Our Purpose

Charles Campbell Secondary School is committed to engaging all students to reach their learning potential through guidance, care and the highest quality of teaching.

Our Mission

To provide a safe and welcoming learning environment in which the school community encourages all individuals to achieve their personal best. We maintain a focus on the following core objectives of:

- Challenging our students by identifying and extending each individual’s unique strengths and needs.
- Developing our students’ interpersonal and intrapersonal skills to strengthen their social, emotional, and physical wellbeing, increasing their resilience.
- Using current and innovative technologies to provide a curriculum, learning environment and programs that are enriching and comprehensive.
- Implementing teaching and assessment methodologies to extend and broaden learning preferences.
- Preparing students for successful future pathways, and providing a platform for every student to become an active citizen in our global society.

Our Values

Respect: We treat each other with courtesy and consideration. We act responsibly. We encourage respect for ourselves, others, property and the good name of the school.

Integrity: We are honest, trustworthy and fair.

Friendship: We care for each other, show compassion, acceptance and understanding. We listen to each other, and build genuine and caring relationships.

Inclusion: We value diversity, and respect the unique contributions of everyone’s cultural backgrounds and beliefs.

Creativity: We encourage original ideas and expression through creative work, and foster imagination and innovation.

Success: To be our best, we strive for excellence in everything we do. Our learning environment is collaborative and cooperative. We celebrate efforts and achievements.

Career and Course Counselling

Charles Campbell Secondary School encourages all students and their families to take an active part in their own career planning through the course counselling process. This Handbook provides information to assist that process. We are committed to supporting every student in deliberately and explicitly planning for their future through:

- reflecting on their previous learning, identifying their unique strengths and abilities
- exploring options beyond school: university, TAFE, apprenticeships, direct employment
- planning flexible and achievable pathways, to enable them to reach their goals.

The Home Group Teacher leads each student through the process of career planning and course counselling. Students learn from conversations with parents, caregivers, other teachers and adults, peers and older students who help them to learn about possible options. We encourage senior students to seek support from Transition and Apprenticeship Brokers and Student Counsellors, as well as attending relevant seminars and workshops. In addition we recommend that parents and caregivers show young people what is available – visit university and TAFE open days, experience different work environments and talk about work and lifestyle options.

We encourage regular self reflection; thinking about skills, interests, strengths, weaknesses, preferences and passions. This is the beginning of career and course planning.

The course counselling process includes:

- written information in this handbook, SATAC guides and websites
- Home Group activities throughout the year including information evenings, assemblies, seminars and discussions
- Course counselling formal information sessions for students and their parents/caregivers in term three
- Course counselling interviews for each student, their parent/caregiver, Home Group Teacher and specialist teachers as required.

We strongly encourage parents and students to actively participate in the process of course counselling by

- carefully reading and discussing the contents of the curriculum guide
- attending the information sessions provided
- engaging in counselling meetings and consulting with relevant teaching staff
- filling in the subject selection forms accurately, with additional options as requested

Chris Stokes
Principal
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Welcome to Senior Secondary and Adult Education at Charles Campbell Secondary School. A wide range of courses are published in this Curriculum Guide, and in the Adult Reentry Education and the Vocational Education and Training (VET) pamphlets.

**Purpose of this Curriculum Guide**

This guide has been designed to assist current and prospective students and their parents/caregivers in the process of course counselling. Students and their parents are encouraged to use this handbook to help plan a course that suits the needs of the student.

**How to use your Curriculum Guide**

This booklet is divided into two sections with a comprehensive index at the back.

**Section 1:** General information about the programs offered in Senior School.

**Section 2:** Curriculum section which includes every CCSS course description for SACE Stage 1 & Stage 2.

The flow charts at the beginning of each subject group are designed to help students plan for their futures. Subjects chosen for SACE Stage 1 may affect which subjects they may enrol in for SACE Stage 2.

**Subject Availability**

This will depend on:
- the number of students selecting the subject
- staff availability to teach the subjects.

If a subject chosen by a student does not proceed, the student will be advised and supported in selecting an alternative subject. Such changes will require signed approval from parent/guardian and a Student Counsellor, before final approval would be granted by the Senior School Assistant Principal.

**The Course Counselling Schedule**

**Term 3**

- Year Level and Home Group information sessions for students to commence the course counselling process.
- Curriculum handbooks issued.
- Parent/student information evenings – career pathways and course selection.
- Course counselling panels conduct interviews with students and their parent/caregiver.
- Timetable constructed based on student choices, although some recounselling is required where classes may be cancelled due to insufficient numbers.

**Term 4**

- Student choices may be adjusted where career directions and requirements necessitate, depending on availability in the preferred subject.

**January**

- Some staff will be available for recounselling appointments.

**Career Planning and Course Counselling**

The career planning and course counselling process involves students in a range of information and research sessions. Students are encouraged to take the initiative in career planning by:

- Exploring personal interests, strengths and possibilities
- Attending relevant information sessions conducted by the school and in the wider community
- Reading relevant information thoroughly and double checking everything
- Contacting tertiary institutions to make sure your information is accurate
- Discussing options at the school’s counselling sessions.

Students are encouraged to examine their interests and strengths in relation to career options including:

- Personal strengths and weaknesses
- Personal and career interests
- Prerequisites for future options
- Grades in the current and previous year
- Teachers’ recommendations.

It is important that students and their parents or caregivers, together with teachers, are involved in the selection of courses. Parents are invited to discuss requirements with staff at any time. Career and Course Counselling sessions include:

- Home Group information sessions
- Year Level meetings
- Discussions with individual teachers, course counselling panellists, student counsellors and community advisors
- Parent and student information evening
- Information from career specialists and guest speakers
- Parent and student meeting with a course counselling panel.

Students and their parents/caregivers are encouraged to access the wide range of community resources available for research into career options including:

- Ozjac (Australian Courses and Careers Database) available from Resource Centre and Student Counsellors
- SATAC Tertiary Entrance Requirements will be available from the beginning of August. SATAC are available by phone: 8224 4000 and website: www.satac.edu.au
- Trade/Associations, Universities, TAFE Colleges, Defence Forces, Employer Groups, private organisations.
- University Open Days held during August.

**Who to Contact:**

Please ask any of the following for help, we will be pleased to assist you. If we do not know the answer we will be pleased to advise where you can find out:

- Home Group Teachers
- Year Level Managers
- Student Counsellors
- Subject Teachers
- Apprenticeship Broker
- Curriculum Area Coordinators
- SACE Coordinator
- Transition Broker
- Assistant Principal Senior School.
The South Australian Certificate of Education (SACE) is the credential awarded to students who successfully complete their senior secondary education. The SACE Board of South Australia administers the SACE for all schools in South Australia.

It is usual for students to complete the certificate over the last two years of secondary schooling.

However, the SACE has no time limit on its completion. There is however a pattern of subjects that must be undertaken and specific requirements that must be met for its satisfactory completion.

2010 Year 12 Only

The following requirements are necessary to successfully complete the SACE:

- 22 units (semesters) are required to be studied over Stage 1 and 2 (equivalent to Years 11 and 12).
- Students must achieve Recorded Achievement (RA) or better in the 22 units. RA = 3 to 9 out of a score of 20.
- Students must achieve at least 16 units at Satisfactory Achievement (SA). SA = 10 to 20 out of a score of 20.
- There are compulsory units at both Stage 1 and Stage 2 that must be studied, which is known as the SACE pattern.

Higher Education Entrance

To enter University students must qualify for the SACE and in doing so must achieve the Tertiary Entrance Rank (TER) required for each course of study at University.

To be eligible for selection to most university courses, a student is required to include a minimum of four Stage 2 HESS General subjects.

SATAC

The South Australian Tertiary Admissions Centre (SATAC) manages the student selection process for further study in South Australia based on Stage 2 courses. SATAC produces an annual guide to assist with determining the HESS and TER necessary for particular courses at each University in South Australia. Students apply to SATAC (through the school) in August or September for their tertiary entrance rank for the following year. Details are provided through the SACE Coordinator. Entry for many TAFE courses requires completion of the SACE but does not require selection subjects or a TER.

Tertiary Information (2011 entry only)

Students need to carefully consider their future study needs and prerequisites before selecting senior school subjects. It is best to aim high, keep future options open and take advice from teachers regarding the most appropriate course of study.

The school will provide support for students during course counselling. However, it is the responsibility of students and parents to find out about future study needs and course prerequisites.

Tertiary Entrance Rank (TER)

For tertiary entrance students must apply to South Australian Tertiary Admissions Centre (SATAC) to receive a Tertiary Entrance Rank (TER). To do this students need to achieve scores in at least 5 scalable subjects (not Community Studies). Four of these five subjects must meet HESS General or HESS Restricted requirements for particular courses. HESS General and HESS Restricted subjects are shown in the index page and in each subject description.

Students should check both prerequisite and assumed knowledge subjects for all tertiary courses with the institution concerned. (Increasing numbers of courses have additional selection criteria, e.g. UMAT, interviews, portfolios of work and work experience).

Each of the three Universities have their own entry requirements to each course of study. It is critical for students to check the entry requirements of specific courses in the SATAC guide and by contacting Universities directly.

TAFE Entrance

TAFE centres offer a wide range of courses, with a variety of entry requirements. Course handbooks for TAFE are available from the school, but students and parents are advised to contact TAFE directly to obtain accurate and up-to-date information on entry requirements for specific courses.

Interstate and Overseas Higher Education

Students must make contact with individual institutions to determine courses available, entry requirements and application procedures. Their deadline dates are generally earlier than those for South Australia. Our Student Counsellor can support students seeking this information.
2010 Year 11

Students who successfully complete their secondary education are awarded the South Australian Certificate of Education (SACE). The SACE is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study.

The SACE will help students develop the skills and knowledge they need to succeed – whether they are headed for further education and training, university, an apprenticeship or straight into the workforce.

What are some of the features of the SACE?

As part of the SACE students will:
- receive credits for many different forms of education and training (such as academic subjects, learning a trade, TAFE, vocational training and community service) provided they are recognised by the SACE Board
- be able to return to their studies at any time in the future to complete the SACE without losing credit for work already undertaken
- receive A-E grades in every Stage 1 and Stage 2 SACE subject
- be expected to gain and demonstrate essential skills and knowledge for their future, focusing on communication, citizenship, personal development, work and learning
- have 30 per cent of their work in every Stage 2 subject externally assessed, which will be done in various ways, including exams, practical performances and presentations
- have outside moderators check the school-assessed parts of Stage 2 subjects to ensure consistent grading across the state.

The requirements to achieve the SACE

The certificate is based on two stages of achievement: Stage 1 (normally undertaken in Year 11) and Stage 2 (Year 12). The new SACE was rolled out in 2009 when Year 10 students completed the PLP.

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

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

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

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

University and TAFE entry

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

Students who complete the SACE are eligible for university entry, provided they meet certain requirements. For university entry, students need to achieve 80 credits at Stage 2, including three 20-credit Stage 2 subjects. The final Stage 2 credits can be gained in variety of ways defined by the universities. Universities also specify required subjects for some of their courses.

Full details of university and TAFE entry requirements for 2012 onwards will be included in the Tertiary Entrance Booklet 2010/2011/2012, to be published in July 2009 by SATAC, the South Australian Tertiary Admissions Centre. The SACE requirements are set out in the diagram below.

