Senior School Curriculum Guide 2016
Seymour College
Senior School
Curriculum Guide 2016

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<td>Visual Arts</td>
<td>Visual Arts</td>
<td>Visual Arts</td>
<td>Visual Arts*</td>
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*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.

Assistant with all matters concerning the SACE can be gained by contacting the VET Coordinator, Ms Jo Ferguson, SACE Coordinator, Ms Robyn Scott 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 Literary Studies, English, Essential English or English as an Additional 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.
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<th>Year 10</th>
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<td></td>
<td>Stage 1 Personal Learning Plan (PLP)</td>
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<td>Stage 2 Research Project</td>
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<td>Stage 1 Mathematics subject</td>
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<tr>
<td>Option 1</td>
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<td>Option 2</td>
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<td>Option 4</td>
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<td>10 credits</td>
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<th>Year 12 (2016)</th>
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<tr>
<td>Option 1</td>
<td>20 credits</td>
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<td>Option 2</td>
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<td>Option 3</td>
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<tr>
<td>Option 5</td>
<td>20 credits</td>
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<tr>
<td>Recognised Studies*</td>
<td>(10 or 20 credits)</td>
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*Recognised studies are one subject from the International Baccalaureate, VET awards approved by the SACE Board and higher education studies.
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 2016 will be included in the Tertiary Entrance Booklet 2016/2017, 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

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 Australian Curriculum Capabilities 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.
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 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.

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<td>Option 4</td>
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<table>
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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.

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<table>
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<tr>
<th>Year 10 Planner (History 10A) Example</th>
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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: Mathematical Methods and Specialist Mathematics. Maths 10A is not a prerequisite for Essential Mathematics or General Mathematics. All of these subjects are described in detail in the Mathematics section of this Curriculum Guide, which starts on page 57. 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 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 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, 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

**Stage 2 Visual Arts—Art/Visual Arts—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, and technologies to solve problems and resolve work(s) of art or design;
- communicate knowledge and understanding of their own works and the connections between their own and other practitioners’ works of art or design;
- analyse, interpret, and respond to visual arts in cultural, social, and/or historical contexts; and
- develop inquiry skills to explore visual arts issues, ideas, concepts, processes, techniques, and questions.

**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%)**
Structure
Digital technology subjects are elective subjects throughout Years 10 to 12. Again in 2016, the Stage 1 subject of Design and Technology will be offered at Year 10. This will afford students greater flexibility, and also the opportunity to study Stage 2 Design and Technology in Year 11. 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 at Stage 2 (Year 12), have satisfactorily completed Stage 1 IPP.

Digital technology subject offerings:
Year 10
• Digital and Media Technologies (Semester 1 only)
• Design and Technology, multimedia (Stage 1) (Semester 2 only)

Year 11
• Information Processing and Publishing (Stage 1) (Semester 1 or 2)
• Design and Technology, multimedia (Stage 2, 10 Credits – Semester 1 only)

Year 12
• Information Processing and Publishing (IPP, Stage 2, half or full year, 10 or 20 credits)

Overview
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 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;

• pursue future studies of digital technologies, information technology or digital media.

Please refer to each subject overview for specific information relating to each subject.

YEAR 10 DIGITAL AND MEDIA TECHNOLOGIES

Course Length
One semester, Semester 1 only

Learning Requirements
In successfully completing this course, each student:
• Understands data and networked digital systems;
• Develop advanced skills across a range of specialised software;
• Applies design techniques in 2D design environments;
• Meets a design brief through the generation of an aesthetic or functional 3D design; and
• Safely and appropriately uses a range of technologies and materials.

Course Outline
This course allows students to develop and extend their skills and understanding of both digital and design technologies. This course is highly recommended to students intending to study either Design & Technology (D&T) or Information Processing and Publishing (IPP) at Stage 1 or Stage 2. It is also beneficial for students who wish to develop their digital skills and understanding for future vocational or study requirements.

A unit on Data and Network Systems develops students’ understanding of data transfer over networks, data compression and file types – essential knowledge that will underpin all practical work across the other practical units. The Photography unit develops students’ use of digital SLR cameras and advanced camera techniques. 2D Graphic Design explores and develops students’ application of design principles through both printed and illustrated design work. 3D Design unit explores sustainability through the design and construction of a sustainable house and 3D printed innovations.

Units
• Data compression, transfer and network systems
• Photography and Digital SLR camera techniques
• 2D Graphic Design and introduction to Design Principles
• 3D design, printing and innovation

Assessment
• Research report
• Practical tasks
• Minor projects
• Major projects
**YEAR 10 DESIGN AND TECHNOLOGY (COMMUNICATION PRODUCTS, MULTIMEDIA)**

**Course Length**
One semester (10 credits) Stage 1 subject

**Year 10**
Semester 2 only

**Prerequisites**
None. This subject can only be studied once.

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

*In successfully completing this course, each student:*
- 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**
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 Web. Multimedia elements, such as interactive menus, animation, sound and video, further enhance the communication and impact. Theoretical perspectives of 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 development 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 DESIGN AND TECHNOLOGY
(COMMUNICATION PRODUCTS, MULTIMEDIA)

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, web page 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.
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.
Course Length
One semester (10 credits), Semester 1, Year 11 only

Prerequisite
Stage 1 Design and Technology desirable but not essential.

Learning Requirements
In this subject, students are expected to:
• investigate and critically analyse 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;
• investigate, analyse, and use the differing functional characteristics and properties of materials, components, processes, and equipment to create products or systems safely;
• use the design process to select materials, components, processes, techniques, and equipment, to develop and implement solutions and ideas for products or systems;
• apply appropriate knowledge and understanding of skills, processes, procedures, and techniques to a range of technological activities;
• evaluate product or system development and outcome, and reflect on technological ideas and procedures used, 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
Communication Product
This focus area involves the use of digital tools and materials to design and make products that communicate information. Students produce outcomes that demonstrate the knowledge and skills associated with manipulation of communication media, both manual and digital. Examples of contexts for communication products include:
• graphics
• multimedia
• photography
• videos or sounds
• web designs
• App development

Designing in technology is purposeful, systematic, creative, and cyclic, with many possible solutions. A four-part designing model — investigating, planning, producing, and evaluating — is used in this subject.

The design process begins with the identification of a need, problem, or challenge, followed by an initial investigation, and then the writing of an open design brief that may specify parameters or requirements. The design process is central and essential to the subject.

Assessment
School-based assessment 70%
Assessment Type 1: Skills and Applications (20%)
For this 10-credit subject, students undertake two skills and applications tasks: one specialised skills application and one materials application.

Students demonstrate skills and understanding of the materials and components, techniques, and equipment that they consider for use in Assessment Type 2.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:
• investigating
• planning
• producing
• evaluating

Assessment Type 2: Product (70%)
For a 10-credit subject, students create one product that allows them to demonstrate an appropriate range of skills, techniques, knowledge, and ideas. The product is supported by a product record that documents the process, including modifications, planning, and production.

The product (or minor product and major product) is a complete product or system.

Students present for assessment the product(s) they have made in response to the design brief developed for their folio in Assessment Type 3.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:
• planning
• producing
• evaluating.

External assessment 30%
Assessment Type 3: Folio (30%)
The folio consists of documentation and analysis of the product design process and product evaluation. The investigation section of the design process includes an analysis of the impact of the product or system, and/or technologies related to it, on the individual, society, and/or the environment.

For this 10-credit subject, students undertake and document one product design process and one product evaluation for the product in Assessment Type 2. The combined evidence in the folio should be a maximum of 1000 words if written or a maximum of 6 minutes of recorded oral documentation of the design process and evaluation, or the equivalent in multimodal form.
<table>
<thead>
<tr>
<th><strong>STAGE 2 INFORMATION PROCESSING AND PUBLISHING</strong></th>
<th></th>
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<tbody>
<tr>
<td><strong>Course Length</strong></td>
<td>One year (20 credits), Year 12 only</td>
</tr>
<tr>
<td><strong>Prerequisite</strong></td>
<td>None</td>
</tr>
</tbody>
</table>

**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.

**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.

**YEAR 10 ENGLISH**

**Course Length**
One year

**Achievement Standards**

Students who complete this course successfully will:

- articulate complex ideas;
- gain an understanding of innovation in literature, evaluating and explaining how particular style can be attributed to specific era and authors;
- experiment with language features, text structures and images to achieve particular writing styles;
- interpret and justify personal interpretation of written and audiovisual texts at increasingly sophisticated levels;
- explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments;
- participate actively, regularly and constructively in class discussions, in which they build upon others’ ideas, problem solve, justify opinions and develop arguments;
- show the ability to present to an audience with confidence and a degree of skill; and
- increase the sophistication and accuracy of their written expression.

