2026 Curriculum Handbook for Years 10, 11 and 12

St Francis de Sales COLLEGE

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stfrancis.catholic.edu.au

Contents

Welcome

Welcome to the Senior School Course Selection Program. This provides information on all Year 10, 11 and 12, referred to as Stage 1 and 2, courses offered at St Francis de Sales College and other important issues related to study at the senior level.

During their senior years of education, students will be engaged in making decisions regarding subject and course selection. It is vital that these decisions are shared by parents, students and staff, each of whom can make important contributions to the process. Decisions about pathways should be made carefully and based on recognition of strengths, interests and career pathways. The Exploring Identities and Futures undertaken in Year 10 will also enable students to reflect upon their learning and work options.

There are, however, a number of organisational factors which need to be understood by parents and students during this process. Entry to subjects is not automatic upon selection and depends on a range of factors including class sizes, the number of students who select a subject, timetable clashes and student achievement. Consequently, not all subjects offered at this stage will necessarily eventuate, so students are required to select two additional subject alternatives that are wishing to undertake.

All forms relating to subject selection must be returned by the deadline if they are to receive equal consideration. Parents and/or caregivers must approve the courses selected and any subsequent changes sought by students.

Year 10 students will be completing English, Mathematics, Science and Physical Education subjects as part of the Australian Curriculum and all other subjects will be from the South Australian Certificate in Education (SACE) as Stage 1 subjects. 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 areas of interest.

Please 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 information about prerequisite SACE subjects 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.

SACE

SACE Planner

Government of South Australia

SACE Board of SA

Exploring Identities and Futures = 10 credits

Credits

10

Subtotal 10

Literacy = 20 credits

Choose from a range of English subjects or courses

Numeracy = 10 credits

Choose from a range of mathematics subjects or courses

Subtotal 30

Stage 2 subjects or courses = 60 credits

Choose from a range of Stage 2 subjects and courses

Activating Identities and Futures = 10 credits

10

Subtotal 70

Additional choices = 90 credits

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

Subtotal 90

To gain the SACE, you must earn 200 credits

Total 200

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

Requirements to achieve the SACE:

Students need to earn 200 credits. Ten credits are equivalent to one semester or six months study of in a particular subject or course.

Some elements of the SACE are compulsory.

These are:

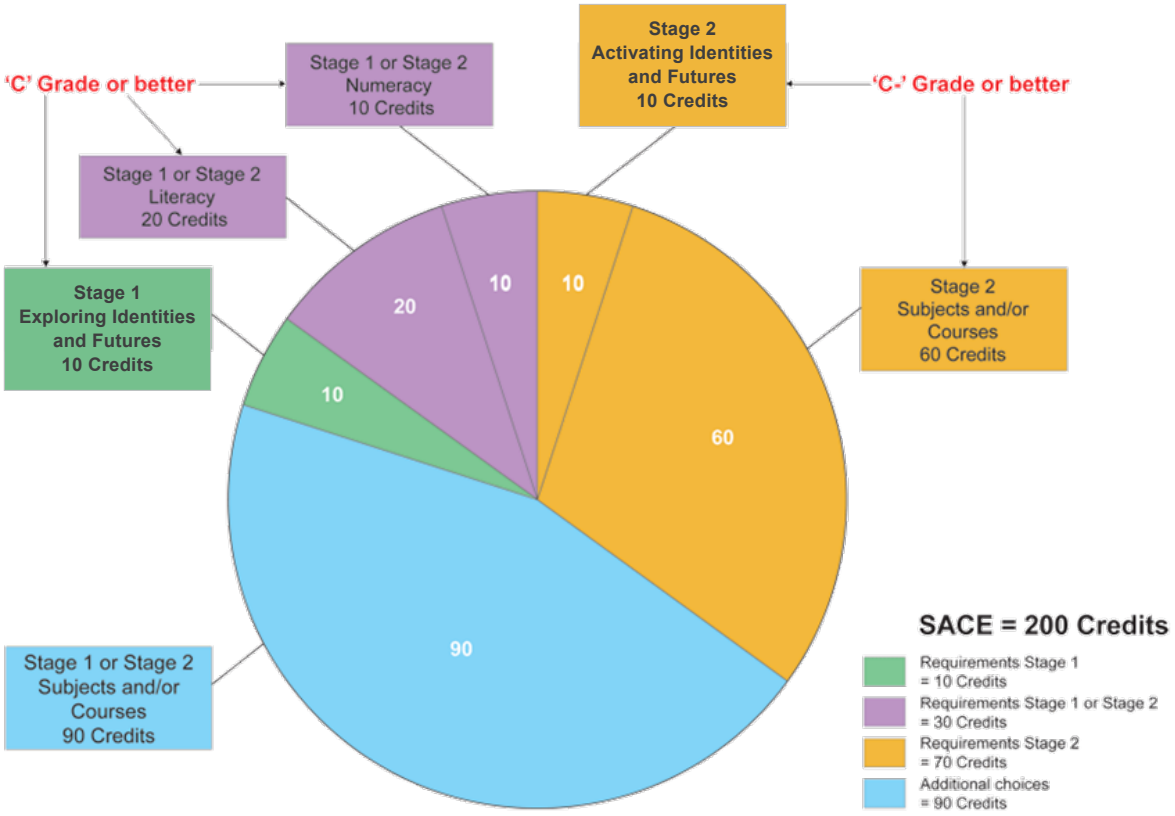
- The Exploring Identities and Futures at Stage 1, worth 10 credits.
- At least 20 credits towards literacy from a range of English studies at Stage 1.
- At least 10 credits towards numeracy from a range of Mathematics studies at Stage 1.
- A major project of extended studies called the Activating Identities and Futures at Stage 2, worth 10 credits.

Completion of at least 60 additional credits in Stage 2 subjects and courses.

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

Students must achieve a minimum C grade for all the compulsory subjects to achieve the SACE.

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



General Information

This handbook provides information about specific Stage 1 and Stage 2 subjects offered at St Francis de Sales College 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
- 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.

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

Please read the following information carefully so that students meet specific SACE requirements.

Students are required to speak with subject teachers to support their choice of subjects. Recommendations from the teacher are needed to support the student's subject choice.

What is VET?

Vocational education and training (VET) enables students to acquire skills and knowledge for work through a nationally recognised industry-developed training package or accredited course. VET is delivered, assessed, and certified by registered training organisations (RTOs).

Undertaking VET may benefit students' exploration of a variety of career pathways; it is not just reserved for a pathway within the trades (e.g. plumbing, automotive, and construction). Students can complete VET qualifications in a diverse range of industries, including business administration, veterinary nursing, aged care, or sport and recreation.

Why study VET?

VET is an excellent choice of study for many students. It always includes practical, hands-on learning, and it can lead to excellent jobs in many fields.

Studying VET as part of the SACE gives students a head start on a qualification, which is a great way to fast-track progress towards a rewarding career, while also developing independence and time-management skills.

VET in SACE

As part of their SACE, students can complete vocational education and training (VET) that is within the AQF (Australian Qualifications Framework). The SACE Board's recognition arrangements enable students to build meaningful pathways in the SACE through VET.

The recognition arrangements for VET in the SACE include recognition of:

- completed qualifications
- partly completed qualifications (for which a student has completed one or more units of competency).

The SACE Board recognises VET that:

- is listed on the **training.gov.au** website
- is delivered and assessed by, or under the auspices of, registered training organisations (RTOs), which are registered to deliver and/or assess the VET qualification
- is delivered and assessed in accordance with the VET Quality Framework
- can be certified on a transcript, statement of attainment, or qualification issued by an RTO.

VET in SACE... cont

The SACE enables students to include a significant amount of VET in their SACE studies. Students can gain recognition for up to 150 SACE credits at Stage 1 and/or Stage 2 for successfully completed VET.

School Based Apprenticeships and Traineeships

Training completed as part of a School Based Apprenticeship or Traineeship (SBAT) can count towards SACE.

An SBAT gives the unique opportunity to combine VET training, with an employment contract whilst a student is still completing SACE.

SBATS are generally highly valued by employers and are a valid pathway for students to transition from school to employment, further training or higher education.

SBATS are not just available in the traditional trade pathways, such as Plumbing, Automotive, Hair and Beauty, Building and Construction for example, but can be undertaken in areas such as Business and Administration, Sport and Recreation, Dental Assistance just to name a few.

VET for Tertiary Entrance

VET can count towards tertiary entrance for university and TAFE.

The three South Australian universities, TAFE SA, and Charles Darwin University (Northern Territory) have determined that Recognised Studies may contribute to an ATAR (Australian Tertiary Admission Rank) and a TAFE SA Selection Score.

For completed VET qualifications to count as Recognised Studies, they must be:

- Certificate III level (or higher) in the AQF (Australian Quality Framework)
- recognised in the SACE at Stage 2 for at least 10 credits.

Recognised Studies, including VET, can only count to a maximum of 20 credits in an ATAR and/or a TAFE SA Selection Score. Students also need to satisfy all other university entrance criteria.

University Entry Requirements

To be eligible to apply for university, South Australian students must:

- complete the SACE
- complete at least 90 credits of SACE Stage 2. Of the 90 credits, at least 60 must be from 20-credit Tertiary Admissions Subjects (TAS) and the other 30 credits from TAS with up to 20 credits of Recognised Studies
- complete any prerequisite requirements for your chosen university courses
- comply with rules regarding subject combinations
- obtain an Australian Tertiary Admission Rank (ATAR).

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

Tertiary Admissions Subjects

A Tertiary Admissions Subject (TAS) is a SACE Stage 2 subject that has been approved by the universities and TAFE SA as providing appropriate preparation for tertiary studies.

Students are required to study a minimum number of TAS credits to be eligible to receive an Australian Tertiary Admission Rank (ATAR) or TAFE SA Selection Score.

Most SACE subjects are recognised Tertiary Admissions Subjects; however, there are some that are not recognised by the universities for the purposes of calculating a student's ATAR.

The following subjects are not recognised TAS:

- Community Studies
- Modified Subjects
- local programs.

If you are unsure whether or not a subject is TAS, check SATAC publications for the Tertiary Entrance booklet, which lists the TAS status of all SACE Stage 2 subjects

Australian Tertiary Admission Rank (ATAR)

Receiving an ATAR is important if you want to apply for university.

The ATAR is an indicator of how well a student has performed relative to other secondary school students across Australia.

It is calculated based on your university aggregate and then reported on your Tertiary Entrance Statement (provided you are eligible to receive one). An ATAR is a figure between 0 and 99.95.

TAFE Entry Requirements

SACE completion meets the course admission requirements for most TAFE SA courses, but there are some additional requirements for entry into particular qualification levels. Courses are considered competitive if there are limited places available, and non-competitive if all interested and qualified students will be accepted.

There are no course admission requirements for non-competitive Certificate I, II and III level courses.

For competitive Certificate I, II and III level courses, you must gain your SACE.

For non-competitive Certificate IV and higher-level courses, you must attain your SACE.

For competitive Certificate IV and higher-level courses, you must attain your SACE and a TAFE SA Selection Score. Some courses may have specific prerequisite subjects or related study requirements.

Information about specific course admission requirements is available on the TAFE SA website.

TAFE Selection Score

The TAFE SA Selection Score is used by TAFE SA to select students for entry into competitive courses. It is reported to students as a figure between 0 and 60.

To receive a TAFE Selection Score you need to:

1. have completed one of:
   - 60 credits of Tertiary Admissions Subjects (TAS)
   - 50 credits of TAS and 10 credits of recognised studies
   - 40 credits of TAS and 20 credits of recognised studies.
2. Comply with the rules regarding subject combinations.

If you are eligible to receive a TAFE SA Selection Score it will be reported on your Tertiary Entrance Statement.

University and TAFE Entry Requirements for Students completing SACE

Want to know more about further study?

- Full details on university and TAFE entry requirements for 2026 will be in the Tertiary Entrance Booklet.
- The booklet is published by the South Australian Tertiary Admissions Centre (SATAC), and given to Year 12 students every year. Visit **satac.edu.au** for more information.

Further details about selection processes in TAFE SA may be obtained from the relevant TAFE campuses or the TAFE SA Information Centre.

TAFE SA Information Centre
Freecall: 1800 882 661
tafesa.edu.au

Flinders University of SA
T: 1300 354 633
flinders.edu.au

The University of Adelaide
Student Information Office
T: (08) 8313 7335/**Freecall:** 1800 407 527
adelaide.edu.au

The University of SA
T: 1300 301 703
unisa.edu.au

SACE
T: (08) 8115 4700
sace.sa.edu.au

Centrelink Career Information
centrelink.gov.au

SATAC
T: (08) 8224 4000/1300 138 440
satac.edu.au

It is important for students and parents to discuss selection criteria with the relevant tertiary institution and careers counsellors, to gain accurate information about appropriate courses of study.

Students with disabilities

The SACE offers a range of modified subjects to provide opportunities for students with disabilities to demonstrate their learning. Modified subjects are intended for students with identified intellectual disabilities.

Students Online

Students Online is for students to:

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

Students can log in to Students Online using their SACE registration number and pin at: (birth date and month)

sace.sa.edu.au/students-online

Further information

Visit the SACE Board website **sace.sa.edu.au** for more information about the SACE.

Subject Information Guide

Learning Area	Year 10	Year 11	Year 12
Religious Education	• Stage 1 Spiritualities, Religion and Meaning	• Stage 2 Spiritualities, Religion and Meaning	• Stage 2 Integrated Learning: Religion Focus
Arts	• Dance • Drama • Visual Arts • Music	• Dance • Drama • Visual Arts • Music	• Dance • Drama • Visual Arts • Music
English	• English	• English • Essential English	• English • English Literary Studies • Essential English
Cross Disciplinary Studies	• Stage 1 Exploring Identities and Futures • Integrated Learning: Basketball Academy (Application only)	• Stage 2 Workplace Practices • Integrated Learning: Basketball Academy (Application only) • Vocational Learning (students may undertake VET courses)	• Stage 2 Workplace Practices • Integrated Learning: Basketball Academy (Application only) • Vocational Learning (students may undertake VET courses)
Design, Technology and Engineering	• Textiles (Fashion) • Digital Technologies • Media - Photography • Design and Technology • Food Technology	• Fashion • Digital Communication Solutions: Photography • Material Solutions • Architecture • Food and Hospitality	• Integrated Learning: Fashion • Digital Communication Solutions: Photography • Material Solutions • Industry and Entrepreneurial Solutions • Food and Hospitality
Health and Physical Education, Outdoor Education	• Physical Education • Stage 1 Outdoor Education	• Child Studies • Health and Wellbeing • Physical Education • Stage 2 Outdoor Education	• Child Studies • Health and Wellbeing • Physical Education • Stage 2 Outdoor Education (2026 only)
Humanities and Social Sciences	• Geography	• Business Innovation • Modern History • Legal Studies • Geography	• Business Innovation • Modern History • Legal Studies • Geography
Languages	• Japanese	• Japanese	• Japanese
Mathematics	• Essential Mathematics • General Mathematics • Advanced Mathematics	• Essential Mathematics • General Mathematics • Pre-Methods Mathematics • Pre-Specialist Mathematics	• Essential Mathematics • General Mathematics • Mathematical Methods • Specialist Mathematics
Science	• Science • Psychology	• Biology A and B • Chemistry • Physics • Earth and Environmental Studies • Psychology	• Biology • Chemistry • Physics • Earth and Environmental Studies • Psychology

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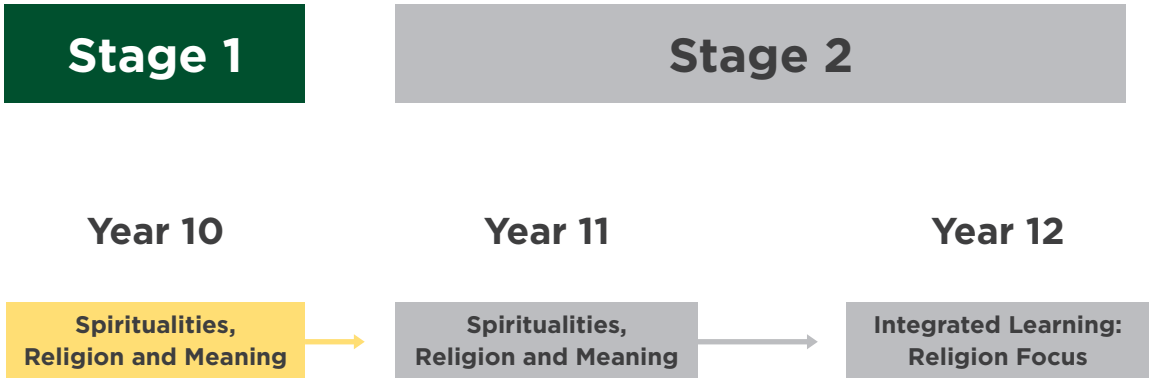
Year 10 Subjects

Stage 1 Subjects

Stage 2 Subjects

Religious Education



Stage 1 Spiritualities, Religion and Meaning (Year 10)

Two Semester Course: 10 SACE Credits (compulsory course)

Course Description:

Australia is a land of many spiritualities and religions. Aboriginal and Torres Strait Islander spiritualities are at least 65,000 years old, forming part of the oldest continuous cultures on the planet. Since Australia was colonised in the late 18th century, spiritualities and religions have arrived with many different groups of migrants, making this country one of the most multicultural and religiously diverse in the world.

While their definitions are widely contested, spirituality and religion both invite engagement with the transcendent, and provide meaning, purpose, and a sense of belonging. Spiritualities and religions can inform an individual's identity, as well as their interconnection with creation.

In this subject, teachers and students use one or more 'big ideas' to frame inquiry questions; to explore issues, concepts, and ideas; and to reflect on personal and shared meaning within one or more spiritualities and/or religions.

At Stage 1, students develop and demonstrate their understanding of the influence of spiritual and/or religious perspectives on a local, national, or global community, by engaging with one or more images, artefacts, texts, documentaries, or feature films. They collaborate with others to develop, apply, and reflect on their understanding of some spiritual and/or religious principles that underpin social-justice actions within the school or broader community; and they investigate a contemporary issue linked to one of the big ideas.

Big Ideas:

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

Assessment:

Assessment Type 1: Representations (40%)

Assessment Type 2: Connections (30%

Assessment Type 3: Issues Investigation (30%)

Stage 2 Spiritualities, Religion and Meaning (Year 11)

Two Semester Course: 10 SACE Credits (compulsory course)

Course Description:

Australia is a land of many spiritualities and religions. Aboriginal and Torres Strait Islander spiritualities are at least 65,000 years old, forming part of the oldest continuous cultures on the planet. Since Australia was colonised in the late 18th century, spiritualities and religions have arrived with many different groups of migrants, making this country one of the most multicultural and religiously diverse in the world.

While their definitions are widely contested, spirituality and religion both invite engagement with the transcendent, and provide meaning, purpose, and a sense of belonging. Spiritualities and religions can inform an individual's identity, as well as their interconnection with creation.

In this subject, teachers and students use one or more 'big ideas' to frame inquiry questions; to explore issues, concepts, and ideas; and to reflect on personal and shared meaning within one or more spiritualities and/or religions.

At Stage 2, students engage in reflective analysis in response to stimuli such as guest speakers, documentaries, and excursions, contextualised by one of the six big ideas. They explore a concept or issue from a spiritual and/or religious perspective, and collaborate with others to apply their learning. They engage in reflective practice to evaluate their personal and shared actions.

For a 10 credit subject, students individually explore and evaluate an existing initiative related to a local, national, or global issue related to a big idea of their choice, considering spiritual and/or religious perspectives.

Big Ideas:

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

Assessment:

School Assessment (70%)

Assessment Type 1: Reflective Analysis (40%)

Assessment Type 2: Connections (30%)

External Assessment (30%)

Assessment Type 3: Transformative Action

Stage 2 Integrated Learning: Religion Focus (Year 12)

Semester Course: 10 SACE Credits (compulsory course)

Course Description:

The Integrated Learning program is a focused study that explores the meaning and actions that underpin our understanding of Catholic Identity in the College. The story of St Francis de Sales College and our connection with the Mercy tradition of Catherine McAuley provide the key concepts of how our College Heart Values are demonstrated in our local and wider community. Students will also work with their buddy Reception and/or Year 1 class to inform the connection between those starting their learning progression at our College with those who are completing one phase of their learning. Students also explore the work in the community by Catholic Charities.

An understanding of the different capabilities is developed in this course and students are required to demonstrate an understanding of how these are evidenced in their learning.