The New SACE
Under the new SACE students have the opportunity to undertake VET as part of their SACE. VET enables students to gain tertiary, certificate based qualifications whilst still in school. Students get to explore vocational pathways and tertiary education in a safe school environment. Qualifications gained can act as a bridge for students between school and gaining further qualifications in TAFE, the university sector or in work.

Certificate qualifications are achieved by completing the required number of competencies. Each competency has an allocated number of hours required to successfully achieve the competency. These nominal hours are added up and transferred into credits for achieving SACE.

Each year senior students at CCSS can participate in a range of VET courses which are offered as part of our school’s curriculum or through the East Adelaide Schools Cluster (EASC).

At CCSS we offer:
- Hospitality (Kitchen Operations) Certificate I & II
- Community Services (Children’s Services) Certificate II
- Health Support Services – Certificate II
- Allied Health Assistance – Certificate III
- Multi-Media – Certificate II
- Vocational Education- Employability Skills – Certificate I

Through the EASC students can select VET courses in:
- Animal Care
- Business
- Building Construction
- Child Care
- Electrotechnology
- Enterprise and Entrepreneurship
- Entertainment and Theatre Technology
- Engineering
- Fashion Design
- Hair and Beauty
- Health
- Hospitality
- Information Technology
- Multimedia
- Pharmacy
- Photography
- Real Estate
- Sport and Recreation
- Tourism
- Visual Arts

EASC VET courses run at a number of government and non-government schools across the East Adelaide district on Thursdays. Courses can run for one term, a semester or full year. They can be for part or a full day.

Each year during the course counselling process students will receive a supplementary document outlining the entire VET courses in full detail.
Visual Art

1AAGS
ART A
2AAGS
ART A
3AAGS
ART A
4AAGS
VISUAL ARTS – ART A
5AAGS
VISUAL ARTS – PHOTOGRAPHY

1ABGS
ART B
2ABGS
ART B
3ABGS
ART B
4ABGS
VISUAL ARTS – ART B
5APRS
ART PRACTICAL A

1AGS
PHOTOGRAPHY
2AGS
VISUAL ARTS – PHOTOGRAPHY
3AGS
VISUAL ARTS – DESIGN A
4AGS
VISUAL ARTS – DIGITAL DESIGN
5APRS
ART PRACTICAL A

Selectively Entry Performing Arts

1DAGS
DANCE A
2DAGS
DANCE A
3DAGS
DANCE A
4DAGS
DANCE A
5DRGF
DANCE STUDIES

1DAGS
DANCE A
2DAGS
DANCE A
3DAGS
DANCE A
4DAGS
DANCE A
5DRGF
DANCE STUDIES

2DAGS
DANCE A
2DAGS
DANCE A
3DAGS
DANCE A
4DAGS
DANCE A
5DRGF
DANCE STUDIES

1HAGS
MEDIA STUDIES
2HAGS
MEDIA STUDIES
3HAGS
MEDIA STUDIES
4HAGS
CREATIVE ARTS – MEDIA
5MURF
MUSIC RESTRICTED

Music

1MUGT
MUSIC
2MU1S
MUSIC A
2MU2S
MUSIC B
3MUGF
MUSIC
4MUGF
MUSIC ADVANCED PROGRAMS
5MSYS
MUSIC INDIVIDUAL STUDY

School Production may lead to SDRGF & SDRRF
Completion of these units is dependent on a student’s participation in the Whole School Production, either in a performance or backstage capacity. Enrolment is negotiated by Performing Arts staff on an individual basis and is delivered flexibly. Upon completion, students are credited with a Community Studies Unit (Arts and the Community).

**Assumed Knowledge**
Adequate grade in the previous year’s study. Teacher recommendation.

**Course Description**
The broad area of Art encompasses both artistic and crafting methods and outcomes. The process of creating in both art and craft include the initiation and development of ideas, research, analysis, and exploration and experimentation with media and techniques, resolution and production in the realisation of an artwork. This course has an emphasis on 2D specialisation in skills and techniques, and use of appropriate materials.

**Content**
1. Visual thinking – A folio of work displaying creative and thinking skills integral in the creation of an artwork.
2. Practical resolution – The resultant artwork displaying various genres, media and technical outcomes.
3. Visual Arts in context – The placement of visual artworks within a historical and cultural context.

**Assessment Components**
2. Practical – major artwork.
3. Visual study – research and analysis of the work of other practitioners.

**Assumed Knowledge**
Adequate grade in the previous year’s study. Teacher recommendation.

**Course Description**
The broad area of Design encompasses communication and graphic design, environmental design, and product design. It emphasises a problem solving approach to initiation and the generation of ideas or concepts, and the development of visual representation skills to communicate resolutions. This subject has an emphasis on 2D methods of presenting design ideas.

**Content**
1. Visual thinking – A folio of work displaying creative and problem solving process.
2. Practical resolution – Resolved work may include graphic, product or environmental genres.
3. Visual study – Students have opportunities to place design works within a historical and cultural context.

**Assessment Components**
1. Visual thinking – folio that documents the design process and supports the design brief and resultant artwork.
2. Practical – major design work.
3. Visual study – research and analysis of work of other practitioners or design movements.
### VISUAL ARTS – DESIGN B  STAGE 1

**Assumed Knowledge**  
Adequate grade in the previous year’s study. Teacher recommendation.

**Course Description**  
The broad area of Design encompasses communication and graphic design, environmental design, and product design. It emphasises a problem solving approach to initiation and the generation of ideas or concepts, and the development of visual representation skills to communicate resolutions. This subject has an emphasis on 3D methods of presenting design ideas.

**Content**  
1. Visual thinking – A folio of work displaying creative and problem solving process.  
2. Practical resolution – Resolved work may include product or environmental genres.  
3. Visual study – Students have opportunities to place design works within a historical and cultural context.

**Assessment Components**  
1. Visual thinking – folio that documents the design process and supports the design brief and resultant artwork.  
2. Practical – major design work.  
3. Visual study – research and analysis of work of other practitioners or design movements.

### VISUAL ART STUDIES  STAGE 2

**Assumed Knowledge**  
Adequate grade in the previous year’s study. Teacher recommendation.

**Course Description**  
To develop the student’s ability to generate visual ideas leading to completed works. Evidence of experimentation, appropriate and skilful use of media and technologies. Areas of practical studies can include 2D, 3D and photography (photography materials surcharge applies). The theoretical component of the research and written work comprises of a student choice topic presentation and an external exam.

**Assessment Components**  
50% – Visual arts practice  
30% – External examination  
20% – Written presentation

### ARTS

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### ART GENERAL

**Assumed Knowledge**  
Adequate grade in the previous year’s study. Teacher recommendation.

**Course Description**  
To develop the student’s ability to generate visual ideas leading to completed works. Evidence of experimentation, appropriate and skilful use of media and technologies. Areas of practical studies can include 2D, 3D and photography. The theoretical component (investigative study) comprises of research and written presentations.

**Assessment Components**  
50% – Practical studies  
20% – Practical extension  
30% – Investigative study

### ART PRACTICAL A  STAGE 2

**Assessment Components**  
Assessment plan provided on commencement of course.

50% – Practical studies  
20% – Practical extension  
30% – Investigative study

### Additional Information
Photography attracts a material surcharge.
Assumed Knowledge
Adequate grade in the previous year’s study. Teacher recommendation.

Course Description
To develop the student’s ability to generate visual ideas leading to completed works. Evidence of experimentation, appropriate and skilful use of media and technologies. Areas of practical studies can include 2D and 3D work. The theoretical component (investigative study) comprises research and written presentations.

Assessment Components
Assessment plan provided on commencement of course.

- 50% – Practical studies
- 40% – Practical extension
- 10% – Investigative study

Assumed Knowledge
Adequate grade in the previous year’s study. Teacher recommendation.

Course Description
The development of a variety of skills and use of media through traditional or contemporary practice. To enable students to create craft works which have a capacity for innovative and functional aspects, as well as the exploration of personal ideas. The theoretical component (investigative study) comprises research and written responses.

Assessment Components
Assessment plans are provided at the beginning of the course.

- 50% – Practical studies
- 40% – Methods and materials
- 10% – Investigative study

Assumed Knowledge
Adequate grade in the previous year’s study. Teacher recommendation.

Course Description
Developing the student’s capacity for inventive thought and action in problem solving techniques. Demonstrate creative design solutions using appropriate methods, media and skills. Students elect to study environmental, product or graphic design. The theoretical component (investigative study) comprises research and written responses.

Assessment Components
Assessment plans are provided at the beginning of the course.

- 50% – Practical studies
- 20% – Methods and materials
- 30% – Investigative study

Assumed Knowledge
Adequate grade in the previous year’s study. Teacher recommendation.

Course Description
Developing the student’s capacity for inventive thought and action in problem solving techniques. Demonstrate creative design solutions using appropriate methods, media and skills. Students elect to study environmental, product or graphic design. The theoretical component (investigative study) comprises research and written responses.

Assessment Components
Assessment plans are provided at the beginning of the course.

- 50% – Practical studies
- 40% – Methods and materials
- 10% – Investigative study
Assumed Knowledge
Successful achievement at the previous level.

Course Description
Technical Drawing is part of the Engineering Pathways Program. The skills covered and understandings of drafting concepts are vital components of many apprenticeship training programs.

Content
Students develop sketching, manual drafting, drawing interpretation, dimensioning and Computer Aided Design (CAD) skills through practical drawing exercises. Students have opportunities to research and apply industry based applications and current standards.

Assessment Components
- Folio – Record of work
- Practical – Design and drafting, freehand sketching, mechanical drawing
- Visual Study – Research and presentation assignment
- Tests

Assumed Knowledge
Adequate grade in the previous year’s study. Teacher recommendation.

Course Description
The broad area of Art encompasses both artistic and crafting methods and outcomes. The processes of creating in photography include the initiation and development of ideas, research, analysis and exploration, experimentation with media and photographic techniques, resolution and production in the realisation of photographic images.

Content
1. Visual thinking – A folio of work displaying creative and visual awareness in the making of images.
2. Practical resolution – The resultant photographic images, displaying various genres, media and technical skills.
3. Visual arts in context – Students have the opportunity to place photographic works in a historical and cultural context.

Assessment Components
School based assessment.
1. Visual thinking – folio of work that documents the visual learning and supports the major photographic work.
2. Practical – one major photographic artwork.
3. Visual study – research and analysis of work of other practitioners.

Additional Information
A material surcharge applies for this subject.
**VISUAL ARTS – DIGITAL DESIGN**

**STAGE 1**

**4DIGS**

One Semester Course

10 Credits

**Assumed Knowledge**

Adequate grade in the previous year’s study and teacher recommendation.

**Course Description**

A design course making use of Adobe Creative Suite 4 Photoshop, and Illustrator and Indesign in computer generated graphics. Digital imaging and vector illustration techniques are covered in depth. Typography and page layout design form the basis for many practical projects using up to date industry software. The theoretical component of this course involves research skills making use of the internet.

**Content**

The broad area of Design includes graphic and communication design, environmental design and product design. It emphasises defining the problem, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolution.

The program covers the following three areas:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

**Assessment Components**

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

- 50% – Folio
- 20% – Practical
- 30% – Visual Study

**Additional Information**

Students intending to do Stage 2 Visual Arts – Digital Design are strongly encouraged to choose this semester course in graphic design which may also be useful in further VET or TAFE courses.

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**DANCE A**

**STAGE 1**

**4DAGS**

One Semester Course

10 Credits

**Assumed Knowledge**

Previous experience is a requirement of this course e.g. Year 9 or 10 at CCSS or private studio classes.

