



10-12

# CURRICULUM

HANDBOOK

2024





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## Welcome to learning in the Senior School

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 faith formation, learning and wellbeing, helping them to achieve their best and desired outcomes as they move on to post-school options.

Features of our Pathways 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 and the Subject Selection Guide, 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 are also flowcharts for 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 can let their light shine brightly now and in the future.



**David Meziniec | Principal**



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**Senior School Subject Selection Team Contact:**

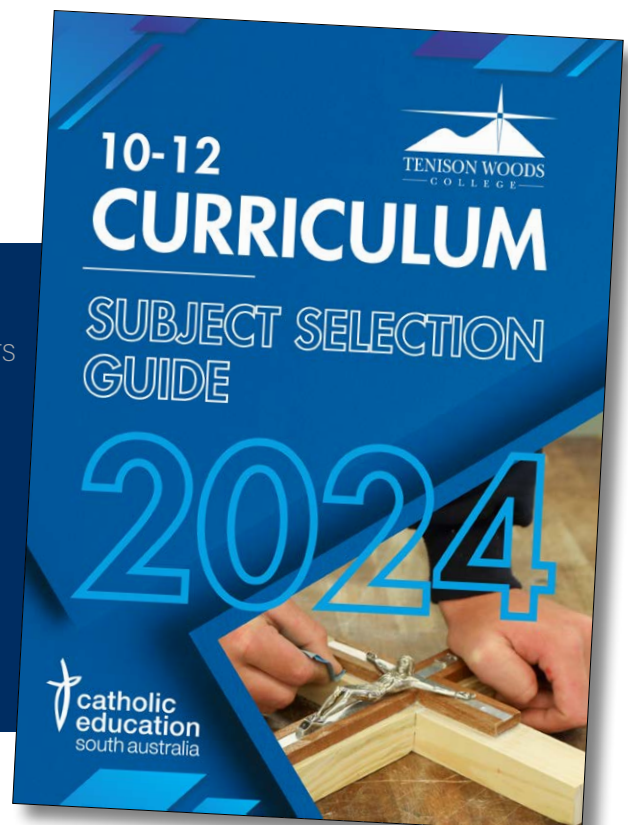
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**REFER TO THE SUBJECT SELECTION GUIDE - AVAILABLE FOR DOWNLOAD ON THE TENISON WOODS COLLEGE WEBSITE**

The Subject Selection Guide features:

- SUBJECT GUIDELINES FOR STUDENTS
- PREPARING TO SELECT SUBJECTS
- PATHWAYS IN THE SENIOR SCHOOL
- SUBJECT SELECTION TIMELINE
- SACE CREDITS SUBJECT SUMMARY
- SENIOR SCHOOL CURRICULM OVERVIEW
- OTHER RECOGNISED LEARNING OPTIONS IN THE SACE TERTIARY EDUCATION PATHWAY
- FLEXIBLE LEARNING PATHWAY
- CROSS-DISCIPLINARY STUDIES





# PASTORAL CARE IN THE SENIOR SCHOOL

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Food Technologies ..... 16

Geography..... 40

History..... 42

Health & Physical Education ...30

HPSP ..... 37

Information Processing & Publishing.....12

Languages .....50

Mathematics ..... 57

Media Studies ..... 93

Music.....70

Outdoor Education..... 34

Pastoral Care..... 3

Philosophy ..... 45

Society & Culture .....46

Science..... 75

Visual Art.....89

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Pastoral Care promotes and enhances the personal, social, mental and spiritual wellbeing of young people which is a central focus of our Catholic identity. 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.

Our Senior School Pastoral Care program utilises the Positive Psychology wellbeing PERMA+ framework which is depicted through our SHINE+ motto; Success, Helping, Involved, Name, Emotions, '+' (knowing your God, Sleep, Exercise). Students learn and grow these skills over their senior years through the THRIVE online program, with lessons in growth mindsets, building intrinsic motivation, getting gritty and healthy habit formation to continue building resilience and flourishing in a changing world.

The 40-minute formal Pastoral Care lesson per week also supports students with; goal setting, organisation, study skills and their pathways, along with covering the Child Protection Curriculum; the right to be safe, relationship, recognising & reporting abuse and protective strategies.



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## YEAR 10 RELIGIOUS EDUCATION

### Duration of Course:

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

### Course Description:

Students participate in experiences that provide them with an opportunity to explore and analyse a range of prayer experiences, how historical events have shaped the Church of today, how the Church communicates in modern society and how religion works with science to support human dignity. Students will also explore how humans bring meaning to their lives and how others experience the Holy Spirit in their everyday lives. They will evaluate the notion that an informed conscience is necessary for responsible moral choices by individuals and groups. The core belief that all people are created in God's image is explored through the Made In The Image of God (MITIOG): Human Sexuality curriculum.

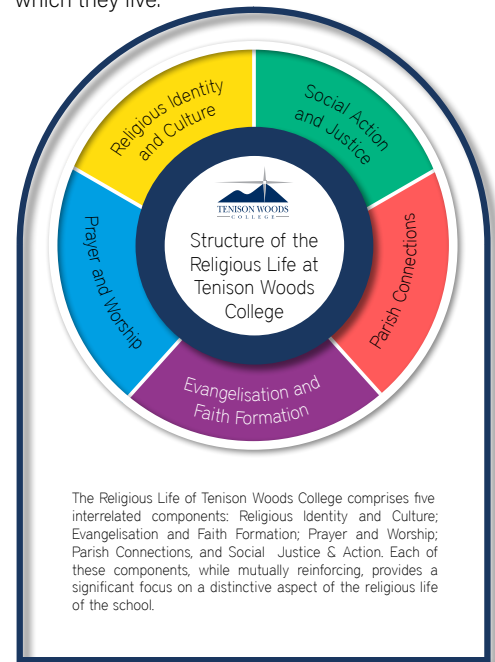
### Assessment:

The following assessment types enable students to demonstrate evidence of learning in Year 10 Religious Education:

- Practical Activity;
- Investigations;
- Reflection.

### Learning Intention:

By the end of this course, students will have explored the beliefs, traditions and biblical themes of the Church and applied that to the world in which they live.



## STAGE 1 SPIRITUALITIES, RELIGION AND MEANING

### SACE Credits: 10

### Duration of Course:

Compulsory 1 year course. All students participate in a three-day Retreat.

### Course Description:

Students use one or more 'big ideas' to frame inquiry questions; to explore issues, concepts, and ideas; and to reflect on personal and shared meaning within one or more spiritualities and/or religions. The core belief that all people are created in God's image is explored through the Made In The Image of God (MITIOG): Human Sexuality curriculum.

### Assessment:

The following assessment types enable students to demonstrate evidence of learning:

- Assessment Type 1: Representations
- Assessment Type 2: Connections
- Assessment Type 3: Issues Investigation

### Learning Intention:

By the end of this course, students will have developed and demonstrated their understanding of the influence of spiritual and/or religious perspectives on a local, national, or global community, by engaging with one or more images, artefacts, texts, documentaries, or feature films. They collaborate with others to develop, apply, and reflect on their understanding of some spiritual and/or religious principles that underpin social-justice actions within the school. This will lead onto Stage 2 Spiritualities, Religion and Meaning.

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## STAGE 2 SPIRITUALITIES, RELIGION AND MEANING

**SACE Credits:** 10 or 20

**Duration of Course:** Two terms (10 credits) or three terms (20 credits). Spiritualities, Religion and Meaning is a compulsory course and all students participate in a three-day Retreat.

**Course Description:**

Students use one or more 'big ideas' to frame inquiry questions; to explore issues, concepts and ideas; and to reflect on personal and shared meaning within one or more spiritualities and/or religions. Students engage in reflective analysis in response to stimuli such as guest speakers, documentaries, and excursions, contextualized by one of the six big ideas.

They explore a concept or issue from a spiritual and/or religious perspective and collaborate with others to apply their learning. They engage in reflective practice to evaluate their personal and shared actions. The core belief that all people are created in God's image is explored through the Made In The Image Of God (MITIOG): Human Sexuality curriculum.

**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 chosen SACE capabilities.

The following assessment types enable students to demonstrate their learning in Stage 2 Spiritualities, Religion and Meaning:

School-based Assessment

- Assessment Type 1: Reflective Analysis (40%)
- Assessment Type 2: Connections (30%)

External Assessment

- Assessment Type 3: Transformative Action (30%)

**Learning Intention:**

By the end of this course, students will be able to apply inquiry skills to research, analyse, and evaluate spiritual and/or religious perspectives on big ideas, questions or issues; reflect upon religious and/or spiritual concepts and experiences whilst evaluating their contribution to a sense of personal and shared meaning; explore how spiritual and/or religious perspectives and understandings shape communities in local, national and global contexts; and, refine independent and collaborative communication skills to share ideas and expressed inform opinions.



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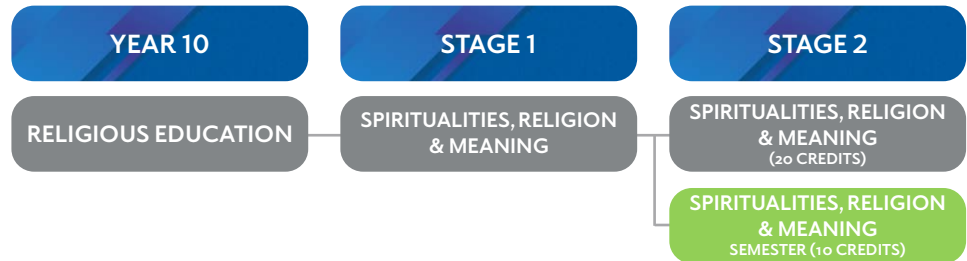
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## RELIGIOUS EDUCATION PATHWAY



FULL YEAR SUBJECT  
 SEMESTER BASED SUBJECT

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## YEAR 10 METAL TECHNOLOGIES

**Duration of Course:** Semester

**Course Description:**

In Metal Technologies students will be given a concept, project, client, need or challenge in which they design, produce and evaluate two metal working projects. Throughout the semester, students will be given the opportunity to source, measure, and accurately cut steel using a variety of tools and machines, as well as prepare steel ready for welding. Using the MIG and gas welders, students will learn the importance of welding sequences, metal distortion and how to manipulate steel at high temperatures. Welding techniques such as tack, pad, fillet, and bead welds will be used to help create metal working projects while students record and provide evidence in multimodal folio. Students will also use a variety of digital technologies such as CAD (Computer Aided Design), 3D Printing and Prototyping. A strong area of focus will be on the students' creative and problem-solving skills, including a proactive ability to follow all OH&S policies and procedures.

**Content:**

- Skilfully use and apply different metal working technologies and techniques
- Design and create practical projects using critical thinking and creative problem-solving skills

- Research, design, and plan metal projects while creating a design brief
- Plan and organise projects with cut lists, working drawings, and proposed timelines
- Learn to use and operate metal working hand tools and machines to complete a planned project
- Review, analyse and evaluate experiences, techniques, and final products to improve and achieve design intentions

**Assessment:**

Students will complete a range of summative and formative assessments as well as fundamental metalworking processes, techniques and procedures. Each assessment task will require a folio to demonstrate what students have learnt throughout the semester.

**Minor Product:** Metal Die or Metal Frame

**Major Product:** LED Sign

**Cost:** \$30.00

## YEAR 10 WOOD TECHNOLOGIES

**Duration of Course:** Semester

**Course Description:**

Students studying Wood Technologies will be given a concept, project, client, need or challenge, in which they individually design, produce and evaluate a handmade piece of work. During the production, students are taught and then given the opportunity to apply the skillsets of traditional woodworking, machining timber with advanced workshop machinery and the finishing process in the making of their minor and major product. All of which are completed by integrating technologies such as CAD (Computer Aided Design), 3D printing, prototyping and laser.

A strong area of focus is the student's ability to follow all OH&S policies and procedures, set up, pack up, workshop cleanliness and their practical and problem-solving abilities.

**Assessment:**

Students will complete a range of summative and formative assessments that are aligned with the Design & Technology curriculum. It is all folio based and set out in a way that clearly demonstrates what the students have learnt throughout the semester.

**Major Product:** Engraved table



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## YEAR 10 CONCEPT TO CONSTRUCTION

**Duration of Course:** Semester

### Course Description:

Students studying Concept to Construction will develop a range of design and production skills inside and outside of the workshop to create two practical projects. The purpose of this course is to give students a glimpse of what it is like to create functional, safe, and carefully considered products using the engineering and design process. The course begins with students designing and producing a small individual project using a variety of construction materials such as wood, epoxy, and recycled plastic. During the second project, students will be given a group task, where they plan, design, and produce a working piece to be installed at the College. In the group project students will produce a to scale prototype of their design solution using CAD to see if it passes real-world problems and skillsets such as building to Australian Standards and addressing client demands.

### Content:

- Skilfully use and apply different construction methods
- Design and create practical projects using critical thinking and creative problem-solving skills

- Working for a client and from a design brief
- Plan and organise projects with cut lists, working drawings, and proposed timelines
- Review, analyse and evaluate experiences, techniques and final products to improve and achieve design intentions

### Assessment:

Students will complete a range of summative and formative assessments including research on the Australian Standards in the building industry. In this subject there is a large focus on working within teams and developing products while adhering to a design brief. Each assessment task will require a folio to demonstrate what students have learnt throughout the semester.

**Minor Product:** Timber and resin serving board.

**Major Product:** Piece of furniture, play equipment or item that will remain at the College.

## STAGE 1 PRODUCT DESIGN AND TECHNOLOGY - GIRLS ONLY

**Year Level:** Year 10 or 11

**SACE Credits:** 10

**Duration of Course:** Semester 1

### Course Description:

In the Girls Only Product Design and Technology subject, students will be shown three jewellery making techniques to inspire their own unique piece of jewellery. Students will cover techniques such as cold forming, shaping and sanding, and sand casting, as well as integrated technologies such as CAD (Computer Aided Design), 3D printing, prototyping and laser etching. Using the design process students will research, brainstorm, create, iterate and improve their designs to ensure the product is functional, safe and well considered. All projects will be accompanied with a theory-based folio where students will record and provide evidence in multimodal format. A strong area of focus will be on the student's ability to follow all OH&S policies and procedures, set up, pack up, workshop cleanliness and their practical and

problem-solving abilities. Year 11 and 10 students enrolled in this subject will complete the course as a SACE Stage 1 subject.

### Assessment:

Assessment is completed as per SACE requirements at Stage 1 level. Students demonstrate evidence of their learning against performance standards in the following assessment types:

- Two Specialised Skills Tasks (AT1, worth 25% each)
- One Design Process and Solution Folio (AT2, worth 50%)

**Minor Product:** Metal ring, bracelet and CAD designed earrings

**Major Product:** Original product (jewellery piece or pendant)

**Cost:** \$30.00

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## FURNITURE MAKING CERTIFICATE II IN FURNITURE MAKING PATHWAYS

**Year Level:** Available to Year 10 or 11 students  
**SACE Credits:** Minimum of 10 credits per semester  
**Duration of Course:** 2 years for the full certificate.  
 (Please note: To complete full certificate you must start in Year 10).

### Course Description:

The full Certificate II will take two years (4 semesters) to complete. Students can achieve some units of competency if a semester only is completed. Undertaking the 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 (two 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 man made materials as well and the different techniques and hardware that is specific to each.

This course can be undertaken for self-interest and is provided in conjunction with a registered training organisation, 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 II is skills based and requires students to achieve specific furnishing competencies. These include:

- Develop a career plan for the furnishing industry;
- Participate in environmentally sustainable work practices;
- Demonstrate care and apply safe practices at work;
- Select and apply hardware;
- Prepare surfaces;
- Apply domestic surface coatings;
- Join furnishing materials;
- Make simple timber joints;
- Use furniture making sector hand and power tools;
- Assemble furnishing components;
- Undertake a basic furniture making project;
- Make measurements and calculations.

## STAGE 1 ROBOTIC AND ELECTRONIC SYSTEMS

**SACE Credits:** 10  
**Duration of Course:** Semester

### Course Description:

For students wanting to explore, or have an interest in, robotics, this subject offers the chance to design and build their own robot or automated system from scratch.

This device can be, within reason, anything they believe they can achieve in the time available, such as a robotic hand, a radio-controlled drone or the beginnings of their own version of a home automation system. Students will spend the first few weeks of the course planning and designing their robot/system, after which the components they need will be bought in.

During this time, students will be able to manufacture the rest of their device using the school's 3D printers and laser cutter. They will spend the rest of the semester building, trouble-shooting and finishing off their device.

### Assessment:

Assessment is completed as per SACE requirements at Stage 1 level. Students demonstrate evidence of their learning against performance standards in the following assessment types:

- Two Specialised Skills Tasks (AT1, worth 25% each)
- One Design Process and Solution Folio (AT2, worth 50%)

### Cost:

Depending on the scale and complexity of the student's project, up to \$50.00. All designs will be approved by the teacher and parents/carers prior to production to ensure all parties approve.



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## STAGE 1 WOOD TECHNOLOGIES - MATERIAL SOLUTIONS

**SACE Credits:** 10  
**Duration of Course:** Semester

**Course Description:**  
Students will individually produce and evaluate a handmade fine furniture stool. Students apply their knowledge and skills to the design and apply a logo of their choice to their stool. During the production, students are given the opportunity to apply the skillsets of traditional fine woodworking, machining timber with advanced workshop machinery and the finishing process in the making of fine furniture.

All of which are completed by integrating technologies such as CAD (Computer Aided Design), prototyping and laser engraving. A strong area of focus is the student's ability to follow all OH&S policies and procedures, set up, pack up, workshop cleanliness and their practical and problem-solving abilities.

**Assessment:**  
Assessment is completed as per SACE requirements at Stage 1 level. Students demonstrate evidence of their learning against performance standards in the following assessment types:

- Two Specialised Skills Task Folios (AT1)
- One Design Process And Solution Folio (AT2)

**Cost:**  
Up to \$100.00 depending on the student's final design.  
All designs will be approved by the teacher and parents/carers prior to production to ensure all parties approve.

**Major Product:** Traditional fine furniture piece

## STAGE 1 METAL TECHNOLOGIES - MATERIAL SOLUTIONS

**SACE Credits:** 10  
**Duration in Course:** Semester

**Course Description:**  
Students will individually design, produce and evaluate a metal fabricated piece of work. During the production, students are given the opportunity to apply the skillsets of ARC and MIG welding, cutting, bending, assembling and finishing processes. All of which are completed by integrating technologies such as CAD (Computer Aided Design), 3D printing and prototyping. A strong area of focus is the student's ability to follow all OH&S policies and procedures, setup, pack up, workshop cleanliness and their practical and problem-solving abilities.

**Assessment:**  
Assessment is completed as per SACE requirements at Stage 1 level. Students demonstrate evidence of their learning against performance standards in the following assessment types:

- Two Specialised Skills Task Folios (AT1)
- One Design Process And Solution Folio (AT2)

**Cost:**  
Up to \$100.00 depending on the student's final design.  
All designs will be approved by the teacher and parents/carers prior to production to ensure all parties approve.

**Major Product:**  
Unique metal project utilising skills learnt in AT1.

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## STAGE 2 ROBOTIC AND ELECTRONIC SYSTEMS

**SACE Credits:** 20

**Prerequisites:** Students must have completed Stage 1 Robotic and Electronic Systems

**Duration of Course:** Year

**Course Description:**

This subject gives students an opportunity to develop their STEM and entrepreneurial skills through designing, developing and producing a marketable robot or automated system. While it is recommended that students work to perfect their project from Stage 1, they have the option of developing a brand new project instead. During the year, students will have the opportunity to market their projects to staff and the community in a similar manner to KickStarter or Indegogo.

The end goal of the year is for each student to have produced an aesthetically pleasing, fully functional product that is ready to market and can be distributed to interested parties. Students will need to investigate design principles, ways to simplify and speed up manufacture of multiple items and cost efficiency measures they can take to ensure a high quality, low cost product.

**Assessment:**

Assessment is completed as per SACE requirements at Stage 2 level. Students demonstrate evidence of their learning against performance standards in the following assessment types:

- Two Specialised Skills Tasks (AT1, worth 10% each)
- One Design Process and Solution Folio (AT2, worth 50%)
- One Resource Investigation (AT3, worth 30%, externally assessed)

**Cost:**

Depending on the scale and complexity of the student's project, between \$100.00-\$200.00 for the unit that students will keep. All designs will be approved by the teacher and parents/carers prior to production to ensure all parties approve. If staff or community members order units, the cost of these will be covered by the purchase cost paid by the person receiving the unit.

## STAGE 2 WOOD AND METAL TECHNOLOGIES - MATERIAL SOLUTIONS

**SACE Credits:** 20

**Prerequisites:** Strongly recommend a Stage 1 subject completion in Design & Technology

**Duration of Course:** Year

**Special Considerations:** Year 12 Material Solutions is an option for Year 11 students, providing they have been through an interview process with the Subject Coordinator and are recommended to pursue this pathway.

**Course Description:**

Students studying Stage 2 Material Solutions will individually design, produce and evaluate a timber handmade piece of work or a metal fabricated piece of work. Students apply their knowledge and skills to the design and production of their chosen piece. The course gives students the opportunity to individually submit a piece of work to be completed within the time frame allowed at Stage 2 level.

During the production, students are given the opportunity to apply the skillsets of traditional woodworking, machining timber with advanced workshop machinery and the finishing process in the making of fine furniture or the skillsets of MMAW and MIG welding, cutting, bending,

assembling and finishing processes. All of which are completed by integrating technologies such as CAD (Computer Aided Design), 3D printing, prototyping and laser.

A strong area of focus is the student's ability to follow all OH&S policies and procedures, set up, pack up, workshop cleanliness and their practical and problem-solving abilities.

**Assessment:**

Assessment is completed as per SACE requirements at Stage 2 level. Students demonstrate evidence of their learning against performance standards in the following assessment types:

- Specialised Skills Task Folios (AT1)
- Design Process And Solution Folio (AT2)
- Resource Investigation (AT3)

**Cost:**

Students are encouraged to purchase their own materials outside of school, expected cost at least \$100.00 but the school will supply consumables.

**Major Product:**

Contemporary designed furniture piece.



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## YEAR 10 INFORMATION PROCESSING AND PUBLISHING

**Duration of Course:** Semester

**Course Description:**

Information Processing and Publishing focuses on the application of practical skills to provide creative solutions to text-based communication tasks.

Students create both hard copy and electronic text-based publications, and evaluate the design process, with a focus on Desktop Publishing and Electronic Design Skills.

They use technology to design and implement information processing solutions, and identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts. The focus capabilities for this subject are communication and learning.

Students get the opportunity to learn about design for social media, infographics using latest online solutions i.e. Canva, Infogram etc. Students are also able to access Adobe Creative Cloud to learn and work on industry standard applications like Adobe Illustrator, InDesign, Spark, Dream Weaver, Acrobat Pro and XD (mobile app prototype).

Year 10 Information Processing and Publishing consists of the following two topics:

- Personal Publishing
- Digital Publishing

**Assessment:**

Assessment will consist of:

- Practical Skills Tasks
- Issues Analysis
- Product and Documentation Task

## STAGE 1 INFORMATION PROCESSING AND PUBLISHING

**SACE Credits:** 10

**Duration of Course:** Semester

**Course Description:**

Information Processing and Publishing offers users a wide range of choices in the methods of inputting, manipulating, storing and disseminating information. The 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: ie Contrast, Repetition, Alignment and Proximity. They will also 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 Software. Students will also develop skills in web publishing using HTML5

and CSS using tools like Sublime text editor and frameworks like Bootstrap. 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. The emphasis is on designing interactive presentations for product displays using MS Power Point or Prezi.

