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<td>Mathematical Applications</td>
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<td>Geography</td>
<td>Japanese (2015 only)</td>
<td>History</td>
<td>Mathematical Methods</td>
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<td>Music</td>
<td>Mathematics 10A Semester 2</td>
<td>Information Processing and Publishing*</td>
<td>Mathematical Studies</td>
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<td>Music</td>
<td>Japanese (Continuers)*</td>
<td>Music*</td>
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<td>Spanish (Stage 1)</td>
<td>Legal Studies</td>
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<td></td>
<td>Design and Technology: Communication Products Multi-media (Stage 1)</td>
<td>Music</td>
<td>Physical Education</td>
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<td>Information Processing and Publishing (Stage 1)</td>
<td>Physical Education</td>
<td>Physics</td>
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<td>Psychology*</td>
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<td>Psychology*</td>
<td>Society and Culture*</td>
<td>Specialist Mathematics</td>
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<td></td>
<td>Spanish (Stage 2)*</td>
<td>Specialist Mathematics</td>
<td>Visual Arts*</td>
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<tr>
<td></td>
<td>Visual Arts</td>
<td>Visual Arts*</td>
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</tbody>
</table>

*Curriculum Support – Students may only take Curriculum Support after discussion with the Head of Learning and Operations.

Stage 1 subjects only offered for one semester

Stage 1 full year course only

10 credit subjects
The Senior Curriculum Guide describes the subjects offered in Years 10 – 12 at Seymour College and is intended to support students and parents in the subject selection process.

The senior secondary years are of great importance. Preparation for either further education or the workforce is a major focus for SACE students. In many cases, students have not yet decided on future plans or courses of study, and this makes subject choice a challenging task.

We hope that the information provided in this guide, together with advice from teachers, will enable each student to make informed and considered decisions.

We encourage each girl to select a range of subjects which best suits her talents and needs, in the realisation that a firm commitment to her chosen course of study is required. Where past performance indicates that a particular subject may not be a wise choice, students are urged to discuss this choice with parents, subject teachers, the Director of Studies, Head of Senior School and the Careers Counsellor.

A student’s final subject combination should reflect her interests, abilities and possible future career directions. A student’s ultimate course must also fit the timetable. There cannot be an absolute guarantee that a student’s initial preferences will be totally accommodated within the timetable, but the timetable is constructed each year from an expression of student preferences, in order to meet as closely as possible the needs of the vast majority of students.

Subjects offered at Stage 1 and 2 are subject to viable class sizes, and some courses may therefore not proceed on campus if enrolments are below these levels. In this case, interested students may choose to enrol in a different course or at an alternative partner provider, or study through Open Access College.

The South Australian Certificate of Education

What is the SACE?

Students who successfully complete their senior secondary education are awarded the South Australian Certificate of Education (SACE). The SACE is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study. This version of the SACE was introduced in 2009 to ensure that students gain the skills they need for the future, as citizens and employees.

The SACE was updated and strengthened to ensure it meets the needs of students, families, higher and further education providers, employers and the community. The SACE assists students to develop the skills and knowledge they need to succeed — whether they are headed for further education and training, university, an apprenticeship or straight into the workforce.

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

Students can incorporate other learning experiences, such as VET, into their SACE package.

Assistance with all matters concerning the SACE can be gained by contacting the VET Coordinator, Ms Jo Ferguson, SACE Coordinator, Dr Maria de Lima or Director of Studies, Mrs Ruth Massie.

Achieving the SACE

To complete the SACE, students must earn at least 200 credits over three years of study. Ten credits are equivalent to one semester or six months of study in a particular subject or course.

Some elements of the SACE are compulsory. These are:

• a Personal Learning Plan at Stage 1 (usually undertaken in Year 10), worth 10 credits;
• at least 20 credits towards literacy from English, English Pathways or English as a Second Language at Stage 1;
• at least 10 credits towards numeracy from a range of Mathematics subjects at Stage 1;
• a major project of extended studies called the Research Project at Stage 2 (usually undertaken at Stage 1), worth 10 credits; and
• completion of at least 90 credits in Stage 2 subjects and courses. A minimum of 60 credits must be from TAS subjects. A Maximum of 20 credits can be from Recognised Studies.

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

In addition to the compulsory elements, students will choose from a wide range of subjects and courses to earn the remaining 90 credits to gain the SACE. These include subjects and courses from either Stage 1 or Stage 2.
<table>
<thead>
<tr>
<th>Year 10</th>
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<tbody>
<tr>
<td>Stage 1 Personal Learning Plan (PLP)</td>
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<table>
<thead>
<tr>
<th>Year 11 (2015)</th>
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<tbody>
<tr>
<td><strong>Semester 1</strong></td>
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<tr>
<td>Stage 2 Research Project</td>
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<td>Stage 1 English subject</td>
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<td>Stage 1 Mathematics subject</td>
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<td>Option 1</td>
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<td>Option 3</td>
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<th>Year 12 (2015)</th>
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<tr>
<td>Option 1</td>
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<td>Option 4</td>
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<td>Option 5</td>
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<tr>
<td>Recognised Studies*</td>
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</tbody>
</table>

*Recognised studies are one subject for the International Baccalaureate, VET awards approved by the SACE Board and higher education studies.
All Year 10 students at Seymour College take the Stage 1 Personal Learning Plan as part of their studies. Successful completion of the PLP is a compulsory part of the SACE. Students take four lessons per cycle for the entire year. The elements of the PLP are: Self-Knowledge; Career Pathway Research and Job Transition. Goal Setting and the development of the 5 Capabilities (Work, Learning, Communication, Personal Development and Citizenship) that underpin all SACE studies are a focus throughout the activities within this subject.

Students are encouraged to complete work experience and a week is set aside in the College calendar for Year 10 students to undertake this activity. Students from all years in the Senior School may elect to complete work experience and are encouraged to organise their placement during school break time. The required paperwork must be completed in good time before the commencement of the placement.

Students are able to complete VET courses and these can be part of their SACE studies. Successful completion at a Certificate III level can be included in ATAR calculations. These courses are conducted by providers beyond Seymour and can aid with career investigation.

A program to support the Year 12 cohort to transition beyond Seymour is in place throughout the year. Each of the universities present to the cohort and share new developments, course information and insights into the realities of tertiary life. All Year 12 students are invited to a one-on-one interview with the Careers Counsellor to discuss their options for beyond Seymour. In these sessions the students’ individual progress, aspirations and alternate pathways are discussed. In Term 3, students are supported through the application process to enter South Australian and interstate higher learning institutions.

Individual meetings with the Careers Counsellor can be requested by direct contact or via Abbie Office.

Career Lunches for Year 12 study areas are arranged to showcase current research topics or social issues and the study pathways associated with these. These sessions are typically manned by university staff and thus act as a supply of transition information, too.

Up to date information is posted on the Careers tab of SOCS and alerts of new entries are spread via the Daily Notices and Seymour News; the dates of career events are placed in the Calendar on the SOCS homepage.

University and TAFE Entry

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

Students who complete the SACE are eligible for university entry, provided they meet certain additional requirements. For university entry, students need to achieve 90 credits at Stage 2, including three 20-credit Stage 2 subjects. The final Stage 2 credits can be gained in a variety of ways defined by the universities. Universities also specify required subjects as prerequisites for some of their courses.

Students wishing to study interstate are encouraged to contact the universities directly to obtain information regarding entry requirements and prerequisite subjects.

Full details of university and TAFE entry requirements for 2015 will be included in the Tertiary Entrance Booklet 2015/2016, published by the South Australian Tertiary Admissions Centre. Please see the SATAC website for more information as it comes to hand (www.satac.edu.au).

Careers at Seymour
10A Mathematics
Please note the important information on the next page on Year 10 mathematics courses. **Students wishing to keep their options open for mathematics courses in Stage 1 and 2 MUST do the Semester 2 10A Mathematics course as an option subject.**

**Compulsory History and Option Subjects**
At Year 10 students choose *either* the one semester History course or whole year History 10A course. Once students have selected their preferred History course they choose either four or five option subjects. Please note that some Year 10 option subjects are whole year courses and cannot be changed mid-year.

**History (one semester course) + 5 Option Subjects**
Year 10 History is a one semester course designed for students *not* considering studying History at senior secondary level. It can be studied in either Semester 1 or 2.

<table>
<thead>
<tr>
<th>Year 10 Planner (Year 10 History — one semester History course)</th>
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<tbody>
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<td><strong>Semester 1</strong></td>
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<td>Year 10 History (compulsory)</td>
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<td>Option 4</td>
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<tr>
<th>Year 10 Planner (Year 10 History) Example</th>
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<td>Spanish</td>
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<tr>
<td>Art</td>
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</tbody>
</table>

**History 10A (whole year course + 4 Option Subjects)**
History 10A is a whole year course designed for students considering *further study* of History at senior secondary level.

<table>
<thead>
<tr>
<th>Year 10 Planner (History 10A — whole year course)</th>
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<tbody>
<tr>
<td><strong>Semester 1</strong></td>
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<td>History 10A (compulsory)</td>
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<td>Option 1</td>
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<td>Option 3</td>
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<th>Year 10 Planner (History 10A) Example</th>
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<td><strong>Semester 1</strong></td>
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<td>History 10A</td>
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<td>Geography</td>
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<tr>
<td>Art</td>
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Compulsory Maths and 10A Maths: Prerequisites for Future Maths Study

At Year 10, students take one of two compulsory full year courses, either Year 10 Maths (which includes extension and mainstream classes) or Year 10 Maths Applications. These full year compulsory courses are not entered in the Year 10 Subject Planner; students are automatically enrolled.

However, due to the implementation of the Australian Senior Secondary Curriculum beginning in 2016, students wishing to pursue advanced Maths in Years 11 and 12 will be required to take Maths 10A as an option in Semester 2. The 10A option class is open to all students in Year 10 Maths (extension or mainstream), but is not open to students in Year 10 Maths Applications.

The Maths 10A course will be rigorous and may challenge some students.

In deciding whether to enrol in Maths 10A as an option, students and parents must carefully consider the implications. **Failure to enrol in Maths 10A will foreclose two of the four Maths subjects for Years 11 and 12. This will therefore prevent enrolment in any university course for which those subjects become prerequisites.** These considerations may warrant undertaking Maths 10A in order to keep options open for Year 12 and for university, even if a student will find the 10A class challenging.

In order to determine whether a student wishes to take Maths 10A to keep future options open, it is necessary to consider the four new Australian Senior Secondary Curriculum subjects, each of which lasts two years. They are set forth below.

**Australian Senior Secondary Curriculum Maths Subjects (Year 11 and Year 12 beginning in 2016)**

**Subjects for which the Maths 10A option subject is NOT a prerequisite.**

**Essential Mathematics.** Essential Mathematics focuses on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. Essential Mathematics provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts, in a range of workplace, personal, further learning and community settings. This subject offers students the opportunity to prepare for post-school options of employment and further training.

(This course is analogous to the current SACE Mathematical Applications course, with some differences.)

**General Mathematics.** General Mathematics is designed for those students who want to extend their mathematical skills beyond Year 10 level but whose future studies or employment pathways do not require knowledge of calculus. The subject is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.

(This course is somewhat analogous to the current SACE Mathematical Methods course, although there are substantial differences, including the absence of calculus from the new General Mathematics course.)

**Subjects for which the Maths 10A option subject is a prerequisite.** Students who do not enrol in Maths 10A cannot take these courses in Year 11 and Year 12, because they will not have the Maths skills necessary to progress with the work.

**Mathematical Methods.** The major themes of Mathematical Methods are calculus and statistics. They include as necessary prerequisites studies of algebra, functions and their graphs, and probability. They are developed systematically, with increasing levels of sophistication and complexity. Calculus is essential for developing an understanding of the physical world because many of the laws of science are relationships involving rates of change. Statistics is used to describe and analyse phenomena involving uncertainty and variation. For these reasons this subject provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences. In summary, the subject Mathematical Methods is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

(This course is most analogous to the current SACE Maths Studies course, although there are significant differences. Note, this course is substantially more rigorous than the current SACE Mathematical Methods course; the use of the same name for a very different course is therefore misleading to those familiar with the current SACE terminology.)

**Specialist Mathematics.** Specialist Mathematics provides opportunities, beyond those presented in Mathematical Methods, to develop rigorous mathematical arguments and proofs, and to use mathematical and statistical models more extensively. Topics are developed systematically and lay the foundations for future studies in quantitative subjects in a coherent and structured fashion. Students of Specialist Mathematics will be able to appreciate the true nature of mathematics, its beauty and its functionality.

Specialist Mathematics has been designed to be taken in conjunction with Mathematical Methods. The subject contains topics in functions, calculus, probability and statistics that build on and deepen the ideas presented in Mathematical Methods and demonstrate their application in many areas. Vectors, complex numbers and matrices are introduced. Specialist Mathematics is designed for students with a strong interest in mathematics, including those intending to study mathematics, statistics, all sciences and associated fields, economics or engineering at university. (This course is analogous to the current SACE Specialist Mathematics course, although there are some differences. It can only be taken in conjunction with Mathematical Methods.)

Students who believe that they may wish to study Mathematical Methods or Specialist Mathematics in Year 11 and Year 12, for their own interest or because those subjects may become prerequisites for university courses in which they wish to preserve the option of pursuing, will need to choose the Maths 10A option subject.
In Visual Arts students express ideas through developmental folio work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved practical pieces.

Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts. Visual Arts engages students in conceptual, practical, analytical and contextual aspects of creative human endeavour. It emphasises visual thinking and investigation and the ability to develop ideas and concepts, refine technical skills, and produce imaginative solutions. An integral part of Visual Arts is the documentation of visual thinking. Students learn to communicate personal beliefs, values, thoughts, feelings, concepts, and opinions, provide observations of their lived or imagined experiences, and represent these in visual form.

In this subject outline, Visual Arts at Stage 2 is categorised into broad areas of Art and Design.

The broad area of Art encompasses both artistic and crafting methods and outcomes. The processes of creation in both art and craft include the initiation and development of ideas, research, analysis, and exploration, experimentation with media and technique, and resolution and production of practical work.

The broad area of Design encompasses communication and graphic design, environmental design, and product design. It emphasises a problem-solving approach to the generation of ideas or concepts, and the development of visual representation skills to communicate resolutions.

YEAR 10 ART

Course Length
One or two semesters

Learning Requirements
In successfully completing this course, each student:
• conceives, develops, and makes artworks that reflect personal ideas;
• demonstrates visual thinking through the development and evaluation of ideas;
• applies technical skills in using media, materials, and technologies;
• communicates knowledge and understanding of her own and other artists’ work; and
• analyses, interprets, and responds to visual arts in cultural, social, and/or historical contexts.

Course Outline
The Art and Design course covers three areas of study: the folio, documenting the development and refinement of visual ideas and techniques; the practical, that consists of finished artworks and written evaluations; theoretical research and analysis of art within different cultural contexts.

Semester 1: Exploring Possibilities
In Semester 1, students explore the use of drawing as a means of visualising ideas and experimentation with mixed media in the creation of a themed painting. From this initial canvas-based work, students will experiment with the creative use of digital photography, both as a visual tool and an end product. Figurative sculpture will provide students with an opportunity to expand on their skills in the creation of three dimensional forms. Students will visit public art exhibitions to expand their knowledge and understanding of contemporary art practice. All practical work is accompanied with a folio of developmental studies and documentation.

Semester 2: Fashion Fest
Semester 2 has a focus on fashion that includes the construction of a mixed media jewellery piece accompanied by a folio documenting the design process. Students also design a wearable art piece reflecting the evolution of fashion. To coincide with the fashion unit, students will complete a visual study on fashion illustration, exploring a variety of drawing styles and media, culminating in the development of their own unique style. Digital photography will accompany this semester’s work both in the folio and as a creative aspect of the finished products.

Assessment
Folio development and idea generation
Criticism and analysis of art and design
Finished product and final presentation
Written theoretical research assignment
In this subject, students are expected to:

- conceive, develop, and make work(s) of art or design that
  reflect the development of a personal visual aesthetic;
- demonstrate visual thinking through the development and
  evaluation of ideas and explorations in technical skills with
  media, materials, and technologies;
- apply technical skills in using media, materials, and
  technologies to solve problems and resolve work(s) of art
  or design;
- communicate knowledge and understanding of their own and
  other practitioners’ works of art or design; and
- analyse, interpret, and respond to visual arts in cultural,
  social, and/or historical contexts.

### Course Outline

Students will focus on the study areas of Visual Thinking, Practical Resolution and Visual Arts in Context. The course will be divided into the assessment tasks of the Folio (30%), Practical (40%) and Visual Study (30%). The practical component will consist of two finished artworks per semester including a written practitioner’s statement. These artworks will be accompanied by a supporting folio consisting of visual research, exploration, analysis and review. The Visual Study is an inquiry based task including analysis and interpretation of works of art in context, and practical explorations.

### Semester 1

The major piece will be the students’ creative interpretation of their personal strengths in their chosen medium. The major piece will be accompanied by a folio, exploring artists’ works and documenting the development of the major piece. The Visual Study will research various approaches to digital photography, including camera techniques, digital imaging and the analysis of the work of other photographers in social/historical contexts.

### Semester 2

Students create a major piece for the Practical component that will be student directed, which allows students to explore a chosen theme and develop skills using selected materials. This practical work will also be accompanied by the folio that includes researching, exploring concepts and documenting the development of the major piece. The Visual Study will be based on the individual’s creative and artistic interests, where she will practically and theoretically explore an Art or Design topic of her choice.

### Assessment

- Practical application
- Knowledge and understanding
- Analysis and response

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### STAGE 2 VISUAL ART–ART/VISUAL ART–DESIGN

#### Course Length
One year (20 credits)

#### Prerequisite
It will be assumed that students have previously studied at least one unit of Art at Stage 1. One unit is the general requirement but this can be negotiated if the student has demonstrated excellent skills at an earlier level.

#### Learning Requirements

In this subject, students are expected to:

- conceive, develop, and make work(s) of art or design that
  reflect individuality and the development and communication
  of a personal visual aesthetic;
- demonstrate visual thinking through the development and
  evaluation of ideas and explorations in technical skills with
  media, materials, and technologies;
- apply technical skills in using media, materials, technologies,
  and processes to solve problems and resolve work(s) of art
  or design;
- communicate knowledge and understanding of their own
  and other practitioners’ works of art or design; and
- analyse, interpret, and respond to visual arts in cultural,
  social, and/or historical contexts.

#### Course Outline

Students choose one of two courses:

- Course One: Visual Arts – Art
- Course Two: Visual Arts – Design

For both courses, there are three areas of study. These consist of Visual Thinking, Practical Resolution and Visual Arts in Context. The Folio (40%) documents the students’ visual learning in support of the two major pieces for the year. The folio is process based, and clearly documents the development of ideas through experimentation and exploration. Practical (30%) consists of two parts: two Art or Design practical works and accompanying practitioner’s statements. The Visual Study (30%) is an exploration of and/or experimentation with a style, idea, concept, media, method or technique. Students analyse the work of other practitioners, include individual research and develop visual thinking and/or technical skills. They present the findings of their Visual Study as well as their conclusions and insights in the form of a completed folio that is independent from other work covered in the course. Topics, media choice and techniques employed for all aspects of the course will be determined by the students’ personal interests and strengths and negotiated in consultation with the teacher.

