Dear Parents and Carers,

RE: INDIVIDUAL PATHWAYS – MAXIMISING SUCCESS

At Tenison Woods College, we support students with the Pathways Model of Learning, which is the result of our commitment to best serving the individual learning needs of our students. This model offers Senior School students a more flexible and individualised approach to their learning and wellbeing, helping them to achieve their best and desired outcomes as they move on to post-school options.

Features of this approach include:

- Counselling of students as they choose their subjects for each of their Senior School years where their interests and aspirations are identified and their individual pathway through the Senior School is planned;
- Opportunities for students to accelerate their learning in subjects they have strengths in or are ready to engage with in the year level above their own;
- A broad range of Year 10 to 12 subjects which support students to achieve their future goals including university, TAFE, apprenticeship, employment or the defence force.

In this curriculum guide there are a number of documents which give further information about the Pathways Model. These include flowcharts from all Learning Areas showing opportunities for acceleration in subjects, information regarding the subject-selection and counselling process, SACE and VET information and exemplars of possible pathways.

If you would like further clarification of any aspect of this improvement to Senior School learning or would like to talk with any of the Senior School Pathways team, we invite you to contact the school on (08) 8724 4650.

We look forward to working together with you over the coming years to optimise the learning potential and outcomes for your child to ensure they are able to let their light shine brightly now and in the future.

Regards,

David Mezinec
Principal
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PATHWAYS IN THE SENIOR SCHOOL

The Pathways Model adopted by the Senior School at Tenison Woods College has been developed with the intent of supporting the College in offering innovative educational programs to Senior School students. By opening up the curriculum across the senior years, students will be able to access learning which will cater to student’s individual needs.

What is a learning pathway?

A learning pathway enables individual students to navigate their learning, skill development and life experiences through mainstream education, flexible learning and vocational training options. There are many learning pathways students can explore depending on their future aspirations, learning interests, skills and abilities.

The Senior School understands that each student’s learning pathway will be unique and personalised and seeks to ensure that students have the opportunities to experience a learning program which caters to their learning needs.

Why a Learning Pathways Model?

The Senior School Pathways Model has been developed with the intent of offering innovative educational programs to Senior School students.

Learning pathways will ‘open up’ the curriculum by enabling students to access learning programs within, above and below their year level across the senior years. Students will be able to access learning which will cater to their individual needs.

In this learning environment, students will develop the agency to self-manage, become lifelong learners and to contribute and engage positively in our global community.

Research indicates that students who select a learning pathway that is relevant to their learning needs are more likely to engage positively with learning in the senior years.

In the Senior School at Tenison Woods College, a broad range of Year 10 to 12 subjects are available which support students to achieve their future goals. Whether it is preparing for future tertiary based education, TAFE and/or apprenticeship/traineeships, employment or the defence forces, students will have the opportunities to develop the knowledge, skills and competencies to support their future aspirations and the areas they are keen to enter.

The Learning Pathways at Tenison Woods College are:

• Tertiary Education Pathway;
• Vocation Pathway; and
• Flexible Learning Pathway.

Acceleration in subjects based on student readiness and areas of strengths.

The Pathways Model of Learning in the Senior School will enable students to accelerate their learning in subjects they may have strengths in or are ready to engage with in the year level above their own. At Tenison Woods College we recognise that students learn at varied rates and seek to create opportunities for students to engage in learning programs that support their learning needs.

Acceleration can occur in all subjects, if the student can demonstrate that he/she is capable of studying above their year level. The Senior School values learner readiness and understands that students learn at varied rates.

Students who would like to study a subject above their year level must acquire a recommendation from the Learning Area Coordinator for the relevant subject and the Head of Senior School.
**PATHWAYS IN THE SENIOR SCHOOL**

Curriculum Pathways in the Senior School at Tenison Woods College

**STEP 1: YEAR 10**
- Level of Study: Stage 1

**STEP 2: YEAR 11**
- Level of Study: Stage 1

**STEP 3: YEAR 12**
- Level of Study: Stage 2

**GOAL**
- Tertiary Education Pathway
  - Pathway plan
  - Australian Curriculum
  - Year 10 subjects
  - SACE Stage 1 subjects (including PLP)
  - VET offerings
  - Work experience
- Vocation Pathway
  - Pathway plan
  - Stage 1 and 2 subjects
  - TAFE /VET offerings
  - School based traineeships
  - Apprenticeships
  - Work experience
- Flexible Learning Pathway
  - Pathway plan
  - Stage 1/2 compulsory units and free choice from:
    - VET: Certificate 1 to 3 RTO or TAFE
    - School based apprenticeship
    - Work
    - Work experience
    - Community projects
- SACE completion
  - Stage 2 subjects
  - ATAR

**Tertiary Education Pathway**
- Pathway plan
- Stage 1 and 2 subjects
- VET offerings
- Tenison Woods College Academies
- Work experience

**Vocation Pathway**
- Pathway plan
- Stage 1 and 2 subjects
- TAFE /VET offerings
- School based traineeships
- Apprenticeships
- Work experience

**Flexible Learning Pathway**
- Individual pathway plan including 60 credits of Stage 2 based on:
  - Community projects/work
  - Research Project A or B
  - VET Certificate 3
  - Balance of free choice from VET and Community based on full-time or Part-time work
  - RTO or TAFE
  - Community projects

**SACE completion**
- Stage 2 subjects
- ATAR

**U**niversity entrance
- TAFE entrance
- Apprenticeships
- Traineeships
- Employment

**VET - Vocational Education Training**
**RTO - Registered Training Organisation**
**SUBJECT SELECTION GUIDELINES**

**Guidelines**

This Curriculum Guide is intended to assist you in the very important process of choosing subjects and provide information about the broad range of subject offerings at Tenison Woods College. It contains an overview of the process you will work through, information about the pattern of subjects you must complete in order to achieve your South Australian Certificate of Education and descriptions of the subjects on offer as you move into the final years of your secondary education.

You are strongly advised to make use of the many resources available to you as you work through this sometimes confusing process. In addition to the information presented in this Handbook and the Pathways Expo, you may also access the Pathways Team by phone, email or in a meeting (please see below). Learning Area Coordinators are also available for subject specific information.

- Marie Hoare, Careers Counsellor  
  Phone: 8724 4616  
  Email: hoarm@tenison.catholic.edu.au

- Vanessa Courtney, SACE Coordinator  
  Phone: 8724 4658  
  Email: courv@tenison.catholic.edu.au

- Joanne MacLean, VET Coordinator  
  Phone: 8724 4658  
  Email: maclj@tenison.catholic.edu.au

- Sean Quirke, Head of Senior School/Flexible Learning Programs  
  Phone: 8724 4650  
  Email: quirs@tenison.catholic.edu.au

- Scott Dickson, Director of Learning  
  Phone: 8724 4651  
  Email: dicksc@tenison.catholic.edu.au

- Your subject, homegroup and Flexible Learning teacher

**Pathways Counselling Procedure**

The subject counselling process includes, the Pathways Expo, incorporating subject selection information sessions, subject selection and pathways counselling, intensive pathways counselling for students who may need it (eg VET students, accelerated students) and some re-counselling in Term 4 and during the academic year.

**Subject selection process:**

Step 1: Using this Curriculum Handbook, you need to choose the subjects you think you would like to study and complete your subject selection form under the guidance of your teachers, parents and the Pathways Team.

You should also carefully consider:

- Your ambitions and possible future career choices;
- Your capabilities and performance in subjects you are currently studying;
- Your interest in the content of the subjects you are currently studying;
- What you learn in Year 10 Personal Learning Plan about your suitability to particular career paths;
- The SACE pattern;
- Information gathered at Tenison Woods College Pathways Expo, Careers Expo and TAFE and University Open Days;
- Prerequisites and other requirements of tertiary courses, including those offered at interstate institutions; and
- Advice from the Career Counsellor, SACE Coordinator, VET Coordinator, Heads of School, Flexible Learning Program teachers and your subject teachers.

Step 2:  
Once you have chosen the subjects that you think you would like to study and entered them on your subject selection form, you must ask your current subject teachers if they feel that you are a suitable candidate for that subject at that level. You need to have them complete the subject recommendations section of your subject selection form. You and your parent/s will need to sign the form.

Step 3:  
Students will enter subject selections on the Edval Web Choice form.

Step 4:  
At the subject counselling interview you will have the opportunity to discuss the suitability of your subject choices in light of your career ambitions, your capabilities, your achievement in your current subjects, etc. You will also receive information about whether you have received all your requested subjects. Your parents are encouraged to attend this interview with you.

Step 5:  
Some weeks later you will be advised as to whether you are able to study your first choice of subjects at the next year level. Should subject clashes or class numbers prevent this from being possible you will be invited to a further interview where your alternative choices will be discussed.

**Further Resources**

- Tenison Woods College Pathways Expo;
- Job Guide;
- SATAC Tertiary Entrance Booklet;
- SATAC University Guide;
- VTAC University Guide;
- Other Interstate University Guides/websites;
- TAFE SA and other RTO websites; and
- Various tertiary institution information booklets and websites.
A number of very important matters need to be considered before selection of subjects is made.

1. READ through this document thoroughly:
   - Read the information provided for each subject;
   - Note the minimum requirements and/or recommendations contained within each course description;
   - Examine each flow chart to see where subjects lead and what minimum requirements apply at each level;
   - Make sure that you get clarification about any aspect you do not understand;
   - Start building your subject selection using the SACE Course Planner on the following page.

2. Be REALISTIC, consider the following:
   - Your ability to cope with the academic content of the subject you plan to choose;
   - Your interest in the subject;
   - Your proven performance in the past;
   - Your level of commitment;
   - Your needs;
   - What your reports and exam results show.

3. TALK to others:
   - Your teachers are in the best position to advise you about your abilities;
   - If you need further information about what a subject involves, talk to a teacher who teaches that subject;
   - Talk to older students about their experiences;
   - Discuss these matters with your parents.

4. Be INFORMED
   - Subject choices may be difficult but must be based on as much information as possible.
   - Further information can be obtained by researching the requirements of occupations or courses of study that are of interest to you.
   - The following are possible sources of help:
     - Tertiary institution handbooks and websites;
     - TAFE Information Centre;
     - Student ‘Job Guide’;
     - Career literature available at school;
     - Career Reference Centre;
     - Friends/relatives/employers/employees who work in areas that interest you;
     - Career adviser;
     - Tenison Woods College Pathways Expo.
**Personal Learning Plan = 10 credits**

**Literacy = 20 credits**
*Choose from a range of English subjects or courses*

**Numeracy = 10 credits**
*Choose from a range of mathematics subjects or courses*

**Stage 2 subjects or courses = 60 credits**
*Choose from a range of Stage 2 subjects and courses*

**Research Project = 10 credits**

**Additional choices = 90 credits**
*Choose from a range of Stage 1 and Stage 2 subjects and courses*

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**Credits**

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<tr>
<td>Subtotal</td>
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</tr>
<tr>
<td>Numeracy</td>
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<tr>
<td>Subtotal</td>
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</tr>
<tr>
<td>Stage 2 subjects or courses</td>
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<tr>
<td>Subtotal</td>
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<tr>
<td>Research Project</td>
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</tr>
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<td>Subtotal</td>
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</tbody>
</table>

**To gain the SACE, you must earn 200 credits**

- **Compulsory Stage 1**
  - Students must achieve a C grade or higher for Stage 1 requirements.

- **Compulsory Stage 1 and/or Stage 2**
  - Students must achieve a C- or higher for Stage 2 requirements to complete the SACE.

- **Compulsory Stage 2**

- **Choice of subjects and/or courses (Stage 1 and/or 2)**
  - Students must achieve a grade or equivalent for subjects and/or courses selected.
Senior School at Tenison Woods College begins at Year 10. Students are encouraged to begin thinking about their pathways in the Personal Learning Plan (PLP).

What is the Personal Learning Plan?
The Personal Learning Plan (PLP) is a compulsory SACE Stage 1 subject normally undertaken in Year 10. Students must achieve a 'C' grade or better or they will not be awarded the SACE or be eligible for an Australia Tertiary Admissions Ranking (ATAR). Students will be awarded 10 credits towards the SACE for the completion of the PLP. In PLP students consider their aspirations and research career, training and further study choices to help them map out their future. Students identify goals and plan how to achieve them through school and after finishing the SACE.

What is 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. The SACE has been introduced to ensure that students gain the skills they need for the future, as citizens and employees.

The SACE 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.

By completing the SACE, students prepare for further learning, work, and life, by:
- Building essential skills and knowledge;
- Making informed choices about future study and work, based on their strengths and interests;
- Gaining a certificate that gives them a head-start on their pathway beyond school.

To gain the SACE, students complete about two years of full-time study which most students spread over three years. To gain the certificate students must earn 200 credits. Ten credits are equivalent to one semester or six months’ study in a particular subject or course.

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

What are the requirements of the SACE?
Students must demonstrate satisfactory achievement (C grade or higher for Stage 1 and C- grade or higher for Stage 2) in the following courses:
- 10 credits of Personal Learning Plan (Stage 1);
- 10 credits of Mathematics / Numeracy courses (Stage 1 or 2);
- 20 credits of English / Literacy courses (Stage 1 or 2);
- 10 credits of Research Project (Stage 2);
- 60 credits of any additional Stage 2 courses.

In addition to these compulsory requirements, students must gain a total of 200 SACE credits.

Following are the Tenison Woods College requirements that will allow students to achieve their SACE:

Year 10
In Year 10 at Tenison Woods College, it is compulsory for students to study the following courses:
- Personal Learning Plan (must achieve a C grade or higher);
- Religion;
- Mathematics or General Mathematics;
- English;
- Science (4 x term electives);
- History;
- Physical Education.

In addition, students may choose from a range of Year 10 or SACE Stage 1 electives.

Year 11
In Year 11 at Tenison Woods College, students normally study SACE Stage 1 courses. It is compulsory for students to study the following courses:
- Two Mathematics or Numeracy semester courses (must achieve a C grade or higher in at least one of these);
- Two English or Literacy semester courses (must achieve a C grade or higher in both of these); and
- Religion Studies (10 SACE credits spread over one year).

In addition, students may choose from a range of SACE Stage 1 and 2 courses.

Year 12
In Year 12 at Tenison Woods College, students normally study SACE Stage 2 courses. It is compulsory for students to study the following courses:
- Research Project (must achieve a C- grade or higher);
- Three 20 credit Stage 2 courses (must achieve a C- grade or higher in all of these); and
- Integrated Learning (Religion).

In addition, students may choose from a range of SACE Stage 1 and 2 courses (subject to tertiary entrance requirements if applicable).
OTHER RECOGNISED LEARNING OPTIONS IN THE SACE

The SACE Board recognises that learning doesn't just happen in the classroom, but in all kinds of settings.

Students are able to earn SACE credits for community learning in two ways – Community-developed Programs and Self-directed Community Learning. Community-developed Programs include, for example, the Australian Music Examinations Board, the Duke of Edinburgh's Award and the SA Country Fire Service. Program details are updated as new course information becomes available. Self-directed Community Learning is gained through informal community activities such as coaching a sports team, being the primary carer of a family member, or leading an environmental project in the community.

Students will need to provide evidence of their learning for assessment so that the SACE Board can recognise these other kinds of community learning. Up to 90 credits of community learning at Stage 1 and/or Stage 2 can count towards the completion requirements of the SACE.

Students cannot count the same community learning more than once towards SACE completion. For example, a student who has used part of the Queen's Guide Award in a SACE subject, such as Community Studies or Physical Education, cannot then count the same award as community learning.

Community Studies
Community Studies is an alternative option that allows students to learn in a community context and interact with teachers, peers, and community members. They decide the focus of their community activity, which begins from a point of personal interest, skill, or knowledge.

By setting challenging and achievable goals in their community activity, students enhance their knowledge and understanding in a guided and supported learning program. They develop their capacity to work independently and to apply their skills and knowledge in practical ways in their community.

At Stage 2 level, successful completion of this course will give students SACE credits towards the compulsory 60 credit Stage 2 requirement. Please note that Community Studies is not eligible to be counted towards an ATAR.

TERTIARY EDUCATION PATHWAY

At Tenison Woods College the Senior School offers a broad range of TAS (Tertiary Admission Subjects) that lead to possible degree pathways.

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

Full details of university and TAFE entry requirements for 2017 onwards are included in the Tertiary Entrance Booklet. Go to the SATAC website for more information: http://www.satac.edu.au/.

Some universities entered by SACE students include:

National
• Flinders University
• University of Adelaide
• University of South Australia
• Australian National University
• University of Melbourne
• University of Sydney

International
• New York University
• University of Oxford
• Yale University
• National University of Singapore
• University of Cambridge
• Princeton University

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.
EXAMPLES OF STUDENT PATHWAYS OF LEARNING

Student A

This student is an academic student who performs strongly in most subjects. They are considering studying Engineering at University, but aren’t sure whether they will study in Adelaide or interstate. The student understands that to study interstate they must complete a Stage 2 English subject. They enjoy Humanities subjects, but cannot study them in Year 12 due to the large number of University prerequisite subjects required for Engineering.

The key benefits of the Pathways Model for this student are:
- They are able to meet all university prerequisites without overloading themselves in Year 12;
- They get a chance to explore a Humanities subject at Stage 2 level when they wouldn’t otherwise have had the opportunity;
- As they are doing more than the minimum number of subjects at Stage 2 level, only their best four and a half subjects will contribute to the calculation of their ATAR.

<table>
<thead>
<tr>
<th>YEAR 10</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Learning Plan</td>
<td>Stage 1 Religion Studies</td>
<td>Stage 2 Research Project</td>
</tr>
<tr>
<td>Religious Education</td>
<td>Stage 1 Mathematics A &amp; B</td>
<td>Stage 2 Mathematical Methods</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Stage 1 Physics</td>
<td>Stage 2 Specialist Mathematics</td>
</tr>
<tr>
<td>History</td>
<td>Stage 1 Chemistry</td>
<td>Stage 2 Physics</td>
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<td>Stage 2 English</td>
<td>Stage 2 Chemistry</td>
</tr>
<tr>
<td>Stage 1 Geography</td>
<td>Stage 2 Geography</td>
<td>Stage 2 Integrated Learning (Religion)</td>
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<tr>
<td>Physical Education (1 semester)</td>
<td>Stage 1 Mathematics C &amp; D</td>
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<tr>
<td>Mathematical Extension (1 semester)</td>
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<tr>
<td>Information Technology (1 semester)</td>
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<tr>
<td>Chemistry Matters (1 term)</td>
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<tr>
<td>Crash Science (1 term)</td>
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<td></td>
</tr>
<tr>
<td>Designer Babies (1 term)</td>
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<td></td>
</tr>
<tr>
<td>Scientific Skills (1 term)</td>
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</tbody>
</table>

Student B

This student has strengths in a range of subjects within the Arts and Science Learning Areas. Due to the time demands of some of the Stage 2 Arts subjects, they wish to spread these over two years.

The key benefits of the Pathways Model for this student are:
- They have the necessary university prerequisites for a range of Science and other degrees.
- They are able to satisfy their interests and talents in Music and Drama, without overloading themselves in Year 12.
- Their pathway is well-balanced and will set them up for success in a range of pursuits after graduating from school.

<table>
<thead>
<tr>
<th>YEAR 10</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Learning Plan</td>
<td>Stage 1 Religion Studies</td>
<td>Stage 2 Research Project</td>
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<tr>
<td>Religious Education</td>
<td>Stage 1 English Literary Studies</td>
<td>Stage 2 English Literary Studies</td>
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<td>Mathematics</td>
<td>Stage 1 Mathematics A &amp; B</td>
<td>Stage 2 Mathematical Methods</td>
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<tr>
<td>History</td>
<td>Stage 1 Chemistry</td>
<td>Stage 2 Chemistry</td>
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<td>English</td>
<td>Stage 1 Music</td>
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<td>Italian</td>
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<tr>
<td>Chemistry Matters (1 term)</td>
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<td></td>
</tr>
<tr>
<td>Crash Science (1 term)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# EXAMPLES OF STUDENT PATHWAYS OF LEARNING

## Student C

This student has strengths in a range of subjects within the HPE Learning Areas and/or subjects with the focus on body kinaesthetic skills, food & nutrition and working closely with people on a personal level. This student is unsure if he/she would like to pursue a career in human movement, teaching, health professions (physiotherapy, paramedic or nursing) nutrition & dietetics, hospitality, aged care, child care or hair & beauty.

The key benefits of the Pathways Model for this student are:
- They have the necessary subject prerequisites for a range of pathways, including trades or University.
- They are able to satisfy their interests and talents in HPE, without overloading themselves in Year 12.
- Their pathway is well-balanced and will set them up for success in a range of pursuits after graduating from school.
- This also gives them an alternative entry for a GAP YEAR job in aged care, hospitality, hair & beauty or child care.

### YEAR 10
- Personal Learning Plan
- Religious Education
- General Mathematics
- English
- Physical Education (1 semester)
- Chemistry Matters (1 term)
- Designer Babies (1 term)
- Stage 1 Biology (semester)
- Stage 1 Child Studies (semester)
- VET Options Hair & Beauty (The Look) or VET- Hospitality Certificate 1 or VET - Tourism & Languages Certificate 2 (components) (semester)

### YEAR 11
- Stage 1 Religion Studies
- Stage 1 English
- Stage 1 General Mathematics
- Stage 1 Physical Education
- Stage 2 Biology
- Stage 2 Child Studies and/or VET - Hair Certificate 2 or VET - Beauty Certificate 2 or VET - Hospitality Certificate 2 or VET - Children Services Certificate 2

### YEAR 12
- Stage 2 Research Project
- Stage 2 English
- Stage 2 General Mathematics
- Stage 2 Physical Education
- Stage 2 Integrated Learning (Religion)
- VET - Hospitality Certificate 3 or VET - Aged Care Certificate 3 or VET - Children Services Certificate 3

## Student D

This student has strengths in a range of subjects within the Technology area with the focus on construction and material skills. This student is unsure if he would like to pursue a career in building construction & property at university level or in an electrical, plumbing or building trade.

The key benefits of the Pathways Model for this student are:
- They have the necessary University prerequisites for a range of pathways, including trades or University.
- They are able to satisfy their interests and talents in Technology, without overloading themselves in Year 12.
- Their pathway is well-balanced and will set them up for success in a range of pursuits after graduating from school.
- They keep their options open for either a school based traineeship or apprenticeship and completing SACE through FLP.

### YEAR 10
- Personal Learning Plan
- Religious Education
- History (1 semester)
- General Mathematics
- English
- Electro-technology A&B
- Stage 1 Technical Graphics
- Communication Products (1 semester)
- Stage 1 Outdoor Education (1 semester)
- Wood Technology (1 semester)
- Fire and Fuel (1 term)
- Reach For The Sky (1 term)
- You Are What You Eat (1 term)
- Heavens Above (1 term)

### YEAR 11
- Stage 1 Religion Studies
- Stage 1 English
- Stage 1 General Mathematics
- Stage 1 Tech Graphics (1 semester)
- Stage 1 Business and Enterprise (1 semester)
- Stage 1 Scientific Studies (1 semester)
- Stage 1 Materials Technology (1 semester)
- Stage 2 Outdoor Education
- Stage 2 Integrated Learning and/or VET - Electro Technology Certificate 2 (full year)
- Option of School Based Traineeship or Apprenticeship

### YEAR 12
- Stage 2 Research Project
- Stage 2 English
- Stage 2 Essential Mathematics
- Stage 2 Business and Enterprise
- Stage 2 Integrated Learning and/or VET - Electro Technology Certificate 2 (full year)
- Option of School Based Traineeship or Apprenticeship with FLP SACE completion

**EXAMPLES OF STUDENT PATHWAYS OF LEARNING**

Tenison Woods College Year 10-12 Curriculum Guide 2017

012
What is VET in Schools?

VET in Schools refers to Vocational Education and Training (VET) courses undertaken as part of school studies. VET in Schools courses enable students to earn credit towards a recognised VET qualification whilst completing their general education curriculum or senior secondary certificate.

With VET in Schools, a student can:
- Combine a vocational pathway with studies;
- Complete (or work towards) a Certificate I, II or III, or sometimes even a Certificate IV qualification; and
- Keep options open to pursue further vocational education (such as courses at a Technical and Further Education institute), or move into higher education (such as undertaking courses at university).

VET qualifications, or the credit towards a qualification, are recognised by industry across Australia under the Australian Qualifications Framework (AQF). Some VET in Schools students are also Australian School-based Apprentices. Information on all VET qualifications and courses is available at www.myskills.gov.au.

VET gives students skills and knowledge for work. VET operates through a National training system, and is delivered, assessed and certified by Registered Training Organisations (RTOs) such as TAFE SA. The courses may be offered at the site of the RTO, via a distance education method or the school may offer a course within the existing timetable as a VET in schools program.

The SACE is designed to give students increased flexibility, including greater opportunities to have diverse forms of learning and achievement recognised. The SACE enables students to include a significant amount of VET in their SACE studies. Students can gain recognition for up to 150 SACE credits at Stage 1 and/or Stage 2 for successfully completed VET. The remaining 50 credits are derived from the Personal Learning Plan (10 credits), the Research Project (10 credits), the literacy requirement (20 credits), and the numeracy requirement (10 credits).

These recognition arrangements help students to build coherent pathways in the SACE through VET, and encourage students to complete, or make significant progress towards completing, VET qualifications while completing the SACE.

VET is an excellent choice of study for many students. It can include practical hands-on learning, which suits many students and can lead to excellent jobs in a vast array of fields and give students a head-start on a qualification of their choice. Apprenticeships and traineeships are jobs that combine work and structured training through a VET provider and an employer. All VET in Schools programs are offered in conjunction with a recognised RTO such as TAFE SA.

Why should you do a VET course at school?

You will be trained in skills, which will improve your chances of being employed. Many of the skills will be useful for a wide range of careers beyond the VET course you might enrol in.

You will leave school with qualifications recognised by both the education system and industry, giving you more choices in life. You will receive credit towards traineeships and apprenticeships, giving you a head start. You will gain hands-on experience in your chosen industry, allowing you to make better career choices.