**Course Outline**

This challenging course assumes a competent entry level of literacy and reading. As basic analytical skills and a broad meta-linguistic vocabulary are now established, students will be introduced to a variety of forms and genres which contribute to the rich history of Western Literature. These include Elizabethan, Jacobean, and 18th Century Gothic, Modernism, Post-Modernism and the eclecticism of contemporary literature. Students will encounter stimulating opportunities for critical reading and analysis and comparative studies; developing their own perspectives and exploring those of others, creative writing involving synthesis and transformation (experimenting with narrative by changing forms/genres) and formal exposition. The library-based Individual Reading Program becomes more demanding; challenging students to read at an adult level where possible, including selections from the literary canon. Below is a sample of units of work currently studied at this level.

**Novel Study**

In the context of their study, The History of Western Literature, students and discuss The Woman in Black, by Susan Hill. They respond in an essay which reflects upon the different historical elements in this contemporary novel. A creative writing task offers a challenge of studying and emulation the author’s style.

**Make Yourself Heard**

This study of speeches and speech making enables students to view and analyse the matter and manner of influential speeches by such luminaries as JK Rowling (on the benefits of failure) and Emma Watson (on feminism) Students apply their learning to self-comprised expositions before an audience of peers.

**Play Study**

An in-depth study of Shakespeare’s Macbeth provides students with a new understanding of human nature and how darkness can be revealed through language powerful enough to have thrived for centuries. A formal essay test, focusing upon imagery will be leavened by an audio-visual researched based study of various interpretations of The Scottish Play.
Assessment

Shared assessment tasks in Year 10 include:

- exercises which involve drafting in class. Under these conditions students have access to teacher mentoring and peer review as they craft their work;
- timed written responses under test conditions offering students opportunities to develop experience and strategies in this skill;
- an end of year written examination featuring an analytical essay on a text studied during the year and a series of Comprehension responses, based on an unseen text; and
- formal oral language presentations to an audience, focusing upon the development and delivery of persuasive arguments.

Note: The term shared tasks refers to major assessments undertaken by the entire cohort. Each student also has a folio folder which incorporates classwork and homework specific to her class or to her individual needs. It is her responsibility to keep this up to date. This is collected and assessed at the end of each term.

STAGE 1 ENGLISH IN 2016

STAGE 1 ENGLISH

Pre-Stage 2 English

This course is a pre-requisite for Stage 2: AEL English or Essential English. Those who may wish to undertake English Literary Studies in 2017 must choose Stage 1 pre-Literary Studies in 2016.

Course Length

One year (20 credits)

Learning Requirements

Students who complete this course successfully will:

- analyse relationships between purpose, context and audience and how these influence both texts and their meaning;
- analyse ways in which ideas and perspectives are represented in texts and interpreted by readers;
- analyse how language and stylistic features and conventions are used to convey ideas and perspectives in texts;
- create oral, written and multi-modal texts for specific audiences, contexts and purposes; and
- identify and analyse intertextual connections.

Course Outline

This course is suited to those who require a general English course. Students should be willing to read a number of extended texts and be relatively fluent, accurate writers.

Responding to Texts

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

Creating Text

Students create imaginative, interpretive and/or persuasive texts for different purposes, contexts in written, oral and or/multi-modal forms.

Intertextual Study

Students analyse connections between texts, develop a focus question and respond to it in a piece of extended prose.

Assessment

Students are required to submit up to 8 assessment tasks for the year, including at least 2 of each assessment type. At least 2 will be oral or multi-modal and at least 2 in written form. The three assessment criteria are Knowledge and Understanding, Analysis and Application (i.e. response design and literacy).

Assessment tasks in Stage 2 include:

- tasks for this subject involve drafting in class. Under these conditions students have access to teacher mentoring and peer review as they craft their work.
- Timed written responses under test conditions offering students opportunities to develop experience and strategies in this skill.
- Biannual written examinations featuring an analytical essay on a text studied during the year and a series of Comprehension responses, based on an unseen text.
- Formal oral language presentations to an audience.
<table>
<thead>
<tr>
<th>STAGE 1 ENGLISH IN 2016</th>
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<tbody>
<tr>
<td><strong>STAGE 1 ESSENTIAL ENGLISH</strong></td>
</tr>
<tr>
<td>This course is a pre-requisite for Stage 2: Essential English only. Those who may wish to undertake Stage 2 English in 2017 should choose Stage 1 English in 2016.</td>
</tr>
<tr>
<td><strong>Course Length</strong></td>
</tr>
<tr>
<td><strong>Learning Requirements</strong></td>
</tr>
<tr>
<td><em>Students who are successful in completing this course will:</em></td>
</tr>
<tr>
<td>• develop communication skills through writing, reading, listening and speaking;</td>
</tr>
<tr>
<td>• comprehend and interpret information, ideas and perspectives in texts selected from social, cultural, community, workplace and/or imagined contexts;</td>
</tr>
<tr>
<td>• examine and respond to how structure and language of text varies for different purposes, audiences and contexts;</td>
</tr>
<tr>
<td>• create oral, written and or multi-modal texts appropriate for purpose and audience in real and/or imagined contexts; and</td>
</tr>
<tr>
<td>• express ideas, information and perspectives using a range of textual conventions.</td>
</tr>
<tr>
<td><strong>Course Outline</strong></td>
</tr>
<tr>
<td>Stage 1 Essential English is suited to those who require a course which will enable them to improve upon their basic literacy skills. Contemporary, shorter texts and tasks are chosen to engage students who tend to struggle with reading and writing.</td>
</tr>
<tr>
<td><strong>Responding to Texts</strong></td>
</tr>
<tr>
<td>Students consider a variety of ways in which texts communicate information, ideas and perspectives. The reading of a wide range of texts enables them to comprehend and interpret information. They develop an understanding that language is used for different purposes, audiences and contexts as well as number of strategies for extracting, collecting and processing information.</td>
</tr>
<tr>
<td><strong>Creating texts</strong></td>
</tr>
<tr>
<td>In creating their own texts students develop skills in use of appropriate vocabulary, spelling, punctuation, and grammar to enable effective communication. They will create a range of texts in oral, digital and written form using appropriate language features, content and media for different purposes, audiences and contexts.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td>Students are required to submit up to 8 assessment tasks for the year, including at least 2 of each assessment type. At least 2 will be oral or multi-modal 2 in written form. The four assessment criteria are Communication, Comprehension, Analysis and Application (i.e. response design and literacy)</td>
</tr>
<tr>
<td><strong>Assessment tasks in Stage 1</strong></td>
</tr>
<tr>
<td>• tasks for this subject involve drafting in class. Under these conditions students have access to teacher mentoring and peer review as they craft their work; and</td>
</tr>
<tr>
<td>• formal oral language presentations/recordings.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>STAGE 1 ENGLISH LITERARY STUDIES</th>
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</thead>
<tbody>
<tr>
<td><strong>Pre-Stage 2 English</strong></td>
</tr>
<tr>
<td>This course is a pre-requisite for Stage 2: Literary Studies, English, AEL or Essential English. Those who may wish to undertake English Literary Studies in 2017 must choose Stage 1 pre-Literary Studies in 2016.</td>
</tr>
<tr>
<td><strong>Course Length</strong></td>
</tr>
<tr>
<td><strong>Learning Requirements</strong></td>
</tr>
<tr>
<td><em>Students who are successful in completing this course will:</em></td>
</tr>
<tr>
<td>• analyse relationships between purpose, context and audience and how these influence both texts and their meaning;</td>
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<tr>
<td>• analyse ways in which ideas and perspectives are represented in texts and interpreted by readers;</td>
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<tr>
<td>• analyse how language and stylistic features and conventions are used to convey ideas and perspectives in texts;</td>
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<tr>
<td>• create oral, written and multi-modal texts for specific audiences, contexts and purposes; and</td>
</tr>
<tr>
<td>• identify and analyse intertextual connections.</td>
</tr>
<tr>
<td><strong>Course Outline</strong></td>
</tr>
<tr>
<td>This course is suited to those who already read widely, at an adult level, who are fluent writers and who wish to be extended in these areas.</td>
</tr>
<tr>
<td><strong>Responding to Texts</strong></td>
</tr>
<tr>
<td>Students explore human experience and the world through reading and examining a range of challenging adult fiction and non-fictional texts, including Australian Texts and by making intertextual connections.</td>
</tr>
<tr>
<td><strong>Creating texts</strong></td>
</tr>
<tr>
<td>Students create imaginative, interpretive and persuasive texts for different purposes, contexts in written, oral and/or multi-modal forms.</td>
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<tr>
<td><strong>Intertextual Study</strong></td>
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<td>Students analyse connections between texts, develop a focus question and respond to it in a piece of extended prose.</td>
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<td><strong>Assessment</strong></td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>Assessment tasks in Stage 2 include:</strong></td>
</tr>
<tr>
<td>• tasks which involve drafting in class. Under these conditions students have access to teacher mentoring and peer review as they craft their work;</td>
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<tr>
<td>• timed written responses under test conditions, offering students opportunities to develop experience and strategies in this skill.</td>
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<tr>
<td>• biannual written examinations featuring an analytical essay based on a text studied during the year and a series of comprehension responses, based on an unseen text; and</td>
</tr>
<tr>
<td>• formal oral language presentations to an audience of peers.</td>
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</table>
## STAGE 1 ENGLISH AS AN ADDITIONAL LANGUAGE

### Course Length

1 year

All students who wish to enrol in this course must apply to the SACE board for eligibility.