**Course Description**

The aim of this course is for the student to gain a practical understanding of dance as a performing art and as an important component of the local and global arts industry. The student develops practical skills through a study of dance technique, applying these skills in composition and performance. Students study technique, composition, choreography, performance and critical analysis.

**Content**

Students develop practical skills through a study of dance technique, applying these in composition and performance. Students will explore a range of approaches to dance making through practical tasks, researching professional choreographers, and video and live performance. Students will present dance to different audiences, participating in either a performing or off-stage role. They will develop skills in observation and analysis of the various components of a contemporary dance work using arts specific terminology.

**Assessment Components**

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

- Technique
- Composition
- Performance or Presentation
- Analytical Response.

**Additional Information**

Students intending to undertake Stage 2 Dance are strongly encouraged to choose both Dance A and Dance B. Evening excursions will be required.
DANCE B  STAGE 1  
One Semester Course  
4DBGS  
10 Credits

Assumed Knowledge

Previous experience is a requirement of this course e.g. Year 9 or 10 at CCSS or private studio classes.

Course Description

The aim of this course is for the student to gain a practical understanding of dance as a performing art and as an important component of the local and global arts industry. The student develops practical skills through a study of dance technique, applying these skills in composition and performance. Students study technique, composition, choreography, performance and critical analysis.

Content

Students develop practical skills through a study of dance technique, applying these in composition and performance. Students will explore a range of approaches to dance making through practical tasks, and use these skills to develop a complete dance work in collaboration with others. Students will present dance to different audiences, participating in either a performing or off-stage role in the Year 12 Dance Moderation in term 3. They will develop skills in observation and analysis of the various components of an historical dance work using arts specific terminology.

Assessment Components

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

- Technique
- Composition
- Performance or Presentation
- Analytical Response.

Additional Information

Students intending to undertake Stage 2 Dance are strongly encouraged to choose both Dance A and Dance B. Evening excursions will be required.

DANCE – CLASSICAL A  STAGE 1  
One Semester Course  
4DFGS  
10 Credits

Assumed Knowledge

A strong interest in classical ballet is necessary. It is preferred that students have had some previous experience.

Course Description

The aim of this course is to allow students to further their skills in classical ballet with opportunities for performing and creating their own choreography. The practical component of the course will focus on the fundamentals of classical technique through structured ballet classes, using ballet vocabulary to create original movement phrases and presenting a class dance work that incorporates student choreography.

Content

Students will have the opportunity to refine their skills in classical technique. Students will use classical ballet vocabulary to create original movement phrases and present a class work that incorporates student choreography. Students will present dance to different audiences, participating in performing or an off-stage role. They will develop skills in observation and the analysis of the various components of a classical dance work using arts specific terminology. The theoretical component will cover terminology, the structure of a ballet class, the purpose of specific exercises, the historical beginnings of classical ballet and an analysis of a traditional dance work.

Assessment Components

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

- 30% – Technique
- 30% – Composition
- 20% – Performance
- 20% – Written Response

Additional Information

Evening excursions and performances may be required.
DANCE – CLASSICAL B  STAGE 1
One Semester Course
4DCGS
10 Credits

Assumed Knowledge
A strong interest in classical ballet is necessary. It is preferred that students have had some previous experience.

Course Description
The aim of this course is to allow students to further their skills in classical ballet with opportunities for performing and creating their own choreography. The practical component of the course will focus on the fundamentals of classical technique through structured ballet classes, using ballet vocabulary to create original movement phrases and presenting a class dance work that incorporates student choreography.

Content
Students will contribute to a class dance work that incorporates student choreography and present the dance to different audiences. Students will also be encouraged to create a short dance work using the classical vocabulary. They will develop skills in observation and the analysis of the various components of a classical dance work using arts specific terminology. The theoretical component will include the beginnings of ballet in Australia, the structure of the Australian Ballet Company, and the study of a contemporary ballet presented in Australia.

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

30% – Technique
30% – Composition
20% – Performance
20% – Written Response

Additional Information
Evening excursions and performances may be required.

DANCE STAGE 2
Full Year Course
5DARF
HESS Status Restricted
Group 1

Assumed Knowledge
Some prior dance experience is preferred.

Course Description
The aim of this course is to allow students to explore dance as a performing art in a way that is relevant to them, with opportunities to develop their practical skills and creativity. This course has four sections: Technique & Composition, Group Production, Dance Perspectives (theoretical component) and ‘Out and About’ (an individual research based on exploring dance in the wider arts industry). Students will be involved in a major group production either as a performer or in an offstage role. The student is also required to present three one-minute composition studies and complete written presentations for assessment. The course is 70% practical and 30% theoretical.

Assessment Components
20% – Dance technique
20% – Three one-minute compositions
30% – Participation in group production
20% – Two written responses
10% – ‘Out and About’ presentation

DANCE STUDIES STAGE 2
Full Year Course
5DAGF
HESS Status General
Group 1

Assumed Knowledge
It is a prerequisite that students have had prior experience in dance (specifically modern dance, classical ballet or jazz dance technique) to study this subject.

Course Description
The aim of this course is to provide students with an in depth study of skills in dance technique and a comprehensive study of the histories and traditions of dance through theoretical study. This course has four sections: Technique, Choreography, Group Production and Dance Perspectives (Historical Perspectives and Contemporary Issues). Students will be involved in a major group production either as a performer or in an offstage role (e.g. choreography, lighting/costume design, stage management, production technology etc). The student is also required to choreograph a complete dance of 35 minutes in length, and complete a 2 hour theoretical external examination. This course is 70% practical and 30% theoretical.

Assessment Components
25% – Dance technique
20% – Dance 35 minutes
25% – Participation in Group Production
30% – Written Examination
DRAMA – A
One Semester Course
4DXGS
10 Credits

Assumed Knowledge
Adequate grade in the previous year’s study and teacher recommendation.

Course Description
Students will plan, investigate, develop and present a dramatic product that reflects their research into an area of the theatre arts that particularly interests them. There is also a focus on the ‘page to stage’ analysis of a text through practical work, and formal essay writing. Students are expected to critically review a live theatre performance.

Content
Stage 1 Drama consists of the following three areas of study:
- Presentation of dramatic works
- Dramatic theory and practice
- Individual investigation and presentation.

Students will take part in the presentation of a scene or scenes from the studied play. They will create a folio containing a theatre review, a prepared essay and an essay under exam conditions. They will be required to present an individual study.

Assessment Components
Students demonstrate evidence of their learning through the following assessment types:
- Performance
- Folio (Review, Essay and Exam)
- Individual Study (Investigation and Presentation).

Additional Information
Theatre visits cost at least $30 per semester.

DRAMA – B
One Semester Course
4DYGS
10 Credits

Assumed Knowledge
Adequate grade in the previous year’s study and teacher recommendation.

Course Description
The core activity in this subject is the Group Production. Students will be involved in an on stage or backstage role in a public performance. Through a production report students will reflect on the planning, rehearsal and performance of a dramatic work. Students are expected to critically review a live theatre performance.

Content
Stage 1 Drama consists of the following three areas of study:
- Presentation of dramatic works
- Dramatic theory and practice
- Individual investigation and presentation.

Students will be part of a major production, in which they will be an on-stage performer or take an off-stage role. Through this exercise, they will gain an overview of the production process and explore one aspect in detail. The student has the opportunity to work with others as an ensemble member. They are required to complete theatre reviews and a production report. They are also required to orally present research findings and participate in workshops.

Assessment Components
Students demonstrate evidence of their learning through the following assessment types:
- Performance (Production)
- Folio (Production Report, Reviews, Oral Presentation)
- Individual Study (Investigation and Presentation).

Additional Information
Students are required to attend after school and weekend rehearsals during the Group Production season. Theatre visits cost at least $30 per semester.
DRAMA STUDIES  STAGE 2
Full Year Course  5DRGF
HESS Status General
Assumed Knowledge
Successful experience in at least one on stage or backstage theatre craft, at a level equivalent to Drama Stage 1, is essential.
Course Description
Students are involved in presenting a theatre performance for a public audience or presenting an individual study on an aspect of Drama (e.g. acting, film making, theatre technology, design). They explore an area of theatre practice (on stage or backstage) in detail and share in achieving group goals and meeting strict deadlines. Exposure to a wide range of theatre is achieved through theatre visits and workshops. A focus on the 'page to stage' analysis of a text and the study of existing works of contemporary dramatists and filmmakers in the Theatre and Film Analysis section builds an appreciation of contemporary culture and artistic expression.
Assessment Components
30% – Presentation of an acting or backstage role, or an individual study
20% – A production or individual study report
20% – Two theatre reviews
30% – A 2 hour exam on one text and the study of a contemporary innovator in theatre or film
Additional Information
Students are required to attend after school and weekend rehearsals during the Group Production season. Theatre visits cost at least $50 per year.

CREATIVE ARTS – MEDIA  STAGE 1
ONE SEMESTER COURSE  4MXGS
20 CREDITS
Assumed Knowledge
Satisfactory completion of Year 9 and/or Year 10 Media is preferred and success in other language rich subjects is essential. Competency in general computer skills is desirable.
Course Description
Creative Arts – Media students will focus on multimedia production that involves video, audio, animation, music and web development. Students have opportunities to specialise in study within and across the Arts disciplines of Dance, Drama, Music, Media and the Visual Arts (Art and Design).
Content
For either a 10 or 20 SACE credit, students complete tasks in the following areas of study:
- Creative Arts Process
- Development and Production
- Core Concepts in Arts Disciplines
- Creative Arts in Practice.
An evidence folio is presented in the form of a web site. Production tasks are developed individually or in small teams, and production work is negotiated to allow for maximum creativity. Examples of media products include short films/DVDs, audio CDs, websites, music production and animation.
Assessment Components
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Product
- Folio
Additional Information
If students wish to study a full year of Creative Arts – Media, they must choose both 4MXGS and 4MYGS.
**Assumed Knowledge**

Satisfactory completion of Year 9, Year 10 or Year 11 Media is preferred and success in other language rich subjects is essential. Competency in general computer skills is desirable.

**Course Description**

Students will acquire and demonstrate knowledge and skills detailed in the units of competency required by the broadcasting and multimedia industry. They will:

- apply relevant knowledge and skills in a workplace context for a broad range of contingencies as required by the broadcasting and multimedia industry
- operate productively and responsibly with clients and colleagues within a workplace context
- design and create a product, task or service in a designated time within a range of settings, utilizing acquired skills and techniques, and evaluate the outcome
- critically explore local, national, and global issues relevant to the present and the future of the broadcasting and multimedia industry
- critically analyse their experiences in the context of the processes, values, perspectives, and procedures operating in the broadcasting and multimedia industry
- analyse and critically evaluate information related to career pathways.

**Assessment Components**

Achievement of national VET competencies and SSABSA objectives relevant to each task:

Option 1 – Assessment for this option consists of the following components:

- Evidence Folio (70%)
- Statement of Attainment (10%)
- Workplace Reflection (20%)

Option 2 – Assessment for this option consists of the following components:

- Evidence Folio (40%)
- Statement of Attainment (10%)
- Workplace Reflection (20%)
- Work Project (30%)

**Additional Information**

If students wish to be credited with TAFE competencies, there is an administration fee of approximately $50.
COMPOSING AND ARRANGING STAGE 2
One Semester Course 5MCOS
HESS Status – as below Group 1

HESS General with Musicianship, or Music in Society. HESS Restricted with any one of Performance Special Study, Solo Performance, Ensemble Performance, Music Individual Study or Analytical Studies.