Assessment:

School Assessment (70%)

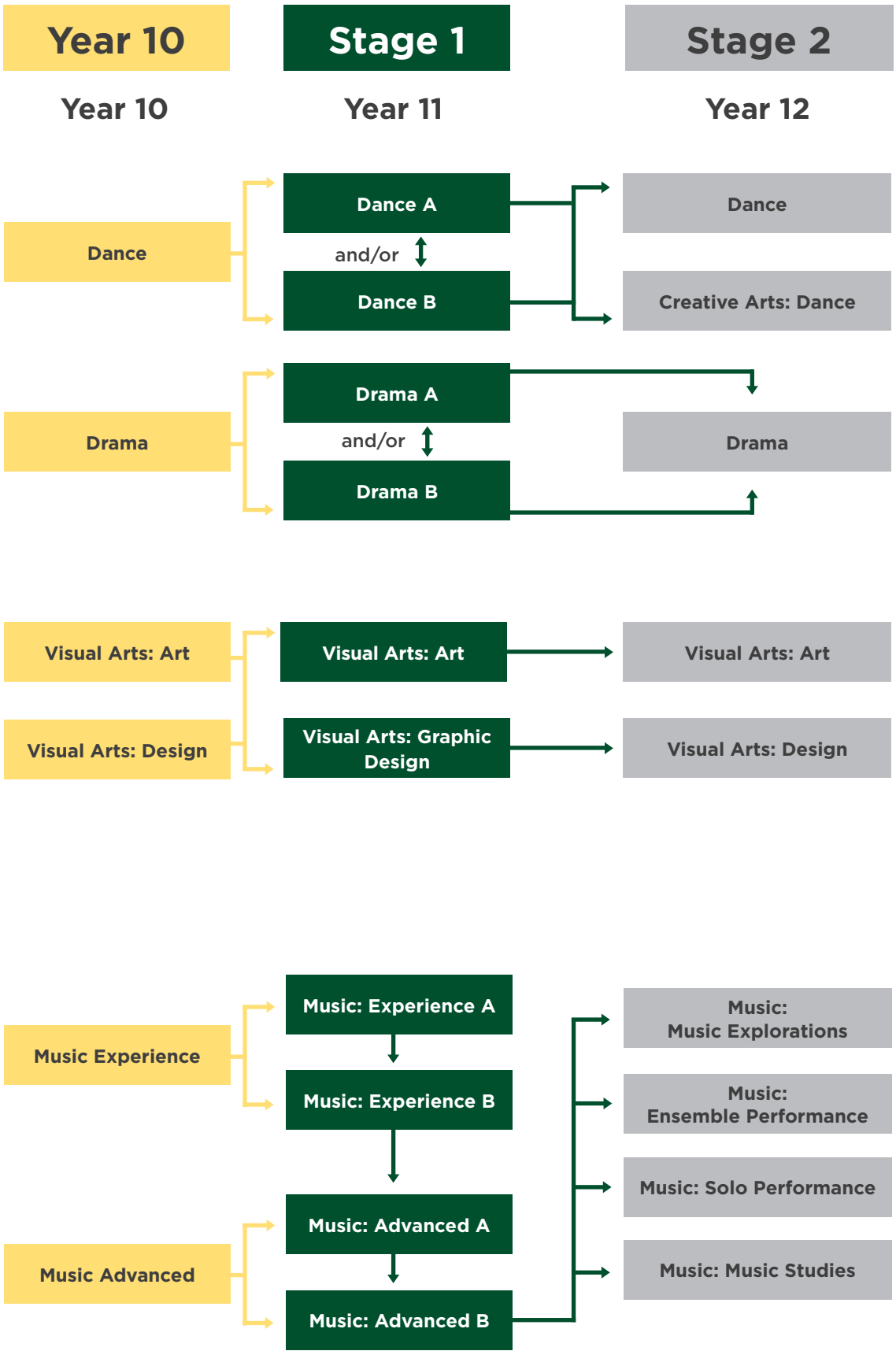
Assessment Type 1: Reflective Analysis (40%)

Assessment Type 2: Connections (30%)

External Assessment (30%)

Assessment Type 3: Transformative Action

Arts


Year 10
Stage 1
Stage 2
Year 10
Year 11
Year 12
Dance
Dance A
and/or
Dance B
Dance
Creative Arts: Dance
Drama
Drama A
and/or
Drama B
Drama
Visual Arts: Art
Visual Arts: Design
Visual Arts: Art
Visual Arts: Graphic Design
Visual Arts: Art
Visual Arts: Design
Music Experience
Music Advanced
Music: Experience A
Music: Experience B
Music: Advanced A
Music: Advanced B
Music: Music Explorations
Music: Ensemble Performance
Music: Solo Performance
Music: Music Studies

Year 10 Dance

Semester Course: Australian Curriculum

Assumed Knowledge: Completion of Year 9 Dance and/or prior dance experience is preferable, but not essential. A willingness, enthusiasm and availability to participate in all Dance performances are essential.

Course Description:

Year 10 Dance develops creative, technical, and physical understanding, and appreciation of dance as an art form. Dance has its own specific language and process that students learn in theory and practice through the study of technique, composition, choreography, performance, and critical analysis. Dance offers opportunities for development of students; creativity, self-disciple, self-esteem, personal identity, and confidence.

Assessment:

Assessment Type 1: Product (50%)

Assessment Type 2: Folio (50%)

Stage 1 Dance A

Semester Course: 10 SACE Credits

Preferred Preparation: Completion of Year 10 Dance and/or prior dance experience is recommended. A willingness, enthusiasm and availability to participate in all Dance performances and rehearsals are essential.

Course Description:

Stage 1 Dance develops creative, technical, and physical understanding of the aesthetics of dance as an art form. Through the development of practical movement skills, as well as choreographic and performance skills, students gain an appreciation for the unique language of dance. The course nurtures reflective, critical and creative thinking, empowering students to express themselves artisically.

In addition to artistic growth, dance fosters important personal and social skills. Students build confidence through performance, develop self-discipline through consistent practice and rehearsal, and enhance their ability to work collaboratively. Throughout the semester, contemporary innovators and practitioners will be explored. In addition students will participate in the semester showcase performance.

Assessment:

Assessment Type 1: Skills Development

Students reflect on the technical dance skills acquired in class and their application in performance, building strength, coordination and artistic awareness.

Assessment Type 2: Creative Explorations

Students develop and perform choreographed works for the Semester Showcase, strengthening their choreographic and performance skills and creative expression.

Assessment Type 3: Dance Contexts

Students engage in a theoretical investigation of a dance practitioner, exploring their works and contribution to the evolution of dance as an art form.

Students may choose to study a semester of Dance (either Dance A, OR Dance B, or a full year of Dance (Dance A AND Dance B) as programs are different and both accommodate new students, if preferred preparation is met.

Stage 1 Dance B

Semester Course: 10 SACE Credits

Preferred Preparation: Completion of Year 10 Dance and/or prior dance experience is recommended. A willingness, enthusiasm and availability to participate in all Dance performances and rehearsals are essential.

Course Description:

Stage 1 Dance develops creative, technical, and physical understanding of the aesthetics of dance as an art form. Through the development of practical movement skills, as well as choreographic and performance skills, students gain an appreciation for the unique language of dance. The course nurtures reflective, critical and creative thinking, empowering students to express themselves artisically.

In addition to artistic growth, dance fosters important personal and social skills. Students build confidence through performance, develop self-discipline through consistent practice and rehearsal, and enhance their ability to work collaboratively.

Throughout the semester, world innovators and influential practitioners will be explored. In addition students will participate in the SACE Stage 2 performances and the semester showcase performance.

Assessment:

Assessment Type 1: Skills Development

Students reflect on the technical dance skills acquired in class and their application in performance, building strength, coordination and artistic awareness.

Assessment Type 2: Creative Explorations

Students develop and perform several choreographed works for the Semester Showcase, strengthening their choreographic and performance skills and creative expression.

Assessment Type 3: Dance Contexts

Students engage in a theoretical investigation of a dance practitioner, exploring their works and contribution to the evolution of dance as an art form.

Students may choose to study a semester of Dance (either Dance A, OR Dance B, or a full year of Dance (Dance A AND Dance B) as programs are different and both accommodate new students, if preferred preparation is met.

Stage 2 Creative Arts: Dance

Two Semester Course: 20 SACE Credits

Preferred Preparation: Successful completion of one Stage 1 Dance course.

Course Description:

Develops creative, technical, and physical understanding of dance as an art form. Students engage with dance-specific language and processes through the study of technique, composition, choreography, performance, and critical analysis.

Assessment:

School Assessment (70%)

Assessment Type 1: Product (50%)

This task consists of creative arts process, development and production and creative arts disciplines. Students explore dance disciplines and practitioner's roles. Through active participation and presentation in class and performances, they develop two creative arts products in the form of two dance productions. Presentation: Participation in two dance productions. Folio: 2000 word folio of evidence if written or a 12 minute oral presentation, or equivalent in multimodal form.

Assessment Type 2: Investigation (20%)

Students undertake two investigations in an area of dance of interest to them, or connected to the production in which they are involved, for example a focus on a dance technique or historical and contemporary practitioners. Presentation: Investigation – 2x 1000 word responses or 2000 word response if written or equivalent oral presentation or multimodal form.

External Assessment (30%)

Assessment Type 3: (30%)

Students explore and apply skills associated with a dance choreography or technique or another facet of dance that is of interest to them. Presentation: Documentation and evidence illustrating the key phases of skill exploration, application and evaluation. 2000 word response if written, 12 minutes of recorded oral communication or the equivalent in multimodal from.

Stage 2 Dance

Two Semester Course: 20 SACE Credits

Preferred Preparation: Successful completion of one Stage 1 Dance course. Advanced dance technique and kinaesthetic understanding in relation to a specific dance genre. A willingness, enthusiasm and availability to participate in all Dance performances and rehearsals are essential.

Course Description:

Stage 2 Dance develops creative, technical, and physical understanding of the aesthetics of dance as an art form. Through the development of practical movement skills, as well as choreographic and performance skills, students gain a deep appreciation for the unique language of dance. Students specialise in a specific dance genre (contemporary, lyrical, classical or jazz) and work as a cohort to produce a range of high-quality performance pieces.

Assessment:

School Assessment (70%)

Assessment Type 1: Performance Folio (40%)
Students develop and perform choreographed works for the Semester Showcase, strengthening their choreographic, creative, and performance skills.

Assessment Type 2: Dance Contexts (30%)
Students participate in workshops and explore choreography before creating their own choreographic work. They are not required to perform in the work. Students analyse their choreography with respect to choreographic concepts, structure, and the development of ideas in a 1000 word written analysis or a 6 minute multimodal equivalent.

External Assessment (30%)

Assessment Type 3: Skills Development Folio
Students develop a skills portfolio that explores their growth as a dance artist, focusing on refining technical abilities, exploring genre-specific characterisation, and demonstrating safe dance practices. The portfolio: 2000 word written submission or 12 minute multimodal equivalent.

Year 10 Drama

Semester Course: Australian Curriculum

Preferred Preparation: Successful completion of Year 9 Drama is preferred, but not essential. A willingness, enthusiasm and availability to participate in all rehearsals and performances is essential.

Course Description:

Students will extend and refine performance skills through improvisation and polished work to a live audience. Students will view live professional theatre and develop the ability to analyse drama through discussion and writing. Students will discover the past and present context of drama through analysis and enactment. A willingness to work in groups, and to rehearse and perform outside of school hours is essential.

Assessment:

Assessment Type 1: Performance

Assessment Type 2: Reflection

Assessment Type 3: Analysis

Stage 1 Drama: A

Semester Course: 10 SACE Credits

Preferred Preparation: Successful completion of Year 10 Drama is preferred, but not essential. A willingness, enthusiasm and availability to participate in all rehearsals and performances is essential.

Course Description:

Drama at Stage 1 involves learning through participation, viewing, and critiquing. An important part of the dramatic learning process is completed by students taking part in creative problem-solving; generating, analysing, and evaluating ideas; developing personal interpretations of scripts; learning to set goals relating to assessment and performance requirements and working collaboratively to achieve them; rehearsing, workshopping, and improvising solutions; as well as presenting a group or individual product or performance. Students analyse their own and other's performances through reflection of their learning. Dramatic styles and innovations will include: Realism, Brechtianism and Expressionism.

Assessment:

Assessment Type 1: Performance (40%)

Students participate in the current year's group dramatic production. The development of students as actors or as off-stage practitioners is encouraged through a study of scripts and characterisation.

Assessment Type 2: Responding to Drama (30%)

Students create a written or oral reflection which links their dramatic learning from one or more drama events they have experienced, with their own learning. They analyse, and reflect on the ideas, techniques, skills, choices, and the artistic impact of the event on its audience and the student's on own individual development. Each student explicitly draws links about their own specific development as a dramatic artist.

Assessment Type 3: Creative Synthesis (30%)

Students create a hypothetical dramatic product in response to a dramatic text study. Students present their Creative Synthesis task as an oral presentation of up to 6 minutes. The presentation may be recorded and presented.

Stage 1 Drama: B

Semester Course: 10 SACE Credits

Preferred Preparation: Successful completion of Year 10 Drama is preferred, but not essential. A willingness, enthusiasm and availability to participate in all rehearsals and performances is essential.

Course Description:

Drama at Stage 1 involves learning through participation, viewing, and critiquing. An important part of the dramatic learning process is completed by students taking part in creative problem-solving; generating, analysing, and evaluating ideas; developing personal interpretations of scripts; learning to set goals relating to assessment and performance requirements and working collaboratively to achieve them; rehearsing, workshopping, and improvising solutions; as well as presenting a group or individual product or performance. Students analyse their own and other's performances through reflection of their learning. Dramatic styles and innovators will include: Artland, Brook, Barker and Rau.

Assessment:

Assessment Type 1: Performance (40%)

Students participate in the current year's group dramatic production. The development of students as actors or as off-stage practitioners is encouraged through a study of scripts and characterisation.

Assessment Type 2: Responding to Drama (30%)

Students create a written or oral reflection which links their dramatic learning from one or more drama events they have experienced, with their own learning. They analyse, and reflect on the ideas, techniques, skills, choices, and the artistic impact of the event on its audience and the student's on own individual development. Each student explicitly draws links about their own specific development as a dramatic artist.

Assessment Type 3: Creative Synthesis (30%)

Students create a hypothetical dramatic product in response to a dramatic text study. Students present their Creative Synthesis task as an oral presentation of up to 6 minutes. The presentation may be recorded and presented.

Stage 2 Drama

Two Semester Course: 20 SACE Credits

Preferred Preparation: Successful completion of one Stage 1 Drama course. A willingness, enthusiasm and availability to participate in all rehearsals and performances is essential.

Course Description:

Drama is a dynamic, collaborative subject, stemming from experimentation that involves intuition and analysis. Students analyse scripts and other texts, performances, and their own learning. Drama enables the students to explore the skills and understanding to generate creative and imaginative solutions to the challenge of staging theatrical works.

Assessment:

School Assessment (70%)

Assessment Type 1: Group Presentation (40%)
Students apply the dramatic process to a whole class group production developing their learning and skills. Each student assembles and presents evidence of their learning and skills development in one of two creative choices of a short video documentary or an oral presentation – video recorded by the student.

Assessment Type 2: Evaluation and Creativity (30%)
Evaluation Task: Students create an evaluation which integrates their dramatic learning from professional dramatic experiences explaining how that impacts their own individual development. Presentation formats include: oral, multimodal or written.

Creativity Task: Students experiment practically through applying and linking the dramatic learning to performance and/or staging ideas to inform and improve their artistic practice through the creation of a hypothetical production or devised work that is videoed for presentation.

External Assessment (30%)

Assessment Type 3: Creative Presentation
Part 1 - Presentation: Students collaborate in small groups to conceive, plan, and produce a creative dramatic presentation. The presentation may take a variety of forms including a live performance, a film or screen production, design within an ensemble dramatic concept, a workshop, or a masterclass.

Part 2 - Learning Portfolio: Students record, analyse, reflect on, and evaluate their creative decision-making and application of process and skills towards the realisation of their presentation providing justifications for their artistic choices providing a learning portfolio as evidence which represents and articulates their creative choices.

Year 10 Visual Arts: Arts

Semester Course: Australian Curriculum

Course Description:

Students in Year 10 Visual Arts will explore artmaking techniques and refine their skills, to create individual, imaginative artworks. They will be able to experiment with a range of different materials such as; acrylic paint, pastels, pens and ink, charcoal, watercolour, gouache and clay.

Content:

Students will be encouraged to use their own personal creativity and ideas to develop individual pieces or art, which will be exhibited in various places around the school.

A Visual Diary or Folio will be generated by students to help them plan their artworks, delve deeper into conceptual ideas and solve Visual Arts problems.

Students will analyse a range of visual artworks from contemporary and past societies and cultures to explore differing viewpoints to inform and enrich their visual art-making. They will also engage in constructive self-evaluation of their own Artworks.

Various tasks will include:

- Large scale collaborative artwork
- Still life drawings
- Watercolour and gouache investigation
- Relief clay sculpture and folio.

Assessment:

Assessment Type 1: Folio (30%)

Assessment Type 2: Major Practical (50%)

Assessment Type 3: Analysis (20%)

Students who plan to study Art or Design at Stage 1 level must complete a semester of Art or Design in Year 10.

Stage 1 Visual Arts: Art

Semester Course: 10 SACE Credits

Course Description:

Students will be involved in teacher directed as well as student directed tasks that involve the study of contemporary art and artists. An emphasis will be on exploring artworks through an excursion to the art gallery and where possible local exhibitions or artist visits to gain an understanding of what is involved in creating artworks.

Content:

- What is contemporary art
- The artists who work now
- Analysis of artworks
- Development of personal aesthetic

Assessment:

Assessment Type 1: Folio (40%)

Documentation of the development of a final free choice artwork.

Assessment Type 2: Major Practical (30%)

One final artwork based on a theme.

Assessment Type 3: Visual Study – contemporary art and contemporary themes (30%)

Study of a contemporary theme and artists who work with that theme.

Stage 2 Visual Arts: Art

Two Semester Course: 20 SACE Credits

Preferred Preparation: Successful completion of two Stage 1 Visual Arts: Art courses.

Course Description:

Stage 2 Visual Arts is undertaken as a 20 credit subject, which provides a balance of theory and practical activities. Students will develop the following skills and attributes: an ability to conceptualise, plan and make art works; skills and knowledge of materials, processes and resources required to develop an idea from conception to planning and completion; skills in reflective and critical writing in response to art, using appropriate terminology; an understanding of art in a range of social and cultural contexts; and develop their knowledge, sensitive and skilful handling of selected media.

Assessment:

Assessment Type 1: Folio (40%)

Students will also develop one developmental Folio (Back-up) per major art work.

Assessment Type 2: Major Practical (30%)

Students will complete two self-directed major practical pieces or a suite of works in their choice of media.

Assessment Type 3: Visual Study (30%)

Students will complete a Visual Study focusing on an area of personal relevance. This is comprised of a maximum of 20 A3 pages and 2000 words.

Additional Information:

Please note that students can only choose one Visual Arts subject at Stage 2.

This course requires dedication, commitment and extra time spent working in the classroom outside of normal College hours, including lunch times and after school.

Year 10 Visual Arts: Design

Semester Course: Australian Curriculum

Course Description:

In this course students continue to explore and develop their understanding of Design as a subject area through the exploration of graphic design, leading to product and environmental design. A focus is on the design process, in particular, the ability to explore concepts and resolutions using a variety of techniques and media. This is to increase their thinking, understanding and recognition of the influence of design within society and to extend and develop their language, in preparation for this assessment component at a Stage 1 level.

Assessment:

Assessment Type 1: Folio (40%)

Assessment Type 2: Practical (30%)

Assessment Type 3: Visual Study (30%)

Students who plan to study Art or Design at Stage 1 level must complete a semester of Art or Design in Year 10.

Stage 1 Visual Arts: Graphic Design

Semester Course: 10 SACE Credits

Course Description:

Students will be involved in teacher directed as well as student directed tasks that involve the study of the computer program Adobe Illustrator and its application to graphic design works. This course focuses on the use of the graphic design program Illustrator and students will complete a series of tasks using the program, this is the focus of the Visual Study which entails both practical and theoretical aspects. 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.

Content:

- Learning the program Adobe Illustrator
- Designers and design works
- Analysis of works
- Development of personal aesthetic

Assessment:

Assessment Type 1: Folio (40%)

Documentation of the development of a poster for an arts event.

Assessment Type 2: Major Practical (30%)

Design of a poster for an arts event and related promotional materials.

Assessment Type 3: Visual Study – Adobe Illustrator (30%)

Learning and applying Adobe Illustrator.

Stage 2 Visual Arts: Design

Two Semester Course: 20 SACE Credits

Preferred Preparation: Successful completion of two Stage 1 Visual Arts: Design courses.

Course Description:

Stage 2 Visual Arts: Design is undertaken as a 20 credit subject, which provides a balance of theory and practical activities. Students will develop the following skills and attributes: an ability to conceptualise, plan and make design works; skills and knowledge of materials, processes and resources required to develop an idea from conception to planning and completion; skills in reflective and critical writing in response to works of design, using appropriate terminology; an understanding of design in a range of social and cultural contexts; and develop their knowledge, sensitive and skilful handling of selected media.

Assessment:

Assessment Type 1: Folio (40%)

Students will also develop one developmental Folio (Back-up) per major design work.

Assessment Type 2: Major Practical (30%)

Students will complete two self-directed major practical pieces or a suite of works in the design form of their choice. This could include an environmental, graphic or product design focus.

Assessment Type 3: Visual Study (30%)

Students will complete a Visual Study focusing on an area of personal relevance. This is comprised of a maximum of 20 A3 pages and 2000 words.

Additional Information:

Please note that students can only choose one Visual Arts subject at Stage 2.

This course requires dedication, commitment and extra time spent working in the classroom outside of normal subject hours.

Year 10 Music: Experience

Semester Course: Australian Curriculum

Course Description:

Music Experience is a continuation of the Year 9 Music Experience course. Students will work to refine their vocal/instrumental performance and technical abilities, with a focus on the process. This will lead to a more formal performance at one of the College's music events. After attending a live performance, students analyse and evaluate the ways the composers and performers used the elements of music to engage audiences, communicate ideas and meaning. Reflecting on this, students will then apply this knowledge to their own compositions, as they extend their application of the elements of music and notation skills. Music theory knowledge and skills will continue to be developed to match the level of demand their performance, composition and analysis requires.

It is strongly encouraged for students to engage with vocal/instrumental tuition to support their learning and development. This is particularly important if students are considering engaging in Music at SACE Stage 1 level.