**Assessment:**

Assessment 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%)

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## STAGE 2 INFORMATION PROCESSING AND PUBLISHING

**SACE Credits:** 20

**Duration of Course:** Year

### Course Description:

Information Processing and Publishing 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 and advertising material. Students will also develop skills in Web Publishing using HTML5 and CSS using tools like Sublime text editor and frameworks like Bootstrap. The product and documentation focus follows the design process ie 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:

- Practical Skills (40%) - Includes 4-5 sub-tasks
- Issues Analysis (30%) - Includes two sub-tasks.

### External Assessment:

- Product & Documentation (30%)

## STAGE 2 WORKPLACE PRACTICES

**SACE Credits:** 20

**Duration of Course:** 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 undertake Vocational Education and/or Training (VET) and develop and reflect on their capabilities and interests.

### Assessment:

- (a) School-based Assessment (70%)  
 Assessment Type 1: Folio (25%)  
 Assessment Type 2: Performance (25%)\*  
 Assessment Type 3: Reflection (20%)  
 (b) External Assessment (30%)  
 Assessment Type 4: Investigation

### Additional Information - Condition of enrolment

It is a requirement for the Performance assessment type that evidence of learning comes from either of the following:

- Enrolment in a VET course for at least a semester
- 50-60 hours of work experience at a designated workplace
- A substantial part time/casual job



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## YEAR 10 DIGITAL TECHNOLOGIES

**Duration of Course:** Semester

**Special Considerations:** This class may be combined with Information Processing and Publishing.

**Course Description:**

Computational Thinking, Algorithms, Digital Systems, Computer Networks, Programming user interfaces and its evaluation based on real world scenarios. Issues related to privacy and cyber security taking into account social contexts and legal responsibilities. Information Technology applied in daily life and future careers.

**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.

## STAGE 1 DIGITAL TECHNOLOGIES

**SACE Credits:** 10

**Duration of Course:** Semester

**Course Description:**

- Focus Area 1: Programming
- Focus Area 2: Advanced Programming
- Focus Area 3: Data Analytics
- Focus Area 4: Exploring Innovations

Students study at least two of the above focus areas. Computational thinking skills are integral to each focus area, together with applying program design skills and exploring innovation.

Students analyse patterns and relationships in data sets and/or algorithms and draw conclusions about their usefulness in defining the problem. In developing and applying their program design skills, students take a structured approach to designing an algorithm or digital solution that is appropriate to the context of the problem and meets the needs of the intended user. They code, test, and evaluate their solutions. In creating and/or evaluating their

solutions, students take into account ethical considerations. These may include, for example, implications of data use and/or digital solutions for individuals, groups, societies, and/or the environment.

**Assessment:**

Assessment Type 1:  
Project Skills

- Investigation (Collaborative) – Exploring Eco Systems and Ethics
- Programming (Individual) – Learning Basic Programming Skills
- Programming (Individual) – Web application

Assessment Type 2: Digital Solutions  
Students complete: Programming and product design

Students will have the opportunity to work collaboratively in at least one assessment task.

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## STAGE 2 DIGITAL TECHNOLOGIES

**SACE Credits:** 20

**Prerequisites:** Stage 1 Digital Information Technology is highly recommended

**Duration of Course:** Year

**Course Description:**

In Digital Technologies students create practical, innovative solutions to problems of interest. By extracting, interpreting, and modelling real-world data sets, students identify trends and examine sustainable solutions to problems in, for example, business, industry, the environment, and the community. They investigate how potential solutions are influenced by current and projected social, economic, environmental, scientific, and ethical considerations, including relevance, originality, appropriateness, and sustainability.

Innovation in Digital Technologies involves students creating new ways of doing things, generating their own ideas and creating digital solutions to problems of interest. Solutions may take the form of a product, prototype, and/or proof of concept. Students are encouraged to experiment and learn from what does not work as planned, as well as from what does work. Innovation may also include students designing solutions that improve existing processes or products.

Students use computational thinking skills and strategies to identify, deconstruct, and solve problems that are of interest to them. They analyse and evaluate data, test hypotheses, make decisions based on evidence, and create solutions.

Through the study of Digital Technologies, students are encouraged to take ownership of problems and design, code, validate, and evaluate their solutions. In doing so, they develop and extend their understanding of designing and programming, including the basic constructs involved in coding, array processing, and modularisation.

At Stage 2, students develop and apply their skills in computational thinking and in program design, and engage in iterative project development, where a product or prototype is designed and tested and/or implemented in stages. Digital Technologies promotes learning through initiative, collaboration, creativity, and communication, using project - and inquiry-based approaches.

**Assessment:**

The following assessment types enable students to demonstrate their learning in Stage 2 Digital Technologies.

- School assessment (70%)
  - Assessment Type 1: Project Skills (50%)
  - Assessment Type 2: Collaborative Project (20%)
- External assessment (30%)
  - Assessment Type 3: Individual Digital Solution (30%).

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

**Students undertake:**

- Four project skills tasks
- One collaborative project
- One individual digital solution



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## YEAR 10 FOOD AND NUTRITION A

**Duration of Course:** Semester 1

**Course Description:**

The Food and Nutrition course will provide students with the chance to engage with content that will expand their knowledge on the Australian Guide to Healthy Eating and how nutrition plays an important role in the growth of young adults.

We will also investigate multicultural foods and what cultures have invented some of the most well-known and unique foods that we now have in Australian culture.

Students will have the opportunity to advance their practical skills with an increase in their cooking lessons and are encouraged to expand their palate.

**Assessment:**

- OnGuard Safety Training
- Bacteria Assessment
- Nutrition Assessment
- Multicultural Tasks
- Food Fusion Task
- Practical Application

**Cost:**

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

## YEAR 10 FOOD AND NUTRITION B

**Duration of Course:** Semester 2

**Course Description:**

The Food and Nutrition B course will provide students with the chance to engage with content that will expand their knowledge on the smaller catering opportunities, such as finger food creations and cooking.

The course explores food safety, hygiene and spoilage, the nutritional needs across all age groups, dietary requirements, 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, raising agents, baked foods, and pastries.

**Assessment:**

- OnGuard Safety Training
- Workflow plan
- Action plan
- Finger Food Folio
- Digital Tools for Production
- Baking Agents Assignment
- Practical Application

**Cost:**

Students will be required to bring food for practical lessons. Students may also undertake an excursion.

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## STAGE 1 FOOD AND HOSPITALITY A

**SACE Credits:** 10  
**Duration of Course:** Semester

**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 four summative practicals:

- Food Intolerances
- Healthy Takeaway choices in Hospitality
- Catering Enterprise Task
- Food & Safety Investigation

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:**  
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.

## STAGE 1 FOOD AND HOSPITALITY B

**SACE Credits:** 10  
**Duration of Course:** Semester

**Course Description:**  
Students focus on the changing culture 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 will learn about different religions and media impacts and how they impact the food landscape now and in the past.

Students will complete four summative practicals:

- Impact of the media on food choices
- Cultural or Religious foods in Hospitality
- Trends in Hospitality
- High Risk Foods Investigation

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:**  
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.

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## STAGE 2 FOOD AND HOSPITALITY STUDIES

**SACE Credits:** 20

**Duration of Course:** 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.

## ACADEMY OF HOSPITALITY (CERTIFICATE II)

**Year Level:** Stage 1 (available to Year 9, 10 & 11 students)

**SACE Credits:** Up to 20 credits

**Duration of Course:** 1 year / 2 years for the full certificate

### Course Description:

The full Certificate II will take two years to complete. Undertaking this course allows students to experience a range of routine hospitality work activities. The first year of this course allows students to establish basic competencies across 6 units of learning against Australian Standards, the full Certificate II qualification provides individuals with extended skills 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, participation in a minimum number of industry reflective hours and volunteering at recognised functions is mandatory for competencies to be achieved in this course. Course delivered only for full year enrolments.

### Assessment:

Certificate II Hospitality is skills based and requires students to achieve specific Hospitality

competencies. Training provided through an auspicing agreement with AIET.

#### Year 1:

- Work effectively with others
- Source and use information on the hospitality industry
- Show social and cultural sensitivity
- Use hygienic practices for food safety
- Participate in safe work practices
- Prepare and present sandwiches

#### Year 2:

- Prepare and serve espresso coffee
- Prepare and serve non-alcoholic beverages
- Provide advice on food
- Use hospitality skills effectively
- Clean kitchen premises
- Interact with customers

### Cost:

\$200.00 per year for course and training materials. \$65.00 Uniform fee which becomes the property of the student (this is an approximate cost and will be adjusted accordingly). Covered leather school shoes or safety boots are also mandatory. Excursion costs as required.



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## YEAR 10 CHILD STUDIES A

**Duration of Course:** 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
- Construct a Busy Book

**Assessment:**

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

**Cost:**

Students will need to supply their own materials for the quilt and busy book.

## YEAR 10 CHILD STUDIES B

**Duration of Course:** 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.

**Cost:**

Students will need to supply their own materials for the child's outfit.

## STAGE 1 CHILD STUDIES A

**SACE Credits:** 10 credits

**Duration of Course:** 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:**

Students will be required to bring food and fabrics for practical lessons.

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## STAGE 1 CHILD STUDIES B

**SACE Credits:** 10 credits  
**Duration of Course:** Semester 2

**Course Description:**  
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
- 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:**

Students will be required to bring food and fabrics for practical lessons.

## STAGE 2 CHILD STUDIES

**SACE Credits:** 20  
**Duration of Course:** 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:**

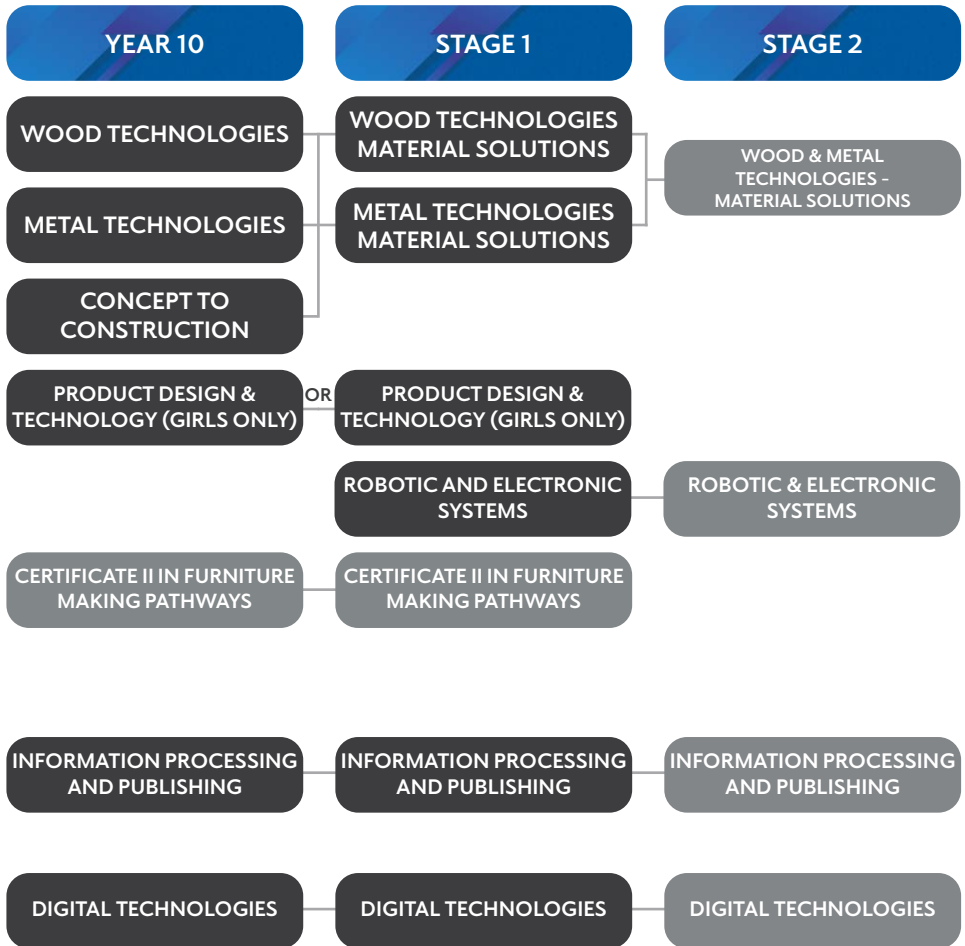
Students demonstrate evidence of their learning through the following assessment types:

- School-Based Assessment
  - Practical Activities (research/practical/ evaluation & action plan/practical/ evaluation - 50%)
  - Group Activity - 20%
- External Assessment - Investigation 30%

**Additional Information:**

Students will be required to bring food or fabrics for practicals. Students are required to purchase a Child Studies Essential Workbook (approx. \$32.00)

## DESIGN & TECHNOLOGIES PATHWAY



FULL YEAR SUBJECT  
 SEMESTER BASED SUBJECT

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Languages ..... 50

Mathematics ..... 57

Media Studies ..... 93

Music.....70

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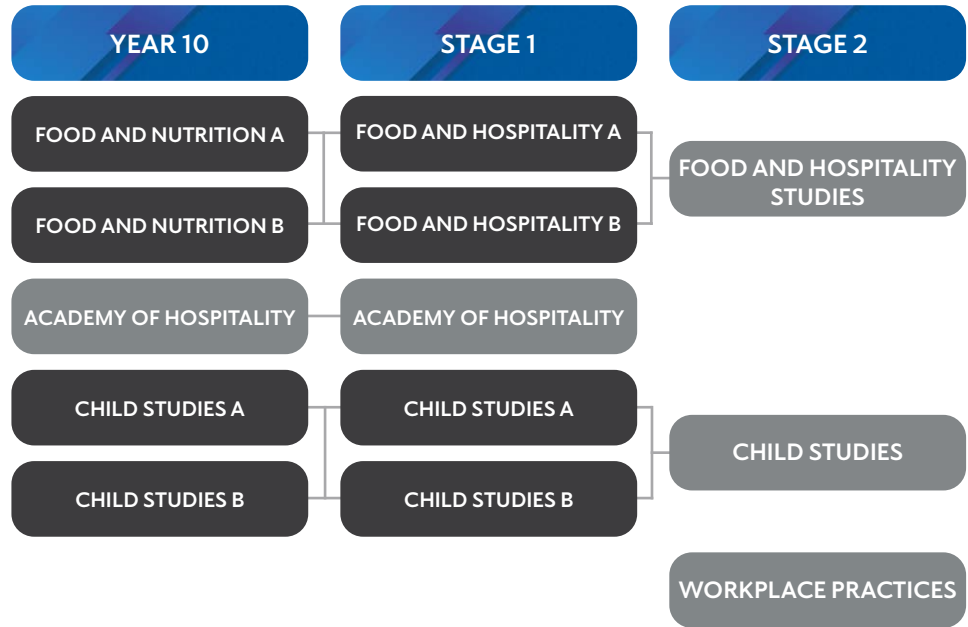
Visual Art.....89

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## FOOD TECHNOLOGIES PATHWAY



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Media Studies ..... 93

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## YEAR 10 ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

**Duration of Course:** Year

**Course Description:**

This course develops a student's knowledge of language, literacy and literature. 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 information.

**Assessment:**

Students create a range of imaginative, informative and persuasive text types including narrative, procedure, performances, reports, discussion, literary analysis, the transformation of text and review.

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. Suitable for international students.

## YEAR 10 ESSENTIAL ENGLISH (STAGE 1)

**SACE Credits:** 20 (at end of 2-year course)

**Prerequisites:** This course is only accessible via recommendation by Year 9 English teacher and invitation

**Duration of Course:** 2 years

**Course Description:**

Students will be introduced to the Stage 1 Essential English program and work through it within a small classroom setting and additional teacher support. Students undertaking this course will aim to complete Stage 1 Essential English and receive 20 credits towards their SACE, simultaneously meeting Literacy Credits.

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%.

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## YEAR 10 ENGLISH

**Duration of Course:** Year

**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.

Texts studied include poetry, novels, films, short stories, persuasive texts, advertising, media, articles, song lyrics, biographies and graphics.

By the end of Year 10, students will have acquired the knowledge and skills necessary for them to produce, clear, effective and accurate communication in a vast variety of forms and styles. In addition, students will have learned how to engage with, respond to and critique several text types, including film, documentary, extended prose, poetry, advertising, media, graphics/artwork, articles, journals, music lyrics and short stories. Students will have become familiar with expectations of the subject at SACE level, allowing them the opportunity to build on such skills and choose the English Pathway that is most suited to them moving into Stage 1 (Year 11).

**Assessment:**

Assessment will consist of the following:

- Listening and speaking:  
Formal/informal oral presentations of speeches, ongoing class/group discussions including reading reflections written in class.
- Reading and viewing:  
Poetry and lyrics 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, discussion, advertising pitch, writer's statement, biography, one-pager and recount.

## STAGE 1 ENGLISH AS AN ADDITIONAL LANGUAGE

**SACE Credits:** 20 (10 per semester)

**Special Considerations:** This course is only available to students with English as an additional language who are approved by the SACE Board.

**Duration of Course:** 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 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.

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.

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 multi-modal/visual presentations.

**There are three types of assessment:**

- Assessment Type 1: Responding to texts
- Assessment Type 2: Interactive study
- Assessment Type 3: Language study

**Special Considerations:**

Students for whom English is their first language are not eligible to study this course.



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## STAGE 1 ESSENTIAL ENGLISH

**SACE Credits:** 20 (10 per semester)

**Duration of Course:** Year

**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. 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%.

## STAGE 1 ENGLISH

**SACE Credits:** 20 (10 per semester)

**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.

**Duration of Course:** Year

**Course Description:**

Students explore how the purpose of a text is achieved through application of text conventions and stylistic features positioning 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 in written, oral, and/or multi-modal form.

**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 multi-modal presentation, and at least one will be in written form. Each assessment type will have a weighting of at least 20%.

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## STAGE 1 ENGLISH LITERARY STUDIES

**SACE Credits:** 20 (10 per semester)  
**Duration of Course:** Year

### Course Description:

This course is designed for students interested in Stage 2 English Literary Studies. It focuses on the skills and strategies of critical thinking applied in order to fully interpret, critique and respond to a variety of text types.

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.

The course also introduces students to the study of several critical perspectives and their application in responding to texts. In addition, students study a variety of literary conventions and transform a chosen text into a genre of their choice.

In doing so, students examine literary conventions and stylistic features recognising how they create meaning and effect. Text types studied in this course include poetry, novel, film, drama and a series of short, persuasive/informative pieces and graphics/images.

### 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 multi-modal presentation, and at least one will be in written form.

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

## STAGE 2 ENGLISH AS AN ADDITIONAL LANGUAGE

**SACE Credits:** 20  
**Duration of Course:** Year

### Course Description:

English as an Additional Language 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 this subject will be required to apply to the SACE Board for eligibility.

Once applications are approved for Stage 1 English as an Additional Language, students may continue into Stage 2 English as an Additional Language.

The subject focuses on the following skills and strategies:

- Communication
- Comprehension
- Language and Text
- Text Creation

The focus of this subject is the development and use of skills & 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.

### Assessment:

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

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## STAGE 2 ESSENTIAL ENGLISH

**SACE Credits:** 20  
**Duration of Course:** Year

**Course Description:**  
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 (10% x 3)
- Assessment Type 2: Creating Texts (10% x 4)

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

## STAGE 2 ENGLISH

**SACE Credits:** 20  
**Duration of Course:** Year

**Course Description:**  
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.

Students consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world. Students also explore how the purpose of a text is achieved through application of text conventions and stylistic choices, positioning 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.

Within this course, students complete three main creative tasks plus a writer's statement and 3 responses to text regarding a shared film, novel

study, poetry or other extended text. Students are also required to write a 2,000 word comparative study which form their external assessment.

Students who complete this subject to a grade standard of C- or better will meet the literacy requirements of the SACE.

**Assessment:**  
School Assessment (70%)

- Assessment Type 1: Responding to Texts (30%)
- Assessment Type 2: Creating Texts (40%)
- Assessment Type 3: Comparative Analysis (30%)

External Assessment:  
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



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## STAGE 2 ENGLISH LITERARY STUDIES

**SACE Credits:** 20

**Prerequisite:** Satisfactory achievement in Stage 1 English Literary Studies

**Duration of Course:** 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 perspectives regarding a given text.

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 certain ways, and how texts challenge or support cultural perceptions.

Students are asked to critically analyse, interpret, critique and respond to texts as well as produce at least one creative piece. Shared texts usually include drama, a novel, film and poetry. Students who complete this subject and earn 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 Examination (15%)

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

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English ..... 23

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Languages ..... 50

Mathematics ..... 57

Media Studies ..... 93

Music ..... 70

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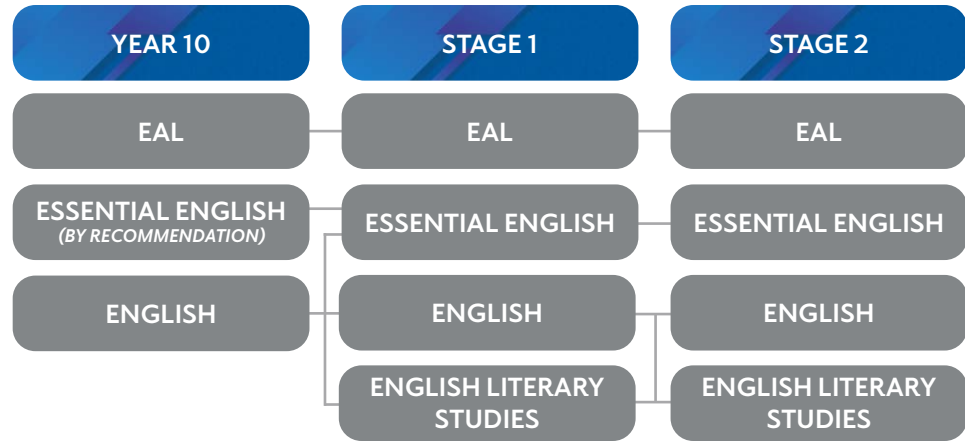
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## ENGLISH PATHWAY



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## YEAR 10 PHYSICAL EDUCATION

**Duration of Course:** Semester (2 lessons per week)

**Course Description:**

In Year 10 Physical Education, the content provides students with a broad range of opportunities to focus on relevant, engaging and contemporary issues that develop skills, knowledge, and an understanding of personal and community health. Students will be able to access, evaluate and synthesise information about an increasingly complex and rapidly changing world with the aim to advocate for their own and others wellbeing, safety and physical health. Through dedicated practical performance lessons, students will be able to transfer learned specialised movement skills with increasing proficiency and experience success across a variety of contexts. Through the application of feedback techniques and biomechanical principles to analyse movement, students broaden their understanding of optimal techniques necessary for enhanced athletic performance.

The following focus areas will be addressed:

- Health benefits of physical activity
- Mental health and wellbeing
- Relationships and online safety
- Fundamental movement skills
- Lifelong physical activities

**Assessment:**

Practical and theoretical assessments are based on Australian Curriculum Achievement Standards.

**Learning Intention:**

- Students are provided opportunities to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.
- Students explore movement concepts and strategies to promote performance and participation outcomes.
- Students develop capabilities and skills such as critical and creative thinking, communication and collaboration.

## YEAR 10 PHYSICAL EDUCATION A - EXERCISE PHYSIOLOGY

**Duration of Course:** Semester 1

**Course Description:**

This course focuses on the interrelationships between motor learning and physiological factors that influence individual and team performances. Students engage as performers, leaders, coaches, analysts and planners of physical activity.

