, students will have had the opportunity to explore mathematical functions, including polynomial, trigonometric and exponential functions, calculus and its application to changing systems, and statistics as a way of analysing uncertainty and variation.

The Year 10 Mathematical Methods course is designed for students who have achieved at a high level in mathematics through their Middle Years years, achieving a minimum B grade.

##### Content

In Year 10 Mathematical Methods, students learn mathematical concepts and processes as outlined in the Australian Curriculum for Year 10 and 10A Mathematics.

- Money and Financial Mathematics
- Patterns and Algebra
- Linear and Non-Linear Relationships
- Using Units of Measurement
- Geometric Reasoning
- Pythagoras' Theorem and Trigonometry
- Chance
- Data Representation and Interpretation

##### Assessment

Assessment will include both summative and formative tasks. These will take a variety of formats, including tests and investigations, as well as the semester exam.

Each assessment type is weighted as follows:

- 50% Tests
- 40% Investigations
- 10% Semester Exams

##### Pathways

Stage 1 Mathematics A, B, C, D  
Stage 1 General Mathematics  
Stage 1 Essential Mathematics  
Stage 2 Mathematical Methods  
Stage 2 Specialist Mathematics

Successful completion of Stage 2 Mathematical Methods (and Specialist Mathematics) can lead to tertiary studies in a wide variety of fields that involve the use of mathematics.

## YEAR 10 SUBJECTS

### Music

**Level of Study:** Year 10

**Course Length:** Full year

##### Advice to Students

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

##### Content

The music course is structured in three content areas:

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

##### Assessment

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

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

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

##### Further Information

A higher specification device is recommended in this subject - refer to page 22.

##### Pathways

Stage 1 Music, Stage 1 Creative Arts

## YEAR 10 SUBJECTS

### Netball (Integrated Learning)

**\*\*AVAILABLE FOR ACCELERATION\*\***

#### Level of Study

Stage 1

#### Credits

10 (half year - Semester 1)

#### Advice to Students

The Stage 1 Integrated Learning (Netball) course provides a course that builds upon the skills developed in Year 7, 8 & 9, focusing on coaching and mentoring. Students refine a range of specialised knowledge, understanding and skills in relation to the sport of Netball, ensuring competence and confidence in their ability to coach younger players.

Practical lessons are enriched through external specialist coaching from elite-level netballers and coaches (such as from the Adelaide Thunderbirds, Premier League & Intermediate Coaches) and further builds upon key Netball components of balls skills, attacking and defending, strategy, fitness, and team dynamics. Student development is enhanced through theory components to ensure holistic athlete development.

An additional charge applies for this subject.

#### Content and Assessment

Assessment Type 1: Practical Exploration  
· Practical performance and analysis

Assessment Type 2: Connections  
· Foundation Coaching Accreditation

Assessment Type 3: Personal Venture  
· Mental Health and Wellbeing

#### Pathways

A satisfactory achievement in this course will result in the student acquiring 10 Stage 1 SACE credits.

Students can use the skills developed within Stage 1 Integrated Learning (Netball) for further study in Stage 1 or Stage 2 Sports Studies.

### Outdoor Education

Level of Study: Year 10

Course length: Half year

#### Advice to Students

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

#### Content

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

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

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

#### Assessment

Students are assessed via four areas:

1. Personal Growth and Development (teamwork and leadership)
2. Ethics in the Outdoors
3. Environment and Conservation
4. Planning and Management (camp skills and expedition planning)

#### Pathways

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

#### Further Information

An additional charge applies for this subject. Students will also need to plan their study, sport and part-time work commitments around the compulsory activities, with the dates provided at the start of the semester.

## YEAR 10 SUBJECTS

### Personal Learning Plan (PLP)

**\*\*COMPULSORY SACE SUBJECT\*\***

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

Course length: Half year (10 credits)

#### Advice to Students

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

#### Content

The Personal Learning Plan will help students:

- identify and research career paths and options (including further education, training and work)
- choose appropriate SACE subjects and courses based on plans for future work and study
- consider and access subjects and courses available in and beyond school
- review their strengths and develop a range of SACE capabilities, including literacy, numeracy, and information and communication technology (ICT)
- gain skills for future employment
- identify goals and develop strategies to achieve them
- collaborate with others to refine strategies for achieving goals
- reflect on capability development and progress towards achieving goals

#### Assessment

Students must pass their Personal Learning Plan (PLP) with a grade of A, B or C to fulfil the requirements of the SACE.

#### Assessment Tasks

- e-Portfolio
- Career Research Report
- Capability Development Task
- Learner Conversation (reflection on learning and capability development)

#### Further Information

*\*This subject is currently under review by the SACE Board and may change to the new PLP subject, 'EIF', from 2025.*



# YEAR 10 SUBJECTS

## Science

### Science A

Level of Study: Year 10

Course length: Half year

#### Advice to Students

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

#### Content

- Genetics
- Evolution
- Nutrition
- Global Systems
- Mysterious Universe

#### Assessment

- Tests
- Practical experiments including written reports and analysis
- Written investigation
- Inquiry-based learning
- Homework assignments

#### Pathways

Year 10 Semester 2:

- Science B
- Scientific Studies (Year 10 Accelerated)
- Sport Science (Integrated Learning)

## Semester 2 Science Options ->

### Science B

Level of Study: Year 10

Course length: Half year

#### Advice to Students

This is a preparatory course for Stage 1 and Stage 2 Science subjects and TAFE courses. Science B allows students to further explore Physical and Chemical Sciences, as well as an individual unit of study through the Science Research Project. Emphasis will be on the development of student capabilities, so that they may become informed citizens, able to communicate their knowledge and understanding effectively. Students will engage in practical opportunities to develop the skills required to critically analyse information. Problem solving is an integral component of this course.

#### Content

- Motion and Forces
- Chemical Bonding and Reactions
- Research Project

#### Assessment

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

#### Pathways

All Stage 1 and 2 sciences

[Biology, Chemistry, Nutrition, Physics, Psychology]

### Scientific Studies **\*\*NEW\*\*** (Year 10 Accelerated)

**\*\*AVAILABLE FOR ACCELERATION\*\***

#### Level of Study

Stage 1 (**10 SACE credits**)

#### Credits

10 (Half year)

#### Advice to Students

Year 10 Accelerated Science covers the core concepts of Year 10 Chemistry and Physics while also providing the opportunity for students to develop their scientific inquiry skills in preparation for further study of Science at Stage 1. Students learn to apply scientific evidence, approaches, and observations while questioning, designing, conducting investigations, and collaborating with peers. Key assessment tasks include a combination of individual and collaborative practicals and investigations, as well as an exploration of science as a human endeavour through contemporary examples. The course also includes a group project where students design and conduct a scientific investigation or prototype, followed by individual reflection and analysis.

#### Content

- Year 10 Chemistry (atomic structure, periodic table, types of bonding, acid/base reactions)
- Year 10 Physics (Newton's Laws, Motion)
- Scientific Inquiry Skills

#### Assessment

- Science Inquiry Tasks
- Science as a Human Endeavour
- Collaborative Inquiry

#### Pathways

All Stage 1 and 2 sciences

[Biology, Chemistry, Nutrition, Physics, Psychology]

### Sport Science (Integrated Learning)

#### Level of Study

Stage 1 (**10 SACE credits**)

**\*Completed as a Stage 1 Integrated Learning Unit**

#### Credits

10 (Half year)

#### Advice to Students

Sport Science can be studied as a 10-credit subject in Semester 2 only as an alternative option to Science B. This course allows Year 10 students to apply knowledge of physical and biological sciences to the world of sport and fitness. **This course is not recommended for students intending to study Stage 1 or 2 Chemistry or Physics (or Engineering as a profession).**

This course highlights the involvement of both the nervous system and the musculoskeletal system in determining speed. It explains the challenges that exercise imposes on the body and discusses typical physiological changes to the circulatory, respiratory and muscular systems. Students in this unit will also learn how the release of energy comes from two systems: aerobic and anaerobic. Emphasis will be on the development of student capabilities, so that they may become informed citizens, able to communicate their knowledge and understanding effectively. Students will engage in practical opportunities to develop the skills required to critically analyse information. Problem solving is an integral component of this course.

#### Content

- Biology of Speed
- Biology of Exercise Intensity
- Human Energy Systems

#### Assessment

- Practical Explorations
- Connections
- Personal Venture

#### Pathways

Stage 1 and Stage 2 Biology, Nutrition or Psychology **only**

## YEAR 10 SUBJECTS

### Scientific Studies (Engineering)

**\*\*AVAILABLE FOR ACCELERATION\*\***

#### Level of Study

Stage 1

#### Credits

10 (Half year) **\*Semester 2 only**

***\*This is a shared campus subject and will have students from Gleeson College, Golden Grove High School and Pedare Christian College. As this is a shared subject an application form must be completed and places are limited.***

This subject is an elective, and therefore may be studied concurrently with another science subject.

#### Advice to Students

This course is designed for Year 10 students with an interest in studying Engineering at university. The study of Scientific Studies (Engineering) includes an overview of the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials as well as the study of motion in two dimensions. Through practical studies students develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective and critical thinkers.

**Content varies each year.**

#### Assessment

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

- Design Investigation
- Major Project
- Skills and Applications Tasks

## YEAR 10 SUBJECTS

### Visual Art

**Level of Study:** Year 10

**Course Length:** Half year or Full year

#### Advice to Students

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

#### Content

**Drawing - Students will:**

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

**Painting - Students will:**

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

**Printmaking - Students will:**

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

**Sculpture - Students will:**

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

**Digital Imaging - Students will:**

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

**Art History - Students will:**

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

#### Assessment

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

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

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

#### Pathways

Stage 1 and/or Stage 2 Visual Arts - Art, and/or Visual Arts - Design, Stage 1 Creative Arts

## World Football (Integrated Learning)

**\*\*AVAILABLE FOR ACCELERATION\*\***

### Level of Study

Stage 1

### Credits

10 (half year - Semester 1)

### Advice to Students

The Stage 1 Integrated Learning (World Football) course provides students the opportunity to continue their footballing journey through practical exploration, establishing connections and developing a personal venture.

Students will have the opportunity to train with specialist coaches to develop their technical and tactical skills and to create and utilise football (soccer) match and training data for analysis. Students will develop coaching skills by completing their MiniRoos coaching accreditation and creating and conducting coaching sessions for primary school students. Students will also have the opportunity to organise and run a football tournament for primary school students. Students will incorporate ICT to support them to develop a football CV and highlights package video for promotion of their abilities as they strive towards their goal of being a professional player.

An additional charge applies for this subject.

### Content and Assessment

Assessment Type 1: Practical Exploration

- Football Coaching Unit
- Football Analysis Task

Assessment Type 2: Connections

- Primary School Tournament

Assessment Type 3: Personal Venture

- Personal CV/highlights video creation task

### Pathways

Satisfactory achievement in this course will result in the student acquiring 10 Stage 1 SACE credits. Students can use the skills developed within Stage 1 Integrated Learning (World Football) for further study in Stage 1 or Stage 2 Sports Studies.

### Further Information

This course is designed for players who are currently playing at a high level and have studied at least one semester of World Football at Year 9.

Students choosing to study Stage 1 Integrated Learning (World Football) course must have, and wear, the correct World Football Program uniform only on days they complete the practical skills components of the course. Students must sign and adhere to the World Football Program players agreement.

# Stage 1

GLEESON



WITH ONE HEART

INTRODUCTION

The following information is designed to provide students and parents with information about the Gleeson College Senior Years curriculum, with specific detail for Year 11 (or Stage 1 SACE). It will help students to make the best possible choices for 2024. Further assistance will be provided by Student Counsellors, Care Group Teachers and House Leaders. Parents are most welcome to contact the school at any time to clarify matters.

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

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

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

What students do next year in Stage 1 will have consequences for Stage 2. If they fail to meet the compulsory requirements of Stage 1, including Numeracy, Literacy, Personal Learning Plan (PLP) and Research Project, they will have to REPEAT these in 2024, along with their Stage 2 subjects. Consequently, this may mean that they will have to undertake a Year 13 to complete all units.

Research Project (RP) - What is it?

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

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

Senior Australian Curriculum

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

The English subjects available are: English  
Essential English

The Mathematics subjects available are: Essential Mathematics A and B  
General Mathematics A and B  
Mathematical Methods A and B  
Specialist Mathematics A and B

STAGE 1 CURRICULUM OVERVIEW

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

- Faith & Living [Spiritualities, Religion & Meaning] for two semesters
- Research Project for one semester
- English/Literacy for two semesters
- At least one semester of Maths/Numeracy

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

	STAGE 1
RELIGIOUS EDUCATION	Faith & Living (Spiritualities, Religion and Meaning) *Including Youth Ministry option
THE ARTS	Creative Arts A and B Dance A and B; Certificate III in Assistant Dance teaching Visual Arts - Design A and B Drama A and B Music A and B Visual Arts - Art A and B
CROSS DISCIPLINARY STUDIES	Certificate III in Fitness *Not running in 2024 Research Project B *Stage 2 Compulsory Subject Workplace Practices
ENGLISH	English A and B English Pre-Literary Studies Essential English A and B
HEALTH & PHYSICAL EDUCATION	Physical Education A and B Sports Studies (Integrated Learning) Outdoor Education A and B
HUMANITIES AND SOCIAL SCIENCES	Accounting Business Innovation Economics Geography Modern History Legal Studies A and B Tourism
LANGUAGES	Italian Continuers Japanese Continuers Language & Culture Studies (Integrated Learning)
MATHEMATICS	Essential Mathematics A and B General Mathematics A and B Mathematical Methods A, B and C Specialist Mathematics
SCIENCE	Biology A and B Chemistry A and B Nutrition A and B Physics A and B Psychology A and B
TECHNOLOGIES	Design, Technology and Engineering: - Furniture Construction - Metals Engineering - Electronics - CAD/CAM - Product Design and Innovation  Digital Technologies A and B Information Processing and Publishing Food and Textiles Technology - Fashion Design - Food and Hospitality (Creative) and/or (General) - Child Studies



# A GUIDE TO UNIVERSITY ENTRY

## Qualifying for University Entry

Students studying for the new South Australian Certificate of Education and applying for entry into university in 2024 and beyond must:

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

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

## The SACE

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

## Credits

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

## Tertiary Admission Subjects (TAS)

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

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

## Australian Tertiary Admissions Rank (ATAR)

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

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

## Calculating the ATAR

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

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

# SACE Planner



SACE  
Board of SA

### Personal Learning Plan = 10 credits

Credits

10

### Literacy = 20 credits

Choose from a range of English subjects or courses

Subtotal 10

### Numeracy = 10 credits

Choose from a range of mathematics subjects or courses

Subtotal 30

### Stage 2 subjects or courses = 60 credits

Choose from a range of Stage 2 subjects and courses

### Research Project = 10 credits

10

### Additional choices = 90 credits

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

Subtotal 90

Subtotal 90

### To gain the SACE, you must earn 200 credits

Total 200

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

# STAGE 1 SUBJECTS

## Accounting

Level of Study  
Stage 1

Credits  
10 (Half year)

**Advice to Students**  
Studying Accounting gives students the opportunity to learn the practical skills needed to manage their own financial affairs and to develop an understanding of the ethical considerations that affect financial decision-making. Note: Calculator required.

**Content**  
This course will provide a basic introduction to Accounting with two of the three focus areas covered, underpinned by three learning strands; Financial Literacy, Stakeholder Information and Decision-Making, and Innovation:

**Understanding Accounting**

- The role of accounting
- The impact of regulatory frameworks on accounting.
- How local and global perspectives influence accounting.

**Understanding Financial Sustainability**

- Apply accounting concepts and conventions to create accounting information.
- Accounting information and decision-making.
- Social and ethical considerations of accounting
- Using data for financial sustainability
- How local and global perspectives influence impact financial sustainability.

**Perspectives in Accounting**

- How accounting applies to one’s personal circumstances.
- The evolving role of accounting in society
- The impact of local and global accounting contexts on oneself and others
- How local, global, and digital perspectives influence accounting activities.

**Assessment**  
Assessment Type 1: Accounting Skills  
Assessment Type 2: Accounting Inquiry

**Pathways**  
Stage 2 Accounting

# STAGE 1 SUBJECTS

## Biology A and B

Level of Study  
Stage 1

Credits  
10 (Half year) - Biology A or B  
20 (Full year)

**Advice to Students**  
Satisfactory completion of Year 10 Science A with a C grade or higher is essential for students taking this course.

Either one or both semesters may be attempted. Choosing just the second semester alone is acceptable.

**Content**

**Semester 1**

- Cells and Microorganisms
- Biodiversity and Ecosystem Dynamics

**Semester 2**

- Multicellular Organisms
- Infectious Diseases

**Assessment**  
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:  
Assessment Type 1: Investigations Folio  
Assessment Type 2: Skills and Applications Tasks  
These will include Practicals, Assignments, Tests and an Exam.