Year 10 Music: Advanced

Semester Course: Australian Curriculum

Course Description:

Music Advanced at Year 10 is for students who have completed the Music Advanced course at Year 9. Students will continue to refine their vocal/instrumental performance and technical abilities, with a focus on receiving and providing feedback within a masterclass setting. After attending a live performance, students analyse and evaluate the ways the composers and performers used the elements of music to engage audiences, communicate ideas and meaning. Reflecting on this, students will then apply this knowledge to their own compositions and arrangements, as they extend their application of the elements of music, compositional devices and notation skills. Music theory knowledge and aural skills will continue to be developed and extended to match the level of demand their performance, composition and analysis requires. As part of their assessment, students will again participate in formal performances at various College music events.

In addition to vocal/instrumental tuition, students in Music Advanced are expected to be involved in the College's extra-curricular music program through participation in an ensemble.

Stage 1 Music: Experience A

Semester Course: 10 SACE Credits

Preferred Preparation: Students need to have learnt a musical instrument and/or had vocal tuition for a minimum of 1 year and be taking instrumental lessons prior to this subject.

Course Description:

The areas of understanding, creating and responding to music are explored through students extending their playing and performing skills, either as an instrumentalist and/or vocalist. They will have opportunities to perform in ensembles, as a class band and/or in a solo capacity. Students develop their theoretical knowledge and aural skills through activities and musical analysis. These skills form the basis for using notation software to compose a piece of music using rhythmic and melodic devices.

Content:

- Performing, as a soloist and/or in an ensemble
- Analysis of style, structure and musical elements in selected works
- Reflection on the development and refinement of the student's own creative work
- Arrangement or composition
- Musical literacy skills in theory and aural using modern and traditional harmony

Assessment:

Assessment Type 1: Creative Works (50%)

Arrangement/Composition (20%)
Performance (30%)

Assessment Type 2: Musical Literacy (50%)

Theory and Aural Tests (25%)
History and Analysis (25%)

It is strongly encouraged for students to engage with vocal/instrumental tuition to support their learning and development.

Stage 1 Music: Experience B

Semester Course: 10 SACE Credits

Preferred Preparation: Students need to have learnt a musical instrument and/or had vocal tuition for a minimum of 1 year and be taking instrumental lessons prior to this subject; students need to have successfully completed Music Experience A.

Course Description:

The areas of understanding, creating and responding to music are explored through students extending their playing and performing skills, either as an instrumentalist and/or vocalist. They will have opportunities to perform in ensembles, as a class band and/or in a solo capacity. Students develop their theoretical knowledge and aural skills through activities and musical analysis.

Students will learn and focus on a particular style of music through class activities and an individual research project. They will then apply this knowledge and understanding across written and/or creative tasks.

Content:

- Arrangement of chosen work for two or more parts
- Musical literacy skills in theory and aural using modern and traditional harmony
- Analysis of style, structure and musical elements in selected works
- Reflection on the development and refinement of the student's own creative work
- Performing, as a soloist and/or in an ensemble

Assessment:

Assessment Type 1: Creative Works (50%)

Arrangement/Composition (20%)
Performance (30%)

Assessment Type 2: Musical Literacy (50%)

Theory and Aural Tests (25%)
History and Analysis (25%)

It is strongly encouraged for students to engage with vocal/instrumental tuition to support their learning and development.

Stage 1 Music: Advanced A

Semester Course: 10 SACE Credits

Preferred Preparation: Students need to have learnt a musical instrument for a minimum of two years and be taking instrumental lessons prior to this subject; students need to have successfully completed Music Experience A and Music Experience B.

Course Description:

This course extends the learning from Music Experience A and B and provides an extension to the variety of musical styles and arranging techniques explored, along with further progressing practical and ensemble skills. Students experiment with the musical elements to compose/arrange a work for instrument(s) and/or voice, utilising music technology to write, record and present their composition. Students are also given the opportunity to perform as either a soloist, member of an ensemble or accompanist using instruments (including technology) and/or voice.

Pathways:

- Stage 1 Music Advanced B (10 credits)
- Stage 2 Music Performance - Ensemble (10 credits)
- Stage 2 Music Performance - Solo (10 credits)
- Stage 2 Music Explorations (20 credits)

Content:

- Composition or arrangement for chosen instrument/s and/or voice
- Musical literacy skills in theory and aural using modern and traditional harmony
- Analysis of style, structure and musical elements in selected works
- Reflection on the development and refinement of the student's own creative work
- Performing, as a soloist and/or in an ensemble

Assessment:

Assessment Type 1: Creative Works (50%)

Composition/arrangement (30%)
Performance (20%)

Assessment Type 2: Musical Literacy (50%)

Theory and Aural Test (25%)
History and Analysis (25%)

Vocal/instrumental tuition is a requirement of Stage 1 Music: Advanced A.

Stage 1 Music: Advanced B

Semester Course: 10 SACE Credits

Preferred Preparation: Students need to have learnt a musical instrument for a minimum of two years and be taking instrumental lessons prior to this subject; students need to have successfully completed Music Experience A, Music Experience B and Music Advanced A.

Course Description:

This course extends the learning from the Music Experience courses and provides opportunity to consolidate and further explore a variety of musical styles and arranging/composition techniques, along with advancing practical and ensemble skills. Students experiment with the musical elements and choose to either compose an original work for instrument(s) and/or voice or create an arrangement in a chosen style for two or more instruments, utilising music technology to write, record and present their work. Students also perform as either a soloist, member of an ensemble or accompanist using instruments (including technology) and/or voice.

Pathways:

- Stage 2 Music Performance - Ensemble (10 credits)
- Stage 2 Music Performance - Solo (10 credits)
- Stage 2 Music Explorations (20 credits)

Content:

- Composition or arrangement for chosen instrument/s and/or voice
- Musical literacy skills in theory and aural using modern and traditional harmony
- Analysis of style, structure and musical elements in selected works
- Reflection on the development and refinement of the student's own creative work
- Performing, as a soloist and/or in an ensemble

Assessment:

Assessment Type 1: Creative Works (50%)

Composition/Arrangement (30%)
Performance (20%)

Assessment Type 2: Musical Literacy (50%)

Theory and Aural Test (25%)
History and Analysis (25%)

Vocal/instrumental tuition is a requirement of Stage 1 Music: Advanced B

Stage 2 Music: Explorations

Two Semester Course: 20 SACE Credits

Preferred Preparation: Students need to have learnt a musical instrument for a minimum of three years and be taking instrumental lessons prior to this subject; students need to have successfully completed at least two semesters of Music in Stage 1.

Course Description:

Students explore music through three different assessment types; Musical Literacy, Explorations, and Creative Connections. Each assessment has certain parameters, but are overall very student driven in order to give maximum opportunity for students to explore areas that are of interest to them.

Musical literacy involves students composing their own music, reflecting on the music of others and analysing musical works. The topic for the explorations component of the course is negotiated with the teacher to design a portfolio task that meets requirements and reflects the individual student's interest. The final assessment component builds on the work of the other assessment components. Again, this is negotiated with the teacher, but could include things such as a performance in the style focussed on in Assessment Type 1 accompanied by a discussion, or an arrangement based on the style of music studied in Assessment Type 1 accompanied by a discussion.

This course is for students who have a great deal of personal motivation and initiative, and who are self-directed learners. The ability to work independently is essential.

School Assessment (70%)

Assessment Type 1: Musical Literacy (30%)

A composition of an original song (in the form of a lead sheet and audio recording with a composer's statement.

A reflection of a performance.

An analysis/comparison of two musical works.

Together, the musical literacy tasks should be a maximum of 12 minutes if oral, 2000 words if written, or the equivalent in multimodal form. The original melody or song should be a maximum of 32–48 bars.

Assessment Type 2: Explorations (40%)

A presentation of a set of short performances (8-10 minutes), compositions (4-6 minutes), and/or other musical products (for example, digital uploads; DJ set recording; the features of an original, handcrafted musical instrument).

A commentary on the processes of exploration and experimentation used, and key findings (maximum of 6 minutes if oral, 1000 words if written, or the equivalent in multimodal form).

External Assessment (30%)

Assessment Type 3: Creative Connections

A performance or arrangement (6-8 minutes) or a composition (3-4 minutes) that builds on the work of the other tasks.

A discussion about the performance/ arrangement (The discussion should be in oral and/or multimodal form, to a maximum of 7 minutes or equivalent).

It is highly recommended for students to engage with vocal/instrumental tuition to support their learning and development.

Stage 2 Music: Ensemble Performance

Two Semester Course: 10 SACE Credits

Preferred Preparation: Learnt a musical instrument for a minimum of three years and be taking instrumental lessons. Successfully completed at least two semesters of Music in Stage 1.

Course Description:

This course enables students to develop and extend their practical music-making skills through performing works in an ensemble. They apply their musical understanding, skills, and techniques in refining and performing music. Students create music for ensemble performance for a range of purposes and contexts, and choose one or more instruments (voice, acoustic, and/or electronic) as appropriate to the focus of their learning. They may perform in:

- A small ensemble of two or more performers
- An orchestra
- A band
- A choir or vocal ensemble
- A performing arts production (as a singer or instrumentalist in an ensemble).

Students engage critically and creatively with music, and strengthen their musical literacy, through critiquing and evaluating their own performances in an ensemble, interpreting the creative works that they perform, and expressing their musical ideas.

Assessment:

School Assessment (70%)

Assessment Type 1: Performance (30%)
Performance in an ensemble and part testing (6-8 minutes repertoire).

Assessment Type 2: Performance and Discussion (40%)
Performance in an ensemble and part testing (6-8 minutes repertoire).
An individual discussion of key musical elements of the repertoire, with a critique of strategies to improve and refine the performance.

External Assessment (30%)

Assessment Type 3: Performance Portfolio
Performance in an ensemble and part testing (6-8 minutes repertoire). An individual evaluation of the learning journey.

Vocal/instrumental tuition is a requirement of Stage 2 Music: Ensemble Performance.

Stage 2 Music: Solo Performance

Two Semester Course: 10 SACE Credits

Preferred Preparation: Students need to have learnt a musical instrument for a minimum of three years and be taking instrumental lessons prior to this subject; students need to have successfully completed at least two semesters of Music in Stage 1.

Course Description:

This course enables students to develop and extend their practical music-making skills through performing works for instrument(s) and/or voice. They apply their musical understanding, skills, technique, and accuracy in refining and performing music, and in developing stage presence and skills in engaging an audience.

Students engage critically and creatively with music, strengthen their musical literacy, through critiquing and evaluating their own performances, interpreting the creative works that they perform, and expressing their musical ideas.

Assessment:

School Assessment (70%)

Assessment Type 1: Performance (30%)

Solo performance (6-8 minutes repertoire).

Assessment Type 2: Performance and Discussion (40%)

Solo Performance (6-8 minutes repertoire).

An individual discussion of key musical elements of the repertoire, with a critique of strategies to improve and refine the performance.

External Assessment (30%)

Assessment Type 3: Performance Portfolio

Solo Performance (6-8 minutes repertoire).

An individual evaluation of the learning journey.

Note: Ensemble and Solo courses are designed to be studied simultaneously across the Stage 2 year.

Vocal/instrumental tuition is a requirement of Stage 2 Music: Solo Performance.

Stage 2 Music: Studies

Two Semester Course: 20 SACE Credits

Preferred Preparation: Students need to have learnt a musical instrument for a minimum of three years and be taking instrumental lessons prior to this subject; students need to have successfully completed four semesters of Music in Stage 1.

Students need to have a strong grasp of theory and arranging skills.

Course Description:

This course allows students to develop their musical literacy (knowledge and understanding of notation and aural skills) through different assessments including theory and aural tests, musical analysis, an arrangement and the final exam. A strong understanding of music theory is required to successfully complete this course. The creative component of this course allows students a practical outlet of performing as a soloist and/or in an ensemble. It is also a possibility for students to create compositions or arrangements in place of performing if they choose.

Students explore music through three different assessment types; Creative Works, Musical Literacy and an Examination. Assessment Type 1 and 2 allow some student direction to allow students the opportunity to explore areas that are of interest to them.

Assessment:

School Assessment (70%)

Assessment Type 1: Creative Works (40%)

A performance (either solo, ensemble or both) and a creator's statement or the submission of compositions and/or arrangements (10-12 minutes for a performance, 5-6 minutes for a composition).

Assessment Type 2: Musical Literacy (30%)

An arrangement.

A theory/aural test including score analysis.

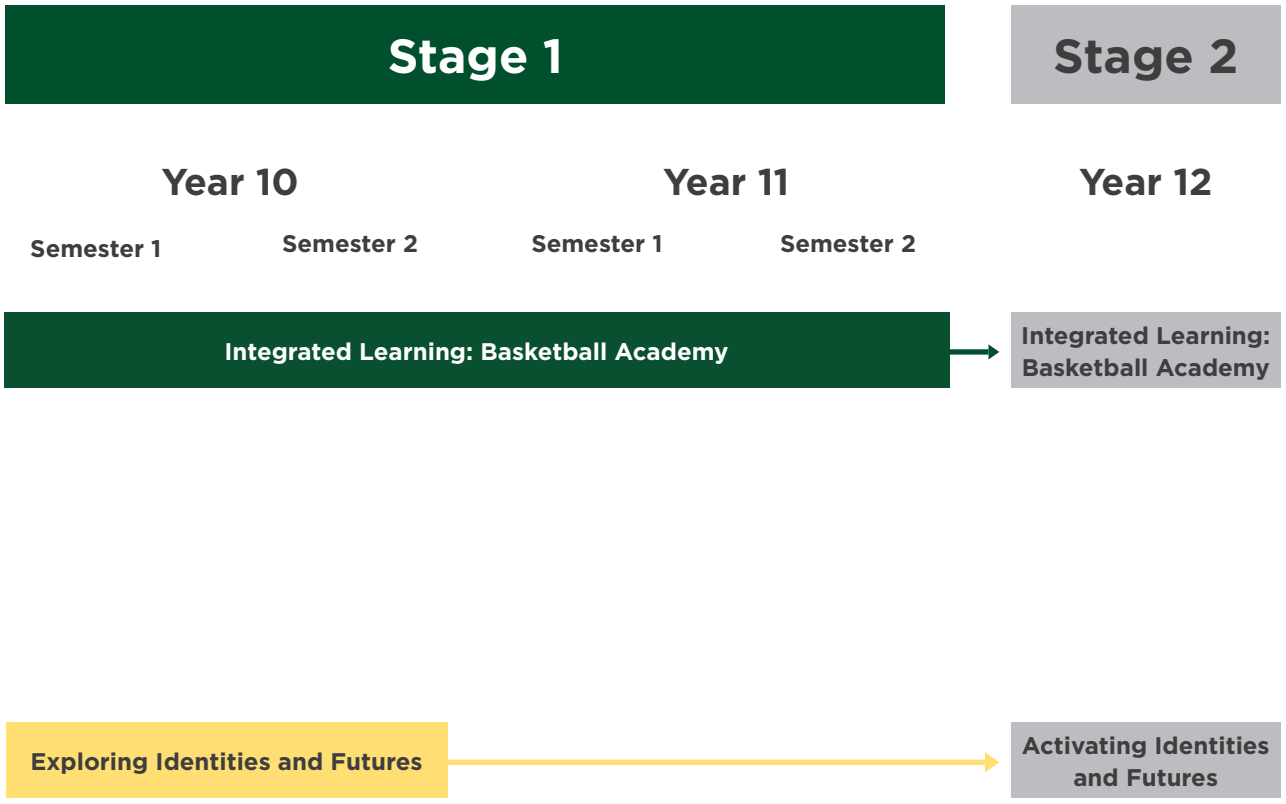
An analysis of a performance/musical work.

External Assessment (30%)

Assessment Type 3: Examination

Vocal/instrumental tuition is a requirement if AT1 has a performance focus.

Cross Disciplinary



Stage 2

Available as full year subject in Year 11 or Year 12

Workplace Practices

Stage 1 Integrated Learning: Basketball Academy

Semester Course: 10 SACE Credits

Prerequisite: Students must meet the application criteria available on our College Website at **stfrancis.catholic.edu.au/enrolments/basketball-academy** to be a part of the Basketball Academy.

Course Description:

This course is a high level academy program that is run under the Integrated Learning banner. Students will increase their basketball capabilities both on and off the court.

Three different assessment types explore Practical skills and how these relate to their personal development. A Connections task requires students to work together with peers on one community involvement event that they are required to organise and run. Assessment Type 3 is a Personal Venture where students study an area of interest within basketball and develop one of their SACE Capabilities along the way.

Assessment:

Assessment Type 1: Practical Inquiry (40%)

Assessment Type 2: Connections (30%)

Assessment Type 3: Personal Venture (30%)

Course Structure:

This course is run across 4 semesters (A-D) in Years 10 and 11:

Semester A:

Practical: Individual Skill Development (Shooting and Footwork) and 5v5 and 3v3 Team Concepts.

Connections Task: Coaching.

Personal Venture: Statistics Related.

Semester B:

Practical: Individual Fitness Development (Plyometrics) and using and developing screens in a team setting.

Connections Task: Resource creation.

Personal Venture: Ethical Issues in Basketball.

Semester C:

Practical: Individual Skill Development (Ball handling and rebounding) and end-game team scenarios.

Connections Task: Running an event.

Personal Venture: Team or Individual analysis.

Semester D:

Practical: Individual Fitness Development (Endurance) and team zone offense and defence.

Connections Task: Coaching.

Personal Venture: Personal Improvement.

An opportunity will be provided in 2027 to access a Certificate III in Professional Athlete.

This will be offered following the successful completion of Stage 1 Basketball Academy at Year 10, and will be available to Year 11 and 12 students.

Stage 2 Integrated Learning: Basketball Academy

Two Semester Course: 20 SACE Credits

Prerequisite: Successful completion of two Stage 1 Basketball Academy courses.

Course Description:

This course is a high level academy program that is run under the Integrated Learning banner. Students will endeavour to increase their basketball capabilities both on and off the court. This course is designed to see each student athlete flourish in a range of learning environments and provide them with clear pathways to their future involvement in basketball.

Assessment:

School Assessment (70%)

Assessment Type 1: Practical Inquiry (40%)

Skill Development (20%): Students demonstrate Skill Development by undertaking a number of practical inquiry activities.

Gameplay and Structure (20%): Students demonstrate application and development of their knowledge, concepts and skills in basketball specifically looking at gameplay and structure by undertaking a number of practical inquiry activities.

Assessment Type 2: Connections (30%)

Coaching Unit (15%): Students collaborate to implement a coaching unit for basketball to be undertaken with a group of Junior School students. Students explore coaching techniques by participating in the AIS Community Coaching Online Course to assist in their coaching preparation.

Sports Awards Night (15%): Students organise and run the College Sports Awards night, with a basketball focus in the ceremony.

External Assessment (30%)

Personal Endeavour.

Stage 1 Exploring Identities and Futures

Semester Course: 10 SACE Credits

Course Description:

Exploring Identities and Futures (EIF) will allow students to develop a pathway to thrive by exploring who they are and who they want to be. The subject supports students to learn more about themselves, their place in the world, and enables them to explore and deepen their sense of belonging, identity and connections to the world around them.

Content:

EIF represents a shift away from viewing students as participants in learning, to empowered co-designers of their own learning. Students will be responsible for exploring learning opportunities, exercising their agency, and building connections with others.

In this subject students:

- Develop **agency** by exploring their identity, interests, strengths, skills, capabilities and or values; and making choices about their learning
- Demonstrate **self-efficacy** through planning and implementing actions to develop their capabilities and connecting with future aspirations
- Apply **self-regulation** skills by contributing to activities to achieve goals, seeking feedback, and making decisions
- Develop their **communication** skills through interaction, collaboration, sharing evidence of their learning progress and developing connections and others

Assessment:

Assessment Type 1: 50%

Exploring me and who I want to be.

Assessment Type 2: 50%

Taking action and showcasing my capabilities.

Stage 2 Activating Identities and Futures

Semester Course: 10 SACE Credits

Course Description:

The purpose of Activating Identities and Futures is for students to take greater ownership and agency over their learning (learning how to learn) as they select relevant strategies (knowing what to do when you don't know what to do) to explore, create and/or plan to progress an area of personal interest towards a learning output.

Content:

Students explore ideas related to an area of personal interest through a process of self-directed inquiry. They draw on relevant knowledge, skills and capabilities developed throughout their education that they can apply in this new context and select relevant strategies to progress the learning to a resolution. The focus of the exploration aims to develop capabilities and support students in their chosen pathways.

Assessment:

School Assessment (70%)

Assessment Type 1: Portfolio (35%)

Assessment Type 2: Progress Checks (35%)

External Assessment (30%)

Assessment Type 3: Appraisal

Stage 2 Workplace Practices

Two Semester Course: 20 SACE Credits

Preferred Preparation: Students will need to utilise their VET course, part time work and/or work experience (in the area of their career focus where possible) to support their understanding and completion of this subject.

Course Description:

Students will develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the value of unpaid work to society, future trends in the world of work, workers' rights and responsibilities and career planning. Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF).

Content:

There are three areas of study within Workplace Practices:

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

Area of Study 1: Industry and Work Knowledge

This area of study enables students to develop knowledge and understanding of the nature, type, and structure of the workplace. It consists of the following five topics:

- Topic 1: Work in Australian Society
- Topic 2: The Changing Nature of Work
- Topic 3: Industrial Relations
- Topic 4: Finding Employment
- Topic 5: Negotiated Topics

Area of Study 2: Vocational Learning

Vocational learning includes any formal learning in a work-related context outside AQF qualifications and incorporates elements such as generic work skills, enterprise education, career education, and community-based and work-based learning.

Vocational learning contributes to students' evidence of learning for Assessment Type 2: Performance.

Area of Study 3: VET

VET includes any accredited training provided under the AQF by an Registered Training Organisation.

