



# **SALISBURY EAST** HIGH SCHOOL

SENIOR SUBJECT  
HANDBOOK 2023

## Learning Together, Achieving Together

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### What is the SACE?

The South Australian Certificate of Education (SACE) is awarded to students who successfully complete their senior secondary education. To obtain the SACE, students mostly complete two years of full-time senior study, which is usually spread out over three years.

### The two stages of the SACE

- Stage 1 usually begins in Year 10 with the Personal Learning Plan (PLP), and continues throughout Year 11
- Stage 2 is usually undertaken in Year 12

### SACE credits

Each subject or course that is successfully completed earns 'credits' towards the SACE. Students receive a final grade from A to E for each Stage 1 subject and A+ to E- for Stage 2 subjects.

### To qualify for the SACE students must:

- Complete a minimum of 200 credits
- Achieve a C grade or better in the Stage 1 compulsory requirements
- Achieve a C- grade or better in the Stage 2 compulsory requirements (at least 70 credits)

### The compulsory requirements of the SACE make up 110 credits.

#### These are:

- Personal Learning Plan (PLP) - 10 credits at Stage 1
- Literacy - at least 20 credits from a range of English subjects (Stage 1 or Stage 2)
- Numeracy - at least 10 credits from a range of Mathematics subjects (Stage 1 or Stage 2)
- Research Project - 10 credits at Stage 2
- Other Stage 2 subjects - at least 60 credits from a range of Stage 2 subjects (in addition to the Research Project)

The remaining 90 credits can be gained through additional Stage 1 or

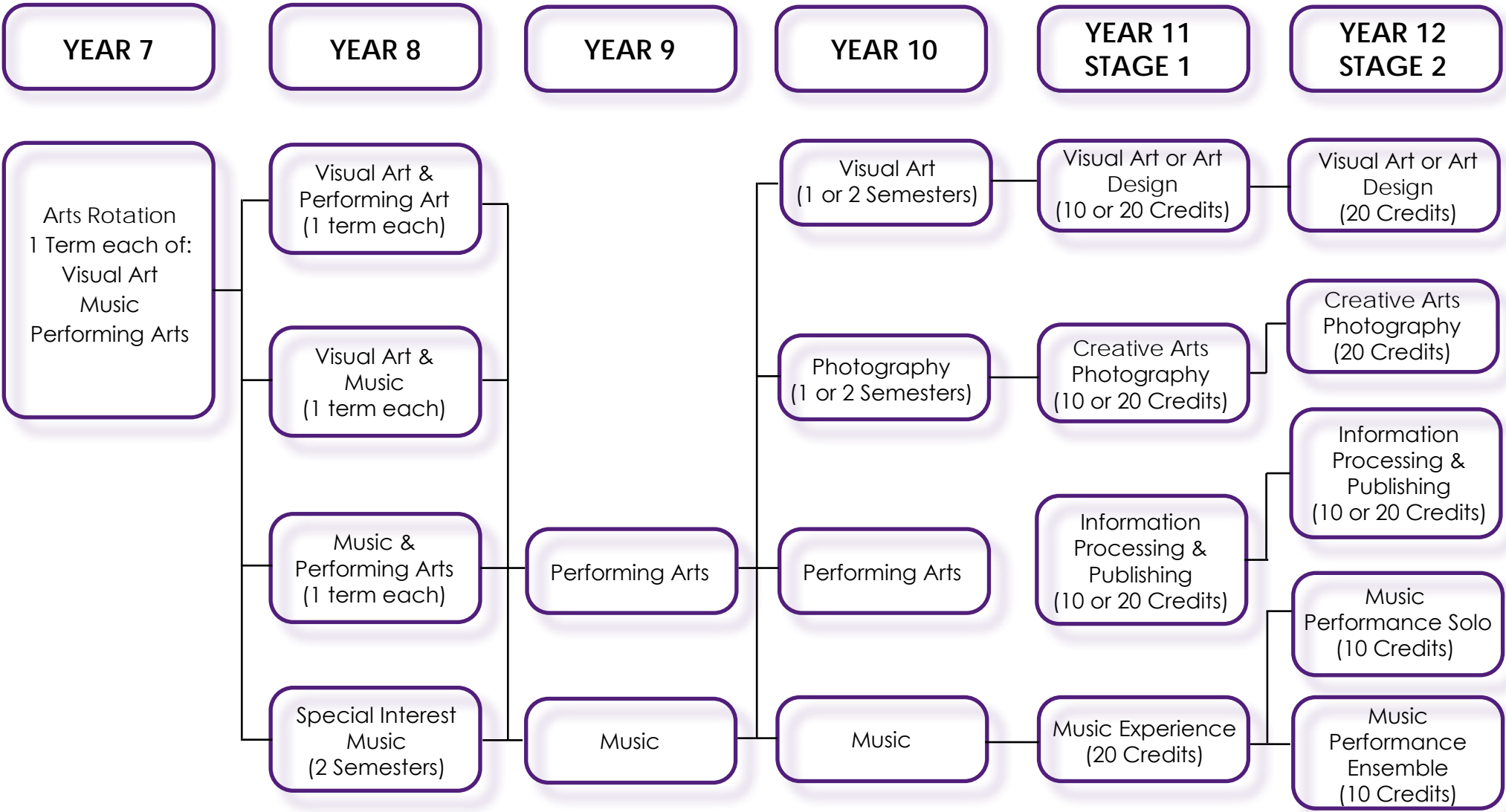


Stage 2 subjects or Board-recognised courses of a student's choice (such as Vocational Education and Training or community learning). Other subjects and courses span a wide range of learning areas: Arts; Business, Enterprise, and Technology; English; Languages; Health and Physical Education; Humanities and Social Sciences; Mathematics; and Sciences.

Keep in mind that 10 credits equate to one semester of study in a subject, and 20 credits equate to a full-year subject.



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**YEAR 10 CREATIVE ARTS PHOTOGRAPHY**  
**LENGTH:** 1 or 2 Semesters  
**CREDITS:** Not Applicable  
**RECOMMENDED BACKGROUND:** None

Students will study the concepts and procedures of digital photography using the Adobe Photoshop and Adobe InDesign applications. They will also learn a range of digital techniques that explore various photographers' styles.

- At the end of the course students will be able to:
- Develop and extend skills, techniques and concepts in photography.
  - Evaluate, analyse, and judge their work and the work of other practitioners
  - Develop a basic understanding of digital camera handling and photographic editing and techniques.
  - Gain an understanding of the design process and photographic applications to produce a product.

- ASSESSMENT**
- Students work through the following folios over the course of each semester. Each folio consists of practical and literacy skills, including the use of artistic terminology for analysis and critiquing of various practitioners' work and while reflecting on students' own personal aesthetic.
- Elements of Art (Seven page folio)
  - Photography Techniques (Seven Page Folio)
  - Photoshop Tutorials (Five Techniques)
  - Product Folio (Seven Page folio)
  - Skills and Applications Folio (Eight Page Folio)
  - Famous Photographer Investigation and Critique (Two pages)

**SPECIAL REQUIREMENTS:** None



# THE ARTS

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## Year 10 PERFORMING ARTS

**LENGTH:** 1 or 2 Semesters

**CREDITS:** Not applicable

**RECOMMENDED BACKGROUND:** Participation in Year 9 Performing Arts is desirable but not essential

Year 10 Performing Arts builds on skills and knowledge developed by students to analyse and present performances in Drama and Dance mediums. Students examine the practice of other artists to interpret and create their own performances, reflecting a range of global and local issues.

Students engaging in Performing Arts may also adopt a range of other roles essential to producing stage performances including set design, lighting, hair and makeup and costuming to work collaboratively to present final performances. Performing Arts equips students with skills and knowledge to be successful in Stage 1 and 2 Creative Arts: Production.

## ASSESSMENT

**Performance Analysis** – Students will analyse the Elements of Performing Arts, choreographic devices and performance styles within a range performances from various cultures and times. This is to ensure that they understand the skills and types of dance and drama that can be incorporated in future performance pieces. Some research will be involved in this task.

**Performance of a Class Production** - Students will participate in a small production performance where both Dance and Drama is displayed. Students will be required to take on a role that is crucial to the running and development of the performance. These roles can include but would not be limited to – actor/actress, dancer, set designer, and/or make up and costume designer. Students will be required to collaborate with others to produce, rehearse and refine the piece throughout the semester to perform at the end of the term.

**Collaborative Investigation and Creation** – Students will work with a small group to collaboratively produce a mini performance based on a provided prompt (e.g. song lyric, poem, photograph or social issue). Students will need to display their investigation process in the style of a folio to show the research of core concepts and ideas, development of performance and the production process.

Students will then need to work with their small group to display their performance through a range of modes (e.g. in person performance, video, etc).

**Reflective Journal** – Students will complete a weekly reflection in a journal where they will evaluate their learning and development of skills throughout the process and performance.

This should reflect the intentions of lessons, personal intentions and the aim of the class as a whole. Students may choose to present their journal in a variety of means (e.g. written, oral presentation, vlog or video, presentation).

**SPECIAL REQUIREMENTS:** None

## YEAR 10 VISUAL ART

**LENGTH:** 1 or 2 semesters

**CREDITS:** Not Applicable

**RECOMMENDED BACKGROUND:** None

Students will study the concepts and processes of Visual Art and Media Arts. Using a variety of both hand rendered and digital media, students will develop practical and digital skills through experimentation and development of personal ideas. Students will:

- Develop skills in creating art or design works using a range of media, digital tools and techniques to produce final products.
- Identify components of art or design and terminologies related to the arts industry and an understanding of the Arts in context.
- Respond to, evaluate, analyse and investigate art and/or design artists in society.

## ASSESSMENT

Students will be assessed on the following:

- A Visual Study that includes a range of art/design investigations involving written response tasks and practicals.
- A Folio that includes work towards a resolved practical; a Resolved Practical and a Practitioner's Statement.

**SPECIAL REQUIREMENTS:** None

## Year 10 MUSIC

**LENGTH:** 2 Semesters

**CREDITS:** Not Applicable

**RECOMMENDED BACKGROUND:** Prior experience in music learning is desirable but not essential

Year 10 Music is designed to support students to develop a broad range of skills and knowledge in relation to performance, composing, arranging and analysing musical works. Students explore music from contemporary genres in conjunction with music from other times and cultures to inform their own performances, compositions and arrangements.

## ASSESSMENT

### Semester 1

Task 1: Music Literacy: Notation based theory topic  
Task 2: Music Literacy: Song analysis task  
Task 3: Music Literacy: Composition task  
Task 4: Ensemble Performance  
Task 5: Performance review and evaluation

### Semester 2

Task 1: Music Literacy: Notation based theory topic  
Task 2: Performance review  
Task 3: Music Literacy: Arrangement

# THE ARTS

Task 4: Ensemble Performance

Task 5: Solo Performance

**SPECIAL REQUIREMENTS:** None

## STAGE 1 CREATIVE ARTS PHOTOGRAPHY

**LENGTH:** 1 or 2 Semesters

**CREDITS:** 10 or 20 credits

**RECOMMENDED BACKGROUND:** None

Students have the opportunity to engage in the following:

- Develop the ability to identify, create, initiate, and develop photographic products and use photographic processes.
- Students learn to use photographic tools, materials, and systems safely and competently to complete a photographic product.
- They explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences.

## ASSESSMENT

### Assessment Type 1: Product (Weighting 50%)

Students produce one creative arts product  
Students present their creative arts product, a series of photographs of their product or the equivalent in multimodal form.  
The record of support materials should be a maximum of 750 words if written or a maximum of Five minutes if oral, or the equivalent in multimodal form, and to a maximum of six A3 pages (or equivalent).

### Assessment Type 2: Folio (Weighting 50%)

#### PART A: Investigation

Students choose to investigate the product of a creative arts practitioner. They build their knowledge and understanding of the nature, concepts, techniques and processes of the work of the practitioner.



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Students present their evidence of learning in one of the following forms:

- Written – up to 750 words
- Individual oral presentation – up to a maximum of 5 minutes
- Multimodal form – a negotiated equivalent.

**PART B:** Skills record and reflection

- Four pieces of evidence
- 750 words writing

**SPECIAL REQUIREMENTS:** None

### STAGE 1 INFORMATION PUBLISHING AND PROCESSING

**LENGTH:** 1 or 2 Semesters

**CREDITS:** 10 or 20 credits

**RECOMMENDED BACKGROUND:** None

Students apply practical skills and design principles to provide creative solutions to text-based communication tasks. They create both hard copy and electronic text-based publications, and evaluate the development process.

Students use technology to design and implement information processing solutions, and identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts.

Students will explore the use of the Adobe Suite to create a range of publications that utilise their understanding of the design process to create a range of publications that are visually appealing to engage with a range of consumers.

#### ASSESSMENT

##### Assessment Type 1: Practical Skills (Weighting 50%)

Students demonstrate the practical skills they have developed through studying the subject. Each assessment should be a minimum of one A4 page or its equivalent with sufficient text, which may be enhanced by graphics where appropriate.

The use of automated publishing software or supplied templates is not recommended.

There is flexibility for teachers to structure practical tasks to suit the topic studied. A variety of tasks could be used, including:

- Advertisements
- Flyer's
- Web-based pages
- School Diary/Yearbook design
- Food truck branding design (food truck itself, food menu and drinks menu)

##### Student choice:

- T-Shirt
- Comic
- Stickers
- Business card
- Website
- House Design (Sketch Up or Adobe Dimension)

##### Assessment Type 2: Product and Documentation (Weighting 30%)

Students complete a text-based product for an identified audience that demonstrates knowledge and use of the four parts of the design process: investigating, devising, producing, and evaluating.

The use of automated publishing software or supplied templates is not recommended.

The final product should be at least one A4 page or its equivalent. The product must demonstrate the use of appropriate principles of design and layout and could be, for example, a brochure, a compact disc cover, linked web pages, or a digital slide presentation.

The content of the task may come from another subject area. There must be sufficient text in the final product to demonstrate the use of design elements. The text may be given to, or generated by, the student.

The design process must be covered in separate documentation, including annotated examples, detailed plans, annotated drafts of the

final product, and an evaluation. The evaluation should be a maximum of 400 words. The documentation for the design process, including the evaluation, is submitted for assessment.

A product and documentation assessment, including the evaluation, should be a maximum of 750 words.

##### Task: Website

Students design and produce a two-page website to promote a brand or event. The site could be about food, sport, music, fashion, homeware design or as negotiated with the teacher. The site will contain long page navigation and external links.

Students select appropriate hardware and software to create and publish a website.

Students provide evidence of appropriate manipulative and organisational skills, using layout and design principles in planning and producing electronic publications.

Students provide an evaluation of the success of their design against design principles.

##### Assessment Type 3: Issue Analysis (Weighting 20%)

Students concisely analyse and critique an issue related to information processing and publishing for a specific purpose.

An issues analysis may be presented in the written, oral, visual, or multimodal form.

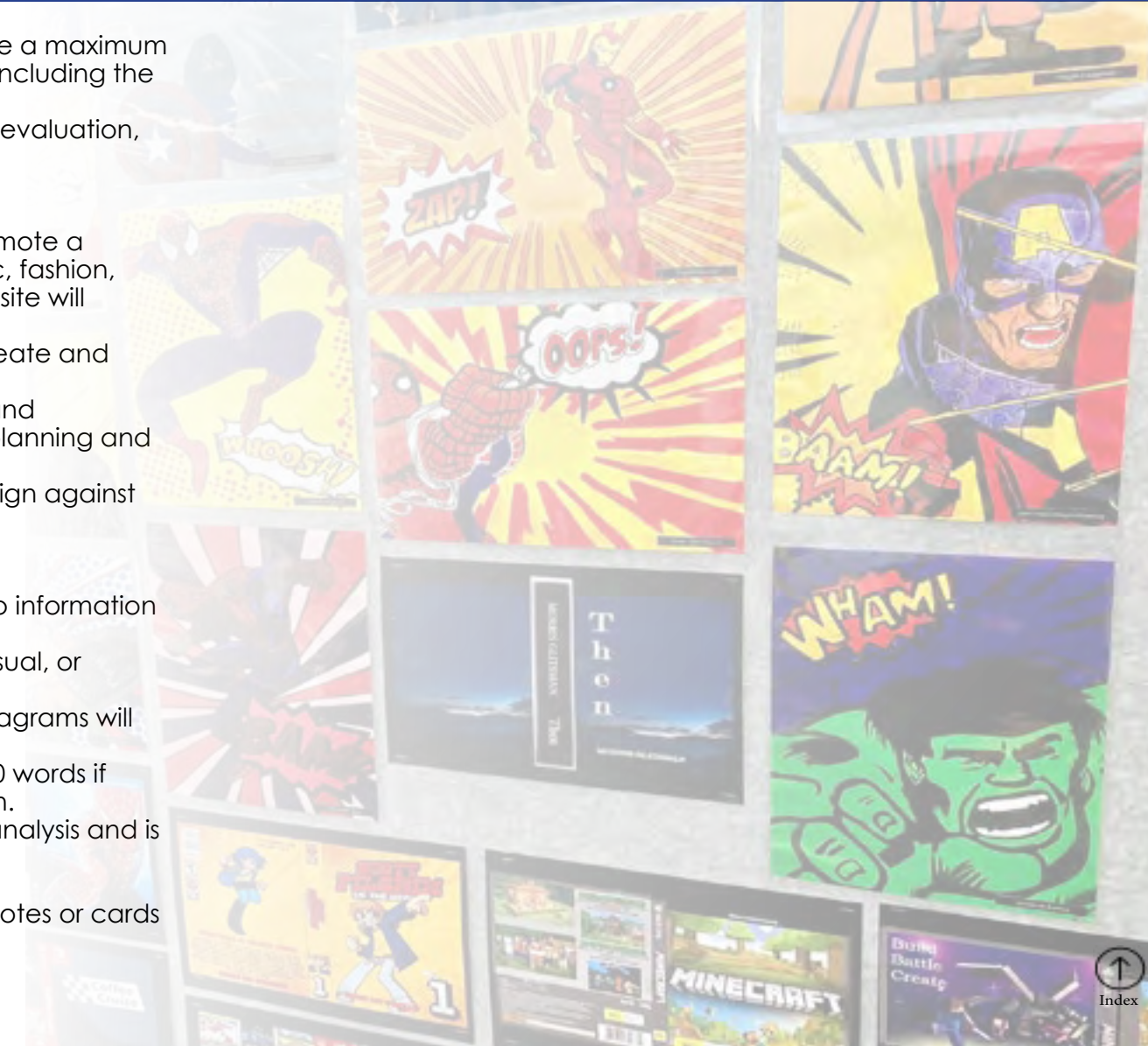
The use of headings, dot points, tables, and annotated diagrams will help students organise their information.

