SALISBURY EAST HIGH SCHOOL

SENIOR SUBJECT HANDBOOK 2026

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Learning Together, Achieving Together

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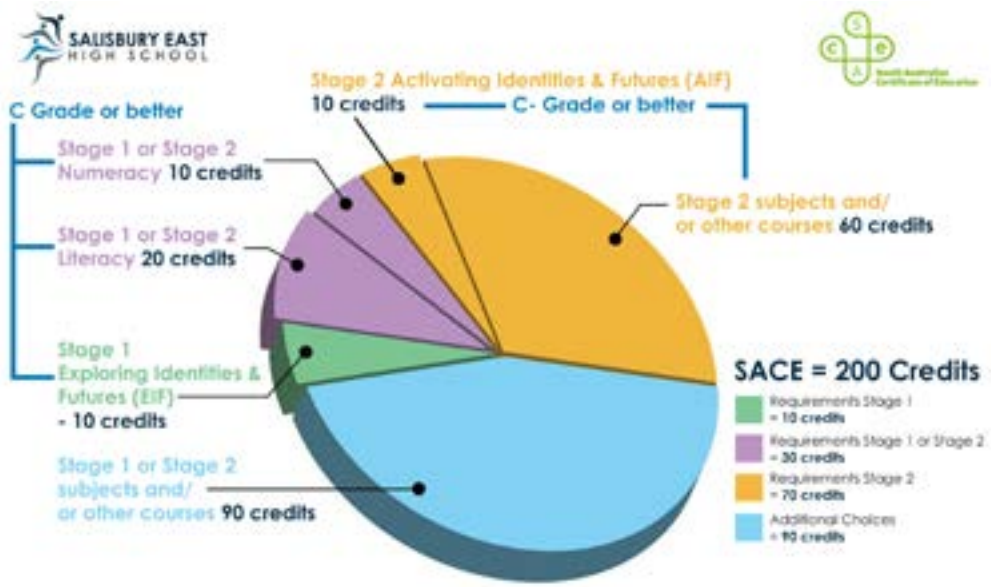
SACE

Learning Together, Achieving Together



What is the SACE?

The South Australian Certificate of Education (SACE) is awarded to students who successfully complete their senior secondary education.

How do students get the SACE?

Students can gain their SACE in the equivalent of two years of full-time study; however, most students spread this over three years.

- Stage 1 usually begins in Year 10 with Exploring Identities and Futures (EIF), and continues throughout Year 11.
- Stage 2 is usually undertaken in Year 12.

Each subject or course that is successfully completed earns 'credits' towards the SACE, with a minimum of 200 credits required for students to gain the certificate. Students receive a grade from A - E grade for each Stage 1 subject, and A+ - E- grades for Stage 2 subjects.

The compulsory subjects within the SACE are:

- Exploring Identities and Futures (EIF) - 10 credits (Stage 1)
- Literacy - 20 credits (Stage 1 and/or 2)
- Numeracy - minimum 10 credits (Stage 1 and/or 2)
- Activating Identifies and Futures (AIF) - 10 credits (Stage 2)
- Other Stage 2 subjects totalling at least 60 credits

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects.

Note: 10 credits equates to a semester of study, 20 credits equates to a full-year subject.

SATAC & VOCATIONAL EDUCATION

SATAC INFORMATION

The SATAC (South Australian Tertiary Admissions Centre) processes and assesses applications for tertiary entrance. They assess the qualifications of applicants, rank eligible applicants in merit order and generate offers to applicants. SATAC also administers the Special Tertiary Admissions Test (STAT) for applicants applying for undergraduate courses under a special entry program.

The SATAC Guide is published by SATAC on behalf of the following post-secondary institutions:

- Charles Darwin University
- Flinders University
- SAIBT
- Tabor College
- TAFE SA
- The University of Adelaide
- Torrens University Australia
- University of South Australia

QR code to SATAC Guide (SATAC Guide 2025)

QR code to Tertiary Entrance Booklet (SATAC Tertiary Entrance SACE & NTCET 2025 | 2026 | 2027)

VOCATIONAL EDUCATION AND TRAINING (VET)

Vocational Education and Training is nationally accredited training that gives students skills and knowledge for their desired career pathways, while still at school. VET training focuses on providing practical skills and knowledge needed for specific careers and industries. It provides students with an opportunity to learn hands-on skills directly related to the jobs they might be interested in pursuing after high school. VET is assessed as units of competency completed. In general 70 nominal hours of training in a VET course equates to 10 SACE credits. Students in years 10, 11 and 12 have access to a range of Vocational Education qualifications at Certificate II and III level that are appropriate for school students.

Our VET programs provide students with the opportunity to gain real-world experience and expertise in fields such as:

- Plumbing
- Construction
- Electrical work
- Disability Support
- Aged Care
- Bakery
- Commercial Cookery
- Information Technology
- Cyber Security

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THE ARTS

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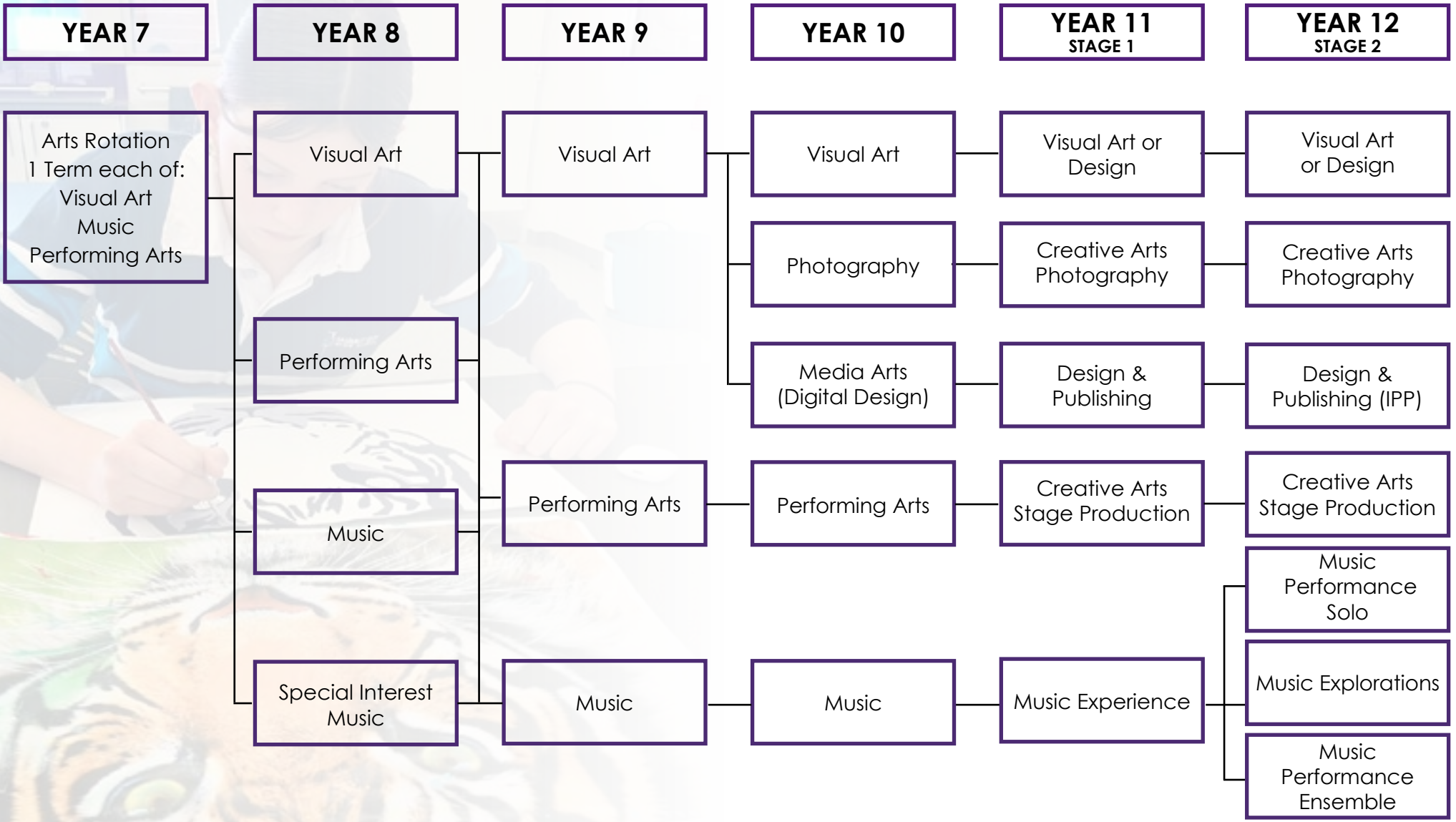

YEAR 10 CREATIVE ARTS PHOTOGRAPHY

LENGTH: 1 or 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Students will delve into the world of digital photography, exploring both technical and creative aspects. They will learn to use Adobe Photoshop to edit and enhance their photographic work. Students will gain practical experience with a range of digital photography techniques, inspired by various renowned photographers' styles. Through a combination of theoretical knowledge and hands-on practice, they will develop their understanding of photographic composition, editing, and design principles.

STUDENTS WILL

- Develop and refine skills, techniques, and concepts in photography
- Critically evaluate and analyse their own work as well as the work of other photographers
- Learn to handle digital cameras and apply advanced editing and enhancement techniques
- Gain an understanding of the design process in photography, applying this knowledge to create polished final products

ASSESSMENT

Students complete a variety of folios, combining practical tasks with written literacy-based skills. These include:

- Elements of Art
- Photography Techniques
- Photoshop Tutorials
- Product Folio
- Skills and Applications Folio
- Famous Photographer Investigation and Critique

SPECIAL REQUIREMENTS: None

YEAR 10 PERFORMING ARTS

LENGTH: 1 or 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: Year 9 Performing Arts

Through studying various artists and performance styles, students will interpret and create their own performances, exploring global and local issues. Students will also be able to take on essential production roles, including set design, lighting, hair and makeup, and costuming. Collaborative work is a key focus, with students working together to develop and present final performances. This course provides a strong foundation for Stage 1 and 2 Creative Arts: Production.

STUDENTS WILL

- Analyse choreographic devices and performance styles
- Participate in a class production as performers or in production roles
- Collaborate in small groups to create and present a mini-performance
- Maintain a reflective journal to evaluate their learning and skill development

ASSESSMENT

- Performance Analysis: Examination of performance styles, choreography, and artistic influences
- Class Production Performance: Participation in a small production, as a performer or in a production role
- Collaborative Investigation and Creation: Small group performance with documentation of research and creative process
- Reflective Journal: Evaluation of learning, skill development, and performance outcomes

SPECIAL REQUIREMENTS: None

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YEAR 10 VISUAL ART
LENGTH: 1 or 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

In this course, students will explore the concepts and processes of Visual Art and Design. Through experimentation with both hand-rendered and digital media, students will develop their practical skills and refine personal artistic ideas.

STUDENTS WILL

- Develop technical and creative skills by working with a range of traditional and digital media, including drawing, painting, printmaking, sculpture, photography, and graphic design
- Explore artistic concepts and themes through practical experimentation and the development of personal ideas
- Learn about artistic and design principles such as composition, colour theory, and visual storytelling
- Engage in critical analysis and reflection by investigating the work of historical and contemporary artists and designers, considering the influence of cultural and societal contexts
- Respond to and evaluate artwork
- Produce a practical artwork that demonstrates their creative process, supported by a written Practitioner's Statement

ASSESSMENT

- Visual Study: Written analysis and practical tasks
- Folio: A collection of work leading to a resolved practical
- Final practical work and Practitioner's Statement

SPECIAL REQUIREMENTS: None

YEAR 10 MEDIA ARTS (DIGITAL DESIGN)
LENGTH: 1 or 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Students explore a variety of activities that develop conceptual understanding and technical skills in media arts and digital design. Using industry-standard technologies, students engage in graphic design, film and video production, animation, photography, and digital art. Students follow the design process by investigating artists and their work, developing personal ideas and plans, producing media products, and evaluating their work. This course provides a strong foundation for Stage I Design and Publishing.

STUDENTS WILL

- Develop technical and creative skills using industry-standard software and digital tools
- Explore a range of media forms, including graphic design, film and video production, animation, photography, and digital illustration
- Investigate contemporary and historical artists and designers to understand different styles and techniques
- Apply the design process to generate, refine, and execute original media products
- Critically analyse and evaluate media artworks to discuss design choices, creative intent, and technical execution

ASSESSMENT

Students complete a variety of folios, combining practical tasks with written literacy-based skills. These include:

- Introduction into Design Techniques
- Photoshop Tutorials
- Product Folios
- Investigation and Analysis Task

SPECIAL REQUIREMENTS: None

YEAR 10 MUSIC

LENGTH: 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: Year 9 Music
(students without prior experience can select this subject, but should consult the Arts Coordinator or a music teacher before doing so)

Year 10 Music is designed to develop a broad range of skills and knowledge in performance, composition, arrangement, and music analysis. Students will explore music from contemporary genres alongside works from different times and cultures to inform and enhance their own musical practice.

STUDENTS WILL

- Develop music literacy skills through notation, theory, and aural training
- Analyse and evaluate musical works from a range of styles, genres, and cultures
- Compose and arrange music
- Perform in both solo and ensemble settings, building confidence and technical proficiency
- Reflect on and critique their own performances to enhance their musical development

ASSESSMENT

- Music Literacy
- Ensemble Performance
- Performance Review and Evaluation
- Solo Performance

SPECIAL REQUIREMENTS: All students studying Music must participate in lessons with an Instrumental Music teacher, either provided by the school or through a private provider. Students must have access to their own instrument (owned or hired through the school) to support their participation.

STAGE 1 CREATIVE ARTS PHOTOGRAPHY

LENGTH: 1 or 2 Semesters
CREDITS: 10 or 20 credits
RECOMMENDED BACKGROUND: None

This course provides students with the opportunity to explore and develop their skills in photography through creative and technical processes. Students will engage in hands-on learning to create photographic products, while also analysing the role of photography in contemporary and historical contexts.

STUDENTS WILL

- Develop and refine photographic skills through experimentation with tools, materials, and techniques
- Create, initiate, and develop photographic products, applying artistic and technical processes
- Use photographic tools and equipment safely and competently to produce high-quality outcomes
- Explore and analyse photography in different contexts, considering social, environmental, and sustainability factors
- Investigate the work of professional photographers, gaining insight into industry practices and creative approaches

ASSESSMENT

- Product: Create and present a photographic product and reflection (50%)
- Investigation: Research and analysis task (10%)
- Skills Record & Reflection: Submit four pieces of evidence and reflection (40%)

SPECIAL REQUIREMENTS: None

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STAGE 1 CREATIVE ARTS: STAGE PRODUCTION

LENGTH: 1 or 2 Semesters
CREDITS: 10 or 20
RECOMMENDED BACKGROUND: Year 10 Performing Arts

This course builds on skills developed in Performing Arts, offering students the opportunity to collaborate in the creation of a live performance for Arts showcase performance. Students will explore a variety of performance and production techniques that contribute to a successful stage production.

STUDENTS WILL

- Develop performance skills in theatre, dance, and music through rehearsal and refinement
- Engage in collaborative production work, contributing to the planning and execution of a live performance
- Explore behind-the-scenes roles such as set design, lighting, sound, costume design, and hair and makeup
- Apply industry techniques and creative processes to enhance the quality of the final production

ASSESSMENT

- Performance Production: Participate in a live showcase performance, either as a performer or in a production role (50%)
- Production Folio: Document processes, skills, and contributions (40%)
- Investigation & Reflection: Research and personal evaluation (10%)

SPECIAL REQUIREMENTS: Willingness to participate in performing roles in this course is desirable but not essential.

STAGE 1 DESIGN AND PUBLISHING

LENGTH: 1 or 2 Semesters
CREDITS: 10 or 20
RECOMMENDED BACKGROUND: None
(experience in using Adobe products is advantageous)

This creative, hands-on subject allows students to develop the skills necessary to create unique media art and design products. Using Adobe software and cutting-edge hardware, students will learn to apply the design process to create visually engaging and professional designs. The course will draw inspiration from industry professionals and trends, preparing students for potential future learning and employment pathways in graphic design and publishing, including Stage 2 Information and Publishing.

STUDENTS WILL

- Learn to use Adobe software to create products such as posters, brochures, and business cards
- Explore design principles such as layout, typography, and visual aesthetics
- Apply the design process to create unique design products
- Analyze current trends and practices in the media art and publishing industries, particularly in graphic design
- Develop skills for future career pathways in design, publishing, and related fields

ASSESSMENT

- Practical Skills: Practical tasks such as posters, advertisements, brochures, and business cards (50%)
- Issue Analysis: Written assessment (20%)
- Product and Documentation: Create a design project (30%)

SPECIAL REQUIREMENTS: None

STAGE 1 MUSIC EXPERIENCE

LENGTH: 2 Semesters
CREDITS: 20
RECOMMENDED BACKGROUND: Year 10 Music

Music Experience is designed for students with emerging musical skills, offering opportunities to develop their musical understanding and skills in both creating and responding to music. This course is ideal for students looking to build on their musical foundation, through both performance and theoretical tasks.

STUDENTS WILL

- Develop music literacy skills, including theory, analysis, and composition
- Enhance performance skills through ensemble and solo performances
- Apply theoretical knowledge to create and explore music in various contexts
- Engage in reflective learning by analysing and evaluating their musical progress

ASSESSMENT

- Ensemble Performance (Semester 1and Semester 2) (50%)
- Music Literacy: Comparative Analysis (10%)
- Music Literacy: Songwriting (10%)
- Performance Review and Evaluation (10%)
- Solo Performance (10%)
- Music Literacy: Portfolio of Explorations (10%)

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. Students must have access to their own instrument (owned or hired through the school) to support their participation.

STAGE 1 VISUAL ART or DESIGN

LENGTH: 1 or 2 Semesters
CREDITS: 10 or 20
RECOMMENDED BACKGROUND: None

In this subject, students can choose to specialise in either Visual Art or Design. They will develop their skills and projects using their chosen media and focus on personal artistic or design practices. Students will research, analyse, and experiment with different techniques and media to create unique, imaginative works. They will refine their skills and use visual thinking to develop and resolve their ideas.