Assessment:

Internal Assessment: (70%)

Assessment Type 1: Folio (25%)

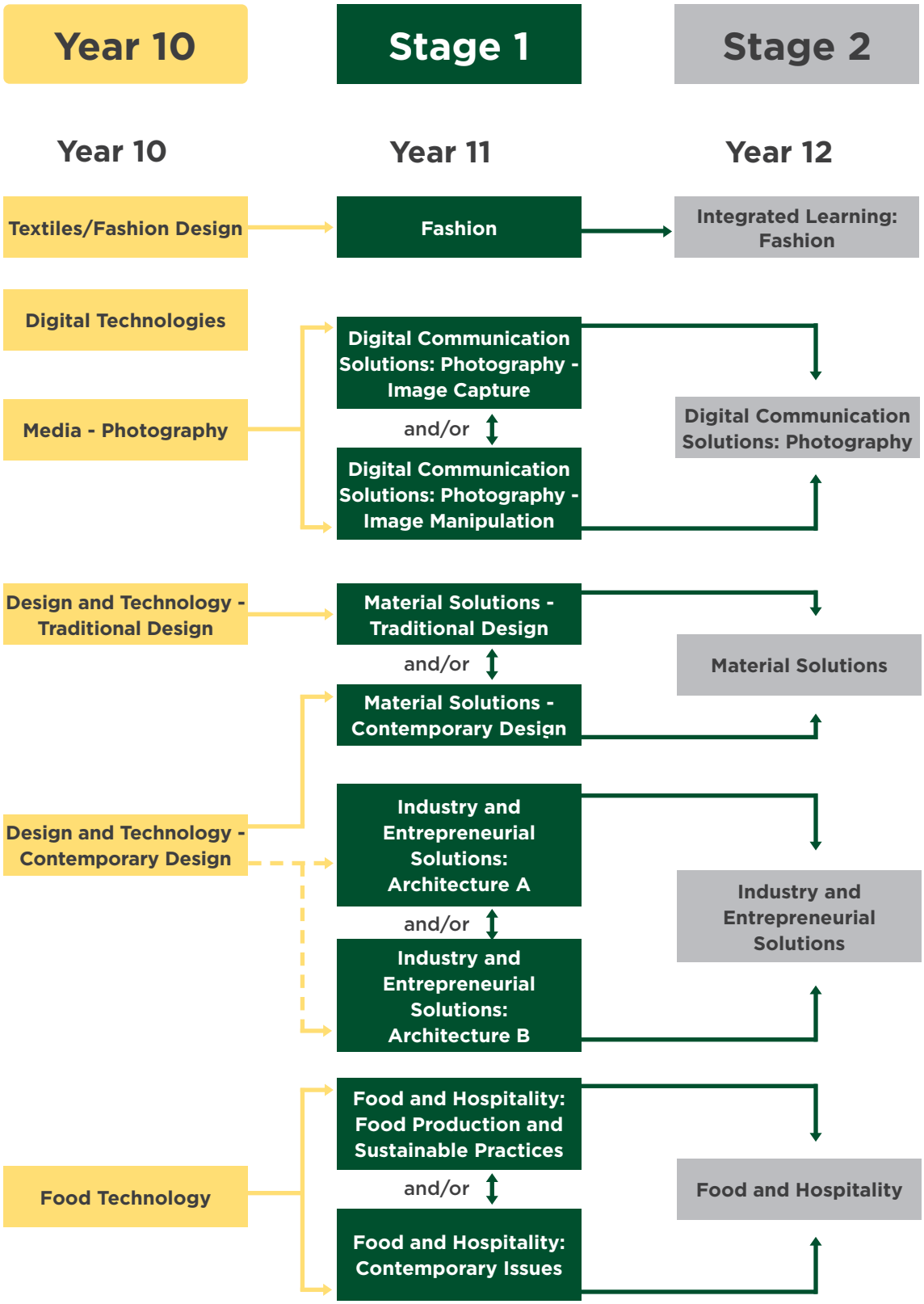
Assessment Type 2: Performance (25%)

Assessment Type 3: Reflections (20%)

External Assessment: (30%)

Assessment Type 4: Investigation (30%)

Design, Technology and Engineering



Year 10 Textiles/ Fashion Design

Semester Course: Australian Curriculum

Course Description:

Students develop their understanding of fashion design concepts and technologies. Illustrations and technical drawings are used to generate ideas which lead to the manufacture of garments and accessories using suitable materials. A major focus is on developing skills in the use of sewing machinery and the safe use of equipment.

Content:

- Fashion illustration and rendering techniques
- Technical drawings
- Use of sewing machinery and equipment
- Garment manufacture and evaluation
- Historical and contemporary fashion designers

Assessment:

Assessment Type 1: Practical

Assessment Type 2: Folio

Assessment Type 3: Investigation

Stage 1 Design and Technology Material Solutions: Fashion

Semester Course: 10 SACE Credits

Course Description:

This context involves the use of a diverse range of manufacturing technologies such as tools, machines, and/or systems to create a product using appropriate materials. Students produce outcomes that demonstrate the knowledge and skills associated with using systems, processes, and materials such as fabrics.

Content:

- Create a set of skills task which forms a base of skills relating to garment construction and fabrics.
- Produce a design solution which allows for extension of skills gained from specialised skills tasks, as well as independent design from the design process and solution assessment

Assessment:

Assessment Type 1: Specialised Skills Task (40%)

Skills Task 1
Skills Task 2

Assessment Type 2: Design Process and Solution (60%)

Part 1 - Design Development
Part 2 - Solution Realisation

Stage 2 Integrated Learning: Fashion

Two Semester Course: 20 SACE Credits

Preferred Preparation: Successful completion of Stage 1 Design and Technology Material Solutions: Fashion.

Course Description:

Stage 2 Integrated Learning: Fashion is undertaken as a 20 credit subject, which provides a balance of theory and practical activities. Through the lens of fashion students develop their learning about a real-world situation and task, while also growing their knowledge about themselves as learners, and their capabilities.

In Integrated Learning, students develop, extend, and apply critical thinking skills through inquiry about aspects of the program focus that are of interest to them. Students extend their self-awareness, personal identity and values through collaborative processes that build from peer and self-assessment.

Underpinning the design of Integrated Learning is an emphasis on students making links between their learning and their capabilities. They make meaning from experiences in order to recognise themselves as confident and creative individuals, and critical and evaluative thinkers with the necessary life skills to contribute to society as active and informed citizens.

In this way, the capabilities are central to Integrated Learning and are reflected in the assessment requirements and performance standards.

Assessment:

Assessment Type 1: Practical Inquiry (40%)

Task 1 - Sewing and patternmaking – learning the basics of sewing for fashion and basic patternmaking blocks. This will be done over a series of small tasks directed by the teacher and by completing tutorials online.

Task 2 - Development of croquis for fashion and developing a style for illustrating designs – learning techniques used to create figures for fashion drawing and ways to illustrate an idea. This will be done over a series of small tasks directed by the teacher and by completing tutorials online. Workshops undertaken at the AGSA will also be offered.

Assessment Type 2: Connections (30%)

Task 1 - work with an outside source to create a garment for a set event The source will provide advice and feedback on students work and suggest techniques to improve outcomes.

Task 2 - present and display the finished garment to an audience and gain feedback.

Assessment Type 3: Personal Endeavour (30%)

Students select one capability to be developed within their personal endeavour, exploring the link between that capability and their area of interest.

It is recommended that students present the personal endeavour in two parts:

Part 1 - An investigation, that is either research or practical-based and has an outcome or conclusion (about three-quarters of the total evidence).

Part 2 - An explanation of the connections between their area of interest and the capability selected (about one-quarter of the total evidence).

Additional Information:

This course requires dedication, commitment and extra time spent working in the classroom outside of normal College hours, including lunch times and after school.

Year 10 Digital Technologies

Semester Course: Australian Curriculum

Course Description:

Digital Technologies offers students the chance to engage in design thinking and become innovative creators of digital solutions and knowledge. This subject enables students to develop into proficient users of digital systems and discerning consumers of digital information.

Content:

Students learn to recognise that much technological information is conveyed through drawings, diagrams, flow charts, models, tables, and graphs. They also grasp the importance of listening, speaking, and discussing during technological processes, especially when articulating, questioning, and evaluating ideas. Through investigating a line-following and obstacle-avoiding robot, students develop an understanding of robotic characteristics. They acquire project management skills and design thinking by creating an assistive device that involves programming. Additionally, students explore the role of electronic sensors and incorporate these into their own robotic devices.

By using software, materials, tools, and equipment, students engage with concepts of number, geometry, scale, proportion, measurement, and volume. They create three-dimensional models, produce accurate technical drawings, and work with digital tools.

Assessment:

Knowledge and Understanding (40%)

Processes and Production Skills (60%)

Year 10 Media - Photography

Semester Course: Australian Curriculum

Course Description:

In Media Arts, students engage with communication technologies and various art forms, designing, producing, distributing, and interacting with diverse print, audio, screen-based, and hybrid artworks. They explore, view, analyse, and participate in media culture from multiple perspectives and contexts. Students learn to critically reflect on their own and others' media arts experiences, evaluating media artworks, cultures, and contexts. They express, conceptualise, and communicate through their media artworks with growing complexity and aesthetic understanding, focusing on the production and distribution of these works.

Content:

- Use of DSLR Camera's (video and photograph)
- Use of Computer Software – editing
- Developing Design Folio

Assessment:

Students will complete practical skills tasks. Assessment will occur through a variety of media communication tasks.

Stage 1 Digital Communication Solutions: Photography - Image Capture

Semester Course: 10 SACE Credits

Course Description:

Photography Image Capture involves learning to take well composed photographs, focusing on visual composition and the use of camera techniques and lighting controls to achieve effective and visually satisfying images. Students learn about compositional principles and the exposure triangle, and use digital cameras to generate photographic images of a high quality. Basic Photoshop skills to enhance photographic images will be covered. Topics include studio lighting, portraiture, architectural, product, and food, sports, fashion, macro, nature, wildlife, lowlight and pet portraiture photography. Students have an opportunity to pick a topic of their own choosing for their major assignment. There will be a number of local excursions to compliment photographs taken at the school. This is a very practical course with students producing many A4 photographic images. Students need an interest in understanding how to take high quality photographs.

Assessment:

Assessment Type 1: Skills and Application Tasks (40%)

Skills Task 1
Skills Task 2

Assessment Type 2: Design Process and Product (60%)

Part 1 - Design Development
Part 2 - Solution Realisation

Stage 1 Digital Communication Solutions: Photography - Image Manipulation

Semester Course: 10 SACE Credits

Course Description:

Photography - Image Manipulation involves students learning to use the photo manipulation program Adobe Photoshop to adjust, manipulate and enhance photographs. Students will learn photomontage, explore filters, blend modes and add text to images among a number of other techniques. This will culminate in students demonstrating their learnt skills by producing a magazine style advertisement or movie poster. Students will use the school's digital DSLR cameras and Photoshop CC to obtain and generate their images. Students spend the majority of their lessons observing demonstrations, undertake tutorials and participate in discussions. Individual instruction is also given as required. Students need an interest in photography and in particular the manipulation of photographs to produce interesting and high quality digitally manipulated images. It is helpful if you have studied Image Capture prior to undertaking this course.

Assessment:

Assessment Type 1: Skills and Application Tasks (40%)

Skills Task 1: Undertake a set of Photoshop tutorials to produce a variety of images.

Skills Task 2: the completion of two to three composited photo-montage images based around a theme.

Both Skills Tasks require the students to submit the completed photographs in a multimodal form.

Assessment Type 2: Design Process and Product (60%)

Students will produce two iterations of a magazine advertisement or movie poster from scratch.

Part 1 - Design Development: Investigation, Analysis, Planning

Part 2 - Solution Realisation

Stage 2 Digital Communication Solutions: Photography

Two Semester Course: 20 SACE Credits

Prerequisite: Successful completion of at least one Stage 1 Photography course.

Course Description:

Students demonstrate the knowledge and skills associated with the construction of digital communication media. They investigate and critique aspects of technological processes and systems in relation to the wider community and industrial practice. Students develop a range of investigative techniques and strategies enabling them to engage effectively in designing and producing solutions to technological problems. This is a practical course with students initially producing a set of photographs based around a theme, and a series of digitally manipulated images using photo montage. Students will then produce two minor or one major communications product of their own choice such as a movie poster and DVD cover, a series of product-based magazine advertisements, a magazine or book cover, a website, a digital magazine or a fashion spread.

Assessment:

Assessment Type 1: Specialised Skills Tasks (20%)

Camera Applications: Capturing Images based around a theme.

Image Manipulation: Compositing Photo-montage Images.

Both Skills Tasks require students to submit the completed photographs in a multimodal format.

Assessment Type 2: Design Process and Product (50%)

Students produce two minor or one major communications product of their choice.

Assessment Type 3: Resources Study (30%)

Part 1 - Resource Investigation: Students investigate the functional characteristics and properties of two or more components of their communications product.

Part 2 - Issues Exploration: Students investigate and analyse one or more ethical, legal, economic and/or sustainability issues specific to their product design solution.

Year 10 Design and Technology - Contemporary Design

Semester Course: Australian Curriculum

Course Description:

This subject requires students to have an interest in Design and various aspects of Computer Aided Design (CAD) and Computer Aided Manufacturing (CAM). Students will be required to program 3D printers and/or Laser Cutters to produce a product.

Part 1: Computer Aided Design (CAD)

- 2D Drawing
- 3D Drawing
- Joint Construction
- Assembly
- Technical drawing files
- Rendering
- Exploded Views

Part 2: Computer Aided Manufacturing (CAM)

- Learn to use 3D printer
- Learn to use Laser Cutters

Part 3: Design and Communication

- Students will need to solve a design problem using CAD. They will also be required to produce a prototype of the design using Computer Aided Manufacturing techniques.
- Students will need to research ideas for a product/solution. They will be required to show how they work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions. A design folio will need to be maintained to document the development of their project.

Assessment:

Knowledge and Understanding (40%)

Processes and Production Skills (60%)

Year 10 Design and Technology - Traditional Design

Semester Course: Australian Curriculum

Course Description:

This subject requires students to have an interest in Design and various aspects of woodwork involved in making furniture. Students will be required to design a solution which they will then manufacture.

Part 1: Product Practical skills associated with furniture construction including:

- Safety
- Hand tools/Power tools
- Joint Construction
- Assembly
- Finishing techniques

Part 2: Materials application

- Investigate and make judgments on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions.

Part 3: Design and Communication

- Students will need to research ideas for a chosen solution which they will need to produce. They will be required to show how they work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions. A design folio will need to be maintained to document the development of their project.

Assessment:

Knowledge and Understanding (40%)

Processes and Production Skills (60%)

Stage 1 Design, Technology and Engineering: Material Solutions - Contemporary Design

Semester Course: 10 SACE Credits

Course Description:

This context involves the use of a diverse range of 21st century manufacturing technologies and techniques which concentrate on building skills and knowledge of both Computer Aided Design (CAD) and Computer Aided Manufacturing (CAM). Students produce outcomes that demonstrate the knowledge and skills associated with using systems, processes, and materials such as plastics, timber and composites.

Content:

Create a set of specialised skill tasks which forms a base of skills relating to both CAD and CAM construction.

Produce a design solution which allows for extension of skills gained from specialised skills task, as well as independent design from the design process and solution assessment.

Assessment:

Assessment Type 1: Specialised Skills Task (40%)

Skills Task 1
Skills Task 2

Assessment Type 2: Design Process and Solution (60%)

Part 1 - Design Development
Part 2 - Solution Realisation

Stage 1 Design, Technology and Engineering: Material Solutions - Traditional Design

Semester Course: 10 SACE Credits

Course Description:

This context involves the use of a diverse range of traditional manufacturing technologies such as tools, machines, and/or systems to create a product using appropriate materials. Students produce outcomes that demonstrate the knowledge and skills associated with using systems, processes, and materials such as plastics, timber and composites.

Content:

Create a set of skill tasks which forms a base of skills relating to timber construction and joint making techniques.

Produce a design solution which allows for extension of skills gained from specialised skills task, as well as independent design from the design process and solution assessment.

Assessment:

Assessment Type 1: Specialised Skills Task (40%)

Skills Task 1
Skills Task 2

Assessment Type 2: Design Process and Solution (60%)

Part 1 - Design Development
Part 2 - Solution Realisation

Stage 2 Design, Technology and Engineering: Material Solutions

Two Semester Course: 20 SACE Credits

Prerequisite: Successful completion of two Stage 1 Design, Technology and Engineering: Material Solutions, Industry and Entrepreneurial Solutions.

Course Description:

This context involves the use of a diverse range of traditional or 21st century manufacturing techniques and technologies such as tools, machines, and/or systems to create a product using appropriate materials. Students produce outcomes that demonstrate the knowledge and skills associated with using systems, processes, and materials such as plastics, wood and composites.

Content:

Create a set of skills task which forms a base of skills relating to timber construction and joint making techniques.

Produce a design solution which allows for extension of skills gained from specialised skills task, as well as independent design from the design process and solution assessment.

Assessment:

School Assessment (70%)

Assessment Type 1: Specialised Skills Task (20%)

Skills Task 1
Skills Task 2

Assessment Type 2: Design Process and Solution (50%)

Design and realisation process

External Assessment (30%)

Assessment Type 3: Resource Study

Part 1 - Resource Investigation
Part 2 - Issue Exploration

Students may be required to contribute to the cost of their project(s) depending on the resources which are consumed.

Stage 1 Industry and Entrepreneurial Solutions: Architecture A

Semester Course: 10 SACE Credits

Course Description:

This context involves the use of a diverse range of technologies such as hand drawing skills and technologies to create a product using appropriate materials. Students produce outcomes that demonstrate the knowledge and skills associated with using systems, processes, and materials.

Content:

Create a set of skills task which forms a base of skills relating to architectural drawings and CAD.

Produce a design solution which allows for extension of skills gained from specialised skills task, as well as independent design from the design process and solution assessment.

Assessment:

Assessment Type 1: Specialised Skills Task (40%)

Skills Task 1
Skills Task 2

Assessment Type 2: Design Process and Solution (60%)

Part 1 - Design Development
Part 2 - Solution Realisation

Stage 1 Industry and Entrepreneurial Solutions: Architecture B

Semester Course: 10 SACE Credits

Course Description:

This context involves the use of a diverse range of technologies such as hand drawing skills and technologies to create a product using appropriate materials. Students produce outcomes that demonstrate the knowledge and skills associated with using systems, processed and materials..

Content:

Create a set of skill tasks which forms a base of skills relating to architectural model building. This will include cardboard construction techniques and laser cut skyscraper production tasks. Students produce a design solution which allows for extension of skills gained from specialised skills task, as well as independent design from the design process and solution assessment.

Assessment:

Assessment Type 1: Specialised Skills Task (40%)

Skills Task 1
Skills Task 2

Assessment Type 2: Design Process and Solution (60%)

Part 1 - Design Development
Part 2 - Solution Realisation

Stage 2 Industry and Entrepreneurial Solutions

Semester Course: 20 SACE Credits

Prerequisite: Successful completion of at least one Stage 1 Design, Technology and Engineering: Industry and Entrepreneurial Solutions programs.

Course Description:

This context involves the designing of a solution that meets industry requirements or to invent an entrepreneurial product that meets a need or solves a problem. At Stage 2 students are able to choose their context of which they would like to develop a product or prototype for (see list below). Students achieve this through the use of design programs, such as Computer Aided Design (CAD, ArchiCAD, Revit etc.), 3D printing, laser cutting and other manufacturing processes that are appropriate to for the prototype and final solution.

Contexts for industry and entrepreneurial design solutions:

- Aerospace
- Agricultural equipment
- Architecture
- CAD/CAM
- Construction
- Health and aged care equipment
- Industrial design
- Maritime equipment
- Media, entertainment, music and game industries
- Product design
- Software programming
- Transport (automotive, marine, space etc.)

Assessment:

School Assessment (70%)

Assessment Type 1: Specialised Skills Task (20%)

Skills Task 1
Skills Task 2

Assessment Type 2: Design Process and Solution (50%)

Design and realisation process.

External Assessment (30%)

Assessment Type 3: Resource Study

Part 1 - Resource Investigation
Part 2 - Issue Exploration

Year 10 Food Technology

Semester Course: Australian Curriculum

Course Description:

Students will enhance their ability to make decisions and address practical issues faced by individuals, families, and communities, both critically and creatively. Through independent and collaborative efforts, they will explore what defines healthy eating by studying nutrition and food preparation. Students will also develop literacy skills to comprehend and use food and nutrition terminology, complete tasks to investigate and communicate design ideas, and evaluate processes and solutions against detailed criteria.

Content:

- Managing food hygiene and safety
- Understanding recipes and sensory properties of food
- Food processing, packaging and labelling
- Multicultural influences on food choices and availability
- Making health food choices
- Foods for celebration and fun

Assessment:

Knowledge and Understanding (40%)

Processes and Production Skills (60%)

Stage 1 Food and Hospitality: Contemporary Issues

Semester Course: 10 SACE Credits

Course Description:

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.

Content:

- Relationship between food choices and health and wellbeing
- Healthy eating practices
- Information on the food and hospitality industry
- Food and hospitality career paths
- Trends in food and hospitality
- Food hygiene and work safety
- Group 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.

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

Some out of school hours catering may be required to complete this subject.

Stage 1 Food and Hospitality: Food Production and Sustainable Practices

Semester Course: 10 SACE Credits

Course Description:

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.

Content:

- Food production and food preparation
- Sustainable practices in food production
- Impact of technology on food production and food preparation
- Healthy eating practices
- Contemporary issues in the food and hospitality industry
- Group catering
- Food hygiene and work safety

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.

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

Some out of school hours catering may be required to complete this subject.

