Seymour provides a great education in a really supportive environment. Seymour is the best thing my parents have done for me!

The support from both teachers and peers to do your best is amazing. I want to send my children to Seymour.

Everyone is friends with everyone.
Seymour College
Senior School
Curriculum Guide 2013

Director of Studies
Aleida Mabarrack

Head of Senior School
Lisa Parsons

Careers Counsellor
Michelle Stoutjesdijk

School Office
(08) 8303 9000

Facsimile
(08) 8303 9010

Email
amabarrack@seymour.sa.edu.au

Website
www.seymour.sa.edu.au
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* Students may only take Curriculum Support after discussion with the Head of School or Director of Studies.
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 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.
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 builds upon the achievements of the current SACE and will help students 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).

SACE OR IB?

At Seymour, we have taken a deliberate and carefully considered decision to concentrate on the SACE rather than also offer the International Baccalaureate (IB). We believe that the SACE curriculum package offers the same opportunities as the IB, and a number of other benefits for our students that the IB cannot provide. In common with the IB, the South Australian Certificate of Education:

• is an internationally recognised certificate of school completion, accepted at all major universities worldwide; offers a comprehensive and balanced curriculum package;
• provides opportunities for challenging assessment tasks;
• endeavours to develop the individual talents of the students;
• relates classroom experiences to the real world;
• places an emphasis on students becoming critical and compassionate thinkers and lifelong learners;
• encourages students to become informed participants in local and world affairs.

The SACE also provides the following additional benefits not found in the IB program:

• A broad and diverse range of available subjects. In 2013 we will offer 26 different Year 11 SACE subjects and 26 Year 12 subjects. This level of curriculum breadth is not found in the IB program.
• A flexible curriculum pattern. The required SACE curriculum pattern is far less prescriptive than that required in the IB.
• Subjects that suit the interests and abilities of all students.

The IB program is demanding, catering only for students with high academic aspirations. However, many students are now looking for alternatives to the more traditional academic offerings. The learning needs of all students, regardless of interests or abilities, are accommodated through the SACE. Students can incorporate other learning experiences, such as VET, into their SACE package.

In addition to this, SACE courses are written with due consideration to local issues and requirements, with the interests of South Australian students at the core. The SACE Board is a local organisation. Consequently, any cause for concern can be dealt with efficiently and quickly. SACE Board advisors are as close a local phone call. For all of these reasons we have, at Seymour, therefore taken the well considered decision to focus on the SACE. We offer the SACE, with pride, to our community as the certificate of school completion that best suits Seymour College students.
ACHIEVING THE SACE

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

Some elements of the SACE are compulsory. These are:

- a Personal Learning Plan at Stage 1 (usually undertaken in Year 10), worth 10 credits;
- at least 20 credits towards literacy from English, English Pathways or English as a Second Language at Stage 1;
- at least 10 credits towards numeracy from a range of Mathematics subjects at Stage 1;
- a major project of extended studies called the Research Project at Stage 2, worth 10 credits;
- completion of at least 60 additional credits in Stage 2 subjects and courses.

The importance of the compulsory elements is reflected in the requirement that students must achieve an A, B, C or equivalent 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.

Seymour SACE Planner

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<td>Reserve Option</td>
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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 80 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 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 2014 onwards will be included in the Tertiary Entrance Booklet 2013, 2014, 2015, 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).
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.

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

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

Students will have the opportunity to develop skills in critical thinking, problem solving, and the application of information and communication technology. These skills will enable them to apply accounting information in financial decision making in a range of contexts.

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

STAGE 2 ACCOUNTING

Course Length One year (20 credits)
Prerequisite None

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;
- 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.
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 their own and other artists’ work;
- 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 has a focus on fashion that includes the construction of mixed media jewellery accompanied by a folio documenting the design process. To coincide with the fashion unit, students will complete a visual study on fashion illustration exploring a variety of drawing materials and techniques. During the second unit students will explore various approaches to image making including using digital technologies and applying mixed media.

In Semester 2, three dimensional forms and two dimensional painting skills will be explored. Students will develop sculptural concepts in the folio and creatively use materials in the creation of a practical piece. Research on painting styles and art movements in the form of a visual study will be undertaken, followed by a unit exploring painting techniques where students will develop a theme in their folio and produce a finished painting.

**Assessment**

Folio development and idea generation
Criticism and analysis of art and design
Finished product and final presentation
Written theoretical research assignment
**STAGE 1 VISUAL ART**

**Course Length**
One or two semesters

**Prerequisite**
Year 10 Art or evidence of ability in the visual arts to this standard.

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

- conceive, develop, and make work(s) of art or design that reflect the development of a personal visual aesthetic;
- demonstrate visual thinking through the development and evaluation of ideas and explorations in technical skills with media, materials, and technologies;
- apply technical skills in using media, materials, and technologies to solve problems and resolve work(s) of art or design;
- communicate knowledge and understanding of their own and other practitioners’ works of art or design;
- 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 supportive 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 the still life genre in their chosen medium. The major piece will be accompanied by a Folio, exploring the still life genre 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 included researching, exploring concepts and documenting the development of the major piece. The Visual Study will be based on the application and analysis of the art elements and principles, in various works of other artists.

**Assessment**
- Practical application
- Knowledge and understanding
- Analysis and response

**STAGE 2 VISUAL ART–ART / VISUAL ART–DESIGN**

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

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

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

- conceive, develop, and make work(s) of art or design that reflect individuality and the development and communication of a personal visual aesthetic;
- demonstrate visual thinking through the development and evaluation of ideas and explorations in technical skills with media, materials, and technologies;
- apply technical skills in using media, materials, technologies, and processes to solve problems and resolve work(s) of art or design;
- communicate knowledge and understanding of their own 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;
- 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 student’s 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 student’s 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%)
### Stage 1 Biology

**Course Length**  
One or two semesters

**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;
- demonstrate and apply biological knowledge and understanding of concepts and interrelationships to a range of contexts and problems, including presenting alternative explanations.

**Course Outline**

**Text Book:** *Biology: An Australian Perspective* (Second Edition) supplemented by course notes and activities, as well as exercises from *Year 11 Biology: Student Resource and Activity Manual* (new edition each year published by Biozone).