An issues analysis assessment should be a maximum of 400 words if written or a maximum of 3 minutes for an oral presentation.

In all cases, documentation must accompany the issues analysis and is part of the assessment.

Documentation could include, for example, references, a bibliography, or appendices for a written assessment, or notes or cards for an oral assessment.

**SPECIAL REQUIREMENTS:** None





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STAGE 1 MUSIC EXPERIENCE

LENGTH: 2 Semesters

CREDITS: 20

**RECOMMENDED BACKGROUND:** Successful completion of Year 10 Music or successful audition with Music teachers.

Music Experience is designed for students with emerging musical skills and provides opportunities for them to develop their musical understanding and skills in creating and responding to music.

ASSESSMENT

- Task 1: Ensemble Performance (Semester 1)
- Task 2: Music Literacy: Comparative Analysis
- Task 3: Music Literacy: Arrangement
- Task 4: Performance Review and Evaluation
- Task 5: Ensemble Performance (Semester 2)
- Task 6: Solo Performance
- Task 7: Music Literacy: Composition

**SPECIAL REQUIREMENTS:** All students studying Music are required to participate in lessons with an Instrumental Music teacher, either provided by the school or with a private provider.

STAGE 1 VISUAL ART or DESIGN

LENGTH: 1 or 2 Semesters

CREDITS: 10 or 20 credits

**RECOMMENDED BACKGROUND:** none

Students will choose to work in either Art or Design. They will have the opportunity to work in a chosen genre and develop their own projects and skills using their chosen media as an artist or designer. Students research, analyse, explore and experiment with media and technique, and resolve and produce practical work.

They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions. Possible mediums could include, for example, art, video, installation, digital imaging, painting, drawing or mixed media.

ASSESSMENT

- Students will be assessed on the following:
- A Visual Study that includes a range of art/design investigations involving written response tasks and practicals.
  - A Folio that includes developmental work towards a resolved practical.
  - A Resolved Practical and Practitioner's Statement.

**SPECIAL REQUIREMENTS:** None

STAGE 2 CREATIVE ARTS PHOTOGRAPHY

LENGTH: 2 Semesters

CREDITS: 20

**RECOMMENDED BACKGROUND:** Completion of Stage 1 Creative Arts Photography is desirable

Students work as a digital photographer with a range of digital tools and will explore photography as a creative art. They work with a range of photographic tools, materials, equipment and components to a high degree of precision, while implementing safe working practices. They demonstrate an understanding of the needs and values of a range of users to design and create photographic products that fit an identified design brief.

Students Will:

- Demonstrate knowledge and understanding of photographic concepts
- Investigate and critically analyse the nature and processes of

working productively in the creative arts

- Demonstrate knowledge of working creatively, within the photography industry, through an exploration of media, materials, techniques, processes, and technologies
- Apply practical skills, techniques, and processes to work creatively and productively for a purpose
- Work individually and/or collaboratively to develop, present, and evaluate their creative arts product(s)
- Communicate and critically reflect on personal creative arts ideas, processes, products, and opinions
- Evaluate creative arts products, with reference to processes, outcomes, and contexts.

ASSESSMENT

Assessment Type 1: Product (Weighting 50%)

- Folio 1 (10 pages and 1000 words)
- Folio 2 (10 pages and 1000 words)

Assessment Type 2: Investigation (Weighting 20%)

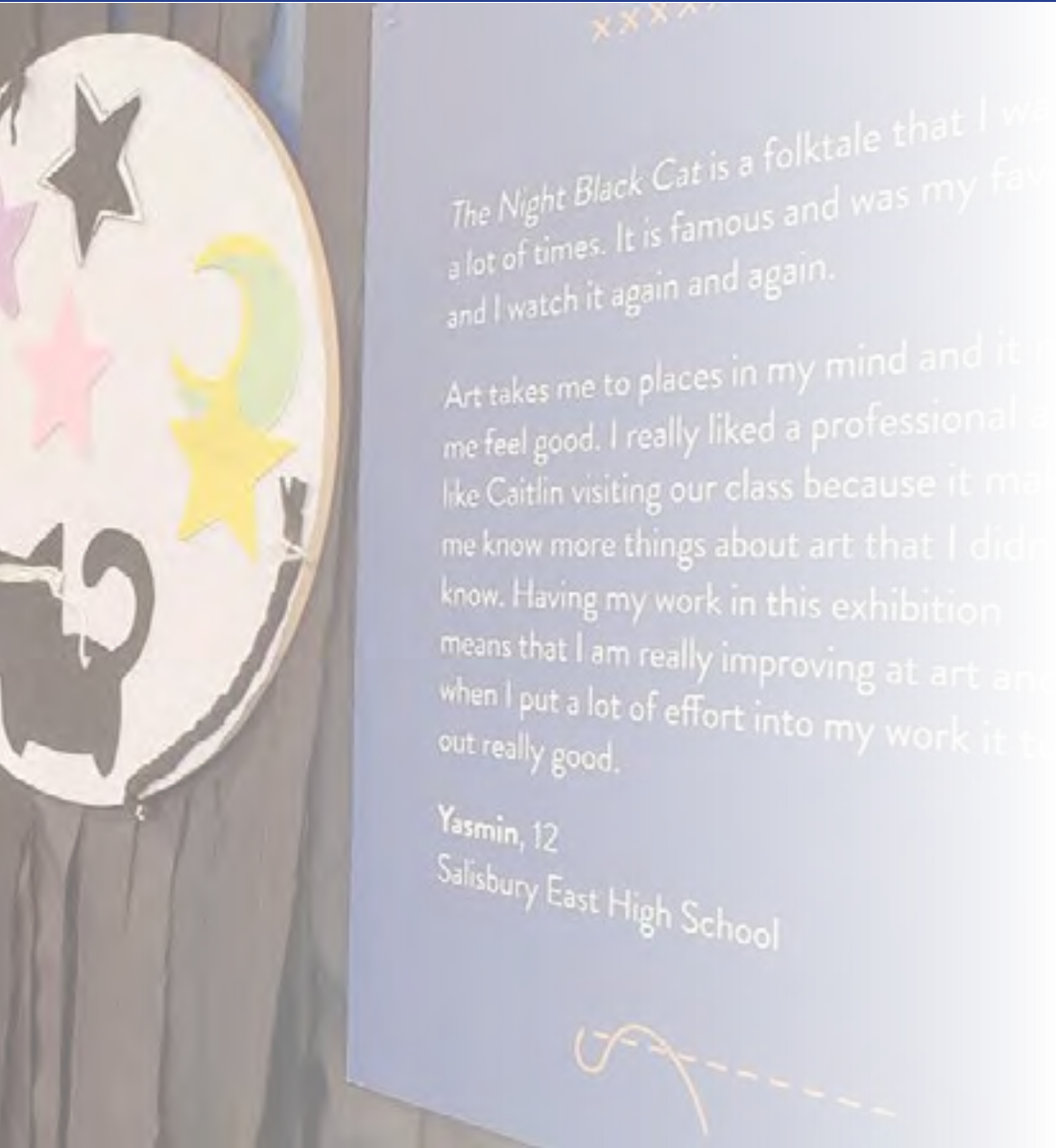
- 2000 word report on an investigation into an aspect of photography

Assessment Type 3: Practical Skill Development (Weighting 30%)

Students conduct a focused exploration, application, and evaluation of a skill or skills appropriate to their preferred chosen area of the creative arts. The documentation and evaluation should consist of a maximum of 12 pieces of evidence that best illustrate the key phases of skills exploration and application, and the student's evaluative response to these.

**SPECIAL REQUIREMENTS:** None





STAGE 2 INFORMATION PUBLISHING AND PROCESSING

LENGTH: 2 Semesters

CREDITS: 20

RECOMMENDED BACKGROUND: None

Students apply practical skills and design principles to provide creative solutions to text-based communication tasks.

They create both hard copy and electronic text-based publications, and evaluate the development process. Students use technology to design and implement information processing solutions, and identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts.

Students will explore the use of the Adobe Suite to create a range of publications that utilise their understanding of the design process to create a range of publications that are visually appealing to engage with a range of consumers.

ASSESSMENT:

Assessment Type 1: Practical Skills (Weighting 40%)

For a 20-credit subject, students undertake at least five practical skills assessments. Students use computer technology and apply the design process to develop and present desktop publishing solutions to design briefs.

They apply the principles of design and page layout (e.g., the use of fonts, text enhancement, graphics, white space, and colour) in completing tasks.

The tasks may require students to provide original composition, work from instructions, and display provided material.

Tasks may include:

- Menu
- Cookbook
- Magazine Article
- Brochures
- Informative leaflet

- Website layout design
- Entertainment covers (Vinyl, Books, etc.)
- Advertisement

Assessment Type 2: Issue Analysis (Weighting 30%)

For a 20-credit subject, students undertake one or two issues analysis assessments and one technical and operational understanding assessment.

Students consider the social, ethical, and/or legal issues associated with electronic publishing (e.g., security, intellectual property, censorship, privacy, access, and health and safety).

They develop their knowledge and understanding of current computer hardware and software for publishing documents electronically.

They learn efficient ways to manage computer hardware and software to complete publishing tasks.

They also learn to appreciate the complexity of file management in electronic publishing.

They are aware of the availability of a range of hardware, software, and media used in electronic publishing.

Topics can include, for example, printers – technical and operational understanding, security issues analysing or copyright.

Assessment Type 3: External Product and Documentation (Weighting 30%)

Students undertake one product and documentation assessment that may come from one focus area.

Students complete a text-based product for an identified audience that demonstrates understanding and use of the four parts of the design process: investigating, devising, producing, and evaluating.

The use of automated publishing software or supplied templates is not recommended.

There must be sufficient text in the final product to demonstrate the use of design elements.

The design process must be covered in separate documentation, which is submitted with the final product.

The final product should be at least five A4 pages (or equivalent in multimodal).

The text may be given to, or generated by, the students and should be approximately 1500 words.

The design process is covered in separate documentation and should be a maximum of 1500 words.

The product can include: magazine pages, A5 Booklet, website layout

SPECIAL REQUIREMENTS: None

STAGE 2 VISUAL ART or DESIGN

LENGTH: 2 Semesters

CREDITS: 20

RECOMMENDED BACKGROUND: Completion of Stage 1 Visual Art or Design is desirable

Students will choose to work in either Art or Design. They will have the opportunity to work in a chosen genre and develop their own projects and skills using their chosen media as an artist or designer.

Students research, analyse, explore and experiment with media and technique, and resolve and produce practical work.

They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions.

Possible projects could include, for example:

- Art: Video, Installation, Digital imaging, Painting, Drawing, Mixed media, Printmaking or sculpture
- Design: product or environmental or graphic and visual communication design

ASSESSMENT

Assessment Type 1 (Weighting 30%): Folio

Students produce one folio that documents their visual learning, in support of their two resolved works of art



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### **Assessment Type 2 (40%):** Practical

Students produce two practicals which must be resolved works or one body of resolved work.

### **Assessment Type 3 (30%):** Visual Study

Students prepare two written practitioner's statements if they have produced two resolved practical works; students prepare one written practitioner's statement if they have produced one body of resolved practical work.

**SPECIAL REQUIREMENTS:** None

### **STAGE 2 MUSIC EXPLORATIONS**

**LENGTH:** 2 Semesters

**CREDITS:** 20

**RECOMMENDED BACKGROUND:** Successful completion of Stage 1 Music Experience

Music Explorations emphasises learning through exploring and experimenting with music. Through exploration of musical styles and influences, the elements of music, and how music is made, students process and synthesise the key learning that has taken place. Students develop musical literacy and engage critically and creatively with music through responding to their own and others' works. This subject is flexible in its design, allowing individual and collaborative exploration options in performing, composing, arranging and exploring music technology. Through practical application of their understanding of musical elements, students learn to analyse and deconstruct music, manipulate sound and create musical works that express their ideas and emotions.

### **ASSESSMENT**

**Assessment Type 1 (Weighting 30%)**

Task 1: Comparative analysis of two musical works

Task 2: Song writing task

Task 3: Performance evaluation

### **Assessment Type 2 (Weighting 40%)**

Students engage in a series of explorations into an aspect of music (performance, composition, music technology or musical genres) to create a portfolio documenting their explorations.

### **Assessment Type 3 (Weighting 30%)**

#### **Creative Connections:**

Students then apply the skills and knowledge they have developed in Task 2 to create a series of compositions, arrangements or performances.

**SPECIAL REQUIREMENTS:** All students studying Music are required to participate in lessons with an Instrumental Music teacher, either provided by the school or with a private provider.

### **STAGE 2 MUSIC PERFORMANCE: ENSEMBLE**

**LENGTH:** 1 Semester

**CREDITS:** 10

**COMPULSORY PREREQUISITE:** Successful completion of Stage 1 Music Experience

### **ASSESSMENT:**

#### **Assessment Type 1 (30%))**

Six to eight minute ensemble performance with part testing.

#### **Assessment Type 2 (40%)**

Six to eight minute ensemble performance with part testing, along with a 800 word discussion on key elements within each composition. This includes a critique of strategies used to refine and improve each performance.

### **Assessment Type 3 (30%)**

six to eight minute ensemble performance with part testing  
500 word evaluation on the learning journey experienced throughout the subject.

**SPECIAL REQUIREMENTS:** All students studying Music are required to participate in lessons with an Instrumental Music teacher, either provided by the school or with a private provider.

### **STAGE 2 MUSIC PERFORMANCE: SOLO**

**LENGTH:** 1 Semester

**CREDITS:** 10

**COMPULSORY PREREQUISITE:** Successful completion of Stage 1 Music Experience

### **ASSESSMENT**

#### **Assessment Type 1 (Weighting 30%)**

Six to eight minute ensemble performance with part testing

#### **Assessment Type 2 (Weighting 40%)**

Six to eight minute ensemble performance with part testing  
800 word discussion. This is on key elements within each composition with a critique of strategies used to refine and improve each performance.

#### **Assessment Type 3 (30%)**

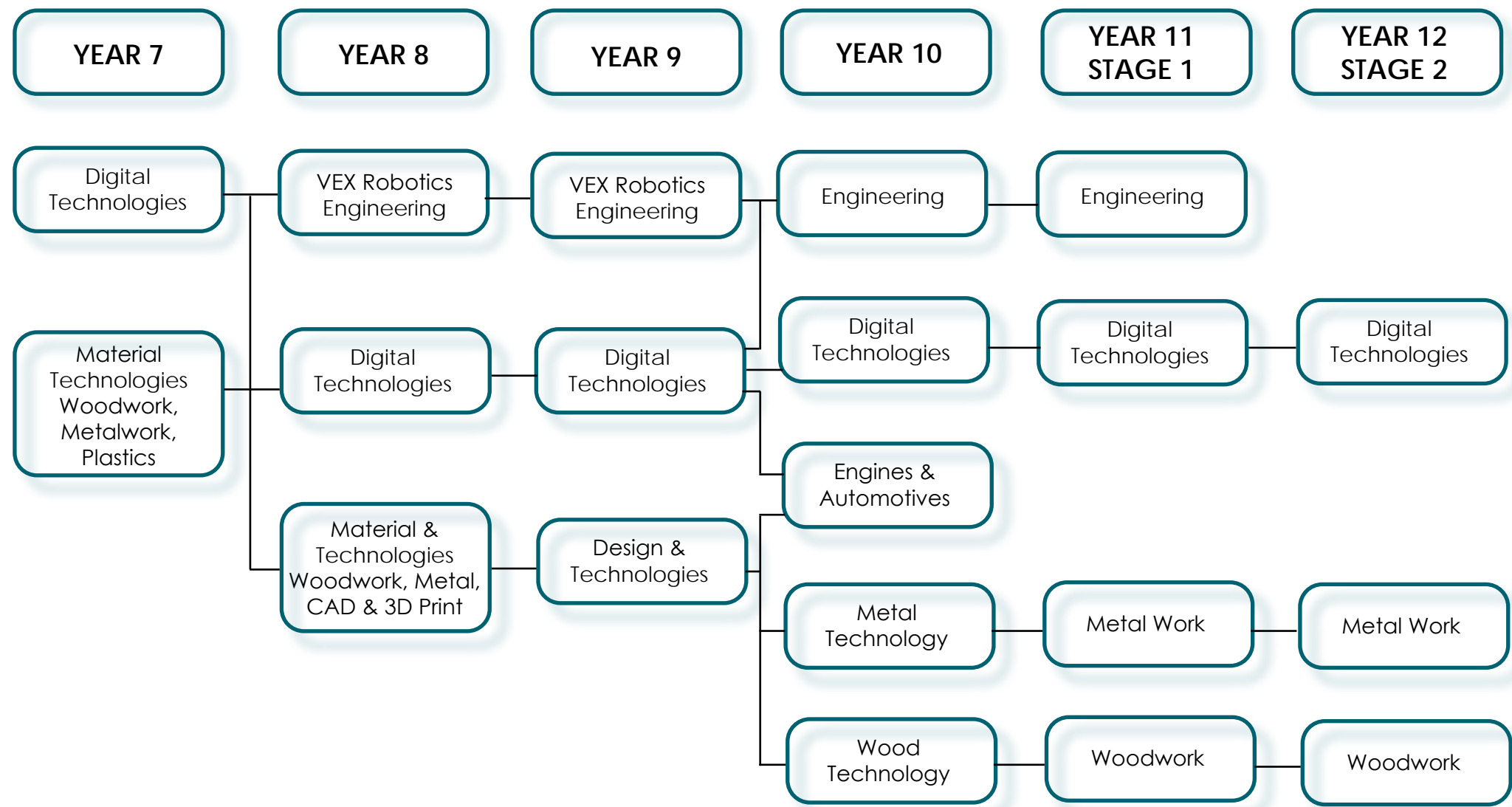
Six to eight minute ensemble performance with part testing, along with a 500 word evaluation on the learning journey taken throughout the subject.