STUDENTS WILL

- Choose a genre to focus on and develop their personal style as either an artist or designer
- Experiment with a range of mediums, such as art, video, digital imaging, painting, drawing, installation, and mixed media
- Research and analyse various artistic and design concepts
- Develop ideas and concepts through visual thinking and practical work
- Produce imaginative and resolved artistic or design solutions

ASSESSMENT

- Visual Study: A series of art/design investigations (30%)
- Folio: Developmental work leading to a resolved practical (40%)
- Resolved Practical & Practitioner's Statement (30%)

SPECIAL REQUIREMENTS: None

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THE ARTS

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STAGE 2 CREATIVE ARTS PHOTOGRAPHY

LENGTH: 2 Semesters
CREDITS: 20
RECOMMENDED BACKGROUND: Stage 1 Creative Arts Photography.
(Students cannot enrol in both Stage 2 Creative Arts Photography and Stage 2 Creative Arts Stage Production)

In this course, students will explore digital photography as a creative art. They will use various digital tools and photographic equipment, applying safe practices to create high-quality products. Students will develop an understanding of user needs, designing photographic works based on a design brief. The focus is on enhancing practical skills, creativity, and reflective practice.

STUDENTS WILL

- Demonstrate knowledge of photographic concepts
- Analyse creative processes in the arts
- Experiment with photography using different media, techniques, and technologies
- Apply practical skills to produce work for a specific purpose
- Work individually and collaboratively to develop, present, and evaluate their work
- Communicate and reflect on creative ideas and processes

ASSESSMENT

School based (70%)
- Product: Two Folios (50%)
- Investigation (20%)

Externally assessed (30%)
- Practical Skill Development: Exploration and evaluation of photography skills, with up to 12 pieces of evidence

SPECIAL REQUIREMENTS: None

STAGE 2 CREATIVE ARTS STAGE PRODUCTION

LENGTH: 2 Semesters
CREDITS: 20
RECOMMENDED BACKGROUND: Stage 1 Performing Arts.
(Students cannot enrol in both Stage 2 Creative Arts Photography and Stage 2 Creative Arts Stage Production)

In this course, students will engage in stage production as a collaborative art form. They will work in a range of production roles, including performance, set design, costume, lighting, and sound. Students will explore and apply production techniques, while safely working with various tools and equipment. The focus is on developing practical skills in creating and presenting a live performance based on a design brief. Creativity, teamwork, and reflective practice will be central to this course.

STUDENTS WILL

- Demonstrate knowledge of stage production concepts
- Analyse creative processes in performance and production
- Apply skills to create a live performance or presentation
- Work individually and collaboratively to develop, present, and evaluate the production
- Reflect on their creative ideas, processes, and final outcomes

ASSESSMENT

School based (70%)
- Product: Two Folios (50%)
- Investigation (20%)

Externally assessed (30%)
- Practical Skill Development

SPECIAL REQUIREMENTS: None

STAGE 2 DESIGN AND PUBLISHING

LENGTH: 2 Semesters
CREDITS: 20
RECOMMENDED BACKGROUND: Stage 1 Information Processing

This creative, hands-on subject allows students to develop skills in creating media art and design products using Adobe software and cutting-edge hardware. Students will apply the design process to create visually engaging concepts, drawing inspiration from artists and media publishers. They will also explore trends in the media and publishing industries, especially graphic design, and prepare for future career pathways.

STUDENTS WILL

- Apply principles of design and layout to create media products
- Develop practical skills by creating posters, business cards, and brochures
- Analyse social, ethical, and legal issues in electronic publishing
- Document and evaluate their design process

ASSESSMENT

School based (70%)

- Practical Skills: Four to five tasks such as posters, articles, and brochures (40%)
- Issue Analysis: Written assessment on ethical and legal issues in publishing (30%)

Externally assessed (30%)

- Product and Documentation: Create a unique product with design process documentation

SPECIAL REQUIREMENTS: None

STAGE 2 VISUAL ART or DESIGN

LENGTH: 2 Semesters
CREDITS: 20
RECOMMENDED BACKGROUND: Stage 1 Visual Art or Design

Students will choose to work in either Art or Design. They will develop their own projects and skills using chosen media, whether as an artist or designer. Through research, analysis, and experimentation, students will resolve and produce practical work while refining their technical skills. They will engage in visual thinking to develop ideas, concepts, and imaginative solutions.

STUDENTS WILL

- Research, analyse, and experiment with various media and techniques
- Produce resolved practical work, showcasing technical and creative development
- Develop concepts through visual thinking and investigation
- Create a final product based on the design process

ASSESSMENT

School based (70%)

- Folio: Document visual learning (40%)
- Practical: Produce final practicals and a practitioner's statement (30%)

Externally assessed (30%)

- Visual Study: Complete a visual study

SPECIAL REQUIREMENTS: None

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STAGE 2 MUSIC EXPLORATIONS

LENGTH: 2 Semesters
CREDITS: 20
RECOMMENDED BACKGROUND: Stage 1 Music Experience

Music Explorations focuses on learning through the exploration of various musical styles, influences, and elements. Students critically and creatively engage with music, developing their musical literacy. The course allows for experimentation in performance, composing, arranging, and music technology. Students apply their understanding of musical elements to create and manipulate sound, producing works that express ideas and emotions.

STUDENTS WILL

- Explore music through composition, performance, and technology
- Analyse and deconstruct musical works
- Create original musical pieces that express personal ideas
- Document and reflect on their music exploration process

ASSESSMENT

School based (70%)

- Comparative analysis of two musical works, songwriting, and performance review (30%)
- Portfolio of explorations into performance, composition, music technology, or genres (40%)

Externally assessed (30%)

- Creative Connections – creating compositions, arrangements, or performances

SPECIAL REQUIREMENTS: All students must participate in lessons with an Instrumental Music teacher, either provided by the school or privately. Students must have access to their own instrument (owned or hired through the school) to support their participation.

STAGE 2 MUSIC PERFORMANCE: ENSEMBLE

LENGTH: 1 Semester
CREDITS: 10
COMPULSORY PREREQUISITE: C grade or above in Stage 1 Music Experience

This course focuses on ensemble performance, where students collaborate in musical group settings to enhance their performance skills. They work on refining their ensemble pieces, engage in part testing, and critically analyse their performances to improve.

STUDENTS WILL

- Participate in ensemble performances, demonstrating musical proficiency
- Develop skills in teamwork and communication within a group
- Analyse and critique their performances for improvement

ASSESSMENT

School based (70%)

- Assessment Type 1: Six to eight minute ensemble performance with part testing (30%)
- Assessment Type 2: Six to eight minute ensemble performance with part testing, and an 800 word discussion (40%)

Externally assessed (30%)

- Assessment Type 3: Six to eight minute ensemble performance with part testing, and a 500 word evaluation

SPECIAL REQUIREMENTS: All students must participate in lessons with an Instrumental Music teacher, either provided by the school or privately. Students must have access to their own instrument (owned or hired through the school) to support their participation.

STAGE 2 MUSIC PERFORMANCE: SOLO
LENGTH: 1 Semester
CREDITS: 10
COMPULSORY PREREQUISITE: C grade or above in Stage 1 Music Experience

This course focuses on solo performance, where students will develop their musical proficiency in individual performances. They will refine their solo pieces, engage in part testing, and critically analyse their own performances.

STUDENTS WILL

- Perform a solo piece, demonstrating technical skill and musicality
- Analyse and critique their performance to enhance their abilities
- Apply strategies for refining and improving their performance

ASSESSMENT

School based (70%)

- Assessment Type 1: Six to eight-minute solo performance with part testing (30%)
- Assessment Type 2: Six to eight-minute solo performance with part testing, and an 800-word discussion (40%)

Externally assessed (30%)

- Assessment Type 3: Six to eight-minute solo performance with part testing, and a 500-word evaluation

SPECIAL REQUIREMENTS: All students must participate in lessons with an Instrumental Music teacher, either provided by the school or privately.

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DESIGN AND TECHNOLOGY

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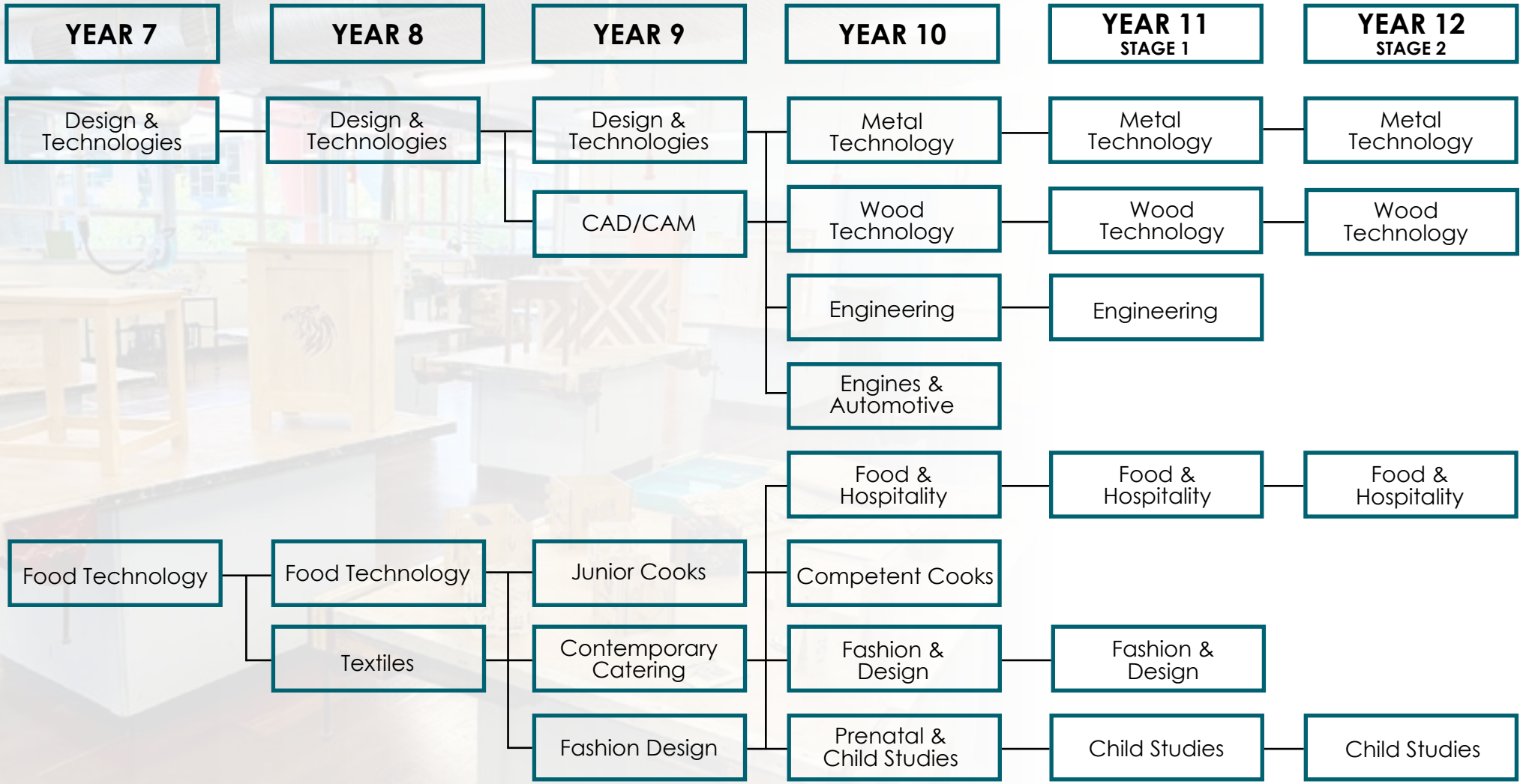

DESIGN AND TECHNOLOGY

FOOD TECHNOLOGY AND TEXTILES OPTIONS

YEAR 10 PRENATAL AND CHILD STUDIES

LENGTH: 1 or 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Early child development is a fascinating journey that begins before birth. This unit explores a child's first five years. Students will focus on four key areas: physical growth, cognitive development, social interactions, and emotional understanding. Students will learn about children's unique needs at each stage and how these evolve over time. Students will engage in hands-on activities supporting child development, including designing nutritious foods for mothers and babies, creating stimulating sensory toys, crafting learning games, and making comfortable children's clothing. Students will gain insight into nurturing young children. They will also explore pregnancy, understanding the physical, mental, and emotional changes mothers experience from conception through their child's early years.

STUDENTS WILL

- Undertake research individually and collaboratively
- Document and present findings in multimodal forms
- Design and produce food and/or textile products
- Source information; analyse texts; communicate ideas and information with peers and others

ASSESSMENT

- Group Action Plan/ Practical/ Evaluation - 25%
- Group Research/ Group Practical/ Evaluation - 25%
- Research/ Paired Practical/ Evaluation - 25%
- Investigation - 25%

SPECIAL REQUIREMENTS: None

YEAR 10 COMPETENT COOKS

LENGTH: 1 Semester
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

This hands-on course is perfect for food lovers who want to cook with confidence. Students will learn to make delicious meals from scratch. The course teaches you how to balance flavors, use herbs and spices, and master cooking methods. Students will make sauces, breads, and pastas from scratch. You will also learn to create healthier versions of takeout meals and bake pastries and bread. The course explores global cuisines, helping you expand your cooking skills. By the end of the course, you will be able to create tasty home-cooked meals easily. This course is great for anyone who wants to cook for themselves, their family, or even host dinner parties.

STUDENTS WILL

- Practice how to use kitchen equipment safely and effectively
- Bake breads, cakes and pastries
- Healthy homemade takeaway
- Global cuisines and cooking traditions
- Perform research individually and collaboratively
- Source information; analyse texts; communicate with peers and others

ASSESSMENT

- Investigate/ Practical/ Evaluation - 25%
- Individual Design/ Practical/ Evaluation - 25%
- Individual Research/ Practical/ Evaluation - 25%
- Research/ Practical Application/ Individual Evaluation - 25%

SPECIAL REQUIREMENTS: None

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DESIGN AND TECHNOLOGY

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YEAR 10 FASHION AND DESIGN (SACE STAGE 1)
LENGTH: 1 Semester
CREDITS: 10
RECOMMENDED BACKGROUND: Basic skills in textiles preferable

This is an introductory course in creating your own clothes and fashion accessories. Students will master drafting techniques, utilize commercial patterns, and operate overlockers effectively. They will apply correct and accurate construction techniques in the creation of two distinct articles of clothing or accessories. Students will also develop an appreciation for wardrobe planning, understanding how to mix and match clothes for versatile outfits, and gain insight into ethical and sustainable practices within the fashion industry, fostering a deeper understanding of responsible production and consumption. These outcomes will provide a solid foundation for further exploration in fashion design and garment construction.

STUDENTS WILL

- Learn how to draft patterns and use commercial patterns effectively
- Gain proficiency in using overlockers
- Explore how to mix and match clothes for versatile outfits
- Students will gain insights into responsible production and consumption in the fashion industry

ASSESSMENT

- Specialised Skills Tasks 40 %
- Design processes and product 60%

SPECIAL REQUIREMENTS: None

YEAR 10 FOOD AND HOSPITALITY
LENGTH: 1 or 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: Year 9 Contemporary Catering

This course is great for those who want to work in hospitality, improve their cooking, or gain real-world experience by catering for events. Students will make a variety of dishes and learn about food trends in Australia. They will study how different cultures have shaped Modern Australian Cuisine. The course teaches essential techniques, how to balance flavors, and how to use modern kitchen tools. This course helps students improve their skills, gain confidence, and be creative in the kitchen. It is useful for those who want to work in hospitality or just cook well at home. For beginners, the Year 10 Competent Cooks course is a good place to start and build confidence.

STUDENTS WILL

- Practice kitchen safety
- Be involved in catering for events and food production
- Document and present their work in a range of multi modal forms
- Study catering history, terminology, and practical applications

ASSESSMENT

- Investigation - 25%
- Catering/ Group Practical Activity/ Evaluation - 25%
- Design Brief/ Group Activity/ Evaluation - 25%
- Action Plan/ Group Practical/ Evaluation - 25%

SPECIAL REQUIREMENTS: None

DESIGN AND TECHNOLOGY

STAGE 1 CHILD STUDIES
LENGTH: 1or 2 Semesters
CREDITS: 10 or 20
RECOMMENDED BACKGROUND: None

Students will understand family roles in newborn care and explore child growth patterns. The course covers nutritional needs of children from birth to eight years old. Students will investigate societal issues impacting children. These outcomes prepare students for careers in childcare, education, and family support. By the end of the course, students will have a solid foundation in child development dynamics. They will gain skills to make informed decisions and provide effective support in professional settings. This comprehensive approach ensures students are well-prepared to positively contribute to children's well-being and development in their future careers.

STUDENTS WILL

- Understand the roles and responsibilities involved in caring for newborns
- Explore growth patterns and developmental stages in early childhood
- Learn about the nutritional requirements of children from birth to eight years old
- Investigate current social challenges impacting child welfare
- Develop skills to make informed decisions and provide effective support in professional settings

ASSESSMENT

- Assessment type 1: Practical Activity
- Assessment type 2: Group Activity
- Assessment type 3: Investigation

SPECIAL REQUIREMENTS: None

STAGE 1 FASHION AND DESIGN
LENGTH: 1 Semester
CREDITS: 10 (Stage 1 Material Solutions)
RECOMMENDED BACKGROUND: Basic skills in textiles

This is an introductory course in creating your own clothes and fashion accessories. Students will master drafting techniques, utilize commercial patterns, and operate overlockers effectively. They will apply correct and accurate construction techniques in the creation of two distinct articles of clothing or accessories. Students will also develop an appreciation for wardrobe planning, understanding how to mix and match clothes for versatile outfits, and gain insight into ethical and sustainable practices within the fashion industry, fostering a deeper understanding of responsible production and consumption. These outcomes will provide a solid foundation for further exploration in fashion design and garment construction.

STUDENTS WILL

- Learn how to draft patterns and use commercial patterns effectively
- Gain proficiency in using overlockers
- Explore how to mix and match clothes for versatile outfits
- Students will gain insights into responsible production and consumption in the fashion industry

ASSESSMENT

- Specialised Skills Tasks 40 %
- Design processes and product 60%

SPECIAL REQUIREMENTS: None

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DESIGN AND TECHNOLOGY

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STAGE 1 FOOD AND HOSPITALITY
LENGTH: 1or 2 Semesters
CREDITS: 10 or 20
RECOMMENDED BACKGROUND: None

Students will develop skills in food safety, hospitality management, and event catering. They will master proper food handling practices, focusing on hygiene and industry regulations. The course explores key hospitality principles like customer service and time management. Through hands-on catering experiences, students will gain event planning skills. Food choices for health and creative presentation techniques, and contemporary issues such as sustainability and cultural influences in food production will be covered. This course is perfect for those interested in hospitality careers or event management. It offers practical experience, fosters creativity, and provides a deep understanding of the food industry, preparing students for future studies or careers in hospitality and food services.