A student is eligible to enrol in an ESL subject if she is a student for whom English is a second language or an additional language or a dialect, and who has had a total of:

- either no more than five years of full-time schooling where the medium of instruction was English
- or more than five years of full-time schooling where the medium of instruction was English, and whose knowledge of English is restricted or who is resident and studying in an overseas country.

### Learning Requirements

*Students who are successful in completing this course will:*

- exchange information, opinions and experiences through writing and speaking in a range of situations and context;
- comprehend and interpret information, ideas and presented in texts;
- analyse personal, social and cultural perspectives in texts;
- understand and analyse how language features are used to communicate for different purposes; and
- create oral, written and multimodal texts using a range of language skills appropriate to purpose, audience and context.

### Course Outline

Through studying a variety of oral, written and multimodal texts (i.e. newspaper articles, a scene from a play, a short story a podcast) students become aware of the features of each. They explore the relationship between these and their context, intended audience and purpose. Information, ideas and opinions are identified and interpreted.

Students have the opportunity to create oral and written texts for different purposes both real and imagined and to exchange information and opinions through writing and speaking in a variety of situations and contexts. They develop academic and research skills.

### Assessment

Students are required to submit up to 8 assessment tasks for the year, including at least 2 of each assessment type. At least two will be oral or multi-modal and at least 2 in written form. The three assessment criteria are Knowledge and Understanding, Analysis and Application (i.e. response design and literacy).

**Assessment tasks in Stage 2 include:**

- Tasks for this subject involve drafting in class. Under these conditions students have access to teacher mentoring and peer review as they craft their work; and
- Formal oral language presentations/recordings.

### Assessment Type 3: Language Study

Students complete two studies in which they identify and analyse aspects of language used in texts of their choice. Students lead discussions based on two texts they have selected.

Students are required to submit eight assessment tasks for the year.

**Assessment tasks in Stage 1**

- Students conduct an interview with one or more people about an issue or aspect of cultural life which is then presented in Report form.

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**Assessment Type 1: Responding to Texts.**

Students present 2 written and two oral responses to texts.

**Assessment Type 2: Interactive Study.**

Students conduct an interview with one or more people about an issue or aspect of cultural life which is then presented in Report form.
STAGE 2 ENGLISH

Course Length
One year (20 credits)

Learning Requirements
The learning requirements summarise the knowledge, skills and understanding that students are expected to develop and demonstrate learning in Stage 2 English.

Students who complete this course successfully will:
• analyse the relationship between purpose, context, and audience in a range of texts;
• evaluate how language and stylistic features and conventions are used to represent ideas, perspectives, and aspects of culture in texts;
• analyse how perspectives in their own and others’ texts shape responses and interpretations;
• create and evaluate oral, written, and multimodal texts in a range of modes and styles;
• analyse the similarities and differences between texts; and
• apply clear and accurate communication skills.

Course Outline
This course is suited to those who require a general English course. Students should be willing to read a number of extended texts and be relatively fluent, accurate writers.

Responding to Texts
In Stage 2 English students read and view a range of texts, including texts created by Australian authors. In comparing texts students analyse the relationships between language and stylistic features, text types, and contexts.

Recognising and analysing the language and stylistic features and conventions of text types in literary and everyday texts influences interpretation. Through close study of texts, students explore relationships between content and perspectives and the text and its context.

Creating Text
Students create a range of texts for a variety of purposes. By experimenting with innovative and imaginative language, stylistic features and text conventions, students develop their personal voice and perspectives. They demonstrate their ability to synthesise ideas and opinions and develop complex arguments.

Accurate spelling, punctuation, syntax, and use of conventions should be evident across the range of created texts. Students benefit from modelling their own writing on examples of good practice in the same text type. In creating texts students extend their skills in self-editing and drafting.

Assessment
Students will demonstrate their learning through the completion of eight written, multi-modal and oral assessment tasks including the external assessment component. There are three Assessment Criteria for this course: Knowledge and Understanding, Analysis and Application (literacy, coherence and relevance) All Stage 2 English subjects have a school assessment component and an external assessment component.

School Assessment 70%
Assessment Type 1: Responding to Texts (30%)
Assessment Type 2: Creating Texts (40%)

External Assessment (30%)
Assessment Type 3: Comparative Analysis (30%)

Students complete:
• three responses to texts;
• four created texts (one of which is a writer’s statement); and
• a comparative analysis.
STAGE 2 ESSENTIAL ENGLISH

Course Length

One year (20 credits)

Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 English.

In this subject, students are expected to:

• extend communication skills through reading, viewing, writing, listening, and speaking;

• consider and respond to information, ideas, and perspectives in texts selected from social, cultural, community, workplace, and/or imaginative contexts;

• examine the effect of language choices, conventions, and stylistic features in a range of texts for different audiences;

• analyse the role of language in supporting effective interaction; and

• create oral, written, and multimodal texts that communicate information, ideas, and perspectives for a range of purpose.

Course Outline

Responding to Texts

Students respond to a range of texts that instruct, engage, challenge, inform, and connect readers. They consider information, ideas, and perspectives represented in the chosen texts. The reading of these texts clarifies and extends students’ comprehension of the processes, issues, or concerns of individuals or communities.

In reflecting on, and possibly participating in, discussions and community debates, they have opportunities to develop understanding and appreciation of the diversity of cultures, including Indigenous cultures.

Creating Text

Students create procedural, imaginative, analytical, interpretive, or persuasive and/or texts appropriate to a context. They develop appropriate vocabulary and use accurate spelling punctuation and grammar. Students use strategies for planning, drafting, revising, editing, and proofreading, and, where necessary, appropriate referencing.

Language Study

The language study focuses on the use of language by people in a local, national, or international context. Students consider the functions of language in their chosen context, including the communication of information, ideas, and perspectives. They examine ways in which language is used to support social interaction and the formation and maintenance of personal and group identity.

Students reflect on the strategies and language used to communicate in a family, peer group, community, work-related, and/or online context.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Essential English:

School Assessment 70%

Assessment Type 1: Responding to Texts (30%)

Students produce three responses to texts. At least one of the responses must be produced in written form, and at least one response in oral or multimodal form.

Assessment Type 2: Creating Texts (40%)

Students create written, oral, and multimodal texts for procedural, imaginative, analytical, persuasive, and/or interpretive purposes.

• one text which advocates for an issue, cause or process; and

• two additional texts.

External Assessment (30%)

Assessment Type 3: Language Report 30%

For this assessment type, students complete an independent language report. The focus of study is an understanding of the use of spoken and/or written language by people in a chosen local, national, or international context.

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

• three assessments for responding to texts;

• three assessments for creating texts; and

• one language report.
STAGE 2 LITERARY STUDIES

Course Length
One year (20 credits)

Learning Requirements
The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 English Literary Studies.

Students who are successful in completing this course will:
• understand the interplay between author, text, and context;
• analyse how ideas, perspectives, and values are represented in texts and how they are received by audiences;
• analyse and compare texts, through the identification of the structural, conventional, and language and stylistic features used by authors;
• use evidence to develop critical reasoning and support sustained argument to justify critical interpretation of a text;
• develop analytical responses to texts by considering and challenging other interpretations;
• create oral, written, and/or multimodal texts that experiment with stylistic features by using and adapting literary conventions; and
• express ideas in a range of modes to create texts that engage the reader, viewer, or listener.

Course Outline
Stage 2 English Literary Studies is a 20-credit subject. The content includes:
• Responding to Texts; and
• Creating Texts.

