TENISON WOODS COLLEGE

LET YOUR *light* SHINE

10-12 CURRICULUM HANDBOOK 2021

Shine Bravely at TENISON WOODS COLLEGE

catholic education south australia

PRINCIPAL'S WELCOME

TENISON WOODS COLLEGE

CONTENTS

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 Mezinec,
Principal

SUBJECT SELECTION CONTACT INFORMATION

TENISON WOODS COLLEGE

CONTENTS

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

Senior School Subject Selection Team Contact:	Phone:
Ciaran Buckley, Head of Senior School **Email:** buckc@tenison.catholic.edu.au	8724 4650
Scott Dickson, Director of Learning **Email:** dicksc@tenison.catholic.edu.au	8724 4650
Sarah Milne, Careers Counsellor **Email:** milns@tenison.catholic.edu.au	8724 4650
Joanne MacLean, VET Coordinator **Email:** maclj@tenison.catholic.edu.au	8724 4658
Vanessa Courtney, SACE Coordinator **Email:** courv@tenison.catholic.edu.au	8724 4658
Suzanne Pepe - Senior School Pathways Support Coordinator **Email:** pepes@tenison.catholic.edu.au	8724 4654
Tania Sigley / Flexible Learning Programs **Email:** siglt@tenison.catholic.edu.au	8724 4654
Your Subject, Homegroup and Flexible Learning teacher **Email:** prc@tenison.catholic.edu.au	8724 4650

The Subject Selection Guide Booklet features:
SUBJECT GUIDELINES FOR STUDENTS | PREPARING TO SELECT SUBJECTS
PATHWAYS IN THE SENIOR SCHOOL | SUBJECT SELECTION TIMELINE
SACE CREDITS SUBJECT SUMMARY | SENIOR SCHOOL CURRICULUM
OVERVIEW | OTHER RECOGNISED LEARNING OPTIONS IN THE SACE
TERTIARY EDUCATION PATHWAY | EXAMPLES OF STUDENT PATHWAYS
OF LEARNING | FLEXIBLE LEARNING PATHWAY | CROSS-DISCIPLINARY STUDIES

CONTENTS

PASTORAL CARE IN THE SENIOR SCHOOL

Pastoral care promotes and enhances the personal, social, physical, mental and spiritual wellbeing of all children and young people which is a central focus of our Catholic identity. Resilience and wellbeing are essential for both academic and social development and this is accentuated by the provision of safe, supportive and respectful learning environments. Not only do confident, resilient young people with a capacity for emotional intelligence perform better academically, these skills can also contribute to the creation of strong social bonds and supportive communities, and the maintenance of healthy relationships and responsible lifestyles.

We undertake to teach our students the skills they need to flourish, to manage and cope with opportunities and challenges in a changing world. Wellbeing is ingrained in our culture as part of our teaching and learning framework and we have partnered with South Australian Health and Medical Research Institute to use the PERMA + model of positive psychology as the basis for our program. The skills and mindsets that promote wellbeing are taught explicitly within our Pastoral Care programs and implicitly through a network of structured support to meet the needs of each student's physical, spiritual, social, mental and emotional health. This is promoted through our SHINE+ motto which is a practical model for a holistic approach to students understanding and maintaining their wellbeing; Success, Helping, Involved, Name, Emotions, '+' (knowing your God, Sleep, Exercise). The Child Protection Curriculum is also incorporated into the program. Each Senior School Pastoral Care Group (Homegroup) has a 40-minute formal Pastoral Care lesson per week.

TOPICS COVERED THROUGHOUT THE YEAR ARE AS FOLLOWS:

Year 10

Wellbeing:
- Study skills, getting organised and goal setting;
- Introduction to positive psychology - SHINE+;
- Resiliency skills; Problem solving;
- Substance minimisation.

Child Protection Curriculum:
- Right to be safe;
- Relationships: rights and responsibilities.

Focus Wellbeing Days:
- Harmony Day, NAIDOC Week, R U OK Day focuses.

Year 11

Wellbeing - SHINE+:
- Study skills, getting organised and goal setting;
- Maintaining a healthy lifestyle - safe partying;
- Resiliency skills, growth mindsets, balanced thinking, strengths, gratitude, mindfulness, problem solving.