**Pathways**  
Stage 2 Biology.  
Stage 1 Biology can also lead to other Science subjects; Nutrition and Psychology.

## Business Innovation

Level of Study  
Stage 1

Credits  
10 (Half year)

**Advice to Students**  
Calling all budding, young innovators and entrepreneurs! In this course students can unleash their critical and creative thinking to find innovative, exciting ideas to real-world problems in the local community. Students will be guided through the dynamic, Design Thinking process and apply it to various scenarios before arriving at various iterations of a viable solution. Students can expect frequent collaboration between peers and other members of the College community to roadtest product ideas, as well as stand up briefs for product pitches to ‘investors’.

**Assessment**  
There are two assessment types. Assessment will take the form of written, visual and oral assessments.

**Assessment Type 1: Business Skills (70%)**  
Tasks will be both group and individually based, with each task following on from the task prior. They may comprise the following:

- Task 1 – Identifying customer problems and generating possible solutions.
- Task 2 – Business 30 day plan. This will relate to an aspect identified in Task 1.
- Task 3 – Business Model Summary. Students individually prepare a business model summary of a solution to a customer need or problem identified in Task 1.

**Assessment Type 2: Business Pitch (30%)**  
One task will form this assessment type. It may comprise the following:  
**Pitch:** Students use information from Assessment Type 1 to create and present a pitch to a panel of potential customers, investors, or stakeholders.  
**Evaluation:** Students evaluate and propose changes to their business model in an 800-word report.

**Pathways**  
Stage 2 Business Innovation

## STAGE 1 SUBJECTS

### Certificate III Assistant Dance Teaching

#### Level of Study

CUA30320 Certificate III in Assistant Dance Teaching \*Stage 1 or 2

#### Credits

50\*

*\*Units offered will determine SACE credits based on nominal hours.*

#### Course Length:

Full Year VET Course

#### Advice to Students

A Dance program offered for Stage 1 or 2 Students (Year 10 with accelerated advice) who have practised Dance technique exams in their studio and are willing to work in partnership with the dance studio. Students should be interested in or be currently assisting with teaching classes at their studio and would like to deepen their skills to take on more classes and help at other studios.

The CUA30320 Certificate III in Assistant Dance Teaching course provides participants with the knowledge and skills to assist teachers and support the development of their students in the dance teaching industry providing assistance and support to teachers and students under supervision. Individuals are expected to use some discretion and judgement and relevant theoretical knowledge to assist in instructing, managing and planning classroom activities.

The Certificate III in Assistant Dance Teaching is designed to enrich the skills and competence of the dancer by enhancing their choreographic skills, planning a career in the dance industry, safe dance practice and overall confidence in the industry.

Students must have a minimum of 2 years of dance experience and be at least 14 years old. Gleeson College will work in partnership with an RTO to offer this Qualification to students.

Note: this course is offered as an alternative to, but within the Senior Dance class as students will practise the skills learned, teaching their peers within these classes.

Students interested in this program **must** contact Mrs Carly Meakin (Arts Learning Area Leader) or Mrs Sally Parsons (Dance Teacher) to complete an additional expression of interest form.

#### Assessment

Assessment types vary for each unit and include practical participation in technique classes, performances, knowledge papers, journals, folios, short written reports, interviews, diagrams and student-based projects

#### Units

Students completing a Certificate III in Assistant Dance Teaching must participate in 12 units in total to gain competency in the qualification. Students must complete 8 core units, and a minimum of 4 elective units with a maximum of 2. The exact unit bundling will be confirmed with the RTO should we receive sufficient interest to run the course.

#### Pathways

Cert IV in Dance Teaching and Management via external provider.

**An additional cost will apply for this course.**

## STAGE 1 SUBJECTS

### Certificate III Fitness

#### Level of Study

Certificate III **\*Stage 1 or Stage 2**

#### Credits

Stage 2 - 60-100 credits

#### Course Length:

Full Year VET Course

#### Advice to Students

Cert III in Fitness is not being run onsite at Gleeson College in 2024, due to the course being updated and renewed to a completely new qualification. Students may enrol to study Cert III in Fitness externally in 2024.

**An additional cost will apply for this course.**

### Chemistry A and B

#### Level of Study

Stage 1

#### Credits

10 (Half year) - Chemistry A only\*

20 (Full year) - Chemistry A and B

*\*Students must study Chemistry A in order to study Chemistry B.*

#### Advice to Students

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

#### Content

Students study the structure and bonding of atoms to form chemical compounds. Studies on chemical reactions and the relationship between reactants and products is a focus; including organic compounds, acids and bases, and redox reactions. An emphasis is placed on the relationship between science and the environment, and the development of laboratory skills.

#### Chemistry A

- Materials and their Atoms
- Combining Atoms
- Molecules

#### Chemistry B

- Mixtures and Solutions
- Acids and Bases
- Redox Reactions

#### Assessment

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

Assessment Type 1: Investigations Folio

Assessment Type 2: Skills and Applications Tasks

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

#### Pathways

Satisfactory completion of 20 credits (full year) of Chemistry at Stage 1 is a prerequisite to Stage 2 Chemistry. Stage 1 Chemistry can also lead to other Science subjects at Stage 2, including Biology, Psychology and Nutrition.

# STAGE 1 SUBJECTS

## Child Studies

**Level of Study**  
Stage 1

**Credits**  
10 (Half year)

### Advice to Students

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

### Content

Student assignments are based on contemporary issues concerning the health and wellbeing of children. Assignment topics include:

- Educational aids to support children with diverse needs;
- Hidden sugar in lunchbox foods;
- The importance of ‘Nature Play’;
- Running an activity session with local Primary School students.

### Assessment

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

Assessment Type 1: Practical Activity 50%  
Assessment Type 2: Group Activity 25%  
Assessment Type 3: Investigation 25%

### Pathways

Stage 2 Child Studies

## Creative Arts A and B

**Level of Study**  
Stage 1

**Credits**  
10 (Half year)  
20 (Full year)

### Advice to Students

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

### Content

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

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

### Assessment

The following assessment types enable students to demonstrate their learning:

Assessment Type 1: Product  
Assessment Type 2: Folio

For a 10 credit subject, students provide evidence of their learning through three assessments. Students develop and present one creative arts product with supporting documentation of their creative process, and undertake one inquiry and one skills assessment for the folio.

### Pathways

Stage 2 Creative Arts  
Stage 2 Drama, Music Explorations, Music Performance - Ensemble and/or Music Performance - Solo  
Stage 2 Visual Arts - Art and/or Stage 2 Visual Arts - Design

# STAGE 1 SUBJECTS

## Dance A and B

**Level of Study**  
Stage 1

**Credits**  
10 (Half year)  
20 (Full year)

### Advice to Students

No pre-requisites but knowledge and background in any area of Performing Arts at Year 10 would be beneficial. Any Dance or movement study outside of school may also be helpful.

Students will need to wear a change of clothes to participate as this course has a very strong practical focus.

### Content

Dance is a 10-credit or 20-credit subject at Stage 1 and a 20-credit subject at Stage 2. Each semester of study has a different focus, which is dependent on the current skills of the class members and the availability of live performances for the calendar year. It consists of three areas of study:

**Skills Development:** Designed to develop students’ ability to make informed judgements about their development as a dancer or choreographer through research and reflection on their own creative work.

**Creative Explorations:** Students explore and apply their dance understanding, skills and techniques to develop, refine and present their creative work. This may be in the form of a composed dance performance (soloist, duo, trio, small or larger group) of 1-2 minutes to communicate their choreographic intent.

**Dance Contexts:** Students investigate dance practice and performance from special cultures, historical periods or transitions, including for example Indigenous contexts, to analyse the functions of dance in that context.

### Assessment

#### Understanding Dance

(UD1): Knowledge and understanding of dance practices such as the use of the body, dance skills, dance elements, structural devices, production elements and/or safe dance practices.

### Creating Dance

(CD1): Application of skills using safe dance practices and techniques in presenting and/or creating dance works.

(CD2): Communication of choreographic intent to an audience through composition or performance.

### Responding to Dance

(RD1): Reflection on personal development as a dance practitioner.

(RD2): Investigation into different cultures, historical periods or dance traditions.

### Pathways

Stage 2 Creative Arts  
Stage 2 Dance (GGHS)  
Stage 2 Drama



## STAGE 1 SUBJECTS

### Design, Technology and Engineering

#### Level of Study

Stage 1

#### Credits

10 (Half year)

#### Advice to Students

Stage 1 Design, Technology and Engineering provides students with an opportunity to develop the skills and knowledge to use tools, machinery, equipment and materials appropriately and safely. These skills and knowledge will be applied in a design and realisation/making process that involves investigating, analysing, planning, designing, producing, and evaluating to design and make a product to meet an identified need or design brief. Design, Technology and Engineering is a practical, hands-on course that aims to further develop student's personal attributes of self-reliance, project management, collaboration and persistence as well as investigate the impact of technologies on society and the environment. Workplace health and safety is highly emphasized within this course.

#### Content

Students can choose to study one or all of the following semester courses:

##### Furniture Construction

Through the study of Stage 1 Furniture Construction students will work in a Wood trades workshop to use woodworking tools, equipment, machines and materials safely and competently to produce a product of a given standard. Students will:

- Produce a range of carcase woodworking joints
- Use, investigate and test timber and timber based products
- Design and construct a major product of their own design
- Construct and appropriately finish an item of furniture to a saleable quality
- Develop skills and understanding in the safe operation and use of woodworking tools and machinery
- Follow safe operating procedures and workplace health and safety guidelines at all times

##### Metals Engineering

Through the study of Stage 1 Metals Engineering students will work in a Metal trades workshop to use metalworking tools, equipment, machines and materials safely and competently to produce

a product of a given standard. Students will:

- Join a range of metal products using oxy-acetylene and MIG welding equipment
- Manipulate metal using equipment including the lathe, plasma cutter, guillotine, grinder and bandsaw
- Use, investigate and test metal materials and products
- Design and construct a major product of their own design
- Develop practical skills in metal machining, welding and fabrication techniques
- Follow safe operating procedures and workplace health and safety guidelines at all times

##### CAD/CAM

Through the study of Stage 1 CAD/CAM (Computer Aided Design/Computer Aided Manufacturing) students will work from a CAD room, iLab, and traditional workshop to use digital and traditional tools, equipment, machines and materials safely and competently to produce a product of a given standard. Students will:

- Work in a digital environment to design, model and test objects and products
- Use and investigate advanced manufacturing equipment such as 3D printers and laser cutters
- Use engineering and vector software to achieve a determined outcome
- Investigate, design and manufacture a major product of their own design
- Research advanced manufacturing techniques and their impact on society and the environment
- Follow safe operating procedures and workplace health and safety guidelines at all times

It is recommended students satisfactorily complete a Year 10 Design and Technology course.

##### Product Design and Innovation

In Product Design and Innovation students will work in a range of workshops to learn a variety of practical skills aimed at creating interesting, unique, and innovative individually designed products with a range of materials. Students will:

- Investigate and test the properties of different materials (timber, jesmonite, resin, concrete, plastics, metal)
- Develop skills and understanding in the safe operation and use of hand and power tools, and machinery
- Research and investigate the impact of resource management and resistant material recycling
- Design and create individual products using recycled materials
- Use digital design software to create components

for products

- Utilise advanced technologies including the laser cutter, desktop engraver, and 3D printer
- Investigate, plan, produce and evaluate techniques, tools, and products while creating a design folio
- Follow safe operating procedures and workplace health and safety guidelines at all times

##### Electronics

Throughout the study of Electronics, students will develop practical skills and an understanding of processes, systems, materials and the impact of technologies on society and the environment. Workplace health and safety is highly emphasised in each course. Students will work from an Electronics Lab to develop theoretical and practical knowledge in circuit design and production. Students will:

- Develop a basic understanding of DC circuits
- Identify, recognize and understand a range of electronic components
- Construct simple circuits through bread boarding and soldering to PCB's
- Use tools and equipment to manipulate and solder electronic components
- Investigate electronics and their impact on the environment
- Follow safe operating procedures and workplace health and safety guidelines at all times

##### Assessment

Assessment at Stage 1 is school based and focuses on Investigation and Analysis, Design Development and Planning, Production and Evaluation. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Specialised Skills Tasks

Assessment Type 2: Design Process & Solution Tasks

##### Further Information

A higher specification device is recommended in this subject - refer to page 22. Costs may apply for consumables.

##### Pathways

Stage 2 Design, Technology and Engineering

- Furniture Construction, Metals Engineering
- CAD/CAM

# STAGE 1 SUBJECTS

## Digital Technologies A and B

**Level of Study**  
Stage 1

**Credits**  
10 (Half year) or 20 (Full year)

**Advice to Students**  
In this course you will be introduced to iterative project development, explore data analysis, and build a level of competency in the C# programming language. You will also explore ethical issues of technology.

**SPECIAL NOTE:** This course contains a significant amount of coding. It is recommended that you consult one of the course teachers if you have not completed Year 10 Digital Technologies. For success at Stage 2, both semesters are advised.

**Content**

- Semester 1**
- Ethical Implications of Technology (video)
  - Project Design Plan (for a game)
  - Programming (C#)
  - Digital Solution (game)

- Semester 2**
- Ethical Implications of Technology (multimodal presentation)
  - Project Design Plan (virtual school tour - group task)
  - Programming (C#)
  - Digital Solution (virtual school build)

**Assessment**  
Assessment will consist of:

- Investigation 25%
- Project Skills 25%
- Digital Solution 50%

**Further Information**  
A higher specification device is recommended in this subject - refer to page 22.

**Pathways**  
Stage 2 Digital Technologies \*If you intend to do a Digital Technology course at Stage 2 level, it is highly recommended that a full year of Stage 1 Digital Technologies is undertaken (A and B).

## Drama A and B

**Level of Study**  
Stage 1

**Credits**  
10 (Half year) or 20 (Full year)

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

In Drama, students participate in the planning, rehearsal, and performance of dramatic work. Students participate in creative problem solving; they generate, analyse, and evaluate ideas. They develop personal interpretations of texts, and also their curiosity, imagination, creativity, individuality, self-identity, self-esteem and confidence.

**Content**

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

- In this subject, students are expected to:
1. understand and explore dramatic roles, conventions, texts, styles, processes, and technologies
  2. apply dramatic ideas and processes collaboratively to realise outcomes
  3. apply dramatic skills to create and present drama outcomes
  4. explore and experiment with technologies to provide creative solutions
  5. analyse and evaluate dramatic ideas, products, and/or technologies
  6. demonstrate critical and creative thinking in the development of drama.

**Assessment**  
Assessment Type 1: Performance  
Assessment Type 2: Responding to Drama  
Assessment Type 3: Creative Synthesis

**Pathways**  
Stage 2 Drama, Stage 2 Creative Arts

# STAGE 1 SUBJECTS

## Economics

**Level of Study**  
Stage 1

**Credits**  
10 (Half year)

**Advice to Students**  
There are no pre-requisites for this subject. Students will benefit from access to and knowledge of current affairs. What happens in an economy depends on the choices that millions of people make every day when they interact with each other, with markets, with the government, and with their natural surroundings. Each interaction affects the behaviour of others and by seeing the world through an economic lens we are provided with the insight necessary to make more informed decisions in our daily lives. In this sense, the study of Economics will provide you with some understanding of concepts such as why prices change based on demand and supply, the effect of interest rate changes and the importance of trade between nations. On a broader scale, Economics enables us to analyse how the entire economy works and which issues are affecting it, including allocation of resources, inflation, economic growth, and government policies. Economics helps us tackle the most important issues facing humanity today.

An economic outlook is therefore much more than money. Our interactions, and the outcomes of our interactions, shape the society we live in.

**Content**  
The content will be derived from the Core Topic and one or more Economic Scenarios, as relevant to economic contexts of the time.

**Core Topic: Thinking like an Economist**  
Students explore scenarios to develop economic thinking. They develop the skills to apply this economic thinking to analyse and respond to economic issues. Students develop an understanding of the fundamental economic problem: that human wants are unlimited but the resources available to satisfy these wants are scarce. They explore and develop an understanding of the relationship between the economic concepts of scarcity, choice, opportunity cost, and the cause and effect of economic decisions.

**Economic Scenarios**  
May be derived from one or more of the following:

- markets in action
- economic decision making
- government involvement in the economy
- trade in the global economy
- elective scenario

**Assessment**  
Assessment Type 1: Folio (two tasks)  
Assessment Type 2: Economic Project (project)

**Pathways**  
Stage 2 Economics (studied externally)

# STAGE 1 SUBJECTS

## English A and B

**Level of Study**  
Stage 1

**Credits**  
10 (Half year)  
20 (Full year)

**Advice to Students**

The study of English provides students with the opportunity to analyse the interrelationship between author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. An understanding of purpose, context, and audience is applied in students’ own creation of imaginative, analytical, and persuasive texts that may be written, oral, and/or multimodal.