Stage 2 Food and Hospitality

Two Semester Courses: 20 SACE Credits

Prerequisite: Successful completion of one Stage 1 Food and Hospitality course.

Course Description:

Stage 2 Food and Hospitality focuses on the contemporary and changing nature of the food and hospitality industry. Students critically examine attitudes and values about the food and hospitality industry and the influences of economic, environmental, legal, political, socio-cultural, and technological factors at local, national, and global levels. Students develop relevant knowledge and skills as consumers and/or industry workers.

Content:

- Overview of the food and hospitality industry
- Contemporary workplace practices, conditions and legislation
- Rights and responsibilities of employers, employees and customers
- Contemporary trends in the food and hospitality industry
- Diverse cultures in the food and hospitality industry
- Changing image of Australian cuisine
- Contemporary management and marketing strategies
- Technological advances in the food and hospitality industry in storage, preparation, presentation, food service and digital technologies

Assessment:

School Assessment (70%)

Assessment Type 1: Practical Activity (50%)

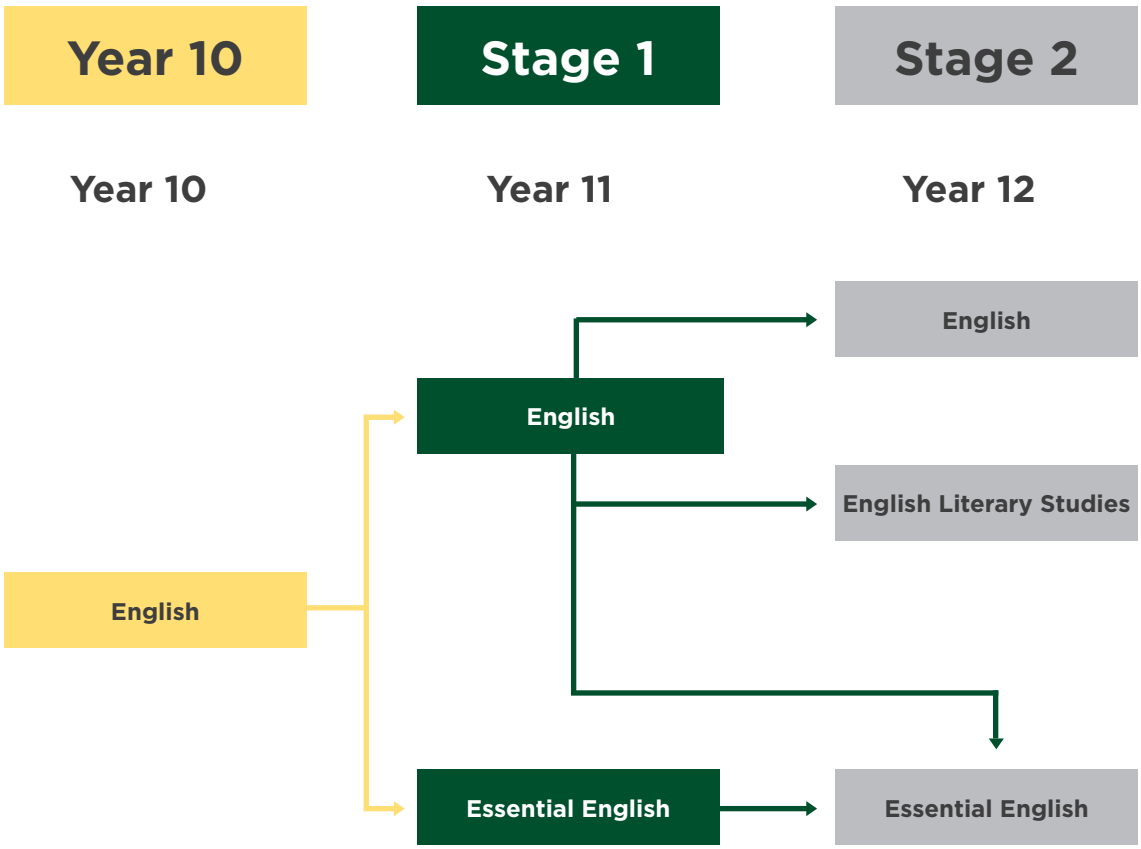
Assessment Type 2: Group Activity (20%)

External Assessment (30%)

Assessment Type 3: Investigation

Students may need to participate in activities outside school hours to complete this subject.

English


Year 10
Stage 1
Stage 2
Year 10
Year 11
Year 12
English
English
English
English Literary Studies
Essential English
Essential English

Year 10 English

Two Semester Course: Australian Curriculum

Course Description:

It's a Matter of Perspective: How do you see the World?

This year long course explores the dynamic nature of literary interpretation, cultural change and difference. Students explore the three strands of: language, literature and literacy. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.

The course encourages interaction with others and listening to and creating spoken and multimodal texts, including literary texts. With a range of purposes and for audiences, students discuss ideas and responses to representations, developing awareness and understanding of critical perspectives.

Literary texts that support and extend students in Year 10 as independent readers may be drawn from a range of genres. These texts may explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas in real-world and fictional settings.

Students read, view and comprehend a range of texts created to inform, influence and engage audiences. They analyse and evaluate representations of people, places, events and concepts, and how interpretations of these may be influenced by readers and viewers. They analyse the effects of text structures, and language features within a range of texts, including documentaries.

Year 10 students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive, analytical and/or critical. They produce Ekphrastic poetry and implement gothic tropes to produce their own unique narratives. They select and experiment with text structures to organise, develop and link ideas and representations. Students select, vary and experiment with language features including literary devices and experiment with multimodal features.

Assessment:

Assessment Type 1: Responding to Texts (40%)

Assessment Type 2: Creating Texts (50%)

Assessment Type 3: Critical Reading Exam (10%)

Stage 1 English

Semester Course: 10 SACE Credits

Course Description: Students analyse the interrelationship of author, text and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world. This course will build skills necessary for both English and Literacy Studies at Stage 2. Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, audience, and context is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal. Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

Content:

Responding to Texts: Students explore the human experience and the world through reading and examining a range of texts, including Australian texts, and making intertextual connections.

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

Intertextual Study: Students reflect on their understanding of intertextuality by analysing the relationships between texts, or demonstrating how their knowledge of other texts has influenced the creation of their own texts.

Assessment:

Weightings dependent upon the semester focus.

Assessment Type 1: Responding to Texts (25% or 50%) ***includes critical reading exam at the close of each semester.***

Assessment Type 2: Creating Texts (25% or 50%)

Assessment Type 3: Intertextual Study (25%)

Students provide evidence of their learning through completing assessment tasks from each of these assessment groups. A minimum of four tasks will be completed, one of which will be an oral or multimodal presentation.

Stage 2 English

Two Semester Course: 20 SACE Credits

Prerequisite: Successful completion of two semesters of Stage 1 English (C grade or higher).

Course Description: Students analyse the interrelationship of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives.

Content: Students read and view a range of texts, including texts created by Australian authors. In comparing texts students analyse the relationships between language and stylistic features, text types and contexts. Students extend their experience of language and explore their ideas through creating their own texts, and reading and viewing the texts of others.

Responding to Texts

When responding to texts, students compare and contrast the distinctive features of text types from the same or different contexts. Students compare the contexts in which texts are created and experienced.

Creating Texts

Students create a range of texts for a variety of purposes. By experimenting with innovative and imaginative language features, stylistic features, and text conventions, students develop their personal voice and perspectives.

Comparative Analysis

Students complete a written comparative analysis of two independently selected texts. The focus is on evaluating the use of language features, stylistic features, and conventions in these texts.

Assessment:

School Assessment (70%)

External Assessment (30%)

Students provide evidence of their learning through seven assessments, including the external assessment component.

Students complete:

- Two or three responses to texts
- Two or three created texts and one writer's statement
- One comparative analysis

Stage 2 English: English Literary Studies

Two Semester Courses: 20 SACE Credits

Prerequisite: Successful completion of two semesters of English at Stage 1 English (C grade or higher).

Course Description:

Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts. Students will encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view and learn to construct logical and convincing arguments.

The course content is topical, engaging and challenging. Literary texts are chosen with the intention of encouraging students to consider and confront the social values and paradigms at the core of the texts and to present students with the opportunity to analyse the author's use of technique to develop the ideas and influence the reader. The Critical Perspective component requiring students to apply alternative readings to the set texts.

Content:

Responding to Texts

- Shared Studies: Study of three texts: prose, film, drama, poetry and, or, a range of short texts
- Comparative Text Study (either one from Shared Studies, the other chosen by the student, or both independently chosen by the student)

Creating Texts

- Transforming Texts (for example a prose text to a drama script)
- Student Negotiated Choice (for example an oral or multi-modal text)

Assessment:

School Assessment (70%)

Assessment Type 1: Responding to Texts (50%)

Assessment Type 2: Creating Texts: (20%)

External Assessment (30%)

Assessment Type 3: Text Study

Part A: Comparative Text Study (15%)

Part B: Critical Reading Examination (15%)

Students provide evidence of their learning through up to nine assessments, including the external assessment component. Students complete:

- Up to five responses to texts
- Two created texts
- Two tasks for the text study (one comparative text and one critical reading).

Stage 1 English: Essential English

Semester Course: 10 SACE Credits

Prerequisite: Discussion with Director of Learning and Learning Area Specialist.

Course Description:

Students engage with a range of text types which enable them to build on and develop their existing literacy capabilities. In this subject students respond to and create texts in and for a range of personal, social, cultural or community contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

Content:

Students will develop communication skills through reading, viewing, writing, listening and speaking, to create oral, written, and/or multimodal texts appropriate for purpose and audience in real and/or imagined contexts. The course will centre on ways in which students use language to establish and maintain connections with people in different contexts. The specific contexts cover for study may be social, cultural, community or imagined.

Responding to Texts

Students consider a variety of ways in which texts communicate information, ideas, and perspectives. They explore the relationship between structures and features and the purpose, audience, and context of texts. The reading of a wide range of texts enables students to comprehend and interpret information, ideas, and perspectives in texts.

Creating Texts

By examining the links between language and the context in which texts are produced, students are supported to create their own texts. Students develop their skills in using appropriate vocabulary, accurate spelling, punctuation, and grammar to enable effective communication.

Assessment:

Assessment Type 1: Responding to texts (50%)

Assessment Type 2: Creating texts (50%)

Students will provide evidence of their learning through completing assessment tasks from each of these assessment groups.

Stage 2 English: Essential English

Two Semester Course: 20 SACE Credits

Prerequisite: Successful completion of two semesters of any Stage 1 English courses (C grade or higher).

Course Description:

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

Students are expected to extend communication skills through reading, viewing, writing, listening, and speaking. They consider and respond to information, ideas, and perspectives in texts, examining the effect of language choices, conventions, and stylistic features in a range of texts for different audiences.

Content:

Responding to Texts

Students respond to a range of texts that instruct, engage, challenge, inform, and connect readers.

Creating Texts

When creating their own texts, students are encouraged to consider the intended purpose of the text, the representation of ideas and issues, and the possible response of the audience.

Language Study

The language study focuses on the use of language by people in a context outside of the classroom. Students consider the practical and ethical implications of communicating effectively and appropriately.

Assessment:

School Assessment (70%)

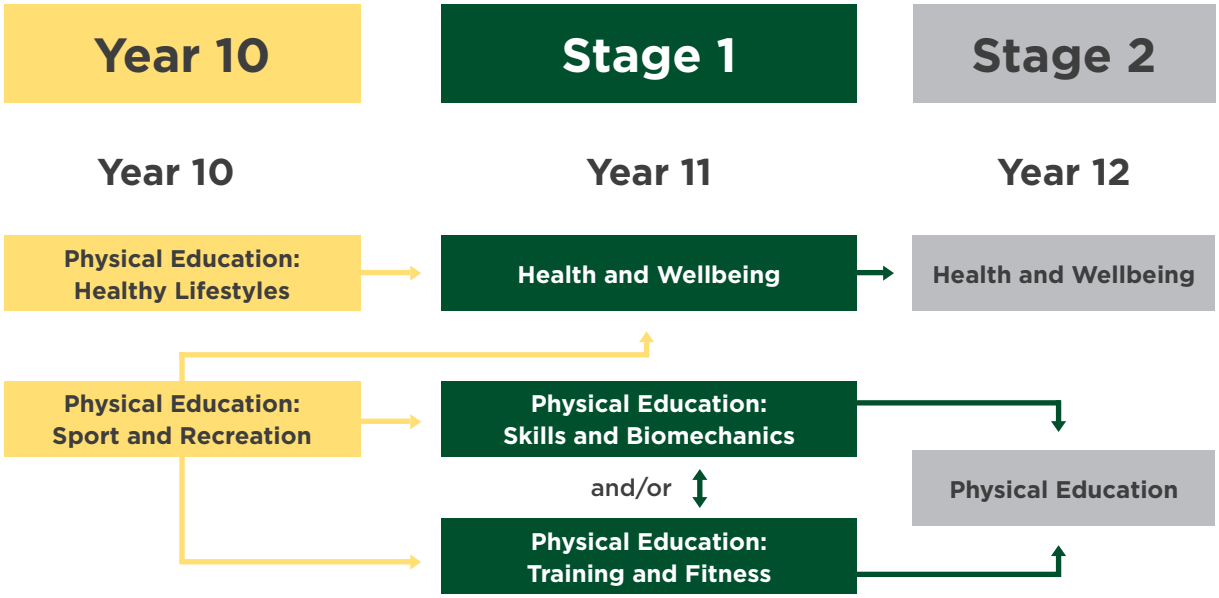
External Assessment (30%)

Students provide evidence of their learning through six or seven assessments, including the external component.

Students complete:

- Two or three assessments for responding to texts
- Two or three assessments for creating texts
- One language study

Health and Physical Education



Stage 1 Child Studies

Semester Course: 10 SACE Credits

Course Description:

Child Studies examines the period of childhood from conception to eight years and issues related to 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.

Content:

- The Nature of Childhood and the Socialisation and Development of Children
- Children in wider society
- Children, Rights and Safety
- Children and consumerism

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.

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

Students may need to participate in activities outside school hours to complete this subject.

Stage 2 Child Studies

Two Semester Course: 20 SACE Credits

Preferred Preparation: Successful completion of The Nature of Childhood and the Development of Children Stage 1 Child Studies course.

Course Description:

Stage 2 Child Studies focuses on children's growth and development from conception to 8 years. Students critically examine attitudes and values about parenting/caregiving and gain an understanding of the growth and development of children. This subject enables students to develop a variety of research, management and practical skills. Childhood is a unique, intense period of growth and development. Children's lives are affected by their relationships with others, their intellectual, emotional, social and physical growth, cultural, familial and socio-economics circumstances and educational opportunities. These aspects of childhood will be examined in this subject.

Content:

- Family structures and environments
- Child development – physical, cognitive/language, social and emotional development
- Importance of play
- Technological influences on health and wellbeing of children
- Children and safety
- Food and nutritional requirements of children
- Government support services for families and children
- Children and disability
- Rights and responsibilities of children and parents
- Contemporary issues related to childhood health and wellbeing – nutrition, safety, literacy, numeracy and family changes

Assessment:

School Assessment (70%)

Assessment Type 1: Practical Activity (50%)

Assessment Type 2: Group Activity (20%)

External Assessment (30%)

Assessment Type 3: Investigation

Year 10 Physical Education: Healthy Lifestyles

Semester Course: Australian Curriculum

Course Description:

The emphasis of this course is on encouraging students to value the importance of active recreation as a way of enhancing personal and community health and wellbeing. The theoretical and practical components will focus on identifying and maintaining healthy and active habits, and critiquing community health and wellbeing strategies.

Students also explore a range of MITIOG (Made in the Image of God) topics covering identity, relationships, human development, reproduction and reproductive health.

Content:

- Identities and Change
- Interacting with Others
- Making Healthy and Safe Choices
- Making Active Choices
- Learning through Movement

Assessment:

Assessment Type 1: Personal, Social and Community Health (50%)

MITIOG

Critical analysis of Community Health Information.

Assessment Type 2: Movement and Physical Activity (50%)

Creating and Implementing a Personal Fitness Plan.

Year 10 Physical Education: Sport and Recreation

Semester Course: Australian Curriculum

Course Description:

The emphasis of this course is on preparing students for the SACE Physical Education Courses. The theoretical and practical components will focus on identifying strategies to improve performance in sporting contexts, and critiquing community sport and inclusion strategies.

Students also explore a range of MITIOG (Made in the Image of God) topics covering identity, relationships, human development, reproduction and reproductive health.

Content:

- Identities and Change
- Interacting with Others
- Making Healthy and Safe Choices
- Making Active Choices
- Learning through Movement

Assessment:

Assessment Type 1: Personal, Social and Community Health (50%)

MITIOG

Critical analysis of Inclusive Sport Strategies.

Assessment Type 2: Movement and Physical Activity (50%)

Creating and Implementing a Sports Performance Improvement Plan.

Stage 1 Health and Wellbeing

Semester Course: 10 SACE Credits

Course Description:

Students develop the knowledge, skills and understandings required to explore and understand influences and make decisions regarding health and wellbeing. They consider the role of health and wellbeing in different contexts and explore ways of promoting positive outcomes for individuals, communities, and global society.

Content:

- Health literacy
- Health determinants
- Social equity
- Health Promotion

Assessment:

Assessment Type 1: Practical Action

Students undertake action on an individual or community issue in order to improve health and wellbeing outcomes. This action may be undertaken individually or collaboratively and within the school environment or the wider community.

Assessment Type 2: Issue Inquiry

Students research a current health or wellbeing trend or issue. Students may research an aspect of a topic already identified or an issue of their choosing.

Stage 2 Health and Wellbeing

Semester Course: 20 SACE Credits

Course Description:

Students develop the knowledge, skills, and understandings required to explore and analyse influences and make informed decisions regarding health and wellbeing. They consider the role of health and wellbeing in various contexts and explore ways of promoting positive outcomes for individuals, communities, and global society.

Content:

- Health literacy
- Health determinants
- Social equity
- Health Promotion

Assessment:

Assessment Type 1: Initiative

Students complete two initiative tasks where they undertake action on an individual or community issue in order to improve health and wellbeing outcomes. They are involved in planning, implementing, participating in and evaluating an individual or collaborative initiative to improve health and wellbeing outcomes.

Assessment Type 2: Folio

Students complete two folio tasks. The folio consists of tasks designed to promote critical thinking about health and wellbeing issues.

Assessment Type 3: Inquiry (External)

For this inquiry, students independently research a contemporary health and wellbeing issue. They develop a question or hypothesis about an issue to investigate and analyse and make recommendations about the issue. Students use a variety of sources of information from different perspectives to form their conclusions.

Stage 1 Physical Education: Skills and Biomechanics

Semester Course: 10 SACE Credits

Course Description:

Students participate in a variety of physical activities focusing on concepts and strategies to improve performance. Specific concepts covered in this course include:

- Skill classification
- Skill learning
- Feedback
- Biomechanical principles
- Barriers and Enablers to participation.

Assessment:

Assessment Type 1: Performance Improvement (50%)

Students explore and analyse evidence of physical activity to provide feedback on ways in which performance improvement can be achieved.

Assessment Type 2: Physical Activity Investigation (50%)

Students explore social factors, analysing data and reflecting on factors that may hinder or encourage participation in the activity.

Stage 1 Physical Education: Training and Fitness

Semester Course: 10 SACE Credits

Course Description:

Students participate in a variety of physical activities focusing on concepts and strategies to improve performance. Specific concepts covered in this course include:

- Energy Systems
- Fitness Components
- Acute and Chronic responses to exercise
- Body systems
- Training methods and principles
- Fitness Testing
- Barriers and Enablers to participation.

Assessment:

Assessment Type 1: Performance Improvement (50%)

Students plan, design, implement and evaluate a fitness training plan.

Assessment Type 2: Physical Activity Investigation (50%)

Students analyse data and reflect on how constraints may hinder or encourage inclusivity in a physical activity.

Stage 2 Physical Education

Two Semester Courses: 20 SACE Credits

Preferred Preparation: Successful completion of one Stage 1 Physical Education course.

Course Description:

Stage 2 Physical Education is delivered through an integrated approach where opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities (e.g. sports, theme-based games, laboratories, fitness and recreational activities). Students explore movement concepts and strategies through these activities. The use of technology is integral to the collection of data such as video footage, heart rates, fitness batteries, and game statistics. Students apply their understanding of movement concepts, to evaluate the data and implement strategies to improve performance and/or participation.

Content:

- Physiology and Performance
- Fitness and Training including principles and methods
- Skill learning
- Biomechanics
- Sport and Social Psychology
- Barriers and Enablers to participation

Assessment:

School Assessment (70%)

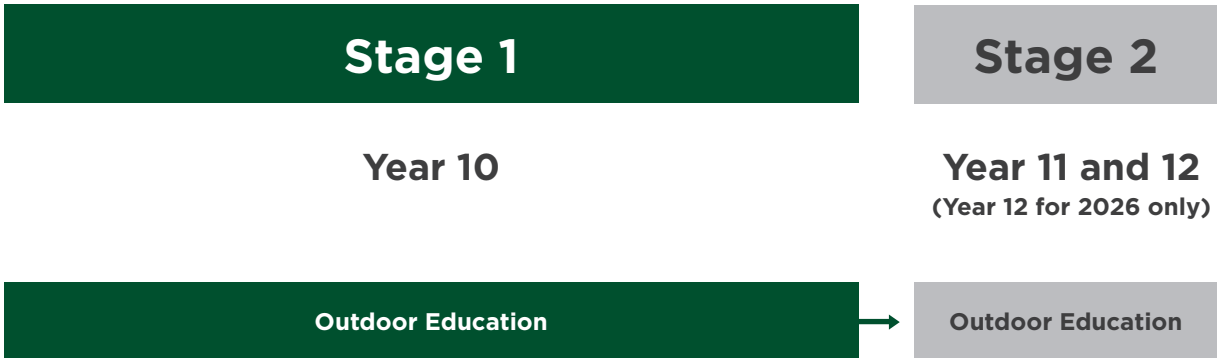
Assessment Type 1: Diagnostics (30%)

Assessment Type 2: Improvement Analysis (40%)

External Assessment (30%)

Assessment Type 3: Group Dynamics

Outdoor Education



Stage 1 Outdoor Education

Semester Course: 10 SACE Credits

Course Description:

Through the study of three focus areas — environment and conservation; planning and management; and personal and social growth and development — students develop skills and understanding in preparation and planning for outdoor experiences, risk management, and conservation practices, and develop their teamwork and practical outdoor skills.