VET options available at Tenison Woods College include:

FURNITURE MAKING
CERTIFICATE I IN FURNISHING

Year Level: Stage 1
SACE Credits: Minimum 20
Pathway: Employment, further TAFE study at Certificate II
Prerequisites: None
Length: 1 year

Course Description:

Undertaking this course allows the student to pursue an interest in the many trades associated with the Furnishing Industry, as the core modules are generic across each individual area. The other modules focus specifically on the trade of Furniture Making (Cabinet making).

Students will complete all competencies by doing a range of exercises including group and individual tasks. They will be performed in a variety of locations and modes including a simulated workplace, where the students are able to experience similar situations which occur in industry and by working both individually with the other members of the class. It is also recommended that the students undertake work experience in this industry when they have the opportunity.

Students will make a variety of projects with a focus on hand-made processes and numerous simple machine tasks using both simple and sophisticated machinery. Students will predominantly work with solid timber but will gain experience with manmade materials as well and the different techniques and hardware that is specific to each.

This course can be undertaken for self-interest or as a pathway for the development of skills and understanding in many areas including the Furnishing, Building and Engineering trades, as many of the expectations and skills are transferable.

Assessment:
The Certificate I is skills based and requires students to achieve specific furnishing competencies.

These include:
- Communicate in the Workplace
- Follow OHS Procedures
- Make Measurements
- Work in a Team
- Construct a Basic Timber Furnishing Product
- Hand Make Timber Joints
- Join Solid Timber
- Participate in environmentally sustainable practices
AGRIFOOD OPERATIONS (CERTIFICATE I)

Year Level: Stage 1 (available to Year 10 or Year 11 students)
SACE Credits: Minimum 10
Pathway: Employment, further TAFE study at Certificate II or higher in Horticulture, Agriculture and Land Management
Prerequisites: None
Length: 1 semester

Course Description:
This qualification is an entry-level qualification aimed at individuals entering the agriculture, horticulture and conservation and land management industries. It allows individuals to develop basic skills and knowledge to prepare for work. They may undertake a range of simple tasks under close supervision. The range of technical skills and knowledge is limited.

Assessments:
Assessment will be practical based and students will be required to show evidence of competencies. In relation to the required skills and knowledge.

Units offered include: Maintain the Workplace (AHCWRK101A), Work safely (AHCOHS101A), Follow basic chemical safety rules (AHCCM101A), Support Horticultural production (AHCPHT101A), Support gardening work (AHOPGD101A) and Support nursery work (AHCNSY101A).

ACADEMY OF HOSPITALITY (CERTIFICATE I)

Year Level: Stage 1 (available to Year 10 & 11 Students)
SACE Credits: Minimum 20
Pathways: Employment, further TAFE study at Certificate II and III
Prerequisites: Course A and/or B in Year 9 Hospitality unless otherwise discussed
Length: 1 year

Course Description:
Undertaking this course allows students to experience a range of routine and predictable hospitality work activities. The qualification provides individuals with knowledge and skills for initial work, community involvement and further learning. Students will complete all competencies by doing a range of activities including group and individual tasks. They will be performed in a variety of locations and modes including a simulated workplace, where the students are able to experience similar situations which occur in industry and by working both individually with the other members of the class.

Requirements - Purchase of a uniform is mandatory at a cost of approx. $90.00. Participation in a minimum of 15 hours work/volunteering at recognised functions is essential for competencies to be achieved.

Assessment:
The Certificate I is skills based and requires students to achieve specific Hospitality competencies.

These include:
• Work effectively with others;
• Provide information and assistance;
• Use hygienic practice for food safety (cookery focus);
• Use hygiene practices for hospitality service (hospitality focus); and
• Participate in food safe work practices.

Electives Hospitality Focus:
• Prepare and serve non-alcoholic beverages; and
• Process financial transactions.

Electives Cookery Focus:
• Prepare sandwiches;
• Use food preparation equipment; and
• Prepare simple dishes.

FITNESS (CERTIFICATE III)

Year Level: 11 or 12
SACE Credits: 20 credits (Stage 2)
Pathway: TAFE
Prerequisites: Interview with HPE
Length: 1 year

Course Description:
This qualification reflects the role of instructors who perform a range of activities and functions within the fitness industry. Depending on the specialisation chosen, this qualification provides a pathway to work as an instructor providing exercise instruction for group, aqua or gym programs. They work independently with some level of autonomy in a controlled environment such as fitness, leisure, aquatic and community centres where risks are managed through pre-existing risk assessment and hazard control processes. Individuals who specialise in Gym Instruction provide individually tailored client assessments, provide technique correction as needed, and develop and demonstrate programs. They also provide supervision of a facility or service, keep equipment clean, tidy and well maintained, and handle various customer inquiries.

Assessments:
Students will participate in a range of bookwork and assignments as well as demonstrations. Students will be expected to undergo testing situations.
EXTERNAL VET OPTIONS

TAFE and other RTOs (Recognised Training Organisations) offer a wide range of courses for students. Some are provided via distance modes and others are on site with the RTO. Below is a list of possible options that students may be interested in. The list however, is not definitive, and further course options may be available to students depending on their area of interest.

Course:
Community Services (Certificate II & III)
(Focus either – Children’s Services or Aged Care)
Year Level:
10, 11 (Stage 1) 12 (Stage 2)
Possible SACE Credits: 10

Course:
Hair and Beauty (Partial completion of Certificate II)
(LOOK Course – Intro to Hairdressing or Beauty)
Year Level:
10, 11, 12 (Stage 1)
Possible SACE Credits: 10

Course:
Hair and Beauty (Certificate II & III)
(Focus either – Hairdressing or Beauty)
Year Level:
11 (Stage 1) 12 (Stage 2)
Possible SACE Credits: 10

Course:
Automotive Mechanical (Certificate II)
Year Level:
11 (Stage 1)
Possible SACE Credits: 10

Course:
Building & Furnishing (Certificate II in Construction)
Year Level:
11 (Stage 1)
Possible SACE Credits: 10

Course:
Electrical (Certificate II in Electrotechnology)
Year Level:
11 (Stage 1)
Possible SACE Credits: 10

Course:
Engineering-Metal Fabrication Focus
(Certificate II in Engineering)
Year Level:
11 (Stage 1)
Possible SACE Credits: 10

Course:
Environment, Conservation & Horticulture
(Certificate II in Horticulture)
Year Level:
11 (Stage 1)
Possible SACE Credits: 10

Course:
Business (Certificate II & III in Business)
Year Level:
11 (Stage 1) 12 (Stage 2)
Possible SACE Credits: 10

Course:
Information Technology (Certificate II in Information Technology)
Year Level:
11 (Stage 1)
Possible SACE Credits: 10

Course:
Agriculture (Certificate II in Agriculture)
Year Level:
11 (Stage 1)
Possible SACE Credits: 10

To enrol in any of these courses students need to complete an expression of interest form and then make an appointment with the schools VET Coordinator.
Established in 2002, the Flexible Learning Program (FLP) at Tenison Woods College is an alternative education option for young people seeking to complete their South Australian Certificate of Education, (SACE, Years 11-12).

Part of the educational provision offered at Tenison Woods College, the FLP enables students to manage work, study and academic success in a program that caters specifically for their individual needs. It is inspired by the model of Catholic Mission expressed by the tradition of the founders, notably Saint Mary of the Cross MacKillop.

How this program works
The FLP provides an all-inclusive model of pastoral care and customised education delivery, aiming to meet the diverse educational and wellbeing needs of students who aspire to complete the SACE, but for whom the traditional model of classroom based schooling is not appropriate.

At the FLP, the emphasis is on individual student personal development, recognising prior learning and enhancing skills and knowledge for future participation in the community. This involves making connections to students’ worlds in the learning process, recognising broader learning, such as continued participation in sport, music or other community activity and acknowledging the need to meet the basic welfare/pastoral needs of students, before formal learning can begin.

Each student has a FLP teacher who oversees their educational program. The FLP teacher works with the student to develop an individual curriculum plan designed to meet the student’s specific needs and aspirations. Students spend between 2 and 5 days per week in the program, but do not attend school classes, rather, a range of community based learning activities are utilised. Activities such as, employment, TAFE studies and volunteer or community work, are packaged as SACE Stage 1 and 2 subjects.

The students are required to collect and collate evidence of their learning, and then to reflect upon this learning. Online learning and distance learning packages, with tailored learning tasks and assessments, enable students to complete compulsory units such as Mathematics and English. The program works closely with local employers, education and training providers, government support agencies, NGOs, volunteer organisations, service organisations and local health providers, to support and enhance students’ programs of learning and accreditation.

Why this program is successful:
The Flexible Learning Program enables success by empowering and mentoring students to create an individualised learning and wellbeing pathway to achieve their educational and life goals.

Staff members involved in the development of the FLP identify the case management approach, flexibility of the program, personal flexibility of the FLP teacher, customised support structures, recognition of difference and the empowerment of students, as keys to success in enabling students to reach their full potential. Through the program students are encouraged to develop networks and knowledge to help manage many of the complex issues impacting on their lives, and to complete their secondary education.

For further information contact:
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RELIGIOUS EDUCATION

The purpose of Religious Education is to deepen students’ understanding of the Catholic Tradition and develop an appreciation of its significance in their lives, so that they may participate effectively in the life of the Church and wider society.

The Religious Education curriculum at Tenison Woods College is a progression, each year building on the concepts already studied and respecting the growing maturity of the students. At the heart of the work of Catholic Schools is an invitation for students to engage in a conversation between the world they know and the faith to which they are called. Hence, the goal of Senior School Religious Education is to create a synthesis between life, faith and culture. The Crossways RE framework for South Australian Catholic Schools is used as the core document in Religious Education. The education of a student in faith involves the area of values, commitment and the practical expression of faith, and hence, goes beyond intellectual understanding and the acquisition of skills. Made in God’s Image is a human sexuality framework and is taught as a compulsory area of Religious Education in Years 10, 11 and 12 and builds upon the concepts taught in Reception to Year 9.

The Religious Education curriculum at Year 10, Year 11 and Year 12 includes Reflection Days which are compulsory for all students. Year 10 is a one day program and both Year 11 and Year 12 are a 3 day retreat experience.

RELIGIOUS EDUCATION

Year Level: 10
SACE Credits: None
Prerequisites: None
Length: 1 year

Course Description:
In this course students will explore the beliefs, traditions and biblical themes in the historical context of the universal and Australian church.

During the year students will participate in experiences that provide them with an opportunity to explore and analyse a range of different vocations, the historical changes arising from the Second Vatican Council, personal spirituality, and Aboriginal and Torres Strait Islander spirituality. Students will also explore the notion of human rights and challenges to be a community of faith, hope and love for the world. They will evaluate the notion that an informed conscience is necessary for responsible moral choices by individuals and groups.

Exploration and discussion of the concept that humans are created in God’s Image (Made in the Image of God) will also be covered through the (MITIOG) curriculum framework which covers the strands: Being Human, Being Connected, Being Moral and Being Sexual.

Additional Information:
Religious Education is a compulsory course that all Year 10 students must study. All students in Year 10 will participate in a 1 day Reflection Day.

STAGE 1 RELIGION STUDIES

Year Level: 11 (Stage 1)
SACE Credits: 10
Prerequisites: None
Length: 1 year

Students have a choice of two strands within the Social Justice study – a humanitarian focus or an ecological focus. Throughout this course students will compare and contrast the Catholic Church’s moral and social teachings with various ethical approaches in light of current and future challenges.

Option 1: Social Justice – Humanitarian Study
Students explore the religious basis of contemporary ethical or social justice issues. This study provides an opportunity for students to develop their skills in discussing, evaluating, and responding to an ethical or social justice issue from a religious perspective.

Through contact with organisations and practice in humanitarian decision making, by involvement in liturgy, prayer, justice initiatives, scripture and study, learners are able to develop:
• A moral and spiritual response to the human dignity and respect for every person;
• An understanding of the Catholic Social Teachings and justice in relation to humanitarian issues;
• Skills for humanitarian investigation, including participating, critical analysis and evaluation;
• A commitment to participate in working towards transformations of structural injustice in a community setting;
• Empathy for those marginalised and alienated by society.

Option 2: Social Justice – Ecological Study
Students explore ecological issues and the religious response to these. Ecological education is a life-long process of recognising values and clarifying concepts in order to develop skills and attitudes necessary to understand and appreciate the inter-connectedness of all creation; to view creation as a gift from God which requires equitable sharing and wise stewardship. It also entails practice in decision making for living a life that is ecologically and ethically sustainable.

Through direct contact with the environment and practice in ecological decision making, and by involvement in liturgy, prayer, justice initiatives, scripture and study, learners are able to develop:
• A moral and spiritual response as stewards of the gift of creation.
• An aesthetic appreciation of environments, both built and natural.
• An understanding of the operation of natural systems and the impact of human activity on these systems.
• Recognition of the balance between protection and use of our environmental and natural resources.
• Skills for environmental investigation, including participation, critical analysis and evaluation.
• An informed sense of responsibility for the environment, particularly the local catchment.
• A commitment to participate in environmental management and improvement.
• A preference for a personal lifestyle compatible with ecological sustainability.
RELIGIOUS EDUCATION

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

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

Additional Information:
Religion Studies is a compulsory course that all Stage 1 students must complete. All students in Year 11 will participate in a 3 day Retreat experience.

INTEGRATED LEARNING
(THROUGH RELIGIOUS EDUCATION)

Year Level: 12 (Stage 2)
SACE Credits: 10
Pathways: N/A
Prerequisites: None
Length: 2 lessons a week for 3 terms

Course Description:
This compulsory course draws links between aspects of students’ lives and the topics covered within Standard 6 of the Crossways RE framework for Catholic Schools in South Australia. Students apply their knowledge and skills to a real-world task event, learning opportunity, or context, for a specific purpose, product, or outcome. Through the key areas of study students develop and demonstrate their capabilities with opportunities to explore the ways in which they demonstrate the capabilities in different contexts, particularly in a religious context. Integrated Learning is undertaken as a class and will involve a community-based project.

Students develop communication and independent, lifelong learning skills. The study of Integrated Learning encourages students to build their confidence and self-esteem as well as provide them with an opportunity to explore deeply, the Catholic traditions as well as time for their own faith journey and reflection. Where possible, students actively participate in the community to develop understanding and skills in citizenship and service. Communities may vary from school communities to a local community, or civic groups, work sites, Charity organisations, service groups or global online communities.

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

Integrated Learning (through Religious Education) builds Catholic community capacity by connecting students’ learning to meaningful participation in the Church and wider community.

Key Areas of Study
One or more key areas of study are chosen to support and guide the exploration and development of a program focus through guiding questions. The number and style of guiding questions are optional and may be adapted by the teacher to the needs of the class and the program focus. Since each of the capabilities is likely to be demonstrated in, and integrated across, the learning requirements and performance standards, students develop aspects of more than one capability in any program.

Key Area 1: Developing the Capability for Communication
Key Area 2: Developing the Capability for Citizenship
Key Area 3: Developing the Capability for Personal Development

Assessment:
All Stage 2 subjects have a school-based assessment component and an external assessment component. Teachers design a set of school-based assessments that enable students to demonstrate the knowledge, skills, and understanding they have developed to meet the learning requirements of the subject. These assessments provide students’ evidence of learning in the school-based assessment component.

The following assessment types enable students to demonstrate their learning in Stage 2 Integrated Learning:

School-based Assessment (70%)
- Assessment Type 1: Practical (30%)
- Assessment Type 2: Group Activity (20%)
- Assessment Type 3: Folio and Discussion (20%)

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

For a 10 credit subject, students should provide evidence of their learning through four or five assessments, including the external assessment component.
STAGE 2 RELIGION STUDIES

Year Level: 12 (Stage 2)
SACE Credits: 10
Pathways: N/A
Prerequisites: None
Length: 1 semester

Course Description:
Religion Studies will be undertaken as a 10-credit subject at Stage 2.

A study of religion and spirituality forms a vital foundation for the study of a society. This is of particular importance in a culturally diverse society. An appreciation of the nature of national and global multicultural society is enriched by an understanding of religion and its influence on human behaviour, and the shaping of personal and group identity. Religions and spiritualities are living and dynamic, and students explore the ways in which religious adherents participate in, and respond to, current social and moral debates, and issues in communities such as those in Australia.

Students develop an understanding of different religious perspectives on events or practices, and examine a range of definitions of religion drawn from a variety of sources. These definitions of religion are evaluated in terms of how they lead to a particular understanding of religion.

Students study diverse religious and spiritual beliefs and value systems in Australian society and around the world, and explore how such a study can contribute to greater personal and interpersonal understanding; the development of skills in relating to people of different religious positions; and an appreciation of, and respect for, the different ways in which people think, feel, and act.

This subject outline emphasises an open approach to the study of religion and spirituality that encourages students to empathise with adherents within and across religious and spiritual traditions, and with adherents who have different beliefs and understanding within the same religion.

There is also an emphasis on understanding religious positions on ethical and social justice issues.

Key Areas of Study
Students study the core topic and one option topic.

Core Topic
- Overview of Religion

Option Topics: Religious Traditions
- Option Topic A: Buddhism
- Option Topic B: Christianity
- Option Topic C: Hinduism
- Option Topic D: Indigenous Australian Spirituality
- Option Topic E: Islam
- Option Topic F: Judaism

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

School Assessment (70%)
- Assessment Type 1: Sources Analysis (30%)
- Assessment Type 2: Folio (40%)

External Assessment (30%)
- Assessment Type 3: Investigation (30%).

Students provide evidence of their learning through four or five assessments, including the external assessment component. Students undertake:
- At least one sources analysis assessment on the core topic, and one on an option topic;
- At least two folio assessments;
- One investigation.
Learning Area Coordinator
Mr Daniel Stratford

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Phone: (08) 8725 5455 (ext 4621)
The Titans High Performance Sports Program is a Year 3-12 program aimed at supporting and developing highly talented athletes in their chosen sporting fields while capturing the idealism of the student-athlete. The course combines the study requirements of daily academics with the training and development of the student's practical talents. The program is a multi-sport program that will provide students with opportunities to improve their practical skills and knowledge of their chosen sport but will also develop their professionalism in off field related topics such as sport psychology, nutrition, biomechanical movements, weight training and recovery methods. Together with the academic expectations listed in the following section, students will be exposed to weight programs, individual sessions, team work out sessions, and strategy development. Students will undertake a High Performance Camp and elite testing at the AIS and individual sport camps to national programs in Adelaide, Melbourne or Sydney. Students can only enter this course through application. Please contact Daniel Stratford at the College (strad@tenison.catholic.edu.au) for more details on the application process or complete the ‘Prospective Student Athlete form’ found on the website and return to Daniel Stratford at the College.

Year Level: 10 Titans HPSP - Integrated Studies (Stage 1 subject)
Pathways: 11-12 Titans High Performance Program
Prerequisites: Students must be achieving highly within current sporting programs and be in talent squads and/or state programs. Students must complete an application form and interview to complete the program.
Length: 1 year
Course Description: An Athlete Manager will be allocated to all student-athletes and will hold regular meetings with parents to negotiate requirements of the program to suit the student-athlete. Support will be provided for both the skill development and study progress of the student-athlete.

Practical: Students will complete practical sessions during class time and after school which will further develop their skills and tactical awareness. Additional sessions will be negotiated around cross training, plyometrics, weight training and cardio-respiratory training. Theory: Students will study topics such as Sport Psychology, Nutrition, sports injuries and injury management, biomechanical movements, Exercise Physiology units including weight training, recovery, and workload management together with career pathways in sport including sports administration, marketing and coaching.

Assessment: This will consist of laboratories, practical skills performance checklists and video analysis.

Additional Information: It is highly recommended for students with aspirations to achieve highly within their sporting fields to complete this unit. Students will undertake a specific sport focused trip to either Adelaide, Melbourne or Sydney and will be invited to attend a live in Camp at the AIS during the course of this subject, with costs to be determined at the time of planning.
TITANS HIGH PERFORMANCE SPORTS PROGRAM

Year Level: 12 Titans HPSP - Integrated Studies (Stage 2 subject)
SACE Credits: 20
Pathways: University - professional sporting opportunities
Prerequisites: Students must be achieving highly within current sporting programs and be in talent squads and/or state programs. Students must complete an application form and interview to complete the program.
Length: 1 year

Course Description:
An Athlete Manager will be allocated to all student-athletes and will hold regular meetings with parents to negotiate requirements of the program to suit the student-athlete. Support will be provided for both the skill development and study progress of the student-athlete.

Practical: Students will complete a minimum of 1 session a week of specialist coaching within their sport which will further develop their skills and tactical awareness. Additional sessions will be negotiated around cross training and cardio-respiratory training. Theory: Students will complete off field related topics such as sport psychology, nutrition, biomechanical movements, weight training and recovery methods.

Assessment:
This will consist of laboratories, practical skills performance checklists and video analysis.

Additional Information:
It is highly recommended for students with aspirations to achieve highly within their sporting fields to complete this unit. Students will undertake a specific sport focused trip to either Adelaide, Melbourne or Sydney and will be invited to attend a live in Camp at the AIS during the course of this subject, with costs to be determined at the time of planning.

Additional Subjects can be offered to complement students. These subjects should be discussed with your Course Counsellor on acceptance into the Titans High Performance Sports Program.

STAGE 1 additional subject options:

PHYSICAL EDUCATION A - EXERCISE PHYSIOLOGY

Year Level: 11 (Stage 1)
SACE Credits: 10
Pathways: Stage 2 Physical Education
Prerequisites: Recommend Year 10 PE
Length: 1 semester (Semester 1)

Course Description:
There are two main components of this subject:

Theory: The nature of Physical Activity: Students will study the main topic of exercise physiology. Within this, students will study musculoskeletal, cardiovascular, training principles and responses, energy systems and skeletal movement.

Practical: Students will complete three practical units which will include a combination of team orientated and individual practical activities. Students will be involved in the selection of the practical units.

Assessment:
Assessment will consist of laboratories, and assignments together. The practical based assessment will include practical skills performance checklists. There will also be an exam at the completion of this unit.

Additional Information:
This is a practical subject, with the possibility of students undertaking some activities off campus at the local fitness centre (to be negotiated at start of semester). Cost: Approximately $30.00.
PHYSICAL EDUCATION B - SKILL ACQUISITION AND BIOMECHANICS

Year Level: 11 (Stage 1)
SACE Credits: 10
Pathways: Stage 2 Physical Education
Prerequisites: None (recommend Year 10 PE)
Length: 1 semester (Semester 2)

Special Considerations:
It is highly recommended that students planning to study Stage 2 Physical Education complete Stage 1 Physical Education A (in Semester 1) and B (in Semester 2).

Course Description:
There are two main components of this subject:

Theory - The nature of Physical Activity: Students will study the main topic of Skill Acquisition and Biomechanics. Within this component students will study how the body acquires skills and the biomechanics of how the body moves. Students will also study physical activity trends within the community.

Practical: Students will complete three practical units which will include a combination of team orientated and individual practical activities. Students will be involved in the selection of the practical units.

Assessment:
Assessment will consist of laboratories and assignments together with an issues analysis project. The practical based assessment will include practical skills performance checklists. There will also be an exam at the completion of this unit.

Additional Information:
Special Considerations: This is a practical subject, with the possibility of students undertaking some activities off campus at the local fitness centre (to be negotiated at start of semester). Cost: Approximately $30.00.

FITNESS (CERTIFICATE 3)

Year Level: 11 or 12
SACE Credits: 20 credits (Stage 2)
Pathway: TAFE
Prerequisites: Interview with HPE
Length: 1 year

Course Description:
This qualification reflects the role of instructors who perform a range of activities and functions within the fitness industry. Depending on the specialisation chosen, this qualification provides a pathway to work as an instructor providing exercise instruction for group, aqua or gym programs. They work independently with some level of autonomy in a controlled environment such as fitness, leisure, aquatic and community centres where risks are managed through pre-existing risk assessment and hazard control processes. Individuals who specialise in Gym Instruction provide individually tailored client assessments, provide technique correction as needed, and develop and demonstrate programs. They also provide supervision of a facility or service, keep equipment clean, tidy and well maintained, and handle various customer inquiries.

Assessments:
Students will participate in a range of coursework and assignments as well as demonstrations. Students will be expected to undergo testing situations.

COMMUNITY STUDIES - BE NCAA READY

Year Level: Stage 1 (semester 2)
SACE Credits: 10
Pathways: TAFE
Prerequisites: None
Length: 1 semester

Course Description:
Students will research and study the eligibility clauses for NCAA and other collegiate organisations. Students will prepare and sit the SAT and ACT tests and research all requirements that student athletes must meet prior to taking up their US scholarship. Students will have individual learning plans specific to their scholarship and future basketball plans.

Assessment:
Students will complete the SAT and ACT testing, and will complete a folio outlining all arrangements for their future basketball arrangements.
STAGE 2 additional subject options

YEAR 12 PHYSICAL EDUCATION

Year Level: 12 (Stage 2)
SACE Credits: 10 or 20
Prerequisites: Recommended Pre-Study: Stage 1 Physical Education (Semesters 1 and 2)
Length: 1 semester or full year (2 sequential units)

Course Description:
In Stage 2 Physical Education, students gain an understanding of human functioning and physical activity and an awareness of the community structures and practices that influence participation in physical activity. Students explore their own physical capacities and analyse performance, health, and lifestyle issues. They develop skills in communication, investigation and the ability to apply knowledge to practical situations.

Stage 2 Physical Education consists of two key areas of study and related key concepts:
• Practical Skills and Applications;
• Principles and Issues.

Practical Skills and Applications
Students complete at least three practicals that are balanced across a range of individual, fitness, team, racquet, aquatic and outdoor activities and that cater for the different skills and interests of the students.

Theory: Students will study the units of:
Exercise physiology and physical activity; and, the acquisition of skills and the biomechanics of movement.

These topics study the body, its structure and how it moves.

Assessment:
Students demonstrate evidence of their learning through the following assessment types:
School-Based Assessment
   Folio (20%)
   Group Practical (30%)
   Individual Practical (20%)
External Assessment
   Exam (30%)

Additional Information:
It is recommended that students purchase an Essentials Physical Education Revision Guide at a cost of $40.00.

