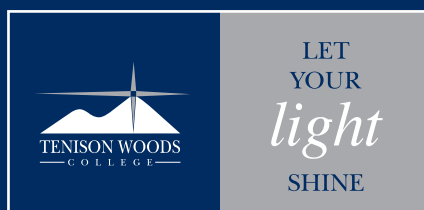


YEAR **10-12**



2019

CURRICULUM
HANDBOOK



TENISON WOODS COLLEGE • MOUNT GAMBIER



Welcome

At Tenison Woods College we believe that every learner has a place, every learner has a pathway, and every learner will shine. That is our challenge and our celebration.

This is further expressed at Tenison Woods College through our Pathways Model of Learning; 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 Handbook there are a number of documents which give further information about the Pathways Model and the wonderful array of subjects which can be chosen by students to meet their individual learning aspirations. There also 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 our approach 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.

A handwritten signature in black ink, reading 'David Meziniec'.

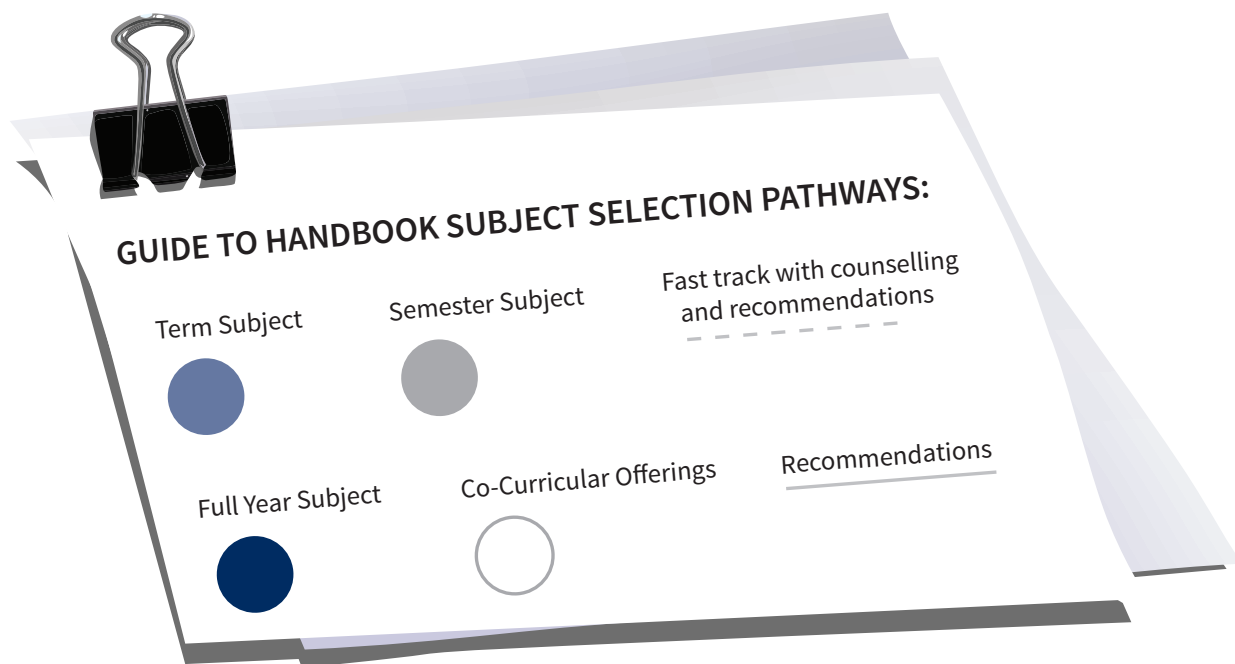
David Meziniec
Principal



2019 YEAR 10-12 CURRICULUM HANDBOOK

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LET YOUR *light* SHINE

[SUBJECT SELECTION GUIDELINES FOR STUDENTS]

GUIDELINES

This Curriculum Handbook is intended to assist you in the very important process of choosing subjects and providing 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.

FURTHER RESOURCES

- Tenison Woods College Pathways Expo
- Job Guide Website
- SATAC Tertiary Entrance Booklet
- SATAC University Guide / Website
- VTAC University Guide
- Other Interstate University Guides/websites
- TAFE SA and other RTO websites
- Various tertiary institution information booklets and websites

Pathways Team Contact:

Phone:

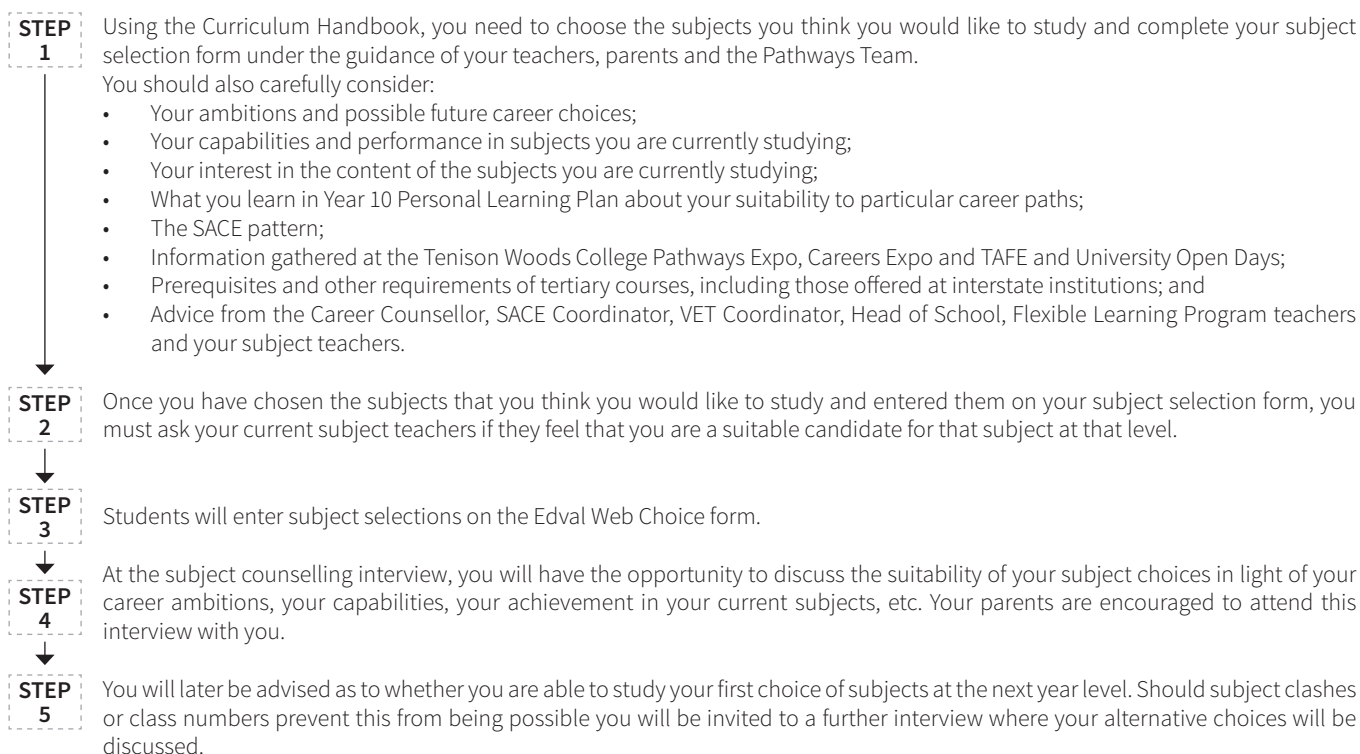
Email:

Marie Hoare, Careers Counsellor	8724 4616	hoarm@tenison.catholic.edu.au
Sean Quirke, Head of Senior School/Flexible Learning Programs.	8724 4650	quirs@tenison.catholic.edu.au
Joanne MacLean, VET Coordinator	8724 4658	maclj@tenison.catholic.edu.au
Vanessa Courtney, SACE Coordinator	8724 4658	courv@tenison.catholic.edu.au
Jody Elliott, Careers Counsellor	8724 4650	ellij@tenison.catholic.edu.au
Louise Abraham, Senior School Pathways Coordinator.	8724 4654	abral@tenison.catholic.edu.au
Scott Dickson, Director of Learning	8724 4651	dicksc@tenison.catholic.edu.au
Liza Couzens - Deputy Principal	8724 4602	couzl@tenison.catholic.edu.au
Your Subject, Homegroup and Flexible Learning teacher.	8724 4650	info@tenison.catholic.edu.au

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:



[PREPARING TO SELECT SUBJECTS]

A NUMBER OF VERY IMPORTANT MATTERS NEED TO BE CONSIDERED BEFORE SELECTION OF SUBJECTS IS MADE...

STEP 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.

NOTES:

[illegible]

STEP 2

BE REALISTIC, CONSIDER THE FOLLOWING:

- Your ability to cope with the academic content of the subjects you plan to choose;
- Your interest in the subjects;
- Your proven performance in the past;
- Your level of commitment;
- Your needs;
- What your reports and exam results show.

STEP 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.

STEP 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.

[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 Learning 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 Learning Pathways Model 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]

LEARNING PATHWAYS MODEL IN THE SENIOR SCHOOL AT TENISON WOODS COLLEGE



RTO: Registered Training Organisation
VET: Vocational Education Training

[SUBJECT SELECTION TIMELINE]

YEAR 10, 11 AND 12 SUBJECT SELECTION DATES - HIGHLIGHTED IN BOLD



**2019 Year 8 to 12 Pathways Expo
and Information Night, 6pm PRC**



8/9 Subject Selection forms and HPSP forms
to be returned to Homegroup Teacher



Webchoice Opens
Year 10, 11 and 12 Webchoice forms
emailed to students



2019 Year 8 Subject Finalisation,
St Anthony's Catholic Primary School
Millicent, 5:30pm



2019 Senior School Subject Selections,
St Anthony's Catholic Primary School,
Millicent 4:30pm - 7:30pm



2019 Year 8 Subject Finalisation,
Mary MacKillop Memorial School
Penola, 5:30pm



2019 Senior School Subject Selections,
Mary MacKillop Memorial School,
Penola 4:30pm - 7:30pm



2019 Year 8 Subject Finalisation,
St Thomas of Aquinas Naracoorte,
5:30pm



New Mount Gambier and Districts
Students Subject Selections to be
finalised and return forms to front office
by 22nd



Webchoice 2019 Year 8 Subject Selections
in Webchoice - Current Students



2019 Senior School Subject Counselling



Webchoice 2019 Year 9 Subject Selections in
Webchoice - Current Students



Last day for Webchoice Submissions



Senior School Recounselling
Commences Year 10, 11 & 12



*If Subjects have not been selected and
entered into Webchoice by this date, subject
choices may not be guaranteed.*
Please contact Liza Couzens or
Sean Quirke to discuss your options

[SACE CREDITS SUBJECT SUMMARY]



TOTAL SACE CREDITS ACQUIRED THROUGH TENISON WOODS COLLEGE PATHWAYS

This summary may assist students at looking at the required credits for SACE completion in an alternative way. Together with the SACE Course Planner and SACE requirements pie chart, we hope this information assists you with making well informed choices. Students at Tenison Woods College work to achieve an ample amount of SACE credits as shown below.

STAGE 1 YEAR 10/11

Year 10 Personal Learning Plan (PLP) (compulsory) .. 10 credits
Year 11 Religious Education (compulsory) 10 credits

YEAR 11 SEMESTER 1:

English subject (compulsory literacy)10 credits
Mathematics subject (compulsory numeracy) ..10 credits
Subject selection 110 credits
Subject selection 210 credits
Subject selection 310 credits
Subject selection 410 credits

YEAR 11 SEMESTER 2:

English subject (compulsory literacy)10 credits
Mathematics subject10 credits
Subject selection 110 credits
Subject selection 210 credits
Subject selection 310 credits
Subject selection 410 credits

**Total Stage 1 Credits for Year 11 completion at Tenison Woods College: 140
(130 required by SACE)**

STAGE 2 YEAR 11/12

Research Project (compulsory)10 credits
Religious Education (compulsory)10 credits
Subject selection 1 (compulsory)20 credits
Subject selection 2 (compulsory)20 credits
Subject selection 3 (compulsory)20 credits
Subject selection 420 credits

**Total Stage 2 Credits for Year 12 completion at Tenison Woods College: 100
(70 required by SACE)**

TAFE course SACE credits will vary depending on which course, whether it is Cert I, II or III.