**SPECIAL REQUIREMENTS:** All students studying Music are required to participate in lessons with an Instrumental Music teacher, either provided by the school or with a private provider.



# DESIGN AND TECHNOLOGY

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**YEAR 10 DIGITAL TECHNOLOGY**  
**LENGTH:** 1 Semester  
**CREDITS:** Not Applicable  
**RECOMMENDED BACKGROUND:** 9 Digital Technology is desirable but not a prerequisite

Students are immersed into computer programming through a variety of engaging platforms (Robotics, Game Design and Data Science). During this semester students will learn how to use computational thinking to overcome problems and to use block and python programming to create basic algorithms to overcome real world problems. They will be introduced to networks and cybersecurity and students will need to work collaboratively with each other in many group tasks. They will be introduced to data science and how to use Python programming to clean and visualise data sets.

- TOPICS:**
- Computational Thinking
  - Data Science
  - Robotics
  - Game Design

**ASSESSMENT:**  
A range of assessment tasks including a collaborative task, a design folio and an ethical analysis.

**SPECIAL REQUIREMENTS:** None

**STAGE 1 DIGITAL TECHNOLOGY**  
**LENGTH:** 1 Semester  
**CREDITS:** 10  
**RECOMMENDED BACKGROUND:** 10 Digital Technology is desirable but not a prerequisite

In Digital Technologies students create practical, innovative solutions to problems of interest. Innovation in Digital Technologies involves students creating new ways of doing things, generating their own ideas and creating digital solutions to problems of interest. Solutions may take the form of a product, prototype, and/or proof of concept. Students use computational thinking skills and strategies to identify, deconstruct, and solve problems that are of interest to them. They analyse and evaluate data, test hypotheses, make decisions based on evidence, and create solutions.

**ASSESSMENT**  
The following assessment types enable students to demonstrate their learning in Stage 1 Digital Technologies.

- Assessment Type 1: Project Skills
- Assessment Type 2: Digital Solution

For a 10-credit subject, students provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%. Students undertake:

- At least two project skills tasks
- At least one digital solution.

**SPECIAL REQUIREMENTS:** None



# DESIGN AND TECHNOLOGY

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## STAGE 2 DIGITAL TECHNOLOGY

**LENGTH:** 2 Semesters

**CREDITS:** 20

**RECOMMENDED BACKGROUND:** Stage 1 Digital Technology is desirable but not a prerequisite

In Digital Technologies students create practical, innovative solutions to problems of interest. Innovation in Digital Technologies involves students creating new ways of doing things, generating their own ideas and creating digital solutions to problems of interest. Solutions may take the form of a product, prototype, and/or proof of concept.

At Stage 2, students develop and apply their skills in computational thinking and in program design, and engage in iterative project development, where a product or prototype is designed and tested and/or implemented in stages.

### ASSESSMENT

#### School assessment (Weighting 70%)

- Assessment Type 1: Project Skills (50%)
- Assessment Type 2: Collaborative Project (20%)

#### External assessment (Weighting 30%)

- Assessment Type 3: Individual Digital Solution (30%).

Students should provide evidence of their learning through six assessments. This will include the external assessment component.

Students undertake:

- Four project skills tasks
- One collaborative project
- One individual digital solution.

**SPECIAL REQUIREMENTS:** None

## FOOD TECHNOLOGY & TEXTILES OPTIONS

### YEAR 10 CHILD DEVELOPMENT

**LENGTH:** 1 or 2 Semesters

**CREDITS:** Not Applicable

**RECOMMENDED BACKGROUND:** None

Students will be introduced to key concepts associated with the different stages of early child development from in vitro (pregnancy) through to 5 years of age. Students will learn about the different needs of child development; physical, cognitive, social and emotional, and have the opportunity to engage in practical tasks to support all of these developmental stages; baby food preparation, sensory toys, learning games and warm clothing.

### ASSESSMENT

- Practical tasks
- Research
- Group task

**SPECIAL REQUIREMENTS:** None

### YEAR 10 COMPETENT COOKS

**LENGTH:** 1 Semester

**CREDITS:** None

**RECOMMENDED BACKGROUND:** Not Applicable

If you love cooking and want to develop skills to cook your own meals with confidence this is the right course for you. Students will learn how to use kitchen equipment and modern technology appropriately to create a range of dishes.

Students will develop the foundational knowledge to support your creativity in the kitchen through exposure to a range of spices, herbs and specific techniques to balance the flavour of your food.

Learning how to make items from scratch such as sauces, jams, condiments, bread and pasta are a key part of this course. Topics include: Bread & pastry, healthy takeaway, Baking techniques, spices from around the world.

### ASSESSMENT

- Practical cooking tasks
- Culinary Skills folio
- Research task

**SPECIAL REQUIREMENTS:** None

## YEAR 10 FASHION AND DESIGN

**LENGTH:** 1 Semester

**CREDITS:** 10

**RECOMMENDED BACKGROUND:** Basic skills in textiles preferable (threading a machine) Year 8 - 9

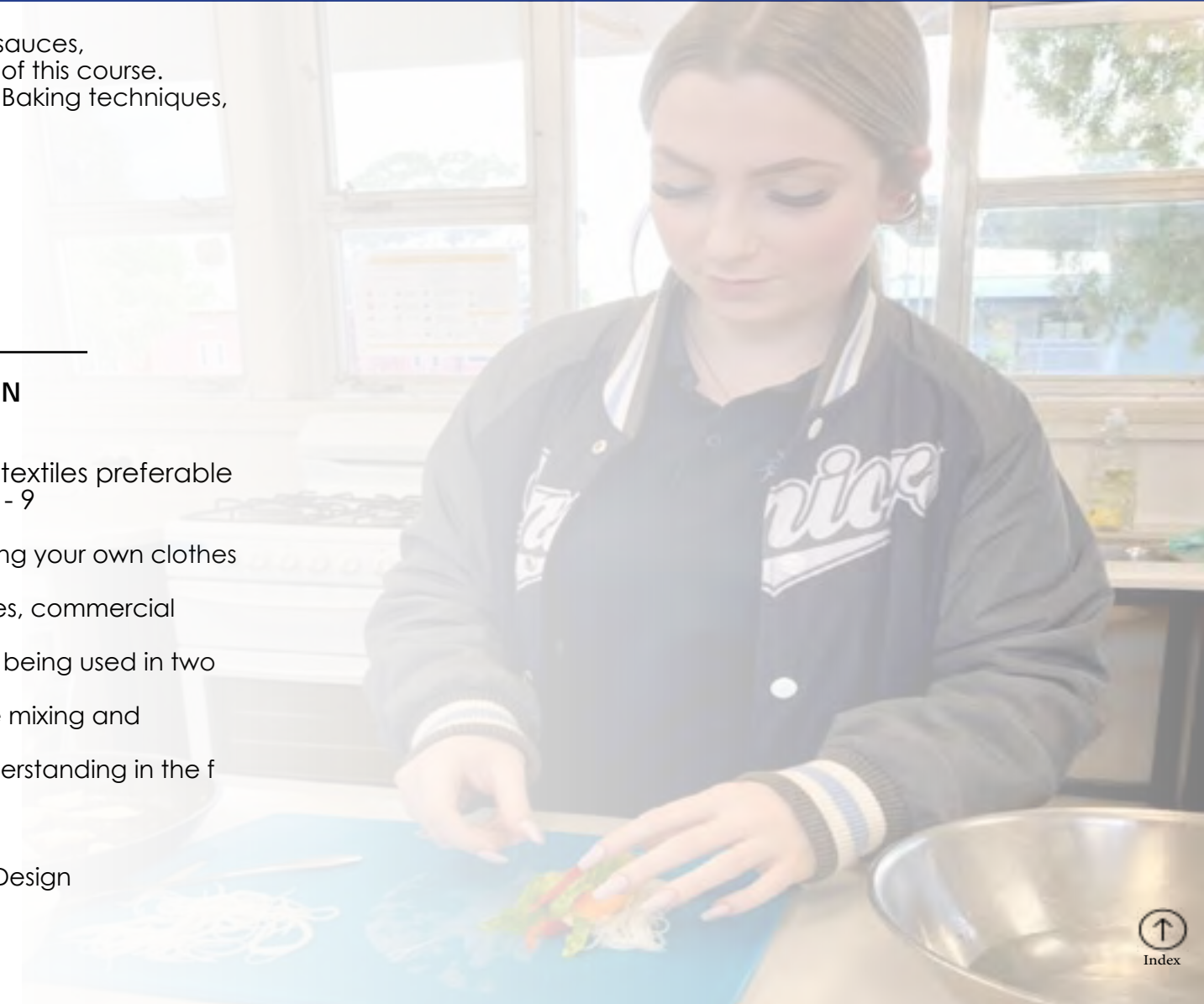
The completion of this introductory subject in making your own clothes and fashion accessories will result in:

- Increased skills through using drafting techniques, commercial patterns and overlockers
- Correct and accurate construction techniques being used in two different articles
- An appreciation of wardrobe planning and the mixing and matching of clothes
- Ethical and sustainable considerations and understanding in the fashion industry.

### ASSESSMENT

Specialised Skills Tasks including folio and Product Design

**SPECIAL REQUIREMENTS:** None





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## YEAR 10 FOOD & HOSPITALITY

**LENGTH:** 1 Semester

**CREDITS:** Not applicable

**RECOMMENDED BACKGROUND:** Year 9 Contemporary Catering

Students will learn important culinary skills in a practical kitchen setting and gain an understanding of issues and topics related to the Food & hospitality industry.

This is an ideal course if those who have an interest in a career in hospitality or advancing existing cooking skills and want the opportunity to cater for real events.

Students will learn about the changing nature of food trends within Australia and the impact of multiculturalism on Modern Australian Cuisine.

For those who are not confident in the kitchen but are still keen to learn to cook try the year 10 Competent Cooks course.

### ASSESSMENT

- Practical cooking tasks
- Evaluation/reflection of practical tasks
- Personal Research task

**SPECIAL REQUIREMENTS:** None

## STAGE 1 CHILD STUDIES A

**LENGTH:** 1 Semester

**CREDITS:** 10

**RECOMMENDED BACKGROUND:** None

At the end of the semester students will have:

- Developed a clear understanding of the roles and responsibilities of family members towards caring for a new born baby.
- Demonstrate an understanding of child growth and the developmental stages.

- Gained a clear understanding of the nutritional requirements of children 0-8 years .
- Researched current issues affecting children in the wider society.
- 

### ASSESSMENT

For a 10 credit subject students should provide evidence of their learning through 4 assessments.

Two Practical Activity tasks which will include a,

- Research component/Action Plan. A practical activity component. Written evaluation.
- One Individual written investigation.
- One Collaborative task which will include a collaborative Action Plan, collaborative practical component, collaborative involvement, and a individual written evaluation.

**SPECIAL REQUIREMENTS:** None

## STAGE 1 CHILD STUDIES B

**LENGTH:** 1 Semester

**Credits:** 10

**RECOMMENDED BACKGROUNDS:** None

At the end of the semester students will have:

- Demonstrated an understanding of child growth and their development.
- Gained a clear understanding of the nutritional requirements for growth and development for children age from zero to eight years old.
- Developed a holistic understanding of the physical, language, emotional, social, and cognitive areas of young children's development.
- Researched current issues that affect children in the wider, global society.

## ASSESSMENT

For a 10 credit subject students should provide evidence of their learning through 4 assessments.

2 Practical Activity tasks which will include a:

- Research component/Action Plan.
- Practical activity component.

Written evaluation.

- 1 Individual written investigation.
- 1 Collaborative task which will include a, Collaborative Action Plan, collaborative practical component, collaborative involvement, individual written evaluation.

**SPECIAL REQUIREMENTS:** None

## STAGE 1 FASHION DESIGN

**LENGTH:** 1 Semester

**CREDITS:** 10

**RECOMMENDED BACKGROUND:** Year 9 or Year 10 Fashion & Fabrics/textiles

Students will build on sewing skills and textiles knowledge to design and construct their own garment/accessories. Students will learn specific techniques and how to select and utilise certain fabrics to support their garment design.

Students will study sustainability issues associated with fast fashion and ethical concerns associated with clothing production; environmental impact of cotton farming, underpaid workers, production of synthetic fabrics etc.

## ASSESSMENT

Assessed against Design & Technology Material Solutions (textiles)  
Folio  
Research  
Product design and creation

**SPECIAL REQUIREMENTS:** Students need to have undertaken year 8, 9 or 10 textiles subjects to be successful within this course.

## STAGE 1 FOOD AND HOSPITALITY

**LENGTH:** 1 Semester

**CREDITS:** 10 Credits per Semester

**RECOMMENDED BACKGROUND:** None

- Safe food practices and occupational health and safety issues.
- Successful management practices.
- Small group catering enterprises.
- The relationship of food choices to the health and well-being of individuals.
- Creative food presentation.
- Contemporary issues in food production and presentation
- Required written components of the course are an Investigation, Action Plans and Evaluations.

**Area of Study:**

- Food, the Individual and the family
- Local and global issues in food and hospitality
- Trends food and culture
- Food and safety
- Food and Hospitality industry

## ASSESSMENT

For a 10 Credit subject, students should provide evidence of their learning through 4 assessments.

- Practical Activity - 2
- Group Activity - 1
- Investigation - 1

**SPECIAL REQUIREMENTS:** None

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## STAGE 1 SUSTAINABLE CATERING

LENGTH: 1 Semester

CREDITS: 10

**RECOMMENDED BACKGROUND:** Year 10 Food & Hospitality

Students will focus on nutrition and the five food groups. Students will also learn about budgeting and planning family meals/meal planning for individuals. Students will learn the impact food waste has on the environment and learn how to be more mindful of sustainable catering to reduce waste.

Topics may include: Zero waste cooking, food miles, using seasonal produce, breakfast on the go.

### ASSESSMENT

This subject is assessed as a stage 1 Integrated Learning subject. Students will undertake a practical component, a group task and a personal research task.

**SPECIAL REQUIREMENTS:** None

## STAGE 2 CHILD STUDIES

LENGTH: 2 Semesters

CREDITS: 20

**RECOMMENDED BACKGROUND:** Year 11 Child Studies

Students will have a good understanding of contemporary issues related to childhood health, nutrition, safety, education, literacy and numeracy, and practices in relation to the care of children to maintain and create a safe, protective environment for children. Students will gain an understanding of the behavioural, cognitive, language and communication, physical, social and emotional development of children. The use of technology to meet a child's specific physical or emotional needs, and in particular children with special needs, will also be a focus.

### ASSESSMENT

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

**School Assessment (Weight 70%)**

- Assessment Type 1: Practical Activity (50%)
- Assessment Type 2: Group Activity (20%)
- Assessment Type 3: Investigation (30%)

**SPECIAL REQUIREMENTS:** None

## STAGE 2 FOOD & COMMUNITY

DOES NOT CONTRIBUTE TO AN ATAR

LENGTH: 2 Semesters

CREDITS: 20

**RECOMMENDED BACKGROUND:** Any Food Tech course at Year 9, 10 or 11

This course is ideal for students who enjoy cooking and have an interest in the Food and Hospitality industry or simply want to continue their home cooking skills.

Students will get the opportunity to work collaboratively with other students to prepare meals and food items for community groups and school events.

Students will learn how to plan and prepare food for a specified event/program, adhere to budgets and food safety standards to ensure high quality meals are served to community members.

Students will learn how to alter catering options to suit the needs of different groups such as small children, elderly citizens, homeless or displaced individuals for community services/businesses such as; hospitals, meal delivery services, homeless shelters, nursing homes, kindy food service and sporting canteens.

This is an ideal course for students with an interest in entering careers associated with hospitality, health and social services (nursing, early childcare, chef, aged care, event management).

As it is a Community Connections course it does not contribute to ATAR therefore students interested in a university pathway should choose Food & Hospitality.

