Thomas More College
Subject Information Handbook
For Stage 1 in 2019
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INTRODUCTION

The process of selecting subjects can be challenging. This Subject Information Handbook has been designed to provide important information to students and parents to assist in making informed decisions about Future Pathways and is intended to be used in conjunction with the subject selection process which occurs at home and at the College.

Students will begin the process of subject selection in Term 3. The process involves attendance at the SACE & Future Pathways Information Evening, student information assemblies, online subject selection, and course counselling involving parents, students and staff.

Thomas More College students will study one of two pathways:
- SACE only
- SACE and ATAR - Australian Tertiary Admission Rank

This pathway determines which subjects are available to students to select. All students are expected to successfully achieve their SACE.

There is a great deal of information to take into consideration. Students and parents should engage with their current and previous Teachers, Wellbeing Teachers, Year Level Coordinators, and Learning Area Coordinators to identify strengths and challenges which can assist in making choices. The Director of Student Pathways and the Assistant Principals can also provide further career options relevant to particular disciplines and subjects in this book. The staff at Thomas More College are dedicated to supporting you through this very important decision making process and we encourage you to take advantage of the considerable support available.

Best wishes in making considered and informed decisions.

WHAT IS THE SACE?

The South Australian Certificate of Education (SACE) is an internationally recognised qualification designed to provide a range of options for students who want a more direct path into the workforce or further training and study.

The SACE remains the main credential for entry into university and further education. Students wanting to gain entry to university will still need to complete the correct combination of subjects required for an Australian Tertiary Admission Rank (ATAR) and any pre-requisite subjects stipulated by the university course for which they are applying.

The SACE also offers senior secondary students a wide range of accredited activities through which to achieve their SACE, including school subjects, TAFE and non-TAFE training courses (VET), university subjects, online courses, regular experience in a work environment, and community-
based activities. Young people are able to leave school well on the way to a trade or para-professional qualification.

Assessment
Stage 1 SACE subjects are 100% school assessed. The SACE Board defines school assessment as 'assessments that are set by the school, in accordance with subject outlines, and carried out by the school'.

The SACE Board supports teachers in their assessment role in many ways, including moderating compulsory Stage 1 subjects. Stage 1 English and Mathematics subjects and the Personal Learning Plan (PLP) are moderated. For most schools, only the C and D grades are moderated, as the C grade represents the minimum essential grade required in these subjects. During moderation, samples of student work are reviewed to make sure the school assessment decisions (grades) are consistent with the performance standards for the subject.

Stage 1 moderation takes place each semester towards the end of the teaching and learning program. After moderation, schools receive feedback either confirming the grades or recommending adjustments.

Achieving the SACE
At Thomas More College, the typical SACE pattern of study is:

The Personal Learning Plan (PLP) is completed in Year 10 and is worth 10 credits (minimum achievement of a C grade must be obtained).

<table>
<thead>
<tr>
<th>Stage 1 – Year 11</th>
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<tr>
<td>Semester 1</td>
</tr>
<tr>
<td>Religion^</td>
</tr>
<tr>
<td>10 credits</td>
</tr>
<tr>
<td>English *</td>
</tr>
<tr>
<td>20 credits</td>
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<tr>
<td>Semester 2</td>
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<tr>
<td>Subject 4</td>
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<tr>
<td>10 credits</td>
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<tr>
<td>Subject 6</td>
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<tr>
<td>10 credits</td>
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<th>Stage 2 – Year 12</th>
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<tr>
<td>Full Year</td>
</tr>
<tr>
<td>Religion^</td>
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<tr>
<td>10 credits</td>
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<tr>
<td>Subject 1</td>
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<tr>
<td>20 credits</td>
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<tr>
<td>Subject 3</td>
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<tr>
<td>20 credits</td>
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</table>

^Compulsory subject as required by the College.
*Compulsory subjects required by SACE where a minimum C grade at Stage 1 and C- grade at Stage 2 must be achieved.
PREPARING FOR POST SCHOOL STUDY

Further study at University or TAFE, known as Higher Education, is a popular option for most school leavers. There are many ways to gain access to Australian university courses, however the traditional and most straightforward being application at the completion of Year 12.

Every institution and course will have its own entry requirements and these often change on a yearly basis, therefore it is important to directly access that institution’s website as well as the SATAC guide for information. Do not rely on common knowledge or hearsay.

The number of university courses with pre-requisites for entry is diminishing, however, they often rely on assumed knowledge from Stage 2 courses for success in the first year. All University and TAFE courses have an expected level of literacy and numeracy skills. When making Year 11 and 12 subject choices it is important that students work backwards from their desired future pathway as what you study now may impact on your eligibility for or success in your future studies.

University Entry Requirements
To be eligible to apply for university directly from school, South Australian students must:

- Complete the SACE
- Complete at least 90 credits of Tertiary Admissions Subjects (TAS) at Stage 2 (which is 20 credits more than the requirement of SACE)
- Comply with rules regarding precluded subject combinations for gaining an ATAR
- Obtain a competitive ATAR
- Complete any pre-requisite subjects stipulated by the university course for which they are applying

Applications for South Australian and Northern Territory universities and TAFE courses are completed online through the South Australian Tertiary Admissions Centre (SATAC). Applications for interstate studies are completed via the respective state tertiary admissions centres.

Full details of University and TAFE entry requirements for 2019 onwards are included in the Tertiary Entrance Booklet published only online by SATAC [www.satac.edu.au](http://www.satac.edu.au).

What is TAS and Non-TAS Status?
Students wishing to obtain an Australian Tertiary Admission Rank (ATAR) for Higher Education entrance purposes must choose appropriate Tertiary Admissions Subjects (TAS). TAS are Stage 2 subjects that have been approved by the universities as providing appropriate preparation for tertiary studies. The universities require students to study a minimum number of credits of TAS to be eligible to gain a university aggregate, and hence an ATAR.

Non-TAS are Stage 2 subjects which are not suitable for Higher Education entrance purposes but are suitable for achieving the SACE.
## HOW THE 90 POINT UNIVERSITY AGGREGATE IS CALCULATED

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<tbody>
<tr>
<td>60</td>
<td>+ 30</td>
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| Scaled scores from three 20 credit Tertiary Admissions Subjects (TAS) are used. Normally, 10 credit subjects do not count towards this requirement but some 10 credit subjects in the same subject area, when studied in pairs, can substitute for a 20 credit subject. These are called valid pairs. Valid pairs are identified in the SATAC Tertiary Entrance Guide. | The score for the flexible option is the best 30 credits of scaled scores or scaled score equivalents 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;  
- Scaled score equivalents for recognised studies to the value of 10 or a maximum 20 credits. |

The university Aggregate is the best possible score calculated from the above options subject to counting restrictions and precluded combinations.
HOW TO SELECT SUBJECTS

This can be a challenging process especially for those students who are uncertain about their intended pathway. There are several questions to consider that will help in the decision-making process.

Consider:
- Areas of strength and level of commitment
- Interests and aspirations
- Capabilities - being realistic about coping with subject requirements
- Future career options

and identify:
- Subjects that are pre-requisites for university courses
- Subjects or courses that are preferred study pathways for TAFE courses
- The content and assessment method of subjects identified

then make sure that:
- Subjects meet SACE pattern requirements
- Subjects lead towards preferred options for further study or employment

Constraints on Subject Choices

- Schools only have finite resources, hence only a certain number of students can be accommodated in subject areas.
- Subjects will only be offered if there is adequate demand from students.
- While every effort is made to accommodate a student’s subject preferences, ultimately subjects will be determined by the college’s final timetable line structure.
- Students are required to meet any pre-requisite as stated in the skill set for that subject.

Student/Parent Initiated Subject Changes

Most students go on to complete the subjects they initially choose. For Year 10 & 11 students, we believe this is this case as students go through an extensive education process which involves investigation through study, coaching, counselling, and parent/caregiver consultation to align a career pathway. To change subjects potentially compromises this process, however, in some cases, a student may want to change a subject(s).

As classes for the current year have been allocated and budgeted for based on students’ subject choices, any subject change will not be automatic, but shall be treated more as a last resort. The case for change must be compelling and there is a process a student must go through which takes into consideration a series of factors.

Changes based on the teacher or friendship are not compelling reasons for change in a secondary environment. Furthermore, line structure, teacher recommendation and existing class sizes are other factors which can determine whether a change may be possible. Sometimes, a straight
subject for subject swap may be possible. At other times, more than one subject may need to be changed to achieve the desired result.

To avoid a situation of disadvantage whereby a student changes classes and misses out on work once a semester has begun, **subject changes must be completed prior to the start of a semester**. For **Semester 1**, subject changes must be completed in the previous year. Students will receive their entire subject allocations for the subsequent year in early November. For **Semester 2**, subject changes must be made by the end of **Week 2 Term 2**. Students will be sent a reminder of Semester 2 subjects in Week 1 Term 2.

Students wishing to change subjects must organise to meet with Mr Jim Debnam, Director of Student Pathways. If a change is to occur, students will bring home a subject change form for parents/caregivers to sign and return to Mr Jim Debnam.

**College Initiated Subject Changes**

There may be times when the College believes it is in a student’s best interests to change a subject(s). Some examples of this include; initiating study through Vocational Education & Training (VET); supporting completion of SACE; acceleration of gifted students; additional support with literacy/numeracy. Communication with parents/caregivers will occur in the event of College initiated subject changes.
How Do I Choose My Subjects?

1. Know
   - Who am I?
     - Areas of strength: What am I good at?
     - Interests: What do I enjoy studying?
     - Aspirations: What do I want for my life?
     - Capabilities: Am I being realistic about coping with subject requirements?

2. Explore
   - What do your trusted teachers think are your strengths?

3. Plan
   - Research
     - Check: Entry requirements for university or TAFE courses.
     - Make sure that subjects meet SACE pattern requirements.
     - Subjects lead towards preferred options for further study or employment.