SPORTS SCIENCE (SCIENTIFIC STUDIES)

Year Level: 12 (Stage 2)
SACE Credits: 20
Pathways: University
Prerequisites: Students selecting this option would benefit from having studied Stage 1 Physical Education and some Biology.
Length: 1 year

Course Description:
Students selecting Sports Science (Scientific Studies) will explore individual learning interests combining Science and Sport. There will be flexibility in the selection of themes and topics studied based on the interests of the students. Through Sports Science (Scientific Studies) students develop knowledge of scientific principles and concepts through their own investigations in areas such as practical sports, health and fitness, diet and nutrition etc. They develop the skills and abilities to explain scientific phenomena, and to draw evidence-based conclusions from investigations of sports science-related issues.

Assessment:
Students demonstrate evidence of their learning through Skills and Applications Tasks (30%), Investigation Folio Tasks (Issues and Practical Investigations) (40%). The external assessment component will be a Practical Investigation (30%).

Additional Information:
Cost: To be advised
THE ARTS LEARNING AREA

Learning Area Coordinator
Visual Arts, Graphic Art, Drama, Media Arts
Ms Kirsty Wodson
Email: wodsk@tenison.catholic.edu.au
Phone: (08) 8725 5455 (ext 2916)

Head of Music
Mrs Beth Creedy
Email: cree@tenison.catholic.edu.au
Phone: (08) 8724 4623

CONTENT STRANDS:
Visual Arts, Graphic Art, Drama, Media Arts, Music
The Arts foster and develop personal qualities of confidence, self-discipline, application, imagination and self-expression. It obliges participants to interact with and appreciate the involvement and effort of others.

The Arts provide participation and enjoyment throughout our lifetime. This can be an individual or group experience, in the capacity of creator, performer or as the one who appreciates the Arts.

The role of the visual artist in the community has encouraged collaborative partnerships that can produce new forms. New technologies have also influenced the processes and kinds of works developed by visual artists. Contemporary scholarship in visual arts and cultural theory reflects an increased interest in the formation of ideas and meanings and the interpretations of works.

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 ideas, beliefs, values, thoughts, feelings, concepts and opinions, provide observations of their lived or imagined experiences, and represent these in visual form.

Through the initiation and development of ideas, problem-solving, experimentation, and investigation in a diversity of media, processes and techniques, students demonstrate a range of technical skills and aesthetic qualities.

**ART ADVANCED**

**Year Level:** Year 10  
**SACE Credits:** N/A  
**Pathways:** Stage 1 Art  
**Prerequisites:** Students must have completed Year 8 Art and one painting module at Year 9.  
**Length:** 1 semester (Semester 2 only)

**Course Description:**  
In this course students explore historical practice in painting and develop appropriate art language. Practical work will consist of four practical responses to research on nineteenth and twentieth century artists. Following the practical applications, students will translate various applications into a hard edge over landscape.

**Assessment:**  
Assessment consists of:  
40% on research and practical application  
60% on suite of own paintings

**Additional Information:**  
It is advisable for students intending to study Stage 1 Art to complete this module.

**VISUAL ARTS - ART A**

**Year Level:** 11 (Stage 1)  
**SACE Credits:** 10  
**Pathways:** Stage 2 Visual Arts  
**Prerequisites:** Completion of semester of Year 10 Art is advised.  
**Length:** 1 semester (Semester 1 only)

**Course Description:**  
This unit aims to provide students with the skills to understand and critically analyse works of art, including their own and extend their knowledge and application of techniques used in painting. They will also be encouraged to extend their knowledge of styles, structures, and historical/cultural contexts of the visual arts field, and to apply this knowledge to their own work. Students will study the fundamental elements of three areas of art and replicate the techniques through their own work. This will encompass three main areas in both practical and theory, Renaissance, Turn of The Twentieth Century and Contemporary Art.

**Assessment:**  
Students will be assessed in the practical component by submitting works from each area, and essays from two. There will also be an exam on topics covered and an assessed folder of experimentation in practical techniques.

**Additional Information:**  
Cost: $100
VISUAL ARTS - ART B

Year Level: 11 (Stage 1)
SACE Credits: 10
Pathways: Stage 2 Visual Arts
Prerequisites: Completion of Year 10 Art is advised.
Length: 1 semester (Semester 2)

Course Description:
This unit aims to provide students with the skills to understand works of art and extend their knowledge and application of techniques used in painting. Students will undertake a process to conceive, plan, organise, and develop an original canvas painting. The course will also require students to study and examine an artist’s work as well as a period or movement in art. Students will construct and prepare a canvas, and create a painting using acrylics and/or oils from their developmental work. They will also study an art movement and a contemporary artist.

Assessment:
Student’s assessment in the practical component will be a folder of developmental work for their painting and the canvas. For the theory component students will be assessed on the essays and an exam on the topics covered. There will also be an assessed folder of experimentation in practical techniques.

Additional Information: Cost - $100

VISUAL ARTS - ART

Year Level: 12 (Stage 2)
SACE Credits: 20
Pathways: Industry specific employment, TAFE, University, Fine Art Academies
Prerequisites: Satisfactory achievement in Stage 1 Art or Stage 1 Design.
Length: 1 year

Course Description:
This subject seeks to develop the skills of critical thinking in both the theory and practice of art. The course is divided into three parts: Visual thinking; Practical Resolution; Visual Arts in Context

Assessment:
Assessment consists of: School-based Assessment (70%)
- Assessment Type 1: Folio (30%) & Assessment Type 2: Practical (40%). External Assessment (30%); Assessment Type 3: Visual Study (30%)

For a 20 credit subject, students should provide evidence of their learning through four to six assessments, including the external assessment component.

Students produce: one folio, two or three practical works, including a practitioner’s statement for two practical works and one larger visual study.

Additional Information:
There is a levy of $165, which covers the cost of the visual art diary, canvases, brushes, paints and pencils.

GRAPHICS A

Year Level: 10
SACE Credits: N/A
Pathways: Stage 1 Visual Arts - Design
Prerequisites: Some experience in Photoshop or Maya is advised.
Length: 1 semester (Semester 1)

Course Description:
The course is designed to help students develop skills in graphic design, using mainly Photoshop and/or Maya (3D). Practical work will consist of constructing commercial designs and/or creating animations. Theory will centre on the historical/cultural context of works in the visual arts.

Assessment:
Practical (80%)
Theory (20%)

GRAPHICS B

Year Level: 10
SACE Credits: N/A
Pathways: Stage 1 Visual Arts - Design
Prerequisites: Some experience in Photoshop or Maya is advised.
Length: 1 semester (Semester 2)

Course Description:
The course is designed to help students develop skills in graphic design, using mainly Photoshop and/or Maya (3D). Practical work will consist of constructing commercial designs and/or creating animations. Theory will centre on the historical/cultural context of works in the visual arts.

Assessment:
Practical (80%)
Theory (20%)
VISUAL ARTS - DESIGN

Year Level: 11 (Stage 1)  
SACE Credits: 10 or 20  
Pathways: Stage 2 Visual Arts - Design  
Prerequisites: One semester of Year 10 Design is advised.  
Length: 1 semester (10 credits) or 1 Year (20 credits)

Course Description:  
This unit aims to provide students with the skills to facilitate their development in 2D and/or 3D design.

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:

• Conceive, develop, and make work(s) of art or design that reflect the development of a personal visual aesthetic;
• Demonstrate visual thinking through the development and evaluation of ideas and explorations in technical skills with media, materials, and technologies;
• Apply technical skills in using media, materials, and technologies to solve problems and resolve work(s) of art or design;
• Communicate knowledge and understanding of their own and other practitioners' works of art or design; and
• Analyse, interpret, and respond to visual arts in cultural, social, and/or historical contexts.

Assessment:

The following assessment types enable students to demonstrate their learning in Stage 1 Visual Arts:

- Assessment Type 1: Folio
- Assessment Type 2: Practical
- Assessment Type 3: Visual Study

For this subject the assessment design criteria are:

- Practical application;
- Knowledge and understanding; and
- Analysis and response.

Assessment Type 1: Folio
For a 10 credit subject, students produce one folio that documents their visual learning, in support of their one or two works of art or design.

For a 20 credit subject, students produce one folio that documents their visual learning, in support of their two or three works of art or design.

Assessment Type 2: Practical
All practicals are resolved from visual thinking and learning documented in the folio.

The practical consists of two parts:

- Art or Design practical work; and
- The practitioner's statement.

Assessment Type 3: Visual Study
For a 10-credit subject, students produce one visual study. For a 20-credit subject, students produce one larger visual study, or two smaller visual studies.

A visual study is an exploration of, and/or experimentation with, a style, an idea, a concept, media, materials, methods, techniques, and/or technologies. Students base their exploration and/or experimentation on analysis of the work of other practitioners, individual research, and the development of critical thinking and/or technical skills.

Additional Information:

Cost: To be calculated on amount of colour printing.
VISUAL ARTS - DESIGN

Year Level: 12 (Stage 2)
SACE Credits: 20
Pathways: University
(Advertising, Engineering, Architecture, Film, Commercial Animation, Games and Teaching)
Prerequisites: Satisfactory Achievement at Stage 1 Art and/or Stage 1 Design
Length: 1 year

Course Description:
This subject seeks to develop the skills of critical thinking in both the theory and practice of design, and facilitate independent study.

The course is divided into three parts:
• Visual Thinking;
• Practical Resolution; and
• Visual Arts in Context.

Visual Thinking for designers is usually based around the development and formulation of a design brief that specifies parameters for the designer. The cyclic design process includes research, analysis, the initiation and development of concepts, the exploration of possibilities, the testing and refining of ideas or concepts, the practicing of technical skills, and evaluation, before the design outcome is resolved.

Practical Resolution in Design is based around the following areas; Product Design: e.g. toy, fashion, stage, furniture, and engineering design. Environmental Design: e.g. sustainable interior and exterior design OR Graphic and Visual Communication Design: e.g. branding, illustration, and advertising.

Assessment:
Assessment consists of:

School-based Assessment
Assessment Type 1: Folio (30%)
Assessment Type 2: Practical (40%)

External Assessment
Assessment Type 3: Visual Study (30%).

For a 20 credit subject, students should provide evidence of their learning through four to six assessments, including the external assessment component.

Students produce:
• One folio;
• Two or three practical works, including a practitioner’s statement for two practical works; and
• One larger visual study.

Additional Information
Cost: $50.00 for colour printing.

DRAMA

Drama is a fundamental expression of human behaviour and the human condition, encompassing historical and cultural diversity. Drama plays an important part in the constant process of social and cultural definition. It has its own specific language, processes, and performance media. Drama is a subject in which both practical and theoretical approaches are used. Students interpret established dramatic works as well as creating their own.

In this subject students are expected to:
• Develop, communicate, and apply knowledge and skills in conceiving, developing, creating, interpreting, evaluating, and presenting dramatic works;
• Demonstrate and communicate knowledge and understanding of the theories, concepts, skills, techniques and technologies of drama;
• Respond to performed drama and dramatic texts in an analytical and reflective manner, using arts specific terminology;
• Work both independently and collaboratively to achieve dramatic outcomes;
• Apply knowledge, understanding, and analysis of the interdependent nature of drama and dramatic elements;
• Investigate, integrate, analyse, and evaluate information, concepts, and ideas to communicate for dramatic purposes; and
• Communicate and articulate ideas to an audience, through a variety of forms and methods.

DRAMA A

Year Level: 10
SACE Credits: N/A
Pathways: Stage 1 Drama
Prerequisites: It is highly recommended (but not essential) that students will have successfully completed Year 8 or Year 9 Drama.
Length: 1 semester (Semester 1)

Course Description:
In this course students undertake a focus of ‘Realism as Style’. Students learn about the historical conditions that gave rise to Realism and research is undertaken to implement Stanislavski’s method; looking at symbolism, voice, character history and the practice of dividing text into units. Practical workshops are used to explore and perform work examining character objectives and the impact of intention and subtext on performance. Students then look at realism in contemporary Drama, applying techniques of advanced script analysis to develop and polish popular duologues. Students are introduced to Shakespeare and the development of language, stage styles and application.

Assessment:
• Performance - improvisation, duologue or play depending on numbers.
• Theory - research report, live theatre review

Additional Information:
Cost: Excursion to State Theatre performance at Sir Robert Helpmann Theatre (approximately $15.00).
CREATIVE ARTS - MUSICAL
(not available in 2017 / next available in 2018)

Year Level: 10
SACE Credits: 10
Pathways: Stage 1 Drama
Prerequisites: It is highly recommended (but not essential) that students will have successfully completed Year 8 or Year 9 Drama.
Length: 1 semester (Semester 2)

Course Description:
Only offered every second year, this exciting subject allows students to experience their chosen area of The Arts within a performance context. It is possible for students to choose this subject and work as part of an offstage role rather than on stage performance (eg makeup, hair, costuming, set design, publicity/promotions, lighting/sound). Students work with both Drama and Music specialist staff on a musical script to be publicly performed at The Wehl Street Theatre.

Assessment:
• Investigation project
• Research Project
• Performance (on or off stage)

Additional Information:
Once cast, students must commit to some out of hours rehearsals in the week leading up to the performance.

CREATIVE ARTS - MUSICAL
(not available in 2017 / next available in 2018)

Year Level: 11 (Stage 1)
SACE Credits: 10
Pathways: Stage 2 Drama if taken in conjunction with Stage 1 Drama.
Prerequisites: It is highly recommended (but not essential) that students will have successfully completed Year 8 or Year 9 Drama or have extensive stage experience if using this as a pathway to Stage 2 Drama.
Length: 1 semester

Course Description:
Only offered every second year, this exciting subject allows students to experience their chosen area of The Arts within a performance context. It is possible for students to choose this subject and work as part of an offstage role rather than on stage performance (eg makeup, hair, costuming, set design, publicity/promotions, lighting/sound). Students work with both Drama and Music specialist staff on a musical script to be publicly performed at The Wehl Street Theatre.

Assessment:
• Investigation Project
• Research Project
• Performance (on or off stage)

Additional Information:
Once cast, students must commit to some out of hours rehearsals in the week leading up to the performance.

DRAMA

Year Level: 11 (Stage 1)
SACE Credits: 10
Pathways: Stage 2 Drama
Prerequisite: Satisfactory Achievement in Year 10 Drama, Creative Arts - Musical or via interview with Learning Area Coordinator.
Length: 1 semester (Semester 1)

Course Description:
It is recommended that students possess a sincere interest in dramatic theory and practice, as well as a willingness to participate in creative and practical activities.

Course Description:
Students will be studying and performing a short play or monologue. They are also encouraged to journal their responses to each class during this preparation, as a means of analysing and responding to their experiences and as preparation for Stage 2 studies. As film is integral to modern drama, students will learn reviewing skills and deconstruct the Director choices and intent throughout the film. Similarly, students will attend a live performance and deconstruct and compare this in comparison to film.

As Drama encompasses much more than appearing on stage, students will research an area of interest in the dramatic arts and apply it to a back stage role.

Assessment:
Performance, Film Review, Theatre Review, Backstage Role and Individual Study.

Additional Information:
Cost: Excursion to live theatre performance within the region. (approximately $50.00).
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<tr>
<th>DRAMA</th>
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<tr>
<td><strong>Year Level:</strong></td>
<td>11 (Stage 1)</td>
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<td><strong>SACE Credits:</strong></td>
<td>20</td>
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<td><strong>Pathways:</strong></td>
<td>Stage 2 Drama</td>
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<tr>
<td><strong>Prerequisites:</strong></td>
<td>Satisfactory Achievement in Year 10 Drama, Creative Arts - Musical or via interview with Learning Area Coordinator.</td>
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<td><strong>Length:</strong></td>
<td>1 year</td>
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It is recommended that students possess a sincere interest in dramatic theory and practice, as well as a willingness to participate in creative and practical activities.

**Course Description:**
This unit is modelled on the Stage 2 Drama Curriculum in preparation for their continued studies in Drama. In this course, students will study a play from the Stage 2 playlist and complete a character study on a character of their choice. As film is integral to modern drama, students will learn reviewing skills and deconstruct the Director choices and intent throughout the film. Similarly, students will attend a live performance and deconstruct and compare this in comparison to film.

Students will be studying and performing a monologue and a short play. They are encouraged to journal their responses to each class during this preparation, as a means to analysing and responding to their experiences, and as preparation for Stage 2 studies. Students may elect to focus their studies into a backstage role during the short play. Students will conduct two investigations in two separate areas of interest in the dramatic arts. One of these must relate to a backstage role.

**Assessment:**
Six assessments including Performance (40%), Folio (40%) and Investigations (20%).

**Additional Information:**
Cost: Excursion to a live theatre performance within the region (approximately $15.00).
MEDIA STUDIES & PUBLIC RELATIONS

Year Level: 10
SACE Credits: N/A
Pathways: This course will enable students to develop their skills and understanding of Radio, Television, Print, Graphic Design and Public Relations. It will offer students a contemporary vocational/study pathway with an emphasis on creativity, community awareness, and collaboration with industry and practical learning.

Prerequisites: None
Length: 1 semester

Course Description:
- This course has a strong focus on Media Studies and Public Relations;
- There is also a strong focus on print and radio media, in particular production and analysis;
- In Year 10 students will be introduced to a variety of aspects of the media enabling students to critically engage in a fully digital environment.

Assessment:
Practical and Theory components.

MUSIC

Year Level: 10
SACE Credits: N/A
Pathways: Stage 1 Music
Prerequisites: Successful completion of Year 9 Music or by audition/interview for students new to Tenison Woods College.
Length: 1 year

Course Description:
Year 10 Music is broken up into 4 units of study.
- Theory/Aural - students explore intervallic recognition, major and minor scales, harmony, primary and secondary triads, transposition, rhythm and melodic dictation;
- Music in Context - students explore Film Music and Popular Music from 1950-today;
- Performance - students perform both as a soloist and as a member of the class ensemble; and
- Arranging/Composition - students are exposed to various styles of music arranging through Sibelius software.

Assessment:
Assessments will vary in the 4 units of study. Assessment will include arrangements, practical performances, theory tests and history assignments.

Additional Information:
Students are required to learn an instrument/voice and have individual music lessons. Students are encouraged to participate in school ensembles.

Costs: Instrumental Tuition.
MUSIC EXPERIENCE
Year Level: 11 (Stage 1)
SACE Credits: 20
Pathways: Can lead into Solo Performance, Ensemble Performance, Performance Special Study and Music Individual Study.
Prerequisites: Successful completion of Year 10 music or by audition/interview for students new to Tenison Woods College
Length: 1 year

Course Description:
Students will engage in the creation, presentation and appreciation of music relating to their particular instrument. Practical knowledge of composers, performers, sound reinforcement as well as some theory and aural concepts will be studied. This subject leads to practical music subjects at Stage 2. Students have the option of undertaking Stage 2 Music Individual Study or Ensemble Performance as part of the Year 11 Music Experience course at the discretion of the teacher.

Assessment:
Assessments will include theory tests, solo performances and sound reinforcement assignments.

Additional Information:
Additional Requirements: All students are required to learn an instrument/voice and have individual music lessons every week. Students are also encouraged to participate in the various school ensembles. Costs: Instrumental Tuition.

MUSIC ADVANCED
Year Level: 11 (Stage 1)
SACE Credits: 20
Pathways: Can lead into all Stage 2 Music subjects (10 credits) – Musicianship, Music Individual Study, Performance Special Study, Solo Performance, Ensemble Performance, Composing and Arranging.
Prerequisites: Successful completion of Year 10 Music or by audition/interview for students new to Tenison Woods College. Students undertaking this course should have an understanding of approximately AMEB Grade 3 Theory, and at least three years' experience on an instrument or voice.
Length: 1 year

Course Description:
Students will engage in the creation, presentation, appreciation and manipulation of music through their participation in solo performance, listening, arranging and critically analysing.

Students will study four areas:
- Performance – Students will participate in solo masterclasses and performances;
- Musicianship – Students will further their studies in modern harmony, develop their aural acuity, and undertake studies in analysis;
- Arranging – Studies utilise the student’s practical & theoretical knowledge through the exploration of musical techniques;
- Music History and Analysis – Students study & analyse significant works & composers throughout history, to impart a greater awareness of the power and effectiveness of their own performance and creative work.

Students have the option of undertaking Stage 2 Music Individual Study or Ensemble Performance at the discretion of the teacher.

Assessment:
Assessments will include theory and aural tests, arrangements, history and analysis assignments and solo performances.

Additional Information:
Additional Requirements: All students are required to learn an instrument/voice and have individual music lessons every week. Students are also encouraged to participate in the various school ensembles. Costs: Instrumental Tuition.

MUSICIANSHIP
Year Level: 12 (Stage 2)
SACE Credits: 10
Pathways: University, arranger, performer, other industry specific positions.
Prerequisite: Stage 1 Music
Length: 1 year

Course Description:
Musicianship prepares students to develop their aural acuity and ability to acquire fundamental musical knowledge, and associated aural and theoretical, and notational skills. Students learn theory, aural recognition, and musical techniques in a variety of contexts through a variety of learning activities. Students develop their understanding of the relationship between theoretical notation and sound, using aural and visual recognition, and notation. Topics covered include rhythm, pitch, musical techniques, harmony and arranging.

Assessment:
Assessment consists of 30% Examination, 30% Skills Development and 40% Arrangement.

SOLO PERFORMANCE
Year Level: 12 (Stage 2)
SACE Credits: 10
Pathways: University, musician, other industry specific positions.
Prerequisites: Stage 1 Music or a minimum of 3 years’ experience on an instrument or voice
Length: 1 year

Course Description:
This subject develops student’s skills on a chosen instrument or voice, and the application of these skills, musical understanding, and aesthetic awareness in a solo performance.
Students also develop skills in preparing and presenting public performances, aural perception and musical sensitivity, and awareness of style, structure, and historical conventions in solo performance. By pursuing excellence in performance of music, students will acquire the discipline needed to continue performance in further study, as a career or for recreation.

**Assessment:**
- Assessment Type 1: First Performance (30%)
- Assessment Type 2: Second Performance (40%)
- Assessment Type 3: Final Performance (30%)

**ENSEMBLE PERFORMANCE**

**Year Level:** 12 (Stage 2)

**SACE Credits:** 10

**Pathways:** University, music specific industry positions.

**Prerequisites:** Stage 1 Music or a minimum of three years’ experience on an instrument or voice.

**Length:** 1 year

**Course Description:** Ensemble Performance gives students the opportunity to extend their practical music-making skills, aural perception and musical appreciation in an ensemble performance setting. It aims to develop a student’s skills on a chosen instrument or their voice and the application of these skills and other musical knowledge in an ensemble. Students will be required to participate in regular rehearsals and performances, some of which may be outside school hours. An ensemble could be any of the following: an ensemble of two or more performers, an orchestra, a band, a choir or a performing arts production. Students will prepare and present two public performances and one final performance in front of external assessors and an audience.

**Assessment:**
- Assessment Type 1: First Performance (30%)
- Assessment Type 2: Second Performance (40%)
- Assessment Type 3: Final Performance (30%)

**COMPOSING AND ARRANGING**

**Year Level:** 12 (Stage 2)

**SACE Credits:** 10

**Pathways:** University, music specific industry positions.

**Prerequisites:** Stage 1 Music

**Length:** 1 year

**Course Description:** Composing and Arranging develops students’ musical imagination and creativity by composing and arranging musical works. Students are introduced to a variety of composing and arranging techniques by listening to music and taking part in activities that explore the different devices, techniques, and styles of composing and arranging. Students develop their skills in analysis and observation as they deepen their knowledge and understanding of composing and arranging techniques. Students experiment with the manipulation of rhythm, melody, harmony, form and structure, texture, and choice of medium, to create imaginative and individual compositions and arrangements.

**Assessment:**
- Assessment Type 1: Folio of Minor Works (70%).
- Assessment Type 2: Major Work (30%)

**MUSIC INDIVIDUAL STUDY**

**Year Level:** 12 (Stage 2)

**SACE Credits:** 10

**Pathways:** University, music specific industry positions.

**Prerequisites:** Stage 1 Music

**Length:** 1 year

**Course Description:** Stage 2 Music Individual Study allows students to undertake an individually negotiated topic in an area of interest that is not covered in any other Stage 2 Music subject. Students pursue an area of interest that is directly applicable to their intended vocation, career, further study or recreation. Students develop skills in documenting the processes of negotiating, planning, structuring, developing and evaluating their learning. Music Individual Study is recommended for students who have a great deal of personal motivation and initiative & who are self-directed learners. The ability to work independently is essential.

**Assessment:**
- Assessment Type 1: Folio (30%).
- Assessment Type 2: Product (40%).
- Assessment Type 3: Report (30%)

**PERFORMANCE SPECIAL STUDY**

**Year Level:** 12 (Stage 2)

**SACE Credits:** 10

**Pathways:** University, music specific industry positions.

**Prerequisites:** Stage 1 Music

**Length:** 1 year

**Course Description:** This subject gives instrumentalists and vocalists the opportunity to address the technical and musical demands of performing approved work(s) in public. Students may perform as a soloist or as a member of a chamber ensemble. Students who undertake this subject are assumed to have attained a high enough standard of technique and performance to enable them to meet the technical and musical demands of approved work(s), and the analytical skills to enable them to undertake an in-depth study of the work(s).

**Assessment:**
- Assessment Type 1: First Performance (20%).
- Assessment Type 2: Second Performance (30%).
- Assessment Type 3: Commentary (20%).
- Assessment Type 4: Final Performance (30%).
Learning Area Coordinator
Mr Greg Rogers

Email: rogeg@tenison.catholic.edu.au
Phone: (08) 8725 5455 (ext 4626)

LEARNING AREA OUTCOMES:
Technology Process, Materials, Information Systems, Enterprise, Technology Skills, Technology in Society

The Technology and Enterprise Learning Area encompasses four fields of study or contexts.