### ASSESSMENT

**Community Connections B**

**Folio-** Including planning and reflections for group cooking activities, article responses, budgeting and meal planning  
External assessment (Weighting 30%)- Community application activity.

**SPECIAL REQUIREMENTS:** None

## STAGE 2 FOOD AND HOSPITALITY

LENGTH: 2 Semesters

CREDITS: 20

**RECOMMENDED BACKGROUND:** Some previous experience in food preparation would be desirable, and a keen interest in the Food and Hospitality Industry will be assumed. Students must be prepared to spend time out of lessons if required.

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, sociocultural, and technological factors at local, national, and global levels.

Students develop relevant knowledge and skills as consumers and/or industry workers. Students may be required to participate in activities outside school hours, both within the school and in the wider community.

### TOPICS

- Area of Study 1: Contemporary and Future Issues
- Area of Study 2: Economic and Environmental Influences
- Area of Study 3: Political and Legal Influences

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### ASSESSMENT

The following assessment types enable students to demonstrate their learning in Stage 2 Food and Hospitality:

**School Assessment ( Weighting 70%)**

- Assessment Type 1: Practical Activity (Weighting 50%)
- Assessment Type 2: Group Activity (Weighting 20%)
- 

**External Assessment (Weighting 30%)**

- Assessment Type 3: Investigation (Weighting 30%)
- For a 20-credit subject, students should provide evidence of their learning through seven or eight assessments, including the external assessment component. Students undertake:
- at least four practical activities
  - at least one group activity
  - one investigation.

**SPECIAL REQUIREMENTS:** None

## TECHNOLOGY OPTIONS

YEAR 10 ENGINES & AUTOMOTIVE

LENGTH: 1 SEMESTER

CREDITS: 10

**RECOMMENDED BACKGROUND:** None

Centered around small engines, trailers, boats, lawnmowers. This course is focused on a whole range of systems not just engines but also the electronics, body and repairs, trim, suspension and braking systems, transmission and accessories.

Intention is to use secondhand or broken down donated items for students to repair/utilise as learning tools. Students will be encouraged



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to bring in their own items they may want to repair/rebuild after consultation.

### TOPICS

**Including but not limited to:**

- Developing a scope of works: Managing time and staying on the job.
- Car maintenance basics: Fluids and rotating components.
- Wheels and suspension: Understanding the systems and their wear points.
- Engine elements: Delving into the 2 and 4 stroke petrol engine.
- Transmissions and drivelines: The concepts of reduction and overdriven gearsets. Body wiring: Lights and accessory systems. Body repair basics: Panel removal, repair and replacement.

### ASSESSMENT

Assessment will be divided into 70% practical and 30% theory tasks. There will be at least 3 theory tasks within the semester. Practical assessment will be augmented by independent practical tasks involving diagnosis and repair of vehicular systems.

**SPECIAL REQUIREMENTS:** None

### 10 WOOD TECHNOLOGY

**LENGTH:** 1 Semester

**CREDITS:** Not Applicable

**RECOMMENDED BACKGROUND:** None

Using skills learnt in the workshop, students design and build a major project out of timber following the process of design, make, and critique. Students will use problem-based learning and be engaged in and complete both written and practical tasks throughout the course. Students develop skills in the use of both hand tools and machines and are expected to work safely, responsibly and independently in

classroom and workshop areas.

### TOPICS:

- **Theory:** Design Brief, Product Research, Design Drawings, Cutting & Costing, Progress Journal, OnGuard online safety training
- **Practical:** Major Project Construction

### ASSESSMENT

- Practical Project - (Weighting 70%)
- Theory - (Weighting 30%)

**SPECIAL REQUIREMENTS:** None.

### YEAR 10 METALWORK

**LENGTH:** 1 Semester

**CREDITS:** Not Applicable

**RECOMMENDED BACKGROUND:** None

Students undertake an 18-week semester in the Metal Technology workshop to build a Steel Folding Spade. Students learn Braze / Fusion Oxy-Acetylene Gas Welding and MIG Welding, and work on a Hercus Metal Lathe to machine project components. Students also use Portable Grinders, the Drill Press and Hydraulic Press to construct project parts. Students undertake a series of Theory Tasks to support practical skills taught.

At the end of the semester students will have:

- Experience and proficiency in Gas and Electric Welding and Fabricating and Workshop Practice
- Will have been involved in design and problem solving exercises, associated with metal fabrication
- Will have used a range of powered machines (Including metal lathe), hand tools, and welding equipment
- Will have considered a range of metal materials and associated products

- Will have completed all compulsory summative tasks.

### TOPICS:

- Drawing a set of working plans / scale labeled diagrams
- Development of a Design Brief and Cutting / Costing List
- Collation and Cutting of Materials
- Machining and Turning of components using Metal lathes
- Plasma cutting and Shaping Shovel Blade element
- MIG Welding / Assembly of Components
- Evaluating The Product

### ASSESSMENT

School based practical skills and tasks will constitute 70% of the total assessment. A folio of researched and written tasks will be assessed and will constitute 30% of the total assessment. Analysis, evaluation and documentation will be important aspects of the folio content. Welding and Turning /Machining Techniques and Processes Design Brief with Investigation and Analysis Design Development and Planning ie Product Record Product Realisation and Evaluation

**SPECIAL REQUIREMENTS:** None

### STAGE 1 ENGINEERING

**LENGTH:** 1 Semester

**CREDITS:** 10

**RECOMMENDED BACKGROUND:** None

During the semester students are engaged in a series of Problem Based Learning (PBL) engineering challenges including the investigation, design and testing of sustainable, universally required and utilised devices. The students must use the engineering cycle to individually demonstrate an understanding of the problem, research potential background knowledge and present potential solutions. Utilising Arduino Microcontrollers and a range of sensors and output



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devices students will engage in a series of formative tasks to familiarise themselves with the Arduino IDE platform and basic prototyping of circuits. From here the students will combine their skills they have developed to make a self contained device that can be coded to measure incident events and display the collected data.

#### TOPICS:

- The Engineering Cycle
- Basic Prototyping
- Arduino Basics
- Individual or Small Group Project

#### ASSESSMENT

For a 10-credit subject, students should provide evidence of their learning through the above 4 assessments. Each assessment type should have a weighting of at least 20%.

**SPECIAL REQUIREMENTS:** None

#### STAGE 1 METAL TECHNOLOGY

**LENGTH:** 1 Semester

**CREDITS:** 10

**RECOMMENDED BACKGROUND:** None

Students undertake an 18-week semester in the Metal Technology workshop to build a Steel Folding Spade. Students learn Braze/Fusion Oxy-Acetylene Gas Welding and MIG

Welding, and work on a Hercus Metal Lathe to machine project components. Students also use Portable Grinders, the Drill Press and Hydraulic Press to construct project parts. Students undertake a series of Theory Tasks to support practical skills taught.

At the end of the semester students will have:

- Experience and proficiency in Gas and Electric Welding and Fabricating and Workshop Practice
- Will have been involved in design and problem solving exercises, associated with metal fabrication
- Will have used a range of powered machines (Including metal lathe), hand tools, and welding equipment
- Will have considered a range of metal materials and associated products
- Will have completed all compulsory summative tasks

#### TOPICS:

- Drawing a set of working plans / scale labelled diagrams
- Development of a Design Brief and Cutting / Costing List
- Collation and Cutting of Materials
- Machining and Turning of various metal components using metal lathes
- Plasma cutting and Shaping Shovel Blade element
- MIG Welding / Assembly of Components
- Evaluating The Product

#### ASSESSMENT

School based practical skills and tasks will constitute 70% of the total assessment.

A folio of researched and written tasks will be assessed and will constitute 30% of the total assessment.

Analysis, evaluation and documentation will be important aspects of the folio content.

Welding and Turning /MachiningTechniques and Processes

Design Brief with Investigation and Analysis  
Design Development and Planning ie Product Record  
Product Realisation and Evaluation

#### STAGE 1 WOOD TECHNOLOGY

**LENGTH:** 1 Semester

**CREDITS:** 10

**RECOMMENDED BACKGROUND:** Completion of year 10  
Woodwork is recommended.

Students develop skills in the workshop through Skills & Application tasks to create a major project of a student negotiated choice. During this course, students will follow the design process and learn how to safely and correctly use of a range of powered woodworking machines.

Problem solving abilities will be tested throughout the course and students will be expected to work responsibly, safely and independently.

Assessment will include both summative and formative work and will include written and practical tasks.

#### TOPICS:

- Joints
- Materials
- Machines and Tools
- Safety
- Finishing Techniques

**SPECIAL REQUIREMENTS:** None

#### ASSESSMENT

For a 10-credit subject, students should provide evidence of their learning through 3 assessment types.

Practical Based Assessment (Weighting 70%)



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Theory Based Assessment (Weighting 30%)

**Assessment Type 1:** Specialised Skills Tasks

- Construction Skills Exercise 15%
- Top Construction Exercise 5%
- 

**Assessment Type 2:** Design Process and Product

Part 1 (a) Investigation and analysis 15%

(b) Design Development and Planning 10%

Part 2 Students create and evaluate the product (solution) 55%

**SPECIAL REQUIREMENTS:** None

### STAGE 2 METALWORK

**LENGTH:** 1 Semester

**CREDITS:** 10

**RECOMMENDED BACKGROUND:** None

Students manufacture two skills tasks and a Major project comprising Metal Turning and Welding processes.

Students complete a Design Brief as a major part of their theory along with an Investigation.

The grading split is 70% practical and 30% theory.

Students extensively use and develop hand and machine skills across their course.

This skill development will be evaluated at the end of the course.

Students develop specialised skills in metalwork to produce products built to a plan.

In the early stages of the course students are guided in building items to a set of specifications and working diagrams.

The product design component of the course requires an investigative and evaluative process to realise a design brief and analysis of existing products or processes and the application of knowledge and

understanding to create the product. At the end of the year students will have:

- Experience and proficiency in gas and electric welding and fabricating and workshop practice
- Have been involved in design and problem solving exercises, associated with metal fabrication
- Have used a range of powered machines (Including metal lathe), hand tools, and welding equipment

Will have considered a range of metal materials and associated products and have completed all compulsory summative tasks. It is preferred that students have stage 1 experience in Metal Technology to bring success.

Two separate elements of Welding and Fabricating and Workshop Practice will be studied.

Success at this level will be valuable for employment opportunities in the related areas of Industry.

An assessment plan will be issued to each student. Assessment will include formative work and summative tasks for SACE and school purposes.

### ASSESSMENT

School based practical skills and tasks will constitute 70% of the total assessment.

A folio of researched and written tasks will be assessed and will constitute 30% of the total assessment.

Analysis, evaluation and documentation will be important aspects of the folio content.

For a 10-credit subject, students should provide evidence of their learning through 3 assessment types.

- School Based Assessment (Weighting 70%)
- Specialised Skills Tasks (Weighting 20%)
- Welding and Turning /Machining Techniques and Processes
- Design Process and Product (Weighting 50%)

- Design Brief with Investigation and Analysis
- Design Development and Planning ie Product Record
- Product Realisation and Evaluation
- Investigation Assessment (30%)
- Resource Investigation / Issues Investigation

**SPECIAL REQUIREMENTS:** None

### STAGE 2 WOOD TECHNOLOGY

**LENGTH:** 2 Semesters

**CREDITS:** 20

**RECOMMENDED BACKGROUND:** None

Students are required to manufacture both a Major and Minor project which involves leg and rail carcass timber design. Students complete a Design Brief as a major part of their theory along with a Materials Investigation. The grading split is 70% practical and 30% theory. Students extensively use and develop hand and machine skills across their course. This skill development will be evaluated at the end of the course.

**TOPICS:**

- Design Process Cycle
- Joints
- Materials
- Machines and Tools
- Safety
- Finishing Techniques

### ASSESSMENT

Assessment Type 1: Specialised Skills Tasks – (Weighting 20%)

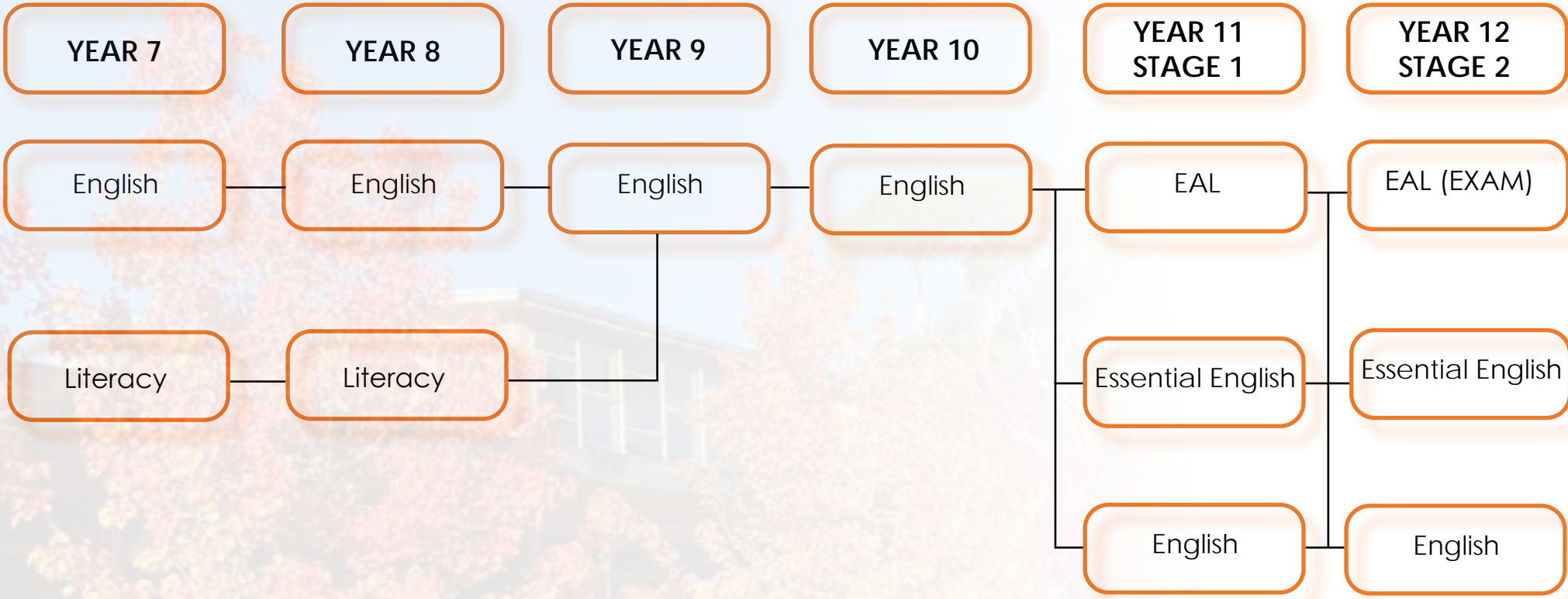
Assessment Type 2: Design Process and Product – (Weighting 50%)

Assessment Type 3: Resources Study – (Weighting 30%)

**SPECIAL REQUIREMENTS:** None



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**YEAR 10 ENGLISH**  
LENGTH: 2 Semesters  
CREDITS: Not Applicable  
**RECOMMENDED BACKGROUND:** Successful completion of Year 9 English

At Year 10, students develop knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students will build on concepts, skills and processes from earlier years, and will study content and texts in both familiar and unfamiliar contexts. A wide range of texts are engaged with (including novels, documentaries, films, short stories, articles, online media etc.) as students interpret, create, evaluate, discuss and perform a wide range of texts. Many of the themes and ideas are increasingly sophisticated and involve levels of abstraction, higher order reasoning and intertextual references. Students also develop critical understanding of text and media, focussing on the role of text creators and the way they establish and achieve their purpose.

- ASSESSMENT**
- Assessment is varied and has a wide scope that includes formative and summative tasks. Some assessment types covered in recent years include:
- Multi-modal or in-person speeches and presentations
  - Film and documentary analytical reviews
  - Interviews, memoirs and journalistic writing
  - Textual analysis in the form of an essay or short responses
  - Persuasive communication and writer's statement
  - Class debates and discussion
  -
- SPECIAL REQUIREMENTS:** None

**STAGE 1 ENGLISH AS AN ADDITIONAL LANGUAGE**  
LENGTH: 2 Semesters  
CREDITS: 20  
**RECOMMENDED BACKGROUND:** EAL is designed for students for whom English is a second language or an additional language or dialect, and those who have had different experiences in English and one or more other languages.

This subject focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis and creating texts. Through studying a variety of oral, written, and multimodal texts, including information and literary texts, students develop an understanding of text structures and language features. Texts may include articles, podcasts, short stories, extracts from novels or scenes from a film. Students broaden their understanding of sociocultural and sociolinguistic aspects of English, through their study of texts and language. They develop skills for research and academic study.

- ASSESSMENT**
- Responding to text. Over the year, complete two written responses to texts and two oral responses to texts. At least two responses must be to literary texts.
  - Interactive study. Students participate in an interview and discussion.
  - Language Study. Complete two oral, written, or multimodal language studies that look at how language is used in different contexts.

**SPECIAL REQUIREMENTS:** Stage 1 and 2 EAL: Students must apply and meet the criteria to undertake SACE EAL. Students must be identified as EAL and have no more than 5 years of full-time schooling instruction in English. Students who are approved for Stage 1 EAL do not have to reapply to enrol at Stage 2.





## STAGE 1 GENERAL ENGLISH

**LENGTH:** 2 Semesters

**CREDITS:** 20

**RECOMMENDED BACKGROUND:** English up to and including Year 10

Students critically and creatively engage with a variety of types of texts that may include novels, film, media, poetry and drama texts. Students will 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 context.