4. Connect
   - Talk to people close to you
     - What do your parents and family think are your strengths?
Useful Pathways Websites

South Australian Tertiary Admissions Centre          http://www.satac.edu.au/
TAFE SA                                            http://www.tafesa.edu.au/
Flinders University                                 http://www.flinders.edu.au/
Adelaide University                                 http://www.adelaide.edu.au/
University of South Australia                       http://www.unisa.edu.au/
Charles Darwin University                           http://www.cdu.edu.au/

Useful Subject Selection Web sites

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

Disclaimer
Every effort is made to ensure that information given about other institutions and their entry requirements within this handbook is accurate.
We cannot accept responsibility for the accuracy of this information and advise all students to make direct contact with the institutions for confirmation.
The following subjects must be studied at Stage 1 to be eligible for that course at Stage 2:

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<td>Stage 2 Mathematics General</td>
<td>Mathematics General or Maths Methods – Full Year</td>
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<td>Stage 2 Music Advanced</td>
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COMPULSORY SUBJECTS
AT STAGE 1

Religion Studies
English/Literacy
Mathematics/Numeracy
### YEAR 10
(Full Year)

| RELIGIOUS EDUCATION |

### STAGE 1
(Full Year)

| RELIGION STUDIES |

### STAGE 2
(Full Year – 10 credits only)

| RELIGION STUDIES | RELIGION STUDIES COMMUNITY STUDIES B | RELIGION STUDIES INTEGRATED LEARNING |
RELIGION STUDIES

STATUS: Compulsory Full Year
CONTACT TEACHERS: Ruth Bell

SKILL SET
A positive attitude and an openness to reflection. Appropriate levels of language, literacy and numeracy to cope with the demands of this subject.

COURSE DESCRIPTION
A study of religion and spirituality forms a vital foundation for the study of a society. An appreciation of the nature of national and global multicultural society is enriched by an understanding of religion and its influence on human behaviour, and the shaping of personal and group identity. Religions and spiritualities are living and dynamic, and students explore the ways in which religious adherents participate in, and respond to, current social and moral debates, and issues in the community.

Students develop an understanding of different religious perspectives on events or practices and examine a range of definitions of religion drawn from a variety of sources. These definitions are evaluated in terms of how they lead to a particular understanding of the concept.

Students study diverse religious and spiritual beliefs and value systems in Australian society and around the world and explore how such study can contribute to greater personal and interpersonal understanding; the development of skills in relating to people of different religious positions; and an appreciation of, and respect for, the different ways in which people think, feel and act.

CONTENT
- Catholic Charities fundraising and reflection
- Sacred space and traditions
- Social Justice Issues Study
- Sainthood

ASSESSMENT
- Practical Activity
- Issues Investigation
- Reflection
ENGLISH PRE-LITERARY STUDIES

STATUS: Compulsory Full Year (Minimum C Grade required for SACE)

CONTACT TEACHER: Jane Mahar

SKILL SET
Successful completion of Year 10 English.

COURSE DESCRIPTION
This is a pre-Stage 2 English Literary Studies course and students will be given the opportunity to sample the English Literary Studies curriculum in a Stage 1 format. Students undertake a close study of language and literature. All classes work towards developing the written, oral and critical interpretation skills, which are required for success in Stage 2 English Literary Studies. Students expand their understanding of their values and beliefs and their place in the world as well as how the communication skills mastered in English transfer into the social, political and economic contexts of our world.

CONTENT
- Text Analysis will be chosen from a range of texts such as:
  Novels: Year of Wonders by Geraldine Brooks, Never Let Me Go by Kazuo Ishiguro; Drama and Film: Macbeth, Taming of the Shrew by William Shakespeare, The Crucible by Arthur Miller; A wide range of classic and contemporary Poetry and Media using newspaper, websites, advertising and blogs.
- Text Production will be chosen from a range of genres such as:
  Narrative, Exposition and Argument.
- Extended Study includes Connected Texts and Intertextual Study assignments.

ASSESSMENT
Assessment includes: essay writing, creative tasks, oral presentations and critical readings.
- Text Production
- Text Analysis
- Extended Study
- Exam each semester (critical readings)

Please note: Successful completion (C grade or better) of two semesters of English (20 credits) is required to achieve the SACE. Failure to pass both semesters and achieve the literacy credits will mean you must choose and successfully pass English in Year 12.

Regardless of credit completion, English is studied for the full year at Year 11 with no exceptions.
ENGLISH

STATUS: Compulsory Full Year (Minimum C Grade required for SACE)
CONTACT TEACHER: Jane Mahar

SKILL SET
Successful completion of Year 10 English or achievement of a B standard or higher in Essential English.

COURSE DESCRIPTION
This is a pre Stage 2 English course and students will be given the opportunity to sample the English curriculum in a Stage 1 format. Students undertake a study of language and literature. All classes aim to foster the students’ language development through reading and viewing a range of texts, encouraging research, listening and speaking skills and paying particular attention to the writing process. Students expand their understanding of the world and extend their ability to articulate their own emergent values and beliefs.

CONTENT
- Text Analysis will be chosen from a range of contemporary texts which include Novels, Film and Media.
- Text Production will be chosen from a range of genre such as: Narrative, Recount, Exposition, Argument, Descriptive
- Extended Study includes Connected Texts and Language Study assignments.

ASSESSMENT
Assessment will include creative tasks, essay writing and oral presentations.
- Text Production
- Text Analysis
- Extended Study

Please note: Successful completion (C grade or better) of two semesters of English (20 credits) is required to achieve the SACE. Failure to pass both semesters and achieve the literacy credits will mean you must choose and successfully pass English in Year 12.

Regardless of credit completion, English is studied for the full year at Year 11 with no exceptions.
ESSENTIAL ENGLISH

STATUS: Compulsory Full Year (Minimum C Grade required for SACE)
CONTACT TEACHER: Jane Mahar

SKILL SET
Completion of Year 10 English or Essential English.

COURSE DESCRIPTION
Essential English allows students to engage in every day written, spoken, visual and multimedia texts. Students will learn to critically analyse and understand meanings and structures, purpose and audiences of these texts, and build the knowledge and skills to produce their own texts. Students will be given opportunities to develop their spoken and written language skills to interact effectively with others in their learning, work and community life.

CONTENT
In Text Analysis, students will be examining a contemporary novel as well as a range of office and everyday texts, including pamphlets and posters.
In Text Production, students will choose from the following range of genres:
Recount, Procedure, Argument, Descriptive and Informative.

ASSESSMENT
Assessment includes: journal entries, posters, pamphlets, oral presentations, interviews, tutorials, creative writing, reports, summarising, analysis and reflection.
• Text Analysis
• Text Production
• Prose under Supervision

Please note: Successful completion (C grade or better) of two semesters of English (20 credits) is required to achieve the SACE. Failure to pass both semesters and achieve the literacy credits will mean you must choose and successfully pass English in Year 12.

Regardless of credit completion, English is studied for the full year at Year 11 with no exceptions.
### YEAR 10
(Full Year)

<table>
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<th>GENERAL MATHEMATICS</th>
<th>ESSENTIAL MATHEMATICS</th>
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### STAGE 1

<table>
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<th>GENERAL MATHEMATICS</th>
<th>ESSENTIAL MATHEMATICS</th>
</tr>
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<tbody>
<tr>
<td>4 Semesters (Pre-Stage 2 Specialist)</td>
<td>3 Semesters</td>
<td>1 or 2 Semesters (2 Semesters to continue to Stage 2)</td>
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</tbody>
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### STAGE 2
(Full Year)

<table>
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<tr>
<th>SPECIALIST MATHEMATICS + MATHEMATICAL METHODS (Specialist must be studied together with Methods for 40 credits)</th>
<th>MATHEMATICAL METHODS</th>
<th>GENERAL MATHEMATICS</th>
<th>ESSENTIAL MATHEMATICS</th>
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</thead>
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MATHEMATICAL METHODS

STATUS: 3 SEMESTERS (for Stage 2 Mathematical Methods)
        4 SEMESTERS (for Stage 2 Specialist Mathematics/Mathematical Methods)
Compulsory for at least a Semester (Minimum C Grade required for SACE)

CONTACT TEACHER: Katie Brown

SKILL SET
Successful completion of Year 10 Mathematical Methods.

COURSE DESCRIPTION
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, space science, and laser physics.

CONTENT
The following twelve topics are studied across three semester long units:

- Functions and Graphs
- Polynomials
- Trigonometry
- Counting and Statistics
- Growth and Decay
- Introduction to Differential Calculus and
- Sequences and Series
- Geometry
- Vectors in the plane

Students who wish to study Specialist Mathematics at Stage 2 must take one extra semester long unit consisting of the following topics:

- Further trigonometry
- Matrices
- Real and Complex Numbers

ASSESSMENT
- Skills and application tasks (tests)
- Investigations
- Exam

COMPULSORY REQUIREMENTS
Students need to have their own TI84 plus graphing calculator for the learning and assessment of Mathematics.

Please note: Successful completion (C grade or better) of one semester of Mathematics (10 credits) is required to achieve the SACE. If only choosing one semester of Mathematics you must pass that semester, otherwise you will be required to repeat the course in Semester 2, sacrificing one of your other chosen subjects in order to complete this SACE requirement.
GENERAL MATHEMATICS

STATUS: Semester or Full Year
Compulsory for at least a Semester (Minimum C Grade required for SACE)

CONTACT TEACHER: Katie Brown

SKILL SET
Successful Completion of Year 10 General Mathematics or Mathematical Methods.

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

CONTENT
The following list of topics are studied across two semester long units:

Semester 1:
- Investing and borrowing
- Measurement
- Statistical Investigation

Semester 2:
- Applications of Trigonometry
- Linear Functions and their Graphs
- Matrices & Networks

ASSESSMENT
- Skills and application tasks (tests)
- Investigations
- Exam

COMPULSORY REQUIREMENTS
Students need to have their own TI84 plus graphing calculator for the learning and assessment of General Mathematics.

Please note: Successful completion (C grade or better) of one semester of Mathematics (10 credits) is required to achieve the SACE. If only choosing one semester of Mathematics you must pass that semester, otherwise you will be required to repeat the course in Semester 2, sacrificing one of your other chosen subjects in order to complete this SACE requirement.
ESSENTIAL MATHEMATICS

STATUS: Semester or Full Year
Compulsory for at least a Semester (Minimum C Grade required for SACE)

CONTACT TEACHER: Katie Brown

SKILL SET
Completion of a Year 10 Mathematics Course.