Child Protection Curriculum:
- Cyber safety .

Focus Wellbeing Days / Programs:
- R U OK Day Supporting your mates;
- Reach Out.

Year 12

Wellbeing- SHINE+:
- Study skills, getting organised and goal setting;
- Life/study balance;
- Resiliency skills; value based goals, maximising strengths, mindfulness, reframing your mind – using a WHAT WHAT HOW to problem solving & make decision making;
- Venturing out.

Child Protection Curriculum:
- Power in relationships.

Focus Wellbeing Days / Programs:
- Community engagement;
- Beyond Blue;
- How to smash Year 12.

RELIGIOUS EDUCATION

TENISON WOODS COLLEGE

CONTENTS

RELIGIOUS EDUCATION - INTRODUCTION

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

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

The Religious Education curriculum at Year 10, Year 11 and Year 12 includes Retreats which are compulsory for all students. Year 10 is a one-day program and both Year 11 and Year 12 are a three-day experience.

YEAR 10 RELIGIOUS EDUCATION

Length: 1 year

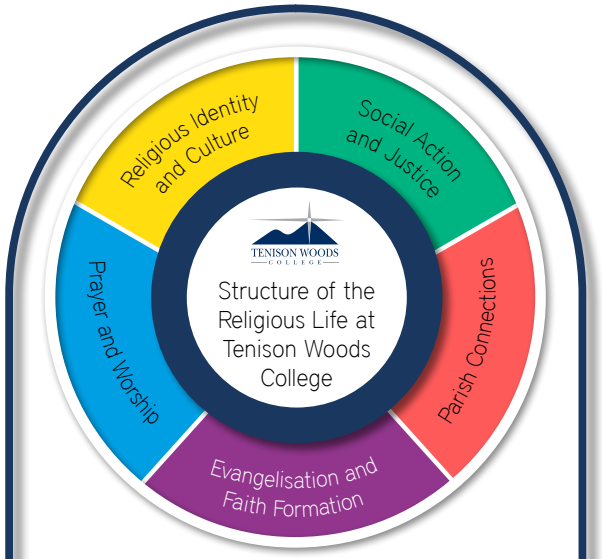
Course Description:
In this course, students will explore the beliefs, traditions and biblical themes in the historical context of the universal and Australian church.

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

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 framework.
Content in the Being Sexual strand at Year 10 includes:

- The ability to critique societal portrayals of gender and the impact on gender roles within intimate relationships;
- An awareness of the Catholic perspective on human sexuality and relationships
- An awareness of the legal perspectives an adolescent sexuality and moral responsibility in respectful relationships;
- An understanding of how to live with sexual integrity and that sexual behaviours can have physical, psychological, emotional and social implications.

Additional Information:
Religious Education is a compulsory course and all students participate in a one-day Retreat.



The Religious Life of Tenison Woods College comprises five interrelated components: Religious Identity and Culture; Evangelisation and Faith Formation; Prayer and Worship; Parish Connections, and Social Justice & Action. Each of these components, while mutually reinforcing, provides a significant focus on a distinctive aspect of the religious life of the school.

RELIGIOUS EDUCATION

TENISON WOODS COLLEGE

CONTENTS

STAGE 1 RELIGION STUDIES

SACE Credits: 10
Length: 1 year

Course Description:
Students will study two strands within the Social Justice topic – a humanitarian focus and an ecological focus. Throughout this course, students will compare and contrast the Catholic Church's moral and social teachings with various ethical approaches in light of current and future challenges.

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

Through contact with organisations and practice in humanitarian decision making, by involvement in liturgy, prayer, justice initiatives, scripture and study, students are able to develop:

- A moral and spiritual response to the human dignity and respect for every person;
- An understanding of the Catholic Social Teachings and justice in relation to humanitarian issues;
- Skills for humanitarian investigation, including participating, critical analysis and evaluation;
- A commitment to participate in working towards transformations of structural injustice in a community setting;
- Empathy for those marginalised and alienated by society.