TAFE/VET courses will contribute to SACE credits depending on the level of course studied and therefore will substitute a subject selection at Stage 1 or Stage 2.

For compulsory subjects, a C grade (Stage 1) or C- grade (Stage 2) minimum is required to gain these credits.

For those students requiring an ATAR, this is calculated based on a minimum of 90 credits (4.5 subjects) at Stage 2 of Tertiary Admission Subjects. * Some TAFE course can count towards an ATAR also.

[SACE COURSE PLANNER]

Personal Learning Plan = 10 credits

Credits

10

Literacy = 20 credits

Choose from a range of English subjects or courses

Subtotal 10

Numeracy = 10 credits

Choose from a range of mathematics subjects or courses

Subtotal 30

Stage 2 subjects or courses = 60 credits

Choose from a range of Stage 2 subjects and courses

Research Project = 10 credits

10

Subtotal 70

Additional choices = 90 credits

Choose from a range of Stage 1 and Stage 2 subjects and courses

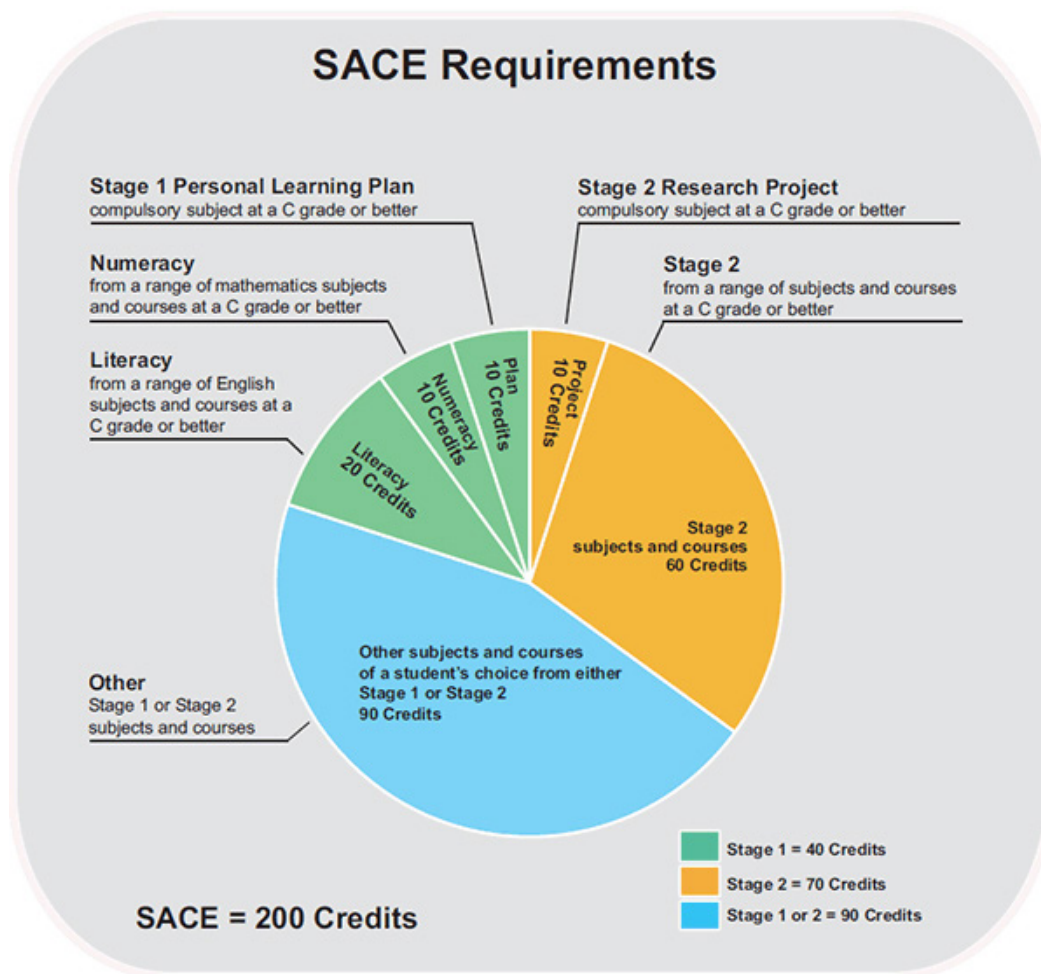
Subtotal 90

To gain the SACE, you must earn 200 credits

<input type="checkbox"/>	Compulsory Stage 1	Students must achieve a C grade or higher for
<input type="checkbox"/>	Compulsory Stage 1 and/or Stage 2	Stage 1 requirements and a C- or higher for
<input type="checkbox"/>	Compulsory Stage 2	Stage 2 requirements to complete the SACE
<input type="checkbox"/>	Choice of subjects and/or courses (Stage 1 and/or 2)	Students must achieve a grade or equivalent for subjects and/or courses selected

Total 200

[SACE REQUIREMENTS]



[SENIOR SCHOOL CURRICULUM OVERVIEW]

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 higher 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 THE SACE?

Students who successfully complete their senior secondary education are awarded the South Australian Certificate of Education (SACE).

The SACE is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study. 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 further 90 credits, totalling 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);
- Religious Education;
- Mathematics or General Mathematics or Essential Mathematics or a Mathematics course;
- 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

COMMUNITY LEARNING

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 2019 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]



SAMPLE 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.

YEAR 10

Personal Learning Plan
Religious Education
Mathematics
History

Stage 1 English

Stage 1 Geography

Physical Education (1 semester)
Mathematical Extension (1 semester)
Information Technology (1 semester)
Chemistry Matters (1 term)
Crash Science (1 term)
Designer Babies (1 term)
Scientific Skills (1 term)

YEAR 11

Stage 1 Religion Studies
Stage 1 Mathematics A & B
Stage 1 Physics
Stage 1 Chemistry

Stage 2 English

Stage 2 Geography

Stage 1 Mathematics C & D

YEAR 12

Stage 2 Research Project
Stage 2 Mathematical Methods
Stage 2 Specialist Mathematics
Stage 2 Physics
Stage 2 Chemistry
Stage 2 Integrated Learning (Religion)



SAMPLE 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.

YEAR 10

Personal Learning Plan
Religious Education
Mathematics
History
English
Italian

Stage 1 Biology

Stage 1 Drama

Physical Education (1 semester)
Mathematical Extension (1 semester)
Chemistry Matters (1 term)
Crash Science (1 term)

YEAR 11

Stage 1 Religion Studies
Stage 1 English Literary Studies
Stage 1 Mathematics A & B
Stage 1 Chemistry
Stage 1 Music

Stage 2 Biology

Stage 2 Drama

YEAR 12

Stage 2 Research Project
Stage 2 English Literary Studies
Stage 2 Mathematical Methods
Stage 2 Chemistry
Stage 2 Music (2 x 10 credit options)
Stage 2 Integrated Learning (Religion)

EXAMPLES OF STUDENT PATHWAYS OF LEARNING



SAMPLE 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 they 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 (Styled for Success) or
VET - Hospitality Certificate 1
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 Cert 3 or
VET - Aged Care Certificate 3 or
VET - Children Services Certificate 3

VET options and availability are subject to change by TAFE SA and other RTOs. Often this will occur after the Subject Counselling process.



SAMPLE 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 they 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 Communication Products (1 semester)
Stage 1 Business and Enterprise (1 semester)
Stage 1 Scientific Studies (1 semester)
Stage 1 Materials Products (1 semester)
Stage 2 Outdoor Education
Stage 2 Material Products 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 Material Products and /or
VET - Electro Technology Certificate 2 (full year)
Stage 2 Integrated Learning (Religion)
Option of School Based Traineeship/ Apprenticeship or full time Apprenticeship with FLP SACE completion

VET options and availability are subject to change by TAFE SA and other RTOs. Often this will occur after the Subject Counselling process.

[FLEXIBLE LEARNING PATHWAY]

The Flexible Learning Pathway (FLP) at Tenison Woods College is an alternative education pathway option for young people seeking to complete their South Australian Certificate of Education (SACE, Years 11-12). As a part of the educational provision offered at Tenison Woods College, the FLP offers flexibility that enables students to manage their work, study and wellbeing to achieve academic success. Inspired by the model of Catholic Mission expressed by the tradition of the founders, notably Saint Mary of the Cross MacKillop, this pathway caters specifically for students individual learning needs.

HOW THIS PATHWAY WORKS

The FLP is an individual student led focus, 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 pastoral needs of students.

Each student has a FLP teacher who oversees their educational program. The FLP teacher works with the student to develop an individualised curriculum plan designed to meet the student's specific needs and aspirations. Students spend between 2 and 5 days per week in the FLP in an independent learning workspace, negotiating attendance times based around their work / TAFE / wellbeing needs. The FLP offers students the opportunity to complete their SACE through the following subjects:

Stage 1:

Personal Learning Plan (PLP)
Essential Mathematics
Essential English
Integrated Learning
Community Studies
Self Directed Community Learning

Stage 2:

Community Studies
Essential English
Workplace Practices
Research Project

Students attending TAFE can also use these credits towards their SACE. Generally, Certificate II courses work towards Stage 1 and Certificate III towards Stage 2.

IS THIS PATHWAY FOR ME?

Utilising a strength based approach, the Flexible Learning Pathway enables success by empowering and mentoring students to create an individualised learning pathway to achieve their educational and life goals.

This Pathway may be suitable for Students wanting to achieve their SACE with:

- Full time based Apprenticeships
- School based Apprenticeships
- Traineeships
- Part time / Full time Employment
- Individualised Education Plans

Other FLP Offerings Include:

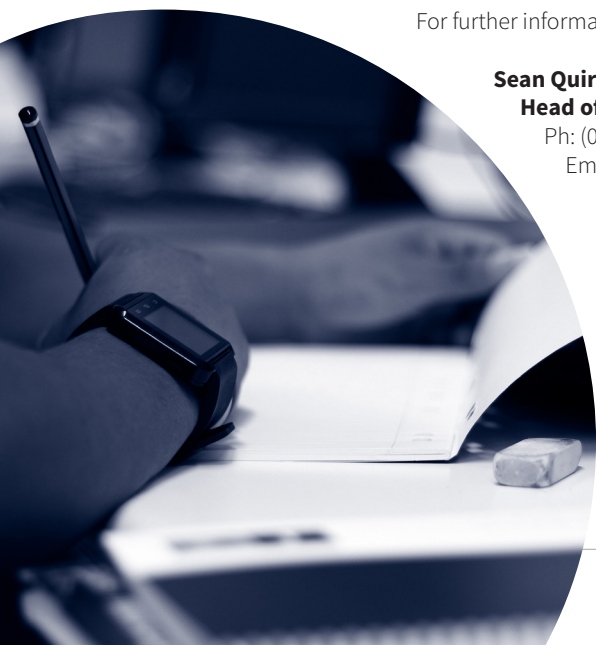
- Coaching young people to success program - links to career counsellor
- Referral to school counsellor
- Support with organising:
 - Training via TAFE, other RTO's
 - Work Experience - OH&S
 - Voluntary Work
 - Paid employment: Links to employment agencies
 - Apprentices / Traineeship - links to VET Coordinator / Group Training Employment (GTE)

For further information, contact:

Sean Quirke
Head of Senior School

Ph: (08) 8724 4650

Email: quirs@tenison.catholic.edu.au



[CROSS-DISCIPLINARY STUDIES]

PERSONAL LEARNING PLAN • RESEARCH PROJECT • COMMUNITY 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;
- Considering how best to prepare for their career options and

other goals; and

- Prepare for and engage in a work placement. Students must achieve a C grade or higher 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.

Additional Information:

There may be additional costs of approximately \$20.00 to cover excursions and printing requirements.

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 who are considering extra subjects in year 12.		

Course Description:

In 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 enroll in either Research Project A or B, depending on their intended pathway. These enrolment options vary only in how students present the assessment.

Both Research Project A and 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 their 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).

[CROSS-DISCIPLINARY STUDIES]

COMMUNITY STUDIES

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 Includes:

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.