STUDENT WILL

- Cater live events
- Practice and develop food safety skills
- Research laws and regulations
- Understand illnesses and prevention
- Kitchen operations
- Plating techniques
- Perform research and document findings in multimodal forms
- Practice literacy skills

ASSESSMENT

- Research Component/ Practical Cooking Task - 25%
- Action Plan/ Practical Activity and Evaluation - 25%
- One Individual Investigation - 25%
- Collaborative Task/ Action Plan/ Evaluation - 25%

SPECIAL REQUIREMENTS: None

STAGE 2 CHILD STUDIES
LENGTH: 2 Semesters
CREDITS: 20
RECOMMENDED BACKGROUND: Year 11 Child Studies

Students will explore contemporary issues in childhood health, nutrition, safety, education, literacy, and numeracy. They will learn best practices in child care to create safe, supportive environments. The course covers various aspects of child development, including behavioral, cognitive, language, physical, social, and emotional growth. By studying these areas, students will better understand how to support children at different life stages. A key focus is the role of technology in addressing children's needs, especially those with special needs. Students will discover how digital tools and assistive technologies can enhance learning, communication, and daily living. This knowledge will equip them to support inclusive and adaptive learning environments. The holistic approach prepares students to effectively contribute to children's well-being and development.

STUDENTS WILL

- Perform research individually and collaboratively
- Document findings and present in multimodal forms
- Design and produce products
- Practise literacy skills

ASSESSMENT

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

SPECIAL REQUIREMENTS: None

DESIGN AND TECHNOLOGY

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 delves into the ever-changing world of food and hospitality. Students examine industry trends, attitudes, and values. They explore how economic, environmental, legal, political, sociocultural, and technological factors shape the industry globally. This course helps students understand food production, service, and consumer behavior and gain practical skills. They prepare for potential careers through hands-on experiences, sometimes outside school hours. These activities may occur in school or in the community, offering real-world exposure. Through participation, students learn industry standards and develop critical thinking skills crucial for success in the dynamic food and hospitality sector.

STUDENTS WILL

- Practice kitchen safety and learn culinary skills
- Be involved in event catering and food production
- Study catering history, terminology, and practical applications
- Research laws and regulations

ASSESSMENT

- Practical Activity (50%)
- Group Activity (20%)
- Investigation (30%)

SPECIAL REQUIREMENTS: None

TECHNOLOGY

YEAR 10 ENGINEERING
LENGTH: 1 Semester
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Students engage in a series of engineering challenges which focus on the investigation, design, and testing of sustainable devices utilized in daily life. Students apply theoretical knowledge to practical applications to create a tangible product. Students build a foundational understanding using simulators and modeling tools which support students to visualize complex concepts and predict potential outcomes. This hands-on approach ensures students develop critical thinking skills, creativity, and practical engineering expertise while addressing sustainability challenges. Students tackle real-world problems by demonstrating a thorough understanding of the problem; conducting research and presenting multiple potential solutions based on their findings.

STUDENTS WILL

- Work in teams to create solutions to engineering problems
- Develop a solid working knowledge of the "engineering cycle"
- Utilise the technology workshops and various tools to realise an engineering solution

ASSESSMENT

- Design Brief
- Research Task
- Practical Project
- Product Record
- Evaluation

SPECIAL REQUIREMENTS: None

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DESIGN AND TECHNOLOGY

Learning Together, Achieving Together

YEAR 10 ENGINES AND AUTOMOTIVE
LENGTH: 1 Semester
CREDITS: 10 (Stage 1 Integrated Learning)
RECOMMENDED BACKGROUND: None

This course explores the fascinating world of small engines and vehicle systems. Students will study mechanical and electrical components in everyday machines like lawnmowers, boats, and trailers. They study various systems including electronic, body repair, trim installation, suspension, braking, engine mechanics, and accessory integration. Students work with second hand equipment, revitalizing broken-down machines. Students can bring their own items for repair, subject to approval. This allows students to apply knowledge to projects they are passionate about, enhancing engagement and understanding, and developing valuable skills in diagnosing, repairing, and maintaining small engines and vehicle systems.

STUDENTS WILL

- Experience practical engine and automotive diagnosis and repair
- Work collaboratively to dismantle and reassemble 2 and 4 stroke engines
- Gain an understanding of automotive systems and componentry
- Experience practical use of tools in the workshop,

ASSESSMENT

- 70% practical and 30% theory tasks (3 tasks)
- Independent practical tasks involving diagnosis and repair of vehicular systems

SPECIAL REQUIREMENTS: None

YEAR 10 METAL TECHNOLOGY
LENGTH: 1 or 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Students embark on an exciting journey into metal technology, centered around crafting a steel folding spade. This hands-on project introduces essential metalworking techniques and tools. Participants master two critical welding methods: Braze/Fusion Oxy-Acetylene Gas Welding and MIG (Metal Inert Gas) Welding. They also gain experience with the Hercus Metal Lathe, a precision tool for shaping metal components. Additional skills are developed using portable grinders, drill presses, and hydraulic presses, all crucial for fabricating spade parts. To reinforce practical skills, students complete theory tasks, ensuring a well-rounded understanding of metal technology principles. Students produce a functional steel folding spade, acquiring a solid foundation in metalworking techniques.

STUDENTS WILL

- Create working drawings and Cutting/Costing documents for their project
- Utilise the Metal workshop and its tools and machines to create a functional project
- Learn safe working procedures
- Develop skills and confidence in fabrication

ASSESSMENT

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

SPECIAL REQUIREMENTS: None

DESIGN AND TECHNOLOGY

YEAR 10 WOOD TECHNOLOGY
LENGTH: 1 or 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Students in this course will apply their workshop skills to design and construct a significant timber project. The process involves three key stages: design, make, and critique. Throughout the course, students will engage in problem-based learning, completing both written and hands-on tasks. They will develop proficiency in using hand tools and machinery while strictly adhering to safety protocols. This project encourages independent work and responsible behavior in both classroom and workshop settings. By applying theoretical knowledge to practical situations, students will foster creativity and critical thinking. Upon completion of the course, students will have gained valuable experience in project management, woodworking techniques, and design principles, preparing them for future endeavors in related fields.

STUDENTS WILL

- Be involved in the Design Process Cycle
- Create a major woodwork project
- Use materials to complete jointing tasks
- Use machines and tools safely

ASSESSMENT

- Design Brief and Evaluation 30%
- Major Project 50%
- Project Journal 20%

SPECIAL REQUIREMENTS: None

STAGE 1 ENGINEERING
LENGTH: 1 or 2 Semesters
CREDITS: 10 or 20
RECOMMENDED BACKGROUND: None

Students investigate, design, and test sustainable devices with universal applications. Students demonstrate their understanding of the engineering cycle by identifying problems, researching solutions, and presenting ideas. Arduino Microcontrollers, sensors, and output devices are key components of the course. Students complete tasks to learn the Arduino IDE platform and basic circuit prototyping. They combine these skills to create self-contained devices programmed to measure events and display data. This approach enhances technical skills and fosters critical thinking, problem-solving, and creativity in addressing real-world engineering challenges. Students develop a comprehensive skill set for future engineering endeavors.

STUDENTS WILL

- Experience and develop familiarity with Arduino IDE platform
- Examine scenarios in practice
- Be involved in design and problem solving associated with the scripting for Arduino IDE
- Consider a range of prototyping methods
- Write for a range of purposes and audiences

ASSESSMENT

- Design Brief and Evaluation 30%
- Major Project 50%
- Project Journal 20%

SPECIAL REQUIREMENTS: None

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DESIGN AND TECHNOLOGY

Learning Together, Achieving Together

STAGE 1 METAL TECHNOLOGY
LENGTH: 1 or 2 Semesters
CREDITS: 10 or 20
RECOMMENDED BACKGROUND: None

Metal Technology offers students an immersive, hands-on experience. Students construct a metal project/ product from a selection of materials, learning metalworking techniques and equipment operation. They master various welding methods, including Braze/ Fusion Oxy-Acetylene Gas Welding and MIG Welding, forming a solid foundation for future projects. Students gain experience with precision machinery like the Hercus Metal Lathe, and become proficient with portable grinders, drill presses, and hydraulic presses. To complement practical skills, students complete theory tasks, deepening their understanding of metalworking principles and ensuring a comprehensive education in Metal Technology.

STUDENTS WILL

- Experience and develop proficiency in gas and electric welding and fabricating and workshop practice
- Be involved in design and problem solving exercises, associated with metal fabrication
- Use a range of powered machines (including metal lathe), hand tools, and welding equipment
- Consider a range of metal materials and associated products
- Write for a range of purposes and audiences, choosing appropriate language and stylistic features.

ASSESSMENT

- Specialised skills task (20%)
- Design Process and Product (80%)

SPECIAL REQUIREMENTS: None

STAGE 1 WOOD TECHNOLOGY
LENGTH: 1 or 2 Semesters
CREDITS: 10 or 20
RECOMMENDED BACKGROUND: Year 10 Woodwork

Students in this course develop essential workshop skills through hands-on skills and application tasks. These tasks prepare students to create a major project of their own choice. Throughout the learning journey, students follow a structured design process, gaining valuable problem-solving experience. They learn to safely and correctly operate various powered woodworking machines, enhancing their practical abilities. The course challenges students to work responsibly, safely, and independently, fostering important workplace skills. As they progress, students' problem-solving abilities are continually tested, encouraging creative thinking and adaptability. This comprehensive approach ensures students gain a well-rounded understanding of woodworking techniques, design principles, and workshop safety practices.

STUDENTS WILL

- Participate in class discussions
- Respond to a wide range of texts
- Be involved in the Design Process Cycle
- Create a major woodwork project
- Use materials to complete jointing tasks
- Use machines and tools safely

ASSESSMENT

- Specialised skills task (20%)
- Design Process and Product (80%)

SPECIAL REQUIREMENTS: None

DESIGN AND TECHNOLOGY

STAGE 2 METAL TECHNOLOGY
LENGTH: 2 Semesters
CREDITS: 20
RECOMMENDED BACKGROUND: Stage 1 Metal Technology

Students develop skills through practical application across three key projects that incorporate metal turning and welding techniques. Students build foundational competencies, producing metalwork items from plans and specifications. As they advance, students tackle more complex product design, using an investigative process to realize design briefs. They analyze existing products and apply their knowledge to create innovative solutions. This course emphasizes specialized metalworking skills, practical application, and design thinking. By combining technical proficiency with creative problem-solving, students prepare for real-world manufacturing scenarios, bridging classroom learning and industry demands.

STUDENTS WILL

- Learn to build items from plans and specifications
- Design and create products through investigation and evaluation
- Gain experience in gas and electric welding, fabrication, and workshop practice
- Use powered machines, hand tools, and welding equipment
- Study different metal materials and products

ASSESSMENT

School Based (70%)
- Specialised skills task: two-three tasks (20%)
- Design Process and Product: two-three tasks (50%)

Externally assessed (30%)
- Resource Study: one task

SPECIAL REQUIREMENTS: None

STAGE 2 WOOD TECHNOLOGY
LENGTH: 2 Semesters
CREDITS: 20
RECOMMENDED BACKGROUND: None

Students in this course undertake two major theoretical components: a Design Brief and a Resource Study. As part of their practical work, students are tasked with manufacturing a significant project. This project focuses on leg and rail carcase timber design, challenging students to apply their theoretical knowledge in a hands-on setting. Throughout the course, students extensively develop and refine their hand and machine skills. These skills are crucial for successful project completion and future woodworking endeavors. At the conclusion of the course, students undergo an evaluation to assess their skill development and overall progress in both theoretical understanding and practical application of woodworking techniques.

STUDENTS WILL

- Participate in class discussions
- Respond to a wide range of texts
- Be involved in the Design Process Cycle
- Create a major woodwork project
- Use materials to complete jointing tasks
- Use machines and tools safely

ASSESSMENT

School based (70%)
- Specialised skills task: two-three tasks (20%)
- Design Process and Product: two-three tasks (50%)

Externally assessed (30%)
- Resource Study (30%)

SPECIAL REQUIREMENTS: None

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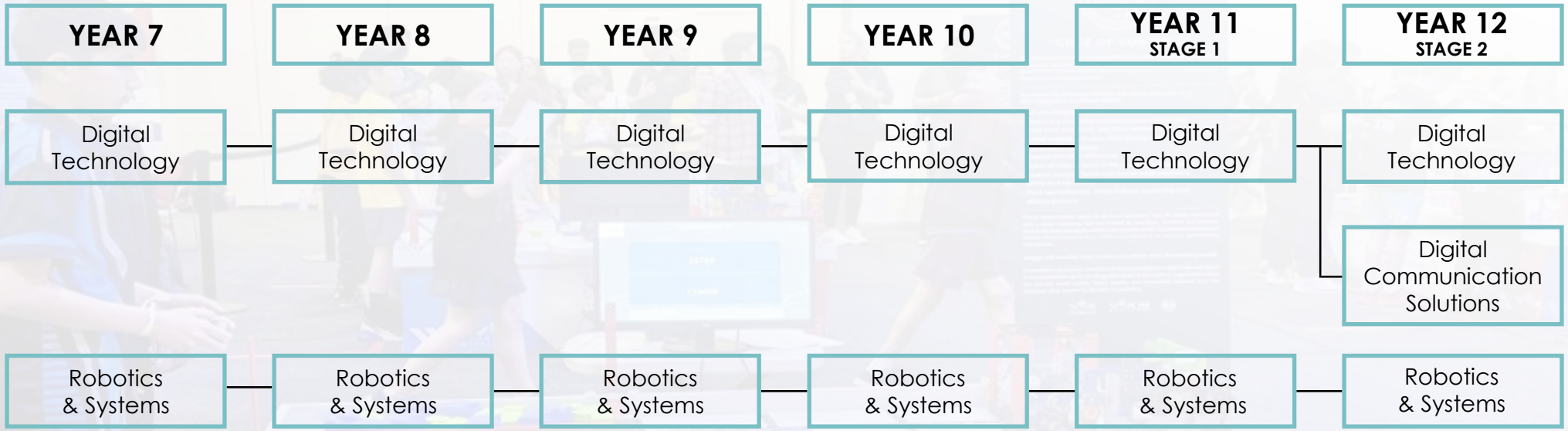

DIGITAL TECHNOLOGIES

YEAR 10 DIGITAL TECHNOLOGY
LENGTH: 1 Semester
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: Year 9 Digital Technology

In Digital Technologies students create digital 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 complete units on Python Programming, Object Oriented Programming and Website Design.

STUDENTS WILL

- Develop and apply their skills in computational thinking and program design
- Engage in iterative project development
- Design, create and evaluate digital projects

ASSESSMENT

- Design Folio
- Website walkthrough
- Collaborative project

SPECIAL REQUIREMENTS: None

STAGE 1 DIGITAL TECHNOLOGY
LENGTH: 1 Semester
CREDITS: 10
RECOMMENDED BACKGROUND: Year 10 Digital Technology

Students create digital 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 complete units on Python Programming, Object Oriented Programming and Website Design. This course will prepare students for either Digital Technology or Digital Communications at year 12.

STUDENTS WILL

- Develop and apply their skills in computational thinking and program design
- Engage in iterative project development
- Design, create and evaluate digital projects

ASSESSMENT

- Project Skills (50%)
- Collaborative Project (20%)
- Individual Digital Solution (30%)

SPECIAL REQUIREMENTS: None

STAGE 2 DIGITAL TECHNOLOGY
LENGTH: 2 Semesters
CREDITS: 20
RECOMMENDED BACKGROUND: Stage 1 Digital Technology

In Digital Technologies students create digital 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 complete units on Data Science, General Purpose Programming and ethical considerations of innovation.

STUDENTS WILL

- Develop and apply their skills computational thinking and in program design
- Engage in iterative project development
- Design, create and evaluate digital projects

ASSESSMENT

School Based (70%)

- Project Skills (50%)
- Collaborative Project (20%)

Externally Assessed (30%)

- Individual Digital Solution

SPECIAL REQUIREMENTS: None

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STAGE 2 DIGITAL COMMUNICATION SOLUTIONS
LENGTH: 2 Semesters
CREDITS: 20
RECOMMENDED BACKGROUND: Stage 1 Digital Technology

Students use the design and realisation process to engineer solutions for the development of products or systems. Students produce outcomes that demonstrate the knowledge and skills associated with manipulation of digital communication media. The course focuses on the justification of design choices and how the design meets the needs of the client.

STUDENTS WILL

- Learn digital skills such as website or app design
- Produce an interactive website, app, or game for industry, education, or entertainment

ASSESSMENT

School Based (70%)
- Specialised skills tasks (20%)
- Design Process and Product (50%)

Externally assessed (30%)
- Resources Study (30%)

SPECIAL REQUIREMENTS: None

YEAR 10 ROBOTICS AND SYSTEMS
LENGTH: 1 Semester
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

Explore the world of robotics and engineering systems through this exciting and innovative course. Students will solve problems using the VEX robotics systems and learn about how robotics is used in the real world. This course will have an engineering focus with small elements of basic block programming and will prepare students for Stage 1 Robotics and Systems. The course will also be written each year with a focus on that season's VEX competition.

STUDENTS WILL

- Design and build robots using VEX robotics kits
- Solve engineering problems through team-based projects

ASSESSMENT:

- Investigation
- Design folio (One collaborative, one individual)

SPECIAL REQUIREMENTS: None

DIGITAL TECHNOLOGIES

STAGE 1 ROBOTICS AND SYSTEMS
LENGTH: 1 Semester
CREDITS: 10
RECOMMENDED BACKGROUND: None

In this course students use the VEX V5 robotics system to overcome engineering challenges both individually and collaboratively. Students will follow the engineering design process to identify problems, design prototypes, engineer and program solutions and evaluate effectiveness. Students will investigate the effectiveness and suitability of components and materials to specific jobs. This course may be linked to the VEX VRC competition.