These are:
Computing, Design and Technology, Food Technologies and Workplace Practices
TECHNOLOGIES

DESIGN & TECHNOLOGIES

YEAR 8
- BEND IT SHAPE IT
- WORLD OF WOOD
- SEE THAT THING GO!
- METAL TECHNOLOGY MATERIALS
- WOOD TECHNOLOGY MATERIALS
- ELECTRO TECHNOLOGY A
- ELECTRO TECHNOLOGY B
- ELECTRO TECHNOLOGY
- TECHNICAL GRAPHICS
- CAD - COMPUTER AIDED DRAWING

YEAR 9
- SHAPING THE MATERIAL WORLD
- ILLUMINATING IDEAS
- HOW DOES THAT WORK
- APPLICATIONS MADE EASY
- INFORMATION TECHNOLOGY
- INFORMATION TECHNOLOGY
- INFORMATION TECHNOLOGY

YEAR 10
- WOOD TECHNOLOGY MATERIALS
- CONSTRUCTION TECHNOLOGY MATERIAL PRODUCTS
- INTEGRATED LEARNING II DESIGN AND TECH - STAGE 2 (20 CREDIT)
- INTEGRATED LEARNING II DESIGN AND TECH - STAGE 2 (20 CREDIT)
- INTEGRATED LEARNING II DESIGN AND TECH - STAGE 2 (20 CREDIT)

YEAR 11
- SEE THAT THING GO!
- METAL TECHNOLOGY MATERIALS
- TECHNICAL GRAPHICS COMMUNICATION PRODUCTS

YEAR 12
- HOW DOES THAT WORK
- APPLICATIONS MADE EASY
- INFORMATION TECHNOLOGY
- INFORMATION TECHNOLOGY
- INFORMATION TECHNOLOGY

DIGITAL TECHNOLOGIES

YEAR 8
- INFORMATION TECHNOLOGY
- INFORMATION TECHNOLOGY
- INFORMATION TECHNOLOGY

YEAR 9
- INFORMATION PROCESSING & PUBLISHING
- INFORMATION PROCESSING & PUBLISHING
- INFORMATION PROCESSING & PUBLISHING

YEAR 10
- INFORMATION TECHNOLOGY
- INFORMATION TECHNOLOGY
- INFORMATION TECHNOLOGY

YEAR 11
- INFORMATION TECHNOLOGY
- INFORMATION TECHNOLOGY
- INFORMATION TECHNOLOGY

YEAR 12
- INFORMATION TECHNOLOGY
- INFORMATION TECHNOLOGY
- INFORMATION TECHNOLOGY
FOOD TECHNOLOGIES

JAMIE’S HOME COOKING SKILLS

FOOD & NUTRITION
COURSE A (SEMESTER 1)

FOOD & HOSPITALITY
COURSE A (SEMESTER 1)

FOOD & HOSPITALITY
FULL YEAR

JAMIE’S HOME COOKING SKILLS LEVEL 2

FOOD & NUTRITION
COURSE B (SEMESTER 2)

FOOD & HOSPITALITY
COURSE B (SEMESTER 2)

CHILD STUDIES
COURSE A (SEMESTER 1)

CHILD STUDIES
FULL YEAR

CHILD STUDIES
COURSE B (SEMESTER 2)

CHILD STUDIES
COURSE B (SEMESTER 2)

WORKPLACE PRACTICES

WORKPLACE PRACTICES
Available at Year 11 with recommendation
ELECTRO TECHNOLOGY A

Year Level: 10
Pathways: Student insight, interested in Refrigeration and Electrical trades/ Electrical & Electronic Engineering.
Prerequisites: None, however an interest in Maths and Physics is an advantage. Students are encouraged to do both Electro technology A & B (Full year)
Length: 1 semester

Course Description:
In this course students explore the basic electrical principles of electrical systems, including resistance, conductors, single and multiple path low voltage circuits, electrical switching, symbols and diagrams. Focus is then shifted to control systems Electro-Technology B including the various types of control systems and their applications, electrical and mechanical control systems and the importance of Control Technology today and in the future.

Assessment:
Assessment consists of various continuous assessments involving project design, research assignments, skills in manufacturing and assembling components, and knowledge and understanding tests.

ELECTRO TECHNOLOGY B CONTROL SYSTEMS

Year Level: 10
Pathways: Student insight into Drafting, Building and Construction trades reading drawings, Engineering drawing.
Prerequisites: None, but experience using CAD at Year 8 or 9 an advantage
Length: 1 semester

Course Description:
This course investigates electronic, pneumatic, mechanical, hydraulic and electrical systems and their uses in the modern world. This includes OH&S when dealing with these systems and their components. Students will gain a working knowledge of how these systems operate by assembling working models to solving real life problems. This course provides an introduction into VET Electro Technology.

Assessment:
Assessment consists of various continuous assessments involving drawing tasks which will display differing levels of skill and understanding of drawing concepts and standards.

COMPUTER AIDED DRAWING

Year Level: 10
Pathways: Student insight into Drafting, Building and Construction trades reading drawings, Engineering drawing.
Prerequisites: None, but experience using CAD at Year 8 or 9 an advantage
Length: 1 semester

Course Description:
In this introductory level course, students will use “Vectorworks” a CAD program which is used to produce both pictorial and technical drawings. Students intending to do Wood or Metal Technology this year or Construction Technology in Year 11 will find this course invaluable. Visual communication, in the form of working drawings is commonly used in industry. Students will gain confidence in both reading and producing this type of drawing. This course will also assist future VET Furniture Pathways students.

Assessment:
Assessment consists of various continuous assessments involving drawing tasks which will display differing levels of skill and understanding of drawing concepts and standards.

METAL TECHNOLOGY

Year Level: 10
Pathways: VET Metal Engineering trades (TAFE) and skills for building and construction trades.
Prerequisites: None
Length: 1 semester

Course Description:
This course investigates the types of cutting and welding techniques used in industry. Theory tasks involve the OH&S issues when dealing with metal, welding and cutting equipment, the production of working drawings, knowledge of the different types of welds and joints. Practical tasks involve the preparation of materials prior to assembling, oxy-acetylene welding and cutting, MIG, TIG, and manual arc welding, problem solving including distortion due to heat and methods to control distortion.

Assessment:
Assessment consists of various continuous assessments involving project design, research assignments, skills in manufacturing and assembling components.
WOOD TECHNOLOGY

Year Level: 10
Pathways: VET Furniture Trade, Construction Technology, Building and Cabinet Making – Wood Trades
Prerequisites: None
Length: 1 semester

Course Description:
This course investigates the types of wood construction used in industry. Theory tasks include OH&S, traditional woodworking, machining timber, the production of technical drawings, knowledge of the different types of timber and their uses, costing and cutting. Practical tasks include construction and joining methods in timber and board and finishing types and applications.

Assessment:
Assessment consists of various continuous assessments involving test pieces and project work, research assignments, drawing, and knowledge and understanding theory assignments and tests.

CONSTRUCTION TECHNOLOGY (MATERIAL PRODUCTS)

Year Level: 11 (Stage 1)
SACE Credits: 10
Pathways: Year 12 Material Products, Building Trades, Engineering - University
Prerequisites: At least one Technology Subject at Year 10
Length: 1 semester

Course Description:
In this course students will develop an understanding of the design process to develop solutions to practical problems. Students will select and use materials, techniques and systems to achieve outcomes. Students will be introduced to a wide and varied range of materials and modern technologies used and incorporated in commercial manufacturing (enterprising and vocational) using production of custom built fishing rods as a theme. Students will design and make their own custom built fishing rod. They will also design a pair of rod supports which will assist in the production of the above. Production of working drawings using CAD will be an integral part of this process. Individual design and creativity will be encouraged. Students explore issues related to fibre reinforced plastics and composite materials readily used in industry. Emphasis is also placed on real life impacts on enterprise and work, such things as budgets, skill level and market demands. Students will also be expected to use workshop equipment to achieve tolerances in the work. Students will use information technologies to research and communicate their ideas.

Assessment:
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning against performance standards in the following assessment types:

- Skills and Applications Tasks;
- Folio;
- Product.

TECHNICAL GRAPHICS (COMMUNICATION PRODUCTS)

Year Level: 11 (Stage 1)
SACE Credits: 10
Pathways: Stage 2 Material Products, VET trade course background, Drafting insights and skills background, Engineering drawing and understanding.
Prerequisites: None, but Year 10 CAD an advantage
Length: 1 semester (Semester 1)

Special Considerations:
Students at Year 10 having successfully completed at least one Material Technology subject in first semester with teacher recommendation may be enrolled in this course, depending on normal course constraints.

Course Description:
In this course students will develop an understanding of the technical use of graphics in both industry and the wider community. The Technical Graphics course is structured to provide firstly, a general overview of Technical and Engineering Drawing and Australian Standards and secondly, the common uses of graphics in everyday life. Students begin the course by investigating AS1100 (Australian Standards) and the quality, application and presentation of line-work. The course progresses to incorporate drawing conventions including first and third angle Orthographic Projections, Isometric Projection and Measured 2 Point Perspective. During the development of these skills, the student investigates the use of graphics in the wider community by understanding the design process when it is applied to the design of a logo. Students also investigate the use of marketing and market research and the value of graphics in our community. Emphasis is placed on developing a range of broader skills essential to building a sound understanding of Graphics including manual drawing skills and CAD.

Assessment:
Assessment consists of various continuous assessments involving test pieces and project work, research assignments, drawing, and knowledge and understanding theory assignments and tests.

Additional Information:
Cost: Students may negotiate to re-work an old rod for a minimum outlay. The students will meet the cost for the rod components ($50.00). Should the student wish to increase the size of the rod, the increase in price should be negotiated with parents and teacher.
INTEGRATED LEARNING II IN DESIGN & TECHNOLOGY

Year Level: 12 (Stage 2)
SACE Credits: 20
Pathways: Uni (ATAR), Career/Employment
Prerequisites: Stage 1 Communication Products
Length: 1 year (two sequential units)

Program Focus: Technological Enterprises (Which will be an activity, or group project) decided by the teacher or by the teacher in consultation with students

• Students apply their knowledge and skills to a real-world task, event, learning opportunity, or context which leads to a specific purpose, product or outcome.
• The subject draws links between aspects of students lives and their learning.
• Students develop and demonstrate their collaboration, teamwork and self-awareness and evaluate their learning.

Key areas of study are:
Learning (Key Area 1)
Work (Key Area 4)
Communication (Key Area 5)

It is the intention that this course be a 20-credit subject. Students undertake two or all three of these key areas of study.

Course Description:
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:
1. Develop and apply knowledge, concepts and skills to achieve a purpose.
2. Investigate and analyse concepts, ideas and skills from different perspectives, using a variety of sources.
3. Work collaboratively with others.
5. Communicate ideas and informed opinions.
6. Develop and understand connections between the program focus and the capability in a chosen key area of study.

These learning requirements form the basis of the:
• Learning scope
• Evidence of learning that students provide
• Assessment design criteria
• Levels of achievement described in the performance standards.

Assessment:
The following assessment types enable students to demonstrate their learning in Stage 2 Integrated Learning School Assessment (70%)
• Assessment Type 1: Practical (30%)
• Assessment Type 2: Group Activity (20%)
• Assessment Type 3: Folio and Discussion (20%)

External Assessment (30%)
Assessment Type 4: Project (30%)

For a 20-credit subject, students should provide evidence of their learning through six to eight assessments including the external assessment component. Students undertake:
• At least one practical
• At least one group activity
• At least one assessment for the folio and discussion
• One project

Requirements: Students may be expected to pay for any 'take home' project costs to be negotiated with the student, teacher and parents / caregivers.
**CHILD STUDIES A**

**Year Level:** 10  
**SACE Credits:** N/A  
**Pathways:** Stage 1 & 2 Child Studies  
**Prerequisites:** None  
**Length:** 1 semester (Semester 1)

**Course Description:**
In this subject students will complete the following topics: Action Plans & Evaluations; Pregnancy & Childbirth; Childhood Health, Nutrition and Safety; Toddler Nutrition & Food Practical; Construct a Cot Quilt; and Construct a Busy Book.

**Assessment:**
Assessment in this course will consist of various practical tasks and theory assignments.

**Additional Information:**  
**Cost:** Students will need to supply their own materials for the quilt and busy book.

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**CHILD STUDIES B**

**Year Level:** 10  
**SACE Credits:** N/A  
**Pathways:** Stage 1 & 2 Child Studies  
**Prerequisites:** None  
**Length:** 1 semester (Semester 2)

**Course Description:**
Students will complete the following topics: Action Plans & Evaluations; Growth & Development (social, physical, emotional, cognitive, language); Play & Its Importance; ELCC Observation; Construct a Child's Outfit.

**Assessment:**
Assessment will include practical tasks & theory assignments.

**Additional Information:**  
**Cost:** Students will need to supply their own materials for the child's outfit.

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**CHILD STUDIES A**

**Year Level:** 11 (Stage 1)  
**SACE Credits:** 10 credits  
**Pathways:** Stage 2 Child Studies  
**Prerequisites:** Satisfactory Achievement in Year 10 Child Studies and Year 10 Food and Nutrition  
**Length:** 1 semester (Semester 1)

**Course Description:**
Students examine the period of childhood from conception to eight years. This subject is also beneficial for students wishing to continue Child Studies in Stage 2. Students will complete the following topics: Contemporary Childhood Issues; Diet & Pregnancy; Healthy Canteens; Child Safety.

**Assessment:**
Students demonstrate evidence of their learning through action plans/practical/evaluations, research/practical/evaluations, investigation and group activity.

**Additional Information:**  
**Cost:** Students will be required to bring food and fabrics for practical lessons.

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**CHILD STUDIES B**

**Year Level:** 11 (Stage 1)  
**SACE Credits:** 10 credits  
**Pathways:** Stage 2 Child Studies  
**Prerequisites:** Preferably completed Child Studies A  
**Length:** 1 semester (Semester 2)

**Course Description:**
In this subject students will examine the period of childhood from conception to eight years. This subject will be beneficial if wishing to complete Stage 2 Child Studies. Students will complete the following topics: Children's Services; Child Development; Childhood Obesity; and, Planning a Children's Party.

**Assessment:**
Students will demonstrate evidence of their learning through action plans/practical/evaluations, research/practical/evaluations, investigation and group activity.

**Additional Information:**  
**Cost:** Students will be required to bring food and fabrics for practical lessons.

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**CHILD STUDIES**

**Year Level:** 12 (Stage 2)  
**SACE Credits:** 20  
**Prerequisites:** Satisfactory Achievement in Stage 1 Child Studies or Stage 1 Food & Hospitality  
**Length:** 1 year

**Course Description:**
The Stage 2 subject focuses on children's growth and development from conception to eight years. Students study the following topics: Pregnancy and Diet; Children's Literature; Children's Toys; Media Impact on Eating Habits; Inclusive Education (Learning Difficulties); Foods From Around The World.

**Assessment:**
Students demonstrate evidence of their learning through the following assessment types: School-Based Assessment - Practical Activities (research/practical/evaluation & action plan/practical/evaluation - 50%). Group Activity - 20%. External Assessment - Investigation 30%.

**Additional Information:**  
**Cost:** Students will be required to bring food or fabrics for practicals.
FOOD & NUTRITION A

Year Level: 10
Pathways: This subject provides an excellent grounding for students wishing to undertake Food and Hospitality subjects at Stage 1 and 2 levels.
Prerequisites: It is beneficial for students to previously have satisfactorily completed a unit of Year 8 and/or Year 9 Home Economics.
Length: 1 semester (Semester 1)

Course Description:
In this topic students take an introduction into all areas of food production. Units covered consist of (but not limited to); hygiene & safety procedures in the kitchen, healthy eating models & Australian Dietary Guidelines, cooking terminology, planning basic meals (food for special occasions), labelling & food additives, basic cooking skills, food preparation & packaging.

Assessment:
Assessment in this course will consist of various practical tasks and theory assignments, and is weighted as: Practical skills (70%) and a theory component 30%.

Additional Information:
Cost: Students will need to supply certain ingredients for practical lessons and students must bring a container to practical lessons.

FOOD & NUTRITION B

Year Level: 10
Pathways: This subject provides an excellent grounding for students wishing to undertake Food and Hospitality subjects at Stage 1 and 2 levels.
Prerequisites: It is beneficial for students to previously have satisfactorily completed a unit of Year 8 and/or Year 9 Home Economics.
Length: 1 semester (Semester 2)

Course Description:
In this subject students explore the requirements for planning a family meal. The course explores food safety, hygiene and spoilage, the nutritional needs across all age groups, dietary requirements, and food for special occasions, cultural influences and time management skills. Practicals will consist of cooking a range of different foods and embeds investigative theory work in healthy eating patterns, nutrients, and dietary guidelines, multicultural food techniques, raising agents, baked foods and pastries.

Assessment:
Assessment in this course will consist of various practical tasks and theory assignments, and is weighted as: Practical skills and investigations (60%) and a theory component (40%).

Additional Information:
Closed in shoes must be worn, hair must be tied back and students must bring a container to practical lessons.
Cost: Students will be required to bring food for practical lessons. Students may also undertake an excursion.

FOOD & HOSPITALITY A & B

Year Level: 11 (Stage 1)
SACE Credits: 10 or 20 credits
Prerequisites: Satisfactory achievement in Year 10
Length: 1 semester or 1 Year (A-Sem 1; B-Sem 2)

Course Description:
Students focus on the dynamic nature of the food and hospitality industry. They develop an understanding of contemporary approaches & issues related to food and hospitality. Students work independently and collaboratively. 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 current management practices. Students will complete five summative practicals: Food, the Individual & the Family; Local & Global Issues in Food & Hospitality; Trends in Food & Culture; Food & Safety; Food and Hospitality Careers. Students examine the factors that influence people’s food choices and the health implications.

Assessment:
Students demonstrate evidence of their learning through practical tasks, group activities and investigations.

Additional Information:
This course is offered as either a single semester or full year subject. Closed in shoes must be worn, hair must be tied back and students must bring a container to all practical lessons. Students will need to supply certain ingredients for practical lessons. Students may also undertake an excursion.

FOOD & HOSPITALITY STUDIES

Year Level: 12 (Stage 2)
SACE Credits: 20
Prerequisites: Satisfactory Achievement in Stage 1 Food and Hospitality is recommended.
Length: 1 year

Course Description:
Students focus on the impact of the food and hospitality industry on Australian society and examine the contemporary and changing nature of the industry. Students develop relevant knowledge and skills as consumers and/or industry workers. Students will complete six summative practicals: Engineered Food; Summer Picnic Hamper; Exotic and Creative Ingredients; Pasta Product; Baking and Decorating; Catering Enterprise.

Assessment:
Students demonstrate evidence of their learning through: School-Based Assessment, Practical Activity - 50% (two written components and one practical assessment), Group Activity - 20%, External Assessment, Investigation - 30%.

Additional Information:
Students will need to supply certain ingredients for the practical lessons. Students will be invoiced for specific resources relating to assessment tasks. Information regarding cost will be communicated throughout the year. Students may also undertake an excursion.
Information Processing and Publishing focuses on the use of technology to design and implement information processing solutions. The technologies, now used by individuals, businesses and organisations to process, manage and communicate information, enable meaning to be received and shared through a wide range of increasingly complex and extended modes of communication in formal and informal contexts.

These technologies offer users a wide range of choices in the methods of inputting, manipulating, storing and disseminating information. Information Processing and Publishing emphasises the acquisition and development of practical skills in identifying, choosing and using the appropriate computer hardware and software for communicating in a range of contexts. Students will be challenged by rapid changes in the volumes, accessibility, generation and transfer of information and the opportunities provided by the use of new media in information processing and publishing.

**INFORMATION PROCESSING & PUBLISHING**

**Year Level:** 10
**Pathways:** Stage 1 Information Processing and Publishing
**Prerequisites:** None
**Length:** 1 semester

**Course Description:**
- The Information Processing and Publishing course consists of business and personal publishing;
- Students will investigate the uses of the Microsoft Office package particularly Publisher and Word;
- Practical tasks will incorporate the skills required to understand design process for creating informative material; and
- A large component of the practical tasks is for the students to understand and apply critiquing for improved work.

This class may be combined with Information Technology.

**Assessment:**
The assessment component for IPP has been selected to provide a balanced assessment of learning outcomes and consists of practical skills, designing and skills applications as well as issues analysis.

**INFORMATION PROCESSING & PUBLISHING (PERSONAL)**

**Year Level:** 11 (Stage 1)
**SACE Credits:** 10
**Pathways:** Stage 2 Information Processing and Publishing
**Prerequisites:** Year 10 IPP/IT/Graphics recommended
**Length:** 1 semester

The subject offers users a wide range of choices in the methods of inputting, manipulating, storing and disseminating information.

**Course Description:**
- This course involves the use of software appropriate to paper based publications and other digital publications;
- It provides a sound basis for the investigation and use of new personal publishing tools in the future;
- The students consider legal, ethical and social issues related to information processing and publishing;
- The course has a practical basis and emphasises the development of skills and understanding in designing, making and critiquing;
- Students learn about the Principles of Design: i.e. Contrast, Repetition, Alignment and Proximity;
- Students learn to follow the designing process to apply principles to produce publications for personal use, produce paper based publications such as letters, resumes and invitations using MS word, Publisher and Adobe Photoshop;
- Establish good keyboard and associated manipulative skills;
- In the digital presentation section, students incorporate the use of Information processing and processing equipment such as projectors and monitors to display and explain their presentation; and
- The emphasis is on designing interactive presentations for product displays using MS Power Point or Prezi.

**Assessment:**
Assessment for Stage 1 IPP is school based. To gain Satisfactory Achievement in this subject student will need to demonstrate evidence of their learning against performance standards in the following assessment types:
- Practical Skills (50%)
- Product and Documentation (30%)
- Issues Analysis (20%)

**Additional Information:**
Requirements: USB storage device, folder.

**INFORMATION PROCESSING & PUBLISHING (BUSINESS)**

**Year Level:** 11 (Stage 1)
**SACE Credits:** 10
**Pathways:** Stage 2 Information Processing and Publishing
**Prerequisites:** Year 10 IPP/IT/Graphics recommended
**Length:** 1 semester

Business Publishing emphasises the development of practical skills in identifying, choosing and using the appropriate computer hardware and software for communicating in a range of contexts. The subject offers users a wide range of choices in the methods of inputting, manipulating, storing and disseminating information.

**Course Description:**
- This course involves the use of information and processing and publishing tools in a business context along with development of product in digital format;
- The students consider legal, ethical and social issues related to information processing and publishing;
DIGITAL TECHNOLOGIES

• Students also develop skills of creation, manipulation, storage and use of digital media to solve problems in a personal, community or business context;
• The course has a practical basis and emphasises the development of skills and understanding in designing, making and critiquing;
• Students learn about the principles of design: i.e. Contrast, Repetition, Alignment and Proximity;
• Students learn to follow the designing process to apply principles to produce publications for personal use, paper based publications such as letters, flyers, menus, reports and invitations using MS word, Publisher and Adobe Photoshop; and
• The students apply problem-solving, critical thinking and decision-making skills by using the designing process.

Assessment:
Assessment for Stage 1 IPP is school based.
To gain Satisfactory Achievement in this subject students will need to demonstrate evidence of their learning against performance standards in the following assessment types:
• Practical Skills (50%)
• Product and Documentation (30%)
• Issues Analysis (20%)

Additional Information:
Requirements: USB storage device, folder.

INFORMATION PROCESSING & PUBLISHING

Year Level: 12 (Stage 2)
SACE Credits: 20
Pathways: University: Art, Science, Business and TAFE
Prerequisites: This unit has no pre-requisites but Stage 1 Information Processing and Publishing would be an advantage.
Length: 1 year

Course Description:
This course exposes students to a combination of Personal, Business & Desktop Publishing documents. The practical skills section focuses on using the Principles of Design in a variety of applications to complete specified information processing or publishing tasks. Tasks may include flyers, leaflets, stationery, posters, brochures & advertising material. The product and documentation focus on following the design process i.e. Investigation, Devising, Producing & Evaluation. For issues and analysis students consider the social, ethical and/or legal issues associated with the use of computer technology for communication within business (i.e. security, confidentiality, privacy, identity theft, occupational health, safety and intellectual property).

Assessment:
School-Based Assessment: Practical Skills (40%); Issues Analysis (15%); Technical & Operational Understanding (15%). External Assessment: Product & Documentation (30%)

Additional Information:
Requirements: USB storage device, display folder.

INFORMATION TECHNOLOGY

Year Level: 10
SACE Credits: N/A
Prerequisites: None, but any Year 8 or 9 IT subjects would be an advantage.
Pathways: Stage 1 Information Technology
Length: 1 semester
Special Considerations: This class may be combined with Information Processing and Publishing.

Course Description:
Computer systems (including Cisco IT Essentials modules) Website Programming, Basic Databases and social responsibility issues will be covered.

Assessment:
Assessment components have been selected to provide a balanced assessment of the learning outcomes which consists of practical skills, design and application skills as well as issues analysis.

INFORMATION TECHNOLOGY

Year Level: 11 (Stage 1)
SACE Credits: 10
Pathways: Stage 2 Information Technology
Prerequisites: A basic ICT knowledge and Year 9 ICT and / or Year 10 IT Essentials are preferable.
Length: 1 semester

Course Description:
This course is organised into the following three topics:
1. Computer Systems
2. Relational Databases
3. Website Programming

A 10 credit subject consists of two topics. Any combination of two topics can be undertaken. The topics generally have a practical basis and emphasise the development of skills and understanding in critiquing, designing, and making systems. Teachers can consider the integration and linking of concepts from the two topics chosen.
Each topic contains key questions and concepts related to the topic focus, design and development processes, and issues of social responsibility. Students use systems development life cycle problem solving approach for developing computer based solutions.

Content of the subject includes:

• Data and information;
• Hardware and software concepts;
• Networking concepts;
• Using Access as Relational Databases;
• Social issues related to the use of computers, security, privacy, hacking etc;
• Website programming/database development; and
• Different editor tools used for programming.

Assessment:
Students will need to demonstrate evidence of their learning against performance standards in the following assessment types:

• Folio
• Skills Task
• Project

Additional Information:
Requirements: USB storage device, display folder.

INFORMATION TECHNOLOGY

Year Level: 12 (Stage 2)
SACE Credits: 20
Prerequisites: Stage 1 Information Technology is highly recommended
Length: 1 year

Course Description:
Students will study four topics:
Compulsory Core Topics
• Information Systems
• Computer and Communication Systems

Negotiated two optional topics from:
• Relational Databases
• Application Programming
• Website Programming

The topics, one major, one minor, generally have a practical basis and emphasise the development of skills and understanding in evaluating, designing and making systems. Each topic contains key questions and concepts related to the topic. Focus on design and development processes and issues of social responsibility are key elements. Students choose a problem and design a proposed solution to meet intended outcomes. Depending on the type of system developed, there will be a different emphasis on each stage of the systems development life cycle.