External Assessment - Community Application Activity (30%)

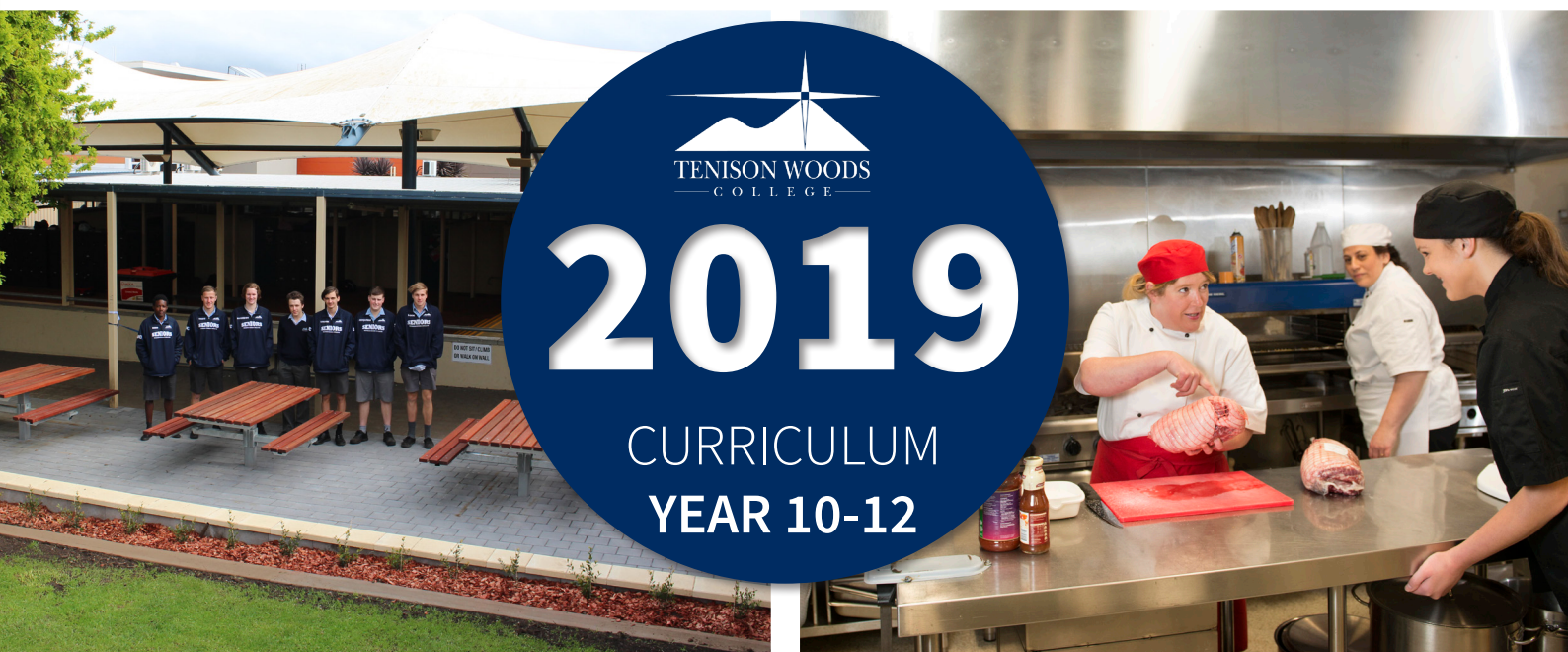
Assessment Type 2:

- 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.

LET
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VOCATIONAL EDUCATION **TRAINING (VET)**



VET Coordinator

MRS JOANNE MACLEAN

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CONTENT STRANDS • CERTIFICATE I IN FURNISHING • CERTIFICATE I IN
HORTICULTURE • CERTIFICATE III IN FITNESS • ACADEMY OF HOSPITALITY

[VOCATIONAL EDUCATION AND EMPLOYMENT PATHWAY]

VOCATIONAL EDUCATION AND TRAINING (VET) OUTLINE



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 gives 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 are listed on opposite page/s.

[VOCATIONAL EDUCATION AND EMPLOYMENT PATHWAY]

FURNITURE MAKING CERTIFICATE I IN FURNISHING

Year Level:	Stage 1
SACE Credits:	Up to 30+ SACE credits
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. These will be performed in a variety of locations and modes including a simulated workplace, where the students are able to experience similar situations to those which occur in industry and by working both individually and with the other members of the class. It is also recommended, and expected, that the students undertake work experience in this industry when they have the opportunity (2 weeks).

Students will make a variety of projects with a focus on hand-made solid timber processes and numerous simple machine tasks using both simple and specialised 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

CERTIFICATE I IN HORTICULTURE

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.

Units offered may include: Maintain the Workplace; Work Safely; Follow Basic Chemical Safety Rules; Support Horticulture Production; Support Gardening Work and Support Nursery Work.

Assessment:

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

CERTIFICATE III IN FITNESS

Year Level:	Stage 2 (available to Year 11 or 12 students)
SACE Credits:	20 credits (Stage 2)
Pathway:	TAFE
Prerequisites:	Successful completion of Year 10 HPE and 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.

[VOCATIONAL EDUCATION AND EMPLOYMENT PATHWAY]

VOCATIONAL EDUCATION AND TRAINING (VET) OUTLINE



ACADEMY OF HOSPITALITY (CERTIFICATE I & II)

Year Level:	Stage 1 (available to Year 9, 10 & 11 Students)
SACE Credits:	Minimum 20
Pathways:	Employment, further TAFE study at Certificate III
Prerequisites:	No prerequisites for Certificate I, Certificate II must be preceded by Certificate I unless otherwise discussed
Length:	Year 9: 1 semester or 1 year Year 10: 1 semester or 1 year Year 11: 1 Semester or 1 Year

Course Description:

Undertaking this course allows students to experience a range of routine hospitality work activities. The Certificate I qualification provides individuals with introductory knowledge and skills for initial work, community involvement and further learning. These skills are extended in Certificate II where students will complete all competencies by participating in a range of activities including group and individual tasks relevant to industry standard learning. All learning tasks will be performed in a variety of locations and modes including the Sugarloaf Café at Tenison Woods College where the students are able experience industry standard learning accredited through a TAFE VISA. Participation in a minimum number of industry reflective hours and volunteering at recognised functions is mandatory for competencies to be achieved in this course.

Where a full year of study is undertaken in Academy of Hospitality and in the event of Certificate II being unavailable due to age and auspice restrictions, students will undertake a semester of Workplace Practice Stage 1 theory content to a value of 10 SACE points.

Assessment:

Certificate I and Certificate II Hospitality is skills based and requires students to achieve specific Hospitality competencies through a VISA agreement with TAFE or a Registered Training Organisation.

These include Certificate I units:

- Working effectively with others;
 - Providing information and assistance;
 - Using hygienic practice for food safety;
 - Participating in food safe work practices;
 - Using food preparation equipment;
 - Participating in safe work practices;
 - Plus 6 Hospitality and Cookery units delivered via an auspice with a Registered Training Organisation at Tenison Woods College (to be confirmed).
- Workplace Practices Stage 1 Assessment will be based on practical lesson reflections and industry investigations in the form of 4 research portfolios.

Cost:

\$110 course fee charged per semester
\$80 Uniform Cost fee which becomes the property of the student
(this is an approximate cost and will be adjusted accordingly)



[EXTERNAL VET OPTIONS]

TAFE and other RTOs (Registered 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.

A SELECTION OF COURSES AVAILABLE:

AGRICULTURE

(CERTIFICATE II & III IN AGRICULTURE)

Year Level: 11 (Stage 1)

Possible SACE Credits:

10 credits per 70 nominal hours

AUTOMOTIVE MECHANICAL (CERTIFICATE II)

Year Level: 11 (Stage 1)

Possible SACE Credits:

10 credits per 70 nominal hours

BUILDING & FURNISHING

(CERTIFICATE II IN CONSTRUCTION PATHWAYS)

Year Level: 11 (Stage 1)

Possible SACE Credits:

10 credits per 70 nominal hours

BUSINESS (CERTIFICATE II & III IN BUSINESS)

Year Level: 11 (Stage 1) 12 (Stage 2)

Possible SACE Credits:

10 credits per 70 nominal hours

COMMUNITY SERVICES (CERTIFICATE II)

(Preparation for Certificate III in either – Children's Services, Aged Care or Disability)

Year Level: 10, 11 (Stage 1) 12 (Stage 2)

Possible SACE Credits:

10 credits per 70 nominal hours

EARLY CHILDHOOD EDUCATION AND CARE (CERTIFICATE III)

Year Level: 12 (Stage 2)

Possible SACE Credits:

10 credits per 70 nominal hours

ELECTRICAL

(CERTIFICATE II IN ELECTRO TECHNOLOGY)

Year Level: 11 (Stage 1)

Possible SACE Credits:

10 credits per 70 nominal hours

ENGINEERING-METAL FABRICATION FOCUS

(CERTIFICATE II IN ENGINEERING)

Year Level: 11 (Stage 1)

Possible SACE Credits:

10 credits per 70 nominal hours

ENVIRONMENT, CONSERVATION & HORTICULTURE

(CERTIFICATE II IN HORTICULTURE)

Year Level: 11 (Stage 1)

Possible SACE Credits:

10 credits per 70 nominal hours

HAIR AND BEAUTY

(PARTIAL COMPLETION OF CERTIFICATE II)

(Styled for Success – Intro to Hairdressing or Beauty)

Year Level: 10, 11, 12 (Stage 1). Course runs for 10 weeks only.

Possible SACE Credits: 10

HAIR AND BEAUTY

(CERTIFICATE II & III)

(FOCUS EITHER – HAIRDRESSING OR BEAUTY)

Year Level: 11 (Stage 1) 12 (Stage 2)

Possible SACE Credits:

10 credits per 70 nominal hours

INDIVIDUAL SUPPORT

(CERTIFICATE III)

EITHER AGING OR DISABILITY

Year Level: 12 (Stage 2)

Possible SACE Credits:

10 credits per 70 nominal hours

INFORMATION TECHNOLOGY

(CERTIFICATE II, III AND IV IN INFORMATION TECHNOLOGY)

Year Level: 11 (Stage 1)

Possible SACE Credits:

10 credits per 70 nominal hours

TAFE and other training organisations offer a wide range of possible courses and only a few have been mentioned above. Please be aware that if students are interested in other options they may be supported by the school. To enrol in any of these courses or ones that may be of interest, students need to complete an expression of interest form and then make an appointment with the school's VET Coordinator.

[WELLBEING IN THE SENIOR SCHOOL]

Resilience and wellbeing are essential for both academic and social development and this is accentuated by the provision of safe, supportive and respectful learning environments. Not only do confident, resilient young people with a capacity for emotional intelligence perform better academically, these skills can also contribute to the creation of strong social bonds and supportive communities, and the maintenance of healthy relationships and responsible lifestyles.

We undertake to teach our students the skills they need to flourish, to manage and cope with opportunities and challenges in a changing world. Wellbeing is ingrained in our culture as part of our teaching and learning framework and we have partnered with South Australian Health and Medical Research Institute to use the PERMA + model of positive psychology as the basis for our program. The skills and mindsets that promote wellbeing are taught explicitly within our Pastoral Care programs and implicitly through a network of structured support to meet the needs of each student's physical, spiritual, social, mental and emotional health. Each Senior School Homegroup has a 40-minute Pastoral Care lesson per week. Topics that are covered throughout the year are as follows:

Year 10

- Introduction to positive psychology
- Wellbeing survey
- Character strengths
- Gratitude
- Mindfulness
- Substance minimisation
- Breaking the Silence on Violence
- Cyber safety
- Harmony Day
- R U OK Day
- NAIDOC Week
- Goal setting
- Study skills
- Eating well
- Importance of exercise

Year 11

- Balance Your Thinking
- Reach Out program
- Working with your strengths
- Mindfulness
- Being grateful
- Safe partying
- Supporting your mates
- Cyber safety
- White Ribbon involvement
- R U OK Day
- Growth mindsets
- Study skills
- Maintaining a healthy lifestyle

Year 12

- Interpersonal Problem Solving
- Value based goals
- Reframing your mind
- Maximising your strengths
- How to smash Year 12
- Venturing out
- Decision making
- Power in relationships
- Community engagement
- Beyond Blue
- Goal setting
- Study skills
- Life/study balance

PERMA +

Positive Emotions: help strengthen our intellectual, social, physical, and psychological resources.

Engagement: allows us to be fully absorbed in our work or activity, creating a state of flow which increases confidence and productivity.

Relationships: our wellbeing is enhanced by building strong positive relationships with family, friends and community.