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

Through direct contact with the environment and practice in ecological decision making, and by involvement in liturgy, prayer, justice initiatives, scripture and study, students are able to develop:

- A moral and spiritual response as stewards of the gift of creation;
- An aesthetic appreciation of environments, both built and natural;
- An understanding of the operation of natural systems and the impact of human activity on these systems;
- Recognition of the balance between protection and use of our environmental and natural resources;
- Skills for environmental investigation, including participation, critical analysis and evaluation;
- An informed sense of responsibility for the environment, particularly the local catchment;
- A commitment to participate in environmental management and improvement;
- A preference for a personal lifestyle compatible with ecological sustainability.

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 framework.
Content in the Being Sexual strand at Stage 1 includes:

- An appreciation of the Christian understanding of the human person in an exploration of the legal and moral responsibilities regarding sexual identity and behaviour;
- An appreciation of the nature of intimacy and commitment in relationships and the role they play in human flourishing;
- Deeper understanding of how to live with sexual integrity.

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

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

Additional Information:
Religion Studies is a compulsory course for all students and all students participate in a 3 Day Retreat experience in the Grampians.

CONTENTS

STAGE 2 RELIGIOUS EDUCATION - INTEGRATED LEARNING

SACE Credits: 10 or 20
Length: 3 lessons a week for 2 terms (10 credit) or 3 terms (20 credit)

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

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

Integrated Learning is designed to facilitate collaborative learning. Through collaboration and teamwork, students learn to plan and organise activities and to develop their understanding of, and empathy for, others. This collaboration supports goals such as active learning, conflict resolution, and the discovery of new ideas through an exploration of topics within the subject of Religious Education.
Integrated Learning (through Religious Education) builds Catholic community capacity by connecting students' learning to meaningful participation in the Church and wider community.

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

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

The following assessment types enable students to demonstrate their learning in Stage 2 Integrated Learning:
School-based Assessment (70%)
- Assessment Type 1: Practical Enquiry (40%)
- Assessment Type 2: Connections (30%)

External Assessment (30%)
- Assessment Type 3: Personal Endeavour (30%)

For a 10 credit subject, students will provide evidence of their learning through three assessments, including the external assessment component. For a 20 credit subject, students will provide evidence of their learning through five assessments, including the external assessment component.

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

CONTENTS

STAGE 2 RELIGION STUDIES

SACE Credits: 10 or 20
Length: 1 year

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

Students develop an understanding of different religious perspectives on events or practices and examine a range of definitions of religion drawn from a variety of sources. These definitions of religion are evaluated in terms of how they lead to a particular understanding of religion. Students study diverse religious and spiritual beliefs and value systems in Australian society and around the world, and explore how such a study can contribute to greater personal and interpersonal understanding; the development of skills in relating to people of different religious positions; and an appreciation of, and respect for, the different ways in which people think, feel, and act. This subject outline emphasises an open approach to the study of religion and spirituality that encourages students to empathise with adherents within and across religious and spiritual traditions, and with adherents who have different beliefs and understanding within the same religion. There is also an emphasis on understanding religious positions on ethical and social justice issues.

Key Areas of Study:
Students study the core topic and two option topics.
Core Topic
- Overview of Religion

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

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

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

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

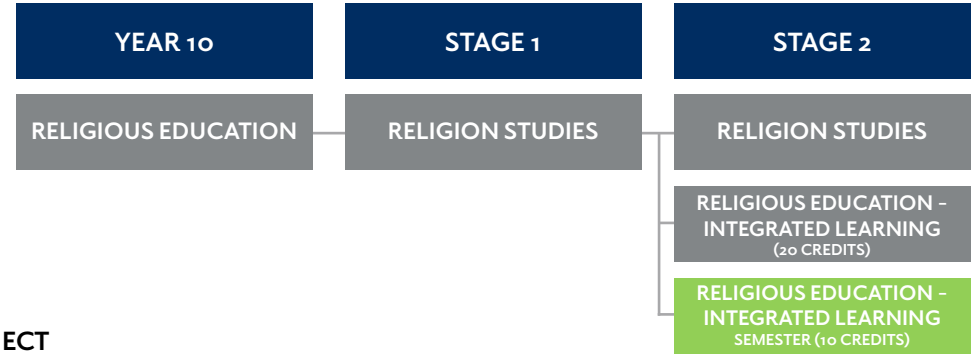
Students provide evidence of their learning through seven to nine assessments, including the external assessment component.