Assessment:
School-based assessment against performance standards
• Folio (20%)
• Skills and Application Tasks (30%)
• One Project (20%)

External Assessment
• Examination (30%)

Students undertake a two hour examination which assesses the two core topics and option topics. The examination consists of short answer questions and extended response questions.

Workplace practices focuses on developing students understanding of the world of work. It is envisaged that students who choose this subject will also be participating in a VET course with either TAFE or a recognised RTO or as part of their Australian School Based Apprenticeship, or they are in paid part-time employment.

WORKPLACE PRACTICES

Year Level: 11 or 12 (Stage 2)
SACE Credits: 20
Pathways: TAFE, apprenticeship or traineeship, employment.
Prerequisites: None
Length: 1 year

Course Description:
Students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They undertake negotiated topics designed for their needs, interests, and aspirations to gain knowledge of issues particularly relevant to their working environment or aspirations. Students can undertake vocational education and/or training (VET) and develop and reflect on their capabilities, interests, and aspirations.

Students undertake three or more topics such as The Changing Nature of Work, Industrial Relations and Finding Employment and Vocational Learning and/or VET.

Assessment:
The following assessment types enable students to demonstrate their learning through the following assessment types:

School-based Assessment (70%)
• Folio
• Performance (VET or workplace performance)
• Reflection

External Assessment (30%)
• Investigation
Learning Area Coordinator
Mrs Micki Greenham

Email: greed@tenison.catholic.edu.au
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CONTENT STRANDS:
Literature
Literacy
Language
ENGLISH

Fast track with counselling and recommendations

Recommendations
The study of English develops the skills and knowledge necessary for students to use language appropriately for a wide variety of purposes and audiences. Language is a major vehicle of communication and a means by which social connection with other people is established. It is recognised as a key to social, economic, and cultural participation. A person’s sense of identity, both individual and collective, in a variety of situations, is shaped and defined by this participation.

The English program at Tenison Woods College, in accordance with the Australian Curriculum, encompasses a wide range of learning experiences which develops a variety of skills. The program recognises the importance of focusing on the fundamental skills of literacy as well as the higher order concepts such as analysis and interpretation.

English is structured so that knowledge and skills acquired in the Middle School are reinforced and extended through to SACE Stage 2. Each successive year builds upon the content learned in the previous year, and introduces more advanced concepts and techniques. The English curriculum at Tenison Woods College reflects the importance of progression and continuity in learning.

ENGLISH

Year Level: 10
SACE Credits: Nil
Pathways: Stage 1 English Literary Studies, Stage 1 English and/or Stage 1 Essential English.
Prerequisites: Completion of Year 9 English.
Length: 2 semesters

Course Description:
Students will deconstruct literary texts; refine their reading and writing skills; exchange ideas and develop their skills of discussion and argument; and foster lifelong habits of reading, writing, speaking and thinking. The course promotes an appreciation of the possibilities for language to express human thought, emotion and experience while also increasing the students’ awareness of the structures of language. Texts studied include poetry, plays, novels, films, short stories and news articles.

Assessment:
Assessment will consist of four elements:
• Listening and speaking: Formal/informal presentation of speeches, on-going oral discussions in class, including reading reflections written in class;
• Reading and viewing: Poetry analysis, film response, media study, connected text responses. At least one of these will take the form of an essay;
• Writing: Genre based writing including narrative, discursive, poetry, feature article, biography and recount;
• Examination: At the end of Terms 2 & 4 students will be required to complete a piece of prose under supervision.

ENGLISH AS AN ADDITIONAL LANGUAGE

Year Level: 10
SACE Credits: Nil
Pathways: This course aims to prepare students for Stage 1 English as an Additional Language, Stage 1 Essential English.
Prerequisites: None
Length: 1 year

Course Description:
This course develops student knowledge of language, literacy and literature. In this course students will explore language used for interaction and understand the evolving nature of the English language. Students will also discover the power of language and how this can influence inclusive social practice. Students will also learn to discern the impact on audiences of images and film as well as develop their knowledge of vocabulary and spelling.

Students will respond and examine literature to identify, explain and discuss responses to texts. They will also analyse and evaluate text structures and language features of literary texts.

Students will learn how to create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts for a specific purpose and an identified audience as well as create imaginative texts which connect with other texts.

Students will also identify and explore the purposes and effect of different texts structures and language features as part of their understanding of interacting with others. They will also interpret, analyse and evaluate to form comprehension strategies to compare and contrast information.

Assessment:
Students create a range of imaginative, informative and persuasive type of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews. The three strands, Language, Literacy and Literature will be assessed using the following elements with corresponding content descriptors.

• Listening and speaking: Interaction with others, language for interaction, expressing and developing ideas, literature and context, language variation and change, text structure and organisation, interpreting, analysing, evaluating.
• Reading and viewing: Responding to literature, examining literature, texts in context, interpreting, analysing, evaluating, literature and context.
• Writing: Creating texts, text structure and organisation, creating literature, language for interaction, expressing and developing ideas.

Additional Information:
EAL students will be assessed using the Australian Literacy Levels to ascertain their English Language level.
ENGLISH LITERARY STUDIES

Year Level: 11 (Stage 1)
SACE Credits: 10 per semester
Pathways: Stage 2 English Literary Studies or Stage 2 English
Prerequisites: Successful completion of Year 10 English.
Length: 2 semesters

Course Description:
This course is designed for pre Stage 2 English Literary Studies students and focuses on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts. It examines literary conventions and stylistic features to create meaning and effect.

Assessment:
Assessment Type 1: Responding to Texts. Assessment Type 2: Creating Texts. Assessment Type 3: Intertextual Study. Students should provide evidence of their learning through four assessments, with at least one assessment from each assessment type. At least one assessment should be an oral or multimodal presentation, and at least one will be in written form. Each assessment type will have a weighting of at least 20%.

ESSENTIAL ENGLISH

Year Level: 11 (Stage 1)
SACE Credits: 10 per semester
Pathways: Stage 2 Essential English
Prerequisites: Successful completion of Year 10 English
Length: 2 semesters

Course Description:
In Essential English literacy skills are developed through a focus on comprehending and creating written, spoken, visual, and digital texts, and using and modifying language for different purposes in a range of social and cultural contexts, including study, work, and community life. Essential English develops an awareness of the sociocultural aspects of language in social, community, workplace, and/or imagined contexts.

Assessment:
• Assessment Type 1: Responding to Texts
• Assessment Type 2: Creating Texts

For a 10-credit subject, students should provide evidence of their learning through four assessments, with at least one assessment from each assessment type. At least one assessment should be an oral or multimodal presentation and at least one should be in written form. Each assessment type should have a weighting of at least 20%.

ENGLISH

Year Level: 11 (Stage 1)
SACE Credits: 10 per semester
Pathways: Stage 2 English
Prerequisites: Either successful completion of Year 10 English or there exists the opportunity for students to be accelerated to Stage 1 upon the successful completion of Year 9 English. This accelerated progression will be handled on an individual basis.
Length: 2 semesters

Course Description:
Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, context, and audience is applied in students’ own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.

Assessment:
Assessment Type 1: Responding to Texts. Assessment Type 2: Creating Texts. Assessment Type 3: Intertextual Study. Students should provide evidence of their learning through four assessments, with at least one assessment from each assessment type. At least one assessment should be an oral or multimodal presentation, and at least one will be in written form. Each assessment type will have a weighting of at least 20%.
### ENGLISH AS AN ADDITIONAL LANGUAGE

**Year Level:** 11 (Stage 1)  
**SACE Credits:** 20  
**Pathways:** Stage 2 English as an Additional Language or Essential English  
**Prerequisites:** Nil  
**Special Considerations:** This course is only available to students with English as an additional language who are approved by the SACE Board.  
**Length:** 1 year

**Course Description:**  
Through studying a variety of oral, written and multimodal texts, including informational and literary texts, students develop an understanding of text structures and language features. Texts could include, for example, a newspaper article, a podcast, a short story, an extract from a prose text, a scene from a film. Students explore the relationship between these structures and features and the context, purpose and audience of texts. Information, ideas and opinions in texts are identified and interpreted. Students develop confidence in creating texts for different purposes in both real and implied contexts. Students broaden their understanding of sociocultural and sociolinguistic aspects of English, through their study of texts and language. They develop skills for research and academic study.

This subject focuses on the following skills and strategies: communication, comprehension, language and text analysis, text creation.

**Assessment:**  
Assessment in this course includes; assignments, written exercises, essays, individual orals and visual presentations.

There are three types of assessment:
- Assessment Type 1: Responding to texts
- Assessment Type 2: Interactive study
- Assessment Type 3: Language study

**Additional Information:**  
Special Considerations: Students for whom English is their first language are not eligible to study this course.

### ENGLISH LITERARY STUDIES

**Year Level:** 12 (Stage 2)  
**SACE Credits:** 20  
**Pathways:** Study of English at a tertiary level  
**Prerequisites:** Satisfactory Achievement in Stage 1 English Literary Studies  
**Length:** 1 year

**Course Description:**  
Stage 2 English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts.

English Literary Studies focuses on ways in which literary texts represent culture and identity, and on the dynamic relationship between authors, texts, audiences, and contexts. Students develop an understanding of the power of language to represent ideas, events, and people in particular ways and of how texts challenge or support cultural perceptions.

Students who complete this subject with a C– grade or better will meet the literacy requirement of the SACE.

**Assessment:**  
The following assessment types enable students to demonstrate their learning in Stage 2 English Literary Studies:

- School Assessment (70%)
  - Assessment Type 1: Responding to Texts (50%)
  - Assessment Type 2: Creating Texts (20%)

- External Assessment (30%)
  - Assessment Type 3: Text Study:
    - Comparative text study (15%)
    - Critical reading (15%)

Students provide evidence of their learning through nine assessments, including the external assessment component.
ENGLISH

Year Level: 12 (Stage 2)
SACE Credits: 20
Pathways: Study of English at a tertiary level
Prerequisites: Satisfactory Achievement in Stage 1 English or Stage 1 English Literary Studies
Length: 1 Year

Course Description:
In Stage 2 English students analyse the inter-relationship of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world.

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. They have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

Students who complete this subject with a C– grade or better will meet the literacy requirement of the SACE.

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

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

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

Students complete:
• Three responses to texts
• Four created texts (one of which is a writer’s statement)
• One comparative analysis.

ESSENTIAL ENGLISH

Year Level: 12 (Stage 2)
SACE Credits: 20
Pathways: Employment
Prerequisites: Satisfactory Achievement in Stage 1 Essential English
Length: 1 Year

Course Description:
In Stage 2 Essential English students respond to, and create, texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning. Students who complete this subject with a C– grade or better will meet the literacy requirement of the SACE.

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

External Assessment (30%)
Assessment Type 3: Language Report (30%).

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

Students complete:
• Three assessments for responding to texts
• Three assessments for creating texts
• One language report.
ENGLISH AS AN ADDITIONAL LANGUAGE

Year Level: 12 (Stage 2)
SACE Credits: 20
Pathways: This course provides students with English as an Additional Language the written, oral and other communication skills they need to be confident users of English in a tertiary environment.
Prerequisites: Nil
Special Considerations: English as an Additional Language in the SACE is designed for students who speak English as a second or additional language or dialect, and whose English language proficiency is restricted.

All students who want to enrol in an English as an Additional Language subject will be required to apply to the SACE Board for eligibility. Students whose eligibility applications are approved for Stage 1 English as an Additional Language do not have to reapply for eligibility to enrol in Stage 2 English as an Additional Language.

The subject focuses on the following skills and strategies: Communication Skills and Strategies; Comprehension Skills and Strategies; Language and Text Analysis Skills and Strategies; Text Creation Skills and Strategies.

Length: 1 year

Course Description:
This subject focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis, and text creation. Through studying a variety of oral, written, and multimodal texts, including informational and literary texts, students develop an understanding of text structures and language features.

Evidence of Learning:
School Assessment (70%)
• Assessment Type 1: Academic Literacy Study (30%)
• Assessment Type 2: Responses to Texts (40%)

External Assessment (30%)
• Assessment Type 3: Examination (30%).
Students provide evidence of their learning through seven assessments, including the external assessment component.

Students complete:
• Two tasks for the academic literacy study (one oral and one written)
• Four tasks for the responses to texts (at least one oral and two written)
• One examination
HEALTH AND PHYSICAL EDUCATION
LEARNING AREA

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CONTENT STRANDS:
- Personal, Social and Community Health Movement
- Movement and Physical Activity
YEARS 10 - CORE PHYSICAL EDUCATION

Year Level: 10
Pathways: Compulsory Subject
Prerequisite: None
Length: 1 semester (Semester 1 or 2)
Special Conditions: This is a practical subject with the possibility of students undertaking some activities off campus.

Course Description:
Students will be provided an opportunity to participate in a range of physical activities in a team sport or recreational context. The team sport practical units will be chosen from AFL, soccer, netball, hockey, basketball, handball and lacrosse. The recreational practical units will be chosen from dance, gym visits, ten pin bowling, lawn bowls, archery, croquet, self defence, gymnastics and snooker. The health units will consist of developing fitness, nutrition, drug awareness, cyber safety, body image, active lifestyles, first aid and others.

Assessment:
Assessment in this course will consist of various practical tasks and theory assignments (including an end of semester exam), and is weighted as: Practical skills and applications (60%) and a theory component (40%).

Additional Information:
The practical units within this course require links to the community facilities.

Cost: Depending on units selected there will be costs to use the facilities within the community.

PHYSICAL EDUCATION A - EXERCISE PHYSIOLOGY

Year Level: 10
Pathways: This subject provides an excellent grounding for students wishing to undertake Physical Education at Stage 1 and 2 levels.
Prerequisite: None
Length: Semester 1
Special Considerations: This is a practical subject, with the possibility of students undertaking some activities off campus (to be negotiated at the start of the semester).

Course Description:
Students will participate in a series of team work and fitness activities. They will be given opportunities to experience a wide variety of sport in both indoor and outdoor settings. They will have a variety of contexts, both individual and in teams. Students will be given opportunities to learn the importance of regular activity in their physical, social, emotional and spiritual health by developing strategies to achieve good health. Fitness components, training principles and musculoskeletal topics are embedded into the practical and theory units. An exam at the end of the term will reflect the depth and breadth of understanding. Three to four practical units are negotiated from the following: Touch, volleyball, soccer, golf, softball, and lawn bowls

Assessment:
Assessment in this course will consist of various practical tasks and theory assignments (including an end of semester exam), and is weighted as: Practical skills and applications (60%) and a theory component (40%).

Additional Information:
Cost: Approximately $30.00
**PHYSICAL EDUCATION B - SKILL ACQUISITION**

- **Year Level:** 10
- **Pathways:** This subject provides an excellent grounding for students wishing to undertake Physical Education at Stage 1 and 2 levels.
- **Prerequisites:** None
- **Length:** Semester 2
- **Special Considerations:** This is a practical subject, with the possibility of students undertaking some activities off campus at the local fitness centre (to be negotiated at start of semester).

**Course Description:**

Students will participate in a series of team work and fitness activities. They will be given opportunities to experience a wide variety of sport in both indoor and outdoor settings. They will have a variety of contexts, both individual and in teams. Students will be given opportunities to learn the importance of regular activity in their physical, social, emotional and spiritual health by developing strategies to achieve good health.

This is a practical subject, with students choosing 3 practical units, from badminton, netball, European handball, Gaelic football, flag football and table tennis. Theory topics which include energy systems, sports nutrition, and promotion of physical activity.

Students get the opportunity to investigate a topic of choice in their Issues Analysis with social aspects in sport. A chance to investigate, research and analyse a topic is to be negotiated with teacher. An exam at the end of the term will reflect the depth and breadth of understanding.

**Assessment:**

Assessment in this course will consist of various practical tasks and theory assignments (including an end of semester exam) and is weighted as: Practical skills and applications (60%) and a theory component (40%).

**Additional Information:**

- **Cost:** Approximately $30.00.

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**PHYSICAL EDUCATION A - EXERCISE PHYSIOLOGY**

- **Year Level:** 11 (Stage 1)
- **SACE Credits:** 10
- **Pathways:** Stage 2 Physical Education
- **Prerequisites:** Recommend Year 10 PE
- **Length:** 1 semester (Semester 1)

**Course Description:**

There are two main components of this subject:

**Theory:** The nature of Physical Activity: Students will study the main topic of exercise physiology. Within this, students will study musculoskeletal, cardiovascular, training principles and responses, energy systems and skeletal movement.

**Practical:** Students will complete three practical units which will include a combination of team orientated and individual practical activities. Students will be involved in the selection of the practical units.

**Assessment:**

Assessment will consist of laboratories, and assignments together. The practical based assessment will include practical skills performance checklists. There will also be an exam at the completion of this unit.

**Additional Information:**

This is a practical subject, with the possibility of students undertaking some activities off campus at the local fitness centre (to be negotiated at start of semester).

**Cost:** Approximately $30.00.
PHYSICAL EDUCATION B - SKILL ACQUISITION AND BIOMECHANICS

Year Level: 11 (Stage 1)
SACE Credits: 10
Pathways: Stage 2 Physical Education
Prerequisites: None (recommend Year 10 PE)
Length: 1 semester (Semester 2)

Special Considerations: It is highly recommended that students planning to study Stage 2 Physical Education complete Stage 1 Physical Education A (in Semester 1) and B (in Semester 2).

Course Description:
There are two main components of this subject:

Theory - The nature of Physical Activity: Students will study the main topic of Skill Acquisition and Biomechanics. Within this component students will study how the body acquires skills and the biomechanics of how the body moves. Students will also study physical activity trends within the community.

Practical: Students will complete three practical units which will include a combination of team orientated and individual practical activities. Students will be involved in the selection of the practical units.

Assessment:
Assessment will consist of laboratories and assignments together with an issues analysis project. The practical based assessment will include practical skills performance checklists. There will also be an exam at the completion of this unit.

Additional Information:
Special Considerations: This is a practical subject, with the possibility of students undertaking some activities off campus at the local fitness centre (to be negotiated at start of semester).

Cost: Approximately $30.00.

YEAR 12 PHYSICAL EDUCATION

Year Level: 12 (Stage 2)
SACE Credits: 10 or 20
Prerequisites: Recommended Pre-Study: Stage 1 Physical Education (Semesters 1 and 2)
Length: 1 semester or full year (2 sequential units)

Course Description:
In Stage 2 Physical Education, students gain an understanding of human functioning and physical activity and an awareness of the community structures and practices that influence participation in physical activity. Students explore their own physical capacities and analyse performance, health, and lifestyle issues. They develop skills in communication, investigation and the ability to apply knowledge to practical situations.

Stage 2 Physical Education consists of two key areas of study and related key concepts:
• Practical Skills and Applications
• Principles and Issues

Practical Skills and Applications: Students complete at least three practicals that are balanced across a range of individual, fitness, team, racquet, aquatic and outdoor activities and that cater for the different skills and interests of the students.

Theory: Students will study the units of: Exercise physiology and physical activity; and, the acquisition of skills and the biomechanics of movement.

These topics study the body, its structure and how it moves.

Assessment:
Students demonstrate evidence of their learning through the following assessment types:
School-Based Assessment
Folio (20%)
Group Practical (30%)
Individual Practical (20%)

External Assessment
Exam (30%)

Additional Information:
It is recommended that students purchase an Essentials Physical Education Revision Guide at a cost of $40.00.
OUTDOOR & ENVIRONMENTAL EDUCATION

Stage 1 Outdoor and Environmental Education is being offered at a Year 10 level to give students an opportunity to complete a SACE unit and prepare students for the opportunity to do Stage 2 Outdoor and Environmental Education in Year 11. An application form must be completed to gain entry into this subject and participate in this unique opportunity. Selection will be based on academic performance. It is compulsory that students have completed at least ONE Stage 1 course prior to commencing Stage 2 Outdoor Education. The theory component of this course will be linked with practical units and will concentrate on the technical and safety aspects of the major expeditions.

STAGE 1 OUTDOOR & ENVIRONMENTAL EDUCATION A

Year Level: Stage 1 (offered in Year 10 and Year 11)
SACE Credits: 10
Pathways: Stage 2 Outdoor Education
Prerequisites: None
Length: 1 semester (Semester 1)

Course Description:
In Term 1 students will focus on developing their knowledge and attitude surrounding safe surfing, culminating in a three day Surf Camp at Warrnambool or Cape Bridgewater. Theory lessons on minimal impact camping, food and menu planning, surf safety, dangerous conditions and rescue procedures will be covered.

In Term 2, students will focus on the preparation for their second expedition at Mount Arapiles, Victoria. Theory lessons include environmental factors, sustainable practices in the outdoors, risk assessment, and first aid. The three day base camp at Mount Arapiles will provide unique opportunities to develop knowledge and practical skills with bouldering, rock climbing and abseiling.

Assessment:
Assessment in this course will consist of various practical tasks (60%) relating to camp performance. Assessment includes surfing ability, leadership & group roles, camp craft, planning, risk management and M.I.C techniques, rock climbing ability, bouldering ability, belaying and abseiling ability. Theory assignments and components (40%) include a comprehensive camp report, where students record, reflect and evaluate their experience during the Mt Arapiles Rock Climbing Expedition. In addition, a micro tutorial allows students in groups to experience during the Grampians. Practical assessment is on a range of abilities relating to camp performance. Assessment includes walking ability, leadership & group roles, camp craft, planning, risk management and M.I.C techniques. They work in a positive and supportive manner, being willing to work with a range of different students. They use appropriate walking techniques and navigation skills.

STAGE 1 OUTDOOR & ENVIRONMENTAL EDUCATION B

Year Level: Stage 1 (offered in Year 10 and Year 11)
SACE Credits: 10
Pathways: Stage 2 Outdoor Education
Prerequisites: None
Length: 1 semester (Semester 2)

Course Description:
In Term 3, students will focus on a three day, two night Sailing Camp at Murraylands, Murray Bridge. In Term 4, students prepare for a three day, two night lightweight bushwalk expedition in the Grampians. Practical assessment is on a range of abilities relating to camp performance. Assessment includes bushwalking ability, surfing ability, leadership & group roles, camp craft, planning, navigation, risk management and M.I.C techniques. They work in a positive and supportive manner, being willing to work with a range of different students. They use appropriate walking techniques and navigation skills.

Assessment:
Assessment in this course will consist of various practical tasks (60%) relating to camp performance. Assessment includes bushwalking ability, surfing ability, leadership & group roles, camp craft, planning, navigation, risk management and M.I.C techniques. Theory assignments and components (40%) include a comprehensive camp report following their bushwalking expedition as well as a major investigation.

A major investigation allows the students to identify a current environmental issue related to an Outdoor Journey they have experienced and research this particular topic. A hypothesis or guiding question is to be used to help guide the investigation with primary and secondary resources used as sources for their information. Visual aids such as tables, maps, photographs etc. are to be used as further supporting evidence and put together in a 1000 word report. Students may negotiate to present their findings in multimedia or oral format but is to be negotiated with the teacher.

Additional Information:
This is a practical subject, with students undertaking some activities off campus. Camps are an essential element to this course and as such attendance is compulsory.

Cost: Costs for both expeditions include transport, camping fees, professional instruction and equipment hire. Approximately $190.00 for the Surf Camp at Cape Bridgewater. Mount Arapiles cost is approximately $170.
STAGE 2 OUTDOOR & ENVIRONMENTAL EDUCATION

Year Level: Stage 2 (Year 11)
SACE Credits: 20
Pathways: Recreation industry, Parks and Wildlife
Prerequisites: Offered to Year 11 students ONLY who have successfully completed Stage 1 Outdoor and Environmental Education. Students are required to obtain a recommendation from their Stage 1 teacher.

Length: 1 year

Course Description:
Stage 2 Outdoor and Environmental Education is being offered at a Stage 1 level to give students an opportunity to complete a SACE unit and draw on an extra subject for their ATAR. Recommendation must be obtained to gain entry into this subject and participate in this unique opportunity. Approval will be based on academic performance.

Practical activities allow students to develop a sense of responsibility to others while working in groups.

Outdoor journeys include:
• Kayaking along Ral Ral Creek, Riverland. Students will paddle approximately 40kms along unique side channels of the Murray River. The paddle is over four days and three nights staying at camp sites along the river. Approximate cost: $250 - includes basic skills session and polo shirt;
• Mountain biking in the Forest, Otway Ranges. Students will participate in a three day, two night cycling tour. Approximate cost: $120;
• A three day, two night Self Reliant Camp to be negotiated with the teacher. Students will draw upon all prior knowledge learnt to plan, participate and evaluate an independent bushwalk of their own. Approximate cost: $50 - $100.

Students will also participate in a number of theory topics which include environmental studies, risk management and planning, leadership and planning, first aid and emergency response, navigation, sustainable environmental practices and environmental restoration.