**Topics studied include:**

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<td>Plant Biology</td>
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<td>Ecology</td>
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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

<table>
<thead>
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<th>Course Length</th>
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<tr>
<td>Prerequisite</td>
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### 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

Text Book: *Biology: Levels of Life*, supplemented by printed notes.

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

**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%)
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. It 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. Through their various assessment tasks, students are encouraged to be enterprising, and to interact with businesses in the community. They are provided with opportunities to develop sound research skills, to write in a clear, concise and coherent manner and to make recommendations on desired business practices.

The acquisition of such knowledge and skills will enable them to understand information on current business issues. In considering these issues, students have opportunities to develop an understanding of the needs, interdependence and power relationships of individuals and groups in society. Many social and ethical issues arise from this study, providing them with opportunities to develop the ability to think critically and logically.

This subject will prepare students to be active and aware citizens in a changing business world.

Course Length
One or two semesters

Prerequisite
None

Learning Requirements
In this subject, students are expected to:
• understand the nature, role and structure of business and enterprise, locally and/or nationally;
• 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, locally, nationally, or globally;
• understand the ethical, social, and environmental consequences of business and enterprise practices in different contexts.

Course Outline
Semester 1
Introduction to Business and Enterprise
• the nature of business and enterprise
• key business and enterprise functions
• the role of small and medium-sized enterprise in Australia
• forms of ownership
• ethical, moral and legal issues
• developing a business plan
• management and communication

Semester 2
The Business Environment
• the internal and external business environment
• basic introduction to business in the economy
• business in a global environment

Business and Enterprise in Practice
• entrepreneurship
• marketing
• current issues that affect business

Option Topics
At least two will be taught in the semester.
The option topics offer focus areas and perspectives ranging from the planning of a business to the broader roles of management, finance, employment relations, marketing, and current issues that affect business.

Assessment
Assessment Type 1: Folio
Assessment Type 2: Practical
Assessment Type 3: Issues Study
There will be 4–5 assessments with each assessment type having a weighting of at least 20%.
Stage 2 Business and Enterprise

Course Length: One year (20 credits)
Prerequisite: A study of one or two units of Stage 1 Business and Enterprise is highly recommended.

Learning Requirements
In this subject, students are expected to:

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

Course Outline
Core Topic: The Business Environment
Business in Australia
The Nature and Structure of Business
The Business Enterprise

Option Topics
People, Business and Work
Business and Marketing

Assessment
School-based assessment 70%
Assessment Type 1: Folio (30%)
Assessment Type 2: Practical (20%)
Assessment Type 3: Issues Study (20%)

External assessment 30%
Assessment Type 4: Report (30%)

Assessment Type 1: Folio – 4 tasks (30%)
This assessment type will comprise 4 tasks:
Business Report (12%)
Test on Core Topics (8%)
Test on Nature of Work (5%)
Task Under Supervision — Response to Guest Speaker on Marketing (5%)

Assessment Type 2: Practical – one task (20%)
A practical could include any of the following:
• Producing a marketing plan and an associated product launch.
• Creating a web page to promote and sell a product.

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

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 moderated.
Chemistry is a subject that develops an appreciation and understanding of the nature and behaviour of the materials around us. Chemistry 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 or two semesters  
**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;
- communicate in a variety of forms, using appropriate chemical terms and conventions.

**Course Outline**  
Text Book: *Study On Chemistry 1*, supplemented by comprehensive printed notes for each topic.

This course focuses on the basic unifying principles of electronic structure and bonding, energy, important chemical reaction types and carbon chemistry.

**Semester 1 Topics**
- Classifying Elements and Materials
- Metals and Batteries
- Water

**Semester 2 Topics**
- Chemical Analysis
- Acids and Bases
- Redox and Electrolytic Cells
- Carbon Chemistry

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

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

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

<table>
<thead>
<tr>
<th>Course Length</th>
<th>One year (20 credits)</th>
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<tr>
<td>Prerequisite</td>
<td>Semesters 1 and 2 of Stage 1 Chemistry</td>
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**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;
- communicate in a variety of forms, using appropriate chemical terms and conventions.

**Course Outline**


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

**Topics**

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

**Assessment**

*School-based assessment 70%*

**Assessment Type 1**

Investigations Folio (40%)

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

The three practical investigations will assess a range of specified skills.

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

**Assessment Type 2**

Skills and Applications Tasks (30%)

Each of 5 tests will address a range of content and skills across all the Learning Requirements and Assessment Design Criteria and will provide a range of question types.

*External assessment 30%*

**Assessment Type 3**

Examination (30%)
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.

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

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

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

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

**Content**

Language

Literature

Literacy

Provision is made for students from an EAL (formerly ESL) background.
The study of English provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment. In Stage 1 English Communications, students read, view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes.

Stage 1 English Communications caters for students with a range of learning styles and articulates with the Stage 2 English subjects. Students who achieve a C grade or better in 20 credits of this subject meet the literacy requirement. The focus capabilities for this subject are communication, citizenship, personal development, work and learning.

**Learning Requirements**

*In this subject, students are expected to:*

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

**Course Outline**

*Reading and responding to texts*

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

*Producing texts*

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

*Extended Study*

Students complete one of the extended study options per semester.

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

**Assessment**

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

- **Text Analysis** — Extended report writing and multimodal forms — one oral task on film, novel, poetry and playscript.
- **Text Production** — Extended prose under supervision tasks — information, creative and argument forms.
- **Extended Study** — Students develop editing and writing skills.
The study of English provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment. In Stage 1 English Studies, students read, view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes.

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

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

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

Learning Requirements

In this subject, students are expected to:

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

Course Outline

Reading and responding to texts Students explore a range of classic and contemporary texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to compose their own texts. Students will respond to these texts in the literary essay format.