Students undertake:
- At least one sources analysis assessment on the core topic, and one on an option topic;
- At least three folio assessments;
- One investigation.

RELIGIOUS EDUCATION

TENISON WOODS COLLEGE

CONTENTS



DESIGN, TECHNOLOGY AND ENGINEERING

TENISON WOODS COLLEGE

CONTENTS

YEAR 10 METAL TECHNOLOGIES

Prerequisites: Recommended prior Year 9 study in Design & Technology but not essential
Length: 1 semester

Course Description:
Students studying Metal Technology will be given a concept, project, client, need or challenge, in which they individually design, produce and evaluate a metal fabricated piece of work. During the production, students are taught and then given the opportunity to apply the skillsets of ARC and MIG welding, plasma 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, 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.

Cost:
Approximately $60.00 to cover steel used for minor and major product, including the LED strip light kit.

Major Product: LED custom made logo sign

YEAR 10 WOOD TECHNOLOGIES

Prerequisites: Recommended prior Year 9 study in Design & Technology but not essential
Length: 1 semester

Course Description:
Students studying Wood Technology 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, setup, 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.

Cost:
Approximately $60.00 to cover the timber used for minor and major project.

Major Product:
Pinball machine (with 3D printed/ laser cut components.

DESIGN, TECHNOLOGY AND ENGINEERING

TENISON WOODS COLLEGE

CONTENTS

YEAR 10 CONCEPT TO CONSTRUCTION

Prerequisites: Recommended prior Year 9 study in Design & Technology, but not essential
Length: 1 semester

Course Description:
Students studying Concept to Construction will develop a range of skills inside and outside of the workshop. The purpose of this course is to not only give students the opportunity to learn workshop skills, incorporating technologies such as CAD, 3D printing, prototyping & laser, but also to learn skills outside of the workshop. The course begins with the students designing and producing a small individual project which could be made from recycled materials. The design will be CAD drawn so that a scale 3D printed model must also be completed.

The final design can also incorporate laser.

Once complete the class works as a team and is presented with a concept, project, client, need or challenge to complete on school grounds. This is where the students will engage in real world working conditions and skillsets. The project can include landscaping, carpentry, building, metal fabrication & electrical.

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. This will also include the student's ability to follow all OH&S policies and procedures, setup, pack up, workshop cleanliness and their practical and problem-solving abilities.

Materials Required:
Work boots

Cost: Approximately $40.00 to cover the cost of materials for a small individual project completed by each student. $55.00 White Card Certification (Construction Industry Certification) completed online, in conjunction with a full day training course ran on Tenison Woods College grounds (only if the student hasn't obtained certification prior to commencing the course).
Major Product: Outdoor construction project such as a chicken pen, large pizza oven, landscaped seated area for students etc. Students decide and design possible projects needed within school grounds to be approved by the Principal.

STAGE 1 ROBOTIC AND ELECTRONIC SYSTEMS

SACE Credits: 10
Length: 1 semester
Special Considerations:
This Stage 1 course is only offered at Year 10 level, the Stage 2 follow on is offered at Year 11 level.

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 (SST, worth 25% each);
- One Design Process and Solution (DPS, worth 50%).

Cost: Depending on the scale and complexity of the student's project, between $50.00- $100.00. All designs will be approved by the teacher and parent/carer prior to production to ensure all parties approve.

DESIGN, TECHNOLOGY AND ENGINEERING

TENISON WOODS COLLEGE

CONTENTS

PRODUCT DESIGN & TECHNOLOGY - GIRLS ONLY

Year Level: Year 10 or 11
Prerequisites: Recommended prior Year 9/10 study in Design & Technology but not essential.
Length: Semester 1

Course Description:
Students studying this course 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 given the opportunity to apply the skillsets of traditional woodworking/ metalworking, working 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. This will also include 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. The Year 11 students will complete the course as a Stage 1 subject, option is given to the Year 10 students to also complete the course as a Stage 1 subject.

Cost:
Approximately $80.00 to cover the materials used for minor and major project.