STUDENTS WILL

- Design and build systems to solve problems
- Collaborate with others to achieve shared goal

ASSESSMENT

- Specialised Skills Tasks - 30%
- Design Process and Product - 70%

SPECIAL REQUIREMENTS: None

STAGE 2 ROBOTICS AND SYSTEMS
LENGTH: 2 Semesters
CREDITS: 20
RECOMMENDED BACKGROUND: Stage 1 VEX Robotics and Systems

In this course students will use the VEX V5 robotics system to overcome engineering challenges both individually and collaboratively. Students will use the engineering design process to identify problems, prototype, engineer and program solutions and evaluate effectiveness. Students will also investigate effectiveness and suitability of components and materials to specific jobs. This course may be linked to the year's VEX VRC competition.

STUDENTS WILL

- Design and build systems to solve problems
- Collaborate with others to achieve shared goals
- Investigate appropriateness of materials/systems for a given task

ASSESSMENT

School Based (70%)

- Specialised Skills Tasks - 20%
- Design Process and Product - 50%

External (30%)

- Resource Study - 30%

SPECIAL REQUIREMENTS: None

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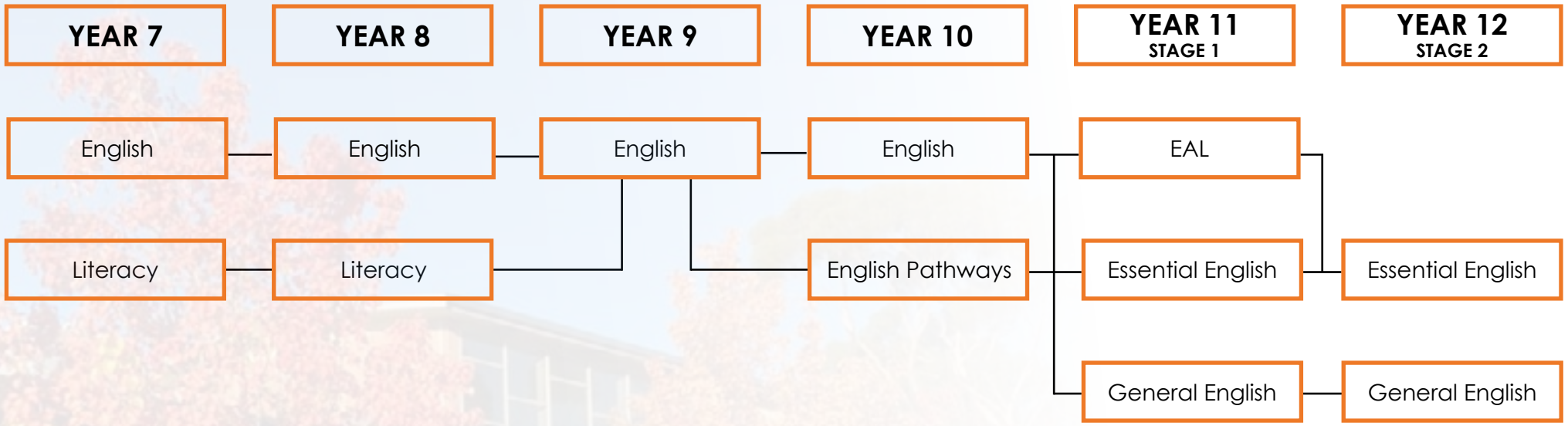

ENGLISH

YEAR 10 ENGLISH

LENGTH: 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: None

In this subject, the focus will be on developing knowledge, understanding and skills in listening, reading, viewing, speaking and creating. Students will have the chance to interpret, create, evaluate, discuss and perform, while engaging with a wide range of texts, including novels, documentaries, films, short stories, articles and, online media. Final grades will be based on a range of formative and summative tasks.

STUDENTS WILL

- Participate in class discussions and debates
- Analyse a range of texts for stylistic and language features
- Create a range of texts using appropriate stylistic and language features for a target audience
- Analyse and give feedback on each other's writing

ASSESSMENT

- Creative Monologue
- Podcast/Oral Presentation
- Analytical Response
- Mockumentary Film

SPECIAL REQUIREMENTS: None

YEAR 10 ENGLISH PATHWAYS

LENGTH: 1 Semester
CREDITS: 10
RECOMMENDED BACKGROUND: This course does not lead to Stage 2 Essential or General English.

This subject enables students who intend on following a vocational pathway to get a head start on meeting their compulsory SACE Literacy requirement in Semester 2 of Year 10. Through examining a wide range of short-form, multimodal and modern texts that relate to their vocational pathways, students will develop their understanding of language and stylistic features. They will continue to build fundamental skills in listening, reading, viewing, speaking and creating.

STUDENTS WILL

- Participate in class discussions and debates
- Respond to a wide range of texts
- Transform existing texts into new concepts or text structures
- Create multimodal texts for an authentic audience

ASSESSMENT

- Responding to texts: two tasks (50%)
- Creating texts: two tasks (50%)

SPECIAL REQUIREMENTS: None

STAGE 1 ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

LENGTH: 2 Semesters
CREDITS: 20
RECOMMENDED BACKGROUND: EAL students can apply for this subject if they meet the requirements (see below).

In this subject, the focus will be 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, 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 WILL

- Participate in class discussions and debates
- Respond to a wide range of texts
- Research and refine questions
- Participate in an excursion

ASSESSMENT

- Responding to texts: three tasks (50%)
- Interactive study: one task (25%)
- Language study: one task (25%)

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

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STAGE 1 ESSENTIAL ENGLISH
LENGTH: 2 Semesters
CREDITS: 20
RECOMMENDED BACKGROUND: None

This class will focus on supporting students to meet their compulsory SACE Literacy requirement, and is well suited to those who are pursuing a vocational pathway. Through examining a wide range of short-form, multimodal and modern texts, students will develop their understanding of language and stylistic features. They will continue to build fundamental skills in listening, reading, viewing, speaking and creating.

STUDENTS WILL

- Participate in class discussions and debates
- Respond to a wide range of texts
- Transform existing texts into new concepts or text structures
- Create multimodal texts for an authentic audience

ASSESSMENT

- Responding to texts: two tasks (50%)
- Creating texts: two tasks (50%)

SPECIAL REQUIREMENTS: None

STAGE 1 GENERAL ENGLISH
LENGTH: 2 Semesters
CREDITS: 20
RECOMMENDED BACKGROUND: None

In this class, students will critically and creatively engage with a wide range of texts including novels, films, 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 contexts. This includes social, cultural, economic, historical and/or political perspectives in texts and their representation of the human experience.

STUDENTS WILL

- Participate in class discussions and debates on social issues, perspectives and contexts in relation to a wide range of texts
- Read and critically analyse long-form texts
- Make connections between texts
- Write for a range of purposes and audiences, choosing appropriate language and stylistic features

ASSESSMENT

- Responding to texts: one task (20%)
- Creating texts: two tasks (50%)
- Intertextual Study: one task (30%)

SPECIAL REQUIREMENTS: None

ENGLISH

STAGE 2 ESSENTIAL ENGLISH

LENGTH: 2 Semesters
CREDITS: 20
COMPULSORY PRE-REQUISITE: C grade or above in Year 11 English or Essential English

Building on from the skills and concepts taught in Year 11, this class will focus on responding to and creating texts in and for a range of personal, social, cultural, community and/or workplace contexts. Through examining a wide range of short-form, multimodal and modern texts, students will consider ways in which language choices are used to create meaning.

STUDENTS WILL

- Participate in class discussions and debates
- Respond to a wide range of texts
- Create multimodal texts for an authentic audience
- Complete an independent study of two texts

ASSESSMENT

School Based (70%)
- Responding to texts: two-three tasks (30%)
- Creating texts: two-three tasks (40%)

External (30%)
- Language Study: one task

SPECIAL REQUIREMENTS: None

STAGE 2 GENERAL ENGLISH

LENGTH: 2 Semesters
CREDITS: 20
COMPULSORY PRE-REQUISITE: B grade or above in Year 11 General English or Essential English

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. This includes social, cultural, economic, historical and/or political perspectives in texts and their representation of the human experience.

STUDENTS WILL

- Participate in class discussions and debates on social issues, perspectives and contexts in relation to a wide range of texts
- Read and critically analyse long-form texts, including their own writing
- Write for a range of purposes and audiences, choosing appropriate language and stylistic features
- Complete an independent comparative study of two texts

ASSESSMENT

School Based (70%)
- Responding to texts: two - three tasks (30%)
- Creating texts: two - three tasks and writer's statement (40%)

External (30%)
- Comparative Analysis: one task

SPECIAL REQUIREMENTS: None

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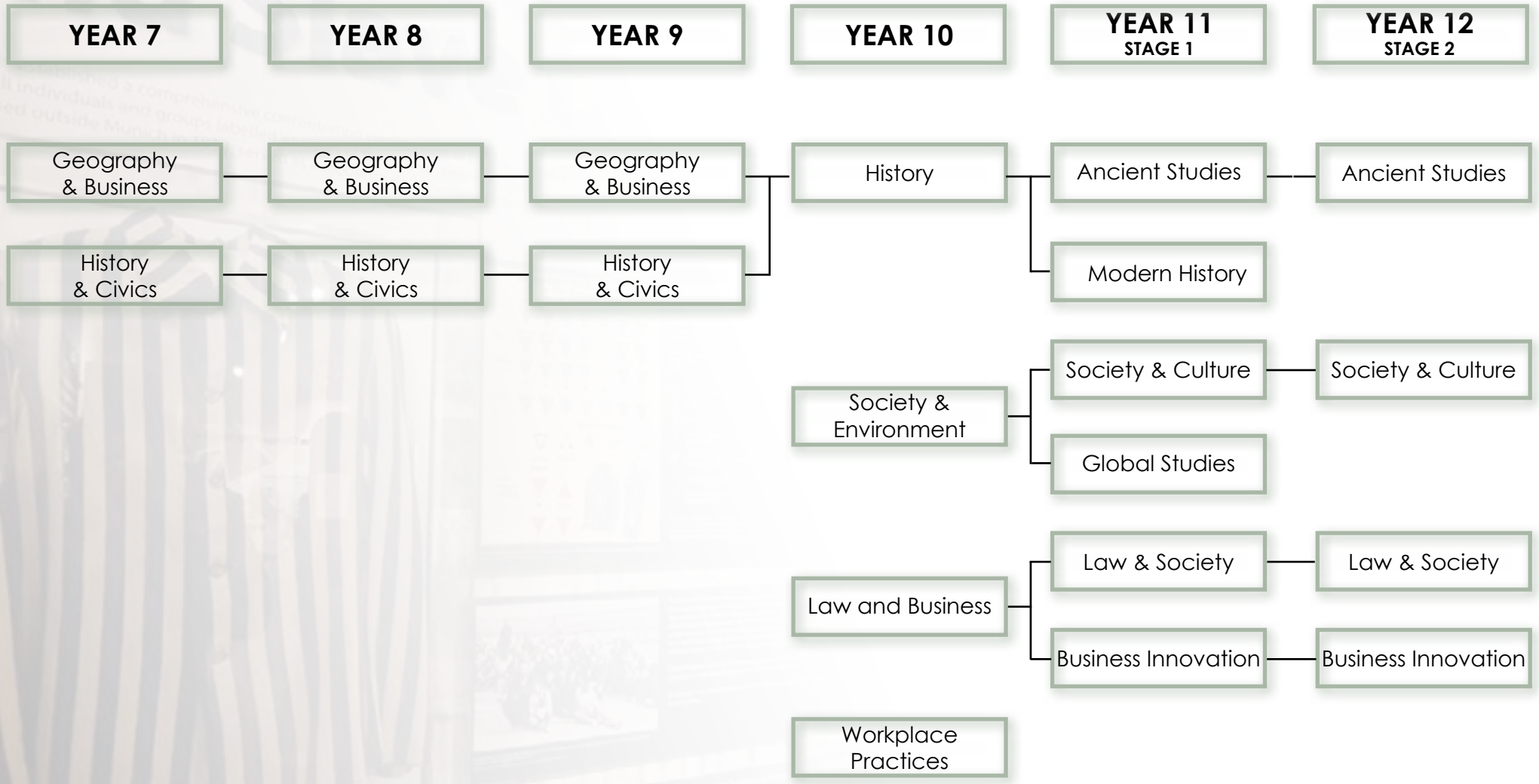

YEAR 10 HISTORY
COMPULSORY HUMANITIES SUBJECT
LENGTH: 1 Semester
RECOMMENDED BACKGROUND: None

In this subject, students undertake two main topics of study. The first topic explores world conflict with a particular focus on World War II and subsequent conflicts which have come as a direct result of it. Students will explore the main ideas that led to conflict and reflect on the consequences of conflict. In the second topic, students learn about modern migration and the development of Australia's civil rights movements, with a particular focus on First Nations People. In both topics, students learn skills in source analysis, questioning, reflection and the use of evidence to back up an argument.

STUDENTS WILL

- Participate in class discussions and debates
- Analyse and respond to a wide range of primary and secondary sources
- Develop research and critical thinking skills
- Develop understanding in cause and effect and historical significance

ASSESSMENT

Students complete a variety of tasks creating a folio of work, to demonstrate their understanding. Tasks will include:

- Source Analysis
- Research tasks
- Reflection on events and/or developments
- Comparisons of perspectives

SPECIAL REQUIREMENTS: None

In Semester 2 of Year 10 students must select one elective option from: Law and Business, Society and Environment, Workplace Practices

YEAR 10 LAW AND BUSINESS
COMPULSORY HUMANITIES ELECTIVE
LENGTH: 1 Semester
CREDITS: 10
RECOMMENDED BACKGROUND: None

This subject is designed for students who are interested in studying Business Innovation or Law and Society at Year 11 and/or 12. In this subject (SACE Stage I Cross-Disciplinary Studies) students will study topics in law and business to discover how groups in society work together. Students will learn about different laws with a focus on criminal law and the sentencing process, as well as consumer law and rights. They will learn how to create their own business idea, the process behind setting up and marketing a new business/product, and how to manage costs and changes within the market. Students will also undertake Australian Business Week, a nation-wide program designed to teach students real life skills in running a company. If successfully completed, students will earn an additional 10 SACE credits.

STUDENTS WILL

- Analyse information from a criminal case
- Participate in hypothetical law and business scenarios
- Actively participate in group work
- Reflect on their learning

ASSESSMENT

- Food Truck Business Plan and Self Reflection (50%)
- Consumer Rights and the Law (25%)
- Criminal Case (25%)

SPECIAL REQUIREMENTS: None

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YEAR 10 SOCIETY AND ENVIRONMENT
COMPULSORY HUMANITIES ELECTIVE
LENGTH: 1 Semester
CREDITS: 10
RECOMMENDED BACKGROUND: None

This subject is designed for students who are interested in studying Global Studies or Society and Culture at Year 11 and/or Year 12. In this subject (SACE Stage I Society and Culture), students study a variety of topics connected to the wellbeing of people and the environment. Students will explore human wellbeing in Australia and around the world, exploring issues that impact people's happiness and ability to thrive. They will explore environmental change and management processes with a focus on beaches and the coastline. This will involve a field trip to several Adelaide beaches where students develop skills in observation, data collection and analysis. Students will also explore issues around local tourism, learning about sustainable tourism strategies both in Australia and around the world.

STUDENTS WILL

- Develop mapping and field study skills
- Collect and analyse data
- Participate in field trips
- Actively participate in group work

ASSESSMENT

- Source Analysis: Coastal management (30%)
- Group Activity: Tourism website (30%)
- Investigation: Human Wellbeing (40%)

SPECIAL REQUIREMENTS: None

YEAR 10 WORKPLACE PRACTICES
COMPULSORY HUMANITIES ELECTIVE
LENGTH: 1 Semester
CREDITS: 10
RECOMMENDED BACKGROUND: None

This subject is designed for students who wish to enter into a trade by undertaking a VET Course in Year 11 and/or 12, or hope to gain an apprenticeship. In this course (SACE Stage I Workplace Practices), students will take a look at the world of work by completing tasks that are designed to allow them to learn about entering and being active in the work force. Students explore how to find employment, meet work safety requirements, and expectations as well as information regarding volunteering and industrial relations. Students complete a number of reflections, allowing them to refine their ideas about a particular career pathway.

STUDENTS WILL

- Develop industry and work knowledge
- Experience real world job experience
- Investigate industries and careers which interest them
- Develop documents and skills needed in looking for work

ASSESSMENT

- Folio: 2 tasks (40%)
- Performance: Work Experience (30%)
- Reflection: Industry of Choice (30%)

SPECIAL REQUIREMENTS: None

STAGE 1 ANCIENT STUDIES

LENGTH: 1 Semester
CREDITS: 10
RECOMMENDED BACKGROUND: Year 10 History

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 Central America, Greece, Egypt and Rome, in order to make connections to the modern world.

In this subject, students will explore how ancient societies operated and will consider the environmental, social, economic, religious, cultural, and aesthetic aspects of these societies. Students will reflect on how ancient history and artifacts are preserved and how these artifacts including ancient technology and architecture continue to influence modern design and practices.

STUDENTS WILL

- Virtually explore ancient archeological sites
- Undertake research into an area of interest
- Investigate and reflect on ancient times
- Draw comparisons between past and present times

ASSESSMENT

- Skills and Application: 3 tasks (75%)
- Inquiry task (25%)

SPECIAL REQUIREMENTS: None

STAGE 1 BUSINESS INNOVATION

LENGTH: 1 or 2 Semesters
CREDITS: 10 or 20
RECOMMENDED BACKGROUND: Year 10 Law and Business

In semester 1, 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 their competitors, 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, and develop a folio of business resources.

In semester 2, students further develop knowledge of business models, and understand design thinking through prototyping to solve problems. They prepare and deliver a pitch for their 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.

STUDENTS WILL

- Use innovative thinking
- Pitch business ideas
- Complete PESTLE Analysis report
- Understand business life cycles and human resources
- Investigate business topics

ASSESSMENT

- Business Skills: 3 tasks (75%)
- Business Pitch: 1 task (25%)

SPECIAL REQUIREMENTS: None

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HUMANITIES

Learning Together, Achieving Together

STAGE 1 GLOBAL STUDIES
LENGTH: 1 Semester
CREDITS: 10
RECOMMENDED BACKGROUND: Year 10 Society and Environment

If you enjoy getting outside to learn, and are curious about the diversity of the world's people, places, cultures and environment, then this topic is for you. Global Studies takes elements from both Tourism and Geography, in order to provide the best of both worlds. In this subject (SACE Cross-Disciplinary Studies), students will develop their skills in fieldwork, as well as collecting and analysing information and data. They will also develop their understanding of the relationship between people, places and the environment. They investigate overseas travel, and ongoing threats to sustainability. Students investigate natural, biological and human-induced hazards to determine the impact on both people and the environment.