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

Extended Study
Students complete one of the extended study options per semester.
- Option 1: Language Study
- Option 2: Connected Texts Study

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

Text Analysis — responses to texts with some test essays
Text Production — creative and multimodal responses with an oral task
Extended Study
Students sit a two hour examination each semester.
STAGE 2 ENGLISH PATHWAYS

Course Length  One year (20 credits)
Prerequisite  Stage 1 English Pathways, English Communications, English Studies

Learning Requirements
In this subject, students are expected to:
• demonstrate clear, accurate, and appropriate communication skills through reading and viewing, writing and composing, listening and speaking;
• establish connections with people in vocational, cultural, or social contexts, through personal and critical engagement with texts and language;
• reflect critically on the ways in which texts are created for specific purposes and audiences;
• use language skills to interact and work effectively with other people, and to solve problems;
• identify and reflect on the cultural, social, and technical role of language and texts in supporting effective interactions in different contexts;
• compose texts in which language is used for critical, personal, vocational, or creative purposes.

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

Students will read and respond to at least two of the following text types:
• an extended prose, verse, or electronic text (e.g. a novel, a graphic novel, a collection of short stories, a biography, an instructional manual);
• a visual/media text (e.g. a web page, a film, a documentary, a training text);
• a creative/aesthetic text (e.g. poetry, song lyrics, a dramatic performance).

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

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

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

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

School-based Assessment 70%
Assessment Type 1: Text Analysis
Four responses to shared texts — one written, one oral, one multi modal (30%)

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

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

Course Length
One year (20 credits)

Prerequisite
Stage 1 English Studies

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

Course Outline

Text Study
The text study comprises four shared studies and an individual study.
Shared studies consist of a:
• study of two single texts;
• study of paired texts;
• study of poetry;
• 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;
• collection of supporting material.

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

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

School-based Assessment 70%
Assessment Type 1: Shared Studies (30%)
Students complete up to six responses to their shared studies.
Assessment Type 2: Individual Study (20%)
For the individual study students complete a critical essay of a maximum of 2000 words comparing two texts.
Assessment Type 3: Text Production (20%)
Students produce two written texts and two oral texts.

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

STAGE 1 LITERACY FOR WORK AND COMMUNITY LIFE

Course length
One year

Prerequisite
Year 10 English

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

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

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

Students work on one or more contexts for a focused study of the following language and literacy skills and strategies:
• using English-language conventions and constructions
• speaking and listening
• reading and understanding texts
• constructing and producing texts
• analysing and responding to texts.

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

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

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

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

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

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

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

**Assessment Type 1: Text Production**

**Assessment Type 2: Language Application**
(In this assessment type students complete either an investigation or a communication study.)

In each 20 credit subject, students should provide evidence of learning through eight to ten assessments with at least two assessments from each assessment type.
Stage 2 ESL Studies

Course Length
One year (20 credits)

Prerequisite
SACE Board eligibility criteria apply

Learning Requirements

In this subject, students are expected to:

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

Course Outline

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

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

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

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

Assessment

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

External assessment 30%
Assessment Type 4: Examination (30%)
The study of French at Years 10 – 12 builds on 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;
- have a broader range of future employment options.

## YEAR 10 FRENCH

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<th>Course Length</th>
<th>One year</th>
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<tr>
<td>Prerequisite</td>
<td>Year 9 French</td>
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### Learning Requirements

*In successfully completing this course, each student:*

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

### Course Outline

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

**Structures:** imperfect tense, future tense, object pronouns and relative pronouns.

**Topics:** daily routine, school, Francophone countries, friendship and relationships. Students learn to give information about their daily routine, school subjects and reports. They also learn to give and follow instructions, follow a recipe and organise a holiday. They revise giving information about future and past events. A unit on food is studied. Students learn how to write emails and postcards.

**Activities include:**
- Listening exercises
- Conversation in small groups and with a partner
- Grammar exercises
- Vocabulary exercises
- Projects based on the culture

### Assessment

- Vocabulary tests
- Role plays to perform in class
- Individual presentations
- Grammar tests
- Reading and comprehension activities
- Creative writing of texts such as comic strips, letters, open-ended texts.

Examination at the end of the year.
# STAGE 1 FRENCH

**Course Length**  
One year

**Prerequisite**  
Year 10 French

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

## Learning Requirements

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

In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding and skills 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;
- examine relationships between language, culture and identity and reflect on the ways in which culture influences communication.

## Course Outline

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

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

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

## Assessment

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

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

In each 10 credit subject, students should provide evidence of learning through five assessments, undertaking at least one assessment from each of the types.

In 20 credit subjects, students undertake 10 assessments.

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# STAGE 2 FRENCH

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

**Prerequisite**  
Two units of Stage 1 French

## Learning Requirements

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

In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding and skills 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;
- examine relationships between language, culture and identity and reflect on the ways in which culture influences communication.

## Course Outline

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

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

## 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 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%)
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  One year  
Prerequisite Year 8 or 9 Geography is useful

**Learning Requirements**

*In successfully completing this course, each student:*  
• understands key concepts;  
• develops an understanding of how humans impact on the natural environment and how we manage these impacts;  
• makes recommendations for a desired future;  
• communicates effectively in a variety of contexts (written, oral, individual, group);  
• works independently on selected tasks;  
• employs effective organisational practices;  
• assimilates and synthesises relevant information;  
• observes, records and interprets data (maps, graphs, diagrams).

**Course Outline**

Topics covered may include:  
• Environmental hazards (for example, bushfires, ozone depletion, enhanced greenhouse effect, land degradation);  
• Water and the water cycle;  
• Modern western society/rich nations;  
• Energy —traditional and alternative sources;  
• Urbanisation and associated impacts;  
• Weather and climate;  
• Map reading and interpretation.

**Assessment**

Assessment could include:  
• research assignments;  
• environmental issues investigation;  
• topic tests;  
• oral reporting;  
• extended writing;  
• mapping skills exercises and tests;  
• construction and interpretation of graphs and maps;  
• field reporting;  
• end of year exam.
The study of German at Years 10 – 12 builds on 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 the culture of German;
- have access to a broader range of future employment options.

**YEAR 10 GERMAN**

**Course Length**  
One year

**Prerequisite**  
Year 9 German

**Learning Requirements**

In successfully completing this course, each student:

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

**Course Outline**

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

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

Activities include:

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

**Assessment**

Assessment tasks include:

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

Course Length: One year
Prerequisite: Year 10 German

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

In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding and skills 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;
- examine relationships between language, culture and identity and reflect on the ways in which culture influences communication.