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

In Essential Mathematics there is an emphasis on developing students’ computational skills and expanding their ability to apply their mathematical skills in flexible ways. This subject is intended for students planning to pursue a career in a range of trades or vocations.

CONTENT
Stage 1 Essential Mathematics A (Semester 1- continuers)
This course covers Calculations, Time, Rates, Ratios, Geometry and Earning and Spending. Selecting this course will allow students to continue into Essential Mathematics for Semester 2. By completing this course students will receive their numeracy 10 credits needed to complete their SACE (minimum C grade required).

Stage 1 Essential Mathematics B (Semester 2- continuers)
This course covers Data in Context, Measurement and Investing. Students must complete this course in order to be able to select Stage 2 Essential Mathematics.

Stage 1 Essential Mathematics C (Semester 1- numeracy)
This course covers Calculations, Time, Ratio, Scale, Earning and Geometry and Construction. Students should only select this course if they are not planning on continuing mathematics into Stage 2. The course allows students to receive their numeracy 10 credits needed to complete their SACE (minimum C grade required).

ASSESSMENT
- Skills and application tasks (tests)
- Investigations

COMPULSORY REQUIREMENTS
Students need to have their own TI84 plus graphing calculator for the learning and assessment of Essential Mathematics.

Please note: Successful completion (C grade or better) of one semester of Mathematics (10 credits) is required to achieve the SACE. If only choosing one semester of Mathematics you must pass that semester, otherwise you will be required to repeat the course in Semester 2, sacrificing one of your other chosen subjects in order to complete this SACE requirement.
## VISUAL ARTS

### YEAR 10
(1 or 2 Semesters)

<table>
<thead>
<tr>
<th>VISUAL ARTS</th>
<th>DESIGN</th>
<th>PHOTOGRAPHY AND FILM</th>
</tr>
</thead>
</table>

### STAGE 1
(1 or 2 Semesters)

<table>
<thead>
<tr>
<th>VISUAL ARTS ART</th>
<th>VISUAL ARTS DESIGN</th>
<th>PHOTOGRAPHY</th>
</tr>
</thead>
</table>

### STAGE 2
(Full Year)

<table>
<thead>
<tr>
<th>VISUAL ARTS ART</th>
<th>VISUAL ARTS DESIGN</th>
<th>PHOTOGRAPHY</th>
<th>PHOTOGRAPHY COMMUNITY STUDIES B</th>
</tr>
</thead>
</table>
VISUAL ARTS: ART

STATUS: Semester or Full Year
CONTACT TEACHER: Paul Kralj

SKILL SET
Successful completion of Year 10 Visual Art, Design or Photography and Film would be an advantage.

COURSE DESCRIPTION
This course is designed to develop skills in visual literacy to the stage where students feel confident in working independently. It is a feature of the course that students plan and execute an individual body of work. Students are required to display evidence of the process used in developing their ideas and concepts, through research, analysis and exploration of media and technique, to resolve production of practical work. Further emphasis is placed on student’s ability to be able to justify their decisions towards aesthetic outcomes.

CONTENT
The following three areas of study are covered:
  - Visual Thinking
  - Practical Resolution
  - Visual Study

ASSESSMENT
Folio:
Students produce one Folio that documents their visual learning, in support of their two or three resolved artworks. The processes of creation in both art and design include the initiation and development of ideas, research, analysis, and exploration and experimentation with media and technique, resolution (i.e. the realisation of an artwork), and production.

Practical:
Students produce one to two resolved artworks.

Visual Study:
Students produce a Visual Study Folio experimenting with styles, genres, processes, media, materials, methods, techniques, and/or technologies, to further develop visual thinking and technical skills.

COMPULSORY REQUIREMENTS
Students will need to purchase any special materials required for their resolved artworks and provide travel expense for any excursions.

Students will also need to ensure that they have Adobe applications, InDesign, Photoshop and Illustrator installed on their device as a basic requirement for this course.
VISUAL ARTS: DESIGN

STATUS: Semester or Full Year
CONTACT TEACHER: Paul Kralj

SKILL SET
Successful completion of Year 10 Visual Art, Design or Photography and Film would be an advantage.

COURSE DESCRIPTION
This course is intended to develop skills in creating and working from a design brief to the stage where students feel confident in working independently. Students plan and execute an individual body of work. Students are required to display evidence of the process used in developing their ideas and concepts, through research, analysis and exploration of media and technique to resolve production of practical work. Further emphasis is placed on students' ability to be able to justify their decisions towards aesthetic outcomes. Students develop an understanding of contemporary design in the context of communication and the environment. Students will develop an awareness of design in response to human need and cultural context.

CONTENT
The following three areas of study are covered:
- Visual Thinking
- Practical Resolution
- Visual Study

ASSESSMENT
The following assessment types enable students to demonstrate their learning:
Folio:
Students produce one Folio that documents their visual learning, in support of their two or three resolved artworks. The processes of creation in both art and design include the initiation and development of ideas, research, analysis, and exploration and experimentation with media and technique, resolution (i.e. the realisation of an artwork), and production.
Practical:
Students produce one to two resolved artworks.
Visual Study:
Students produce a Visual Study Folio experimenting with styles, genres, processes, media, materials, methods, techniques, and/or technologies, to further develop visual thinking and technical skills.

COMPULSORY REQUIREMENTS
Students will need to purchase any special materials required for their resolved artworks and provide travel expense for any excursions.

Students will also need to ensure that they have Adobe applications, InDesign, Photoshop and Illustrator installed on their device as a basic requirement for this course.
PHOTOGRAPHY - CREATIVE ARTS

STATUS: Semester or Full Year
CONTACT TEACHER: Paul Kralj

SKILL SET
Successful completion of Year 10 Visual Art, Design or Photography and Film would be an advantage.

COURSE DESCRIPTION
Students actively participate in the development and presentation of a photographic product, focusing on studio photography skills. Students are required to display evidence of the process used in developing their ideas. This process comprises of four interrelated elements common to all creative arts programs: investigation, development, production and reflection.

Students can work both individually and collaboratively to develop practical skills and products. It is highly recommended that students who undertake this course have successfully completed Year 10 Photography and Film.

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

ASSESSMENT
Assessment Type 1: Photographic Product – Studio Flash Photography
Students are to develop a Photographic product with an associated record of materials that supports this process.

Assessment Type 2: Folio
- Investigation and Skills
  Students need to undertake an investigation of a Photographic Practitioner that is of interest to them or that is closely related to their product.
- Skills Assessment
  Students are to conduct one focused exploration and evaluation of a skill and techniques appropriate to Photography.

COMPULSORY REQUIREMENTS
Students will need to purchase any special materials required for their resolved artworks and provide travel expense for any excursions.

Students will also need to ensure that they have Adobe applications, InDesign, Photoshop and Illustrator installed on their device as a basic requirement for this course.
PERFORMING ARTS FLOWCHART

YEAR 9
(1 or 2 Semesters)
Music Essentials | Music Advanced | Drama

YEAR 10
(1 or 2 Semesters)
Music Essentials | Music Advanced | Drama

STAGE 1
(Full Year)
Music Experience
• Performance
• Musicianship
• Arranging
• Musical Elements
Music Advanced
• Performance
• Musicianship Theory
• Composing and Arranging
Drama

STAGE 2
(Full Year)
Music Explorations
(Popular Music Forms)
• Musical Literacy
• Exploration and Experimentation
• Creative Connections
Music Performance
(Popular or Classical Forms)
• Performance Portfolio
• Critical Response
• Performance and Critique
Music Studies
(Classical and Jazz Forms)
• Musical Literacy
• Creative Works
• Creative Synthesis
* Non ATAR
Community Studies B
Projects
• Music Explorations
• Solo Performance
• Composing/Arranging

*Students who study Music Essentials at Year 10 are eligible to study Stage 2 Community Studies B
Music Experience is designed for students with emerging musical skills and provides opportunities to develop their musical understanding and skills in creating and responding to music.

Note: Commitment to private instrumental tuition or participation in one of the College Ensembles, and out of hours school rehearsals and performances is compulsory.

Skill Set
Students must possess the following skills: Ability to play an instrument/sing, ability to read music and the ability to play/sing scales and arpeggios.

Course Description
This subject is intended to give students learning experiences across a range of contrasting areas: performing, composing, research and use of music technologies. This course develops the practical and creative potential, aural and written skills, and the capacity to make informed judgements about a wide variety of musical styles.

Content
Creative Work-Performance
- Students prepare a minimum of two public events as a soloist or member of an ensemble or an accompanist. Music may be a variety of styles.
- Performances will be between two and five minutes.
- Students participate in, and support, the Year 12 ensemble program.
- Individual part testing is a compulsory aspect of ensemble.

Creative Work-Arranging and Composing
- Students create a minimum of two arrangements/compositions.
- Creative works will be between one and three minutes.
- Students study the works of others to inform and model their creative process.
- Students demonstrate their understanding of the Elements through application of composing and arranging skills.
- Use of music technologies.

Music Literacy – Musicianship: Theory and Aural
- Students learn the connection between sound and notation.
- Focus is on theory and listening: recognition of intervals, chords, scales, rhythm and pitch patterns.

Music Literacy – Investigation
- Students analyse music through the Elements, compositional techniques and contexts of music.
- Students demonstrate their level of knowledge and understanding by completing an investigation, analyse a work and write a formal report.

Assessment
The assessment tasks required for each unit are determined by the skills and interests of the students enrolled and the available resources.

| Creative Work – Public Performance | 25% |
| Creative Work – Arrangement/Composition | 25% |
| Music Literacy – Theory and Aural Exam | 25% |
| Music Literacy – Investigation and Analysis Report | 25% |
Music Advanced is designed to extend students’ existing musical skills and understanding in creating and responding to music. It provides pathways to Stage 2 Music Explorations, Music Studies, Music Performance – Ensemble and Music Performance – Solo.

Note: Commitment to private instrumental tuition or participation in one of the College Ensembles, and out of hours school rehearsals and performances is compulsory.

**SKILL SET**
Students must possess the following skills at no lower than Grade 4 AMEB standard:

- Ability to sing/play an instrument
- Ability to read music
- Ability to sing/play scales and arpeggios
- Ability to work collaboratively

**COURSE DESCRIPTION:**
Music Advanced is intended to extend students’ skills in: performing, composing, musicianship and analysis. This course focuses on detailed analysis and discussion of, and reflection on, western functional harmony, western classic style, structure and elements of others’ and their own works.