Assessment:
Students will have the opportunity to demonstrate their learning through:
Folio (20%)
Group practicals (30%)
Individual practical (20%)
External Assessment (30%)

Assessment tasks in course work can be presented in a variety of modes to suit student needs and can include oral, multimedia or written modes.
Learning Area Coordinator
Mr Jason de Nys

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CONTENT STRANDS:
Science Understanding
Science as a Human Endeavour
Science Inquiry Skills
## SCIENCE

### PHYSICS STRAND
- **THE HEAT IS ON**
  - COMPULSORY UNIT FOR 1 SEMESTER
- **YOU'VE GOT THE POWER**
  - ELECTIVE UNIT FOR PHYSICS CONTENT STRAND
- **MAKING WAVES**
  - ELECTIVE UNIT FOR PHYSICS CONTENT STRAND

### CHEMISTRY STRAND
- **WHAT'S THE MATTER**
  - COMPULSORY UNIT FOR CHEMISTRY CONTENT STRAND
- **ATOMS, ACIDS & ALCOHOLS**
  - ELECTIVE UNIT FOR CHEMISTRY CONTENT STRAND
- **LOOK GOOD, SMELL GOOD**
  - ELECTIVE UNIT FOR CHEMISTRY CONTENT STRAND

### BIOLOGY STRAND
- **GROWING UP & GETTING THE MESSAGE**
  - ELECTIVE UNIT FOR BIOLOGY CONTENT STRAND
- **CSI FORENSICS**
  - ELECTIVE UNIT FOR BIOLOGY CONTENT STRAND
- **GROW YOUR OWN**
  - ELECTIVE UNIT FOR BIOLOGY CONTENT STRAND
- **YOU ARE WHAT YOU EAT**
  - ELECTIVE UNIT FOR BIOLOGY CONTENT STRAND

### EARTH & SPACE STRAND
- **MINING ROCKS**
  - ELECTIVE UNIT FOR EARTH & SPACE CONTENT STRAND
- **DIGGING UP THE PAST**
  - ELECTIVE UNIT FOR EARTH & SPACE CONTENT STRAND

### PREREQUISITE UNITS
- **CRASH SCIENCE**
  - PHYSICS CONTENT STRAND
- **CHEMISTRY MATTERS**
  - CHEMISTRY CONTENT STRAND
- **DESIGNER BABIES**
  - BIOLOGY CONTENT STRAND
- **HEAVENS ABOVE**
  - SCIENCE CONTENT STRAND

### SCIENCE SKILLS
- **TERM 4**

### PREREQUISITE UNITS
- **STAGE 1 PHYSICS A**
  - SEMESTER 1
- **STAGE 1 PHYSICS B**
  - SEMESTER 2
- **STAGE 1 CHEMISTRY A**
  - SEMESTER 1
- **STAGE 1 CHEMISTRY B**
  - SEMESTER 2
- **STAGE 1 BIOLOGY A**
  - SEMESTER 1
- **STAGE 1 BIOLOGY B**
  - SEMESTER 2
- **STAGE 1 SCIENTIFIC STUDIES**
  - SEMESTER 1
- **STAGE 2 SCIENTIFIC STUDIES**
  - SEMESTER 1
- **STAGE 2 PSYCHOLOGY**
  - SEMESTER 1

### NON PREREQUISITE UNITS
- **CIRCLE OF LIFE**
  - ELECTIVE UNIT FOR BIOLOGY CONTENT STRAND
- **GROW YOUR OWN**
  - ELECTIVE UNIT FOR BIOLOGY CONTENT STRAND
- **HEAVENS ABOVE**
  - SCIENCE CONTENT STRAND
- **REACH FOR THE SKY**
  - SCIENCE CONTENT STRAND
- **FIRE, FUELS & THE FUTURE**
  - CHEMISTRY CONTENT STRAND
- **AGRIFOOD - VET**
  - BIOLOGY CONTENT STRAND

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*Tenison Woods College Year 10-12 Curriculum Guide 2017*
The study of Science is all about investigating. Students that undertake Science gain valuable knowledge about their own body and the world around them, while also learning how to solve problems and answer questions using the scientific method. The student develops skills in communicating scientifically to different audiences for a range of purposes and discovers the links between Science and other Learning Areas. Students will be required to complete four modules of study, each of one term's length. Students can choose any three of the nine modules listed, (each from a different strand). Every module offered will not necessarily run. Some may not run if the number of students choosing the module is low. Science Skills is compulsory in Term 4 and students will be placed in classes that will best prepare them for Stage 1.

**REACH FOR THE SKY**

**Year Level:** 10  
**SACE Credits:** N/A  
**Pathways:** Stage 1 Scientific Studies  
**Prerequisites:** None  
**Length:** 1 term  
**Strand:** Energy Systems

**Course Description:**  
Students discover how to build and launch a rocket and how rockets orbit planets. They then research different NASA space missions and investigate the difficulties of space travel.

**Assessment:**  
Students will be assessed on their scientific knowledge, practical and investigation skills as well as problem solving and communication skills. The nature of the assessment tasks will be negotiated and may include written tasks, practical tasks, assignments, projects, oral and multi-media presentations, peer and self-assessment. Each unit will conclude with an 80 minute examination which will carry a 10% weighting.

**HEAVENS ABOVE**

**Year Level:** 10  
**SACE Credits:** N/A  
**Pathways:** Stage 1 Scientific Studies  
**Prerequisites:** None  
**Length:** 1 term  
**Strand:** Earth and Space

**Course Description:**  
Beginning with the creation stories from a variety of cultures and times, students will explore recent theories explaining the origin of the universe. They will then investigate the various types of stars, their characteristics and life-cycles. Finally the formation of the planets will be investigated with a focus on Earth and its life forms.

**Assessment:**  
Students will be assessed on their scientific knowledge, practical and investigation skills as well as problem solving and communication skills. The nature of the assessment tasks will be negotiated and may include written tasks, practical tasks, assignments, projects, oral and multi-media presentations, peer and self-assessment. This unit will conclude with an 80 minute examination which will carry a 10% weighting.

**CRASH SCIENCE**

**Year Level:** 10  
**SACE Credits:** N/A  
**Pathways:** A pre-requisite for Stage 1 Physics  
**Prerequisites:** Minimum B grade in at least three Year 9 units  
**Length:** 1 term  
**Strand:** Energy Systems

**Course Description:**  
In this unit students discover how police analyse crash scenes to determine the cause of accidents. They will be able to calculate speed, acceleration, displacement and velocity, as well as interpret motion graphs. Students will also learn about forces, momentum and inertia, through Newton's Laws and will be able to relate these ideas to crash scenarios. By the end of the unit they will have the skills to analyse a crash scene. This will equip the student with the necessary skills for studies in Stage 1 Physics.

**Assessment:**  
Students will be assessed on scientific knowledge, practical and investigation skills as well as problem solving and communication skills. The nature of the assessment tasks will be negotiated and may include written tasks, practical tasks, assignments, projects, oral and multi-media presentations, peer and self-assessment. This unit will conclude with an 80 minute examination which will carry a 20% weighting.

**DESIGNER BABIES**

**Year Level:** 10  
**SACE Credits:** N/A  
**Pathways:** Highly recommended for Stage 1 Biology  
**Prerequisites:** None  
**Length:** 1 term  
**Strand:** Life Systems

**Course Description:**  
Is natural conception outdated? This unit will provide the student with a working knowledge of DNA, inheritance, gene technologies and reproductive technologies. It will also provide an insight in the ethics of human intervention by investigating a possible future world through the study of the film Gattaca.

**Assessment:**  
Students will be assessed on their scientific knowledge, practical and investigation skills as well as problem solving and communication skills. The nature of the assessment tasks will be negotiated and may include written tasks, practical tasks, assignments, projects, oral and multi-media presentations, peer and self-assessment. This unit will conclude with an 80 minute examination which will carry a 25% weighting.
SCIENCE

YOU ARE WHAT YOU EAT

Year Level: 10
SACE Credits: N/A
Pathways: Stage 1 Scientific Studies
Prerequisites: None
Length: 1 term
Strand: Life Systems

Course Description:
What happens to all the food we eat? By the end of this unit, the student should understand why we eat, how we process the food and what happens if we get it wrong.

Assessment:
Students will be assessed on their scientific knowledge, practical and investigation skills as well as problem solving and communication skills. The nature of the assessment tasks will be negotiated and may include written tasks, practical tasks, assignments, projects, oral and multi-media presentations, peer and self-assessment. Each unit will conclude with an 80 minute examination which will carry a 10% weighting.

FIRE, FUEL & THE FUTURE

Year Level: 10
SACE Credits: N/A
Pathways: Stage 1 Scientific Studies
Prerequisites: None
Length: 1 term
Strand: Matter

Course Description:
Why are some substances commonly used as fuels while others are not? Students learn the answer to this and many other questions about fuels and why we use them. They will also find out about common fuels and how as a society we use them and their links with petrols, plastics and nylon.

Assessment:
Students will be assessed on their scientific knowledge, practical and investigation skills as well as problem solving and communication skills. The nature of the assessment tasks will be negotiated and may include written tasks, practical tasks, assignments, projects, oral and multi-media presentations, peer and self-assessment. This unit will conclude with an 80 minute examination which will carry a 10% weighting.

CHEMISTRY MATTERS

Year Level: 10
SACE Credits: N/A
Pathways: A pre-requisite for Stage 1 Chemistry.
Prerequisites: Minimum B grade in at least three Year 9 units
Length: 1 term
Special Considerations: This course is a pre-requisite for Stage 1 Chemistry.
Strand: Matter

Course Description:
The three topics covered in this unit are: Atoms and Their Structure, Molecules and Compounds and Chemical Reactions. This unit will equip students with the skills and knowledge required for studying Chemistry at Stage 1.

Assessment:
Students will be assessed on their scientific knowledge, practical and investigation skills as well as problem solving and communication skills. The nature of the assessment tasks will be negotiated and may include written tasks, practical tasks, assignments, projects, oral and multi-media presentations, peer and self-assessment. Each unit will conclude with an 80 minute examination which will carry a 10% weighting.

SCIENCE SKILLS

Year Level: 10
SACE Credits: N/A
Pathways: All Stage 1 Sciences
Prerequisites: None
Length: 1 term
Special Considerations:
Students will be placed with an appropriate cohort of peers. Those intending to continue with Stage 1 Biology, Chemistry, Physics or Psychology will have a course tailored in preparation for the rigours of Stage 1. Those not intending to continue with those subjects will engage in a course tailored to developing scientific literacy.

Strand: All

Course Description:
Learn how to plan and conduct a fair experiment, appropriately display and analyse your results and reach reasoned conclusions. Students also hone their researching and referencing skills, as well as develop their critical thinking skills in preparation for Stage 1 if that is their intended path or for successfully navigating other aspects of life if it is not.

Assessment:
Students will be assessed on their scientific knowledge, practical and investigation skills as well as problem solving and communication skills. The nature of the assessment tasks will be negotiated and may include written tasks, practical tasks, assignments, projects, oral and multi-media presentations, peer and self-assessment. This unit will conclude with an 80 minute examination which will carry a 20% weighting for those continuing with Stage 1 Sciences.
CERTIFICATE I IN AGRIFOOD OPERATIONS

Year Level: Stage 1 (available to Year 10 or Year 11 students)
SACE Credits: Minimum 10 credits
Pathways: Employment, further TAFE study at Certificate II or higher in Horticulture, Agriculture and Land Management.
Prerequisites: None
Length: 1 semester

Course Description:
This qualification is an entry-level qualification aimed at individuals entering the agriculture, horticulture and conservation and land management industries. It allows individuals to develop basic skills and knowledge to prepare for work. They may undertake a range of simple tasks under close supervision. The range of technical skills and knowledge is limited.

Assessment:
Assessment will be practical based and students will be required to show evidence of competencies in relation to the required skills and knowledge.

Units offered include: Maintain the Workplace (AHCWRK101A), Work Safely (AHCOHS101A), Follow Basic Chemical Safety Rules (AHCCM101A), Support Horticulture Production (AHCPT101A), Support Gardening Work (AHOPGD101A) and Support Nursery Work (AHCNSY101A).

The study of Biology offers opportunities for students to consider the impact of human activities both on the organisms and ecosystems that constitute the biosphere and on individual human beings and human society. The ideas and theories of Biology are applied in many other disciplines (e.g. biochemistry, pharmacology, sport science). Biology provides useful background knowledge for many occupations in fields such as agriculture, conservation, forestry, horticulture, medicine, pollution control, veterinary science, and viticulture.

BIOLOGY A

Year Level: 11 (Stage 1)
SACE Credits: 10
Pathways: Stage 2 Biology or Stage 2 Scientific Studies
Prerequisites: Successful completion of Year 10 Science Skills with a minimum of a C grade. Year 10 Designer Babies recommended.
Length: 1 semester (first)
Special Considerations: This subject is highly recommended for students entering Stage 2 Biology. This course is available at Year 10 to students with recommendation.

Course Description:
In this course students investigate the major organ systems within organisms and how they exchange and transport materials with their environment in order to survive.

Six topics are covered over the semester. ‘Getting Energy’ is the study of the ways in which organisms obtain energy and how that energy is released in the cells. In ‘Nutrition and Digestion’ students explore the chemical requirements of organisms and the process by which these are digested and absorbed. ‘Gas Exchange’ is the investigation of specialised structures used by organisms (both plant and animal) for gaseous exchange. ‘Transport’ includes the function of the circulatory system in animals and plants and evaluating the difference between the two systems. ‘Infectious Disease’ looks at the variation in pathogens, how they are transmitted and how they cause disease in organisms. ‘Immunity’ investigates the function of the immune system in protecting the organism against pathogens including physical barriers, non-specific and acquired immune responses.

Assessment:
Assessment components include tests, assignments, practicals and a semester examination.
**BIOLOGY B**

- **Year Level:** 11 (Stage 1)
- **SACE Credits:** 10
- **Pathways:** Stage 2 Biology or Stage 2 Scientific Studies
- **Prerequisites:** Successful completion of Year 10 Science Skills with a minimum of a C grade. Year 10 Designer Babies recommended.
- **Length:** 1 semester (second)
- **Special Considerations:** This subject is highly recommended for students intending to study Stage 2 Biology. This course is available at Year 10 to students with recommendation.

**Course Description:**
Five topics are covered in this course. In ‘Fundamental Principles of Biology’ students explore the structure and function of the cell and its components. ‘Classification’ is where the principles of classification, including the binomial system, are taught. ‘Living in an ecosystem’ students investigate the overall structure of ecosystems and sampling methods. ‘Food Chains and Energy Flow’ is the study of energy flow including pyramids of numbers and pyramids of biomass. ‘How Matter Moves Through Ecosystems’ is the study of the biomagnification of toxins.

**Assessment:**
Assessment consists of tests, assignments, practicals and a semester exam. This subject is highly recommended for students intending to study Stage 2 Biology. This will include an all day excursion to Piccaninnie Ponds where the students apply the theory they have learnt in a practical setting that is relevant to the local environment.

**Additional Information:**
Cost: All day excursion to Piccaninnie Ponds at a cost of approximately $13.00.

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**BIOLOGY**

- **Year Level:** 12 (Stage 2)
- **SACE Credits:** 20
- **Pathways:** This is a highly recommended subject for a number of tertiary Science degrees (both University and TAFE) including those focusing on the Health Sciences, Agriculture, Biotechnology and research. Please refer to the current tertiary admissions guides for specific information about courses of interest.
- **Prerequisites:** Satisfactory achievement in at least one unit of Stage 1 Biology is highly recommended.
- **Length:** 1 year
- **Special Considerations:** This course is available at Year 11 with recommendation.

**Course Description:**
Stage 2 Biology is studied under four themes entitled Macromolecules, Cells, Organisms and Ecosystems. In Macromolecules students investigate the structure and function of the major organic macromolecules found in living organisms. Cells deals with the structure, function and reproduction of prokaryotic and eukaryotic cells, while in Organisms students study the principles underlying the systems that make up a functioning organism. In Ecosystems students investigate the complex web of living and non-living factors and the way that they interact in the many ecosystems on this planet.

Each theme in turn is studied under six threads: Organisation, Selectivity, Energy Flow, Perpetuation, Evolution and Human Awareness. These threads give a consistency of approach to the subject and help to unify the ideas studied.

**Assessment:**
70% of the final assessment is from course work and 30% is from a three hour external examination. The course work consists of an Investigations Folio (40%) and Skills and Applications Tasks (30%).

**Additional Information:**
Students are strongly encouraged to purchase a SASTA Biology Revision Guide ($30). The Core Knowledge Revision Book ($30) is optional. These are available to purchase in Term 1. A combined excursion to Adelaide for all Chemistry, Biology and Physics students (depending on numbers) to participate in University based workshops that cover Stage 2 science curriculum standards, and tour industry laboratories. Approximate cost will be $150. Information will be provided in Term 1.
The study of Chemistry helps students to develop an understanding of the processes that determine the behaviour of matter from the small (atoms, molecules, and ions) to larger quantities. Chemistry is a subject for students who are interested in natural and processed materials, and the ways in which people obtain, manufacture, and use materials in their everyday lives.

CHEMISTRY A

Year Level: 11 (Stage 1)
SACE Credits: 10
Pathways: Stage 1 Chemistry B (Semester 2) and Stage 2 Chemistry
Prerequisites: Successful completion of Year 10 Chemistry Matters and Year 10 Science Skills with a minimum of a B grade in both.
Length: 1 semester
Special Considerations:
This subject is a prerequisite for Semester 2 Chemistry B and Stage 2 Chemistry. In this course students will further develop their knowledge and skills of Chemistry begun in Years 8, 9 and in particular Year 10 Chemistry Matters units.

Course Description:
Students begin the course by revising atomic structure and the basic chemical bonding concepts covered in Year 8, 9 and 10 Chemistry units. The course then progresses to study in more depth the concepts and skills associated with Ionic, Covalent and Metallic Bonding. Students then study Chemical Reactions with an emphasis on writing full chemical and ionic equations as well as the energy changes within the reaction. Finally the students are introduced to Organic Chemistry where they develop skills in systematically naming and grouping organic compounds, learn how properties are related to functional groups present in a compound and gain an understanding of the procedures of fermentation and polymerization.

Assessment:
Students show evidence of their learning through five assessment tasks, each of which has a weighting of 20%. These include at least one practical investigation, at least one Issues Investigation and a semester examination. The remaining two tasks may include tests, practical reports, or another Issues Investigation. One of these tasks will involve collaborative work.

CHEMISTRY B

Year Level: 11 (Stage 1)
SACE Credits: 10
Pathways: Stage 2 Chemistry
Prerequisites: Successful completion of Stage 1 Chemistry A (Semester 1) with a minimum of a B grade.
Length: 1 semester (second)
Special Considerations:
This subject, along with Chemistry A, is a prerequisite for Stage 2 Chemistry.

Course Description:
Students begin the course with an introduction to the Mole Concept and then move on to develop the skills and an understanding of Stoichiometry where the importance of mathematical calculations in a chemical context is considered. The course then progresses to study in more depth the concepts and skills associated with the study of Acids and Bases, including Bronsted-Lowry definitions, pH and an introduction to titrations as a means of chemical analysis. Finally, the students are introduced to the electron transfer reactions known as redox reactions and move on to study important applications of these reactions in the area of Electrochemistry. Here they gain an understanding of the workings of batteries and other forms of portable power as well the industrial use of electrolytic cells in the production of metals.

Assessment:
Students show evidence of their learning through five assessment tasks, each of which has a weighting of 20%. These include at least one practical investigation, at least one Issues Investigation and a semester examination. The remaining two tasks may include tests, practical reports, or another Issues Investigation. One of these tasks will involve collaborative work.
CHEMISTRY

Year Level: 12 (Stage 2)
SACE Credits: 20
Pathways: This is a highly recommended and pre-requisite subject for a number of tertiary Science degrees including those focusing on Chemistry, Biochemistry, Pharmacy, Materials Science and research. Please refer to the current tertiary admissions guides for specific information about courses of interest.

Prerequisites: Successful completion of Stage 1 Chemistry A and B with a minimum of a B grade in both semester units.

Length: 1 year

Course Description:
The topics are:

- Elemental & Environmental Chemistry: This topic deals with the underlying principles of chemistry (‘Elemental Chemistry’) & considers the chemistry of the environment. The Elemental Chemistry component focuses on the periodic table & the concept of electronegativity; together these underlie most of the other topics in this subject outline. The Environmental Chemistry component focuses on a small number of inorganic molecular substances & their impacts on the environment;
- Analytical Techniques: Students consider some of the more common means of chemical analysis widely used by chemists to analyse materials used in, or produced by, many branches of industry, and undertake practical activities in measurement;
- Using & Controlling Chemical Reactions: The use & control of chemical reactions are important tasks undertaken by chemists. This topic looks at the energy changes that accompany chemical reactions & their rates & extents. It also examines the ways in which chemical reactions are controlled & used to make materials and generate the energy needed by a modern industrial society;
- Organic and Biological Chemistry: Students are introduced to the chemistry of the more common organic compounds and to the major groups of compounds of biological significance;
- Materials: Students consider the chemical and physical properties of a range of materials, namely polymers, silicates and cleaning agents, and develop an understanding of the chemistry behind these properties.

Assessment:
70% of the final assessment is from course work and 30% is from a three hour external examination. The course work consists of an Investigations Folio (40%) and Skills and Applications Tasks (30%).

Additional Information:
Cost: Chemistry: The Essentials workbook ($52).
Optional: Lab Coat ($28), Chemistry SASTA Study Guide ($30), ‘Chemistry – Core Knowledge’ ($30).

A combined excursion to Adelaide for all Chemistry, Biology and Physics students (depending on numbers) to participate in University based workshops that cover Stage 2 science curriculum standards, and tour industry laboratories. Approximate cost will be $150. Information in Term 1.

PHYSICS

Physics is the Science that helps us understand the world around us. It is the Science behind many modern technologies and devices that influence our daily lives (including medical diagnosis, information technologies, and engineering). Physics is a subject for students who are interested in understanding how things work in their everyday lives. The study of physics ranges from the study of the microscopic world of elementary particles to the scale of the universe.

PHYSICS A

Year Level: 11 (Stage 1)
SACE Credits: 10
Pathways: Stage 1 Physics B and Stage 2 Physics
Prerequisites: Successful completion of Year 10 Crash Science and Year 10 Science Skills with a minimum of a B grade in both.

Length: 1 semester (first)

Course Description:
In this course students undertake two main overarching topics with a focus on the applications of the theory covered. This subject is a prerequisite for Semester 1 Physics B and Stage 2 Physics.

The topics covered are:

- Linear Motion and Forces – students study displacement, equations of motion, speed and velocity. Students investigate the components of vectors as well as their addition and subtraction. Students are introduced to different forces and Newtonian Laws;
- Electric Circuits, Electricity and Magnetism - introduces students to magnets and magnetic fields, the movement of charged particles in electric fields, potential difference and conventional current. Students also examine parallel and series circuits and current, voltage and resistance within these circuits;
- Heat – introduces students to the link between the temperature of matter and the kinetic energy of its particles. They investigate flow of energy in terms of conduction, convection and radiation.

Assessment:
Students will show evidence of their learning through five assessment tasks, each of which will have an equal weighting of 20%. These will include two tests, a practical investigation, an issues investigation and a semester examination. The practical investigation will involve collaborative work.
PHYSICS B

Year Level: 11 (Stage 1)
SACE Credits: 10
Pathways: Stage 2 Physics
Prerequisites: Successful completion of Stage 1 Physics A (Semester 1) with a minimum of a B grade.
Length: 1 semester (second)
Special Considerations: This subject is a prerequisite study for Stage 2 Physics.

Course Description:
This course is a continuation from Physics A and covers two topics. In this course students will further develop their knowledge and skills of Physics such that they will have the prerequisites to enable them to successfully complete Stage 2 Physics.

The topics covered are:
• Energy and Momentum – students study energy and work and the relationship between the two. Students extend their understanding of the relationship that exists between force and the motion of an object by looking at momentum relationships that occurring during collisions and explosions.
• Waves – students investigate the properties of waves with a focus on light and sound waves. It examines the characteristics of light waves including reflection, refraction and interference of the electromagnetic spectrum.
• Nuclear Models and Radioactivity – introduces students to the basic structure of the nucleus, radioactivity and nuclear fission and fusion.

Assessment:
Students will show evidence of their learning through five assessment tasks, each of which will have an equal weighting of 20%. These will include two tests, a practical investigation, an issues investigation and a semester examination. The practical investigation will involve collaborative work.

PHYSICS

Year Level: 12 (Stage 2)
SACE Credits: 20
Pathways: This is a highly recommended and pre-requisite subject for a number of tertiary Science degrees including those focusing on Engineering, Technology, Radiology and research. Please refer to the current tertiary admissions guides for specific information about courses of interest.
Prerequisites: Satisfactory Achievement in both Stage 1 Physics A and B with a minimum of a B grade in both semester units.
Length: 1 year
Special Considerations: Students are strongly discouraged from undertaking this subject if they are not also studying Stage 2 Mathematical Methods.

Course Description:
In this course students will undertake four compulsory topics of study in line with the Stage 2 Physics Subject Handbook as prescribed by the SACE Board.

The topics are:
• Motion in Two Dimensions – requires students to investigate the properties of projectile motion, uniform circular motion, gravitation and satellites and momentum in two dimensions;
• Electricity and Magnetism – students explore electric fields and magnetic fields and the motions of particles within these fields;
• Light and Matter – students investigate the properties of electromagnetic waves, including interference patterns and photonic behaviour. The topic also covers the wave behaviour of particles; and
• Atoms and Nuclei – covers the structure of the nucleus, radioactivity, nuclear fission and fusion.

Assessment:
70% of the final assessment is from course work and 30% is from a three hour external examination. The course work consists of an Investigations Folio (40%) and Skills and Applications Tasks (30%).

Additional Information:
Cost: Physics Essentials workbook ($52), Physics SASTA Revision Guide ($30), ‘Physics – Core Knowledge’ ($30 optional).

A combined excursion to Adelaide for all Chemistry, Biology and Physics students (depending on numbers) to participate in University based workshops that cover Stage 2 science curriculum standards, and tour industry laboratories. Approximate cost will be $150.
Psychology is the science of the mind: the systematic study of behaviour. Psychologists are interested in how we learn, think and interact with others, what motivates our actions and the role of personality and individual differences in behaviour.

Psychological knowledge not only provides insight into life as it currently is, but also opens the door to a range of possible futures. Psychological knowledge can be applied to improve outcomes and the quality of experience in every area of life (e.g. education, intimate relationships, child rearing, employment and leisure).

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**Year Level:** 11 (Stage 1)  
**SACE Credits:** 10  
**Pathways:** Stage 2 Psychology  
**Prerequisites:** Successful completion of Year 10 Science Skills with a minimum of a C grade.  
**Length:** 1 semester  
**Special Considerations:** This course is recommended for students intending to study Psychology at Stage 2. This course is available at Year 10 to students with recommendation.

**Course Description:**  
Students begin by investigating the basics of psychological knowledge. This includes the types of questions addressed by psychology, the types of evidence used to answer those questions, and the means used to gain that evidence. The course then covers two other topics, ‘Brain and Behaviour’ and ‘Emotion’. ‘Brain and Behaviour’ involves the study of human brain structure and how our biological make-up contributes to our behaviour and the way in which we experience our environment. ‘Emotion’ allows students to see how an understanding of a psychological phenomenon – emotion – requires the integration of four levels of explanation of behaviour in psychology: biological processes, basic psychological processes, the attributes of the person enacting the behaviour, and the sociocultural processes.

**Assessment:**  
Assessment in this topic will consist of four to five summative tasks, including an applications task, collaborative investigation, tests and an examination.