Course Outline
Course book: Genau Senior, textbook and workbook

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

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

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

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Locally Assessed Languages at Continuers Level:

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

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 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;
- 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, arts and entertainment. Authentic resources are used where possible. ICTs are an integral part of the course at this level.

Assessment
School-based assessment 70%

Assessment Type 1
Course work, consisting of three assessments — interaction, text production and text analysis (50%)

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

External assessment 30%

Assessment Type 3
External examination consisting of an oral examination and a written examination (30%)
The Senior School Health and Physical Education program is part of a coordinated developmental program from Preparatory to Year 12. Each stage in this compulsory subject forms the foundation for the next, and incorporates the areas of movement skills, game skills, gymnastics, dance, fitness, aquatics and recreational activities.

Students are provided with opportunities to develop skills, attitudes, knowledge and understanding which promote physical, social and emotional health immediately and in the long term.

The program promotes positive student attitudes towards physical activity. It helps students develop an awareness of their bodies, and the need to use their leisure time effectively throughout their life.

The focus in 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.

The Recreational Physical Education program at Year 12 promotes positive student attitudes towards physical activity. It offers students an elective program that is challenging and enjoyable through participation in a wide range of recreational activities.

The SACE Physical Education program at 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 with practice is one of its features.

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**YEAR 10 HEALTH AND PHYSICAL EDUCATION**

**Course Length** One year

**Learning Requirements**

In successfully completing this course, each student:

- develops and modifies skills to improve performance;
- applies skills in game or competition situations;
- collaborates positively with others;
- undertakes various roles in group situations;
- understands the benefits of a healthy lifestyle;
- participates in class activities and discussions;
- analyses and reflects on health issues.

**Course Outline**

Topics covered in Year 10 Physical Education are:

Water Polo, Gaelic Football, Badminton, Camp Preparation, Golf, Fitness, Footy Codes, Lacrosse, Volleyball, European Handball and Self Defence.

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 and nutrition 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**

Check lists
Observation of Game Situations
Demonstration of Practical Skills
Small Group and Class Discussion
Written Tasks
Role Plays
Journal
### YEAR 10 OUTDOOR EDUCATION

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

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

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

This is a compulsory subject at Year 10 level.

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

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

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

### STAGE 1 PHYSICAL EDUCATION (SACE)

**Course Length**
One or two semesters

**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;
- interact collaboratively and demonstrate initiative and leadership.

**Course Outline**
The Year 11 SACE 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 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 and units that have been covered previously are 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 two units, one Nature of Physical Activity module and one 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 (SACE)

Course Length  One year (20 credits)
Prerequisite  Year 11 SACE 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;
• demonstrate initiative, self-reliance, collaborative skills, leadership and effective interpersonal skills.

Course Outline

The Year 12 SACE Physical Education program comprises two parts: Practical Skills & Applications and Principles & 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 & Applications consists of three units. There is some flexibility in the program and units that have been covered previously are Badminton, Netball, Volleyball, Touch, Hockey and Self Defence.

Principles & Issues consists of:
• Exercise Physiology and Physical Activity
• The Acquisition of Skills and the Biomechanics of Movement
• 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
The study of history gives students the opportunity to make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, actions, and phenomena students gain an insight into human nature and the ways in which individuals and societies function. Students research and review sources within a framework of inquiry and critical analysis.

The SACE Board states that students of History are expected to:

• pose hypotheses and/or ask focusing questions;
• select from historical materials on the basis of relevance;
• research, evaluate, interpret, analyse and use historical materials;
• think imaginatively about the past;
• think critically about both the uses and the limitations of sources;
• make comparisons and contrasts to increase their understanding of the past;
• recognise differences of interpretation among historians;
• develop and debate opinions, ideas, issues and arguments;
• form judgements and defend them;
• communicate ideas and arguments in clear and effective speech and writing;
• look for patterns and identify ambiguities, contradictions and discontinuities in history;
• use history critically to inform their understanding of the future.

### YEAR 10 HISTORY

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<thead>
<tr>
<th>Course Length</th>
<th>One semester</th>
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<tbody>
<tr>
<td>Prerequisite</td>
<td>None</td>
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**Information**

This course is designed for students who are not considering the study of History at the 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 a 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;
• capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

**Course Outline**

**World War 2**

Students will investigate aspects of World War 2. 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 2, and their impact on society and the Australian way of life.

**Assessment**

• Paragraph responses
• Short answer questions/quizzes
• Homework exercises
Year 10A History

Course Length: One year
Prerequisite: None

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

Course Outline

Depth Study 1: World War 2
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 twentieth 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
<table>
<thead>
<tr>
<th>STAGE 1 HISTORY</th>
<th>STAGE 2 MODERN HISTORY</th>
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</thead>
<tbody>
<tr>
<td><strong>Course Length</strong></td>
<td>One year (20 credits)</td>
</tr>
<tr>
<td><strong>Prerequisite</strong></td>
<td>Stage 1 History is recommended</td>
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</tbody>
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**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;
- communicate informed and relevant arguments using subject-specific language and conventions.

**Course Outline**

**Semester 1: Students will study ONE of the following:**

**Film and History**

Students will examine the ways in which film, either documentary or feature films, can be used as historical sources. After a general and theoretical introduction, the course will examine ‘The Romanovs and Revolution in Russia’ and ‘Political Assassination’ to investigate how film can be used to explore the cultural, political, religious and social history of particular societies in important transitional periods.

**OR**

**The American Civil War/The Modernisation of Japan**

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 examine the rapid modernisation of Japan in the 19th century and explore the rise of Japanese militarism, with a particular focus on the origins of World War II in the Pacific theatre.

**Semester 2: Students will study ONE of the following:**

**Nazism as a Political Ideology/Conflict in Indo-China**

Students will study the rise of Nazism in Germany following WWI and its emergence from the Weimer Republic. Particular focus will be given to the relationship between Nazism and Anti-Semitism and the Hitler Youth. They will then focus upon events in Indo-China from the period of French occupation. Particular focus will be given to events in Cambodia and Vietnam and the role that the USA and Australia played.