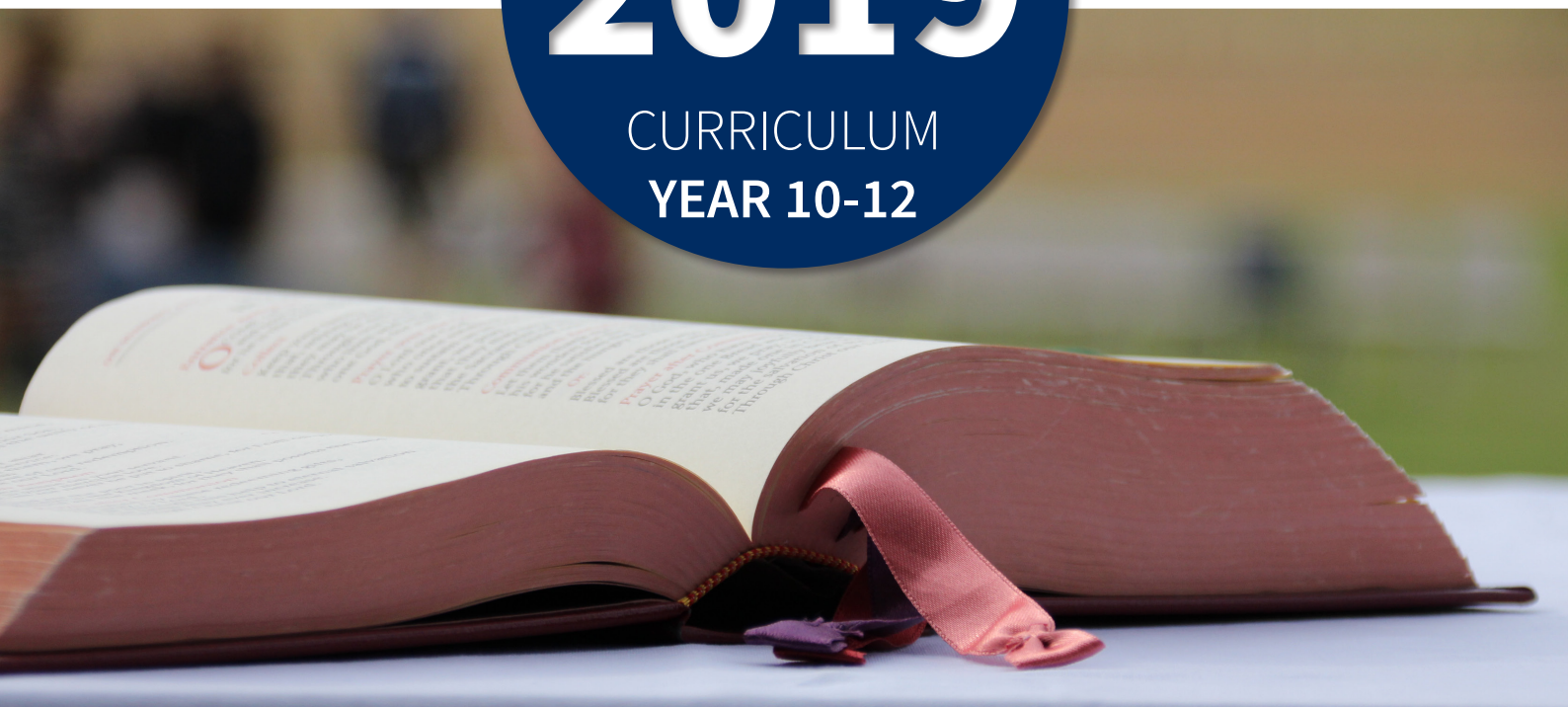
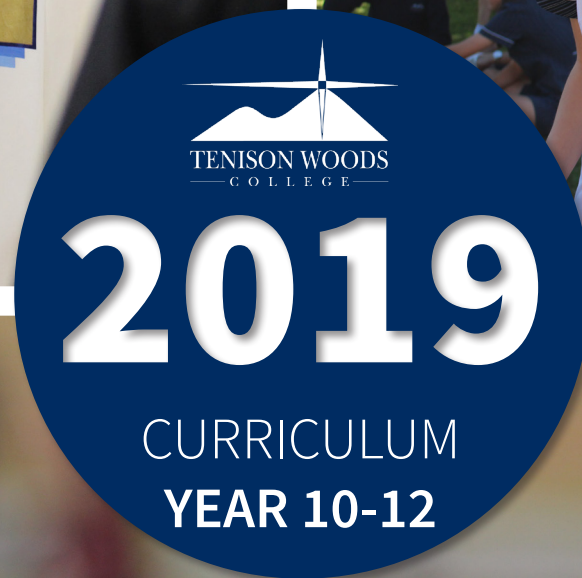
Meaning: we are at our best when we dedicate our time to something greater than ourselves.

Accomplishment: creating and working towards goals helps us anticipate and build hope for the future.

+ Optimism, Sleep & Nutrition: the importance of eating well, sleeping well and having a positive outlook on life.

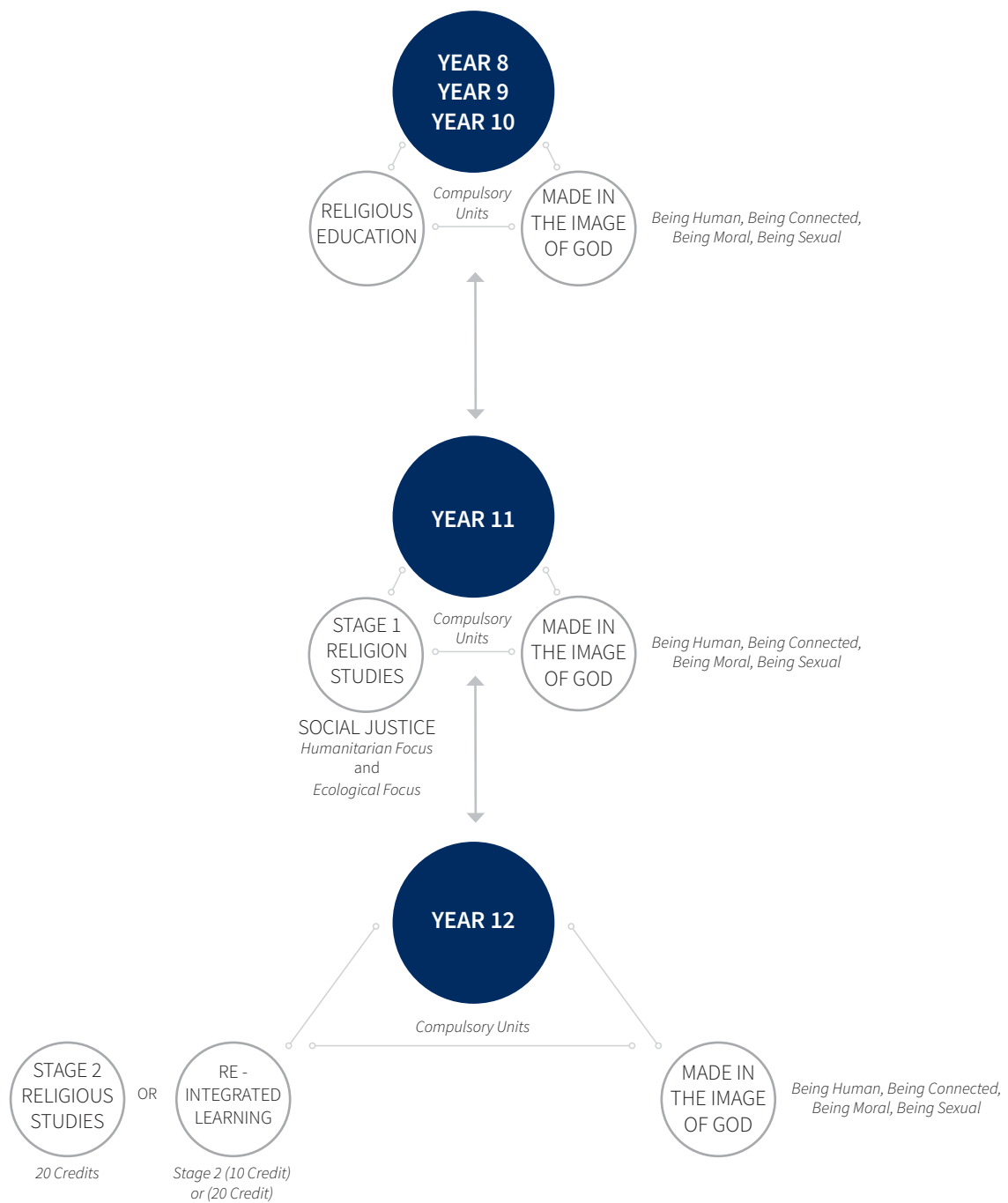
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RELIGIOUS EDUCATION



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[RELIGIOUS EDUCATION]



[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 the Image of God (MITIOG) 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 Retreats which are compulsory for all students. Year 10 is a one-day program and both Year 11 and Year 12 are a three-day experience.

RELIGIOUS EDUCATION

Year Level: 10
SACE Credits: None
Pathways: N/A
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.

Students 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 human rights and challenges to be a community of faith, hope and love for the world through prayer, scripture and service. They will evaluate the notion that an informed conscience is necessary for responsible moral choices by individuals and groups.

Exploration and discussion of the key concept that humans are created in God's Image (Made in the Image of God) is covered through the (MITIOG) curriculum framework encompassing the strands: Being Human, Being Connected, Being Moral and Being Sexual.

Additional Information:

Religious Education is a compulsory course and all students participate in a 1-day Retreat.



[RELIGIOUS EDUCATION]

STAGE 1 RELIGION STUDIES

Year Level: 11 (Stage 1)

SACE Credits: 10

Prerequisites: None

Length: 1 year

Course Description:

Students will study two strands within the Social Justice topic – a humanitarian focus and 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.

Social Justice – Humanitarian Study

Students explore the religious response to contemporary ethical and social justice issues. This study provides opportunities for students to develop their skills in discussing, evaluating and responding to ethical and social justice issues from a religious perspective.

Through contact with organisations and practice in humanitarian decision making, by involvement in liturgy, prayer, justice initiatives, scripture and study, students 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.

Social Justice – Ecological Study

Students explore the religious response to contemporary ecological issues. This study provides opportunities for students to develop their skills in discussing, evaluating and responding to ecological issues from a religious perspective, viewing creation as a gift from God requiring equitable sharing and wise stewardship.

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.

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 for all students and all students participate in a 3 Day Retreat experience in the Grampians.

[RELIGIOUS EDUCATION]

RELIGIOUS EDUCATION - INTEGRATED LEARNING

Year Level: 12 (Stage 2)
SACE Credits: 10 or 20
Pathways: N/A
Prerequisites: None
Length: 3 lessons a week for 2 terms (10 credit) or
 3 terms (20 credit)

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.

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

Topic 1: Contemplative Prayer and Meditation
 Topic 2: Sustainable Development Goals
 Topic 3: One Human Family - 20 credits only
 Topic 4: Made in the Image of God
 Topic 5: Called to Action through Mercy (20 credit course only)

Assessment:

All Stage 2 subjects have a school-based assessment component and an external assessment component. Assessments enable students to demonstrate the knowledge, skills, and understanding they have developed to meet the learning requirements of the subject and the capabilities of Communication, Citizenship and Personal Development.

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

School-based Assessment (70%)

- Assessment Type 1: Connections (30%)
- Assessment Type 2: Practical Enquiry (40%)

External Assessment (30%)

- Assessment Type 4: Personal Endeavour (30%)

For a 10 credit subject, students will provide evidence of their learning through three assessments, including the external assessment component.

For a 20 credit subject, students will provide evidence of their learning through five assessments, including the external assessment component.

Additional Information:

Integrated Learning (through Religious Education) is a compulsory course and all students participate in a 3 Day Retreat experience at Cave Hill Creek.

Please note that the 10 credit Religious Studies Integrated Learning course will also not contribute to the ATAR calculation if students complete only 4 full year 20 credit Stage 2 subjects, one of which is Stage 2 Titans High Performance Cross Disciplinary Studies. If students complete 5 or more full year 20 credit Stage 2 subjects inclusion of the 10 credit Religious Education Integrated Learning course to calculate the ATAR is dependent on the students grades across other Stage 2 subjects.