#### Assessment

- School-based assessment 70%
- Assessment Type 1: Folio (40%)
- Assessment Type 2: Practical (30%)
- External assessment 30%
- Assessment Type 3: Visual Study (30%)
Digital Technologies subject offerings:

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
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<tbody>
<tr>
<td><strong>Design and Technology, multimedia (Stage 1)</strong> (Semester 1 or 2)</td>
<td><strong>Design and Technology, multimedia (Stage 1)</strong> (Semester 1 or 2)</td>
<td><strong>Information Processing and Publishing (IPP, Stage 2, full year)</strong></td>
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<td><strong>Information Processing and Publishing ^ (Stage 1)</strong> (Semester 1 or 2) ^ With the option to Study Stage 2 IPP in Year 11, 2016.</td>
<td><strong>Information Processing and Publishing (Stage 1)</strong> (Semester 1 or 2)</td>
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Digital technology subjects are elective subjects throughout Years 10 to 12. For the first time, the Stage 1 subjects of Design and Technology, and Information Processing and Publishing, will be offered at Year 10. This will afford students greater flexibility, and also the opportunity to study Stage 2 Information Processing and Publishing in Year 11, 2016. There are no prerequisite studies for any of the Digital Technology subjects. However, it is highly desirable that students wishing to study and be successful in Stage 2 IPP in Year 11 (2016), have satisfactorily completed Stage 1 IPP in Year 10.

Digital Technologies are designed not only to develop students’ computer and software skills, but also their knowledge and understanding beyond simple day-to-day applications, and as they relate to society. Students will greatly benefit from studying digital technology subjects to:

- gain the confidence, understanding and skills to use computer-related technologies (equipment, hardware and software);
- apply digital technologies skills, knowledge and understanding to other areas of learning and future study and work; and
- pursue future studies of digital technologies, information technology or digital media.

Please refer to each subject overview for specific information relating to each subject.
Course Length: One semester (10 credits)
Prerequisite: None. Subject can only be studied once in Year 10 or 11

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

In this subject, students are expected to:
- investigate the purpose, design concepts, processes, and production techniques of existing products or systems;
- create, test, validate, modify, and communicate design ideas for an identified need, problem, or challenge;
- recognise and use the differing functional characteristics and properties of materials, components, techniques, and equipment to create a product or system safely;
- use the design process to gather, analyse, and apply information to solve technological problems;
- apply appropriate knowledge and understanding of skills, processes, procedures, and techniques to a range of technological activities;
- evaluate the product or system development and outcome with reference to the design brief; and
- analyse the impact of technological practices, products, or systems on individuals, society, and/or the environment.

Course Outline: Website Design with Multimedia
Students develop the practical skills, knowledge and understanding of website creation including multimedia, and the production of short films. With a key focus on planning, creating and evaluating websites and short films for personal, business or entertainment. A range of software tools are employed, including but not limited to Adobe Dreamweaver, Premiere Pro, Fireworks, Flash, and Photoshop.

In the website design unit, students explore a range of best-practice web design processes and webpage creation tools, to provide high quality communication to occur on the internet. Multimedia elements, such as interactive menus, animation, sound and video, further enhance communication and impact. Theoretical perspectives on Search Engine Optimisation (SEO) are explored.

During the Short Film unit, students explore the aspects of film processes and production, and the use of digital devices. Designing with technology is purposeful, systematic, creative, and cyclic, with many possible solutions. A four-part designing model — investigating, planning, producing, and evaluating — is used in throughout both the web design and film units.

Assessment
Students undertake the following assessment types to demonstrate their learning.

Assessment Type 1: Skills and Applications Tasks (50%)
Students undertake a series of practical website and short film design activities in preparation for the realisation of their major project. Tasks include image and graphic manipulations, webpage construction, multimedia elements (such as sound, video, animation and interactive menus), film editing tasks and film manipulation.

Students are expected to construct an e-portfolio of their tasks showcasing their progressive works with podcast or vodcast annotations and evaluations.

Assessment Type 2: Folio (20%)
For the folio, students document the investigating and planning of ideas for their final project (website or film) with evidence of ongoing evaluation throughout the process. Students document the design process — investigating, planning, producing, and evaluating — from beginning to end. This can form part of a student’s e-portfolio.

Assessment Type 3: Product (30%)
Students develop a complete website with multimedia elements or short film, demonstrating the range of skills and techniques explored throughout the semester; whilst not necessarily a large or complex website or film, students require sufficient breadth and depth across their work. Students evaluate the realised product against the design brief requirements.
STAGE 1 INFORMATION PROCESSING AND PUBLISHING

Course Length
One semester (10 credits)

Prerequisite
None. Subject can only be studied once in Years 10 or 11

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

In this subject, students are expected to:

• select and use appropriate hardware and software in the completion of text-based communication tasks;
• apply manipulative skills appropriate to the use of information-processing hardware and software;
• apply acquired skills to produce text-based information accurately;
• understand and apply the design process and layout principles to text-based tasks;
• evaluate a text-based task against design principles; and
• understand, analyse, and evaluate the impact of social and/or ethical issues related to information-processing and publishing technologies.

Course Outline, Digital Publishing

Digital Publishing involves the development of products to be published in a digital format. Students who undertake this semester develop skills in the creation, manipulation, storage, and use of digital media to solve publishing problems in personal, community, or business contexts. Students consider issues related to the production and use of digital publications. Although paper, text and image publications are emphasised, static and dynamic graphic, audio, video, and animation software may also be included.

Students are encouraged to adopt an enterprising approach to design. This involves developing innovative and creative design solutions that can be used to communicate information or develop promotional options for products and services. The use of a four-part design process is recommended: investigating, devising, producing, and evaluating. The process is not necessarily linear and students are evaluating and critiquing throughout.

Assessment

Assessment consists of the following components:

School-based assessment 70%

Assessment Type 1: Practical Skills Tasks (40%)

A variety of tasks could be used, including:

• personal documents such as letters, emails, or invitations;
• business documents such as reports, forms, or minutes;
• advertisements;
• flyers;
• web-based pages; and
• digital presentations.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criterion:

• application.

Assessment Type 2: Product and Documentation (30%)

One final design product must demonstrate the use of appropriate principles of design and layout, and could be, for example, a brochure, a compact disc cover, linked web pages, or a digital slide presentation. The content of the task may come from another subject area. There must be sufficient text in the final product to demonstrate use of design elements. The text may be given to, or generated by, the student.

Assessment Type 3: Issues Analysis (30%)

Students concisely analyse and critique an issue related to information processing and publishing for a specific purpose. An issues analysis may be presented in written, oral, visual, or multimodal form. The use of features such as headings, dot points, tables, and annotated diagrams will help students to organise their information.
STAGE 2 INFORMATION PROCESSING AND PUBLISHING

Course Length  One year (20 credits)
Prerequisite     None

Learning Requirements

In this subject, students are expected to:

• understand, select, and use appropriate hardware and software for the completion of text-based communication tasks;
• apply manipulation and organisational skills to the use of information processing technology;
• apply layout and design principles to the production of text-based documents or presentations;
• understand and apply the design process in planning, producing, and evaluating text-based products;
• understand, analyse, and evaluate the impact of social, ethical, and/or legal issues related to information-processing and publishing technologies.

Course Outline

Personal Documents
Efficient use of computer hardware and software to present personal documents for the purpose of communication.

Desktop Publishing
Competent use and integration of desktop publishing, graphic manipulation and other software to produce documents ready for publication.

Assessment

School-based assessment 70%

Assessment Type 1: Practical Skills (40%)
Students undertake at least five practical skills assessments. Students complete a folio of text-based assessments that derive from any of the focus areas they have studied and demonstrate a range of skills developed. Students apply the design process and layout principles in planning, producing and evaluating text-based products.

Practical skills assessments should total a minimum of eight A4 pages or the equivalent with sufficient text, which may be enhanced by graphics.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:
• Development and application.
• Analysis and evaluation.

Assessment Type 2: Issues Analysis (30%)
Students undertake one issues analysis assessment and one technical and operational understanding assessment.

External assessment 30%

Assessment Type 3: Product and Documentation (30%)
Students undertake one product and documentation assessment that may come from one focus area or the integration of two focus areas.

Students complete, for an identified audience, a text-based product that demonstrates understanding and use of the four parts of the design process: investigating, devising, producing, and evaluating.
In the senior years the study of English contributes to students’ increasing awareness of the cultural, social and technical dimensions of language and texts. Study in the senior years is designed to promote sensitivity to the values, ideas, and beliefs presented in texts in relationship to one’s own, to develop the skills to comment on them and to build an awareness of the characteristics of different textual forms.

Using skills in reading, viewing, speaking, listening and writing and using information and communication technologies, students develop strategies and establish a framework of understanding that links texts to contexts and assists them to consider the way language is used in many different social and cultural situations.

Through critically engaging with texts constructed by themselves and others, students are able to confirm and challenge their own experience. Through examining texts created in a range of modes and through making their own texts, students gain skills which assist them in understanding and communication.

The study of English provides students with a focus for informed and effective participation in their immediate personal environments. The skills of critical thinking developed through English enable students to be effective and organised thinkers and communicators.

**Course Length**  
One year

**Prerequisite**  
Year 9 English

The English curriculum has a focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media, and the differences between media texts.

Literary texts that support and extend students in Year 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual form.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

**Content**

Language
Literature
Literacy

Provision is made for students from an EAL (formerly ESL) background.
STAGE 1 ENGLISH COMMUNICATIONS

Course Length  One year (20 credits)
Prerequisite  Year 10 English

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

Stage 1 English Communications caters for students with a range of learning styles and articulates with the Stage 2 English subjects. Students who achieve a C grade or better in 20 credits of this subject meet the literacy requirement.

The focus capabilities for this subject are communication, citizenship, personal development, work and learning.

Learning Requirements

In this subject, students are expected to:

- demonstrate clear and accurate communication skills through reading and viewing, writing and composing, and listening and speaking;
- clarify, extend and develop their ideas and opinions through critical engagement with texts and language;
- critically analyse a variety of texts to determine their social, cultural or vocational purposes and effectiveness;
- identify and analyse ideas, values and beliefs and recognise how these are shaped;
- examine cultural, social and technical aspects of language and texts; and
- compose texts in which language is used for critical, personal or imaginative purposes.

Course Outline

Reading and responding to texts
Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to compose their own texts. These may take the form of website construction, multimodal forms and extended prose report writing.

Producing texts
Students provide evidence of the extent and quality of their learning in producing texts in written, oral or multimodal form. These may take the form of extended prose responses or an oral task.

Extended Study
Students complete one of the extended study options per semester.

- Option 1: Language Study
- Option 2: Connected Texts Study

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

- Text Analysis — Extended report writing and multimodal forms — one oral task on film, novel, poetry and playscript.
- Text Production — Extended prose under supervision tasks — information, creative and argument forms.
- Extended Study — Students develop editing and writing skills.

STAGE 1 ENGLISH PATHWAYS

Course Length  One year (20 credits)
Prerequisite  Year 10 English

Stage 1 English Pathways provides the opportunity to develop programs that suit the local needs of students. It articulates with the Stage 2 English Pathways subject.

In Stage 1 English Pathways, students read, listen, speak, respond to and compose texts, to establish and maintain connections with familiar and unfamiliar communities.

Stage 1 English Pathways allows students to achieve the literacy requirement in the SACE. Students who achieve a C grade or better in this subject meet the compulsory 20 credit literacy requirement.

The focus capabilities for this subject are communication, citizenship, personal development, work and learning.

Learning Requirements

In this subject, students are expected to:

- demonstrate clear and accurate communication skills through reading and viewing, writing and composing, listening, speaking and using a range of ICTs;
- establish connections with people in vocational, cultural or social contexts, through personal and critical engagement with texts and language;
- analyse the ways in which texts are created for specific purposes and audiences;
- use language skills to interact with other people and to solve problems;
- identify and reflect on cultural, social and technical aspects of language and texts; and
- compose texts that use language for personal, vocational or imaginative creative purposes.

Course Outline

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

Students learn that texts and language are situated in social and cultural environments and the ways in which the study of texts supports them to establish and maintain community connections.

Producing texts
Students explore a range of text types for a range of purposes and audiences and compose their own texts. They learn to recognise the linguistic codes and conventions of different text types and use these to compose their own texts.

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

- Text Analysis — 5 Responses — may be written, oral, visual or multimodal (i.e. a combination of these modes).
- Text Production — 5 Responses — may be written, oral, visual, or multimodal (i.e. a combination of these modes).

Students develop editing and drafting skills.
### STAGE 1 ENGLISH STUDIES

**Course Length**  
One year (20 credits)

**Prerequisite**  
Year 10 English

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

Stage 1 English Studies caters for students with a range of learning styles and articulates with the Stage 2 English subjects of English Studies and English Communications.

Stage 1 English Studies allows students to achieve the literacy requirement in the SACE. Students who achieve a C grade or better in 20 credits of this subject meet the literacy requirement.

The focus capabilities for this subject are communication, citizenship, personal development, work and learning.

**Learning Requirements**

- demonstrate clear and accurate communication skills through reading and viewing, writing and composing, and listening and speaking;
- clarify, extend and develop their ideas and opinions through critical engagement with texts and language;
- critically analyse a variety of texts to determine their social, cultural and vocational purpose and effectiveness;
- identify and analyse ideas, values, and beliefs and recognise how these are shaped;
- examine cultural, social and technical aspects of language and texts; and
- compose texts in which language is used for critical, personal or imaginative purposes.

**Course Outline**

- **Reading and responding to texts**  
  Students explore a range of classic and contemporary texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to compose their own texts. Students will respond to these texts in the literary essay format.
- **Producing texts**  
  Students provide evidence of the extent and quality of their learning in producing texts in written, oral or multimodal form. These may take the form of extended prose responses or an oral task.
- **Extended Study**  
  Students complete one of the extended study options per semester.
  - Option 1: Language Study
  - Option 2: Connected Texts Study

**Assessment**

- Text Analysis — responses to texts with some test essays
- Text Production — creative and multimodal responses with an oral task
- Extended Study

Students sit a two hour examination each semester.

### STAGE 2 ENGLISH COMMUNICATIONS

**Course Length**  
One year (20 credits)

**Prerequisite**  
Stage 1 English Studies or English Communications

**Learning Requirements**

In this subject, students are expected to:

- demonstrate clear and accurate communication skills through reading, viewing, writing, listening, speaking and using a range of ICTs;
- analyse the relationship between audience, purpose and form in a range of communication modes across a range of contexts;
- display knowledge and understanding of the stylistic features and conventions of texts and the ways in which the language in texts is used to represent ideas, relationships, values, and interests;
- clarify and articulate their own ideas and values through critical engagement with texts and language; and
- compose and evaluate texts to demonstrate understanding of the conventions of a variety of textual forms and the purposes for which texts may be used.

**Course Outline**

This course consists of Text Analysis, Text Production and Communication Study.

Students complete a Text Analysis where they focus on a shared reading of a range of text types: novel, film, play script or poetry.

For Text Production students compose creative, persuasive and informative texts.

In the Communication Study students compare two examples of media texts and complete a practical application. This may take the form of Film Making, Interacting, Investigating, Language, Multimedia Web Authoring, Oral Language, Workplace Writing and Writing for Publication.

**Assessment**

Assessment in Stage 2 English Communications consists of the following components:

- **School-based Assessment 70%**
  - **Assessment Type 1: Text Analysis**  
    Two written responses and one oral (20%)
  - **Assessment Type 2: Text Production**  
    Three responses with one a 90 minute supervised written assessment under test conditions (20%)
  - **Assessment Type 3: Communication Study**  
    One comparative response and a practical application (30%)

- **External Assessment 30%**
  - **Assessment Type 4: Folio**  
    Part 1: Written response to an analysis of an example of communication
    Part 2: Text Production with Writer’s Statement (30%)
STAGE 2 ENGLISH PATHWAYS

Course Length
One year (20 credits)

Prerequisite
Stage 1 English Pathways, English Communications, English Studies

Learning Requirements

In this subject, students are expected to:

• demonstrate clear, accurate, and appropriate communication skills through reading and viewing, writing and composing, listening and speaking;

• establish connections with people in vocational, cultural, or social contexts, through personal and critical engagement with texts and language;

• reflect critically on the ways in which texts are created for specific purposes and audiences;

• use language skills to interact and work effectively with other people, and to solve problems;

• identify and reflect on the cultural, social, and technical role of language and texts in supporting effective interactions in different contexts; and

• compose texts in which language is used for critical, personal, vocational, or creative purposes.

Course Outline

Reading and Responding to Text Study

Students reflect critically on the ways in which texts are created for specific purposes and audiences. Texts selected for study have a direct connection with people and experiences in vocational, cultural, and/or social contexts.

Students will read and respond to at least two of the following text types:

• an extended prose, verse, or electronic text (e.g. a novel, a graphic novel, a collection of short stories, a biography, an instructional manual);

• a visual/media text (e.g. a web page, a film, a documentary, a training text); and

• a creative/aesthetic text (e.g. poetry, song lyrics, a dramatic performance).

Text Production Study

Through reading and responding to texts, students recognise the influence of language and textual conventions on the ways in which readers understand and respond to texts. Students learn that authors observe various conventions of style, content, vocabulary, register, and format. Students should be conscious of the stylistic features and textual conventions that characterise various forms, and should demonstrate some control over these features and conventions in their own text production.

This study allows students to develop control over self-editing and drafting processes.

Language Study

Students identify a purpose and context that arises out of their interaction with a group of people in a vocational, cultural, or social context.

Assessment

Assessment in Stage 2 English Pathways consists of the following components:

School-based Assessment 70%

Assessment Type 1: Text Analysis
Four responses to shared texts — one written, one oral, one multi modal (30%)

Assessment Type 2: Text Production
Four text productions — one written, one oral, one multi modal (40%)

External Assessment 30%

Assessment Type 3: Language Study
2000 word independent study on an area of language use in community contexts (30%)
### STAGE 2 ENGLISH STUDIES

**Course Length**  
One year (20 credits)

**Prerequisite**  
Stage 1 English Studies

**Learning Requirements**

In this subject, students are expected to:

- analyse texts, demonstrating depth of understanding through the identification of the structural, conventional, and stylistic features used by authors;
- understand that the interpretation of texts is influenced by the interplay between what the author presents in the text, the context in which the text was generated, and what the reader, viewer, or listener brings to the text;
- compare and contrast the ways in which texts are constructed;
- use evidence to develop and support critical reasoning in the form of sustained argument;
- compose texts that engage the reader, viewer, or listener;
- express ideas clearly and accurately in a range of appropriate forms.

**Course Outline**

**Text Study**  
The text study comprises four shared studies and an individual study.  
Shared studies consist of:

- study of two single texts;
- study of paired texts;
- study of poetry; and
- critical reading study of short texts.

Individual study:

The 2000 word individual study provides scope for the development of student interest outside the texts studied as a class. It is undertaken independently and comprises:

- critical essay; and
- collection of supporting material.

**Text Production Study**  
Students compose texts, both written and oral covering a range of text types. Students will compose a range of forms like narrative, persuasive, expository and descriptive.

**Assessment**  
Assessment in Stage 2 English Studies consists of the following components:

- **School-based Assessment 70%**
  - **Assessment Type 1: Shared Studies (30%)**  
    Students complete up to six responses to their shared studies.