Major Product:
Student designed/chosen project

VET ELECTROTECHNOLOGY - CERTIFICATE II IN ELECTROTECHNOLOGY

Year Level: Stage 1 (available to Year 10, 11 students)
SACE Credits: Minimum of 10 credits per semester
Prerequisites: Not required for option A, then options need to be chosen sequentially
Length: 2 years for the full certificate, 1 semester year 10 (option A), 4 semesters over years 10, 11 (Options A, B, C, D)

Course Description:
The full certificate will take a minimum of two years to complete. Students studying Electro Technology will be introduced to basic electrical systems, including resistance, conductors, single and multiple path low voltage circuits, and electrical switching.

The course also provides a comprehensive overview of OH&S in the electrical industry, with students obtaining a White Card though the program.

The program also contains a strong sustainability focus, with students gaining valuable practical experience working alongside skilled tradespersons on the installation of significant solar photovoltaic systems on the College site each semester. Work experience is also fostered, with a broad range of connections to local industry members.

Assessment:
The Certificate II is skills based and requires students to achieve the following competencies:

- Apply Occupational Health and Safety regulations, codes and practices in the workplace;
- Carry out routine work activities in an energy sector environment;
- Prepare to work safely in the construction industry;
- Provide cardiopulmonary resuscitation;
- Attach cords and plugs to electrical equipment for connection to a single phase 230 volt supply;
- Work safely at heights;
- Use of routine equipment/ plant/technologies in an energy sector environment;
- Apply environmentally and sustainable energy procedures in the energy sector;
- Produce routine tools/ devices for carrying out energy sector work activities insert;
- Identify and select components, accessories and materials for energy sector work activities;
- Provide solutions and report on routine electro technology problems;
- Solve problems in dc. circuits;
- White Card Certification (Construction industry Card).

Materials/equipment
Required: Work boots
Cost:

- $150.00 Working at Heights certification
- $55.00 White Card certification (Construction Industry Certification) completed online, in conjunction with a day training course ran on Tenison Woods College grounds (only if the student hasn't obtained certification prior to commencing the course).

Major Product: Solar Power installation on school grounds

Please note: Students will miss 5-6 school days during each semester.

DESIGN, TECHNOLOGY AND ENGINEERING

TENISON WOODS COLLEGE

CONTENTS

FURNITURE MAKING - CERTIFICATE II IN FURNITURE MAKING PATHWAYS

Year Level: Available to Year 10, 11 or 12 students
SACE Credits: Minimum of 10 credits per semester
Length: 2 years for the full certificate
1 semester Year 10 (option A), 4 semesters over Years 10, 11,12 (Options A, B, C, D)

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 WOOD TECHNOLOGIES - MATERIAL SOLUTIONS

SACE Credits: 10
Prerequisites: Recommended prior Year 10 study in Design & Technology, but not essential
Length: 1 semester
Special Considerations: This course may be taken as a Stage 2 (full year) subject in Year 11.

Course Description:
Students studying Material Products 1 - Furniture Construction will individually design, produce and evaluate a handmade fine furniture stool. Students apply their knowledge and skills to the design and production of their chosen design. The course gives students the opportunity to individually submit a piece of work that can be completed within the single semester time frame. 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), 3D printing, prototyping and laser. 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:

- Skills and Application Tasks;
- Folio (Including an investigation, design and evaluation);
- Product (including a product record).

Cost:
Approximately $70.00-$90.00 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.
Approximately $100.00 - Optional excursion to the Lost Trades Fair & Melbourne Guild of Fine Furniture.

Major Product: Traditional fine furniture piece

DESIGN, TECHNOLOGY AND ENGINEERING

TENISON WOODS COLLEGE

CONTENTS

STAGE 1 METAL TECHNOLOGIES - MATERIAL SOLUTIONS

SACE Credits: 10
Prerequisites: Recommended prior Year 10 study in Design & Technology, but not essential.
Length: 1 semester
Special Considerations: This course may be taken as a Stage 2 (full year) subject in Year 11.

Course Description:
Students studying Material Products - Metalwork will individually design, produce and evaluate 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 that can be completed within the single semester time frame. 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, prototyping and laser. 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:

- Skills and Application Tasks;
- Folio (Including an investigation, design and evaluation);
- Product (including a product record).

Cost:
$100.00 materials for major product and minor product (mild steel). Approximately $100.00 for an optional excursion to a Forge workshop to work with a Blacksmith.