Students who are completing, or who have already completed, the Stage 2 Titans High Performance Cross Disciplinary subject are NOT recommended to also choose the Stage 2 Religious Education Integrated Learning as a 20 credit subject as only ONE subject will contribute towards the calculation of the ATAR score for University entry (as this is a precluded combination). For completion of the SACE only (with no ATAR required) this subject combination is acceptable.

[RELIGIOUS EDUCATION]

STAGE 2 RELIGION STUDIES

Year Level: 12 (Stage 2)
SACE Credits: 10 or 20
Pathways: N/A
Prerequisites: None
Length: One Year

Course Description:

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 two option topics.

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 seven to nine 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 three folio assessments;
- One investigation.

YEAR 10-12

2019

LEARNING AREA PATHWAYS

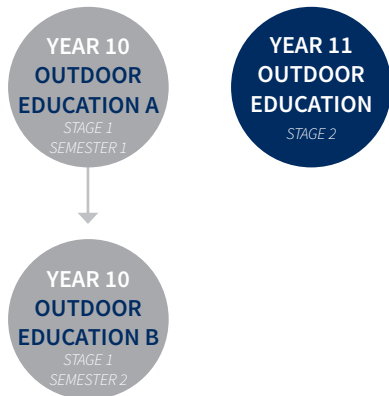


LET
YOUR
light
SHINE

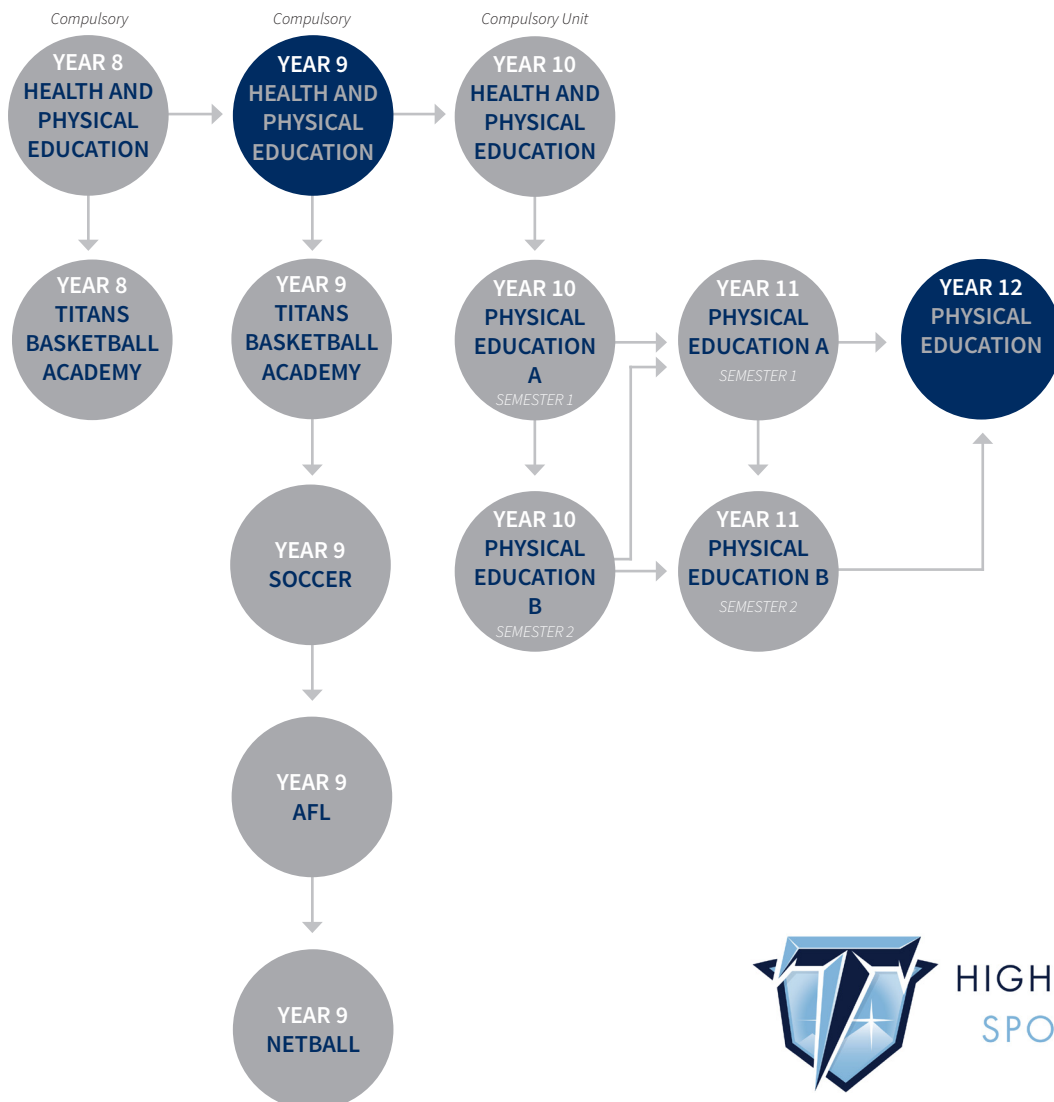
[HEALTH & PHYSICAL EDUCATION]

OUTDOOR EDUCATION PATHWAY

Stage 1 Outdoor Education is offered at YEAR 10 (Year 11 equivalent)
 Stage 2 Outdoor Education is offered at YEAR 11 (Year 12 equivalent)



HEALTH AND PHYSICAL EDUCATION PATHWAY



HIGH PERFORMANCE
SPORTS PROGRAM

TITANS HIGH PERFORMANCE SPORTS PROGRAM PATHWAY
 YEAR 8 THROUGH TO YEAR 12 SHOWN IN TITANS HPSP LEARNING AREA HANDBOOK

[TITANS HIGH PERFORMANCE SPORTS PROGRAM]

TITANS HIGH PERFORMANCE SPORTS PROGRAM PATHWAY - YEAR 8 THROUGH TO YEAR 12:



ADDITIONAL SUBJECTS:

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

PHYSICAL EDUCATION A - EXERCISE PHYSIOLOGY

Year Level: 11 (Stage 1)

PHYSICAL EDUCATION B - SKILL ACQUISITION AND BIOMECHANICS

Year Level: 11 (Stage 1)

FITNESS (CERTIFICATE III)

Year Level: Stage 2 (available to Year 11 or 12 students)

STAGE 2 ADDITIONAL SUBJECT OPTIONS:

YEAR 12 PHYSICAL EDUCATION

Year Level: 12 (Stage 2)

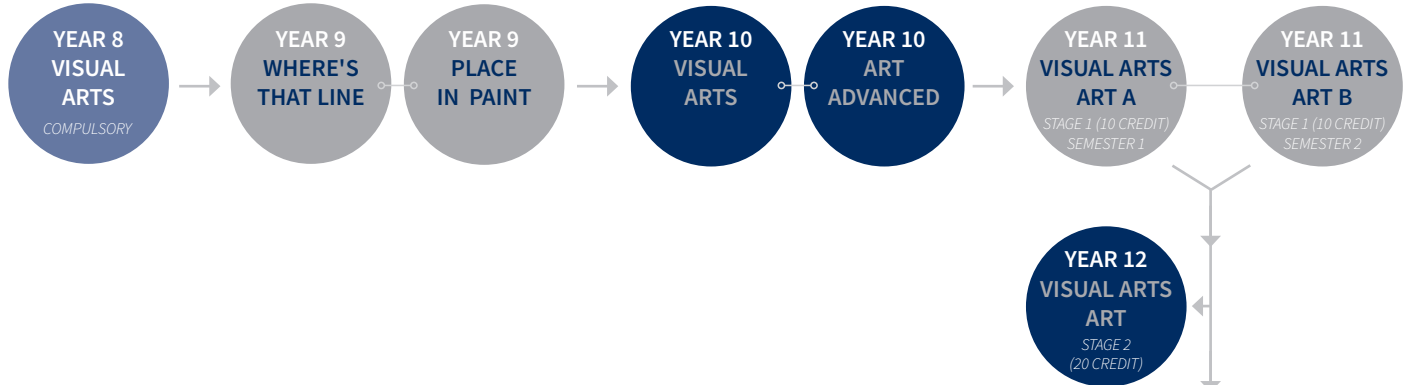
SCIENTIFIC STUDIES SPORTS SCIENCE

Year Level: 12 (Stage 2)

[THE ARTS]

VISUAL ARTS • GRAPHIC ART • DRAMA • MEDIA ARTS • MUSIC • DANCE

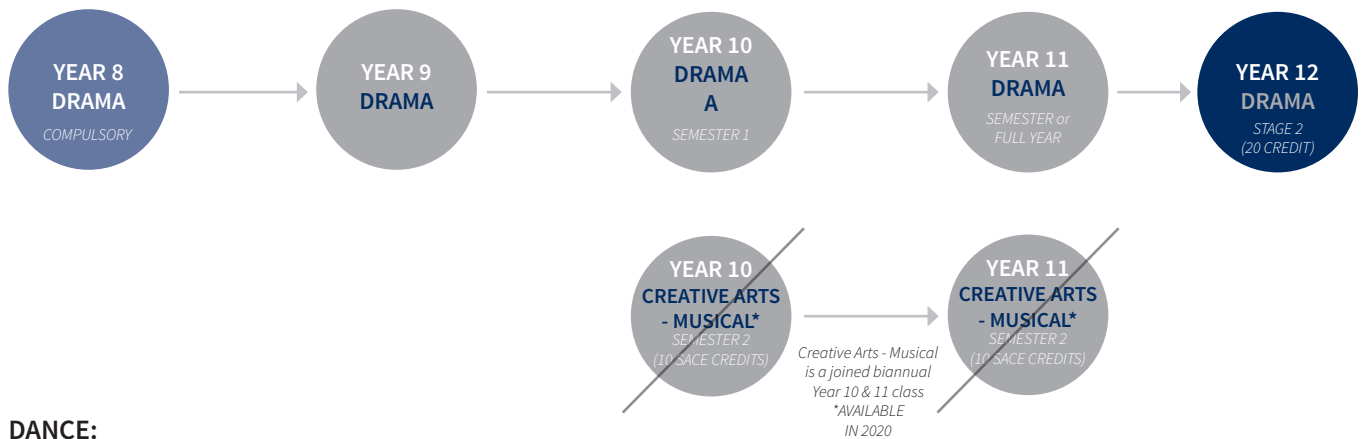
VISUAL ARTS:



GRAPHIC ART:



DRAMA:



DANCE:

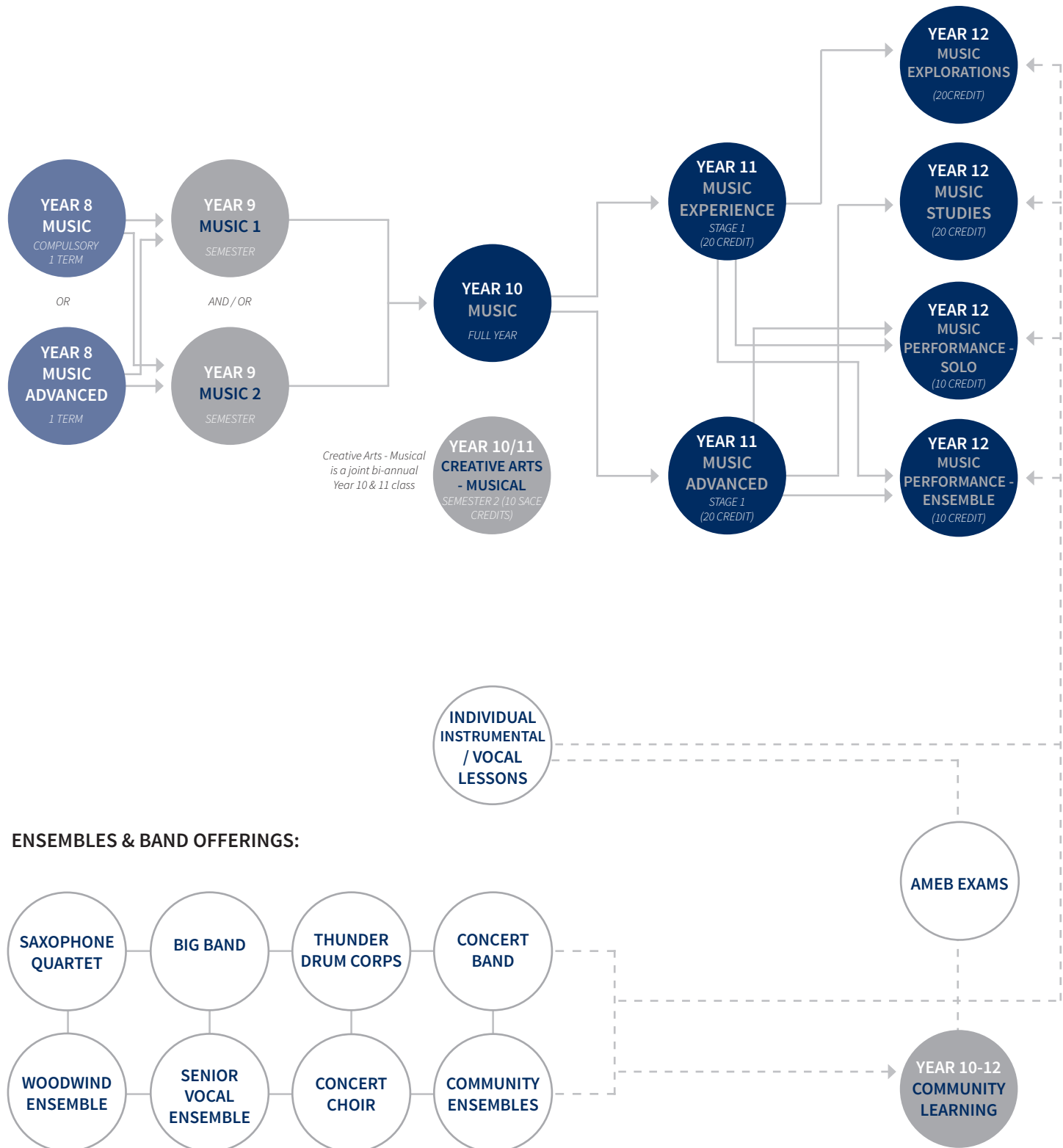


MEDIA ARTS:



[THE ARTS - MUSIC]

MUSIC PATHWAY

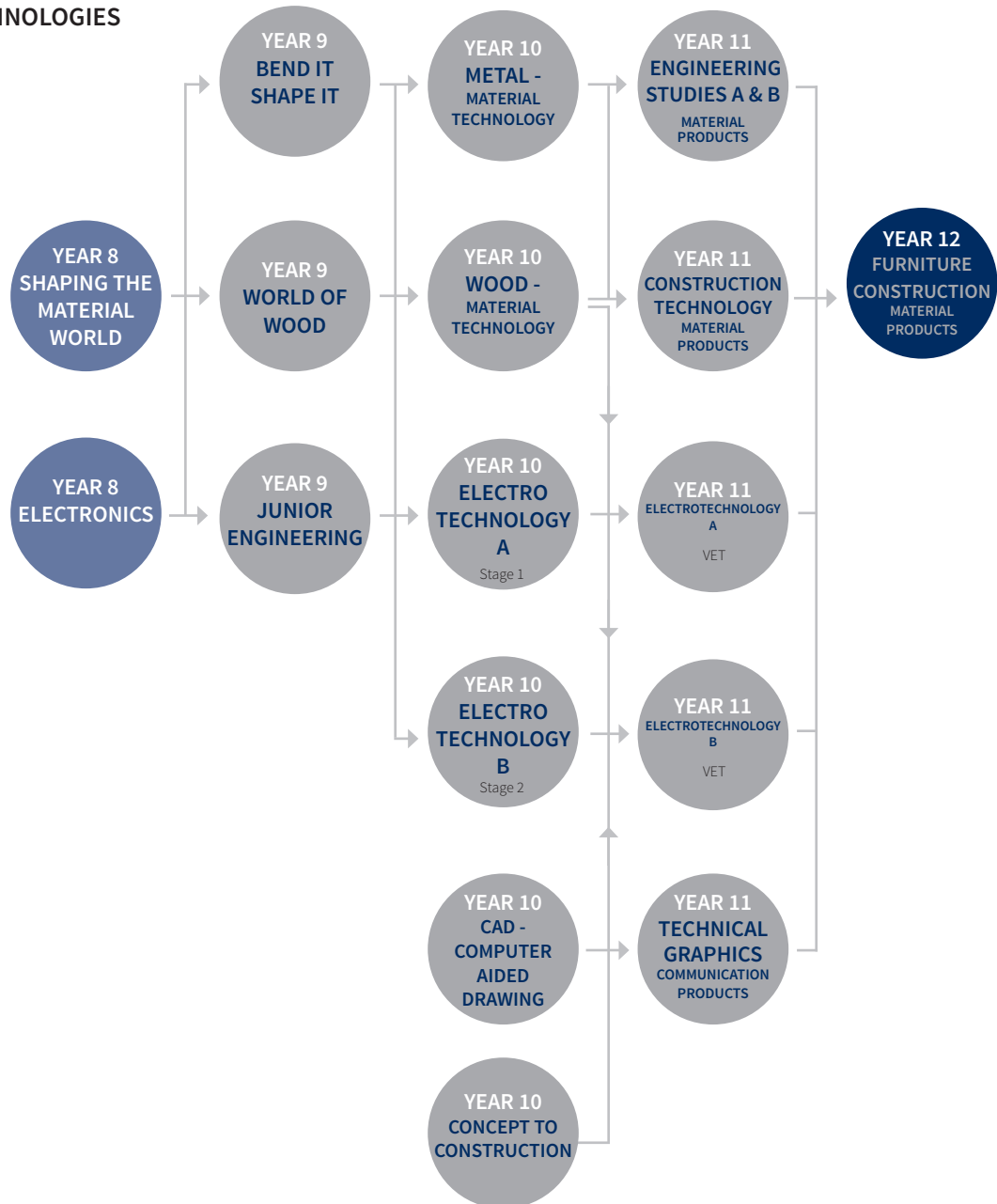


CO-CURRICULAR OFFERINGS BEGIN FROM YEAR 1

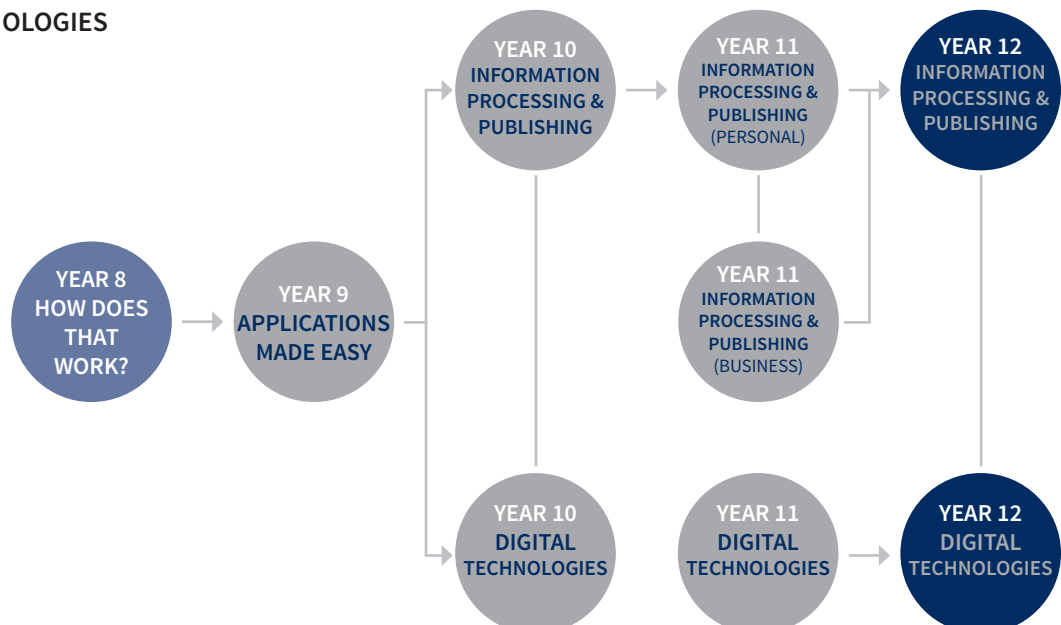
FOR MORE INFORMATION, CONTACT THE PERFORMING ARTS OFFICE

[TECHNOLOGIES]

DESIGN & TECHNOLOGIES

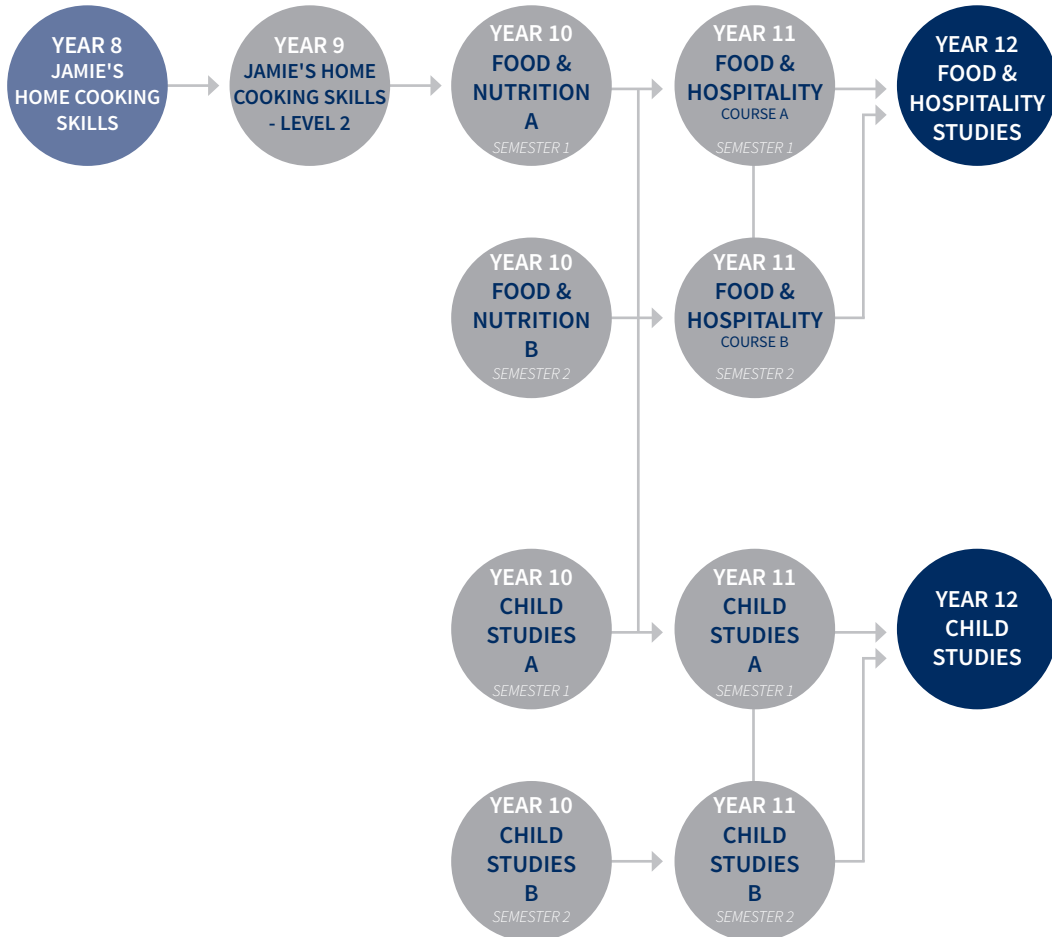


DIGITAL TECHNOLOGIES



[TECHNOLOGIES]