STUDENTS WILL

- Develop mapping and field study skills
- Collect and analyse data
- Participate in field trips
- Actively participate in group work

ASSESSMENT

- Skills and applications: 2 tasks (50%)
- Group project: 1 task (25%)
- Analysis: 1 task (25%)

SPECIAL REQUIREMENTS: None

STAGE 1 LAW AND SOCIETY
LENGTH: 1 or 2 Semesters
CREDITS: 10 or 20
RECOMMENDED BACKGROUND: Year 10 Law and Business

Law and Society 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.

STUDENTS WILL

- Explore the purpose of law change and how people can influence the law
- Explore why and how law changes
- Investigate the extent to which the legal system provides just outcomes
- Explore legal systems in other countries

ASSESSMENT

- Source Analysis: 1 task (30%)
- Case Analysis: 2 tasks (40%)
- Inquiry Task: 1 task (30%)

SPECIAL REQUIREMENTS: None

STAGE 1 MODERN HISTORY

LENGTH: 1 Semester
CREDITS: 10
RECOMMENDED BACKGROUND: Year 10 History

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. They examine a significant revolution (French or Russian), and explore both the events and ideas that inspired it. They investigate different interpretations and develop an understanding of the short and long-term consequences on society. Students also learn about human movement and/or development in modern times which may include workers rights, women's rights, civil rights movement in the USA or American gangsters. They explore the events leading up to these movements and how they continue to impact systems, groups and individuals.

STUDENTS WILL

- Examine and analyse primary and secondary sources
- Undertake research into an area of interest
- Explore the impacts of events and historical developments

ASSESSMENT

- Historical Skills: 3 tasks (75%)
- Historical Study: 1 task (25%)

SPECIAL REQUIREMENTS: None

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. We draw on current and past social, political, cultural, economic and environmental issues and explore the different perspectives of these issues and how they are being reported on in the media and addressed by government institutions and social groups. 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. Subject topics will greatly depend on class interests and current discussion points in the media and/or society.

STUDENTS WILL

- Develop skills around values and empathy for others
- Understand various perspectives on a contemporary issue
- Develop the ability to influence their own futures

ASSESSMENT

- Source Analysis: 1 task (40%)
- Group Activity: 1 task (30%)
- Investigation: 1 task (30%)

SPECIAL REQUIREMENTS: None

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HUMANITIES

Learning Together, Achieving Together

STAGE 2 ANCIENT STUDIES

LENGTH: 2 Semesters
CREDITS: 20
RECOMMENDED BACKGROUND: Stage 1 Ancient Studies or Stage 1 Modern History

In Ancient Studies students explore ancient civilisations such as those in Greece, Egypt and Rome, in order to make connections with the modern world. Students will explore how ancient societies operated and will consider the environmental, social, economic, religious, cultural, and aesthetic aspects of these societies. Students will investigate ancient mythology and beliefs and how they are interpreted in contemporary media. They will develop an understanding of how ancient civilisations experienced change and development through conflict, political power and authority. They will look at the short and long-term effects of this change, including how it has helped to shape modern societies.

STUDENTS WILL

- Undertake research into an area of interest
- Investigate and reflect on ancient times
- Draw comparisons between past and present

ASSESSMENT

School based (70%)
- Skills and Application: 3 tasks (50%)
- Connections: 2 tasks (20%)

Externally assessed (30%)
- Inquiry (30%)

SPECIAL REQUIREMENTS: None

STAGE 2 BUSINESS INNOVATION

LENGTH: 2 Semesters
CREDITS: 20
RECOMMENDED BACKGROUND: Stage 1 Business Innovation or Year 10 Law and 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 a folio of work. Through the use of a 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.

STUDENTS WILL

- Design businesses with a product or service in mind
- Understand how to sustain a business
- Transform business ideas

ASSESSMENT

School based (70%)
- Business Skills: 3 tasks (40%)
- Business Model: 2 tasks (30%)

Externally assessed (30%)
- Business Plan and Pitch

SPECIAL REQUIREMENTS: None

STAGE 2 LAW AND SOCIETY

LENGTH: 2 Semesters
CREDITS: 20
RECOMMENDED BACKGROUND: Stage 1 Law and Society or Stage 1 Society and Culture

Students explore current legal issues and analyse their impact on our society. Students develop the skills and experience to understand how individual and group involvement can influence changes in our legal system, with a focus on technology and media. Students consider the consequences of a range of social and legal actions by examining a variety of perspectives and issues. Through their study of the law, students develop the ability to influence their own future by acquiring skills, values, and understanding that enable them to participate effectively in contemporary society.

STUDENTS WILL

- Explore legal rights and responsibilities
- Understand the role that media can play in legal proceedings
- Develop an understanding of the use of power and fear in creating and maintaining order.

ASSESSMENT

School based (70%)
- Folio: 3 tasks (50%)
- Interaction: 2 tasks (20%)

Externally assessed (30%)
- Investigation

SPECIAL REQUIREMENTS: Please note students who study this subject cannot also select Stage 2 Society and Culture.

STAGE 2 SOCIETY AND CULTURE

LENGTH: 2 Semesters
CREDITS: 20
RECOMMENDED BACKGROUND: Stage 1 Society and Culture or Stage 1 Law and Society

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 modern issues such as gender, ethnicity, racism, class, and power structures that affect the lives and identities of individuals and groups both in Australia and around the world. Specific subject topics will likely change slightly to coincide with current discussion points in the media and/or society.

STUDENTS WILL

- Explore social ethics and human rights
- Understand the role that the media can play in creating public opinions.
- Develop an understanding of the use of power structures in society
- Understand the issues surrounding material culture

ASSESSMENT

School based (70%)
- Folio: 3 tasks (50%)
- Interaction: 2 tasks (20%)

Externally assessed (30%)
- Investigation

SPECIAL REQUIREMENTS: Please note students who study this subject cannot also select Stage 2 Law and Society.

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EIF & AIF

Learning Together, Achieving Together

STAGE 1 EXPLORING IDENTITIES AND FUTURES
COMPULSORY
(STUDIED IN YEAR 10)
LENGTH: 1 Semester
CREDITS: 10
RECOMMENDED BACKGROUND: None

Exploring Identities and Futures (EIF) supports students to explore their aspirations. They are given the space and opportunity to extend their thinking beyond what they want to do, and consider who they want to be in the future. The subject supports students to learn more about themselves and their place in the world. They explore and deepen their sense of belonging, identity, and connections to the world around them. EIF represents a shift away from viewing students as participants in learning, to empowered co-designers of their own learning.

Students will be responsible for exploring learning opportunities, exercising their agency, and building connections with others. As an introduction to the SACE, students will be empowered to take ownership of where their pathway leads, exploring interests, work, travel and/or further learning.

ASSESSMENT

- Assessment Type 1 (50%): Exploring me and who I want to be
- Assessment Type 2 (50%): Taking action and showcasing my capabilities

SPECIAL REQUIREMENTS: None

STAGE 2 ACTIVATING IDENTITIES AND FUTURES
COMPULSORY
(STUDIED IN YEAR 11)
LENGTH: 1 Semester
CREDITS: 10
RECOMMENDED BACKGROUND: None

Activating Identities and Futures (AIF) allows students to take greater ownership over their learning. Students select relevant strategies to explore, conceptualise, create, and plan to progress an area of personal interest towards a learning output. When selecting a focus area of learning, students are encouraged to explore ideas related to an area of personal interest through a process of self-directed inquiry. Students will be required to make connections with others to develop new perspectives and to seek authentic feedback which will inform decisions about relevant strategies to their learning. Students will appraise the effectiveness of strategies and feedback in supporting their development of knowledge and skills as they seek to achieve a resolution to their chosen learning area.

ASSESSMENT

School based (70%)

- Assessment 1: Portfolio of work (35%)
- Assessment 2: Progress checks (35%)

Externally assessed (30%)

- Assessment 3: Appraisal

SPECIAL REQUIREMENTS: None

ALTERNATE LEARNING

ALTERNATIVE LEARNING AND TRANSITION HUB
RECOMMENDED BACKGROUND: None

The Alternative Learning and Transitions Hub (ALT Hub), provides a supportive and inclusive learning environment that empowers students to explore their interests and develop skills for future success. We provide a structured learning environment where students have agency over their learning. Our program offers a unique blend of hands-on learning, critical and creative thinking activities, and career exploration opportunities to meet the diverse needs of our students while fulfilling SACE requirements.

At ALT Hub, we prioritize practical learning experiences, personal development, and career readiness to empower students for success in their chosen pathways.

- **SACE Pathway:** All students follow a SACE pathway, completing compulsory subjects to ensure successful subject completion. However, our approach to learning emphasizes exploration and practical application of knowledge.

- **Career Exploration:** Through guest speakers, work experience opportunities, and online platforms, students explore various employment and career pathways. We encourage students to consider alternative pathways such as apprenticeships, traineeships, vocational education, and employment.

- **Hands-on Learning:** ALT Hub offers practical activities such as barista training, assembling furniture, and attending fitness sessions to develop practical skills essential for employment. Students engage in activities that promote learning through doing, fostering a deeper understanding of concepts. Our program also focuses on building critical and creative thinking skills through activities such as gaming, studying current affairs, and creating products with purpose. Students are encouraged to think critically, solve problems creatively, and explore innovative solutions.

- **Communication Skills:** Communication skills are developed through various assessment methods including discussions, visual representations, and presentations. Students learn to express themselves effectively and collaborate with others in a variety of contexts.

- **Pathways and Opportunities:** ALT Hub students are prepared for pathways to employment or further study in vocational areas such as apprenticeships, traineeships, and on-the-job training. Additionally, students explore opportunities for further study at senior colleges or registered training organizations such as Northern Adelaide Senior College or TAFE. ALT Hub provides a program of guest speakers and excursions to expose students to real-world experiences and opportunities. These activities enrich learning and provide valuable insights into different industries and career pathways.

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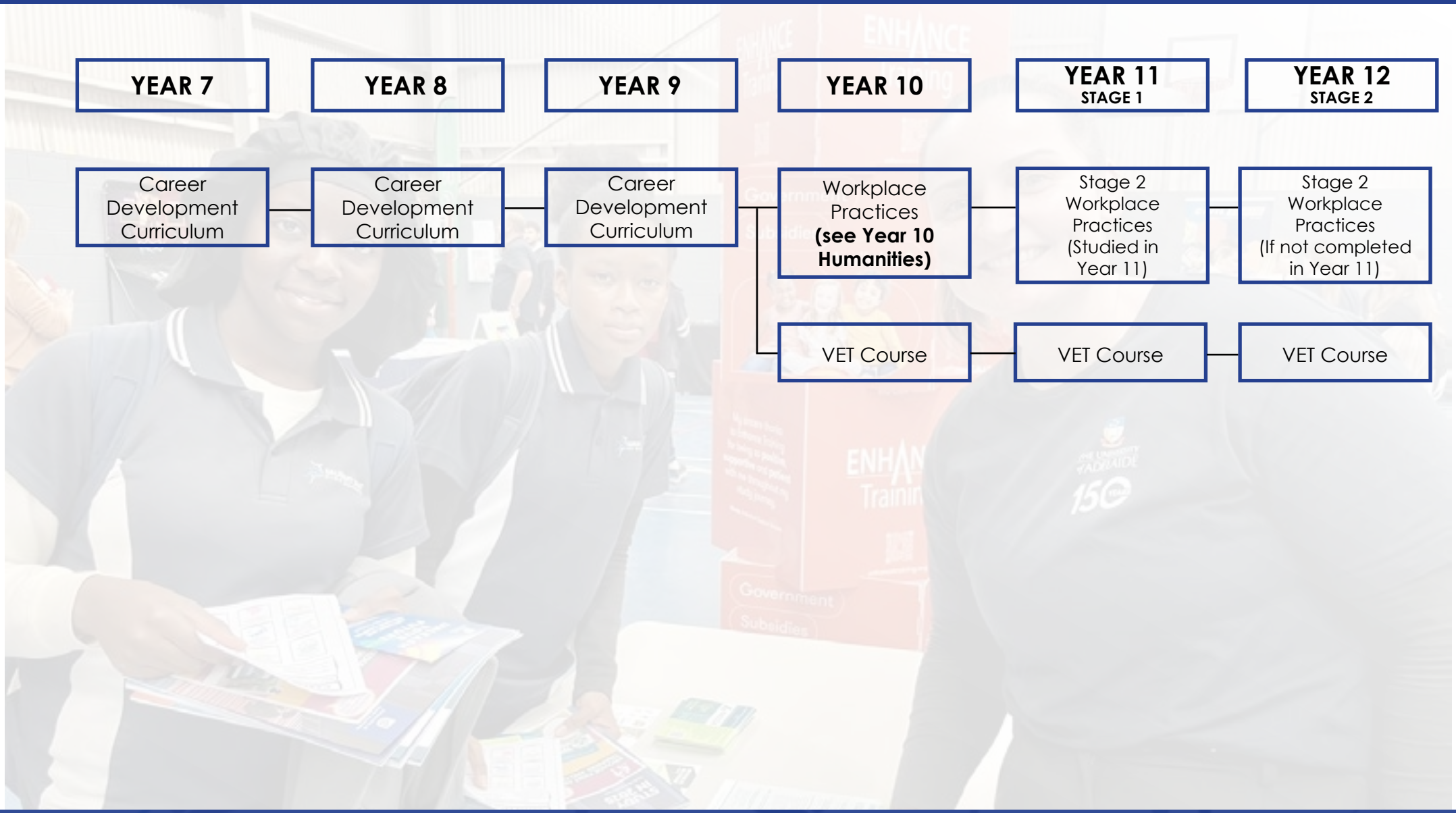
CAREER DEVELOPMENT & VOCATIONAL EDUCATION

Learning Together, Achieving Together



YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11 STAGE 1	YEAR 12 STAGE 2
Career Development Curriculum	Career Development Curriculum	Career Development Curriculum	Workplace Practices **(see Year 10 Humanities)**	Stage 2 Workplace Practices (Studied in Year 11)	Stage 2 Workplace Practices (If not completed in Year 11)
			VET Course	VET Course	VET Course

CAREER DEVELOPMENT & VOCATIONAL EDUCATION

CAREER DEVELOPMENT CURRICULUM
LENGTH: Year 7 to Year 10
CREDIT: None
RECOMMENDED BACKGROUND: None

Career Development is more than just picking a future job or course when students finish school. It is the process of managing life, learning and work across their lives.

At Salisbury East High School learning towards Career Development Competencies is embedded throughout our Learning Areas and in our Mentoring programs from the Middle Years through to Senior School.

Informed by broader Career Development Theory and the **Australian Blueprint for Career Development and Career Learning Outcomes Framework**, our VET, SACE and Career/Pathways leaders support students to engage in building lifelong transition skills. This enables students to navigate their schooling and future career pathways.

Planned activities and learning experiences along with connection to industry support authentic experiences along with building an understanding of self, the world of work and career building practices.

(CAN BE STUDIED IN YEAR 11 OR 12)
LENGTH: 2 Semesters
CREDITS: 20
RECOMMENDED BACKGROUND: None

Workplace Practices explores the nature, types and structure of the modern workplace. Students develop knowledge, skills, and understanding related to employment, including the value of unpaid work, future trends in the workforce, workers' rights and responsibilities, and effective career planning. The subject provides opportunities for students to engage in vocational education and training (VET). Through these experiences, students reflect on their own strengths, interests, and career aspirations.

STUDENTS WILL

- Develop an understanding of how the world of work is changing and how to prepare for it.
- Learn about employee rights, responsibilities, and workplace expectations.
- Explore career pathways and build skills in planning and decision-making.

ASSESSMENT

School Assessment (Weighting 70%)

- Folio of tasks
- Involvement in work placement or Career Expo
- Reflection task

External Assessment (Weighting 30%)

- Investigation
- Planning and organisation of the Salisbury East High Schools Careers Expo

SPECIAL REQUIREMENTS: None

STAGE 2 WORKPLACE PRACTICES

HEALTH & PHYSICAL EDUCATION

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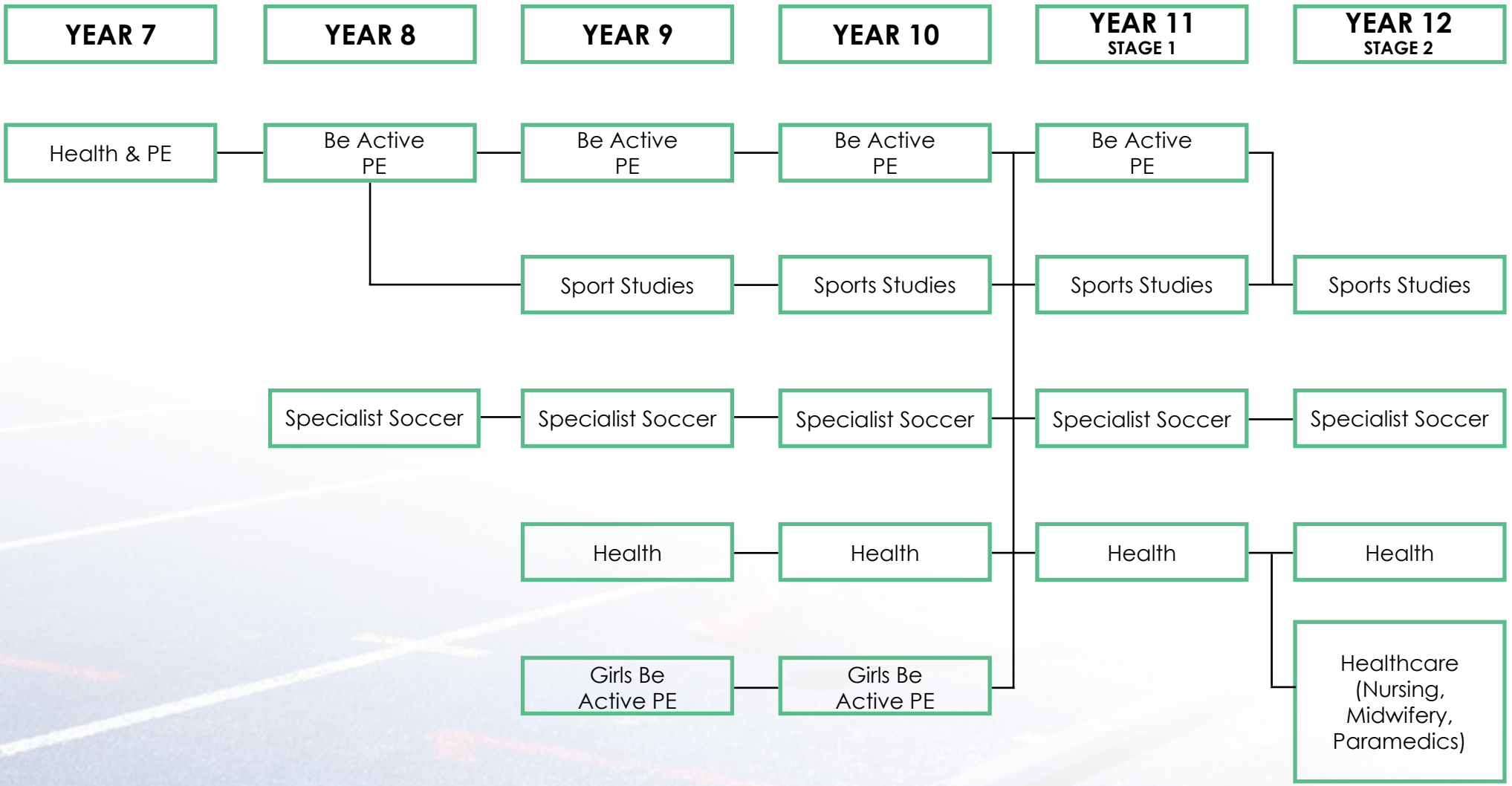

HEALTH & PHYSICAL EDUCATION

YEAR 10 BE ACTIVE PE
LENGTH: 1 or 2 Semesters
CREDITS: None
RECOMMENDED BACKGROUND: None

Be Active PE has a focus on active participation in a range of sports and games, as well as a focus on the physical and mental benefits of active lifestyles. Within our curriculum, the principles of literacy, numeracy, STEM, personal and community 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.