Students develop an understanding of ecosystems and the impacts of human actions and decisions through the study of natural environments and wilderness areas. They develop knowledge and understanding of environmental systems and their conservation.

Students are required to engage in practical outdoor activities that might include, but are not limited to bushwalking, mountain biking, kayaking and rock climbing. They are required to undertake at least one journey and spend at least 3 days in the field throughout the course. Outdoor journeys involve human powered activities between more than one site.

Learning Strands:

- Personal growth and developing social skills
- Self-Confidence
- Teamwork skills
- Personal reflections and evaluations on skills

Assessment:

Assessment Type 1: About Natural Environments (40%)
One or two tasks

Assessment Type 2: Experience in Natural Environments (60%)
Two tasks at 30% weighting each

Stage 2 Outdoor Education

Two Semester Course: 20 SACE Credits

Preferred Preparation: Successful completion of Stage 1 Outdoor Education course

Course Description:

Through experiential learning and the study of three focus areas — conservation and sustainability; human connections with nature; and personal and social growth and development — students develop skills, knowledge, and understanding of safe and sustainable outdoor experiences in the key areas of preparation and planning, managing risk, leadership and decision-making, and self-reliance skills.

Through the study of perspectives of natural areas, students develop an understanding of the relationships between human actions and decisions, and ecosystems. They critically analyse these relationships to develop positive strategies to contribute to conservation and sustainability of natural environments.

Students engage in direct and personal experiences in a variety of natural environments to reflect on their study of natural areas and their potential to promote personal development, group development, health and wellbeing, environmental learning, sustainable living, and social justice.

Students are required to engage in practical outdoor activities that might include, but are not limited to bushwalking, mountain biking, kayaking and rock climbing. They are required to undertake at least two journeys and spend at least 9 days in the field throughout the course. Outdoor journeys involve human powered activities between more than one site.

Assessment:

School Assessment (70%)

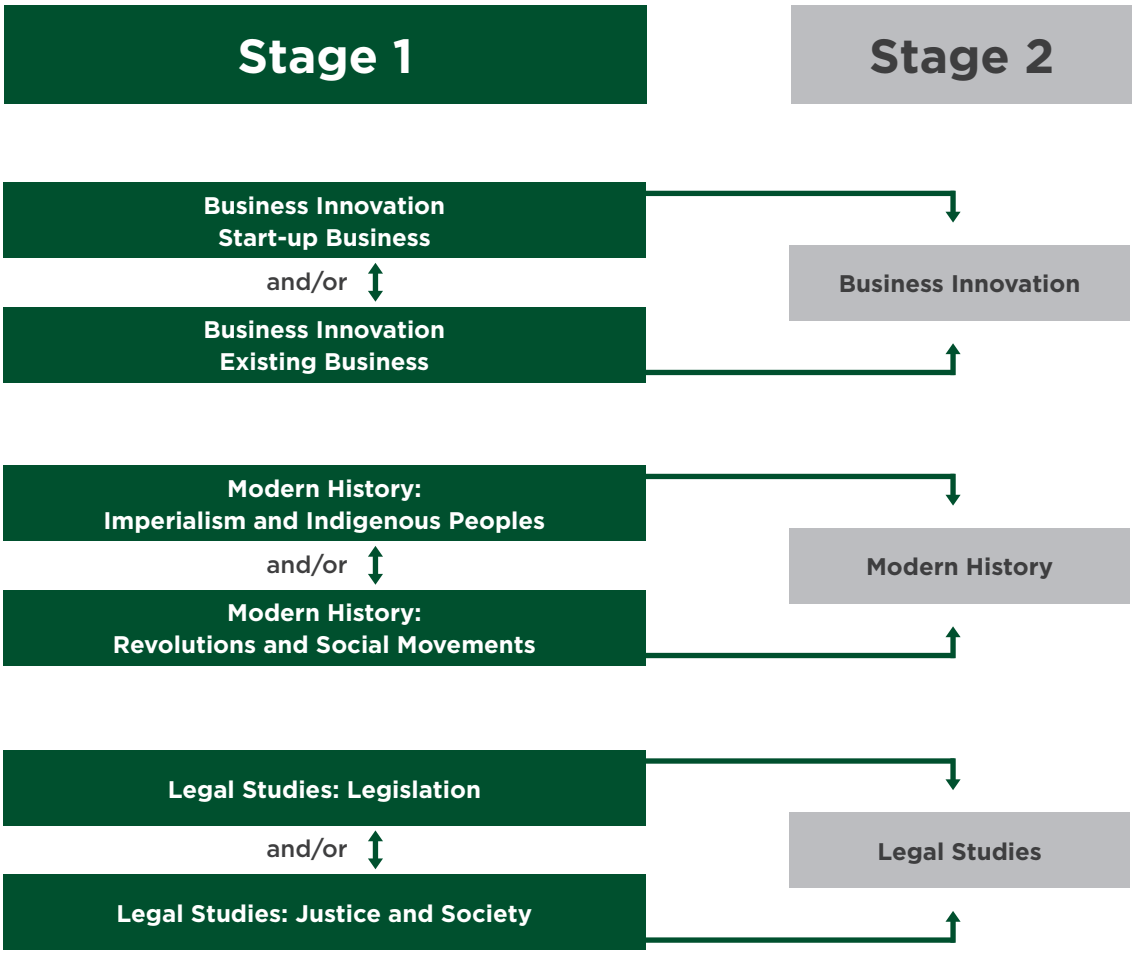
Assessment Type 1: About Natural Environments (20%)
One or two tasks

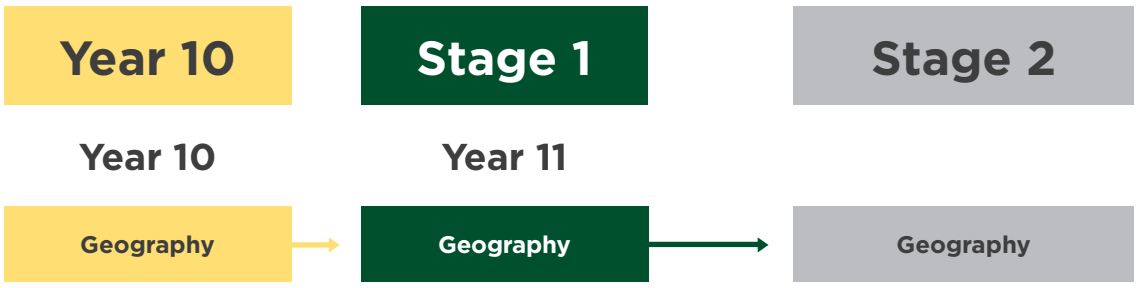
Assessment Type 2: Experience in Natural Environments (50%)
Two tasks

External Assessment (30%)

Assessment Type 3: Connections with Natural Environments (30%)
One task

Humanities and Social Sciences





Stage 1 Business Innovation

Semester Course: 10 SACE Credits
Start-up Business

Semester Course: 10 SACE Credits
Existing Business

Course Description:

The key focus is for students to develop the knowledge, skills and understanding to engage in business contexts in the modern world. Students will immerse themselves in the process of finding and resolving customer problems or needs through design thinking. They will consider the opportunities and challenges associated with start-up (Theoretical) or existing business illustrating how digital and emerging technologies may present opportunities to enhance business models enabling them to analyse the impacts in global and local communities.

Learning Strands:

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

Assessment:

Assessment Type 1: Business Skills (70%)

Two business skills tasks will be completed to enable students to demonstrate learning across the learning strands.

A business model summary will be presented of a solution to a customer need or problem.

Assessment Type 2: Business Pitch (30%)

Students create a pitch to a panel of potential customers, investors or stakeholders to influence them to support a theoretical business, product or service.

Evaluation of Pitch.

Stage 2 Business Innovation

Two Semester Course: 20 SACE Credits

Course Description:

In Stage 2 students are equipped with the knowledge, skills, and understandings to engage in designing, sustaining, and transforming business in the modern world. They engage with complex, dynamic real world problems, to identify and design, test, iterate, and communicate viable business solutions. The emphasis of the course is that Students 'learn through doing', using design thinking and assumption-based planning processes to anticipate, find, and solve problems. Integral to this is the opportunity for students to work collaboratively and independently to develop and build team skills that are essential in any business environment.

Assessment:

The following assessment types enable students to demonstrate evidence of learning in Stage 2 Business Innovation. Students develop their understanding of business under two of the following context:

Designing business, sustaining business and transforming business. Where the following learning strands of innovation; decision-making and project management; financial literacy and information management and global, local, and digital perspectives are implemented.

School Assessment (70%)

Assessment Type 1: Business Skills (40%)

Assessment Type 2: Business Model (30%)

External Assessment (30%)

Assessment Type 3: Business Plan and Pitch

Stage 1 Modern History: Imperialism and Indigenous Peoples

Semester Course: 10 SACE Credits

Course Description:

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 follows the issues identified in the colonisation of Australia and addresses the response of Indigenous people 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:

Assessment Type 1: Historical Skills 70%

Assessment Type 2: Historical Study 30%

In addition, the assessment also includes an end-of-semester examination of an essay and a sources analysis response.

Stage 1 Modern History: Revolutions and Social Movements

Semester Course: 10 SACE Credits

Course Description:

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 North American, French and/or Russian Revolutions will investigate the ways in which people, groups, and institutions have challenged and/or then adapted to existing political structures, social organisation, and economic models before, during and in the aftermath of revolution. This is an ideal subject to support the transition to Stage 2 Modern History.

The second part of the course involves the changes of the world in which new ideas led to movements that campaigned for social change, including improved access to civil, political, economic, social, cultural and linguistic rights and 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.

Assessment:

Assessment Type 1: Historical Skills 70%

Assessment Type 2: Historical Study 30%

In addition, the assessment also includes an end-of-semester examination of an essay and a sources analysis response.

Stage 2 Modern History

Two Semester Courses: 20 SACE Credits

Prerequisite: Successful completion of one Stage 1 Modern History course.

Course Description:

This course explores two topics: Modern Nations: Australia (1901-1956) and the World Since 1945: The Changing World Order (1945-) Through the study of Australia, students will investigate the concepts of 'nation' and 'state', and explore the social, political and economic changes that have shaped our nation. The search for national identity, the response of economic challenges and the political response to these forms the basis of understanding the changing society of Australia.

The study of the Cold War is the key aspect of the second part of the course. The emergence of new superpowers, following the Second World War will be the focus and explores the origins of rivalry, the nature of the Cold War, the end of the Cold War and the consequences.

Assessment:

School Assessment (70%)

Assessment Type 1: Historical Skills (50%)

The tasks consist of a variety of five different accessible formats that support student understanding. Two tasks are developed using the learning of Modern Nations and three tasks support the application of historical skills using the theme of the World since 1945: The Changing World Order.

Assessment Type 2: Historical Study (20%)

This is an individual historical study based on an aspect of the world since c.1750. Students independently choose a topic and refine a question then investigate and research evidence to support their argument and draw conclusions. This is presented as a 2000-word paper or the equivalent multimodal form of 12 minutes duration.

External Assessment (30%)

Assessment Type 3: Examination

2 hour Exam: Sources Analysis paper and an essay on the course work developed in the study of Australia (1901-1956).

Stage 1 Legal Studies: Legislation

Semester Course: 10 SACE Credits

Course Description:

Students engage in questioning, exploring, and discussing legal concepts, the legal system, and legal issues in Australia. Through inquiry and hands-on activities like mock parliaments, they gain an understanding of concepts such as rights, power, and change. These concepts form the foundation of focus areas including law and communities, and lawmaking. Students use 'big questions' to analyse and evaluate legal concepts, principles, processes, and structures within the Australian legal system, examining scenarios and the law to support arguments and make recommendations. Students participate in an excursion to Parliament, developing their inquiry skills to investigate current legal issues in Australia.

Assessment:

Students are assessed using SACE Performance Standards. They demonstrate evidence of learning through completing the following assessment types:

Assessment Type 1: Analytical Response (30%)

Assessment Type 2: Inquiry (30%)

Assessment Type 3: Presentation (40%)

In addition, the subject includes an end-of-semester examination.

Stage 1 Legal Studies: Litigation

Semester Course: 10 SACE Credits

Course Description:

Students engage in questioning, exploring, and discussing legal concepts, the legal system, and legal issues in Australia. Through inquiry and hands-on activities like mock trials, they gain an understanding of concepts such as fairness and justice. These concepts form the foundation of focus areas including justice in society. Students use 'big questions' to analyse and evaluate legal concepts, principles, processes, and structures within the Australian legal system, examining scenarios and the law to support arguments and make recommendations. Students participate in an excursion to the Courts, developing their inquiry skills to investigate current legal issues in Australia.

Assessment:

Students are assessed using SACE Performance Standards. They demonstrate evidence of learning through completing the following assessment types:

Assessment Type 1: Analytical Response (30%)

Assessment Type 2: Inquiry (30%)

Assessment Type 3: Presentation (40%)

In addition, the subject includes an end-of-semester examination.

Stage 2 Legal Studies

Two Semester Course: 20 SACE Credits

Preferred Preparation: Successful completion at least one Stage 1 Legal Studies course.

Course Description:

Stage 2 Legal Studies provides students with an opportunity to explore the Australian legal system from the local level through to its global connections. Central to the course is the understanding that law-making and dispute resolution affect individuals and/or groups, generate social, economic, or technological change, and can at times cause conflict or inequity within society.

In this course students examine parliamentary democracy, constitutional government, and different forms of participation in the legal system. Through assessments and in-class activities, students critically analyse the Australian legal system and explore the different legal perspectives and priorities held by diverse cultural and interest groups including the extent to which individuals have shaped and influenced Australia's legal system.

Throughout Legal Studies, students are required to seek information from a variety of sources, including the media, government bodies, community groups, and legal bodies. This is supported by participation with, and visits to, relevant locations and organisations.

Learning Concepts:

Stage 2 Legal Studies involves the study of the following four topics:

Topic 1: The Australian Legal System
Topic 2: Constitutional Government
Topic 3: Law-making
Topic 4: Justice Systems Assessment

Assessment:

School Assessment (70%)

Assessment Type 1: Folio (50%)
Assessment Type 2: Inquiry (20%)

External Assessment (30%)

Assessment Type 3: External Examination

Year 10 Geography

Semester Course: Australian Curriculum

Course Description:

In a world of increasing global integration and international mobility, it is critical to the wellbeing and sustainability of the environment, and society that young Australians develop a holistic understanding of the world. Geography aims to ensure that students develop a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world, and a deep geographical knowledge of their own locality, Australia, the Asia region and the world.

Learning Concepts:

There are two units of study:

Environmental change and management focuses on investigating environmental geography through an in-depth study of a specific environment. Students have the opportunity to examine the causes and consequences of a change within the context of a specific environment and the strategies to manage the change. It is suggested that the study of this topic draws on studies from within Australia, and other countries.

Geographies of human wellbeing focuses on global, national and local differences in human wellbeing between places, the different measures of human wellbeing, and the causes of global differences in measurements between countries. Students consider the spatial differences in wellbeing within and between countries, and programs designed to reduce the gap between differences in wellbeing. It is suggested that the study of this topic draws on studies from within Australia, India and another country in Asia or the Pacific.

Assessment:

Student's assessment is based on the following:

- Fieldwork report
- Group oral presentations
- Case studies
- Classwork
- Research and inquiry project

Stage 1 Geography

Semester Course: 10 SACE Credits

Course Description:

Through the study of Geography, students develop an understanding of the spatial interrelationships between people, places and environments. They appreciate the complexity of our world, the diversity of its environments, and the challenges and associated opportunities facing Australia and the world. Geography develops an appreciation of the importance of place in explanations of economic, social, and environmental phenomena and processes.

Learning Concepts:

Geography provides a systematic, integrative way of exploring, analysing and applying the concepts of place, space, environment, interconnection, sustainability, scale and change.

Students explore societal spatial aspects using analytical, critical, and speculative inquiry methods in the humanities. In the realm of science, they gain an understanding of the interrelation between the biophysical environment and human activities. Through geographical inquiry, students employ geographical methods and skills to ask and answer questions, while evaluating responses using fieldwork and spatial technology skills. There are seven topics, which are organised under three themes:

Theme 1: Sustainable Place
Topic 1: Rural and/or remote places
Topic 2: Urban places
Topic 3: Megacities

Theme 2: Hazards
Topic 4: Natural hazards
Topic 5: Biological and human-induced hazards

Theme 3: Contemporary Issues
Topic 6: Local issues
Topic 7: Global issues

Assessment:

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

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

Stage 2 Geography

Two Semester Course: 20 SACE Credits

People and the environment, global inequality and the changing climate

Course Description:

The Stage 2 Geography course is designed to build upon the skills and knowledge acquired in Stage 1. Students develop an understanding of the spatial relationships between people, places, and environments. They learn to appreciate the complexity of our world, the diversity of its environments, and the challenges and opportunities faced by Australia and the world.

Students will have opportunities to ask significant questions about the environment and our role within it. They use this knowledge to promote a more sustainable lifestyle and an awareness of social and spatial inequalities. Students identify patterns and trends, exploring and analysing geographical relationships and interdependencies.

Students will undertake studies in the following topics:

- Ecosystems and People
- Climate changes
- Globalisation, Global inequality
- Population change

Assessment:

Students are assessed using SACE Performance Standards. They demonstrate evidence of learning through completing the following assessment types:

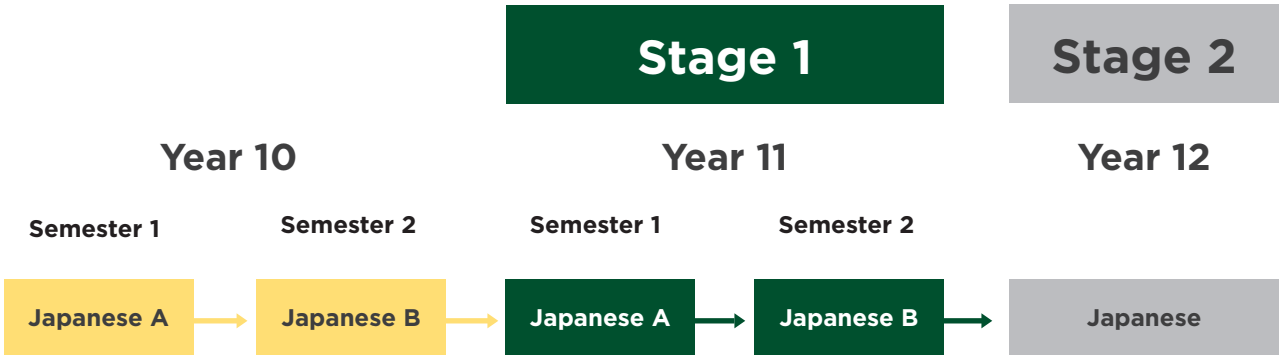
Assessment Type 1: Skills and Applications (40%)

Assessment Type 2: Fieldwork Report External Assessment (30%)

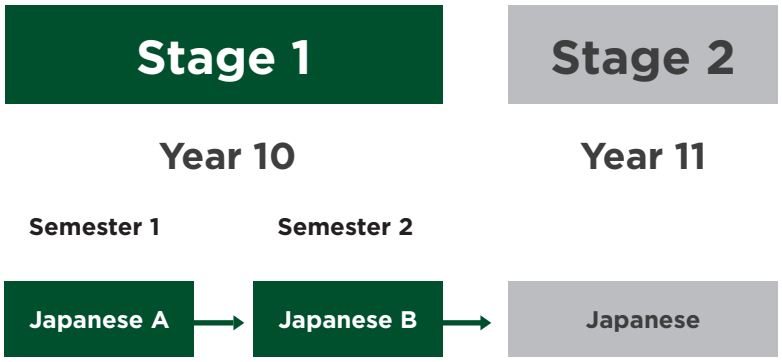
Assessment Type 3: Examination (30%)

Languages

Pathway A:



Pathway B: Accelerated Course (option available upon recommendation)



Japanese: Year 10A

Semester Course: One Semester

Prerequisite: Successful completion of one semester of Year 9 Japanese or equivalent knowledge from some other prior learning context as determined by an entrance test.

Course Description:

This course is a foundation course for Japanese studies at senior level. This course is designed to introduce essential grammatical patterns and vocabulary through exploring the topics such as 'Shopping in Japan' and 'Eating Out'. Students will be given various learning opportunities to develop writing, listening, reading, and speaking skills to communicate meaningfully with others.

Themes:

> The Japanese-speaking Communities
> The Individual

Topics:

> Eating Out
> Shopping

Assessment:

Assessment Type 1: Interaction (20%)

Assessment Type 2: Text Production (20%)

Assessment Type 3: Text Analysis (20%)

Assessment Type 4: Investigation (40%)

Japanese: Year 10B

Semester Course: One Semester

Prerequisite: Successful completion of Year 10A Japanese or equivalent knowledge from some other prior learning context as determined by an entrance test.