Responding to Texts
• Shared Studies: Through their study of literary texts, students understand how readers are influenced to respond to their own and others’ cultural experiences. They make comparisons between texts in different literary forms and media and from different traditions.

Students observe ways in which Australian authors represent culture, place, and identity as well as ways in which perspectives in texts from other times and cultures may be read and interpreted by a contemporary Australian audience. There is a particular focus on how ideas, perspectives, values, attitudes, and emotions are conveyed in literary texts.

Students are supported to appreciate the aesthetic qualities of literary texts.

Students will study:
• one film text;
• one novel;
• one drama text;
• The works of three poets; and
• a range of short fiction and non-fiction texts.

• Comparative Text Study: Students will compose a focus question and write an extended response to one of the texts they have studied compared with a text of their choice.

Creating Texts Study
Students create texts that enable them to apply the knowledge, skills, and understanding developed through their study of literary texts in a range of forms.

The creating texts study consists of:
• Transforming texts: Students develop their understanding of genre by considering how texts may be transformed into other forms of the same text type or into text types different from the original.

2. Creating a written, oral, or multimodal text: Students create a written, oral, or multimodal text that demonstrates understanding and mastery of the features of the chosen text type.

Assessment
Students will demonstrate their learning through the completion of nine written, multi-modal and oral assessment tasks including the external assessment component. There are three Assessment Criteria for this course: Knowledge and Understanding, Analysis and Application (literacy, coherence and relevance to task requirements) All Stage 2 English subjects have a school assessment component and an external assessment component.

School Assessment 70%
Assessment Type 1: Responding to Texts (50%)
Assessment Type 2: Creating Texts (20%)
External Assessment (30%)
Assessment Type 3: Text Study (30%)
• comparative text study (15%); and
• critical reading (90 minute examination) (15%)
STAGE 2 ENGLISH AS AN ADDITIONAL LANGUAGE

Course Length 1 year

Learning Requirements

The learning requirements summarise the knowledge, skills and understanding that students are expected to develop and demonstrate in Stage 2 English.

*Students who are successful in completing this course will:*

- understand and analyse how language and stylistic features are used to achieve different purposes;
- comprehend and evaluate information, ideas, and opinions presented in texts;
- analyse and evaluate personal, social, and cultural perspectives in texts;
- respond to information, ideas, and opinions using sustained, persuasive, and effective communication; and
- create extended oral, written, and multimodal texts appropriate to different contexts, purposes, and audiences.

Course Outline

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

Through a study of oral, written, and multimodal texts, including informational and literary texts, students develop an understanding of text structures and language features.

Students develop confidence in creating texts for different purposes in both real and imagined contexts. Students broaden their understanding of sociocultural and sociolinguistic aspects of English, through their study of texts and language. They develop skills for research and academic study.

This subject focuses on the following skills and strategies.

**Communication skills and strategies**

Students understand and analyse how language and stylistic features are used to achieve different purposes.

**Comprehension skills and strategies**

Students comprehend and evaluate information, ideas, and opinions presented in texts.

**Language and text analysis skills and strategies**

Students analyse and evaluate personal, social, and cultural perspectives in texts.

Text creation skills and strategies. They respond to information, ideas, and opinions using sustained, persuasive, and effective communication. They create extended oral, written, and multimodal texts appropriate to different contexts, purposes, and audiences.

Assessment

Students will demonstrate their learning through the completion of eight written, multi-modal and oral assessment tasks including the external assessment component. There are four Assessment Criteria for this course: communication, comprehension, analysis and application.

*School Assessment 70%*

**Assessment Type 1: Academic Literacy Study (30%)**

**Assessment Type 2: Responses to Texts (40%)**

**External Assessment (30%)**

**Assessment Type 3: Examination (30%)**

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

- two tasks for the academic literacy study (one oral and one written);
- four tasks for the responses to texts (at least one oral and two written); and
- an examination.
### STAGE 2 ENGLISH COMMUNICATIONS

<table>
<thead>
<tr>
<th>Course Length</th>
<th>One year (20 credits)</th>
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<tbody>
<tr>
<td>Prerequisite</td>
<td>Stage 1 English Studies or English Communications</td>
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**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%)
<table>
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<tr>
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</tr>
<tr>
<td><strong>Prerequisite</strong></td>
<td>SACE Board eligibility criteria apply</td>
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**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.

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**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 contexts.

**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 use 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.

A study of one unit of Stage 1 Accounting is useful for any student wanting to gain financial literacy skills in a business context. It is highly recommended for students planning to study Stage 2 Accounting and complements the study of Stage 2 B & E.

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 AND ENTERPRISE

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.

STAGE 1 BUSINESS AND ENTERPRISE

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

Learning Requirements

In this subject, students are expected to:
- understand the nature, role and structure of business and enterprise;
- demonstrate knowledge of the functions, processes, and operations of business and enterprise;
- communicate in ways that are suitable for the business environment and appropriate to audience and purpose, including the use of information and communication technologies;
- apply relevant business ideas, practices, and concepts such as business planning, product development, financial management, and marketing;
- understand current trends and changes, opportunities, and issues that have an impact on business and enterprise; and
- understand the social, economic, environmental and ethical consequences of business and enterprise practices in different contexts.

Course Outline

Semester 1

Introduction to Business and Enterprise
- The Nature and Role of Business
- Key Business Functions
- Alternative Ways of Establishing a Business
- Forms of Ownership — Sole Trader, Partnership and Private Companies
- Sources of Finance
- Stakeholders
- Economic, Social, Ethical and Environmental Impact of Trends and Current Issues

Establishing a Business
- Key personal features in establishing a business
- Identifying business opportunities
- Identifying the target market
- Key considerations in setting up a business
- Critical issues in business success and failure

Business Planning
- The Role of the Business Plan
- The Business Planning Process
- Elements of a Business Plan
- Cash Flow Management
- Difference between profitability and cash flow management

Global Business
- Globalisation
- Global Business Strategies
- Managing a global business
- Economic, ethical and legal issues impacting business in a global environment

Business Management and Communication
- The Nature of Management
- Effective Communication/Interpersonal Skills
- Etiquette and Protocol in Electronic Communication

* Semester 1 students have the option of preparing a business plan to submit to the CPA Australia Plan Your Own Enterprise Competition as their Practical assessment component. (See www.cpaaustralia.com.au for further details.)
Semester 2
Entrepreneurship: The Enterprising Person
• The role of the entrepreneur
• Entrepreneurship and the enterprising employee
• Enterprise skills
• Rewards and challenges of entrepreneurship
• Key trends in entrepreneurship
• Link between entrepreneurship and economic activity

Marketing
• 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
• Digital Marketing
• Communication and Public Relations
• Social, Economic, Ethical, Environmental and Legal Issues

Technology and Business
• The role of innovation in business
• The role of innovation in the Australian and Global Economy
• Impact of technology on work practices – information systems, databases, cloud computing, robotics, artificial intelligence, 3D printing
• Social, Economic, Ethical, Environmental and Legal Issues

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%.
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.

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 are impacted by and impact other systems in a country. 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.
STAGE 1 ECONOMICS

Course Length  One semester
Prerequisite  None

This subject is highly recommended for students wishing to study Stage 2 Economics and/or Stage 2 Business & Enterprise.

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 2 ECONOMICS

Course Length  One year (20 credits)
Prerequisite  Stage 1 Economics is recommended.

Learning Requirements

In this subject, students are required to:

• know, understand, communicate, and apply economic concepts, principles, models, and skills;
• explain the role of economic systems in dealing with the economic problem of scarcity;
• evaluate the effects of interdependence on individuals, business, and governments locally, nationally, and globally;
• evaluate and explain the way in which economic decisions involve costs and benefits;
• critically analyse and evaluate economic issues and events (past and current), using economic models and the skills of economic inquiry; and
• critically analyse and evaluate the impact of economic change locally, nationally, and globally.

Course Outline

Skills in Economics will be developed in the following five key areas of study:

Key Area 1: The Economic Problem

Students investigate the economic problem, wants, resources, choice, and opportunity cost. They will use the production possibility frontier model to illustrate choice, opportunity cost, and efficiency of resource use.

Students investigate the traditional, planned, and market economic systems to understand and evaluate how these systems deal with the questions of What? How? and For Whom?

Students will develop an awareness that economic systems change over time and are always in transition. The convergence of planned and market economies will be evaluated. Case studies from the emerging economies will be examined – Brazil, Russia, India and China.

Key Area 2: Microeconomics

The Price Mechanism

Students will study the demand-supply model to illustrate how price is determined in a market economy by the interaction of consumer behaviour, demand, seller behaviour, and supply. Students will also examine the concept of elasticity to predict the effect of price change on quantity traded.