**CONTENT**

**Creative Work – Public Performance**
- Students prepare a minimum of two public events as a soloist or member of an ensemble.
  Performances will be between two and five minutes.
- Students participate in, and support, the Year 12 ensemble program.
- Individual part testing is a compulsory aspect of ensemble.

**Creative Work – Arranging and Composing**
- Students create a minimum of two arrangements/compositions.
- Creative works will be between one and three minutes.
- Students study the works of others to inform and model their creative process.
- Students demonstrate their understanding of the Elements through application of composing and arranging skills.
- Use of music technologies

**Music Literacy – Musicianship: Theory and Aural**
- Focus is on theory and listening: recognition of intervals, chords, scales, rhythm and pitch patterns.

**Music Literacy – Musicianship: Theory and Analysis**
- Focus is on score reading, harmonic and elemental analysis.

**ASSESSMENT**
The assessment tasks required for each unit are determined by the skills of the students enrolled.

<table>
<thead>
<tr>
<th>Creative Work – Public Performance</th>
<th>25%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Work – Arrangement/Composition</td>
<td>25%</td>
</tr>
<tr>
<td>Music Literacy – Musicianship Theory and Aural</td>
<td>25%</td>
</tr>
<tr>
<td>Music Literacy – Musicianship Score Reading and Analysis</td>
<td>25%</td>
</tr>
</tbody>
</table>
DRAMA

STATUS: Semester
CONTACT TEACHERS: Paul Kralj

SKILL SET
Successful completion of Year 10 Drama would be an advantage. Students need an understanding of basic theatre skills and conventions, as well as an ability to work both independently and collaboratively on a range of tasks. Students need to display skills in organisation, self-directed learning and a thorough ability to reflect in detail on self and others work.

COURSE DESCRIPTION
The course is designed to develop students’ understandings of the theoretical and practical components of Drama as well as broaden their understanding of Drama practitioners, concepts, practices, styles and conventions.

CONTENT
1. Presentation of Dramatic Works
   Students will perform in a group production in either an on or off-stage capacity.
2. Folio
   A theatre review and a report on the group production.
3. Individual Investigation and Presentation
   Students will plan, investigate, develop and present a product of their own choosing from an area of interest within the field of Drama.

ASSESSMENT
• Performance 40%
• Folio 20%
• Investigation and Presentation 40%

COMPULSORY REQUIREMENTS
Students need to commit to group production rehearsals. After school commitment may be required. As part of the course requirements, students are to view at least one live performance at a cost of approximately $20 per semester.
## HUMANITIES AND SOCIAL SCIENCES

### YEAR 10
(1 or 2 Semesters)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
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<tbody>
<tr>
<td>HISTORY</td>
<td>(1 Semester Compulsory)</td>
</tr>
<tr>
<td>HISTORY CONTINUERS</td>
<td></td>
</tr>
<tr>
<td>ENVIRONMENTAL STUDIES</td>
<td></td>
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<tr>
<td>ECONOMICS AND BUSINESS</td>
<td></td>
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</tbody>
</table>

### STAGE 1
(1 or 2 Semesters)

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MODERN HISTORY</td>
<td></td>
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<tr>
<td>ANCIENT STUDIES</td>
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<tr>
<td>LEGAL STUDIES</td>
<td></td>
</tr>
<tr>
<td>ENVIRONMENTAL STUDIES (FROM 2020)</td>
<td></td>
</tr>
<tr>
<td>TOURISM</td>
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<tr>
<td>ACCOUNTING</td>
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<tr>
<td>BUSINESS INNOVATION</td>
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</tbody>
</table>

### STAGE 2
(Full Year)

<table>
<thead>
<tr>
<th>Stage 2</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MODERN HISTORY</td>
<td></td>
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<tr>
<td>ANCIENT STUDIES</td>
<td></td>
</tr>
<tr>
<td>LEGAL STUDIES</td>
<td></td>
</tr>
<tr>
<td>ENVIRONMENTAL STUDIES (FROM 2020)</td>
<td></td>
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<tr>
<td>TOURISM</td>
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<tr>
<td>ACCOUNTING</td>
<td></td>
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<tr>
<td>BUSINESS INNOVATION</td>
<td></td>
</tr>
</tbody>
</table>
MODERN HISTORY

STATUS: Semester
CONTACT TEACHER: Adrian Adams

SKILL SET
An interest in people and historical events along with enjoyment of group discussion, reading and research. Appropriate levels of language, literacy and numeracy to cope with the demands of this subject.

COURSE DESCRIPTION
This course allows students to consider the role of ideas, people and events in history. They explore the ways in which the development of the modern world has been shaped by both internal and external forces and challenges. Further emphasis is placed on the skills of historical inquiry and evaluating sources to communicate conclusions and historical arguments. Students consider and make judgements about how stories of the past have been told and continue to change with new evidence.

CONTENT
Students study two topics and complete one Inquiry of their own choosing. The following two topics have been chosen from a possible six topics:
- Revolutions
- Social Movements

ASSESSMENT
Students provide evidence of learning through:
- Skills and Application Tasks
- Inquiry/Investigations
ANCIENT STUDIES

STATUS: Semester
CONTACT TEACHER: Adrian Adams

SKILL SET
An interest in ancient civilisations along with enjoyment of group discussion, reading and research. Appropriate levels of language, literacy and numeracy to cope with the demands of this subject.

COURSE DESCRIPTION
This course allows students to draw on skills from many other areas of study including politics, religion, geography, drama and literature. Students learn about the social structure, history, literature and culture of two ancient civilisations. They engage with sources and literary texts to understand how people lived and what features helped to shape their identity. Further emphasis is placed on students’ ability to be able to ask and evaluate questions about the past. They consider and make judgements about how stories of the past have been told and continue to change with new evidence.

CONTENT
A range of possible topics are available in the course ranging from:
- Art and technology
- Military conflict
- Religion
- Social structures and daily life
- Literature – i.e. prose, narrative, epic

Two of these topics will be chosen and studied through using a culture selected from either Greece, Egypt, China or India.

ASSESSMENT
Students provide evidence of learning through:
- Skills and Application Tasks
- Inquiry/Investigations
LEGAL STUDIES

STATUS: Semester

CONTACT TEACHER: Nick Flynn

SKILL SET
An interest in Legal Studies along with an enjoyment of reading, research and group discussion. Appropriate levels of language, literacy and numeracy to cope with the demands of this subject.

COURSE DESCRIPTION
This course explores Australia’s legal heritage and the dynamic nature of the Australian legal system within a global context. Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition. It provides insight into law-making, and the processes of dispute resolution and the administration of justice. Students investigate legal perspectives on contemporary issues in society. They reflect on, and make informed judgments about, strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied.

CONTENT
This course is made up of two sections:

1. Compulsory Topic
   - Law and Society

2. Students completing one semester (10 credits) will study a minimum of 2 topics from the list below OR if completing the full year (20 credits), will study a minimum of 5 topics:
   - People, Structures and Processes
   - Law-Making
   - Justice and Society
   - Young People and the Law
   - Victims and the Law
   - Motorists and the Law
   - Young Workers and the Law
   - Relationships and the Law
   - Media and the Law
   - Women and the Law
   - Indigenous Peoples and the Law
   - Environment and the Law
   - Refugees and Asylum Seekers and the Law
   - Minority Groups and the Law

ASSESSMENT
- Folio
- Issues study
- Presentation
TOURISM

STATUS: Semester
CONTACT TEACHER: Greg Bulling

SKILL SET
An interest in Tourism along with group skills for fieldwork. Appropriate levels of language, literacy and numeracy to cope with the demands of this subject.

COURSE DESCRIPTION
Students develop an understanding of the nature of tourists, tourism and the tourism industry, and the complex economic, social, cultural and environmental impacts and interactions of tourism activity. Students will also develop an understanding of tourism from the perspectives of host, tourism operator and traveler. They will investigate tourism locally, nationally and globally, and learn that tourism, as the world’s largest industry, is more than an economic phenomenon. Tourism has an impact, directly and indirectly, on many aspects of peoples’ lives and on the environment. Students’ understanding of the sustainable management of tourism is central to this subject.

CONTENT

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Appreciating tourism in Australia</td>
<td>• Appreciating tourism in Australia</td>
</tr>
<tr>
<td>• Exploring tourism in the local area</td>
<td>• Preparing for international travel</td>
</tr>
<tr>
<td>• Examining local impacts of tourism</td>
<td>• Investigating tourism markets</td>
</tr>
</tbody>
</table>

ASSESSMENT
• Case Study
• Sources Analysis
• Practical Activity
• Investigation

COMPULSORY REQUIREMENTS
The cost of fieldtrips each semester is in the vicinity of $20-$50 depending on the location.
COURSE DESCRIPTION
Students learn the practical skills needed to manage their own financial affairs and to develop an understanding of the ethical considerations that affect financial decision-making. They develop an understanding of the successful management of financial affairs in business, and gain knowledge and skills related to accounting processes for organisational and business applications. Students also learn how to interpret financial information and how to convey this information to interested users.

CONTENT
Semester 1
- Financial Reports
- Business Documents
- Keeping Cash Records

Semester 2
- Analysis and Interpretation of Financial Reports
- Budgeting
- Bank Reconciliation
- Double Entry Recording

ASSESSMENT
- Skills and applications tasks
- Investigations
BUSINESS INNOVATION

STATUS: Semester or Full Year

CONTACT TEACHERS: Sharon Cook and Nick Flynn

SKILL SET
Appropriate levels of language, literacy and numeracy to cope with this subject.

COURSE DESCRIPTION
Students gain an understanding of business operations and practice, develop an awareness of business, financial and technological skills, participate in planning, developing and controlling business activities, and evaluate decisions on business practices. They have the opportunity to reflect on current issues in business and enterprise and make informed decisions. Students evaluate the impact and effect of business, enterprise and technology, on the well-being and lifestyle of individuals, communities, the economy and the environment.