Major Product:
Outdoor cooking appliance

STAGE 2 ROBOTIC AND ELECTRONIC SYSTEMS

SACE Credits: 20
Prerequisites: Students must have completed Stage 1 Robotic and Electronic Systems.
Length: Full year.
Special Considerations:
This Stage 2 course is only offered at Year 11 level.

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 BackerIt.

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 (SST, worth 10% each);
- One Design Process and Product (DPS, worth 50%);
- One Resources Study (RS, worth 30%).

Cost:
Depending on the scale and complexity of the student's project, between $100- $200 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.

CONTENTS

STAGE 2 WOOD AND METAL TECHNOLOGIES MATERIAL SOLUTIONS

SACE Credits: 20
Prerequisites: Strongly recommend a Stage 1 subject completion in Design & Technology Length: 1 year

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 that can 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 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, prototyping and laser. 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 2 level. Students demonstrate evidence of their learning against performance standards in the following assessment types:

- Skills and Application Tasks;
- Folio (Including an investigation, design and evaluation);
- Product (including a product record).

Cost:
Approximately $100+ depending on the student's final design. Students are encouraged to purchase their own materials outside of school.

Major Product:
Contemporary designed furniture piece

DESIGN, TECHNOLOGY AND ENGINEERING

TENISON WOODS COLLEGE

CONTENTS

INFORMATION PROCESSING AND PUBLISHING - INTRODUCTION

Information Processing and Publishing focuses on the use of technology to design and implement information processing solutions.

The technologies, now used by individuals, businesses and organisations to process, manage and communicate information, enable meaning to be received and shared through a wide range of increasingly complex and extended modes of communication in formal and informal contexts.

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

YEAR 10 INFORMATION PROCESSING & PUBLISHING

Pathways: If you intend to do an Information Processing and Publishing course at Stage 1 or 2 level, it is highly recommended that this subject is undertaken.
Length: 1 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 to 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).
Content.

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 (PERSONAL)

SACE Credits: 10
Prerequisites: Year 10 IPP/IT/ Graphics recommended
Length: 1 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: i.e. 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 Photoshop. Students will establish good keyboard and associated manipulative skills. In the digital presentation section, students incorporate the use of information processing and processing equipment such as projectors and monitors to display and explain their presentation. The emphasis is on designing interactive presentations for product displays using MS Power Point or Prezi.

Assessment:
Assessment for Stage 1 IPP is school based. To gain Satisfactory Achievement in this subject student will need to demonstrate evidence of their learning against performance standards in the following assessment types:

- Practical Skills (50%);
- Product and Documentation (30%);
- Issues Analysis (20%).

DESIGN, TECHNOLOGY AND ENGINEERING

TENISON WOODS COLLEGE

CONTENTS

STAGE 1 INFORMATION PROCESSING AND PUBLISHING (BUSINESS)

SACE Credits: 10
Prerequisites: Year 10 IPP/IT/ Graphics recommended
Length: 1 semester

Course Description:
Business Publishing emphasises the development of practical skills in identifying, choosing and using the appropriate computer hardware and software for communicating in a range of contexts. The subject offers users a wide range of choices in the methods of inputting, manipulating, storing and disseminating information. This course involves the use of information and processing and publishing tools in a business context along with development of product in digital format. The students consider legal, ethical and social issues related to information processing and publishing. Students also develop skills of creation, manipulation, storage and use of digital media to solve problems in a personal, community or business context.

The course has a practical basis and emphasises the development of skills and understanding in designing, making and critiquing. Students learn about the principles of design: i.e. Contrast, Repetition, Alignment and Proximity.

Students learn to follow the designing process to apply principles to produce publications for personal use, paper-based publications such as letters, flyers, menus, reports and invitations using MS Word, Publisher and Adobe Photoshop. The students apply problem-solving, critical thinking and decision-making skills by using the designing process.

Assessment:
Assessment for Stage 1 IPP is school based. To gain Satisfactory Achievement in this subject, students will need to demonstrate evidence of their learning against performance standards in the following assessment types:

- Practical Skills (50%);
- Product and Documentation (30%);
- Issues Analysis (20%).