STUDENTS WILL

- Learn a variety of sporting concepts and skills
- Collaborate with peers
- Reflect on and analyse performance
- Make real world connections with transferable skills

ASSESSMENT

- Movement and physical activity
- Personal, social and community health

SPECIAL REQUIREMENTS: Students will need appropriate footwear. A change of clothes is recommended, but optional. A school PE 159 shirt can be purchased from the front office for $35.

YEAR 10 GIRLS BE ACTIVE PE
LENGTH: 1 or 2 Semesters
CREDITS: None
RECOMMENDED BACKGROUND: None

Girls Be Active PE A and B will focus on active participation in a range of sports and games, as well as a focus on the physical and mental benefits of active lifestyles. Within our curriculum, the principles of literacy, numeracy, STEM, personal and community 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.

STUDENTS WILL

- Learn a variety of sporting concepts and skills
- Collaborate with peers
- Reflect on and analyse performance
- Make real world connections with transferable skills

ASSESSMENT

- Movement and physical activity
- Personal, social and community health

SPECIAL REQUIREMENTS: Students will need appropriate footwear. A change of clothes is recommended, but optional. A school PE 159 shirt can be purchased from the front office for $35.

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HEALTH & PHYSICAL EDUCATION

Learning Together, Achieving Together

YEAR 10 HEALTH
LENGTH: 1 or 2 Semesters
CREDITS: None
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 are required to analyse information, provide ideas on how these issues can be improved and seek out resources available in local communities and Australia wide. Each topic involves both theory and practical sessions.

STUDENTS WILL

- Form opinions and discuss ways in which the government and education can improve health issues
- Develop group skills while working on developing positive change in the community through health-promoting activities
- Gain greater understanding about their own responses to contemporary health scenarios
- Work independently and in groups

ASSESSMENT

- Understanding of personal, social and community health

SPECIAL REQUIREMENTS: None

YEAR 10 SPECIALIST SOCCER
LENGTH: 1 or 2 Semesters
CREDITS: None
RECOMMENDED BACKGROUND: Year 9 Specialist Soccer
(Participants have usually undertaken the Year 8 and 9 Specialist Soccer programs. New candidates may apply but will require a high-level interest and ability in soccer.)

This program aligns with the Football Federation Australia National Curriculum that is designed to develop and assist students' performance and support them to reach their full soccer potential. Specialist Soccer focuses on sport-specific theory, analysis and practical application, and is designed to develop student's actions, behaviours and acquisition of knowledge. The use of innovative ICTs allows students to collect and analyse data to promote learning. Students in this program will have the opportunity to take part in various SSSA and Northern Zone competitions.

STUDENTS WILL

- Learn a variety of sporting concepts and skills
- Collaborate with peers
- Reflect on and analyse performance
- Make real world connections with transferable skills

ASSESSMENT

Students will be assessed on a variety of different concepts and skills including:

- Practical skills
- World Cup
- Futsal
- Formations
- Connections with peers
- A personal venture

SPECIAL REQUIREMENTS: None

HEALTH & PHYSICAL EDUCATION

YEAR 10 SPORTS STUDIES
LENGTH: 1or 2 Semesters
CREDITS: None
RECOMMENDED BACKGROUND: None

Students study advanced sporting skills and theory associated with performance analysis and sports science. Students will develop a strong 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 considering this subject should demonstrate positive behaviour, a strong work ethic, suitable skill level, and a genuine interest in sport.

STUDENTS WILL

- Learn a variety of sporting concepts and skills
- Collaborate with peers
- Reflect on and analyse performance
- Make real world connections with transferable skills

ASSESSMENT

- Movement and physical activity
- Personal, social and community health

SPECIAL REQUIREMENTS: Students will need appropriate footwear. A change of clothes is recommended, but optional. A school PE 159 shirt can be purchased from the front office for $35.

STAGE 1 HEALTH
LENGTH: 1 or 2 Semesters
CREDITS: 10 or 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 topics include: Holistic Health, Contemporary Health Issues, Sexual Health and Relationships, Mental Health and Wellbeing, Domestic Violence, Body Image and/or Human Rights. Each topic involves both theory and practical sessions, individual and group work, and requires students to form opinions and facilitate discussion on prevention or improvement methods. This is a direct pathway to Year 12 Health.

STUDENTS WILL

- Analyse information
- Form opinions on issues
- Provide ideas on how these issues can be improved
- Seek out available resources both locally and Australia wide.

ASSESSMENT

- Contemporary Issues
- Practical Action (Individual & Group)

SPECIAL REQUIREMENTS: None

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HEALTH & PHYSICAL EDUCATION

Learning Together, Achieving Together

STAGE 1 BE ACTIVE PE
LENGTH: 1 or 2 Semesters
CREDITS: 10 or 20
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. To undertake this subject students must have an interest in being physically active and learning more about health.

STUDENTS WILL

- Learn a variety of sporting concepts and skills
- Collaborate with peers
- Reflect on and analyse performance
- Make real world connections with transferable skills

ASSESSMENT

- Application and communication
- Exploration, analysis and reflection

SPECIAL REQUIREMENTS: Students will need appropriate footwear. A change of clothes is recommended, but optional. A school PE 159 shirt can be purchased from the front office for $35.

STAGE 1 SPECIALIST SOCCER
LENGTH: 1 or 2 Semesters
CREDITS: 10 or 20
COMPULSORY PREREQUISITE: Specialist Soccer Year 10. New candidates wishing to apply will require a high-level interest and ability in soccer.

Aligned with SACE Stage 1 Integrated Learning and the Football Federation Australia National Curriculum, our Specialist Soccer Program supports boys and girls in reaching their full potential through fun, active, and engaging learning. Students explore sport-specific theory, practical skills, and personal growth. Students demonstrate skills through a personal exploration, lead small group coaching sessions, and complete a personal venture. 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.

STUDENTS WILL

- Explore sport-specific theory
- Analyse and Improve practical skills
- Learn about personal growth

ASSESSMENT

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

SPECIAL REQUIREMENTS: While most participants progress through the program from Year 8 - 10, new students with strong soccer interest and ability are welcome to apply.

HEALTH & PHYSICAL EDUCATION

STAGE 1 SPORTS STUDIES
LENGTH: 1 or 2 Semesters
CREDITS: 10 or 20
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 Sports Studies in Year 12. Students considering this subject should demonstrate positive behaviour, a strong work ethic, suitable skill level, and a genuine interest in sport.

STUDENTS WILL

- Learn a variety of sporting concepts and skills
- Collaborate with peers
- Reflect on and analyse performance
- Make real world connections with transferable skills

ASSESSMENT

- Application and communication
- Exploration, analysis and reflection

SPECIAL REQUIREMENTS: Students will be given the opportunity to purchase a numbered Nike Specialist Soccer jersey, however, this is not compulsory

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. Topics include: 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, and sexuality.

STUDENTS WILL

- Analyse information
- Form opinions on issues
- Provide ideas on how these issues can be improved
- Seek out available resources both locally and Australia wide

ASSESSMENT

School based (70%)
- Two folio tasks
- Two initiative tasks

External (30%)
- Inquiry task

SPECIAL REQUIREMENTS: None

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HEALTH & PHYSICAL EDUCATION

Learning Together, Achieving Together

STAGE 2 HEALTHCARE (NURSING, MIDWIFERY, PARAMEDICS)
LENGTH: 2 Semesters
CREDITS: 20
RECOMMENDED BACKGROUND: None

Health Care (Integrated Learning) offers students an engaging opportunity to explore a variety of career pathways within the health sector, including nursing, midwifery, paramedicine, and other allied health professions. Students participate in an industry immersion program that connects classroom learning with real-world healthcare experiences. Through access to hospital and university simulation labs and direct interaction with health professionals and mentors, students gain valuable insights into the expectations and demands of the industry. The course includes assessments tailored to suit individual interests, abilities, and future goals, supporting both VET and ATAR pathways. Students investigate key skills and personal attributes required in health care, while building confidence, communication, and problem-solving abilities. This hands-on program prepares students for further study and employment, enhancing their understanding of and readiness for a future in the healthcare field.

STUDENTS WILL

- Participate in class discussions
- Participate in university simulations
- Participate in mentor sessions

ASSESSMENT

School Based (70%)
- Communication Task
- Simulation Task 1 & 2
- Personal Endeavour Task

External (30%)
- Inquiry task

SPECIAL REQUIREMENTS: None

STAGE 2 SPECIALIST SOCCER
LENGTH: 2 Semesters
CREDITS: 20
COMPULSORY PREREQUISITE: Stage 1 Specialist Soccer.
(New candidates wishing to apply will require a high-level interest and ability in soccer)

Aligned with SACE Stage 2 Integrated Learning and the Football Federation Australia National Curriculum, the Specialist Soccer Program fosters students' growth through engaging, sport-focused learning. It combines theory, analysis, and practical application to develop knowledge, behaviours, and skills. In Year 12, students complete practical tasks, contribute to group activities, compile a learning folio, and complete a major soccer project. In this course students will be assessed on a variety of practical and theory tasks. There are also opportunities to compete in SSSA and Northern Zone events.

STUDENTS WILL

- Explore sport-specific theory
- Analyse and Improve practical skills
- Learn about personal growth
- Organise and run events

ASSESSMENT

School based (70%)
- Soccer skills
- Futsal
- Strategies
- Running a House Tournament
- Coaching

External (30%)
- Personal Endeavour

SPECIAL REQUIREMENTS: None

HEALTH & PHYSICAL EDUCATION

STAGE 2 SPORTS STUDIES
LENGTH: 2 Semesters
CREDITS: 20
RECOMMENDED BACKGROUND: Be Active PE or Sports Studies

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. Students will be assessed on a variety of theory and practical tasks.

STUDENTS WILL

- Explore sport-specific theory
- Analyse and Improve practical skills
- Learn about personal growth
- Organise and run events

ASSESSMENT

School based (70%)
- Volleyball
- Badminton
- Bowling
- Sports Day House Captains
- Coaching

External (30%)
- Personal Endeavour

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 159 PE shirt can be purchased from the front office for $35.

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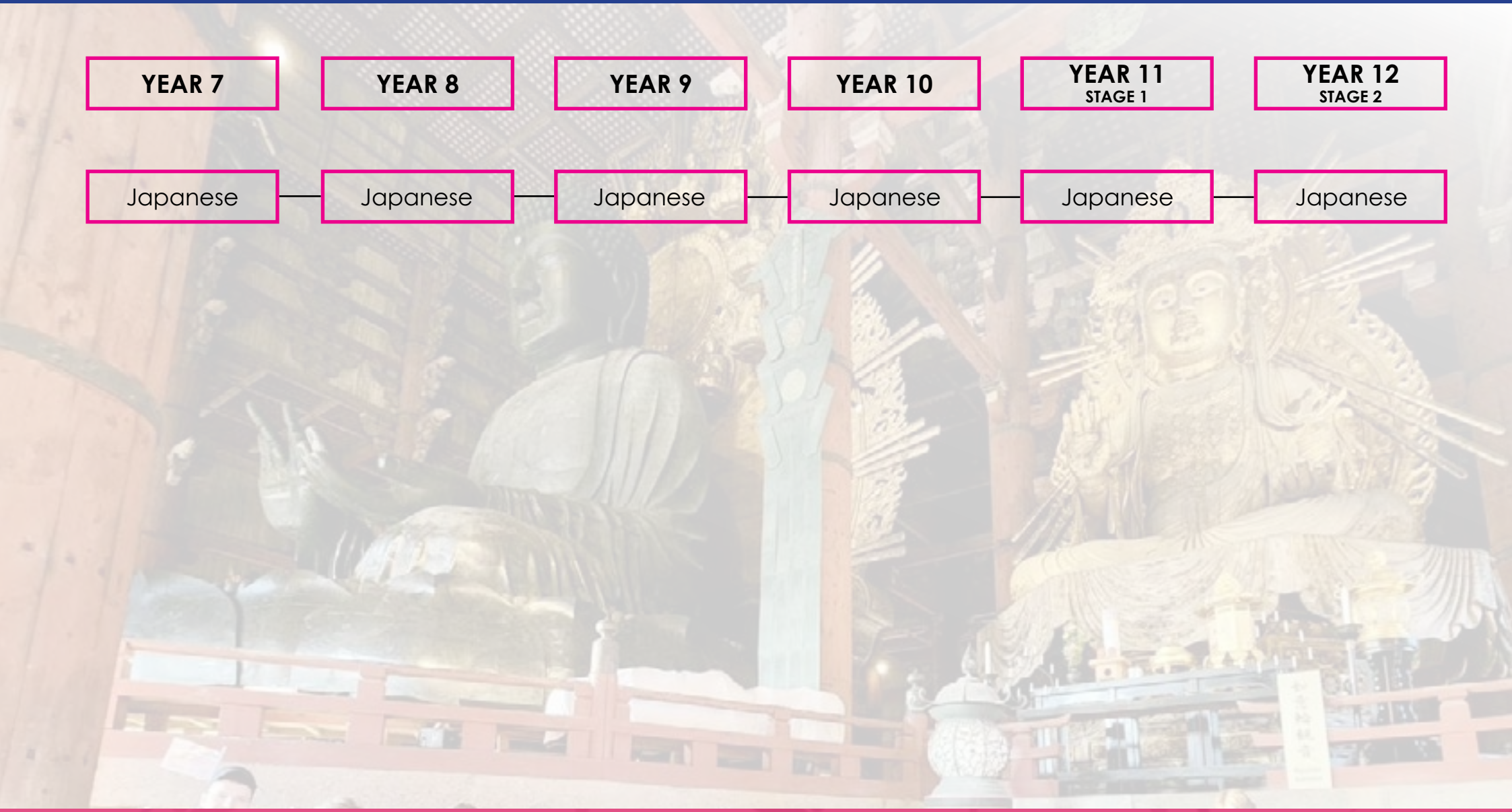
LANGUAGES

Learning Together, Achieving Together



YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11 STAGE 1	YEAR 12 STAGE 2
Japanese	Japanese	Japanese	Japanese	Japanese	Japanese

LANGUAGES

YEAR 10 JAPANESE

LENGTH: 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: Year 8 and 9 Japanese, plus a solid understanding of Hiragana and Katakana

The focus of this course will be on expanding students' ability to communicate and develop intercultural understandings which will enable them to develop as global citizens. Through studying Japanese, students develop vital skills in problem solving, critical thinking, memorising, concentration, and mental flexibility. They will also begin to analyse texts in more depth and draw upon their cultural understanding, both as individuals and as a society, to challenge and stretch their thinking.

STUDENTS WILL

- Translate Japanese texts
- Respond to Japanese in texts
- Create texts in Japanese
- Practise identifying and understanding the Hiragana and Katakana alphabets in written texts
- Learn to form the Kanji alphabet

ASSESSMENT

- Text Production
- Text Analysis
- Individual Conversation
- Group Conversation

SPECIAL REQUIREMENTS: None

STAGE 1 JAPANESE

LENGTH: 2 Semesters
CREDITS: 20
RECOMMENDED BACKGROUND: C grade or above in Year 9 and 10 Japanese

In this class, the focus will be on interacting with others to share information, ideas, opinions, and experiences. Students 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.

STUDENTS WILL

- Translate Japanese texts
- Respond to Japanese texts in written and oral form
- Create texts in Japanese
- Practise identifying and understanding the Hiragana and Katakana alphabets in written texts
- Learn to form the Kanji alphabet

ASSESSMENT

- Text Production (20%)
- Text Analysis (20%)
- Interaction (20%)
- Investigation (40%)

SPECIAL REQUIREMENTS: None

STAGE 2 JAPANESE

LENGTH: 2 Semesters
CREDITS: 20
RECOMMENDED BACKGROUND: B grade or above in Year 10 and Stage 1 Japanese

In this class, the focus will be on interacting with others to share information, ideas, opinions, and experiences. Students 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.