CONTENT
- Establishing a Business
- Business Plans
- Business Management and Communication
- Financial Planning and Management
- Technology for Business
- Marketing
- Employment Relations
- Entrepreneurship: The Enterprising Person
- Global Business

ASSESSMENT
- Folio
- Practical
- Issues study
## TECHNOLOGIES

### YEAR 10
(1 or 2 Semesters)

<table>
<thead>
<tr>
<th>Wood Tech</th>
<th>Metal Tech</th>
<th>Graphic Design</th>
<th>Digital Technologies</th>
<th>Child Studies</th>
<th>Food Tech</th>
<th>Fabric Tech</th>
<th>Food and Textiles</th>
</tr>
</thead>
</table>

### STAGE 1
(1 or 2 Semesters)

<table>
<thead>
<tr>
<th>Wood Tech</th>
<th>Metal Tech</th>
<th>Graphic Design</th>
<th>Digital Technologies</th>
<th>Food and Hospitality</th>
<th>Food Technologies</th>
</tr>
</thead>
</table>

### STAGE 2
(Full Year)

<table>
<thead>
<tr>
<th>Furniture Construction</th>
<th>Metal Engineering</th>
<th>Graphic Design</th>
<th>Digital Technologies</th>
<th>Food Tech</th>
<th>Child Studies</th>
<th>Food Tech Community Studies B</th>
</tr>
</thead>
</table>
WOOD TECHNOLOGIES - MATERIAL PRODUCTS

STATUS: Semester or Full Year
CONTACT TEACHER: Angelo Penna

SKILL SET
Successful completion of a Year 10 Design and Technologies subject would be an advantage. Appropriate levels of language, literacy and numeracy to cope with the demands of this subject.

COURSE DESCRIPTION
Students develop the skills and knowledge to use tools, materials and systems safely and competently, and to apply technological processes to complete projects as individuals and in teams. It is also an interactive decision-making process that involves thinking, investigating, creating, and producing together with continuous evaluation and modification. Students develop the ability to use, manage, assess, and understand the implications, applications and consequences of technology.

CONTENT
This course has been designed to give students:

- An introduction to basic carcase furniture construction using selected “knockdown” fasteners and manufactured sheet materials – production of a small cabinet with a door and drawer.
- An introduction to basic tool making – the marking gauge and small woodworking block plane.
- The opportunity to use a variety of hand tools, pneumatic tools, electric tools and woodworking machinery.
- The opportunity to conduct individual research regarding new technologies.

ASSESSMENT
- Skills and application tasks
- Folio (designing task)
- Evaluation

COMPULSORY REQUIREMENTS
All students participating in the Wood Technologies course are required to maintain an A4 visual diary.
Approximate project costs:
Semester 1: $50.00-$60.00
Semester 2: $80.00-$120.00
METAL TECHNOLOGIES - MATERIAL PRODUCTS

STATUS: Semester or Full Year
CONTACT TEACHER: Dayna Curtis

SKILL SET
Successful completion of a Year 10 Design and Technologies subject would be an advantage. Appropriate levels of language, literacy and numeracy to cope with the demands of this subject.

COURSE DESCRIPTION
Students develop the skills and knowledge to use tools, materials and systems safely and competently, and to apply technological processes to complete projects as individuals and in teams. It is also an interactive decision-making process that involves thinking, investigating, creating, and producing together with continuous evaluation and modification. Students develop the ability to use, manage, assess, and understand the implications, applications and consequences of technology.

CONTENT
This course has been designed to give students:
- The opportunity to experience a range of hand tools, welding equipment (both gas and electric and metalworking machinery
- The required skills to be able to complete documentary fitting and turning projects
- The required skills to fabricate, weld, and finish small metal projects
- The experience of a range of materials and techniques applicable to those materials.
- Students will complete various practical tasks to develop their designing and making skills.

ASSESSMENT
- Skills and application tasks
- Folio (designing task)
- Evaluation

COMPULSORY REQUIREMENTS
All students participating in the Metal Technologies course are required to maintain an A4 visual diary.
Approximate project costs will be between $40.00 – $70.00 per semester.
GRAPHIC DESIGN

STATUS: Semester or Full Year
CONTACT TEACHER: Mark Nitschke

SKILL SET
Successful completion of Year 10 Graphic Design or Visual Arts would be an advantage. Appropriate levels of language, literacy and numeracy to cope with the demands of this subject.

COURSE DESCRIPTION
Students develop an understanding of contemporary design in the context of communication and the environment. Students will research and produce practical resolutions to specified design briefs and engage in self-evaluation. Students also develop an awareness of design in response to human need and cultural context.

CONTENT

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Visual Thinking – Wine Label Design</td>
<td>• Visual Thinking - Publication Design</td>
</tr>
<tr>
<td>• Practical Resolution</td>
<td>• Practical Resolution</td>
</tr>
<tr>
<td>Wine label and poster production</td>
<td>Short magazine production</td>
</tr>
<tr>
<td>• Design in Context – Visual Study</td>
<td>• Design in Context - Visual Study</td>
</tr>
</tbody>
</table>

ASSESSMENT
• Production of an A3 Folio to support the outcomes of visual thinking (designing process)
• Production (Practical Resolution) of the final wine labels and poster
• Visual Study on an individual topic chosen by the student

COMPULSORY REQUIREMENTS
All students studying Graphic Design will be required to maintain an A4 visual diary.
DIGITAL TECHNOLOGIES

STATUS: Semester or Full Year
CONTACT TEACHER: Tim Nykke

SKILL SET
Appropriate levels of language, literacy and numeracy to cope with this subject.

COURSE DESCRIPTION
Students use computational thinking skills and strategies to identify, deconstruct, and solve problems that are of interest to them. Students develop and apply their skills in computational thinking and in program design. They follow agile practices and/or iterative engineering design processes. Digital Technologies promotes learning through initiative, collaboration, creativity, and communication using project- and inquiry-based approaches.

CONTENT
Semester 1
- Mobile App Development
Semester 2
- Game Development

ASSESSMENT
- Collaborative Tasks
- Project Skills and Applications Tasks
- Projects
FOOD TECHNOLOGIES - MATERIAL PRODUCTS

STATUS: Semester
CONTACT TEACHER: Natalina Gigliotti

SKILL SET
An interest in making food products. Successful completion of Year 10 Home Economics would be an advantage. Appropriate levels of language, literacy and numeracy to cope with the demands of this subject.

COURSE DESCRIPTION
Students develop the skills and knowledge to use equipment and foods safely and competently to create a food product. Students design and create food products that meet a design brief, and develop the knowledge and skills associated with using a variety of food processes and production techniques. They combine their designing and creating skills with knowledge and understanding of properties and function of foods and equipment to make high-quality food products for intended purposes.

CONTENT

<table>
<thead>
<tr>
<th>Semester 1 - Based on Cake Decorating</th>
<th>Semester 2 – Based on Food Production</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skills and Application Tasks</strong></td>
<td><strong>Skills and Application Tasks</strong></td>
</tr>
<tr>
<td>Students focus on the research and development of processes and production techniques in preparation for the realisation of a decorated cake for a special occasion. Students will investigate and analyse the properties and function of foods to be used for the production of a decorated cake.</td>
<td>Students focus on the research and development of processes and production techniques in preparation for the realisation of food products. Students will investigate and analyse the properties and function of foods to be used in the production of food products.</td>
</tr>
<tr>
<td><strong>Folio</strong></td>
<td><strong>Folio</strong></td>
</tr>
<tr>
<td>Using a design brief, students will develop and present information documenting the investigating and planning of ideas for the preparation of a decorated cake. This information will include evidence of ongoing evaluation.</td>
<td>Using a design brief, students will develop and present information documenting the investigating and planning of ideas for the preparation of food products. This information will include evidence of ongoing evaluation.</td>
</tr>
<tr>
<td><strong>Product</strong></td>
<td><strong>Product</strong></td>
</tr>
<tr>
<td>Students will present a completed cake suitable for a special occasion including a written final evaluation.</td>
<td>Students will present completed food products including a written final evaluation.</td>
</tr>
</tbody>
</table>

ASSESSMENT
Students demonstrate evidence of their learning through the following assessment types:
- Skills and Application Tasks
- Folio
- Food Products

These comprise of Research Tasks, Practical Work and Evaluations.
FOOD & HOSPITALITY

STATUS: Semester
CONTACT TEACHER: Natalina Gigliotti

SKILL SET
An interest in working with food and/or the hospitality industry. Successful completion of Year 10 Home Economics would be an advantage. Appropriate levels of language, literacy and numeracy to cope with the demands of this subject.

COURSE DESCRIPTION
The course focuses on the practical application of knowledge and skills. It promotes problem solving and decision making to enable students to assume responsibility for themselves.

CONTENT
In this subject, students:

- Focus on the dynamic nature of the food and hospitality industry in the Australian society.
- Develop an understanding of contemporary approaches and issues related to food and hospitality.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Food and Safety</td>
<td>• Safe Food Handling</td>
</tr>
<tr>
<td>• Trends in Food and Culture</td>
<td>• Creative Food Presentation</td>
</tr>
<tr>
<td>• Nutritional Breakfasts</td>
<td>• Healthy Eating Practices</td>
</tr>
<tr>
<td>• Investigation - Careers in the Hospitality</td>
<td>• Investigation - Slow Food vs Fast Food</td>
</tr>
<tr>
<td>Industry</td>
<td></td>
</tr>
</tbody>
</table>

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

- Practical Activity
- Group Activity
- Investigation

These comprise of Action Plans, Research Tasks, Practical Work and Evaluations.
### HEALTH AND PHYSICAL EDUCATION

#### YEAR 10
(1 or 2 Semesters)

<table>
<thead>
<tr>
<th>PHYSICAL EDUCATION CORE</th>
<th>PHYSICAL EDUCATION EXTENSION</th>
<th>OUTDOOR EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1 Semester Compulsory)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### STAGE 1
(1 or 2 Semesters)

<table>
<thead>
<tr>
<th>PHYSICAL EDUCATION</th>
<th>PHYSICAL EDUCATION INTEGRATED LEARNING</th>
<th>OUTDOOR EDUCATION</th>
<th>*POWER INTERCULTURAL CUP</th>
</tr>
</thead>
</table>

#### STAGE 2
(Full Year)

<table>
<thead>
<tr>
<th>PHYSICAL EDUCATION</th>
<th>PHYSICAL EDUCATION INTEGRATED LEARNING</th>
<th>OUTDOOR EDUCATION</th>
</tr>
</thead>
</table>

* ELIGIBILITY CRITERIA APPLIES
PHYSICAL EDUCATION

STATUS: Semester or Full Year
CONTACT TEACHERS: Nathan Steinberner and Dwayne Treasure

SKILL SET
An interest in physical activity and willingness to participate. Successful completion of Year 10 Physical Education Extension would be an advantage. Appropriate levels of language, literacy and numeracy to cope with the demands of the subject.

