Dear Parents/Caregivers and Students

Welcome to the Stage 1 Course Selection Program for 2017. This provides information on all Stage 1 courses offered at St Francis de Sales College and the exciting learning opportunities at the senior level.

In the next few weeks, our students will be making significant decisions about subject selections. It is vital that these decisions are shared by parents, students and staff, as we all can make important contributions to the process. Decisions about learning pathways should be made carefully and based on recognition and valuing student’s strengths, interests and career aspirations. The Personal Learning Plan undertaken in Stage 1 will also enable students to engage with their learning and work options.

The following organisational factors need to be understood by parents and students during this process.

- Entry to subjects is not automatic and may depend on class size, timetable clashes and student achievement. Consequently students are required to select two additional subject alternatives for each semester in Stage 1 in 2017;
- All forms relating to subject selection must be returned by the deadline to ensure they receive due consideration;
- Parents and/or caregivers must approve the subjects selected and any subsequent changes sought by students by signing the subject selection form.

In 2017, all senior school students will undertake the South Australia Certificate in Education (SACE). The SACE provides flexible opportunities for students to achieve success via a number of pathways, including Vocational Education and Training (VET). Use this booklet as the impetus to discuss subject selections and desired futures. Refer to school reports for additional information on the levels of achievement your child has reached in their desired learning areas and refer to tertiary entrance requirements for specialist courses and ATAR scores to inform your decision making.

We wish you every success in your research, discussion and ultimate decisions and assure you of the support, assistance and expertise of the College staff in the process.

Yours sincerely

Pam Ronan
Principal
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Aim of the Handbook
To provide information about specific Stage 1 subjects offered at St Francis de Sales College and to help students make appropriate subject choices.

Selecting Subjects... guide for students

Students should
- give some careful thought to their strengths, interests and identified career pathways
- talk to teachers
- talk to parents/caregivers
- beware of specialising too much; try to keep options open
- think about which subjects have been most interesting or have been most enjoyable
- think about those subjects in which success has been gained
- consider potential University prerequisite subjects.

Students should not
- select on the basis of which teacher they think will or will not be teaching a subject. This will not be finalised until later in the year.
- select subjects on the basis of what their friends choose. What is best for one person may not be best for another.

Choosing the right subjects is very important and students will be given as much information as possible to help them to choose wisely.

Discussions with the 10-12 Learning Leader and/or the Flexible Learning Coordinator, attendance at the Information Evening and individual subject counseling will assist in this process. As well, subject teachers can recommend students as suitable for progression to the next level of their subject. Please read the following information carefully so that students meet specific SACE requirements.

General Information for Students in 2017

What is the SACE?
Students who successfully complete specific educational requirements are awarded the South Australian Certificate of Education (SACE). The SACE is a recognised qualification that paves the way for young people to move from school to work or further training and study. The SACE aims to ensure that students gain the skills they need for the future, as citizens and in the workplace.

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

The certificate is based on two stages of achievement: Stage 1 (undertaken in Year 10 and 11) and Stage 2 (normally undertaken in Year 12).

How do students achieve the SACE?
Students can gain their SACE in the equivalent of three years of full-time study. There are two stages:
- Stage 1, which most will undertake in Year 10 and 11,
- Stage 2, which most students do in Year 12.

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

Students will receive a grade from A to E for each subject (A+ to E- at Stage 2). For compulsory subjects, students will need to achieve a C grade or better.

The compulsory subjects are:
- Personal Learning Plan -10 credits
- Literacy – 20 credits from a range of English subjects or courses (Stage 1)
- Numeracy – 10 credits from a range of Mathematics subjects or courses
- Research Project – an in-depth major project worth 10 credits (Stage 2)
- Three full year Stage 2 subjects totalling at least 60 credits. The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or SACE Board-recognised courses in which a student participates.

At St Francis de Sales College, students at Stage 1 need to complete a minimum of 4 English units, 4 Mathematics units, 4 Religious Studies units and a minimum of 2 Science units.

Vocational Education and Training in the SACE

What is VET and how can I do it?
VET stands for Vocational Education and Training, and gives students skills for work, particularly in the trades and industry. The new VET procedures will enable students to include more VET in their SACE studies. These procedures help students to build pathways in the SACE through VET, and encourage students to complete, or make significant progress towards completing, VET qualifications while completing the SACE.
To complete the SACE, students must achieve 200 SACE credits, 150 of which can be gained through VET. Alongside these, students must also satisfy the literacy and numeracy requirements of the SACE. The remaining 20 credits are gained from the Personal learning Plan (10 credits) and the Research Project (10 credits).

The recognition arrangements for VET in the SACE will include:
- completed qualifications
- partly completed qualifications.

Students can earn 5 SACE credits for successfully completing 35 hours of VET, and 10 SACE credits for 70 hours. The SACE Board will decide whether the SACE credits earned for a particular VET qualification will be recognised at Stage 1 or Stage 2. Students can refer to the VET Recognition Register for more information about Stage 1 and Stage 2.

For more information about VET and to check the VET Recognition Register, visit:
http://www.sace.sa.edu.au/subjects/recognised-learning

**Vocational Education and Training (VET)**

Vocational Education teaches young people about the world of work. At St Francis de Sales College we offer this opportunity to students in several ways including:
- Workplace Practices at Stage 1 and Stage 2
- Providing Year 11 and 12 students the opportunity to complete Certificate 1 or 2 courses with industry specific related skills, and possibly start Certificate 3
- Giving students an opportunity to explore one or more possible career directions while still at College.

VET combines ‘off job’ training at College/TAFE/or with a training organisation (RTO) and ‘on job’ training done in the workplace. This means that students demonstrate knowledge and skills they have learned at College/TAFE/RTO in a real work setting. Competencies (skills and knowledge) they have learned are checked off in the workplace in a log book.

VET is nationally recognised. The skills students achieve are industry recognised units of competency – qualifications from nationally endorsed training packages.

**Australian School Based Apprenticeships (ASBA)**

As part of their SACE program students can take part in Traineeships or School Based Apprenticeships. They are employed part time whilst being enrolled as a full time College student. They attend College part time (3 to 4 days per week), attend paid work part time (a minimum of 8 hours per week usually 1 day per week and attend formal learning (i.e. TAFE/RTO) usually 1 day per week.

ASBA are available in industry areas such as Retail, Hospitality, Automotive and Hairdressing.

Students with an interest in these areas should speak to the Flexible Learning Coordinator at the College.

**Community Learning in the SACE – What is Community Learning?**

Students are able to earn SACE credits for community learning in two ways – Community–Developed Programs and Self-Directed Community Learning.

Community-Developed Programs include, for example, the Australian Music Examinations Board, the Duke of Edinburgh Award and the SA Country Fire Service. Program details are updated as new information becomes available.

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

For more information on community learning, visit:
http://www.sace.sa.edu.au/subjects/recognised-learning
# SACE Planner

## Personal Learning Plan = 10 credits

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<th>Credits</th>
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## Literacy = 20 credits

*Choose from a range of English subjects or courses*

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<th>Credits</th>
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## Numeracy = 10 credits

*Choose from a range of mathematics subjects or courses*

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<th>Credits</th>
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<td>10</td>
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## Stage 2 subjects or courses = 60 credits

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

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<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>30</td>
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## Research Project = 10 credits

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<th>Credits</th>
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## Additional choices = 90 credits

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

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<th>Credits</th>
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### To gain the SACE, you must earn 200 credits

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<td>200</td>
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Stage 1 Subject Offerings
Stage 1 Biology A: Cells, Microorganisms and Infectious Disease

One Semester: 10 SACE credits

What do you need?
Satisfactory completion of two Scientific Studies

Possible Pathways
Stage 1 Biology B: Multicellular Organisms, Biodiversity and Ecosystem Dynamics
Stage 2 Biology

This subject must be completed in order to undertake
Stage 2 Biology

Learning Requirements:
In this subject students are expected to:
1. Use science inquiry skills to design and conduct biological investigations, using appropriate procedures and safe, ethical working practices
2. Obtain, record, represent, and analyse the results of biological investigations
3. Evaluate procedures and results, and analyse evidence to formulate and justify conclusions
4. Demonstrate and apply knowledge and understanding of biological concepts in new and familiar contexts
5. Demonstrate understanding of science as a human endeavour
6. Communicate knowledge and understanding of biological concepts, using appropriate terms, conventions, and representations.

Learning Concepts:
Stage 1 Biology A: Cells, Microorganisms and Infectious Disease is undertaken as a 10 credit subject designed to further develop student understanding of biological concepts and principles in scientific investigations. Science inquiry skills and science as a human endeavour are integral to students’ learning in this subject and are interwoven through their study of science understanding, which is organised into two topics. By investigating biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes, students extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues, and understand how biological science impacts on their lives, society, and the environment.

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Biology A: Cells, Microorganisms and Infectious Disease:
Assessment Type 1: Investigations Folio (50%) (science as a human endeavour investigation) and Practical Investigation with report.
Assessment Type 2: Skills & Applications Task (50%) (2 topic tests)

In addition, the assessment also includes a semester examination.

Stage 1 Biology B: Multicellular Organisms, Biodiversity and Ecosystem Dynamics

One Semester: 10 SACE credits

What do you need?
Satisfactory completion of two Scientific Studies Course

Possible Pathways
Stage 2 Biology

Learning Requirements:
In this subject students are expected to:
1. Use science inquiry skills to design and conduct biological investigations, using appropriate procedures and safe, ethical working practices
2. Obtain, record, represent, and analyse the results of biological investigations
3. Evaluate procedures and results, and analyse evidence to formulate and justify conclusions
4. Demonstrate and apply knowledge and understanding of biological concepts in new and familiar contexts
5. Demonstrate understanding of science as a human endeavour
6. Communicate knowledge and understanding of biological concepts, using appropriate terms, conventions, and representations.

Learning Concepts:
Stage 1 Biology B: Multicellular Organisms, Biodiversity and Ecosystem Dynamics is undertaken as a 10 credit subject designed to further develop student understanding of biological concepts and principles in scientific investigations. In this topic, students examine the structure and function of various multicellular organisms and investigate diverse ecosystems, exploring the range of biotic and abiotic components to understand the dynamics, diversity, and underlying unity of these systems. By investigating biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes through to macroscopic ecosystem dynamics, students extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues, and understand how biological science impacts on their lives, society, and the environment. They apply their understanding of the interconnectedness of biological systems to evaluate the impact of human activity on the natural world.

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Biology B: Multicellular Organisms, Biodiversity and Ecosystem Dynamics
Assessment Type 1: Investigations Folio (50%) (science as a human endeavour investigation) and Practical Investigation with report.
Assessment Type 2: Skills & Applications Task (50%) (2 topic tests)

In addition, the assessment also includes a semester examination.
Stage 1 Business and Enterprise: Business in Practice

One Semester: 10 SACE credits

What do you need?
Students will need an interest in the business environment, including areas such as Economics, Law and Accounting, as well as successful completion of Year 9 English.

Possible Pathways
Stage 1 Business and Enterprise can lead to Stage 2 Business and Enterprise.

Learning Requirements:
The learning requirements summarize the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.
1. Understand the nature, role, and structure of business and enterprise, locally and/or nationally
2. Demonstrate knowledge of the functions, processes, and operations of business and enterprise
3. Communicate in ways that are suitable for the business environment and for the purpose and audience, including by the use of appropriate information and communication technologies
4. Apply relevant business ideas, practices, and concepts such as business planning, product development, financial management, and marketing
5. Understand current trends and changes, opportunities, and issues that have an impact on business and enterprise locally, nationally, or globally
6. Analyze the economic, ethical, social, and environmental implications and consequences of business and enterprise practices in different contexts.

Learning Concepts:
Business and Enterprise focuses on learning about the successful management of business and enterprise issues in personal, business and social contexts, locally, nationally and globally. Students gain an understanding of business operations and practice, develop an awareness of business, financial and technological skills, participate in planning, developing and controlling business activities, and evaluate decisions on business practices. They have the opportunity to reflect on current issues in business and enterprise, and make informed decisions. Students evaluate the impact and effect of business enterprises and technology on the well-being and lifestyle of individuals, communities, the economy and the environment.

The two option topics to be studied include:
- Entrepreneurship: The Enterprising Person
- Technology for Business

Assessment
Assessment at Stage 1 consists of:
Folio: 50%
Practical: 30%
Issues Study: 20%

Stage 1 Business and Enterprise: Business Management

One Semester: 10 SACE credits

What do you need?
Students will need an interest in the business environment, including areas such as Economics, Law and Accounting, as well as successful completion of Year 9 English.

Possible Pathways
Stage 1 Business and Enterprise can lead to Stage 2 Business and Enterprise.

Learning Requirements:
The learning requirements summarize the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.
1. Understand the nature, role, and structure of business and enterprise, locally and/or nationally
2. Demonstrate knowledge of the functions, processes, and operations of business and enterprise
3. Communicate in ways that are suitable for the business environment and for the purpose and audience, including by the use of appropriate information and communication technologies
4. Apply relevant business ideas, practices, and concepts such as business planning, product development, financial management, and marketing
5. Understand current trends and changes, opportunities, and issues that have an impact on business and enterprise locally, nationally, or globally
6. Analyze the economic, ethical, social, and environmental implications and consequences of business and enterprise practices in different contexts.

Learning Concepts:
Business and Enterprise focuses on learning about the successful management of business and enterprise issues in personal, business and social contexts, locally, nationally and globally. Students gain an understanding of business operations and practice, develop an awareness of business, financial and technological skills, participate in planning, developing and controlling business activities, and evaluate decisions on business practices. They have the opportunity to reflect on current issues in business and enterprise, and make informed decisions. Students evaluate the impact and effect of business enterprises and technology on the well-being and lifestyle of individuals, communities, the economy and the environment.

The two option topics to be studied include:
- Business Management and Communication
- Establishing a business

Assessment
Assessment at Stage 1 consists of:
Folio: 40%
Practical: 30%
Issues Study: 30%
Stage 1 Chemistry: A

One Semester: 10 SACE credits

What do you need?
Satisfactory completion of Stage 1 Scientific Studies.

Possible Pathways
- Stage 1 Chemistry Semester 2
- Stage 2 Chemistry

Learning Requirements:
In this subject students are expected to:
1. Demonstrate and apply knowledge and understanding of chemical concepts and interrelationships
2. Formulate questions, manipulate apparatus, and record observations in practical chemical activities, and design and undertake chemistry investigations
3. Demonstrate an understanding of how knowledge of chemistry can be used to draw informed conclusions or make informed decisions, taking into account social and environmental contexts
4. Develop possible solutions to a variety of problems in chemistry, in new or familiar contexts
5. Critically analyse and evaluate chemical information and procedures from different sources
6. Communicate in a variety of forms, using appropriate chemical terms and conventions.

Learning Concepts:
Stage 1 Chemistry Semester 1 is undertaken as a 10 credit subject designed to further develop student understanding of chemistry concepts and principles in scientific investigations. The course is designed to provide a good general introduction to some of the knowledge and skills required for further studies of Chemistry. Areas of focus include structure and bonding, acids and bases and organic chemistry within a context of food and wine. Students will visit a brewery to strengthen their understanding of fermentation and gain an insight into real life chemistry.

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Chemistry: Semester 1

Assessment Type 1: Investigations Folio (50%) (An Issues investigation into a food and wine issue of the student’s choice, A fermentation design experiment)
Assessment Type 2: Skills & Applications Task (50%) (2 topic tests)

In addition, the assessment also includes a semester examination.

Stage 1 Chemistry: B

One Semester: 10 SACE credits

What do you need?
Satisfactory completion of one Stage 1 Scientific Studies, as well as Stage 1 Chemistry

Possible Pathways
- Stage 2 Chemistry

Learning Requirements:
In this subject students are expected to:
1. Demonstrate and apply knowledge and understanding of chemical concepts and interrelationships
2. Formulate questions, manipulate apparatus, and record observations in practical chemical activities, and design and undertake chemistry investigations
3. Demonstrate an understanding of how knowledge of chemistry can be used to draw informed conclusions or make informed decisions, taking into account social and environmental contexts
4. Develop possible solutions to a variety of problems in chemistry, in new or familiar contexts
5. Critically analyse and evaluate chemical information and procedures from different sources
6. Communicate in a variety of forms, using appropriate chemical terms and conventions.

Learning Concepts:
Stage 1 Chemistry Semester 2 is undertaken as a 10 credit subject designed to further develop student understanding of chemistry concepts and principles in scientific investigations. The course is designed to provide a good general introduction to some of the knowledge and skills required for further studies of Chemistry. Areas of focus include electrochemistry and chemical calculations. Students will visit a SA Water to gain an insight into real life chemistry as well as Flinders University for a Forensics workshop.

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Chemistry: Semester 2

Assessment Type 1: Investigations Folio (50%) (An Issues Investigation into an issue of the student’s choice, a design experiment)
Assessment Type 2: Skills & Applications Task (50%) (2 topic tests)

In addition, the assessment also includes a semester examination.
Stage 1 Child Studies: The Nature of Childhood and the Development of Children

One Semester: 10 SACE credits

What do you need?
It is an advantage to have completed Home Economics in Years 7-9. However, capable and motivated students who have not previously studied Home Economics can perform well in this subject.

Possible Pathways
Stage 1 Child Studies – The Nature of Childhood can lead to Stage 1 Child Studies – Children in Society. It is important that students complete this subject – The Nature of Childhood – before attempting Stage 2 Child Studies as it provides the background knowledge of families, the nature of childhood and child development needed at Stage 2.
Stage 1 Child Studies provides a pathway to Stage 2 Child Studies.