STUDENTS WILL

- Speak in Japanese in more sustained and complex conversations
- Respond to Japanese texts
- Create a persuasive text in Japanese
- Reflect on their learning

ASSESSMENT

School based (70%)
Folio (50%)
- Text Production and analysis
- Interaction

In-Depth study (20%)
- Written and oral response
- Reflective response

Externally assessed: (30%)
- External Exam

SPECIAL REQUIREMENTS: None

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MATHEMATICS

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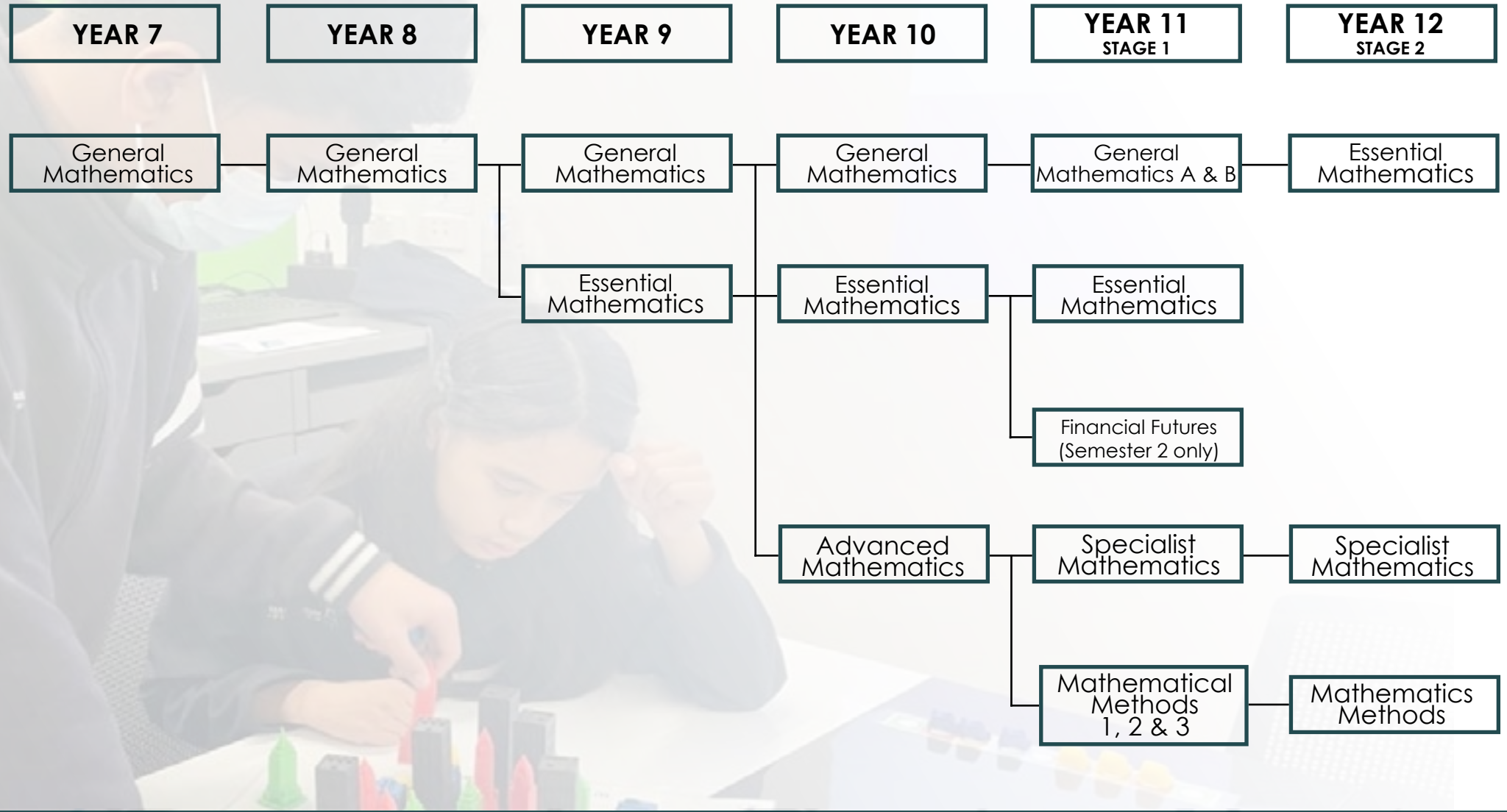

MATHEMATICS

YEAR 10 ESSENTIAL MATHEMATICS
LENGTH: 2 Semesters
CREDITS: Not Applicable
COMPULSORY PREREQUISITES: Year 9 Mathematics

The Year 10 Essential Mathematics course provides students with a foundational pathway leading to Stage 1 Essential Mathematics. Emphasising fundamental mathematical concepts, the curriculum centres on core topics essential for practical applications in everyday life. Students will engage with a diverse range of subjects, including measurement, Pythagoras' theorem, statistics, earning and spending analysis, calculations, time management, and ratios. Through interactive and practical learning experiences, students will develop essential numeracy skills crucial for navigating real-world scenarios with confidence and proficiency.

STUDENTS WILL

- Solve problems involving area, perimeter and volume of 2-D and 3-D Shapes
- Apply Pythagoras' Theorem and trigonometry to solve right-angled triangles
- Use statistical concepts to analyse and interpret data sets, including measures of centre and spread
- Apply simple and compound interest formulas to solve financial problems using digital technologies
- Reinforce number skills in addition, subtraction, multiplication, and division

ASSESSMENT

- Tests
- Booklets
- Investigations

SPECIAL REQUIREMENTS: Scientific calculator

YEAR 10 GENERAL MATHEMATICS
LENGTH: 2 Semesters
CREDITS: Not Applicable
COMPULSORY PREREQUISITES: C grade or above in Year 9 Mathematics

The Year 10 General Mathematics course is designed to provide students with a robust foundational understanding of key mathematical concepts, ensuring a seamless transition into Stage 1 General Mathematics. Throughout the course, students will engage with a diverse range of topics — from financial mathematics, encompassing simple and compound interest, to algebraic manipulation. The course also develops students' problem-solving skills through trigonometry and Pythagoras, and enhances their reasoning abilities through statistical analysis.

STUDENTS WILL

- Solve problems involving surface area and volume of composite solids
- Explore financial contexts using simple and compound interest
- Study probability, including likelihood of random events, Venn diagrams, and tree diagrams
- Apply Pythagoras' Theorem and trigonometric ratios to solve problems involving sides and angles in triangles
- Develop skills in statistics, including data collection, organisation, analysis, and presentation
- Solve equations and algebraic expressions

ASSESSMENT

- Tests
- Investigations

SPECIAL REQUIREMENTS: Scientific calculator

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MATHEMATICS

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YEAR 10 ADVANCED MATHEMATICS

LENGTH: 2 Semesters
CREDITS: Not Applicable
COMPULSORY PREREQUISITES: B grade or above in Year 9

This Year 10 Advanced Mathematics course offers a rigorous pathway tailored to students aiming for advanced studies in Stage 1 and Stage 2 Mathematics Methods and Specialist Mathematics. The curriculum is meticulously crafted to delve into more intricate mathematical concepts, laying a solid groundwork for the complexities of higher level mathematics. Students will explore advanced topics such as measurement, surds, indices, Pythagoras' theorem, and trigonometry. Students will also delve into linear relations, quadratic equations, and graphing quadratic functions. The course has a strong emphasis on problem-solving and analytical thinking.

STUDENTS WILL

- Solve problems involving surface area, volume of composite solids
- Use algebraic techniques to investigate surds and indices
- Solve practical problems involving right and non-right triangles using trigonometry
- Solve linear equations and inequalities, including practical applications of simultaneous equations
- Develop knowledge of quadratic equations, expanding brackets, and factorisation
- Explore different methods to solve quadratic equations and their real-world applications
- Study linear graphs, parabolas, and other functions

ASSESSMENT

- Tests
- Investigations

SPECIAL REQUIREMENTS: Scientific Calculator

STAGE 1 ESSENTIAL MATHEMATICS A

LENGTH: 1 Semester
CREDITS: 10
RECOMMENDED BACKGROUND: Year 10 mathematics

Students develop essential numeracy skills that apply to real-life financial and workplace situations, helping them make informed decisions in both personal and professional contexts. They learn how mathematical concepts are used in various careers, from managing finances and interpreting data to problem-solving in practical scenarios. Through real-world applications, students build confidence in handling everyday financial responsibilities, such as taxation, and purchasing decisions. These foundational skills support future employment opportunities and financial independence, ensuring students are prepared for life beyond school.

STUDENTS WILL

- Solve problems using ratios and scales
- Explore different concepts of statistics and apply them in real life problems
- Understand taxation, Medicare levies, and income deductions
- Apply concepts of markups, discounts, and GST

ASSESSMENT

- Tests
- Folios

SPECIAL REQUIREMENTS: Scientific calculator

MATHEMATICS

STAGE 1 ESSENTIAL MATHEMATICS B: FINANCIAL FUTURES

LENGTH: 1 Semester (Semester 2 Only)
CREDITS: 10
COMPULSORY PREREQUISITES: Stage 1 Essential Mathematics

This course provides an opportunity for students who have studied Stage 1 Essential Mathematics in semester 1 to continue their mathematics learning into semester 2. This course equips students with essential financial literacy and mathematical skills to make informed financial decisions in real-life scenarios. Students will develop a strong understanding of financial concepts such as budgeting, interest calculations, and financial planning, ensuring they can navigate life after school with confidence. The course emphasises practical applications of mathematics in personal finance, employment, and independent living using an online simulation.

STUDENTS WILL

- Calculate and compare simple and compound interest in different financial contexts, including savings and investments
- Create and analyse budgets for various life situations, such as managing living expenses, student loans, and financial goals
- Understand key financial decision-making strategies, including assessing debt, credit cards, and long-term financial planning
- Learn about the impact of insurance on financial wellbeing
- Apply mathematical reasoning to real-world financial scenarios to develop financial resilience

ASSESSMENT

- Test
- Investigation

SPECIAL REQUIREMENTS: Scientific calculator. Preference will be given to students who did not achieve 10 credits in Semester 1 mathematics.

STAGE 1 GENERAL MATHEMATICS A

LENGTH: 1 Semester (Semester 1 Only)
CREDITS: 10
COMPULSORY PREREQUISITES: C grade or above in Year 10 Standard Mathematics or participation in Year 10 Advanced Mathematics

General Mathematics A covers measurement, statistics, and matrices, emphasising real-world applications. Students develop skills in problem-solving, data analysis, and financial mathematics.

STUDENTS WILL

- Solve problems involving perimeter, area, surface area, and volume
- Investigate scales and ratios
- Use statistical processes to analyse data
- Explore matrix applications in finance and inventory management

ASSESSMENT

- Test
- Investigation

SPECIAL REQUIREMENTS: Scientific calculator

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STAGE 1 GENERAL MATHEMATICS B
LENGTH: 1 Semester (Semester 2 Only)
CREDITS: 10
COMPULSORY PREREQUISITES: C grade or above in Stage 1 General Mathematics A or participation in Stage 1 Mathematical Methods or Specialist Mathematics

General Mathematics B introduces students to measurement, financial mathematics, and linear graphs. The course focuses on practical problem-solving and mathematical reasoning.

STUDENTS WILL

- Calculate simple and compound interest
- Explore linear relationships and solve equations using various methods
- Apply trigonometry to real-world situations

ASSESSMENT

- Tests
- Investigation
- Trial exam

SPECIAL REQUIREMENTS: Scientific calculator

STAGE 1 MATHEMATICAL METHODS 1
LENGTH: 1 Semester (Semester 1)
CREDITS: 10
COMPULSORY PREREQUISITES: C grade or above 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. Mathematical Methods 1 introduces students to functions, polynomials, and trigonometry, providing essential foundations for further mathematical studies. The course emphasises algebraic reasoning, problem-solving, and mathematical arguments.

STUDENTS WILL

- Understand, represent, and interpret functions using equations and graphs, including domain, range, and transformations.
- Apply algebraic techniques to analyse, factorise, and sketch polynomial functions, and solve polynomial equations.
- Use the unit circle to define and evaluate trigonometric functions, and solve problems involving angle measures in degrees and radians.

ASSESSMENT

- Tests
- One folio task

SPECIAL REQUIREMENTS: Scientific calculator

MATHEMATICS

STAGE 1 MATHEMATICAL METHODS 2

LENGTH: 1 Semester (Semester 2)
CREDITS: 10
COMPULSORY PREREQUISITES: C grade or above in Stage 1 Mathematical Methods A

Mathematical Methods B develops students' understanding of statistics, differential calculus, and logarithms. The course builds on previous knowledge and enhances problem-solving skills in preparation for Stage 2 Mathematical Methods.

STUDENTS WILL

- Analyse and interpret data using measures of central tendency, spread, and graphical representations to make informed conclusions.
- Understand the concept of a derivative and apply differentiation techniques to solve problems involving rates of change and gradient.
- Apply the laws of logarithms to simplify expressions and solve exponential and logarithmic equations in mathematical and real-world contexts.

ASSESSMENT

- Tests
- Investigation
- Trial Exam

SPECIAL REQUIREMENTS: Scientific calculator

STAGE 1 MATHEMATICAL METHODS 3

LENGTH: 1 Semester (Pre-Specialist, Semester 1)
CREDITS: 10
COMPULSORY PREREQUISITES: C grade or above in Year 10 Advanced Mathematics

Stage 1 Specialist Mathematics builds a strong foundation for Stage 2 Specialist Mathematics and tertiary studies requiring advanced mathematical skills. Covering algebra, matrices, exponential equations, and vectors, this course is ideal for students pursuing careers in engineering, data science, physics, and other STEM fields. It enhances problem-solving, logical reasoning, and analytical skills essential for university-level mathematics.

STUDENTS WILL

- Solve linear equations using matrix properties
- Apply surds, indices, and exponential equations to real-world problems
- Investigate vector notation and its applications in navigation

ASSESSMENT

- Tests
- Investigation

SPECIAL REQUIREMENTS: Scientific calculator

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MATHEMATICS

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STAGE 1 SPECIALIST MATHEMATICS 4
LENGTH: 1 Semester (Semester 2)
CREDITS: 10
COMPULSORY PREREQUISITES: C grade or above in Stage 1 Mathematical Methods 3 (Pre-Specialist)

Specialist Mathematics 4 provides the foundation for further study in Stage 2 Mathematics and can lead to tertiary studies requiring higher level mathematics, extending students' knowledge of theoretical proofs, trigonometric functions, and sequences. Students explore trigonometric functions by modelling real life scenarios such as temperature and tidal movement and investigate trigonometric relationships.

STUDENTS WILL

- Explore real and complex numbers through theoretical proofs
- Model real-world scenarios using trigonometric functions
- Investigate arithmetic and geometric sequences and series
- Use mathematical induction to make and prove conjectures

ASSESSMENT

- Tests
- Investigation
- Trial exam

SPECIAL REQUIREMENTS: Scientific calculator

STAGE 2 ESSENTIAL MATHEMATICS
LENGTH: 2 Semesters
CREDITS: 20
COMPULSORY PREREQUISITES: C grade or above in two semesters of Stage 1 General Mathematics or Stage 1 Mathematical Methods

Essential Mathematics applies practical mathematical skills to real-world contexts, focusing on problem-solving in measurement, business applications, financial mathematics, and statistical analysis. The course is suited for students seeking careers in vocational fields such as accounting, finance, architecture and construction management, as well as trades and business.

STUDENTS WILL

- Construct 3D nets and scaled models
- Solve problems involving perimeter, area, surface area, and volume
- Investigate right and non-right triangles using Pythagoras' theorem and trigonometry
- Explore financial mathematics, including investments, loans, and taxation
- Use statistical analysis to compare data sets and determine correlations

ASSESSMENT

School based (70%)
- Tests (30%)
- Investigations (40%)

Externally assessed (30%)
- Exam (30%)

SPECIAL REQUIREMENTS: Scientific calculator

MATHEMATICS

STAGE 2 MATHEMATICS METHODS

LENGTH: 2 Semesters
CREDITS: 20
COMPULSORY PREREQUISITES: C grade or above in two semesters of Stage 1 Mathematical Methods

Mathematical Methods builds on the knowledge and skills developed in Stage 1 Mathematical Methods, focusing on calculus and statistics, using functions, derivatives, integrals, and mathematical modelling to explore rates of change and uncertainty. Students develop problem-solving and analytical skills essential for careers in science, engineering, economics, and related fields.

TOPICS

- Differential Calculus
- Integral Calculus
- Statistics and Probability

STUDENTS WILL

- Study functions and their derivatives and integrals
- Use statistical analysis to interpret and describe real-world data
- Apply mathematical models to explore rates of change and variation
- Develop skills in problem-solving and logical reasoning

ASSESSMENT

School based (70%)

- Tests (50%)
- Investigation (20%)

Externally assessed (30%)

- Exam

SPECIAL REQUIREMENTS: Graphics calculator is required.

STAGE 2 SPECIALIST MATHEMATICS

LENGTH: 2 Semesters
CREDITS: 20
COMPULSORY PREREQUISITES: C grade or above in 2 semesters of Stage 1 Mathematics Methods and 2 semesters of Specialist Mathematics

Specialist Mathematics builds on the knowledge and skills developed in Stage 1 Specialist Mathematics, deepening students' understanding of advanced mathematical concepts. The course emphasises rigorous mathematical arguments, proofs, and modelling techniques. Students study functions, calculus, and algebra, providing the best pathway for tertiary studies in mathematical sciences, engineering, computer science, and physical sciences.

STUDENTS WILL

- Develop proficiency in mathematical reasoning and proof
- Study advanced calculus and its applications
- Explore functions, vectors, and complex numbers in depth
- Apply mathematical models to real-world problems

ASSESSMENT

School based (70%)

- Tests (50%)
- Investigation (20%)

Externally assessed (30%)

- Exam

SPECIAL REQUIREMENTS: Graphics Calculator is required.