Markets in Practice

Market structures affect economic outcomes for producers and consumers. Students assess the features of the following market structures: perfect competition, monopolistic competition, oligopoly, and monopoly using criteria that include price, choice, quality, efficiency, profitability, and the use of new technology. They will evaluate the measures to redress the effects of market failure on consumers and producers.

Key Area 3: Macroeconomics

Governments identify macroeconomic objectives, which describe desired macroeconomic outcomes related to employment levels, price stability, economic growth, and external balance. Students investigate these macroeconomic objectives and evaluate the effects of their attainment on the economy. Students apply the aggregate demand – aggregate supply model and the circular-flow model to predict the outcome of demand and supply management policies.
Students examine the problems that government may experience when implementing economic policy, including:

- the conflict between macroeconomic objectives;
- the limitations of available measurement;
- the implementation and impact lags of policy;
- the need to decide on the correct policy mix and the effect of this on the economy;
- institutional and political factors; and
- external influences.

**Key Area 4: Globalisation**

Students investigate and evaluate:

- the arguments for and against involvement in free trade and the effects of free trade on the internal economy including participation in international trade agreements;
- the effects of protection on the internal economy; and
- possible impacts of the operation of transnational corporations and the growth of capital mobility including impacts of the operation of global institutions such as The World Bank.

**Key Area 5: Poverty and Inequality**

Students investigate and evaluate:

- the concept of ecologically sustainable development and the implications for global poverty and human progress of adopting ecologically sustainable development principles;
- economic and social indicators of global poverty;
- the causes of inequality and poverty; and
- ways and means of promoting economic and human development through the factors of production.

**Assessment**

**School Assessment (70%)**

**Assessment Type 1: Skills and Applications Tasks (30%)**

Students will undertake at least two Skills and Applications Tasks in the form of tests that include short-answer questions, multiple-choice questions, and responses to stimuli.

**Assessment Type 2: Folio (40%)**

Students undertake at least two directed assessments for the folio. One folio assessment must focus on Key Area 5: Poverty and Inequality.

Directed assessments may include media analysis, structured investigations, oral presentations, issues studies and case studies, assignments, essays, and reports.

**External Assessment (30%)**

**Assessment Type 3: Examination (30%)**

Students undertake one 2-hour examination, which is divided into two parts.

Part A consists of multiple-choice questions, short-answer questions, responses to stimuli, and extended-response questions. It draws on all parts of Key Areas 1–4.

Part B requires students to write an essay from a range of questions drawn from all parts of the following Key Areas 3 and 4.

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

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**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.
<table>
<thead>
<tr>
<th><strong>STAGE 1 LEGAL STUDIES</strong></th>
<th><strong>STAGE 2 LEGAL STUDIES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Length</strong></td>
<td>One or two semesters (10 or 20 credits)</td>
</tr>
<tr>
<td><strong>Prerequisite</strong></td>
<td>None</td>
</tr>
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<table>
<thead>
<tr>
<th><strong>Learning Requirements</strong></th>
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<tbody>
<tr>
<td>Students are expected to:</td>
<td>In this subject, students are expected to:</td>
</tr>
<tr>
<td>• display knowledge and understanding of the legal rights and responsibilities of individuals and groups in Australian society;</td>
<td>• display knowledge and understanding of the influences that have shaped the Australian legal system;</td>
</tr>
<tr>
<td>• know and understand the values inherent in the Australian legal system;</td>
<td>• know and understand legal principles, processes and structures;</td>
</tr>
<tr>
<td>• show knowledge and understanding of different sources of law in the Australian legal system;</td>
<td>• recognise how the Australian legal system responds to cultural diversity;</td>
</tr>
<tr>
<td>• recognise how the legal system responds to cultural diversity;</td>
<td>• demonstrate civic literacy through active inquiry into the legal system;</td>
</tr>
<tr>
<td>• evaluate the nature and operation of aspects of the legal system in Australia;</td>
<td>• evaluate how the changing global community influences the Australian legal system;</td>
</tr>
<tr>
<td>• develop inquiry skills through accessing and using aspects of the legal system; and</td>
<td>• evaluate the ways in which legal issues shape and are shaped by society now and how they may do so in the future; and</td>
</tr>
<tr>
<td>• communicate informed observations and opinions on contemporary legal issues and debates using legal terminology.</td>
<td>• communicate informed observations and opinions on contemporary legal issues and debates, using legal terminology and appropriate acknowledgment of sources.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Course Outline</strong></th>
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<tbody>
<tr>
<td>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.</td>
<td><strong>Semester 1</strong></td>
</tr>
<tr>
<td>Law and Society People, Structures and Processes Law-making</td>
<td><strong>Semester 2</strong></td>
</tr>
<tr>
<td>Law and Society Justice and Society Relationships and the Law</td>
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<table>
<thead>
<tr>
<th><strong>Assessment</strong></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Assessment Type 1: Folio</td>
<td>School-based assessment 70%</td>
</tr>
<tr>
<td>Assessment Type 2: Issues Study</td>
<td>Assessment Type 1: Folio (50%)</td>
</tr>
<tr>
<td>Assessment Type 3: Presentation</td>
<td>Assessment Type 2: Inquiry (20%)</td>
</tr>
</tbody>
</table>

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

In Design and Technology – Fashion, students design and create items that meet a design brief, and develop the knowledge and skills associated with using different processes and production techniques. They combine their designing and creating skills with knowledge and understanding of materials and equipment to make high-quality products. They analyse the impact of fashion systems in individuals, society and the environment.
### STAGE 1 DESIGN & TECHNOLOGY – FASHION

<table>
<thead>
<tr>
<th><strong>Course Length</strong></th>
<th>One semester (10 credits)</th>
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</thead>
<tbody>
<tr>
<td><strong>Prerequisite</strong></td>
<td>Previous Home Economics experience is preferable but not essential.</td>
</tr>
</tbody>
</table>

**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 a product and outcome with reference to a 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><strong>Course Length</strong></th>
<th>One or two semesters (10 or 20 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite</strong></td>
<td>Previous Home Economics experience is preferable but not essential.</td>
</tr>
</tbody>
</table>

**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. 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

<table>
<thead>
<tr>
<th>Course Length</th>
<th>One year (20 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite</td>
<td>At least one unit of Food and Hospitality at Stage 1 is preferable but not essential.</td>
</tr>
</tbody>
</table>

### 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 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.
GEOGRAPHY

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

HUMANITIES (GEOGRAPHY, HISTORY, MODERN HISTORY, SOCIETY & CULTURE)
STAGE 1 GEOGRAPHY

Course Length One semester

Learning Outcomes

In successfully completing this course, each student should:

• identify the economic, social, natural and / or built characteristics of the place in which they live and other places with which they are linked;

• investigate spatial patterns and processes that operate in physical and human environments; and

• explore the interactions and interdependence of people and environments at local, national and international levels.

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 semester
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 Weimar 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 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.
STAGE 1 INTEGRATED STUDIES

Course Length: One semesters (10 credits)
Prerequisite: Nil

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 knowledge, concepts, and skills to achieve a purpose;
- identify and investigate information, ideas, and skills from different perspectives, using a variety of sources;
- work collaboratively with others;
- demonstrate self-awareness in reflecting on learning;
- communicate ideas and informed opinions; and
- develop and understand connections between the program focus and aspects of the capability in a chosen key area of study.

Course Outline
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 communication and independent lifelong learning skills. The study of Integrated Learning encourages students to build their confidence and self-esteem. Where possible, students actively participate in the community to develop understanding and skills in citizenship, and an understanding of ways to develop specific work skills and competencies. Communities may vary from school communities to a local community, or civic groups, work sites, or global online communities.

Integrated Learning is designed to facilitate collaborative learning. Through collaboration and teamwork, students learn to plan and organise activities and to develop their understanding of, and empathy for, others. This collaboration supports goals such as active learning, conflict resolution, and the discovery of new ideas.

Assessment
The following assessment types enable students to demonstrate their learning in Stage 1 Integrated Learning:
- Assessment Type 1: Practical
- Assessment Type 2: Group Activity
- Assessment Type 3: Folio and Discussion.

STAGE 2 INTEGRATED STUDIES

Course Length: One year (20 credits)
Prerequisite: Nil

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 knowledge, concepts, and skills to achieve a purpose;
- identify and investigate information, ideas, and skills from different perspectives, using a variety of sources;
- work collaboratively with others;
- demonstrate self-awareness in reflecting on learning;
- communicate ideas and informed opinions; and
- develop and understand connections between the program focus and aspects of the capability in a chosen key area of study.