Learning Requirements:
In this subject, students are expected to:
1. Apply knowledge and problem solving skills to practical activities related to the study of children and their development from conception to eight years
2. Develop and implement management skills in an individual or collaborative context to support the health and well-being of children
3. Make and justify decisions about issues related to child development
4. Select and use appropriate technology to prepare learning activities for children in a culturally diverse society.
5. Investigate and reflect on contemporary issues related to the safety, health and well-being of children
6. Work individually and collaboratively to support the health and well-being of children, and reflect on processes and outcomes
7. Reflect on the impact of technology on the health and well-being of children

Learning Concepts:
Child Studies examines the period of childhood from conception to eight years and issues related to the growth and development, health and well-being of children. Students examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society.
Topics to be covered in Stage 1 Child Studies – The Nature of Childhood include:
- Nature of Childhood – definition of childhood, parenting and families
- Socialisation and development of children within the family
- Stages of child development - changing emotional, spiritual, physical, cognitive and social development of children
- Roles and responsibilities of family members towards children
- Community support for children and families
- Children, rights and safety – safety issues for children, child protection legislation, rights of the child
- Contemporary issues related to childhood

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Child Studies:
- **Assessment Type 1 – Practical Activity - 50%**
  Students undertake two Practical Activities.
- **Assessment Type 2 – Group Activity – 25%**
  Students undertake one Group Activity.
- **Assessment Type 3 – Investigation – 25%**
  Students undertake one Investigation.

Practical Activities and Group Activities have a significant practical component to be completed as part of the Assessment Task.

Stage 1 Child Studies: Children in Society

One Semester: 10 SACE credits

What do you need?
It is an advantage to have completed Home Economics in Years 7-9. However, capable and motivated students who have not previously studied Home Economics can perform well in this subject.

Possible Pathways
Stage 1 Child Studies – Children in Society can lead to Stage 1 Child Studies – The Nature of Childhood.

Stage 1 Child Studies provides a pathway to Stage 2 Child Studies.

Learning Requirements:
In this subject, students are expected to:
1. Apply knowledge and problem solving skills to practical activities related to the study of children and their development from conception to eight years
2. Develop and implement management skills in an individual or collaborative context to support the health and well-being of children
3. Make and justify decisions about issues related to child development
4. Select and use appropriate technology to prepare learning activities for children in a culturally diverse society.
5. Investigate and reflect on contemporary issues related to the safety, health and well-being of children
6. Work individually and collaboratively to support the health and well-being of children, and reflect on processes and outcomes
7. Reflect on the impact of technology on the health and well-being of children

Learning Concepts:
Child Studies examines the period of childhood from conception to eight years and issues related to the growth and development, health and wellbeing of children. Students examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society.
Topics to be covered include:
- Children in the wider society – value of children in society
- Children and modern family structures
- Children and other carers – Child Care
- Children and consumerism
- Children and government and community support
- Children and the media
- Safety issues for children
- Contemporary childhood issues
- Contemporary issues related to childhood

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Child Studies:
- **Assessment Type 1 – Practical Activity - 50%**
  Students undertake two Practical Activities.
- **Assessment Type 2 – Group Activity – 25%**
  Students undertake one Group Activity.
- **Assessment Type 3 – Investigation – 25%**
  Students undertake one Investigation.

Practical Activities and Group Activities have a significant practical component to be completed as part of the Assessment Task.
Stage 1 Communication Products: Photography – Image Manipulation

One Semester: 10 SACE credits

What do you need?
An interest in photography and in particular the manipulating of photographs to produce interesting and high quality digitally manipulated images.

Possible Pathways
Stage One Image Capture
Stage Two Communication Products – Photography (It is strongly recommended to complete Image Manipulation if you intend to do Stage 2 Photography.)

Learning Requirements:
In this subject, students are expected to:
1. Investigate the purpose, design concepts, processes and production techniques of existing products or systems
2. Create, test, validate, modify and communicate design ideas for an identified need, problem or challenge
3. Recognise and use the differing functional characteristics and properties of material, components, techniques and equipment to create a product or system safely
4. Use the design process to gather, analyse and apply information to solve technological problems
5. Apply appropriate knowledge and understanding of skills, processes, procedures and techniques to a range of technological activities
6. Evaluate the product or system development and outcome with reference to the design brief
7. Analyse the impact of technological practices, products or systems on individuals, society and/or the environment.

Learning Concepts:
Image Manipulation involves students learning to use the photo manipulation program Adobe Photoshop, to adjust, manipulate and enhance photographs. Students will combine several photos into one image, simulate fashion photography by airbrushing and enhancing, remove unwanted objects from a photo, change the colour of any object, highlight an image by using different techniques such as vignetting, crop and resize photos, employing various filters and blend modes and add text to images among a number of other techniques. This will culminate in students demonstrating their learnt skills by producing set of composited digital images based on a theme or concept. Students will use the school’s digital cameras and a scanner to obtain their images.

This is very much a practical course with students producing many A4 photographic images. Students spend the majority of their lessons in the well-equipped computer room where they observe demonstration, undertake tutorials and participate in discussions. Individual instruction is also given during these lessons.

Assessment
The following assessment types enable students to demonstrate evidence of learning is Stage 1 Communication Products – Image Manipulation.
Assessment Type 1: Skills & Application Tasks (40%). Part A is completion of a number of manipulating images tasks. Part B is a materials application task comparing laser and inkjet printing on photographic papers.
Assessment Type 2: Folio Tasks (30%). Part A is a design brief, ideas development, planning and evaluation of a series of three to four composited images. Part B is an investigation of the effects of camera development on Australian Society.
Assessment Type 3: Product Task (30%). Production of a one metre banner.

Stage 1 Communication Products: Photography – Image Capture

One Semester: 10 SACE credits

What do you need?
An interest in understanding how to take high quality photographs.

Possible Pathways
Stage One Image Manipulation
Stage Two Communication Products - Photography

Learning Requirements:
In this subject, students are expected to:
1. Investigate the purpose, design concepts, processes and production techniques of existing products or systems
2. Create, test, validate, modify and communicate design ideas for an identified need, problem or challenge
3. Recognise and use the differing functional characteristics and properties of materials, components, techniques and equipment to create a product or system safely
4. Use the design process to gather, analyse and apply information to solve technological problems
5. Apply appropriate knowledge and understanding of skills, processes, procedures and techniques to a range of technological activities
6. Evaluate the product or system development and outcome with reference to the design brief
7. Analyse the impact of technological practices, products or systems on individuals, society and/or the environment.

Learning Concepts:
Image Capture involves students learning to take well composed photographs. The focus is on visual composition and the use of camera techniques and lighting controls to achieve an effective and visually satisfying series of photographs. Students learn about visual composition and use digital cameras to acquire photographic images of a high quality. Once acquired, the images will be enhanced on Adobe Photoshop and printed on a laser printer. Topics include portraiture, studio lighting, built environment, natural environment, texture, close up and flash. Students have an opportunity to pick a topic of their own choosing for their major assignment. There will be a number of local excursions including: Mt Barker Central, the wetlands and the cemetery to compliment photos taken around the school. This is very much a practical course with students producing many A4 photographic images. Students divide their time between taking photographs and the well-equipped computer room where they observe demonstrations and participate in discussions. Individual instruction is also given.

Assessment
The following assessment types enable students to demonstrate evidence of learning is Stage 1 Communication Products – Image Capture

Assessment Type 1: Skills and Application Tasks (40%). Part A is the completion of a number of photos on set topics. Part B is a material application task comparing three different inkjet photographic papers to determine which is best.
Assessment Type 2: Folio Tasks (30%). Part A is a design brief, ideas and planning for a portfolio. Part B is an investigation of the impact on society of digitally enhanced photographs.
Assessment Type 3: Product Task (30%). Production of a portfolio.
Stage 1 Community Studies

One Semester: 10 SACE credits

What do you need?
Students should want to gain more experience of a chosen area of interest through a teacher guided, student designed work contract.

Possible Pathways
This course will help students develop skills related to the interest area they have chosen. It will give students the chance to take some responsibility for designing their own study program and for organising their time.

Learning Requirements:
1. Negotiate, plan, and make decisions about a community activity, and develop challenging and achievable goals for the contract of work
2. Identify and apply existing knowledge and skills, including literacy and numeracy skills, and identify one or more capabilities for focused development
3. Work individually and with others
4. Locate, select, organise, and use ideas, resources, and information
5. Learn in a range of settings, including the school and the wider community
6. Take practical action in the community
7. Seek feedback from the community, and reflect on their own learning.

Learning Concepts:
Community Studies provides students with insights into the ways in which communities are shaped and operate. It offers students the opportunity to learn in a community context both within and beyond the school environment. The community provides the framework by which students develop capabilities that enable them to contribute actively and successfully to community activities. Students decide the focus of their community activity, which begins from a point of personal interest, skill, or knowledge.

Assessment
Assessment at Stage 1 consists of:
Contract for Work: 70%
Reflection: 30%

Stage 1 Dance: A and B

One Semester 10 SACE credits

What you need to know?
Students must study two semesters of Dance in Stage 1 if they wish to study Stage 2 Dance. There is a possibility students may be required to rehearse and perform at times outside of normal lesson times when preparing for performances.

Possible Pathways
Stage 1 Dance can lead to Stage 2 Dance with a minimum of two semesters studied over Stage 1. In Dance the main emphasis is on developing the capabilities for communication, citizenship, and learning, which are reflected in the learning and assessment requirements, the content, and the performance standards. Dance as a lifelong artistic pursuit that can lead to a career in Dance Performance, Choreography, Teaching, Directing, Costume or Make-up artist, Theatre and Media Arts.

Learning Requirements:
Completion of Year 9 Dance and/or prior dance experience is required. A willingness, enthusiasm and availability to participate in Arts performances are essential.

1. Technique: This area of study focuses on the development of physical skills such as posture and alignment, placement, coordination, control, balance, flexibility, and strength, as relevant to the specific technique.
2. Composition: The creation of original dance material is the essence of this area of study. Students reflect critically on their own work and the work of others.
3. Performance or Presentation: Students have opportunities to participate in and reflect on the planning, rehearsal, and performance of a dance. The dance may be presented in a variety of ways, from an informal showing in a class setting through to a performance as part of a major school production. The style and content of presentation are likely to vary according to the student group and resources. This area of study is intended to give students an overview of the process of creating and presenting dance. Students are also given opportunities to review and evaluate the processes and outcomes.
4. Response: Students produce analytical responses to dance works, evaluating the use of elements such as choreography, lighting/set/costume design, soundscape, and the use of technology/multimedia. This area of study aims to expand students' knowledge and understanding of dance as an art form.

Learning Concepts
Stage 1 Dance develops creative, technical, and physical understanding, and an appreciation of dance as an art form. Dance has its own specific language and processes that students learn in theory and practice through the study of technique, composition, choreography, performance, and critical analysis. Dance offers opportunities for the development of students' creativity, self-discipline, self-esteem, personal identity, and confidence. This is achieved through experiences that encourage collaboration and creative problem-solving, the acquisition of skills, knowledge, and understanding, and the development of aesthetic awareness.

Assessment
Assessment Type 1: Technique 25%
Assessment Type 2: Composition 25%
Assessment Type 3: Performance 30%
Assessment Type 4: Response 20%
Stage 1 Design and Technology: Home Maintenance

One Semester: 10 SACE credits

What do you need?
A desire to learn new skills. There are no prerequisites for this course.

Possible Pathways
Stage 1 That’s Entertainment
Stage 1 Cappamochalatte
Stage 2 Design and Technology - Woodwork

Learning Requirements:
In this subject, students are expected to:
1. Investigate the purpose, design concepts, processes and production techniques of existing products
2. Create, test, validate, modify and communicate design ideas for an identified need, problem or challenge
3. Recognise and use the differing functional characteristics and properties of materials, components, techniques and equipment to create a product safely
4. Use the design process to gather, analyse and apply information to solve technological problems
5. Apply appropriate knowledge and understanding of skills, processes, procedures and techniques to a range of technological activities
6. Evaluate the product development and outcome with reference to the design brief
7. Analyse the impact of technological practices or products on individuals, society and/or the environment.

Learning Concepts:
Stage 1 Home Maintenance is undertaken as a 10 credit subject which involves learning how to repair both small and large holes in gyprock (wall material), select and use a variety of wall hangers for both hollow and masonry walls, experiment with wall fixings to determine weight holding capacity, reseat and replace tap washers, install door locks, change a variety of light globes and fluoro-starters, replace flyscreen in windows, check and fix electrical circuit breakers and fuses, clear S traps in sinks, join PVC pipe and fittings and use a variety of common household power tools including hand drill, masonry drill, sander, jigsaw and router.

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Design and Technology – Home Maintenance.

Assessment Type 1: Skills and Application Tasks (40%). Part A is completion of a number of home maintenance tasks. Part B is a material application task testing the holding power of wall fixings.
Assessment Type 2: Folio Tasks (30%). Part A is a design brief, ideas and planning of an occasional table. Part B is an investigation of DIY products.
Assessment Type 3: Product Task (30%). Production of a tool box.

Stage 1 Design and Technology: 21st Century Technology

One Semester: 10 SACE credits

What do you need?
An interest in working with computer technology and electronics to produce various electronic systems utilising a CNC machine.

Possible Pathways
Stage 2 Material Products

Learning Requirements:
In this subject students are expected to:
1. Investigate the purpose, design concepts, processes, and production techniques of existing products or systems
2. Create, test, validate, modify, and communicate design ideas for an identified need, problem, or challenge
3. Recognise and use the differing functional characteristics and properties of materials, components, techniques, and equipment to create a product or system safely
4. Use the design process to gather, analyse, and apply information to solve technological problems
5. Apply appropriate knowledge and understanding of skills, processes, procedures, and techniques to a range of technological activities
6. Evaluate the product or system development and outcome with reference to the design brief
7. Analyse the impact of technological practices, products, or systems on individuals, society, and/or the environment.

Learning Concepts:
Stage 1 21st Century Technology is undertaken as a 10 credit subject which involves the use of various software programs to design and manufacture parts of an electronic system. A skills task utilises an introduction to CNC machining with the production of an illuminated sign. A Materials Investigation is conducted that focuses on various materials or components and the benefits each type. The Folio Investigation and analysis is of existing products and the issues with E-waste when those products are obsolete. The manufacture of an electronic system may involve the use of various skills in a number of areas including the use of CNC technology and general electronic soldering skills.

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Systems and Control Products 21st Century Technology.

Assessment Type 1: 30% Skills and Application Tasks – Produce an illuminated sign. Materials Investigation of materials or components.
Assessment Type 2: 20% Folio – Investigation and Planning of an electronic system. Investigation into E-waste.
Assessment Type 3: 50% Product – Manufacture of the electronic system.
Stage 1 Design and Technology Material Products: Cappamochalatte

One Semester: 10 SACE credits

What do you need?
An interest and/or prior experience in designing and making in a workshop environment.

Possible Pathways
Stage 1 That’s Entertainment
Stage 1 Home Maintenance
Stage 1 Material Products

Learning Requirements:
In this subject students are expected to:
1. Investigate the purpose, design concepts, processes, and production techniques of existing products or systems
2. Create, test, validate, modify, and communicate design ideas for an identified need, problem, or challenge
3. Recognise and use the differing functional characteristics and properties of materials, components, techniques, and equipment to create a product or system safely
4. Use the design process to gather, analyse, and apply information to solve technological problems
5. Apply appropriate knowledge and understanding of skills, processes, procedures, and techniques to a range of technological activities
6. Evaluate the product or system development and outcome with reference to the design brief
7. Analyse the impact of technological practices, products, or systems on individuals, society, and/or the environment.

Learning Concepts:
Stage 1 Cappamochalatte is undertaken as a 10 credit subject, which involves hands on practical learning about solid timber jointing methods that are used in furnishing. Static machinery and various hand and power tools are used in the construction of the product which is a coffee table. A Materials Investigation is conducted that focuses on various types of timber finishes and the benefits each type. The Folio Investigation and analysis is of existing products and the sources of commercially available timber.

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Material Products - Cappamochalatte:

Assessment Type 1: 30% Skills and Application Tasks – Produce timber joints to specification. Materials Investigation of timber finishes.
Assessment Type 2: 20% Folio – Investigation and Planning of a coffee table. Investigation into sources of raw materials.
Assessment Type 3: 50% Product – Manufacture of Coffee table designed in the Folio.

Stage 1 Design and Technology Material Products: That’s Entertainment

One Semester: 10 SACE credits

What do you need?
An interest and/or prior experience in designing and making in a workshop environment.

Possible Pathways
Stage 1 Home Maintenance
Stage 1 Material Products

Learning Requirements:
In this subject students are expected to:
1. Investigate the purpose, design concepts, processes, and production techniques of existing products or systems
2. Create, test, validate, modify, and communicate design ideas for an identified need, problem, or challenge
3. Recognise and use the differing functional characteristics and properties of materials, components, techniques, and equipment to create a product or system safely
4. Use the design process to gather, analyse, and apply information to solve technological problems
5. Apply appropriate knowledge and understanding of skills, processes, procedures, and techniques to a range of technological activities
6. Evaluate the product or system development and outcome with reference to the design brief
7. Analyse the impact of technological practices, products, or systems on individuals, society, and/or the environment.

Learning Concepts:
Stage 1 That’s Entertainment is undertaken as a 10 credit subject, which involves hands on practical learning about board product jointing methods that are used in furnishing. Static machinery and various hand and power tools are used in the construction of the product which is an entertainment unit. A Materials Investigation is conducted that focuses on the properties of various types of manufactured board and the benefits each type. The Folio Investigation and analysis is of existing products and the environmental and industrial issues with manufactured board products.