SCIENCE

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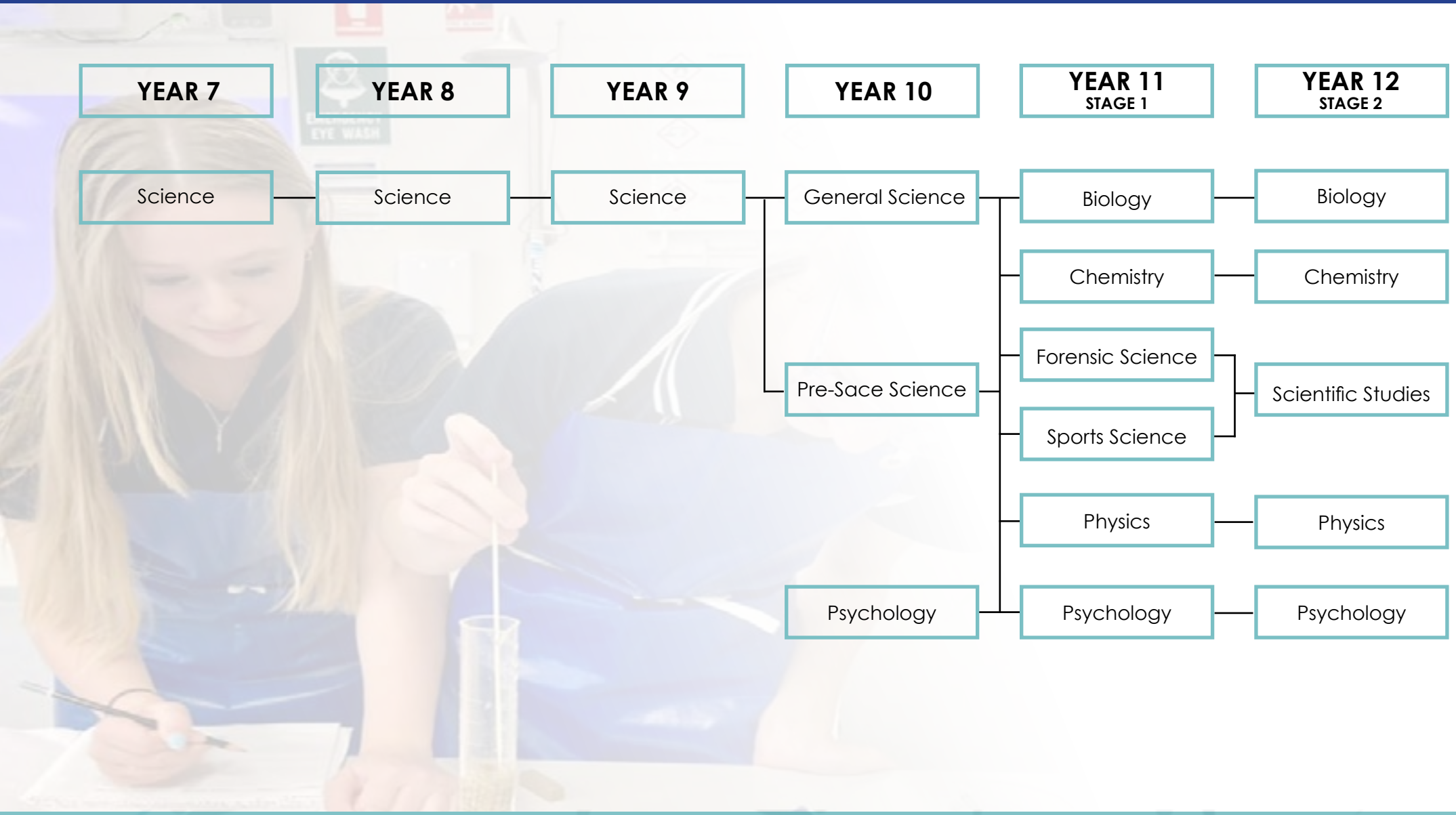

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11 STAGE 1	YEAR 12 STAGE 2
Science	Science	Science	General Science	Biology	Biology
				Chemistry	Chemistry
			Pre-Sace Science	Forensic Science	Scientific Studies
				Sports Science	
				Physics	Physics
			Psychology	Psychology	Psychology

SCIENCE

YEAR 10 GENERAL SCIENCE

LENGTH: 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: Year 9 Science

In Year 10 science students will explore the four main strands of science: biology, chemistry, physics, and earth and space science. They will learn about genetics and evolution in biology, analyse the periodic table and understand reaction rates in chemistry, investigate and predict changes in motion in physics and evaluate evidence that explains the origins of the Universe in earth and space science. Students relate scientific concepts to the world around them and explain different ways science impacts society. Students will design and perform practicals and use the data obtained to write informed practical reports.

STUDENTS WILL

- Learn content about the 4 stands of science
- Participate in class discussions
- Collaborate with peers
- Design and conduct practicals
- Construct and analyse data
- Relate science to real-world concepts

ASSESSMENT

- Test per topic
- Science as a Human Endeavour (SHE) tasks
- Practical reports: designing and conducting experiments

SPECIAL REQUIREMENTS: None

YEAR 10 PRE-SACE SCIENCE

LENGTH: 2 Semesters
CREDITS: Not Applicable
RECOMMENDED BACKGROUND: C grade or above in Year 9 Science

Students will learn about genetics and evolution in biology, analyse the periodic table and understand reaction rates in chemistry, investigate and predict changes in motion in physics and evaluate evidence that explains the origins of the Universe in earth and space science. Students will focus on understanding and implementing the 'Science as a Human Endeavour' (SHE) concepts, learn how to create a 'Deconstruct and Design Practical Report' and develop high-level revision skills in preparation for tests. This course has been designed to reduce the gap between Year 10 science and Stage 1 science subjects, allowing a seamless transition into SACE.

STUDENTS WILL

- Participate in class discussions
- Collaborate with peers
- Deconstruct problems
- Design and conduct practicals
- Construct and analyse data
- Relate science to real-world concepts

ASSESSMENT

- Test per topic
- Science as a Human Endeavour (SHE) tasks
- Deconstruct and Design tasks

SPECIAL REQUIREMENTS: This class is designed for students who are considering studying science in SACE.

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SCIENCE

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SCIENTIFIC STUDIES: YEAR 10 PSYCHOLOGY
LENGTH: 1 Semester
CREDITS: 10
RECOMMENDED BACKGROUND: C grade or above in Year 9 Science

Psychology is the study of the mind and behaviour. It explores how we think, feel, and act, helping us better understand ourselves and others. This subject introduces students to the fascinating world of psychology and its relevance in our daily lives. Students will investigate how physical health impacts mental health, and explore cyber psychology by exploring current psychological research. By the end of this course, students will have a solid foundation in psychology, preparing them for more advanced studies in Stage 1 and Stage 2. Get ready to embark on an exciting journey into the human mind!

STUDENTS WILL

- Investigate the relationship between physical health and mental well-being
- Explore the exciting new field of cyber psychology and its impact on our digital lives
- Conduct hands-on investigations and analyse current psychological research
- Build essential vocabulary and knowledge for future psychology studies

ASSESSMENT

- Tests
- Science as a Human Endeavour (SHE) tasks
- Deconstruct and Design tasks
- Collaborative inquiry tasks

SPECIAL REQUIREMENTS: None

STAGE 1 BIOLOGY
LENGTH: 1 or 2 Semesters
CREDITS: 10 or 20
RECOMMENDED BACKGROUND: C grade or above in Year 10 Science

Biology is the study of life and living organisms. This subject is designed for students who are interested in understanding the living world around them and the ways its many species function, evolve and interact. 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 human endeavour, students develop and apply their understanding of the complex ways in which science interacts with society.

STUDENTS WILL

- Learn content about the study of life and living organisms
- Participate in class discussions
- Collaborate with peers
- Deconstruct problems
- Design and conduct practicals
- Construct and analyse data
- Relate biology to real-world concepts

ASSESSMENT

- Tests (50%)
- Science as a Human Endeavour tasks (25%)
- Deconstruct and Design tasks (25%)

SPECIAL REQUIREMENTS: None

SCIENCE

STAGE 1 CHEMISTRY

LENGTH: 2 Semesters
CREDITS: 20
COMPULSORY PREREQUISITE: C grade or above in Year 10 Science

Chemistry is the study of matter. This subject is designed for students who are interested in understanding the natural world and properties around them. Students investigate materials and their atoms including atomic structure and the periodic table. They explore the different types of bonding and how to calculate quantities of atoms, molecules and ions. Students learn about molecules including their polarity and intermolecular bonding. They study the solubility of substances and undergo calculations of concentrations and enthalpy changes. Students explore the reactions of acids with bases and examine redox reactions. They will conduct experiments to understand these reactions and explore the different ways chemistry impacts society.

STUDENTS WILL

- Participate in class discussions
- Collaborate with peers
- Deconstruct problems
- Design and conduct practicals
- Construct and analyse data
- Relate chemistry to real-world concepts

ASSESSMENT

- Tests (50%)
- Science as a Human Endeavour tasks (25%)
- Deconstruct and Design tasks (25%)

SPECIAL REQUIREMENTS: None

STAGE 1 SCIENTIFIC STUDIES: FORENSIC SCIENCE

LENGTH: 1 or 2 Semesters
CREDITS: 10 or 20
RECOMMENDED BACKGROUND: C grade or above in Year 10 Science

Forensics is the application of scientific principles and methods to matters of law. This subject is designed for students who are interested in applying scientific principles to legal investigations and analysing evidence to formulate conclusions. Students will analyse and create crime scenes while developing their scientific skills in data analysis, deduction, mathematical calculation, the application of theory, problem solving skills and deductive reasoning. Students will deconstruct problems and design practical investigations to analyse different types of evidence. Students investigate the links between science and society by analysing real life cases.

STUDENTS WILL

- Participate in class discussions
- Work in collaboration with other students to research, design and perform experiments
- Deconstruct problems
- Design and conduct practicals
- Construct and analyse data
- Relate scientific skills to real-world forensic concepts

ASSESSMENT

- Science as a Human Endeavour tasks (30%)
- Deconstruct and Design tasks and Practical reports (30%)
- Collaborative Inquiry tasks (40%)

SPECIAL REQUIREMENTS: None

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SCIENCE

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STAGE 1 PSYCHOLOGY
LENGTH: 1 or 2 Semesters
CREDITS: 10 or 20
RECOMMENDED BACKGROUND: C grade or above in Year 10 Science

Psychology is the scientific study of the mind and behaviour. This subject is designed for students who are interested in understanding human behavior, thinking processes, and the complexities of the human mind, along with developing skills like critical thinking and problem-solving. Students explore the human mind through understanding psychological evidence, learning about and critically analysing theories, and conducting their 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. Students will have the opportunity to explore potential topics including; cognitive psychology, neuropsychology, lifespan psychology, emotion and wellbeing.

STUDENTS WILL

- Participate in class discussions
- Collaborate with peers
- Deconstruct problems
- Design and conduct practicals
- Construct and analyse data
- Relate psychology to real-world concepts

ASSESSMENT

- Tests (50%)
- Science as a Human Endeavour tasks (25%)
- Deconstruct and Design tasks (25%)

SPECIAL REQUIREMENTS: None

STAGE 1 PHYSICS
LENGTH: 2 Semesters
CREDITS: 20
COMPULSORY PREREQUISITE: C grade or above in Year 10 Science and General Maths

Physics is the study of matter, motion and energy. This subject is designed for students who are interested in understanding how the universe works, exploring fundamental concepts, and developing problem-solving and analytical skills. 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.

STUDENTS WILL

- Learn content about the study of matter, motion and energy
- Participate in class discussions
- Collaborate with peers
- Deconstruct problems
- Design and conduct practicals
- Construct and analyse data
- Relate physics to real-world concepts

ASSESSMENT

- Tests (50%)
- Science as a Human Endeavour tasks (25%)
- Deconstruct and Design tasks (25%)

SPECIAL REQUIREMENTS: None

SCIENCE

STAGE 1 SCIENTIFIC STUDIES: SPORTS SCIENCE

LENGTH: 1 or 2 Semesters
CREDITS: 10 or 20
RECOMMENDED BACKGROUND: C grade or above in Year 10 Science

Sports science examines the scientific principles behind human movement and exercise performance. This subject is designed for students who are interested in applying scientific principles to exercise physiology, nutrition, biomechanics, and sport psychology and technology. This course develops an understanding of scientific concepts surrounding sport, and how it can impact attitudes, culture, and overall performance. Students will investigate topics such as nutrition, biomechanics, exercise physiology and performance analysis. Students will investigate these topics through designing and performing practicals, researching the links between sport, science and society and collaborating with peers.

STUDENTS WILL

- Participate in class discussions
- Work in collaboration with other students to research, design and perform experiments
- Deconstruct problems
- Design and conduct practicals
- Construct and analyse data
- Relate scientific skills to real-world sport concepts

ASSESSMENT

- Science as a Human Endeavour tasks (30%)
- Deconstruct and Design tasks (30%)
- Collaborative Inquiry tasks (40%)

SPECIAL REQUIREMENTS: None

STAGE 2 BIOLOGY

LENGTH: 2 Semesters
CREDITS: 20
COMPULSORY PREREQUISITE: C grade or above in at least one Semester of Stage 1 Biology

This is a great subject to choose if you are interested in medical research, teaching, healthcare, environmental science, and biotechnology, with opportunities in fields like ecology, genetics, and microbiology. Students study evolution of species, environmental influences, internal regulation systems, 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.

STUDENTS WILL

- Participate in class discussions
- Collaborate with peers
- Deconstruct problems
- Design and conduct practicals
- Construct and analyse data
- Relate biology to real-world concepts

ASSESSMENT

School based (70%)

- Skills and Application tasks (40%)
- Science as a Human Endeavour tasks (15%)
- Deconstruct and Design tasks (15%)

Externally assessed (30%)

- External exam

SPECIAL REQUIREMENTS: None

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SCIENCE

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STAGE 2 CHEMISTRY
LENGTH: 2 Semesters
CREDITS: 20
COMPULSORY PREREQUISITE: C grade or above in Stage 1 Chemistry

This is a great subject to choose if you are interested in engineering, healthcare, forensics, environmental issues or exploring the natural world. Students explore chemical processes including rates of reactions, equilibrium and yield, and how altering these processes optimises production. They explore environmental issues including global warming and photochemical smog. Students look at different ways to analyse data including volumetric analysis, chromatography and atomic spectroscopy. Students are introduced to the processes involved in the major organic compounds including their preparation and reactions. They explore energy resources such as fossil and renewable fuels, with a focus on electrolytic and galvanic cells.

STUDENTS WILL

- Participate in class discussions
- Collaborate with peers
- Deconstruct problems
- Design and conduct practicals
- Construct and analyse data
- Relate chemistry to real-world concepts

ASSESSMENT

School based (70%)
- Tests (40%)
- Science as a Human Endeavour tasks (15%)
- Deconstruct and Design tasks (15%)

Externally assessed (30%)
- External exam

SPECIAL REQUIREMENTS: None

STAGE 2 PHYSICS
LENGTH: 2 Semesters
CREDITS: 20
COMPULSORY PREREQUISITE: B grade or above in Stage 1 Physics and Mathematics

Stage 2 Physics continues with the learning accomplished in Stage 1 Physics. This is a great subject to choose if you are interested in engineering, medical physics, renewable energy and research. 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.

STUDENTS WILL

- Participate in class discussions
- Collaborate with peers
- Deconstruct problems
- Design and conduct practicals
- Construct and analyse data
- Relate physics to real-world concepts

ASSESSMENT

School based (70%)
- Tests (40%)
- Science as a Human Endeavour tasks (15%)
- Deconstruct and Design tasks (15%)

Externally assessed (30%)
- External exam

SPECIAL REQUIREMENTS: None

SCIENCE

STAGE 2 PSYCHOLOGY

LENGTH: 2 Semesters
CREDITS: 20
RECOMMENDED BACKGROUND: C grade or above in any Stage 1 Science

Stage 2 Psychology continues with the learning accomplished in Stage 1 Psychology. This is a great subject to choose if you are interested in human social interactions with a focus on obedience, conformity and attitude, psychological health and wellbeing, personality and how humans learn. Students 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.

STUDENTS WILL

- Participate in class discussions
- Collaborate with peers
- Deconstruct problems
- Design and conduct practicals
- Construct and analyse data
- Relate psychology to real-world concepts

ASSESSMENT

School based (70%)
- Tests (40%)
- Science as a Human Endeavour tasks (15%)
- Deconstruct and Design tasks (15%)

Externally assessed (30%)
- External exam

SPECIAL REQUIREMENTS: None

STAGE 2 SCIENTIFIC STUDIES

LENGTH: 2 Semesters
CREDITS: 20
RECOMMENDED BACKGROUND: C grade or above in any Stage 1 Science

This is a great subject to choose if you are interested in developing your skills in science, without doing tests and exams. Students study topics of their own choice (eg. forensic science, sports science, or any other science) to develop their scientific skills. This includes data analysis, deduction, mathematical calculation and the application of theory. Students will investigate topics through designing and performing practicals, researching the links between science and society and collaborating with peers. This subject provides opportunities for you to design your own experiments and develop science skills in your area of interest.

STUDENTS WILL

- Participate in class discussions
- Work in collaboration with other students to research, design and perform experiments
- Deconstruct problems
- Design and conduct practicals
- Construct and analyse data
- Relate scientific skills to real-world concepts

ASSESSMENT

School based (70%)
- Folio: SHE task, Inquiry task, SIS tasks (50%)
- Collaborative Inquiry tasks (20%)

Externally assessed (30%)
- External report

SPECIAL REQUIREMENTS: None

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GET IN TOUCH

Learning Together, Achieving Together

OUR LOCATION

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GET IN TOUCH

SENIOR LEADERS

MS SUE SHEPHERD
Principal

MR JULES PECK
Deputy Principal

MR BENN JOINER
Head of Senior School

MS SHAYNANNE HARRISON
Curriculum and Pedagogy

MR JAMIE BROADHURST
Timetabler and Innovation

MR PETE PHILLIPS
Data,VET/Careers and Pathways

MS LAUREN CAVANAGH
Senior Inclusive Education Coordinator

MS ADRIENNE GORRINGE
Alternative Learning Coordinator

SENIOR SCHOOL COORDINATORS

MS ANGELA MOSES
Year 12 Coordinator

MR JAMES MARSHALL
Year 11 Coordinator

MS CHLOE LYONS
Year 10 Coordinator

MIDDLE SCHOOL COORDINATORS

MS MADDIE CAMERON
Year 9 Coordinator

MS EMMA BAKER
Year 8 Coordinator

MR DAMON ARGY
Year 7 Coordinator

CURRICULUM LEADERS

MS SHARI BRAY
HASS, AIF and EIF

MS KATIE BURDEN
Digital Technologies and STEM

MR EVAN YARWOOD
Design and Technology

MS EMILY FAULKNER
Aboriginal Education and EALD

MR COREY OTTEY
Health and Physical Education

MS JAIME MEAD
The Arts

MS ALICIA WARNOCK
English/Literacy and LOTE

MR MATT SCHERWITZEL
Math and Numeracy

MS BETHANY SCHLEIN
Science

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