  - **Assessment Type 2: Individual Study (20%)**  
    For the individual study students complete a critical essay of a maximum of 2000 words comparing two texts.

  - **Assessment Type 3: Text Production (20%)**  
    Students produce two written texts and two oral texts.

- **External Assessment 30%**
  - **Assessment Type 4: Examination (30%)**  
    The 3-hour external examination requires students to write three responses. Two essays will be on texts studied and one question will be a critical reading task.

### STAGE 1 LITERACY FOR WORK AND COMMUNITY LIFE

**Course length**  
One year (20 credits)

**Prerequisite**  
Year 10 English

**Learning Requirements**

Literacy for Work and Community Life is designed to enable students to build on their knowledge of the English language as a system, and to consolidate and expand their literacy skills. This subject is intended primarily for those students who, through their personal learning plans, have identified literacy skills as an area for development.

Literacy for Work and Community Life engages students in the study of written, oral, visual, and multimedia texts in everyday contexts. Students learn to critically analyse and understand the meanings, structures, purposes, and audiences of these texts, and to build the knowledge and skills to produce their own texts. The study of Literacy for Work and Community Life also enables students to develop the written and oral language skills needed to interact effectively with others in their learning, work, and community life.

**Course Outline**

Stage 1 Literacy for Work and Community Life may be taken as a 10 credit subject for one or two semesters.

Students work on one or more contexts for a focused study of the following language and literacy skills and strategies:

- using English-language conventions and constructions
- speaking and listening
- reading and understanding texts
- constructing and producing texts
- analysing and responding to texts

**School-based Assessment**

- **Assessment Type 1: Text Analysis**
- **Assessment Type 2: Text Production**
English as a Second Language is a subject designed for students for whom English is an additional language or dialect. ESL students need to develop competence in making choices in English that are accurate and appropriate for a range of texts and contexts. English as a Second Language is based on an understanding of the importance of considering language in both broad cultural and more specific situational contexts. Students develop the ability to reflect critically when they make choices in language in order to engage effectively with a wide range of text, issues and perspectives.

The focus capabilities are communication, citizenship, personal development, work and learning.

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**Learning Requirements**

In this subject, students are expected to:

- know and understand aspects of the relationship between contexts and texts;
- use reading and viewing, listening and speaking and writing and composing to create and engage effectively with a range of texts;
- locate, record, analyse and combine information and opinions from a range of written, oral, visual and multimedia texts;
- use a range of language strategies to convey ideas and opinions appropriate for a variety of purposes and contexts; and
- exchange opinions and convey information and experiences through writing and speaking in familiar and unfamiliar situations and contexts.

**Course Outline**

Stage 1 ESL is based on responding to, and composing, spoken and written texts in a range of genres and situations. Areas of study include:

**Text Study**
In this area of study, students explore a range of written, oral and visual texts, constructed for different purposes and in a range of genres. The texts studied could include feature films, web pages, poetry, newspaper or magazine articles, documentaries, talks by guest speakers or news broadcasts.

**Investigative Study**
In this study, students investigate a topic of personal interest by moving beyond the classroom to interview one or more people of their choice.

**Communication Study**
The focus of this study is on written and oral texts as they are used in contexts beyond the classroom and, in particular, the use of texts to persuade, influence and instruct other people.

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

- **Assessment Type 1: Text Production**
- **Assessment Type 2: Language Application**

(In this assessment type students complete either an investigation or a communication study.)

Students should provide evidence of learning through eight to ten assessments with at least two assessments from each assessment type.)
STAGE 2 ESL STUDIES

Course Length  One year (20 credits)
Prerequisite  SACE Board eligibility criteria apply

Learning Requirements

In this subject, students are expected to:

• know, understand and reflect on the relationship between contexts and texts;
• demonstrate clear and accurate language skills, which reflect increasing complexity when reading, viewing, listening, speaking, writing and composing;
• locate, record, analyse, synthesise and evaluate ideas, information and opinions from a range of written, oral, visual and multimedia texts;
• compose coherent and cohesive texts in a variety of text types for social, creative and academic purposes; and
• exchange opinions and convey information and experiences in a range of formal and informal situations for a variety of purposes and contests.

Course Outline

Stage 2 students undertake a range of language activities which are organised into three areas of study.

• Text Study (Issue Analysis)
  Students focus on issues of current social significance. Different texts are reviewed and students demonstrate their knowledge and understanding of an issue through an interactive discussion with the teacher and a written response.

• Text Production
  Students experience a variety of written and visual texts, each representative of a different genre. They are required to structure and develop an essay which demonstrates their ability to analyse and criticise. Students must also submit a piece of creative writing.

• Investigation
  Students undertake extensive individual research on a topic of their choosing. The research extends across three terms and culminates in a tutorial and written presentation.

Assessment

School-based assessment 70%
Assessment Type 1: Issue Analysis (20%): two assessments
Assessment Type 2: Text Production (20%): two assessments
Assessment Type 3: Investigation (30%): two assessments

External assessment 30%
Assessment Type 4: Examination (30%)
ACCOUNTING

Accounting is an integrated course which allows students to develop an understanding of the financial information processes used in society. It assists students to develop skills which will enable them to apply accounting information in financial decision making in a range of contexts.

Accounting develops an understanding of the need for and the role of accounting in decision making. Students study the accounting process and learn how to communicate financial information.

Computerised accounting packages will be used but students will be required to have a conceptual knowledge of the whole double entry process.

Students will have the opportunity to develop skills in critical thinking, problem solving, and the application of information and communication technology.

The subject also allows students to develop an understanding of the ethical considerations that affect financial decision making in contemporary society.

STAGE 1 ACCOUNTING

Course Length: One semester (10 credits)
Prerequisite: None

Learning Requirements

In this subject, students are expected to:

- understand the role of accounting in society;
- record and report financial information using manual methods as well as information and communication technologies;
- apply the principles and practices of recording and reporting financial information;
- recognise and understand financial information for decision making;
- analyse, interpret and communicate financial information using accounting terminology;
- apply effective decision making skills using financial and non-financial information; and
- recognise social, legal, regulatory and/or ethical influences on financial recording and decision making.

Course Outline

Core Topic

The environment of Accounting introduces students to the basic concepts and principles of accounting. This topic gives students opportunities to develop their knowledge of:

- accounting and its function in a society;
- the regulatory and conceptual frameworks of accounting;
- the needs of internal and external stakeholders;
- social, ethical and technological issues; and
- the impacts of past, present and possible future accounting decisions.

Option Topics

- Double Entry Recording
- Financial Reports
- Analysis and Interpretation of Financial Reports
- Keeping Cash Records
- Business Documents
- Personal Financial Literacy
  (at least two will be taught)

Assessment

Assessment Type 1: Skills and application tasks

Assessment Type 2: Investigation

There will be 4–5 assessments with at least two skills and application tasks and at least one investigation.

Each assessment type will have a weighting of at least 20%.
STAGE 2 ACCOUNTING

Course Length
One year (20 credits)

Prerequisite
A study of one unit of Stage 1 Accounting is useful.

Learning Requirements
In this subject, students are expected to:

• identify various accounting entities and the main users of financial information;

• recognise, understand, record, report and communicate financial information in a manner appropriate to the identified needs of the user;

• understand and apply the process required to maintain financial information in order to report the results of business activity;

• recognise that accounting concepts and standards determine the responsibilities and obligations of accounting entities to report financial information;

• apply identified accounting concepts and standards to generate financial reports;

• analyse and critically interpret financial and non-financial information for decision making and problem solving; and

• recognise that social, legal and ethical issues both influence and are influenced by business and accounting decisions.

Course Outline
Students are required to study the following three sections:

Section 1: The Environment of Accounting
Section 2: Financial Accounting
Section 3: Management Accounting

Assessment
School-based assessment 70%
Assessment Type 1: Skills and Applications Tasks (50%)
Assessment Type 2: Report (20%)

External assessment 30%
Assessment Type 3: Examination (30%)

Students should provide evidence of their learning through seven to ten assignments, including the external assessment component. Students undertake:

• Five to eight skills and applications tasks

• One report

• One examination
Business plays a central role in society and the everyday lives of individuals. It is a dynamic activity that operates in a constantly changing global environment and is a key initiator of change in society.

Studying Business and Enterprise will enable students to develop an understanding of the operation of the Australian business environment in a global context. In particular, students will become familiar with specialised business language and concepts. Through various assessment tasks, students are encouraged to be enterprising and to interact with businesses in the community.

Students will gain knowledge and understanding that will enable them to evaluate current business issues. In considering these issues, students have an opportunity to develop critical thinking skills as they evaluate the impact of business and enterprise on the economy, environment, and on the wellbeing and lifestyles of individuals and communities.

Students are provided with opportunities to apply knowledge and understanding in various tasks. They will learn formal report presentation skills and how to write in a clear, concise and coherent manner. Independent, innovative ideas are encouraged through the requirement to make recommendations on how to improve business practices.

This subject will equip students to be active and aware citizens through a holistic study of business and its impact locally, nationally and globally.
Semester 2
Entrepreneurship

- The Nature and Role of Markets and Marketing
- Customer and Buyer Behaviour
- Elements of a Marketing plan
- Market Research
- Marketing Strategies
- Ethical and Legal Aspects of Marketing

Business and the Economy

- The Interdependence Between Business and Other Sectors in the economy
- Globalisation
- Managing a Public Company in the Global Environment
- Economic, Ethical and Legal Issues Impacting Business in a Global Environment

Assessment

Assessment Type 1: Folio

Assessment Type 2: Practical

Assessment Type 3: Issues Study

There will be 4–5 assessments with each assessment type having a weighting of at least 20%.

STAGE 2 BUSINESS AND ENTERPRISE

Course Length
One year (20 credits)

Prerequisite
A study of one or two units of Stage 1 Business and Enterprise is highly recommended.

Learning Requirements

In this subject, students are expected to:

- understand the nature, role and structure of business and enterprise, locally, nationally and globally;
- understand the relationship between business theory and practice and recognise and explain the conventions that apply in small business;
- communicate in ways that are suitable for the business environment and for the purpose and audience, including by the appropriate use of information and communication technologies;
- apply relevant business ideas and concepts such as business planning, product development, financial management and marketing;
- assess current trends, opportunities and issues that have an impact on business and enterprise; and
- evaluate the economic, ethical, social and environmental implications and consequences of business and enterprise practices in different contexts.

Course Outline

Core Topic: The Business Environment

- Business in Australia
- The Nature and Structure of Business
- The Business Enterprise

Option Topics

- People, Business and Work
- Business and Marketing

Assessment

School-based assessment 70%

Assessment Type 1: Folio (30%)*

Students undertake four tasks for the folio:
- one test; and
- three assignments.

Assessment Type 2: Practical (20%)

A practical could include any of the following:
- Producing a marketing plan and/or an associated product launch.
- Creating a website to promote and sell a product.
- Producing a business plan, including a mission statement, business profile and market and competition analysis for a hypothetical business.
- Handbook for inducting new employees.

Students negotiate the presentation of the practical with their teacher. The practical may be presented in written, oral or multimodal form.
Assessment Type 3: Issues Study (20%)
Students identify and investigate a theme, development or current issue in business. They are required to select, analyse and evaluate primary and secondary sources of information and make recommendations based on their findings. The presentation should be a clear, concise and polished piece of writing of a maximum 1500 words.

External assessment 30%

Assessment Type 4: Report (30%)
Students are required to prepare a situation analysis of a small/medium business and present their findings in a formal 2000 word business report with embedded graphs, tables and diagrams. The task will require students to engage in a phase of direct contact with a specific business and the wider business community. This will enable students to apply factual knowledge and understanding from their study of the core and option topics. The report will include analysis and evaluation of statistical data produced through contact with the business and/or other sources. This task is externally marked.

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ECONOMICS

The study of Economics enables students to understand how an economy operates, the structure of economic systems, and the way in which economic systems function. Central to the study of Economics is the economic problem and the related concepts of scarcity, opportunity cost and interdependence. Economic systems are continually evolving in response to the economic problem to determine what goods and services to produce, how these goods and services are produced, and for whom they are produced.

By studying Economics, students develop an understanding of different economic systems and institutions, and learn to assess the degree to which these systems and institutions help satisfy the needs and wants of individuals and the community. Students become aware that economic decisions are not value free and have outcomes that may be inconsistent with social, moral and ethical values of some members and/or groups in society.

Students of Economics define, research, analyse, evaluate, and apply economic models that are expressed in graphical and/or diagrammatic form. They make forecasts about economic change and evaluate issues for individuals and groups in local, national and global contexts.

Knowledge of Economics helps students assess when markets are best able to serve the public interest and when collective or government action may be necessary. The study of Economics helps students make more informed choices as contributors to the economy and as well-informed citizens.
### LEGAL STUDIES

Legal Studies develops an understanding of the people, institutions, principles and processes that underpin the Australian legal system. Students study the way in which the legal system affects the relationships, actions and interactions of people in society. Central to this understanding are concepts of law-making and dispute resolution.

The Australian legal system is constantly evolving and has both strengths and weaknesses. Students are provided with opportunities to develop the skills and knowledge to enable them to think critically and logically when analysing the Australian legal system. Current legal issues are examined and evaluated. The different legal perspectives and priorities held by diverse cultural and interest groups in society are explored.

Students are given the opportunity to develop research skills and to write in a clear, persuasive manner. Civic participation is an integral part of Legal Studies. Opportunities to participate in activities such as Mock Trials and Mock Parliament are provided.

### STAGE 1 ECONOMICS

<table>
<thead>
<tr>
<th>Course Length</th>
<th>One semester</th>
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<tbody>
<tr>
<td>Prerequisite</td>
<td>None</td>
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As this subject is new, students are encouraged to contact Angeline Panayi-Motus in A6 or via email if they have any questions.

**Learning Requirements**

In this subject, students are required to:

- know, understand, apply, and communicate economic concepts, principles, models and skills using economic terminology;
- understand the effects of economic interdependence on individuals, communities, business, and governments locally, nationally, and globally;
- understand that economic decisions involve external costs and benefits; and
- analyse and evaluate local, national and global economic issues and events using economic models and the skills of economic enquiry.

**Course Outline**

Students will study a minimum of four topics – other topics will be embedded in the core topics but students can choose to undertake deeper study of one of these as independent research in the Issues Study task.

**Core Topics**

- Economic Systems
- The Market Economy
- Government Involvement in the Market Economy
- The Circular Flow of Income

**Option Topics**

- Price Stability
- Economic Development
- Employment and Unemployment
- Economic Thinkers
- Trends in a Global Economy
- Poverty and Inequality

**Assessment**

**Assessment Type 1 – Skills and Application Tasks (30%)**

The two summative tests will include multiple choice questions, short answer questions and response to stimuli. There will also be regular formative tests.

**Assessment Type 2 – Folio (45%)**

The two folio tasks will allow students to use, apply and evaluate economic concepts, models, and skills as they apply to real-world economic issues though case studies, media analysis and economic simulations using computer programs.

**Assessment Type 3 – Issues Study (25%)**

Investigation of an economic issue focusing on outcomes of economic decision/s and evaluation of how these outcomes may have been modified.

The assessment design criteria are:

- Knowledge and Understanding
- Analysis and Evaluation
- Communication

Students will provide evidence of their learning through five assessments.
STAGE 1 LEGAL STUDIES

Course Length  One or two semesters (10 or 20 credits)
Prerequisite  None

Learning Requirements
Students are expected to:
• display knowledge and understanding of the legal rights and responsibilities of individuals and groups in Australian society;
• know and understand the values inherent in the Australian legal system;
• show knowledge and understanding of different sources of law in the Australian legal system;
• recognise how the legal system responds to cultural diversity;
• evaluate the nature and operation of aspects of the legal system in Australia;
• develop inquiry skills through accessing and using aspects of the legal system; and
• communicate informed observations and opinions on contemporary legal issues and debates using legal terminology.

Course Outline
Students will examine the Australian legal system. They read and write about, discuss, analyse, and debate issues. Students use a variety of methods to investigate legal issues, such as observing the law in action in courts and through various media.

Semester 1
Law and Society
People, Structures and Processes
Law-making

Semester 2
Law and Society
Justice and Society
Relationships and the Law

Assessment
Assessment Type 1: Folio
Assessment Type 2: Issues Study
Assessment Type 3: Presentation

Each assessment type will have a weighting of at least 20%.

STAGE 2 LEGAL STUDIES

Course Length  One year (20 credits)
Prerequisite  Stage 1 Legal Studies is useful.

Learning Requirements
In this subject, students are expected to:
• display knowledge and understanding of the influences that have shaped the Australian legal system;
• know and understand legal principles, processes and structures;
• recognise how the Australian legal system responds to cultural diversity;
• demonstrate civic literacy through active inquiry into the legal system;
• evaluate how the changing global community influences the Australian legal system;
• evaluate the ways in which legal issues shape and are shaped by society now and how they may do so in the future; and
• communicate informed observations and opinions on contemporary legal issues and debates, using legal terminology and appropriate acknowledgment of sources.

Course Outline
Topic 1: The Australian Legal System
Functions of Law
Criminal and Civil Disputes
Basis of Government in Australia

Topic 2: Constitutional Government
The Australian Constitutional System
Australia’s Global Links
Rights of Indigenous Peoples
Critical Analysis of the Constitutional System

Topic 3: Law-making
Legislation
Delegated Legislation
Case Law
Critical Analysis of Different Forms of Law-making

Topic 4: Justice Systems
Dispute Resolution
Critical Analysis of the Justice System

Assessment
School-based assessment 70%
Assessment Type 1: Folio (50%)
Assessment Type 2: Inquiry (20%)

External assessment 30%
Assessment Type 3: Examination (30%)

Students should provide evidence of their learning through eight assessments, including the external assessment component. Students undertake:
• Eight assessments for the folio
• One inquiry
• One examination
Home Economics has as its central focus the wellbeing of people in everyday living. It enables students to address challenges related to human development and the provision of commodities such as food and clothing. Home Economics develops in students the ability to think critically and solve problems related to home and family life, as well as the paid workforce. Students manage resources and solve practical problems. In addition, students develop the ability to collect, organise and analyse information, to plan and organise activities, to work with others in teams and to use a range of technologies.

In Food and Hospitality, students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality. Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices, in the preparation, storage and handling of food, complying with current health and safety legislation.

Students investigate and debate contemporary food and hospitality issues and relevant current management practices.

**YEAR 10 HOME ECONOMICS**

**Course Length**  
One or two semesters

**Learning Requirements**  
In this subject, students are expected to:
- manage equipment, resources and process materials;
- implement safety and/or hygiene principles;
- produce food products to an appropriate standard;
- construct textile items to an appropriate standard;
- apply knowledge and problem solving skills;
- research/explore different food products and their uses;
- research/explore different textiles and their uses; and
- evaluate within a practical process.

**Course Outline**

**Home Economics A — Semester 1**  
Students learn about menu and meal planning, preparing a range of menu items culminating in the preparation, with a partner, of their own two course meal at the end of term.

Students learn to select fabric for quilting and design their own quilt. The quilt is sent off for batting and backing and is then finished by the student.

**Home Economics B — Semester 2**  
The focus for one term is on gourmet hampers. Students learn about packing and labeling requirements, prepare a range of suitable items, then individually select and mass produce an item for inclusion in a class hamper at the end of term.