Assumed Knowledge
Year 11 Music or equivalent. Ability in composition and/or arranging.

Course Description
Prepare a folio of works of 8 to 10 minutes duration. Students explore aspects of rhythm, melody, harmony, form and structure, texture and media through listening to and score reading a variety of works while working on original compositions and/or arrangements. The student’s works are notated and finally recorded. Students keep a journal of their preparatory listening and an analysis of each of the submitted works. A scripted oral presentation is required for the major work presented.

Assessment Components
90% – Folio of works
10% – Journal and scripted oral presentation

Additional Information
This course is studied over a full year in combination with another Music unit.

MUSIC INDIVIDUAL STUDY STAGE 2
One Semester Course 5MIRS
HESS Status Restricted Group 1

Assumed Knowledge
Year 11 Music or equivalent.

Course Description
Students are able to negotiate a topic and pursue the area of study, culminating in a final presentation. There are many individual possibilities in this course. Students keep a journal and work on the project. Broad topics to choose from include Conducting, Crossage Tutoring, Music in the Community, Musical Instruments, Music of Other Cultures, Vocational Directions in Music etc.

Assessment Components
30% – Journal
70% – Individual Project

Additional Information
Length of course one semester (studied over a full year in combination with another Music course).

ENSEMBLE PERFORMANCE STAGE 2
One Semester Course 5MERS
HESS Status Restricted Group 1

Assumed Knowledge
Year 11 Music or equivalent.

Course Description
Students undertaking this course need to be part of an instrumental or vocal ensemble, preferably school-based, and be having instrumental or vocal tuition. They will attend regular rehearsals and work towards public performances (minimum length 15 minutes) This unit of study is designed to enable students to extend their technical and interpretative skills on a chosen instrument or their voice; extend their ensemble performance skills, with an emphasis on interacting musically with others; document, reflect on, and evaluate both the development and the performances of the works being prepared, and appraise their own performances and those of others. This is presented as reviews of one performance presented and two reviews of professional performances (Work Journal).

Assessment Components
90% – Performance
10% – Work Journal

Additional Information
This course is studied over a full year in combination with another Music unit.

MUSICIANSHIP STAGE 2
One Semester Course 5MSNS
HESS Status – as below Group 1

HESS General with one of: Solo Performance, Analytical Studies, Composing and Arranging, Performance Special Study.

Assumed Knowledge
Year 11 Music or equivalent.

Course Description
Students develop skills in applied music theory, which includes the visual and aural recognition of rhythm, tonality, scales, melodic intervals, triads, chord functions and the harmonic analysis of piano music. Students also study the harmonisation of a melody and the creation of a counter-melody and create an arrangement of a chosen melody.

Assessment Components
Assessment is an external examination.
40% – Applied theory
20% – Harmony
40% – Arrangement

Additional Information
Length of course is one semester (studied over a full year in combination with another Music course).
SOLO PERFORMANCE  STAGE 2
One Semester Course
HESS Status – as below
5MSPS
Group 1
HESS General with one of Musicianship or Music in Society.
HESS Restricted with one of: Ensemble Performance, Music Individual Study, Composing and Arranging or Performance Special Study.

Assumed Knowledge
Year 11 Music or equivalent. An audition may be necessary.

Course Description
Students must have regular instrumental or vocal tuition. Students develop their musical, technical and interpretative skills on a chosen instrument or their voice. Students will present a 10 to 12 minute program during the year at school Music events. Students develop a Work Journal which consists of an appraisal of one performance presented, and two reviews of professional performances, usually covered in class excursions.

Assessment Components
The final summative assessment is externally moderated and consists of a performance of 6 to 8 minutes.
90% – Performance
10% – Work Journal

Additional Information
Length of course 1 semester (studied over full year in combination with another Music unit).

MUSIC IN SOCIETY  STAGE 2
One Semester Course
HESS Status – as below
5MSYS
Group 1
HESS General with one of the following: Composing and Arranging, Solo Performance, Performance Special Study.

Assumed Knowledge
Year 11 Music or equivalent.

Course Description
The course enables students to choose 3 topics from 14 options. All topics involve a set text and a musical work. Students need to be able to analyse texts and music and respond to written questions. Topics range from Hildegard of Bingen in the Middle Ages to Alanis Morisette in the 1990’s.

Assessment Components
2 and 1/2 hour external written examination.

Additional Information
Length of course is one semester (studied over a full year in combination with another Music unit).

PERFORMANCE SPECIAL STUDY  STAGE 2
One Semester Course
HESS Status – as below
5MPSS
Group 1
HESS General with Musicianship or Music in Society. HESS Restricted with one of: Composing and Arranging, Solo Performance, Ensemble Performance, Music Individual Study.

Assumed Knowledge
Year 11 Music or equivalent. An audition may be necessary.

Course Description
Students must have regular instrumental or vocal tuition. Advanced students address the technical and musical demands of the performance of an extended work, either as a soloist or as a member of a chamber ensemble. Students develop an extended work of 10 minutes minimum duration for summative assessment, presented during the year at a school Music event. Students develop a Work Folio which consists of an analysis of the work presented and two reviews of professional performances.

Assessment Components
80% – Performance
20% – Folio

Additional Information
Length of course one semester (studied over full year in combination with another Music unit).
BUSINESS AND ENTERPRISE STAGE 1
4BSGS
One Semester Course
10 Credits

Assumed Knowledge
Nil

Course Description
Students gain an understanding of business operation and practice, develop an awareness of business, financial and technological skills, participate in planning, developing and controlling business activities, and evaluate decisions in business practices. Students evaluate the impact and effect of business, enterprises and technology on the wellbeing and lifestyle of individuals, communities, the economy and the environment.

Content
Students undertake:
- One core topic
- Two to three option topics – (e.g. Introduction to Business and Enterprise, Establishing a Business, Business Plans, Marketing, Global Business, Employment Relations)

Assessment Components
Folio, Practical and Issues Study

WORKPLACE PRACTICES STAGE 1
4WEVS
One Semester Course
10 Credits
Full Year Course
20 Credits

Assumed Knowledge
Completion of Year 10.

Course Description
Students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national and global issues in an industry and workplace context.

Content
Stage 1 Workplace Practices comprises three focus areas of study:
- Industry and Work Knowledge
- Vocational Learning
- Vocational Education and Training (VET)

Topics include:
- Future Trends in the World of Work
- The Value of Unpaid Work to Society
- Workers’ Rights and Responsibilities
- Career Planning
- Negotiated Topics

Assessment Components
Students demonstrate evidence of their learning through the following three assessment types:
- Folio
- Performance
- Reflection
Assumed Knowledge
Nil

Course Description
As part of the Engineering Pathways Program, students develop knowledge, skills and understanding of the workplace and workplace practices. Career pathways are researched in depth to ensure students explore and develop their abilities. Students prepare themselves for four individual work placements through a variety of research and practical tasks, to develop their understanding of the opportunities for them as they finish their schooling.

Content
Topics covered during the course include workers’ rights and responsibilities, training providers and their roles, career planning, job applications, the role of associations and unions, basic First Aid, and occupational health and safety. Students also research State and Federal laws regarding roles and responsibilities of employers and employees.

Assessment Components
- Folio of work
- Skills and application tasks
- Basic First Aid course
- Work placement

Additional Information
Students complete their First Aid Certificate as part of this program. The cost of the First Aid Certificate is approximately $20. Students must complete all 4 work placements during the school year.

Assumed Knowledge
Nil

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

Content
Students undertake:
- One core topic – The Environment of Accounting
- Two option topics – e.g. Personal Financial Management, Keeping Cash Records, Double Entry Recording, Financial Reports.

Assessment Components
Skills and Application tasks, Investigation
Assumed Knowledge
Successful achievement at the previous level.

Course Description
This subject involves the use of computer hardware and software to present and display paper based documents for the purpose of communication. Students use computer technology and apply the designing process to develop and present desktop publishing solutions to design briefs. They apply the principles of design and page layout in completing tasks. The tasks may require students to provide original composition, work from instructions, and display provided material. Tasks may include programs, leaflets, stationery, posters, brochures and advertising material.

Assessment Components
40% – Practical Skills (three tasks)
30% – Designing and Skills Task
15% – Issues Analysis
15% – Technical Operations and Understandings

Assumed Knowledge
Successful achievement at the previous level.

Course Description
This subject involves the use of computer hardware and software to present and display personal documents for the purpose of communication. Students will learn the efficient use of computer technology and apply the designing process to develop and present communication tasks for individuals. This may include assignments, essays, letters, tables, reports, resumes and display items. They will be either paper based or electronic, e.g. email.

Assessment Components
40% – Practical Skills (three tasks)
30% – Designing and Skills Task
15% – Issues Analysis
15% – Technical Operations and Understandings
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PERSONAL LEARNING PLAN  
STAGE 1
One Semester Course (undertaken over the year) 10 Credits

In 2010 this compulsory subject will be offered via the flexible Home Group programme. Therefore, students do not choose the subject during the course of the counselling process.

Assumed Knowledge
Nil

Course Description
The Personal Learning Plan (PLP) is a compulsory 10 credit subject. The PLP helps students plan for their future by helping them to make informed decisions about:
- the subjects they will study in Years 11 and 12, and any course outside of school
- possible career choices and ideas for community service
- how best to prepare for their career options and other goals.

Content
The content includes Capabilities and specific content.

Assessment Components
The PLP Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E.

COMMUNITY STUDIES  
STAGE 1
One Semester Course 10 Credits

Assumed Knowledge
Completion of Year 10.

Course Description
Community Studies offers students the opportunity to learn in a community context and to interact with teachers, peers, and community members beyond the school environment. Students decide the focus of their community activity and develop their capability to work independently and to apply their skills and knowledge in practical ways in the community.

Content
Students prepare a contract of work to develop a community activity from any of the following ten areas of study:
- Arts and the Community
- Business and the Community
- Communication and the Community
- Design, Construction and the Community
- Environment and the Community
- Foods and the Community
- Health, Recreation and the Community
- Science and the Community
- Technology and the Community
- Work and the Community.

Assessment Components
Students demonstrate evidence of their learning through the following assessment types:
- Contract of Work
- Folio
- Community Activity
- Reflection.

SUPPORT AND REVIEW  
STAGE 1
One Semester Course or Full Year Course

Course Description
This course is delivered via a flexible coaching and mentoring format and offers support and guidance to students who have identified literacy and numeracy development as a personal area for further development. Students are supported, in a small group setting, to successfully complete work set in their other subjects.

COMMUNITY STUDIES  
STAGE 2
Group 1 or 2

Assumed Knowledge
Satisfactory passes in Language Rich Stage I subjects.

Course Description
Students negotiate a contract with the teacher, suitable to their needs, including a set of preparation exercises and a suitable Community Project of approximately 8 weeks duration. A detailed report on the Community Project will be presented. Feedback from Community Contact Personnel and an oral presentation is required.

Assessment Components
The weekly journal, exercises, major report, oral presentation, written feedback, and externally moderated teacher assessments.
### Design and Technology (D&T)

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*Engineering Pathway Program Stage 1*  
*Engineering Pathway Program Stage 2*
Assumed Knowledge
Successful achievement at the Year 10 level.

Course Description
Construction A is part of the Engineering Pathways program addressing both SACE requirements and TAFE welding and fabrication competencies. Construction Technology A provides an overview of oxyacetylene welding and cutting, and electric arc welding processes. Occupational Health and Safety components are emphasised.