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Material Products - That’s Entertainment:

Assessment Type 1: 30% Skills and Application Tasks – Produce a framed door. Materials Investigation of manufactured board.
Assessment Type 2: 20% Folio – Investigation and Planning of an entertainment unit. Investigation into sources of materials.
Assessment Type 3: 50% Product – Manufacture of the entertainment unit designed in the Folio.
Stage 1 Drama: Expressionism and Epic Theatre

One Semester: 10 SACE credits

What do you need?
This course is offered as a 10 credit semester subject. It is preferred that students have completed Year 9 Drama and, in addition, a genuine interest in the Performing Arts. Students should enjoy talking and performing in front of others and be willing to work hard and be challenged.

Possible Pathways
Stage 1 Drama provides a pathway to Stage 2 Drama. However, students are to study 2 units of Drama over Stage 1 if they wish to study Drama at Stage 2.

Learning Requirements:
In this subject, students are expected to:
1. Demonstrate and explain skills and techniques related to on-stage roles and/or off-stage roles
2. Work both independently and collaboratively to conceive, create, develop, interpret, and express dramatic works
3. Demonstrate and communicate knowledge and understanding of the theories, skills, techniques, and technologies of drama
4. Respond to performed drama and dramatic texts in a reflective manner
5. Demonstrate knowledge and understanding of a range of dramatic roles, their interdependence, and their impact on an audience
6. Select, analyse, and interpret information, concepts, and ideas for dramatic purposes
7. Communicate dramatic ideas to an audience through a variety of forms and methods.

Learning Concepts:
The course provides a balance of theory and practical activities. Students will be involved in workshops focusing on performance techniques, improvisation and ensemble skills. There is an element of theatre history and a study of expressionistic plays to develop in the students the ability to analyse and interpret texts and theories.

Studying this style of non-realistic theatre uses drama to change the political and social structures of our world. Expressionism began as a revolt against realistic theatre and attempts to explore the experiences of dreams and the subconscious.

Students will also take an active role in small group performances as well as a major production based on practitioners such as Brecht and Boal.

Assessment
Drama will focus on both written and practical based activities which incorporate the following three components:
Assessment Type 1: Performance
Assessment Type 2: Folio
Assessment Type 3: Investigation and Presentation.

(Each component is weighted in the range of 10-50%)

NB - Some out of school hours rehearsing may be required to complete this subject.

Stage 1 Drama: Realism and Naturalism

One Semester: 10 SACE credits

What do you need?
This course is offered as a 10 credit semester subject. It is preferred that students have completed Year 9 Drama and, in addition, a genuine interest in the Performing Arts. Students should enjoy talking and performing in front of others and be willing to work hard and be challenged.

Possible Pathways
Stage 1 Drama provides a pathway to Stage 2 Drama. However, students are to study 2 units of Drama over Stage 1 if they wish to study Drama at Stage 2.

Learning Requirements:
In this subject, students are expected to:
1. Demonstrate and explain skills and techniques related to on-stage roles and/or off-stage roles
2. Work both independently and collaboratively to conceive, create, develop, interpret, and express dramatic works
3. Demonstrate and communicate knowledge and understanding of the theories, skills, techniques, and technologies of drama
4. Respond to performed drama and dramatic texts in a reflective manner
5. Demonstrate knowledge and understanding of a range of dramatic roles, their interdependence, and their impact on an audience
6. Select, analyse, and interpret information, concepts, and ideas for dramatic purposes
7. Communicate dramatic ideas to an audience through a variety of forms and methods.

Learning Concepts:
The course provides a balance of theory and practical activities. Students will be involved in workshops focusing on performance techniques, improvisation and ensemble skills. There is an element of theatre history and a study of naturalistic plays to develop in the students the ability to analyse and interpret texts and theories. By students studying realistic and naturalistic acting techniques they will create believable characters and situations which give the illusion of real life.

Students will also take an active role in small group performances as well as a major production based on practitioners such as Stanislavski, Arthur Miller and David Williamson.

Assessment
Drama will focus on both written and practical based activities which incorporate the following three components:
Assessment Type 1: Performance
Assessment Type 2: Folio
Assessment Type 3: Investigation and Presentation.

(Each component is weighted in the range of 10 -50%)

NB - Some out of school hours rehearsing may be required to complete this subject.
Stage 1 Drama: Symbolism, Surrealism and the Absurd

One Semester: 10 SACE credits

What do you need?
This course is offered as a 10 credit semester subject. It is preferred that students have completed Year 9 Drama and, in addition, a genuine interest in the Performing Arts. Students should enjoy talking and performing in front of others and be willing to work hard and be challenged.

Possible Pathways
Stage 1 Drama provides a pathway to Stage 2 Drama. However, students are to study 2 units of Drama over Stage 1 if they wish to study Drama at Stage 2.

Learning Requirements:
In this subject, students are expected to:
1. Demonstrate and explain skills and techniques related to on-stage roles and/or off-stage roles
2. Work both independently and collaboratively to conceive, create, develop, interpret, and express dramatic works
3. Demonstrate and communicate knowledge and understanding of the theories, skills, techniques, and technologies of drama
4. Respond to performed drama and dramatic texts in a reflective manner
5. Demonstrate knowledge and understanding of a range of dramatic roles, their interdependence, and their impact on an audience
6. Select, analyse, and interpret information, concepts, and ideas for dramatic purposes
7. Communicate dramatic ideas to an audience through a variety of forms and methods

Learning Concepts:
Studying the most startling, original, and often dramatic movement to emerge in the twentieth century. The word Surreal means beyond or outside normal reality and that is exactly what studying this type of theatre will involve. In surreal plays, everyday events and characters are distorted and fractured so that they appear completely unpredictable, weird, or sometimes even totally bizarre and incomprehensible.

The course provides a balance of theory and practical activities. Students will be involved in workshops focusing on performance techniques, improvisation and ensemble skills. There is an element of theatre history and a study of 'Transformation' plays to develop in the students the ability to analyse and interpret texts and theories.

Stage 1 Drama: Transformation
One Semester: 10 SACE credits

What do you need?
This course is offered as a 10 credit semester subject. It is preferred that students have completed Year 9 Drama and, in addition, a genuine interest in the Performing Arts. Students should enjoy talking and performing in front of others and be willing to work hard and be challenged.

Possible Pathways
Stage 1 Drama provides a pathway to Stage 2 Drama. However, students are to study 2 units of Drama over Stage 1 if they wish to study Drama at Stage 2.

Learning Requirements:
In this subject, students are expected to:
1. Demonstrate and explain skills and techniques related to on-stage roles and/or off-stage roles
2. Work both independently and collaboratively to conceive, create, develop, interpret, and express dramatic works
3. Demonstrate and communicate knowledge and understanding of the theories, skills, techniques, and technologies of drama
4. Respond to performed drama and dramatic texts in a reflective manner
5. Demonstrate knowledge and understanding of a range of dramatic roles, their interdependence, and their impact on an audience
6. Select, analyse, and interpret information, concepts, and ideas for dramatic purposes
7. Communicate dramatic ideas to an audience through a variety of forms and methods

Learning Concepts:
The course provides a balance of theory and practical activities. Students will be involved in workshops focusing on performance techniques, improvisation and ensemble skills. There is an element of theatre history and a study of 'Transformation' plays to develop in the students the ability to analyse and interpret texts and theories.

Studying this style of theatre not only amalgamates the other styles of drama but challenges actors to create imaginary worlds on stage using the interaction between live actors and a live audience. Students will also take an active role in small group performances as well as a major production based on practitioners such as Grotowski and Brook.

Assessment
Drama will focus on both written and practical based activities which incorporate the following three components:
Assessment Type 1: Performance
Assessment Type 2: Folio
Assessment Type 3: Investigation and Presentation.
(Each component is weighted in the range of 10 -50%)  
NB - Some out of school hours rehearsing may be required to complete this subject
Stage 1 English: Essential English
One Semester: 10 SACE credits

What do you need?
A focus on the use of English in workplace and community contexts

Possible Pathways
Stage 2 Essential English

Learning Requirements:
In this subject, students are expected to:
1. Develop communication skills through reading, viewing, writing, listening, and speaking
2. Comprehend and interpret information, ideas, and perspectives in texts selected from social, cultural, community, workplace, and/or imagined contexts
3. Examine, and respond to how the structure and language of texts varies for different purposes, audiences, and contexts
4. Create oral, written, and/or multimodal texts appropriate for purpose and audience in real and/or imagined contexts
5. Express ideas, information, and perspectives using a range of textual conventions

Learning Concepts:
- Examining the social, cultural, and vocational use of language.
- Reading and examining a range of texts
- Interpreting and comprehending different ideas and perspectives
- Identifying and developing an understanding of connections between purpose, audience and context
- Developing skills that communicate both simple and complex ideas
- Exploring how textual features can achieve a specific effect on an audience
- Creating a variety of text, including visual, multimodal, and written
- Developing strategies for drafting, editing and proofreading

Texts Studied
- Media
- Film
- Prose

Assessment
- Responding to texts
- Creating texts

Stage 1 English: English
One Semester: 10 SACE credits

What do you need?
An interest in writing creatively, responding to texts analytically and participating in public speaking forums

Possible Pathways
- Stage 2 English
- Stage 2 Essential English

Learning Requirements:
In this subject, students are expected to:
1. Analyse relationships between purpose, context, and audience and how these influence texts and their meaning
2. Analyse ways in which ideas and perspectives are represented in texts and interpreted by readers
3. Analyse how language and stylistic features and conventions are used to convey ideas and perspectives in texts
4. Create oral, written, and/or multimodal texts for particular purposes, contexts and audiences
5. Identify and analyses intertextual connections
6. Apply knowledge and understanding of accurate spelling, punctuation, syntax and conventions.

Learning Concepts:
- Exploring the human experience and the world
- Reading and examining a range of texts
- Understanding connections between purpose, audience and context
- Students consider and analyse the influence of language and stylistic features
- Analyse ideas, perspectives and influences
- Creating imaginative interpretive and persuasive texts
- Analyse connections between texts
- Explore and evaluate similarities and differences in texts

Texts Studied
- Prose
- Drama
- Poetry
- Film
- Media

Assessment
- Responding to texts
- Creating texts
- Intertextual Study
Stage 1 English: Pre-Literacy Studies

One Semester: 10 SACE credits

What do you need?
An interest in reading and analysing texts

Possible Pathways
o Stage 2 English
o Stage 2 Literary Studies
o Stage 2 Essential English

Learning Requirements:
In this subject, students are expected to:

1. Analyse relationships between purpose, context, and audience and how these influence texts and their meaning
2. Analyse ways in which ideas and perspectives are represented in texts and interpreted by readers
3. Analyse how language and stylistic features and conventions are used to convey ideas and perspectives in texts
4. Create oral, written, and/or multimodal texts for particular purposes, contexts and audiences
5. Identify and analyses intertextual connections
6. Apply knowledge and understanding of accurate spelling, punctuation, syntax and conventions.

Learning Concepts:
o Critical and logical thinking
o Exploring the human experience and the world
o Reading and examining a range of texts
o Understanding connections between purpose, audience and context
o The dynamic relationship between authors, texts, audiences and contexts
o The creativity and craft of authors
o Analyse ideas, perspectives and influences
o Creating imaginative interpretive and persuasive texts
o Analyse connections between texts
o Explore and evaluate similarities and differences in texts

Texts Studied
✓ Poetry
✓ Drama
✓ Prose
✓ Film

Assessment
o Responding to texts
o Creating texts
o Intertextual Study

Stage 1 Food and Hospitality: Food Production and Sustainable Practices

One Semester: 10 SACE credits

What do you need?
It is an advantage to have completed Home Economics in Years 7-9, which assists in providing a progressive pathway into Stage 1 and Stage 2 Food and Hospitality.

Possible Pathways
Stage 1 Food and Hospitality – Food Production leads to Stage 1 – Contemporary Issues in Food and Hospitality
Stage 1 Food and Hospitality provides a pathway to Stage 2 Food and Hospitality.

Learning Requirements:
In this subject, students are expected to:

1. Apply knowledge and problem solving skills to practical activities in food and hospitality and to reflect on processes and outcomes
2. Develop and implement practical skills, including management skills, in an individual or collaborative context.
3. Make and justify decisions about issues related to food and hospitality
4. Select and use appropriate technology to prepare and serve food, applying safe food-handling practices.
5. Investigate and reflect on contemporary issues related to the food and hospitality industry or to food and hospitality in family and community settings
6. Work individually and collaboratively to prepare and present activities that support healthy eating practices
7. Reflect on the impact of new and emerging technologies on food and hospitality

Learning Concepts:
In Stage 1 Food and Hospitality, students examine some of the factors that influence people’s food choices and the health implications of those choices and explore various aspects of food production. They also gain an understanding of the diversity of the food and hospitality industry in meeting the needs of local people and visitors. Students investigate and debate contemporary food and hospitality issues and current management practices.
Topics covered include:
o Food production
o Sustainable practices in food production
o Local and global issues in food and hospitality
o Contemporary issues in the food and hospitality industry
o food and safety
o healthy eating practices
o nutritional needs through the lifecycle

Assessment
Assessment Type 1: Practical Activity 50%
Students undertake two Practical Activities.
Assessment Type 2: Group Activity 25%
Students undertake one Group Activity.
Assessment Type 3: Investigation 25%
Students undertake one Investigation
Some out of school hours catering may be required to complete this subject

Practical Activities and Group Activities have a significant practical component to be completed as part of the Assessment Task.
Stage 1 Food and Hospitality: Contemporary Issues in Food and Hospitality

One Semester: 10 SACE credits

What do you need?
It is an advantage to have completed Home Economics in Years 7-9, which assists in providing a progressive pathway into Stage 1 and Stage 2 Food and Hospitality.

Possible Pathways
Stage 1 Food and Hospitality provides a pathway to Stage 2 Food and Hospitality. It is recommended that students complete this subject before attempting Stage 2 as it provides the background knowledge about the Food and Hospitality Industry needed at Stage 2.

Learning Requirements:
In this subject, students are expected to:
1. Apply knowledge and problem solving skills to practical activities in food and hospitality and to reflect on processes and outcomes
2. Develop and implement practical skills, including management skills, in an individual or collaborative context.
3. Make and justify decisions about issues related to food and hospitality
4. Select and use appropriate technology to prepare and serve food, applying safe food-handling practices.
5. Investigate and reflect on contemporary issues related to the food and hospitality industry or to food and hospitality in family and community settings.
6. Work individually and collaboratively to prepare and present activities that support healthy eating practices.
7. Reflect on the impact of new and emerging technologies on food and hospitality

Learning Concepts:
In Stage 1 Food and Hospitality, students examine some of the factors that influence people’s food choices and the health implications of those choices and explore various aspects of food production. They also gain an understanding of the diversity of the food and hospitality industry in meeting the needs of local people and visitors. Students investigate and debate contemporary food and hospitality issues and current management practices.

Topics covered include:
- contemporary issues in food and hospitality
- food and hospitality career paths
- trends in food and hospitality
- food and safety
- relationship between food choices and health and well-being
- healthy eating practices
- management practices and catering

Assessment
Assessment Type 1: Practical Activity 50%
Students undertake two Practical Activities.
Assessment Type 2: Group Activity 25%
Students undertake one Group Activity.
Assessment Type 3: Investigation 25%
Students undertake one Investigation
Some out of school hours catering may be required to complete this subject

Practical Activities and Group Activities have a significant practical component to be completed as part of the Assessment Task.

Stage 1 Geography: Physical Connections

One Semester: 10 SACE credits

What do you need?
Students are encouraged to have an inquiring mind that wishes to identify patterns and trends and explore and analyse geographical relationships and interdependencies.

Possible Pathways
This course will provide students with the skills and knowledge to develop an understanding of the spatial interrelationships between people, places, and environments. Students pose and seek answers to questions of what, where, who, why, how, and when, and evaluate responses.

Learning Requirements:
The learning requirements summarise the key knowledge, skills and understandings that students are expected to develop and demonstrate through learning.
In this subject, students are expected to:
1. Demonstrate knowledge and understanding of geographical concepts of: place, space, environment, interconnection, sustainability, scale, and change
2. Demonstrate knowledge and understanding of the nature and complexity of the interdependence of human and physical environments
3. Use geographical and fieldwork skills, including use of spatial technologies, to examine geographical features
4. Analyse information to determine management strategies and make recommendations for improvements to human and physical environments
5. Examine geographical implications of a contemporary local and/or global issue
6. Communicate geographical information and ideas, using subject-specific terminology and visual representations

Learning Concepts:
Throughout the course students will develop their geographical skills which they will be able to apply in the topic areas that they study. Students will be provided with the opportunity to participate in local fieldwork, develop their use of primary and secondary sources and a range of technologies.
A variety of geographical and contemporary geographical issues will be addressed that incorporate two key themes:
1. Hazards
2. Contemporary Issues

Topic areas will include:
Topics will be investigated using a variety of scales including local, regional and global.
- Natural Hazards
- Local Issues

Assessment
Geographical Skills and Applications: 70%
Fieldwork: 30%
### Stage 1 History: Imperialism and Indigenous Peoples

**One Semester: 10 SACE credits**

**What do you need?**
Students need to have a genuine interest in learning about people and the societies in which they live. The two focus areas for this unit of study include studying the imperial expansion of Britain from 1750 onwards and the study of the recognition and rights of Indigenous people of Australia. This will provide the opportunity to learn about the reasons for settlement and the long-term and short-term impacts on our society.