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

**Content**

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

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

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

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

**Assessment**

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

- Responding to Texts
- Creating Texts
- Intertextual Study

**Pathways**

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

## Essential English A and B

**Level of Study**  
Stage 1

**Credits**  
10 (Half year)  
20 (Full year)

**Advice to Students**

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

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

**Content**

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

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

**Assessment**

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

- Responding to Texts
- Creating Texts

**Pathways**

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

## English Pre-Literary Studies

**Level of Study**  
Stage 1

**Credits**  
10 (Half year) - Semester 2

**Advice to Students**

This course is designed for Year 11 students who intend to study Stage 2 English Literary Studies in Year 12. These students would enjoy English, may be studying English: Accelerated in Year 10, and would have achieved strong academic results in Semester One of Year 10 English. For these students who wish to prepare for the demands of the Stage 2 English Literary Studies course, the Stage 1 English: Pre-Literary Studies (Semester 2) will allow students to experience and practice the assessment types and analysis of literary texts that is expected in Stage 2 English Literary Studies.

Selection of Stage 1 English: Pre-Literary Studies in Semester 2 will require recommendation from the student’s Year 10 English teacher. Students must demonstrate excellent skills and abilities in English during Year 10 English and Semester 1 of Stage 1 English to be admitted in to Stage 1 English: Pre-Literary Studies in Semester 2. They must show a commitment to their learning, independent study skills, communication skills, drafting and editing, and the ability to meet due dates.

The study of Stage 1 English: Pre-Literary Studies will provide students with the opportunity to focus on the ways in which literary texts represent culture and identity, and on the dynamic relationship between authors, texts, audiences, and contexts. This will allow students to develop the skills and strategies needed to express, interpret, and analyse complex information and ideas.

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

**Content**

**Responding to Texts:** Students analyse texts through the lens of one or two specific critical perspectives. They analyse ways in which language and stylistic features shape perspectives and influence readers in a variety of modes.

**Creating Texts:** Students create imaginative texts by transforming an existing text for a different purpose, audience and context.

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

- Analysing the ways in which texts represent ideas, perspectives, and values.
- Analysing and evaluating the complex ways in which stylistic features are used to influence the interpretation of texts.
- Analysing the similarities and differences between texts in a comparative task.

**Assessment**

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

- Responding to Texts
- Creating Texts
- Intertextual Study

**Pathways**

Students who successfully complete Stage 1 English: Pre-Literary Studies as a Year 11 student can choose Stage 2 English or Stage 2 English Literary Studies in Year 12.



# STAGE 1 SUBJECTS

## Faith & Living

### [Spiritualities, Religion & Meaning]

#### Level of Study

Stage 1

#### Credits

20 (Full year) *\*Compulsory*

#### Advice to Students

All Stage 1 students are expected to complete a full year (20 credits) of Faith & Living. The Faith & Living course at Year 11 is split into two streams; Spiritualities, Religion & Meaning, and Youth Ministry. Both courses allow students the opportunity to focus on aspects of religion and spirituality within and across traditions, as well as explore the religious basis of an ethical or social justice issue. Students gain an appreciation of, and respect for, the different ways in which people develop an understanding and knowledge of religion as something living and dynamic, and the ways in which they think, feel and act because of their religious beliefs. This course will include a three-day Retreat program, as well as an excursion to a Muslim Mosque, on which students can base their Practical Activity and Reflection Assessment on. Please note that all students can apply for the Indigenous experiences outlined below.

#### Content

##### Youth Ministry\*

Students, who have a specific interest in liturgy, have the option of studying Youth Ministry and Leadership topics in greater depth, which includes involvement in the Year 7, 8 or Year 9 Retreats and/or Class Masses. The class will be involved in promoting and taking part in Social action campaigns including, Project Compassion, Vinnies Winter Appeal, Winter Sleepout, Relay for Life and Middle Years Relay for Life. This class gives students the opportunity to develop their own spirituality and leadership skills. There is a key emphasis on group work and students will be required to present at retreats to small groups.

##### Spiritualities, Religion & Meaning

Stage 1 Spiritualities, Religion and Meaning allows students to develop and demonstrate their understanding of the influence of spiritual and/or religious perspectives on a local, national, or global community, by engaging with one or more

images, artefacts, texts, documentaries, or feature films. They collaborate with others to develop, apply, and reflect on their understanding of some spiritual and/or religious principles that underpin social-justice actions within the school or broader community; and they investigate a contemporary issue linked to one of the big ideas.

#### Big Ideas include

1. Growth, belonging and flourishing
2. Community, justice and diversity
3. Story, visions, and futures
4. Spiritualities, religions, and ultimate questions
5. Life, the Universe, and integral ecology
6. Evil and apathy.

#### Assessment

Assessment 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

#### Pathways

Stage 2 Spiritualities, Religion & Meaning (10 credits, compulsory)

Stage 2 Spiritualities, Religion & Meaning (20 credits, optional)

*\*This course is open to both Year 10 and 11 students through an application process.*

# STAGE 1 SUBJECTS

## Fashion Design

#### Level of Study

Stage 1

#### Credits

10 (Half year)

#### Advice to Students

Fashion Design is aimed at students interested in designing and making items of clothing. Students will focus on developing planning, design and construction skills. Students are expected to be confident in the use of a sewing machine and overlocker prior to commencing the course. It is therefore recommended that students have completed at least one term of sewing in Year 9 or 10. This course will incur an additional cost of approximately \$50-100 for resources.

#### Content

Student assignments are based on building knowledge and skills through specialised skills tasks specific to their major product design. Examples of specialist skills are: applying interfacing, pockets, darts and zips, altering a commercial pattern, etc. Students will build a portfolio of design phases of their chosen product.

#### Assessment

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

Assessment Type 1: Specialised Skills Tasks (x2)

Assessment Type 2a: Design Development

Assessment Type 2b: Solution Realisation

#### Pathways

Stage 2 Fashion Design



# STAGE 1 SUBJECTS

## Food and Hospitality General

**Level of Study**  
Stage 1

**Credits**  
10 (Half year)

**Advice to Students**

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

**Content**

Student assignments are based on contemporary issues associated with the Food and Hospitality Industry and weighted at 25% each.

Assignment topics include:

- Food sustainability and food security with a focus on Foodbank
- Meat free alternatives
- Safe food handling practices and plating presentation
- Catering for customers with a focus on pastry skills

**Assessment**

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

Assessment Type 1: Practical Activity (50%)

Assessment Type 2: Group Activity (25%)

Assessment Type 3: Investigation (25%)

**Pathways**

Stage 2 Food and Hospitality

## Food and Hospitality Creative

**Level of Study**  
Stage 1

**Credits**  
10 (Half year)

**Advice to Students**

Students develop an understanding of contemporary approaches and issues related to the food and hospitality industry. They address design briefs and undertake practical food preparation activities to form creative solutions. Students should have a genuine interest in catering and the preparation of food for others.

**Content**

Student assignments are based on contemporary issues associated with the Food and Hospitality Industry and weighted at 25% each.

Assignment topics include:

- Technological influences and creative food presentation with a focus on baking techniques
- Catering for customers with a focus on pasta making skills
- Barista skills\*
- Sustainability in the coffee industry

**Assessment**

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

Assessment Type 1: Practical Activity (50%)

Assessment Type 2: Group Activity (25%)

Assessment Type 3: Investigation (25%)

**Pathways**

Stage 2 Food and Hospitality

\*An additional charge may apply.

# STAGE 1 SUBJECTS

## Geography

**Level of Study**  
Stage 1

**Credits**  
10 (Half year)

**Advice to Students**

No prior knowledge is assumed.

**Content**

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

**A study of Geography will enable students to:**

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

**Students study topics within three key themes:**

Theme 1: Sustainable Places

Theme 2: Hazards

Theme 3: Contemporary Issues

**The content will be derived from the following topics:**

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

**Assessment**

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

Assessment Type 1: Geographical Skills and Applications

Assessment Type 2: Fieldwork

**Pathways**

Stage 2 Geography and/or Tourism

## Information Processing and Publishing

**Level of Study**  
Stage 1

**Credits**  
10 (Half year)

**Advice to Students**

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

**Content**

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

- Business Publishing
- Digital Publishing

**Assessment**

Assessment will consist of:

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

**Pathways**

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

**Further Information**

A higher specification device is recommended in this subject - refer to page 22. Students are provided a copy of the Adobe Creative Cloud, which is installed by the College's Network Management Team, provided their laptop meets the specifications to install the software. Students must demonstrate a commitment to their studies in Year 9 to be considered to study this subject at Year 10 level. Students who have demonstrated a committed approach and achieved a highly satisfactory level, may be recommended to study Stage 2 IP&P in Stage 1 (Year 11).

# STAGE 1 SUBJECTS

## Italian Continuers

**Level of Study**  
Stage 1

**Credits**  
20 (Full year)

**Advice to Students**

It is assumed that students have satisfactorily competed a full year of Italian at Year 10.

Students must be prepared to use the Italian language with a degree of fluency and accuracy in activities that involve some or all of the following skills: listening, speaking, reading and writing or combinations of them. Students move between Italian and English in appropriate communication activities, and interact with others to share information, ideas, opinions and experiences.

Students aiming to study Stage 2 Italian must complete both semesters of Italian at Stage 1.

**Content**  
Stage 1 Italian is a full year subject. Students study a number of prescribed topics and sub topics.

- Topics and Sub Topics explored include:**
- Establish and maintain relationships and discuss topics of interest
  - Participate in social interaction e.g. making arrangements, making decisions with others.
  - Obtain information by reading a text.
  - Give information in spoken or written form
  - Listen to, read or view, and respond personally to an aesthetic item, e.g. a story, play, film, song, poem.
  - Be involved in spoken or written personal expression,

**Assessment**  
Students demonstrate evidence of their learning through the following assessment types:  
Assessment Type 1: Interaction (approx. 5-min conversation exam)  
Assessment Type 2: Text Production  
Assessment Type 3: Text Analysis  
Assessment Type 4: Investigation (a mini research project on an aspect of Italian culture)  
Assessment Type 5: English Reflection

**Pathways**  
Stage 2 Italian Continuers

## Japanese Continuers

**Level of Study**  
Stage 1

**Credits**  
20 (Full year)

**Advice to Students**

Pre-requisites: Satisfactory completion of Year 10 Japanese as students should be fluent in the Hiragana and Katakana alphabets to be successful in Stage 1 Japanese.

Students must be prepared to use Japanese language with a degree of fluency and accuracy in activities that involve the following skills: listening, speaking, reading and writing. Students are expected to frequently interact with others to share information, ideas, opinions and experiences. Students aiming to do Stage 2 Japanese Continuers must complete a full year of Japanese at Stage 1.

**Content**  
Stage 1 Japanese is a full year subject. Students study a number of prescribed topics and suggested sub topics, such as family, future work, school, festivals and travel.

Students explore contemporary issues in Japanese society and the contrast between tradition and modernity in Japan.

**Assessment**  
Students demonstrate evidence of their learning through the following assessment types:  
Assessment Type 1: Interaction (conversation)  
Assessment Type 2: Text Production  
Assessment Type 3: Text Analysis  
Assessment Type 4: Investigation (a mini research project on an aspect of Japanese culture)  
Assessment Type 5: English Reflection

**Pathways**  
Stage 2 Japanese Continuers

*\*The Stage 1 Languages curricula are currently being reviewed and updated by the SACE Board. Information on this page is from the current/ existing curricula.*

# STAGE 1 SUBJECTS

## Language and Culture Studies (Integrated Learning)

**Level of Study**  
Stage 1

**Credits**  
10 or 20 (Half or full year)

**Advice to Students**

Languages and Culture Studies is a 10- or 20-credit subject open to both Year 10 and 11 students in 2024. This course allows students to study any\* second language of their choosing via a range of platforms and digital technologies, as well as deepen their intercultural understanding by reflecting on cultural differences. Students document and reflect on their progress as second language learners, building the skills and ability to teach the class a short lesson about their chosen language and associated cultural elements. They will also work in small groups to plan and promote activities that demonstrate the cultural diversity of our wider College community, ideally engaging local community groups where possible.

*\*Please note students can NOT enter Stage 2 Japanese or Italian Continuers via this pathway.*

- Content**
- Language learning methods and strategies
  - Intercultural understanding and reflecting on our cultural identity
  - Cultural diversity: Why should we and how can we promote this?

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

- Practical Explorations: Students individually prepare and teach a short 10-minute introductory lesson for their chosen language.
- Connections: Students work in small groups to prepare a short video on cultural diversity.
- Personal Venture: Students compile a portfolio of evidence documenting their capabilities development.

**Pathways**  
If intending to continue on to a formal language pathway, students are advised to speak to the Languages and Cultural Programs Learning Area Leader, or Assistant Principal Teaching and Learning prior to choosing this subject.

## Legal Studies A and B

**Level of Study**  
Stage 1

**Credits**  
10 (Half year)  
20 (Full year)

**Advice to Students**

The Legal Studies curriculum explores Australia’s legal heritage and the dynamic nature of the Australian Legal System within a global context. Students are provided with a sound understanding of the structures of the Australian Legal System and the laws in it. Students investigate legal perspectives on contemporary issues in society, reflecting on the strengths and weaknesses of the Australian Legal System.

*Note: Students may choose to study two semesters of Legal Studies. There will be some overlap with the compulsory course. Students continuing Legal Studies in Semester 2 will do an option topic parallel to new students studying the compulsory topic.*

- Content**  
**Law and Society (Compulsory)**  
**Option Topics will be chosen from the following:**
- Justice and Society
  - Law-Making
  - People, Structures and Processes
  - Young People and the Law
  - Victims and the Law
  - Motorists and the Law

**Assessment**  
Assessment consists of the following components. weighted at least 20% each.  
Assessment Type 1: Folio (minimum two tasks)  
Assessment Type 2: Issues Study (min. one task)  
Assessment Type 3: Presentation (min. one task)

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

# STAGE 1 SUBJECTS

## Mathematics

### Essential Mathematics A and B

#### Level of Study

Stage 1

#### Credits

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

#### Advice to Students

The Essential Mathematics stream is designed to support students to develop their ability to use mathematical processes in practical and workplace contexts. There is a focus on ensuring that core numeracy skills are mastered so that students can develop their mathematical confidence.

By the end of Stage 2 Essential Mathematics, students will have had the opportunity to apply mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts. 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 continue studying Essential Mathematics in Stage 2 must complete at least two semesters of any Stage 1 Mathematics course, achieving at least a B standard in Stage 1 Essential Mathematics. In order to achieve their SACE, students must achieve a minimum C grade in at least one 10 credit Stage 1 or 2 Mathematics subject.

#### Content

In Stage 1 Essential Mathematics, students learn mathematical concepts and processes as outlined in the SACE Stage 1 Essential Mathematics Curriculum. Three topics are studied each semester. These topics may be re-arranged to best suit the cohort.

#### Essential Mathematics A:

- Topic One: Calculations, Time and Ratio
- Topic Two: Earning and Spending
- Topic Three: Geometry

#### Essential Mathematics B:

- Topic Four: Data in Context
- Topic Five: Measurement
- Topic Six: Investing

#### Assessment

Assessment components include the following:  
Assessment Type 1: Skills and Applications Tasks

Assessment Type 2: Practical Report

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

Students undertake:

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

#### Pathways

Stage 2 Essential Mathematics

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

# STAGE 1 SUBJECTS

## Mathematics

### General Mathematics A and B

#### Level of Study

Stage 1

#### Credits

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

#### Advice to Students

The General Mathematics stream is designed to give students an appreciation of the usefulness of Mathematics to understand and investigate real-world phenomena. There is a focus on interpreting mathematical patterns and results in context.

By the end of Stage 2 General Mathematics, students will have had the opportunity to explore mathematical models in the following contexts: personal financial management, statistical investigations, modelling with linear and non-linear functions, and discrete modelling using networks and matrices. 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 continue studying General Mathematics in Stage 2 must complete at least two semesters of Stage 1 General Mathematics or Mathematical Methods, achieving at least a B standard in General Mathematics. In order to achieve their SACE, students must achieve a minimum C grade in at least one 10 credit Stage 1 or 2 Mathematics subject.

#### Content

In Stage 1 General Mathematics, students learn mathematical concepts and processes as outlined in the SACE Stage 1 General Mathematics Curriculum. Three topics are studied each semester. These topics may be re-arranged to best suit the cohort.