Content
Students learn to use the processes outlined above as they design and manufacture a variety of projects.

Assessment Components
- Folio of Work
- Skills and Applications Tasks
- Product Realisation

Additional Information
Material costs of approximately $30 should be expected. This course is specifically tailored for the Engineering Pathways Program.

Assumed Knowledge
Successful achievement at the Year 10 level.

Course Description
Computer Aided Design will enable students to develop skills with Computer Aided Drafting as they work though a number of designing tasks.

Content
Students will learn about Parametric 3D solid modelling, two dimensional and three dimensional drawings and third angle orthogonal projections. This program will provide an insight into engineering, architectural and drafting careers.

Assessment Components
- Folio of Work
- Skills and Applications Tasks
- Product Realisation

Assessment Components
- Folio of Work
- Skills and Applications Tasks
- Product Realisation

Additional Information
Payment for materials may be required for some tasks. This course is specifically tailored for the Engineering Pathways Program.
Assumed Knowledge
Successful achievement at the Year 10 level.

Course Description
Electronics involves students designing and testing electronic circuits using interactive computer based software. Through practical exercises and experimentation, students then construct circuits and use these to solve simple tasks. They will develop an understanding of programmable chips and their functions.

Content
Electronics involves students designing and manufacturing electronic circuits, evaluating their designs and recognising the special features of the components. Through experimentation, students develop skills in circuit design and fault finding. They will develop an understanding of transistor–transistor logic circuits and the common components used in them. A research topic on the impact of electronics is part of the course.

Assessment Components
- Folio of Work
- Skills and Application Tasks
- Product Realisation

Additional Information
Material costs of approximately $40 should be expected.

Assumed Knowledge
Successful achievement at Year 10 level.

Course Description
Energy Technology covers the principles of two stroke and four stroke motor operation and provides the opportunity for students to develop a sound understanding of the principles in mechanical transmission.

Content
Using appropriate hand and measuring tools, students will work through practical exercises, developing an awareness of compression, types of bearings and gaskets, and lubrication systems. Issues of personal safety, potential hazards with liquids, as well as energy types and sources will be discussed. Students will have practical experience with the service and maintenance of cars and/or motorcycles.

Assessment Components
- Folio of Work
- Skills and Application Tasks
- Product Realisation

Additional Information
Material costs will depend on the projects constructed and is approximately $30 to $40.
**Assumed Knowledge**  
Successful achievement at Year 10 level.

**Course Description**  
This program is similar to Construction A. It is for students with an interest in these skills, but not enrolled in the Engineering Pathways Program.

**Content**  
Welding and Fabricating provides an overview of oxyacetylene welding and cutting, and electric arc welding processes. Students learn to use the processes as they design and manufacture a variety of projects. Occupational Health and Safety components are emphasised.

**Assessment Components**  
- Folio of Work
- Skills and Application Tasks
- Product Realisation

**Additional Information**  
Material costs of approximately $30 should be expected.

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**Assumed Knowledge**  
The ability to use a sewing machine is essential.

**Course Description**  
This subject explores the design process including investigating options, planning, construction and evaluation. Students will construct at least 2 garments.

**Content**  
Students will use a range of construction techniques to design and make garments. They will explore the key design phases of investigating, planning and evaluating. Theory topics may include wardrobe planning, history of fashion and the design process.

**Assessment Components**  
Students provide evidence of learning through 3-4 assessments, with at least one coming from each of the following:
- Folio of Work
- Skills and Application Tasks
- Product Realisation

**Additional Information**  
Students will be required to provide patterns and fabrics for all practical work.
Assumed Knowledge
Successful achievement at the previous level.

Course Description
Furniture Construction enables students to learn about modern and traditional furniture construction methods. Students will develop and manufacture an individual piece of furniture from the concept design to the completed product. Research and technical drawing skills will be developed. Students will learn to safely use a wide range of fixed and portable machines on manufactured boards and solid timber.

Assessment Components
Assessment in all single unit Stage Two Design and Technology Programs consists of:
10% – Critiquing Task
20% – Design and Communications Task
70% – Product Realization and Evaluation

Additional Information
Material cost varies with the project designed and is generally $50-$80.

Assumed Knowledge
Successful achievement at the previous level.

Course Description
Metal technology enables students to develop welding and machining skills and to safely use a wide range of welding and machining tools and machines. Accuracy and quality control are emphasized. Students develop a number of individual solutions to given tasks, from the concept design to the completed product. This program involves the industrial application of welding and machining skills and will include industrial visits.

Assessment Components
Assessment in all two unit Stage Two Design and Technology Programs consists of:
10% – Critiquing Task
20% – Design and Communications Task
50% – Product Realization and Evaluation
20% – Specialist Skills Tasks
The Engineering Pathways Program (EPP) at Charles Campbell Secondary school is a two year specialist program for capable students interested in pursuing contracts of training (apprenticeships), traineeships or other training programs in the engineering and manufacturing industries.

Assessment and Accreditation

The Engineering Pathways Program is an industry and TAFE accredited course in which students work towards gaining Certificate 1 & 2 of the National Metals and Engineering Industry Competency Standards. Students gain credit towards future study and apprenticeships. The EPP subjects are accredited SACE programs and students also complete the SACE.

Work Placements

Students complete four weeks of work placements during Stage One and a further week during Stage Two. This experience in the work area, the understanding of the work requirements in the trades areas, and gaining up to 20 national Metals and Engineering competencies, considerably enhance their employment prospects and reduce the length of contracts of training.

Application Process

Generally, students will enter the Engineering Pathways Program at Stage One level, but it is possible for students to enter the program at Stage Two level. Students interested in applying for the Engineering Pathways Program are required to complete an application form and to participate in a short interview.

Course Description

Students in the Engineering Pathways Program enrol in the courses listed which are selected as being appropriate for entrance to the trades area and meet the SACE pattern. Students must discuss any variations with the Engineering Pathways Program coordinator.

While the program is based around the Metals and Engineering Industry, the skills and understandings developed have proven beneficial for students entering many other trade areas and TAFE courses.

Students may choose two single semester subjects of either Design and Technology – Furniture, Design and Technology – Electronics, or other subjects to suit their own interests, to complete SACE Stage One.

SACE STAGE 1 Subjects

All subjects listed are one semester in length except English.

- English (full year course)
- Design and Technology – CAD
- Design and Technology – Construction A
- Design and Technology – Construction B
- Design and Technology – Energy Tech
- Mathematical Applications A
- Mathematical Applications B
- Physics
- Visual Arts – Tech Drawing
- Workplace Practices – Engineering
- Supervised Study A or another option

SACE STAGE 2 Subjects

All subjects listed are full year in length except as indicated.

- English
- Applied Mathematics
- Design and Technology – Systems and Control Panels 1 & 2
- Design and Technology – CAD/CAM
- Design and Technology – Metal Technology
- Physical Science
LITERACY FOR WORK AND COMMUNITY LIFE STAGE 1
One Semester Course 10 Credits
Full Year Course 20 Credits

Assumed Knowledge
Completion of Year 10 English.

Course Description
Literacy for Work and Community Life enables students to build their knowledge of the English language and expand their literacy skills. This subject is intended for those students who, through their Personal Learning Plans, have identified literacy skills as an area for development.

Content
The content of this subject is described through:
- Contexts for study
- Language and literacy skills and strategies

Contexts for Study includes:
- Literacy for Work
- Literacy for Community Life
- Literacy for Daily Life
- Literacy for Leisure
- Negotiated Study

Language and literacy skills and strategies includes:
- English Language Conventions and Construction
- Speaking and Listening
- Reading and Understanding Texts
- Constructing and Producing Texts
- Analysing and Responding to Texts

Assessment Components
Students demonstrate evidence of their learning through Text Analysis and Text Production tasks.

ENGLISH GENERAL STAGE 1
Full Year Course 20 Credits

Assumed Knowledge
Successful completion of English at Year 10.

Course Description
The study of English provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment. In Stage 1 English, students read, view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes.

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

Reading and Viewing – Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to compose their own works.

Producing Texts – Students provide evidence of the extent and quality of their learning in producing texts in written, oral or multimodal forms.

Extended Study – Students complete one extended study option – Language Study, Connected Text Study or Student-Negotiated Study

Assessment Components
Students demonstrate evidence of their learning in Stage 1 English through the following assessment types:
- Text Analysis
- Text Production
- Extended Study

Additional Information
Students who achieve a C grade or better in 20 credits for this subject meet the literacy requirement of SACE.
ENGLISH – SPECIALIST  STAGE 1
Full Year Course 4EAAS/4EBAS
20 Credits

Assumed Knowledge
Students need strong English skills and also to enjoy the study of texts. Having completed Year 10 English Specialist would be an advantage, as this course features a strong focus on different text types.

Course Description
This is a specialist English course that examines a range of texts with an emphasis on the study of literary texts. Students will produce texts of their own as well as responding to those that they study. Emphasis is placed on understanding key concepts such as audience, purpose, context and textual features, as well understanding the ideas present in texts and the ways that authors can present them. This course will prepare students well for the English Studies course at Year 12, as it introduces them to some of the concepts used in that course.

Assessment Components
In each semester students must complete the minimum course requirements:
- 30% – One major study
- 20% – One oral presentation
- 25% – Two responses to texts
- 25% – A writing folio containing two pieces.

Additional Information
Students who achieve a C grade or better in 20 credits for this subject meet the literacy requirement of SACE.

ENGLISH STUDIES  STAGE 2
Full Year Course 5SEGF
HESS Status General
Group 1

Assumed Knowledge
This course assumes that students have strong English skills and enjoy the study of texts. There is a significant amount of reading associated with this course.

Course Description
This course is primarily concerned with the reading and viewing of texts. Students will study and respond to a range of texts as well as creating texts of their own. The course content includes: poetry, drama, films and novels; some texts are studied individually and some are studied as a part of a pairing. Students also do some individual text production, in both oral and written modes. Students will need to complete the Individual Study, largely in their own time. This involves reading and responding to two texts chosen by students in consultation with their teacher.

Assessment Components
- 30% – Examination
- 20% – Individual Study
- 30% – Shared Studies
- 20% – Text Production.

INTENSIVE SECONDARY ENGLISH COURSE (ISEC) STAGE 1
10 – 20 Weeks (Negotiable) 4E3IS

Assumed Knowledge
Students are assumed to have some knowledge of English through tuition in their home country. However, students with little or no English language may be supported for a longer term of ISEC.

Course Description
This course is designed to meet the needs of newly arrived fee paying students with an Education Visa. Students may study English in ISEC for a negotiated period, usually at least 10 weeks. It is during this time that they are oriented into secondary schooling in South Australia and learn English and a range of other skills to enable a smooth transition into mainstream classes.

Content
Integrated studies covering Australian topics include Geography and History, Contemporary Issues, English for Mathematics and Science, and Literary Studies. Individual and group learning tasks encourage research and analytical skills.

Assessment Components
Full or partial transition to mainstream classes is dependent upon each student’s improvement in English, measured against the ESL Scope and Scales, and their demonstration of skills such as asking questions, time management and following written and verbal instructions. Together these determine a student’s readiness for mainstream classes.