Course Description:

This course is designed to develop the skills and knowledge to communicate meaningfully with people in real-life situations of different communicative purposes. More complex yet practical grammatical expressions will be built upon the foundation knowledge acquired through Stage 1 Japanese 10A course. The topics such as 'Going Out' and 'Living in Japan' will be explored.

Themes:

> The Individual
> The Japanese-speaking Communities

Topics:

> Making Plans
> Living in Japan

Assessment:

Assessment Type 1: Interaction (20%)

Assessment Type 2: Text Production (20%)

Assessment Type 3: Text Analysis (20%)

Assessment Type 4: Investigation (40%)

Stage 1 Japanese: Year 11A

Semester Course: 10 SACE Credits

Students completing only Year 11A course cannot continue into Stage 2 Japanese.

Prerequisite: Successful completion of both Japanese 10A and 10B or equivalent knowledge from some other prior learning context as determined by an entrance test.

Course Description:

Japanese Year 11A and 11B courses are designed to extend students' communication skills to the next level. Students will be provided with opportunities to expand their range of expression in order to convey their ideas, opinions and information in more detail and effectively in Japanese. In this course students explore the topics such as 'Living in Japan' and 'Student life' to extend their understanding of the interdependence of language, culture, and identity.

Content:

- The Individual: Student Life
- The Japanese-speaking Communities: Living in Japan

Assessment:

Assessment Type 1: Interaction (20%)

Assessment Type 2: Text Production (20%)

Assessment Type 3: Text Analysis (20%)

Assessment Type 4: Investigation (40%)

Stage 1 Japanese: Year 11B

Semester Course: 10 SACE Credits

Prerequisite: Successful completion of Year 11A Japanese.

Course Description:

Japanese Year 11B focuses on consolidating their learning and developing necessary skills and understanding in preparation for Stage 2 Japanese. Students have opportunities to interact with others, create texts, and analyse texts to interpret meaning, and reflect on the ways in which culture influences communication. Topics covered are 'Travelling in Japan' and 'Technology in our life'.

Themes/Topics:

- The Individual: Future Plan
- The Changing World: Technology in Japan

Assessment:

Assessment Type 1: Interaction (20%)

Assessment Type 2: Text Production (20%)

Assessment Type 3: Text Analysis (20%)

Assessment Type 4: Investigation (40%)

Stage 2 Japanese

Two Semester Course: 20 SACE Credits

Prerequisite: Successful completion of at least one full year of Stage 1 Japanese course.

Course Description:

In Stage 2 Japanese Continuers course, students are given opportunities to consolidate the skills acquired in earlier years of the study of Japanese and further develop their linguistic knowledge, intercultural understanding, and skills to communicate meaningfully with people across cultures. Students explore the three prescribed themes to extend their understanding of the interdependence of language, culture, and identity.

Themes:

- The Individual
- The Japanese-speaking Communities
- The Changing World

Assessment:

School Assessment (70%)

Assessment Type 1: Folio

Interaction
Text Production
Text Analysis

Assessment Type 2: In-Depth Study

Oral Presentation
Written Response
Reflection

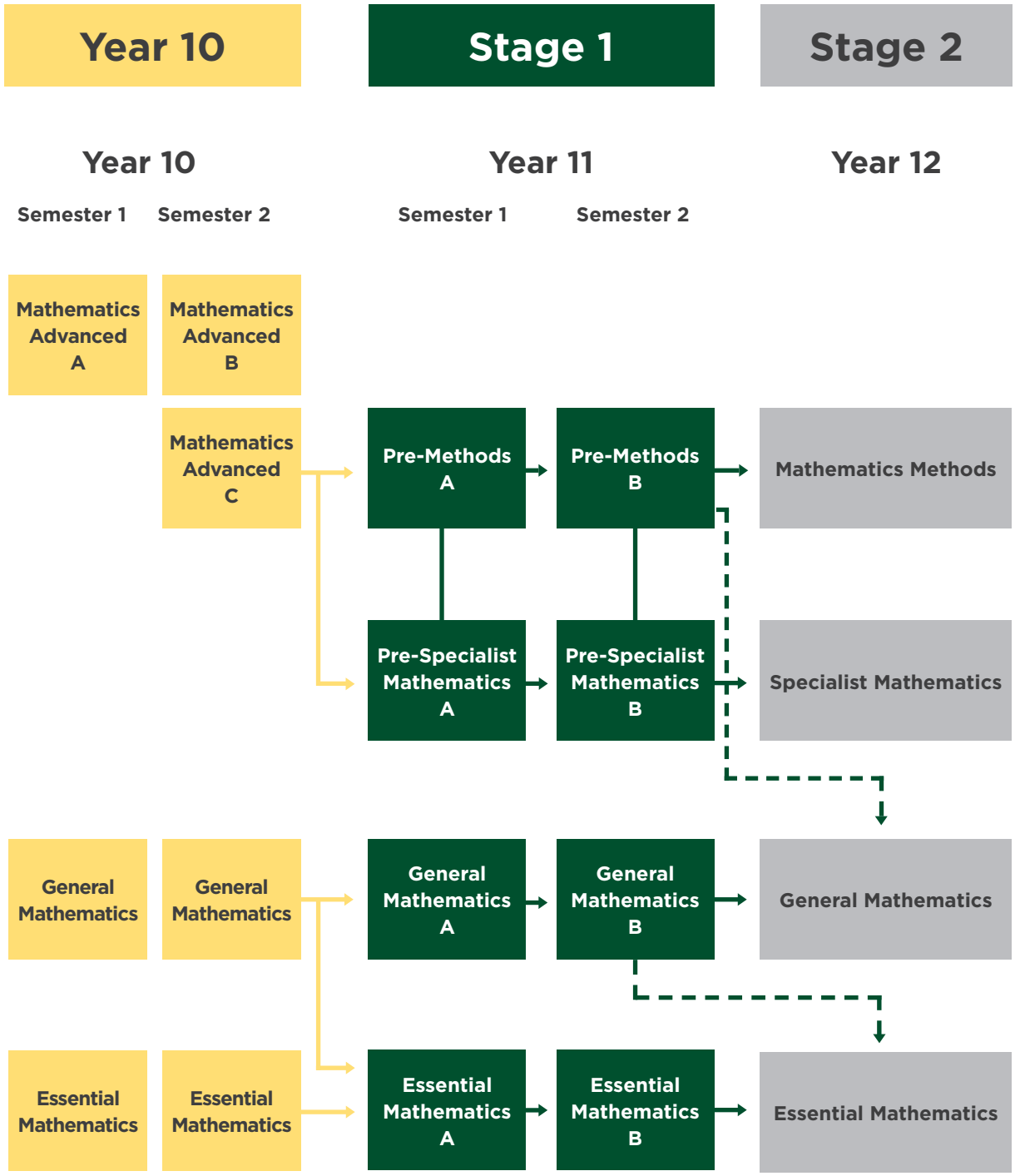
External Assessment (30%)

2 hour Written Exam
Oral Examination

Additional Information:

Stage 2 Japanese is one of the eligible subjects for the Universities Language, Literacy and Mathematics Scheme. Upon successful completion of the eligible subjects, SATAC will add 2 points to student's university aggregate. See the SATAC website for further information, **https://www.satac.edu.au/adjustment-factors#:~:text=SATAC%20will%20adjust%20your%20aggregate,subject%20Language%20and%20Culture**

Mathematics



Year 10 Mathematics Advanced A, B and C

Year Course: Australian Curriculum

Assumed Knowledge: Completion of Year 9 Mathematics (B grade or higher).

Course Description:

This course has been designed to provide students with the necessary background of concepts and topics to progress into Pre-Methods and Pre-Specialist at Stage 1 and Mathematical Methods and Specialist Mathematics in Stage 2.

Students will study 1 unit in Semester 1 (10A) and 2 units in Semester 2 (10B and 10C). 10C is a prerequisite for Stage 1 Pre-Methods.

Students extend their mathematical skills to work efficiently and logically and apply this knowledge to more complex situations. The mathematical language used becomes more diverse as a variety of topics are explored and provides essential tools for the Stage 1 subjects.

Content:

10A comprises the topics of Indices and Surds, Trigonometry, Statistics and Quadaratic Expressions.

10B comprises Linear and Non-Relationships, Measurement, and Geometry.

10C comprises Probability, Quadaratic Equations and Graphs, further Trigonometry, Logarithms and Circle Geometry.

Assessment:

Assessment Type 1: Skills and Application Tasks (75%)

Assessment Type 2: Mathematical Investigation (25%)

Stage 1 Mathematics: Pre-Methods A

Semester Course: 10 SACE Credits

Prerequisite: Completion of Mathematics Advanced A, B and C (B grade or higher).

Course Description:

Pre-Methods A 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 A 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.

Content:

- Functions and Graphs
- Polynomials
- Trigonometry

Assessment:

Assessment Type 1: Skills and Application Tasks (75%)

Assessment Type 2: Mathematical Investigation (25%)

Stage 1 Mathematics: Pre-Methods B

Semester Course: 10 SACE Credits

Prerequisite: Completion of Mathematics Advanced A, B and C (B grade or higher).

Course Description:

Pre-Methods B 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. It also builds on and develops the mathematical knowledge, understanding and skills from Pre-Methods A, leading directly into Stage 2 Mathematical Methods.

Pre-Methods B 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 as well as problem solving in statistics and probability. In this subject there is a progression of content, applications, and level of sophistication and abstraction.

Content:

- Counting and Statistics
- Introduction to Differential Calculus
- Growth and Decay

Assessment:

Assessment Type 1: Skills and Application Tasks (75%)

Assessment Type 2: Mathematical Investigation (25%)

Stage 2 Mathematical Methods

Two Semester Course: 20 SACE Credits

Prerequisite: Successful completion of two Stage 1 Mathematical Methods courses (B grade or higher).

Course Description:

Stage 2 Mathematical Methods focuses on the development of mathematical skills and techniques that enable students to explore, describe, and explain aspects of the world around them in a mathematical way. It places mathematics in relevant contexts and deals with relevant phenomena from the students' common experiences, as well as from scientific, professional, and social contexts.

Content:

- Further Differentiation and Applications
- Discrete Random Variables
- Integral Calculus
- Logarithmic Functions
- Continuous Random Variables and the Normal Distribution
- Sampling and Confidence Intervals.

Assessment:

Assessment Type 1: Skills and Applications Tasks (50%)

Assessment Type 2: Mathematical Investigation (20%)

Assessment Type 3: External Examination (30%)

Stage 1 Mathematics: Pre-Specialist Mathematics A

Semester Course: 10 SACE Credits

Prerequisite: Completion of Mathematics Advanced A, B and C (B grade or higher).

Course Description:

This course has two focus areas; Concepts and Techniques and Reasoning and Communication. Concepts and Techniques focuses on developing students mathematical knowledge and understanding, problem solving and application, as well as the integration of technology to assist with finding solutions. Reasoning and Communication develops students' ability to interpret and draw conclusions from their results, as well as focusing on using correct notation and terminology in their communication of ideas.

Students enhance their knowledge through the following topics; Sequence and Series, Matrices and Further Trigonometry (which builds upon Trigonometry topics studied earlier in the semester in Pre-Mathematical Methods A).

Content:

- Vectors
- Real and Complex Numbers
- Sequence and Series

Assessment:

Assessment Type 1: Skills and Application Tasks (75%)

Assessment Type 2: Mathematical Investigation (25%)

Additional Information:

A full year of Stage 1 Pre-Specialist Mathematics, completed to a high standard, is required in order to complete Stage 2 Specialist Mathematics.

This subject is undertaken in conjunction with Pre-Methods. It cannot be studied as a standalone subject in Mathematics.

Stage 1 Mathematics: Pre-Specialist Mathematics B

Semester Course: 10 SACE Credits

Prerequisite: Completion of Mathematics Advanced A, B and C (B grade or higher).

Course Description:

This course has two focus areas; Concepts and Techniques and Reasoning and Communication. Concepts and Techniques focuses on developing students mathematical knowledge and understanding, problem solving and application, as well as the integration of technology to assist with finding solutions. Reasoning and Communication develops students' ability to interpret and draw conclusions from their results, as well as focusing on using correct notation and terminology in their communication of ideas.

Students enhance their knowledge through the following topics; Circle Geometry, Vectors, Mathematical Induction, Complex Numbers.

Content:

- Matrices
- Further Trigonometry
- Geometry

Assessment:

Assessment Type 1: Skills and Application Tasks (75%)

Assessment Type 2: Mathematical Investigation (25%)

Additional Information:

A full year of Stage 1 Pre-Specialist Mathematics, completed to a high standard, is required in order to complete Stage 2 Specialist Mathematics.

This subject is undertaken in conjunction with Pre-Methods. It cannot be studied as a standalone subject in Mathematics.

Stage 2 Specialist Mathematics

Two Semester Course: 20 SACE Credits

Prerequisite: Successful completion of two Stage 1 Specialist Mathematics courses (B grade or higher).

Course Description:

This course has two focus areas; Concepts and Techniques and Reasoning and Communication. Concepts and Techniques focuses on developing students mathematical knowledge and understanding, problem solving and application, as well as the integration of technology to assist with finding solutions. Reasoning and Communication develops students' ability to interpret and draw conclusions from their results, as well as focusing on using correct notation and terminology in their communication of ideas.

Content:

- Mathematical Induction
- Complex Numbers
- Functions and Sketching Graphs
- Vectors in Three Dimensions
- Integration Techniques and Applications
- Rates of Change and Differential Equations

Assessment:

Assessment Type 1: Skills and Application Tasks (50%)

Assessment Type 2: Mathematical Investigation (20%)

Assessment Type 3: External Examination (30%)

Additional Information:

A full year of Stage 1 Pre-Specialist Mathematics, completed to a C grade or higher standard, is required in order to complete Stage 2 Specialist Mathematics.

Year 10 General Mathematics

Year Course: Australian Curriculum

Assumed Knowledge: Completion of Year 9 Mathematics.

Course Description:

This course is designed to provide all students with further development in mathematical concepts, guided by the Australian Curriculum requirements.

Content:

Semester 1: comprises the topics of Indices and Surds, Trigonometry and Statistics.

Semester 2: comprises the topics of Probability, Linear and Non-Linear Relationships, Networks, Measurement and Geometry.

Assessment:

Assessment Type 1: Skills and Application Tasks (70%)

Assessment Type 2: Mathematical Investigation (30%)

Stage 1 General Mathematics: A and B

Semester Course: 10 SACE Credits

General Maths A: Semester 1: 10 Credits
General Maths B: Semester 2: 10 Credits

Prerequisite: Completion of Year 10 Mathematics.

Course Description:

In the study of Mathematics students participate in a wide variety of problem solving activities. The subject gives students the abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising and problem solving with the goal of communication to others of the relationships observed and the problems solved. The focus capabilities for this subject are Communication, Citizenship, Personal Development, Work and Learning.

Content:

- Investing and Borrowing
- Measurement
- Statistical Investigation
- Applications of Trigonometry
- Linear and Exponential Functions and their Graphs
- Matrices and Networks

Assessment:

Assessment Type 1: Skills and Application Tasks (70%)

Assessment Type 2: Mathematical Investigation (30%)

Additional Information:

This subject is assumed knowledge for all students wanting to study General Mathematics at Stage 2.

Stage 2 General Mathematics

Two Semester Course: 20 SACE Credits

Prerequisite: Successful completion of two Stage 1 General Mathematics courses (B grade or higher) OR two Stage 1 Mathematics Courses (C grade or higher).

Course Description:

General Mathematics extends students' mathematical skills in ways that apply to practical problem solving and mathematical modelling in everyday contexts. A problem-based approach is integral to the development of mathematical skills and the associated key ideas in this subject. Topics studied cover a range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear functions and exponential functions. In this subject there is an emphasis on consolidating students' computational and algebraic skills and expanding their ability to reason and analyse mathematically. The successful study of this subject can provide pathways into careers pertaining to Retail, Office Management, Small Business, Tourism and Hospitality, Nursing and Paramedical areas. Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Content:

Topic 1: Modelling with Linear Relationships
Topic 2: Modelling with Matrices
Topic 3: Statistical Models
Topic 4: Financial Models
Topic 5: Discrete Models

Assessment:

Assessment Type 1: Skills and Application Tasks (40%)

Assessment Type 2: Mathematical Investigation (30%)

Assessment Type 3: External Examination (30%)

Topics 3, 4 and 5 are examinable.

Year 10 Essential Mathematics

Year Course: Australian Curriculum

Prerequisite: Discussion with Director of Learning and Learning Area Leader.

Course Description:

This course equips students with the foundational concepts and skills needed to advance to Stage 1 Essential Mathematics. It offers targeted support to ensure success in future SACE studies, with a focus on applying mathematical knowledge to future careers and vocational pathways.

Content:

- Number Operations
- Earning and Spending
- Pythagoras' Theorem and Trigonometry
- Measurement
- Statistics
- Investing Money

Assessment:

Assessment Type 1: Skills and Application Tasks (60%)

Assessment Type 2: Mathematical Investigation (40%)

Additional Information:

This subject is only available to students upon teacher recommendation.

Stage 1 Essential Mathematics: A and B

Semester Course: 10 SACE Credits

Essential Maths A: Semester 1: 10 Credits
Essential Maths B: Semester 2: 10 Credits

Prerequisite: Discussion with Director of Learning and Learning Area Leader.

Course Description:

Students extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. A problem-based approach is integral to the development of mathematical skills and associated key ideas in this subject.

Topics studied cover a range of applications of mathematics, including general calculation, measurement and geometry, money management, and statistics. In this subject there is an emphasis on extending students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

Content:

- Calculations, Time and Ratio
- Earning and Spending
- Geometry
- Data in Context
- Measurement
- Investing

Assessment:

Assessment Type 1: Skills and Application Tasks (60%)

Assessment Type 2: Mathematical Investigation (40%)

Additional Information:

Students who successfully complete Essential Mathematics A in Semester 1 and do not intend to continue with Essential Mathematics in Stage 2 may apply to discontinue the subject in Semester 2. This decision must be made in consultation with the SACE Coordinator and the Mathematics Learning Area Leader.

Stage 2 Essential Mathematics

Two Semester Course: 20 SACE Credits

Prerequisite: Successful completion of two Stage 1 Essential Mathematics Courses (B Grade or higher), OR two Stage 1 General Mathematics Courses (C Grade or higher).

Course Description:

In this subject, students are expected to:

- Understand mathematical concepts and relationships
- Select and apply mathematical techniques and algorithms to analyse and solve problems, including forming and testing predictions
- Investigate and analyse mathematical information in a variety of contexts
- Interpret results, draw conclusions, and consider the reasonableness of solutions in context
- Make discerning use of electronic technology
- Communicate mathematically and present mathematical information in a variety of ways.

Students continue to extend their mathematical knowledge in ways that apply to practical problem-solving in everyday and workplace contexts. A problem-based approach is integral to the development of mathematical skills and associated key ideas in this subject.

Topics studied cover a range of applications of mathematics, including general calculation, measurement and geometry, money management (as individuals and as business modelling), and statistics. In this subject there is a greater emphasis on extending students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

Content:

Topic 1: Scales, Plans, and Models
Topic 2: Measurement
Topic 3: Business Applications
Topic 4: Statistics
Topic 5: Investments and Loans

Assessment:

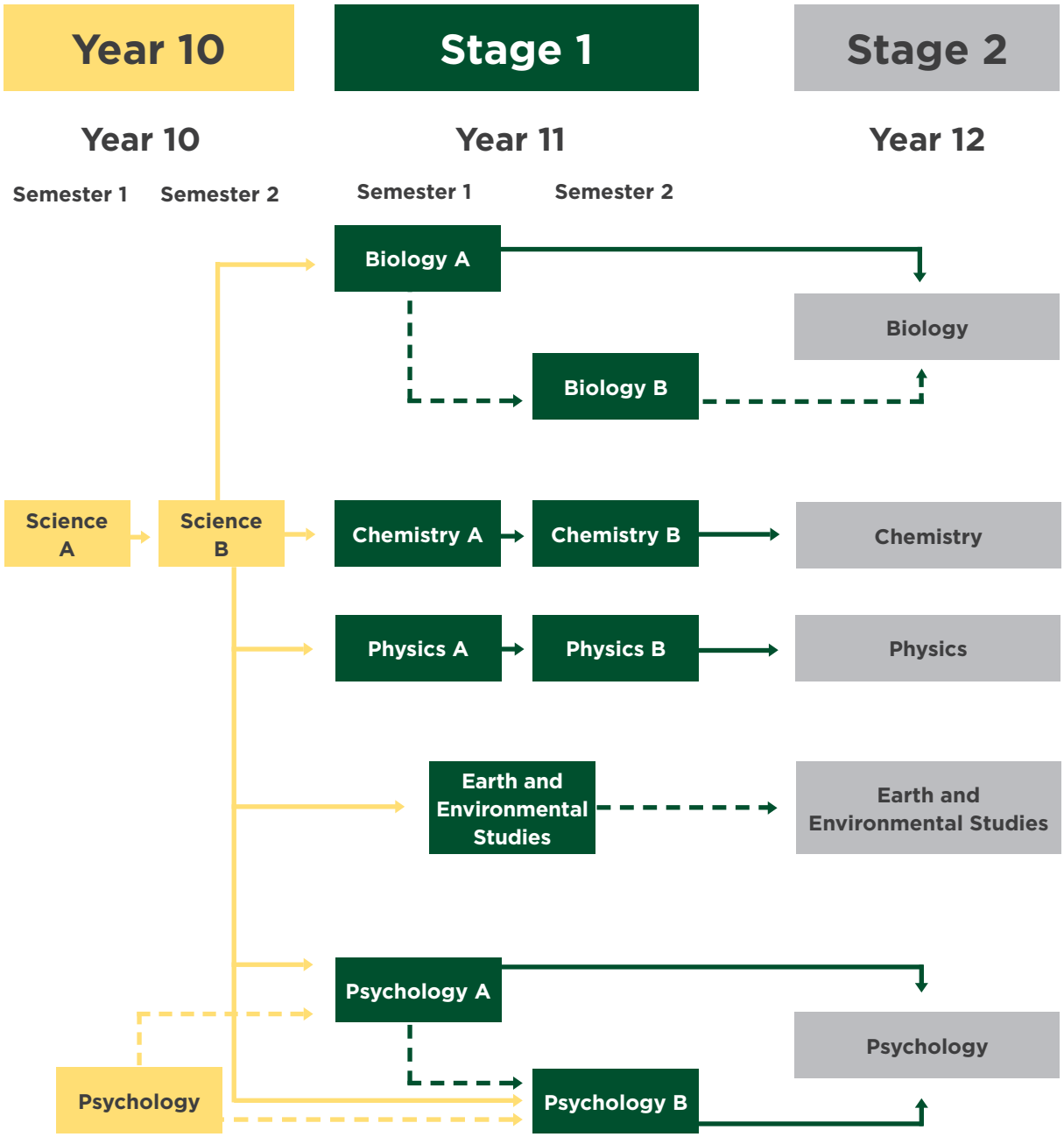
Assessment Type 1: Skills and Application Tasks (30%)

Assessment Type 2: Mathematical Investigation (40%)

Assessment Type 3: External Examination (30%)

Topics 2, 4 and 5 are examinable.