#### General Mathematics A:

- Topic 2: Measurement
- Topic 5: Linear Functions and their Graphs
- Topic 4: Applications of Trigonometry

#### General Mathematics B:

- Topic 3: Statistical Investigation
- Topic 6: Networks and Matrices
- Topic 1: Investment and Borrowing

#### Assessment

Assessment components include the following:

Assessment Type 1: Skills and Applications Tasks

Assessment Type 2: Mathematical Investigation

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

Students undertake:

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

#### Pathways

Stage 2 Essential Mathematics

Stage 2 General Mathematics

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



# STAGE 1 SUBJECTS

## Mathematics

### Mathematical Methods A, B and C

**Level of Study**  
Stage 1

**Credits**  
10 (Half year) for each subject, up to 30 credits

**Advice to Students**  
Mathematical Methods A and C are offered in Semester 1, and Mathematical Methods B is offered in Semester 2. Students intending on continuing into Stage 2 Mathematical Methods must complete Mathematical Methods A and B, achieving at least a B standard. Completing Mathematical Methods C in addition is encouraged, as this will enable students to become more familiar with concepts and processes they will use in Stage 2 Mathematical Methods. ***Students intending on continuing into Stage 2 Specialist Mathematics are expected to study Mathematical Methods A, B, and C in addition to Specialist Mathematics.***

In order to achieve their SACE, students must achieve a minimum C grade in at least one 10 credit Stage 1 or 2 Mathematics subject

**Content**  
In Stage 1 Mathematical Methods, students learn mathematical concepts and processes outlined in the SACE Stage 1 Mathematics Curriculum.

Three topics are studied within each semester-long subject. The topics listed below are indicative only and may be rearranged or replaced with topics listed in Stage 1 Specialist Mathematics to best suit the needs of the student cohort.

**Mathematical Methods A:**  
Functions and Graphs  
Trigonometry  
Quadratics and Polynomials

**Mathematical Methods B:**  
Growth and Decay  
Introduction to Differential Calculus  
Counting and Statistics

**Mathematical Methods C:**  
Arithmetic and Geometric Sequences and Series  
Vectors  
Further Trigonometry

**Assessment**  
In each 10-credit subject, students provide evidence of learning through four summative assessment tasks. There are two assessment types: Skills and Applications Tasks, and Mathematical Investigations. Students will undertake at least two Skills and Application Tasks and at least one Mathematical Investigation.

**Pathways**  
Stage 2 Essential Mathematics  
Stage 2 General Mathematics  
Stage 2 Mathematical Methods (if both Mathematics A and B are completed to a satisfactory standard, with Mathematics C recommended)  
Stage 2 Mathematical Methods can lead to tertiary studies of economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences.

# STAGE 1 SUBJECTS

## Modern History

**Level of Study**  
Stage 1

**Credits**  
10 (Half year)

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

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

**Content will be derived from the following topics:**

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

**Assessment**  
Assessment consists of the following components:  
Assessment Type 1: Historical Skills  
Assessment Type 2: Historical Study  
Students will undertake three Historical Skills assessments and one Historical Study.

**Pathways**  
Stage 2 Modern History and/or Society and Culture

## Mathematics

### Specialist Mathematics

**Level of Study**  
Stage 1

**Credits**  
10 (Half year)

**Advice to Students**  
Specialist Mathematics is offered in Semester 2. Students intending on continuing into Stage 2 Specialist Mathematics are expected to study Mathematical Methods A, B, and C in addition to Specialist Mathematics.

In order to achieve their SACE, students must achieve a minimum C grade in at least one 10 credit Stage 1 or 2 Mathematics subject

**Content**  
In Stage 1 Specialist Mathematics, students learn mathematical concepts and processes outlined in the SACE Stage 1 Mathematics Curriculum.

The topics listed below are indicative only and may be rearranged or replaced with topics listed in Stage 1 Mathematical Methods to best suit the needs of the student cohort. Three topics are studied within this semester-long subject:

- Geometry
- Matrices
- Real and complex numbers

**Assessment**  
Students provide evidence of learning through four summative assessment tasks. There are two assessment types: Skills and Applications Tasks, and Mathematical Investigations. Students will undertake at least two Skills and Application Tasks and at least one Mathematical Investigation.

**Pathways**  
Stage 2 Specialist Mathematics (if Mathematics A, B, C and D are completed to a satisfactory standard)

Stage 2 Specialist Mathematics can lead to tertiary study in mathematical sciences, engineering, space sciences, or physics.



# STAGE 1 SUBJECTS

## Music A and B

**Level of Study**  
Stage 1

**Credits**  
20 (Full year)

**Advice to Students**  
The Music Program is designed for students with a substantial background in music. Students must continue their instrumental/vocal lessons and have achieved an appropriate standard. This Stage 1 course is available for Year 10 students should they wish to accelerate. Approval from the Arts Learning Area Leader, along with an audition, is required for acceleration to be accepted. **\*Note - to study Music Studies at Stage 2, students must complete Music at Stage 1 (20 credits).**

Through the study of music, students have the opportunity to engage in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies. Students benefit from the opportunity to develop their practical and creative potential, oral and written skills, and their capacity to make informed interpretative and aesthetic judgements.

**Content**  
This program will involve a selection of learning activities related to musical studies:

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

**Assessment**  
Students demonstrate evidence of their learning through the following assessment types:  
Assessment Type 1: Creative Works  
Assessment Type 2: Musical Literacy  
**Further Information**  
A higher specification device is recommended in this subject - refer to page 22.

**Pathways**  
Stage 2 Music Explorations, Music Studies, Music Performance - Ensemble, Music Performance - Solo  
Stage 2 Creative Arts  
Stage 2 Music Technology (GGHS)

## Nutrition A and B

**Level of Study**  
Stage 1

**Credits**  
10 (Half year)  
20 (Full year)

**Advice to Students**  
Satisfactory completion of Year 10 Science A with a C grade or higher is essential for students taking this course.

**Content**  
In Stage 1 Nutrition, students learn about the interrelated concepts listed below. These topics are indicative only and may be rearranged or replaced to best suit the needs of the student cohort.

Semester 1 (Nutrition A):

- Fundamentals of Human Nutrition: Macronutrients and Micronutrients
- Health Promotion and Emerging Trends: Food Marketing and Nutrition Guidelines

Semester 2 (Nutrition B):

- Fundamental of Human Nutrition: Diet-Related Diseases
- Sustainable Food Systems: Sustainable Food Supply

**Assessment**  
Assessment is school based. Students demonstrate evidence of their learning through the following assessment types:  
Assessment Type 1: Investigations Folio  
Assessment Type 2: Skills and Applications Tasks  
These will include Practicals, Assignments, Tests and an Exam.

**Pathways**  
Stage 2 Nutrition

# STAGE 1 SUBJECTS

## Outdoor Education A

**Level of Study**  
Stage 1

**Credits**  
10 (Half year) - Semester 1

**Advice to Students**  
No previous knowledge or skills are assumed or required but it is recommended that students undertaking this course should have participated at a satisfactory level with a positive attitude towards activity and theory in the Years 8-10 Health & PE program. Completing the semester of Year 10 Outdoor Education is not a pre-requisite, but beneficial. A positive approach to all practical activity and related theory work is essential for success in this subject. This course can be combined with Outdoor Education (Semester 2) to make a full year option.

**Content**  
The activities covered will be dependent on availability of resources, facilities and teacher expertise and may vary from the specific activities and/or venues stated here. The major activities will include a Bushwalking Camp to a location and an Ocean Aquatics Trip, most likely surfing. **\*Note - the above activities and/or venues are subject to availability and weather, and may be altered at any time throughout the semester.**

**Students are given the opportunity to develop:**

- personal qualities (e.g. self-knowledge and sense of responsibility);
- the ability to plan and implement human-powered outdoor journeys or journeys that use natural forces;
- technical, communication, and interpersonal skills and knowledge needed for participating in safe and effective outdoor activities and journeys;
- an understanding of how sustainable management practices are central to the preservation of natural environments;
- awareness of cultural perspectives on land, including, for example, indigenous perspectives on, and relationships with, the land;
- the enjoyment of, and commitment to, lifelong participation in outdoor recreational activities.

This 10-credit subject consists of the following three focus areas:

- Environment and Conservation
- Planning and Management
- Personal and Social Growth and Development

**Assessment**  
Assessment in Stage 1 Outdoor Education consists of the following components:  
Assessment Type 1: About Natural Environments (1-2 tasks)  
Assessment Type 2: In Natural Environments (outdoor activities and journeys - 2 tasks)

**Pathways**  
Stage 2 Outdoor Education

**Further Information**  
An additional charge applies for this subject. Students will also need to plan their study, sport and part-time work commitments around the compulsory activities on the dates provided at the start of the semester and have a willingness to purchase/source any extra personal gear required and food for trips.

# STAGE 1 SUBJECTS

## Outdoor Education B

**Level of Study**  
Stage 1

**Credits**  
10 (Half year) - Semester 2

**Advice to Students**

No previous knowledge or skills are assumed or required but it is recommended that students undertaking this course should have participated at a satisfactory level with a positive attitude towards activity and theory in the Years 8 and 9 Health & PE program. Completing the semester of Year 10 Outdoor Education is not a pre-requisite, but beneficial. A positive approach to all practical activity and related theory work is essential for success in this subject. This course can be combined with Outdoor Education (Semester 1) to make a full year option.

**Content**

The activities covered will be negotiated at the beginning of the course and will be dependent on availability of resources, facilities and teacher expertise, and may vary from the specific activities and/or venues stated here. The major activities will include a Bushwalking Camp. The course will also include another outdoor activity, such as Wind Surfing, Kayaking, Surfing, Rock Climbing or Paddle Boarding. *\*Note - the above activities and/or venues are subject to availability and weather, and may be altered at any time throughout the semester.*

**Students are given the opportunity to develop:**

- personal qualities (e.g. self-knowledge and sense of responsibility);
- the ability to plan and implement human-powered outdoor journeys or journeys that use natural forces;
- technical, communication, and interpersonal skills and knowledge needed for participating in safe and effective outdoor activities and journeys;
- an understanding of how sustainable management practices are central to the preservation of natural environments;
- awareness of cultural perspectives on land, including, for example, indigenous perspectives on, and relationships with, the land;

- the enjoyment of, and commitment to, lifelong participation in outdoor recreational activities.

This 10-credit subject consists of the following three focus areas:

- Environment and Conservation
- Planning and Management
- Personal and Social Growth and Development

**Assessment**

Assessment in Stage 1 Outdoor Education consists of the following components:

Assessment Type 1: About Natural Environments (1-2 tasks)

Assessment Type 2: In Natural Environments (outdoor activities and journeys - 2 tasks)

**Pathways**

Stage 2 Outdoor Education

**Further Information**

An additional charge applies for this subject. Students will also need to plan their study, sport and part-time work commitments around the compulsory activities on the dates provided at the start of the semester and have a willingness to purchase/source any extra personal gear required and food for trips.

# STAGE 1 SUBJECTS

## Physical Education A and B

**Level of Study**  
Stage 1

**Credits**  
10 (Half year)  
20 (Full year)

**Advice to Students**

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

**Content**

Stage 1 Physical Education consists of three focus areas:

- Focus Area 1: In movement
- Focus Area 2: Through movement
- Focus Area 3: About movement

**Assessment**

**Assessment Type 1: Improvement Analysis (at least one assessment task)**

Students participate in a variety of physical activities such as sports, theme-based games, and/or a range of fitness/recreational activities with a focus on how to improve their own and/or others' performance through the collection of evidence (e.g. game data, video analysis, fitness data, and/or literature research).

The task can be presented in a variety of formats (e.g. essay, screen cast, video analysis) to a maximum of 1500 words or nine minutes for an oral or multimodal presentation.

**Assessment Type 2: Physical Activity Investigation (at least one assessment task)**

Students will participate in one or more physical activities and investigate the factors that influence participation. Students will be required to collect data (e.g. manually recording data, using apps, video analysis, peer assessment feedback) and reflect on factors that may hinder or encourage participation (e.g. disability, access to facilities, cultural factors).

The task can be presented in a variety of formats (e.g. newspaper article, blog, presentation etc.) to a maximum of 1500 words or nine minutes for an oral or multimodal presentation.

**Pathways**

Stage 2 Physical Education

**Further Information**

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

# STAGE 1 SUBJECTS

## Physics A and B

**Level of Study**  
Stage 1

**Credits**  
10 (Half year) or 20 (Full year)

**Advice to Students**  
Satisfactory completion of Year 10 Science A with a C grade or higher is essential for students taking this course. as well as study of Science B or Year 10 Accelerated Science. Year 10 Mathematical Methods is highly recommended for students taking this course. It is also highly recommended that students study Stage 1 Mathematical Methods in conjunction with this course. Each student will be expected to have a graphics calculator.

**Content**

- Physics A**
- Energy and Momentum
  - Linear Motion and Forces
  - Heat

- Physics B**
- Nuclear Models and Radioactivity
  - Electric Circuits
  - Waves

**Assessment**  
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:  
Assessment Type 1: Investigations Folio  
Assessment Type 2: Skills and Applications Tasks  
These will include Practicals, Assignments, Tests and an Exam.

**Pathways**  
Satisfactory completion of 20 credits of Physics at Stage 1 is a pre-requisite to Stage 2 Physics. Stage 1 Physics can also lead to other Science subjects at Stage 2 including Biology, Nutrition and Psychology.

## Psychology A and B

**Level of Study**  
Stage 1

**Credits**  
10 (Half year) or 20 (Full year)

**Advice to Students**  
Satisfactory completion of Year 10 Science A with a C grade or higher is essential for students taking this course. Students will learn skills of data collection, planning psychological investigations, analysing information, applying knowledge to real world situations and investigating issues.

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

- Content**  
**Psychology A - Semester 1**
- Psychology in Context: Introduction to Psychology
  - Cognitive Psychology
  - Neuropsychology

- Psychology B\* - Semester 2**
- Psychology in Context: Cyberpsychology
  - Emotion
  - Psychological Well being

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

**Assessment**  
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:  
Assessment Type 1: Investigations Folio  
Assessment Type 2: Skills and Applications Tasks  
These will include Practicals, Assignments, Tests and an exam.

**Pathways**  
Stage 2 Psychology

# STAGE 1 SUBJECTS

## Research Project B

**\*COMPULSORY SACE SUBJECT\***

**Level of Study**  
Stage 2 *\*Can be used in ATAR calculation*

**Credits**  
10 (Half year)

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

The Research Project gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.

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

**Content**  
The content in the Stage 2 Research Project includes:  
Development of the seven capabilities (Literacy, Numeracy, Information and Communication Technology, Critical and Creative Thinking, Personal and Social, Ethical, and Intercultural);  
Research skills and learning specific to the topic selected.

**Assessment**  
Assessment consists of the following components, weighted as shown:  
**School-based assessment (70%)**  
Assessment Type 1:  
Folio - Including research proposal, research development and discussion) 30%  
Assessment Type 2:  
Research Outcome - Max. 2000 words written or 12-minute oral presentation or combination 40%  
**External assessment (30%)**  
Assessment Type 3:  
Evaluation - 150-word summary and 1500 word written 30%  
In Research Project B, students choose a research question that is based on an area of interest. They use the research framework to develop their knowledge, skills and ideas specific to the research

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

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

**Further Information**  
For further information, contact the Research Project Key Teacher at the College on 8282 6600.



# STAGE 1 SUBJECTS

## Sports Studies (Integrated Learning)

**Level of Study**  
Stage 1

**Credits**  
10 (Half year)

**Advice to Students**  
Sports Studies is an Integrated Learning subject that focuses on the study of aspects of sport not covered in Physical Education. The purpose of Sports Studies is to develop knowledge about a range of different sport related topics, working both independently and collaboratively, whilst developing the SACE and National Curriculum Capabilities. Eligible students can enrol in both Stage 1 PE and Stage 1 Sports Studies (Integrated Learning) should they wish.

**Content**  
Sports Studies is organised in different ways, according to the interests, capacities, and needs of the students. Depending on the interest of the cohort, Sports Studies could include a program with a focus on health, sport, and coaching; wellbeing, health, and lifestyle; skill acquisition, game analysis and sports psychology and current sports related issues. Sports Studies can be undertaken by a group of students where there is collaboration, or an individual student who has access to opportunities to collaborate with others, either face to face or in a digital environment.

**Assessment**  
**Assessment Type 1: Practical Exploration**  
Students consider and explore information, concepts, and/or skills connected to sport and physical activity through practical application of their learning and development of skills. This can be based on a negotiable practical topic that students and the teacher can decide on together. Students reflect on their learning and progress, and on their capability development throughout the unit. Students complete self-assessment and peer-assessment to help inform their learning through practical exploration. This practical exploration will conclude with a discussion where students will present evidence of their learning.

**Assessment Type 2: Connections**  
Students will make connections between the sports focus and development of capabilities through collaboration with their peers to plan and implement activities for either a range of coaching sessions, or PE Week. Students will identify their individual role and responsibilities, and reflect on their learning based on their collaboration, feedback from others and self- assessment. Evidence of student learning will be based on the planning and implementation of the group's coaching/PE Week activity, contribution to group's work and evidence of capability development.