Furthermore, they consider social, cultural, economic, historical and/or political perspectives in texts and their representation of the human experience.

Above all, they explore how the purpose of a text is achieved through application of textual conventions and stylistic choices to position the audience to respond to ideas and perspectives. It links into Stage 2 English.

### ASSESSMENT

- Task weightings may vary depending on the assessment complexity.
- Creating Text - students create a range of texts specific to context, purpose and audience. These takes may be: imaginative, persuasive, analytical, reflective.
- Responding to Text - students examine and analyse a range of Texts, such as novels, films, short stories, websites, advertisements and new media.
- Intertextual Study - a study of various texts, investigating language features, common ideas, perspectives and voices. Students may also analyse adaptations of texts.

**SPECIAL REQUIREMENTS:** None

## STAGE 1 ESSENTIAL ENGLISH

**LENGTH:** 2 Semesters

**CREDITS:** 20

**RECOMMENDED BACKGROUND:** English or Essential English up to and including Year 10

Essential English is designed for a range of students, including those who seek to meet the SACE literacy requirement, students planning to pursue a career in a range of trades or vocational pathways and those who intend to continue their study of English at Stage 2.

There is an emphasis on communication, comprehension, analysis and text creation.

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

### ASSESSMENT

- Responding to texts - comprehension and analysis of films, short stories, novels, media and other texts.
- Creating texts - creation of persuasive, reflective and/or Imaginative texts with a specific purpose and used to address a particular audience.

**SPECIAL REQUIREMENTS:** None

## STAGE 2 ENGLISH AS AN ADDITIONAL LANGUAGE

**LENGTH:** 2 Semesters

**CREDITS:** 20

**RECOMMENDED BACKGROUND:** EAL is designed for students for whom English is a second language or an additional language or dialect, and those who have had different experiences in English and one or more other languages

This subject focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis and creating texts.

Through studying a variety of oral, written, and multimodal texts, including information and literary texts, students develop an understanding of text structures and language features. Texts may include articles, podcasts, short stories, extracts from novels or scenes from a film.

Students broaden their understanding of sociocultural and sociolinguistic aspects of English, through their study of texts and language.

Furthermore, they develop skills for research and academic study.

### ASSESSMENT

- Academic Literacy Study (30%) - students will develop academic literacy by investigating a question or a topic and present their findings through:
  - A written report
  - An oral interaction, such as tutorial or discussion
- Responses to Texts (40%) - students complete four responses to a range of texts, at least one of which must be a literary text. The responses will show creativity, analysis and comprehension of ideas. There is also a free-choice response.
- Exam (30%) - 160-minute examination that assesses comprehension and writing skills.

### SPECIAL REQUIREMENTS:

Stage 1 and 2 EAL: Students must apply and meet the criteria to undertake SACE EAL.

Students must be identified as EAL and have no more than 5 years of full-time schooling instruction in English.

Students who are approved for Stage 1 EAL do not have to re-apply to enrol at Stage 2.



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### STAGE 2 ESSENTIAL ENGLISH

LENGTH: 2 Semesters

CREDITS: 20

**RECOMMENDED BACKGROUND:** Successful completion (Minimum C grade) of English or Essential English at Year 11.

Building on from the skills and concepts taught in Year 11, 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 analyse a range of texts and produce various text types, exhibiting knowledge and understanding of various features, conventions and writing styles.

### ASSESSMENT

- School Assessment (70%)  
Responding to texts - students respond to a range of texts that instruct, engage, challenge, inform, and connect readers. They consider information, ideas, and perspectives in the chosen texts which may include: live performances, novels, films and short stories.  
Creating texts - creation of persuasive, reflective, analytical, imaginative or procedural texts with a specific purpose and used to address a particular audience.
- External Assessment (30%)  
Language Study - students undertake an intense study of the role and impact of language in a specific context outside the classroom.  
Reflect on and examine the strategies and language used to communicate in a specific context.

**SPECIAL REQUIREMENTS:** None

### STAGE 2 GENERAL ENGLISH

LENGTH: 2 Semesters

CREDITS: 20

**RECOMMENDED BACKGROUND:** Successful completion of English at Year 11, minimum B grade recommended.

Building on from the skills and concepts taught in Year 11, 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. Focus is on social, cultural, economic, historical and/or political perspectives in texts and their representation of the human experience and the world. Students also explore the critical relationship between context, purpose and audience, and how various authors use stylistic features and conventions to shape meaning in their texts.

### ASSESSMENT

- School Assessment (70%)  
Responding to texts - three analytical assessments that include a film study, live performance review and novel study. Two of the responses are written and one is an oral or multimodal piece.  
Creating texts - students create written, oral, and/or multimodal texts for imaginative, analytical, persuasive and/or different purposes. Students create three texts and one writer's statement. The texts must demonstrate variety in text type, purpose, and/or audience and may achieve various purposes.
- External Assessment (30%)  
Comparative Analysis - students complete a written comparative analysis of two texts and evaluate how the language features, stylistic features, and conventions in these texts are used to represent ideas, perspectives, and/or aspects of culture, and to influence audiences. These are individually chosen texts that are not read or viewed in other parts of the program.

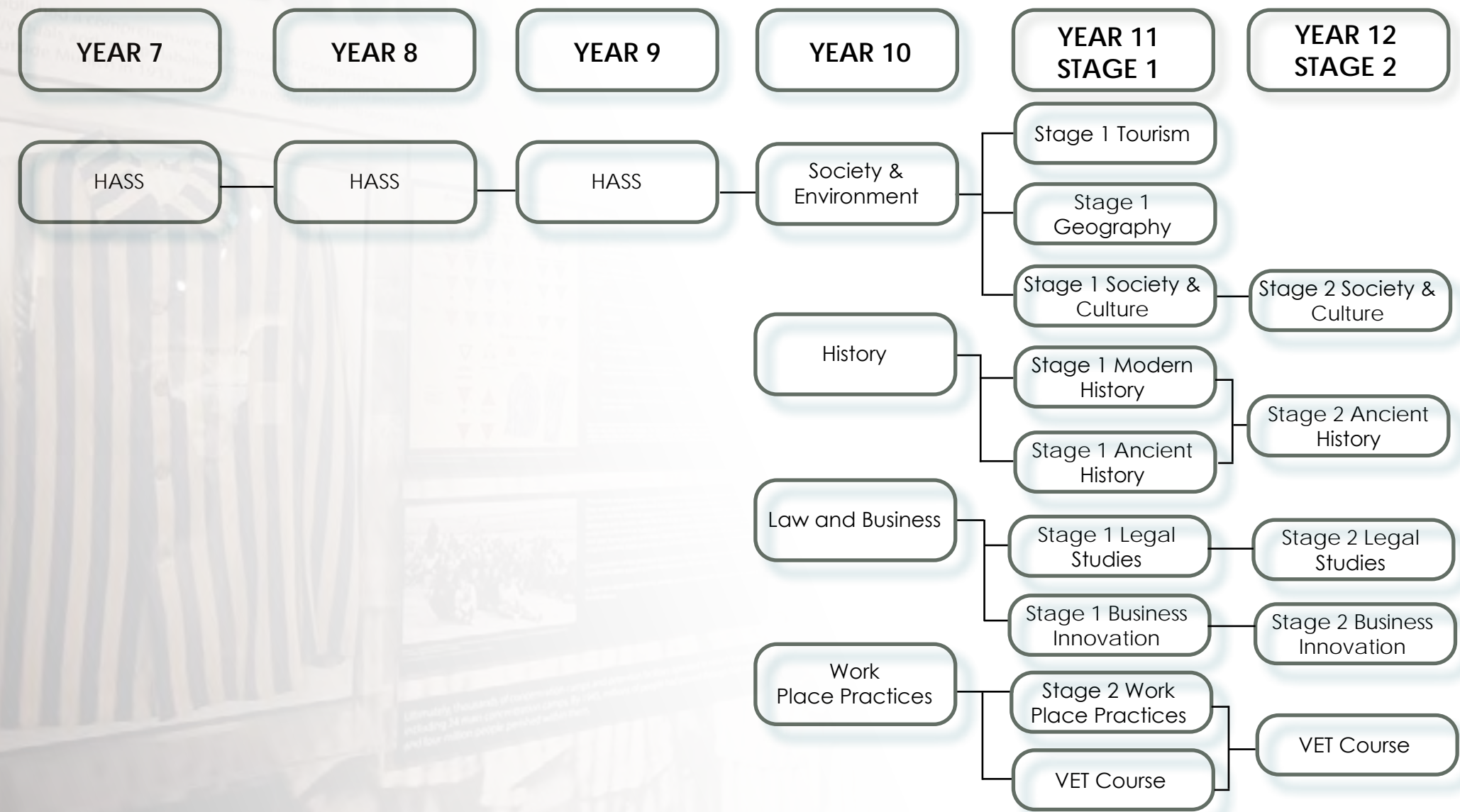
**SPECIAL REQUIREMENTS:** None





# HASS & RESEARCH PROJECT

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## YEAR 10 LAW AND BUSINESS COMPULSORY HASS ELECTIVE LENGTH: 1 Semester CREDITS: 10

RECOMMEND BACKGROUND: None

This subject is designed for students who are interested in studying Business Innovation or Legal Studies at Year 11 and/or 12. In this subject, students will undergo topics in both law and business to discover how various groups in society work together to create change and adapt to human needs. We will look at Australia's government, with a particular focus on elections and party policies. Students will begin to learn about different laws with a focus on criminal law. Students will also spend time learning about how Australia is connected with other countries through trade. They will learn how to create their own business ideas and manage costs and changes within the market.

### TOPICS:

#### Legal

- Australian Government - elections and party policies
- Criminal Law

#### Business

- Connections through trade
- Adapting to changes in the market
- Business ideas and costing

### ASSESSMENT

This subject will consist of three or four summative assignments covering the following skills:

- Assessment Type 1: Group Project
- Assessment Type 2: Skills and Applications Tasks
- Assessment Type 3: Analysis.

SPECIAL REQUIREMENTS: None

## YEAR 10 SOCIETY AND ENVIRONMENT COMPULSORY HASS ELECTIVE LENGTH: 1 Semester CREDITS: 10

RECOMMENDED BACKGROUND: None

This subject is designed for students who are interested in studying Geography, Tourism, or Society and Culture at Year 11 (Stage 1) and/or 12 (Stage 2). In this subject, students study environmental geography by learning about environmental change, including a field study. Other topics will explore different issues surrounding human wellbeing in Australia and around the world. Students develop geographical skills through data collection and analysis. They develop mapping and field study skills and learn how to evaluate and represent data in different ways.

### TOPICS:

#### Geography

- Environmental Change and Management
- Coastal Environments

#### Tourism

- Sustainable and unsustainable tourism
- Local Tourism

#### Society and Culture

- Youth Culture
- Pop Culture

### ASSESSMENT

This subject will consist of three or four summative assignments covering the following skills:

- Type 1: Source Analysis
- Type 2: Group Activity
- Type 3: Investigation

SPECIAL REQUIREMENTS: None

# HASS & RESEARCH PROJECT

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## STAGE 1 ANCIENT STUDIES

**LENGTH:** 1 Semester

**CREDITS:** 10

**RECOMMENDED BACKGROUND:** None

If you've ever wondered how the pyramids were built, how victims of human sacrifice were selected, or how archaeologists discover and preserve artifacts from the past. Then this subject is for you. In Ancient Studies students explore Ancient Civilisations such as those in South America, Greece, Egypt and Rome, in order to make connections between the modern world. Students will explore how our societies are shaped by the past. Students will consider the environmental, social, economic, religious, cultural, and aesthetic aspects of these societies.

### TOPICS:

- Understanding Ancient History, beliefs, rituals and mythology
- Art, Architecture and Technology
- Social structures, slavery, and everyday life

### ASSESSMENT

Students complete four summative assignments from the following assessment types:

- Assessment Type 1: Skills and Applications
- Assessment Type 2: Inquiry.

**SPECIAL REQUIREMENTS:** None

## YEAR 10 WORKPLACE PRACTICES

### COMPULSORY HASS ELECTIVE

**LENGTH:** 1 Semester

**CREDITS:** 10

**RECOMMENDED BACKGROUND:** None

This subject is designed for students who wish to enter into a trade by undergoing a VET Course in Year 11 and/or 12, or hope to gain an

apprenticeship. In this course, students will take a look at the world of work by completing Folio tasks that are designed to allow them to learn about finding employment, work safety requirements, and expectations as well as volunteering and industrial relations. Students work on an investigation that is either practical or issues based focusing on an industry or issue of interest. They complete reflections, which allow them to refine their ideas about a particular career pathway.

### TOPICS:

- Industry and Work Knowledge
- Vocational Learning (Practical Based)

### ASSESSMENT

This subject will consist of four summative assignments covering the following skills:

- Type 1: Folio
- Type 2: Performance
- Type 3: Reflection

**SPECIAL REQUIREMENTS:** None

## STAGE 1 GEOGRAPHY

**LENGTH:** 1 or 2 Semesters

**CREDITS:** 10 Credits Per Semester

**RECOMMENDED BACKGROUND:** None

If you enjoy getting outside to learn, and are curious about the diversity of the world's places and their peoples, cultures and environments, then this topic is for you.

In Geography, students develop an understanding of the relationships between people, places and environments. They identify patterns and trends, and pose questions, seek answers and evaluate responses, by using a range of fieldwork and spatial technology skills.

They also develop their understanding of the world through direct experience in field studies.

### TOPICS:

- Sustainable rural and remote places • Urban places • Megacities
- Natural hazards • Biological and human-induced hazards
- Local or global contemporary issues

### ASSESSMENT

Students complete four summative assignments from the following assessment types:

- Type 1: Geographical Skills
- Type 2: Fieldwork

**SPECIAL REQUIREMENTS:** Field work is a compulsory component of this course. Additional costs may occur dependent on excursion (field work) location and costs.

## STAGE 1 BUSINESS INNOVATION

**LENGTH:** 1 Semester or 2 Semesters

**CREDITS:** 10 or 20 Credits

**RECOMMENDED BACKGROUND:** None

In semester 1, Stage 1 Business Innovation, students begin to develop the knowledge, skills, and understandings to engage in business contexts in the modern world.

In a time when design-led companies outperform other companies, students are immersed in the process of finding and solving customer problems or needs through design thinking and using assumption-based planning tools.

Students will run their own business stalls as a startup, reinvesting in a business to develop a folio of business resources. Students will complete a varied range of tasks, which include pitching, group work and hands on tasks.

In semester 2 Stage 1 Business Innovation, students further develop

knowledge of business models, understand design thinking through prototyping to solve problems. They prepare and deliver a successful pitch for the business, look at product development and explore the life cycle of businesses. Students will complete a varied range of tasks, which include pitching, group work and hands on tasks.

### TOPICS:

- Intro to business and innovative thinking.
- Group Business Start Up Project
- PESTLE Analysis Report.
- Pitching Ideas.
- Business Life Cycles
- Design Thinking
- Human Resources
- Digital Technology Investigation

### ASSESSMENT

Students complete four summative assignments from the following assessment types:

- 2 business skills tasks (one individual, one collaborative)
- Business model summary (collaborative)
- Business pitch (individual)

**SPECIAL REQUIREMENTS:** None



# HASS & RESEARCH PROJECT

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## STAGE 1 LEGAL STUDIES LENGTH: 1 or 2 Semesters CREDITS: 10 credits per Semester RECOMMENDED BACKGROUND: None

Legal Studies explores why we have laws and why they change. Students examine South Australia's criminal and civil justice system using real-world case studies to consider the roles of police, prosecutors and defence lawyers within the South Australian court system. Students examine the strengths and weaknesses of the South Australian legal system, as well as legal systems around the world. Students also have the opportunity to visit the Adelaide Magistrates Court and Parliament of South Australia. Legal Studies provides students with an opportunity to explore our justice system and gain an understanding about their rights and responsibilities.

### TOPICS

- What is the purpose of law and how people can influence the law?
- Why and how laws change?
- The extent to which the criminal and civil legal system provides just outcomes.
- Legal systems in other countries

### ASSESSMENT

- Students complete four summative assignments from the following assessment types:
- Sources Analysis (Weighting 30%)
    - Students analyse a range of sources such as newspaper articles, legal cases and podcasts
  - Case Analysis (Weighting 40%)
    - Students analyse and compare two criminal cases
  - Inquiry Task (30%)
    - Students analyse a recent Australian legal issue

**SPECIAL REQUIREMENTS:** None

## STAGE 1 MODERN HISTORY LENGTH: 1 Semester CREDITS: 10 RECOMMENDED BACKGROUND: None

If you wonder how our lives might be different if events at critical moments in history had resulted in different outcomes, then this subject might be for you. Students explore changes within the world since 1750, examining developments and movements, the ideas that inspired them, and their short-term and long-term consequences for societies, systems, and individuals. Students explore the impacts of these developments through two key areas of study. Students will also investigate an area of their own interest in the Historical Study.

### TOPICS

- Imperialism (The start of WW1)
- Indigenous People
- Revolution (America, France or Russia)
- 

### ASSESSMENT

Students complete four summative assignments from the following assessment types:

- Assessment Type 1: Historical Skills
- Assessment Type 2: Historical Study

**SPECIAL REQUIREMENTS:** None

## STAGE 1 RESEARCH PROJECT LENGTH: 1 Semester CREDITS: 10 RECOMMENDED BACKGROUND: None

In the Research Project, students study an area of interest in depth. Students develop questions for their projects, learn about different ways to collect data, conduct in-depth research and keep a journal

of their progress on the way to produce an outcome. Students also reflect on their learning and the success of their research.