Science


Year 10
Stage 1
Stage 2
Year 10
Year 11
Year 12
Semester 1
Semester 2
Semester 1
Semester 2
Biology A
Biology
Biology B
Science A
Science B
Chemistry A
Chemistry B
Chemistry
Physics A
Physics B
Physics
Earth and Environmental Studies
Earth and Environmental Studies
Psychology A
Psychology
Psychology
Psychology B

Year 10 Science

Two Semester Course: Australian Curriculum (compulsory course)

Course Description:

Science provides opportunities for students to develop an understanding of important science concepts and processes, by building a foundation of knowledge across the biological, chemical, physical, and earth and space sciences. Students will also learn about the practises used to develop scientific knowledge, as well as its applications in our lives. The curriculum support students to develop the scientific knowledge, understandings, and skills to make informed, evidence-based decisions about local, national and global issues and to participate in science-related careers.

Content:

- Explain the processes that underpin hereditary in genetic diversity
- Explain the evidence supporting the theory of evolution by natural selection
- Sequence key events in the origin and evolution of the universe and describe the supporting evidence for The Big Bang theory
- Describe trends in patterns of global climate change and identify causal factors
- Explain how Newton's laws describe motion and apply them to predict motion of objects in a system
- Explain patterns and trends in the periodic table
- Predict the products of reactions and the effect of changing reactant and reaction conditions
- Analyse the importance of publication and peer review in the development of scientific knowledge and analyse the relationship between science technologies and engineering
- Analyse the key factors that influence interactions between science and society

Assessment:

Curriculum content is based on the achievement standards outlined in the Australian curriculum. Students demonstrate evidence of learning through the following types of assessment:

- Skills and Application Tasks
- Practical Investigations
- Design Practical Investigations
- Multi-modal Presentations
- Science as a Human Endeavour Assignments
- End of Semester Exam

Stage 1 Biology A

Semester Course: 10 SACE Credits

Prerequisite: Successful completion of Year 10 Science (C grade or higher).

Course Description:

This course has three focus areas; science inquiry skills, science as a human endeavour and science understanding. As part of their work on science inquiry skills, students deconstruct problems in order to find appropriate methods for investigation. They collect data and analyse and evaluate their findings. The science as a human endeavour strand highlights the development of science and explores the use and influence of science in society.

Students demonstrate their science understanding through the following topics; Cells and Microorganisms and Ecosystem Dynamics. These topics will provide the opportunity for the students to explore and extend their understanding of how the biological world is constructed and interacts.

Content:

Cells and Microorganisms

- Cell Theory and Types
- Structure and function
- Exchange of materials
- Energy requirements

Ecosystem Dynamics

- Biodiversity
- Species Interaction
- Classification
- Human Impact on ecosystems

Assessment:

Assessment Type 1: Investigations Folio (50%)

Science as a Human Endeavour Task and Practical Investigation.

Assessment Type 2: Skills and Application Tasks (50%)

Test on multiple topics and an end of semester exam.

Additional Information:

A full year of Stage 1 Science, completed to a high standard, is required in order to complete Stage 2 Biology. It is recommended that Semester 1 Biology A is completed in order to gain understanding of assumed knowledge required for Stage 2 Biology.

Stage 1 Biology B

Semester Course: 10 SACE Credits

Prerequisite: Successful completion of Year 10 Science (C grade or higher).

Course Description:

This course has three focus areas; science inquiry skills, science as a human endeavour and science understanding. As part of their work on science inquiry skills, students deconstruct problems in order to find appropriate methods for investigation. They collect data and analyse and evaluate their findings. The science as a human endeavour strand highlights the development of science and explores the use and influence of science in society.

Students demonstrate their science understanding through the following topics; Infectious Disease and Multicelluar Organisms. These topics will provide the opportunity for the students to explore and extend their understanding of how the biological world is constructed and interacts.

Content:

Multicellular organisms

- Organisation
- Exchange of material

Infectious Disease

- Causes of infectious disease
- Disease transmission
- Control of transmission
- Immune response

Assessment:

Assessment Type 1: Investigations Folio (50%)

Science as a Human Endeavour Task and Practical Investigation.

Assessment Type 2: Skills and Application Tasks (50%)

Test on multiple topics and an end of semester exam.

Additional Information:

A full year of Stage 1 Science, completed to a high standard, is required in order to complete Stage 2 Biology. It is recommended that Semester 1 Biology A is completed in order to gain understanding of assumed knowledge required for Stage 2 Biology.

Stage 2 Biology

Two Semester Course: 20 SACE Credits

Prerequisite: Successful completion of Biology A (C grade or higher).

Course Description:

This course has three focus areas; science inquiry skills, science as a human endeavour and science understanding. As part of their work on science inquiry skills, students deconstruct problems in order to find appropriate methods for investigation. They collect data and analyse and evaluate their findings. The science as a human endeavour strand highlights the development of science and explores the use and influence of science in society.

Students demonstrate their science understanding through the following topics; DNA and Proteins, Cells as the Basis of Life, Homeostasis and Evolution. These topics will provide the opportunity for the students to explore and extend their understanding of how the biological world is constructed and interacts.

Content:

- DNA and Proteins
- Cells as the Basis of Life
- Homeostasis
- Evolution

Assessment:

School Assessment (70%)

Assessment Type 1: Investigations Folio (30%)

Two Practical Investigations and one investigation with a focus on Science as a Human Endeavour.

Assessment Type 2: Skills and Applications Tasks (40%)

Four Skills and Applications Tasks.

External Assessment (30%)

Assessment Type 3: Examination

Stage 1 Chemistry A

Semester Course: 10 SACE Credits

Prerequisite: Successful completion of Year 10 Science (C grade or higher).

Course Description:

This course has three focus areas; science inquiry skills, science as a human endeavour and science understanding. As part of their work on science inquiry skills, students deconstruct problems in order to find appropriate methods for investigation. They collect data and analyse and evaluate their findings. The science as a human endeavour strand highlights the development of science and explores the use and influence of science in society.

Students demonstrate their science understanding through the following topics; Atomic Structure and Bonding, Metals and Redox Reactions as well as Analytical Chemistry. These topics will provide the opportunity for the students to explore and extend their understanding of how the physical world is constructed chemically.

Content:

- Atomic structure
- Electron configuration
- Periodic trends
- Quantities of atoms
- Types of bonding
- Concepts of oxidation and reduction
- Metal activity
- Electrochemistry
- Properties and uses of materials
- Classifying atter
- Separating mixtures
- Chromatography
- Atomic Absorption Spectroscopy

Assessment:

Assessment Type 1: Investigations Folio (50%)

Science as a Human Endeavour Task and Practical Investigation.

Assessment Type 2: Skills and Application Tasks (50%)

Test on multiple topics and end of semester exam.

Additional Information:

A full year of Stage 1 Chemistry, completed to a high standard, is required in order to complete Stage 2 Chemistry.

Stage 1 Chemistry B

Semester Course: 10 SACE Credits

Prerequisite: Successful completion of Chemistry A (C grade or higher).

Course Description:

This course has three focus areas; science inquiry skills, science as a human endeavour and science understanding. As part of their work on science inquiry skills, students deconstruct problems in order to find appropriate methods for investigation. They collect data and analyse and evaluate their findings. The science as a human endeavour strand highlights the development of science and explores the use and influence of science in society.

Students demonstrate their science understanding through the following topics; Covalent Bonding, Solubility and Energy in Reactions as well as Acid and Bases and other reactions. These topics will provide the opportunity for the students to explore and extend their understanding of how the physical world is constructed chemically.

Content:

- Titrations and chemical calculations
- Bonding between atoms
- Molecular polarity
- Interactions between molecules
- Hydrocarbons
- Polymers
- Miscibility and solutions
- Solutions of ionic substances
- Energy in reactions
- Acid-base concepts
- The pH scale
- Reactions of acids and bases
- Other reactions

Assessment:

Assessment Type 1: Investigations Folio (50%)
Science as a Human Endeavour Task and Practical Investigation.

Assessment Type 2: Skills and Application Tasks (50%)
Test on multiple topics and end of semester exam.

Additional Information:

A full year of Stage 1 Chemistry, completed to a high standard, is required in order to complete Stage 2 Chemistry.

Stage 2 Chemistry

Two Semester Course: 20 SACE Credits

Prerequisite: Successful completion of Chemistry A and B (C grade or higher).

Course Description:

This course has three focus areas; science inquiry skills, science as a human endeavour and science understanding. As part of their work on science inquiry skills, students deconstruct problems in order to find appropriate methods for investigation. They collect data and analyse and evaluate their findings. The science as a human endeavour strand highlights the development of science and explores the use and influence of science in society.

Students demonstrate their science understanding through the following topics; Monitoring the Environment, Managing Chemical Processes, Organic and Biological Chemistry and Managing Resources. These topics will provide the opportunity for the students to explore and extend their understanding of how the physical world is constructed chemically.

Content:

- Monitoring the Environment
- Managing Chemical Processes
- Organic and Biological Chemistry
- Managing Resources

Assessment:

School Assessment (70%)

Assessment Type 1: Investigations Folio (30%)

At least two Practical Investigations and one investigation with a focus on Science as a Human Endeavour.

Assessment Type 2: Skills and Applications Tasks (40%)

At least three Skills and Applications Tasks.

External Assessment (30%)

Assessment Type 3: Examination

Additional Information:

A full year of Stage 1 Chemistry, completed to a high standard, is required in order to complete Stage 2 Chemistry.

Stage 1 Physics A

Semester Course: 10 SACE Credits

Prerequisite: Successful completion of Year 10 Science (C grade or higher).

Course Description:

This course has three focus areas; science inquiry skills, science as a human endeavour and science understanding. As part of their work on science inquiry skills, students deconstruct problems in order to find appropriate methods for investigation. They collect data and analyse and evaluate their findings. The science as a human endeavour strand highlights the development of science and explores the use and influence of science in society.

Students demonstrate their science understanding through the following topics; Motion and Forces, Electric Circuits and Heat. These topics will provide the opportunity for the students to explore and extend their understanding of how and why the physical world works the way it does.

Content:

- Motion
- Graphs of motion
- Free-fall
- Projectile Motion
- Newton's Laws of Motion
- Electrostatics
- Electrical Force
- Electrical Potential Difference
- Circuit analysis
- Electrical Resistance
- Heat and Temperature
- Specific heat capacity
- Latent Heat

Assessment:

Assessment Type 1: Investigations Folio (50%)

Science as a Human Endeavour Task and Practical Investigation.

Assessment Type 2: Skills and Application Tasks (50%)

Two Topic Tests and end of semester exam.

Additional Information:

A full year of Stage 1 Physics, completed to a high standard, is required in order to complete Stage 2 Physics.

Stage 1 Physics B

Semester Course: 10 SACE Credits

Prerequisite: Successful completion of Physics A (C grade or higher).

Course Description:

This course has three focus areas; science inquiry skills, science as a human endeavour and science understanding. As part of their work on science inquiry skills, students deconstruct problems in order to find appropriate methods for investigation. They collect data and analyse and evaluate their findings. The science as a human endeavour strand highlights the development of science and explores the use and influence of science in society.

Students demonstrate their science understanding through the following topics; Energy and Momentum, Waves and Models and Radioactivity. These topics will provide the opportunity for the students to explore and extend their understanding of how and why the physical world works the way it does.

Content:

- Energy
- Momentum
- Wave Model
- Mechanical Waves
- Light
- The nucleus
- Radioactive Decay
- Radioactive half-life
- Induced nuclear reactions

Assessment:

Assessment Type 1: Investigations Folio (50%)

Science as a Human Endeavour Task and Practical Investigation.

Assessment Type 2: Skills and Application Tasks (50%)

Two Topic Tests and end of semester exam.

Additional Information:

A full year of Stage 1 Physics, completed to a high standard, is required in order to complete Stage 2 Physics.

Stage 2 Physics

Two Semester Course: 20 SACE Credits

Prerequisite: Successful completion of Physics A and B (C grade or higher).

Course Description:

This course has three focus areas; science inquiry skills, science as a human endeavour and science understanding. As part of their work on science inquiry skills, students deconstruct problems in order to find appropriate methods for investigation. They collect data and analysis and evaluate their findings.

Students demonstrate their science understanding through the following topics; Motion and Relativity, Electricity and Magnetism and Light and Atoms. These topics will provide the opportunity for the students to explore and extend their understanding of how and why the physical world works the way it does.

Content:

- Motion and Relativity
- Electricity and Magnetism
- Light and Atoms

Assessment:

School Assessment (70%)

Assessment Type 1: Investigations Folio (30%)

At least two Practical Investigations and one investigation with a focus on Science as a Human Endeavour.

Assessment Type 2: Skills and Applications Tasks (40%)

At least three Skills and Applications Tasks.

External Assessment (30%)

Assessment Type 3: Examination

Stage 1 Earth and Environmental Studies

Semester Course: 10 SACE Credits

Prerequisite: Successful completion of Year 10 Science (C grade or higher).

Course Description:

This course has been designed to address the biggest threat to our species, climate change. Earth and Environmental Science is for those students who enjoy science and want to learn how to make an individual difference to our world.

Students will investigate how to take individual action on sustainability issues, observe geological features in the field and explore the influence of the public on new scientific discoveries or inventions related to an environmentally conscious future.

Content:

How do humans benefit from the Earth?

- What you breathe comes from the Earth
- Everything you eat comes from the Earth
- Everything you drink comes from the Earth
- Everything you use comes from the Earth
- You stay warm because of the Earth

Amazing stories the Earth has to share

- How we came to be here
- What life used to be like
- What life is like now

Assessment:

Assessment Type 1: Investigations Folio (50%)

Practical Investigation (25%)

Science as a Human Endeavour Task (25%)

Investigation of new sustainable solution and influence of SHE.

Assessment Type 2: Skills and Applications Tasks (50%)

Multimodal presentation on actions households can take to reduce their impact on the environment with question time at the end.

Tasks to demonstrate knowledge and application.

Additional Information:

A semester of any Stage 1 Science is required to complete Stage 2 Earth and Environmental Science.

Stage 2 Earth and Environmental Studies

Two Semester Course: 20 SACE Credits

Prerequisite: Successful completion of any Stage 1 Science (C grade or higher).

Course Description:

The three strands of Science to be integrated throughout student learning are:

- Science inquiry skills
- Science as a human endeavour
- Science understanding.

This course explores the utilisation of Earth's resources by humans and the subsequent environmental consequences. Students will conduct a detailed investigation into a specific Earth or environmental issue. The curriculum covers the influence of geological resource use on daily life, the potential of renewable energy sources like solar, wind, and wave power, atmospheric, river, and ocean pollution, the environmental effects of mining and exploration practices, the melting of ice sheets, changes in ocean temperatures and currents, and the impact of fossil fuels on ecosystems.

Content:

The topics covered include:

Topic 1: Earth systems
Topic 2: Earth's resources
Topic 3: Earth's sustainable future
Topic 4: Climate change

Assessment:

School Assessment (70%)

Assessment Type 1: Investigations Folio (30%)

Two Practical Investigations, one of which involves field work. One investigation with a focus on Science as a Human Endeavour.

Assessment Type 2: Skills and Applications Tasks (40%)

Four Skills and Applications Tasks

External Assessment (30%)

Assessment Type 3: Earth Systems Study

Year 10 Psychology

Semester Course: Australian Curriculum

Course Description:

The Year 10 Psychology course provides a sound foundation for students wishing to continue this study into SACE Stage 1 Psychology. Using scientific principles, psychology explores human emotions, cognitive ability and biological functions to help us better understand how and why we think, feel, behave and react the way we do. Psychology includes the study of conscious and unconscious phenomena, including feelings and thoughts. It is an academic discipline of immense scope, crossing the boundaries between the natural and social sciences. It also provides excellent training in analytical thinking and scientific research methods that are applicable to a broad range of careers. Psychology is relevant to many occupations involving interactions with others. In broad terms, psychology graduates can be found working in all sectors of society, including media, health, criminal justice and rehabilitation, advertising, business and management, sports, education and recruitment.

Content:

The study of Psychology involves the investigation of behaviour and mental processes using scientific research principles. Students within the Year 10 program will complete a unit covering research methods and ethics and a unit on human behaviour. Students may have an opportunity to focus on a specialist area such as Forensic Psychology. The work conducted within this specialist field will be explored along with key psychological theories that are applied within the disciplines.

Assessment:

Assessment Type 1: Investigations Folio

Assessment Type 2: Skills and Application Tasks

Stage 1 Psychology A

Semester Course: 10 SACE Credits

Prerequisite: Successful completion of Year 10 Science or Year 10 Psychology (C grade or higher).

Course Description:

This course has three focus areas; science inquiry skills, science as a human endeavour and science understanding. As part of their work on science inquiry skills, students deconstruct problems in order to find appropriate methods for investigation. They collect data and analyse and evaluate their findings. The science as a human endeavour strand highlights the development of science and explores the use and influence of science in society.

Students demonstrate their science understanding through the following topics; Lifespan Psychology and Psychology in Context (Environmental Psychology).

These topics will provide the opportunity for the students to explore how to be a critical consumer of information; how to identify psychological processes at work in everyday experiences; how to apply knowledge to real-world situations; how to investigate psychological issues; and how to be an effective communicator.

Content:

Lifespan Psychology

- Human development
- Nature Vs Nurture
- Changes over the developmental phase
- Theories of lifespan psychology

Psychology in Context

- Environmental Psychology
- Impact of the environment on human beings

Assessment:

Assessment Type 1: Investigations Folio (80%)

One Psychological Investigation and one investigation with a focus on Science as a Human Endeavour.

Assessment Type 2: Skills and Applications Tasks (20%)

Two Skills and Applications Tasks.

Stage 1 Psychology B

Semester Course: 10 SACE Credits

Prerequisite: Successful completion of Year 10 Science or Year 10 Psychology (C grade or higher).

Course Description:

This course has three focus areas; science inquiry skills, science as a human endeavour and science understanding. As part of their work on science inquiry skills, students deconstruct problems in order to find appropriate methods for investigation. They collect data and analyse and evaluate their findings. The science as a human endeavour strand highlights the development of science and explores the use and influence of science in society.

Students demonstrate their science understanding through the following topics; Neuropsychology and Psychology in Context (Cyberpsychology).

These topics will provide the opportunity for the students to explore how to be a critical consumer of information; how to identify psychological processes at work in everyday experiences; how to apply knowledge to real-world situations; how to investigate psychological issues; and how to be an effective communicator.

Content:

Neuropsychology

- Human nervous system
- Parts of the brain
- Caffeine experiment
- Structure and function of neutrons
- Investigate Phineas Gage

Psychology in Context (Cyberpsychology)

- Social media
- Emerging technologies impact on mind and behaviour

Assessment:

Assessment Type 1: Investigations Folio (80%)

One Psychological Investigation and one investigation with a focus on Science as a Human Endeavour.

Assessment Type 2: Skills and Applications Tasks (20%)

Two Skills and Applications Tasks.

Stage 2 Psychology

Two Semester Course: 20 SACE Credits

Prerequisite: Successful completion of either Stage 1 Psychology A or B (C grade or higher).

Course Description:

This course has three focus areas: science inquiry skills, science as a human endeavour and science understanding.

Since most of the dominant paradigms in psychology in the last hundred years have been scientific ones, this subject emphasises the construction of psychology as a scientific enterprise. Psychology is based on evidence gathered as a result of planned investigations following the principles of scientific inquiry. By emphasising evidence-based procedures including observation, experimentation, and experience, this subject allows students to develop useful skills in analytical and critical thinking and in making inferences.

An inquiry approach to psychology enables students to define the scope of their learning by identifying investigable questions, deconstructing and designing their research using scientific approaches, using data, and analysing and critiquing their findings.

Content:

- Psychology of the Individual
- Psychological Health and Wellbeing
- Organisational Psychology
- Social Influence
- The Psychology of Learning

Assessment:

School Assessment (70%)

Assessment Type 1: Investigations Folio (30%)

One Psychological Investigation and one investigation with a focus on Science as a Human Endeavour.

Assessment Type 2: Skills and Applications Tasks (40%)

Four Skills and Applications Tasks.

External Assessment (30%)

Assessment Type 3: Examination

Topics 4 and 5 are examinable.

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