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**Year Level:** 12 (Stage 2)  
**SACE Credits:** 20  
**Pathways:** This is a highly recommended subject for a number of tertiary Science degrees including those focusing on Clinical Psychology, Counselling, Sport and research. Please refer to the current tertiary admissions guides for specific information about courses of interest.  
**Prerequisites:** Satisfactory achievement in Stage 1 Psychology is recommended.  
**Length:** 1 year  
**Special Considerations:** This course is available at Year 11 to students with recommendation.

**Course Description:**  
Students begin the course by investigating the different designs and methods of research and their ethical considerations. As the course progresses students delve into the relationship between social cognition and behaviour, the analysis of personality and its proposed social and cultural construction, the influence of past and present events on learning, the changing states of awareness, including stress, sleep and sleep deprivation, and the investigation into the effective ways of promoting healthy minds.

Stage 2 Psychology is an evidence-based subject in which ethical issues have a central place. Psychological investigations involve the investigator collecting quantitative and/or qualitative data by observation of selected participants. Either experimental, quantitative observational or qualitative investigations can be conducted under either controlled or ‘field’ conditions.

**Assessment:**  
Assessment consists of six tests over the year (30%), a collaborative investigation (15%), an individual investigation (25%) and an examination (30%).

**Additional Information:**  
Cost: Psychology Essentials workbook ($52), Psychology SASTA Revision Guide ($27).
Through Scientific Studies students develop knowledge of scientific principles and concepts through their own investigations. They develop the skills and abilities to explain scientific phenomena, and to draw evidence-based conclusions from investigations of science-related issues. In this way, students develop scientific knowledge and skills to support them in their future career pathways, including those that are science-related, and everyday life in a world shaped by science and technology.

**SCIENTIFIC STUDIES**

**Year Level:** 11 (Stage 1)  
**SACE Credits:** 10  
**Pathways:** Stage 2 Scientific Studies, VET courses  
**Prerequisites:** None  
**Length:** 1 semester  
**Special Considerations:** This course is available at Year 10 to students with recommendation.

**Course Description:**  
Students studying Scientific Studies will have opportunities to explore areas of interest in the field of Science. This is an option for students who have an interest in Science but find the other Stage 1 Science offerings don’t meet their interests or needs. The subject emphasises the means by which scientific knowledge is gathered through practical as well as research activities. Possible themes of study are sustainability, water management, health and nutrition etc.

**Assessment:**  
Assessment in Scientific Studies consists of the following components; an Investigation Folio (Issues and Practical Investigations) and Skills and Application Tasks (Tests).

**Additional Information:**  
Cost: To be advised

**SCIENTIFIC STUDIES (NEGOTIATED TOPICS)**

**Year Level:** 12 (Stage 2)  
**SACE Credits:** 20  
**Pathways:** This subject prepares students for a range of tertiary and employment options.  
**Prerequisites:** Students selecting this option would benefit from having studied Stage 1 Physical Education and some Biology.  
**Length:** 1 year  
**Special Considerations:** This course is available at Year 11 to students with recommendation.

**Course Description:**  
Students selecting Scientific Studies (Negotiated) will explore individual learning interests combining Science and Sport. There will be flexibility in the selection of themes and topics studied based on the interests of the students.

Through Sports (Scientific Studies) students develop knowledge of scientific principles and concepts through their own investigations in areas such as practical sports, health and fitness, diet and nutrition etc. They develop the skills and abilities to explain scientific phenomena, and to draw evidence-based conclusions from investigations of sports science-related issues.

**Assessment:**  
Students demonstrate evidence of their learning through Skills and Applications Tasks (30%), Investigation Folio Tasks (Issues and Practical Investigations) (40%). The external assessment component will be a Practical Investigation (30%).
Learning Area Coordinator
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CONTENT STRANDS:
Number and Algebra
Measurement and Geometry
Statistics and Probability
Mathematics is a diverse and growing field of human endeavour. Mathematics can make a unique contribution to the understanding and functioning of our complex society. By facilitating the current and new technologies and institutional structures, mathematics plays a critical role in shaping society. It is important that students have the opportunity to gain the grasp of Mathematics that will allow them to be designers of the future, and leaders in various fields. They may be involved in product design, industrial design, production design, engineering design, or the design of new financial and commercial instruments. All students, regardless of gender or background, should have access to mathematical opportunities that accommodate and extend their experiences, broaden their perspective on mathematics, and allow them to appreciate the variety of its past and present roles in society.

Mathematics is the study of number and its processes. The Mathematics curriculum at Tenison Woods College aims to instil in all students the social and work purposes of Mathematics, its understandings, practices and applications in a given context. Students will be able to participate independently or collaboratively in authentic experiences to provide the pathways for further education and training.

**MATHEMATICS**

**Year Level:** 10  
**Pathways:** Stage 1 Mathematics, Stage 1 General Mathematics  
**Prerequisites:** Successful completion of Year 9 Mathematics, with a minimum of a B grade.  
**Length:** 1 year  

**Course Description:**  
Students will undertake seven topics of investigation.  
- Linear relationships - solving linear equations with multiple steps, inequalities and coordinate geometry;  
- Pythagoras and Trigonometry - trigonometric ratios, Pythagoras’s Theorem and solving problems using trigonometry;  
- Geometric Reasoning - congruent and similar triangles, angle properties and proofs;  
- Patterns and Algebra - Factorising algebraic expressions, expansion, perfect squares, difference of perfect squares, factorising by sum and product, algebraic solutions of quadratic equations and quadratic formula;  
- Non-linear Relationships - models of growth and decay, operations involving indices, index laws and exponential equations;  
- Data Representation and Interpretation - types of data, measuring the centre, measuring spread and an introduction to the normal distribution;  
- Chance - two and three step chance experiments, probabilities of events and conditional statements.

**Assessment:**  
Assessment components each semester include Skills and Application Tasks (tests and a semester exam) and Mathematical Investigations.

**Additional Information:**  
It is compulsory that students have access to a graphics calculator (the CASIO fx-CG20AU is recommended or another SACE Board approved CASIO graphics calculator).

**GENERAL MATHEMATICS**

**Year Level:** 10  
**Pathways:** Stage 1 General Mathematics, Stage 1 Essential Mathematics  
**Prerequisites:** Successful completion of Year 9 Mathematics  
**Length:** 1 year  

**Course Description:**  
In this course students will undertake nine topics of investigation. These topics include:  
- Measurement - perimeter, area, surface area, volume and students learn how measurement is incorporated into a range of work and everyday contexts;  
- Pythagoras and Trigonometry - trigonometric ratios, Pythagoras’s Theorem and solving problems using trigonometry;  
- Scale and Ratio - writing and solving problems involving ratios, drawing and interpreting scale diagrams;  
- Geometric Reasoning - geometrical construction, angle properties, classifying triangles, quadrilaterals and polygons;  
- Saving and Borrowing - solving problems involving simple and compound interest using digital technologies;  
- Earning and Spending - income, budgeting, banking skills and different methods of payment;  
- Linear Function - coordinate geometry and solving linear equations;  
- The Share Market - introduction to concepts of buying and selling shares; and  
- Data Representation and Interpretation - types of data, measuring the centre, measuring spread and an introduction to the normal distribution.

**Assessment:**  
Assessment components each semester include Skills and Application Tasks (tests and a semester exam) and Mathematical Investigations.

**Additional Information:**  
It is compulsory that students have access to a graphics calculator (the CASIO fx-CG20AU is recommended or another SACE Board approved CASIO graphics calculator).
MATHEMATICAL EXTENSION

Year Level: 10
Pathways: This course is highly recommended for students who are considering SACE Stage 1 Mathematics and Stage 2 Specialist Mathematics.
Prerequisites: Successful completion of Year 9 Mathematics
Length: 1 semester (second)

Course Description:
In this course students will undertake three topics of investigation:
• Using units of measurement, geometric reasoning and trigonometry - students study congruent and similar triangles, circle theorems, problem-solving, sine and cosine rules, area formula, Pythagoras’ theorem in three-dimensional contexts;
• Trigonometric Functions - students use the unit circle to define and graph trigonometric functions and solve simple trigonometric equations; and
• Real Numbers - students study rational and irrational numbers, surds, fractional indices, logarithms and solving exponential equations.

Assessment:
Assessment components each semester include Skills and Application Tasks (tests and a semester exam) and Mathematical Investigations.

Additional Information:
It is compulsory that students have access to a graphics calculator (the CASIO fx-CG20AU is recommended or another SACE Board approved CASIO graphics calculator).

MATHEMATICS A & B

Year Level: 11 (Stage 1)
SACE Credits: 20 (10 credits/semester)
Pathways: Stage 2 Mathematical Methods or Stage 2 General Mathematics. It is recommended that students also undertake Mathematics C if intending to study Stage 2 Mathematical Methods.
Prerequisites: Successful completion of Year 10 Mathematical Methods, with a minimum of a B grade.
Length: 2 semesters

Course Description:
Mathematics A and B develops an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments, and proofs, and using mathematical models. By using functions, their derivatives, and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

Mathematics A and B provides the foundation for further study in mathematics in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics.

Assessment:
Stage 1 Mathematics A and B allows students to achieve the numeracy requirement in the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

Assessment components include:
• Skills and Application Tasks;
• Mathematical Investigations.

Additional Information:
It is compulsory that students have access to a graphics calculator (the CASIO fx-CG20 AU is recommended or another SACE Board approved CASIO graphics calculator).

MATHEMATICS C & D

Year Level: 11 (Stage 1)
SACE Credits: 20 (10 credits/semester)
Pathways: Stage 2 Specialist Mathematics, Stage 2 Mathematical Methods.
Prerequisites: Successful completion of Year 10 Mathematical Methods, with a minimum of a B grade. Students must have studied or be concurrently studying Stage 1 Mathematics A and B.
Length: 2 semesters

Course Description:
Mathematics C and D draws on and deepens students’ mathematical knowledge, skills, and understanding and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of Arithmetic and Geometric Sequences and Series, Geometry, Vectors, Trigonometry, Matrices and Real and Complex Numbers.

The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.

Assessment:
Stage 1 Mathematics C and D allows students to achieve the numeracy requirement in the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

Assessment components include:
• Skills and Application Tasks
• Mathematical Investigations

Additional Information:
It is compulsory that students have access to a graphics calculator (the CASIO fx-CG20 AU is recommended or another SACE Board approved CASIO graphics calculator).
GENERAL MATHEMATICS

Year Level: 11 (Stage 1)
SACE Credits: 20 (10 credits/semester)
Pathways: Stage 2 General Mathematics, Stage 2 Essential Mathematics.
Prerequisites: Satisfactory achievement in Year 10 General Mathematics.
Length: 1 year

Course Description:
General Mathematics extends students’ mathematical skills in ways that apply to practical problem solving. A problem-based approach is integral to the development of mathematical models and the associated key ideas in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

Successful completion of this subject at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Assessment:
Stage 1 General Mathematics allows students to achieve the numeracy requirement in the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

Assessment components include three Skills and Application Tasks (tests) (65%), and Mathematical Investigations (35%).

Additional Information:
It is compulsory that students have access to a graphics calculator (the CASIO fx-CG20 AU is recommended or another SACE Board approved CASIO graphics calculator).

ESSENTIAL MATHEMATICS

Year Level: 11 (Stage 1)
SACE Credits: 20 (10 credits/semester)
Pathways: Stage 2 Essential Mathematics
Prerequisites: Nil
Length: 1 year

Course Description:
Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

In Essential Mathematics there is an emphasis on developing students’ computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways. This subject is intended for students planning to pursue a career in a range of trades or vocations.

The course consists of six topics:
• Calculations, Time, and Ratio;
• Earning and Spending;
• Geometry;
• Data in Context;
• Measurement;
• Investing.

Assessment:
Stage 1 Essential Mathematics allows students to achieve the numeracy requirement in the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

Assessment components include Skills and Application Tasks (a minimum of two tests) (50%), and two Folio Tasks (50%).

Additional Information:
It is compulsory that students have access to a graphics calculator (the CASIO CG-20 AU is recommended or another SACE Board approved CASIO graphics calculator).
SPECIALIST MATHEMATICS

Year Level: 12 (Stage 2)
SACE Credits: 20
Pathways: This is a prerequisite subject for a number of tertiary Mathematics and Engineering degrees. Refer to the current university admission guides for assumed knowledge and prerequisite requirements.
Prerequisites: Successful achievement in Stage 1 Specialist Mathematics with a minimum B grade. Students must have studied or be concurrently studying Stage 2 Mathematical Methods.
Length: 1 year

Course Description:
This subject extends many of the concepts introduced in Stage 1 Specialist Mathematics and complements the Stage 2 Mathematical Methods Course. All students taking this course must be studying Stage 2 Mathematical Methods or have already completed it.

In this course students will continue to develop their skills in mathematical problem solving. Students will be required to use mathematical techniques and strategies to find solutions to abstract and real-world problems. Appropriate communication of mathematical reasoning is also an important aspect of the course.

The content includes Mathematical Induction, Complex Numbers, Functions and Graphs, Vectors in 3-dimensions, Integration, Rates of Change and Differential Equations.

Students studying this course must have very highly developed algebraic skills and good problem solving ability. A sound understanding of the use of graphics calculators in mathematics will also be important as the graphics calculator will be used extensively as a tool to provide graphical representations and numerical solutions.

Assessment:
Assessment in this course consists of six Skills and Applications Tasks (50%), one Mathematical Investigation (20%) and an External Examination (30%).

Additional Information:
It is compulsory that students have access to a graphics calculator (the CASIO fx-9860 G AU PLUS is recommended or another SACE Board approved CASIO graphics calculator).
It is recommended that students purchase a Specialist Mathematics Revision Guide (at an approximate cost of $30).

MATHEMATICAL METHODS

Year Level: 12 (Stage 2)
SACE Credits: 20
Pathways: This is a prerequisite subject for a number of tertiary Science, Mathematics and Engineering degrees. Refer to the current university admission guides for assumed knowledge and prerequisite requirements.
Prerequisites: Successful completion of Year 11 Mathematical Methods with a minimum B grade.
Length: 1 year

Course Description:
Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics.

Assessment:
Assessment components include five Skills and Application Tasks (tests) (50%), one Mathematical Investigation (20%) and an External Examination (30%).

Additional Information:
Cost: It is compulsory that students have access to a graphics calculator (the CASIO fx-9860 G AU PLUS is recommended or another SACE Board approved CASIO graphics calculator).
It is recommended that students purchase a Mathematical Methods Revision Guide (at an approximate cost of $30).
GENERAL MATHEMATICS

Year Level: 12 (Stage 2)
SACE Credits: 20
Pathways: This subject prepares students for a range of tertiary and employment options.
Prerequisites: Satisfactory achievement in Stage 1 General Mathematics with a minimum B grade or enrolment in Stage 1 Mathematical Methods
Length: 1 year

Course Description:
General Mathematics extends students' mathematical skills in ways that apply to practical problem-solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

Successful completion of this subject at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Assessment:
Assessment components include five Skills and Application Tasks (tests) (40%), two mathematical investigations (30%) and one External Examination (30%).

Additional Information:
It is compulsory that students have access to a graphics calculator (the CASIO fx-CG20AU is recommended or another SACE Board approved CASIO graphics calculator). It is recommended that students purchase a General Mathematics Revision Guide (at an approximate cost of $30).

ESSENTIAL MATHEMATICS

Year Level: 12 (Stage 2)
SACE Credits: 20
Pathways: This subject prepares students for a range of tertiary and employment options.
Prerequisites: Satisfactory achievement in Stage 1 Essential Mathematics with a minimum B grade or enrolment in General Mathematics or Mathematical Methods.
Length: 1 year

Course Description:
Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways. This subject is intended for students planning to pursue a career in a range of trades or vocations.

The course consists of five topics:
• Scales, Plans, and Models;
• Measurement;
• Business Applications;
• Statistics;
• Investments and Loans.

Assessment:
Assessment components include four Skills and Application Tasks (30%), three Folio Tasks (40%) and one External Examination (30%).

Additional Information:
It is compulsory that students have access to a graphics calculator (the CASIO fx-9860 G AU PLUS is recommended or another SACE Board approved CASIO graphics calculator) and a computer with Microsoft Excel or similar. It is recommended that students purchase an Essential Mathematics Revision Guide (at an approximate cost of $30).
Learning Area Coordinator
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CONTENT STRANDS:
Communicating
Understanding
LANGUAGES - CHINESE

The study of languages contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy, and general knowledge whilst also giving access to the culture of Chinese/Italian speaking countries and communities.

Most importantly the study of languages also promotes understanding of different attitudes within the local community and beyond.

Chinese is a significant world language and is widely used by Chinese communities throughout the Asia-Pacific region including Australia. It is a priority Language Other Than English and is used by many Australian business organisations.

Italian and the Italian language are focal points of European History and Politics, Art, Architecture, Music, Science, Literature, Film and Theatre.

Italians constitute the largest non-British ethnic group in Australia; with over 450,000 Italians settling here in the post war period. Students of Italian have much to gain by acquiring knowledge of the language and cultural heritage of this group.

Children of Chinese and Italian origin will have the opportunity to develop their linguistic skills and deepen their understanding of the traditions and culture of the country of origin of their parents and grandparents.

Students of Chinese and Italian language are in the fortunate position of not having to go abroad in order to hear Chinese or Italian spoken in every day, real life situations as they are well maintained and fostered in the Mount Gambier community, through the media and by our increasing cultural links. China and Italy rank highly among Australia's top trading partners. People with a good knowledge of Chinese or Italian are needed in the social service agencies and organisations and in education, commerce, industry and tourism.

CHINESE (CONTINUERS)

Year Level: 11 (Stage 1)
SACE Credits: 20
Prerequisites: Successful completion of Year 10 Chinese is advised.
Length: 1 year (two sequential units)

Course Description:
Students are required to undertake an investigative task researching a cultural or social aspect of a prescribed theme or contemporary issue using various resources. There are three prescribed themes; The Individual, The Chinese-Speaking Communities and The Changing World. In ‘The Individual’ students explore personal identity, recreation and leisure, education and aspirations and travel experiences. ‘Chinese-Speaking Communities’ covers the history and culture of China, including geography, lifestyles and schooling. ‘The Changing World’ exposes students to the world of work and youth issues.

Assessment:
Assessment in this topic consists of four assessment tasks; An oral task where students are required to undertake an oral task in Chinese; A written part in English (600 words). A text analysis task where students are required to undertake an analysis of a text or texts of writing that are in Chinese with a response or responses in Chinese and/or English; and an investigative task where students are required to undertake an investigative task demonstrating research and personal reflection on a cultural aspect. Students research an issue or topic associated with ‘The Chinese-speaking Communities’ or ‘The Changing World’ themes. Students are expected to complete the two parts of this task as an oral or written part in Chinese (250 words) and a written part in English (600 words).

CHINESE (CONTINUERS)

Year Level: 12 (Stage 2)
SACE Credits: 20
Prerequisites: Satisfactory Achievement in Stage 1 Chinese.
Length: 1 year (two sequential units)

Course Description:
Students are required to undertake an investigative task researching a cultural or social aspect of a prescribed theme or contemporary issue using various resources. There are three prescribed themes as listed below:

The Individual: Personal Identity; Education and Aspirations; Recreation and Leisure; and, Travel Experiences. The Chinese-Speaking Communities: History and Culture; Schooling; Lifestyles; Geography. The Changing World: Youth Issues; The World of Work; Tourism and Hospitality.

Assessment:
Assessment Type 1: Folio (50%) Students are required to complete five summative tasks for course work using the three task types: oral, written, and text analysis.
Assessment Type 2: In-depth Study (20%)
- An oral presentation in Chinese (5 to 7 minutes)
- A written response in Chinese (1000 characters)
- A written response in English (600 words)

Assessment Type 3: There will be an external examination which will comprise 30% of the final mark. The exam will be in two parts:
- The oral examination which is designed to assess students’ knowledge in using spoken English. It relates to Learning outcomes 1 and 4.
- A written examination. This will be a three hour examination and will have three sections:
  Section 1: Listening and Responding; Section 2: Reading and responding; Section 3: Writing in Chinese.

CHINESE (BACKGROUND SPEAKERS)

Year Level: 11 (Stage 1)
SACE Credits: 20
Prerequisites: None
Length: 1 year (two sequential units)

Course Description:
Students are required to undertake an investigative task researching a cultural or social aspect of a prescribed theme or contemporary issue using various resources. There are four prescribed themes; China and the World, Modernisation and Social Change, The Overseas Chinese Speaking Communities and Language in use in Contemporary China.

In ‘China and the World’ students investigate political and historical developments since 1949 and the current population issues and policies. Modernisation and Social Change explores issues such as changing roles and expectations of men and women, educational change and social/employment opportunities, the current impact of technology and youth issues. The Overseas Chinese Speaking Communities topic covers cultural evolution and adaptation and Chinese contributions to Australia. Language in use in Contemporary China explores the impact of new technology such as the internet, writers in the Chinese language and contemporary film.

Assessment:
Assessment in this topic consists of four assessment tasks; An oral task where students are required to undertake an oral task in Chinese; A written task where students are required to undertake a written task in Chinese; A text analysis task where students are required to undertake an analysis of a text or texts of writing that are in Chinese with a response or responses in Chinese and/or English; and an investigative task where students are required to undertake an investigative task demonstrating research and personal reflection on a cultural aspect. Students research an issue or topic associated with ‘The Chinese-speaking Communities’ or ‘The Changing World’ themes. Students are expected to complete the two parts of this task as an oral or written part in Chinese and a written part in English (250 words).

CHINESE (BACKGROUND SPEAKERS)

Year Level: 12 (Stage 2)
SACE Credits: 20
Prerequisites: Satisfactory Achievement in Stage 1 Chinese (Background Speakers).
Length: 1 year (two sequential units)

Course Description:
Students are required to undertake an investigative task researching a cultural or social aspect of a prescribed theme or contemporary issue using various resources. There are four prescribed themes as listed below:

China and the World
- Political and historical developments since 1949
- The environment
- Population issues and policies

Modernisation and Social Change
- Educational change and social/employment opportunities
- The impact of technology
- The changing roles and expectations of women and men
- Youth issues

The Overseas Chinese-speaking Communities
- Chinese contributions in Australia
- Cultural evolution and adaptation

Language in Use in Contemporary China
- Writers in the Chinese language
- The Internet
- Contemporary film

Assessment:
Assessment Type 1: Folio (50%)
- Teachers are required to complete five summative tasks for course work using the three task types: oral, written, and text analysis.

Assessment Type 2: In-depth Study (20%)
- An oral presentation in Chinese (5 to 7 minutes)
- A written response in Chinese (1000 characters)
- A written response in English (600 words)

Assessment Type 3: There will be an external examination which will comprise 30% of the final mark. The exam will be in two parts:
- The oral examination which is designed to assess students’ knowledge in using spoken English. It relates to Learning outcomes 1 and 4.
- A three hour written examination with three sections:
  Section 1: Listening and Responding; Section 2: Reading and responding; Section 3: Writing in Chinese.
### ITALIAN (CONTINUERS)

**Year Level:** 10  
**Prerequisites:** Year 9 Italian  
**Length:** 1 semester (Semester 1)

**Course Description:**
In this course, students investigate travel including planning the trip, informing family and friends of the trip, being a tour guide, writing letters and critical literacy. The second topic explores the Italian Arts, looking specifically at contemporary music artists and looking at various Italian songs critically.

**Assessment:**
Assessment will include oral tasks in Italian, written and comprehension texts, text analysis, a research assignment, and an examination.

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### ITALIAN (CONTINUERS)

**Year Level:** 11 (Stage 1)  
**SACE Credits:** 20  
**Pathways:** 2 units in Tourism Certificate II: Provide Visitor Information SITXCCS201 and Conduct basic oral communication in a language other than English SITXLAN21  
**Prerequisites:** Semester 1 Year 10 Italian  
**Length:** 1 year (Semester 2)

**Course Description:**
In this course students will develop an understanding of Italian language and culture from a variety of text types and interactions.

The course is structured to consolidate prior learning and facilitate students with the skills to successfully communicate in an intercultural situation. The ability to reflect on culture, language as a system, cognitive skills and the ability to apply Italian to work, further study, training or leisure are the aims of this course.

Students will express opinions and experiences in Italian, produce original texts in Italian, analyse, process and respond to texts that are in Italian, and understand aspects of the language and culture in Italian speaking communities.

**Assessment:**
Assessment (per semester) comprises of one interaction task, one written task, one text analysis and an investigative task. The investigative task demonstrates research and personal reflection on a cultural aspect and personal reflection on the learning process.

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### ITALIAN (BEGINNERS)

**Year Level:** 11 (Stage 1)  
**SACE Credits:** 20  
**Length:** 1 year (two sequential units)  
**Special Considerations:** Limited or no previous/knowledge of Italian.

**Course Description:**
The Italian beginners level language is designed for students with little or no previous knowledge and/or experience of the language before undertaking Stage 1, and is designed for students who wish to begin their study of the Italian language at senior secondary level. Students develop the skills of listening, speaking, reading and writing, and information and communication technologies to create and engage effectively with a range of spoken, written, visual, and multimodal texts in the Italian language. The students develop and apply linguistic and intercultural knowledge, understanding and skills.

**Assessment:**
Assessment (per semester) comprises of one interaction task, one written task and one text analysis. The text analysis task will demonstrate the students' ability to identify and explain key concepts as well as the cultural values of the target language.
ITALIAN (CONTINUERS)

Year Level: 12 (Stage 2)
SACE Credits: 20
Prerequisites: Satisfactory Achievement in Stage 1 Continuers Italian.
Length: 1 year (two sequential units)

Course Description:
In Italian (Continuers), students interact with others to share information, ideas, opinions and experiences. Students create texts in the specific language to express information, feelings, ideas and opinions.

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

Assessment:
Assessment Type 1: Folio (50%)
• Students are required to complete five summative tasks for course work which will include the three assessment types—oral, written, and text analysis.

Assessment Type 2: In-depth Study (20%)
• An oral presentation in Italian (5 to 7 minutes)
• A written response in Italian (500 words)
• A reflective response in English (600 words)

Assessment Type 3: External examination (30%)
The exam will be in two parts:
• The oral examination which is designed to assess students’ knowledge and skill in using spoken Italian.
• A written examination. This will be a three hour examination and will have three sections: Section 1: Listening and Responding; Section 2: Reading and responding; Section 3: Writing in Italian.