**OR**

**Dictators and Their Regimes/Origins of World War II**

Students are required to undertake an analysis of the conditions under which Adolf Hitler was able to take and consolidate political power in his country. A further investigation will be made of the nature of the single party states, with regards to civilian life, resistance to the regime and foreign policies. They will then focus on the progression of events that led Europe into a second world war.

**Assessment**

- Essays
- Source analysis
- Film/documentary review
- Multimedia/oral presentation
- Tests

**Course Length**

One year (20 credits)

**Prerequisite**

Stage 1 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;
- 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;
- communicate informed and relevant arguments using subject-specific language and conventions.

**Course Outline**

**Semester 1: Students will study ONE of the following:**

**Film and History**

Students will examine the ways in which film, either documentary or feature films, can be used as historical sources. After a general and theoretical introduction, the course will examine ‘The Romanovs and Revolution in Russia’ and ‘Political Assassination’ to investigate how film can be used to explore the cultural, political, religious and social history of particular societies in important transitional periods.

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**Semester 2: Students will study ONE of the following:**

**Nazism as a Political Ideology/Conflict in Indo-China**

Students will study the rise of Nazism in Germany following WWI and its emergence from the Weimer Republic. Particular focus will be given to the relationship between Nazism and Anti-Semitism and the Hitler Youth. They will then focus upon events in Indo-China from the period of French occupation. Particular focus will be given to events in Cambodia and Vietnam and the role that the USA and Australia played.

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**Assessment**

- Essays
- Source analysis
- Film/documentary review
- Oral Responses
- Multimedia Responses
- Tests/Examination
- Class Discussion

**School based assessment 70%**

- Folio 50%, consisting of:
  - a thematic study,
  - a depth study;
- Essay (individual inquiry) 20%;

**External assessment 30%**

Examination (30%)
Home Economics has as its central focus the wellbeing of people in everyday living. It enables students to address challenges related to human development and the provision of commodities such as food and clothing. Home Economics develops in students the ability to think critically and solve problems related to home and family life, as well as the paid workforce. Students manage resources and solve practical problems. In addition, students develop the ability to collect, organise and analyse information; to plan and organise activities; to work with others in teams and to use a range of technologies.

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

**YEAR 10 HOME ECONOMICS**

**Course Length**  
One or two semesters

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

**Course Outline**

**Home Economics A — one semester**  
Students learn about menu and meal planning, preparing a range of menu items culminating in the preparation, with a partner, of their own two course meal at the end of term. Students learn to select fabric for quilting and design their own quilt. The quilt is sent off for batting and backing and is then finished off by the student.

**Home Economics B — one semester**  
The focus for one term is on gourmet hampers. Students learn about packing and labeling requirements, prepare a range of suitable items, then individually select and mass produce an item for inclusion in a class hamper at the end of term. In the other term, students learn skills in stretch sewing and basic pattern alterations to customise a design and create their own hoodie.

**Assessment**  
Assessment procedures to determine students’ understanding and achievement of the objectives will be continuous and use the following approaches:
- Practical
- Process and Technique Recording
- Checklists and Time Plans
- Worksheets
- Investigations/Research
- Evaluation
STAGE 1 FOOD AND HOSPITALITY

Course Length
One or two semesters

Prerequisite
Previous Home Economics experience is preferable but not essential.

Learning Requirements
In this subject, students are expected to:

• apply knowledge and problem-solving skills to practical activities in food and hospitality and to 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;
• 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)

Stage 1 Food and Hospitality may be undertaken as a 10 credit subject or a 20 credit subject.

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

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

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

Food, the Individual, and the Family
• healthy eating practices

Local and Global Issues in Food and Hospitality,
• the effect of globalisation on food choices
• 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

Evidence of Learning
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

For a 10 credit subject, students provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%. Students undertake at least one assessment from each assessment type.
STAGE 2 FOOD AND HOSPITALITY

Course Length: One year (20 credits)
Prerequisite: At least one unit of Food and Hospitality at Stage 1 is preferable but not essential.

Learning Requirements
In this subject, students are expected to:
• apply knowledge and problem solving skills;
• apply management and organisational skills;
• evaluate contemporary issues affecting the food and hospitality industry;
• select and use appropriate technology;
• investigate and critically analyse contemporary trends and/or issues related to food and hospitality;
• work individually and collaboratively;
• 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; food hygiene legislation.

Contemporary and Future Issues
• the impact of trends, food suppliers and globalisation on the food and hospitality industry.

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

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

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

Students should provide evidence of their learning through seven assessments, including the external assessment component. Students undertake:
• four to five practical activities
• at least one group activity
• one investigation.
**YEAR 10 INFORMATION TECHNOLOGY**

**Course Length**  
One year

**Learning Requirements**

In successfully completing this course, each student:

- understands computer hardware components and functions;
- demonstrates advanced skills across a range of specialised software;
- designs and develops software using appropriate life-cycle processing;
- applies design techniques through the use of desktop publishing and movie-making software.

**Course Outline**

A full year course of seven lessons per cycle allows students to develop and extend their Information Technology skills. The course is recommended to students wishing to take Information Technology at Year 11 or Stage 2/Year 12 Information Technology Studies (ITS), Information Processing and Publishing (IPP), as well as to students wishing to develop ICT skills useful for future vocational or study requirements.

Computer concepts and terms are introduced through the unit on Computer Hardware which covers functions of computer system components and purchasing. Issues of computer security and privacy are also addressed throughout the course. Advanced and professional word processing, spreadsheet, desktop publishing and graphic design skills are developed. Web design and animation skills are enhanced, including advanced graphics, layout, and animation techniques. A unit on game making and/or object-oriented programming introduces computer programming concepts. Finally, a unit on multimedia, video and sound editing is an enjoyable way for students to augment existing skills in digital manipulation and storage.

Topics (and associated applications) include:

- Computer Hardware and Issues
- Web Design (Macromedia Dreamweaver, Flash and Fireworks), Animation (Flash)
- Advanced Word Processing and Document Design (MS Word)
- Advanced Spreadsheets (MS Excel)
- Graphic Design (Adobe Photoshop and InDesign)
- Game Programming/Object Oriented Programming (GameMaker 6.1, Visual Basic and/or ActionScript)
- Multimedia Programming, Video Editing and Sound manipulation (Flash, Windows Movie Maker, Audacity)

**Assessment**

- Investigations/research
- Practical projects
- Written reports
- Written and practical tests
STAGE 1 INFORMATION PROCESSING AND PUBLISHING (SEMESTER 1)

Course Length  One semester, Semester 1
Prerequisite  Year 10 Information Technology is desirable but not essential

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

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

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

Students are encouraged to adopt an enterprising approach to design. This involves developing innovative and creative design solutions that can be used to communicate information or develop promotional options for products and services.