In the other term, students learn skills in stretch sewing and basic pattern alterations to customise an existing design and create their own hoodie. Students learn about ethics in clothing production.

Students are required to purchase their own fabric for the hoodie: stretch windcheater fabric, ribbing for cuffs and waist and a reel of matching thread. Further details will be provided by the teacher at the beginning of the course.

**Assessment**  
Assessment procedures to determine students’ understanding and achievement of the objectives will be continuous and use the following approaches:
- Practical
- Process and Technique Recording
- Checklists and Time Plans
- Worksheets
- Investigations/Research
- Evaluation
### STAGE 1 DESIGN & TECHNOLOGY – FASHION

<table>
<thead>
<tr>
<th>Course Length</th>
<th>One semester (10 credits)</th>
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<tr>
<td>Prerequisite</td>
<td>Previous Home Economics experience is preferable but not essential.</td>
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**Learning Requirements**  
*In this subject, students are expected to:*  
- investigate the purpose, design concepts, processes, and production techniques of existing products;  
- create, test, validate, modify, and communicate design ideas for an identified need, problem, or challenge;  
- recognise and use the differing functional characteristics and properties of materials, components, techniques, and equipment to create a product safely;  
- use the design process to gather, analyse, and apply information to solve technological problems;  
- apply appropriate knowledge and understanding of skills, processes, procedures, and techniques to a range of technological activities;  
- evaluate the product and outcome with reference to the design brief; and  
- analyse the impact of technological practices, products, or systems on individuals, society, and/or the environment.  

**Course Outline**  
This subject focuses on designing and creating fashion items to meet a design brief, and developing skills and knowledge relevant to the fashion industry. The use of the design process as a four-part designing model – investigating, planning, producing and evaluating - is essential to the course. The subject is practically based, emphasising skill development in clothing production techniques and the fashion system.  

**Assessment**  
The following assessment types enable students to demonstrate their learning in Design and Technology – Fashion.  

- **Assessment Type 1: Skills and Applications Tasks**  
- **Assessment Type 2: Folio**  
- **Assessment Type 3: Product**  

Students will provide evidence of their learning through four assessments.

### STAGE 1 FOOD AND HOSPITALITY

<table>
<thead>
<tr>
<th>Course Length</th>
<th>One or two semesters (10 or 20 credits)</th>
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<tr>
<td>Prerequisite</td>
<td>Previous Home Economics experience is preferable but not essential.</td>
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**Learning Requirements**  
*In this subject, students are expected to:*  
- apply knowledge and problem-solving skills to practical activities and reflect on processes and outcomes;  
- develop and implement practical skills, including management skills, in an individual or a collaborative context;  
- make and justify decisions about issues related to food and hospitality;  
- select and use appropriate technology to prepare and serve food, applying safe food-handling practices;  
- investigate and reflect on contemporary issues related to the food and hospitality industry or to food and hospitality in family and community settings;  
- work individually and collaboratively to prepare and present activities that support healthy eating practices; and  
- reflect on the impact of technology on food and hospitality.  

**Course Outline**  
** Semester 1  
Food and Hospitality (10 credits)  
** Semester 2  
Food and Hospitality (10 credits)  

In Stage 1 Food and Hospitality, students examine some of the factors that influence people’s food choices and the health implications of those choices. They also gain an understanding of the diversity of the food and hospitality industry in meeting the needs of local people and visitors.  

Students may be required to participate in activities outside school hours, both within the school and in the wider community.  

There are five areas of study in Stage 1 Food and Hospitality.  

- **Food, the Individual, and the Family**  
  - Healthy eating practices  
- **Local and Global Issues in Food and Hospitality**,  
  - Sustainable practices in food preparation  
- **Trends in Food and Culture**,  
  - Trends in hospitality  
- **Food and Safety**,  
  - Safe food practices  
- **Food and Hospitality Industry**,  
  - Contemporary issues related to the food and hospitality industry  
  - Small group catering enterprises  
  - Successful management practices  

**Assessment**  
The following assessment types enable students to demonstrate their learning in Stage 1 Food and Hospitality:  

- **Assessment Type 1: Practical Activity**  
- **Assessment Type 2: Group Activity**  
- **Assessment Type 3: Investigation**  

Students provide evidence of their learning through four assessments. Each assessment type has a weighting of 25%.
STAGE 2 FOOD AND HOSPITALITY

Course Length
One year (20 credits)

Prerequisite
At least one unit of Food and Hospitality at Stage 1 is preferable but not essential.

Learning Requirements

In this subject, students are expected to:

• apply knowledge and problem solving skills;
• apply management and organisational skills;
• evaluate contemporary issues affecting the food and hospitality industry;
• select and use appropriate technology;
• investigate and critically analyse contemporary trends and/or issues related to food and hospitality;
• work individually and collaboratively; and
• evaluate the impact of new and emerging technologies and/or sustainable practices or globalisation on the food and hospitality industry.

Course Outline

This subject focuses on the impact of the food and hospitality industry on Australian society. The course covers the following areas of study:

Socio-cultural Influences

• The impact of the diversity of culture and the changing image of Australian cuisine.

Technological Influences

• Technological advances and the use of technology in the food and hospitality industry.

Economic and Environmental Influences

• The contribution of the food and hospitality industry to local and national economies; the role of management practices; marketing strategies.

Political and Legal Influences

• Workplace practices and conditions, customers’ expectations and rights and food hygiene legislation.

Contemporary and Future Issues

• The impact of trends, food suppliers and globalisation on the food and hospitality industry.

Some extended hours outside of the normal class time will be required to allow students to participate in functions, dinners and industry visits.

Assessment

School-based assessment 70%
Assessment Type 1: Practical Activity (50%)
Assessment Type 2: Group Activity (20%)

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

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

• Four to five practical activities
• At least one group activity
• One investigation.
By studying Geography students develop an appreciation of natural and human environments. Students learn about important physical processes and of human impact on these processes. In this context the importance of sustainability is emphasised. Students develop the ability to observe and record, to think critically and logically, to make informed judgments, to look to sustainable futures and to consider environmental principles responsibly.

In addition, students are given the opportunity to develop research skills, to organise and write in a clear, persuasive manner, to evaluate critically issues relating to human actions and to make recommendations on desired practices. Field work is an integral part of Geography.

YEAR 10 GEOGRAPHY

Course Length  Offered as a full year subject or semester subject
Prerequisite  Year 8 or 9 Geography is useful

Learning Outcomes
In successfully completing this course, each student should:
• identify the causes and consequences of change in places and environments;
• consider if such changes are being managed sustainably; and
• explore how worldviews influence decisions on how to manage environmental and social change.

Geographical Knowledge and Understanding
Full year and semester topics will be selected from the following:

Environmental change and management
Units of study should refer to:
• human-induced environmental changes that challenge sustainability;
• environmental worldviews of people and their implications for environmental management;
• Aboriginal and Torres Strait Islanders approaches to environmental management; and
• consequences of environmental change.

Geographies of human wellbeing
Units of study should refer to:
• spatial variation of wellbeing between countries;
• causes and consequences of this variation;
• issues affecting a country’s development; and
• role of government and non-government organisations in improving human wellbeing in Australia and other countries.

Geographical Inquiry and Skills
• observing, questioning and planning an inquiry;
• collecting, recording, representing and evaluating data;
• interpreting and analysing primary and secondary data;
• communicating results using written, oral, graphical and/or mapping formats; and
• reflecting on inquiry findings.

Assessment
Assessments could include:
• topic tests
• multimedia presentations
• research assignments using the inquiry method
• peer review
• field work and reporting
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<thead>
<tr>
<th><strong>STAGE 1 GEOGRAPHY</strong></th>
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<tr>
<td><strong>Course Length</strong></td>
<td>One semester</td>
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<tr>
<td><strong>Learning Outcomes</strong></td>
<td>In successfully completing this course, each student should:</td>
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<tr>
<td>· identify the economic, social, natural and / or built characteristics of the place in which they live and other places with which they are linked;</td>
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<tr>
<td>· investigate spatial patterns and processes that operate in physical and human environments; and</td>
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<td>· explore the interactions and interdependence of people and environments at local, national and international levels.</td>
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**Geographical Knowledge and Understanding**

*Units of study may include:*

Water and its role in the environment
The arid environment
Weather and climate
Coastal studies
Development / Developing world

**Geographical Inquiry and Skills**

· observing, questioning and planning an inquiry;
· collecting data by a variety of means including the use of spatial technologies;
· recording, representing and interpreting primary and secondary data;
· analysing information to determine a range of outcomes;
· making justifiable recommendations for improvements to human and / or physical environments;
· communicating results using written, oral, graphical and /or mapping formats; and
· reflecting on inquiry findings from social justice, sustainability and economic perspectives.

**Assessment**

*Assessments should include:*

· Skills and application tasks
· Inquiry report
· Fieldwork report
· Investigation report
**YEAR 10 HISTORY**

**Course Length**  
One semester

**Prerequisite**  
None

**Information**  
This course is designed for students who are not considering the study of History at SACE level.

**Aims**  
*The Australian Curriculum History aims to ensure that students develop:*

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens;
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society;
- understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability; and
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

**Course Outline**

**World War II**  
Students will investigate aspects of World War II. This includes an overview of the causes, events, outcome and the impact of the conflict on the world, including Australia.

**Rights and Freedoms**  
Students investigate struggles for human rights in Australia and elsewhere in the world.

**Popular Culture**  
Students will gain an insight into the nature of popular culture in Australia at the end of World War II, and its impact on society and the Australian way of life.

**Assessment**  
- Paragraph responses
- Short answer questions/quizzes
- Homework exercises
YEAR 10A HISTORY

Course Length  Two semesters
Prerequisite  Year 9A History is recommended

Information
This course is designed for students who are considering the study of History at SACE level.

Course Outline

Depth Study 1: World War II
Students will investigate wartime experiences through a study of World War II in depth. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia’s involvement. They will investigate the following:

• An overview of the causes and course of World War II
• An examination of the significant events of World War II, including the Holocaust and use of the atomic bomb
• The experiences of Australians during World War II
• The impact of World War II, with a particular emphasis on the Australian home front
• The significance of World War II to Australia’s international relationships in the 20th century

Depth Study 2: Rights and Freedoms
Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context. They will investigate the following:

• The origins and significance of the Universal Declaration of Human Rights
• Background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965
• The US civil rights movement and its influence on Australia
• The fight for civil rights of Aboriginal and Torres Strait Islander peoples and the role of ONE individual or group in the struggle
• The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world

Depth Study 3: Popular Culture (1960s to the Present)
Students will investigate the following:

• The nature of popular culture in Australia at the end of World War II
• Developments in popular culture in post-war Australia and their impact on society
• The changing nature of the music, film and television industry in Australia during the post war period, including the influence of overseas developments
• Australia’s contribution to international popular culture (music, film, television, sport) and changing beliefs and values that have influenced the Australian way of life

Skills

Historical questions and research
• Identify and locate relevant historical sources and information, using ICT and other methods

Analysis and use of sources
• Draw conclusions about the usefulness of sources
• Distinguish between fact and opinion

Perspectives and interpretations
• Identify and describe points of view, perspectives, values and attitudes

Comprehension and communication
• Use a range of communication forms (oral, graphic, written) and technologies

Assessment
• Assignments/short answer responses
• Extended written responses
• Source analysis
• Film/documentary review
• Oral responses
• Multimedia presentations
• Tests
STAGE 1 HISTORY

Course Length: One or two semesters (10 or 20 credits)
Prerequisite: Year 10A History is recommended

Learning Requirements

In this subject, students are expected to:

• explain how particular societies in selected periods and places have been shaped by both internal and external forces;
• identify and explain historical concepts;
• apply hypotheses and/or focusing questions to guide historical inquiry;
• analyse and evaluate sources;
• understand and appreciate the role of particular individuals and groups in history; and
• communicate informed and relevant arguments using subject-specific language and conventions.

Course Outline

Semester 1: Students will study ONE of the following:

Nazism as a Political Ideology

Students will study the rise of Nazism in Germany following World War I and its emergence from the Weimer Republic. Particular focus will be given to the rise of the Nazi Party and Adolf Hitler, the relationship between Nazism and anti-semitism and the Hitler Youth. This study will be based on the viewing of film and documentary, and source analysis.

OR

The American Civil War/The Origins of Modern Europe

Students are required to undertake an analysis of the causes and results of the American Civil War. In particular, the role of slavery in the outbreak of hostilities will be evaluated. They will then focus on Europe from the end of the Napoleonic era to the Franco–Prussian War of 1871. Particular focus will be given to nationalist movements that led to the creation of modern nations such as Italy and Germany.

Semester 2: Students will study ONE of the following:

Indochina 1954–1979

This course will focus on Australia’s involvement in Indochina, her commitment to supporting the USA, anti-communist attitudes and Australia’s role in Vietnam, and the impact of the war on civilians in Indochina. Issues covered will include Australia’s ties to the USA, the nature and role of nationalism and communism as ideologies, a study of the use and impact of Agent Orange, and protests against Vietnam on the Australian home front. This study will be based on the viewing of film and documentary, and source analysis.

OR

The Assassination of John F Kennedy/Conflict in Indochina

Students are required to undertake an analysis of the circumstances surrounding the assassination of President Kennedy in 1963. In particular, they will focus on the main individuals involved, and will examine the findings of the Warren Commission. They will then focus upon events in Indochina from the period of French occupation to the end of the Vietnam War in 1975. Particular focus will be given to events in Cambodia and Vietnam, and the role that the USA and Australia played.

Assessment

Essays, source analysis, film/documentary review, multimedia/oral presentation, tests.

STAGE 2 MODERN HISTORY

Course Length: One year (20 credits)
Prerequisite: Stage 1 History is recommended

Learning Requirements

In this subject, students are expected to:

• demonstrate knowledge and understanding of people, places, events and ideas in the history of societies in selected periods and places since c. 1500;
• Formulate hypotheses and/or focus questions and apply them to explain historical concepts;
• apply the skills of historical inquiry, including critical analysis;
• construct reasoned historical arguments based on a critical understanding of evidence from sources;
• reflect on the short-term and long-term impacts of individuals, events and phenomena;
• evaluate why individuals and groups acted in certain ways at particular times; and
• communicate informed and relevant arguments using subject-specific language and conventions.

Course Outline — to be read in conjunction with the SACE Board Subject Outline for History

Thematic Study

Students will study ONE of the following:

Topic 3: Revolutions and Turmoil: Social and Political Upheavals since c. 1500
Case Study: The French Revolution
OR
Case Study: The Russian Revolutions of February and October 1917.

Depth Study

Students will study ONE of the following:

Topic 8: The War to End All Wars: The First World War and its Consequences, c. 1870–1929
OR
Topic 10: Post-War Rivalries and Mentalities: Superpowers and Social Change since c. 1945

Assessment

Skills assessment tasks:

• Essays
• Source Analysis
• Film/Documentary Reviews
• Oral Responses
• Multimedia Responses
• Tests/Examination
• Class Discussion

School based assessment 70%

• Folio (50%), consisting of:
  – a thematic study, and
  – a depth study.
• Essay (20%) – individual inquiry;

External assessment 30%

Examination (30%)
SOCIETY AND CULTURE

Society and Culture is a study of contemporary societies, their structures and systems, and the interactions within and among them. Through this subject, students can become more informed about the social, political, economic, and cultural factors that affect different societies. They will gain an understanding of differences, reflected in diverse value and belief systems, lifestyles, and social and political structures. They will develop an understanding of social behaviour and processes in contemporary Australia, and an awareness of the interdependence of members of the global community.

Society and Culture aims to develop responsible involvement in social and political activities, and an appreciation of the consequences of action and inaction in a wide range of situations. This subject fosters literacy and communication skills and promotes the life skills that will enable students to act as responsible and sensitive members of a culturally diverse, complex, and changing society.

Society and Culture provides a basis for a wide range of pathways. The skills that students will acquire, including researching and analysing material, developing and sustaining an argument, and communicating in a clear and effective manner, are in great demand and can be applied to many occupations.

This subject requires some skill in delivering critical analysis as opposed to recounting facts.
Integrated Learning draws links between aspects of students’ lives and their learning. Students apply their knowledge and skills to a real-world task, event, learning opportunity, or context, for a specific purpose, product, or outcome. Through the key areas of study in Integrated Learning, students develop and demonstrate their capabilities. They have opportunities to explore the ways in which they demonstrate the capabilities in different contexts. Integrated Learning is undertaken as a class or group and may involve a community-based project.

Students develop and demonstrate their collaboration, teamwork, and self-awareness, and evaluate their learning.

Integrated Learning may be undertaken as a 10-credit subject or a 20-credit subject at Stage 2.

At Stage 2, students can complete up to 40 credits of Integrated Learning by undertaking one or a combination of two or more of the following:

- Integrated Learning I (10 credits)
- Integrated Learning I (20 credits)
- Integrated Learning II (10 credits)
- Integrated Learning II (20 credits)

Please contact Ruth Massie for further information.
The study of French in Years 10 – 12 builds on the language which has been acquired in previous years and becomes progressively more complex. The courses aim to enable students to:

- communicate effectively with other users of French by establishing and extending students’ communicative skills in the four major skill areas of language acquisition;
- extend students’ understanding of the culture and way of life in countries where French is spoken;
- gain a sense of community of human experience through their understanding of what is particular and essential to another culture;
- recognise and capitalise on the varied experiences and backgrounds learners bring to their learning of languages;
- develop students’ understanding of language as a system;
- promote the acquisition of transferable cognitive, social and study skills;
- encourage students’ enjoyment of French and the language learning process;
- extend students’ literacy in all areas (including ICT);
- develop an esteem of self and others through the awareness of other languages, the critical analysis of belief/value systems and social issues related to the culture of French; and
- have a broader range of future employment options.

YEAR 10 FRENCH

Course Length: One year
Prerequisite: Year 9 French

Learning Requirements

In successfully completing this course, each student:

- communicates orally within various contexts;
- comprehends and responds to spoken French;
- analyses and responds to selected texts in French;
- constructs original texts in French;
- recalls and utilises a range of vocabulary;
- understands a range of linguistic structures;
- understands cultural concepts; and
- uses a variety of sources and technologies to enhance learning.

Course Outline

Course Book: Tapis Volant 2 (textbook and activity book), supplemented by a number of visual and audio texts as well as current articles from the internet.

Structures: imperative form, imperfect tense, future tense, demonstrative adjectives and pronouns, object pronouns and relative pronouns.

Topics: French food traditions, lifestyles, relationships, love and friendship, cultural and historical heritage, jobs and careers.

Activities include:
- Listening exercises
- Conversation in small groups and with a partner
- Grammar exercises
- Vocabulary exercises
- Projects based cultural topics
- Online and cultural quizzes
- Blogs
- Organising and cooking a French dinner
- Songs
- Movie viewing

Assessment

Vocabulary tests
Listening tests
Interactions, oral presentations performed in class
Reading and comprehension activities
Open-ended written pieces (PowerPoints, e-mails, letters, blogs, cartoons, magazines and books)
Grammar tests
Examination at the end of the year
STAGE 1 FRENCH

**Course Length**  
One year (20 credits)*

**Prerequisite**  
Year 10 French

In Stage 1 French, students develop their skills to communicate meaningfully with people across cultures.