Fitness components, training principles and musculoskeletal topics are dedicated theory units that are integrated into four negotiated practical units, including Touch Football, Volleyball, Soccer, Golf, Softball and Lawn Bowls. These practicals will serve both as a source of content and data and as a medium to learn about the importance of regular activity as it improves physical, social, emotional and spiritual health.

The course appeals to students with varying backgrounds and physical activity knowledge. It also prepares students for future Stage 1 and Stage 2 PE courses with core content relating to physiological, anatomical, and skill-learning applications.

**Assessment:**

Students provide evidence of learning through three assessment tasks. Evidence for each task/ investigation should be up to a maximum of 6 minutes for an oral or multimodal presentation, or up to a maximum of 1000 words.

Students undertake:

- At least one Improvement Analysis Task
- At least one Physical Activity Investigation

**Cost:**

Approximately \$60.00 to cover gym visits, community excursions, bus travel. Dependent on negotiated practical, additional costs may apply, ie Golf visits to Blue Lake Golf course.

**Learning Intention:**

- To develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.
- Students explore movement concepts and strategies.
- Students develop capabilities and skills such as critical and creative thinking, communication and collaboration.
- Students make meaning of the cognitive and psychomotor processes fundamental to the learning of physical activities.



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## YEAR 10 PHYSICAL EDUCATION B - EXERCISE PHYSIOLOGY

**Duration of Course:** Semester 2

**Course Description:**

This course focuses on the interrelationships between motor learning and physiological factors that influence individual and team performances. The dedicated practical topics, serve both as a source of content and data, and as a medium for learning with students engaging as performers, leaders, coaches, analysts and planners of physical activity.

The course requires active participation in all the team and individual contexts to learn the importance of regular activity to improve their physical, social, emotional and spiritual health. Energy systems, training principles, and nutrition topics are the dedicated theory units that are integrated into four negotiated practical units. These practical topics include: Badminton, Netball, European Handball, Gaelic Football, Flag Football, Table Tennis and Tennis.

All topics have an integration of written, oral and physical learning experiences. In their Issues Analysis, students will choose a social aspects in sports topic to investigate, research and analyse.

**Assessment:**

Students provide evidence of learning through three assessment tasks. Evidence for each task/ investigation should be up to a maximum of 6 minutes for an oral or multimodal presentation, or up to a maximum of 1000 words.

Students undertake:

- At least one Improvement Analysis task
- At least one Physical Activity Investigation

**Cost:**

Approximately \$60.00 to cover gym visits, community excursions, bus travel. Dependent on negotiated practical, additional costs may apply. ie Golf visits to Blue Lake Golf course.

**Learning Intention:**

- To develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.
- Students explore movement concepts and strategies.
- Students develop capabilities and skills such as critical and creative thinking, communication and collaboration.
- Students develop make meaning of the cognitive and psychomotor processes fundamental to the learning of physical activities.

## STAGE 1 PHYSICAL EDUCATION A - EXERCISE PHYSIOLOGY

**SACE Credits:** 10

**Duration of Course:** Semester 1

**Course Description:**

There are three main focus areas of this subject:

- Focus Area 1: In movement
- Focus Area 2: Through movement
- Focus Area 3: About movement

Learning is delivered through an integrated approach in which opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities. Students explore movement concepts and strategies through these physical activities to promote performance and participation outcomes. They learn experientially, applying gained knowledge in concepts including skill acquisition, biomechanics, energy systems, training principles/methods and responses, nutrition and participation in sport.

**Assessment:**

The following assessment types enable students to demonstrate their learning.

Assessment Type 1: Performance Improvement  
Assessment Type 2: Physical Activity Investigation  
Evidence for each task/investigation should be up to a maximum of 9 minutes for an oral or multimodal presentation, or up to a maximum of 1500 words.

**Cost:**

Approximately \$60.00 to cover gym visits, community excursions, bus travel. Students may undertake some activities off campus at a local fitness centre (to be negotiated at start of semester).

**Learning Intention:**

- Through physical activities, students explore movement concepts and strategies to promote performance and participation outcomes.
- Through experiential learning, students develop capabilities and skills such as critical and creative thinking, communication and collaboration.
- Students make meaning of the cognitive and psychomotor processes fundamental to the learning of physical activities.

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## STAGE 1 PHYSICAL EDUCATION B - SKILL ACQUISITION AND BIO MECHANICS

**SACE Credits:** 10  
**Duration of Course:** Semester 2

### Course Description:

There are three main focus areas of this subject:

- Focus Area 1: In movement
- Focus Area 2: Through movement
- Focus Area 3: About movement

Through an integrated approach, students undertake, and learn through, a wide range of authentic physical activities and explore the specific movement concepts and strategies to promote improved performance. Within these practical units, students will incorporate knowledge from the theory modules that could include skill acquisition, biomechanics, energy systems, training principles/ methods and responses and nutrition.

### Assessment:

The following assessment types enable students to demonstrate their learning in Stage 1 Physical Education:  
Assessment Type 1: Performance Improvement  
Assessment Type 2: Physical Activity Investigation

Evidence for each task/investigation should be up to a maximum of nine minutes for an oral or multimodal presentation, or up to a maximum of 1500 words.

### Cost:

Approximately \$60.00 to cover gym visits, community excursions, bus travel. Some students may undertake some activities off campus at the local fitness centre (to be negotiated at start of semester).

### Learning Intention:

- Through physical activities, students explore movement concepts and strategies to promote performance and participation outcomes.
- Through experiential learning, students develop capabilities and skills such as critical and creative thinking, communication and collaboration.
- Students develop make meaning of the cognitive and psychomotor processes fundamental to the learning of physical activities.

## STAGE 1 HEALTH AND WELLBEING

**SACE Credits:** 10  
**Duration of Course:** Semester

### Course Description:

In Stage 1 Health and Wellbeing, students develop the knowledge, skills, and understanding required to explore and understand influences and make decisions regarding health and wellbeing.

They consider the role of health and wellbeing in different contexts and explore ways of promoting positive outcomes for individuals and global society.

Students evaluate current trends and issues that impact health and wellbeing. They reflect on personal and community actions to promote and improve sustainable outcomes for individuals, communities, and global society.

The focus areas of the course:

- Health Literacy
- Health Determinants
- Social Equity
- Health Promotion

### Assessment:

- Contemporary Health Issue Inquiry
- Mental Health
- Health Promotion

### Learning Intention:

By the end of the course, students will have developed an awareness of the factors influencing health and wellbeing and be able to make informed decisions.

Students will investigate the concept of health promotion and actions that can be taken to develop it.

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## STAGE 2 PHYSICAL EDUCATION

**SACE Credits:** 20

**Prerequisites:** Recommended Pre-Study: Stage 1 Physical Education (Semesters 1 and 2)

**Duration of Course:** Year

**Course Description:**

Stage 2 Physical Education has three focus areas:

- Focus Area 1: In movement
- Focus Area 2: Through movement
- Focus Area 3: About movement

Students explore the participation in, and performance of, human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence.

Physical activities can include sports, theme-based games, fitness and recreational activities.

The use of technology is integral to the collection of data such as video footage, heart rate monitors, GPS, fitness batteries, and game statistics. Students apply their understanding of movement concepts to evaluate the data and implement strategies to improve participation and/or performance.

**Assessment:**

The following assessment types enable students to demonstrate their learning:

School Assessment (70%)

- Assessment Type 1: Diagnostics (30%) – 2 tasks

- Assessment Type 2: Self-Improvement Portfolio (40%) – 1 task

External Assessment (30%)

- Assessment Type 3: Group Dynamics (30%) – 1 task

**Cost:**

Approximately \$150.00 for their Improvement Analysis task that involves a 6 week training block at F45. The Essentials Workbook (\$55.00 approximately)

**Learning Intention:**

- Through experiential learning, students develop capabilities and skills such as critical and creative thinking, communication and collaboration.
- Students make meaning of the cognitive and psychomotor processes fundamental to the learning of physical activities.



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## OUTDOOR EDUCATION INTRODUCTION

The power of engaging in outdoor experiences has never been more significant and remains a key learning priority for our College. As of 2024, Outdoor Education is being offered across all year levels of the Senior School. Year 10 students will have the opportunity to build upon their 9SHINE experience and continue to embrace a range of outdoor experiences in a new semester-based course. Passionate and committed Year 11 and Year 12 Outdoor Education students are encouraged to enrol in Stage 1 and Stage 2 and complete the pathway.

The Outdoor Education program at Tenison Woods College encapsulates four key focus areas, delivered through a series of 'grounding' outdoor experiences embedded in the curriculum:

- The development of outdoor skills and knowledge
- Health and Wellbeing
- Connection to Country (Human/ nature relationships)
- Care for Country (Conservation & sustainability)

## YEAR 10 OUTDOOR EDUCATION

**Duration of Course:** Semester

**Course Description:**

This new course for 2024, is designed for enthusiastic students to expand upon their 9SHINE experiences and continue their Outdoor Education pathway. The principal intent of the course is to encourage participation in outdoor activities and therefore offer students opportunities to connect with each other and Country. Students will experience the significant benefits for their own personal health and wellbeing as well as the sustainability of our ecosystems.

During either semester, students will plan and prepare for two expeditions, including a multi-day bushwalk and 'base camp' experience (surfing or aquatics). As part of the student's preparation for expeditions, they will build skills surrounding risk assessment, menu planning, navigation and general campcraft. Knowledge of local and First Nations sustainable practices and ecology is explicitly embedded into each experience and will form a significant part of the semesters assessment.

**Assessment:**

The following forms of assessment will allow students to demonstrate their learning:

- Practical skills and knowledge - campcraft, planning and preparation, activity specific skills.
- Expedition reflections
- Ecology and sustainability investigation

**Cost:**

Costs for expeditions include transport, camping fees, professional instruction and equipment hire. A bushwalking expedition cost is approximately \$70.00 and each base camp expedition (Surfing or Aquatics) cost approximately \$260.00.

**Learning Intention:**

- Enhance practical skills and knowledge associated with each expedition.
- Engage with and care for Country, whilst developing ecological literacy.

Discover health and wellbeing benefits of engaging in outdoor activities.

**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.

This course remains a prerequisite for students wishing to continue with Outdoor Education at Stage 1 and 2. Students can elect to complete the course in either Semester 1 or 2.

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## STAGE 1 OUTDOOR AND ENVIRONMENTAL EDUCATION A & B

**SACE Credits:** 10 per semester

**Prerequisites:** Year 10 Outdoor Education

**Duration of Course:** Either Semester 1 or whole year

**Special Considerations:** It is highly recommended that students intending to study Outdoor Education in Stage 2, begin a two year journey in Semester 1 2024 with Stage 1 Outdoor Education

### Course Description:

The study of Stage 1 Outdoor Education provides students with opportunities to extend their engagement in outdoor experiences, whilst developing social skills, self confidence, team work and personal growth. Through the study of three focus areas — environment and conservation; planning and management; and personal and social growth and development — students continue to develop skills and understanding surrounding preparation and planning for outdoor experiences, personal connection to Country, whilst developing their teamwork and practical outdoor skills.

As well as participating in each outdoor experience, students develop an understanding of ecosystems and the impacts of human actions and decisions through the study of natural environments and wilderness areas. They develop knowledge and understanding of environmental systems and their conservation.

Each semester, students will prepare for, and participate in, two expeditions. Semester 1 includes a surfing expedition as well as a bushwalk expedition. Semester 2 includes a rock-climbing expedition as well as a bushwalk expedition. Each experience will be for 3 days and 2 nights. Students can elect to study Stage 1 Outdoor Education for the entire year and this course acts as a prerequisite for Stage 2 Outdoor Education.

### Assessment:

Along with the practical expeditions, the following assessment types enable students to demonstrate their learning:

- Assessment Type 1: About Natural Environments (Ecology and sustainability investigations, micro tutorial presentations, field study)
- Assessment Type 2: Experiences in Natural Environments (Expedition reflections)

### Cost:

Costs for expeditions include transport, camping fees, professional instruction and equipment hire. Each bushwalking expedition cost is approximately \$70.00 and each base camp expedition (Surfing & rock-climbing) cost approximately \$260.00.

### Learning Intention:

- Students to gain an understanding of ecology, environmental sustainability, cultural perspectives, and physical and emotional health through participating in outdoor activities.
- Students learn to develop and apply risk and safety management skills and responsibility for themselves and other members of a group.
- Students reflect on environmental practices related to outdoor activities.

### 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.

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## STAGE 2 OUTDOOR AND ENVIRONMENTAL EDUCATION A & B

**SACE Credits:** 20  
**Prerequisites:** Stage 1 Outdoor Education  
**Duration of Course:** Year

**Course Description:**  
Through experiential learning and the study of three focus areas, students develop skills, knowledge, and understanding of safe and sustainable outdoor experiences in the key areas of preparation and planning, managing risk, leadership and decision-making, and self-reliance skills. Through the study of multiple management strategies and perspectives of natural areas, students develop an understanding of the relationships between human actions and decisions, and ecosystems. They critically analyse these relationships to develop positive strategies to contribute to conservation and sustainability of natural environments.

Two significant outdoor experiences for students include a five-day kayaking expedition along The Coorong as well as a self-reliant expedition of the groups' choice. The self-reliant experience must be a human powered journey, planned for and executed by students with guidance from teaching staff. This experience becomes the culmination of the past two years learning and is an essential component of this course.

**Assessments:**  
The following assessment types enable students to demonstrate their learning.  
School assessment (70%)

- Assessment Type 1: About Natural Environments (20%) – 1 x task
- Assessment Type 2: Experiences in Natural Environments (50%) – 2 x tasks

External assessment (30%)

- Assessment Type 3: Connections with Natural Environments (30%) – 1 x task

**Cost:**  
Costs for both expeditions include transport, camping fees, qualified kayak guides and equipment hire. Approximate cost per camp are \$70.00 for lightweight bushwalk (self-reliant expedition) and approximately \$450.00 for the 5 day kayaking expedition.

**Learning Intention:**

- Students investigate, plan and experience outdoor principles, environmental impacts, minimal impact principles, nutrition and outdoor landscapes in order to be able to conduct themselves safely and responsibly during practicals and expeditions.
- Students demonstrate how to be proactive in planning for camps. Specifically, this relates to the Self-Reliant expedition and accepting responsibility for route planning, nutrition, camp craft, understanding weather patterns and being able to draw conclusions to conduct expeditions safely.

**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.



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## HIGH PERFORMANCE SPORTS PROGRAM (HPSP) INTRODUCTION

The High Performance Sports Program (HPSP) aims at supporting and developing all athletes with dedicated coaches taking sessions in AFL, Basketball, Cricket, Dance, Hockey, Netball, Soccer and Tennis. Together with academic expectations, students are exposed to personalised strength and conditioning programs, individual training, team sessions and strategy development. The program is developed in accordance with the SACE and Australian Curriculum and takes on a holistic approach focussing on developing the following skills and attributes: social, psychological, physical and technical/tactical.

## HIGH PERFORMANCE SPORTS PROGRAM (HPSP)

**Prerequisites:** Approval from HPSP specialist coach

**Duration of Course:** Semester/Year

**Course Description:**

A head coach for each sport will be allocated to all student-athletes. Students will complete specialist coaching within their chosen sport which aims to improve their sport-specific fitness, skill development and game sense. Students will receive specialist sessions dedicated to recovery methods. The program will also provide further opportunities for student-athletes to engage with successful state and national athletes, coaches and experts via workshops, skill sessions and online connections.

The following focus areas will be addressed:

- Strength and conditioning
- Sports nutrition
- Performance/game analysis
- Exercise physiology

**Assessment:**

Practical and theoretical assessments are based on Australian Curriculum Achievement Standards.

**Cost:**

\$100.00 per semester plus a uniform fee (if required).

**Learning Intention:**

The aim is that after their high performance sports education all students are capable and proficient to operate in a high performance training environment, and for them to be physically, technically and tactically prepared, and competent, to continue their sporting journey. Students will also be aware of the potential career paths open to them in the sporting industry.

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## YEAR 11 & 12 IDENTIFIED HIGH PERFORMING ATHLETES

As sporting commitments become an increasingly bigger focus in the student-athletes world, the high performance sports program recognises this and delivers a program to assist in managing their increasing workload both athletically and academically. The program will primarily provide ongoing support, counselling and assistance to these students, and the opportunity for undertaking individualised units such as is possible through SACE Integrated Learning.

Students who meet the criteria below will be provided with a mentor who will support their learning and wellbeing through a PLP, individualised case management and counselling support.

### Criteria:

You must currently be an athlete, coach or referee with a recognised national sporting organisation and meet one or more of the following criteria:

- You're in a state development squad or team;
- You're in a state team or an individual competing in national level competitions;
- You're in a national development squad or team;
- You're in a national team or an individual competing in international competitions;
- You're a coach for a state or national squad or team, or a referee in national or international competitions.

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Languages ..... 50

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Media Studies ..... 93

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Philosophy..... 45

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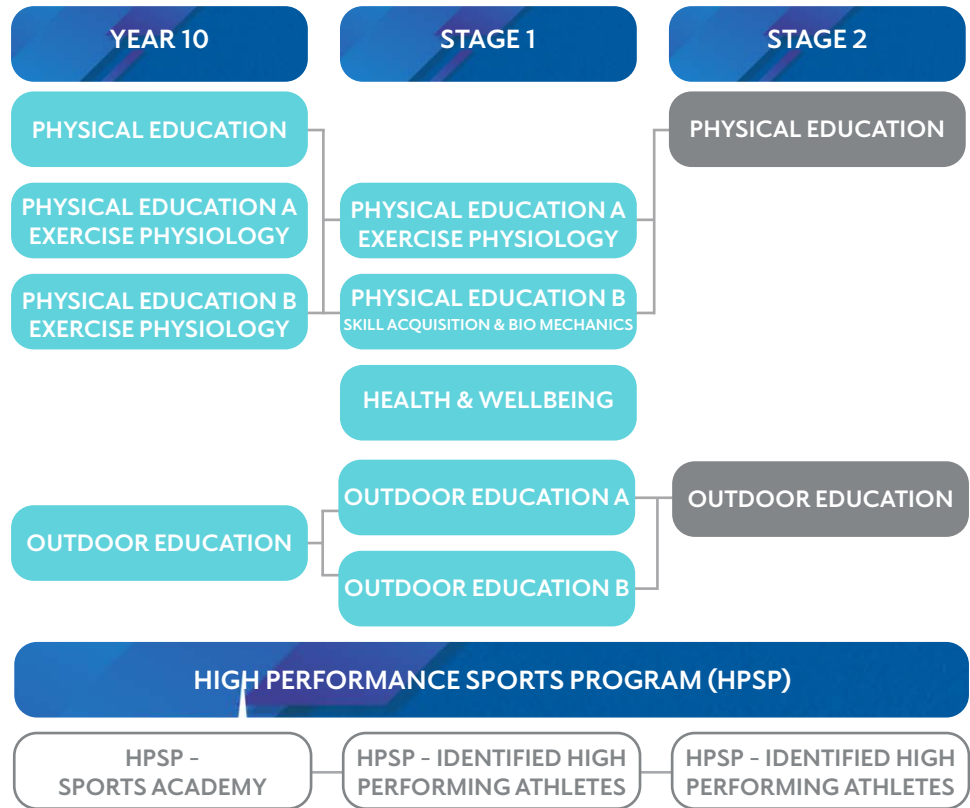
Science..... 75



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## HEALTH & PHYSICAL EDUCATION PATHWAY



 FULL YEAR SUBJECT  
 SEMESTER BASED SUBJECT



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## YEAR 10 GEOGRAPHY A - FORESTS OF THE FUTURE

**Duration of Course:** Semester 1

**Course Description:**

This unit focuses on investigating environmental geography through an in-depth study of a specific environment i.e. Forests. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human environment systems-thinking to understand the causes and consequences of the change and evaluate and select strategies to manage the change through the application of geographical concepts and methods.

**Assessment:**

There will be four summative assessment items across the semester that will use the Achievement Standards as specified by the Australian Curriculum. These will involve a range of activities including but not limited to an investigation, a fieldwork report and an issues analysis.

**Cost:**

Potential costs to cover field trip transport fees (approx. \$10.00-\$15.00)

## YEAR 10 GEOGRAPHY B - ECO-TOURISM FOR THE 21ST CENTURY

**Duration of Course:** Semester 2

**Course Description:**

Geographies of human wellbeing focuses on investigating global, national and local differences in human wellbeing between places. Students examine the different concepts and measures of human wellbeing, and the causes of differences in these measures between countries. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia and across the world using the deliberate 'lens' of Eco-Tourism.

**Assessment:**

There will be four summative assessment items across the semester that will use the Achievement Standards as specified by the Australian Curriculum. These will involve a range of activities including but not limited to an investigation, a fieldwork report and an issues analysis.

**Cost:**

Potential costs to cover field trip transport fees (approx. \$10.00-\$15.00)

## STAGE 1 GEOGRAPHY A - AUSTRALIA'S ROLE WITHIN THE ASIA-PACIFIC REGION

**SACE Credits:** 10

**Duration of Course:** Semester 1

**Course Description:**

Through the study of Geography, students will develop an understanding of the interrelationships between people, places and environments at a local, national and global level. This program focuses on the introduction and development of the following key concepts of Geography:

- Study of World Population and an analysis of the current Refugee crisis
- Risk assessment of fire hazard in a local conservation park
- Individual investigation into the Climate Change debate
- A case study exploring Australia's role within the dynamic Asia-Pacific Region

**Assessment:**

There will be four summative assessment items across the semester. These comprise: a presentation, a fieldwork report that includes an interactive map using the Google Maps platform, a round-table discussion and National Geographic magazine article.

**Cost:**

Potential costs to cover field trip transport fees (approx. \$10.00-\$15.00)

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## STAGE 1 GEOGRAPHY B - SUSTAINABLE DEVELOPMENT IN THE 21ST CENTURY

**SACE Credits:** 10  
**Duration of Course:** Semester 2

**Course Description:**  
As geographers, students will acquire a variety of skills to undertake investigations and present their findings. This program focuses on the introduction and development of the following key concepts of Geography:

- Sustainable urban places - through the exploration of a case study focused on Melbourne.
- Natural hazards in Australia - via an inquiry analysing the impacts of and responses to hazard events or natural disasters.
- Renewable Energy - a study highlighting the debate following a field trip.
- Sustainable Development Goals - an individual investigation.

**Assessment:**  
There will be four summative assessment items across the semester that will involve an annotated visual display, a fieldwork report, a visual infographic and a story map using GIS tools.

**Cost:**  
Potential costs to cover field trip transport fees (approx. \$10-15)

## STAGE 2 GEOGRAPHY

**SACE Credits:** 20  
**Duration of Course:** Year

**Course Description:**  
Students develop an understanding of the spatial interrelationships between people, places and environments. They appreciate the complexity of our world, the diversity of its environments and the challenges and opportunities facing Australia and the world. Students examine the characteristics and causes of changes in environmental, social and economic systems and study their effects, implications and interconnectedness.

The Transforming World content focuses on the following five topics, which are organised under two themes:  
Theme 1: Environmental Change  
Topic 1 – Ecosystems and people  
Topic 2 – Climate change

Theme 2: Social and Economic Change  
Topic 3 – Population change  
Topic 4: Globalisation  
Topic 5: Transforming global inequality

Students undertake independent fieldwork on a local topic or issue of personal interest. The selected topic or issue should enable students to use a range of fieldwork techniques to collect primary data. The fieldwork report may be in multimodal, written and/or oral form. A written report should be a maximum of 2000 words; an oral report should be a maximum of 12 minutes; a report in multimodal form should be of equivalent length.