STAGE 2 INFORMATION PROCESSING & PUBLISHING

SACE Credits: 20
Prerequisites: Stage 1 IPP/IT/ Graphics recommended
Length: 1 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 & advertising material. The product and documentation focus on following the design process i.e. Investigation, Devising, Producing & Evaluation.
For issues and analysis students consider the social, ethical and/ or legal issues associated with the use of computer technology for communication within business (i.e. security, confidentiality, privacy, identity theft, occupational health, safety and intellectual property).

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

DESIGN, TECHNOLOGY AND ENGINEERING

TENISON WOODS COLLEGE

CONTENTS

DIGITAL TECHNOLOGIES - INTRODUCTION

In Digital Technologies students create practical, innovative solutions to problems of interest.
By extracting, interpreting, and modelling real-world data sets, students identify trends to 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, and ethical considerations, including relevance, originality, appropriateness, and sustainability.

Students use computational thinking skills and strategies to identify, deconstruct, and solve problems. They analyse and evaluate data, test hypotheses, make decisions based on evidence, and create solutions. Through the study of Digital Technology, 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 basic constructs involved in coding, array processing, and modularisation.

YEAR 10 DIGITAL TECHNOLOGIES

Prerequisites: Not required, but any Year 8 or 9 IT subjects would be an advantage.
Length: 1 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
Prerequisites: A basic ICT knowledge and Year 9 ICT and / or Year 10 Digital Technologies are preferable.
Length: 1 semester

Course Description:
Focus Areas:

- Focus Area 1: Programming;
- Focus Area 2: Advanced Programming;
- Focus Area 3: Data Analytics;
- Focus Area 4: Exploring Innovations For more information on focus areas refer to the SACE website.

For a 10-credit program, students study at least two 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
Assessment Type 2: Digital Solution
Students complete:

- At least two project skills tasks;
- At least one digital solution.

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

CONTENTS

STAGE 2 DIGITAL TECHNOLOGIES

SACE Credits: 20
Prerequisites: Stage 1 Information Technology is highly recommended
Length: 1 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.
Stage 2 Digital Technologies is a 20-credit subject that consists of the following focus areas:

- Focus area 1: Computational thinking;
- Focus area 2: Design and programming;
- Focus area 3: Data analytics;
- Focus area 4: Iterative project development.

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.

DESIGN, TECHNOLOGY AND ENGINEERING

TENISON WOODS COLLEGE

CONTENTS

YEAR 10 FOOD TECHNOLOGIES – FOOD AND NUTRITION A

Prerequisites: It is beneficial for students to previously have satisfactorily completed a unit of Year 8 and/or Year 9 Home Economics.
Length: Semester 1

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

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

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

YEAR 10 FOOD TECHNOLOGIES – FOOD AND NUTRITION B

Prerequisites: It is beneficial for students to previously have satisfactorily completed a unit of Year 8 and/or Year 9 Home Economics.
Length: Semester 2

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

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

Additional Information:
Closed in shoes must be worn, hair must be tied back and students must bring a container to practical lessons.

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

STAGE 1 FOOD AND HOSPITALITY A & B

SACE Credits: 10 per semester
Prerequisites: Satisfactory achievement in Year 10
Length: 1 semester or 1 year (A-Sem 1; B-Sem 2)

Course Description:
Students focus on the dynamic nature of the food and hospitality industry. They develop an understanding of contemporary approaches & issues related to food and hospitality.

Students work independently and collaboratively. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices. Students will complete five summative practicals:

- Food, the Individual & the Family;
- Local & Global Issues in Food & Hospitality;
- Trends in Food & Culture;
- Food & Safety;
- Food and Hospitality Careers.

Students examine the factors that influence people's food choices and the health implications.

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

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

CONTENTS

STAGE 2 FOOD AND HOSPITALITY STUDIES

SACE Credits: 20
Prerequisites: Satisfactory Achievement in Stage 1 Food and Hospitality is recommended.
Length: 1 year

Course Description:
Students focus on the impact of the food and hospitality industry on Australian society and examine the contemporary and changing nature of the industry. Students develop relevant knowledge and skills as consumers and/or industry workers. Students will complete six summative practicals:

- Engineered Food;
- Summer Picnic Hamper;
- Exotic and Creative Ingredients;
- Pasta Product;
- Baking and Decorating;
- Catering Enterprise.