COURSE DESCRIPTION
Learning is delivered through an integrated approach in which opportunities are provided for students to undertake, and learn through, a range of sports and physical activities. Students explore movement concepts and strategies through these physical activities to promote performance and participation outcomes. They learn experientially, encouraging the development of their capabilities and skills such as critical and creative thinking, communication and collaboration.

Students apply the key theoretical topics of Exercise Physiology, Skill Acquisition and Biomechanics in their assessment pieces. In addition, they reflect on and apply feedback to improve participation and performance in physical activity.

This course aims to cater for students who are capable with the theoretical demands of Physical Education and prepare them for Stage 2 Physical Education.

CONTENT
Improvement Analysis
Students participate in a variety of physical activities focusing on one or more movement concepts or strategies to improve performance. They individually and/or collaboratively explore and analyse evidence of physical activity to provide feedback on ways in which performance improvement can be achieved.

Physical Activity Investigation
Students participate in one or more physical activities to investigate how personal, social and cultural factors affect, or are influenced by, participation. Students individually or collaboratively collect data from the activities undertaken. Students integrate concepts from one or more focus areas to analyse the data and reflect on factors that may hinder or encourage participation in each activity.

ASSESSMENT
- Video Analysis
- Reflection of Performance
- Collecting data to compare two or more sporting activities or games
PHYSICAL EDUCATION - INTEGRATED LEARNING

STATUS: Semester or Full Year
CONTACT TEACHER: Dwayne Treasure and Megan Elliott

SKILL SET
An interest in physical activity and a willingness to be active. Appropriate levels of language, literacy and numeracy to cope with the demands of the subject.

COURSE DESCRIPTION
This course will focus on the development of student’s skills, initiative, leadership and collaboration in each of the practical topics. Students will reflect on their personal development and collaboration in most topics. This course aims to cater for students who are more practically orientated and prepare them for completing Stage 2 Physical Education Integrated Learning.

CONTENT
Practical Exploration
Participate in practical lessons and be assessed using the Practical and Life Skills Checklist. Students will reflect on their learning and personal development from practical lessons.

Connections
Working collaboratively to make a connection to the community by coaching a group of Year 8 students or conducting lunch time sporting competitions.

Personal Venture
Students explore an area of the program that is of interest to them. They investigate their area of interest by identifying, exploring and communicating relevant information and concepts.

ASSESSMENT

<table>
<thead>
<tr>
<th>SEMESTER ONE</th>
<th>SEMESTER TWO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Badminton</td>
<td>Softball</td>
</tr>
<tr>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Touch</td>
<td>Basketball</td>
</tr>
<tr>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Lacrosse</td>
<td>Volleyball</td>
</tr>
<tr>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Connections (Lunch time Competition)</td>
<td>Connections (Teaching a junior class)</td>
</tr>
<tr>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Personal Venture</td>
<td>Personal Venture</td>
</tr>
<tr>
<td>20%</td>
<td>20%</td>
</tr>
</tbody>
</table>
OUTDOOR EDUCATION

STATUS: Semester or Full Year

CONTACT TEACHERS: Greg Allen and Brad Newton

SKILL SET
Successful completion of Year 10 Outdoor Education is an advantage. A sound base level of fitness and water confidence with the ability to swim at least 50 meters unassisted is required. Appropriate levels of language, literacy and numeracy to cope with the demands of this subject.

COURSE DESCRIPTION
A practical and theoretical subject, which focuses on developing practical skills for safe, enjoyable and adventurous outdoor travel. At the same time, it develops an understanding of, and a positive attitude towards the natural environment, as well as independent living skills and the ability to work with and lead others.

CONTENT
Students study the following four topics:
- Environment and Conservation
- Planning and Management
- Outdoor Activities
- Outdoor Journey

ASSESSMENT

<table>
<thead>
<tr>
<th>SEMESTER ONE</th>
<th>SEMESTER TWO</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOLIO</td>
<td>FOLIO</td>
</tr>
<tr>
<td>Environmental Issues Review</td>
<td>Planning and Management</td>
</tr>
<tr>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Sustainable Futures Assignment</td>
<td>Environmental Issue</td>
</tr>
<tr>
<td>10%</td>
<td>15%</td>
</tr>
<tr>
<td>PRACTICAL</td>
<td>PRACTICAL</td>
</tr>
<tr>
<td>Snorkelling</td>
<td>Bushwalking</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Canoeing</td>
<td>Bush Camping</td>
</tr>
<tr>
<td>35%</td>
<td>30%</td>
</tr>
<tr>
<td>REPORT</td>
<td>REPORT</td>
</tr>
<tr>
<td>Canoeing Expedition Journal</td>
<td>Bushwalking Expedition Journal</td>
</tr>
<tr>
<td>20%</td>
<td>20%</td>
</tr>
</tbody>
</table>

COMPULSORY REQUIREMENTS

PRACTICAL ACTIVITIES & COSTS

Semester 1 (Approximate Cost: $220.00)
- Snorkelling: Port Noarlunga 2 days
- Canoeing Skills Day: Garden Island 1 day
- Canoeing Expedition: Ral Ral Creek – Murray River 4 days

Semester 2 (Approximate Cost: $260.00)
- Bushwalking Camp: Mt Crawford Forest 3 days
- Bush Camping Expedition: Kangaroo Island 5 days
POWER INTERCULTURAL CUP

STATUS: Semester
CONTACT TEACHERS: Dwayne Treasure

SKILL SET
You need to have at least parent that is born overseas to be eligible for the program. Students are also required participate in the Power Intercultural Gala day at the end of the semester which includes; a football carnival, careers expo, dance station and being a part of the pre-match entertainment for a Port Adelaide AFL football home game.

COURSE DESCRIPTION
The course is designed by the Port Adelaide Football club and it focuses on exploring your own culture, Aboriginal culture and other cultures. Students will also develop an understanding and some skills of the game of Australian Rules Football. This course aims to cater for students who are more practically orientated and on a Physical Education Integrated Learning pathway.

CONTENT
- Practical Exploration – development of football skills and understanding demonstrated by participation practical lessons and planning and teaching a group of junior students for a football session.
- Connections – create a cultural awareness video to make students aware of similarities and differences between different cultures in the school.
- Personal Venture – students design and guernsey and participate in the Power Intercultural Gala Day. They will also reflect on their participation in the program and organise and run a cultural activity on Harmony Day.

ASSESSMENT
- Practical Exploration 20%
- Connections 20%
- Personal Venture 60%
### LANGUAGES

<table>
<thead>
<tr>
<th>YEAR 10</th>
<th>Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITALIAN</td>
<td>VIETNAMESE (BEGINNERS OR CONTINUERS)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STAGE 1</th>
<th>Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITALIAN (CONTINUERS)</td>
<td>VIETNAMESE (BACKGROUND OR CONTINUERS)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STAGE 2</th>
<th>Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITALIAN (CONTINUERS)</td>
<td>VIETNAMESE (BACKGROUND OR CONTINUERS)</td>
</tr>
</tbody>
</table>
ITALIAN

STATUS: Full Year
CONTACT TEACHER: Michelle Moyle

SKILL SET
Successful completion of a full year of Year 10 Italian or by negotiation with the Languages Coordinator.

COURSE DESCRIPTION
The major rationale for learning languages is that being able to communicate proficiently gives learners essential communication skills in Italian, an intercultural capability, and an understanding of the role of language and culture in human communication. It provides the opportunity for students to engage with the linguistic and cultural diversity of humanity, to reflect on their understanding of human experience in all aspects of social life, and on their own participation and ways of being in the world. Learning a language is a rich, challenging experience of engaging with and participating in the linguistic and cultural diversity of our interconnected world. It also gives students the opportunity to strengthen their knowledge and understanding of how English functions.

CONTENT
Topics are chosen from a variety of sources and deal with personal, historical and contemporary issues in Italy. These can include identity, family, friendship, school experiences, aspects of Italian culture such as festivals, food, music, television and food, regional diversity, tourism, technology and industry.

ASSESSMENT
- Text analysis of both written and spoken texts
- The production of written and oral responses in interpersonal communicative tasks such as conversations, letters, diary entries
- A major research assignment which includes responses in both Italian and English.
- Exams at the end of each semester follow the same structure as those at Stage 2, including oral, aural and written text analysis tasks and text production tasks in Italian.
VIETNAMESE

STATUS: Full Year

CONTACT TEACHERS: Van Dang and Michelle Moyle

SKILL SET
Successful completion of Year 10 Vietnamese (or other formal study of Vietnamese outside of the College, to be confirmed by the Languages Coordinator).

COURSE DESCRIPTION
The major rationale for learning languages is that being able to communicate proficiently gives learners essential communication skills in Vietnamese, an intercultural capability, and an understanding of the role of language and culture in human communication. It provides the opportunity for students to engage with the linguistic and cultural diversity of humanity, to reflect on their understanding of human experience in all aspects of social life, and on their own participation and ways of being in the world. Learning a language is a rich, challenging experience of engaging with and participating in the linguistic and cultural diversity of our interconnected world. It also gives students the opportunity to strengthen their knowledge and understanding of how English functions.

CONTENT
Topics are chosen from a variety of sources and deal with personal, historical and contemporary issues in Vietnam. These can include identity, family, friendship and school experiences. Aspects of Vietnamese culture such as festivals, food, music, television, regional diversity, tourism, technology and industry.