**Learning Requirements**

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. The capabilities reflected in the learning requirements are primarily communication and citizenship.

*In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding and skills in order to:*

- interact with others to exchange information, ideas, opinions;
- create texts in French to express information, feelings, ideas and opinions;
- analyse texts that are in French to interpret meaning; and
- examine relationships between language, culture and identity and reflect on the ways in which culture influences communication.

**Course Outline**

Course Book: *Tapis Volant Senior* (textbook, workbook, DVD, grammar book)

The Stage 1 course is organised around three prescribed themes: the individual, the French-speaking communities and the changing world. Within the themes there are a number of topics and suggested sub-topics. The themes have been selected to enable students to extend their understanding of the interdependence of language, culture and the individual.

Topics include: youth issues, family relationships, French regions and their cuisine, the future world, French singers, migration, the environment and travel.

**Assessment**

Assessment in Stage 1 French at Continuers level consists of the following components:

- **Assessment Type 1: Interaction**
- **Assessment Type 2: Text Production**
- **Assessment Type 3: Text Analysis**
- **Assessment Type 4: Investigation**

*Please note that this is a whole year subject.

STAGE 2 FRENCH

**Course Length**  
One year (20 credits)

**Prerequisite**  
Two units of Stage 1 French

**Learning Requirements**

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. The capabilities reflected in the learning requirements are primarily communication and citizenship.

*In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding and skills in order to:*

- interact with others to exchange information, ideas, opinions;
- create texts in French to express information, feelings, ideas and opinions;
- analyse texts that are in French to interpret meaning; and
- examine relationships between language, culture and identity and reflect on the ways in which culture influences communication.

**Course Outline**

Stage 2 French is organised around three prescribed themes: the individual, French speaking communities and the changing world. Within the themes there are a number of topics and suggested sub-topics. The themes have been selected to enable students to extend their understanding of the interdependence of language, culture and the individual.

Topics include: School Life and Aspirations, French Cinema, Love and Memories, the Second World War and Multicultural France. Students also complete an in depth research project of their choice.

**Assessment**

School-based assessment 70%

- **Assessment Type 1**
  Coursework, consisting of three assessments: interaction, text production and text analysis (50%).

- **Assessment Type 2**
  In-depth study, consisting of three assessments: oral presentation, written response in French and a reflective response in English (20%).

External assessment 30%

- **Assessment Type 3**
  External examination consisting of an oral examination and a written examination (30%).
The study of German at Years 10 – 12 builds on the language which has been acquired in previous years and becomes progressively more complex. The courses aim to enable students to:

- communicate effectively with other users of German by establishing and extending students’ communicative skills in the four major skill areas of language acquisition;
- extend students’ understanding of the culture and way of life in countries where German is spoken;
- gain a sense of community of human experience through their understanding of what is particular and essential to another culture;
- recognise and capitalise on the varied experiences and backgrounds learners bring to their learning of languages;
- develop students’ understanding of language as a system;
- promote the acquisition of transferable cognitive, social and study skills;
- encourage students’ enjoyment of German and the language learning process;
- extend students’ literacy in all areas (including ICT);
- develop an esteem of self and others through the awareness of other languages, the critical analysis of belief/ value systems and social issues related to German culture; and
- have access to a broader range of future employment options.

Course Length: One year
Prerequisite: Year 9 German

Learning Requirements
In successfully completing this course, each student:
- communicates orally within various contexts;
- comprehends and responds to spoken German;
- analyses and responds to selected texts in German;
- constructs original texts in German;
- recalls and utilises a range of vocabulary;
- understands a range of linguistic structures;
- understands cultural concepts;
- uses a variety of sources/ technologies to enhance learning.

Course Outline
Course book: *Katzensprung* 3, textbook and workbook, supplemented by authentic resources. Multimedia and ICT are integral parts of the course at this level.

Topics include young people, relationships, interests, pastimes, concerns, national identity and celebrations. Competencies include exchanging information and opinions, persuading others and commenting on past and future events.

Activities include:
- Listening/reading comprehensions – text types used for comprehension exercises include magazine articles, songs, videos and letters.
- Conversations in pairs/small groups.
- Role plays.
- Producing a range of creative pieces. e.g. play scripts, collaborative stories, individual pieces including stories, poems, emails and postcards.

Assessment
Assessment tasks include:
- conversation, role play, projects, individual presentations;
- creative writing tasks, e.g. letters, emails, post cards, comic strips;
- extracting and summarising information; and
- vocabulary and grammar tests.
STAGE 1 GERMAN

Course Length: One year (20 credits)*
Prerequisite: Year 10 German

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

In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding and skills in order to:
- interact with others to exchange information, ideas, opinions and experiences in German;
- create texts in German to express information, feelings, ideas and opinions;
- analyse texts that are in German to interpret meaning; and
- examine relationships between language, culture and identity and reflect on the ways in which culture influences communication.

Course Outline
Course book: Genau Senior, textbook and workbook

The Stage 1 course is organised around three prescribed themes: the individual, the German speaking communities, and the changing world. Within the themes there are a number of topics and suggested sub-topics. The themes have been selected to enable students to extend their understanding of the interdependence of language, culture and the individual.

Topics are selected from: personal identity, childhood, school life and leisure time, youth issues, relationships, social responsibility, contemporary music and cinema, the working world, and the environment.

Authentic resources are used where possible. Multimedia and ICT are integral parts of the course at this level.

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Locally Assessed Languages at Continuers Level:
- Assessment Type 1: Interaction
- Assessment Type 2: Text Production
- Assessment Type 3: Text Analysis
- Assessment Type 4: Investigation

*Please note that this is a whole year subject.

STAGE 2 GERMAN

Course Length: One year (20 credits)
Prerequisite: Successful completion of Stage 1 German

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

In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding and skills in order to:
- interact with others to exchange information, ideas, opinions and experiences in German;
- create texts in German to express information, feelings, ideas and opinions;
- analyse texts that are in German to interpret meaning; and
- examine relationships between language, culture and identity and reflect on the ways in which culture influences communication.

Course Outline
The Stage 2 course is organised around three prescribed themes: the individual, the German speaking communities, and the changing world. Within the themes there are a number of topics and suggested sub-topics. The themes have been selected to enable students to extend their understanding of the interdependence of language, culture and the individual.

Topics include: a young person’s world, life styles and current issues, recent German history and arts and entertainment. Authentic resources are used where possible. ICTs are an integral part of the course at this level.

Assessment
School-based assessment 70%
- Assessment Type 1: Course work, consisting of three assessments: interaction, text production and text analysis (50%).
- Assessment Type 2: In-depth study consisting of three assessments: oral presentation, written response in German and a reflective response in English (20%).

External assessment 30%
- Assessment Type 3: External examination consisting of an oral examination and a written examination (30%).
The study of Japanese at Years 10 – 12 builds on the language which has been acquired in previous years and becomes progressively more complex. The course aim to enable students to:

- communicate effectively with other users of Japanese by establishing and extending students’ communicative skills in the four major skill areas of language acquisition;

- extend students’ understanding of the culture and way of life in Japan;

- gain a sense of community of human experience through their understanding of what is particular and essential to another culture;

- recognise and capitalise on the varied experiences and backgrounds learners bring to their learning of languages;

- develop students’ understanding of language as a system;

- promote the acquisition of transferable cognitive, social and study skills;

- encourage students’ enjoyment of Japanese and the language learning process;

- extend students literacy in all areas (including ICT);

- develop an esteem of self and others through the awareness of other languages, the critical analysis of belief/ value systems and social issues related to the Japanese culture; and

- have a broader range of future employment options.

YEAR 10 JAPANESE

Course Length
One year

Prerequisite
Year 9 Japanese

Learning Requirements
In successfully completing this course, each student:

- communicates orally within various contexts;
- comprehends and responds to spoken Japanese;
- analyses and responds to selected texts in Japanese;
- constructs original texts in Japanese;
- recalls and utilises a range of vocabulary;
- understands a range of linguistic structures;
- understands cultural concepts; and
- uses a variety of sources and technologies to enhance learning.

Course Outline
Course Book: Iitomo 3/4

The approach is thematically organised; students acquire relevant language skills to meet the communication needs of a range of topics. Emphasis is also placed on cultural aspects through intercultural language learning. The four basic skills of listening, speaking, reading and writing underlie each unit, and students progress in their grammatical knowledge towards a more complex and comprehensive sentence structure. Topics include: holidays, personal milestones, world languages, Japanese fast food, shopping and leisure activities.

Studies also include research topics such as summer in Japan and Japanese fashion.

Assessment
Assessment tasks include:

- oral presentations;
- vocabulary and grammar tests;
- kanji tests;
- worksheets and projects on cultural topics;
- listening comprehension tasks; and
- personal pieces presented in written or spoken form.
**STAGE 1 JAPANESE**

**Course Length**
One year (20 credits)

**Prerequisite**
Year 10 Japanese

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

In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills in order to:

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

**Course Outline**
Course Book: Kookoo Seikatsu Book 1

Stage 1 Japanese is organised around three prescribed themes, the individual, Japanese-speaking communities and the changing world. Within the themes there are a number of topics and suggested sub topics. The themes have been selected to enable students to extend their understanding of the interdependence of language, culture and the individual.

The topics include my house and environs, family and Japanese family life, food, seasonal events and activities and festivals, travel in Japan, education, career and part time work.

**Assessment**
The following assessment types enable students to demonstrate evidence of learning in Stage 1 at continuers level:

- **Assessment Type 1: Interaction**
- **Assessment Type 2: Text Production**
- **Assessment Type 3: Text Analysis**
- **Assessment Type 4: Investigation**

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**SPANISH**

In Stage 1 Spanish at Beginners level, students develop their skills to communicate meaningfully with people across cultures.

The study of Spanish at Years 10 and 11 will enable students to:

- communicate effectively with other users of Spanish by establishing and extending students’ communicative skills in the four major skill areas of language acquisition;
- extend students’ understanding of the culture and way of life in countries where Spanish is spoken;
- gain a sense of community of human experience through their understanding of what is particular and essential to another culture;
- recognise and capitalise on the varied experiences and backgrounds learners bring to their learning of languages;
- develop students’ understanding of language as a system;
- promote the acquisition of transferable cognitive, social and study skills;
- encourage students’ enjoyment of Spanish and the language learning process;
- extend students’ literacy in all areas (including ICT);
- develop an esteem of self and others through the awareness of other languages, the critical analysis of belief/ value systems and social issues related to Spanish culture; and
- have a broader range of future employment options.
### STAGE 1 SPANISH (BEGINNERS)

<table>
<thead>
<tr>
<th>Course Length</th>
<th>One year (20 credits)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite</td>
<td>None</td>
</tr>
</tbody>
</table>

In Stage 1 Spanish at Beginners level, students develop their skills to communicate meaningfully with people across cultures.

**Learning Requirements**

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. The capabilities reflected in the learning requirements are primarily communication and citizenship.

In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding and skills in order to:

- interact with others in interpersonal situations;
- create texts in Spanish for specific audiences, purposes and contexts;
- analyse texts that are in Spanish to interpret meaning;
- compare languages and how they work as a system; and
- reflect on the ways in which culture is created, expressed and communicated through language.

**Course Outline**

Course Book: ¡Claro que sí! with its corresponding premium website supplemented by a number of visual and audio texts as well as current articles from the web. Multimedia and ICT are an integral part of the course.

The Stage 1 course is organised around three prescribed themes: relationships, lifestyles and experiences. Within the themes there are a number of topics and suggested sub-topics.

Topics include: family life, home and neighbourhood, friends, recreation and pastimes, people, places and communities, holidays, travel and tourism, education and work, future plans and aspirations.

**Assessment**

Assessment in Stage 1 Spanish at Beginners level consists of the following components:

- **Assessment Type 1: Interaction**
- **Assessment Type 2: Text Production**
- **Assessment Type 3: Text Analysis**

*Please note that this is a whole year subject.

### STAGE 2 SPANISH (BEGINNERS)

<table>
<thead>
<tr>
<th>Course Length</th>
<th>One year (20 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite</td>
<td>Stage 1 Spanish Beginners</td>
</tr>
</tbody>
</table>

**Learning Requirements**

In this subject, students are expected to:

- interact with others in Spanish in interpersonal situations;
- create texts in Spanish for specific audiences, purposes, and contexts;
- analyse texts that are in Spanish to interpret meaning;
- compare languages and how they work as a system;
- reflect on the ways in which culture is created, expressed, and communicated through language;
- develop the skills of listening, speaking, reading, and writing, and use information and communication technologies, to create and engage effectively with a range of spoken, written, and multimodal texts in Spanish;
- develop their intercultural communication skills to interact effectively and appropriately with people within and across local and global communities; and
- acquire an active working knowledge of Spanish by identifying, exploring, and explaining features such as lexicology, morphology, phonology, orthography, and syntax.

**Course Outline**

The Stage 2 course is organised around three prescribed themes to be studied through two perspectives: the Personal World and the Spanish-speaking communities.

The three interconnected prescribed themes are: Relationships, Lifestyles and Experiences.

The topics covered in Stage two are Education and Work, Future Plans and Aspirations and People and their Communities.

**Assessment**

**School Assessment (70%)**

- **Assessment Type 1: Interaction (30%)**
- **Assessment Type 2: Text Production (20%)**
- **Assessment Type 3: Text Analysis (20%)**

**External Assessment (30%)**

- **Assessment Type 4: Examination (30%).**

Students provide evidence of their learning through eight assessments, including the external assessment component. Students undertake:

- one interacting in spoken Spanish, and one presentation and discussion in Spanish, for the interaction;
- one writing in Spanish, and one responding to written texts in Spanish, for the text production;
- one analysing and interpreting spoken texts, and one analysing and interpreting written texts, for the text analysis;
- one oral examination; and
- one written examination.
Learning mathematics creates opportunities for and enriches the lives of all Australians. Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Mathematics aims to instil in students an appreciation of the elegance and power of mathematical reasoning. Mathematical ideas have evolved across all cultures over thousands of years, and are constantly developing. Digital technologies are facilitating this expansion of ideas and providing access to new tools for continuing mathematical exploration and invention. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

As students progress through the Senior School, they are able to choose to study Mathematics subjects that lead to areas of personal and future professional interest.

Students who want to learn mathematics with an emphasis on practical applications in areas such as personal finance, business, office management and retail should choose subjects that lead to Mathematical Applications.

Students who want to enter areas such as accounting, management, health sciences, business, commerce and psychology should choose subjects that lead to Mathematical Methods.

Students who want to enter areas such as architecture, economics, finance, and many sciences should choose subjects that lead to Mathematical Studies.

Students who want to continue their studies in mathematics at the tertiary level in fields such as mathematical sciences, engineering, computer science, physical sciences and surveying should choose subjects that lead to Specialist Mathematics.

**YEAR 10 MATHEMATICS**

- **Course Length**: One year
- **Prerequisite**: Year 9 Mathematics

**Learning Requirements**

*In this subject, students are expected to demonstrate:*
- understanding;
- fluency;
- problem solving; and
- reasoning.

**Course Outline**

Topics covered, as described by The Australian Curriculum, include:
- Number and Algebra (money and financial mathematics, real numbers, patterns and algebra, linear and non-linear relationships)
- Measurement and Geometry (using units of measurement, geometric reasoning, Pythagoras and trigonometry)
- Statistics and Probability (chance, data representation and interpretation)

**Assessment**

- Tests
- Investigations
- Quizzes
- Homework

**YEAR 10A MATHEMATICS**

This Semester 2 option subject is a prerequisite for the study of Mathematical Methods or Specialist Mathematics in Year 11 and Year 12 of the Australian Senior Secondary Curriculum starting in 2016. These subjects, as well as the implications of the decision whether to take the 10A option subject, are described in detail on page 9: **Compulsory Maths and 10A Maths: Prerequisites for Future Maths Study**.

*Students who believe that they may wish to study Mathematical Methods or Specialist Mathematics in Year 11 and Year 12, for their own interest or because those subjects are likely to be prerequisites for various university courses, will need to choose the Maths 10A option subject.*

- **Course length**: Semester 2
- **Prerequisite**: Concurrent enrolment in Year 10 Mathematics

**Learning Requirements**

*In this subject, students are expected to demonstrate:*
- understanding;
- fluency;
- problem solving; and
- reasoning.

**Course Outline**

Topics covered, as described by The Australian Curriculum, include:
- Number and Algebra (logarithms, exponential functions, polynomials, hyperbolas, circles, transformations)
- Measurement and Geometry (complex surface area and volume problems, geometric proofs, non-right angle trigonometry, unit circle, three dimensional trigonometry)
- Statistics and Probability (standard deviation, bivariate data analysis)

**Assessment**

- Tests
- Investigations
- Quizzes
- Homework
### YEAR 10 MATHEMATICAL APPLICATIONS

<table>
<thead>
<tr>
<th>Course Length</th>
<th>One year</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite</td>
<td>Year 9 Mathematics or Year 9 Mathematical Applications</td>
</tr>
</tbody>
</table>

#### Learning Requirements

In this subject, students are expected to demonstrate:

- understanding;
- fluency;
- problem solving; and
- reasoning.

#### Course Outline

Topics covered, as described by the Australian Curriculum, include:

- Number and Algebra (money and financial mathematics, real numbers, patterns and algebra, linear and non-linear relationships)
- Measurement and Geometry (using units of measurement, geometric reasoning, Pythagoras and trigonometry)
- Statistics and Probability (chance, data representation and interpretation)

Topics covered will be chosen from Years 6 – 10 Mathematics content in accordance with the needs of the students in the Mathematical Applications classes.

#### Assessment

- Tests
- Investigations
- Quizzes
- Homework

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### STAGE 1 MATHEMATICS (1, 2, 3 AND 4)

<table>
<thead>
<tr>
<th>Course length</th>
<th>One semester each (1 and 3 in Semester 1, 2 and 4 in Semester 2) (10 credits per semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite</td>
<td>Satisfactory completion of Year 10 or Year 10A Mathematics</td>
</tr>
</tbody>
</table>

#### Learning Requirements

In this subject, students are expected to:

- understand mathematical concepts and relationships, making use of electronic technology where appropriate to aid and enhance understanding;
- identify, collect, and organise mathematical information relevant to investigating and finding solutions to questions/problems taken from social, scientific, economic, or historical contexts;
- recognise and apply the mathematical techniques needed when analysing and finding a solution to a question/problem in context;
- interpret results, draw conclusions, and reflect on the reasonableness of these in the context of the question/problem;
- communicate mathematical reasoning and ideas using appropriate language and representations; and
- work both independently and cooperatively in planning, organising, and carrying out mathematical activities.

#### Course Outline

Topics covered, as described by the SACE Board, include:

- Networks and Matrices (3)
- Statistics (1)
- Trigonometry (2)
- Models of Growth (2, 3)
- Quadratic and Other Polynomials (1, 3)
- Coordinate Geometry (2)
- Functions and Graphs (1, 3)
- Planar Geometry (4)
- Periodic Phenomena (4)

#### Assessment

- Skills and Applications Tasks (Tests)
- Folio (Investigations)

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#### Progression to Stage 2 Mathematics subjects

**Stage 2 Specialist Mathematics**

It is recommended that students study Mathematics 1, 2, 3 and 4 at Stage 1. The minimum requirement for progression to Stage 2 Specialist Mathematics is Stage 1 Mathematics 1, 2 and 4.