Additional Information
Successful completion of three formally assessed oral and written tasks may contribute towards SACE credits.
Student Eligibility For English as a Second Language

English as a Second Language subjects in the SACE are provided as a special measure for students who speak English as Second Language or as an additional language or dialect and whose knowledge of English is restricted. A student will be considered eligible for English as a Second Language if they are: A student for whom English is a Second Language or an additional language or a dialect and who either has not had more than a total of five years of full time schooling where the medium of instruction was English or who has had more than a total of five years of full time schooling where the medium of instruction was English and whose knowledge of English is restricted.

The SACE Board application for Eligibility for Enrolment in ESL must be completed by all students who want to enrol in Stage 1 ESL and those who want to enrol in a Stage 2 ESL subject but did not enrol in Stage 1 ESL.

The application requires students to provide a history of their schooling to determine the number of full time years of schooling where the medium of instruction was English. Documentation may be required as evidence.

Students who have had more than a total of five years of full time schooling where the language of instruction was English, will have their English Language proficiency assessed at the school where they are enrolled. The assessment will use the SACE Board Eligibility Criteria for Assessment of Restricted Language.

Assumed Knowledge

English as a Second Language (ESL) is designed for students for whom English is an additional language or dialect.

Course Description

The subject is suitable for students of non-English speaking background who do not have the cultural experience to relate easily to an English course based on English/Australian literature and who need practice in written and spoken English language skills. Note: Students need to complete an Application for Eligibility for Enrolment Form.

Assessment Components

Assessment in Stage 2 English as a Second Language consists of the following four Assessment Components, weighted as shown.

Assessment Component 1: Communication (2 tasks) 20%
10% – Oral Task
10% – Written Task

Assessment Component 2: Investigation (2 Tasks) 20%
5% – Planning Materials
15% – Oral Presentation

Assessment Component 3: Text Production (2 Tasks) 30%
15% – Oral text
15% – Written Text

Assessment Component 4: Interaction (2 Tasks) 30%
20% – Written Report
10% – Oral Evaluation

Assessment

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

- Text Production
- Language Application
Assumed Knowledge

The subject is suitable for students of non-English speaking background who do not have the cultural experience to relate easily to an English course based on English/Australian literature and who need practice in written and spoken English language skills. The subject is a demanding and rigorous course. Students who wish to do the subject will require either a recommendation from their Stage 1 ESL teacher or will be required to do a language test by the ESL Coordinator. Note: Students also need to complete an Application for Eligibility for Enrolment Form.

Course Description

The course develops further students’ knowledge and critical understanding of what is accurate and appropriate when using English in primarily formal academic contexts. Students learn to engage with a range of informative resources in the community: expert people in the field, reference and other professional materials, as well as the electronic and print media. Students work independently on an extended investigation. They learn how to organise a formal investigation, plan, reference, note take, select, and edit material. Students develop their listening and speaking skills by discussing issues in whole class situations and with the teacher. They learn to lead and direct oral discussion and to respond appropriately to the opinion of others.

Assessment Components

Assessment in English as Second Language Studies consists of the following components, weighted as shown:

Assessment Component 1:
10% – Issue Analysis Oral discussion of an issue

Assessment Component 2: Text production (15%)
10% – Essay
5% – Creative writing

Assessment Component 3: Investigation (25%)
5% – Planning material
10% – Presentation
10% – Tutorial

Assessment Component 4:
Examination Listening Comprehension
15% – Written Paper
35% – Made up of essay (25%) and letter (10%)
Assumed Knowledge
Successful completion of Year 10 Physical Education and teacher recommendation.

Course Description
Stage 1 Physical Education A consists of the following two areas:
- Practical Skills and Application
- Principles and Issues

Content
Practical Skills and Application focuses on the topics of Badminton (approx 15 hours), Aquatics (approx 10 hours) and one other sport (approx 10 hours).
Principles and Issues focuses on the topics of body systems and a negotiated Issues Analysis.

Assessment Components
- 30% – Badminton
- 15% – Aquatics
- 15% – Other Sport
- 20% – Body Systems
- 20% – Issues Analysis

A combination of the following assessment types will be used: exams, research assignments, lab reports, performance checklists.

Additional Information
Students intending to do Stage 2 Physical Education are strongly encouraged to do both Stage 1 Physical Education A and B courses. A small cost may be incurred if a practical utilizes public facilities. Students will be expected to attend an aquatics course at Port Noarlunga, at a cost of approximately $40.
Assumed Knowledge
Sound understanding of both the practical and theoretical sides of sport, physical activity and fitness, preferably with a background in Stage 1 Physical Education and teacher recommendation.

Course Description
The practical skills and application of the course includes Aquatics (undertaken during a camp in Term 1) and other sports chosen by the group, e.g. Volleyball, Badminton, Touch, Basketball, Tennis, etc. The theory section ‘Principles and Issues’ has three core modules: Exercise Physiology and Physical Activity (25 hours), Skill Acquisition and Biomechanics and Movement (15 hours) and Issues Analysis (10 hours). During the course students will be encouraged to become involved in situations that require them to exhibit interpersonal skills and self reliance, leadership and initiatives.

Additional Information:
Aquatics Camp is approximately $115.

Assessment Components
50% – Practical performance checklists
20% – Issues analysis and theory work including essays, tests, laboratory reports.
30% – End of year exam

OUTDOOR EDUCATION – Stage 1
One Semester Course
40EGS
10 Credits

Assumed Knowledge
Willingness to be actively involved in adventurous pursuits is essential.

Course Description
In Outdoor Education students gain an understanding of ecology, environmental sustainability, cultural perspectives, and physical and emotional health through participation. Students reflect on environmental practices and are introduced to employment options in outdoor and environmental fields.

Content
Topics include:
- Environment and Conservation
- Planning and Management
- Outdoor Activities
- Outdoor Journey

Assessment Components
Students demonstrate evidence of their learning through the following assessment:
- Skills Assessment (Rock Climbing, Aquatics, Bushwalking)
- Assignments
- Expedition Journal

Additional Information
Students are required to participate in a 3 day expedition for successful completion of the course. Costs for practical activities is approximately $120.

Food and Hospitality – Catering Stage 1
One Semester Course
4FDGS
10 Credits

Assumed Knowledge
Previous skills and experience in Year 10 Food Skills or Year 10 Wide World of Food is desirable.

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

Content
Students will study topics within one or more of the following areas of study:
- Local and global issues in food and hospitality
- Food and safety
- Food and hospitality careers

Assessment Components
- Practical activities
- Group activities
- Investigation

Additional Information
This course is suited to students who are passionate about food and the hospitality industry.

Food and Hospitality – Entertaining Stage 1
One Semester Course
4FEGS
10 Credits

Assumed Knowledge
Previous skills and experience in Year 10 Food Skills or Year 10 Wide World of Food is desirable.

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

Content
Students will study topics within one or more of the following areas of study:
- Food, the individual and the family
- Trends in food and culture
- Food and safety

Assessment Components
- Practical activities
- Group activities
- Investigation

Additional Information
This course is suited to students who are passionate about food and the hospitality industry.
**FOOD AND HOSPITALITY  STAGE 2**

**One Semester Course**  5FORS

HESS Status Restricted

**Assumed Knowledge**

A pass at year 10 Home Economics or by negotiation with a Home Economics Teacher. Competency in literacy and analytical skills is essential.

**Course Description**

Through a study of this course students will develop an understanding of the processes used in catering enterprises. They will develop advanced skills in selecting, planning and presentation of dishes to demonstrate contemporary trends in food establishments.

**Assessment Components**

Assessment includes independent and directed practical investigations and a collaborative task.

**FOOD AND HOSPITALITY STUDIES  STAGE 2**

**Full Year Course**  5FHGF

HESS Status General

**Assumed Knowledge**

A pass at year 10 Home Economics or by negotiation with a Home Economics Teacher. Competency in literacy and analytical skills is essential.

**Course Description**

Through a study of this course students will develop an understanding of the processes used in catering enterprises. They will develop advanced skills in selecting, planning and presentation of dishes to demonstrate contemporary trends in food establishments. They will gain an understanding of the nature and scope of the Hospitality Industry, including legislation and other factors that impact on this industry. Students will visit the Central Market and food establishments to gain an insight into cultural influences on our cuisines.

**Assessment Components**

Assessment includes independent and directed practical investigations, a collaborative task and a special study.

**TEXTILE STUDIES STAGE 2**

**Full Year Course**  5PTGF

HESS Status General

**Assumed Knowledge**

A pass in year 10 Home Economics or by negotiation with a Home Economics teacher. A keen interest in fashion and sewing is desirable.

**Course Description**

This course extends students’ garment construction skills. Topics include clothing in the lifespan, design, career opportunities in the textiles and clothing industry, textile labelling, fashion and fads, clothing manufacturing and technological changes.

**Assessment Components**

Assessment includes practical tasks, essays, research assignments, analytical reports and an independent study.

**EARLY CHILDHOOD STUDIES  STAGE 2**

**Full Year Course**  5CXGF

HESS Status General

**Assumed Knowledge**

A pass at year 10 Home Economics or by negotiation with a Home Economics teacher. Competency in literacy and analytical skills is essential.

**Course Description**

This course concentrates on the child, 0-6 years. It includes examining environmental and hereditary influences in antenatal development, the role of the family, and analysis of the physical, cognitive, social and emotional development of young children. This course also includes the role of play, special needs of children, parenting styles, contemporary issues and resources, and services available in the community.

**Assessment Components**

Assessment includes independent and directed practical investigations, a collaborative task and a special study.

**Additional Information**

Some materials may need to be supplied by the student.
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Assumed Knowledge

Very good to high passes in SOSE in Year 10 are highly recommended, given the language rich nature of this course. High levels of literacy desirable.

Course Description

Students learn about the history, literature, society and culture of ancient civilisations which include Asia-Australia, the Americas, Europe, Western Asia, and the classical civilisations of Greece and Rome.

Content

Students are introduced to the skills of analysis and examine the processes of historical inquiry. Students examine the environmental, social, economic, religious, cultural and aesthetic factors that shape societies and provide personal and shared identity. Students study at least two ancient societies or cultures.

Assessment Components

- Folio
- Source Analysis
- Investigation

LEGAL STUDIES STAGE 1

4LSGS
One Semester Course
10 Credits

Assumed Knowledge

Very good to excellent passes in Year 10 SOSE are highly recommended due to the language rich nature of this course. High levels of literacy desirable.

Course Description

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

Content

Whilst students examine the Australian Legal System they investigate legal perspectives on contemporary issues in society. The theories and processes of law making and justice will be applied to Australian legal structures. Students reflect on and make informed judgments about the strengths and weaknesses of our legal system.

Assessment Components

- Folio
- Issues
- Presentation
TOURISM STAGE 1
One Semester Course 10 Credits

Assumed Knowledge
Good to excellent passes in Year 10 SOSE and English are highly recommended due to the language rich nature of this course. Students are required to produce extended written responses based on the analysis of primary and secondary data and information sources.

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

Content
The course consists of four key themes:

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

There are a choice of ten topics and an option of a negotiated topic. Topic selection will be based on student interest and class negotiation. Extensive fieldwork excursions are also undertaken.

Assessment Components
Students demonstrate evidence of learning through:

- A Case Study
- A Source Analysis
- A Practical Activity
- An Investigative Report

LEGAL STUDIES STAGE 2
Full Year Course 5LSGF
HESS Status General Group 1

Assumed Knowledge
Good to high passes in English and SOSE subjects at Stage 1 are highly recommended, given the language rich nature of this subject.