FOOD TECHNOLOGIES



WORKPLACE PRACTICES

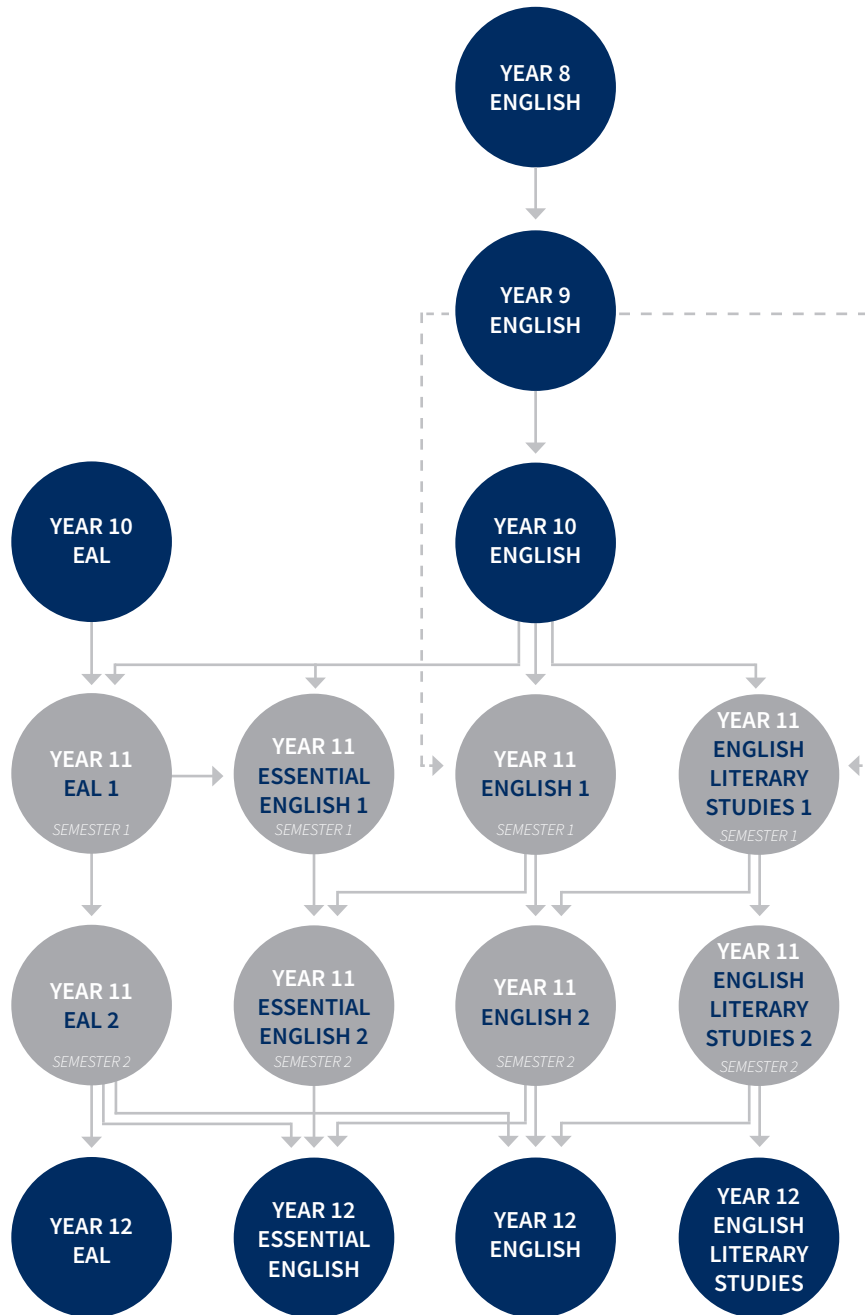


*Available at Year 11
with recommendation*

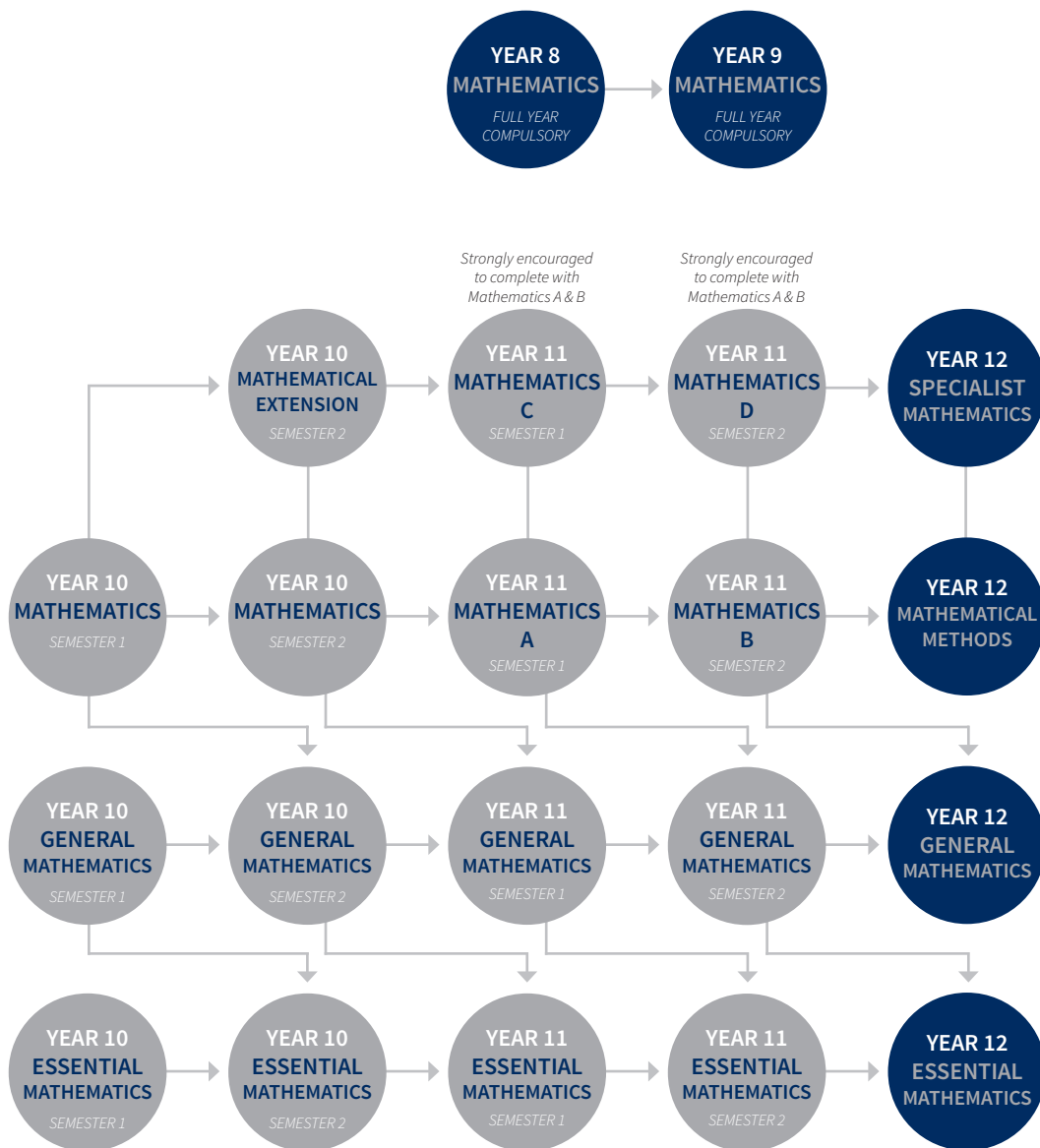


[ENGLISH]

ENGLISH PATHWAY

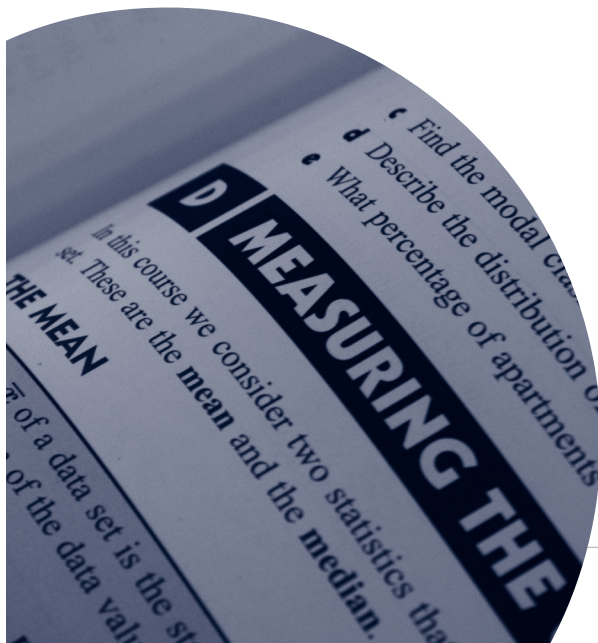


[MATHEMATICS]



All students in Mathematics from Year 10 are required to have a CASIO graphics calculator. The current model for 2019 is the CASIO fx-CG50 AU. However, the following older models are still permissible in SACE examinations:

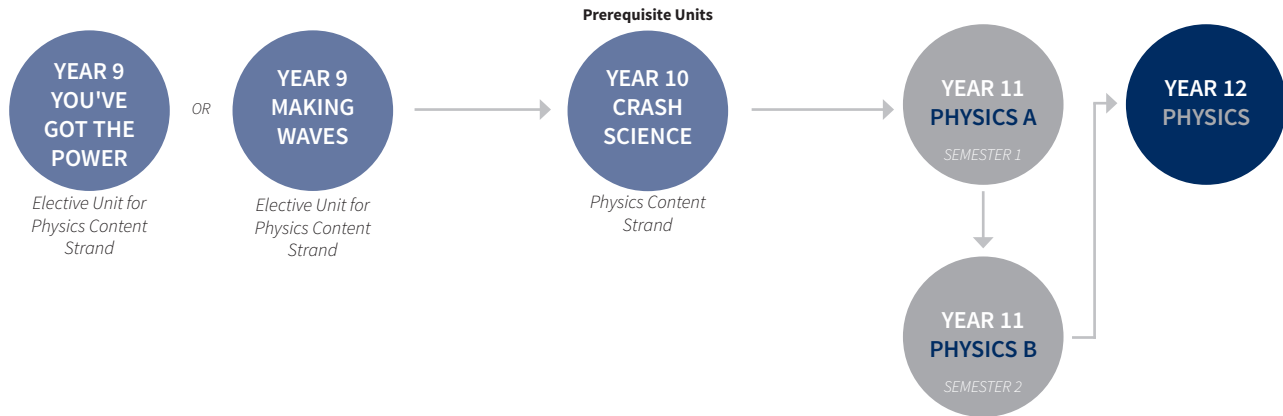
- fx-CG20 AU, fx-9860G AU, fx-9860G AU Plus, cfx-9850G, cfx-9850G Plus, cfx-9850GB Plus.



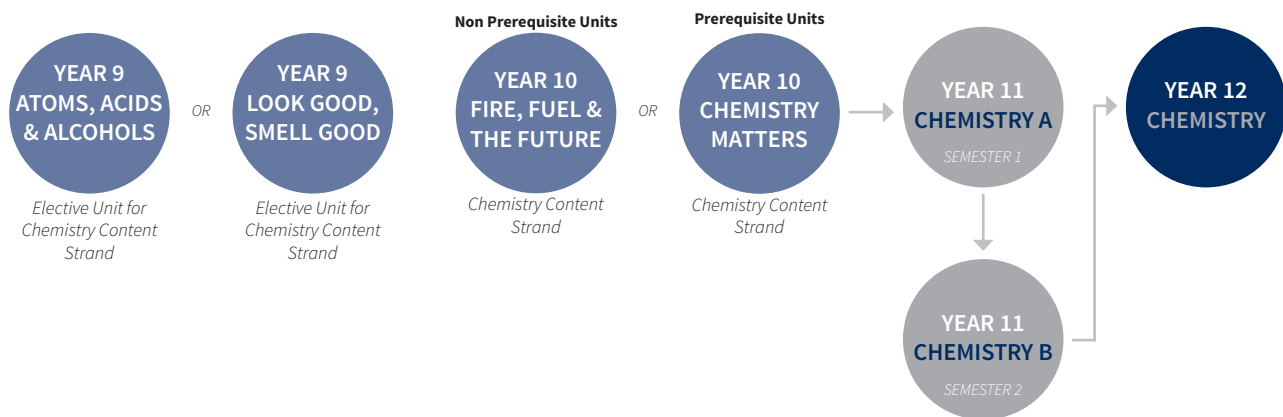
[SCIENCE]