**Assessment:**  
a) School assessment (70%)  
Assessment Type 1:  
• Geographical skills and Applications (40%)  
Assessment Type 2:  
• Fieldwork report (30%)  
(b) External assessment (30%)  
Assessment Type 3:  
• Examination

**Cost:**  
Field trips are a compulsory part of this course and involve some expense (approximately \$100.00).

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## YEAR 10 HISTORY - THE MODERN WORLD AND AUSTRALIA

**Duration of Course:** Semester

**Course Description:**

This course involves a study of the history of the modern world and Australia from the 1930s until the present. The twentieth century became a critical period in Australia's social, cultural, economic and political development.

There are two compulsory areas of study:

- WWII – causes, major events with a focus on Australia's role, consequences, impact on the home front.
- Building Modern Australia – changes in social values, rights, and demographics of Australia in the 20th century.

**Optional area of study:**

The Globalising World – a study of how national and international technological, economic, and social developments have affected Australian culture since 1945.

**Assessment:**

Assessment will consist of a range of tasks which may include: Research work, orals, tests, essays, poster work, multimedia presentations and source analysis.

## YEAR 10 HISTORY MYSTERIES

**Duration of Course:** Semester

**Course Description:**

The nature of the History Mysteries course is one that caters for students who love History. Content will be negotiated with students.

Topics can include events from the ancient through to the modern world. There will be a combination of areas of study: teacher-lead and student directed topics.

**Assessment:**

Assessment will consist of a range of tasks including: Film analysis, seminar presentation, guided research task, source analysis, essay.

## STAGE 1 HISTORY A - COLD WAR AND REVOLUTION

**SACE Credits:** 10

**Prerequisites:** It is strongly recommended that students who are considering studying Stage 2 Modern History complete at least one semester of Stage 1 History.

**Duration of Course:** Semester 1

**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 end of the Cold War.
- Research on an area of interest.

B: The Russian Revolution

- Pre-revolutionary society
- The February Revolution
- The October Revolution

**Assessment:**

Assessment will consist of a wide variety of written exercises, research work, orals, essay writing and source analysis.



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## STAGE 1 HISTORY B - TERRORISM AND SOCIAL MOVEMENTS

**SACE Credits:** 10

**Prerequisites:** It is strongly recommended that students who are considering studying Stage 2 Modern History complete at least one semester of Stage 1 History.

**Duration of Course:** Semester 2

### 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: Social movements - a study of the selected social movements such as civil rights, environmental groups and the peace movement.

### Assessment:

Assessment will consist of a wide variety of written exercises, research work, orals, essay writing and source analysis.

## STAGE 2 HISTORY - MODERN

**SACE Credits:** 20

**Prerequisites:** Satisfactory Achievement in either Stage 1 History A or B

**Duration of Course:** Year

### Course Description:

Modern History has three major areas of study:

- Modern nations: A study of Germany between 1914 and 1945.
- The World since 1945: The Changing World Order.
- 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, source analysis and empathy pieces (50%)
- Essay - an individual inquiry on a topic of choice (20%)

External assessment (30%)

- Examination

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## STAGE 2 HISTORY - ANCIENT STUDIES

**SACE Credits:** 20

**Prerequisites:** Satisfactory Achievement in either Stage 1 History A or B. 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.

**Duration of Course:** Year

**Course Description:**

Ancient Studies has three major areas of study:

- Military conflict – a study of the Persian Wars.
- Literature – the Epic – a study of Homer’s Odyssey.
- Literature – Drama – a study of Sophocles’ Oedipus Rex.

**Assessment:**

There are three major components of assessment in this subject: School assessment (70%):

- Folio – skills and applications: – this will come from research, media reports, in class essays and orals (50%);
- Connections: – two tasks of either 2,000 words maximum or the equivalent in oral or multi-modal form (20%)

External assessment (30%):

- Inquiry – students select their own topic, produce an argumentative question and respond to it.

**Cost:**

Purchase of the book ‘The Odyssey’, approximately \$20.00.

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## STAGE 1 PHILOSOPHY

**SACE Credits:** 10  
**Duration of Course:** Semester

### Course Description:

This subject involves an investigation of questions about existence, knowledge and ethics. These questions will be explored through concepts including brains in vats, philosophical zombies and the nature and existence of God. There are no simple answers to big philosophical questions, enabling students to develop their capacity to be creative and independent critical thinkers with the ability to articulate and justify different philosophical positions.

The course consists of three key areas:

1. Ethics – a study of moral values
2. Epistemology – a study of knowledge and knowing
3. Metaphysics – a study of the nature of existence and reality
4. Logic - a study of the principles of reason

### Assessment:

The following assessment types will enable students to show their learning:

1. A folio
2. Issues analysis
3. Issues study

## STAGE 2 PHILOSOPHY

**SACE Credits:** 20  
**Prerequisites:** Satisfactory Achievement in Stage 1 Philosophy  
**Duration of Course:** Year

### Course Description:

This subject involves the rational investigation of questions about existence, knowledge and ethics, to which there are no simple answers. Investigation of these problems through the study of Philosophy requires skills of critical reasoning, developed through an understanding of reasoning and the foundations of argument analysis.

Philosophy promotes respect for intellectual integrity as a human value and develops students' skills to engage in philosophical argument. Students build their capacity to be creative and independent critical thinkers who can articulate and justify philosophical positions and argue reasoned action.

This course consists of two sections:

1. Philosophical Inquiry Skills – reasoning, critical analysis, problem-solving, and evaluation of arguments

2. Key areas of Philosophical Study
  - Ethics, the study of moral behaviour.
  - Epistemology, the study of knowledge and how we come to it.
  - Metaphysics, the study of the fundamental nature of reality.
  - Logic, a study of the principles of reason.

### Assessment:

1. School Assessment (70%)
  - Assessment Type 1: Argument Analysis (25%)
    - Students undertake two argument analysis assessments.
  - Assessment Type 2: Issues Analysis (45%)
    - Students undertake three issues analysis assessments – one for each key area
2. External Assessment.
  - Assessment Type 3: Issues Study (30%)
    - Students undertake one issues study.



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## STAGE 1 SOCIETY & CULTURE

**SACE Credits:** 10  
**Duration of Course:** Semester

### Course Description:

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 and discrimination.

### Assessment:

Assessment involves a range of four to six assessment tasks with two being class-based assignments, one a group activity and the final one an individual research assignment.

## STAGE 2 SOCIETY & CULTURE

**SACE Credits:** 20  
**Duration of Course:** Year

### Course Description:

Studies of Societies allows students to explore current social issues.

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 coursework assignments (50%), one group task (10%) and an oral presentation (10%).

External Assessment: One major individual investigative assignment (30%).

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## YEAR 10 'SHARK TANK'

**Duration of Course:** Semester

**Course Description:**

This subject is supported by University of Adelaide and students are encouraged to use creative and critical thinking, and their imagination in areas of innovation and entrepreneurship. The Shark Tank eSchool program is the ultimate guide to empowering students to become agents of change, where they can transform their own communities, have a real impact in the world, and build their own futures for tomorrow. Students are taken through a series of modules looking at problem definition, ideation, creating products, validation with feedback from consumers, marketing and pitching their product to a group of 'Sharks' like the TV program. This program is a Year 10 subject to connect Middle School and Senior School curriculum.

Students intending on doing Stage 1 Economics and/or Business Studies are highly encouraged to undertake this subject. There will also be emphasis on development of business and economics language and understandings.

**Assessment:**

Assessment will consist of a range of four major pieces with emphasis on business terminology and language. These pieces can be written, or multi modal and a significant part of the assessment will be the Shark Tank 'Pitch' (verbal presentation) with a business focus to a small panel. Students need to be able to critically reflect on their work to improve outcomes during the semester.

**Learning Intention:**

Students will work in teams to identify or generate a business idea. These ideas are typically born in response to existing problems (or anticipated future challenges), and students are given the opportunity to develop a solution (in the form of a product, service, or user experience), which addresses the identified problem or need, and this opportunity is presented via a sales pitch at the end of the program. Students will learn how to work in groups, refine thinking, use basic business language and present information to others.

## STAGE 1 BUSINESS INNOVATION

**SACE Credits:** 10

**Duration of Course:** Semester

**Course Description:**

In Stage 1 Business Innovation, students begin to develop the knowledge, skills and understandings to engage in business contexts in the modern world. In a time when design-led companies outperform other companies, students are immersed in the process of finding and solving customer problems or needs through design thinking and using assumption-based planning tools.

Students consider the opportunities and challenges associated with start-up and existing businesses in the modern, connected world. They consider how digital and emerging technologies may present opportunities to enhance business models and analyse the responsibilities and impacts of proposed business models on global and local communities.

**Assessment:**

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

- Start-up Proposal
- Consultancy Report
- Business Model Development

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## STAGE 1 ECONOMICS

**SACE Credits:** 10  
**Duration of Course:** Semester

**Course Description:**  
At Stage 1, students study the four economics concepts of scarcity, choice, opportunity cost, and the cause and effect of economic decisions. They apply their learning of these concepts to authentic economic contexts to develop their understanding of the economic principles that underpin decision-making.

Economics enables us to analyse how the entire economy works and which issues are affecting it, including allocation of resources, inflation, economic growth, and government policies. Economics helps us tackle the most important issues facing humanity today.

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

- Media Analysis Task
- Research Essay - Local Economic Project

## STAGE 2 BUSINESS INNOVATION

**SACE Credits:** 20  
**Prerequisites:** Stage 1 course with a C grade or better preferred  
**Duration of Course:** Year

**Course Description:**  
Business Innovation is structured around three key contexts; designing business, sustaining business and transforming business.

The learning contexts provide real world opportunities and environments in which students can develop, extend, and apply the skills, knowledge, understanding and capabilities required to add value to a wide range of businesses.

**Assessment:**  
School-based Assessment: (70%)

- Business Skills (40%)
- Business Model (30%)

External Assessment (30%)

- Business Plan and Pitch



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Languages ..... 50

Mathematics ..... 57

Media Studies ..... 93

Music.....70

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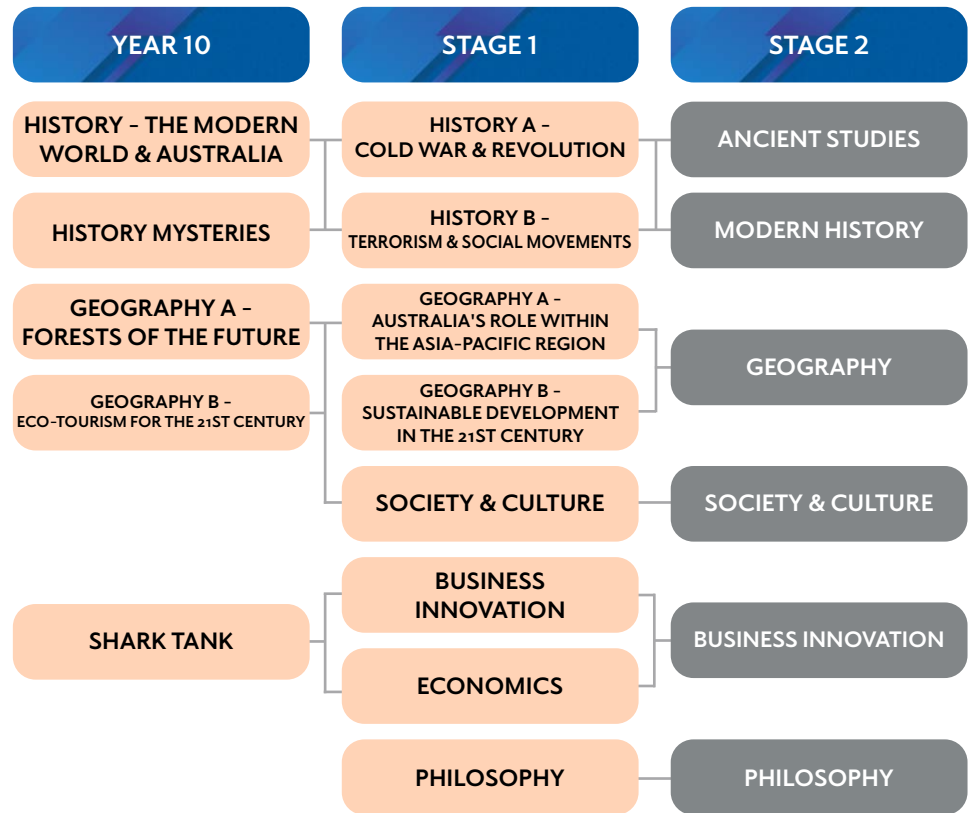
Science..... 75

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## HUMANITIES AND SOCIAL SCIENCES PATHWAY



FULL YEAR SUBJECT  
 SEMESTER BASED SUBJECT

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## YEAR 10 CHINESE (CONTINUERS) BEING A CHINESE AUTHOR

**Duration of Course:** Semester/Year

**Course Description:**

Students will learn to engage effectively in a globalized world and develop linguistic ability across the four macro skills - reading, writing, listening and speaking. Students will use ICT, concept-based learning and experience opportunities to have authentic engagement with local and overseas communities.

They will expand the range and nature of their learning experiences and of the contexts in which they communicate with others and be able to consider future pathways and prospects, including how Chinese may feature in these.

**Assessment:**

- Assessment Type 1: Role play – online shopping
- Assessment Type 2: Writing – feedback for a product (30-50 words)
- Assessment Type 3: Cultural reflection – doing business in China (500 words)
- Assessment Type 4: Video making – travelling a landmark in China (2-5 minutes)

**Learning Intention:**

Students will improve their skills in the four languages capabilities; writing, speaking, reading and listening.

Students will also develop the competent use of language within a variety of contexts and registers, appreciating how language is used as an expression of identity.

## YEAR 10 ITALIAN (CONTINUERS) BEING AN ITALIAN AUTHOR

**Duration of Course:** Semester/Year

**Course Description:**

Students use a range of everyday language in spoken and written Italian to exchange information about their personal, social and global worlds. They communicate thoughts and opinions and offer reasons for points of view and opinions. They give presentations and formulate and respond to a range of questions and create written texts and give detailed descriptions. Students produce bilingual texts and communicate their thoughts and consider social and cultural practices of Italians in Italy and in Australia. They are aware of the relationship between Italian and English and recognise that certain concepts cannot be translated from Italian to English.

**Assessment:**

Assessment will include oral tasks in Italian, written and comprehension texts, text analysis, a research assignment, and listening and responding tasks.

**Learning Intention:**

Students will demonstrate the skills and knowledge required to use and understand simple and commonly used expressions in Italian. Students will participate in tasks, such as interacting orally and in writing to exchange ideas, opinions, experiences, thoughts and feelings.

They will participate in shared activities through planning, negotiating, deciding, arranging and acting.

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## STAGE 1 CHINESE (CONTINUERS) A WORLD OF OPPORTUNITIES

**SACE Credits:** 20

**Duration of Course:** Year

**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:

- Assessment Type 1: Interaction (20%)
- Assessment Type 2: Text Production (20%)
- Assessment Type 3: Text Analysis (20%)
- Assessment Type 4: Investigation (40%)

**Learning Intention:**

Students will develop cognitive skills through analytical, critical, creative, and reflective thinking, as well as an understanding of how language is used as an expression of identity.

Students will apply their knowledge and understanding of their own and other languages and cultures to develop their intercultural communication skills.

## STAGE 1 CHINESE (BACKGROUND SPEAKERS) AMAZING CHINESE

**SACE Credits:** 20

**Duration of Course:** Year

**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 Type 1: Interaction (50%)
- Assessment Type 2: Text Production (25%)
- Assessment Type 3: Text Analysis (25%)

**Learning Intention:**

Students will develop the ability to effectively use Chinese to communicate with others and have deep understanding in the context and values.

They will have good understanding and appreciation of their own and other cultures. At the end of the year, students will have developed their analytical, creative and critical thinking in Chinese and have the potential to apply Chinese to work, further study, training or leisure.



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## 2024 ITALIAN IMMERSION EXPERIENCE

**Year Level:** Year 10 and Year 11

**Prerequisite:** Open to all students with or without previous language knowledge

**Length:** Semester 2

**Course Description:**

This course is designed for the beginning Italian language students or a future traveller that wants to get the most out of their trip to Italy.

It is ideal for students who are keen to ready themselves for our 2024 Italian immersion trip.

There are typical and most common scenarios that the beginning student or traveller will encounter on their trip to Italy. This course is designed to arm the student with knowledge that will be most relevant for their trip.

Students will be taught how to converse in the language, as well as how to navigate cultures. In this course, students will mainly learn to interact with others in the target language to share information, ideas, opinions, and experiences.

Learning languages has excellent benefits.

No number of guidebooks or online materials can replace the experience you will get when you can speak the language before you will meet the people of your host community.

It can positively impact students and make their journey painless and incredibly enjoyable. You do not even have to be an expert in the language; you just need to know enough to get by.

**Assessment:**

Role play, conversation with teacher, at the coffee shop/restaurant, PowerPoint presentation portraying Australia to Italian students.

All assessment tasks will be performed in basic Italian.

**Who this course is for:**

- It is geared for students wanting to travel to Italy primarily for vacation.
- This is an introductory course for those with zero or little language of Italian.
- Students that want to learn the basics of Italian to start communicating with their family or friends.
- Students with positive attitude and a desire for learning one of the world's most beautiful language!
- This course is NOT for students interested in learning grammar, verb tenses and more advanced topics.

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## STAGE 1 ITALIAN (BEGINNERS) LOOKING AT THE WORLD WITH DIFFERENT EYES

**SACE Credits:** 20  
**Duration of Course:** Year

### 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 two-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 target language. They develop and apply linguistic and intercultural knowledge, understanding, and skills.

### Assessment:

Each semester, the assessment task 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.

### Cost:

Bilingual dictionary, approximately \$27.00.

### Learning Intention:

Developing cognitive skills through analytical, critical, creative, and reflective thinking to understand how language is used as an expression of identity. Understand and create links between existing and new knowledge. Students apply their knowledge and understanding of their own and other languages and cultures to developing their intercultural communication skills.

## STAGE 1 ITALIAN (CONTINUERS) CITIZENS OF THE WORLD

**SACE Credits:** 20  
**Duration of Course:** Year

### Course Description:

Students continue to develop an understanding of Italian language and culture from a variety of text types and interactions. They will consolidate prior 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:

Each semester, the assessment task 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.

### Learning Intention:

Students will continue to develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to develop knowledge, awareness, and understanding of other languages and cultures in relation to their own. Students will reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language.

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## STAGE 2 CHINESE (CONTINUERS) OPENING DOORS TO YOUR FUTURE

**SACE Credits:** 20

**Duration of Course:** Year

### Course Description:

This course focuses on developing communication skills in Chinese (speaking, listening, reading & writing), developing an understanding of language as a system and enhancing intercultural understanding.

Within the set themes, topics and subtopics, students are given an opportunity to improve their communication skills, and their understanding of the language and the culture.

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

### Assessments:

Assessment Type 1: Folio (50%)

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

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: External Assessment – Examination (30%)

- Oral examination (10 to 15 minutes)
- 2-hour written examination

### Learning Intention:

Students will analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives. Students will also apply knowledge of Chinese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions.

Students will display a high level of cross-cultural competence.

## STAGE 2 CHINESE (BACKGROUND SPEAKERS) A MINDFUL GLOBAL CITIZEN

**SACE Credits:** 20

**Duration of Course:** Year

### Course Description:

Students will have the opportunity to develop and apply linguistic and intercultural knowledge, understanding, and skills to:

1. Interact with others to exchange information, ideas, opinions, and experiences in Chinese.
2. Create texts in Chinese to express information, feelings, ideas, and opinions.
3. Analyse texts that are in Chinese to interpret meaning.
4. Examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

### Assessment:

Assessment Type 1: Folio (50%)

- Interaction
- Text Production
- 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: External Examination (30%)

- Oral presentation:  
Section 1: Discussion  
The 2-hour written examination has three sections:  
Section 1: Listening and responding  
Section 2: Reading and responding  
Section 3: Writing in Chinese.

### Learning Intention:

Students will have a grounded understanding of Chinese as a system. They will be able to use Chinese as the main medium for communication to enable them to engage with creative thought and expression in Chinese in an increasingly complex range of social and cultural contexts. Students will be equipped with the potential to apply Chinese to work, further study, training or leisure.



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## STAGE 2 ITALIAN (BEGINNERS) A GLOBAL APPROACH TO LANGUAGE LEARNING

**SACE Credits:** 20  
**Duration of Course:** Year

**Course Description:**  
Students continue to 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 target language. They develop and apply linguistic and intercultural knowledge, understanding, and skills.

**Assessment:**  
School Assessment Folio – weighting (70%)

- Interaction (30%)
- Text production (20%)
- Text Analysis (20%)

External Assessment:  
Examination – weighting 30%  
The oral examination (10 to 15 minutes)  
Section 1: Conversation  
Section 2: Discussion  
The written examination has three sections (2-hour)  
Section 1: Listening and responding  
Section 2: Reading and responding  
Section 3: Writing in Italian

**Learning Intention:**

Students will analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives. Students will also apply knowledge of the Italian language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions. Students will display a high level of cross-cultural competence.

## STAGE 2 ITALIAN (CONTINUERS) HOLD THE FUTURE IN YOUR HANDS

**SACE Credits:** 20  
**Duration of Course:** Year

**Course Description:**  
The Year 12 Italian continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in Italian 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:**  
School Assessment (70%)  
Assessment Type 1: Folio – weighting 50%

- Interaction
- Text production
- Text Analysis

Assessment Type 2: In-depth Study – weighting 20%

- Oral presentation
- Written response in Italian
- English Reflection

External Assessment:  
Examination – weighting 30%  
The oral examination (10 to 15 minutes)

Section 1: Conversation  
Section 2: Discussion  
The written examination has three sections (2-hour)  
Section 1: Listening and responding  
Section 2: Reading and responding  
Section 3: Writing in Italian

**Learning Intention:**

Students will analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives. Students will also apply knowledge of the Italian language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions. Students will display a high level of cross-cultural competence.