### ASSESSMENT

Students complete three assessment types:

- Type 1: Folio of Research (Weighting 30%)
- Type 2: Outcome to show their findings (Weighting 40%)
- Type 3: Reflection of their work (Weighting 30%)

**SPECIAL REQUIREMENTS:** This is a SACE compulsory Subject. Students will need to pass with a C grade or higher in order to receive their SACE Certificate.

## STAGE 1 SOCIETY AND CULTURE LENGTH: 1 Semester CREDITS: 10 RECOMMENDED BACKGROUND: None

In Society and Culture, students explore and analyse the interactions of people, societies, cultures, and environments. Students learn about the ways in which societies constantly change and develop, and how they are affected by social, political, historical, environmental, economic, and cultural factors. Students develop critical insight into issues such as gender, ethnicity, racism, class, and power structures that affect the lives and identities of individuals and groups.

### TOPICS:

- A current social or cultural issue
- Forces for social change or continuity
- Power and authority in society
- Prejudice and discrimination,
- Lobby and advocacy groups and social change
- Contemporary Aboriginal and Torres Strait Islander societies
- Societies in rural and urban Australia
- Refugee and migrant experiences and contributions

- World-shaping phenomena
- Peace and conflict

### ASSESSMENT

Students complete four summative assignments from the following assessment types:

- Sources Analysis (40%)
- Group Activity (30%)
- Investigation (30%)

**SPECIAL REQUIREMENTS:** None

## STAGE 1 TOURISM LENGTH: 1 or 2 Semesters CREDITS: 10 Credits per Semester RECOMMENDED BACKGROUND: None

If you enjoy traveling, or plan to explore the world one day, then you should consider this topic. There is more to the Tourism Industry than you may think and with most of the world in a total lockdown in recent times, it is safe to say that the Industry has been heavily affected. Students will consider the ever-changing nature of tourism and how it responds to challenges, opportunities, and realities such as COVID pandemic, globalisation, economic crises, security issues, environmental needs, world events, and technological developments. Tourism allows students to develop an understanding of the nature of tourists, tourism, and the tourism industry. They investigate local, national, and global tourism, and explore tourism as a business.

### TOPICS

- International and Domestic Travel
- The Tourism Industry and sustainability
- Impacts of Tourism

### ASSESSMENT

Students complete four summative assignments from the following

# HASS & RESEARCH PROJECT

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- assessment types:
- Assessment Type 1: Case Study
  - Assessment Type 2: Source Analysis
  - Assessment Type 3: Practical Activity
  - Assessment Type 4: Investigation

**SPECIAL REQUIREMENTS:** There will likely be an excursion in this subject, so a small additional cost may be required dependent on location and costs.

**STAGE 2 ANCIENT STUDIES**  
**LENGTH:** 2 Semesters  
**CREDITS:** 10  
**RECOMMENDED BACKGROUND:** Stage 1 Ancient Studies

In Ancient Studies students explore Ancient Civilisations such as those in Greece, Egypt and Rome, in order to make connections between the modern world. Students will explore how our societies are shaped by the past and will consider the environmental, social, economic, religious, cultural, and aesthetic aspects of these societies.

- TOPICS**
- Daily Life
  - Military Conflict
  - Political Power and Authority
  - Literature

**ASSESSMENT**  
**School Assessment (Weighting 70%)**

- Assessment Type 1: Skills and Applications
- Assessment Type 2: Connections.

**External Assessment (Weighting 30%)**

- Inquiry

**SPECIAL REQUIREMENTS:** None

**STAGE 2 BUSINESS INNOVATION**  
**LENGTH:** 2 Semesters  
**CREDITS:** 20  
**RECOMMENDED BACKGROUND:** None

In year 12 business students will explore sustaining and transforming business as a focus. Students will develop financial literacy as well as decision making and project management skills through the development of folio of work. Through the use of a greater range of business tools, students will make assessments about businesses and provide action plans which can be used to drive businesses forward. Students will use industry knowledge from primary sources to inform financial decisions. This subject offers students flexibility to investigate industries which appeal to them. Tasks range from reports, to multimodal presentations, websites and business plans.

**TOPICS**  
**Sustaining Business** - Through this context students develop an understanding that a strategic approach to sustaining a business is necessary to prevent decline.  
**Transforming Business** - Students apply their knowledge, understanding, and skills in the processes of innovation and design thinking to develop a new product or service or improve a process with a focus on growth or transformation of the business.  
**Designing Business** - Using design thinking and assumption-based planning tools students develop an idea for a product or service and investigate its potential viability.

**ASSESSMENT**  
**School Assessment (Weighting 70%)**

- Assessment Type 1: Business Skills (40%)
- Assessment Type 2: Business Model (30%)

**External Assessment (Weighting 30%)**

Students should provide evidence of their learning though five assessments, including the external assessment component. Students undertake:

- Three business skills tasks, one business model, one business plan pitch.
- SPECIAL REQUIREMENTS:** None

**STAGE 2 LEGAL STUDIES**  
**LENGTH:** 2 Semesters  
**CREDITS:** 20  
**RECOMMENDED BACKGROUND:** Year 11 Legal Studies is desirable but not a prerequisite.

Legal Studies explores why we have laws and why they change. Students examine South Australia's criminal and civil justice system and use real-world case studies to investigate legal perspectives on contemporary issues. Students make informed judgments about the strengths and weaknesses of the South Australian legal system, as well as legal systems around the world. Students also have the opportunity to visit the Adelaide Magistrates Court and Parliament of South Australia. Legal Studies provides students with an opportunity to explore our justice system and gain an understanding about their rights and responsibilities.

**ASSESSMENT**  
**School Assessment Folio (Weighting 40%)**

- Sources Analysis
- Case Analysis
- Essay
- Report

**Inquiry task (Weighting 30%)**

- Students investigate a legal issue of their own choice

**External Assessment Examination (Weighting 30%)**

Students undertake a 2 hour examination consisting of a sources analysis and an essay

**SPECIAL REQUIREMENTS:** None

**STAGE 2 SOCIETY AND CULTURE**  
**LENGTH:** 2 Semesters  
**CREDITS:** 20  
**RECOMMENDED BACKGROUND:** None

In Society and Culture, students explore and analyse the interactions of people, societies, cultures, and environments. Students learn about the ways in which societies constantly change and develop, and how they are affected by social, political, historical, environmental, economic, and cultural factors. Students develop critical insight into issues such as gender, ethnicity, racism, class, and power structures that affect the lives and identities of individuals and groups.

- TOPICS**
- Social Ethics
  - Technological Revolutions
  - People and the Environment
  - Globalisation
  - Human Rights
  - People and Power
  - Youth Culture
  - Cultural Diversity

**ASSESSMENT**  
**School Assessment (Weighting 70%)**

- Assessment Type 1: Folio (50%)
  - Three tasks
- Assessment Type 2: Interaction (Weighting 20%)
  - Two Tasks

**External Assessment (Weighting 30%)**

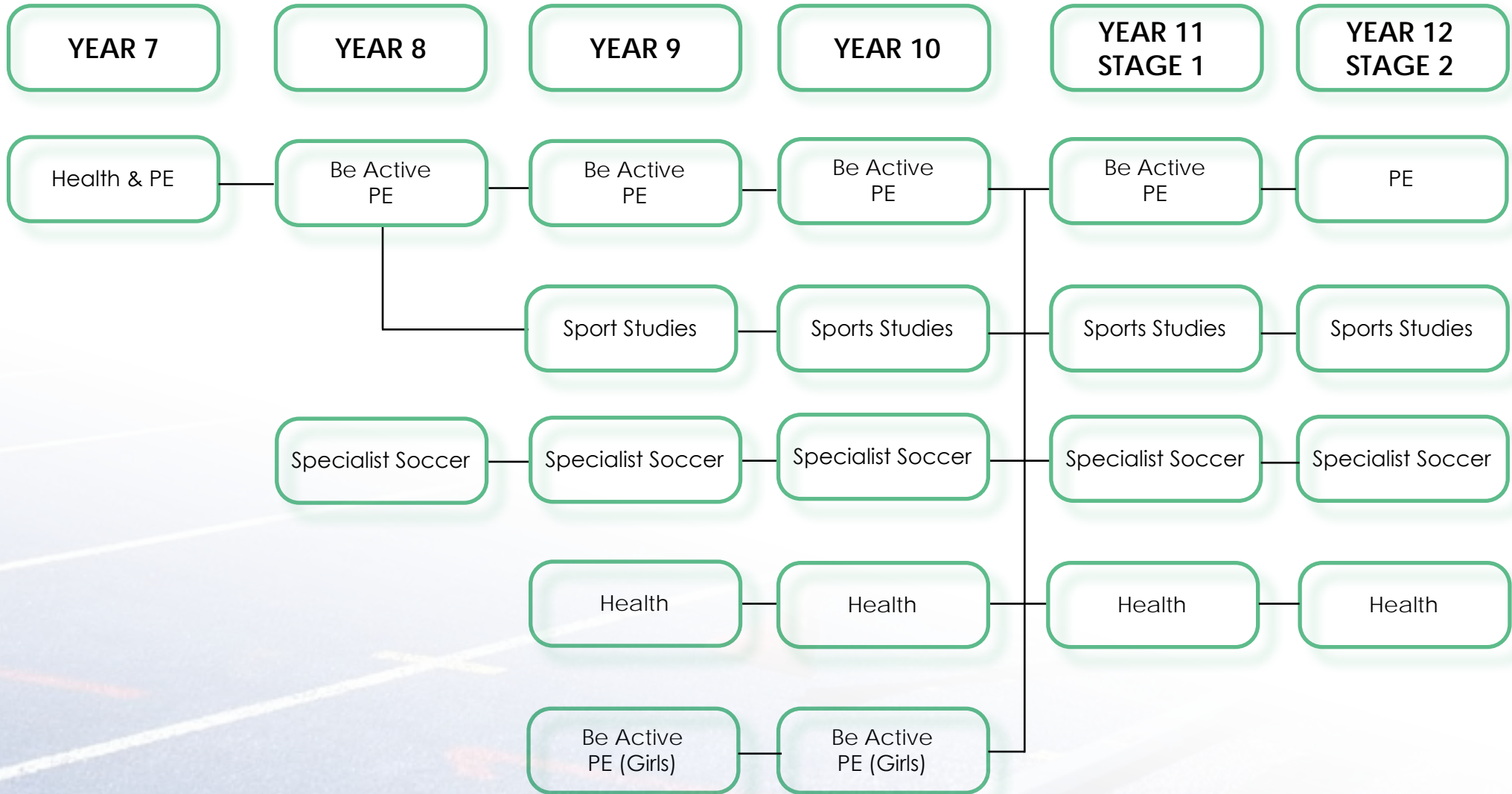
- Assessment Type 3: Investigation (30%).
  - Students undertake one independent, focused investigation of a negotiated contemporary social or cultural issue in a local and/or global context and present their findings in a written report.

**SPECIAL REQUIREMENTS:** None



# HEALTH & PHYSICAL EDUCATION

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# HEALTH & PHYSICAL EDUCATION

**YEAR 10 BE ACTIVE PE A and/or B**  
**LENGTH:** 1 or 2 Semesters  
**CREDITS:** 10 per Semester  
**RECOMMENDED BACKGROUND:** None

Be Active PE A and B will focus on active participation in a range of sports and games, whilst learning about why an active lifestyle is vital for a happy and healthy life. The subject focuses on the physical and mental benefits of active lifestyles. Within our curriculum, the principles of literacy, numeracy, STEM, health, wellbeing and positive education are embedded in a highly supportive environment. Students must be interested in, and keen to participate in, a wide range of physical activities.

### ASSESSMENT

Students will be assessed on a variety of concepts used in Invasion Games, Net Sports, and Racquet Sports, with a strong focus on participation.

**SPECIAL REQUIREMENTS:** Students will need appropriate footwear, and a change of clothes is recommended, but optional. A school PE polo shirt can be purchased from the front office for \$25.

**YEAR 10 GIRLS BE ACTIVE PE A and/or B**  
**LENGTH:** 1 or 2 Semesters  
**CREDITS:** 10 per Semester  
**RECOMMENDED BACKGROUND:** None

Be Active PE will focus on active participation in a range of sports and games, whilst learning about why an active lifestyle is vital for a happy and healthy life. The subject focuses on the physical and mental benefits of active lifestyles. Within our curriculum, the principles of literacy, numeracy, STEM, health, wellbeing and positive education are

embedded in a highly supportive environment. This subject will replace your traditional PE subject. You can only choose one or the other. Students must be interested in, and keen to participate in, a wide range of physical activities.

### ASSESSMENT

Students will be assessed on a variety of concepts used in Invasion Games, Net Sports, and Racquet Sports, with a strong focus on participation

**SPECIAL REQUIREMENTS:** Students will need appropriate footwear, and a change of clothes is recommended, but optional. A school PE polo shirt can be purchased from the front office for \$25.

**YEAR 10 HEALTH A and/or B**  
**LENGTH:** 1 or 2 Semesters  
**CREDITS:** 10 per Semester  
**RECOMMENDED BACKGROUND:** None

Students study and critique contemporary health issues which have an impact on individuals and communities and provide ideas on how such issues can be improved. The subject focuses on Personal Health, Drug and Alcohol Abuse, Sexual Health and Relationships and global health issues. Students focus on researching contemporary health issues. They are required to analyse information, provide ideas on how these issues can be improved and seek out what resources are available, in local communities and Australia wide. Each topic is roughly 4 weeks long and often involves both theory and practical sessions. Each topic requires students to form an opinion and discuss prevention methods and ways in which the government and education can improve the issue.

# HEALTH & PHYSICAL EDUCATION

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Students will develop group skills to work on developing positive change in the community through health-promoting activities. Students will gain greater understanding about their own responses to contemporary health scenarios. Students are encouraged to choose this class if they have a keen interest in contemporary health issues. Students need to be able to work independently and in groups.

**SPECIAL REQUIREMENTS:** None.

**YEAR 10 SPECIALIST SOCCER 1 & 2**  
**LENGTH:** 1 or 2 Semesters  
**CREDITS:** 10 per Semester  
**RECOMMENDED BACKGROUND:** None

A program aligned with the Australian Curriculum and the Football Federation Australia National Curriculum that is designed to develop and assist the performance and progress of the students involved to reach their football potential. This subject focuses on sport-specific theory, analysis and practical application, and is designed to develop each student's actions, behaviours and acquisition of knowledge. In Year 10 there is continued development of STEM skills with a specific focus on numeracy and sport science. This is achieved through the use of innovative ICTs to collect data that can be analysed in order to further develop the playing ability of the student and others. The Year 10 program can be undertaken in both Semester 1 and 2. Students will be given the opportunity to purchase a numbered Nike Specialist Soccer jersey, however, this is not compulsory. Students in this program will also have the opportunity to take part in various SSSA and Northern Zone competitions.

### ASSESSMENT

Students will be assessed on a variety of different concepts used in

Practical skills, World Cup, Futsal, Formations, connections with peers and Personal Venture.

**SPECIAL REQUIREMENTS:** Participants have usually undertaken the Year 8 and 9 programs, however, new candidates wishing to apply will require a high-level interest in soccer as well as a desire to learn about concepts specifically related to sport, physical activity, healthy lifestyles and sport science.

**YEAR 10 SPORTS STUDIES 1 & 2**  
**LENGTH:** 1 or 2 Semesters  
**CREDITS:** 10 per Semester  
**RECOMMENDED BACKGROUND:** None

Students study advanced sporting skills and theory associated with performance analysis and sports science. Students will have a greater understanding about what it takes to perform at an elite level in a variety of sports. Within our curriculum, the principles of literacy, numeracy, STEM, health, wellbeing and positive education are embedded in a highly supportive environment. Students will be approved for this subject based on behavior, work ethic, skill level, and general sporting interest. HPE staff will be in charge of all approvals.

### ASSESSMENT

Students will be assessed on a variety of concepts used in Invasion Games, Net Sports, fitness, coaching and Racquet Sports, with a strong focus on participation.

**SPECIAL REQUIREMENTS:** Students will need appropriate footwear, and a change of clothes is recommended, but optional. A school PE polo shirt can also be purchased from the front office for \$25 if required.

**STAGE 1 HEALTH**  
**LENGTH:** 2 Semesters  
**CREDITS:** 20

**RECOMMENDED BACKGROUND:** None

Students study and critique contemporary health issues which have an impact on individuals and communities and provide ideas on how such issues can be improved. Focus subjects: Personal Health, Drug and Alcohol Abuse, Sexual Health and Relationships and global health issues. Students focus on researching contemporary health issues. They are required to analyse information, provide ideas on how these issues can be improved and seek out what resources are available, in local communities and Australia wide. Each topic is roughly 4 weeks long and often involves both theory and practical sessions. Each topic requires students to form an opinion and discuss prevention methods and ways in which the government and education can improve the issue. Specialised outcomes include: community involvement, developing analytical and communication skills and collaboration. Students will gain a greater understanding of personal and community health concepts. Students may join this class if they have a keen interest in the latest health issues. It allows students to form opinions and provide new and innovative ways certain health issues can be improved and prevented. Students need to be able to work in a team environment and

individually. This is a direct pathway to Year 12 Health.