**Possible Pathways**
- Stage 1 Decolonisation and Social Movements
- Stage 1 Revolutions and Elective
- Stage 2 Modern History

**Learning Requirements:**
The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 Modern History.

In this subject, students are expected to:
1. Understand and explore historical concepts
2. Understand and explore the role of ideas, people, and events in history
3. Analyse developments and/or movements in the modern world, and their short-term and long-term impacts
4. Analyse ways in which societies in the modern world have been shaped by both internal and external forces and challenges
5. Apply the skills of historical inquiry to examine and evaluate sources and interpretations, and support arguments
6. Draw conclusions and communicate reasoned historical arguments

**Learning Concepts:**
In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them, and their short-term and long-term consequences on societies, systems and individuals. Students explore the impacts that these development and movements had on people’s ideas, perspectives and circumstances.

**Imperialism** has been a major influence on the world since 1750. There were significant differences between the stated ideals of imperialism and the realities of empires. This course studies the imperial expansion of Britain from 1750 onwards, including the long-term impact of the colonisation of Australia. The second study addresses the response of Indigenous peoples of Australia and the impact that invasion and migration, dispossession, alienation, recognition and reconciliation has had on their culture and relationship with the land. The nature of government policies and their impact on the Indigenous people will be studied.

**Assessment**
The following assessment types enable students to demonstrate evidence of learning in Stage 1:
- **Historical Skills 70%**: three historical skill assessments of differing formats
- **Historical Study 30%**: presentation of a focus study

In addition, the assessment also includes an end of semester examination.

### Stage 1 History: Decolonisation and Social Movements

**One Semester: 10 SACE credits**

**What do you need?**
Students need to have a genuine interest in learning about people and the societies in which they live. This unit focuses on the process of decolonisation and how this became a global phenomenon, changing the social, political and economic structures using the example of Africa as the main topic. The second unit explores the study of the Civil Rights Movement that brought about civil, political, economic, cultural and social change in society.

**Possible Pathways**
- Stage 1 Imperialism and Indigenous Peoples
- Stage 1 Revolutions and Elective
- Stage 2 Modern History

**Learning Requirements:**
The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 Modern History.

In this subject, students are expected to:
1. Understand and explore historical concepts
2. Understand and explore the role of ideas, people, and events in history
3. Analyse developments and/or movements in the modern world, and their short-term and long-term impacts
4. Analyse ways in which societies in the modern world have been shaped by both internal and external forces and challenges
5. Apply the skills of historical inquiry to examine and evaluate sources and interpretations, and support arguments
6. Draw conclusions and communicate reasoned historical arguments

**Learning Concepts:**
In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them, and their short-term and long-term consequences on societies, systems and individuals. Students explore the impacts that these development and movements had on people’s ideas, perspectives and circumstances.

**Decolonisation** was driven by a myriad of factors and the focus of this unit is the social, political and economic characteristics of the decolonisation of Africa. By exploring the political and legal structures, the language, and the experiences of those living under colonial rule and living through decolonisation the challenges of this time and the attitudes and experiences of the people will be discussed. This study is supported by the Social Movement unit which will identify the ideas and campaigns for social change, including improved access to civil, political, economic, social and cultural rights. The Civil Rights Movement will be the main area of learning and will address the short and long-term influence and legacy of the campaign.

**Assessment**
The following assessment types enable students to demonstrate evidence of learning in Stage 1:
- **Historical Skills 70%**: three historical skill assessments of differing formats
- **Historical Study 30%**: presentation of a focus study

In addition, the assessment also includes an end of semester examination.
Stage 1 History: Revolutions and Elective

One Semester: 10 SACE credits

What do you need?
Students need to have a genuine interest in learning about people and the societies in which they live. This unit is the ideal preparation for Stage 2 Modern History as the focus is on Revolutions and an Elective. The French Revolution will form the basis of learning about historical change since 1750 and how internal and external forces have shaped the social and political structures of a country. The Elective will provide the opportunity for students to research and study their own chosen topic that will be presented as the Historical Study component for assessment. This will also support the development of skills for the Stage 2 Modern History Course.

Possible Pathways
Stage 1 Decolonisation and Social Movements
Stage 1 Imperialism and Indigenous Peoples
Stage 2 Modern History

Learning Requirements:
In this subject, students are expected to:
1. Understand and explore historical concepts
2. Understand and explore the role of ideas, people, and events in history
3. Analyse developments and/or movements in the modern world, and their short-term and long-term impacts
4. Analyse ways in which societies in the modern world have been shaped by both internal and external forces and challenges
5. Apply the skills of historical inquiry to examine and evaluate sources and interpretations, and support arguments
6. Draw conclusions and communicate reasoned historical arguments.

Learning Concepts:
In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them, and their short-term and long-term consequences on societies, systems and individuals. Students explore the impacts that these development and movements had on people’s ideas, perspectives and circumstances.

The French Revolution will identify the particular changes in society that were part of the cause of the revolution and how the people of France fought for greater representation and democracy. Internal and external forces will address the social, political and economic challenges that the revolutionaries faced as well how they consolidated their power to continue the reforms and the fight for liberty. The impact of the revolution will also identify the changes that occurred and how the people of France dealt with these. The Elective will be student driven and provide an opportunity for individual students to study an area of interest to support the completion of the Historical Study assessment. The investigation will analyse ways in which societies and nations in the modern world have been shaped by both internal and external forces and challenges. This is an ideal subject to support the transition to Stage 2 Modern History.

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1: Historical Skills 70%; three historical skill assessments of differing formats Historical Study 30%; presentation of a focus study
In addition, the assessment also includes an end of semester examination.

Stage 1 Horticulture and Agriculture—Scientific Principles & Management

One Semester: 10 SACE credits

What do you need?
A genuine interest and/or prior experience in Horticulture/Agriculture. Desirable – Successful completion of Horticulture in Year 9. Students wishing to complete Stage 2 Horticulture and Agriculture are encouraged to complete two semesters of Stage 1 Horticulture and Agriculture.

Possible Pathways
Stage 1 Horticulture and Agriculture: Enterprise
Stage 2 Horticulture and Agriculture: Technologies
Stage 2 Horticulture and Agriculture: Contemporary Issues

Learning Requirements:
In this subject, students are expected to:
1. Demonstrate knowledge and understanding of agricultural and horticultural concepts, practices, and principles, including ecological sustainability
2. Demonstrate planning and the application of practical skills, using safe, cooperative work practices and appropriate technologies
3. Design and undertake practical and other investigations in agriculture and horticulture, analyse results, form conclusions, and make recommendations
4. Obtain and evaluate social, cultural, environmental, and economic information and data about issues facing agricultural and horticultural enterprises and their impacts on local, national, and global markets and communities
5. Communicate information and reasoning, using appropriate agricultural and horticultural terminology and conventions.

Learning Concepts:
Stage 1 Horticulture & Agriculture – Scientific Principles & Management is undertaken as a 10 credit subject, which involves hands on practical and theoretical learning about the scientific principles of plant and animal production and how the knowledge of science contributes to improved production. Students will use laboratory, field and simulation techniques to investigate, appraise, and report on concepts and issues in horticulture and agriculture. The management theme is about the day-to-day management and operations of plant and/or animal production. Students will use laboratory, field and simulation activities to carry out plant production activities (e.g. vineyard or orchard management and vegetable growing) and/or learn how to work with animals in safe and ethical ways. Topics to be covered in Horticulture & Agriculture – Scientific Principles & Management include:
- Plant anatomy and physiology
- Soil science
- Crop husbandry
- Management methods in Horticulture & Agriculture

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Horticulture & Agriculture – Scientific Principles & Management

Assessment Type 1: Folio (30%)
Assessment Type 2: Practical (40%)
Assessment Type 3: Issues Study (30%)
Stage 1 Horticulture and Agriculture– Enterprise

One Semester: 10 SACE credits

What do you need?
A genuine interest and/or prior experience in Horticulture/Agriculture. Desirable – Successful completion of Horticulture in Year 9

Students wishing to complete Stage 2 Horticulture and Agriculture are encouraged to complete two semesters of Stage 1 Horticulture and Agriculture.

Possible Pathways
Stage 1 Horticulture and Agriculture: Scientific Principles & Management
Stage 2 Horticulture and Agriculture: Technologies
Stage 2 Horticulture and Agriculture: Contemporary Issues

Learning Requirements:
In this subject, students are expected to:
1. Demonstrate knowledge and understanding of agricultural and horticultural concepts, practices, and principles, including ecological sustainability
2. Demonstrate planning and the application of practical skills, using safe, cooperative work practices and appropriate technologies
3. Design and undertake practical and other investigations in agriculture and horticulture, analyse results, form conclusions, and make recommendations
4. Obtain and evaluate social, cultural, environmental, and economic information and data about issues facing agricultural and horticultural enterprises and their impacts on local, national, and global markets and communities
5. Communicate information and reasoning, using appropriate agricultural and horticultural terminology and conventions.

Learning Concepts:
Stage 1 Horticulture & Agriculture – Enterprise is undertaken as a 10 credit subject which involves hands on practical and theoretical learning about agribusiness and community enterprise. It focuses on the ways in which products can be produced, processed, and marketed (locally, nationally, and globally) and on the issues that might be relevant to a particular enterprise. Students develop and operate, or investigate, a particular agribusiness or community enterprise.

Topics to be covered in Horticulture & Agriculture – Enterprise include;
- Designing and setting up a community enterprise
- Plant and/or animal production activities
- The benefits to communities of local agribusiness
- Enterprise management skills
- Sustainability

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Horticulture & Agriculture – Enterprise

- Assessment Type 1: Folio (30%)
- Assessment Type 2: Practical (40%)
- Assessment Type 3: Issues Study (30%)
Stage 1 Integrated Learning: Basketball Academy A and B

One Semester: 10 SACE credits

What do you need?
Students need to meet certain requirements in order to be eligible to study this subject. They are:
- Complete the application process (online)
- Show evidence of their academic history and be at an appropriate level (C Grade or higher for all subjects)
- Demonstrate a high understanding and skill level of Basketball concepts
- Have a recommendation from their current basketball coach (highest level)

Possible Pathways
Stage 1 Physiology and Training
Stage 1 Skill Learning and Biomechanics
Stage 2 Integrated Learning
Stage 2 Physical Education

LEARNING REQUIREMENTS
In this subject students are expected to:
1. Develop and apply knowledge, concepts, and skills to achieve a purpose
2. Identify and investigate information, ideas, and skills from different perspectives, using a variety of sources
3. Work collaboratively with others
4. Demonstrate self-awareness in reflecting on learning
5. Communicate ideas and informed opinions
6. Develop and understand connections between the program focus and aspects of the capability in Basketball.

Learning concepts:
Stage 1 Integrated Learning: Basketball Academy is undertaken as a 20 credit subject, which involves the study of basketball for the full year. Students will undertake this course looking at the 3 key ideas of developing the capability for learning, developing the capability for personal development & developing the capability for communication. Through the study of basketball students will be able to recognise and analyse how their learning assists their development of the above capabilities.

ASSESSMENT
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Integrated Studies: Basketball Academy
- Practical Activities
- Skills Checklist
- Report and/or Presentation
- Issues Analysis & Data Analysis
- Comparative evaluation

Assessment Type 1: Folio & Discussion (35%)
Assessment Type 2: Practical (45%)
Assessment Type 3: Group Activity (20%)

Stage 1 Japanese: Essential Japanese

One Semester: 10 SACE credits

What do you need?
Successful completion of Year 9 Japanese or equivalent knowledge from Some other prior learning context as determined by an entrance test.

Possible Pathways

<table>
<thead>
<tr>
<th>Stage 1 Essential Japanese</th>
<th>Stage 1 Life in Japan</th>
<th>Stage 1 Travelling in Japan</th>
<th>Stage 1 Traditions and Culture</th>
<th>Stage 2 Japanese</th>
</tr>
</thead>
</table>

Learning Requirements:
In this subject students are expected to develop and apply linguistic and intercultural knowledge understanding and skills to:
1. Interact with others to exchange information, ideas, opinions, and experiences in Japanese;
2. Create texts in Japanese to express information, feelings, ideas, and opinions;
3. Analyse texts that are in Japanese to interpret meaning;
4. Examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication;

Learning Concepts:
Stage 1 Essential Japanese is a foundation course for Japanese studies at senior level which is undertaken as a 10 credit subject. This course is designed to introduce the essential grammatical patterns and vocabulary and develop basic communication skills through the topics such as ‘Myself’, ‘Shopping & Eating out’ and ‘Daily Routine’.

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Essential Japanese:

Assessment Type 1: Interaction (20%)
Students interact with other to exchange information, ideas, opinions, and experience in spoken Japanese

Assessment Type 2: Text Production (20%)
Students create text(s) in which they express ideas, information, opinions, and feelings in written Japanese

Assessment Type 3: Text Analysis (20%)
Students analyse and interpret a text or texts in Japanese with responses in Japanese and/or English

Assessment Type 4: Investigation (40%)
Students undertake an investigation demonstrating research and personal reflection on a cultural or social aspect

In addition, the assessment also includes a semester examination.
Stage 1 Japanese: Life in Japan

One Semester: 10 SACE credits

What do you need?
Successful completion of Stage 1 Essential Japanese is required or equivalent knowledge from some other prior learning context as determined by an entrance test.

Possible Pathways

<table>
<thead>
<tr>
<th>Stage 1 Essential Japanese</th>
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<th>→</th>
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</thead>
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<td>→</td>
</tr>
<tr>
<td>Stage 2 Japanese</td>
<td>Stage 2 Japanese (optional)</td>
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</tr>
</tbody>
</table>

Learning Requirements:
In this subject students are expected to develop and apply linguistic and intercultural knowledge understanding and skills to:
1. Interact with others to exchange information, ideas, opinions, and experiences in Japanese;
2. Create texts in Japanese to express information, feelings, ideas, and opinions;
3. Analyse texts that are in Japanese to interpret meaning;
4. Examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication;

Learning Concepts:
Stage 1 Life in Japan is designed to develop the skills and knowledge to communicate meaningfully with people in Japan in real-life situations of different communicative purposes. More complex yet practical grammatical patterns will be built upon the foundational knowledge acquired though Stage 1 Essential Japanese. The topics, which will be explored in this course, are ‘Making arrangements’ ‘Home and family life’, and ‘Getting around’.

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Life in Japan:

Assessment Type 1: Interaction (20%)
Students interact with other to exchange information, ideas, opinions, and experience in spoken Japanese

Assessment Type 2: Text Production (20%)
Students create text(s) in which they express ideas, information, opinions, and feelings in written Japanese

Assessment Type 3: Text Analysis (20%)
Students analyse and interpret a text or texts in Japanese with responses in Japanese and/or English

Assessment Type 4: Investigation (40%)
Students undertake an investigation demonstrating research and personal reflection on a cultural or social aspect

In addition, the assessment also includes a semester examination.

Stage 1 Japanese: Travelling in Japan

One Semester: 10 SACE credits

What do you need?
Successful completion of Stage 1 Essential Japanese is required or equivalent knowledge from some other prior learning context as determined by an entrance test.

Possible Pathways

<table>
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</tr>
<tr>
<td>Stage 1 Japanese</td>
<td>Stage 2 Japanese (optional)</td>
<td></td>
</tr>
</tbody>
</table>

Learning Requirements:
In this subject students are expected to develop and apply linguistic and intercultural knowledge, understanding and skills to:
1. Interact with others to exchange information, ideas, opinions, and experiences in Japanese;
2. Create texts in Japanese to express information, feelings, ideas, and opinions;
3. Analyse texts that are in Japanese to interpret meaning;
4. Examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication;

Learning Concepts:
Stage 1 Travelling in Japan is designed to develop the knowledge and skills to communicate meaningfully with people in Japan in real-life situations of different communicative purposes. Under the theme of Travelling in Japan, the topics covered are ‘Visiting Japanese Home’, ‘Making Reservations’, ‘Tourist Attractions’, ‘Weather’ and ‘Health’. More complex yet practical grammatical patterns will be built upon the foundational knowledge acquired though Stage 1 Life in Japanese.

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Travelling in Japan:

Assessment Type 1: Interaction (20%)
Students interact with other to exchange information, ideas, opinions, and experience in spoken Japanese

Assessment Type 2: Text Production (20%)
Students create text(s) in which they express ideas, information, opinions, and feelings in written Japanese

Assessment Type 3: Text Analysis (20%)
Students analyse and interpret a text or texts in Japanese with responses in Japanese and/or English

Assessment Type 4: Investigation (40%)
Students undertake an investigation demonstrating research and personal reflection on a cultural or social aspect

In addition, the assessment also includes a semester examination.
### Stage 1 Japanese: Traditions and Culture

**One Semester: 10 SACE credits**

**What do you need?**
Successful completion of Stage 1 Essential Japanese is required or equivalent knowledge from some other prior learning context as determined by an entrance test.

**Possible Pathways**

| Stage 1 Essential Japanese | Stage 1 Life in Japan | Stage 1 Travelling in Japan | Stage 1 Traditions and Culture | Stage 2 Japanese |

**Learning Requirements:**
In this subject students are expected to develop and apply linguistic and intercultural knowledge, understanding and skills to:
1. Interact with others to exchange information, ideas, opinions, and experiences in Japanese;
2. Create texts in Japanese to express information, feelings, ideas, and opinions;
3. Analyse texts that are in Japanese to interpret meaning;
4. Examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication;

**Learning Concepts:**
Stage 1 Traditions and Culture is designed to develop the language skills and enhance intercultural understanding through exploring the topics such as 'Pop Culture in Japan' 'Seasonal Events and Festivals' and 'Social Practices in Language in Japan'. Students reflect on their own attitudes, beliefs and values, and develop an understanding of how culture and identity are expressed through language. More complex yet practical grammatical patterns are introduced.