Religious Education ..... 4

Business ..... 47

Child Studies..... 19

Creative Arts..... 91

Cross-Disciplinary Studies .....96

Dance .....64

Design & Technology.....7

Digital Technologies ..... 14

Drama/Musical..... 67

English ..... 23

Food Technologies ..... 16

Geography..... 40

History ..... 42

Health & Physical Education ...30

HPSP ..... 37

Information Processing & Publishing.....12

Languages .....50

Mathematics ..... 57

Media Studies ..... 93

Music.....70

Outdoor Education..... 34

Pastoral Care..... 3

Philosophy ..... 45

Society & Culture .....46

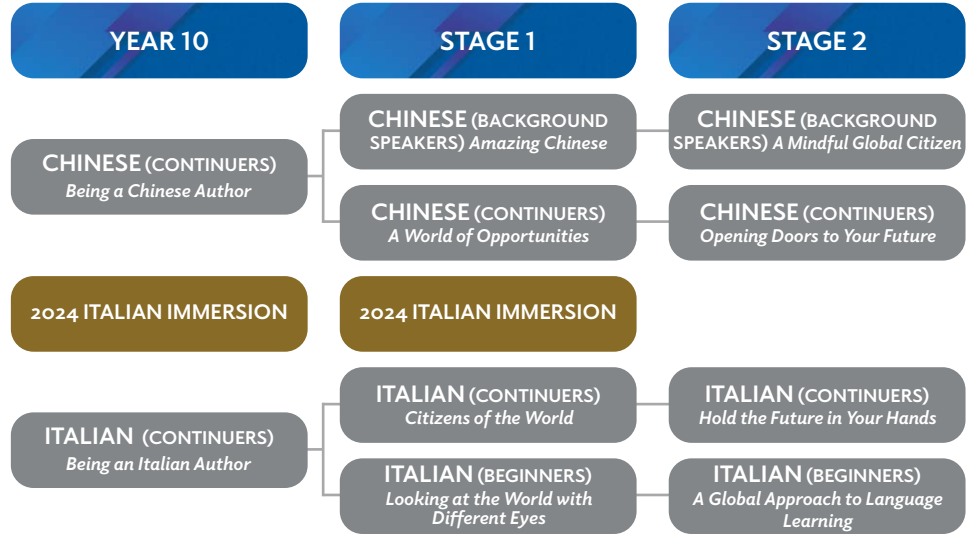
Science..... 75

Visual Art.....89

Vocational Education & Training (VET) ..... 101

Workplace Practices .....13

## LANGUAGES PATHWAY



FULL YEAR SUBJECT  
 SEMESTER BASED SUBJECT

Religious Education .....	4
Business .....	47
Child Studies.....	19
Creative Arts.....	91
Cross-Disciplinary Studies.....	96
Dance .....	64
Design & Technology.....	7
Digital Technologies .....	14
Drama/Musical.....	67
English .....	23
Food Technologies .....	16
Geography.....	40
History.....	42
Health & Physical Education ...	30
HPSP .....	37
Information Processing & Publishing.....	12
Languages .....	50
Mathematics .....	57
Media Studies .....	93
Music.....	70
Outdoor Education.....	34
Pastoral Care.....	3
Philosophy.....	45
Society & Culture .....	46
Science.....	75
Visual Art.....	89
Vocational Education & Training (VET) .....	101
Workplace Practices .....	13

## YEAR 10 ESSENTIAL MATHEMATICS (STAGE 1)

**Duration of Course:** 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.

This course is differentiated from Stage 1 Essential Mathematics taken by students in Year 11 in that it allows them more time to complete the semester course and achieve their Numeracy credits.

Students counselled into Essential Mathematics in Year 10 may take the full year, if necessary, to achieve their semester numeracy credit.

This is a terminating course in that students who complete Stage 1 Essential Mathematics in Year 10 are not recommended to continue with mathematics in future years.

Students apply their mathematics to diverse settings, including everyday calculations, financial management, measurement and geometry. 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.

Students will undertake the following topics:

- Calculations, time and ratio
- Earning and Spending
- Measurement

**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 (tests) and Mathematical Folios.

**Learning Intention:**

By the end of this course, students will have consolidated their numeracy skills and expanded their ability to reason and analyse mathematically.

## YEAR 10 GENERAL MATHEMATICS

**Duration of Course:** Year

**Course Description:**

There is a focus on understanding, fluency, problem-solving and reasoning across six content strands: Number, Algebra, Measurement, Space, Statistics and Probability.

- Pythagoras and trigonometry
- Scale and ratio
- Algebra
- Linear functions
- Data representation and interpretation
- Geometry

**Assessment:**

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

**Learning Intention:**

By the end of this course, students will have consolidated their numeracy skills and expanded their ability to reason and analyse mathematically. Students achieving a B or better may progress to Stage 1 General Mathematics in Year 11.



Religious Education .....	4
Business .....	47
Child Studies.....	19
Creative Arts.....	91
Cross-Disciplinary Studies.....	96
Dance .....	64
Design & Technology.....	7
Digital Technologies .....	14
Drama/Musical.....	67
English .....	23
Food Technologies .....	16
Geography.....	40
History.....	42
Health & Physical Education ...	30
HPSP .....	37
Information Processing & Publishing.....	12
Languages .....	50
Mathematics .....	57
Media Studies .....	93
Music.....	70
Outdoor Education.....	34
Pastoral Care.....	3
Philosophy.....	45
Society & Culture .....	46
Science.....	75
Visual Art.....	89
Vocational Education & Training (VET) .....	101
Workplace Practices .....	13

## YEAR 10 MATHEMATICAL METHODS

**Duration of Course:** Year

**Course Description:**

There is a focus on understanding, fluency, problem-solving and reasoning across six content strands: Number, Algebra, Measurement, Space, Statistics and Probability. Material from the Optional content (formerly 10A) under the Australian Curriculum will also be incorporated.

Students will undertake the following topics:

- Linear relationships
- Pythagoras and trigonometry
- Patterns and algebra
- Non-linear relationships
- Data representation and interpretation
- Chance

**Assessment:**

Assessment components each semester include Skills and Application Tasks (Tests and Examination) and Mathematical Investigations.

**Learning Intention:**

By the end of this course, students will have developed their computational and algebraic skills and expanded their ability to reason and analyse mathematically. Students achieving a B or better may progress to Stage 1 Mathematical Methods and Stage 1 Specialist Mathematics in Year 11.

## STAGE 1 ESSENTIAL MATHEMATICS

**SACE Credits:** 10 per semester

**Duration of Course:** 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.

**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 (tests) and Mathematical Folios.

**Learning Intention:**

By the end of this course students will have consolidated their numeracy skills and expanded their ability to reason and analyse mathematically. Successful completion of this course to a minimum B standard will lead students into Stage 2 Essential Mathematics.

# MATHEMATICS

Religious Education .....	4
Business .....	47
Child Studies.....	19
Creative Arts.....	91
Cross-Disciplinary Studies.....	96
Dance .....	64
Design & Technology.....	7
Digital Technologies .....	14
Drama/Musical.....	67
English .....	23
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Health & Physical Education ...	30
HPSP .....	37
Information Processing & Publishing.....	12
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Pastoral Care.....	3
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Science.....	75
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Vocational Education & Training (VET) .....	101
Workplace Practices .....	13

## STAGE 1 GENERAL MATHEMATICS

**SACE Credits:** 10 per semester  
**Duration of Course:** Year

### Course Description:

Students extend their mathematical skills in ways that apply to practical problem-solving and mathematical modelling in everyday contexts. A problem-based approach is integral to the development of mathematical skills and the associated key ideas in this subject.

Topics studied cover a range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear functions, and discrete modelling using networks and matrices.

Students will undertake the following topics:

- Measurement
- Applications of trigonometry
- Statistical investigation
- Investing and borrowing
- Matrices and networks
- Linear and exponential functions and their graphs

### 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 Skills and Application Tasks (tests) (65%) and Mathematical Investigations (35%).

### Learning Intention:

By the end of this course students will have consolidated their computational and algebraic skills and expanded their ability to reason and analyse mathematically. Successful completion of this course will lead students into Stage 2 Essential Mathematics or Stage 2 General Mathematics.

## STAGE 1 MATHEMATICAL METHODS

**SACE Credits:** 10 per semester  
**Duration of Course:** 2 semesters

### Course Description:

Mathematics at Stage 1 builds on the mathematical knowledge, understanding, and skills that students have developed in Number and Algebra, Measurement and Geometry, and Statistics and Probability during Year 10.

Stage 1 Mathematics is organised into topics that broaden students' mathematical experience and provide a variety of contexts for incorporating mathematical arguments and problem-solving. The topics provide a blending of algebraic and geometric thinking. In this subject there is a progression of content, applications, and level of sophistication and abstraction.

Students will undertake the following topics:

- Functions and graphs
- Polynomials
- Trigonometry
- Counting and statistics
- Growth and decay
- Introduction to differential calculus

### Assessment:

Stage 1 Mathematical Methods 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 (tests) (75%) and Mathematical Investigations (25%).

### Learning Intention:

By the end of this course, students will have consolidated their computational and algebraic skills and expanded their ability to reason and analyse mathematically. Successful completion of this course will lead students into Stage 2 Mathematical Methods.

# MATHEMATICS

Religious Education .....	4
Business .....	47
Child Studies.....	19
Creative Arts.....	91
Cross-Disciplinary Studies.....	96
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Design & Technology.....	7
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Workplace Practices .....	13

## STAGE 1 SPECIALIST MATHEMATICS

**SACE Credits:** 10 per semester

**Prerequisites:** Successful completion of the Year 10 curriculum, with an A grade. Students must have studied or be concurrently studying Stage 1 Mathematical Methods.

**Duration of Course:** Semester 1 / full year

### Course Description:

Specialist Mathematics 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. 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.

Students will undertake the following topics:

- Arithmetic and geometric sequences and series
- Geometry
- Vectors
- Trigonometry
- Matrices
- Real and complex numbers

### Assessment:

Specialist 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 (tests) and Mathematical Investigations.

### Learning Intention:

By the end of this course, students will have consolidated their computational and algebraic skills and expanded their ability to reason and analyse mathematically. Successful completion of this course will lead students into Stage 2 Specialist Mathematics.

## STAGE 2 ESSENTIAL MATHEMATICS

**SACE Credits:** 20

**Prerequisites:** Satisfactory achievement in Stage 1 Essential Mathematics with a minimum B grade or enrolment in Stage 1 General Mathematics or Stage 1 Mathematical Methods.

**Duration of Course:** 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.

Students will undertake the following topics:

- Scales, plans and models
- Measurement
- Business applications
- Statistics
- Investments and loans

### Assessment:

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

### Cost:

An optional online Essential Mathematics Revision Guide may be purchased for \$30.00.

### Learning Intention:

By the end of this course, students will be able to apply different mathematical concepts to practical problem solving. Successful completion of this course prepares students for a career in trades, administration or retail but can also be used to achieve an ATAR for tertiary study that does not require higher mathematical knowledge.



# MATHEMATICS

Religious Education .....	4
Business .....	47
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History .....	42
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HPSP .....	37
Information Processing & Publishing.....	12
Languages .....	50
Mathematics .....	57
Media Studies .....	93
Music.....	70
Outdoor Education.....	34
Pastoral Care.....	3
Philosophy .....	45
Society & Culture .....	46
Science.....	75
Visual Art.....	89
Vocational Education & Training (VET) .....	101
Workplace Practices .....	13

## STAGE 2 GENERAL MATHEMATICS

**SACE Credits:** 20

**Prerequisites:** Satisfactory achievement in Stage 1 General Mathematics with a minimum B grade or enrolment in Stage 1 Mathematical Methods.

**Duration of Course:** 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.

Students will undertake the following topics:

- Modelling with linear relationships
- Modelling with matrices
- Financial models
- Discrete models
- Statistical models

**Assessment:**

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

**Cost:**

An optional online General Mathematics Revision Guide may be purchased for \$30.00.

**Learning Intention:**

By the end of this course, students will be able to apply different mathematical concepts to practical problem solving. Successful completion of this course prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

## STAGE 2 MATHEMATICAL METHODS

**SACE Credits:** 20

**Prerequisites:** Successful completion of Stage 1 Mathematical Methods with a minimum B grade.

**Duration of Course:** 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.

Students will undertake the following topics:

- Further differentiation and applications
- Discrete random variables
- Integral Calculus
- Logarithmic Functions
- Continuous random variables and the normal distribution
- Sampling and confidence intervals

**Assessment:**

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

**Cost:**

An optional online Mathematical Methods Revision Guide may be purchased for \$30.00.

**Learning Intention:**

By the end of this course, students will be proficient in a range of abstract and analytical mathematical skills. Successful completion of this course prepares students for entry to tertiary courses requiring a background in mathematics.

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Business .....	47
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Cross-Disciplinary Studies.....	96
Dance .....	64
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Digital Technologies .....	14
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Food Technologies .....	16
Geography.....	40
History.....	42
Health & Physical Education ...	30
HPSP .....	37
Information Processing & Publishing.....	12
Languages .....	50
Mathematics .....	57
Media Studies .....	93
Music.....	70
Outdoor Education.....	34
Pastoral Care.....	3
Philosophy.....	45
Society & Culture .....	46
Science.....	75
Visual Art.....	89
Vocational Education & Training (VET) .....	101
Workplace Practices .....	13

## STAGE 2 SPECIALIST MATHEMATICS

**SACE Credits:** 20

**Prerequisites:** Successful achievement in Stage 1 Specialist Mathematics A & B with a minimum B grade. Students must have studied or be concurrently studying Stage 2 Mathematical Methods.

**Duration of Course:** 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.

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.

Stage 2 Specialist Mathematics consists of the students will undertake the following topics:

- Mathematical induction
- Complex numbers
- Functions and sketching graphs
- Vectors in three dimensions
- Integration techniques and applications
- Rates of change and differential equations

**Assessment:**

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

**Cost:**

An optional online Specialist Mathematics Revision Guide may be purchased for \$30.00.

**Learning Intention:**

By the end of this course students will be proficient in a range of abstract and analytical mathematical skills. Successful completion of this course prepares students for entry to tertiary courses requiring a specialized background in mathematics such as engineering, physics and mathematical degrees.

Religious Education ..... 4

Business ..... 47

Child Studies..... 19

Creative Arts..... 91

Cross-Disciplinary Studies.....96

Dance .....64

Design & Technology..... 7

Digital Technologies ..... 14

Drama/Musical..... 67

English ..... 23

Food Technologies ..... 16

Geography..... 40

History ..... 42

Health & Physical Education ...30

HPSP ..... 37

Information Processing & Publishing.....12

Languages ..... 50

Mathematics ..... 57

Media Studies ..... 93

Music.....70

Outdoor Education..... 34

Pastoral Care..... 3

Philosophy ..... 45

Society & Culture .....46

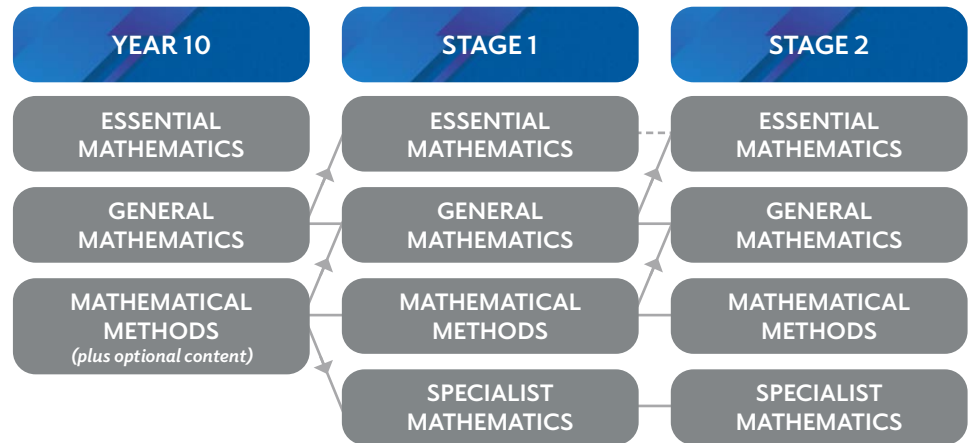
Science..... 75

Visual Art.....89

Vocational Education & Training (VET) ..... 101

Workplace Practices .....13

## MATHEMATICS PATHWAY



All students in Mathematics from Year 10 are required to have a CASIO graphics calculator. The current model for 2024 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.

 FULL YEAR SUBJECT  
 SEMESTER BASED SUBJECT



Religious Education .....	4
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Child Studies.....	19
Creative Arts.....	91
Cross-Disciplinary Studies.....	96
Dance .....	64
Design & Technology.....	7
Digital Technologies .....	14
Drama/Musical.....	67
English .....	23
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HPSP .....	37
Information Processing & Publishing.....	12
Languages .....	50
Mathematics .....	57
Media Studies .....	93
Music.....	70
Outdoor Education.....	34
Pastoral Care.....	3
Philosophy.....	45
Society & Culture .....	46
Science.....	75
Visual Art.....	89
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## YEAR 10 DANCE A - BECOMING THE CHOREOGRAPHER

**Duration of Course:** Semester 1

**Course Description:**

This course allows the student to become 'the choreographer' to further increase their understanding in a chosen dance style/genre. The course will begin with choreographic workshops and skills tasks which will enable students to understand the processes of creating a composition piece for stage and screen. By learning the skills of set choreography and improvisational techniques, students will gain valuable tools of how to successfully incorporate phrase work, gestures and transitions through musicality and rhythm changes.

**Assessment:**

This course is broken up into five assessment pieces:

- Choreography for stage: Students will be required to create a choreography in their chosen genre to present to an audience.
- Choreography Video: 2 minute dance film which incorporates cinematic enhancement to convey an emotion or theme.
- Class participation/Composition workshops
- Choreography Folio: Multimodal folio of the choreographic journey

- Artist Analysis: Written pieces exploring a choreographer/ dancer of choice in your chosen dance style to gain further understanding of the genre. The course requires active participation in all class and group choreographies and skills tasks.

**Learning Intention:**

By the end of this course, students will have extended their fundamental movement skills of style-specific movement and increased their awareness of the body. They will have developed a greater understanding of space, time, dynamics and relationships to create choreographic intentions. This subject prepares students for Stage 1 and 2 Dance.

## YEAR 10 DANCE B - PERFORMANCE

**Duration of Course:** Semester 2

**Course Description:**

The goal of this course is to prepare students for an end of year showcase which will be presented to family and friends. Throughout the semester, students will learn multiple choreographies in various styles and genres which will convey a story (chosen at the beginning of the term). They will also be required to create a short composition piece individually or in pairs which will be embedded into the performance.

**Assessment:**

This course is broken up into five assessment pieces:

- Performance: Students will be required to perform for a minimum of seven minutes and showcase technical skills in two chosen dance styles.
- Choreography: Students will be required to create a 1-2-minute choreography in their chosen genre.

- Performance Folio: Multimodal evidence of their learning throughout the term with particular focus on dance technique and anatomy.
- Class participation/performance preparation
- Artist Analysis: Written pieces exploring a dance company which explores the integrating of dance and technology.

**Learning Intention:**

By the end of this course, students will have extended their technical skills, confidence, accuracy, projection and clarity of movement. They will have developed a greater understanding of how to portray emotion through dance to convey a story through multiple dance genres. Students will also extend their performance knowledge and work safely in groups. This subject prepares students for Stage 1 and 2 Dance.

**Cost:**

Performance at the Sir Robert Helpmann Theatre (approximately \$15.00) for performance.

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Creative Arts.....	91
Cross-Disciplinary Studies.....	96
Dance .....	64
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Drama/Musical.....	67
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Languages .....	50
Mathematics .....	57
Media Studies .....	93
Music.....	70
Outdoor Education.....	34
Pastoral Care.....	3
Philosophy.....	45
Society & Culture .....	46
Science.....	75
Visual Art.....	89
Vocational Education & Training (VET) .....	101
Workplace Practices .....	13

## STAGE 1 DANCE A & B

**SACE Credits:** 10 per semester or 20 per year  
**Duration of Course:** Semester / year

### Course Description:

Stage 1 Dance offers multiple opportunities for the development of students' creativity, self-discipline, personal identity, and confidence. This is achieved through the three assessment types which gives students the tools to problem solve and encourage collaboration gaining skills, knowledge and understanding, and the development of aesthetic awareness. Students will be given the opportunity to perform to a live audience and showcase their own and class choreographies to family and friends. Attendance around performance time is critical as there will be a variety of dances which will include multiple performers with group and partner work.

### Assessment:

Throughout the course, students will demonstrate their knowledge and understanding of dance through the three major assessment tasks.

These include:

**Assessment Type 1: Skills Development**  
Students will undertake at least one skills development task for 10 credit and two skills development tasks for 20 credits.  
This task is designed for students to demonstrate their learning through a multimodal form using annotated recording to show evidence of an area of choice (negotiated with teacher). These could include: the body, dance skills, dance elements, structural devices, production elements or safe dance practice.

**Assessment Type 2: Creative Exploration**  
Students will undertake at least one skills development task for 10 credit and two skills development tasks for 20 credits.  
Students will be required to perform in a dance production at the Sir Robert Helpmann Theatre in front of a live audience. To contribute to the performance, students will work collaboratively or individually to create composition of at least two minutes. Students are required to demonstrate their knowledge and understanding in at least two dance genres; and perform in solo/duo and small or large group.

**Assessment Type 3: Dance Context**  
Students will undertake at least one skills development task for 10 credits and two skills development tasks for 20 credits.  
This task enables students to investigate dance practice and performance from specific cultures, historical periods or traditions, including for example indigenous contexts, to analyse the function of dance in that context.

### Cost:

As part of the course students may be provided with the opportunity to engage with elite level dancers and choreographers. This includes travel to Adelaide and Interstate to compete and participate in workshops or various styles of dance. This will incur a minimum cost of \$200.00 (final amount to be advised).

To enhance students and assist with their Assessment Type 2, students will also be given the opportunity to attend in school excursions to The Nourish Nook to participate in Reformer Pilates classes with their teacher to aid with recovery and body awareness.

### Learning Intention:

By the end of this course, students will have gained a deeper understanding of how to construct a composition that conveys an emotion or story. They will have developed their performance skills (through multiple genres) as well as their ability to construct an in-depth study of dance and choreographies from specific cultures. This subject prepares students to study Stage 2 Dance.

Religious Education .....	4
Business .....	47
Child Studies.....	19
Creative Arts.....	91
Cross-Disciplinary Studies.....	96
Dance .....	64
Design & Technology.....	7
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## STAGE 2 DANCE

**SACE Credits:** 20  
**Duration of Course:** Year

**Course Description:**  
Stage 2 Dance provides various avenues for students to foster their creativity, self-discipline, personal identity, and confidence. These objectives are accomplished through three assessment formats that equip students with problem-solving skills, promote collaboration, and facilitate the acquisition of skills, knowledge, understanding, and aesthetic awareness. Students will have the chance to showcase their own choreographies as well as those created by their classmates to a live audience comprised of family and friends. Attending these performances is crucial since they encompass a diverse range of dances involving multiple performers.

**Assessment:**  
Throughout the course, students will demonstrate their knowledge and understanding of dance through the three major assessment tasks.

**Assessment Type 1: Performance Portfolio**  
Students present a performance portfolio of one or more recorded full-length performance or production works for a live audience totalling a maximum of 10 minutes. Performances may be solo or as part of a duo, trio, small or larger group, performance at the Sir Robert Helpmann Theatre.

**Assessment Type 2: Dance Context**  
Students complete two tasks:

- Recording – one or two recorded performances that demonstrate choreographic intent for stage or screen
- Choreographic analysis – one or two written, oral, or multimodal choreographic analyses.

**Assessment Type 3: Skills Development Portfolio**  
Students complete a skills development folio. The portfolio should be approximately 2000 words or 12 minutes multimodal equivalent and must include some recorded or photographic evidence of the student's development as a dance artist collected throughout the year.

**Cost:**  
As part of the course, students may be provided with the opportunity to engage with elite level dancers and choreographers. This includes travel to Adelaide and interstate to compete and participate in workshops or various styles of dance. This will incur a minimum cost of \$200.00 (final amount to be advised). To enhance students and assist with their Assessment Type 3, students will also be given the opportunity to attend in school excursions to The Nourish Nook to participate in Reformer Pilates classes with their teacher to aid with recovery and body awareness.

**Learning Intention:**  
By the end of this course, students will be prepared to study Dance at a tertiary level.



# PERFORMING ARTS

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## YEAR 10 DRAMA A - THE WORLD OF THEATRE

**Duration of Course:** Semester 1

**Course Description:**

What do you know about the world of theatre? Through class workshops and investigation, students undertake a focus on theatre makers and practitioners from around the world; their acting techniques, and how these can be applied within our own context. This includes Constantin Stanislavski's realism style in preparation for Stage 1 and Stage 2 productions. Students will also continue to develop their ability to respond to theatre and develop their own production company within the class environment.

The class will then prepare and present a group production, in which students may have an onstage or offstage role.

**Assessment:**

Assessment is based on each student's contribution to class activities, their contribution to the ensemble in performance, on textual analysis and reflection, understanding of theatrical terminology and on simple design techniques. This will be achieved through participation in class workshops, an investigation task, a journal, the group performance, and self-evaluation.