### ASSESSMENT

Contemporary Issues, Practical Action (Individual & Group)

**SPECIAL REQUIREMENTS:** None

**STAGE 1 BE ACTIVE PE A and/or B**  
**LENGTH:** 1 or 2 Semesters  
**CREDITS:** 10 per Semester  
**RECOMMENDED BACKGROUND:** None

Be Active PE will focus on active participation in a range of sports and games, whilst learning about why an active lifestyle is vital for a happy and healthy life. The subject focuses on the physical and mental benefits of active lifestyles. Within our curriculum, the principles of literacy, numeracy, STEM, health, wellbeing and positive education are embedded in a highly supportive environment. This subject replaces the traditional Physical Education. You must have an interest in being physically active and learning more about health.

### ASSESSMENT

Students will be assessed on a variety of concepts used in Invasion Games, Net Sports, fitness, coaching and Racquet Sports, with a strong focus on participation.

**SPECIAL REQUIREMENTS:** Students will need appropriate footwear, and a change of clothes is recommended, but optional. A school PE polo shirt can be purchased from the front office for \$25.

**STAGE 1 SPECIALIST SOCCER A and/or B**  
**LENGTH:** 1 or 2 Semesters  
**CREDITS:** 10 per Semester  
**COMPULSORY PREREQUISITE:** Specialist Soccer Year 10

Aligned with SACE Stage 1 Integrated Learning and the Football Federation Australia National Curriculum, our popular Specialist Soccer Program takes a holistic approach to continue developing and assisting boys and girls to reach their full potential in a fun, active and highly engaging setting. This subject focuses on sport-specific theoretical knowledge, analysis and practical application, and is designed to develop each student's actions, behaviours and acquisition of knowledge. In Year 11, students undertake a personal exploration that demonstrates their practical skills and knowledge; develop and deliver collaborative coaching sessions to small groups; and complete a personal venture that communicates relevant information, concepts, and ideas about their own playing skills and ability. Participants have usually undertaken the Year 8, 9 and 10 programs, however, new candidates wishing



# HEALTH & PHYSICAL EDUCATION

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to apply will require a high-level interest in soccer, as well as a desire to learn about concepts specifically related to sport, physical activity, healthy lifestyles and sport science. The Year 11 program can be undertaken in both Semester 1 and 2 with 10 SACE Stage 1 Integrated Learning credits achieved in each semester. Students will be given the opportunity to purchase a numbered Nike Specialist Soccer jersey, however, this is not compulsory. Students in this program will also have the opportunity to take part in various SSSA and Northern Zone competitions.

**ASSESSMENT**

- Practical - Soccer Skills, Futsal formation
- Connections - Coaching, Formation and Strategy
- Personal Venture

**SPECIAL REQUIREMENTS:** None

**STAGE 1 SPORTS STUDIES A and/or B**

**LENGTH:** 1 or 2 Semesters

**CREDITS:** 10 per Semester

**RECOMMENDED BACKGROUND:** None

Students study advanced sporting skills and theory associated with performance analysis and sports science. Students will have a greater understanding about what it takes to perform at an elite level in a variety of sports.

Within our curriculum, the principles of literacy, numeracy, STEM, health, wellbeing and positive education are embedded in a highly supportive environment. This is the pathway you should choose if you want to do Physical Education in Year 12. Students will be approved for this subject based on behaviour, work ethic, skill level, and general sporting interest. HPE staff will be in charge of all approvals.

**ASSESSMENT**

Students will be assessed on a variety of concepts used in Invasion Games, Net Sports, fitness, coaching and Racquet Sports and Fantasy Sports.

**SPECIAL REQUIREMENTS:** None

**STAGE 2 HEALTH**

**LENGTH:** 2 Semesters

**CREDITS:** 20

**RECOMMENDED BACKGROUND:** None

Students engage in a range of assessment tasks and learning opportunities that will encourage them to consider their own and others health and wellbeing status. By analysing data, exploring health improvement approaches and making informed decisions, students develop strategies that address local, national and global health issues and advocate for change. Our curriculum program is designed to

encourage and challenge all students to actively participate and achieve to the best of their ability.

**ASSESSMENT**

Students undertake 5 assessment tasks throughout the year including two FOLIO tasks, two INITIATIVE tasks and an INQUIRY (no exam). These include a combination of independent and collaborative approaches, with some scope for personal choice of health focus. le. Gender and Gender Diversity, Developing and implementing Lifestyle goals, Impact of social media on Health and Wellbeing, Collaborative Education Program, mental health challenges, stress and sleep, sexuality etc.

**SPECIAL REQUIREMENTS:** A possible cost of \$90.00 to do a Senior First Aid Certificate may apply.

**STAGE 2 PE**

**LENGTH:** 2 Semesters

**CREDITS:** 10 per Semester

**RECOMMENDED BACKGROUND:** Stage 1 Sports Studies

Aligned with SACE Stage 2 Physical Education, students will participate in a variety of sports and reflect on their performance. Students will engage in individual and group work. Students will gain a deeper understanding

about elite performance and analysis. Their tasks will involve reflecting and applying knowledge to current and future endeavours. This subject is most suitable for students who have completed Sports Studies in Year 9, 10, and Stage 1

**ASSESSMENT**

Students will be assessed on a variety of practicals ie. Volleyball, European handball, fitness and Personal Endeavours.

**SPECIAL REQUIREMENTS:** Students interested in taking part in certain practical activities may be charged a small participation fee. Students will need appropriate footwear, and a change of clothes is recommended, but optional. A school PE polo shirt can be purchased from the front office for \$25.

**STAGE 2 SPECIALIST SOCCER**

**LENGTH:** 2 Semesters

**CREDITS:** 20

**COMPULSORY PREREQUISITE:** Participants have usually undertaken the Year 8, 9, 10 and 11 (SACE Stage 1) programs, however, new candidates wishing to apply will require a high-level interest in soccer, as well as a desire to learn about concepts specifically related to sport, physical activity, healthy lifestyles and sport science.

Aligned with SACE Stage 2 Integrated

Learning and the Football Federation Australia National Curriculum, our popular Specialist Soccer Program takes a holistic approach to continue developing and assisting boys and girls to reach their full potential in a fun, active and highly engaging setting. This subject focuses on sport-specific theoretical knowledge, analysis and practical application, and is designed to develop each student's actions, behaviours and acquisition of knowledge. In Year 12, students undertake a series of practical soccer tasks and exercises, contribute to a larger group activity, develop a folio of learning evidence and complete a final soccer-related major project.

The Year 12 program will be undertaken in Semester 1 and 2 with 20 SACE Stage 2 Integrated Learning credits achieved. These can be used towards an ATAR score. Students in this program will also have the opportunity to take part in various SSSA and Northern Zone competitions. Students will be given the opportunity to purchase a numbered Nike Specialist Soccer jersey, however, this is not compulsory.

**ASSESSMENT**

Students will be assessed on a variety of practicals ie. Soccer skills, Futsal, Strategies, connections - House Tournaments, coaching and

**SPECIAL REQUIREMENTS:** None

**STAGE 2 SPORTS STUDIES**

**LENGTH:** 2 Semesters

**CREDITS:** 20

**RECOMMENDED BACKGROUND:** This subject is most suitable for students who have completed Be Active PE or Sports Studies in Year 9, 10, and Stage 1

Aligned with SACE Stage 2 Integrated Learning, students will participate in a variety of sports and reflect on their performance. Students will engage in individual and group work. Students will gain a deeper understanding about elite performance and analysis. Their tasks will involve reflecting and applying knowledge to current and future endeavours.

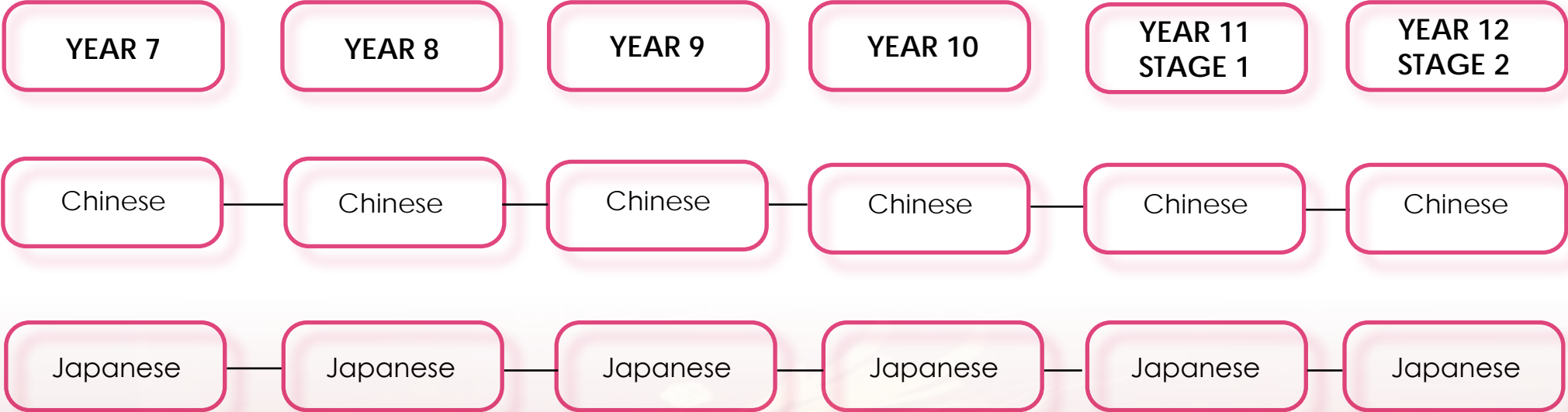
**ASSESSMENT**

Students will be assessed on a variety of practicals ie. Volleyball, Badminton, bowling

**SPECIAL REQUIREMENTS:** Students interested in taking part in certain practical activities may be charged a small participation fee. Students will need appropriate footwear, and a change of clothes is recommended, but optional. A school PE polo shirt can be purchased from the front office for \$25.



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**STAGE 1 CHINESE**  
**LENGTH: 2 Semesters**  
**RECOMMENDED BACKGROUND:** Year 9 and 10 Chinese

Students develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to develop knowledge, awareness, and understanding of Chinese and culture in relation to their own.

Students reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language. Students develop and apply linguistic and inter-cultural knowledge, understanding, and skills by:

- Interacting with others to exchange information, ideas, opinions, and experiences in Chinese
- Creating texts in Chinese for specific audiences, purposes, and

contexts to express information, feelings, ideas, and opinions

- Analysing a range of texts in Chinese to interpret meaning
- Examining relationships between language, culture, and identity, and reflecting on the ways in which culture influences communication.

**SPECIAL REQUIREMENTS:** None

**STAGE 1 JAPANESE**  
**LENGTH: 2 Semesters**  
**CREDITS: 20**  
**RECOMMENDED BACKGROUND:** Year 9 and 10 Japanese

Students interact with others to share information, ideas, opinions, and

experiences. They create texts in Japanese to express information, feelings, ideas, and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

**TOPICS**

- Typical Japanese diet, and popular Australian foods
- Seasons and seasonal events in Japan
- Traveling in Japan
- Introducing my country and my city to Japanese people
- Japanese schools and my school
- Careers and part-time jobs

**ASSESSMENT**

**Semester 1**

- Interaction: Conversation
- Text Production: Description of Event
- Text Analysis: Reading and Responding
- Investigation: Response in Japanese (PPT Presentation)
- Investigation: Reflection in English

**Semester 2**

- Interaction: Conversation
- Exam: Text production and Text Analysis Investigation: Response in Japanese (Blog) and reflection in English

**SPECIAL REQUIREMENTS:** None

**STAGE 2 JAPANESE**  
**LENGTH: 2 Semesters**  
**CREDITS: 20**  
**RECOMMENDED BACKGROUND:** Year 10 and Stage 1 Japanese

Students interact with others to share information, ideas, opinions, and experiences. They create texts in Japanese to express information,

feelings, ideas, and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

**TOPICS**

- Sports in Japan
- Japan's weather and seasons
- Leisure activities in Japan
- Student life in Japan and Australia
- Japanese restaurants, and Japanese people's diet
- Traveling in Japan, and living in Japan
- Technology progress and student life
- Life after high school, and my future

**ASSESSMENT**

**Folio (Weighting 50%)**

- **Interaction:** 5-7 with teacher on daily life, school, routines, hobbies, family, jobs and future plans.
- **Text Production:** 800 words Persuasive writing
- **Text Analysis:** Response to two related texts, In class, typed, English

**In Depth Study (Weighting 20%)**

- Text Production: Written
- Text Production: Spoken (recorded)
- English Reflection - Strict 600 words

**A folio of evidence of planning, preparation, researching in Eng, Jpn.**

**Exam (Weighting 30%)**

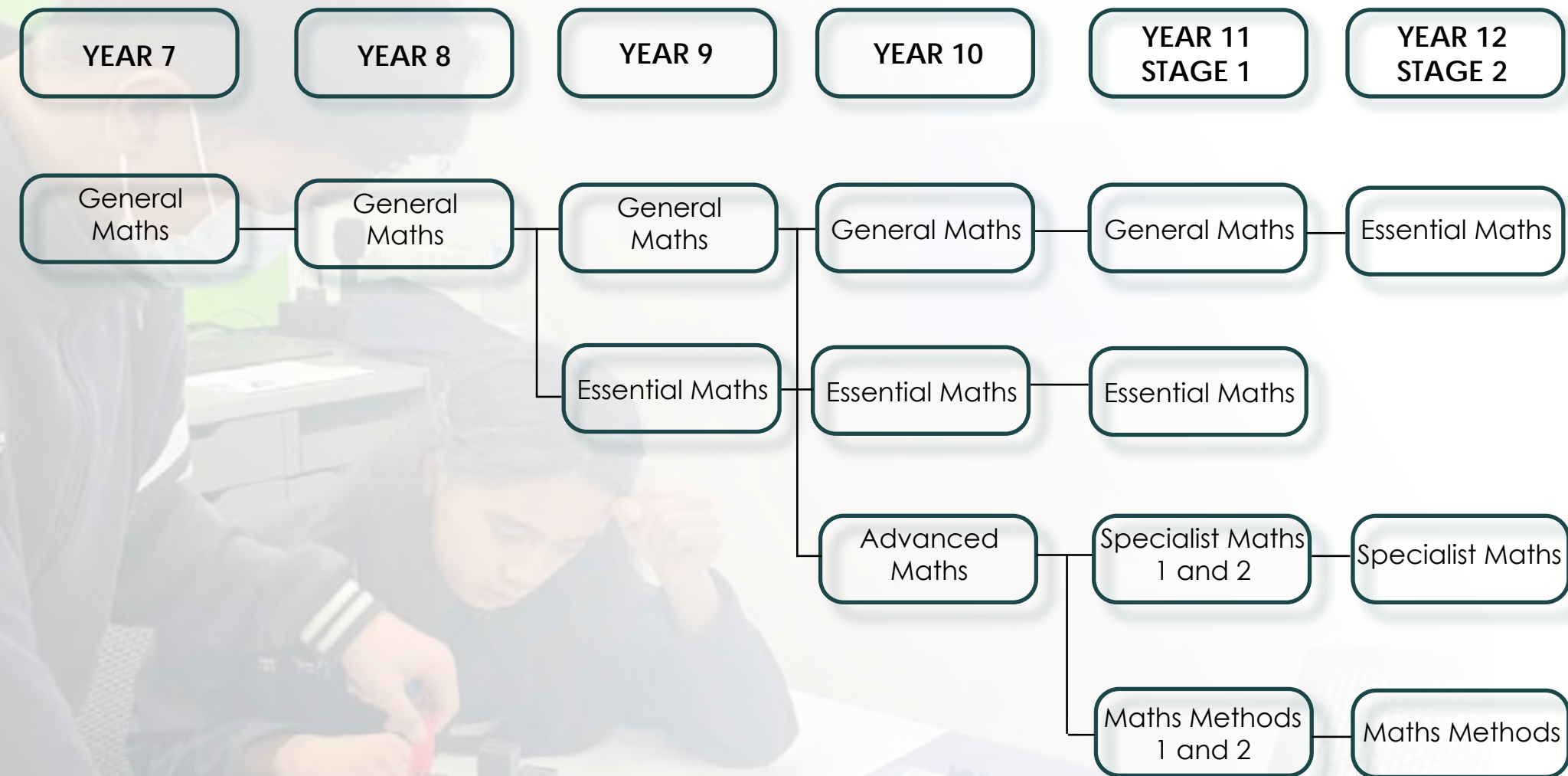
- Oral Exam: 5-7 mins of general and 5-7 mins discussion of your IDS topic.
- Written Exam: 2 hrs 20 mins Listening
  - One x mini text analyses
  - One x reading + responding
  - One x writing task
- Six Kanji Quizzes

**SPECIAL REQUIREMENTS:** None



# MATHEMATICS

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## STAGE 1 ESSENTIAL MATHEMATICS A

**LENGTH:** 1 Semester  
**CREDITS:** 10  
**COMPULSORY PREREQUISITES:** None

Students have practical applications of basic mathematical skills. They learn about ratios and scales, and use them to solve problems. Students solve problems involving length and area of regular and non-regular shapes. They discover different ways of earning and calculating income. Students get familiar with taxation, medicare levies and other deductions. They solve problems involving calculations of markups, discounts and GST.

### ASSESSMENT

- Three Tests and one folio

**SPECIAL REQUIREMENTS:** A scientific calculator.

## STAGE 1 ESSENTIAL MATHEMATICS B

**LENGTH:** 1 Semester  
**CREDITS:** 10  
**COMPULSORY PREREQUISITES:** None

Students develop an understanding of the statistical process including displaying and analysing data and finding the measures of centre and spread. Students will be required to develop an understanding of the concept of mass, weight, volume and capacity. They will also develop an understanding of the properties of plane shapes, two and three-dimensional figures, angles and parallel lines. Clear and logical communication of solutions and correct use of notation and terminology are required.