ASSESSMENT
• Text analysis of both written and spoken texts
• The production of written and oral responses in interpersonal communicative tasks such as conversations, letters, diary entries
• A major research assignment which includes responses in both Vietnamese and English
• Exams at the end of each semester follow the same structure as those at Stage 2, including oral, aural and written text analysis tasks and text production tasks in Vietnamese.
# SCIENCES

## YEAR 10
(Full Year)

<table>
<thead>
<tr>
<th>SCIENCE LITERACY</th>
<th>SCIENCE GENERAL</th>
<th>SCIENCE EXTENSION</th>
</tr>
</thead>
</table>

## STAGE 1
(1 or 2 Semesters)

<table>
<thead>
<tr>
<th>BIOLOGY</th>
<th>CHEMISTRY</th>
<th>PHYSICS</th>
<th>SCIENTIFIC STUDIES</th>
<th>PSYCHOLOGY</th>
</tr>
</thead>
</table>

## STAGE 2
(Full Year)

<table>
<thead>
<tr>
<th>BIOLOGY</th>
<th>CHEMISTRY</th>
<th>PHYSICS</th>
<th>SCIENTIFIC STUDIES</th>
<th>PSYCHOLOGY</th>
</tr>
</thead>
</table>
BIOLOGY

STATUS: Semester or Full Year

CONTACT TEACHER: Joseph Koszegi

SKILL SET
Students should have a good level of literacy and numeracy as well as the ability to retain large quantities of scientific information. They should be comfortable in extended writing and have a genuine interest in Biology.

Note: Students wishing to continue to Stage 2 Biology must successfully complete the second semester course.

COURSE DESCRIPTION
Students learn about the cellular and overall structures and functions of a range of organisms and the environment. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology affects their lives, impacts on society, and on the environment. Students design and conduct biological investigations and gather evidence from their investigations. As they explore a range of biology-related issues, students recognise that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies.

CONTENT

<table>
<thead>
<tr>
<th>Biology</th>
<th>Pre Stage 2 Biology (Semester 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Topic 1: Multicellular organisms</td>
<td>• Topic 1: Cells and Microorganisms</td>
</tr>
<tr>
<td>• Topic 2: Biodiversity and Ecosystem Dynamics</td>
<td>• Topic 2: Infectious Disease</td>
</tr>
</tbody>
</table>

ASSESSMENT
Students will need to demonstrate evidence of learning through:

• An Investigation Folio
• Skills and Applications Tasks

COMPULSORY REQUIREMENTS
Students will need to purchase one of the following:

<table>
<thead>
<tr>
<th>Length of course</th>
<th>Workbook required</th>
<th>Approximate cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1 Only</td>
<td>SACE Essentials Workbook B</td>
<td>$42</td>
</tr>
<tr>
<td>Semester 2 Only</td>
<td>SACE Essentials Workbook A</td>
<td>$42</td>
</tr>
<tr>
<td>Full year</td>
<td>SACE Essentials Combined workbook</td>
<td>$60</td>
</tr>
</tbody>
</table>
CHEMISTRY

STATUS: Semester or Full Year

CONTACT TEACHERS: Chris Soar and Gabrielle Anderson

SKILL SET
Students should have a good level of literacy and numeracy as well as the ability to retain large quantities of scientific information. They should be comfortable in extended writing and have a genuine interest in Chemistry.

Note: Students wishing to continue to Stage 2 Chemistry must successfully complete the Full Year course.

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

CONTENT

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Atomic Structure and Bonding</td>
<td>• Chemical Quantitation and Calculations</td>
</tr>
<tr>
<td>• Organic Chemistry</td>
<td>• Acids and Bases</td>
</tr>
<tr>
<td>• Water and Solubility</td>
<td>• Electrochemistry</td>
</tr>
</tbody>
</table>

ASSESSMENT
Students will need to demonstrate evidence of learning through:

• An Investigation Folio
• Skills and Applications Tasks

COMPULSORY REQUIREMENTS
Students will be required to purchase a workbook costing approximately $57.
PHYSICS

STATUS: Semester or Full Year

CONTACT TEACHER: Mark Gatti

SKILL SET
Students should have a good level of literacy and a good level of mathematics to year 10 standard. Students will be encouraged to reason and apply concepts in new and familiar situations. They should be comfortable in problem solving and have a genuine interest in Physics.

Note: Students wishing to continue to Stage 2 Physics must successfully complete the Full Year course.

COURSE DESCRIPTION
The study of physics enables students to understand and appreciate the day to day workings of the world such as motion through to atomic structure. This subject requires the interpretation of physical phenomena through a study of motion in one dimension and forces, electricity, waves and light, the atomic nucleus and radioactivity. As well as applying knowledge of concepts to solve problems, students develop experimental, investigation design, information, and communication skills through practical and other learning activities. They gather evidence from experiments and research and acquire new knowledge through their own investigations.

CONTENT

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Linear motion and forces</td>
<td>• Waves</td>
</tr>
<tr>
<td>• Electric circuits</td>
<td>• Energy and momentum</td>
</tr>
<tr>
<td></td>
<td>• Nuclear models and radioactivity</td>
</tr>
</tbody>
</table>

ASSESSMENT
Students will need to demonstrate evidence of learning through:
- Written tasks in the context of science as a human endeavour
- Summative Tests
- Investigations of phenomena and a written report
- Design of investigations

COMPULSORY REQUIREMENTS
Students will be required to purchase a workbook costing approximately $57
SKILL SET
Students should have a good level of literacy and numeracy as well as the ability to retain large quantities of scientific information. They should be comfortable in extended writing and have a genuine interest in Science.

COURSE DESCRIPTION
Students develop their knowledge of scientific principles and concepts, the ability to use that knowledge to identify questions, issues, opportunities and challenges, and the capacity to acquire new knowledge through their own investigations. Students develop the skills and abilities to explain scientific phenomena, and to draw evidence-based conclusions from the investigation of science-related issues. In this way, students develop scientific knowledge and skills to support them in their future career pathways, including those that are science-related, and everyday life in a world shaped by science and technology.

Scientific Studies provides an alternative science subject for those students that have a genuine interest in Science, but who do not necessarily need more traditional science subjects for their chosen career pathway.

CONTENT
Students conduct a range of Scientific Inquiry tasks based on a specific Scientific Context. They demonstrate proficiency in:

- Science inquiry skills (Designing and implementing individual and collaborative investigations)
- Science as a Human Endeavour (The link between Science and Society)
- Science Understanding (Knowledge of a range of Scientific Theories)

ASSESSMENT
Students will need to demonstrate evidence of learning through:

- Inquiry Folio (Scientific investigations and SHE investigation)
- Collaborative Inquiry (collaboratively designing and conducting an investigation where the outcome is uncertain)
PSYCHOLOGY

STATUS: Semester or Full Year

CONTACT TEACHERS: David Smith and Nancy Belperio

SKILL SET
Students should have a good level of literacy and numeracy as well as the ability to retain large quantities of scientific information. They should be comfortable in extended writing and have a genuine interest in Psychology.

COURSE DESCRIPTION
This course enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure. Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (i.e. observation, experimentation and experience), the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences.

CONTENT
Over the course of the two semesters a selection of the following topics will be covered:

- Introduction to Psychology (compulsory)
- Social Behaviour
- Intelligence
- Cognition
- The Brain and Behaviour
- Human Psychological Development
- Emotion
- Memory

ASSESSMENT
Students will need to demonstrate evidence of learning through:

- Keeping an Investigations Folio
- Skills and Applications Tasks
- Class Notebook
- Research Experiment
VET

WHAT IS VET?
Vocational Education and Training (VET) is a term used to describe vocational education and training accreditation which helps prepare people for work. VET operates through a national system based on industry training packages from the Australian Quality Training Framework (AQTF) and courses are delivered, assessed, and certified by Registered Training Organisations (RTOs), eg TAFE SA.

WHY CHOOSE VET AND BENEFITS OF VET?
VET courses provide students with the opportunity to acquire practical work-related skills and the supporting knowledge which can assist in getting an excellent job in many fields. VET courses are appropriate for students who wish to explore or already have a particular pathway of interest such as, Fitness and Recreation, Community Services areas of Early Childhood Education and Care, Aging and Disabilities, Business, Hair and Beauty and various trades. VET allows young people to experience the world of work in a range of occupations whilst still at school. All VET courses are accredited towards the SACE, and they also allow students an opportunity to gain a nationally recognised qualification, which can then be used to link into further education and training. Completing VET units/courses while at school is often cheaper than what is available post-school. The universities recognise the value of VET and allow access and some credit transfer for Certificate IV, Diploma and Advanced Diploma qualifications. TAFE SA also has dual pathway options into university studies.

VET ENTRY REQUIREMENTS
VET courses are available to students in Years 11 and 12 at Thomas More College, however there are some instances where Year 10 students may be offered introductory training. Each training course may have specific entrance requirements depending upon the level to be studied. However, all courses will require appropriate levels of language, literacy and numeracy.

SACE COMPLETION USING VET
The SACE is designed to give students increased flexibility, including greater opportunities to have diverse forms of learning and achievement recognised. The SACE enables students to include a significant amount of VET in their SACE studies. The SACE Board governs whether the SACE credits earned for a particular VET qualification will be recognised at Stage 1 or Stage 2. Students can earn 5 SACE credits for successfully completing 35 nominal hours of VET, and 10 credits for 70 nominal hours. After successfully completing the compulsory SACE subjects, students may complete the remainder of the SACE via qualifying Stage 1/Stage 2 VET courses. At Thomas More College, all students are encouraged to consider gaining VET certificate qualifications in line with their career aspirations. For more information on how the SACE Board accredits/recognises VET study, students can refer to the SACE VET Recognition Register at VET in the SACE.
**VET and ATAR**

Only one completed qualifying VET certificate can be used as part of the flexible 30 credit University Aggregate calculation used to generate an ATAR. The scaled score given to the completed qualifying certificate course is obtained from the average of the other 70 credits of completed TAS subjects. Generally, only Certificate III level or higher courses are eligible to be used for ATAR generation, but there are exceptions.

**THE TRAINING GUARANTEE FOR SACE STUDENTS**

The Training Guarantee for SACE Students (TGSS) is for students who know they want to start a planned vocational pathway. Students undertake VET while they are at school and continue it after they leave. The TGSS means students can start their certificate qualification pathway at school and have a guaranteed funded place at an identified RTO to complete it when they leave. The TGSS means that there are no tuition fees for a Certificate II qualification and subsidised fees for a Certificate III qualification. The State Government places strict eligibility criteria and conditions on providing the funding to students via the TGSS.