**Cost:**

Excursion to State Theatre performance at Sir Robert Helpmann Theatre (approximately \$15.00).

**Learning Intention:**

By the end of this course, students will understand the contribution of theatre practitioners from around the world to drama. They will have developed their performance and/or design skills (on or offstage). This subject prepares students for Stage 1 and 2 Drama.

## YEAR 10 DRAMA B - BUILDING THEATRE

**Duration of Course:** Semester 2

**Course Description:**

Students will learn about contemporary Australian theatre and theatrical innovators, with a focus on how young people's issues and stories are presented on stage. Through class workshops and investigation, students will collaborate to create and present an original piece of theatre created from a starting point of their choice. To achieve this, students will develop their own production company within the class environment. They can also work on offstage roles of theatre production, such as sound, lighting, set design, costume design, hair and makeup design, and publicity and promotions for the major performance piece.

**Assessment:**

Assessment is based on each student's contribution to class dramatic activities, the contribution made to the ensemble in performance, on textual analysis and reflection, understanding of theatrical terminology and on simple design techniques. This will be achieved through participation in class workshops, journal, the group performance, and self-evaluation.

**Learning Intention:**

By the end of this course, students will understand the theatre making process. They will have developed their performance and/or design skills (on or offstage). This subject prepares students for Stage 1 and 2 Drama.

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## YEAR 10 CREATIVE ARTS - MUSICAL

**Duration of Course:** Semester 2

**Course Description:**

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 onstage performance (eg makeup and hair, costuming, music pit orchestra, set design, publicity/promotion, lighting/sound). Students work with both Drama and Music specialist staff on a musical script to be publicly performed at The Sir Robert Helpmann Theatre. Once cast, students must commit to class attendance and some out of hours rehearsals leading up to the performance.

**Assessment:**

Based on each student's contribution to class activities, their contribution to the ensemble in performance, on textual analysis and reflection, and on understanding of theatrical/musical terminology.

**Learning Intention:**

By the end of this course, students will understand the theatre making process. They will have developed their performance and/or design skills (on or offstage). This subject leads well into Stage 1 and 2 Drama.

## STAGE 1 CREATIVE ARTS - MUSICAL

**SACE Credits:** 10

**Duration of Course:** Semester 2

**Course Description:**

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 onstage performance (eg makeup and 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 Sir Robert Helpmann Theatre. Once cast, students must commit to class attendance and some out of hours rehearsals leading up to the performance.

**Assessment:**

Assessment is based on each student's contribution to class activities, their contribution to the ensemble in performance, on textual analysis and reflection, and on understanding of theatrical/musical terminology. Students will develop and present one Creative Arts product (the musical production itself), undertake one inquiry, and one skills assessment.

**Additional Information:**

This subject is still available to students who were enrolled in Creative Arts - Musical in 2023 at a Year 10 level. They will earn 10 Stage 1 SACE credits in Year 11.

**Learning Intention:**

By the end of this course, students will understand the theatre making process. They will have developed their performance and/or design skills (on or offstage). This subject leads well into Stage 2 Drama.

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## STAGE 1 DRAMA A & B

**SACE Credits:** 10 - Semester 1 /  
20 - Semester 1 & 2  
**Duration of Course:** Semester/Year

### Course Description:

Students attend a camp to Adelaide during the Adelaide Festival. They view several performances and complete a reflection. Students find a specific focus area and draw links between the performances to engage further in their personal stagecraft area of interest. Students explore a professional script and apply technology to engage the audience more effectively. The class will prepare a group production where students adopt an onstage or offstage role. It is recommended that students possess a sincere interest in dramatic theory and practice, as well as a willingness to participate in practical activities. Attendance at class during ensemble time is critical.

### Assessment:

Assessment is based on each student's contribution to class activities, their contribution to the ensemble in performance, on textual analysis and reflection, understanding of theatrical terminology and on simple design techniques.

This will be achieved through the assessment areas of Performance (30%), Responding to Drama (30%), and Creative Synthesis (40%).

### Cost:

The cost for the camp includes transport, performance tickets to several professional productions, most meals and accommodation in Adelaide. Approximately \$250.00 which will be invoiced. Excursion to State Theatre performance at Sir Robert Helpmann Theatre in Term 2 will be approximately \$15.00.

### Learning Intention:

By the end of this course, students will more thoroughly understand the theatre making process. They will have developed their performance and/or design skills (on or offstage) as well as their ability to respond to theatre. This subject prepares students to study Stage 2 Drama.

### Additional Information:

Students will also attend Stage 2 preparations for assessment in Term 2, Week 6 to see what is required if they choose to continue Drama in Year 12.

## STAGE 2 DRAMA

**SACE Credits:** 20  
**Prerequisites:** Stage 1 Drama or via interview with Drama teachers  
**Duration of Course:** Year

### Course Description:

Students attend a camp to Adelaide during the Adelaide Festival. They view several performances and complete a reflection. They are led by the teacher to develop a group production. This assessment is performed publicly at Wehl Street Theatre. Students will form small groups to independently devise a dramatic work or products in an area of interest. This is now the externally assessed work. It is recommended that students possess a sincere interest in dramatic theory and practice, as well as a willingness to participate in practical activities. Attendance at class during ensemble time is critical.

### Assessment:

Assessment is based on each student's contribution to class activities, their contribution to the ensemble in performance, on textual analysis and reflection, understanding of theatrical terminology and on design techniques.

School assessment (70%)

- Assessment Type 1: Group Production (40%)
- Assessment Type 2: Evaluation and Creativity (30%)

External assessment (30%)

- Assessment Type 3: Creative Presentation (30%)

### Cost:

The cost for the camp includes transport, performance tickets to several professional productions, most meals and accommodation in Adelaide. Approximately \$250.00 which will be invoiced to your school fees account. Excursion to State Theatre performance at Sir Robert Helpmann Theatre in Term 2 will be approximately \$15.00.

### Learning Intention:

By the end of this course, students will be prepared to study Drama at a tertiary level.

### Special Considerations:

Students must commit to being present throughout both semesters and will be expected to commit to school break, weekend and Term 1 holiday classes (as negotiated) as performance nears. This includes extended family holiday exemptions.



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## YEAR 10 MUSIC

**Prerequisites:** Successful completion of Year 9 Music or by audition/interview for students new to this subject.

**Duration of Course:** Year

**Course Description:**

Year 10 Music is designed to allow students to further extend, explore and foster their musical skills through Composing, Musicianship, Performance and Ensemble work. Students are also given the opportunity to create their own musical pathways through individually designed and driven projects. It is preferable for students to be currently receiving (or willingness to commence) individual or ensemble music tuition. Students are encouraged to be involved in our extra-curricular music program.

**Assessment:**

- Individual Music Project
- Music Appreciation
- Musicianship Tasks (Theory, Aural and Analysis)
- Arranging and Compositions
- Ensemble Tasks

**Cost:**

Instrumental Tuition

**Learning Intention:**

By the end of this course, students will have developed practices and skills through creating and making, exploring and responding as well as performance skills. This subject can lead into two Year 11 Music Subjects (Music Advanced or Music Experience) as well as supporting their understanding of music in practical areas.

## STAGE 1 MUSIC EXPERIENCE

**SACE Credits:** 20

**Prerequisites:** Successful completion of Year 10 Music or by audition/interview for students new to this subject.

**Duration of Course:** Year

**Course Description:**

Music Experience is designed for students with emerging musical skills and provides opportunities for them to develop their musical understanding and skills in creating and responding to music. Students will engage in creating musical works, use music technology, perform music in solo or ensemble settings, and interpret musical works using music terminology to reflect upon the music of others.

**Assessment:**

Students provide evidence of their learning through seven assessments that may be designed to incorporate students' musical interests and strengths. Students undertake at least three creative works and at least two musical literacy tasks.

**Cost:**

Instrumental Tuition

**Learning Intention:**

By the end of the course, students will have engaged in practical music experiences that excite and teach students about music. The course provides a pathway into Stage 2 Music Explorations as well as supporting music making individually or in ensembles.

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## STAGE 1 MUSIC ADVANCED

**SACE Credits:** 20

**Prerequisites:** Successful completion of Year 10 Music or by audition/interview for students new to this subject.

**Duration of Course:** Year

**Course Description:**

Music Advanced is designed to extend students' existing musical understanding and skills in creating and responding to music. Students will engage in the creation, presentation, and appreciation of music relating to their particular instrument through public performances. They will have opportunities to display their theoretical and creative skill through compositions/arrangements and they will continue to develop musical literacy skills, analyse, and interpret musical works and styles. Aural and theory skills will be developed and practically applied with tasks using musical notation.

**Assessment:**

Students provide evidence of their learning through seven assessments that may be designed to incorporate students' musical interests and strengths. Students undertake at least three creative works and at least two musical literacy tasks.

**Cost:**

Individual instrumental / vocal lessons. (N/A if students specialise in composition.)

**Learning Intention:**

By the end of the course, students will have created music, performed music and responded to music whilst developing their music literacy and ability to respond to a varied range of musical styles. Students who participate in this course have the opportunity to study either Stage 2 Music Studies or Stage 2 Music Explorations. This course provides a pathway to continuing to study music at a tertiary level.

## STAGE 2 MUSIC EXPLORATIONS

**SACE Credits:** 20

**Prerequisites:** Any Stage 1 Music course or by interview for new students.

**Duration of Course:** Year

**Course Description:**

Music Explorations emphasises learning through exploring and experimenting with music. Through exploration of musical styles and influences, the elements of music, and how music is made, students process and synthesise the key learning that has taken place. This subject is flexible in its design, allowing options to explore performing, composing, arranging and explore the use of music technology. Through practical application of their understanding of musical elements, students learn to analyse and deconstruct music, manipulate sound and create musical works that express their ideas and emotions.

**Assessment:**

Students provide evidence of their learning through five assessments designed in conjunction with the cohort to incorporate students' musical interests and strengths (including the external assessment); Musical Literacy (30%), Explorations (40%), and External Creative Connections (30%).

**Learning Intention:**

By the end of the course, students will have applied their knowledge and understanding of musical literacy to assessments that have a common link. The student will have developed skills in presenting music, composing, and describing music. The final assessment task integrates skills from the year's learning. Students may use these skills to apply for tertiary courses where a focus is on Music / The Arts.

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## STAGE 2 MUSIC STUDIES

**SACE Credits:** 20

**Prerequisite:** Stage 1 Music Advanced or by interview for new students

**Duration of Course:** Year

**Course Description:**

Music Studies aims to develop a complete musician: performer and/or composer/arranger, musicologist, and critic. Students apply their knowledge and understanding of the elements of music, and musical conventions and styles, to develop and refine their musical works, and their own ideas and appreciation of music.

**Assessment:**

The assessments are designed in conjunction with the cohort to incorporate students' musical interests and strengths. Students provide evidence of their learning through five assessments (including the external assessment); Creative Works (40%), Musical Literacy (30%) and External Examination (30%).

**Learning Intention:**

By the end of the course, students will have developed and extended their understanding of music theory and standard notation, score-reading, aural skills and application of technical language in discussing and manipulating the elements of music. Students will have composed or arranged music, performed musical works and evaluated their own and others' creative works. Students may use these skills to apply for tertiary courses where a focus is on music/the arts.

## STAGE 2 MUSIC PERFORMANCE SOLO

**SACE Credits:** 10

**Prerequisites:** Stage 1 Music or a minimum of three years experience on an instrument/voice, or by interview for new students.

**Duration of Course:** Year

**Course Description:**

Students develop and extend their practical music-making skills through performing works for instrument(s) and/or voice. They apply their musical understanding, skills, technique, and accuracy in refining and performing music, and in developing stage presence and skills in engaging an audience. Students analyse their chosen repertoire, and critique strategies to develop their performances, and reflect on, and evaluate, their performances as a soloist.

They apply their knowledge and understanding of the style, structure, and conventions appropriate to their chosen repertoire, in crafting their musical performances, developing their musical imagination, and in communicating their own ideas and appreciation of music.

**Assessment:**

Students provide evidence of their learning through four assessments (including the external assessment); Performance (30%), Performance & Discussion (40%) and External Performance Portfolio (30%).

**Cost:**

Weekly individual instrumental / vocal lessons.

**Learning Intention:**

By the end of the course, students will have developed their performance skills on their instrument/voice and developed skills in being a performer. Students may use these skills to apply for tertiary courses where a focus is on music/the arts, becoming a member of a community music ensemble, performance group/performing arts society.



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## STAGE 2 MUSIC PERFORMANCE ENSEMBLE

**SACE Credits:** 10

**Prerequisites:** A minimum of three years experience on an instrument or voice and involvement in ensemble/s, or by interview for new students.

**Duration of Course:** Year

**Course Description:**

Students develop and extend their practical music-making skills through performing works in an ensemble. They apply their musical understanding, skills, and techniques in refining and performing music. Students analyse their repertoire, and critique strategies to rehearse and develop their performances, and contribute and collaborate as effective members of an ensemble. They apply their knowledge and understanding of the style, structure, and conventions appropriate to the repertoire, in developing and refining their musical performances, developing their musical imagination, and in communicating their own ideas and appreciation of music.

Students may use school based music ensembles or community music ensembles to be assessed within (to be negotiated with teacher).

**Assessment:**

Students provide evidence of their learning through four assessments (including the external assessment);

Performance (30%),

Performance & Discussion (40%)

External Performance Portfolio (30%).

**Cost:**

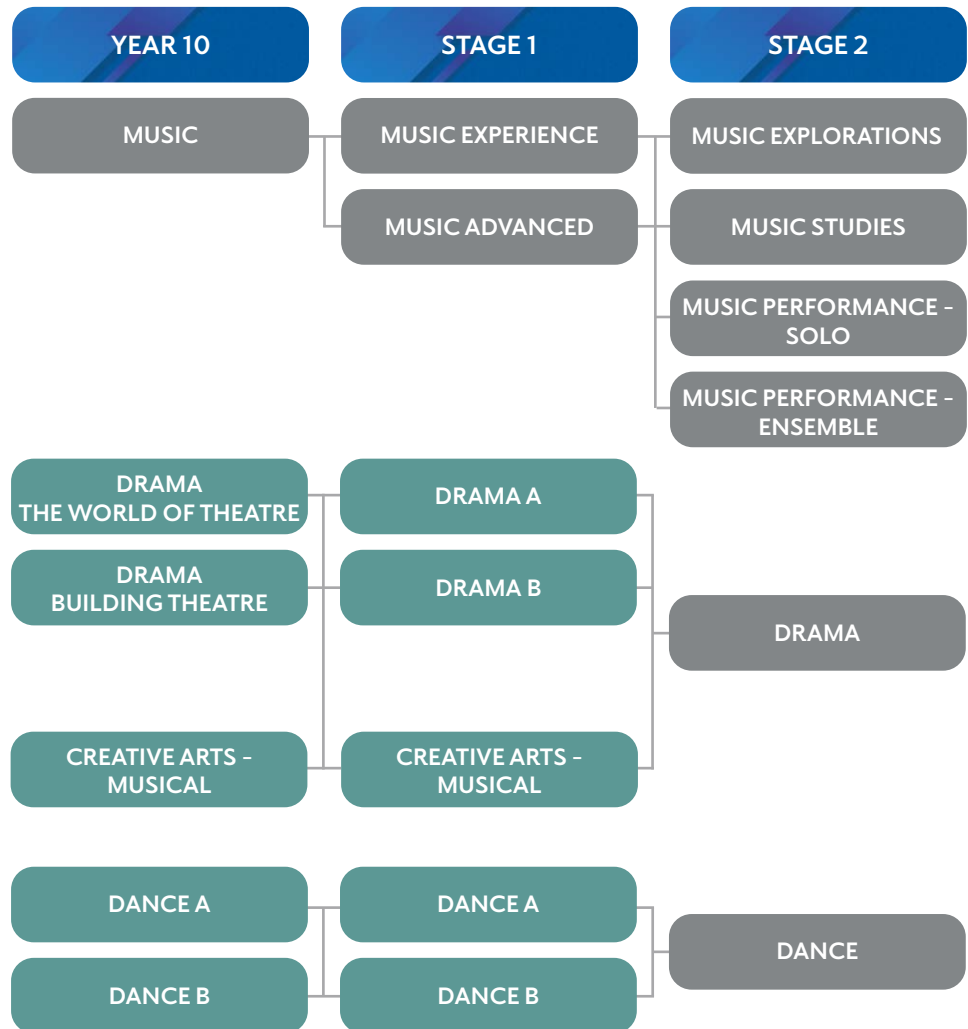
Instrumental/vocal tuition

**Learning Intention:**

By the end of the course, students will have developed their performance skills on their instrument/voice and developed ensemble skills. Students may use these skills to apply for tertiary courses where a focus is on Music/The Arts, becoming a member of a community music ensemble, performance group/performing arts society.

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## PERFORMING ARTS PATHWAY



**PARTICIPATION IN ANY OF THE FOLLOWING CAN LEAD TO STAGE 2 MUSIC PERFORMANCE ENSEMBLE**

**PARTICIPATION IN THE FOLLOWING CAN LEAD TO STAGE 2 MUSIC PERFORMANCE SOLO**

SAXOPHONE ENSEMBLE

COMMUNITY ENSEMBLES (INSTRUMENTAL / VOCAL)

BIG BAND / SMALL JAZZ ENSEMBLE / SHOWBAND

SENIOR VOCAL ENSEMBLE/ SENIOR BOYS ENSEMBLE

THUNDER DRUM CORPS

CONCERT CHOIR

INDIVIDUAL INSTRUMENTAL / VOCAL LESSONS

■ FULL YEAR SUBJECT

■ SEMESTER BASED SUBJECT

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## YEAR 10 SCIENCE - INTRODUCTION

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. In Year 10, students will be required to complete four modules of study, each of one term's length.

In Terms 1-3, students must choose which level of Biology, Chemistry and Physics they wish to study: General, or Pre-SACE:

- General modules of work are NOT intended for those students wishing to carry on with that science strand at Stage 1 (Year 11). They give the students a good grounding in the relevant science and fulfil the objectives of the Australian Curriculum.
- Pre-SACE modules of work fulfil and go beyond the Australian Curriculum requirements to best prepare students for the rigors of Stage 1 work.

In Term 4, all students will study the Earth and Space module.

## YEAR 10 GENERAL BIOLOGY

**Duration of Course:** Term

**Course Description:**

Students will learn about heredity and genes and how they influence how we look and behave. They will explore the Theory of Evolution and the pressures that cause the adaptation of traits in select species.

**Assessment:**

Students will be assessed on their scientific knowledge, practical and investigation skills as well as problem solving and communication skills. Assessment will include practical investigations, research assignments and a test.

**Learning Intention:**

Students will have developed scientific literacy regarding genetics and evolution.

## YEAR 10 PRE-SACE BIOLOGY

**Duration of Course:** Term

**Course Description:**

This unit will provide the student with a working knowledge of the structure and function of DNA, Mendelian genetics, the probability and mode of inheritance, family pedigrees of common traits, gene technologies and reproductive technologies. It will also provide an insight in the ethics of human intervention. The Theory of Evolution will be explored, and types of adaptation identified.

**Assessment:**

Students will be assessed on their scientific knowledge, practical and investigation skills as well as problem solving and communication skills. Assessment tasks include two tests, one practical report, and a Science as a Human Endeavour Report.

**Learning Intention:**

Students will develop a good grounding in the biological sciences to prepare them for Stage 1 Biology.



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## YEAR 10 GENERAL CHEMISTRY

**Duration of Course:** Term

**Course Description:**

Students will develop their understanding of how the properties of elements can be used to organise them in the Periodic and explore the range of types of reactions that can occur and the ways in which their rates can be changed.

**Assessment:**

Students will be assessed on their scientific knowledge, practical and investigation skills as well as problem solving and communication skills. Assessment will include practical investigations, research assignments and a test.

**Learning Intention:**

Students will have developed scientific literacy regarding the structure and organisation of matter and of the range of chemical reactions that are useful to humans.

## YEAR 10 PRE-SACE CHEMISTRY

**Prerequisites:** Minimum B grade in Year 9

**Duration of Course:** Term

**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. Assessment tasks include two tests, one practical report, and a Science as a Human Endeavour Report.

**Learning Intention:**

Students will develop a good grounding in the chemical sciences to prepare them for Stage 1 Chemistry.

## YEAR 10 GENERAL PHYSICS

**Duration of Course:** Term

**Course Description:**

Students will explore energy transformations and learn how to describe motion using Newton's Laws. Practical activities may include the construction and launching of rockets.

This unit will conclude with an 80-minute examination which will carry a 10% weighting.

**Learning Intention:**

Students will have developed scientific literacy regarding the structure and organisation of matter and of the range of chemical reactions that are useful to humans.

**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.

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## YEAR 10 PRE-SACE PHYSICS

**Prerequisites:** Minimum B grade in Year 9 Science  
**Special Considerations:** Prerequisite for Stage 1 Physics, highly mathematical in its content.  
**Duration of Course:** Term

**Course Description:**  
 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 learn about forces, momentum and inertia, through Newton's Laws and will be able to relate these ideas to crash scenarios. Students will apply knowledge relating to conservation of energy and energy transformations.

**Assessment:**  
 Students will be assessed on their scientific knowledge, practical and investigation skills as well as problem solving and communication skills. Assessment tasks include two tests, one practical report, and a Science as a Human Endeavour Report.

**Learning Intention:**  
 Students will develop a good grounding in the physical sciences to prepare them for Stage 1 Physics.

## YEAR 10 EARTH & SPACE

**Duration of Course:** Term - this is a compulsory unit in Term 4

**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. The formation of the planets will be investigated. Interactions involving the biosphere, lithosphere, hydrosphere and atmosphere will be explored.

**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 and written tests.

**Learning Intention:**  
 Students will have developed scientific literacy regarding the structure, formation and organisation of the universe and its components and develop a greater appreciation for important interactions between global systems on Earth.

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Drama/Musical.....	67
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Food Technologies .....	16
Geography.....	40
History.....	42
Health & Physical Education ...	30
HPSP .....	37
Information Processing & Publishing.....	12
Languages .....	50
Mathematics .....	57
Media Studies .....	93
Music.....	70
Outdoor Education.....	34
Pastoral Care.....	3
Philosophy.....	45
Society & Culture .....	46
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## YEAR 10 AGRICULTURE

**Duration of Course:** Semester

**Course Description:**

This course makes use of various local farms and enterprises that are associated with the College including local providers, primary industry and Agricultural programs run within the local area. The course draws its understanding of the following areas in Agriculture:

- Farming environment, examining farm safety and sustainable farming practices.
- Animal and food production, examining concepts related to the management of beef and lamb.

**Assessment:**

Assessment is based upon the performance standards that are associated with Australian Curriculum. These are reported as A to E grades at the completion of the semester's study.

Assessment tasks will include:

- Practical skill assessment in regards to fieldwork
- Topic tests assessing concepts and theories examined
- Assignments utilising multimedia formats

**Cost:**

\$50.00 semester fee which includes travel costs associated with the course, plus Agriculture uniform costs (approximately \$65.00, unless already purchased).

**Learning Intention:**

Students will develop a good grounding in Agricultural science to prepare them for Stage 1 Agriculture.



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## STAGE 1 BIOLOGY A

**SACE Credits:** 10

**Prerequisites:** Successful completion of Pre-SACE Biology

**Duration of Course:** Semester 1

**Special Considerations:** This subject is highly recommended for students intending to study Stage 2. Biology. 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.

The two topics covered are:

- Cells and microorganisms
- Infectious disease

**Assessment:**

Assessment components include a test, Science as a Human Endeavour essay, practical report and a semester examination.

**Learning Intention:**

Students develop their understanding of the internal functions of organisms. This course is preparation for Stage 2 Biology.