Course Outline
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 communication and independent lifelong learning skills. The study of Integrated Learning encourages students to build their confidence and self-esteem. Where possible, students actively participate in the community to develop understanding and skills in citizenship, and an understanding of ways to develop specific work skills and competencies. Communities may vary from school communities to a local community, or civic groups, work sites, or global online communities.

Integrated Learning is designed to facilitate collaborative learning. Through collaboration and teamwork, students learn to plan and organise activities and to develop their understanding of, and empathy for, others. This collaboration supports goals such as active learning, conflict resolution, and the discovery of new ideas.

Assessment
School Assessment
- Assessment Type 1: Practical (30%)
- Assessment Type 2: Group Activity (20%)
- Assessment Type 3: Folio and Discussion (20%)

External Assessment
- Assessment Type 4: Project (30%)
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.
LANGUAGES

Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples and broadens students’ horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages also contributes to strengthening the community’s social, economic and international development capabilities. Language capabilities represent linguistic and cultural resources through which the community can engage socially, culturally and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

Through learning languages, students acquire:

- communication skills in the language being learnt
- an intercultural capability, and an understanding of the role of language and culture in communication
- a capability for reflection on language use and language learning.

YEAR 10 CHINESE
(First and Second Language Learner)

Course Length One year
Prerequisite Year 9 Chinese

Learning Requirements

In successfully completing this course, each student:

- observes how texts are created for different purposes and audiences;
- responds to narratives, identifying language features;
- uses prepositions of time and place, and prepositions to show relationships;
- makes comparisons and describes places in terms of scenery;
- exchanges information, ideas and opinions and enquire into the experiences and opinions of others;
- summarises and collates information from different sources and perspectives to compare how ideas and concepts are expressed and organised in Chinese texts and contexts;
- discerns differences in patterns of sound and tone in extended speech for different contexts and audiences;
- applies knowledge of character components and morphemes to assist their understanding of new characters and words encountered;
- is aware of particular issues relating to translating between Chinese and English and recognises that certain concepts cannot be translated readily from Chinese to English and vice versa; and
- is aware that language use varies according to context, purpose and mode.

Course Outline

Resources: Nihao Textbook 3 and Workbook 3, teacher made booklets/worksheets and online resources (eg. Language Perfect).

Language topics covered include:

- Community life (neighbourhood, personal events, birthday party, relationship)
- Adventure and journeys (travel, countries, cities, accommodation, public, services, transports, buying tickets, budget, currency, occupation, people and place)
- Local lifestyle (eating out, menu, shopping, favourites/hobbies)
- Posters or signs in Chinese (attitude and opinions, appreciation or gratitude, traditions, apologies, privacy and space)
- Future plans

Cultural aspects covered are:

- the Chinese speaking community
- appreciation and privacy
- youth future
- local life

Activities include

- Blogging and online forum
- Chat online with pen pal
- Chinese Space
- cooking
- creating information kit, supported by visuals
- creating videos/movie clips
- cultural workshops
- Drama/short play/performance
• excursions
• face to face interview
• food tasting
• making poster/signs
• Poem/song writing and performance
• shopping mall

**Assessment**

- Audiovisual texts comprehension
- Chinese writing: Reflective writing, Report writing
- create short performances about celebrating events
- creating short plays describing the experiences of imagined characters in different cultures
- develop an imaginative promotional video to post on a website to sell an innovative product or service
- face to face interviewing on lifestyle in China and Australia
- Information kit, supported by visuals, about their local city or region
- Make a poster/signs to remind people of school expectations
- Making video clips of local life
- Oral presentation and interaction
- Reading/Listening and interacting/responding
- Shopping mall
- Text analysis
- Text production
- Translating

---

**STAGE 1 CHINESE (CONTINUERS LEVEL)**

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

**Prerequisite**
Year 10 Chinese

**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 to:

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

These learning requirements form the basis of the:

- learning scope;
- evidence of learning that students provide;
- assessment design criteria; and
- levels of achievement described in the performance standards.

**Course Outline**

Resources: teacher made booklets and texts, audios from public information

Themes covered include:

The Stage 1 course is organised around three prescribed themes: the individual, the Chinese-speaking communities and the changing world.

- The Individual personal world, sense of self, aspirations, personal values, opinions, ideas, and relationships with others, topics from the perspectives of other people);
- The Chinese speaking communities (topics from the perspectives of diverse individuals and groups within those communities or the communities as a whole, reflect on one's own attitudes, beliefs, and values, understanding of how culture and identity are expressed through language); and
- The Changing World (change as it affects the world of work and other topics; engage in one's study of Chinese).

**Assessment**

Assessment in Stage 1 Chinese 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 (one response in Chinese and one reflective response in English)
STAGE 1 CHINESE (BACKGROUND SPEAKERS)

Course Length  One year (20 credits)
Prerequisite  Year 10 Background Chinese or equivalent learning experience

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 to:

- interact with others to exchange and explain information, opinions, and ideas in Chinese;
- create texts in Chinese to express ideas, opinions, and perspectives on contemporary issues;
- analyse, evaluate, and respond to texts that are in Chinese; and
- examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

These learning requirements form the basis of the:

- learning scope;
- evidence of learning that students provide;
- assessment design criteria; and
- levels of achievement described in the performance standards.

Course Outline
Resources: My Mother Tongue and texts, audios from public information

Themes covered include:

- China and the World
- Modernisation and Social Change
- The Overseas Chinese-speaking Communities
- Language in Use in Contemporary China.

The themes have a number of prescribed contemporary issues. The placement of issues under one or more of the themes is intended to provide a particular perspective or perspectives on each of the issues.

Assessment
Assessment in Stage 1 Chinese 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

STAGE 2 CHINESE (BACKGROUND SPEAKERS)

Course Length  One year (20 credits)
Prerequisite  Stage 1 Background Chinese or equivalent learning experience

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 to:

- interact with others to exchange and explain information, opinions, and ideas in Chinese;
- create texts in Chinese to express ideas, opinions, and perspectives on contemporary issues;
- analyse, evaluate, and respond to texts that are in Chinese; and
- examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

These learning requirements form the basis of the:

- learning scope;
- evidence of learning that students provide;
- assessment design criteria; and
- levels of achievement described in the performance standards.

Course Outline
Resources: My Mother Tongue and texts, audios from public information

Themes covered include:

- China and the World
- Modernisation and Social Change
- The Overseas Chinese-speaking Communities
- Language in Use in Contemporary China.

There are four prescribed themes:

- China and the World
- Modernisation and Social Change
- The Overseas Chinese-speaking Communities
- Language in Use in Contemporary China.

The themes have a number of prescribed contemporary issues. The placement of issues under one or more of the themes is intended to provide a particular perspective or perspectives on each of the issues.

Assessment
The following assessment types enable students to demonstrate their learning in Stage 2 locally assessed languages at background speakers level:

School Assessment (70%)
- Assessment Type 1: Folio (50%)
  - Interaction
  - Text Production
  - Text Analysis.
- Assessment Type 2: In-depth Study (20%)
  - an oral presentation in [Language] (5 to 7 minutes);
  - a written response to the topic in Chinese (maximum of 1000 characters/800 words); and
  - a reflective response in English (maximum of 600 words, or 5 to 7 minutes).

External Assessment (30%)
- Assessment Type 3: Examination (30%)
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:*

- uses written and spoken French to socialise with peers, teachers and other French speakers in local contexts and online environments;
- communicates about personal interests and some broader social and cultural issues;
- participates in collaborative projects that make connections between French language and culture and other curriculum areas;
- builds on fluency and accuracy in pronunciation, pitch and stress;
- uses expressive and descriptive vocabulary to talk about feelings and experiences;
- creates imaginative and performative texts for a range of purposes, such as entertaining or persuading;
- uses French to narrate and describe, matching modes of presentation to context and intended audience;
- creates bilingual texts and interpret observed interactions in terms of cultural practices;
- translates and interprets texts considering the role of culture when transferring meaning from one language to another;
- uses metalanguage for talking about language;
- reflects on own and others’ cultural identities, and how they both shape and are shaped by ways of communicating and thinking; and
- understands the systems of language, language variation and change and the dynamic nature between the language, culture and communication.

**Course Outline**

Topics: health and fitness, getting help, special occasions, media, travels and jobs and career plans

Activities include:

- Online quizzes;
- Translations;
- Participation in social stream discussions, chats and forum to convince, debate, substantiate and justify;
- Role-plays, interactions, presentations;
- Negotiating and organizing imaginary events (birthday party, trip to France);
- Making videos explaining grammar concepts to different year cohort of French students;
- Creating TV commercials;
- Analysing texts;
- Deducting and justifying grammar activities;
- Synthesising; and
- Designing online texts (TV commercials).