Course Description

Assessment Components
40% – Examination
45% – Course Work
15% – Civic Participation task

MODERN HISTORY STAGE 2
Full Year Course 5MEGF
HESS Status General Group 1

Assumed Knowledge
Satisfactory passes in language rich subjects at Stage 1.

Course Description
Students apply the skills of historical inquiry throughout the course in the following topics:

Comparative Study
Revolution and Turmoil: Social and political upheavals since 1500.

Depth Study
The War to end all Wars: The First World War and its consequences 1870-1929.

Individual History Essay

Assessment Components
40% – Examination
20% – Individual History Essay
40% – Course Work

TOURISM STAGE 2
Full Year Course 5TRGF
HESS Status General Group 1

Assumed Knowledge
It would be highly beneficial for students to have successfully completed Stage 1 Tourism. High grades in English are also recommended.

Course Description
Students are encouraged to undertake fieldwork and research via investigations within tourism communities. Core topics, which are an extension of Stage 1 Tourism, focus on and reflect current topical tourism issues and trends. These include:

- Sustainability
- Event management
- Tour guiding
- Marketing
- Employment perspectives
- Preparation for travel
- Major investigative report on a current tourism issue

Assessment Components
25% – Course Work
20% – Communication/Oral Presentations
25% – Practical
30% – Investigative Report

Additional Information
It is expected that students will participate in Mock Trial, Law Week, Court and Tribunal visits.
CHINESE BACKGROUND SPEAKERS STAGE 1
4M3GS/4M4GS
Full Year Course
20 Credits

Assumed Knowledge
This language is designed for students who have a background in the language and who have had more than one year’s education in a country where the language is spoken.

Course Description
In this subject, students develop intercultural communication skills through examining relationships between language and culture, and identify and reflect on ways in which culture is created, expressed and communicated through language.

Content
The subject consists of themes and/or a number of prescribed contemporary issues, which will be negotiated by the teacher.

Assessment Components
Interaction tasks, Text Production, Text Analysis, Investigation

CHINESE CONTINUERS A and B STAGE 1
4CM1S/4CM2S
Full Year Course
20 Credits

Assumed Knowledge
Students have completed 3 years of studying Modern Standard Mandarin as a second language.

Course Description
Students use the language to exchange information, express opinions, describe experiences, and convey the meaning in texts.

Content
Themes covered include: The Individual, The Chinese Speaking Communities, The Changing World

Assessment Components
30% – Spoken – oral presentation and conversation
30% – Written – letter writing and a creative piece
15% – Reading and Responding
25% – Investigative Report in English

CHINESE BACKGROUND SPEAKERS STAGE 2
5CSGF
HESS Status General
Group 1

Assumed Knowledge
Sound knowledge of course work studied in Stage 1.

Course Description
Students continue to study different themes from those in Stage 1, to further develop their skills in expressing viewpoints, analysing and evaluating texts in different communicative strategies.

Assessment Components
School Assessment:
10% – Oral task – conversation
15% – Written task – creative, written response
10% – Text analysis of listening and reading passages
15% – In depth study of a theme, oral and written tasks, including written response in English.

External Assessment:
10% – Oral Examination, discussion of 10-15 minutes
15% – Written Examination, Listening and Reading
15% – Writing. Reading and Responding in Chinese and English
10% – Writing in Chinese

CHINESE CONTINUERS STAGE 2
5CMGF
HESS Status General
Group 1

Assumed Knowledge
Completion of two units of SACE 1 course work, the ability to use Modern Standard Mandarin orally and in writing, with ease.

Course Description
Students extend knowledge and further develop skills in using the language for the following purposes: Exchange information, opinions and experiences. Express ideas. Analyse, process and respond to texts. Understand aspects of the language and culture.

Assessment Components
School Assessment:
20% – School assessment of 10 tasks based on course work
30% – Two oral tasks on conversation and presentation
40% – Four tasks on listening and responding, reading and responding
10% – One task on in depth study (in English)

External Assessment:
25% – External assessment, 10 minutes oral; 5 minutes conversation and 5 minute discussion on a prepared topic
30% – Written: listening and responding in Chinese and English
30% – Writing: reading and responding in Chinese and English
15% – Writing in Chinese
ITALIAN CONTINUERS STAGE 1
4I1GS/4I2GS
Full Year Course
20 Credits

Assumed Knowledge
It is assumed that a student has gained a satisfactory pass at Year 10 level or equivalent.

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

Content
There are three themes and a number of prescribed topics and suggested subtopics. Themes include:
- The Individual
- The Language Speaking Communities
- The Changing World

Assessment Components
Interaction, Text Production, Text Analysis, Investigation

ITALIAN STAGE 2
5ITGF
Full Year Course
HESS Status General
Group 1

Assumed Knowledge
4I2GS – Both Stage 1 courses should have been taken.

Course Description
The aims and objectives of this course are the same as for Level 4. SSABSA requirements include:
- Listening and responding, reading and responding, writing in Italian, and conversation.
- A special study – to assist students to understand aspects of the language and culture through studying a range of oral and written and visual texts (film, media, poetry, articles).

Assessment Components
Internal Assessment:
- Oral, written and text analysis tasks
- Oral presentation and written responses in German
- English Oral presentation
- Written presentation.

External examinations, written and oral.

GERMAN CONTINUERS STAGE 1
4G1GS/4G2GS
Full Year Course
20 Credits

Assumed Knowledge
It is assumed that the student has gained a satisfactory pass at Year 10 level or equivalent.

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

Content
There are three themes and a number of prescribed topics and suggested subtopics. Themes include:
- The Individual
- The Language Speaking Communities
- The Changing World

Assessment Components
Interaction, Text Production, Text Analysis, Investigation

GERMAN STAGE 2
5GMGF
Full Year Course
HESS Status General
Group 1

Assumed Knowledge
Successful completion of 4G1GS and 4G2GS

Course Description
This course is offered through the Open Access College. Three course booklets: Modernes Leben, Das Vereinigte Deutschland, Deutschland gesehen durch Fremde Augen. Textbook – Brennpunkt. CD, a CDROM and a video cassette support students’ learning. Students will have one lesson per week via a telephone linkup. Regular contact occurs with their teacher via phone or email throughout the year. Support and assistance are available, as required, from the German teacher at school.

Assessment Components
Internal Assessment:
- Oral, written and text analysis tasks
- Oral presentation and written responses in German
- English Oral presentation
- Written presentation.

External examinations, written and oral.
**Numeracy for Work and Community Life A and B**

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**Assumed Knowledge**
Completion of Maths at Year 10 level.

**Course Description**
This subject enables students to build on their knowledge and understanding of mathematical information and its relationship to everyday contexts. The subject is intended primarily for those students who, through their Personal Learning Plan, have identified numeracy skills as an area for development.

**Content**
Teachers develop a program based on one or a combination of contexts for study. In each of the five contexts, the starting point is a focus on the particular Mathematics subject and numeracy skills and strategies that are relevant to the needs of the students.

**Contexts for Study:**
- Numeracy for Work
- Numeracy for Community Life
- Numeracy for Daily Life
- Numeracy for Leisure
- Negotiated Study

**Assessment Components**
Students demonstrate evidence of their learning through the following assessment types:
- Skills and Applications Tasks
- Folio

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**Mathematical Applications A**

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**Assumed Knowledge**
Students need to have achieved a C grade or better in Year 10 Mathematical Applications.

**Course Description**
In the study of Mathematics students participate in a wide variety of problem solving activities. The subject gives students the abilities and skills required in the workplace and in everyday life. They learn to approach new challenges by investigating, modelling, reasoning, visualising, and problem solving with the goal of communicating to others the relationships observed and the problems solved.

**Content**
Stage 1 Mathematical Applications A consists of the following topics:
- Earning and Spending
- Measurement
- Statistics

**Assessment Components**
There are usually 4-5 assessment tasks per semester. These consist of Tests, Directed Investigations and an Exam.

**Additional Information**
Each student needs a scientific calculator (approx $25) or graphics calculator ($180). This course links directly to Stage 2 Mathematical Applications.

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**Mathematical Applications B**

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**Assumed Knowledge**
Students need to have achieved a C grade or better in Year 10 Mathematical Applications.

**Course Description**
In the study of Mathematics students participate in a wide variety of problem solving activities. The subject gives students the abilities and skills required in the workplace and in everyday life. They learn to approach new challenges by investigating, modelling, reasoning, visualising, and problem solving with the goal of communicating to others the relationships observed and the problems solved.

**Content**
Stage 1 Mathematical Applications A consists of the following topics:
- Saving and Borrowing
- Models of Growth
- Statistics

**Assessment Components**
There are usually 4-5 assessment tasks per semester. These consist of Tests, Directed Investigations and an Exam.

**Additional Information**
Each student needs a scientific calculator (approx $25) or graphics calculator ($180). This course links directly to Stage 2 Mathematical Applications.
### Assumed Knowledge

Students need to have achieved a high C grade or better in Year 10 Mathematical Studies.

### Course Description

In the study of Mathematics students participate in a wide variety of problem solving activities. The subject gives students the abilities and skills required in the workplace and in everyday life. They learn to approach new challenges by investigating, modelling, reasoning, visualising, and problem solving with the goal of communicating to others the relationships observed and the problems solved.

### Content

**Stage 1 Mathematics A** consists of the following topics:
- Coordinate Geometry
- Geometry and Measurement
- Rational Functions

### Assessment Components

There are usually 4 to 5 assessment tasks per semester. These consist of Tests, Directed Investigations and an Exam.

### Additional Information

Each student needs a scientific calculator (approx $25) or graphics calculator ($180). This course links directly with Stage 2 Mathematical Studies.

### Assumed Knowledge

Students need to have achieved a high C grade or better in Year 10 Mathematical Studies.

### Course Description

In the study of Mathematics students participate in a wide variety of problem solving activities. The subject gives students the abilities and skills required in the workplace and in everyday life. They learn to approach new challenges by investigating, modelling, reasoning, visualising, and problem solving with the goal of communicating to others the relationships observed and the problems solved.

### Content

**Stage 1 Mathematics B** consists of the following topics:
- Planar Geometry
- Statistics
- Models of Growth – modelling data

### Assessment Components

There are usually 4 to 5 assessment tasks per semester. These consist of Tests, Directed Investigations and an Exam.

### Additional Information

Each student needs a scientific calculator (approx $25) or graphics calculator ($180). This course links directly with Stage 2 Mathematical Studies.

### Assumed Knowledge

Students need to have achieved a high C grade or better in Year 10 Mathematical Studies.

### Course Description

In the study of Mathematics students participate in a wide variety of problem solving activities. The subject gives students the abilities and skills required in the workplace and in everyday life. They learn to approach new challenges by investigating, modelling, reasoning, visualising, and problem solving with the goal of communicating to others the relationships observed and the problems solved.

### Content

**Stage 1 Mathematics C** consists of the following topics:
- Quadratics and other Polynomials
- Models of Growth – Sequences and Series
- Exponential and Logarithmic Functions

### Assessment Components

There are usually 4 to 5 assessment tasks per semester. These consist of Tests, Directed Investigations and an Exam.

### Additional Information

Each student needs a scientific calculator (approx $25) or graphics calculator ($180). This course links directly with Stage 2 Mathematical Studies.

### Assumed Knowledge

Students need to have achieved a high C grade or better in Year 10 Mathematical Studies.

### Course Description

In the study of Mathematics students participate in a wide variety of problem solving activities. The subject gives students the abilities and skills required in the workplace and in everyday life. They learn to approach new challenges by investigating, modelling, reasoning, visualising, and problem solving with the goal of communicating to others the relationships observed and the problems solved.