## STAGE 1 BIOLOGY B

**SACE Credits:** 10

**Prerequisites:** Successful completion of Pre-SACE Biology.

**Duration of Course:** Semester 2

**Special Considerations:** This subject is highly recommended for students intending to study Stage 2 Biology. Available at Year 10 to students with recommendation.

**Course Description:**

Students investigate body systems and environmental science.

Three topics covered:

- Multicellular organisms
- Biodiversity
- Ecosystem dynamics

**Assessment:**

Assessment consists of a test, Science as a Human Endeavour essay, practical report and a semester examination. This subject includes an all-day excursion to Piccaninnie Ponds where the students apply the theory they have learnt in a practical setting.

**Cost:**

All day excursion to Piccaninnie Ponds at a cost of approximately \$15.00.

**Learning Intention:**

Students develop their understanding of biochemistry and how organisms interact with each other and their environment. This course is preparation for Stage 2 Biology.

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## STAGE 1 CHEMISTRY A

**SACE Credits:** 10

**Prerequisites:** Successful completion of Pre-SACE Chemistry

**Duration of Course:** Semester 1 of full year

**Special Considerations:** This subject is a prerequisite for Semester 2 Chemistry B and Stage 2 Chemistry.

**Course Description:**

Students begin the course by revising atomic structure and the basic chemical bonding concepts covered in Years 8-10.

Students 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 explore the procedures of fermentation and polymerisation.

**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.

**Learning Intention:**

Students develop their skills in carrying out practicals and their understanding of foundational chemical science. This subject is required for students wishing to study Chemistry B and Stage 2 Chemistry.

## STAGE 1 CHEMISTRY B

**SACE Credits:** 10

**Duration of Course:** Semester 2 of full year

**Special Considerations:** This subject, along with Chemistry A, is a prerequisite for Stage 2 Chemistry.

**Course Description:**

Students are introduced to the Mole Concept and then develop the skills and an understanding of Stoichiometry where the importance of mathematical calculations in a chemical context is considered.

Students explore 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.

Redox reactions are studied along with important applications of these reactions in the area of Electrochemistry. An understanding of the workings of batteries and other forms of portable power and use of electrolytic cells in the production of metals is developed.

**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.

**Learning Intention:**

Students develop their skills in carrying out practicals and relevant mathematical skills and their understanding of foundational chemical science. This subject is required for students wishing to study Stage 2 Chemistry.

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## STAGE 1 EARTH & ENVIRONMENTAL SCIENCE

**SACE Credits:** 10  
**Duration of Course:** Semester

**Course Description:**  
Students critically examine the scientific evidence for the origin of life, linking this with their understanding of the evolution of the earth's hydrosphere and atmosphere. Students review evidence from the fossil record that demonstrates the interrelationships between major changes in the earth's systems and the evolution and extinction of organisms. They investigate how the distribution and viability of life on earth influences, and is influenced by, the earth's systems.

Students consider a range of the earth hazards that illustrate the dynamic nature of the earth's systems.

**Assessment:**  
Assessment components include a test, Science as a Human Endeavour essay, practical report and a semester examination.

**Learning Intention:**  
Students develop their understanding of the earth, its history and its systems.  
This course is preparation for Stage 2 Earth and Environmental Science, which may be offered in 2025 if there is sufficient interest.

## STAGE 1 NUTRITION

**SACE Credits:** 10  
**Duration of Course:** Semester

**Course Description:**  
Students will cover material from the following topics:

- Fundamentals of nutrition:
  - Macronutrients and over-nutrition
  - Micronutrients and under-nutrition, dietary disorders
- Food Marketing and Nutrition Guidelines concepts including:
  - The psychology of food marketing
  - Australian dietary guidelines
  - Organic food vs genetically modified food
- Food trends: Future Foods
- Sustainable food production

**Assessment:**  
Assessment in this topic will consist of three summative tasks: A practical Investigation, a Science as a Human Endeavour investigation, and a Skills and Applications Task (Test or case Study).

**Cost:**  
Students are required to purchase an Essentials Education Stage 1 Nutrition Workbook (approx. \$60.00), ordered in Term 1, and there may be an excursion or incursion (approx. \$20.00)

**Learning Intention:**  
Students become aware of the fundamental requirements of human nutrition and how the food industry is evolving. This subject leads into Stage 2 Nutrition.



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## STAGE 1 PHYSICS A

**SACE Credits:** 10

**Prerequisites:** Successful completion of Pre-SACE Physics

**Duration of Course:** Semester 1 of full year

**Course Description:**

- Linear Motion and Forces – scalar and vector quantities, the equations of motion, and Newton’s Laws of Motion.
- Energy and Momentum – energy, work, power, momentum, elastic and inelastic collisions.

**Assessment:**

The four summative assessment tasks have an equal weighting of 25%. These are an experiment and practical written report on linear motion and forces, a test on linear motion and forces, a science as a human endeavour essay, and an examination on the semester’s content.

**Cost:**

Essentials Stage 1 Workbook (approximately \$60.00). To be purchased early in Term 1.

**Learning Intention:**

Physics is a subject for students who are interested in understanding how things work in their everyday lives. It is the study of motion and forces, and energy and power, amongst many other things. It therefore helps in our understanding of how we move, the sports we play, how our vehicles and machinery work, and engineering in general.

## STAGE 1 PHYSICS B

**SACE Credits:** 10

**Prerequisites:** Stage 1 Physics A

**Duration of Course:** Semester 2 of full year

**Course Description:**

- Heat – the link between the temperature of matter and the kinetic energy of its particles, the flow of energy in terms of conduction, convection and radiation, specific heat and latent heat.
- Electrical Circuits – the concepts of electric charge, potential difference, current, resistance, electrical power, and efficiency.
- Waves – the properties of waves with a focus on light and sound waves, the characteristics of light waves including reflection, refraction and interference of the electromagnetic spectrum.
- Nuclear Models and Radioactivity – the basic structure of the nucleus, radioactivity and nuclear fission and fusion.

**Assessment:**

The four summative assessment tasks have an equal weighting of 25%. These are an experiment and practical written report on waves, a test on heat and electrical circuits, a science as a human endeavour essay, and an examination on the semester’s content.

**Learning Intention:**

Physics is a subject for students who are interested in understanding how things work in their everyday lives. It is the study of heat and matter, electricity, light, sound and radioactivity, amongst many other things. It therefore helps in our understanding of many modern technologies and devices that influence our daily lives, including communication, medical diagnosis, information technologies, and engineering.

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## STAGE 1 PSYCHOLOGY A

**SACE Credits:** 10

**Duration of Course:** Semester 1

**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:**

The course covers two topics, 'Lifespan Psychology' and 'Emotion & Forensic Psychology'. Lifespan Psychology encompasses the development from conception to death and the associated health, social and behavioural changes which occur throughout the process.

Emotion and Forensic Psychology allows students to understand several different theories about how an individual experience an emotion and different people can experience a completely different emotion than another individual in the exact same situation. The course then extends profiling a criminal.

The three strands of science to be integrated throughout student learning are:

- Science inquiry skills
- Science as a human endeavour
- Science understanding

**Assessment:**

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

**Learning Intention:**

Students will develop an appreciation of the theories that underpin modern psychology. Psychology A prepares students for Stage 2 Psychology.

## STAGE 1 PSYCHOLOGY B

**SACE Credits:** 10

**Duration of Course:** Semester 2

**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 will undertake two topics 'Psychological Wellbeing' and 'Cognition'. Psychological Wellbeing is the study of the strengths and virtues that enable individuals, communities, and organisations to thrive, and is grounded in the belief that people want to lead meaningful and fulfilling lives, to cultivate what is best within them, and to enhance their own personal experiences and the experiences of others. Cognitive processes work together to determine how we make sense of the information we receive and how effective we are in the world. This option topic focuses on thinking and memory. The topic requires the integration of the three strands of science to: Science inquiry skills, science as a human endeavour and science understanding.

**Assessment:**

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

**Learning Intention:**

Students develop an understanding of how the function of the brain influences psychology. Psychology B prepares students for Stage 2 Psychology.

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## STAGE 1 SCIENTIFIC STUDIES - SPORTS SCIENCE

**SACE Credits:** 10

**Duration of Course:** Semester

**Special Considerations:** This course is available at Year 10 to students with recommendation.

**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 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 a School Assessed Individual Inquiry Folio (80%) and Collaborative Inquiry (20%).

**Learning Intention:**

Students develop understanding of how sporting performance is influenced by diet, biomechanics, and fitness. Stage 1 Sports Science leads into Stage 2 Sports Science.

## CERTIFICATE II IN HORTICULTURE

**Year Level:** Stage 1 (available to Year 10 or 11 students).

**SACE Credits:** Minimum of 10 credits per semester  
Prerequisites: Not required for option A, then options need to be chosen sequentially

**Duration of Course:** 2 years for the full certificate. (Please note: To complete full certificate, you must start in Year 10).

**Course Description:**

The full Certificate II will take two years (4 semesters) to complete. Students can achieve some units of competency if a semester only is completed. This qualification underpins a range of work functions and job roles that can lead to a horticultural trade qualification. Graduates would assist in propagating, cultivating and harvesting plants in a horticultural nursery.

**Assessment:**

Assessment will be practical, and theory based, and students will be required to show evidence of the Horticultural competencies (as listed) which are provided in conjunction with AIET as the recognised training organisation.

- Recognise plants
- Treat weeds
- Treat plant pests, diseases and disorders
- Assist with soil or growing media sampling and testing
- Participate in work health and safety processes
- Pot up plants
- Care for nursery plants
- Undertake propagation activities
- Maintain indoor plants
- Plant trees and shrubs
- Provide information on products and services
- Prune trees and shrubs
- Observe and report on the weather
- Participate in environmentally sustainable work practices



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## STAGE 2 BIOLOGY

**SACE Credits:** 20

**Prerequisites:** Satisfactory achievement in at least one unit of Stage 1 Biology is highly recommended.

**Duration of Course:** Year

**Special Considerations:** This course is available at Year 11 with recommendation.

**Course Description:**

Stage 2 Biology is broken into 4 topics:

- DNA and Proteins
- Cells as the Basis of Life
- Homeostasis
- Evolution

Each topic builds on previous understandings so that students develop an appreciation of the interconnectedness of biological concepts.

**Assessment:**

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

**Cost:**

Students are encouraged to purchase a SASTA Biology Revision Guide (approximately \$32.00), available to purchase in Term 1. A further optional workbook is available for purchase (approximately \$62.00)

**Learning Intention:**

Students develop a broad understanding of Biology. This course prepares students for further study in the sciences, health sciences and related disciplines.

## STAGE 2 CHEMISTRY

**SACE Credits:** 20

**Prerequisites:** Successful completion of Stage 1 Chemistry A and B with a minimum of a B grade.

**Duration of Course:** Year

**Course Description:**

- Monitoring the Environment: In this topic, students undertake practical analytical activities, develop manipulative skills, and examine sources of experimental errors. They analyse the causes of environmental issues and explore possible solutions;
- Managing Chemical Processes: In this topic, students investigate how chemicals are produced and how creative thinking has led to innovations in production. They explore aspects of green chemistry relating to improving efficiency of processes and reduction in energy use;
- Organic and Biological Chemistry: Students investigate the reactions and preparations of a range of organic compounds and extend their laboratory skills by using specialised glassware. They increase their understanding of international protocols used by organic chemists for naming organic compounds and writing structural formulae;

- Managing Resources: Students examine issues that have arisen due to human exploitation of the Earth's resources, and how these issues might be addressed. Possible practical investigations include fermentation, biodiesel production, and the energy available from different fuels.

**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 (30%) and Skills and Applications Tasks (40%).

**Cost:**

SASTA Stage 2 Workbook (approximately \$62.00). Optional: Lab Coat (\$28.00), Chemistry SASTA Study Guide (approximately \$32.00).

**Learning Intention:**

Students develop a broad understanding of Chemistry. This course prepares students for further study in the sciences, health sciences, chemical engineering and related disciplines.

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## STAGE 2 NUTRITION

**SACE Credits:** 20

**Duration of Course:** Year

**Prerequisites:** Successful completion of any Stage 1 Science Course.

**Course Description:**

Students will cover the following topics:

- Principles of Nutrition, Physiology and Health
- Health Promotion and Emerging Trends
- Sustainable Food Systems

**Assessment:**

Assessment in this topic will consist of:

An investigations folio (30%) consisting of one design practical and one Science and a Human Endeavour Essay, Skills and Applications Task (40%) consisting of two tests and a case study, an external examination (30%)

**Cost:**

Students are required to purchase an Essentials Education Stage 2 Nutrition Workbook (approximately \$60.00), ordered in Term 1, they may also optionally purchase the SASTA study guide (approximately \$30.00)

**Learning Intention:**

Students become aware of the fundamental requirements of human nutrition and how the food industry is evolving. This subject gives good background to students aiming for a career in the health, fitness or food industries.

## STAGE 2 PHYSICS

**SACE Credits:** 20

**Prerequisites:** Satisfactory achievement in both Stage 1 Physics A and B.

**Duration of Course:** Year

**Course Description:**

In this course, students will undertake three compulsory topics of study in line with the Stage 2 Physics Subject Outline as prescribed by the SACE Board.

The topics are:

- Motion and Relativity – requires students to investigate the properties of projectile motion, uniform circular motion, and relativity.
- Electricity and Magnetism - students explore electric fields and magnetic fields and the motions of particles within these fields.
- Light and Atoms – students investigate the wave behaviour of light including interference, wave-particle duality including the concepts of photons and how these relate to x-rays, and the structure of the atom and nucleus.

**Assessment:**

70% of the final assessment is from course work, and 30% is from an external examination.

The course work consists of seven tasks, each weighted at 10%. These are four tests, a science as a human endeavour essay, and two practical written reports.

**Cost:**

Required: Essentials Education Stage 2 Workbook (approx. \$60.00)

Physics SASTA Revision Guide (approx. \$32.00).

These are available to purchase in Term 1. They may also optionally purchase the SASTA Workbook (approx \$62.00).

**Learning Intention:**

The study of Physics ranges from the study of the microscopic world of elementary particles, to the scale of the universe. Physics is a subject for students who are interested in understanding not only the world around us, but also how things work in our everyday lives. Mathematics is used constantly to solve Physics problems, so students who enjoy Mathematics, often also enjoy Physics. It is the science behind many modern technologies and devices that influence us daily, such as communication, information technologies, and engineering.

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## STAGE 2 PSYCHOLOGY

**SACE Credits:** 20

**Duration of Course:** Year

**Prerequisites:** Satisfactory achievement in Stage 1 Psychology.

**Special Considerations:** This course is available at Year 11 to students with recommendation.

### Course Description:

The course covers five topics:

- Psychology of the Individual covers the study of personality which includes different concepts of personality, personality assessment, and cultural and individual differences in personality.
- Psychological Health and Wellbeing topic examines the positive and negative factors that affect psychological health, how people can be helped to cope with mental health issues and stress, and what they can do to increase their emotional and social wellbeing.
- Organisational Psychology considers factors that affect work performance and job satisfaction at three levels: The individual, the group or team and the organisation.
- Social Influence includes the impact of the presence or absence of other people on behaviour: Obedience and conformity; Attitude formation and attitude change; Prejudice and persuasion and social media.

- The Psychology of Learning explores the universal ways of learning including classical conditioning, operant conditioning, and learning through observation or instruction. There are personal differences in the way we learn.

### Assessment:

Assessment consists of four skills and application tasks (40%), and Investigations folio (30%) consisting of a psychological investigation and Science as a Human Endeavour Essay, and an external examination covering the last two topics (30%).

### Cost:

Optional - Stage 2 Psychology Workbook (approximately \$60.00) / SASTA Revision Guide (approximately \$32.00).

### Learning Intention:

Students develop understanding of how the function of the brain influences psychology. This course prepares students for general Arts and Science Degrees and careers in a broad range of disciplines including health and business.

## STAGE 2 SCIENTIFIC STUDIES - SPORTS SCIENCE

**SACE Credits:** 20

**Prerequisites:** Students

selecting this option would benefit from having studied Stage 1 Physical Education, Stage 1 Scientific Studies and / or some Biology.

**Duration of Course:** Year

**Special Considerations:** This course is available at Year 11 to students with recommendation.

### 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 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 a School Assessed Individual Inquiry Folio (50%) and Collaborative Inquiry (20%). The external assessment component will be an Individual Inquiry (30%).

### Learning Intention:

Students develop further understanding of how sporting performance is influenced by diet, biomechanics, and fitness. Sports Science provides a pathway for students wishing to work in the sporting or fitness world.



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Languages .....50

Mathematics ..... 57

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Outdoor Education..... 34

Pastoral Care.....3

Philosophy .....45

Society & Culture .....46

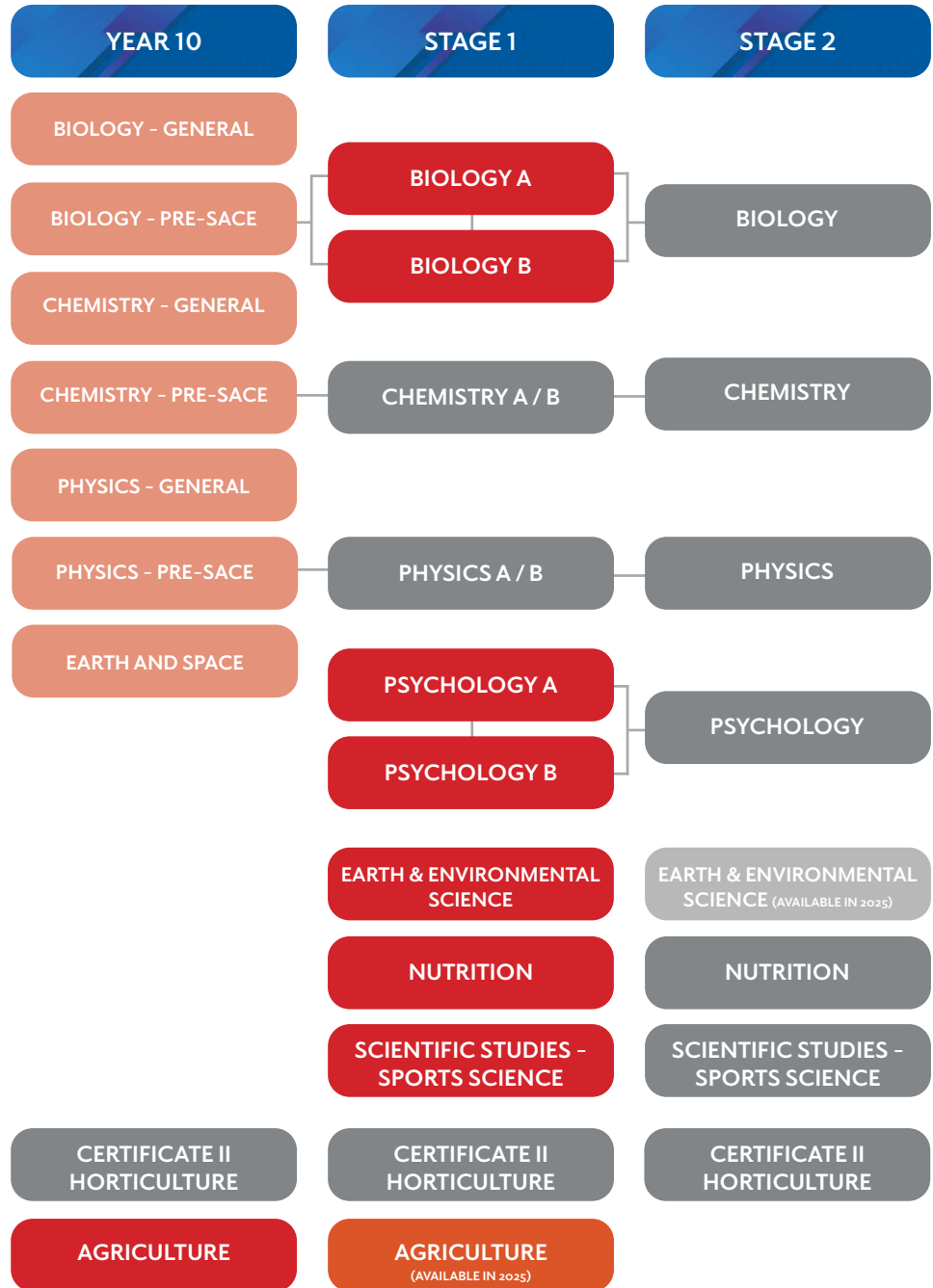
Science..... 75

Visual Art.....89

Vocational Education & Training (VET) ..... 101

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## SCIENCE PATHWAY



- FULL YEAR SUBJECT
- SEMESTER BASED SUBJECT
- TERM BASED SUBJECT

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## YEAR 10 VISUAL ART - FINE ART PRACTICE

**Duration of Course:** Semester

**Course Description:**

In this course, students will develop their skills and techniques as a fine artist. They will begin by exploring art throughout history and develop an understanding of societal aesthetics. Students will develop practical skills in a range of mediums, building their personal style. An investigation into the Australian contemporary arts world will result in portraiture practice, leading into an exhibition of student work.

**Assessment:**

Students will complete a range of tasks that cover both the theoretical and practical aspects of Visual Arts. This includes:

- An exploration of historical art in depth
- The development of a folio of process focussed art works
- Research into the contemporary arts community
- Development of 1 (or more) portraits in a medium of choice

**Cost:**

\$10.00 for access to art materials

**Learning Intention:**

By the end of the semester, students will build on their artistic technical skills as well as create original art works. They will have explored how artists are influenced by society and culture as well as how they create meaning through their work. Students will also have continued to build on their visual art vocabulary as well as written word through analysis and synthesis. This will lead them into Stage 1 Visual Art with the appropriate knowledge and skills.

## YEAR 10 VISUAL ART - CONTEMPORARY ART PRACTICE

**Duration of Course:** Semester

**Course Description:**

In this course, students will explore how modern and living artists are influenced by their world, and how they apply traditional and contemporary practices to their art making. This will be done from both theoretical and practical perspectives, with students developing technical skills and personal aesthetic. Students will have opportunities to develop their sculpting, drawing and painting skills through a range of mediums such as wire, gouache paint, lino printing, spray paint, markers and water colour paint, with the artistic development being predominantly directed by student choice.

**Assessment:**

- Conceptualisation and practical application of stencils, spray paint and markers to unconventional surfaces.
- Art History Tableau
- Folio of learning
- Folio of practical work

**Cost:**

\$30.00 for access to art materials

**Learning Intention:**

By the end of the semester, students will build on their artistic technical skills as well as create original art works. They will have explored how artists are influenced by society and culture as well as how they create meaning through their work. Students will also have continued to build on their visual art vocabulary as well as written word through analysis and synthesis. This will lead them into Stage 1 Visual Art with the appropriate knowledge and skills.

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## STAGE 1 VISUAL ART A/B

**SACE Credits:** 10 per semester

**Prerequisites:** One semester of Year 10 Visual Art is encouraged

**Duration of Course:** Semester/Year

**Course Description:**

Throughout this course, students will research, analyse, explore and experiment with art materials and techniques, and will produce resolved practical artworks. They will use visual thinking skills to develop ideas and concepts, refine technical skills and produce imaginative ideas. Students will learn to communicate personal ideas, beliefs, values, thoughts feelings, concepts and opinions. They will provide observations of lived or imagined experiences in visual form.

**Assessment:**

- Visual Study (40%): An investigation into an art style/process/theme/issue, answering a question through research, analysis, practical experimentation and reflection.
- Practical with a Practitioner's Statement (30%): Production of refined artwork(s) exploring a personal topic, accompanied by a Practitioner's statement that reflects on the art making process.