**Assessment**
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Tradition and Culture:

- **Assessment Type 1: Interaction (20%)**
  Students interact with other to exchange information, ideas, opinions, and experience in spoken Japanese

- **Assessment Type 2: Text Production (20%)**
  Students create text(s) in which they express ideas, information, opinions, and feelings in written Japanese

- **Assessment Type 3: Text Analysis (20%)**
  Students analyse and interpret a text or texts in Japanese with responses in Japanese and/or English

- **Assessment Type 4: Investigation (40%)**
  Students undertake an investigation demonstrating research and personal reflection on a cultural or social aspect

In addition, the assessment also includes a semester examination.

### Stage 1 Legal Studies: Young People and the Law

**One Semester: 10 SACE credits**

**What do you need?**
Students should have an interest in the Australian Legal system and the laws that regulate and impact society. Students will gain knowledge about the legal processes and the administration of justice, particularly in the field of criminal procedure. The course is designed to be relevant to the influence and impact that the legal system has on individuals.

**Possible Pathways**
Stage 1 Legal Studies (any themes) leads to Stage 2 Legal Studies

**Learning Requirements:**
In this subject students are expected to:
1. Display knowledge and understanding of the legal rights and responsibilities of individuals and groups in Australian society
2. Know and understand the values inherent in the Australian legal system
3. Display knowledge and understanding of different sources of law in the Australian legal system
4. Recognise ways in which the Australian legal system responds to diverse groups in the community
5. Evaluate the nature and operation of aspects of the Australian legal system
6. Develop inquiry skills through accessing and using information on aspects of the legal system
7. Communicate informed observations and opinions on contemporary legal issues and debates, using legal terminology and appropriate acknowledgment of sources.

**Learning Concepts:**
Stage 1 Legal Studies explores Australia's legal heritage along with the dynamic nature of the Australian legal system. Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change. The focus of Young People and the Law will provide an insight into the rights and responsibilities of young individuals to achieve social order and harmony. Students will examine how the law defines young people, the protections provided to young people, the role and functioning of the Youth Court and the effectiveness of the juvenile justice system.

**Assessment**
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Legal Studies:

- **Assessment Type 1: Skills and Applications Task (70%)**
- **Assessment Type 2: Folio Investigation (30%)**

In addition, the assessment may also include an end-of-semester examination.
Stage 1 Legal Studies: Criminal Procedure
One Semester: 10 SACE credits

What do you need?
Students should have an interest in the Australian Legal system and the laws that regulate and impact society. Students will gain knowledge about the legal processes and the administration of justice, particularly in the field of criminal procedure. The course is designed to be relevant to the influence and impact that the legal system has on individuals.

Possible Pathways
Stage 1 Legal Studies (any themes) leads to Stage 2 Legal Studies.

Learning Requirements:
In this subject students are expected to:
1. Display knowledge and understanding of the legal rights and responsibilities of individuals and groups in Australian society
2. Know and understand the values inherent in the Australian legal system
3. Display knowledge and understanding of different sources of law in the Australian legal system
4. Recognise ways in which the Australian legal system responds to diverse groups in the community
5. Evaluate the nature and operation of aspects of the Australian legal system
6. Develop inquiry skills through accessing and using information on aspects of the legal system
7. Communicate informed observations and opinions on contemporary legal issues and debates, using legal terminology and appropriate acknowledgement of sources.

Learning Concepts:
Stage 1 Legal Studies explores Australia’s legal heritage along with the dynamic nature of the Australian legal system. Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change. The focus of Legal Studies – Criminal Procedure will provide an insight into law-making and the processes of dispute resolution and the administration of justice, with particular attention to the Crimes Act and the criminal justice system. Students also examine the role of the jury system, the impact of mitigating circumstances and the role of punishment.

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Legal Studies:
Assessment Type 1: Skills and Applications Task (70%)
Assessment Type 2: Folio Investigation (30%)

In addition, the assessment may also include an end-of-semester examination.
Subject booklet info Mathematics:

Due to the integration of the Australian Curriculum into the Senior SACE subjects the final course outlines are subject to approval from the SACE Board. The following information is provided as a guide for students when choosing their studies of Mathematics for the 2016 and beyond.

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<tr>
<td>Stage 1 Mathematics 10A</td>
<td>Stage 1 Mathematics 10A</td>
<td>Pre-methods B</td>
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</table>

Stage 1 Mathematics 10

One Semester: 10 SACE credits

Students who achieve a C grade or better in Stage 1 Mathematics 10 (semesters 1 and 2) will meet the compulsory numeracy requirement of SACE and receive 20 credits.

What do you need?
Students need to achieve a C grade or better in Year 9 Mathematics. Students need to have strong foundations in algebraic manipulation and have a preparedness to work at challenging problems.

Background Information
The Mathematics 10 course is designed for students who intend to pursue Stage 1 General Mathematics, Stage 1 Mathematics (Pre-methods, or Pre-methods and Pre-Specialist Mathematics).

Mathematics 10 is organised into topics that broaden students’ mathematical experience, and provide a variety of contexts for incorporating mathematical arguments and problem solving. There is an emphasis on developing and consolidating students’ computational and algebraic skills and expanding their ability to reason and analyse mathematically.

Possible Pathways
Stage 1 Mathematical 10 leads to any of; Stage 1 Essential Mathematics, Stage 1 General Mathematics, Stage 1 Pre-Methods and Stage 1 Pre-Specialist Mathematics.

Learning Requirement:
In this subject, students are expected to:
1. Understand mathematical concepts and relationships
2. Select and apply mathematical techniques and algorithms to analyse and solve problems, including forming and testing predictions
3. Investigate and analyse mathematical information in a variety of contexts
4. Interpret results, draw conclusions, and consider the reasonableness of solutions in context
5. Make discerning use of electronic technology
6. Communicate mathematically and present mathematical information in a variety of ways.

Learning Concepts:
Stage 1 Mathematical 10 is undertaken as a two-semester subject, 10 units each semester, which involves the study of topics within: the following strands:
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Mathematics 10 (each semester):

Assessment Type 1: Folio Tasks (weighting to be confirmed)
Assessment Type 2: Skills Assessment Tasks: Tests (weighting to be confirmed)

In addition, each subject undertakes an end of semester examination.
Stage 1 Mathematics 10A

One Semester: 10 SACE credits

Students who achieve a C grade or better in Stage 1 Mathematics 10A Semesters 1 and 2) will meet the compulsory numeracy requirement of SACE and receive 20 credits.

What do you need?
Students need to achieve a B grade or better in Year 9 Mathematics. Students need to have strong foundations in algebraic manipulation and have a preparedness to work at challenging problems.

Background Information
The Mathematics 10A course is designed for students who intend to pursue Stage 1 Mathematics (Pre-methods, or Pre-methods and Pre-Specialist Mathematics). Mathematics 10A is organised into topics that broaden students' mathematical experience, and provide a variety of contexts for incorporating mathematical arguments and problem solving. The topics provide a blending of algebraic and geometric thinking. In this subject there is a progression of content, applications, and level of sophistication and abstraction.

Possible Pathways
Stage 1 Mathematics 10 leads to any of: Stage 1 Essential Mathematics, Stage 1 General Mathematics, Stage 1 Pre-Methods and Stage 1 Pre-Specialist Mathematics

Learning Requirements:
In this subject, students are expected to:
1. Understand mathematical concepts and relationships
2. Select and apply mathematical techniques and algorithms to analyse and solve problems, including forming and testing predictions
3. Investigate and analyse mathematical information in a variety of contexts
4. Interpret results, draw conclusions, and consider the reasonableness of solutions in context
5. Make discerning use of electronic technology
6. Communicate mathematically and present mathematical information in a variety of ways.

Learning Concepts:
Stage 1 Mathematical 10 is undertaken as a two-semester subject, 10 units each semester, which involves the study of topics within the following strands:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Mathematical Studies:

- Assessment Type 1: Folio Tasks (weighting to be confirmed)
- Assessment Type 2: Skills Assessment Tasks: Tests (weighting to be confirmed)

In addition, each subject undertakes an end of semester examination.

Stage 1 Mathematics: Essential Mathematics

One Semester: 10 SACE credits

Students who achieve a C grade or better in Stage 1 Essential Mathematics (Semesters 1 and 2) will meet the compulsory numeracy requirement of SACE and receive 20 credits.

What do you need?
There are no pre-requisites for subject. It is designed for students who learn Mathematics best in a practical, applied and contextual manner. Students who require further development of their basic mathematical skills are recommended for this course.

Background Information
This subject is designed for:
1. Students who are seeking to meet the SACE numeracy requirement;
2. Students who are planning to pursue a career in a range of trades or vocational pathways.

There is an emphasis on extending students' mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts in flexible and resourceful ways. This subject leads to Stage 2 Essential Mathematics.

Possible Pathways
Other units of Stage 1 Essential Mathematics and Stage 2 Essential Mathematics

Learning Requirements:
In this subject students are expected to:
1. Understand mathematical information and concepts
2. Apply mathematical skills and techniques to solve practical problems in everyday contexts
3. Develop skills in gathering, representing, and interpreting data relevant to everyday contexts
4. Interpret results and use mathematical reasoning to draw conclusions and consider the appropriateness of solutions
5. Make discerning use of electronic technology
6. Communicate mathematically and present mathematical information in a variety of ways.

Learning Concepts:
Stage 1 Essential Mathematics is undertaken as a two semester subject, 10 units each semester, which involves the study of:

- Semester 1:
  - Calculations, Time and Ratio
  - Geometry
  - Data in Context

- Semester 2:
  - Numeracy of the Olympics
  - Measurement
  - Earning and Spending

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Essential Mathematics (each semester):

- Assessment Type 1: Folio Tasks (25%)
- Assessment Type 2: Skills Assessment Tasks: Tests (75%)

In addition, each subject undertakes an end of semester examination.
Stage 1 Mathematics: General Mathematics

One Semester: 10 SACE credits

Students who achieve a C grade or better in Stage 1 General Mathematics (Semester 1 and 2) will meet the compulsory numeracy requirement of SACE and receive 20 credits.

What do you need?
Students need to achieve a C grade or better in Stage 1 Mathematics 10A or Stage 1 Mathematics 10B. Students need to have strong foundations in algebraic manipulation and have a preparedness to work at challenging problems.

Background Information
General Mathematics extends students’ mathematical skills in ways that apply to practical problem solving. Topics cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices. Successful completion General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Possible Pathways
Stage 1 General Mathematics leads to Stage 2 General Mathematics or Stage 2 Essential Mathematics.

Learning Requirements:
In this subject, students are expected to:
1. Understand mathematical concepts and relationships
2. Select and apply mathematical techniques and algorithms to analyse and solve problems, including forming and testing predictions
3. Investigate and analyse mathematical information in a variety of contexts
4. Interpret results, draw conclusions, and consider the reasonableness of solutions in context
5. Make discerning use of electronic technology
6. Communicate mathematically and present mathematical information in a variety of ways.

Learning Concepts:
Stage 1 General Mathematics is undertaken as a two-semester subject, 10 units each semester, which involves the study of:

**Semester 1:**
- Measurement
- Applications of Trigonometry
- Linear and Exponential Functions and their Graphs

**Semester 2:**
- Statistical Investigation
- Investing and Borrowing
- Matrices and Networks

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 General Mathematics (each semester):

- **Assessment Type 1:** Folio Tasks (60%)  
- **Assessment Type 2:** Skills Assessment Tasks: Tests (40%)

In addition, each subject undertakes an end of semester examination.

Stage 1 Mathematics: Pre-Methods A, B and C

There are 3 Semester Units (A, B and C): Each are worth 10 SACE credits

Students who achieve a C grade or better in Stage 1 Mathematics (Pre-Methods A) will meet the compulsory numeracy requirement of SACE and receive 10 credits.

Students who achieve a C grade or better in Stage 1 Mathematics (Pre-Methods B) will meet the compulsory numeracy requirement of SACE and receive 10 credits.

Students who achieve a C grade or better in Stage 1 Mathematics (Pre-Methods C) will meet the compulsory numeracy requirement of SACE and receive 10 credits.

What do you need?
Students need to achieve a B grade or better in Stage 1 Mathematics 10A or Stage 1 Mathematics 10B. Students need to have strong foundations in algebraic manipulation and have a preparedness to work at challenging problems.

Background Information
Pre-Methods at Stage 1 builds on the mathematical knowledge, understanding, and skills that students have developed in Number and Algebra, Measurement and Geometry, and Statistics and Probability during Year 10. Pre-Methods is organised into topics that broaden students’ mathematical experience, and provide a variety of contexts for incorporating mathematical arguments and problem solving. The topics provide a blending of algebraic and geometric thinking. In this subject there is a progression of content, applications, and level of sophistication and abstraction.

Possible Pathways
Stage 1 Mathematics Pre-Methods A, B and C provides the foundation for further study in mathematics in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics. Students will be required to complete all 3 units of Pre-Methods in order to continue to Stage 2 Mathematical Methods.

Learning Requirements:
In this subject, students are expected to:
1. Understand mathematical concepts, demonstrate mathematical skills, and apply mathematical techniques
2. Investigate and analyse mathematical information in a variety of contexts
3. Think mathematically by posing questions, solving problems, applying models, making and testing conjectures
4. Interpret results, draw conclusions, and determine the reasonableness of solutions in context
5. Make discerning use of electronic technology
6. Communicate mathematically and present mathematical information in a variety of ways.
**Stage 1 Mathematics: Pre-Methods A, B and C (continued)**

**Learning Concepts:**
Stage 1 Mathematics Pre-Methods is undertaken as Pre-Methods A and B in Semester 1 and Pre-Methods in Semester 2, which involves the study of three topics from below in each course undertaken:

**Semester 1A:**
- Functions and graphs
- Polynomials
- Trigonometry
- Counting and Statistics
- Growth and Decay
- Introduction to Differential Calculus
- Arithmetic and Geometric Sequences and Series
- Geometry
- Vectors in the Plane
- Further Trigonometry
- Matrices
- Real and Complex Numbers.

**Assessment**
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Mathematics (Pre-Methods) each semester:

*Assessment Type 1: Folio Tasks (weighting to be confirmed)*
*Assessment Type 2: Skills Assessment Tasks: Tests (weighting to be confirmed)*

In addition, each subject undertakes an end of semester examination.

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**Stage 1 Mathematics: Pre-Specialist Mathematics**

Students who achieve a C grade or better in Stage 1 Mathematics (Pre-Specialist Mathematics) will meet the compulsory numeracy requirement of SACE and receive 10 credits.

**What do you need?**
Students need to achieve a B grade or better in Stage 1 Mathematics 10 or Stage 1 Mathematics 10A.
Students need to have strong foundations in algebraic manipulation and have a preparedness to work at challenging problems.

**Background Information**
Pre-Specialist at Stage 1 builds on the mathematical knowledge, understanding, and skills that students have developed in Number and Algebra, Measurement and Geometry, and Statistics and Probability during Year 10.
Pre-Specialist is organised into topics that broaden students’ mathematical experience, and provide a variety of contexts for incorporating mathematical arguments and problem solving. The topics provide a blending of algebraic and geometric thinking. In this subject there is a progression of content, applications, and level of sophistication and abstraction.

**Possible Pathways**
Stage 1 Mathematics Pre-Specialist Mathematics provides the foundation for further study in mathematics in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics. Students will be required to complete all 3 units of Pre-Methods and 1 unit of Pre-Specialist Mathematics in order to continue to Stage 2 Specialist Mathematics.

**Learning Requirements:**
In this subject, students are expected to:
1. Understand mathematical concepts, demonstrate mathematical skills, and apply mathematical techniques
2. Investigate and analyse mathematical information in a variety of contexts
3. Think mathematically by posing questions, solving problems, applying models, making and testing conjectures
4. Interpret results, draw conclusions, and determine the reasonableness of solutions in context
5. Make discerning use of electronic technology
6. Communicate mathematically and present mathematical information in a variety of ways.

**Learning Concepts:**
Stage 1 Mathematics Pre-Specialist Mathematics is undertaken as one unit in Semester 2, which involves the study of three topics from below:
- Functions and graphs
- Polynomials
- Trigonometry
- Counting and Statistics
- Growth and Decay
- Introduction to Differential Calculus
- Arithmetic and Geometric Sequences and Series
- Geometry
- Vectors in the Plane
- Further Trigonometry
- Matrices
- Real and Complex Numbers
Stage 1 Mathematics: Pre-Specialist Mathematics (continued)

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Mathematics (Pre-Specialist Mathematics):
- Assessment Type 1: Folio Tasks (weighting to be confirmed)
- Assessment Type 2: Skills Assessment Tasks: Tests (weighting to be confirmed)

In addition, each subject undertakes an end of semester examination.

Stage 1 Media Studies: Death Defying
One Semester: 10 SACE credits

What do you need?
This course is appropriate for any student who is interested in Media and Film. Work in this subject is based on a fusion of media interaction, concept development, creativity and technical production. Assessment tasks include a combination of independent work and group tasks, so it is important that students demonstrate self-motivation and organisation, as well as an interest in collaboration and creativity.

Possible Pathways
Stage 1 Media Studies – Character Flaws

Learning Requirements:
The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:
1. Demonstrate understanding of the ways in which societies are represented by media
2. Research and analyse the form, content, context, and intended audiences of media texts
3. Creatively use media technologies in individual and collaborative production activities
4. Explore aspects of the dynamics of the media industry
5. Analyse their interactions with media.

Learning Concepts:
Stage 1 Media Studies (Death Defying) provides a balance of theory and practical activities. The course explores both television crime dramas and horror films, questioning and exploring the popularity of these genres and the audience fascination with fear, mortality and the human condition. Students will investigate and review the codes and conventions of a variety of television programs and films. Critical exploration and immersion in the crime and horror genres will lead to students producing their own films, including pre-production, scriptwriting, filming and post-production work. This will involve the use of digital video and audio equipment and post-production using relevant editing software, including Adobe Premiere Pro and After Effects.