**Assessment Type 3: Personal Venture**  
The personal venture is an opportunity for students to explore the use of technology in a sport that is of interest to them. For example the introduction of VAR technology into professional football, the impact GPS data collection has had on AFL participation, the evolution of swimming attire in elite level swimming, the impact of sports video games on sport participation. Students will ideally combine inquiry-based and practical-based work to present their learning. Students will choose one capability they are choosing to develop through the personal venture, and can choose their method of presentation.

**Pathways**  
Stage 2 Sports Studies - Integrated Learning

**Further Information**  
Students choosing to study Stage 1 Sports Studies must have, and wear, the correct PE uniform only on days they complete the practical skills and applications component of the course. For further information, contact the Health and Physical Education Learning Area Leader at the College on 82826600.

# STAGE 1 SUBJECTS

## Tourism

**Level of Study**  
Stage 1

**Credits**  
10 (Half year)

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

**\*Note: A field trip to Monarto Zoo or the equivalent, may incur some extra cost to students. This will be confirmed by the end of the year.**

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

**Themes:**

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

Three topics from a prescribed list of 11 will be covered in depth. Topics will be chosen at the discretion of the teacher.

**Assessment**  
Students demonstrate evidence of their learning through the following assessment types:  
Assessment Type 1: Case Study  
Assessment Type 2: Investigation  
Assessment Type 3: Practical Activity  
Assessment Type 4: Source Analysis

**Pathways**  
Stage 2 Tourism

## Visual Arts - Art A and B

**Level of Study**  
Stage 1

**Credits**  
10 (Half year)  
20 (Full year)

**Advice to Students**  
This course gives students opportunities to experiment, explore, generate creative ideas, solve problems creatively and make purposeful decisions. It emphasises visual thinking and investigation and refines technical skills. Practical, theoretical study and writing skills will be explored throughout this course. Academic writing and research skills will be developed through presentations and critical analysis.

Stage 1 Visual Arts can be studied as a 10-credit subject or a 20-credit subject. Students can enrol in Visual Arts - Art and/or Visual Arts - Design. It is recommended that students wishing to study Stage 1 Visual Arts - Art have completed at least one semester of Year 10 Visual Art and/or Design.

**Content**  
The intention of this course is to provide opportunities for students to work as artists in a variety of situations. Students will work with 2D and 3D materials, techniques and process in the areas of drawing, painting, printmaking, and sculpture. For both 10-credit and 20-credit programs, with a focus on art, the following areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

**Assessment**  
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:  
Assessment Type 1: Folio (40%)  
Assessment Type 2: Practical (30%)  
Assessment Type 3: Visual Study (30%)

**Pathways**  
Stage 2 Visual Arts - Art and/or Visual Arts - Design  
Stage 2 Creative Arts



## STAGE 1 SUBJECTS

### Visual Arts - Design A and B

**Level of Study**  
Stage 1

**Credits**  
10 (Half year)  
20 (Full year)

#### Advice to Students

Both semesters in Design are self contained, independent units which may be combined to form a full year course or taken separately as a single unit of study. The first semester course looks to introduce Design and give students experience across the three areas of Design. The second semester will build the skills of students who have completed the first semester unit, but can be undertaken quite successfully by any student, even if they have not completed the first semester unit in Design. The broad area of Design includes graphic and communication design, environmental design and product design. It emphasises defining the problem, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolution.

Stage 1 Visual Arts can be studied as a 10-credit subject or a 20-credit subject. Students can enrol in Visual Arts - Design and/or Visual Arts - Art. It is recommended that students wishing to study Stage 1 Visual Arts - Design have completed at least one semester of Year 10 Visual Art and/or Design.

#### Content

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

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

#### Assessment

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

Assessment Type 1: Folio (50%)  
Assessment Type 2: Practical (30%)  
Assessment Type 3: Visual Study (20%)

#### Further Information

A higher specification device is recommended in this subject - refer to page 22.

#### Pathways

Stage 2 Visual Arts - Design and/or Creative Arts

### Workplace Practices

**Level of Study**  
Stage 1

**Credits**  
10 (Half year)

#### Advice to Students

Workplace Practices is a 10-credit subject where students further develop knowledge, skills and the understanding of the nature, type and structure of the workplace. The course comprises industry and work knowledge and vocational learning. Students who are planning to complete a VET course in Stage 1 are recommended to enrol in Stage 1 Workplace Practices

#### Content

**Stage 1 Workplace Practices comprises three focus areas of study:**

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

**Students must include the following areas of study:**

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

**Students will undertake the following topics:**

- Topic 1: Future Trends in the World of Work
- Topic 2: Career Planning

#### Assessment

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

Assessment Type 1: Folio

Assessment Type 2: Performance

*\*Includes successful completion of 25-30 hours of EITHER approved VET or Workplace Learning*

Assessment Type 3: Reflection

#### Pathways

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

#### Further Information

For further information, contact the Flexible Pathways Leader at the College on 8282 6600.

## Stage 2

GLEESON



WITH ONE HEART

# INTRODUCTION

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

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

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

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

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

# STAGE 2 CURRICULUM OVERVIEW

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

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

	STAGE 2
RELIGIOUS EDUCATION	Faith & Living (Spiritualities, Religion and Meaning) + 20 Credit Full Year Extension Option
THE ARTS	Creative Arts Dance Visual Arts - Design Drama Music Visual Arts - Art
CROSS DISCIPLINARY STUDIES	Certificate III in Fitness <i>*Not running in 2024</i> Workplace Practices
ENGLISH	English English Literary Studies Essential English
HEALTH & PHYSICAL EDUCATION	Physical Education Sports Studies (Integrated Learning) Outdoor Education
HUMANITIES AND SOCIAL SCIENCES	Accounting Business Innovation Economics Geography Modern History Legal Studies Society and Culture Tourism
LANGUAGES	Italian Continuers Japanese Continuers
MATHEMATICS	Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics
SCIENCE	Biology Chemistry Nutrition Physics Psychology
TECHNOLOGIES	Design, Technology and Engineering: - Furniture Construction - Metals Engineering - CAD/CAM  Digital Technologies Information Processing and Publishing Food and Textiles Technology - Fashion Design - Food and Hospitality - Child Studies

CHOOSING A STAGE 2 COURSE OF STUDY

Stage 2 students will study Religion Studies and four full year equivalent subjects. SACE Religion Studies compliments the totality of the Catholic religious experience at the College (which also includes the Liturgical Program and Retreats) and is taken by all students from Years 7-12 as part of the overall commitment to education within the context of a Catholic school. The Research Project may also be studied at Stage 2, if not already completed in Stage 1.

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

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

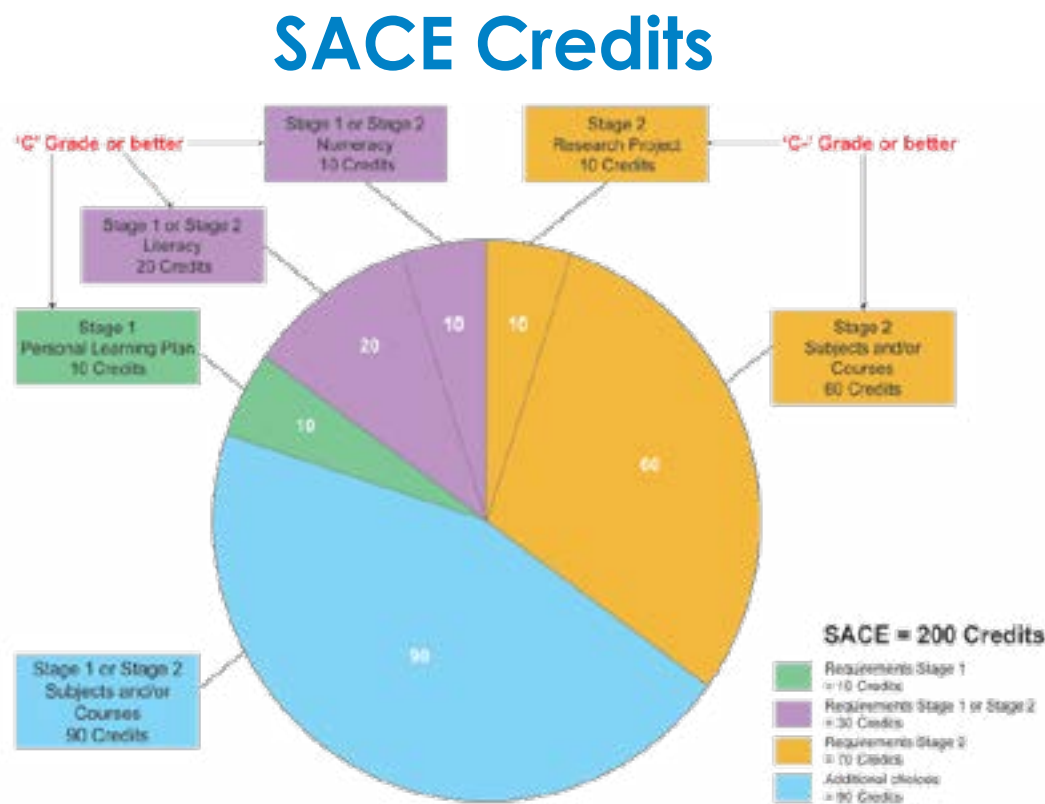
Are you intending to study further at University or Institutes of Vocational Education (TAFE)?

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

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

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

SACE REQUIREMENTS



SACE Planner



Personal Learning Plan = 10 credits

Credits

10

Literacy = 20 credits

Choose from a range of English subjects or courses

Subtotal 10

Numeracy = 10 credits

Choose from a range of mathematics subjects or courses

Subtotal 30

Stage 2 subjects or courses = 60 credits

Choose from a range of Stage 2 subjects and courses

Subtotal 90

Research Project = 10 credits

10

Subtotal 70

Additional choices = 90 credits

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

Subtotal 200

To gain the SACE, you must earn 200 credits

Compulsory Stage 1

Compulsory Stage 1 and/or Stage 2

Compulsory Stage 2

Choice of subjects and/or courses (Stage 1 and/or 2)

Students must achieve a C grade or higher for Stage 1 requirements and a C- or higher for Stage 2 requirements to complete the SACE

Students must achieve a grade or equivalent for subjects and/or courses selected

# STAGE 2 SUBJECT REQUIREMENT GUIDELINES

Accounting	Score of C grade or better in Stage 1 General Mathematics, B+ grade or better in Stage 1 Essential Mathematics or Stage 1 Accounting
Biology	Satisfactory completion of (at least) one semester Stage 1 Biology
Business Innovation	Completion of Stage 1 Business Innovation not required, but creative thinking is a must
Chemistry	Satisfactory completion of a full year of Stage 1 Chemistry
Child Studies	Satisfactory completion of Stage 1 Child Studies or Food and Hospitality an advantage
Creative Arts	Satisfactory completion of Stage 1 Creative Arts or Drama an advantage
Design, Technology and Engineering	Sound background in relevant Design, Technology and Engineering course (Furniture Construction, Metals Engineering, CAD/CAM) at Stage 1 level is required. Satisfactory completion of the relevant course is also strongly recommended
Economics	Satisfactory completion of Stage 1 Economics strongly encouraged
Digital Technologies	Satisfactory competion of Stage 1 Digital Technologies A and B with a B grade or better
English	Completion of Stage 1 English with a C grade or better
English Literary Studies	Completion of Stage 1 English with a B grade or better
Essential Mathematics	Completion of one semester of Stage 1 Mathematics with a C grade or better
Fashion Design	Minimum of Year 9 Home Economics study, Year 10 preferable, but satisfactory completion of Stage 1 Fashion and Textile Design an advantage
Food and Hospitality	Minimum of Year 9 study, Year 10 preferable, but satisfactory completion of Stage 1 Food and Hospitality or Nutrition an advantage
Geography	Sound research and writing skills required
Information Processing and Publishing	Satisfactory completion of Stage 1 Information Processing and Publishing is desirable
Italian Continuers	Satisfactory completion of Stage 1 Italian Continuers
Japanese Continuers	Satisfactory completion of Stage 1 Japanese Continuers
Legal Studies	Satisfactory completion of at least one semester of Stage 1 Legal Studies
General Mathematics	Satisfactory completion of a full year of Stage 1 General Mathematics
Mathematical Methods	Grade of C or better in Stage 1 Mathematical Methods
Modern History	No previous study required, but sound research and analytical skills
Music	Satisfactory completion of Stage 1 Music (20 credits - Full year) is required
Nutrition	Satisfactory completion of one semester of a Stage 1 Science subject
Outdoor Education	Moderate level of fitness plus sound research and writing skills required
Physics	Satisfactory completion of a full year of Stage 1 Physics
Physical Education	Score of C grade or better in Stage 1 Physical Education A/B or Outdoor Education
Psychology	Satisfactory completion of one semester of a Stage 1 Science subject
Society and Culture	Satisfactory completion of Stage 1 Religion Studies required as well as sound research and analytical skills with a score of C or better
Specialist Mathematics	Grade of B or better in Stage 1 Specialist Mathematics
Sports Studies	Score of C grade or better in Stage 1 Physical Education A/B or Outdoor Education
Tourism	No previous study required, but sound research and writing skills
Visual Arts - Art or Design	Satisfactory completion of at least a half year of Stage 1 Visual Arts - Art and/or Design

# A GUIDE TO UNIVERSITY ENTRY

**Qualifying for University Entry**

Students studying for the new South Australian Certificate of Education and applying for entry into university in 2024 and beyond must:

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

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

**The SACE**

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

**Credits**

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

**Tertiary Admission Subjects (TAS)**

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

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

**Australian Tertiary Admissions Rank (ATAR)**

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

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

**Calculating the ATAR**

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

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



# STAGE 2 SUBJECTS

## Accounting

**Level of Study**  
Stage 2

**Credits**  
20 (Full year)

### Advice to Students

Accounting is the language of business and is used to tell the financial story of an entity. Accounting helps business owners to understand their business so that they can make informed decisions. The practice of accounting is used to record, report, analyse, and communicate past events, current activities, and potential challenges and opportunities.

Students analyse and evaluate accounting information to develop and propose authentic accounting advice to inform the decision-making of a variety of stakeholders. Students explore the impact accounting has had on society and possible future opportunities involving accounting.

### Content

Learning is structured around three focus areas:

- understanding accounting concepts and conventions
- managing financial sustainability
- providing accounting advice

These focus areas provide real-world opportunities and environments in which students can develop, extend, and apply their skills, knowledge, understanding, and capabilities to study accounting practices in a range of enterprises, including, for example:

- local, national, and multinational enterprises
- small, medium, and large businesses
- public-private partnerships
- primary, secondary, and tertiary enterprises
- online enterprises
- not-for-profit organisations

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

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

School-based Assessment	Weighting
Accounting Concepts and Solutions	40%
Accounting Advice	30%
External Assessment Examination	30%

## Biology

**Level of Study**  
Stage 2

**Credits**  
20 (Full year)

### Advice to Students

Satisfactory completion of (at least) one semester of Stage 1 Biology is required to study Biology at Stage 2. Study of Stage 1 Chemistry is an advantage. It is strongly recommended students have a good understanding of basic concepts usually taught in junior secondary science courses.

### Content

Stage 2 Biology is organised around the following four themes:

- Topic 1: DNA and Proteins
- Topic 2: Cells as the Basis of Life
- Topic 3: Homeostasis
- Topic 4: Evolution

### Assessment

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

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

The examination consists of:

- Varied questions (multiple choice, short answer and practical response questions);
- Students showing an understanding of science as a human endeavour;
- Students applying their science and understanding for more than one topic.

Questions will cover all themes and threads, and will include experimental skills. The examination will be marked by external assessors with reference to the performance standards.

# STAGE 2 SUBJECTS

# STAGE 2 SUBJECTS

## Business Innovation

**Level of Study**  
Stage 2

**Credits**  
20 (Full year)

**Advice to Students**  
Students with a keen interest in using their critical and creative thinking skills to brainstorm viable solutions to real-world problems have a high chance for success in this subject.

Students will need to have strong teamwork skills to collaborate with their peers and interact with others in the College community, as well as be confident individually pitching their ideas to various stakeholders. They will be comfortable with experimenting with various digital technologies, and potentially failing frequently as their business idea evolves through each step of the Design Thinking process. Their teacher will act as a business mentor as students enter the dynamic world of entrepreneurialism, where they must critically analyse and reflect on every decision and assumption made throughout their solution’s journey, and research and explore (rather than be told) the best approach to take.

**Content**  
Learning is structured around three key contexts:

- Designing business
- Sustaining business
- Transforming business

Students will 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

This understanding is extended and applied through each of the learning strands.

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

School-based Assessment	Weighting
Business Skills (four multimodal tasks such as product pitches, evaluations, reports or presentations)	40%
Business Model (1500-word evaluation of own business model)	30%
<b>External Assessment</b> Business Plan and Pitch (1700-word business plan and two-minute oral sales pitch to “investors”)	30%

# STAGE 2 SUBJECTS

## Certificate III Fitness

**Level of Study**  
Certificate III *\*Stage 1 or Stage 2*

**Credits**  
Stage 2 - 60-100 credits

**Course Length:**  
Full Year VET Course

**Advice to Students**  
Cert III in Fitness is not being run onsite at Gleeson College in 2024, due to the course being updated and renewed. Students may enrol to study Cert III in Fitness externally in 2024.