The use of a four-part design process is recommended: investigating, devising, producing, and evaluating. The process is not necessarily linear and students are evaluating and critiquing throughout.

Assessment
Assessment consists of the following components:

School-based assessment 70%

Assessment Type 1: Practical Skills Tasks (40%)
A variety of tasks could be used, including:
• personal documents such as letters, emails, or invitations;
• business documents such as reports, forms, or minutes;
• advertisements;
• flyers;
• web-based pages;
• digital presentations.

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

Assessment Type 2: Product and Documentation (30%)
One final design product must demonstrate the use of appropriate principles of design and layout, and could be, for example, a brochure, a compact disc cover, linked web pages, or a digital slide presentation. The content of the task may come from another subject area. There must be sufficient text in the final product to demonstrate use of design elements. The text may be given to, or generated by, the student.

Assessment Type 3: Issues Analysis (30%)
Students concisely analyse and critique an issue related to information processing and publishing for a specific purpose. An issues analysis may be presented in written, oral, visual, or multimodal form. The use of features such as headings, dot points, tables, and annotated diagrams will help students to organise their information.
STAGE 1 DESIGN AND TECHNOLOGY (SEMESTER 2) — WEB DESIGN WITH MULTIMEDIA

Course Length: One semester, Semester 2
Prerequisite: Year 10 Information Technology is desirable but not essential

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;
• 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 Design including multimedia, with a key focus on planning, creating and evaluating websites for either personal or business communication. A range of software tools are employed, including, but not limited to, Adobe Dreamweaver, Fireworks, Flash, Photoshop and InDesign.

Students explore a range of best-practice web design processes and webpage creation tools, to provide high quality communication to occur on the Web; with multimedia elements, such as interactive menus, animation, sound and video, further enhancing web communication and impact. The theoretical perspectives of Search Engine Optimization (SEO), such as organic and non-organic search engine heuristics are explored.

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 this subject. Activities may include: identifying a web design need, developing a web design brief, analysing existing websites, investigating the impact of web designs and websites on individuals, business, society, and/or the environment.

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 web and multimedia design activities in preparation for the realization of their Major Project. Tasks include image and graphic manipulations, web page construction, multimedia elements (such as sound, video, animation and interactive menus).

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 website 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, demonstrating the range of skills and techniques explored throughout the semester; whilst not necessarily a large or complex website, students require sufficient breadth and depth across their site. Students evaluate the realised site against the design brief requirements.
STAGE 2 INFORMATION PROCESSING & PUBLISHING

Course Length
One year (20 credits)

Prerequisite
None

Learning Requirements

In this subject, students are expected to:

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

Course Outline

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

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

Assessment

School-based assessment 70%

Assessment Type 1: Practical Skills (40%)
Students undertake at least five practical skills assessments.
Students complete a folio of text-based assessments that derive from any of the focus areas they have studied and demonstrate a range of skills developed. Students apply the design process and layout principles in planning, producing and evaluating text-based products.
Practical skills assessments should total a minimum of eight A4 pages or the equivalent with sufficient text, which may be enhanced by graphics.
For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:
• development and application
• analysis and evaluation.

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

External assessment 30%

Assessment Type 3: Product and Documentation (30%)
Students undertake one product and documentation assessment that may come from one focus area or the integration of two focus areas.
Students complete, for an identified audience, a text-based product that demonstrates understanding and use of the four parts of the design process: investigating, devising, producing, and evaluating.
The study of Japanese at Years 10 – 12 builds on language which has been acquired in previous years and becomes progressively more complex. The course aim to enable students to:

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

YEAR 10 JAPANESE

Course Length One year
Prerequisite Year 9 Japanese

Learning Requirements
In successfully completing this course, each student:

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

Course Outline
Course Book: Iitomo 3/4

The approach is thematically organised; students acquire relevant language skills to meet the communication needs of a range of topics. Emphasis is also placed on cultural aspects through intercultural language learning. The four basic skills of listening, speaking, reading and writing underlie each unit, and students progress in their grammatical knowledge towards a more complex and comprehensive sentence structure. Topics include: Holidays, Personal Milestones, World Languages, Japanese Fast Food, Shopping and Leisure Activities.

Studies also include research topics such as Summer in Japan and Japanese Fashion.

Assessment
Assessment tasks include:

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

Course Length: One year
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 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 that are in Japanese to interpret meaning;
- examine relationships between language, culture and identity and reflect on the ways in which culture influences communication.

Course Outline
Course Book: Kookoo Seikatsu Book 1
Stage 1 Japanese is organised around three prescribed themes, The Individual, Japanese-speaking Communities and The Changing World. Within the themes there are a number of topics and suggested sub topics. The themes have been selected to enable students to extend their understanding of the interdependence of language, culture and the individual.

The topics include My House and Environs, Family and Japanese Family Life, Food, Seasonal events and Activities and Festivals, Travel in Japan, Education, Career and Part Time Work.

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Locally Assessed Languages at Continuers Level:

Assessment Type 1: Interaction
Assessment Type 2: Text Production
Assessment Type 3: Text Analysis
Assessment Type 4: Investigation
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 its strengths and weaknesses. Students are provided with opportunities to develop skills and knowledge to enable them to think critically and logically when analysing the Australian legal system. Current legal issues are examined and evaluated. The different legal perspectives and priorities held by diverse cultural and interest groups in society are explored.