To be eligible for TGSS you must be:

- 16 years of age or over
- Enrolled in SACE at school
- Intending or already engaged in an approved VET pathway.
- The TGSS will guarantee a subsidised place at an identified RTO if: the student is enrolled in and working towards completing the SACE, including at least 30 SACE credits of nationally accredited VET in certain qualifications and at least 140 hours of relevant work placement in an identified, approved qualification
- After finishing school, the student intends to complete at an identified RTO a Certificate III (or higher) VET qualification
- The student does not intend to take a break or gap year after finishing school

Only qualifications identified on the Funded Training List / Subsidised Training List are available under TGSS. More information is available at [Training guarantee for SACE students](#).

**DELIVERY MODES**

VET can be studied in several ways. These include face to face delivery using class and practical based materials, supported on-line material or in a mixed mode manner. Students generally respond better in face to face delivery sessions. Structured Work Placement is now compulsory for many qualifications. Failure to complete the Structured Work Placement requirement, where applicable, will prevent the student from obtaining the full qualification and the loss of credit towards SACE.

**ACADEMIC RESPONSIBILITIES**

Students completing VET courses face to face or doing work placements will be out of the College at certain times and hence may miss other classes/events. This requires students engaged with VET studies to be well organized and be prepared to work closely with their subject teachers/coordinators to negotiate subject learning requirements.
TRANSPORT
Where students are required to attend a RTO for face to face training, or complete a Work Placement, students will be expected to make their own way to and from the venue. Normal school policies apply to the transportation of other students in private vehicles.

NEGOTIATED PATHWAYS
As VET courses accumulate SACE credits, students whose intention it is to achieve their SACE only, as opposed to attempting to qualify for an ATAR, may be able negotiate the number of subjects attempted across Year 11 and 12.

DRESS CODE
For face to face training and work placements, the RTO or worksite will outline the requirements in terms of what is required to be worn. This will also specify the appropriate Personal Protective Equipment (PPE) that may be required.

BEHAVIOUR
Students are expected to abide by the behaviour codes applicable in the training venues and workplaces. Where it is not clear as to the precise codes of conduct then normal school behaviour codes apply. RTO’s reserve the right to dismiss students from training programs for serious breaches of behaviour or serious breaches of their Occupational Health and Safety rules.

DURATION OF COURSES
Courses can be expected to run from anywhere between 6 - 18 months. The time frames are only recommendations and hence may be completed quicker, (and in some cases longer) than expected. Year 12 students are unable to choose courses which are expected to run for more than 12 months. Year 12 students who are using VET to complete their SACE or to generate an ATAR, will be expected to complete any 12 month or less courses by the completion of the Term 3/4 holiday break.

UNIQUE STUDENT IDENTIFICATION (USI)
All VET students are required to obtain and provide a unique personal training identification code. This is obtained via Australian Government USI. This is a permanent code linked to a student’s lifetime of training.

COSTS
Costs incurred by the College for training provided by an RTO involve a great deal of complexity.

RTO training fees work on a contractual system whereby once an enrolment is accepted, payment is expected and a no-refund policy applies. Costs for the same units/courses provided by different RTOs can vary greatly and can also be very different from one year to the next. Depending on the units/course selected the full RTO fee can be as much as $800 per semester.

The College incurs additional costs in supporting and administering the various delivery modes of the training. These include factors such as; staff management of the SACE/VET Training plan, staff attendance at RTOs, student support and supervision at school, administration and supervision of
elements relating to; SACE, TGSS, School-Based Apprenticeships, Work Placement and RTO correspondence.

The College has a commitment to keeping training costs as low as possible for families. As each individual student situation will be unique, costs incurred by families for students undertaking training will be negotiated based on the specific needs and requirements of each student. In general, costs to families will be determined prior to any VET enrolment and will be based on the student’s remaining semesterised subject load at the College.

The College subsidises VET fees for courses up to and including Certificate III qualifications. Where students do not complete training as arranged, the full cost of the unit/course in which the student was enrolled may be charged back to families.

The following pages provide a list of courses available to students. It is possible that students can do other VET courses which begin at various times during the year. Please communicate with Mrs Lynda Stewart if you are interested in a pathway which is not listed.
<table>
<thead>
<tr>
<th>Year Level</th>
<th>Certificate Title</th>
<th>Code</th>
<th>Expected Maximum Completion Time</th>
<th>Number of SACE Credits awarded at Stage 1 or 2 (guide only)</th>
<th>Work Placement Hrs</th>
<th>Intended Registered Training Organisation</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Certificate II in Animal Studies</td>
<td>ACM20110</td>
<td>1 semester</td>
<td>Stage 1 50-60 credits</td>
<td>Nil</td>
<td>TAFE SA</td>
<td>At Gilles Plains</td>
</tr>
<tr>
<td>11 and 12</td>
<td>Certificate III in Business</td>
<td>BSB30115</td>
<td>2 semesters</td>
<td>Stage 2 70-75 credits</td>
<td>Nil</td>
<td>Training Prospects, Queensford College or Foundation Education</td>
<td>At RTO or Thomas More College</td>
</tr>
<tr>
<td>11 and 12</td>
<td>Certificate III in Early Childhood Education and Care</td>
<td>CHC30113</td>
<td>3 semesters</td>
<td>Stage 2 110-115 credits</td>
<td>120</td>
<td>Queensford College, Australian Workplace Training or Foundation Education</td>
<td>At RTO or Thomas More College</td>
</tr>
<tr>
<td>11 and 12</td>
<td>Certificate III in Individual Support (Ageing)</td>
<td>CHC33015</td>
<td>2 semesters</td>
<td>Stage 2 95-100 credits</td>
<td>120</td>
<td>Queensford College or Australian Workplace Training</td>
<td>At RTO</td>
</tr>
<tr>
<td>11 and 12</td>
<td>Certificate III in Individual Support (Disability)</td>
<td>CHC33015</td>
<td>2 semesters</td>
<td>Stage 2 95-100 credits</td>
<td>120</td>
<td>Queensford College, Australian Workplace Training</td>
<td>At RTO</td>
</tr>
<tr>
<td>11 and 12</td>
<td>Certificate III in Information Digital Media and Technology – Media focus</td>
<td>ICT30115</td>
<td>2 semesters</td>
<td>Stage 2 90-95 credits</td>
<td>Nil</td>
<td>AIE</td>
<td>In Adelaide CBD</td>
</tr>
<tr>
<td>Program</td>
<td>Code</td>
<td>Duration</td>
<td>Stage</td>
<td>Credits</td>
<td>Provider</td>
<td>Location</td>
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<tr>
<td><strong>HAIR AND BEAUTY</strong></td>
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<tr>
<td>Certificate II in Salon Assistant</td>
<td>SHB20216</td>
<td>2 semesters</td>
<td>Stage 1</td>
<td>45 credits</td>
<td>Nil</td>
<td>TAFE SA</td>
<td>At Elizabeth, City, Tea Tree Gully</td>
</tr>
<tr>
<td>Certificate III in Beauty Services</td>
<td>SHB30115</td>
<td>4 semesters</td>
<td>Stage 2</td>
<td>65-70 credits</td>
<td>50</td>
<td>TAFE SA</td>
<td>At Elizabeth, City, Tea Tree Gully</td>
</tr>
<tr>
<td>Certificate III in Make-Up</td>
<td>SHB30215</td>
<td>3 semesters</td>
<td>Stage 2</td>
<td>65 credits</td>
<td>50</td>
<td>TAFE SA</td>
<td>At Elizabeth, City, Tea Tree Gully</td>
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<tr>
<td><strong>MUSIC</strong></td>
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<tr>
<td>Certificate III in Music Industry</td>
<td>CUA30915</td>
<td>2 semesters</td>
<td>Stage 2</td>
<td>55-60 credits</td>
<td>TBA</td>
<td>Music SA</td>
<td>In Adelaide CBD</td>
</tr>
<tr>
<td><strong>SPORT AND RECREATION</strong></td>
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<tr>
<td>Certificate II in Sport and Recreation</td>
<td>SIS20115</td>
<td>2 semesters</td>
<td>Stage 1</td>
<td>35-40 credits</td>
<td>Nil</td>
<td>Foundation Education</td>
<td>At Thomas More College</td>
</tr>
<tr>
<td>Certificate III in Sport and Recreation</td>
<td>SIS30115</td>
<td>2 semesters</td>
<td>Stage 2</td>
<td>55 credits</td>
<td>Nil</td>
<td>Foundation Education</td>
<td>At Thomas More College</td>
</tr>
<tr>
<td>Certificate III in Fitness</td>
<td>SIS30315</td>
<td>2 semesters</td>
<td>Stage 2</td>
<td>95-100 credits</td>
<td>30</td>
<td>Queensford College or Foundation Education</td>
<td>In Adelaide CBD or at Thomas More College</td>
</tr>
<tr>
<td><strong>TRADES</strong></td>
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<tr>
<td>Certificate II in Automotive Servicing Technology</td>
<td>AUR20516</td>
<td>3 semesters</td>
<td>Stage 2</td>
<td>50 credits</td>
<td>140</td>
<td>Grand Junction Trade Training Centre</td>
<td>At Gillies Plains</td>
</tr>
<tr>
<td>Certificate II in Construction</td>
<td>CPC20112</td>
<td>2 semesters</td>
<td>Stage 1</td>
<td>50-70 credits</td>
<td>Nil</td>
<td>Training Prospects</td>
<td>At Elizabeth (Class numbers apply)</td>
</tr>
<tr>
<td>Certificate II in Metal Roofing and Cladding</td>
<td>CPC20812</td>
<td>3 semesters</td>
<td>Stage 1</td>
<td>50-70 credits</td>
<td>140</td>
<td>Grand Junction Trade Training Centre</td>
<td>At Gillies Plains</td>
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<tr>
<td><strong>VISUAL ART</strong></td>
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<tr>
<td>Partial Certificate III in Visual Arts (Photo Imaging stream)</td>
<td>CUA31115</td>
<td>2 semesters</td>
<td>Stage 2</td>
<td>70-75 credits</td>
<td>Nil</td>
<td>Marden Senior College</td>
<td>At Marden</td>
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</tbody>
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