ITALIAN (BEGINNERS)

Year Level: 12 (Stage 2)
SACE credits: 20
Prerequisites: Satisfactory Achievement in Stage 1 Beginners Italian.
Length: 1 year (two sequential units)
Special Considerations: Limited or no previous knowledge of Italian.

Course Description:
The beginners level languages are designed for students with little or no previous knowledge and/or experience of the language before undertaking Stage 1, and are designed as a 2-year program for students who wish to begin their study of the language at senior secondary level.

Students develop the skills of listening, speaking, reading, and writing, and information and communication technologies to create and engage effectively with a range of spoken, written, visual, and multimodal texts in the particular language. They develop and apply linguistic and intercultural knowledge, understanding, and skills.

Assessment:
School Assessment (70%)
• Assessment Type 1: Interaction (30%)
• Assessment Type 2: Text Production (20%)
• Assessment Type 3: Text Analysis (20%)

External Assessment (30%)
• Assessment Type 4: Examination (30%).

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

Students undertake:
• One interacting in spoken Italian, and one presentation and discussion in Italian, for the interaction;
• One writing in Italian, and one responding to written texts in Italian, for the text production;
• One analysing and interpreting spoken texts, and one analysing and interpreting written texts, for the text analysis;
• One oral examination;
• One written examination.

The remaining assessments may be undertaken from any of assessment types 1, 2, or 3.
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CONTENT STRANDS:
History
Geography
Business & Enterprise
Civics and Citizenship
Geography is the study of the spatial inter-relationships of people, places, and environments. Geographers are concerned with place, with differences in features on the Earth’s surface and with explaining these differences. Geographers pose and seek answers to the questions “Where?”, “Why?”, and “How?”, and evaluate alternatives.

Students will investigate contemporary issues related to people and the environment. Issues that challenge society inevitably have a spatial component, and hence are potentially geographical issues. The unique, integrated approach of geography to the social, economic, political, and environmental aspects of issues will lead students to greater understanding and the basis for resolution.

THE GEOGRAPHY OF WELLBEING AND ECOSYSTEMS (ELECTIVE UNIT)

Year Level: 10
Pathways: Stage 1 and 2 Geography, History, and Society and Culture, TAFE and University
Prerequisites: None
Length: 1 semester

Course Description:
Global geographies of human wellbeing is a topic which draws on the concepts of change, interconnection and sustainability to explore the measures and differences of wellbeing for populations within a country and between countries.

In the ecosystems section of the course students will study a range of ecosystems from the point of view of the inter-relationship between climate, plants and animal life. The concept of bio-diversity and its significance in terms of the planet’s future will be examined. The idea of sustainable development concludes this unit.

Students participate in excursions to Glencoe and surrounding areas and KCA.

Assessment:
Assessment in this subject will consist of a number of activities, including reports, model making, group work, research, essays, and issues analysis.

Additional Information:
Excursions are an integral component of the geography curriculum and all students are expected to participate. Cost: Approximately $20

GEOGRAPHY - THE PHYSICAL WORLD AND GLOBAL INEQUALITY (ELECTIVE UNIT)

Year Level: 10
Pathways: Stage 1 and 2 Geography, History, and Society and Culture; TAFE and University
Prerequisites: None
Length: 1 semester

Course Description:
In the physical geography section of this course, there will be an examination of landforms and their distribution and causation. In the Global Inequality section, students seek to gain an understanding of the forces which promote inequality in terms of access to food, shelter, water, health care and education. Issues such as water quality, poverty, prejudice, homelessness, famine and war will be studied.

Assessment:
Assessment in this course will consist of various activities including reports, posters, group work, research, essays, and issues analysis.

GEOGRAPHY A

Year Level: 11 (Stage 1)
SACE Credits: 10
Pathways: Stage 2 Geography, History, Society and Culture; TAFE and University
Prerequisites: None
Length: 1 semester (first)

Within the course, various topics are covered to give the student a wide range approach into the issues that affect geographical phenomena. These include: Case studies of selected developing countries, the heating of the earth’s atmosphere and the issue of global warming, the major pressure and wind systems, variations in solar energy and the reasons behind these variations.

Emphasis is also placed in the course on developing a range of broader skills essential to building a successful career in geography. These include: Mapping exercises based on various elements associated with issues of development, group work highlighting the treatment of various groups in developing countries and the interpretation of weather maps.

Assessment:
Assessment will consist of various tasks such as application of concepts and skills, spatial enquiry including a compulsory GIS component, fieldwork activity, an investigation and an exam. Sections of this course provide excellent background knowledge to parts of the Stage 2 Geography course.

Additional Information:
As a compulsory element to this course, students will participate in a field trip to the Bureau of Meteorology and the Wind Farm. Cost: Approximately $20.
GEOGRAPHY B

Year Level: 11 (Stage 1)
SACE Credits: 10
Pathways: Stage 2 Geography, History, Society and Culture; TAFE and University
Prerequisites: None
Length: 1 semester (second)

Course Description:
In this course students undertake an investigation into the distribution of environmental and human hazards and their causes, along with responses to various hazards. This includes population, people and the environment. In this topic students examine various ecosystems and why people select to live in certain locations. The final topic is an investigation into the feral animals within Australia and their impact on local fauna and flora.

This course aims to build the skills necessary for topics covered in the Stage 2 Geography course. These include: Skills in planning, investigating, synthesising, and communicating information on Geography, to gain knowledge and understanding of physical and human patterns, processes and systems and the appropriate techniques of field data collection.

Assessment:
Assessment will consist of various tasks such as application of concepts and skills, spatial enquiry including a compulsory GIS component, fieldwork activity, an investigation and an exam.

Sections of this course provide excellent background knowledge to parts of the Stage 2 Geography course.

As a compulsory element to this course, students will participate in a field trip to a variety of local natural hazard locations.

Additional Information:
Cost: Approximately $20

GEOGRAPHY

Year Level: 12 (Stage 2)
SACE Credits: 20
Pathways: TAFE, University
Prerequisites: None
Length: 1 year

Course Description:
The core topic for this course investigates the processes involved in population change. Through the topic students become aware of the impacts of population and consumption on the environment, particularly in the area of water resources. The core topic is ‘Population, Resources and Development’. In this topic students are introduced to the processes involved in population change. They also become aware of the way in which population and consumption impact on the environment, particularly in the area of water resources.

The individual field study must be completed in relation to one of the option topics. It must be undertaken independently by individual students and must involve fieldwork and the collection of primary data. Maximum length is 1800 words.

The geographical enquiry must be completed in relation to a particular issue drawn from a different option topic. The geographical inquiry must involve the study of an issue that has local, national, and global relevance. It can be submitted as one of the following formats, to a maximum of 1200 words in total: Broadsheet, report, essay, PowerPoint, or web page.

Assessment:
Assessment in Geography consists of four elements: Folio (25%), a geographical enquiry (20%), an individual fieldwork report (25%) and an exam (30%), which is based on the core topic.

Additional Information:
Cost: Field trips are a compulsory part of this course and involve some expense (approximately $100). Students are also required to purchase the ‘Essentials Geography SACE 2 workbook (approximately $50).
History gives students opportunities to make sense of an increasingly complex and rapidly changing world by discovering, thinking about, and comparing diverse peoples and events of the past. The subject matter of History is the investigation of human experience. By gaining historical perspectives, students are able to see the changes that are happening around them in a wider context and can develop an understanding of how and why events have happened, and therefore how they might happen in the future.

The study of History provides training in highly versatile job related skills such as research, organisation, oral and written communication and cultural awareness. It fosters critical and analytical abilities essential for problem-solving and decision making.

HISTORY - AUSTRALIA AT WAR (COMPULSORY)

Year Level: 10
Pathways: Stage 1 and 2 History and Classical Studies, Geography and Society and Culture
Prerequisites: None
Length: 1 semester

Course Description:
In this course titled ‘Australia at War’ students explore the role of Australia in the conflicts of the last century. Starting with World War 1 students are given a brief examination of the causes of war, the reasons for Australia’s involvement, Gallipoli, the Western Front and the Middle East, along with the impact on our character and identity and the consequences of the war on both sides. Reasons for and results of the Depression provide a backdrop for the rise of the Nazis in Germany and the beginning of World War II. Conflicts such as Tobruk and the Kokoda Trail further develop national identity, with Australia providing support in Korea, Vietnam and the Gulf Wars.

Assessment:
Assessment will consist of a range of tasks including: Research work, orals, tests, essays, poster work, multi-media presentations and sources analysis.

HISTORY MYSTERIES - THE FINAL SOLUTION AND REVOLUTIONS (ELECTIVE UNIT)

Year Level: 10
Pathways: Stage 1 and 2 History and Classical Studies, Geography and Society and Culture; TAFE and University
Prerequisites: None
Length: 1 semester

Course Description:
In this course titled ‘History Mysteries - The Final Solution and Revolutions’ students explore various issues associated with World War 2 including: The Nazification of Germany, the rise of Hitler and Fascism, Anti-Semitism through Nazi propaganda, boycotts and Krystallnacht. The ‘Final Solution’ is put into perspective against the human cost and the death camps.

Other topics to be studied will be negotiated with the class but could include topics such as revolutions, conflicts of the ancient world or other aspects of ancient history.

Assessment:
Assessment will consist of a range of tasks including: Film analysis, seminar presentation, guided research task, sources analysis, a web quest and an essay.

HISTORY A

Year Level: 11 (Stage 1)
SACE Credits: 10
Pathways: Stage 2 Geography, Society and Culture; TAFE and University
Prerequisites: None
Length: 1 Semester
Special Considerations: It is strongly recommended that students who are considering studying Stage 2 Modern History complete at least one semester of Stage 1 History.

Course Description:
In this course there will be two main areas of study:

A. The Cold War, with some emphasis on its impact on Australia. The following topics could be examined:
   - The Causes of the Cold War;
   - Soviet and US interference in their spheres of influence;
   - The Vietnam War, with an emphasis on Australia’s involvement; and
   - The end of the Cold War.

B. Social Movements
The following movements could be studied:
   - Civil Rights;
   - Peace and anti-war ;
   - Student; and
   - Workers.

Assessment:
Assessment will consist of a wide variety of written exercises, research work, orals, essay writing and sources analysis.
HISTORY B

Year Level: 11 (Stage 1)
SACE Credits: 10
Pathways: Stage 2 History, Geography and Society and Culture; TAFE and University
Prerequisites: None
Length: 1 semester (Semester 2)

Special Considerations:
It is strongly recommended that students who are considering studying Stage 2 Modern History complete at least one semester of Stage 1 History.

Course Description:
A. Terrorism
The following topics will be studied:
• The difficulties associated with the study of terror;
• Case studies of terrorist groups and terrorism at work;
• Case studies of state terrorism: Reign of Terror in France; Stalin’s Russia, Cambodia, South Africa, the Middle East, Central and South America;
• Attempts by governments to fight or control terror.

B. A choice of the study of either revolution or imperialism, depending on student interest.

Assessment:
Assessment will consist of a wide variety of written exercises, research work, orals, essay writing and sources analysis.

HISTORY (MODERN)

Year Level: 12 (Stage 2)
SACE Credits: 20
Pathways: TAFE and University
Prerequisites: Satisfactory Achievement in either Stage 1 History A or B
Length: 1 year

Course Description:
Modern History has three major areas of study:
• Thematic Study: Revolutions and Turmoil - this involves a study of one or two revolutionary movements since 1500;
• Depth Study: The Age of Catastrophes – a study of the Great Depression and its impact, the rise of and life under a dictator, the nature of the Second World War; and
• An essay - students investigate an area of interest and formulate a hypothesis or focusing question which they then investigate.

Assessment:
There are three major components of assessment in this subject:
School assessment (70%) – two sections:
• Folio based on activities such as essays, sources analysis and empathy pieces
• Essay - an individual inquiry on a topic of choice
• External assessment (30%)
• Examination

HISTORY (CLASSICAL STUDIES)

Year Level: 12 (Stage 2)
SACE Credits: 20
Pathways: TAFE and University
Prerequisites: Satisfactory Achievement in either Stage 1 History A or B
Length: 1 year

Special Considerations:
As this subject has strong reading and writing demands it is advisable that only students with a high degree of competence in these areas undertake this subject.

Course Description:
Classical Studies has three major areas of study:

Ancient literature: This involves a study of:
• Greek epic – Homer’s Odyssey – an examination of plot, characterisation and various aspects of Greek religion and culture;
• Greek Drama – Sophocles’ Oedipus Rex and Euripides’ The Bacchae – an examination of plot, characterisation, themes and lessons to be drawn from the text.

Ancient history: This involves a study of:
• Greek history – The Persian Wars – causes, events, consequences, reasons for Greek victory and the role of individuals.

Special Study – an inquiry into an aspect of the Classical World of Greece and Rome of no more than 2000 words.

Assessment:
There are three major components of assessment in this subject:
• Course work: (40%) – this will come from research, media reports, in class essays and orals;
• Timed essays: (30%) – three essays performed under test conditions; and
• Special Study (30%) – students select their own topic, produce a question and respond to it.

Additional Information:
In Society and Culture students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies and how people function and communicate in and across cultural groups. Through their study of Society and Culture, students develop the ability to influence their own futures, by developing skills, values and understandings that enable effective participation in contemporary society.

**SOCIETY AND CULTURE**

**Year Level:** 11 (Stage 1)

**SACE Credits:** 10

**Pathways:** Stage 2 Society and Culture, History and Geography

**Prerequisites:** None

**Length:** 1 semester

**Course Description:**
Society is broadly defined as a group of people with common interests. Within this course there is the opportunity for students to examine the society they belong to and compare and contrast it with others that have different values and ways of operating. Some of the guidelines for comparison are: power, media, prejudice, authority, discrimination, the relationship between work and status and a look at subcultures within Australia and the global environment.

**Assessment:**
Assessment involves a range of four to six assessment tasks with a minimum of two being class based assignments, one a group activity and the final one an individual research assignment.

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**SOCIETY AND CULTURE**

**Year Level:** 12 (Stage 2)

**SACE Credits:** 20

**Pathways:** TAFE and University

**Prerequisites:** None

**Length:** 1 year

**Course Description:**
Studies of Societies allows students to explore current social issues within the framework of three distinct areas. Topics chosen to study will be negotiated with the student cohort from the following broad range of options: Cultural diversity, youth culture, sport, work and leisure, the material world, social ethics, issues for Indigenous Australians, the technological revolution, people and the environment, globalisation, a question of rights and people and power.

This subject is an enquiry based subject which means that students are required to undertake both primary and secondary research. They will participate in and initiate interviews and community surveys. Knowledge of local, national and world events is an advantage.

**Assessment:**
Internal Assessment: Assessment is solely assignment based, with no final exam. Students are required to complete a minimum of four Course Work assignments (50%), one Group Task (10%) and an Oral presentation (10%).

External Assessment: One major individual investigative assignment (30%).

**Additional Information:**
Cost: Students will be required to purchase a Studies of Societies Essentials workbook ($30).
Business and Enterprise focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally, and globally.

Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices. They have the opportunity to reflect on current issues in business and enterprise, and make informed decisions. Students evaluate the impact and effect of business, enterprises, and technology on the wellbeing and lifestyle of individuals, communities, the economy and the environment.

BUSINESS & ENTERPRISE (OPTION A)
GLOBAL BUSINESS AND MARKETING

Year Level: 10 or 11 (Stage 1)
SACE Credits: 10
Pathways:
University: Business, Commerce, International Relations, Marketing, Events Management TAFE: Business and Management
Prerequisites: None at this stage
Length: 1 semester (Semester 1 or Semester 2)

Course Description:
In this course students undertake one core topic ‘Introduction to Business and Enterprise’ where students investigate the core functions of business. Students also complete two option topics: ‘Global Business’ which explores operating a business in a global environment and ‘Marketing’ which considers marketing strategies and the nature and role of marketing.

Assessment:
Students demonstrate evidence of their learning through the following assessment types:
- Folio
- Practical
- Issues Study

BUSINESS & ENTERPRISE (OPTION B)
ESTABLISHING A BUSINESS AND ENTREPRENEURSHIP

Year Level: 10 or 11 (Stage 1)
SACE Credits: 10
Pathways:
University: Business, Commerce, International Relations, Marketing, Events Management TAFE: Business and Management
Prerequisites: None at this stage
Length: 1 semester (Semester 1 or Semester 2)

Course Description:
In this course students undertake one core topic ‘Business and Enterprise in Practice’ where students investigate aspects of setting up a business by producing a business plan. Students also complete two option topics: ‘Entrepreneurship – The Enterprising Person’ which considers what it means to be an entrepreneur and an enterprising employee by planning to launch an event based on a new business idea; and ‘Establishing a Business’ which considers the key features of establishing a new business.

Assessment:
Students demonstrate evidence of their learning through the following assessment types: Folio; Practical; and Issues Study.

BUSINESS & ENTERPRISE

Year Level: 12 (Stage 2)
SACE Credits: 20
Pathways:
University: Business, Commerce, International Relations, Marketing, Events Management TAFE: Business and Management
Prerequisites: Preferred Stage 1 Option A and/or B with a C grade or better
Length: 1 year

Course Description:
Business and Enterprise focuses on the successful management of business and enterprise. It provides students with the opportunity to undertake a theoretical and/or practical application of business practice. The course consists of one core topic – ‘The Business Environment’ and 2 elective topics ‘Business and Marketing’ and ‘People’, ‘Business and Work’. The study of Business and Enterprise enables students to develop an understanding of business and enterprise cultures. Students have the opportunity to engage with innovations and ideas, as well as to reflect on current issues in business and enterprise and to make informed decisions.

Assessment:
School-based Assessment (70%)
- Folio
- Practical
- Issues Study

External Assessment (30%)
- Report
CROSS-DISCIPLINARY STUDIES
CROSS-DISCIPLINARY STUDIES

PERSONAL LEARNING PLAN

Year Level: 10 (Stage 1)
SACE Credits: 10
Pathways: N/A
Prerequisites: None
Length: 1 year

Course Description:
The Personal Learning Plan (PLP) helps students plan for their future and assists them in choosing the subjects they will study in Year 11 and 12. It helps students plan for their future by:

• Making informed decisions about the subjects they will study in Years 11 and 12, and any course outside of school;
• Identifying possible career choices and ideas for community service; and
• Considering how best to prepare for their career options and other goals;
• Prepare for and engage in a work placement.

Students must achieve a C grade or better to successfully complete the PLP, and thus meet this compulsory SACE requirement.

Assessment:
Assessment will consist of four assignments related to goal setting, planning for the future and developing one or more of the SACE capabilities.

RESEARCH PROJECT

Year Level: Year 12 (Stage 2)
SACE Credits: 10
Pathways: N/A
Prerequisites: None
Length: 1 semester
Special Considerations:
Also available to Year 11 students in semester 2.

Course Description:
The Research Project students will choose a topic of interest which may be linked to a SACE subject or course, or to a workplace or community context. Students will also learn and apply research processes and the knowledge and skills specific to their research topic and 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.

Students will enrol in either Research Project A or B, depending on their intended pathway. These enrolment options vary only in how students present the assessment.

Only Research Project B contributes to the Australian Tertiary Admission Rank (ATAR).

Assessment:
School-based assessment 70% including:
Folio (preliminary ideas and research proposal, research development, and discussion)
Research outcome

External assessment 30% review or evaluation

Additional Information:
It is recommended that students purchase a Research Project Journal at a cost of approximately $10.00.

COMMUNITY STUDIES

Year Level: Year 11 (Stage 1)
SACE Credits: 10
Pathways: N/A
Prerequisites: None
Length: 1 semester

Course Description:
Community Studies provides students with insights into the ways in which communities are shaped and operate. It offers students the opportunity to learn in a community context, both within and beyond the school environment. The community provides the framework in which students develop capabilities that enable them to contribute actively and successfully to community activities.

In developing an individual program of learning around his or her interests, knowledge, and skills, each student prepares a contract of work to undertake a community activity in one of the following six areas of study:
• Arts and the Community;
• Communication and the Community;
• Foods and the Community;
• Health, Recreation, and the Community;
• Science, Technology, and the Community;
• Work and the Community.

Assessment:
The following assessment types enable students to demonstrate their learning in Stage 1 Community Studies:
• Assessment Type 1: Contract of Work
• Assessment Type 2: Reflection (up to 500 words)

For a 10-credit subject, students should provide evidence of their learning through the completion of a contract of work, which involves each of the two assessment types. The nature, scope, and depth of the community activity should be reflected in the time allocated to a 10-credit subject (60 hours).

For a 20-credit subject, students should provide evidence of their learning through the completion of a contract of work, which involves each of the two assessment types. The nature, scope, and depth of the community activity should be reflected in the time allocated to a 20-credit subject (120 hours).
COMMUNITY STUDIES A

Year Level: Year 12 (Stage 2)
SACE Credits: 20
Pathways: N/A
Prerequisites: None
Length: 1 year
Special considerations: Please note that this subject cannot contribute towards an ATAR.

Course Description:
Community Studies A provides students with insights into the ways in which communities are shaped and operate. It offers students the opportunity to learn in a community context, both within and beyond the school environment. The community provides the framework in which students develop capabilities that enable them to contribute actively and successfully to community activities. An identifying feature of this subject is the autonomy it provides students in deciding the focus and direction of their community activity. Students expand and enhance their skills and understanding in a guided and supported learning program, by beginning from a point of personal interest, skill, or knowledge, and setting challenging and achievable goals in a community activity. Students develop their ability to work independently and to apply their knowledge and skills in practical ways in their communities. In developing an individual program of learning around his or her interests, knowledge, and skills, each student prepares a contract of work to undertake a community activity in one of the following six areas of study: Arts and the Community; Communication and the Community; Foods and the Community; Health, Recreation, and the Community; Science, Technology, and the Community; and, Work and the Community. Students may undertake more than one Community Studies subject in each subject they prepare a contract of work to undertake a community activity. These contracts must be in different areas of study.

Assessment:
The following assessment types enable students to demonstrate their learning in Stage 2 Community Studies A: School Assessment (70%)

Assessment Type 1: Includes:
- Contract of Work: Students develop a contract of work that shows evidence of how they plan and organise their chosen community activity.
- Folio: Students compile and maintain a structured record of evidence to document their learning in a community context as they undertake all parts of the contract of work in the community. The folio should include evidence of the development of one or more capabilities related to the community activity.
- Presentation: Students present their report of, or product resulting from, their community activity to an appropriate community audience. The presentation may be made using one or a combination of the following forms: written, oral, visual, or digital.

External Assessment (30%): Assessment Type 2: Reflection: Students review and evaluate their learning experiences. For a 20-credit subject, a maximum of 1000 words if written or a maximum of 6 minutes if oral, or the equivalent in multimodal form.

COMMUNITY STUDIES B

Year Level: Year 12 (Stage 2)
SACE Credits: 20
Pathways: N/A
Prerequisites: None
Length: 1 year
Special considerations: Please note that this subject cannot contribute towards an ATAR.

Course Description:
Community Studies B provides students the opportunity to base their learning on the knowledge, skills and understanding in a field of study from a Board-accredited SACE Stage 2 subject. Each student will show evidence of learning against some of the learning requirements described in the selected SACE Stage 2 subject, and will also demonstrate learning through a community application activity that is based on the selected subject. The student will remain in the subject classes but the program of learning will be placed within one of the following fields of study: Humanities and the Community, Science, Technology, Engineering and Mathematics and the Community, or Interdisciplinary Learning and the Community. This course is designed to benefit students who wish to remain in their Stage 2 class but require a different assessment model and a community context.

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

School Assessment (70%)
Assessment Type 1: Includes:
- Using 5 assessment tasks (existing and/or newly developed) developing the knowledge, skills and understanding described in a SACE stage 2 subject.

Assessment Type 2 Community Application Activity (30%): External Assessment
- A community based activity, designed by the student, related to the subject with a programmed time of 20 hours
- Plan for this external assessment task: documenting the processes used, capabilities selected and reflects on the activity.

All assessment tasks are now assessed according to Community Studies B Performance Standards, not the original SACE subject.
Library Manager
Ms Alexandra Nicholson

Email: nicha@tenison.catholic.edu.au
Phone: (08) 8725 5455 (ext 4620)

The Place for Reading and Research
Tenison Woods College Library Vision Statement
Libraries are social, cultural and educational learning spaces that create vibrant links between e-learning, information management, critical literacy and knowledge creation.

The Tenison Woods College Library is a vital partner in the teaching, learning and community service activities of the College and we aim to create avid learners who are information literate and able to access high quality resource based learning experiences.

We aim to provide you with access to information resources, assistance in using them, and the support to enable you to develop the skills needed to fulfill your current and future information needs. Our objective is to provide the best possible library service, and to be responsive, innovative and professional in everything we do.

We are dedicated to meeting your information needs by delivering an extensive range of services in the library which can be accessed from our website, email and telephone enquiry service. We will make available as many resources as possible in various formats to meet your needs, wherever you are located.

Opening Hours
Monday - Thursday  8.15am - 4.30pm
Friday          8.15am - 3.45pm
• All borrowing requirements should be completed during these hours
• The library is open for students during recess and lunch during the school week
• Closed during Term and Christmas Holidays

The Library Environment
All library users are expected to respect the Tenison Woods College library as a clean, safe and healthy learning environment.

All library users assist by:
• Treating library staff courteously and respecting the rights of other library users.
• Handling all collection resources with care to ensure they will be available for future library users.
• Adhering to the library use guidelines.
• Reading and responding to library notices in a timely manner.
• Letting library staff know when equipment fails or resources are damaged so repairs are done as quickly as possible.

Loans
• Two week loan with the option to extend.
• Students are unable to borrow until overdue items are returned.

Book Hire
Text books are hired out from the library to students for a term, semester or year.

Overdue Items
Weekly notices are sent to Class and Homegroup teachers to alert students to any overdue items. If item/s remain overdue for an extended time, an individual notice is given to the student and then followed 2 weeks later by an email/letter home to parents/guardians or carers. If the item/s are then not returned they are removed from the student’s record and the cost added to their school fees. An email/letter is sent home advising of this final step.

Contact Us
Tel.   08 8725 5455
Email library@tenison.catholic.edu.au

Alexandra Nicholson
Library Manager