An additional cost will apply for this course.

# STAGE 2 SUBJECTS

## Chemistry

Level of Study  
Stage 2

Credits  
20 (Full year)

**Advice to Students**  
All students entering this course are expected to have satisfactorily completed a full years study of Stage 1 Chemistry.

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

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

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

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

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

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

## Child Studies

Level of Study  
Stage 2

Credits  
20 (Full year)

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

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

- Content**  
Topics relate to the five areas of study:
- Contemporary and Future Issues
  - Economic and Environmental Influences
  - Political and Legal Influences
  - Socio-cultural Influences
  - Technological Influences

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

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

School-based Assessment	Weighting
Practical Activity	50%
• Adapting a family meal	
• Technology and play	
• Gender inclusive recycled toys	
• Rumbling tummies	
Group Activities	20%
• Paddock to Plate (primary school picnic/ education session)	

**External Assessment**  
Investigation 30%  
The Investigation is a piece of writing of up to a maximum of 2000 words. Students identify a relevant contemporary issue related to an area of study, which is stated as a research question or hypothesis.

# STAGE 2 SUBJECTS

## Creative Arts

Level of Study  
Stage 2

Credits  
20 (Full year)

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

- Content**  
Students will explore beyond the core concepts specific to creative arts discipline(s). These explorations include identification, knowledge, and understanding of applications for particular genres, styles, forms, conventions, and protocols that are recognisable within the various creative arts disciplines. Students are guided through the following learning experiences:
- Investigating the creative arts products of past and present practitioners, and their ideas, techniques, styles, and approaches;
  - Conceptualising, designing, and planning creative arts products;
  - Understanding advanced concepts in relevant creative arts disciplines and using this understanding to inform the development and production stages;
  - Developing creative arts products, using imaginative, innovative, and lateral thinking and applying problem-solving skills;
  - Using and refining creative arts techniques, processes, and technologies ;
  - Rehearsing, practising, refining, displaying, and/or presenting work to others;
  - Working productively;
  - Reflecting on and evaluating the purpose or function of the creative arts against a personal aesthetic.

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

School-based Assessment	Weighting
Product	50%
Investigation	20%
<b>External Assessment</b> Practical Skills	30%

## STAGE 2 SUBJECTS

### Dance

**Level of Study**  
Stage 2

**Credits**  
20 (Full year)

#### Advice to Students

No pre-requisites but knowledge and background in any area of Performing Arts at Year 11 would be beneficial. Any dance or movement study outside of school may also be helpful. Students will need to wear a change of clothes to participate as this course has a very strong practical focus.

#### Content

In Stage 2 Dance students develop aesthetic and kinesthetic intelligence, using the body as an instrument for the expression and communication of ideas. They consider the role of dance in different cultural contexts, including those of Aboriginal and Torres Strait Islander peoples and its place in transmitting culture. They develop an appreciation of dance as an art form as well as a life enrichment opportunity connected to mental and physical wellbeing. Students specialise in a dance genre depending on the interests and abilities and explore dance in different global contexts.

#### Assessment School-based Assessment

##### Type 1: Performance Portfolio (40%)

Students present a performance portfolio of recorded work of up to a maximum of 15 minutes showcasing a selection of full-length performance or production work for a live audience. The performance(s) may be a combination of solo, duo, trio, small group or a larger group performance of varying lengths. In larger group performances, each student's contribution must be evident.

##### Type 2: Dance Contexts (30%)

In Dance Contexts, students develop their knowledge and understanding of dance in various cultural contexts, including for example Indigenous contexts. In this assessment type, students present two dance context tasks; a recording and a choreographic analysis. Students will research, and explore cultural contexts as a catalyst for the creation of their own self-devised dance works. They may have the opportunity to attend live performances, view recorded

performances and research dance traditions, performers and choreographers.

#### External Assessment

##### Type 3: Skills Development Portfolio (30%)

Students complete a dance skills portfolio which explores their development as a dance artist. The portfolio should enable students to communicate their ideas and use appropriate dance terminology. The dance portfolio should enable students to demonstrate evidence of their ability to make informed judgements about their development as a dance practitioner through research and reflection on their own creative work. Students independently select a focus area for study.

#### Assessment Criteria

##### Understanding Dance

(UD1): Knowledge and understanding of dance practices such as the use of the body, dance skills, dance elements, structural devices, production elements and/or safe dance practices.

(UD2): Knowledge and understanding of appropriate language and terminology relevant to the dance context.

##### Creating Dance

(CD1): Application of skills using safe dance practice and techniques in presenting and/or creating dance works.

(CD2): Communication of choreographic intent to an audience through composition or performance.

(CD3): Analysis and synthesis of research findings to choreograph a dance creation.

##### Responding to Dance

(RD1): Critique and evaluate a dance presentation, performance, or choreographic piece.

(RD2): Analysis of dance in global contexts.

### Design, Technology and Engineering

**Level of Study**  
Stage 2

**Credits**  
20 (Full year)

#### Advice to Students

Stage 2 Design, Technology and Engineering provides students with an opportunity build on skills and knowledge to use tools, machinery, equipment and materials appropriately, safely, and competently to design and create an individual product.

Students will work through design and realisation/ making process that involves investigating, analysing, planning, designing, producing, and evaluating to design and make a product to meet an identified need or design brief.

Design, Technology and Engineering is a practical hands on course that aims to further develop student's personal attributes of self-reliance, project management, collaboration and persistence as well as investigate the impact of technologies on society and the environment. Workplace health and safety is highly emphasized within this course.

#### Content

Students can choose to study one or both of the following full year courses.

##### Furniture Construction

Through the study of Stage 2 Furniture Construction students further develop their skills in the use of woodworking tools, equipment, machines and materials safely and competently to produce a product of a given standard. Students will:

- Produce a range of carcase and framing woodworking joints
- Use, investigate and test timber and timber based products
- Design and construct a major product of their own design
- Evaluate the effectiveness of their chosen process/product
- Construct and appropriately finish an item of furniture to a saleable quality
- Further develop skills and understanding in the safe operation and use of woodworking tools and machinery

- Exploring and developing student drawing techniques with a focus on CAD/CAM skills
- Follow safe operating procedures and workplace health and safety guidelines at all times

##### Metals Engineering

Through the study of Stage 2 Metals Engineering students further develop their skills in the use of metalworking tools, equipment, machines and materials safely and competently to produce a product of a given standard. Students will:

- Join a range of metal products using oxy-acetylene and MIG welding equipment
- Manipulate metal using equipment including the lathe, plasma cutter, guillotine, grinder and bandsaw
- Use, investigate and test metal materials and products
- Design and construct a major product of their own design
- Evaluate the effectiveness of their chosen process/product
- Further develop practical skills in metal machining, welding and fabrication techniques
- Follow safe operating procedures and workplace health and safety guidelines at all times

##### CAD/CAM

Through the study of Stage 2 CAD/CAM (Computer Aided Design/Computer Aided Manufacturing) students will further develop skills in the use of digital and traditional tools, equipment, machines, and materials safely and competently to produce a product of a given standard. Students will:

- Work in a digital environment to design, model, manipulate, and test objects and products
- Use and investigate advanced manufacturing equipment such as 3D printers and laser cutters
- Use engineering and vector software to achieve a determined outcome
- Investigate, design and manufacture a major product of their own design
- Evaluate the effectiveness of their chosen product
- Research advanced manufacturing techniques and their impact on society and the environment
- Follow safe operating procedures and workplace health and safety guidelines at all times



# STAGE 2 SUBJECTS

## Design, Technology and Engineering (Continued)

It is recommended that students have satisfactorily completed a Stage 1 Design and Technology course.

### Assessment

Assessment at Stage 2 focuses on Investigation and Analysis, Design Development and Planning, Production and Evaluation. Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting
Skills and Application Tasks - Joining Methods and Material/Component/Joint Testing	20%
Design Process and Solution - Investigation, Planning, Production and Evaluation of a Product	50%

### External Assessment

Resource Study - Investigate and analyse resources and issues associated with their product	30%
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### Further Information

A higher specification device is recommended in this subject - refer to page 22.

## Digital Technologies

Level of Study  
Stage 2

Credits  
20 (Full year)

### Advice to Students

It is recommended that students have successfully completed Stage 1 Digital Technology A and/or B. At Stage 2, students develop and apply their skills in computational thinking and in program design. In addition, they engage in iterative project development, where a product or prototype is designed and tested and/or implemented in stages, following agile practices and design processes.

Learning environments in Digital Technologies may include physical, online, and/or simulated spaces.

### Content

Students undertaking this course will study the following topics:

- Focus Area 1: Computational thinking
- Focus Area 2: Design and Programming
- Focus Area 3: Data Analysis
- Focus Area 4: Iterative Product development

### Assessment

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

School-based Assessment	Weighting
Project Skills	50%
Collaborative Project	20%

### External Assessment

Individual Digital Solution	30%
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Six assessment pieces consisting of four Project Skills Tasks, Collaborative Project and Individual Digital Solution.

### Further Information

A higher specification device is recommended in this subject - refer to page 22.

# STAGE 2 SUBJECTS

## Economics

Level of Study  
Stage 2

Credits  
20 (Full year)

### Advice to Students

Students explore and analyse a variety of real world economic contexts to develop, extend, and apply their skills, knowledge understanding and capabilities.

Students develop an understanding that 'thinking like an economist' can offer insights into many of the issues faced by society – both domestically and globally

### Content

The skills and conceptual understandings developed Include:

- Economic inquiry skills
- Data analysis
- Microeconomics
- Macroeconomics

### Assessment

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

School-based Assessment	Weighting
Folio	40%
Economic Project	30%
External Assessment	
Exam	30%

## English

Level of Study  
Stage 2

Credits  
20 (Full year)

### Advice to Students

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

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

### Content

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

### Assessment

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

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

# STAGE 2 SUBJECTS

## English Literary Studies

Level of Study  
Stage 2

Credits  
20 (Full year)

### Advice to Students

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

### Content

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

### Assessment

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

School-based Assessment	Weighting
Responding to Texts	50%
Creating Texts	20%

### External Assessment: Text Study

Part A: Comparative Text Study	15%
Part B: Exam	15%

## Essential English

Level of Study  
Stage 2

Credits  
20 (Full year)

### Advice to Students

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

### Content

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

### Assessment

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

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

# STAGE 2 SUBJECTS

## Faith & Living [Spiritualities, Religion & Meaning]

Level of Study  
Stage 2

Credits  
10 (Over three terms) *\*Compulsory*

### Advice to Students

Students may wish to extend their study of Religion into a 20-credit, full year subject (see: Spiritualities, Religion & Meaning descriptor).

### Content

Stage 2 Spiritualities, Religion and Meaning allows students to engage in reflective analysis in response to stimuli such as guest speakers, documentaries, and excursions, contextualised by one of the six big ideas. They explore a concept or issue from a spiritual and/or religious perspective, and collaborate with others to apply their learning. They engage in reflective practice to evaluate their personal and shared actions.

Students individually explore and evaluate an existing initiative related to a local, national, or global issue related to a big idea of their choice, considering spiritual and/or religious perspectives

### Big Ideas:

1. Growth, belonging and flourishing
2. Community, justice and diversity
3. Story, visions, and futures
4. Spiritualities, religions, and ultimate questions
5. Life, the Universe, and integral ecology
6. Evil and apathy.

### Assessment

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

School-based Assessment	Weighting
Reflective Analysis x 2	40%
Connections x 1	30%
External Assessment	
Transformative Action	30%

### Pathways

Tertiary study in a variety of areas: Humanities, Anthropology, History, Religion Studies, Archaeology, Philosophy and Sociology.

# STAGE 2 SUBJECTS

## Fashion Design

Level of Study  
Stage 2

Credits  
20 (Full year)

### Advice to Students

Fashion is aimed at students interested in designing and making a garment. Students will focus on developing planning, design and constructions skills. Students are expected to be confident in the use of a sewing machine and overlocker prior to commencing the course. It is therefore recommended that students have completed a Fashion Design course previously. This course will incur an additional cost of approximately \$50-100 for resources.

### Content

Student assignments are based on building knowledge and skills through specialised skills tasks specific to their major product design. Examples of specialist skills are: beading, applying boning to a bodice, zips, buttons, altering a commercial pattern, etc. Students will complete a three-stage design process of a design brief, weekly journal and manufacture of their major product.

### Assessment

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

School-based Assessment	Weighting
Specialised Skills Tasks (x2)	20%
Design Process and Solution	50%
External Assessment	
Resource Study	30%

The Resource Study comprises of two parts. Part One: Resource Investigation requires students to investigate and analyse the functional characteristics and properties of two or more materials used in their major project. Part Two: Issue Exploration explores the ethical, legal, economic and sustainability issues related to their product solution. The Resource Study will be up to a maximum of 2000 words.

## Food and Hospitality

Level of Study  
Stage 2

Credits  
20 (Full year)

### Advice to Students

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

### Content

Students study topics related to the five areas of study:

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

### Assessment

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

School-based Assessment	Weighting
Practical Activity	50%
• Technology in the F&H Industry	
• Local produce and sustainability in the industry	
• Modern Australian Native Ingredients	
• Dessert Trends / cupcake decorating	
Group Activities	20%
• Catering events	

### External Assessment

Investigation 30%

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

## Geography

Level of Study  
Stage 2

Credits  
20 (Full year)

### Advice to Students

Each student is responsible for independently planning, organising, and carrying out fieldwork and completing a report in this subject.

### Content

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 system, students examine the role of people in causing both positive and negative changes.

In the study of environmental change, students investigate the interrelationship between people and ecosystems, changes in land cover, and how people contribute to climate change. Students develop understanding of population and economic change and how these are interdependent by studying population trends, impacts of globalisation and patterns of inequality.

Theme 1: Environmental Change  
Topic 1: Ecosystems and People  
Topic 2: Climate Change

Theme 2: Social and Economic Change  
Topic 3: Population Change  
Topic 4: Globalisation  
Topic 5: Transforming Global Inequality

### Assessment

School-based Assessment	Weighting
Assessment Type 1:	40%
Four Geographical Skills and Applications tasks	
Assessment Type 2:	30%
One individual Fieldwork Report (2000 words / 12 minutes).	
External Assessment	
Assessment Type 3:	30%
Students undertake one 2-hour Written Examination consisting of two parts.	

# STAGE 2 SUBJECTS

## Information Processing and Publishing

Level of Study  
Stage 2

Credits  
20 (Full year)

### Advice to Students

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

### Content

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

- Desktop Publishing
- Electronic Publishing

### Assessment

Stage 2 summative assessment components and weighting is as follows:

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

### External Assessment

**Product and Documentation:** Students complete one Product and Documentation task that may come from either one focus area or the integration of two focus areas.

### Further Information

A higher specification device is recommended in this subject - refer to page 22. Students are provided a copy of Adobe Creative Cloud for their laptop, which is installed by the College's Network Management Team, provided their laptop meets the specifications to install this software.

# STAGE 2 SUBJECTS

## Italian Continuers

**Level of Study**  
Stage 2

**Credits**  
20 (Full year)

### Advice to Students

Successful completion of SACE Stage 1 Italian is a pre-requisite for this course.

In this subject, students interact with others to share information, ideas, opinions and experiences. They create texts in Italian to express information, feelings, ideas and opinions. Students analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication. Students should have a sound understanding of previously learnt vocabulary and grammar structures and know how to use them confidently and in correct contexts.

Students will need to be prepared to spend personal time reviewing and practicing their language skills.

### Content

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

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

Topics and Sub Topics studied include:

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

### Assessment

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

#### School-based Assessment                      Weighting

- |  |     |
|--|-----|
| Assessment Type 1: Folio   | 50% |
| • Interaction  |     |
| • Text Production  |     |
| • Text Analysis  |     |
| Assessment Type 2: In-Depth Study  | 20% |
| • One oral presentation in Italian, one written response to the topic in Italian, and one reflective response in English for the In-Depth Study. |     |

#### External Assessment

- |  |     |
|--|-----|
| Assessment Type 3: Examination   | 30% |
| • The examination consists of an oral examination and a written examination. The 10-15 minute oral examination is facilitated by SACE assessors and consists of two sections: 'Conversation' and 'Discussion of In-Depth Study'. The written examination will take two hours and has three sections: 'Listening and Responding', 'Reading and Responding', and 'Writing in Italian'. |     |

*The SACE Stage 1-2 languages curriculum review is ongoing and the Stage 2 course could change in 2025.*

# STAGE 2 SUBJECTS

## Japanese Continuers

**Level of Study**  
Stage 2

**Credits**  
20 (Full year)

### Advice to Students

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

### Content

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

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

### Vocabulary/Prescribed Kanji

A vocabulary list, comprising basic vocabulary relevant to the topics and suggested sub topics, will be on the SACE website ([www.sace.sa.edu.au](http://www.sace.sa.edu.au)). Students do not need to know all the words on the list in order to be successful in a program based on this subject outline. It is provided as a resource for teachers and students to use in preparing for oral and written examinations. Students are expected to be able to write 150 Kanji, and read a further 50, by the end of Stage 2 Japanese.