**YEAR 8
SCIENCE**
COMPULSORY

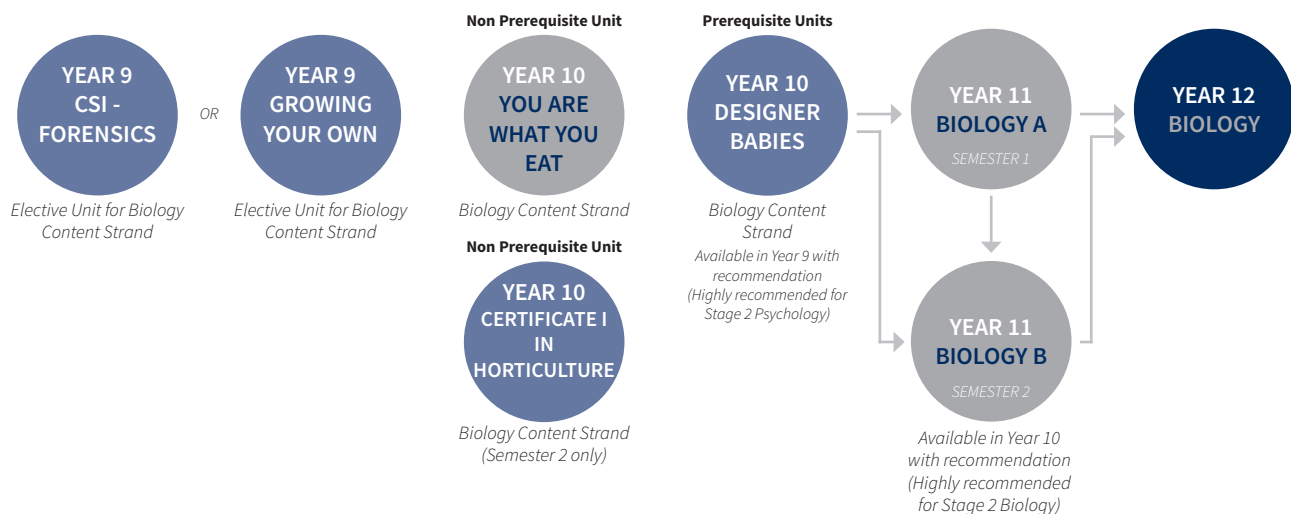
SCIENCE - PHYSICS STRAND



SCIENCE - CHEMISTRY STRAND



SCIENCE - BIOLOGY STRAND



[SCIENCE]

**YEAR 8
SCIENCE**
COMPULSORY

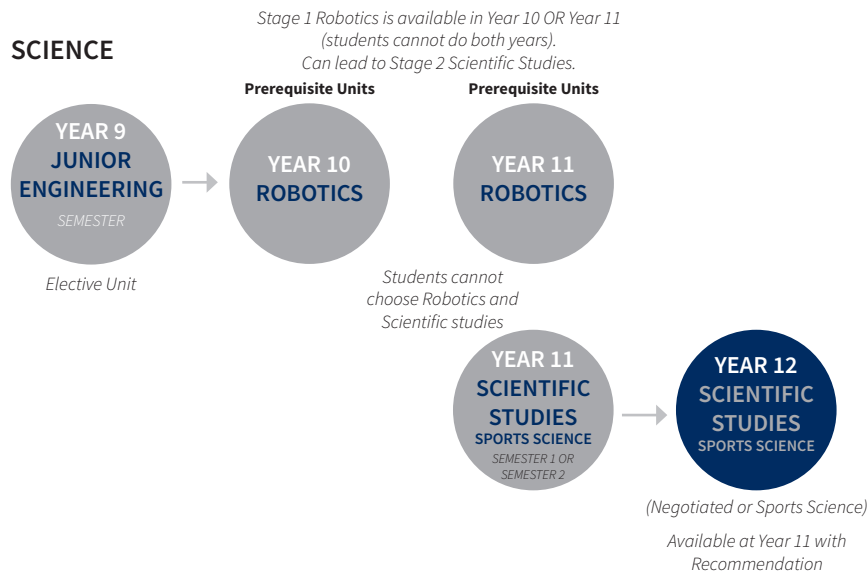
SCIENCE - EARTH AND SPACE STRAND



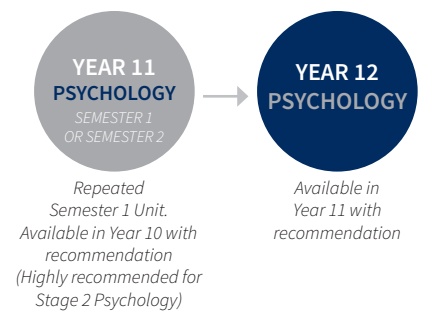
SCIENCE COMPULSORY



SCIENCE

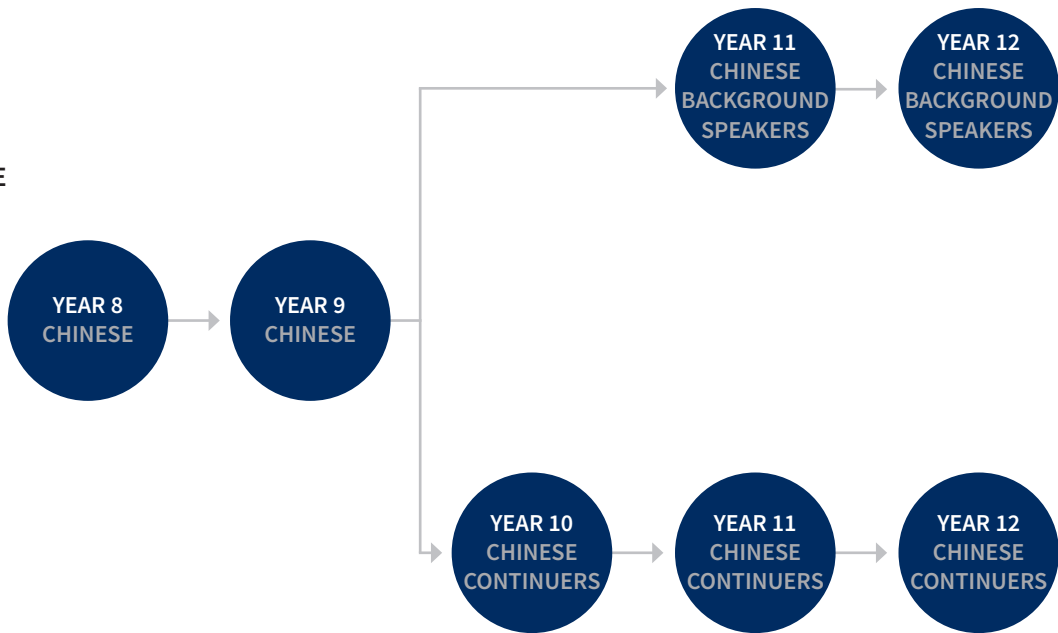


SCIENCE - PSYCHOLOGY STRAND

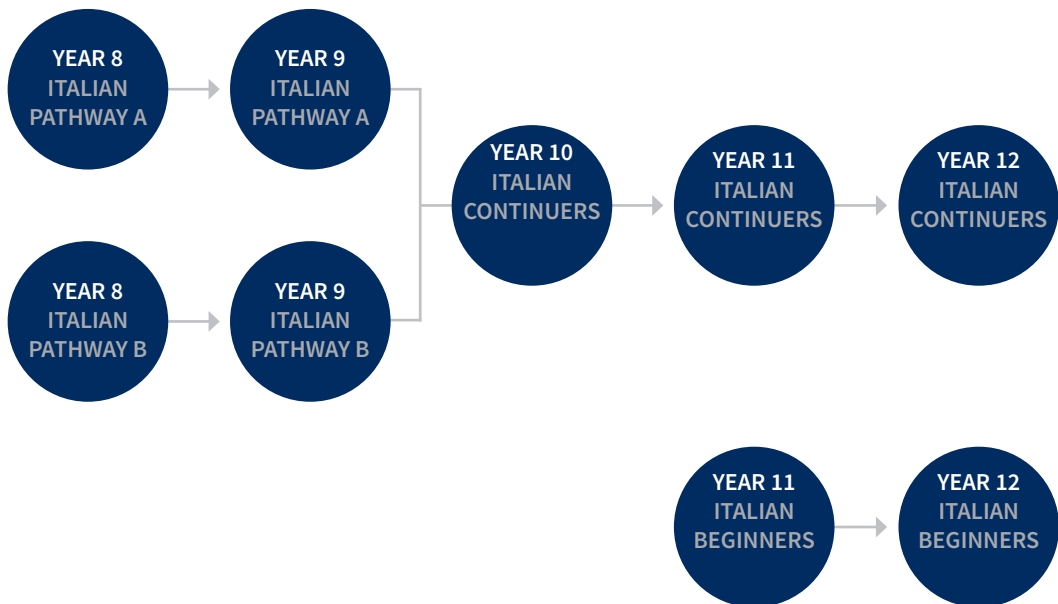


[LANGUAGES]

CHINESE

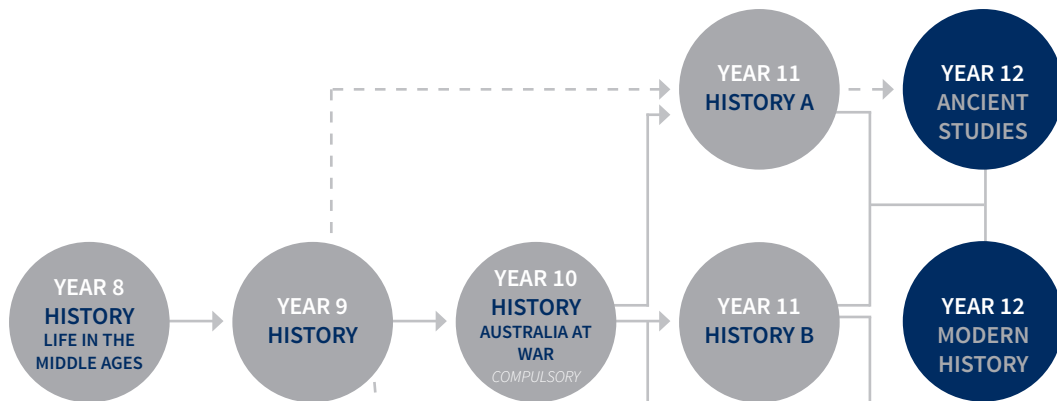


ITALIAN

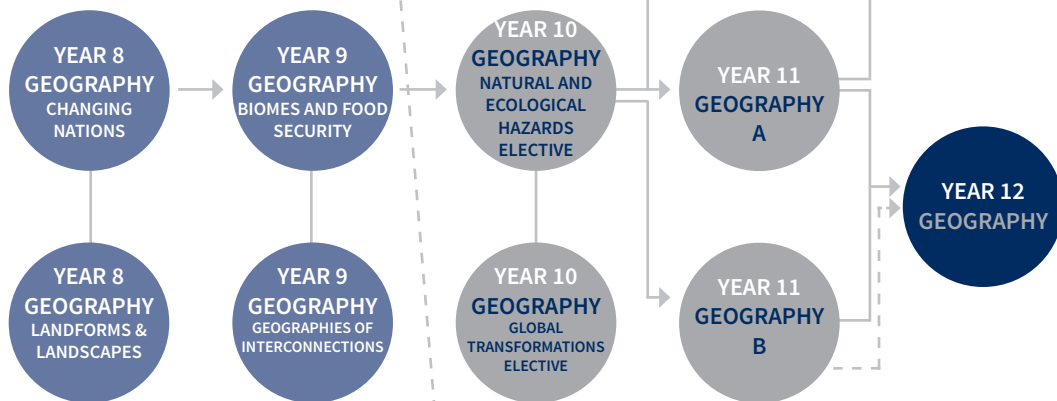


[HUMANITIES AND SOCIAL SCIENCES]

HISTORY



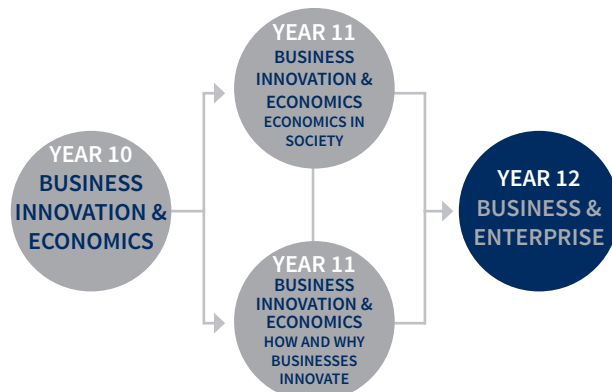
GEOGRAPHY



SOCIETY & CULTURE



BUSINESS & ENTERPRISE



PREFERRED
COMPLETION
OF OPTION
A OR B AT
STAGE 1



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