**Stage 2 Mathematical Methods or Studies**

It is recommended that students study Mathematics 1, 2 and 3 at Stage 1. The minimum requirement for progression to Stage 2 Mathematical Methods or Studies is Stage 1 Mathematics 1 and 2.
### STAGE 1 MATHEMATICAL APPLICATIONS

<table>
<thead>
<tr>
<th>Course length</th>
<th>One or two semesters (10 or 20 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite</td>
<td>Year 10 or Year 10A Mathematics or Year 10 Mathematical Applications</td>
</tr>
</tbody>
</table>

**Learning Requirements**

*In this subject, students are expected to:*
- understand mathematical concepts and relationships, making use of electronic technology where appropriate to aid and enhance understanding;
- identify, collect, and organise mathematical information relevant to investigating and finding solutions to questions/problems taken from social, scientific, economic, or historical contexts;
- recognise and apply the mathematical techniques needed when analysing and finding a solution to a question/problem in context;
- interpret results, draw conclusions, and reflect on the reasonableness of these in the context of the question/problem;
- communicate mathematical reasoning and ideas using appropriate language and representations; and
- work both independently and cooperatively in planning, organising, and carrying out mathematical activities.

**Course Outline**

Topics covered, as described by SACE Board of SA Subject Outline, include:
- Earning and spending
- Measurement
- Data in context
- Saving and borrowing
- Statistics
- Trigonometry
- Models of growth

**Assessment**

- Skills and Applications Tasks (tests)
- Folio (investigations)

### STAGE 1 MATHEMATICS PATHWAYS

<table>
<thead>
<tr>
<th>Course length</th>
<th>One semester (10 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite</td>
<td>Year 10 or Year 10A Mathematics or Mathematical Applications</td>
</tr>
</tbody>
</table>

**Learning Requirements**

*In this subject students are expected to:*
- demonstrate an understanding of mathematical concepts and relationships, making use of electronic technology where appropriate to aid and enhance understanding;
- identify, collect, and organise mathematical information relevant to investigating and finding solutions to questions/problems;
- recognise and apply the mathematical techniques needed when analysing and finding a solution to a question/problem in context;
- interpret results, draw conclusions, and reflect on the reasonableness of these in the context of the question/problem; and
- communicate mathematical ideas and reasoning using appropriate language and representations.

**Course Outline**

Topics covered will vary by the needs of the class, but will consolidate work done in Year 10 Mathematical Applications. Stage 1 Mathematics Pathways allows students who achieve a C grade or better to achieve the numeracy requirement in the SACE.

**Assessment**

- Skills and Applications Tasks (Tests)
- Folio (Investigations)
### STAGE 2 MATHEMATICAL APPLICATIONS

<table>
<thead>
<tr>
<th>Course length</th>
<th>One year (20 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite</td>
<td>Satisfactory completion of two semesters of Stage 1 Mathematics or Mathematical Applications</td>
</tr>
</tbody>
</table>

**Learning Requirements**

*In this subject, students are expected to:*

- understand mathematical concepts and relationships;
- identify, collect, and organise mathematical information relevant to investigating and finding solutions to questions/problems taken from social, scientific, economic, or historical contexts;
- recognise and apply the mathematical techniques needed when analysing and finding a solution to a question/problem in context;
- make informed use of electronic technology to provide numerical results and graphical representations;
- interpret results, draw conclusions, and reflect on the reasonableness of these in the context of the question/problem;
- communicate mathematical ideas and reasoning using appropriate language and representations;
- work both independently and cooperatively in planning, organising, and carrying out mathematical activities.

**Course Outline**

Topics covered, as described by SACE Board of SA Subject Outline, include:

- Investments and loans
- Share investments
- Applied geometry
- Statistics and working with data

**Assessment**

- Skills and Applications Tasks (tests), 30%
- Folio (investigations), 40%
- Examination (at the end of each semester), 30%

### STAGE 2 MATHEMATICAL METHODS

<table>
<thead>
<tr>
<th>Course length</th>
<th>One year (20 credits)</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite</td>
<td>Satisfactory completion of Stage 1 Mathematics 1 and 2</td>
</tr>
</tbody>
</table>

**Learning Requirements**

*In this subject, students are expected to:*

- understand fundamental mathematical concepts, demonstrate mathematical skills, and apply routine mathematical procedures;
- plan courses of action after using mathematics to analyse data and other information elicited from the study of situations taken from social, scientific, economic, or historical contexts;
- think mathematically by posing questions, making and testing conjectures, and looking for reasons that explain the results;
- make informed and critical use of electronic technology to provide numerical results and graphical representations;
- communicate mathematically and present mathematical information in a variety of ways; and
- work both individually and cooperatively in planning, organising, and carrying out mathematical activities.

**Course Outline**

Topics covered, as described by SACE Board of SA Subject Outline, include:

- Working with statistics
- Algebraic Models from Data – working from observation
- Calculus – describing change
- Linear Models – managing resources

**Assessment**

- Skills and Applications Tasks (tests), 45%
- Folio (investigations), 25%
- Examination, 30%
### STAGE 2 MATHEMATICAL STUDIES

<table>
<thead>
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<th>Course length</th>
<th>One year (20 credits)</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite</td>
<td>Satisfactory completion of Stage 1 Mathematics 1 and 2</td>
</tr>
</tbody>
</table>

**Learning Requirements**

*In this subject, students are expected to:*

- understand fundamental mathematical concepts, demonstrate mathematical skills, and apply routine mathematical procedures;
- use mathematics as a tool to analyse data and other information elicited from the study of situations taken from social, scientific, economic, or historical contexts;
- think mathematically by posing questions/problems, making and testing conjectures, and looking for reasons that explain the results;
- make informed and critical use of electronic technology to provide numerical results and graphical representations;
- communicate mathematically and present mathematical information in a variety of ways; and
- work both individually and cooperatively in planning, organising, and carrying out mathematical activities.

**Course Outline**

Topics covered, as described by SACE Board of SA Subject Outline, include:

- Working with statistics
- Working with functions and graphs using calculus
- Working with linear equations and matrices

**Assessment**

- Skills and Applications Tasks (tests), 45%
- Folio (investigations), 25%
- Examination, 30%

### STAGE 2 SPECIALIST MATHEMATICS

<table>
<thead>
<tr>
<th>Course length</th>
<th>One year (20 credits)</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite</td>
<td>Satisfactory completion of Stage 1 Mathematics 1, 2 and 4, and concurrent enrolment in Stage 2 Mathematical Studies</td>
</tr>
</tbody>
</table>

**Learning Requirements**

*In this subject, students are expected to:*

- understand fundamental mathematical concepts, demonstrate mathematical skills, and apply mathematical procedures in routine and non-routine contexts;
- practise mathematics by analysing data and any other relevant information elicited from the study of situations taken from social, scientific, economic, or historical contexts;
- think mathematically through inquiry, evaluation, and proof;
- make informed and critical use of electronic technology to provide numerical results and graphical representations, and to refine and extend mathematical knowledge;
- communicate mathematically and present mathematical information in a variety of ways; and
- work both individually and cooperatively in planning, organising, and carrying out mathematical activities.

**Course Outline**

Topics covered, as described by SACE Board Subject Outline, include:

- Trigonometric preliminaries
- Polynomials and complex numbers
- Vectors and geometry
- Calculus
- Differential equations

**Assessment**

- Skills and Applications Tasks (tests), 45%
- Folio (investigations), 25%
- Examination, 30%
Drama offers students the opportunity to explore in depth a range of theoretical and practical aspects of this performance area. Approaches include historical perspectives, film, play studies and group productions. Students are encouraged to view live theatre critically. Such live theatre experiences influence the future performance styles and stage craft skills of the developing actor and technical theatre student. As students progress through these courses, their ability to adapt a character from page to stage, develop a believable and engaging character, and perform in a variety of styles and genres will be enhanced. By studying specific plays, films and innovators, the Drama student will develop a critical eye for nuance, subtext and interpretation of past and contemporary works of vision and influence.
**YEAR 10 DRAMA**

<table>
<thead>
<tr>
<th>Course Length</th>
<th>One or two semesters</th>
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<tbody>
<tr>
<td>Prerequisite</td>
<td>No formal prerequisite</td>
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</table>

**Learning Requirements**

*In successfully completing this course, each student:*
- shows the ability to analyse critically the film techniques of a selected innovator;
- develops group performances employing set techniques;
- expresses well constructed opinion in reviewing live performance;
- demonstrates effective research skills; and
- effectively undertakes an acting, directing, technical or backstage role.

**Course Outline**

This course offers students the opportunity to explore in some depth a range of theoretical and practical aspects of Drama. Topics include the works of Charlie Chaplin, Baz Luhrmann and William Shakespeare. Review and report writing, and a major Group Production of a selected text, will enable students to generate characters from page to stage and to explore the technical aspects of production. Workshop performances will allow the students to experiment with different modes of staging and styles of acting and direction.

**Assessment**

- Group dramatic presentation (40%)
- Workshop performances (20%)
- Review of live performance (10%)
- Group production report (10%)
- Individual study of non acting aspect of theatre (20%)

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**STAGE 1 DRAMA**

<table>
<thead>
<tr>
<th>Course Length</th>
<th>One or two semesters (10 or 20 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite</td>
<td>Year 10 Drama is recommended</td>
</tr>
</tbody>
</table>

**Learning Requirements**

*In this subject, students are expected to:*
- demonstrate and explain skills and techniques related to on-stage roles and/or off-stage roles;
- work both independently and collaboratively to create, develop and express dramatic works;
- demonstrate and communicate knowledge and understanding of the theories, skills, techniques and terminologies of drama;
- respond to performed and dramatic texts in a reflective manner;
- demonstrate knowledge and understanding of a range of dramatic roles; and
- communicate dramatic ideas to an audience through a variety of modes and methods.

**Course Outline**

- Students participate in the planning, rehearsal and performance of a dramatic work.
- Students study the way in which theories and practices have shaped and continue to shape drama. Emphasis will be placed on the works of Bertolt Brecht and Zhang Yimou. Students engage in review writing.
- Students choose and investigate an area of study in the dramatic arts that is of interest to them by creating a product (e.g. a performance, a design brief) for a real or hypothetical presentation.

**Assessment**

- **Assessment Type 1: Performance**
- **Assessment Type 2: Folio**
- **Assessment Type 3: Investigation and Presentation**

For a 10 credit subject, students should provide evidence of learning through 3 to 4 assessments, with at least one assessment from each assessment type, with each assessment type having a weighting of at least 20%.

For a 20 credit subject, students will undertake 6 to 8 assessment tasks.
STAGE 2 DRAMA

Course Length One year (20 credits)
Prerequisite Stage 1 Drama is preferable.

Learning Requirements
In successfully completing this course, each student:
- works collaboratively and individually in the creative process;
- investigates and responds to a play script and the process required to realise it;
- investigates and responds to dramatic innovators; and
- responds critically to a range of live theatrical performances.

Course Outline

Group Analysis and Creative Interpretation
Students work in groups to analyse a play script and devise creative interpretations of these works in practical and collaborative ways. Students then adopt the role of one or more dramatic practitioners in developing the dramatic work that is presented to an audience.

Review and Reflection
Students expand their knowledge and understanding of drama as a performing art, developing their skills of observation, analysis and criticism and their ability to apply arts-specific terminology.

Interpretative Study
Students explore in depth the work of a dramatic innovator. They learn to analyse, investigate and communicate their interpretation of concept and ideas about the innovator. Students must respond to a question concerning the chosen innovator.

Presentation of Dramatic Works
Teachers select a play script for performance and act as director. Students then choose their area of participation; i.e. on or off stage role. The final product is then presented on stage for the school community to attend.

Assessment
School-based assessment 70%
Assessment Type 1: Group Presentation (20%)
Assessment Type 2: Folio (30%)
Assessment Type 3: Interpretative Study (20%)
External assessment 30%
Assessment Type 4: Performance (30%)

MUSIC

Music provides a rich source of self-expression, artistic fulfilment and enjoyment for senior students. It fosters creativity, sensitivity, discipline and commitment. Students develop their practical and creative potential, oral and written skills, and the capacity to make informed interpretative and aesthetic judgments. Study and participation in Music draw together students’ cognitive, affective and psychomotor skills, strengthening their ability to manage work and learning and to communicate effectively and sensitively.

By engaging in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies, students come to appreciate the value of working collaboratively. The experience of participating in musical activities heightens students’ awareness of the social function and value of music, encouraging teamwork and cohesiveness.

Senior Music studies are enjoyable and valuable, providing students with skills life.

The Music courses in Years 10 and 11 are broad based and prepare students for all Stage 2 options. They focus on a range of activities within the spheres of performance, listening, theoretical studies and creativity. All students need a significant background in instrumental or vocal music and must be enrolled in weekly lessons on one instrument or voice. They develop technical and expressive skills as performers, written and oral skills in expressing ideas about music and theoretical and creative skills in arranging and composing.

Music at Stage 1 is offered as a Music Advanced program which can be studied as a 10-credit subject or a 20-credit subject. Given the sequential nature of musical learning and skill development, it will normally be studied throughout the year as a 20 credit subject. This is necessary for most students who may be considering continuing with Stage 2 studies.

In Year 12 Music, students normally group together two units chosen from those listed to make up a full year’s study. Both units are studied side by side throughout the year. Students can take up to four units of Stage 2 Music as part of their SACE pattern. Depending on student interest, it may not be possible to offer all of these units.
YEAR 10 MUSIC

Course Length
One or two semesters
Students who may continue with Music in Year 11 are strongly advised to enrol in both semesters in Year 10. The minimum requirement for further studies will be Semester 1 plus instrumental or vocal lessons and ensemble participation throughout the year.

Prerequisite
Year 9 Music or equivalent background

Learning Requirements
In successfully completing this course, each student:
• demonstrates advancing technical skill, accuracy and musicianship in performance;
• shows a developing understanding of musical theory, its relevance to works performed and its application to creative tasks in composition and arranging;
• demonstrates originality and creativity in music composition and multimedia projects;
• identifies musical elements, stylistic features and structure of musical works in a range of styles;
• demonstrates an understanding of music in its social and cultural context; and
• clearly communicates ideas about music orally and in writing, using appropriate vocabulary.

Course Outline
This course further develops skills covered in Year 9 and introduces more advanced topics, including:

Performing Activities
Students will continue to develop their solo performance skills with weekly individual lessons and need to be members of at least one College music ensemble.

Harmony and Music Theory
Emphasis is on developing skills that will enable students to create their own music and appreciate that of others. A more complex harmonic language is explored, including chords, voicings and sequences used in jazz and popular music.

Aural Development
Developing skills in hearing pitch and rhythm in a musical context and study and recognition of instrumental colours and their use.

Creative Studies
Composition in a variety of styles, and multimedia activities

Score Reading and Studies of Musical Styles
Listening, analysis and historical studies in a variety of musical styles; studies of 20th century and contemporary music. Students will attend a range of live performances and be encouraged to discuss them critically.

Music Technology
Using computers for composing and arranging music and multimedia projects including film soundtracks.

Assessment
• Instrumental and vocal performances, solo and as part of an ensemble
• Written and aural tests
• Research projects
• Oral presentations
• Creative projects incorporating the use of computer technology
• Reviews of live musical performances
• Oral presentations
• Creative projects incorporating the use of computer technology
• Reviews of live musical performances
STAGE 1 MUSIC

Course Length
One or two semesters (10 or 20 credits)

Given the sequential nature of musical learning and skill development, Stage 1 Music will normally be studied throughout the year as a 20-credit subject. This is necessary for most students who may be considering continuing with Stage 2 studies.

Prerequisite
Year 10 Music or equivalent background

Learning Requirements
In successfully completing the course, students will:
- demonstrate technical skill, accuracy and musicianship as an instrumentalist or vocalist, composer, arranger and researcher;
- demonstrate effective and creative use of composing and arranging techniques;
- develop and apply knowledge of musical notations and vocabulary;
- aurally and visually identify musical elements, stylistic features and the structure of musical works;
- listen to, analyse, reflect on and communicate ideas about music, using appropriate terminology; and
- experience and reflect on music in historical, social and cultural contexts.

Course Outline
- development of performing skills as a soloist and as part of an instrumental or vocal ensemble;
- discussion and appraisal of student and professional performances, orally and in writing;
- use of music technology in creating and arranging music;
- studies in music theory with an emphasis on developing skills useful for composing and arranging for instrumental groups in a variety of styles including jazz related harmony relevant to contemporary idioms;
- song writing, study of lyrics and project work in examining and analysing popular songs;
- development of aural skills useful in performing, creating and listening to music;
- historical and analytical studies in a range of musical styles. Discussion orally or in writing of the structure, composition techniques, style and historical, social and cultural contexts of selected works;
- development of score reading skills;
- development of conducting skills and understanding the role of the conductor.

Assessment
Skills Presentation
- Live solo instrumental, vocal and conducting performances

Skills Development
- Written theory and aural tests
- Oral report or multimedia presentation

Folio
Students keep a folio of work undertaken during the course which may include:
- research project;
- recorded or videoed performances;
- historical or analytical essay; and
- creative arrangements, compositions or songs.

STAGE 2 MUSIC — ENSEMBLE PERFORMANCE

Course Length
One year (10 credits)

Prerequisite
Stage 1 Music or equivalent experience if approved by the Director of Music

Learning Requirements
In successfully completing this course, each student will:
- demonstrate confidence as an ensemble performer;
- present a repertoire of contrasting works or an extended work with a number of contrasting sections for instrument or voice;
- demonstrate accuracy, musical skills, and technique as an ensemble performer;
- demonstrate musicianship in interpretation by performing musically a range of works to a public audience; and
- contribute to the cohesiveness of and demonstrate musical rapport within the ensemble to engage the audience.

Course Outline
Students spend the year developing their instrumental or vocal skills as an instrumentalist or vocalist in an ensemble. They prepare a performance program of 20 minutes in length which normally consists of 4 – 6 short works in a variety of styles. Activities include weekly lessons with the instrumental or vocal teacher, weekly rehearsals with the ensemble, coaching sessions with the classroom teacher, listening to associated repertoire and live concerts for musicianship and style development, masterclasses and public performances.

Assessment
School-based assessment 70%

First Performance (30%)
Students present a program of works from 5 to 10 minutes. They provide evidence of their learning in relation to the following assessment design criteria:
- accuracy;
- technique; and
- musicianship.

Second Performance (40%)
Students present a program of works from 10 to 15 minutes.

External assessment 30%

Third Performance (30%)
Students present a program of solo works from 10 – 12 minutes that may include pieces already performed earlier in the year.
### STAGE 2 MUSIC — MUSICIANSHIP

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Prerequisite</td>
<td>Stage 1 Music or equivalent experience if approved by the Director of Music</td>
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</table>

**Learning Requirements**

*In successfully completing this course, each student will:*

- understand and use musical notation and terminology;
- demonstrate an understanding of the relationship between theoretical notation and sound;
- recognise and identify rhythm, pitch, tonality, and harmony;
- harmonise short melodies appropriate to the style;
- create and develop an arrangement, writing appropriately for instruments and/or voices; and
- present an effective score and a recording of an arrangement.