### Grammar

Students will already have a reasonable understanding of the function of grammar in Japanese through prior knowledge or study. Students will develop their ability to convey meaning effectively in a range of contexts which

involves extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge. Students will need to purchase the 'Wakatta Workbook 2' for approx. \$35. 'Wakatta' textbook can be purchased for \$45 or borrowed from the College. ***\*Workbook and textbook cost in 2024 is yet to be confirmed.***

### Assessment

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

#### School-based Assessment                      Weighting

- |  |     |
|--|-----|
| Assessment Type 1: Folio   | 50% |
| • Interaction  |     |
| • Text Production  |     |
| • Text Analysis  |     |
| Assessment Type 2: In-Depth Study  | 20% |
| • One oral presentation in Japanese, one written response to the topic in Japanese, and one reflective response in English for the In-Depth Study. |     |

#### External Assessment

- |   |     |
|---|-----|
| Assessment Type 3: Examination  | 30% |
| • The examination consists of an oral examination and a written examination. The 10-15 minute oral examination is facilitated by SACE assessors and consists of two sections: 'Conversation' and 'Discussion of In-Depth Study'. The written examination will take two hours and has three sections: 'Listening and Responding', 'Reading and Responding', and 'Writing in Japanese'. |     |

*The SACE Stage 1-2 languages curriculum review is ongoing and the Stage 2 course could change in 2025.*



# STAGE 2 SUBJECTS

## Legal Studies

**Level of Study**  
Stage 2

**Credits**  
20 (Full year)

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

**Content**  
Students develop understanding of the ‘competing tensions’ between the following:

- Competing rights and responsibilities
- Fairness and efficiency
- The empowered and the disempowered
- Certainty and Flexibility

Students study the following two focus areas, and one of the option topics below:  
Focus Area 1: Sources of Law  
Focus Area 2: Dispute Resolution  
Option Topic 1: The Constitution  
Option Topic 2: When Rights Collide

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

School-based Assessment	Weighting
Assessment Type 1: Folio	50%
Assessment Type 2: Inquiry	20%

**External Assessment**  
Assessment Type 3: Examination      30%

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

# STAGE 2 SUBJECTS

## Mathematics

### Essential Mathematics

**Level of Study**  
Stage 2

**Credits**  
20 (Full year)

**Advice to Students**  
The Essential Mathematics stream is designed to support students develop their ability to use mathematical processes in practical and workplace contexts. There is a focus on ensuring that core numeracy skills are mastered so that students can develop their mathematical confidence.

By the end of Stage 2 Essential Mathematics, students will have had the opportunity to apply mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

To enrol in Stage 2 Essential Mathematics, students should have achieved at least a B in Stage 1 Essential Mathematics A & B, or at least a C in Stage 1 General Mathematics A & B. Students who do not achieve the minimum C grade in at least one 10 credit Stage 1 Mathematics subject are strongly encouraged to enrol in Stage 2 Essential Mathematics.

**Content**  
In Stage 2 Essential Mathematics, students learn mathematical concepts and processes as outlined in the SACE Stage 2 Essential Mathematics Curriculum. Students study five topics from the list of six topics below, including topics 2, 4, and 5. Topics may be studied in any order.

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

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

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

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

**External Assessment**  
Examination      30%

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

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

**Pathways**  
Successful completion of Essential Mathematics at Stage 2 prepares students for careers in a range of trades or vocations.

STAGE 2 SUBJECTS

Mathematics

General Mathematics

Level of Study  
Stage 2

Credits  
20 (Full year)

Advice to Students  
The General Mathematics stream is designed to give students an appreciation of the usefulness of Mathematics to understand and investigate real-world phenomena. There is a focus on interpreting mathematical patterns and results in context.

By the end of Stage 2 General Mathematics, students will have had the opportunity to explore mathematical models in the following contexts: personal financial management, statistical investigations, modelling with linear and non-linear functions, and discrete modelling using networks and matrices.

To enrol in Stage 2 General Mathematics, students should have achieved at least a B In Stage 1 General Mathematics A and B, or at least a C in Stage 1 Mathematical Methods A and B.

Content  
In Stage 2 General Mathematics, students learn mathematical concepts and processes as outlined in the SACE Stage 2 General Mathematics Curriculum. Students study five topics from the list of six topics below, including topics 1, 3, 4, and 5. Topics may be studied in any order.

- Topic 1: Modelling with Linear Relationships
- Topic 2: Modelling with Matrices
- Topic 3: Statistical Models
- Topic 4: Financial Models
- Topic 5: Discrete Models
- Topic 6: Open Topic

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

Assessment

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

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

External Assessment  
Examination 30%

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

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

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

STAGE 2 SUBJECTS

Mathematics

Mathematical Methods

Level of Study  
Stage 2

Credits  
20 (Full year)

Advice to Students  
The Mathematical Methods stream is designed to give students an appreciation of the usefulness of Mathematics to understand and investigate complex real-world phenomena that includes changing and variable systems. Students who have demonstrated confidence in using algebraic reasoning, and who are highly motivated, are likely to be successful in this subject.

By the end of Stage 2 Mathematical Methods, students will have had the opportunity to explore mathematical functions, including polynomial, trigonometric and exponential functions, calculus and its application to changing systems, and statistics as a way of analysing uncertainty and variation.

To enrol in Stage 2 Mathematical Methods, students should have achieved at least a B grade in Stage 1 Mathematical Methods A and B.

Content  
In Stage 2 Mathematical Methods, students learn mathematical concepts and processes as outlined in the SACE Stage 2 Mathematical Methods Curriculum. Topics may be studied in any order.

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

Assessment

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

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

External Assessment  
Examination 30%

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

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

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

# STAGE 2 SUBJECTS

## Mathematics

## Specialist Mathematics

**Level of Study**  
Stage 2

**Credits**  
20 (Full year)

**Advice to Students**

The Specialist Mathematics stream is designed to extend students who have demonstrated a high degree of mathematical competence and confidence, and to develop in these students their skills in mathematical reasoning, leading to a study in mathematical arguments and proofs.

By the end of Stage 2 Specialist Mathematics, students will have had the opportunity to develop understanding in geometric reasoning, complex numbers, vectors and matrices, as well as calculus.

To enrol in Stage 2 Specialist Mathematics, students should have achieved at least a B grade in Stage 1 Specialist Mathematics A and B. Specialist Mathematics must be studied in conjunction with Mathematical Methods.

**Content**

In Stage 2 Specialist Mathematics, students learn mathematical concepts and processes as outlined in the SACE Stage 2 Specialist Mathematics Curriculum. Topics may be studied in any order.

- 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**

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

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

**External Assessment**

Examination	30%
-------------	-----

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

assessment component. Students undertake:

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

**Pathways**

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

# STAGE 2 SUBJECTS

## Modern History

**Level of Study**  
Stage 2

**Credits**  
20 (Full year)

**Advice to Students**

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

**Content**

Students study:

- One topic from ‘Modern Nations’
- One topic from ‘The World Since 1945’

**Modern Nations**

In the topic, ‘**Modern Nations**’, students investigate the concepts of ‘nation’ and ‘state’, and the social, political, and economic changes that shaped the development of a selected nation.

- Topic 1: Australia (1901-56)
- Topic 2: United States of America (1914-45)
- Topic 3: Germany (1918-48)
- Topic 4: The Soviet Union and Russia (1945-c.2004)
- Topic 5: Indonesia (1942-2005)
- Topic 6: China (1949-c.2012)

**The World Since 1945**

In the topic, ‘**The World Since 1945**’, students investigate the political, social, and economic interactions among nations and states, and the impact of these interactions on national, regional, and/or international development.

- Topic 7: The Changing World Order (1945- )
- Topic 8: Australia’s Relationship with Asia and the South Pacific Region (1945- )
- Topic 9: National Self-determination in South-East Asia (1945- )
- Topic 10: The Struggle for Peace in the Middle East (1945- )
- Topic 11: Challenges to Peace and Security (1945- )
- Topic 12: The United Nations and Establishment of a Global Perspective (1945- )

**Assessment**

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

School Based Assessment	Weighting
Assessment Type 1: Historical Skills	50%
Assessment Type 2: Historical Study	20%

**External Assessment**

Assessment Type 3: Examination	30%
--------------------------------	-----

Students will undertake a 2-hour written, external examination paper consisting of:

- Part 1: Essay
- Part 2: Sources Analysis

# STAGE 2 SUBJECTS

## Music Explorations

**Level of Study**  
Stage 2

**Credits**  
20 (Full year)

### Advice to Students

Satisfactory completion of Stage 1 Music is required. Students develop their critical and creative thinking, and their aesthetic appreciation of music, through exploring and responding to the music of others, and refining and presenting performances and/or compositions. These performances and/or compositions may include original works and/or presentations or arrangements of existing compositions. Students experiment with, explore, and manipulate musical elements to learn the art of constructing and deconstructing music. They develop and extend their musical literacy and skills through understanding the structural and stylistic features and conventions of music, expressing their musical ideas, and reflecting on and critiquing their learning in music.

### Content

This is a 20-credit subject, which covers the following three areas of study:

#### Musical Literacy

Students undertake three musical literacy tasks. Together the musical literacy tasks enable students 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 and composing music.

#### Explorations

Students develop and extend their understanding of music 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

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

School-based Assessment	Weighting
Musical Literacy	30%
Explorations	40%
External Assessment	
Creative Connections	30%

### External Assessment - Creative Connections

Students undertake one creative connections task, in which they synthesise their learning in this subject 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. This section is marked by external assessors with reference to the performance standards.

### Further Information

A higher specification device is recommended in this subject - refer to page 22.

# STAGE 2 SUBJECTS

## Music Performance - Ensemble

**Level of Study**  
Stage 2

**Credits**  
10 (Half year)

### Advice to Students

Satisfactory completion of Stage 1 Music is required. Students must continue their instrumental lessons/vocal lessons to participate in this course. Students develop their critical and creative thinking, and their aesthetic appreciation of music, through exploring and responding to the music of others, and refining and presenting performances and/or compositions as part of an ensemble. These performances and/or compositions may include original works and/or presentations or arrangements of existing compositions. Students experiment with, explore, and manipulate musical elements to learn the art of constructing and deconstructing music. They develop and extend their musical literacy and skills through understanding the structural and stylistic features and conventions of music, expressing their musical ideas, and reflecting on and critiquing their learning in music.

### Content

This 10-credit subject develops students' skills on a chosen instrument or voice and the application of these skills and other musical knowledge in an ensemble. In general, students participate in one of the following throughout the subject:

- A small ensemble of two or more performers
- An orchestra
- A band
- A choir, vocal ensemble, or with a solo performer (as an accompanist)
- A performing arts production (as a singer or an instrumentalist)

Students prepare and present three public performances, comprising two initial performances and one final performance. Students must also prepare a discussion based on a short analysis of the works they are performing and a reflection on their journey as a performer over the course of the year.

Each school assessed performance comprises of 6-8 minutes worth of performance to a live audience, plus 2 minutes of part testing. All performances and part tests must be recorded. The discussion and analysis of the students' chosen pieces must address the key musical elements of the repertoire, with a critique of strategies to improve and refine each student's performance. The individual discussion should be a maximum of 4 minutes if oral, 800 words if written, or the equivalent in multimodal form.

### Assessment

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

School-based Assessment	Weighting
First Performance	30%
Second Performance and Discussion	40%
External Assessment	
Performance Portfolio and Reflection	30%

### External Assessment - Performance Portfolio

The final performance must be 6-8 minutes long and not repeat any of the repertoire from previous assessments. This performance is filmed and then marked by external assessors with reference to performance standards. The final evaluation/reflection should be to a maximum of three minutes if oral, 500 words if written, or the equivalent in multimodal form. This is also marked by external assessors with reference to performance standards.

### Further Information

A higher specification device is recommended in this subject - refer to page 22.



# STAGE 2 SUBJECTS

## Music Performance - Solo

**Level of Study**  
Stage 2

**Credits**  
10 (Half year)

**Advice to Students**  
Satisfactory completion of Stage 1 Music is required. Students must continue their instrumental lessons/vocal lessons to participate in this course. Students develop their critical and creative thinking, and their aesthetic appreciation of music, through exploring and responding to the music of others, and refining and presenting performances and/or compositions as a solo artist. These performances and/or compositions may include original works and/or presentations or arrangements of existing compositions.

Students experiment with, explore, and manipulate musical elements to learn the art of constructing and deconstructing music. They develop and extend their musical literacy and skills through understanding the structural and stylistic features and conventions of music, expressing their musical ideas, and reflecting on and critiquing their learning in music.

**Content**  
Music Performance - Solo is a 10-credit subject which develops students' skills on a chosen instrument or the voice and the application of these skills, musical understanding, and aesthetic awareness in a solo performance. Each student must perform as an instrumental or vocal soloist or as a vocalist and instrumentalist. The performance of a vocalist who accompanies himself or herself may include solo parts from each.

Students prepare and present three public performances, comprising two initial performances and one final performance. Students must also prepare a discussion based on a short analysis of the works they are performing and a reflection on their journey as a performer over the course of the year.

Each school assessed performance comprises of 6-8 minutes worth of performance to a live audience. The discussion and analysis of the

students' chosen pieces must address the key musical elements of the repertoire, with a critique of strategies to improve and refine each student's performance. The individual discussion should be a maximum of 4 minutes if oral, 800 words if written, or the equivalent in multimodal form.

Assessment	
Students demonstrate evidence of their learning through the following assessment types:	
School-based Assessment	Weighting
First Performance	30%
Second Performance and Discussion	40%
External Assessment	
Performance Portfolio	30%

**External Assessment - Performance Portfolio**  
The final performance must be 6-8 minutes long and not repeat any of the repertoire from previous assessments. This performance is filmed and then marked by external assessors with reference to performance standards. The final evaluation/reflection should be to a maximum of three minutes if oral, 500 words if written, or the equivalent in multimodal form. This is also marked by external assessors with reference to performance standards.

**Further Information**  
A higher specification device is recommended in this subject - refer to page 22.

# STAGE 2 SUBJECTS

## Music Studies

**Level of Study**  
Stage 2

**Credits**  
20 (Full year)

**Advice to Students**  
Satisfactory completion of a full year (20 credits) of Stage 1 Music is required. Through the study of music, students have the opportunity to engage in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies.

Students benefit from the opportunity to develop their practical and creative potential, oral and written skills, and their capacity to make informed interpretative and aesthetic judgements.

Study and participation in music draws together students' cognitive, affective, and psychomotor skills, strengthening their ability to manage work and learning, and to communicate effectively and sensitively.

**Content**  
This is a 20-credit subject, which covers the following areas of study:

- Creative Works**  
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.

- Musical Literacy**  
Students complete three musical literacy tasks.
- As a set, the musical literacy tasks 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
  - synthesise their findings.

Assessment	
Students demonstrate evidence of their learning through the following assessment types:	
School-based Assessment	Weighting
Creative Works (portfolio)	40%
Musical Literacy (3 tasks)	30%
External Assessment	
Examination (2 hour)	30%

**External Assessment - Examination**  
Students undertake a 2-hour external examination, in which they apply their knowledge and understanding of musical elements and their musicianship skills in creative and innovative ways. The examination is marked by external assessors with reference to performance standards.

**Further Information**  
A higher specification device is recommended in this subject - refer to page 22.

# STAGE 2 SUBJECTS

## Nutrition

<b>Level of Study</b> Stage 2	
<b>Credits</b> 20 (Full year)	
<b>Advice to Students</b> All students entering this course must have completed the equivalent of one semester's study of a Stage 1 Science course.	
<b>Content</b> Students undertake the study of all three Core Topics.	
<b>Core topics</b> Core Topic 1: Principles of Nutrition, Physiology and Health Core Topic 2: Health Promotion and Emerging Trends Core Topic 3: Sustainable Food Systems	
<b>Assessment</b> Students demonstrate evidence of their learning through the following assessment types:	
<b>School-based Assessment</b>	<b>Weighting</b>
Assessment Type 1: Skills and Application Tasks (tests and a case study)	40%
Assessment Type 2: Investigation Folio (Design practical and Science as a Human Endeavour task)	30%
<b>External Assessment</b>	
Assessment Type 3: Examination	30%

## Outdoor Education

<b>Level of Study</b> Stage 2	
<b>Credits</b> 20 (Full year)	
<b>Advice to Students</b> Students undertake a Self Reliant Expedition for a minimum of three days, which involves lightweight travelling under indirect supervision and, as far possible, is planned, organised and conducted by the students themselves. The role of the teacher is to ensure safety, to observe and to assess student performance. The course also contains another outdoor activity expedition, as well as a three-day Bushwalking Camp, in preparation for their expedition and First Aid course.	
<b>Content</b> This course consists of the following three inter-related focus areas: <ul style="list-style-type: none"><li>• Conservation and Sustainability</li><li>• Human Connections with Nature</li><li>• Personal and Social Growth and Development</li></ul>	
<b>Assessment</b> Students demonstrate evidence of their learning through the following assessment types:	
<b>School-based Assessment</b>	<b>Weighting</b>
Assessment Type 1: About Natural Environments	20%
Assessment Type 2: Experiences in Natural Environments	50%
<b>External Assessment</b>	
Assessment Type 3: Connections with Natural Environments	30%
Students undertake one task, based on their understanding of, and experiences in, natural environments. Students independently choose an area of interest to further explore the connections they have made.	
<b>Further Information</b> An additional charge applies for this subject. Students will also need to plan their study, sport and part-time work commitments around the compulsory activities on the dates provided and have a willingness to purchase/source any extra personal gear required and food for trips.	