**Assessment**

Reading text analysis
Listening text analysis
Text productions
Interactions, oral presentations performed in class
Grammar tests
Examination at the end of the year.
### STAGE 1 FRENCH

<table>
<thead>
<tr>
<th>Course Length</th>
<th>One year (20 credits)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite</td>
<td>Year 10 French</td>
</tr>
</tbody>
</table>

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: sport and leisure, youth issues, family relationships, French regions and their cuisine, the future world, the environment, French school system and the workplace.

#### 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

<table>
<thead>
<tr>
<th>Course Length</th>
<th>One year (20 credits)</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite</td>
<td>Two units of Stage 1 French</td>
</tr>
</tbody>
</table>

#### 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, French Literature (*Le Petit Prince*), 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.

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 subtopics. 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.

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%).

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JAPANESE

The study of Japanese at Years 11 and 12 builds on the language which has been acquired in previous years and becomes progressively more complex. The course aims 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.
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: *itmo 3/4 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 subtopics. 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

STAGE 2 JAPANESE

Course Length  One year (20 credits)
Prerequisite  Stage 1 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 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
- Examine relationships between language, culture and identity and reflect on the ways in which culture influences communication.

Course Outline
Stage 2 Japanese builds on the prescribed themes of The Individual; the Japanese Speaking Community; and The Changing World studied during Stage 1.

Within the themes there are a number of topics and suggested subtopics. The themes have been selected to enable students to extend their understanding of the interdependence of language, culture and the individual.

The topics include: leisure; traditions and culture; visiting Japan; future plans and work; and current issues.

Assessment
*School based assessment – 70%*
- Folio – 5 summative tasks (a mix of interaction, text production and text analysis) 50%
- Study (IDS) – presentation in Japanese, written responses in English and Japanese 20%

*External assessment – 30%*
- Written Exam – reading and responding, listening and responding, writing.
- Oral Exam – conversation and Indepth Study (IDS) discussion.
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 2 SPANISH (BEGINNERS)

Course Length One year (20 credits)
Prerequisite Stage 1 Spanish Beginners

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 2 are Education and Work, Future Plans and Aspirations, People of Interest, Recreation and Pass Times, People and Their Communities, Travel and Tourism.

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;

• two 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.
The diagram below represents the different mathematics pathways that students can undertake from Year 10 through Stage 2, as described in detail in the following pages.

This diagram does not apply to students undertaking Stage 2 in 2016 – those Stage 2 Mathematics subjects are described starting on page 63.
## YEAR 10 MATHEMATICS

<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</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)

### 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 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.*

<table>
<thead>
<tr>
<th>Course length</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite</td>
<td>Concurrent enrolment in Year 10 Mathematics</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** (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>
</tr>
</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
<table>
<thead>
<tr>
<th>STAGE 1 ESSENTIAL MATHEMATICS</th>
<th>STAGE 1 GENERAL MATHEMATICS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course length</strong></td>
<td>One semester only. Students who enrol in Essential Mathematics will not take Maths in Semester 2 or Year 12.</td>
</tr>
<tr>
<td><strong>Prerequisite</strong></td>
<td>Year 10 Mathematics or Year 10 Mathematical Applications. 10A Mathematics is not a prerequisite for this course.</td>
</tr>
<tr>
<td><strong>Rationale</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Course Outline</strong></td>
<td>Topics covered at Stage 1 include:</td>
</tr>
<tr>
<td></td>
<td>• Earning and spending</td>
</tr>
<tr>
<td></td>
<td>• Data in context</td>
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<tr>
<td></td>
<td>• Investing</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>• Skills and Applications Tasks (tests)</td>
</tr>
<tr>
<td></td>
<td>• Folio (investigation/report)</td>
</tr>
<tr>
<td><strong>Progression to Stage 2 Mathematics</strong></td>
<td>Students who undertake Essential Mathematics at Stage 1 will not take Maths in Semester 2 or Year 12.</td>
</tr>
<tr>
<td></td>
<td>Students who wish to take Stage 2 Mathematics must enrol in General Mathematics at Stage 1.</td>
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</table>
STAGE 1 MATHEMATICS 1, 2 AND 3, LEADING TO STAGE 2 MATHEMATICAL METHODS

Course length: Three semesters, continuing with Mathematical Methods at Stage 2.

Prerequisite: Year 10A Mathematics

Rationale
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.

Course Outline
Topics covered at Stage 1 include:
- Functions and graphs
- Polynomials
- Trigonometry
- Counting and statistics
- Growth and decay
- Introduction to calculus
- Arithmetic and geometric sequences and series
- Matrices

Assessment
- Skills and Applications Tasks (tests)
- Folio (investigation/report)

Progression to Stage 2 Mathematics
Students who undertake Mathematics 1-3 at Stage 1 will usually progress to Mathematical Methods at Stage 2, although they may choose to change to General Mathematics at Stage 2. They may optionally take Mathematics 4 at Stage 1 and Specialist Maths at Stage 2 in addition to Mathematical Methods, provided that they have taken Mathematics 4 at Stage 1.

STAGE 1 MATHEMATICS 4, LEADING TO STAGE 2 SPECIALIST MATHEMATICS

Course length: One semester, continuing with Specialist Mathematics at Stage 2.

Prerequisite: Year 10A Mathematics, and concurrent enrolment in Stage 1 Mathematics 1-3.

Rationale
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.

Course Outline
Topics covered at Stage 1 include:
- Geometry
- Further Trigonometry
- Vectors in the plane
- Real and complex numbers

Assessment
- Skills and Applications Tasks (tests)
- Folio (investigation/report)

Progression to Stage 2 Mathematics
Students who undertake Mathematics 1-4 will usually progress to both Mathematical Methods and Specialist Mathematics at Stage 2, although they may choose to take Mathematical Methods at Stage 2.
STAGE 2 MATHEMATICS IN 2017

STAGE 2 GENERAL MATHEMATICS

Course length Two semesters.
Prerequisite One full year of Stage 1 Mathematics, comprising any combination of Stage 1 General Mathematics and Stage 1 Mathematics 1 and 2.

Rationale

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.

Course Outline

Topics covered at Stage 2 include:
- Modelling with linear relationships
- Modelling with matrices
- Statistical models*
- Financial models*
- Discrete models*

Assessment

- Skills and applications tasks (5 tests) (40%)
- Folio (two 12-page investigation reports) (30%)
- Two-hour external examination (only on topics with * above) (30%)

STAGE 2 MATHEMATICAL METHODS

Course length Two semesters
Prerequisite Stage 1 Mathematics 1, 2 and 3

Rationale

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.

Course Outline

Topics covered at Stage 2 include:
- Further differentiation and applications
- Discrete random variables
- Integral calculus
- Logarithmic functions
- Continuous random variables and the normal distribution
- Sampling and confidence intervals

Assessment

- Skills and applications tasks (6 tests) (50%)
- Folio (one 15-page investigation report) (20%)
- Three-hour external examination (30%)
Course length  Two semesters.
Prerequisite  Stage 1 Mathematics 1, 2, 3 and 4.

Rationale
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.

Course Outline
Topics covered at Stage 2 include:
- Mathematical induction
- Complex numbers
- Functions and sketching graphs
- Vectors in three dimensions
- Integration techniques and applications
- Rates of change and differential equations

Assessment
- Skills and applications tasks (6 tests) (50%)
- Folio (one 15-page investigation report) (20%)
- Three-hour external examination (30%)
The current Stage 2 Maths subjects, described below, will be offered for the last time in 2016. As of 2017, the Stage 2 Maths subjects will be a continuation of the Stage 1 subjects described earlier in this Curriculum Guide. The SACE Board has previously provided the following guidance regarding each subject.

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 Mathematical Applications.

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

Students who want to enter areas such as architecture, economics, finance, and many sciences should choose 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 Specialist Mathematics.

STAGE 2 MATHEMATICS IN 2016

STAGE 2 MATHEMATICAL APPLICATIONS

Course length One year (20 credits)
Prerequisite Satisfactory completion of two semesters of Stage 1 Mathematics or Mathematical Applications

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

Course length  One year (20 credits)
Prerequisite  Satisfactory completion of Stage 1 Mathematics 1 and 2

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

Course length  One year (20 credits)
Prerequisite  Satisfactory completion of Stage 1 Mathematics 1 and 2

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 MATHEMATICS IN 2016

STAGE 2 SPECIALIST MATHEMATICS

Course length: One year (20 credits)
Prerequisite: Satisfactory completion of Stage 1 Mathematics 1, 2 and 4, and concurrent enrolment in Stage 2 Mathematical Studies

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%
DANCE

Dance offers students the opportunity to explore and develop a range of physical, creative and theoretical skills. Approaches include the study and practice of various dance genres, techniques, performances in group productions, and creative choreography.