**Course Outline**

The course consists of three sections:

**Theory, Aural Recognition, and Musical Techniques**

Students develop their aural skills and learn theory, aural and musical techniques in many contexts through a variety of learning activities. They apply these skills to real musical examples in many styles.

**Harmony**

Students develop their knowledge of chord use and voice leading to fashion effective harmonisations.

**Arrangement**

Students experiment with the manipulation of rhythm, melody, harmony, style, form and structure, texture, and choice of medium to create imaginative arrangements for a chosen combination of instruments or voices.

**Assessment**

*School-based assessment 70%*

**Skills Development (30%)**

Students undertake two school-based assessments designed to assess their skills development in theory, aural recognition, musical techniques and harmony.

**Arrangement (40%)**

Students submit an arrangement with recording and written statement at the end of year.

*External assessment 30%*

**Examination (30%)**

Final examination in theory, aural, musical techniques and harmony.

### STAGE 2 MUSIC — PERFORMANCE SPECIAL STUDY

<table>
<thead>
<tr>
<th>Course Length</th>
<th>One year (10 credits)</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite</td>
<td>Stage 1 Music or equivalent experience if approved by the Director of Music</td>
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**Learning Requirements**

*In successfully completing this course, each student will:*

- present a performance of approved work(s) (e.g. an extended work, selected movements from an extended work, or a folio of related works or syntactically linked works);
- demonstrate accuracy, musical skills, and technique as a performer;
- demonstrate musicianship in interpretation by presenting a musically sensitive performance of approved work(s);
- engage a public audience; and
- use analytical skills to determine and describe the structure of the approved work(s).

**Course Outline**

Students spend the year developing their instrumental or vocal skills as an instrumentalist or vocalist in an ensemble. They prepare a performance of an extended solo work 15 – 18 minutes in length. Activities include weekly lessons with the instrumental or vocal teacher, coaching and accompaniment sessions with the classroom teacher, listening to associated repertoire and live concerts for musicianship and style development, regular masterclasses and public performances. Students also prepare a written commentary/analysis of their chosen work.

**Assessment**

*School-based assessment 70%*

**First Performance (20%)**

Students present a program of solo works of 5 to 7 minutes. They provide evidence of their learning in relation to the following assessment design criteria:

- accuracy;
- technique; and
- musicianship.

**Second Performance (30%)**

Students present a program of solo works from 7 to 10 minutes.

**Commentary (20%)**

Analysis of studied work.

*External assessment 30%*

**Third Performance (30%)**

Students present the full work in a performance.
STAGE 2 MUSIC — SOLO PERFORMANCE

Course Length  One year (10 credits)
Prerequisite  Stage 1 Music or equivalent experience if approved by the Director of Music

Learning Requirements

In successfully completing this course, each student will:

• demonstrate accuracy, musical skills, and technique as a solo performer;
• present a repertoire of contrasting works for instrument or voice;
• demonstrate musicianship in interpretation by presenting musically sensitive performances; and
• engage a public audience.

Course Outline

Students spend the year developing their instrumental or vocal skills. They prepare a solo performance program of 18 minutes in length with normally consists of 4 – 6 short works in a variety of styles. Activities include weekly lessons with the instrumental or vocal teacher, coaching and accompaniment sessions with the classroom teacher, listening to associated repertoire and live concerts for musicianship and style development, regular masterclasses and public performances.

Assessment

School-based assessment 70%

First Performance (30%)

Students present a program of solo works from 7 to 9 minutes. They provide evidence of their learning in relation to the following assessment design criteria:

• accuracy
• technique
• musicianship.

Second Performance (40%)

Students present a program of solo works from 8 to 11 minutes.

External assessment 30%

Third Performance (30%)

Students present a program of solo works from 10 to 12 minutes that may include pieces already performed earlier in the year.
The Personal Learning Plan (PLP) is a subject designed to help students make informed decisions about their personal development, education and training. A program of learning is a key component of the PLP to provide students time to work together with their teachers and other experts to develop knowledge and skills for planning their own SACE learning program. The aim is for each student to achieve success in the SACE and to prepare for work, further study and community life.

The PLP is designed to develop students’ capabilities and to focus their learning goals. It is a program that helps students make, review and adjust their personal plans and decisions about learning choices to prepare them for their education and future life and career pathways.

The PLP aims to involve students in a program of learning so that they develop knowledge and skills that will enable them to:

- identify appropriate future options;
- choose appropriate subjects and courses for their SACE;
- review their strengths and areas for development, including literacy, numeracy and information and communication technology skills;
- identify goals and plans for improvement; and
- monitor their actions and review and adjust plans as needed to achieve their goals.

The PLP provides students with opportunities to discuss and reflect on the capabilities they will need for success into their preferred pathways through school and into their futures.

It provides opportunities for them to learn new skills and to explore some of the ways in which capabilities can enhance their learning.

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**PLP**

<table>
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<tbody>
<tr>
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<td>None</td>
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</table>

**Capabilities**

The PLP identifies five relevant and useful capabilities:

- communication;
- citizenship;
- personal development;
- work; and
- learning.

**Course Outline**

The course aims to assist students to achieve success in the SACE, to prepare for work, further education and community life and to develop the knowledge and skills to develop, use, review and adjust their plans as needed to achieve goals. Students will access a variety of resources at the College, home and from the wider community to assist in developing their Personal Learning Plan. A work experience placement is part of this program.

**Assessment**

Students produce a folio of work in a variety of forms to demonstrate their understanding of:

- identification of learning goals, needs and abilities;
- informed decision making about developing, using, reviewing and adjusting their plan and understanding and developing their capabilities.
The Senior School Health and Physical Education program is part of a coordinated developmental program from Preparatory to Year 12. In Health and Physical Education, students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation. As students mature, they develop and use critical inquiry skills to research and analyse the knowledge of the field and to understand the influences on their own and others’ health, safety and wellbeing. They also learn to use resources for the benefit of themselves and for the communities with which they identify and to which they belong.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities. As a foundation for lifelong physical activity participation and enhanced performance, students develop proficiency in movement skills, physical activities and movement concepts, and acquire an understanding of the science behind how the body moves. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport, both in Australian society and globally.

Movement is a powerful medium for learning, through which students can acquire, practise and refine personal, behavioural, social and cognitive skills. The Physical Education program in Years 11 and 12 offers an integrated approach to learning, drawing upon knowledge, skills and principles from a variety of disciplines. The integration of theory and practice is one of its features.

Health and Physical Education addresses how contextual factors influence the health, safety, wellbeing, and physical activity patterns of individuals, groups and communities. It provides opportunities for students to develop skills, self-efficacy and dispositions to advocate for, and positively influence, their own and others’ health and wellbeing. Healthy, active living benefits individuals and society in many ways. This includes promoting physical fitness, healthy body weight, psychological wellbeing, cognitive capabilities, and learning. A healthy, active population improves productivity and personal satisfaction, promotes pro-social behaviour and reduces the occurrence of chronic disease. The focus in Year 10 Health is harm minimisation, in the areas of sexual health and human relationships, and drug use and safety. Identification of possible harm and ways of minimising risk in various situations are covered.
### Year 10 Health and Physical Education

**Course Length**  
One year

**Learning Requirements**  
By the end of Year 10 students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. They analyse the impact that attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has historically played in defining cultures and cultural identities.

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others’ health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgments about and refine their own and others’ specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

**Course Outline**  
Topics covered in Year 10 Physical Education are:

- Badminton
- Camp preparation
- European handball
- Fitness
- Football codes
- Gaelic football
- Golf
- Lacrosse
- Self-defence
- Volleyball
- Water polo

The Health course is taught in conjunction with the Physical Education program. The focus at this level is harm minimisation, in relation to self, friends and family, in the areas of sexual health and human relationships, and drug use and safety. Identification of possible harm and ways of minimising risk in various situations are covered.

Students complete a fitness unit and lifestyle diseases are addressed. The course incorporates a variety of information and media studies to encourage discussion of personal values and the development of assertiveness in promoting wise, healthy lifestyle choices. Students are required to keep a journal which records information and develops the skills of critical thinking and reflection.

**Assessment**

- Checklists
- Observation of game situations
- Demonstration of practical skills
- Small group and class discussion
- Written tasks
- Role plays
- Journal

### Stage 1 Physical Education

**Course Length**  
One or two semesters (10 or 20 credits)

**Prerequisite**  
None

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

*In this subject, students are expected to:*

- demonstrate practical skills and techniques specific to a variety of human physical activities;
- interpret, analyse and effectively apply (independently, within groups and in teams) skills, specific concepts and ideas, strategies, techniques, rules and guidelines;
- demonstrate knowledge and understanding of the nature of physical activity and communicate using appropriate terminology;
- analyse and reflect on the implications of physical activity for personal and community health and well being; and
- interact collaboratively and demonstrate initiative and leadership.

**Course Outline**  
The Stage 1 Physical Education program focuses on the importance of physical activity for health and lifestyle. The course allows for the development of a variety of programs with strong practical and theoretical links. The fundamental aim of a Physical Education program is to provide for involvement in physical activity in a way that promotes both immediate and long term benefits for the participant. Students will have the opportunity to participate in physical activity and to develop practical skills in a variety of school and community settings. Studies and experience in Physical Education help students to develop a comprehensive framework of skills, knowledge and values related to the world of physical activity.

**Practical Skills and Applications**  
There is some flexibility in the program. Units that have been covered previously include: Swimming and Lifesaving (incorporating the Bronze Medallion), Volleyball, Touch, Softball, European Handball, Self-Defence, Badminton, Netball, Touch and Basketball.

**Principles and Issues**  
Theory consists of units on body systems, skill learning and coaching, fitness components, training principles, energy systems and training methods. Students also complete an issues analysis module.

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

**Assessment Type 1: Practical**

**Assessment Type 2: Folio**
STAGE 2 PHYSICAL EDUCATION

Course Length  One year (20 credits)
Prerequisite  Stage 1 PE would be useful.

Learning Requirements

In this subject, students are expected to:

• achieve a level of proficiency in performance of human activities with reference to specific skill criteria;
• critically analyse and evaluate the personal, community and/or global implications of physical activity;
• demonstrate knowledge and understanding of exercise physiology, the biomechanics of human movement and skills acquisition and communicate using appropriate terminology;
• demonstrate knowledge and understanding of physical education concepts relevant to physical activities;
• apply and reflect on principles and issues related to physical performance and activity and skills acquisition; and
• demonstrate initiative, self-reliance, collaborative skills, leadership and effective interpersonal skills.

Course Outline

The Stage 2 Physical Education program comprises two parts: Practical Skills and Applications, and Principles and Issues.

Although Physical Education has a practical orientation, the integration of theory with practice is one of its features. Learning about, and through, physical activity enables students to acquire skills, knowledge, understandings, capacities and attitudes, both directly and indirectly. Students are able to refine and enhance their own physical skills. Through theoretical studies, laboratory work and the application of knowledge and skills to practical situations, students become familiar with the workings of the human body, the influences on its performance and the benefits of increased levels of fitness.

Practical Skills and Applications consists of three units. There is some flexibility in the program and units that have been covered previously include Badminton, Basketball, Hockey, Netball, Volleyball, Touch and Self Defence.

Principles and Issues consists of:

• Exercise physiology and physical activity;
• The acquisition of skills and the biomechanics of movement; and
• Issues analysis.

Assessment

School-based assessment 70%

Assessment Type 1: Practical (50%)

Assessment Type 2: Folio (20%)

External assessment 30%

Assessment Type 3: Examination (30%)

A variety of assessment activities are utilised, including:

• Observation checklists
• Practical skills tests
• Demonstration of practical skills
• Written assignments
• Oral presentations
• PowerPoint presentations
• Tests and examinations
OUTDOOR EDUCATION

Outdoor Education engages students in practical and active learning experiences in natural environments and settings beyond the school boundary. In these environments, students develop knowledge, understanding and skills to move safely and competently while valuing a positive relationship with and promoting the sustainable use of these environments. Students develop knowledge, skills and attitudes necessary for survival in a range of outdoor recreation activities that have minimal impact on the environment.

The Outdoor Education program also aims to provide students with a range of opportunities to discover and develop their potential. Through carefully facilitated wilderness-based activities and guided discovery learning, the program equips students with attitudes, life skills and inner strength that can lead them to greater achievement and wellbeing back at school. The students are encouraged to work effectively within a small group, fostering responsibility, resilience and cooperation. The program consists of a series of compulsory camps in the Year 6 to 10 curriculum which provide a sequential and positive experience through a variety of challenges.

The Year 10 camp is five days’ duration. Camp preparation is taught in conjunction with the Physical Education program and in pastoral care sessions.

YEAR 10 OUTDOOR EDUCATION

Course Length  The camp is five days in length and there are various preparation days beforehand.

The Outdoor Education program aims to use the outdoors to develop in students an understanding and an appreciation of the natural environment and the need for its conservation. Students develop knowledge, skills and attitudes necessary for survival in a range of outdoor leisure activities that have minimal impact on the environment. The students are encouraged to work effectively within a small group, fostering responsibility, resilience and cooperation.

The main aim of the Year 10 camp is to provide students with a positive experience whilst undertaking a bushwalk expedition and enjoying the rugged beauty of the Flinders Ranges. Challenging activities and responsibility for leadership and initiative further enhance the key outcomes.

Learning Requirements

- to provide students with positive experiences and enjoyment through a varied Outdoor Education program;
- to develop in students a diversity of Outdoor Education skills, understanding and knowledge, through exposure to different environments;
- to increase opportunities of socialisation amongst students, within class groups, as well as with their teachers;
- to provide students with opportunities for personal challenge, both physically and mentally, in an outdoor setting;
- to enhance each student’s awareness of, and appreciation for, the beauty of our environment and the need to preserve it;
- to develop skills related to self sufficiency, organisation and responsibility in the outdoors; and
- to learn skills related to working in a group, ie. tolerance, cooperation, understanding, shared duties and support for individuals and group goals.

Course Outline

The Year 10 bushwalk is conducted in the Wilpena Pound area. It provides students with sufficient skills and knowledge in bushwalking, plus equipment and packing requirements, for an overnight expedition. A focus for this experience is individual resilience and self sufficiency with essential teamwork and community living skills.

Assessment

Personal growth activities and group tasks are designed to challenge the students and to complement their classroom studies. Emphasis is placed on students negotiating roles and developing their resilience, confidence, cooperation skills, independence and responsibility for their actions. An informal assessment involving teacher observation and student feedback is used to determine the degree of attainment of the stated aims. The Outdoor Education camps are assessed as part of the overall Physical Education program.
SPORT

Competitive sport at Seymour College operates in the context of the overall curriculum offering of the school. Sport is seen as an extension and enrichment of Physical Education and it is promoted as an important and desirable activity within the total program of the school.

Through the school sports program students learn and consolidate skills, apply their skills and knowledge in group situations, develop an understanding of game strategies and rules, evaluate their own performance, and learn to appreciate the value of their own involvement. Ability is tested through competition, and the values of good sportsmanship and cooperative learning are encouraged. The inherent rewards for students are considerable in terms of their physical health, social development and emotional wellbeing. In addition to this, effort and excellence are strongly promoted and publicly recognised.

Intraschool Sport is offered to girls from Junior School to Year 12. The extent of their involvement is determined by their age and interest level. Activities include Swimming Carnivals, Sports Day and Clash of the Clans.

The main objectives of the sport program include:

• enjoyment through active participation;
• consolidation and extension of skills;
• development of team/class/clan loyalty; and
• acquisition of good sportsmanship and fair play.

YEARS 6 – YEAR 12 SPORT

Interschool Sport

Students from Years 4 to 12 are eligible to participate in this program. It allows them to select from a wide range of activities, varying from individual sports to team games. Girls of all abilities are catered for in competitive, but supportive, situations.

While achieving success in competition is an important part of sport at Seymour, emphasis is placed on a commitment to the team, and trying one’s best, as we encourage students of all ages and abilities to investigate and try new sports.

The interschool program includes:

**Years 6 to 12**

- Athletics
- Badminton
- Basketball
- Cross Country
- Equestrian (all years)
- Hockey
- Lacrosse
- Water Polo (Years 8 – 12)

**Additional Programs**

**Gymnastics Program**

Seymour College offers an accredited gymnastics program. Sessions are offered on every day other than Sunday for girls in Reception to Year 12 and the requirement is for a year long commitment to one training per week. Girls work towards their levels in gymnastics under the guidelines of Gymnastics Australia with fully qualified instructors. For any further information (including program costs), please contact Ms Glenda Green.

**Rowing**

Rowing is a cocurricular activity that requires a large commitment by both students and parents. Pre season training begins in third term for interested Year 8 – 11 students. There is a “Come and Try” offered during third term for new rowers. Saturday regattas commence in fourth term and culminate in first term of the following year with Head of the River which is a very exciting event. Girls are expected to attend all regattas and training camps as well as three to five training sessions a week. A levy will be charged per season to cover registration and membership costs. The “Friends of Rowing” are a very active association of parents who help to support rowing activities. For any further information, please contact the school.
Year 10 Religion Studies at Seymour College provides students with an opportunity to examine their world from an ethical and spiritual perspective. Students are asked to consider issues facing contemporary society for a variety of moral and ethical positions. They will consider the role of spirituality in their lives, and be introduced to the concept and principles of service learning within the wider community.

<table>
<thead>
<tr>
<th>YEAR 10 RELIGION STUDIES</th>
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<tr>
<td><strong>Course Length</strong></td>
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<td><strong>Prerequisite</strong></td>
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**Learning Requirements**

In successfully completing this course, each student:
- demonstrates knowledge and understanding of key aspects of justice, ethics, spirituality and service;
- is able to discuss religious and philosophical matters in an objective fashion;
- demonstrates an understanding of how people go about making moral/ethical decisions and the part that can be played by religious belief.

**Course Outline**

An exploration of social justice issues and their causes with a focus on issues such as poverty and homelessness.

A detailed study of some contemporary ethical issues, using a range of models for moral decision making.

Creation of a spiritual self awareness, incorporating meditation, restorative justice practices and concepts of forgiveness.

**Assessment**

Assessment tasks include short answer responses, personal reflections, essays, collaborative work and comprehension tasks.
Stage 2 Research Project is a compulsory 10-credit subject undertaken at Year 11. Students must achieve a C-grade or better to complete the subject successfully and gain their SACE. In the Research Project students choose a research question that is based on an area of interest to them. They explore and develop one or more capabilities in the context of their research. They will also record their research and evaluate what they have learnt. The term ‘research’ is used broadly and may include practical or technical investigations, formal research, or exploratory enquiries.

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

Students are expected to:
• generate ideas to plan and develop a research project;
• understand and develop one or more capabilities in the context of their research;
• analyse information and explore ideas to develop their research;
• develop specific knowledge and skills;
• produce and substantiate a research outcome; and
• evaluate their research.

Course Length: One semester (equivalent) (10 credits)
Prerequisite: None

Course Outline
Students choose a research topic that is based on an area of interest and devise a research question. They use the research framework as a guide to developing their research and one or more capabilities, and to applying knowledge and skills specific to their research topic.

Students evaluate the research processes they use.

Assessment
School-based assessment is based on achievement of the performance standards in the following areas:

Assessment Type 1: Folio (30%)  
The folio is a record of the student’s research. Students select and present evidence of their learning from different stages of the research project.

There are 3 parts to the folio:
• proposal;
• research development; and
• discussion.