Assessment
The following assessment types enable students to demonstrate their learning in Stage 1 Media Studies:
- Assessment Type 1: Folio (two individual tasks) 40%
- Assessment Type 2: Interaction Study 20%
- Assessment Type 3: Product (two individual tasks) 40%
Stage 1 Media Studies: Character Flaws
One Semester: 10 SACE credits

What do you need?
This course is appropriate for any student who is interested in Media and Film. Work in this subject is based on a fusion of media interaction, concept development, creativity and technical production. Assessment tasks include a combination of independent work and group tasks, so it is important that students demonstrate self-motivation and organisation, as well as an interest in collaboration and creativity.

Possible Pathways
Stage 1 Media Studies – Death Defying

Learning Requirements:
The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. In this subject, students are expected to:
1. Demonstrate understanding of the ways in which societies are represented by media
2. Research and analyse the form, content, context, and intended audiences of media texts
3. Creatively use media technologies in individual and collaborative production activities
4. Explore aspects of the dynamics of the media industry
5. Analyse their interactions with media.

Learning Concepts:
Stage 1 Media Studies (Character Flaws) provides a balance of theory and practical activities. The course explores media codes and conventions, with a particular focus on character development and youth television. Students will have an opportunity to develop their own characters, script and storyboard for a youth television program. Further to this, students will investigate war films and the role of media forms and media bias in influencing audiences. Critical exploration and immersion in these two genres will lead to students producing their own films, including pre-production, scripting, filming and post-production work. This will involve the use of digital video and audio equipment and post-production using relevant editing software, including Adobe Premiere Pro and After Effects.

Assessment
The following assessment types enable students to demonstrate their learning in Stage 1 Media Studies:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Description</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Type 1: Folio</td>
<td>two individual tasks</td>
<td>40%</td>
</tr>
<tr>
<td>Assessment Type 2: Interaction Study</td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Assessment Type 3: Product</td>
<td>two individual tasks</td>
<td>40%</td>
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</tbody>
</table>

Stage 1 Music: Baroque to Rock
One Semester: 10 SACE credits

What do you need?
Students need to have an interest in Music and a desire to learn about different aspects of this subject through engaging in practical, theoretical, aural and research activities. Experience either as an instrumentalist or vocalist (two years study) is a bonus but not essential and any prior knowledge of theory and aural concepts will be beneficial.

Possible Pathways
Stage 1 Music: Baroque to Rock, when coupled with another Stage 1 Music unit, provides a pathway to Stage 2 Music.
2 x Stage 1 Music units = Music Experience Program which provides pathways to selected Stage 2 Music subjects, such as Music Individual Study and Solo Performance
3 or 4 x Stage 1 Music units = Music Advanced Program which provides pathways to the full range of Stage 2 Music subjects, i.e., Musicianship, Solo Performance, Music Individual Study, Composing and Arranging

Learning Requirements:
The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.
In this subject, students are expected to:
1. Demonstrate technical skill, accuracy, and musicianship as one or more of the following: instrumentalist, vocalist, technician, audio engineer, composer, arranger, researcher
2. Demonstrate effective and creative use of one or more of the following: composing, arranging, transcribing, improvising techniques
3. Develop and apply knowledge of musical notation and vocabulary
4. Aurally and visually identify musical elements, stylistic features, and the structure of musical works
5. Listen to, analyse, reflect on, and communicate ideas about music, using appropriate terminology
6. Experience and reflect on music in historical, social, and cultural contexts.

Learning Concepts
In Stage 1 Music: Baroque to Rock, students discover the origins of contemporary music today, why certain aspects are so appealing and the background of modern day instruments. Using the backdrop of music from the various historical eras, including Baroque, Classical and Romantic, students develop their understanding of how music is put together and why it works. They will also have the opportunity to extend their playing and performing skills as well as develop original ideas through transcribing, arranging and composing.
In this course, students have the opportunity to engage in some of the following activities:
- Developing musicianship skills in theory, aural and harmonisations under the umbrella of traditional harmony
- Music in context: the history and development of music as explored through the backdrop of different historical periods, including Baroque, Classical and Romantic through to modern compositions
- Performing, as a soloist and/or in an ensemble
- Transcribing, arranging, composing, improvising
- Music technology using Sibelius for notation and Auralia for developing aural skills

Assessment
The following assessment types enable students to demonstrate their learning in Stage 1 Music through both written and practical opportunities:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Description</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Type 1: Skills Presentation</td>
<td></td>
<td>40%</td>
</tr>
<tr>
<td>Assessment Type 2: Skills Development</td>
<td></td>
<td>30%</td>
</tr>
<tr>
<td>Assessment Type 3: Folio</td>
<td></td>
<td>30%</td>
</tr>
</tbody>
</table>
What do you need?
Students need to have an interest in Music and a desire to learn about different aspects of this subject through engaging in practical, theoretical, aural and research activities. Experience either as an instrumentalist or vocalist (two years study) is a bonus but not essential and any prior knowledge of theory and aural concepts will be beneficial.

Possible Pathways
Stage 1 Music: Theme and Variation, when coupled with another Stage 1 Music unit, provides a pathway to Stage 2 Music.
2 x Stage 1 Music units = Music Experience Program which provides pathways to selected Stage 2 Music subjects, such as Music Individual Study and Solo Performance
3 or 4 x Stage 1 Music units = Music Advanced Program which provides pathways to the full range of Stage 2 Music subjects, ie, Musicianship, Solo Performance, Music Individual Study, Composing and Arranging

Learning Requirements:
The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.
In this subject, students are expected to:
1. Demonstrate technical skill, accuracy, and musicianship as one or more of the following: instrumentalist, vocalist, technician, audio engineer, composer, arranger, researcher
2. Demonstrate effective and creative use of one or more of the following: composing, arranging, transcribing, improvising techniques
3. Develop and apply knowledge of musical notation and vocabulary
4. Aurally and visually identify musical elements, stylistic features, and the structure of musical works
5. Listen to, analyse, reflect on, and communicate ideas about music, using appropriate terminology
6. Experience and reflect on music in historical, social, and cultural contexts.

Learning Concepts:
In Stage 1 Music: Theme and Variation, students explore and develop the skills required to arrange a piece of music and/or compositional techniques. They are encouraged to experiment with the manipulation of rhythm, melody, harmony and texture to deliver a creative and original idea either a) based on a familiar song of their choosing or b) to produce a soundtrack, with sound effects, for a short film or movie trailer. Students are given the opportunity to rehearse and/or participate in the performance of the arrangement as well as utilise music technology to write, record and present the arrangement/soundtrack.
In this course, students have the opportunity to engage in the following activities:
- Developing musicianship skills in theory, aural and harmonisations under the umbrella of both modern and traditional harmony
- Music in context: the history and development of Film Music, an analysis of the processes chosen for the arrangement/composition and the influences of other styles/genres on the selected piece
- Performing, as a soloist and/or in an ensemble, as well as participating in the performance of the arrangement or through developing rehearsal techniques
- Transcribing, arranging, composing, improvising
- Music technology using Sibelius for notation and other technologies to record and present original work

Assessment
The following assessment types enable students to demonstrate their learning in Stage 1 Music through both written and practical opportunities:
Assessment Type 1: Skills Presentation 40%
Assessment Type 2: Skills Development 30%
Assessment Type 3: Folio 30%
Stage 1 Personal Learning Plan
One Semester – Compulsory 10 SACE credits

What do you need?
The Stage 1 Personal Learning Plan is a compulsory 10 credit subject designed to help students to make informed decisions about their personal development, education, and training. It is a requirement of the SACE that students attain a C grade or better.

Learning Requirements:
The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.
In this subject, students are expected to:
1. Identify, explore, and develop personal and learning goals, and strategies to achieve them
2. Select, understand, and explain one or more capabilities relevant to achieving their goals
3. Develop the selected capability or capabilities
4. Review their learning.

Learning Concepts:
The PLP helps students to:
- Plan their personal and learning goals for the future
- Make informed decisions about their personal development, education, and training. Developing goals for the future will engage students in activities such as:
  1. Selecting subjects, courses, and other learning relevant to pathways through and beyond school
  2. Investigating possible career choices
  3. Exploring personal and learning goals.

Capabilities: The purpose of the capabilities is to develop in students the knowledge, skills, and understanding to be successful learners, confident and creative individuals, and active and informed citizens.

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1.
Folio: 60%
Reflection: 40%

Stage 1 Physical Education: Human Performance
One Semester: 10 SACE credits

What do you need?
Year 9 Physical Education and/or any other Stage 1 Physical Education subject. Competent literacy and numeracy skills are also required to be successful.

Possible Pathways
Stage 1 Physiology and Training
Stage 1 Skill Learning and Biomechanics
Stage 1 Children and Sport

Learning Requirements:
In this subject students are expected to:
1. Demonstrate a level of proficiency in performance of practical skills and techniques specific to a variety of human physical activities
2. Interpret, analyse, and effectively apply (independently, within groups, and in teams) skills, specific concepts and ideas, strategies, techniques, rules, and guidelines
3. Demonstrate knowledge and understanding of the nature of physical activity, and communicate using appropriate terminology
4. Analyse and reflect on the implications of physical activity for personal and community health and well-being
5. Interact collaboratively and demonstrate initiative and leadership

Learning Concepts:
Stage 1 Human Performance is undertaken as a 10 credit subject, which involves the study of:
- Fitness and Training
- Issues Analysis
- Skeletal, Muscular, Circulatory and Respiratory Systems

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Training and Fitness:
Assessment Type 1: Folio Tasks (40%) (One Integrated Task and One Issues Analysis)
Assessment Type 2: Practicals (60%) (Two Practicals – Netball and Gym/Training Program)
Stage 1 Physical Education: Physiology and Training

One Semester: 10 SACE credits

What do you need?
Year 9 Physical Education and/or any other Stage 1 Physical Education subject. Competent literacy and numeracy skills are also required to be successful.

Possible Pathways
Stage 1 Learning and Biomechanics
Stage 2 Physical Education

Learning Requirements:
In this subject students are expected to:
1. Demonstrate a level of proficiency in performance of practical skills and techniques specific to a variety of human physical activities
2. Interpret, analyse, and effectively apply (independently, within groups, and in teams) skills, specific concepts and ideas, strategies, techniques, rules, and guidelines
3. Demonstrate knowledge and understanding of the nature of physical activity, and communicate using appropriate terminology
4. Analyse and reflect on the implications of physical activity for personal and community health and well-being
5. Interact collaboratively and demonstrate initiative and leadership

Learning Concepts:
Stage 1 Physiology is undertaken as a 10 credit subject, which involves the study of:
- Fuel Stores
- Energy Systems
- Training in Cold / Hot / Altitude Conditions
- Factors affecting Performance
- Acute and Chronic Responses to Exercise

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Training and Fitness:
* Assessment Type 1: Folio Tasks (40%) (Two Integrated Tasks and one Summative Exam)
* Assessment Type 2: Practicals (60%) (Two Practicals – Touch Football and Volleyball)

In addition, the assessment also includes a semester examination.

Stage 1 Physical Education: Children and Sports

One Semester: 10 SACE credits

What do you need?
Year 9 Physical Education and/or any other Stage 1 Physical Education subject. Competent literacy and numeracy skills are also required to be successful.

Possible Pathways
Stage 1 Skill Learning and Biomechanics
Stage 1 Physiology and Training

Learning Requirements:
In this subject students are expected to:
1. Demonstrate a level of proficiency in performance of practical skills and techniques specific to a variety of human physical activities
2. Interpret, analyse, and effectively apply (independently, within groups, and in teams) skills, specific concepts and ideas, strategies, techniques, rules, and guidelines
3. Demonstrate knowledge and understanding of the nature of physical activity, and communicate using appropriate terminology
4. Analyse and reflect on the implications of physical activity for personal and community health and well-being
5. Interact collaboratively and demonstrate initiative and leadership

Learning Concepts:
Stage 1 Children and Sport is undertaken as a 10 credit subject, which involves the study of:
- Sports Coaching
- Skill Learning
- Issues Analysis

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Children and Sport:
* Assessment Type 1: Folio Tasks (40%) (One Group Assignment and One Issues Analysis)
* Assessment Type 2: Practicals (60%) (Two Practicals – Softball and Badminton)
Stage 1 Physical Education: Skill Learning and Biomechanics

One Semester: 10 SACE credits

What do you need?
Year 9 Physical Education and/or any other Stage 1 Physical Education subject. Competent literacy and numeracy skills as well as critical thinking skills are also required to be successful.

Possible Pathways
Stage 1 Training and Fitness
Stage 1 Physiology
Stage 2 Physical Education

Learning Requirements:
In this subject students are expected to:
1. Demonstrate a level of proficiency in performance of practical skills and techniques specific to a variety of human physical activities
2. Interpret, analyse, and effectively apply (independently, within groups, and in teams) skills, specific concepts and ideas, strategies, techniques, rules, and guidelines
3. Demonstrate knowledge and understanding of the nature of physical activity, and communicate using appropriate terminology
4. Analyse and reflect on the implications of physical activity for personal and community health and well-being
5. Interact collaboratively and demonstrate initiative and leadership

Learning Concepts:
Stage 1 Skill Learning and Biomechanics is undertaken as a 10 credit subject, which involves the study of:
- Skill Acquisition
- Factors affecting learning
- Biomechanics

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Training and Fitness:

Assessment Type 1: Folio Tasks (40%) (Two Integrated Tasks and One Summative Exam)
Assessment Type 2: Practicals (60%) (Two Practicals – Badminton and Handball)

Stage 1 Physical Education: Soccer Academy A

One Semester: 10 SACE credits

What do you need?
Students need to have shown an interest in Physical Education and Health in the middle years. Students also need to have played soccer or to have participated in the Soccer Academy in Year 8 or 9 and be interested in participating in sport and recreation in the future

Possible Pathways
Stage 1 Physical Education: Soccer Academy
Stage 1 Physical Education

Learning Requirements:
In this subject students are expected to:
1. Demonstrate a level of proficiency in performance of practical skills and techniques specific to a variety of human physical activities
2. Interpret, analyse, and effectively apply (independently, within groups, and in teams) skills, specific concepts and ideas, strategies, techniques, rules, and guidelines
3. Demonstrate knowledge and understanding of the nature of physical activity, and communicate using appropriate terminology
4. Analyse and reflect on the implications of physical activity for personal and community health and well-being
5. Interact collaboratively and demonstrate initiative and leadership.

Learning Concepts:
Stage 1 Physical Education: Soccer Academy is undertaken as a 10 credit subject which involves the study of Soccer: The course consists of two main components; there is a practical component where students are required to participate and focus on improving their skills and teamwork with a focus on soccer. The theory component of the course will focus on communicating on how to improve their performance and that of others. In addition, it will also cover areas of physiology and an issues analysis, covering a negotiated topic.

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Physical Education: Soccer Academy:

Assessment Type 1: Folio Tasks (40%) (20% Issues Analysis, 20% Sport Analysis)
Assessment Type 2: Practical (60%) (40% Soccer, 20% Futsal)
Stage 1 Physical Education: Soccer Academy B

One Semester: 10 SACE credits

What do you need?
Students need to have shown an interest in Physical Education and Health in the middle years. Students also need to have played soccer or to have participated in the Soccer Academy in Year 8 or 9 and be interested in participating in sport and recreation in the future.

Possible Pathways
Stage 1 Physical Education: Soccer Academy
Stage 1 Physical Education
Stage 2 Physical Education

Learning Requirements:
In this subject students are expected to:
1. Demonstrate a level of proficiency in performance of practical skills and techniques specific to a variety of human physical activities
2. Interpret, analyse, and effectively apply (independently, within groups, and in teams) skills, specific concepts and ideas, strategies, techniques, rules, and guidelines
3. Demonstrate knowledge and understanding of the nature of physical activity, and communicate using appropriate terminology
4. Analyse and reflect on the implications of physical activity for personal and community health and well-being
5. Interact collaboratively and demonstrate initiative and leadership.

Learning Concepts:
Stage 1 Physical Education: Soccer Academy is undertaken as a 10 credit subject, which involves the study of Soccer. The course consists of two main components, there is a practical component where students are required to participate and focus on improving their skills and teamwork with a focus on soccer. The theory component of the course will focus on communicating on how to improve their performance and that of others. In addition, it will also cover areas of physiology and an issues analysis, covering a negotiated topic. This unit can be chosen as a continuation of unit A or as a new unit.

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Physical Education: Soccer Academy

- Issues Analysis Task (Investigation)
- Reports and/or Oral Presentations
- Skills Checklist
- Practical activities

Assessment Type 1: Folio Tasks (40%) (20% Issues Analysis, 20% Sport Analysis)
Assessment Type 2: Practical (60%) (40% Soccer, 20% Futsal)

Stage 1 Physics A

One Semester: 10 SACE credits

What do you need?
Students need to achieve a B grade or better in both Semester 1 and 2 of Stage 1 Scientific Studies.
Students need to have strong foundations in science practical skills, basic algebra and trigonometry knowledge and be prepared to work at challenging problems.

Prerequisite Information
Stage 1: Two Scientific Studies subjects should be undertaken before Physics A

Links between Stage 1 and Stage 2
Stage 1 Scientific Stage 1 Physics A Stage 1 Physics B Stage 2 Physics Studies

Learning Requirements:
In this subject, students are expected to:
1. Identify and formulate questions, hypotheses, concepts, and purposes that guide investigations in physics
2. Design and conduct collaborative and individual investigations in physics, using appropriate apparatus and safe working practices and by observing, recording, and interpreting the phenomena of physics
3. Represent, analyse, interpret, and evaluate investigations in physics through the use of technology and numeracy skills
4. Select, analyse, and evaluate the evidence of physics from different sources, and present informed conclusions and decisions on contemporary physics applications
5. Communicate knowledge and understanding of the concepts and information of physics, using appropriate physics terms and conventions
6. Demonstrate and apply knowledge and understanding of physics to a range of applications and problems.