- Folio (30%): Supports the development of the practical through research, experimentation, conceptualisation and reflection of a personal aesthetic.

**Cost:**

\$15.00 for access to art materials

**Learning Intention:**

By the end of the course, students will understand the process of engaging in a visual study, folio, practical and practitioner's statement from a SACE perspective. This will equip them with the knowledge and understanding to complete Stage 2 Visual Art.

## STAGE 2 VISUAL ART

**SACE Credits:** 20

**Prerequisites:** One semester of Year 11 Visual Art is highly encouraged.

**Duration of Course:** Year

**Course Description:**

Throughout this course, students will research, analyse, explore and experiment with art materials and techniques, and will produce resolved practical artworks. They will use visual thinking skills to develop ideas and concepts, refine technical skills and produce imaginative ideas. Students will learn to communicate personal ideas, beliefs, values, thoughts feelings, concepts and opinions. They will provide observations of lived or imagined experiences in visual form.

**Assessment:**

- Visual Study (40%): An investigation into an art style/process/theme/issue, answering a question through research, analysis, practical experimentation and reflection.

- Practical with a Practitioner's Statement (30%): Production of refined artwork(s) exploring a personal topic, accompanied by a Practitioner's statement that reflects on the art making process.
- Folio (30%): Supports the development of the practical through research, experimentation, conceptualisation and reflection of a personal aesthetic.

**Cost:**

\$20.00 for access to art materials

**Learning Intention:**

By the end of the course, students will understand the process of engaging in a visual study, folio, practical and practitioner's statement from a SACE perspective. They will have completed said tasks, demonstrating their evolving skills as an artist. This can lead into a career in any creative field, with skills of problem-solving, creativity, empathy and critical thinking developed throughout the year.



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## YEAR 10 CREATIVE ARTS - DIGITAL DREAMSCAPE

**Duration of Course:** Semester

**Course Description:**

Students will extend their understanding of the design elements and principles in digital art and design. They will expand the repertoire of skills using the Adobe Suite and extend these skills through the use of Virtual Reality and Augmented Reality. Students will be involved in developing projects as well as documenting their process in set design briefs. They will work on real proposals and have the opportunity to collaborate in groups with clients. There will be a theory component focused on providing written and illustrative evidence of process and decision making towards the creation of a final product.

**Assessment:**

- Surrealism and Photoshop – Research what the Surrealism movement is and produce a photo collaboration in Adobe Photoshop.
- Animation and After Effects – An assessment exploring the advance tools Adobe After Effects offers for motion graphics.

- Final Product and Folio – The documentation and production of a digital product of the students' own choice.

**Learning Intention:**

By the end of the course, students evaluate how representations communicate artistic intentions in digital artworks they make and view. They evaluate digital artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other digital artists on their own artworks.

Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

## YEAR 10 CREATIVE ARTS - DIGITAL ARTISTRY

**Duration of Course:** Semester

**Course Description:**

In Digital Artistry students explore the intersection of composition and painting in a dynamic subject that delves into the world of digital art and the creative process behind it. This course intertwines the traditional painting principles with the digital technological tools and techniques. Students will learn to harness the power of digital tools, such as graphic tablets and software applications, to create visually interesting and expressive artwork.

Throughout the course, students will explore various aspects of composition, including balance, colour harmony, perspective, and focal points, while also discovering the techniques and methods employed in digital painting. They will learn to create and manipulate digital brushes, layers, and textures to bring to life their artistic visions.

The subject encourages experimentation and individual expression, allowing students to develop their unique artistic style and explore their own choice of diverse subject matter. It provides an opportunity for students to engage in analysis of their own work and that of their peers, fostering a supportive and collaborative learning environment.

**Assessment:**

- Photoshop Collaboration – working with both digital painting, vectors and photography to produce a piece which make the observer question what's real and what's not.
- Photo Bashing – using photos and digital painting to create texture, lighting and reference images.
- Final Product and Folio – the documentation and production of a digital product of the students' own choice.

**Learning Intention:**

By the end of the subject, students will have gained an understanding of visual conventions including the principles of composition and painting within the digital realm. They will have developed a portfolio of digital artwork, showcasing their technical skills, refined techniques, creative thinking, the ability to identify the influence of other artist and artistic growth. This subject not only equips students with the necessary skills to excel in digital art but also nurtures their artistic sensibility and fosters a lifelong passion for creative expression.

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## YEAR 10 CREATIVE ARTS - 3D DIGITAL DESIGN

**Duration of Course:** Semester

**Course Description:**

Students will be introduced to Blender – a 3D computer graphics software used in the creation of animated films, 3D-printed models, virtual reality, game design and much more. Through this program they will develop the skills to model 3D computer graphics and animate them. They will continue to build on their understanding of design elements and principles and how these can be used to enhance their digital art.

**Assessment:**

- Lucky dip digital object
- Doughnut rendering
- Research and Development of a reimagined chess piece
- Production and Evaluation of a reimagined chess piece
- Folio including modelling, sculpting, rendering, lighting and exploration tasks

**Learning Intention:**

By the end of the course, students evaluate how representations communicate artistic intentions in digital artworks they make and view. They evaluate digital artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other digital artists on their own artworks. Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks. They will be competent users of Blender and will have the practical skills to sculpt 3D images digitally and create 2D animation.

## STAGE 1 CREATIVE ARTS - DIGITAL ARTS A/B

**SACE Credits:** 10 credits per semester

**Duration of Course:** Semester/Year

**Course Description:**

Through the study of the Creative Arts in practice, students work individually or in a collaborative project of their choice. The project could explore applied arts in multimedia, digital art, design or entertainment as negotiated with the specialist teacher.

They look at practitioners in their chosen field and look at the characteristic features and qualities of their Creative Arts product(s).

- Their sources of inspiration and influences.
- Their predominant style, creative arts form and genre, and use of conventions.
- The media, materials, techniques, processes, and technologies they use.
- The aesthetic qualities in their Creative Arts product(s).

**Assessment:**

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

- Assessment Type 1: Product – develop and present one to three creative arts product;
- Assessment Type 2: Folio – undertake one inquiry and one skills assessment for the folio.

**Learning Intention:**

For a 10 credit subject, students will provide evidence of their learning through three assessments. Each assessment type has a weighting of 20%. Students will:

- Develop and present one Creative Arts Product;
- Undertake one inquiry and one skills assessment for the folio.

For a 20 credit subject, students will provide evidence of their learning through five or six assessments. Each assessment type has a weighting of 20%.

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## STAGE 2 CREATIVE ARTS - DIGITAL ARTS

**SACE Credits:** 20

**Duration of Course:** Year

### Course Description:

Through study of the Creative Arts in practice, students work individually or in a collaborative project of their choice. The project could explore applied arts in multimedia, digital art, design or entertainment as negotiated with the specialist teacher.

- Creative Arts Process
- Development and Production
- Concepts in Creative Arts Disciplines
- Creative Arts in Practice

Individual students or groups of students choose one or more Creative Arts products as a focus of learning. The choice should be based on students' interests and needs, the sociocultural and geographic context, the resources and facilities available, and the Creative Arts disciplines involved.

Partnerships with local community arts groups or individual Creative Arts practitioners, and opportunities for participation in local arts projects, may also influence the choice of Creative Arts product(s).

### Assessment:

The following assessment types enable students to demonstrate their learning in Stage 2 Creative Arts: School Assessment (70%)

- Assessment Type 1: Product (50%)
  - Assessment Type 2: Inquiry (20%)
- External Assessment (30%)
- Assessment Type 3: Practical Skills (30%)

### Learning Intention:

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

Students:

- Develop and present two Creative Arts products
- Undertake two inquiries
- Undertake one practical skills assessment

## YEAR 10 MEDIA STUDIES

**Duration of Course:** Semester

### Course Description:

In this course, students will be creating their own media, editing and producing audio, shooting and creating video and editing online publishing – as well as researching and conducting interviews. As a cross-media journalist, students will publish original stories to our own radio product SHINEfm, including packages and live crosses. They will also publish multimedia showcases that involve photos, audio and video.

This course will enable students to develop their skills and understanding of audio production, photography and cross media production. It will offer students a contemporary vocational/study pathway with an emphasis on creativity, community awareness, and collaboration with industry and practical learning.

Students will be supported to develop links with the wider community and will actively participate in documenting and promoting a wide variety of College events, capturing the authentic voice of students at the College.

### Assessment:

Students will create an e-portfolio of their work that will include a Production Journal.

### Learning Intention:

By the end of the course, students will further develop their critical thinking skills, aesthetic and ethical judgment, and skills in viewing, representing, listening, speaking, reading, and writing. This course offers opportunities for the development of students' creativity, self-discipline, self-esteem, personal identity, and confidence while enabling students to critically engage in a rapidly evolving digital environment.



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## YEAR 10 SPORTS JOURNALISM

**Duration of Course:** Semester

**Course Description:**

In this exciting course students will develop their understanding of the game from what's happening before the bounce in boardrooms, to what happens on the field.

Students will be able to develop their own sports portfolio while gaining real, practical skills and actually work within the industry with direct access to our industry partners.

Our sports journalism courses teach you how to create a sports program, perfect your sound recording skills, and craft your interviewing techniques. This course will enable students to leave this course with the skills, confidence, and the connections to score a goal on and off the park!

**Assessment:**

Assessments will be individual negotiated with each student to enable them to tailor their own individualised learning plan.

**Additional Information:**

Students may be required to complete tasks out of school hours with one of our industry partners.

## STAGE 1 MEDIA STUDIES

**SACE Credits:** 10

**Duration of course:** Semester

**Course Description:**

Stage 1 Media Studies introduces students to the fascinating world of media, equipping them with the essential knowledge and skills needed to critically analyse, create, and respond to various forms of media. The course explores key concepts, theories, and approaches related to media production, media text and media audience

This course is divided into modules, each focusing on specific aspects of media theory and practice. The modules include; Media analysis, media production and media audience.

**Assessment and Learning Intention:**

By the end of the course, students evaluate how representations communicate artistic intentions in digital artworks they make and view. They evaluate digital artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other digital artists on their own artworks. Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

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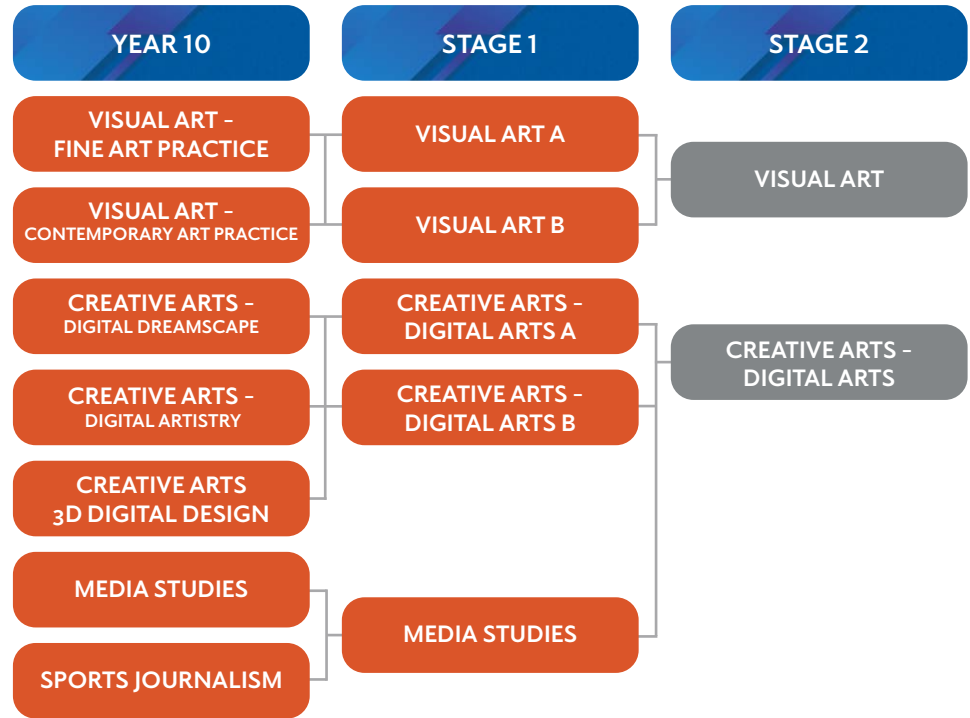
Science..... 75

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## STAGE 1 EXPLORING IDENTITIES AND FUTURES

**Year Level:** Stage 1  
**SACE Credits:** 10  
**Duration of Course:** Semester

### Course Description:

Exploring Identities and Futures (EIF) will allow students to develop a pathway to thrive by exploring who they are and who they want to be. The subject supports students to learn more about themselves, their place in the world, and enables them to explore and deepen their sense of belonging, identity and connections to the world around them.

EIF represents a shift away from viewing the student in isolation, with an increased focus on exploring and building connection with their peers, culture, community and work. The subject is foundational in initiating and preparing students to and for their SACE journey and the knowledge, skills and capabilities required to be lifelong learners.

### Assessment:

- Assessment Type 1: Exploring your past, present and future (50%)
- Assessment Type 2: Putting your capabilities into action (50%)

## STAGE 2 ACTIVATING IDENTITIES AND FUTURES

**Year Level:** Stage 2  
**SACE Credits:** 10  
**Duration of Course:** Semester

### Course Description:

The purpose of Activating Identities and Futures (AIF) is for students to take greater ownership and agency over their learning (learning how to learn) as they select relevant strategies (knowing what to do when you don't know what to do) to explore, create and/or plan to progress an area of personal interest towards a learning output.

Students explore ideas related to an area of personal interest through a process of self-directed inquiry. They draw on relevant knowledge, skills and capabilities developed throughout their education that they can apply in this new context and select relevant strategies to progress the learning to a resolution. The focus of the exploration aims to develop capabilities and support students in their chosen pathways.

### Assessment:

School assessment

- Assessment Type 1: Portfolio (35%)
- Assessment Type 2: Progress Checks (35%)

External assessment

- Assessment Type 3: Appraisal (30%)



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## STAGE 1 COMMUNITY STUDIES

**SACE Credits:** 10 credit subject or a 20 credit subject

**Duration of Course:** Semester / Year

**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).

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## STAGE 2 COMMUNITY STUDIES A

**SACE Credits:** 20

**Duration of Course:** 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:

Student review and evaluate their learning experiences.

For a 20 credit subject, a maximum of 1,000 words if written or a maximum of 6 minutes if oral, or the equivalent in modal form.

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## STAGE 2 COMMUNITY CONNECTIONS

**SACE Credits:** 10 credit subject or a 20 credit subject

**Duration of Course:** Semester / Year

**Special Considerations:** Please note that this subject cannot contribute towards an ATAR.

### Course Description:

Community Connections provides opportunities for success to students who have an interest in a particular SACE Stage 2 subject, but who choose to demonstrate their learning in alternate ways or through a personal connection with the subject area.

The subject values the student's interests and strengths, enables curiosity, and empowers them to become independent self-directed learners who are willing to try different approaches in different contexts, and discover new ways of thinking and learning.

### Assessment:

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

Community Connections:  
School Assessment (70%)

- Assessment Type 1: Folio (50%)
- Assessment Type 2: Reflection (20%)

External Assessment (30%)

- Assessment Type 3:  
Community Application Activity

For a 10 credit subject, students should provide evidence of their learning through the completion of at least two tasks in the folio; one reflection on their learning, and evidence of undertaking one community application activity.

For a 20 credit subject, students should provide evidence of their learning through the completion of four tasks in the folio, one reflection on their learning, and evidence of undertaking one community application activity.

Where a community activity is undertaken in a group context, each student must present evidence of individual learning so that it can be assessed against the performance standards.



Religious Education .....	4
Business .....	47
Child Studies.....	19
Creative Arts.....	91
Cross-Disciplinary Studies.....	96
Dance .....	64
Design & Technology.....	7
Digital Technologies .....	14
Drama/Musical.....	67
English .....	23
Food Technologies .....	16
Geography.....	40
History .....	42
Health & Physical Education ...	30
HPSP .....	37
Information Processing & Publishing.....	12
Languages .....	50
Mathematics .....	57
Media Studies .....	93
Music.....	70
Outdoor Education.....	34
Pastoral Care.....	3
Philosophy.....	45
Society & Culture .....	46
Science.....	75
Visual Art.....	89
Vocational Education & Training (VET) .....	101
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## UNISA - ENVIRONMENT, SOCIETY AND CLIMATE



University of  
South Australia

**Year Level:** Stage 2 (available to Year 12 students and high achieving Year 11 via interview)

**SACE Credits:** 10 credits

**Duration of Course:** Semester 1

### Course Description:

In partnership with the University of South Australia, Tenison Woods College will offer (subject to student numbers) a university level 10 credit offering, building pathways towards careers in science, ecology and environmental stewardship.

This course provides students with an interdisciplinary approach to understand and critically evaluate environmental problems and issues, with particular reference to climate change. It uses both a local and global scale to examine relationships between society and our environment. The course aims to promote a sense of personal responsibility towards the attainment of just and sustainable societies and to develop critical thinking skills to assist in this process.

The course will cover content related to the role of society in environmental problems and their solutions, conservation psychology, implications of climate change on a local and global scale, circular economies, ecological economics. The course will be taught onsite with a combination of online lectures, online learning material and internal tutorial, scheduled around the university semester period (SP) 2 which aligns closely with Terms 1 and 2. The course is a first year elective of a Bachelor of Science within the University of South Australia and may be eligible for credit transfer to other universities in a similar field of study.

### Assessment:

Reflective journal (1500 words) 30%

Group presentation (15 minutes) 30%

Written assignment (2000 words) 40%

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## 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 (SACE).

With VET in Schools, a student can:

- Combine a vocational pathway (such as an apprenticeship or traineeship) 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).

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 Exploring Identities and Futures (10 credits), Activating Identities and Futures (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.

The following courses are available to undertake at school:

- Furniture Making - Certificate II in Furniture Making Pathways (Design & Technology)
- Certificate II in Horticulture (Science)
- Academy of Hospitality (Certificate II) (Food Technologies)

Please refer to their respective Learning Areas in the handbook for course details.

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## 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. Following is a list of possible options that students may be interested in.

The list is not definitive, and further course options may be available to students depending on their area of interest.

**AGRICULTURE**  
(CERTIFICATE II & III IN AGRICULTURE, or RURAL OPERATIONS)  
Year Level: 11 (Stage 1 / Stage 2)  
Possible SACE Credits: 10 credits per 70 nominal hours  
Commitment up to 2 years

**ALLIED HEALTH**  
(CERTIFICATE III IN ALLIED HEALTH ASSISTANCE)  
Year Level: 12 (Stage 2) needs to start in Year 11  
Possible SACE Credits: 55, 10 credits per 70 nominal hours  
Commitment 18 months, 1 day per week plus 80 hours of work placement

**ANIMAL CARE (CERTIFICATE II IN ANIMAL CARE)**  
Year Level: 11 (Stage 1)  
Possible SACE Credits: 55, 10 credits per 70 nominal hours  
Commitment 6 months completed online - 2 lessons per week and two Adelaide practicum block requirements for one week each

**AUTOMOTIVE SERVICING TECHNOLOGY (CERTIFICATE II)**  
Year Level: 11 (Stage 1)  
Possible SACE Credits: 10 credits per 70 nominal hours  
Commitment 18 months 1 day a week

**BUILDING (CERTIFICATE II IN CONSTRUCTION PATHWAYS)**  
Year Level: 11 (Stage 1)  
Possible SACE Credits: 10 credits per 70 nominal hours  
Commitment 1 year 1 day a week

**BUSINESS (CERTIFICATE III IN BUSINESS)**  
Year Level: 12 (Stage 2)  
Possible SACE Credits: 10 credits per 70 nominal hours  
Commitment 1 – 2 years, mainly online training

**COMMUNITY SERVICES (CERTIFICATE II IN COMMUNITY SERVICES)**  
Year Level: Year 11 (Stage 1)  
Possible SACE Credits: 40 Stage 1 credits. Commitment Half year, 1 day per week plus 20 hours of placement in a child care setting

**EARLY CHILDHOOD EDUCATION AND CARE (CERTIFICATE III)**  
Year Level: 12 (Stage 2)  
Possible SACE Credits: 10 credits per 70 nominal hours  
Commitment 2 years 2 days a week, commence in year 11 which includes 160 hours structured work placement

**EDUCATION SUPPORT (CERTIFICATE III IN EDUCATION SUPPORT)**  
Year Level: 12 (Stage 2)  
Possible SACE Credits: 10 credits per 70 nominal hours  
Commitment 2 years online, 100 work placement hours required

**ELECTRICAL (CERTIFICATE II IN ELECTRO TECHNOLOGY)**  
Year Level: 11 (Stage 1)  
Possible SACE Credits: 10 credits per 70 nominal hours  
Commitment 12 months 1 day per week. Needs strong Year 10 mathematics skills

**ENGINEERING-METAL FABRICATION FOCUS (CERTIFICATE II IN ENGINEERING PATHWAYS)**  
Year Level: 11 (Stage 1) Possible SACE Credits: 10 credits per 70 nominal hours. Commitment 1 year 1 day per week, plus approx. 104 hours online training

**FITNESS (CERTIFICATE III IN FITNESS)**  
Year Level: 11 (Stage 2).  
Possible SACE CREDITS: 10 credits per 70 nominal hours.  
Commitment 18 months to 2 years with appropriate OJT and time in a gym or fitness centre

**HAIR AND BEAUTY (CERTIFICATE II SALON ASSISTANT or RETAIL COSMETICS)**  
Year Level: 11 (Stage 1)  
Possible SACE Credits: 10 credits per 70 nominal hours, up to 45 Stage 1 SACE Credits  
Commitment 1 year with 1 day per week

**INDIVIDUAL SUPPORT (CERTIFICATE III) EITHER AGING OR DISABILITY**  
Year Level: 12 (Stage 2)  
Possible SACE Credits: 10 credits per 70 nominal hours 1 day per week. Commitment 1 year with 1 day per week and 120 hours work placement

**INFORMATION TECHNOLOGY (CERTIFICATE II, III IN INFORMATION TECHNOLOGY)**  
Year Level: 11 (Stage 1)  
Possible SACE Credits: 10 credits per 70 nominal hours  
Commitment 1 year plus, mainly online and remote learning

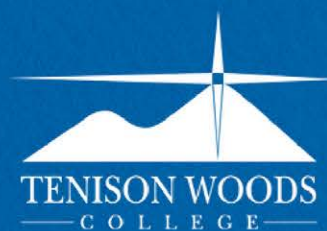
**MARITIME OPERATIONS (CERT II IN MARITIME OPERATIONS)**  
Year Level: 11 with age requirement of 16 years old. SACE Credits: 60 Stage 1 credits. Commitment 1 year with typically four blocks of training to be conducted in Port Adelaide with Le Fevre High School and AMFA. Student and family to organise transport and accommodation for attendance. You need to complete First Aid Certificate to gain full Cert II.

**PLUMBING (CERTIFICATE II IN PLUMBING – PRE-APPRENTICESHIP)**  
Year Level: 11 (Stage 1)  
Possible SACE Credits: 10 credits per 70 nominal hours  
Commitment 1 day per week for one year

TAFE and other training organisations offer a wide range of possible courses and only a few have been mentioned on this page. 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. Depending on a student's preferred career pathway, a range of additional VET options may be offered in areas, such as retail, maritime operations, horticulture, music and dance.

There are age and year level requirements and restrictions with most VET courses, especially those subsidised by Skills SA. There are also strict timelines for application submission to various training providers, typically Term 3 or 4 in the year prior to study.





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Early Learning - Year 12  
Co-Educational Catholic College

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