Assessment Type 2: Research Outcome (40%)  
Students present and substantiate their key findings from the research undertaken.

Findings may be presented as:
• The key findings and substantiation, which together form a product. Examples include: an essay, a report, an oral or written history, with appropriate in-text referencing and a bibliography and/or a references list; a multimedia presentation; a documented science experiment.
  or
• The key findings and substantiation, with elements of or reference to a separate product. Examples include: a supporting statement and annotated photographs of a product that has been created; an extract from a student-developed children’s story, with a record of the background research.
  or
• The key findings presented as annotations on a product, and substantiated by evidence and examples of the research. Examples include: a recorded dance performance with notes and a director’s statement.

Students negotiate with their teacher suitable forms for producing their research outcome.

External assessment
Assessment Type 3: Evaluation (30%)  
Students are required to evaluate their research processes and the quality of the research outcome.

The evaluation is externally assessed.

Research Project A or B
Students enrol in either Research Project A or Research Project B.

The external assessment for Research Project B must be written. Research Project B may contribute to a student’s Australian Tertiary Admissions Rank (ATAR). Research Project A is not a Tertiary Admissions Subject.
Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

The Australian Curriculum: Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science’s contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods. The wider benefits of this “scientific literacy” are well established, including giving students the capability to investigate the natural world and changes made to it through human activity.

The science curriculum promotes six overarching ideas that highlight certain common approaches to a scientific view of the world and which can be applied to many of the areas of science understanding. These overarching ideas are patterns, order and organisation; form and function; stability and change; systems; scale and measurement; and matter and energy.

(Source: Australian Curriculum website.)
Biology is the scientific study of life. It is a diverse and expanding discipline, encouraging an appreciation and respect for all living organisms. Developments in Biology are inextricably linked to other areas of science such as medicine, agriculture and resource management. Biology utilises changes in technology, developing tools for forensics, biotechnology and monitoring changes from the microscopic to the global level.

Students studying Biology develop an appreciation of the diversity of life and its interconnectedness with the non-living environment and the way that organisms and their interactions change through time. They develop an understanding of the levels of organisation around which life is based from the atomic through to the interactions between ecosystems as well as an awareness of the impact of human activities.

Biology encourages the use of factual knowledge to form opinions about the many social issues arising from the advances in biological research (e.g. genetic engineering). Students studying Biology learn key concepts enabling them to make healthier lifestyle choices and be better informed global citizens and resource managers. Knowledge of Biology provides a valuable basis for entry into many occupations and areas of study.

Students studying these courses develop skills in research, problem solving, applications of technology, experimental design and scientific literacy.

### STAGE 1 BIOLOGY

#### Course Length
One or two semesters (10 or 20 credits)

#### Prerequisite
Year 10 Science

#### Learning Requirements

*In this subject, students are expected to:*

- identify and formulate questions, hypotheses, concepts and purposes that guide biological investigations;
- design and conduct individual and collaborative biological investigations;
- manipulate apparatus and use technological tools and numeracy skills to obtain, represent, analyse, interpret and evaluate data and observations from biological investigations;
- select and critically evaluate biological evidence from a range of sources and present informed conclusions and personal views on social, ethical and environmental issues;
- communicate their knowledge and understanding of biological concepts using appropriate biological terms and conventions; and
- demonstrate and apply biological knowledge and understanding of concepts and interrelationships to a range of contexts and problems, including presenting alternative explanations.

#### Course Outline

Textbook: *SACE 1 Biology Textbook* (Adelaide Tuition Centre), supplemented by comprehensive printed notes for each topic.

Topics studied include:

- **Semester 1**
  - Cell Biology
  - Biochemistry
  - Physiology

- **Semester 2**
  - Modes of Nutrition
  - Reproduction
  - Infectious Disease

The practical work in the course is designed to develop an understanding of ideas, technical skills and an appreciation of the nature of science. It includes classroom experiments, excursions and experiments designed individually by students and carried out at school.

#### Assessment

Assessment tasks include tests of knowledge and problem solving skills, practical work, assignments and presentations. There will be an examination at the end of each semester.

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

- **Assessment Type 1: Investigations Folio (40%)**
  Includes practical investigations and an issue investigation.

- **Assessment Type 2: Skills and Applications Tasks (60%)**
  Includes tests.
CHEMISTRY

Chemistry is a subject that develops an appreciation and understanding of the nature and behaviour of the materials around us. It is a subject for students interested in natural and processed materials, in the processes that govern their behaviour and in the ways in which these materials are produced and used in everyday life. Skills in scientific enquiry and an understanding of the impact of chemical products and processes are developed in a range of contexts.

Stage 1 Chemistry further develops basic skills and concepts, giving particular emphasis to practical and communication skills, including the correct use of chemical conventions, specialist vocabulary and appropriate expression in scientific writing.

This subject also promotes an awareness of the social and environmental impact of Chemistry.

Stage 2 Chemistry is directed towards the continued development of a sound conceptual basis within a contextual framework, recognising the impact of Chemistry on human health, the environment and the economy of our society and enabling students to make decisions that will lead to a healthy and sustainable future.

STAGE 2 BIOLOGY

Course Length       One year (20 credits)
Prerequisite        Semester 1 of Stage 1 Biology

Learning Requirements

In this subject, students are expected to:

- identify and formulate questions, hypotheses, concepts and purposes that guide biological investigations;
- design and conduct individual and collaborative biological investigations;
- manipulate apparatus and use technological tools and numeracy skills to obtain, represent, analyse, interpret and evaluate data and observations from biological investigations;
- select and critically evaluate biological evidence from a range of sources and present informed conclusions and personal views on social, ethical and environmental issues;
- communicate their knowledge and understanding of biological concepts using appropriate biological terms and conventions;
- demonstrate and apply biological knowledge and understanding of concepts and interrelationships to a range of contexts and problems, including presenting alternative explanations.

Course Outline

Textbook: SACE 2 Biology Textbook (Adelaide tuition Centre), supplemented by printed notes.

Workbook: SACE 2 Biology Workbook (Adelaide Tuition Centre)

The course involves the study of life at levels ranging from molecular interactions to interactions between whole organisms.

The study of Stage 2 Biology has the following assessment design criteria:

- Investigation
- Analysis and evaluation
- Application
- Knowledge and understanding

The content of the course is organised into four themes:

- Macromolecules
- Cells
- Organisms
- Ecosystems

Assessment

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

School-based assessment 70%

Assessment Type 1: Investigations Folio (40%)

Students will undertake at least three practical investigations and at least one issues investigation to include in this folio.

Assessment Type 2: Skills and Applications Tasks (30%)

At least four skills and applications tasks such as tests and assignments.

External assessment 30%

Assessment Type 3: Examination (30%)
STAGE 1 CHEMISTRY

Course Length  One year (20 credits)
Prerequisite  Year 10 Science

Learning Requirements
In this subject, students are expected to:
• demonstrate and apply knowledge and understanding of chemical concepts and interrelationships;
• formulate questions, manipulate apparatus, record observations in practical chemical activities, and design and undertake chemistry investigations;
• demonstrate an understanding of how knowledge of chemistry can be used to make informed conclusions or decisions, taking into account social and environmental contexts;
• develop possible solutions to a variety of problems in chemistry, in new or familiar contexts;
• critically analyse and evaluate chemical information and procedures from different sources; and
• communicate in a variety of forms, using appropriate chemical terms and conventions.

Course Outline
Textbook: Study On Chemistry 1 (Class sets), supplemented by comprehensive printed notes for each topic.
This course focuses on the basic unifying principles of electronic structure and bonding, quantitative chemistry, important chemical reaction types and carbon chemistry.

Semester 1 Topics
• Introductory Chemistry and Materials
• Water
• Acids and Bases

Semester 2 Topics
• Stoichiometry and Chemical Analysis
• Redox Chemistry
• Carbon Chemistry

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

Assessment Type 1: Investigations Folio (40%)
Includes practical investigations and an issue investigation.

Assessment Type 2: Skills and Applications Tasks (60%)
Includes tests.

STAGE 2 CHEMISTRY

Course Length  One year (20 credits)
Prerequisite  Semesters 1 and 2 of Stage 1 Chemistry

Learning Requirements
In this subject, students are expected to:
• demonstrate and apply knowledge and understanding of chemical concepts and interrelationships;
• formulate questions, manipulate apparatus, record observations in practical chemical activities, and design and undertake chemistry investigations;
• demonstrate an understanding of how knowledge of chemistry can be used to make informed conclusions or decisions, taking into account social and environmental contexts;
• develop possible solutions to a variety of problems in chemistry, in new or familiar contexts;
• critically analyse and evaluate chemical information and procedures from different sources; and
• communicate in a variety of forms, using appropriate chemical terms and conventions.

Course Outline
This course focuses on the key areas of Chemistry in the 21st century: chemical analysis, industrial processes, the chemical basis of environmental issues and biological chemistry.

Topics
• Experimental Skills
• Analytical Techniques
• Elemental and Environmental Chemistry
• Using and Controlling Chemical Reactions
• Organic and Biological Chemistry
• Materials

Assessment
School-based assessment 70%

Assessment Type 1 Investigations Folio (40%)
Students will undertake three practical investigations and one issues investigation to include in this folio.

The three practical investigations will assess a range of specified skills.
The issues investigation will assess skills in the selection, acknowledgement and critical analysis of information from different sources about a chemical issue. It will also assess the analysis and evaluation of data to formulate conclusions and make relevant predictions, and the analysis and evaluation of connections between data, concepts and issues in Chemistry.

Assessment Type 2 Skills and Applications Tasks (30%)
Each of 5 tests will address a range of content and skills across all the Learning Requirements and Assessment Design Criteria and will provide a range of question types.

External assessment 30%

Assessment Type 3
Examination (30%)
Students investigate up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. They explore the links between food, health and diet-related diseases and have the opportunity to examine factors that influence food choices and reflect on local, national, indigenous and global concerns and associated issues.

Students investigate methods of food production and distribution that affect the quantity and quality of food and consider the ways in which these methods and associated technologies influence the health of individuals and communities. The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.

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**STAGE 2 NUTRITION**

**Course Length**  One year (20 credits)

**Prerequisite**  Successful completion of Stage 1 Chemistry and/or Stage 1 Biology

**Learning Requirements**

_in this subject, students are expected to:_

- identify and formulate questions, hypotheses, and purposes that guide nutrition investigations and their design;
- design, safely conduct, and evaluate investigations, and apply knowledge and problem-solving skills to individual and collaborative practical tasks;
- select and use evidence to analyse, compare, and evaluate strategies for the prevention and management of disorders related to diet and lifestyle, and to make recommendations for promoting good health;
- communicate knowledge and understanding of nutrition, using the terms and conventions of the language of nutrition to suit particular purposes and contexts;
- critically evaluate and apply knowledge and understanding of nutrition to identify and explain decisions based on ethical, personal, social, environmental, and/or economic factors that influence the diet and lifestyle choices of individuals and communities; and
- demonstrate knowledge and understanding of, and respect for, varying cultural influences on diet and lifestyle decisions.

**Course Outline**

Nutrition is a full year, 20 credit subject. Students undertake the study of all four core topics and one option topic.

**Core topics**

- The fundamentals of Human Nutrition
- Diet, Lifestyle and Health
- Food selection and Dietary Evaluation
- Food, Nutrition and the Consumer

**Option topics**

_One_ of the following option topics will be selected in consultation with students:

- Global Nutrition and Ecological Sustainability
- Global Hunger

**Assessment**

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

**School-based assessment 70%**

**Assessment Type 1: Investigations Folio (40%)**
Includes practical investigations and an issue investigation.

**Assessment Type 2: Skills and Applications Tasks (30%)**
Includes tests, an extended response test and an examination.

**External assessment 30%**

**Assessment Type 3: Examination (30%)**
A public examination.
PHYSICS

Physics helps people to understand the world around them. It is a subject for students who are interested in the fundamental processes of nature. The study of Physics provides an understanding of the processes that determine the behaviour of systems, from the very small (atoms and nuclei) to the very large (solar system and universe). The laws of physics or their consequences underlie many other sciences and engineering, and also provide background knowledge for many occupations. The study of Physics is therefore often a useful preliminary or a formal prerequisite to these occupations.

Physics gives students the opportunity to gain a range of employment and life skills, such as the ability to work collaboratively to produce a successful outcome, and skills in organising and processing information. An understanding of physics, and the development of new applications of this understanding, will help students to appreciate the factors such as culture, ethics, economics, power, and relationships that influence the pursuit of science and have a significant impact on the way people live. Physics therefore contributes to people’s understanding and appreciation of the natural world and to their ability to make informed decisions about technological applications.

STAGE 1 PHYSICS

Course Length
One year (20 credits)

Prerequisite
Year 10 Physics

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

In this subject, students are expected to:

• identify and formulate questions, hypotheses, concepts and purposes that guide investigations, and their design, in physics;

• design and conduct collaborative and individual investigations in physics using appropriate apparatus and safe working practices, and by observing, recording and interpreting the phenomena of physics;

• represent, analyse, interpret and evaluate investigations in physics through the use of technology and numeracy skills;

• select, analyse and critically evaluate the evidence of physics from a range of different sources and present informed conclusions or decisions on contemporary physics applications;

• communicate knowledge and understanding of the concepts and information of physics, using appropriate physics terms and conventions; and

• demonstrate and apply knowledge and understanding of physics to a range of applications and problems.

Course Outline

The study of Stage 1 Physics offers opportunities for students to understand and appreciate the physical world. This subject requires the investigation and interpretation of phenomena of physics and the application of mathematical skills to solve problems.

Semester 1 topics are:
• Motion in one dimension
• Newton’s Laws
• Vectors
• Energy
• Momentum

Semester 2 topics are:
• Projectile Motion
• Gravitational Fields
• Electric Fields
• Current Electricity
• Magnetic Fields
• Waves

Assessment
Each semester’s final assessment is composed of:

Assessment Type 1: Investigations Folio (40%)
Includes practical investigations and an issue investigation.

Assessment Type 2: Skills and Applications Tasks (60%)
Includes tests, an extended response test and an examination.

Progression to Stage 2 Physics
The minimum requirement for Progression to Stage 2 Physics is Stage 1 Physics and Stage 1 Mathematics 1 and 2.
STAGE 2 PHYSICS

Course Length
One year (20 credits)

Prerequisite
Semesters 1 and 2 of Stage 1 Physics

Students enrolled in Stage 2 Physics must have previously completed, or be concurrently enrolled in, Stage 2 Mathematical Methods or Stage 2 Mathematical Studies.

Learning Requirements
In this subject, students are expected to:
• identify and formulate questions, hypotheses, concepts and purposes that guide investigations in physics;
• design and conduct collaborative and individual investigations in physics using appropriate apparatus and safe working practices and by observing, recording and interpreting the phenomena of physics;
• represent, analyse, interpret and evaluate investigations in physics through the use of technology and numeracy skills;
• select, analyse and critically evaluate the evidence of physics from different sources and present informed conclusions or decisions on contemporary physics applications;
• communicate knowledge and understanding of the concepts and information of physics using appropriate physics terms and conventions; and
• demonstrate and apply knowledge and understanding of physics to a range of applications and problems.

Course Outline
Textbook: SACE 2 Physics Workbook (Adelaide Tuition Centre), supplemented by comprehensive printed notes for each topic.

The study of Stage 2 Physics offers opportunities for students to understand and appreciate the physical world. This subject requires the investigation and interpretation of phenomena of physics and the application of mathematical skills to solve problems.

All students must undertake a study of the four sections:
• Motion in Two Dimensions
• Electricity and Magnetism
• Light and Matter
• Atoms and Nuclei

Each section has four topics and an application topic.

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

School-based assessment 70%

Assessment Type 1: Investigations Folio (40%)
Includes practical investigations and an issue investigation.

Assessment Type 2: Skills and Applications Tasks (30%)
Includes tests, an extended response test and an examination.

External assessment 30%

Assessment Type 3: Examination (30%)
A public examination.
Psychology helps students to understand the ways in which we behave in our social world. It is unique in that it is both a scientific and a social study. Science-based skills learned through psychology enable students to become critical consumers and communicators of information; to investigate psychological issues; and to be effective interpreters of data and producers of research. Psychological knowledge is applied to real world situations and everyday experiences as students develop an understanding of how certain behaviours are acquired, identified, and where required, treated with an array of psychological interventions and appropriate personal management strategies.

Psychology studies human behaviour at four different yet inter-related levels of explanation: biological; environmental interaction; personal; and socio-cultural. Each explanatory level is introduced at Stage 1, with examples, and developed in much greater detail at Stage 2. At both stages students will undertake investigations into SACE-devised research programs dealing with a variety of human behaviours, culminating in the presentation of a psychology report.

**Course Length**  
One semester (10 credits)

**Prerequisite**  
None

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

- demonstrate knowledge and understanding of the factors that cause psychological differences and similarities between people and give examples of how these factors affect the behaviours of self, others and groups;
- analyse the behaviours of self, other individuals and groups of people in different contexts in a way that recognises the values of independence and interdependence;
- demonstrate an understanding of ethical research by designing, undertaking and evaluating guided investigations;
- make informed decisions about issues, events and situations in society by applying relevant psychological principles and ethics;
- demonstrate organisation and reflection in the application of psychological principles, taking into account ethical considerations;
- search for, record, evaluate and organise psychological information and use psychological terminology effectively to communicate key ideas, understandings, processes and values in a range of contexts; and
- undertake a variety of roles while working as a member of a team, to achieve individual and shared goals.

**Course Outline**

**Topics**  
This one unit course consists of one compulsory topic and two other topics selected from the syllabus. The compulsory topic may be studied as a stand alone unit and/or incorporated into the other topics.

Compulsory topic: Introduction to Psychology (the nature of psychology; research methods; descriptive statistics; ethical principles).

Choice topics: Brain and Behaviour; Cognition (memory and thinking); Emotion; Social Interaction and Social Influence (conformity and obedience; altruism and aggression); Human Psychological Development; Intelligence.

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

Assessment Type 1: Investigations Folio (40%)
Assessment Type 2: Skills and Applications Tasks (60%)
STAGE 2 PSYCHOLOGY

Course Length: One year (20 credits)
Prerequisite: None

Learning Requirements

In this subject, students are expected to:

• demonstrate knowledge and understanding of the factors that cause psychological differences and similarities between people and give examples of how these factors affect the behaviours of self, others and groups;

• analyse the behaviours of self, other individuals and groups of people in different contexts in a way that recognises the values of independence and interdependence;

• demonstrate an understanding of ethical research by designing, undertaking and evaluating guided investigations;

• make informed decisions about issues, events and situations in society by applying relevant psychological principles and ethics;

• demonstrate organisation and reflection in the application of psychological principles, taking into account ethical considerations;

• search for, record, evaluate and organise psychological information and use psychological terminology effectively to communicate key ideas, understandings, processes and values in a range of contexts; and

• undertake a variety of roles while working as a member of a team, to achieve individual and shared goals.

Course Outline

Topics

This two unit course consists of six compulsory topics:

• Introduction to Psychology
• Social Cognition
• Learning
• Personality
• Psychobiology of Altered States of Awareness
• Healthy Minds

Assessment

School-based Assessment 70%

Assessment Type 1: Investigation Folio (30%)
Assessment Type 2: Skills and Applications Task (40%)

External Assessment 30%

Assessment Type 3: Examination (30%)