# STAGE 2 SUBJECTS

## Physical Education

<b>Level of Study</b> Stage 2	
<b>Credits</b> 20 (Full year)	
<b>Advice to Students</b> It is encouraged that students who select Stage 2 Physical Education have studied Stage 1 Physical Education A and/or B, and that they have participated at a satisfactory level with a positive attitude towards activity in the Years 8-10 PE program. A positive approach to all physical activity and related theory work is essential for success in this subject.	
<b>Content</b> Stage 2 Physical Education consists of the following three focus areas: <ul style="list-style-type: none"><li>• In Movement</li><li>• Through Movement</li><li>• About Movement</li></ul>	
<b>Assessment</b> Assessment consists of the following components, weighted as shown:	
<b>School-Based Assessment</b>	<b>Weighting</b>
<b>Assessment Type 1: Diagnostics</b>	<b>30%</b>
Students undertake two or three diagnostics tasks. Students participate in one or more physical activities (sports, theme-based games, fitness and recreational activities) to collect, analyse and evaluate evidence to demonstrate contextual application of knowledge and understanding of the focus areas and movement concepts and strategies. The combined evidence for two or three diagnostic tasks should be a maximum of 18 minutes for oral or multimodal presentations, or a maximum of 3000 words.	
<b>Assessment Type 2: Improvement Analysis 40%</b>	
Students undertake a personal journey of improvement with a focus on a school, community-based or individual physical activity. They reflect on their participation and/or performance to identify an aspect of physical activity for improvement. This may include a focus on physiological, biomechanical, and/or skill-development areas related to one or more movement concepts and/or movement strategies. The improvement analysis response should be a maximum of 24 minutes for	

oral or multimodal presentations, or a maximum of 4000 words.
<b>Assessment Type 3: Group Dynamics 30%</b>
Students prepare for and participate in a competition in a selected sport, working collaboratively in groups comprised of their entire class, subsets of the class, or with other year levels, extracurricular teams, or local community sporting clubs. Students undertake a coaching role within the team, demonstrating their value to the team and their learning in and about the selected sport. Students individually complete an evaluation portfolio of the impact that they, as individuals, had on the participation and/or performance of other team member(s). The evidence for the evaluation and analysis of the group dynamics task should be a maximum of 12 minutes for an oral or multimodal presentation, or a maximum of 2000 words.
<b>Further Information</b>
Students choosing to study Physical Education at Stage 2 must have, and wear, the correct Gleeson College PE uniform only on days they complete the practical skills and applications component of the course.

# STAGE 2 SUBJECTS

## Physics

**Level of Study**  
Stage 2

**Credits**  
20 (Full year)

**Advice to Students**

It is assumed that students entering this course have already gained a broad background in the elementary concepts of physics from the study of science at lower levels of secondary school, and in particular from the study of Physics as a full year course at Stage 1. Students must have satisfactorily completed a full year of Stage 1 Physics, and it is recommended that students have a good background in Mathematical Methods as well. Physics is generally taken in conjunction with Stage 2 Mathematical Methods.

**Content**

While serving primarily as a preparation for further study, during this course students should come to see Physics as a science essentially involved in everyday life and a basis for other sciences and technologies.

**Mathematical Pre-Requisites**

Rearrangement of algebraic expressions; solution of two simultaneous equations; elementary properties of triangles including Pythagoras' theorem; trigonometry of right-angled triangles; sine and cosine rule for triangles; rules for addition and subtraction of vectors; resolution of a vector into two mutually perpendicular components; general equation of a straight line in the form  $y = mx + c$ ; determination of relationships from straight line graphs; solution of quadratic equations; direct and inverse proportionality; distinction between proportionality and linear dependence; circle properties; complementary and supplementary angles, and exponential functions.

The course consists of four sections: Motion and Relativity, Electricity and Magnetism, Light and Atoms. These constitute a broad range of the disciplines within the study of physics. Throughout the course concepts of conservation laws applied to physical situations, the principle of super positioning, wave and particle motions, electric and magnetic fields and their interactions with charged particles, the structure of the atom

and its nucleus and radioactivity are developed. In each topic, a suitable application is selected and the practicalities developed along with the theory.

**Assessment**

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

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

Students undertake a 2-hour written examination consisting of questions of different types, such as short-answer, paragraph answer, mathematical calculations, data and practical skills, extended response, and graphical interpretation. Questions will cover all topics, including the applications and experimental skills, and some may require students to integrate their knowledge from a number of topics. An equation sheet will be included in the examination question booklet.

# STAGE 2 SUBJECTS

## Psychology

**Level of Study**  
Stage 2

**Credits**  
20 (Full year)

**Advice to Students**

All students entering this course are required to have satisfactorily completed one semester's study of a Stage 1 Science course. This course aims to further develop the individual's personal curiosity about human behaviour. It is designed to help students understand how the enterprise of Psychology is conducted by examining the different levels of behaviour via the biopsychosocial model. This knowledge can then be linked to personal growth and/or more effective action to address social problems.

**Content**

The topics offered provide insight into psychological perspectives of the world, and provide relevance to personal growth and contemporary social concerns:

- 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

**Assessment**

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

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

Students undertake a 2-hour external examination focused on Topics 4 and 5. The examination consists of short-answer and extended-response questions.

## Society and Culture

**Level of Study**  
Stage 2

**Credits**  
20 (Full year)

**Advice to Students**

In this subject students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies, and how people function and communicate in and across cultural groups.

Through their study, students develop the ability to influence their own futures by developing skills, values and understandings that enable affective participation in contemporary society.

**Content**

Students study three topics from a variety of groups. Topics vary each year at teacher discretion.

**Group 1: Culture**

- Cultural Diversity
- Youth Culture
- Work and Leisure
- The Material World

**Group 2: Contemporary Challenges**

- Social Ethics
- Contemporary Contexts for Aboriginal and Torres Strait Islander Peoples
- Technological Revolutions
- People and the Environment

**Group 3: Global Issues**

- Globalisation
- A Question of Rights
- People and Power

**Assessment**

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

School-based Assessment	Weighting
Folio	50%
Interaction	20%
External Assessment	
Investigation (2000 words)	30%

Students undertake an independent investigation of a contemporary social or cultural issue, either from exploration of the course topics or their own particular passion.

# STAGE 2 SUBJECTS

## Spiritualities, Religion & Meaning [Full Year]

**Level of Study**  
Stage 2

**Credits**  
20 (Full year) *\*Optional*

**Advice to Students**  
At Stage 2, students have the option to complete a 20-credit course of Religion Studies.

**Content**  
Stage 2 Spiritualities, Religion and Meaning allows students to engage in reflective analysis in response to stimuli such as guest speakers, documentaries, and excursions, contextualised by one of the six big ideas. They explore a concept or issue from a spiritual and/or religious perspective, and collaborate with others to apply their learning. They engage in reflective practice to evaluate their personal and shared actions.

Students individually explore and evaluate an existing initiative related to a local, national, or global issue related to a big idea of their choice, considering spiritual and/or religious perspectives

- Big Ideas:
- 1. Growth, belonging and flourishing
  - 2. Community, justice and diversity
  - 3. Story, visions, and futures
  - 4. Spiritualities, religions, and ultimate questions
  - 5. Life, the Universe, and integral ecology
  - 6. Evil and apathy.

Assessment	
Students demonstrate evidence of their learning through the following assessment types:	
School-based Assessment	Weighting
Reflective Analysis x 2	40%
Connections x 1	30%
External Assessment	
Transformative Action	30%

# STAGE 2 SUBJECTS

## Sports Studies (Integrated Learning)

**Level of Study**  
Stage 2

**Credits**  
20 (Full year)

**Advice to Students**  
Sports Studies is an Integrated Learning subject that focuses on the study of aspects of sport not covered in Physical Education. The purpose of Sports Studies is to develop knowledge about a range of different sport related topics, working both independently and collaboratively, whilst developing a number of the SACE and National Curriculum Capabilities.

Students who have achieved a passing grade in either Stage 1 PE, Stage 1 Sports Studies (Integrated Learning) and/or Stage 1 Outdoor Education, or those who have completed the Certificate III in Fitness, will be eligible for enrolment. Students who have an interest in sport, exercise and recreational activity and have completed Stage 1 English with a satisfactory grade can be considered for enrolment. Eligible students can enrol in both Stage 2 PE and Stage 2 Sports Studies (Integrated Learning) should they wish.

*\*Please note, students can complete two Integrated Learning 20-credit courses at Stage 2 that can contribute to their SACE completion, however, should they want an ATAR calculation, only one Integrated Learning 20-credit course can be used in its calculation.*

**Content**  
Students will complete units under the following three assessment task types:

- Practical Inquiry:**
- Skill Analysis Task – Students combine practical and theory to compare their own performance in a chosen sport with the performance of elite level athletes.
  - Sports Accessibility Task – Students combine practical and theory to study a sport that makes accommodations and adjustments for fair and equitable participation for all.

- Connections:**
- The Draft Task – Students collaborate to study the process of drafting teams in elite sport and participate in their own mock draft and team management process.
  - Gleeson College Olympics Task – Students collaborate to investigate what makes an Olympic Games successful, then plan and implement events for our own Gleeson College Olympics.

- Personal Endeavour:**
- Students complete an externally moderated 2000-word written or multimodal equivalent report or practical process on a topic and capability of their choice.

Assessment	
The assessment types are weighted as follows:	
School-based Assessment	Weighting
Practical Inquiry	40%
Connections	30%
External Assessment	
Personal Endeavour	30%

**Further Information**  
Students choosing to study Sports Studies at Stage 2 must have, and wear, the correct Gleeson College PE uniform only on days they complete the practical skills and applications component of the course.



# STAGE 2 SUBJECTS

## Tourism

**Level of Study**  
Stage 2

**Credits**  
20 (Full year)

### Advice to Students

Completion of Stage 1 Tourism is NOT required but would be an advantage. Sound writing and research skills are required. All major assessment component types require the student to be extremely well organised and be able to undertake independent research into a range of contemporary issues in tourism and present their findings in a variety of multi-modal formats.

**\*Note: A field trip to Monarto Zoo or the equivalent, may incur some extra cost to students. This will be confirmed by the end of the year.**

### Content

At the end of the program in Stage 2 Tourism, students should be able to:

- Understand and explain tourism knowledge, including the diverse nature of tourists, tourism, and the tourism industry;
- Understand and apply tourism concepts and models, including sustainable tourism and cultural sustainability, and evaluate their application in different contexts – local, national and global;
- Investigate, analyse, and evaluate viewpoints and information about tourism trends, developments, and/or contemporary issues;
- Apply practical tourism skills in different contexts;
- Interpret, critically analyse, and evaluate different perspectives and different sources of information about tourism to develop informed opinions, conclusions and recommendations;
- Communicate information about tourism in different contexts for particular audiences and purposes, using appropriate terminology, forms, and acknowledgement of sources.

The following themes are covered over the two semesters, in five summative assignments and an examination:

### Themes:

- Operations and Structures of the Tourism Industry

- Travellers’ Perceptions, and the Interaction of Host **Community and Visitor**
- Planning for and Managing Sustainable Tourism

Three topics from a prescribed list of 12 will be covered in depth. Topics will be chosen at the discretion of the teacher.

### Assessment

The assessment takes the form of seven summative tasks, two for each of the first three assessment components and one major investigative report. Assessment consists of the following components, weighted as shown:

School-based Assessment	Weighting
Assessment Type 1: Folio	20%
Assessment Type 2: Practical Activity	25%
Assessment Type 3: Investigation	25%
External Assessment	
Assessment Type 4: Examination	30%

## Visual Arts - Art

**Level of Study**  
Stage 2

**Credits**  
20 (Full year)

### Advice to Students

Visual Arts studies provide the opportunities for students to develop creativity, imagination and a sense of achievement through a variety of different forms of art, craft and design. Students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. It enables students to plan, experiment and apply technical skills in a range of visual media.

Visual Arts studies emphasises historical and contemporary aspects of art/design, and requires students to study both. Students wishing to study Stage 2 Visual Arts - Art will have satisfactorily completed at least one unit of Stage 1 Visual Arts - Art and/or Design and will have research, study and writing skills. This will be subject to the teacher’s recommendation and the student’s skill and interest. Expenses may be incurred for major practical work. In Visual Arts, students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces.

Students have the opportunity to attend the Melbourne Arts & Food Cultural Trip, which allows students an experience of rich visual offerings at various prestigious art/design institutions in Melbourne, as well as exploring leading food trends. \*Note – A cost is associated with this trip and an application process is involved.

### Content

Stage 2 Visual Arts – Art is studied as a 20-credit subject. Students can enrol in Visual Arts – Art and/or Visual Arts – Design. Both 20-credit programs have a focus on either art or design, with the following three areas of study covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

### Assessment

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

School-based Assessment	Weighting
Folio	30%
Practical	40%
External Assessment	
Visual Study	30%

A Visual Study is an exploration of, or experimentation with, one of more styles, ideas, concepts, methods, techniques or technologies based and analysis of the work of other practitioner(s).

# STAGE 2 SUBJECTS

## Visual Arts - Design

**Level of Study**  
Stage 2

**Credits**  
20 (Full year)

**Advice to Students**

Visual Arts studies provide the opportunities for students to develop creativity, imagination and a sense of achievement through a variety of different forms of art, craft and design. Students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. It enables students to plan, experiment and apply technical skills in a range of visual media.

Visual Arts studies emphasises historical and contemporary aspects of art/design, and requires students to study both. Students wishing to study Stage 2 Visual Arts - Design will have satisfactorily completed at least one unit of Stage 1 Visual Arts - Design and/or Art and will have research, study and writing skills. This will be subject to the teacher's recommendation and the student's skill and interest. Expenses may be incurred for major practical work. In Visual Arts, students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces.

Students have the opportunity to attend the Melbourne Arts & Food Cultural Trip, which allows students an experience of rich visual offerings at various prestigious art/design institutions in Melbourne, as well as exploring leading food trends. \*Note – A cost is associated with this trip and an application process is involved.

**Content**

Stage 2 Visual Arts – Design is studied as a 20-credit subject. Students can enrol in Visual Arts – Design and/or Visual Arts – Art. Both 20-credit programs have a focus on either art or design, with the following three areas of study covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

**Assessment**

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

School-based Assessment	Weighting
Folio	30%
Practical	40%
External Assessment	
Visual Study	30%

A Visual Study is an exploration of, or experimentation with, one of more styles, ideas, concepts, methods, techniques or technologies based and analysis of the work of other practitioner(s).

**Further Information**

A higher specification device is recommended in this subject - refer to page 22.

# STAGE 2 SUBJECTS

## Workplace Practices

**Level of Study**  
Stage 2

**Credits**  
20 (Full year)

**Advice to Students**

Workplace practices is a 20-credit subject where students further develop knowledge, skills and the understanding of the nature, type and structure of the workplace.

The course comprises industry and work knowledge and vocational learning or Vocational, Education and Training (VET). Students who are planning to complete a VET course in Stage 2 are encouraged to enrol in Stage 2 Workplace Practices.

**Content**

Students must include the following areas of study:

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

For the Industry and Work Knowledge component, students study the following topics:

Topic 1: The Changing Nature of Work  
Topic 2: Industrial Relations  
Topic 3: Finding Employment

**Assessment**

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

School-based Assessment	Weighting
Folio	20%
Performance	30%
<i>*Includes successful completion of 50-60 hours of approved Vocational Education and Training or Workplace Learning</i>	
Reflection	20%
External Assessment	
Investigation	30%

**Pathways**

As Vocational Training and Learning is a component of Workplace Practices, pathways follow student's individual future plans.

**Further Information**

For further information, contact the Flexible Pathways Leader at the College on 8282 6600.

# Gleeson College

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