### ASSESSMENT

- Three Tests and one investigation

**SPECIAL REQUIREMENTS:** A scientific calculator

## STAGE 1 GENERAL MATHEMATICS A

**LENGTH:** 1 Semester  
**CREDITS:** 10

**COMPULSORY PREREQUISITES:** Minimum C grade in Year 10 Standard or participate in Year 10 Advanced Maths

Measurement, Statistics, Matrices. Students solve problems involving perimeter, area, surface area and volume and investigate scales and ratios. They use statistical processes to collect, classify, analyse and interpret data, focussing on the measures of centre and spread. Students investigate the properties of matrices and their applications in costing and inventory.

### ASSESSMENT

- Three tests and one investigation

**SPECIAL REQUIREMENTS:** A scientific calculator.

## STAGE 1 GENERAL MATHEMATICS B

**LENGTH:** 1 Semester  
**CREDITS:** 10

**COMPULSORY PREREQUISITES:** Minimum C grade in Year 11 General Mathematics or participate in Year 11 Maths Methods or Specialist

Trigonometry, Investing and Borrowing, Linear Graphs. Students calculate simple and compound interest using formula and digital technologies. They explore linear relationships and their functions, and

# MATHEMATICS

# MATHEMATICS

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solve linear equations algebraically, through graphs and through using digital technologies. Students also study Trigonometry and find the area of various shapes using trigonometry formulae.

### ASSESSMENT

- Three tests,
- One investigation
- One exam.

**SPECIAL REQUIREMENTS:** Scientific calculator required.

### STAGE 1 MATHEMATICS METHODS A LENGTH: 1 Semester CREDITS: 10

**COMPULSORY PREREQUISITES:** Minimum C grade in Year 10 Advanced Mathematics

Mathematical Methods provides the foundation for further study in Stage 2 Mathematics and can lead to tertiary studies requiring higher level mathematics. Students study relations and functions, quadratics and polynomials and trigonometry and the unit circle. They use a blend of algebraic and geometric reasoning, incorporating mathematical arguments and problem solving.

### TOPICS

- Functions
- Polynomials

### ASSESSMENT

- Three Tests
- One folio task

**SPECIAL REQUIREMENTS:** None

### STAGE 1 MATHEMATICS METHODS B LENGTH: 1 Semester CREDITS: 10

**COMPULSORY PREREQUISITES:** Minimum C grade in Year 11 Maths Methods

Mathematical Methods provides students with the foundation for further study that can be undertaken in Year 12 (Stage 2) Mathematics, and can lead to tertiary studies (for example engineering university courses) requiring higher level mathematics. Students study statistics, differential calculus and logarithms. They use a blend of algebraic and geometric reasoning, incorporating mathematical arguments and problem solving.

### TOPICS

- Statistics
- Differential Calculus
- Logarithms

### ASSESSMENT

- Three tests
- One folio task

**SPECIAL REQUIREMENTS:** None

### STAGE 1 SPECIALIST MATHS A LENGTH: 1 Semester CREDITS: 10

**COMPULSORY PREREQUISITES:** Minimum C grade in Year 10 Advanced Mathematics

Specialist Mathematics provides the foundation for further study in Stage 2 Mathematics and can lead to tertiary studies requiring higher level mathematics. Students study properties of matrices and their applications to solving linear equations. They apply surds and indices to problem solving using exponential equations, in particular growth and decay functions. They will investigate different forms of vector notation and their application to solving real world problems involving navigation.

### ASSESSMENT

- Three tests
- One investigation

**SPECIAL REQUIREMENTS:** None

### STAGE 1 SPECIALIST MATHS B LENGTH: 1 Semester CREDITS: 10

**COMPULSORY PREREQUISITES:** Minimum C grade in Specialist Mathematics Semester 1

Specialist Mathematics provides the foundation for further study in Stage 2

Mathematics and can lead to tertiary studies requiring higher level mathematics. Students investigate real and complex numbers, focusing on theoretical proofs. They explore trigonometric functions by modeling real life scenarios such as temperature and tidal movement and investigate trigonometric relationships. Students explore arithmetic and geometric sequences and series and use the process of mathematical induction to make and prove conjectures.

### ASSESSMENT

- Three tests
- One investigation

**SPECIAL REQUIREMENTS:** None

### STAGE 2 ESSENTIAL MATHEMATICS LENGTH: 2 Semesters CREDITS: 20

**COMPULSORY PREREQUISITES:** Minimum C grade in Year 11 General Mathematics

Students investigate the properties of plane shapes and solids through construction of 3D nets and creation of scaled maps and three-dimensional models. They investigate right and non-right triangles through Pythagoras' theorem and trigonometry. They calculate perimeter, area surface area and volume and apply these concepts to

problem solving. Students investigate business structures and costing including depreciation, insurance, break-even analysis and taxation. Students explore investments and loans focusing on compound interest including annuities and superannuation. They use statistical analysis to compare data sets and use linear correlation to determine the association between variables.

### ASSESSMENT

- Five tests (30%)
- Two Folios (40%)
- One Exam (30%)

**SPECIAL REQUIREMENTS:** None

### STAGE 2 MATHEMATICS METHODS LENGTH: 2 Semesters CREDITS: 20

**COMPULSORY PREREQUISITES:** Minimum B grade in Year 11 Maths Methods (full year)

Students study calculus and statistics through the use of functions and their derivatives and integrals, and mathematical modeling. They investigate relationships involving rates of change to develop an understanding of the physical world. Students use statistics to describe and analyse phenomena that involve uncertainty and variation. Topics may include; Differential and integral calculus, statistics.

### ASSESSMENT

- Three tests
- One investigation

**SPECIAL REQUIREMENTS:** None

### STAGE 2 SPECIALIST MATHEMATICS LENGTH: 2 Semesters CREDITS: 20

**COMPULSORY PREREQUISITES:** Full year of Year 11 Mathematics Methods and Specialist Mathematics

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. This includes the study of functions and calculus. The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences.

### ASSESSMENT

- External Program

**SPECIAL REQUIREMENTS:** Graphics Calculator is highly recommended.





**YEAR 10 GENERAL SCIENCE**  
**LENGTH:** 2 Semesters  
**CREDITS:** Not Applicable  
**RECOMMENDED BACKGROUND:** Year 9 Science

Students analyse the periodic table to make predictions about the properties of elements and explain products and reactants of chemical reactions and factors that affect the rate of reactions. Students study energy conservation and energy transfer and transformation within systems. They investigate relationships between force, mass and acceleration to predict changes in motion. Students explain the processes that underpin heredity and evolution and analyse how the models and theories have developed over time. They describe and analyse interactions and cycles within Earth's spheres, and evaluate the evidence that explain the origin of the universe. Students develop questions and hypotheses, to design and improve appropriate methods of investigation.

- TOPICS**
- Physics: Forces and Motion
  - Physics: Energy in Systems
  - Chemistry: The Periodic Table
  - Chemistry: Changes in Matter
  - Biology: Genetics
  - Biology: Diversity of Living Things
  - Earth Science: Origins of the Universe
  - Earth Science: Global Systems

- ASSESSMENT**
- Tests
  - Practicals (completion and design)
  - Science as a Human Endeavour

**SPECIAL REQUIREMENTS:** None

**YEAR 10 PSYCHOLOGY (SCIENTIFIC STUDIES)**  
**LENGTH:** 1 Semester  
**CREDITS:** 10  
**RECOMMENDED BACKGROUND:** C Grade in Year 10 Science Semester 1

Students will investigate how physical health impacts mental health and cyber psychology by completing investigations and exploring current psychological research. This course will give you the chance to use your science knowledge in new contexts and build on necessary vocabulary for year 11 and 12 Psychology.

- TOPICS**
- Topic 1: Psychological Wellbeing
  - Topic 2: Cyber Psychology

- ASSESSMENT**
- Investigation Folio (100%)**
- At least 2 practical reports (Deconstruct & Design)
  - At least 2 Science as a Human Endeavour task

**SPECIAL REQUIREMENTS:** None

**STAGE 1 BIOLOGY**  
**LENGTH:** 1 or 2 Semesters  
**CREDITS:** 10 Credits per Semester  
**RECOMMENDED BACKGROUND:** Minimum C Grade in year 10 General Science

Students examine cell theory, and the exchange of materials and processes required for cell survival, body systems, plant systems and processes required for survival. They investigate ecosystem dynamics, biotic and abiotic components, and the diversity and unity of systems. By exploring science as a

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human endeavour, they develop and apply their understanding of the complex ways in which science interacts with society.

### TOPICS

- Cells and Microscopes
- Biodiversity and Ecosystems
- Infectious disease
- Multicellular Organisms

### ASSESSMENT

- Tests
- Science as a Human Endeavour task
- Deconstruct & Design task

**SPECIAL REQUIREMENTS:** None

### STAGE 1 CHEMISTRY

**LENGTH:** 1 or 2 Semesters

**CREDITS:** 10 credits per Semester

**COMPULSORY PREREQUISITE:** Minimum C grade in Year 10 Science

Students investigate materials and their atoms including properties, atomic structure and the periodic table. Students explore the different types of materials, the bonding between them and how to calculate quantities of atoms, molecules and ions. Students learn about molecules including their polarity and intermolecular bonding, with a focus on hydrocarbons and polymers. Students will also investigate the miscibility of polar and non-polar liquids. They study the solubility of substances in water and undergo calculations of concentrations and enthalpy changes. Students explore the reactions of acids with bases, the differing strengths of acids, and the pH of a variety of solutions.

Students examine redox reactions and learn to write redox half-equations and consider the stoichiometry of redox reactions.

### TOPICS

- Topic 1: Materials and their atoms
- Topic 2: Combinations of atoms
- Topic 3: Molecules
- Topic 4: Mixtures and solutions
- Topic 5: Acid and bases
- Topic 6: Redox reactions

### ASSESSMENT

**Investigation Folio (50%)**

- At least one practical (Deconstruct & Design)
- At least one Science as a Human Endeavour task

**Skill and Application Tasks (50%)**

- Test per topic/in-class task
- One Semester test

**SPECIAL REQUIREMENTS:** None

### STAGE 1 FORENSIC SCIENCE

**LENGTH:** 1 or 2 Semesters

**CREDITS:** 10 Credits per Semester

**RECOMMENDED BACKGROUND:** Minimum C grade in Year 10 science.

Students study crimes while developing their scientific skills in data analysis, deduction, mathematical calculation and the application of theory. Students will analyse and create crime scenes, while developing problem solving skills and deductive reasoning. Students investigate the links between science and society by comparing real and fake science.

### ASSESSMENT

- Science as a Human Endeavour task
- Deconstruct and Design task
- Investigation folio

**SPECIAL REQUIREMENTS:** None

### STAGE 1 PSYCHOLOGY

**LENGTH:** 1 or 2 Semesters

**CREDITS:** 10 Credits per Semester

**RECOMMENDED BACKGROUND:** Minimum C grade in Year 10 Science

In Stage 1 Psychology we explore the human mind through understanding psychological evidence, learning about and critically analysing theories, and conducting our own investigations. This course also provides students with opportunities to look at how Psychology has developed through the years and where it is going in the future.

### TOPICS

- Neuropsychology,
- Cognitive Psychology (memory),
- Emotion,
- Lifespan Development,
- Psychological Well-being
- Social Influence.

### ASSESSMENT

- Two tests
- Science as a Human Endeavour task
- Deconstruct & Design task

**SPECIAL REQUIREMENTS:** None

### STAGE 1 PHYSICS

**LENGTH:** 1 or 2 Semesters

**CREDITS:** 10 Credits per Semester

**COMPULSORY PREREQUISITE:** Minimum C grade in Year 10 Science and General Mathematics

Students study Physics through models, laws and theories to better understand the world around them. They integrate and apply a range of understanding, inquiry, and scientific thinking skills with a focus on linear motion, forces, energy and electric circuits. By exploring science as a human endeavour, students develop and apply their understanding of how science interacts with society.

### TOPICS

- Motion
- Newton's Laws
- Electricity

### ASSESSMENT

- Two tests
- Two folio tasks

**SPECIAL REQUIREMENTS:** Year 10 advanced mathematics is an advantage.

### STAGE 2 CHEMISTRY

**LENGTH:** 2 Semesters

**CREDITS:** 20 credits

**COMPULSORY PREREQUISITE:** Minimum C grade in Year 11

Students explore several chemical processes including rates of reactions, equilibrium and yield. They also investigate the factors that affect these processes and how to optimise production of products. They explore the topic 'monitoring the environment'



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which includes global warming, photochemical smog, volumetric analysis, chromatography and atomic spectroscopy. Students are introduced to investigating the processes involved in the major organic compounds including their preparation and reactions. Students explore energy resources such as fossil and renewable fuels, and the use of electrical energy to facilitate greater use of intermittent sources such as sunlight. They examine material sources such as natural materials, water, and soil, as well as synthetic polymers. They also examine benefits and problems associated with recycling of materials.

### TOPICS

- Topic 1: Monitoring the environment
- Topic 2: Managing chemical processes
- Topic 3: Organic and biological chemistry
- Topic 4: Managing resources

### ASSESSMENT

#### Investigation Folio (30%)

- Volumetric Analysis practical
- Science as a Human Endeavour task
- Deconstruct & Design task

#### Skill and Application Tasks (40%)

- One test per topic
- Examination (30%)

**SPECIAL REQUIREMENTS:** None

### STAGE 2 BIOLOGY

**LENGTH:** 2 Semesters

**CREDITS:** 20 credits

**COMPULSORY PREREQUISITE:** Minimum C Grade in at least one semester of Stage 1 Biology.

Students study the structure of DNA, transmission of genetic material,

genetic expression and protein production. They investigate the structure and function of cell membranes, importance of enzymes, photosynthesis and respiration, and gene modification. By exploring science as a human endeavour, they develop understanding of the complex and dynamic ways in which science interacts with society.

### TOPICS

- DNA and Proteins
- Cells
- Homeostasis
- Evolution

### ASSESSMENT

- 30% exam
- 70% school based assessment
  - Tests
  - Science as a Human Endeavour task
  - Deconstruct & Design practical

**SPECIAL REQUIREMENTS:** None

### STAGE 2 PHYSICS

**LENGTH:** 2 Semesters

**CREDITS:** 20 Credits

**COMPULSORY PREREQUISITE:** Minimum B grade in Year 11 Physics and Mathematics

Students study Physics through models, laws and theories to better understand the world around them. They integrate and apply a range of understanding, inquiry, and scientific thinking skills with a focus on motion and relativity, electricity and magnetism and light and atoms. By exploring science as a human endeavour, students develop and apply their understanding of how science interacts with society.

### TOPICS

- Topic 1: Motion and relativity
- Topic 2: Electricity and magnetism
- Topic 3: Light and atoms

### ASSESSMENT

- Four tests and three folio tasks

**SPECIAL REQUIREMENTS:** Year 11 Maths Methods is recommended as assumed knowledge.

### STAGE 2 PSYCHOLOGY

**LENGTH:** 2 Semesters

**CREDITS:** 20

**RECOMMENDED BACKGROUND:** Minimum C grade in a Year 11 Science

In Stage 2 Psychology we explore the human mind through understanding psychological evidence, learning about and critically analysing theories, and conducting our own investigations. This course also provides opportunities to look at how Psychology has developed through the years and where it is going in the future.

### TOPICS

- Psychology of the Individual (personality),
- Psychological Health and Wellbeing,
- Organisational Psychology,
- The Psychology of Learning
- Social Influence

### ASSESSMENT

Three Assignments

- Science as a Human Endeavour task
- Deconstruct & Design task
- Exam

**SPECIAL REQUIREMENTS:** None

### STAGE 2 SCIENTIFIC STUDIES (FORENSIC SCIENCE)

**LENGTH:** 2 Semesters

**CREDITS:** 20 Credits

**RECOMMENDED BACKGROUND:** Minimum year 10 Science

Students study crimes while developing their scientific skills in data analysis, deduction, mathematical calculation and the application of theory. Students will analyse and create crime scenes, while developing problem solving skills and deductive reasoning. Students investigate the links between science and society by comparing real and fake science.

### ASSESSMENT

- 30% exam
- 70% school based assessment including:
  - Science as a Human Endeavour task,
  - Deconstruct & Design practicals
  - Collaborative tasks

**SPECIAL REQUIREMENTS:** None

# GET IN TOUCH

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## SENIOR LEADERS

MS KRISTEN MASTERS  
Principal

MS SUE SHEPHERD  
Deputy Principal

MR JULES PECK  
Head of Senior School

MS SHAYNANNE HARRISON  
Curriculum & Pedagogy

MS MICHELE MALONAGOS  
SACE, VET and Pathways

MR BRETT MADIGAN  
Inclusive Education

MS ADRIENNE GORRINGE  
Alternative Learning

## CURRICULUM LEADERS

MS SHARI BRAY  
HASS and Research Project

MR JAMIE BROADHURST  
Innovative Pedagogies and  
STEM

MS CHEVONNE CRAKER  
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MS EMILY FAULKNER  
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MR COREY OTTEY  
Health and Physical Education

MS BELINDA PARR  
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MR MARIN POLJAK  
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MR MATT SCHERWITZEL  
Maths & Numeracy

MS BETHANY SCHLEIN  
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