Students are given the opportunity to develop research skills and to write in a clear, persuasive manner. Civic participation is an integral part of Legal Studies. Opportunities to participate in activities such as Mock Trials and Mock Parliament are provided.
### STAGE 2 LEGAL STUDIES

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

### Learning Requirements

*In this subject, students are expected to:*

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

### Course Outline

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

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

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

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

### Assessment

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

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

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

Students undertake:
- eight assessments for the folio
- one inquiry
- one examination.
Learning mathematics creates opportunities for and enriches the lives of all Australians. Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>YEAR 10 MATHEMATICS</th>
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</thead>
<tbody>
<tr>
<td>Course Length</td>
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<tr>
<td>Prerequisite</td>
</tr>
</tbody>
</table>

**Learning Requirements**

In this subject, students are expected to demonstrate:

- understanding;
- fluency;
- problem solving;
- 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
YEAR 10A MATHEMATICS

Course length
One year

Prerequisite
High level of achievement in Year 9 Mathematics

Learning Requirements
In this subject, students are expected to demonstrate:
• understanding;
• fluency;
• problem solving;
• 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

YEAR 10 MATHEMATICAL APPLICATIONS

Course Length
One year

Prerequisite
Year 9 Mathematics or Year 9 Mathematical Applications

Learning Requirements
In this subject, students are expected to demonstrate:
• understanding;
• fluency;
• problem solving;
• 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
### STAGE 1 MATHEMATICS (1, 2, 3 AND 4)

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

**Learning Requirements**

*In this subject, students are expected to:*

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

**Course Outline**

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

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

**Assessment**

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

**Progression to Stage 2 Mathematics subjects**

**Stage 2 Specialist Mathematics**

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

**Stage 2 Mathematical Methods or Studies**

It is recommended that students study Mathematics 1 and 2 at Stage 1. The minimum requirement for progression to Stage 2 Mathematical Methods or Studies is Stage 1 Mathematics 1 and 2.

### STAGE 1 MATHEMATICAL APPLICATIONS

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

**Learning Requirements**

*In this subject, students are expected to:*

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

**Course Outline**

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

- Earning and Spending
- Measurement
- Data in Context
- Saving and Borrowing
- Statistics
- Trigonometry
- Models of Growth

**Assessment**

- Skills and Applications Tasks (Tests)
- Folio (Investigations)
### Stage 1 Mathematics Pathways

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

**Learning Requirements**

*In this subject students are expected to:*

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

**Course Outline**

Topics covered include:
- Mathematics of the Body
- Mathematics of Finance

Stage 1 Mathematics Pathways allows students who achieve a C grade or better to achieve the numeracy requirement in the SACE.

**Assessment**

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

### Stage 2 Mathematical Applications

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

**Learning Requirements**

*In this subject, students are expected to:*

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

**Course Outline**

Topics covered, as described by SACE Board of SA Subject Outline, include:
- Investments and Loans
- Share Investments
- Applied Geometry
- Statistics and Working with Data

**Assessment**

- Skills and Applications Tasks (Tests), 30%
- Folio (Investigations), 40%
- Examination (at the end of each semester), 30%
### STAGE 2 MATHEMATICAL METHODS

| **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;
- 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;
- 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%
Course length: One year (20 credits)

Prerequisite: Satisfactory completion of Stage 1 Mathematics 1, 2 and 4

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;
- 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:

- Trigonometric Preliminaries
- Polynomials and Complex Numbers
- Vectors and Geometry
- Calculus
- Differential Equations

Assessment
- Skills and Applications Tasks (Tests), 45%
- Folio (Investigations), 25%
- Examination, 30%
**Drama**

Drama offers students the opportunity to explore in some 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.

**Cocurricular Performing Arts**

An opportunity will exist for senior girls to participate in a major musical in 2011.

**Music**

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

By engaging in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies, students come to appreciate the value of working collaboratively. The experience of participating in musical activities heightens students’ awareness of the social function and value of music, encouraging teamwork and cohesiveness. Senior Music studies are enjoyable and valuable, providing students with skills life.

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

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

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

**Cocurricular Music**

There are many cocurricular performance opportunities for senior students. Most of these groups rehearse once a week and have regular performance opportunities through the year.

Cocurricular performing groups: Senior String Orchestra, String Quartet, Senior Band, Big Band, Senior Percussion Ensemble, Senior Choir, A Cappella.
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;
• expresses well constructed opinion in reviewing live performance;
• demonstrates effective research skills;
• effectively undertakes an acting, directing, technical or backstage role.

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

Assessment

Group dramatic presentation
40% weighting

Workshop performances
20% weighting

Review of live performance
10% weighting

Group production report
10% weighting

Individual study of non acting aspect of theatre
20% weighting

STAGE 1 DRAMA

Course Length  One or two semesters
Prerequisite  Year 10 Drama is recommended

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

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

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

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

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

Course Length One year (20 credits)

Prerequisite Stage 1 Drama is preferable.

Learning Requirements

In successfully completing this course, each student:

• works collaboratively and individually in the creative process;
• investigates and responds to a play script and the process required to realise it;
• investigates and responds to dramatic innovators;
• 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%)
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;
• 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. Students will attend a range of live performances and be encouraged to discuss them critically.

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

Assessment
• Instrumental and vocal performances, solo and as part of an ensemble
• Written and aural tests
• Research projects

• Oral presentations
• Creative projects incorporating the use of computer technology
• Reviews of live musical performances
• Oral presentations
• Creative projects incorporating the use of computer technology
• Reviews of live musical performances
STAGE 1 MUSIC

Course Length
One or two semesters

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 any students who may be considering continuing with Stage 2 studies.

Prerequisite
Year 10 Music or equivalent background

Learning Requirements
In successfully completing the course, students will:

• demonstrate technical skill, accuracy and musicianship as an instrumentalist or vocalist, composer, arranger and researcher;
• demonstrate effective and creative use of composing and arranging techniques;
• develop and apply knowledge of musical notations and vocabulary;
• aurally and visually identify musical elements, stylistic features and the structure of musical works;
• listen to, analyse, reflect on and communicate ideas about music, using appropriate terminology;
• 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;
• creative arrangements, compositions or songs.

STAGE 2 MUSIC — ENSEMBLE PERFORMANCE

Course Length
One year (10 credits)

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

Learning Requirements
In successfully completing this course, each student will:

• demonstrate confidence as an ensemble performer;
• present a repertoire of contrasting works or an extended work with a number of contrasting sections for instrument or voice;
• demonstrate accuracy, musical skills, and technique as an ensemble performer;
• demonstrate musicianship in interpretation by performing musically a range of works to a public audience;
• 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 18 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 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 – 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;  
- 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 end of year.