A deep exploration of dance theory encourages students to consider their dance heritage through centuries of development as well as the contribution and creativity of some of the most outstanding contemporary choreographers and dancers.

Opportunities to attend and critically analyse live theatre performances and participate in dance and choreographic workshops will influence and inform a deeper understanding of the way dance integrates the creative, physical and intellectual aspects of the art.

STAGE 1 DANCE

Course Length One or two semesters (10 or 20 credits)
Prerequisite None (Curriculum outline but dance experience is preferred)

Learning Requirements
In this subject, students are expected to:

- demonstrate knowledge and understanding in the application of dance technique in the context of safe dance practice
- improvise and experiment with dance composition through communicating to an audience
- respond to, and critically analyse, dance, using dance vocabulary and terminology
- demonstrate performance or production skills
- understand the use of various forms of technology in dance creation and production
- reflect on the various relationships that interconnect in the process of staging dance
- appreciate the contribution that dance makes to the life of a community or cultural group.

Course Outline
Students will focus on the four main study areas of Technique, Composition, Performance and Response.

The course will be divided into the assessment tasks of Performance (30%), Response (25%) Composition (20%) and Technique (25%).

The practical components will consist of a public performance, a technique examination and 2 short choreographic projects. The theoretical section will include essays, research and reflections concerning dance composition (choreography).

Semester 1
Technique is an ongoing development and will be an integral part of Performance and choreography. Different genres will be experienced and developed to allow students to discover their technical strengths and skills. Work towards a public performance in term 3 will be an important part of semester 1 study and, in preparation, a smaller showcase performance will be given at the end of term 2. Choreographic theory and practical exercises will be explored.

Theory will consist of exploring dance in history and its relevance to social and political developments in the 19th Century.

Semester 2
A public performance will be examined in term 3 and choreographic projects will be created for showing in term 4 accompanied by a folio of development of the process of the creative process.

Theoretical studies will include the comparison on a 19th century ballet reworked in the modern contexts of the 20th and 21st centuries by current choreographers.

Assessment
Assessment Type 1: Technique
Assessment Type 2: Composition
Assessment Type 3: Performance
Assessment Type 4: Response.

Assessment criteria includes:
Practical Application
Knowledge and understanding
Analysis and response
Presentation and communication
STAGE 2 DANCE

Course Length  Two semesters (20 credits)
Prerequisite  It will be assumed that students have previously studied at least one unit of Dance 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 or through work with a private provider.

Learning Requirements

In this subject, students are expected to:
• demonstrate knowledge and application of dance technique in the context of safe dance practice
• explore, select, refine, and evaluate ideas and processes in the creation of a dance work and in the study of technique
• demonstrate the ability to choreograph dance work, communicating intent to the audience
• research, analyse, interpret, and give informed opinions about historical and contemporary dance works, practice, and issues
• demonstrate performance or production skills both collaboratively and independently
• understand the use of various forms of technology relevant to the study of dance as an art form
• research, analyse, and understand dance from artistic, aesthetic, and cultural perspectives, communicating in different forms, and using appropriate dance terminology.

Course Outline

There are three areas of study. The externally examined Performance (with an alternative in the form of a presentation of an off-stage role).

Written responses (20%) allows students the opportunity to examine historical and recent development of dance in relation to social, political and cultural contexts.

Skills development (50%) consists of three sections including choreography where students are required to create an original choreographic work (or works) of up to 4 minutes of duration. Technique is also an important ongoing development throughout the year. Filmed evidence of both choreography and technique will moderated. A folio documenting either choreographic learning experience or technical development completes this section of study.

The externally examined section of the course is a public performance (30%) where students show performance pieces in various dance genres. Technique, performance skills and musicality will be developed to allow students to show their strengths in preferred genres and styles for examination.

Assessment

School Assessment (70%)
Assessment Type 1: Skills Development (50%)
Assessment Type 2: Written Response (20%)

External Assessment (30%)
Assessment Type 3: Performance (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

Course Length One or two semesters
Prerequisite No formal prerequisite

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;
• demonstrates effective research and analytical writing 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 Zhang Yimou and Baz Luhrmann, as well as selected Aboriginal playwrights. Essay and report writing, and performances of selected texts will enable students to generate characters from page to stage and to explore the technical aspects of production. Workshop participation will allow the students to experiment with different modes of staging and styles of acting and direction.

Assessment
Performances – 30%
Workshop participation – 30%
Analytical essay – 20%
Process log and performance report – 20%
### STAGE 1 DRAMA

<table>
<thead>
<tr>
<th>Course Length</th>
<th>One or two semesters (10 or 20 credits)</th>
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<tbody>
<tr>
<td>Prerequisite</td>
<td>Year 10 Drama is recommended</td>
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</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;
- express well constructed opinion in reviewing live performance;
- 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. The works of Bertolt Brecht will be researched and performed.
- 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

<table>
<thead>
<tr>
<th>Course Length</th>
<th>One year (20 credits)</th>
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<tbody>
<tr>
<td>Prerequisite</td>
<td>Stage 1 Drama is preferable.</td>
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</table>

**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.

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.

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 contexts 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.

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;
- 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.

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**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**

**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:*
- 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.

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**STAGE 2 MUSIC — PERFORMANCE SPECIAL STUDY**

**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:*
- 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.

**PLP**

<table>
<thead>
<tr>
<th>Course Length</th>
<th>One year (10 credits)</th>
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<tbody>
<tr>
<td>Prerequisite</td>
<td>None</td>
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</table>

**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.

PERSONAL LEARNING PLAN (PLP)
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, fitness, football codes, Gaelic football, golf, lacrosse, self-defence, softball, speedball, volleyball and 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 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.
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.

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
- Volleyball
- Water Polo (Years 8 – 12)
- Netball
- Soccer
- Softball
- Swimming
- Tennis
- Triathlon (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 the College.

**Rowing**

Rowing is a co-curricular activity that requires a large commitment by both students and parents. Pre season training begins in third term for interested Year 7 – 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.

YEAR 10 RELIGION STUDIES

Course Length One year
Prerequisite None. Religion Studies is a compulsory subject at Seymour College (to Year 10).

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

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.
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%)

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 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) and SACE 1 Chemistry Essentials workbook supplemented by printed notes.

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
• Atomic Theory and Periodic Table
• Structure and Bonding
• Chemical Reactions

Semester 2 Topics
• Acids, Bases and Quantitative Analysis
• Electrochemistry
• Organic 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%)
Three to four tasks addressing a range of content across all the Learning Requirements and Assessment Design Criteria. Tasks may include tests and assignments and will provide a range of question types.

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
• Elemental and Environmental Chemistry
• Analytical Techniques
• 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 tasks 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 and formats.

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.

**STAGE 1 NUTRITION**

Course Length: One semester (10 credits)

Prerequisite: Year 10 Science

**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 semester based, 10 credit subject. Students undertake the study of two to three topics from the list below.

**Topics**

- Macronutrients and micronutrients
- Fresh versus processed foods
- Australian dietary guidelines and nutrition in the life cycle
- The psychology of food marketing
- Indigenous Australians: food changes from the traditional to the contemporary
- Food contamination
- Safe food handling
- Organic food versus genetically modified food
- Sustainable food futures
- Water

**Assessment**

Students will provide evidence of their learning through four or five assessments with a weighting of 20-25%. At least one assessment will involve collaborative work.

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

**Assessment Type 1: Investigations Folio**

Includes at least one practical investigation and one issues investigation

**Assessment Type 2: Skills and Applications Tasks**

Includes at least one skills and applications task
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.

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

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%)
At least four skills and application tasks such as tests.

External assessment 30%

Assessment Type 3: Examination (30%)
A public examination.
STAGE 1 PSYCHOLOGY

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
• Psychobiology of Altered States of Awareness
• Personality

Assessment

School-based Assessment 70%
Assessment Type 1: Group Investigation (30%)
Assessment Type 2: Skills and Applications Task (40%)

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

STAGE 2 PSYCHOLOGY

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 three compulsory topics:

• Introduction to Psychology
• Psychobiology of Altered States of Awareness
• Personality

Assessment

School-based Assessment 70%
Assessment Type 1: Group Investigation (30%)
Assessment Type 2: Skills and Applications Task (40%)

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