Learning Concepts:
Stage 1 Physics is undertaken as a two-semester subject, 10 units each.
Physics A Semester 1:
- Movement
- Physics of Transport
- Forces
- Forces and Newton’s Laws of Motion
- Designing Safer Cars
- Energy
- Energy and Work
- Nuclear Energy

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Physics:
Assessment Type 1: Folio Tasks (60%).
Assessment Type 2: Skills Assessment Tasks: Tests (40%)
In addition, the assessment also includes an end of semester examination.
Stage 1 Physics B

One Semester: 10 SACE credits

What do you need?
Students need to achieve a C grade or better in both Stage 1 Physics A. Students need to have strong foundations in science practical skills, basic algebra and trigonometry knowledge and be prepared to work at challenging problems.

Prerequisite Information
Stage 1 Physics B: Physics A should be undertaken before Physics B

Links between Stage 1 and Stage 2
Stage 1 Scientific → Stage 1 Physics A → Stage 1 Physics B → Stage 2 Physics Studies

Learning Requirements:
In this subject, students are expected to:
1. Identify and formulate questions, hypotheses, concepts, and purposes that guide investigations in physics
2. Design and conduct collaborative and individual investigations in physics, using appropriate apparatus and safe working practices and by observing, recording, and interpreting the phenomena of physics
3. Represent, analyse, interpret, and evaluate investigations in physics through the use of technology and numeracy skills
4. Select, analyse, and evaluate the evidence of physics from different sources, and present informed conclusions and decisions on contemporary physics applications
5. Communicate knowledge and understanding of the concepts and information of physics, using appropriate physics terms and conventions
6. Demonstrate and apply knowledge and understanding of physics to a range of applications and problems.

Learning Concepts:
Stage 1 Physics is undertaken as a two-semester subject, 10 units each. Physics B Semester 1:
- Waves
  - Sound and Light
  - CD, DVD, and Blue-ray Technology
- Electricity and Magnetism
  - DC Circuits and Motors
  - Wind Farms and Solar Cells
- Astronomy
  - Astrophysics
  - Establishing a Colony on Mars
- Nuclear Physics and Radioactivity
  - Atomic and Nuclear Structure
  - Fusion v. Fission

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Physics:
Assessment Type 1: Folio Tasks (60%)  
Assessment Type 2: Skills Assessment Tasks: Tests (40%)
In addition, the assessment also includes an end of semester examination.

Stage 1 Psychology: Brain & Behaviour
Criminal Minds

One Semester: 10 SACE credits

What do you need?
Strong English skills are required by students and students need to have an interest in exploring and understanding their own thoughts, feelings and behaviours and those of their peers.

Possible Pathways
Stage 1 Psychology (any theme) leads to Stage 2 Psychology

Learning Requirements:
In this subject students are expected to:
1. Demonstrate knowledge and understanding of the factors that cause psychological differences and similarities between people and give examples of how these factors affect the behaviour of themselves, others, and groups
2. Analyse the behaviour of themselves, others, and groups of people in different contexts in a way that recognises the values of independence and interdependence
3. Demonstrate an understanding of ethical research by designing, undertaking, and evaluating guided investigations
4. Make informed decisions about issues, events, and situations in society by applying relevant psychological principles and ethics
5. Demonstrate organisation and reflection in the application of psychological principles, taking into account ethical considerations
6. Search for, record, evaluate, and organise psychological information and use appropriate terms effectively to communicate key ideas, understanding, processes, and values in different contexts
7. Undertake a variety of roles while working as a member of a team to achieve individual and shared goals.

Learning Concepts:
Stage 1 Psychology Brain and Behaviour/Criminal Minds is undertaken as a 10 credit subject which involves the study of research methods used in psychological research and the associated ethical issues they raise. The elective topics which will be studied in this subject include Introduction to Psychology, Brain and Behaviour and Aggression. These elective topics will allow students to examine the brain and its effects on behaviour and how these behaviours affect individuals and our community.

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Psychology:
Assessment Type 1: Skills and Applications Task (70%)
Assessment Type 2: Folio Investigation (30%)
In addition, the assessment may also include an end-of-semester examination.
Stage 1 Psychology: Human Psychological Development

One Semester: 10 SACE credits

What do you need?
Strong English skills are required by students and students need to have an interest in exploring and understanding their own thoughts, feelings and behaviours and those of their peers.

Possible Pathways
Stage 1 Psychology (any theme) leads to
Stage 2 Psychology

Learning Requirements:
In this subject students are expected to:
1. Demonstrate knowledge and understanding of the factors that cause psychological differences and similarities between people and give examples of how these factors affect the behaviour of themselves, others, and groups
2. Analyse the behaviour of themselves, others, and groups of people in different contexts in a way that recognises the values of independence and interdependence
3. Demonstrate an understanding of ethical research by designing, undertaking, and evaluating guided investigations
4. Make informed decisions about issues, events, and situations in society by applying relevant psychological principles and ethics
5. Demonstrate organisation and reflection in the application of psychological principles, taking into account ethical considerations
6. Search for, record, evaluate, and organise psychological information and use appropriate terms effectively to communicate key ideas, understanding, processes, and values in different contexts
7. Undertake a variety of roles while working as a member of a team to achieve individual and shared goals.

Learning Concepts:
Stage 1 Psychology Social Behaviour is undertaken as a 10 credit subject which involves the study of research methods used in psychological research and the associated ethical issues they raise. The elective topics which will be studied in this subject include Introduction to Psychology and Human Psychological Development. This elective topic will allow students to examine the stages of development infants progress through and examine the ways in which parenting, relationship building and learning have influenced the people we are today.

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Psychology:

Assessment Type 1: Skills and Applications Task (70%)
Assessment Type 2: Folio Investigation (30%)

In addition, the assessment may also include an end-of-semester examination.

Stage 1 Psychology: Social Behaviour

One Semester: 10 SACE credits

What do you need?
Strong English skills are required by students and students need to have an interest in exploring and understanding their own thoughts, feelings and behaviours and those of their peers.

Possible Pathways
Stage 1 Psychology (any theme) leads to
Stage 2 Psychology

Learning Requirements:
In this subject students are expected to:
1. Demonstrate knowledge and understanding of the factors that cause psychological differences and similarities between people and give examples of how these factors affect the behaviour of themselves, others, and groups
2. Analyse the behaviour of themselves, others, and groups of people in different contexts in a way that recognises the values of independence and interdependence
3. Demonstrate an understanding of ethical research by designing, undertaking, and evaluating guided investigations
4. Make informed decisions about issues, events, and situations in society by applying relevant psychological principles and ethics
5. Demonstrate organisation and reflection in the application of psychological principles, taking into account ethical considerations
6. Search for, record, evaluate, and organise psychological information and use appropriate terms effectively to communicate key ideas, understanding, processes, and values in different contexts
7. Undertake a variety of roles while working as a member of a team to achieve individual and shared goals.

Learning Concepts:
Stage 1 Psychology Social Behaviour is undertaken as a 10 credit subject which involves the study of research methods used in psychological research and the associated ethical issues they raise. The elective topics which will be studied in this subject include Introduction to Psychology, Social Behaviours and Emotion. These elective topics will allow students to examine group dynamics, anti-social and pro-social behaviour and how these behaviours affect individuals and our community.

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Psychology:

Assessment Type 1: Skills and Applications Task (70%)
Assessment Type 2: Folio Investigation (30%)

In addition, the assessment may also include an end-of-semester examination.
Stage 1 Religious Education: The Trouble with Paris

One Semester: 10 SACE credits

What do you need?
Completion of Year 9 Religious Education

Possible Pathways
Stage 1 Religious Education (all themes)
Stage 1 Religious Education (undertaken in Year 12)

Learning Requirements:
In this subject, students are expected to:
1. Demonstrate knowledge and understanding of diverse religious beliefs, perspectives, and experiences within and across traditions
2. Investigate and understand the social significance of religion and spirituality
3. Explore how religion can provide a basis for personal and ethical decision-making
4. Analyse the religious basis of a contemporary ethical or social justice issue
5. Demonstrate and apply an understanding of religion and spirituality, using different forms of communication
6. Reflect on religious experience, beliefs, and values, and how they contribute to a sense of personal meaning.

Learning Concepts:
Stage 1 Religion Studies The Trouble with Paris is undertaken as a 10 credit subject which involves the study of consumerism on society.

Doesn't everyone want the good life these days? Our shopping mall world offers us a never-ending array of pleasures to explore. Consumerism promises us a vision of heaven on earth—a reality that's hyper-real. We've all experienced hyper reality: a candy so 'grape-eyed' it doesn't taste like grapes anymore; a model's photo so manipulated that it doesn't even look like her; a theme park version of life that tells us we can have something better than the real thing. But what if this reality is not all that it's cracked up to be? Admit it, we've been ripped off by our culture and its version of reality that leaves us lonely, bored, and trapped. But what's the alternative? This course will help you examine three different levels of reality: hyper reality—that which the media tells us we should seek; reality—the world we really live in; and God's reality—what we should ultimately be seeking.

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Religion Studies The Trouble with Paris:

Assessment Type 1: Reflection (50%)
Assessment Type 2: Practical (25%)
Assessment Type 3: Investigation (25%)

Stage 1 Religious Education: Aboriginal Spirituality

One Semester: 10 SACE credits

What Do You Need?
A desire to explore the relationship between Aboriginal Spirituality and the Christian Faith.

Possible Pathways
Stage 1 Religious Education (all themes)
Stage 1 Religious Education (undertaken in Year 12)

Learning Requirements:
In this subject students are expected to:
1. Demonstrate knowledge and understanding of diverse religious beliefs, perspectives, and experiences within and across traditions
2. Investigate and understand the social significance of religion and spirituality
3. Explore how religion can provide a basis for personal and ethical decision-making
4. Analyse the religious basis of a contemporary ethical or social justice issue
5. Demonstrate and apply an understanding of religion and spirituality, using different forms of communication
6. Reflect on religious experience, beliefs, and values, and how they contribute to a sense of personal meaning.

Learning Concepts:
Stage 1 Religion Studies in Aboriginal Spirituality is designed to allow students to connect and engage with The Dreaming and its unique relationship with the Christian Faith. Students will endeavour to discover the historical perspective of faith together with the unique nature of what it is that brings all people from different spiritual backgrounds together. Students will actively engage in the process of Reconciliation and how this can be realised in the school Community and beyond. The unit develops the SACE capabilities Citizenship, Learning, Personal Development and Communication.

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Aboriginal Spirituality

Assessment Type 1: Reflection (30%)
Assessment Type 2: Practical (40%)
Assessment Type 3: Investigation (30%)
Stage 1 Religious Education: Human Dignity

One Semester: 10 SACE credits

What do you need?
A desire to explore aspects of Human Dignity and Human Rights in relation to Christian morals and values.

Possible Pathways
Stage 1 Trouble with Paris, Youth Ministry Leadership, Faith and Force, Genocide.

Religion Studies is a compulsory subject in Stage 2.

Learning Requirements:
In this subject students are expected to:
1. Demonstrate knowledge and understanding of diverse religious beliefs, perspectives, and experiences within and across traditions
2. Investigate and understand the social significance of religion and spirituality
3. Explore how religion can provide a basis for personal and ethical decision-making
4. Analyse the religious basis of a contemporary ethical or social justice issue
5. Demonstrate and apply an understanding of religion and spirituality, using different forms of communication
6. Reflect on religious experience, beliefs, and values, and how they contribute to a sense of personal meaning.

Learning Concepts:
Stage 1 Religious Studies Human Dignity is undertaken as a 10 credit subject which involves the study of the role of Christianity in contemporary society with regards to human dignity and the human condition in relation to human rights. The topic will highlight the point where our choices as individuals and communities impact upon the rights, freedoms and quality of intellectual, physical and spiritual wellbeing. In particular this will focus on an exploration of Refugees, Human trafficking and Child Labour and the current condition of, policies relating to and the Church’s teachings and position on these issues. This will take into consideration Church teachings, Australian and Global examples and community responses in the light of the teachings of Jesus with particular reference to the Gospel of Luke and Acts of the Apostles.

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Religious Studies Human Dignity:

Assessment Type 1: Reflection (30%)
Assessment Type 2: Practical (40%)
Assessment Type 3: Investigation (30%)

Stage 1 Religious Education: Youth Ministry Leadership

One Semester: 10 SACE credits

What do you need?
A desire to explore aspects of Christian Ministry and Leadership.

Possible Pathways
Stage 1 Trouble with Paris, Human Dignity, Faith and Force, Genocide.

Religion Studies is a compulsory subject in Stage 2.

Learning Requirements:
In this subject, students are expected to:
1. Demonstrate knowledge and understanding of diverse religious beliefs, perspectives, and experiences within and across traditions
2. Investigate and understand the social significance of religion and spirituality
3. Explore how religion can provide a basis for personal and ethical decision-making
4. Analyse the religious basis of a contemporary ethical or social justice issue
5. Demonstrate and apply an understanding of religion and spirituality, using different forms of communication
6. Reflect on religious experience, beliefs, and values, and how they contribute to a sense of personal meaning.

Learning Concepts:
Stage 1 Religion Studies Youth Ministry Leadership is undertaken as a 10 credit subject which involves the study of the theory and practice of Christian Youth Ministry. It explores the theoretical framework behind planning and presenting Youth Ministry events. Participants explore and analyse leadership styles and characteristics using this information to gain a better understanding of themselves as leaders. Leadership skills are applied to a range of individual and collaborative contexts which students are asked to evaluate as part of their summative assessments. The unit develops SACE capabilities of Citizenship, Personal Development, Learning and Communication.

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Religion Studies Youth Ministry Leadership:

Assessment Type 1: Reflection (30%)
Assessment Type 2: Practical (40%)
Assessment Type 3: Investigation (30%)
Stage 1 Religious Education: Genocide

One Semester: 10 SACE credits

What do you need?
Compassion and social justice.

Possible Pathways
Stage 1 Religious Education (all themes)
Stage 1 Religious Education (undertaken in Year 12)

Learning Requirements:
In this subject, students are expected to:
1. Demonstrate knowledge and understanding of diverse religious beliefs, perspectives, and experiences within and across traditions
2. Investigate and understand the social significance of religion and spirituality
3. Explore how religion can provide a basis for personal and ethical decision-making
4. Analyse the religious basis of a contemporary ethical or social justice issue
5. Demonstrate and apply an understanding of religion and spirituality, using different forms of communication
6. Reflect on religious experience, beliefs and values and how they contribute to a sense of personal meaning.

Learning Concepts:
Stage 1 Religion Studies Genocide is undertaken as a 10 credit subject which involves the in depth study of the Rwandan Genocide and its impact on the Hutu and Tutsi communities. It breaks down the notion of how hatred is created within a country and the inception of Genocide. In particular the unit focuses on the reconciliation process and how this was established and the various stakeholders and their contributions. In addition, students will watch the movie Hotel Rwanda followed by specific questions and a group action plan and follow up directly related to how we can help to fight injustices (in response to the program).

Research, communication and interpersonal skills are applied to a range of individual and collaborative contexts which students are asked to evaluate as part of their summative assessments. The unit develops SACE capabilities of Citizenship, Personal Development, Learning and Communication.

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Religion Studies: Genocide

Assessment Type 1: Practical (30%)
Assessment Type 2: Issues Investigations (40%)
Assessment Type 3: Reflection (30%)

Stage 1 Religious Education: The Faith v The Force

One Semester: 10 SACE credits

What do you need?
A desire to explore aspects of popular culture as religious allegory, together with contemporary concepts of good and evil, popular fiction and the importance of faith.

Possible Pathways
Stage 1 Trouble with Paris, Human Dignity, Faith and Force, Genocide.
Religion Studies is a compulsory subject in Stage 2.

Learning Requirements:
In this subject, students are expected to:
1. Demonstrate knowledge and understanding of diverse religious beliefs, perspectives, and experiences within and across traditions
2. Investigate and understand the social significance of religion and spirituality
3. Explore how religion can provide a basis for personal and ethical decision-making
4. Analyse the religious basis of a contemporary ethical or social justice issue
5. Demonstrate and apply an understanding of religion and spirituality, using different forms of communication
6. Reflect on religious experience, beliefs and values and how they contribute to a sense of personal meaning.

Learning Concepts:
Stage 1 Religion Studies (The Faith v The Force) is undertaken as a 10 credit subject, which involves the study of popular culture as a foundation for exploring alternative pathways for religious inquiry. Students assess the dimensions of the Star Wars franchise and other contemporary fiction as religious allegory, exploring understandings of what it means to be a human person in light of hope, God, relationships, the human community and dignity. Furthermore, students investigate contemporary ethical issues from the perspectives of religiosity vs secularism; the concepts of good vs evil; and popular fiction and the importance of faith. These topics provide an opportunity for students to reflect on how beliefs and values contribute to a contemporary understanding of personal meaning and community identity, and how religion and spirituality provides a basis for personal and ethical decision-making.

The unit develops SACE capabilities of Citizenship, Personal Development, Learning and Communication.

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Religion Studies (The Faith v The Force):

Assessment Type 1: Reflection (30%)
Assessment Type 2: Practical (30%)
Assessment Type 3: Investigation (40%)
Stage 1 Religious Education: Sustainable Living on God’s Earth

Semester Two (10 SACE credits)

What do you need?
An interest in learning about our world as a gift from God.