*External assessment 30%*  
*Examination (30%)*  
Final examination in theory, aural, musical techniques and harmony.

### 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;  
- 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.
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) (i.e. 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
• 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 12 – 15 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
• musicianship.

Second Performance (30%)
Students present a program of solo works from 7 to 10 minutes.

External assessment 30%

Third Performance (30%)
Students present the full work in a performance.
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;
- 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.

<table>
<thead>
<tr>
<th>PLP</th>
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<tbody>
<tr>
<td><strong>Course Length</strong></td>
<td>One year (10 credits)</td>
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<tr>
<td><strong>Prerequisite</strong></td>
<td>None</td>
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<tr>
<td><strong>Capabilities</strong></td>
<td>The PLP identifies five relevant and useful capabilities:</td>
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<td></td>
<td>• communication;</td>
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<td>• citizenship;</td>
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<td>• personal development;</td>
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<td>• work;</td>
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<td>• learning.</td>
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<td><strong>Course Outline</strong></td>
<td>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.</td>
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<td><strong>Assessment</strong></td>
<td>Students produce a folio of work in a variety of forms to demonstrate their understanding of:</td>
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<td>• identification of learning goals, needs and abilities;</td>
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<tr>
<td></td>
<td>• informed decision making about developing, using, reviewing and adjusting their plan and understanding and developing their capabilities.</td>
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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
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;
- 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
- Projectile motion
- Forces
- Waves
- Light

Semester 2 topics are:
- Energy
- Momentum
- Electrostatics
- Electricity
- Magnetic fields

Assessment
Each semester's final assessment is composed of:

**Assessment Type 1: Investigations Folio (60%)**
Includes practical investigations and an issue investigation.

**Assessment Type 2: Skills and Applications Tasks (40%)**
Includes tests, an extended response test and an examination.
<table>
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<tr>
<th>STAGE 2 PHYSICS</th>
<th>NOTES</th>
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<tr>
<td><strong>Course Length</strong></td>
<td>One year (20 credits)</td>
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<tr>
<td><strong>Prerequisite</strong></td>
<td>Semesters 1 and 2 of Stage 1 Physics</td>
</tr>
</tbody>
</table>

**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;
- demonstrate and apply knowledge and understanding of physics to a range of applications and problems.

**Course Outline**

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**

*School-based assessment 70%*

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

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

*External assessment 30%*

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

STAGE 1 PSYCHOLOGY

Course Length  One semester
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;
• 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%)

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

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

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

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

**Course Outline**

**Topics**

This two unit course consists of six compulsory topics:

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

**Assessment**

*School-based Assessment 70%*

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

*External Assessment 30%*

Assessment Type 3: Examination (30%)
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 justice issues and their causes with a focus on poverty.
A detailed study of some contemporary ethical issues, using a model for moral decision making.
Creation of a spiritual self awareness, incorporating meditation, restorative justice practices and concepts of forgiveness.
A focus on service learning in the community.
Introduction to philosophical concepts revolving around reasoning skills.

Assessment
Assessment tasks include short answer responses, personal reactions, essays and comprehension tasks.
The Research Project is a compulsory 10-credit subject. Students will choose a topic of interest (it may be linked to a SACE subject or course, or to a workplace or community context) and learn and apply research processes, and the knowledge and skills specific to their research topic. 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:
• work independently and with others to initiate an idea, and to plan and manage a research project;
• demonstrate the learning capability and one other chosen capability;
• analyse information and explore ideas to develop their research;
• develop and apply specific knowledge and skills;
• communicate and evaluate their research outcome;
• evaluate the research processes used and their chosen capability.

**RESEARCH PROJECT**

**Course Length:** One Semester (equivalent)

**Prerequisite:** None

**Course Outline**

Students choose a research topic that is based on an area of interest, and a capability (communication, citizenship, personal development, or work) that is relevant to their research. They use the research framework as a guide to developing their research and their chosen capability, and to applying knowledge and skills specific to their research topic.

Students evaluate the research processes they use, through which they demonstrate their capability for learning. Students also demonstrate and evaluate their chosen capability.

**Assessment**

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

**Assessment Type 1: Folio 50%**

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:
• preliminary ideas and research proposal
• research development
• discussion

**Assessment Type 2: Research Outcome 20%**

Students present their findings and explain the ideas and insights gained from the research project to support the findings.

Findings may be presented as:
• a written report with the results, conclusions, recommendations or solutions to a problem or question;
• a product, such as a created artefact, manufactured article, work of art or literature;
• a display or exhibition;
• a combination of performance (live or recorded) and product.

**External assessment**

**Assessment Type 3: Evaluation 30%**

Students are required to evaluate the research processes, including demonstration of the learning capability; evaluate their chosen capability, and reflect on the research outcome and its value to themselves and others.

This evaluation work is externally assessed.

**Research Project A or B**

Students choose to enrol in either Research Project A or Research Project B. Research Project A does not contribute to the Australian Tertiary Admission Rank (ATAR). Research Project B contributes to the Australian Tertiary Admissions Rank (ATAR) and must be submitted in a written format.
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.)
Society and Culture is essentially 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 difference, 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.
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 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 Preparatory 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;
• acquisition of good sportsmanship and fair play.

YEARS 6 – YEAR 12 SPORT

Interschool Sport
Students from Years 4 to 12 are eligible to participate in this program. It allows them to select from a wide range of activities, varying from individual sports to team games. Girls of all abilities are catered for through 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
- Netball

**Additional Programs**

**Gymnastics Program**
Seymour College offers an accredited gymnastics program. Sessions are offered on Mondays, Wednesdays and Fridays for girls in Reception to Year 12 and the requirement is for a year long commitment to one training per week. The program costs approximately $395 per year. Girls work towards their levels in gymnastics under the guidelines of Gymnastics Australia with fully qualified instructors. For any further information please contact Ms Glenda Green.

**Rowing**
Rowing is a cocurricular activity that requires a large commitment by both students and parents. Pre season training begins in third term for interested Year 8 – 11 students. There is a “Come and Try” month 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 cost of $1400 – $1550 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.