### Content

**Stage 1 Mathematics D** consists of the following topics:
- Periodic Phenomena
- Vectors Geometry
- Planar Geometry

### Assessment Components

There are usually 4 to 5 assessment tasks per semester. These consist of Tests, Directed Investigations and an Exam.

### Additional Information

Each student needs a scientific calculator (approx $25) or graphics calculator ($180). This course links directly with Stage 2 Mathematical Studies.
**MATHEMATICAL APPLICATIONS**  
Full Year Course  
HESS Status Restricted  
Stage 2  
Group 2  
Assumed Knowledge  
This subject is for students who have shown competence in Mathematics courses in Stage 1, at a good C Grade (13) or better.

Course Description  
For a 2 unit subject, students undertake 4 of the topics listed below. For a 1 unit subject, students undertake 2 of the topics listed below. Topics are: Applied Geometry, Investment and Loans, Mathematics and Small Business, Matrices, Optimisation, Probability and Simulation, Statistics and Working with Data, Share Investments.

Assessment Components  
Assessment in Mathematical Applications will be conducted through a variety of tasks, including Skills and Assessment Tasks (30%), Portfolio (Directed Investigations/Projects) (40%), Exams (30%). Approximately 2/3 of the assessments are undertaken in test type conditions.

Additional Information  
All students need to have their own graphics calculator ($180).

**MATHEMATICAL STUDIES**  
Full Year Course  
HESS Status General  
Stage 2  
Group 2  
Assumed Knowledge  
Satisfactory achievement in Stage 1 Maths Studies A, B and C at a high grade C (13) level or better. Stage 1 Maths examination results should be at high grade C or better.

Course Description  
Topics covered include Functions and Introductory Calculus, Applications of Differential Calculus, Exponential and Logarithmic Functions, Statistics and Distributions, Inferential Statistics, Integral Calculus, Systems of Linear Equations and Matrices.

Assessment Components  
The range of assessment tasks includes directed investigations, projects, assignments, tests and a midyear examination. Assignments and tests and the midyear exam are worth a combined total of 35% and a portfolio of investigations is worth 15% of the school mark. The external end of year exam is worth approximately 50%. 85% of the assessments are undertaken in test type conditions.

Additional Information  
All students must have their own graphics calculator ($180).

**SPECIALIST MATHEMATICS**  
Full Year Course  
HESS Status General  
Stage 2  
Group 2  
Assumed Knowledge  
Good achievement in Stage 1 Mathematics 1, 2 and 3 at an A or B grade (14) or better. Stage 1 Maths examination results should be at an A or B grade or better.

Course Description  
Topics covered include: trigonometrical functions, complex numbers, three dimensional geometry and vectors, parametric analysis, calculus of trigonometric functions, elementary differential equations.

Assessment Components  
The range of assessment tasks includes directed investigations, projects, assignments, tests and a midyear examination. Assignments and tests and the midyear exam are worth a combined total of 35% and a portfolio of investigations is worth 15% of the school mark. The external end of year exam is worth approximately 50%. 85% of the assessments are undertaken in test type conditions.

Additional Information  
All students need to have their own graphics calculator ($180).
**SCIENCE**

**BIOLOGY A STAGE 1 4B1GS**
One Semester Course
10 Credits

**Assumed Knowledge**
Year 10 General Science. This semester course may be taken alone as one unit or with Biology B as two units.

**Course Description**
In Biology students learn about the cellular and overall structures and functions of a range of organisms. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society and on the environment.

**Content**
Students design and conduct biological investigations and gather evidence from their investigations. As they explore a range of biology-related issues, students recognise that biological knowledge is constantly changing through the application of new ideas and technologies.

Areas of study include:
- Cells and Microbes
- DNA and Inheritance
- Cancer

**Assessment Components**
Students demonstrate evidence of their learning through an Investigations Folio and Skills and Applications Tasks. The focus capabilities for this subject are communication and learning.

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**BIOLOGY B STAGE 1 4B2GS**
One Semester Course
10 Credits

**Assumed Knowledge**
Year 10 General Science. This semester course may be taken alone as one unit or with Biology B as two units.

**Course Description**
In Biology students learn about the cellular and overall structures and functions of a range of organisms. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society and on the environment.

**Content**
Students design and conduct biological investigations and gather evidence from their investigations. As they explore a range of biology-related issues, students recognise that biological knowledge is constantly changing through the application of new ideas and technologies.

Areas of study include:
- Communities and Ecosystems
- Adaptations
- Homeostasis

**Assessment Components**
Students demonstrate evidence of their learning through an Investigations Folio and Skills and Applications Tasks. The focus capabilities for this subject are communication and learning.
**CHEMISTRY A STAGE 1**
One Semester Course
4C1GS
10 Credits

**Assumed Knowledge**
Year 10 Science. This course may be taken alone as one unit or with Chemistry B as two units.

**Course Description**
The study of Chemistry includes an overview of the matter that makes up materials, and the properties, uses and 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.

**Content**
Students consider how human beings make use of the earth’s resources and the impact of human activities on the environment. Through practical studies students develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers.

Areas of study include:
- Atoms and the Periodic Table
- Chemical Bonding
- Acids and Bases
- Salts and Solution Chemistry

**Assessment Components**
Students demonstrate evidence of their learning through an Investigations Folio and Skills and Applications Tasks. The focus capabilities for this subject are communication and learning.

**Additional Information**
Chemistry A must be successfully completed before attempting Chemistry B. If students are planning to undertake Chemistry at Stage 2, they should choose both Chemistry A and Chemistry B.

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**CHEMISTRY B STAGE 1**
One Semester Course
4C2GS
10 Credits

**Assumed Knowledge**
Successful completion of Chemistry A.

**Course Description**
The study of Chemistry includes an overview of the matter that makes up materials, and the properties, uses and 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.

**Content**
Students consider how human beings make use of the earth’s resources and the impact of human activities on the environment. Through practical studies students develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers.

Areas of study include:
- Stoichiometry
- Reduction and Oxidation Reactions
- Corrosion and Electrochemistry
- Introduction to Organic Chemistry

**Assessment Components**
Students demonstrate evidence of their learning through an Investigations Folio and Skills and Applications Tasks. The focus capabilities for this subject are communication and learning.

**Additional Information**
If students are planning to undertake Chemistry at Stage 2, they should choose both Chemistry A and Chemistry B.
Assumed Knowledge
Successful completion of Year 10 Science.

Course Description
The study of Physics offers opportunities for students to understand and appreciate the natural world. This subject examines and interprets physical phenomena, and aims to encourage interest and enjoyment through an emphasis on understanding, while laying a foundation for future learning in Physics.

Content
Students apply knowledge to solve problems and develop experimental, investigation, design, information, and communication skills through practical and other learning activities. Students gather evidence from experiments and research and acquire new knowledge through their own investigations.

Areas of study include:
- Kinematics
- Dynamics
- Vectors
- Projectile Motion
- Newton’s Law of Motion
- Waves and Optics

Assessment Components
Students demonstrate evidence of their learning through an Investigations Folio and Skills and Applications Tasks. The focus capabilities for this subject are communication and learning.

Additional Information
If students are planning to undertake Stage 2 Physics, they are expected to undertake both Physics A and Physics B at Stage 1.
Assumed Knowledge
Successful completion of Year 10 Science.

Course Description
In Scientific Studies, students develop knowledge of scientific principles and concepts through their own investigations. They develop the skills and abilities to explain scientific phenomena, and to draw evidence-based conclusions from investigations of science-related issues.

Content
Students develop scientific knowledge and skills to support them in their future career pathways (including those that are science-related), and in everyday life in a world shaped by Science and technology. The aim is to develop in students a comprehensive framework of knowledge, skills and values with which to participate in everyday life. This course provides opportunities for students to explore links between learning in Science and other areas, and to discuss historical, social, ethical and environmental contexts.

Areas of study include:
- Scientific Skills and Experimentation
- Forensic Science
- Applied Horticulture

Assessment Components
Students demonstrate evidence of their learning through an Investigations Folio and Skills and Applications Tasks. The focus capabilities for this subject are communication and learning.

Assumed Knowledge
Successful completion of Year 10 Science.

Course Description
In Scientific Studies, students develop knowledge of scientific principles and concepts through their own investigations. They develop the skills and abilities to explain scientific phenomena, and to draw evidence-based conclusions from investigations of science-related issues.

Content
Students develop scientific knowledge and skills to support them in their future career pathways (including those that are science-related), and in everyday life in a world shaped by Science and technology. The aim is to develop in students a comprehensive framework of knowledge, skills and values with which to participate in everyday life. This course provides opportunities for students to explore links between learning in Science and other areas, and to discuss historical, social, ethical and environmental contexts.

Areas of study include:
- Environmental Science
- Sports Science
- Healthy Lifestyles

Assessment Components
Students demonstrate evidence of their learning through an Investigations Folio and Skills and Applications Tasks. The focus capabilities for this subject are communication and learning.
Assumed Knowledge
Successful completion of Year 10 Science.

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

Content
Stage 1 and Stage 2 Psychology build 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.

Assessment Components
Students demonstrate evidence of their learning through an Investigations Folio and Skills and Application Tasks. The focus capabilities for this subject are communication and learning.

Assumed Knowledge
There are no prerequisites for this course, although a background in Year 11 Biology would be helpful.

Course Description
This curriculum statement is arranged around four themes:
- Macromolecules: The structure and function of organic molecules found in living organisms.
- Cells: The structure and function of the cells of living organisms.
- Organisms: The structure and function of organisms, with particular reference to the human body.
- Ecosystems: The interactions between members of a species, different species, and the nonliving environment with an emphasis on the evolution perspective.

Assessment Components
45% – Theory (Topic Tests, Mid Year Exam)
35% – Practical
20% – Human Awareness Essays (two).
**Assumed Knowledge**

Stage 1 Physics.

**Course Description**

This course aims to encourage interest and enjoyment in Physics through an emphasis on understanding and to lay the foundation for further study in the subject. This Course develops and illustrates principles of the laws of nature and their interaction with the real world. Students develop skills in logical thinking, analysis, problem solving and communication. This course is divided into four sections.

**Section 1** Motion in two dimensions, projectile motion, uniform circular motion, gravitation and satellites, momentum in two dimensions.

**Section 2** Electricity and magnetism electric fields, magnetic fields, motion of charged particles in electric and magnetic fields.

**Section 3** Light and matter electromagnetic waves, interference of light, photons, wave behaviour of particles.

**Section 4** Atoms and nuclei the structure of the atom, the structure of the nucleus, radioactivity, nuclear fission and fusion.

**Assessment Components**

50% – Theory (Topic Tests, Mid Year Exam)
30% – Practical (Reports, Design)
20% – Assignments (Information search and Oral)

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**Assumed Knowledge**

Any Year 11 Science subject.

**Course Description**

This course consists of units of work as follows:

- Working Scientifically: The designing of controlled experiments; carrying them out, collecting and analysing data, and comparing the data with original hypotheses.
- Electricity: Electrical principles; electrical current, voltage and resistance, electromagnetism, power generation and transmission, transformers, electrical safety.
- Metals and Corrosion: The nature of metals; the factors affecting metal corrosion, how metal corrosion can be prevented or minimized.

**Assessment Components**

Students complete at least one assignment per unit, one summative practical task per unit, individual scientific investigation, one test per unit, one midyear exam and one final exam covering the whole year’s work.
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