Possible Pathways
Stage 1 Trouble with Paris, Human Dignity, Faith and Force, Genocide.
Religion Studies is a compulsory subject in Stage 2.

Learning Requirements:
The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:
1. Demonstrate knowledge and understanding of diverse religious beliefs, perspectives, and experiences within and across traditions
2. Investigate and understand the social significance of religion and spirituality
3. Explore how religion can provide a basis for personal and ethical decision-making
4. Analyse the religious basis of a contemporary ethical or social justice issue
5. Demonstrate and apply an understanding of religion and spirituality, using different forms of communication
6. Reflect on religious experience, beliefs, and values, and how they contribute to a sense of personal meaning.

Learning Concepts:
Through direct contact with the environment and practice in ecological decision-making, and by involvement in liturgy, prayer, justice initiatives, scripture and study, learners are able to develop:

○ A moral and spiritual response as stewards of the gift of creation.
○ An aesthetic appreciation of environments, both built and natural.
○ An understanding of the operation of natural systems and the impact of human activity on these systems.
○ Recognition of the balance between protection and use of our environmental and natural resources.
○ Skills for environmental investigation, including participation, critical analysis and evaluation.
○ An informed sense of responsibility for the environment, particularly the local catchment.
○ A commitment to participate in environmental management and improvement.
○ A preference for a personal lifestyle compatible with ecological sustainability.

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Religious Education.

Assessment Type 1: Practical Activity (30%)
Assessment Type 2: Issues Investigation (40%)
Assessment Type 3: Reflection (30%)

Stage 2 Religion Studies

Length 33 Weeks 10 Credits

For a 10-credit subject, students study the core topic and one option topic.

Core Topic
Overview of Religion

Option Topic: Religious Traditions
Christianity

Learning Requirements
The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:
1. Demonstrate knowledge and understanding of diverse religious beliefs, perspectives, and experiences within and across traditions
2. Critically evaluate definitions of religion and spirituality
3. Investigate and analyse how religion and spirituality in Australia have an impact on, and are influenced by, sociocultural, historical, and/or political events and attitudes
4. Explore and reflect on the personal and social significance of religions and spirituality in traditional and contemporary societies
5. Investigate and report on a range of religious and spiritual phenomena
6. Analyse religious and spiritual ideas, concepts, and issues presented in selected sources
7. Investigate, apply, and communicate knowledge and understanding of religions and spiritualities in local and global contexts.

Learning concepts:
There are many definitions of religion and spirituality. Students explore a range of definitions drawn from different sources. Each definition is evaluated in terms of how it enables an understanding of religion. The meaning and significance of ‘the sacred’ and ‘the profane’ are examined, and students evaluate the usefulness and limitations of these two terms in defining and describing what constitutes religion.

Students are given an overview of the selected tradition(s) before choosing one or more of the key areas of study for a more specialised focus on the option topic(s).

Assessments:
The following assessment types enable students to demonstrate evidence of learning in Stage 2 Religion Studies:

The following assessment types enable students to demonstrate their learning in Stage 2 Religion Studies:

School Assessment (70%)
Assessment Type 1: Sources Analysis (30%)
Assessment Type 2: Folio (40%)

External Assessment (30%)
Assessment Type 3: Investigation (30%).

Students provide evidence of their learning through four or five assessments, including the external assessment component. Students undertake at least one sources analysis assessment, at least two folio assessments and one investigation.
**Stage 1 Scientific Studies A**

**Length**
Semesters: 10 Credits

**What do you need?**
An interest in the physical and natural world and the desire to think and work scientifically.

**Possible Pathways**
Stage 1 Biology, Stage 1 Chemistry, Stage 1 Physics and/or Stage 1 Psychology

**Learning Requirements:**
In this subject, students are expected to:
1. Understand scientific concepts, demonstrate scientific skills, and apply scientific techniques
2. Investigate and analyse scientific information in a variety of contexts
3. Think scientifically by posing questions, solving problems, and making and testing hypotheses.
4. Interpret results, draw conclusions, and determine the reasonableness of solutions in context
5. Make use of technology to solve problems and to refine and extend knowledge
6. Communicate scientifically and present information in a variety of ways.

**Learning concepts:**
Stage 1 Scientific Studies consists of the following four topics:

**Topic 1: Biological sciences**
Transmission of heritable characteristics from one generation to the next involves DNA and genes

**Topic 2: Chemical sciences**
An understanding of the Periodic Table and atomic structure can be used to explain the properties of elements and compounds

**Topic 3: Earth and space sciences**
The universe contains features including galaxies, stars and solar systems, and the Big Bang theory can be used to explain the origin of the universe

**Topic 4: Physical sciences**
Energy conservation in a system can be explained by describing energy transfers and transformations

Each topic consists of a number of subtopics.

**Assessments:**
The following assessment types enable students to demonstrate their learning in Stage 1 Scientific Studies:

**Assessment Type 1:** Investigations Folio. For a 10-credit subject, students undertake at least one practical investigation and at least one issues investigation to include in the folio.

**Assessment Type 2:** Skills and Applications Tasks. For a 10-credit subject, students undertake at least one skills and applications task. Students may undertake more than one skills and applications task, but at least one will be under the direct supervision of the teacher.

Students provide evidence of their learning through 6 assessments. Students undertake:

Skills and Applications Tasks: Two tests and one end of semester examination.
Investigations Folio: Two practical investigations and one issues investigation

**Stage 1 Scientific Studies B**

**Length**
Semesters: 10 Credits

**What do you need?**
An interest in the physical and natural world and the desire to think and work scientifically.

**Possible Pathways**
Stage 1 Biology, Stage 1 Chemistry, Stage 1 Physics and/or Stage 1 Psychology

**Learning Requirements:**
In this subject, students are expected to:
1. Understand scientific concepts, demonstrate scientific skills, and apply scientific techniques
2. Investigate and analyse scientific information in a variety of contexts
3. Think scientifically by posing questions, solving problems, and making and testing hypotheses.
4. Interpret results, draw conclusions, and determine the reasonableness of solutions in context
5. Make use of technology to solve problems and to refine and extend knowledge
6. Communicate scientifically and present information in a variety of ways.

**Learning concepts:**
Stage 1 Scientific Studies consists of the following four topics:

**Topic 1: Biological sciences**
The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence.

**Topic 2: Chemical sciences**
Different types of chemical reactions are used to produce a range of products and can occur at different rates

**Topic 3: Earth and space sciences**
Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere

**Topic 4: Physical sciences**
The motion of objects can be described and predicted using the laws of physics

Each topic consists of a number of subtopics.

**Assessments:**
The following assessment types enable students to demonstrate their learning in Stage 1 Scientific Studies:

**Assessment Type 1:** Investigations Folio. For a 10-credit subject, students undertake at least one practical investigation and at least one issues investigation to include in the folio.

**Assessment Type 2:** Skills and Applications Tasks. For a 10-credit subject, students undertake at least one skills and applications task. Students may undertake more than one skills and applications task, but at least one will be under the direct supervision of the teacher.

Students provide evidence of their learning through 6 assessments. Students undertake:

Skills and Applications Tasks: Two tests and one end of semester examination.
Investigations Folio: Two practical investigations and one issues investigation.
Stage 1 Visual Arts – Art –Traditional

One Semester: 10 SACE credits

Students are encouraged to take Art for two semesters if they wish to study Art in Year 12

What do you need?
- One semester of Art or Design at a Year 9 level
- A keen interest in art and the ability to create art with skill and confidence

Possible Pathway
Stage 1 Visual Arts – Art- Contemporary
Stage 2 Visual Arts – Art

Learning Requirements:
In this subject students are expected to:
1. Conceive, develop, and make work(s) of art or design that reflect the development of a personal visual aesthetic
2. Demonstrate visual thinking through the development and evaluation of ideas and explorations in technical skills with media, materials, and technologies
3. Apply technical skills in using media, materials, and technologies to solve problems and resolve work(s) of art or design
4. Communicate knowledge and understanding of their own and other practitioners’ works of art or design
5. Analyse, interpret, and respond to visual arts in cultural, social, and/or historical contexts.

Learning Concepts:
Stage 1 Visual Arts 2D Traditional is undertaken as a 10 credit subject which provides a balance of theory and practical activities. Students will be involved in teacher directed as well as student directed tasks that involve the study of traditional artists, art techniques and processes. The broad area of Art includes artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production. Students will express their ideas through the creation of final practical works, using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques in their back-up folio which leads to resolved pieces. Students will complete a final artwork based on the traditional genre of landscape, portrait or still-life as their major practical task. The focus will be on developing ideas from concepts to finished works. Students will complete a Visual Study focusing on a particular Art Movement, which entails both practical and theoretical aspects. An emphasis will be on exploring ideas and thinking outside the square, in particular with how well students communicate their ideas both through the finished works and their developmental folios.

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Visual Arts Traditional, which focuses on both written and practical based activities which incorporate the following three components:
- Assessment Type 1: Visual Study (30%)
- Assessment Type 2: Back-Up Folio (40%)
- Assessment Type 3: Practical Works (30%)

In addition:
Students should attempt practical work that is manageable and feasible. The ability to negotiate and complete work programs will be essential for success.
Extra time spent working in the classroom outside of normal school hours, is a requirement of the course.

Stage 1 Visual Arts – Art –Contemporary

One Semester: 10 SACE credits

Students are encouraged to take Art for two semesters if they wish to study Art in Year 12

What do you need?
- One semester of Art or Design at a Year 9 level
- A keen interest in art and the ability to create art with skill and confidence

Possible Pathways
Stage 1 Visual Arts – Art- Traditional
Stage 2 Visual Arts – Art

Learning Requirements:
In this subject students are expected to:
1. Conceive, develop, and make work(s) of art or design that reflect the development of a personal visual aesthetic
2. Demonstrate visual thinking through the development and evaluation of ideas and explorations in technical skills with media, materials, and technologies
3. Apply technical skills in using media, materials, and technologies to solve problems and resolve work(s) of art or design
4. Communicate knowledge and understanding of their own and other practitioners’ works of art or design
5. Analyse, interpret, and respond to visual arts in cultural, social, and/or historical contexts.

Learning Concepts:
Stage 1 Visual Arts Contemporary is undertaken as a 10 credit subject which provides a balance of theory and practical activities. Students will be involved in teacher directed as well as student directed tasks that involve the study of contemporary artists, art techniques and processes. The broad area of Art includes artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production. Students will complete a major practical task, in their choice of media, based around a contemporary genre. The focus will be on developing ideas from concepts to finished works. Students will complete a Visual Study focusing on a particular contemporary topic, exploring artists who work within this topic, which entails both practical and theoretical aspects. An emphasis will be on exploring ideas and thinking outside the square, in particular with how well students communicate their ideas both through the finished works and their developmental folios.

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Visual Arts Contemporary, which focuses on both written and practical based activities which incorporate the following three components:
- Assessment Type 1: Visual Study (30%)
- Assessment Type 2: Back-Up Folio (40%)
- Assessment Type 3: Practical Works (30%)

In addition:
Students should attempt practical work that is manageable and feasible. The ability to negotiate and complete work programs will be essential for success.
Extra time spent working in the classroom outside of normal school hours, is a requirement of the course.
Stage 1 Visual Arts – Design Graphic
One semester: 10 SACE credits

Students are encouraged to take Design for two semesters if they wish to study Design in Year 12.

What do you need?
- One semester of Art or Design at Year 9 level
- A keen interest in Design and the ability to create art with skill and confidence

Possible Pathways
Stage 1 Visual Arts: Design - Graphic
Stage 1 Visual Arts: Design - Environmental
Stage 2 Visual Arts: Design

Learning Requirements:
In this subject students are expected to:
1. Conceive, develop, and make work(s) of art or design that reflect the development of a personal visual aesthetic
2. Demonstrate visual thinking through the development and evaluation of ideas and explorations in technical skills with media, materials, and technologies
3. Apply technical skills in using media, materials, and technologies to solve problems and resolve work(s) of art or design
4. Communicate knowledge and understanding of their own and other practitioners' works of art or design
5. Analyse, interpret, and respond to visual arts in cultural, social, and/or historical contexts.

Learning Concepts:
This course is undertaken as a 10 credit subject which provides a balance of theory and practical activities. Students will be involved in teacher directed as well as student directed tasks that involve the use of the design process and building on the student’s problem solving skills. 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 resolutions. Students will express their ideas through the creation of final practical works, using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques in their back-up folio which leads to resolved pieces. This course focuses on the use of the graphic design program Illustrator and students will complete a series of tasks using the program. Students will complete a Poster for real life arts based event as their major practical task. The focus will be on developing ideas from concepts to finished works, following the design process. Students will complete a Visual Study focusing on Graphic Designers which entails both practical and theoretical aspects. An emphasis will be on exploring ideas and thinking outside the square, in particular with how well students communicate their ideas both through the finished works and their developmental folios.

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Visuals Art Design Graphic, which focuses on both written and practical based activities which incorporate the following three components:
- Assessment Type 1: Visual Study (30%)
- Assessment Type 2: Media Exploration (10%)
- Assessment Type 3: Back-Up Folio (35%)
- Assessment Type 4: Major Practical (25%)

In addition:
Students should attempt practical work that is manageable and feasible. The ability to negotiate and complete work programs will be essential for success. Extra time spent working in the classroom outside of normal school hours, is a requirement of the course.

Stage 1 Visual Arts – Design Product (Fashion)
One Semester: 10 SACE credits

Students are encouraged to take Design for two semesters if they wish to study Design in Year 12.

What do you need?
- One semester of Art or Design at Year 9 level
- A keen interest in Design and the ability to create art with skill and confidence

Possible Pathways
Stage 1 Visual Arts – Design - Graphic
Stage 1 Visual Arts – Design - Environmental
Stage 2 Visual Arts – Design

Learning Requirements:
In this subject students are expected to:
1. Conceive, develop, and make work(s) of art or design that reflect the development of a personal visual aesthetic
2. Demonstrate visual thinking through the development and evaluation of ideas and explorations in technical skills with media, materials, and technologies
3. Apply technical skills in using media, materials, and technologies to solve problems and resolve work(s) of art or design
4. Communicate knowledge and understanding of their own and other practitioners' works of art or design
5. Analyse, interpret, and respond to visual arts in cultural, social, and/or historical contexts.

Learning Concepts:
This course is undertaken as a 10 credit subject which provides a balance of theory and practical activities. Students will be involved in teacher directed as well as student directed tasks that involve the use of the design process and building on the student’s problem solving skills. 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 resolutions. Students will express their ideas through the creation of final practical works, using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques in their back-up folio which leads to resolved pieces. This course focuses on fashion design. Students will learn to create works using design rendering techniques such as pencils, markers, gouache and technical drawing. Students will design a clothing range and label name, with the possibility to create a garment for their major practical task. The focus will be on developing ideas from concepts to finished works, following the design process. Students will complete a Visual Study focusing on Fashion Designers which entails both practical and theoretical aspects. An emphasis will be on exploring ideas and thinking outside the square, in particular with how well students communicate their ideas both through the finished works and their developmental folios.

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Visual Arts Design Product, which focuses on both written and practical based activities which incorporate the following three components:
- Assessment Type 1: Visual Study (30%)
- Assessment Type 2: Media Exploration (10%)
- Assessment Type 3: Back-Up Folio (35%)
- Assessment Type 4: Major Practical (25%)

In addition:
Students should attempt practical work that is manageable and feasible. The ability to negotiate and complete work programs will be essential for success. Extra time spent working in the classroom outside of normal school hours, is a requirement of the course.
Stage 1 Visual Arts – Design Environmental
(Architecture)

One Semester: 10 SACE credits
Students are encouraged to take Design for two semesters if they wish to study Design in Year 12

What do you need?
- One Semester of Art or Design at Year 9 level
- A keen interest in Design and the ability to create art with skill and confidence

Possible Pathways
- Stage 1 Visual Arts – Design – Product
- Stage 1 Visual Arts – Design – Graphic
- Stage 2 Visual Arts - Design

Learning Requirements:
In this subject students are expected to:
1. Conceive, develop, and make work(s) of art or design that reflect the development of a personal visual aesthetic
2. Demonstrate visual thinking through the development and evaluation of ideas and explorations in technical skills with media, materials, and technologies
3. Apply technical skills in using media, materials, and technologies to solve problems and resolve work(s) of art or design
4. Communicate knowledge and understanding of their own and other practitioners' works of art or design
5. Analyse, interpret, and respond to visual arts in cultural, social, and/or historical contexts.

Learning Concepts:
This course is undertaken as a 10 credit subject which provides a balance of theory and practical activities. Students will be involved in teacher directed as well as student directed tasks that involve the use of the design process and building on the student’s problem solving skills. 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 resolutions. Students will express their ideas through the creation of final practical works, using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques in their back-up folio which leads to resolved pieces. This course focuses on Environmental design, in particular Architecture. Students will learn to use a variety of media and techniques to create works, such as technical drawing, floorplans, computer programs, marker and pencil. Students will design their dream house complete with landscaping for their major practical task. The focus will be on developing ideas from concepts to finished works, following the design process. Students will complete a Visual Study focusing on Architects which entails both practical and theoretical aspects. An emphasis will be on exploring ideas and thinking outside the square, in particular with how well students communicate their ideas both through the finished works and their developmental folios.

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Visual Arts Design Environmental, which focuses on both written and practical based activities which incorporate the following three components:
- Assessment Type 1: Visual Study (30%)
- Assessment Type 2: Media Exploration (10%)
- Assessment Type 3: Back-Up Folio (35%)
- Assessment Type 4: Major Practical (25%)

In addition:
Students should attempt practical work that is manageable and feasible. The ability to negotiate and complete work programs will be essential for success. Extra time spent working in the classroom outside of normal school hours, is a requirement of the course.