Assessment:
Students demonstrate evidence of their learning through:

- School-Based Assessment, Practical Activity - 50% (two written components and one practical assessment),
- Group Activity - 20%
- External Assessment, Investigation - 30%.

Additional Information:
Students will need to supply certain ingredients for the practical lessons. Students will be invoiced for specific resources relating to assessment tasks. Information regarding cost will be communicated throughout the year. Students may also undertake an excursion.

ACADEMY OF HOSPITALITY (CERTIFICATE II)

Year Level: Stage 1 (available to Year 9, 10 & 11 students)
SACE Credits: Minimum 20
Length: 2 years for the full certificate
1 semester - Year 9 (option A),
4 semesters over Years 9, 10, 11 (Options A, B, C, D)

Course Description:
The full Certificate II will take two years to complete. Students are able to achieve some units of competency if a semester only is completed.

Undertaking this course allows students to experience a range of routine hospitality work activities. The Certificate II qualification provides individuals with introductory knowledge and skills for initial work, community involvement and further learning.
These skills are extended in Certificate II where students will complete all competencies by participating in a range of activities including group and individual tasks relevant to industry standard learning.

All learning tasks will be performed in a variety of locations and modes including the Sugarloaf Café at Tenison Woods College where the students are able to experience industry standard learning. Participation in a minimum number of industry reflective hours and volunteering at recognised functions is mandatory for competencies to be achieved in this course.

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;
- Interact with customers;
- Show social and cultural sensitivity;
- Use hospitality skills effectively;
- Use hygienic practices for food safety;
- Participate in safe work practices;
- Maintain the quality of perishable items;
- Prepare and present sandwiches;
- Prepare and present simple dishes.

Year 2:

- Prepare and serve espresso coffee;
- Prepare and serve non-alcoholic beverages;
- Serve food and beverages;
- Provide advice on food;
- Process financial transaction.

Cost:
$225.00 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). Some second hand uniforms may be available to purchase.
Covered leather school shoes or safety boots are also mandatory.

Excursion costs as required.

DESIGN, TECHNOLOGY AND ENGINEERING

TENISON WOODS COLLEGE

CONTENTS

YEAR 10 CHILD STUDIES A

Length: 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

Prerequisites: Preferably completed Child Studies A
Length: 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
Prerequisites: Satisfactory Achievement in Year 10 Child Studies and Year 10 Food and Nutrition
Length: 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.

STAGE 1 CHILD STUDIES B

SACE Credits: 10 credits
Prerequisites: Preferably completed Child Studies A
Length: Semester 2

Course Description:
In this subject, students will examine the period of childhood from conception to eight years. This subject will be beneficial if wishing to complete Stage 2 Child Studies. Students will complete the following topics:

- Children's Services;
- Child Development;
- Childhood Obesity;
- 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.

DESIGN, TECHNOLOGY AND ENGINEERING

TENISON WOODS COLLEGE

CONTENTS

STAGE 2 CHILD STUDIES

SACE Credits: 20
Prerequisites: Satisfactory achievement in Stage 1 Child Studies
Length: 1 year

Course Description:
The Stage 2 subject focuses on children's growth and development from conception to eight years. Students study the following topics:

- Pregnancy and Diet;
- Children's Literature;
- Children's Toys;
- Media Impact on Eating Habits;
- Inclusive Education (Learning Difficulties);
- Foods From Around The World.

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

Additional Information:
Students will be required to bring food or fabrics for practicals.

STAGE 2 WORKPLACE PRACTICES

Year Level: 11 or 12
SACE Credits: 20
Prerequisites: Not required
Length: 1 year

Course Description:
Students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They undertake negotiated topics designed for their needs, interests, and aspirations to gain knowledge of issues particularly relevant to their working environment or aspirations. Students can undertake vocational education and/or training (VET) and develop and reflect on their capabilities, interests, and aspirations. Students undertake three or more topics such as The Changing Nature of Work, Industrial Relations and Finding Employment and Vocational Learning and/or VET.

Assessment:
The following assessment types enable students to demonstrate their learning through the following assessment types:
School-based Assessment (70%)

- Folio
- Performance (VET or workplace performance
- Reflection

External Assessment (30%)

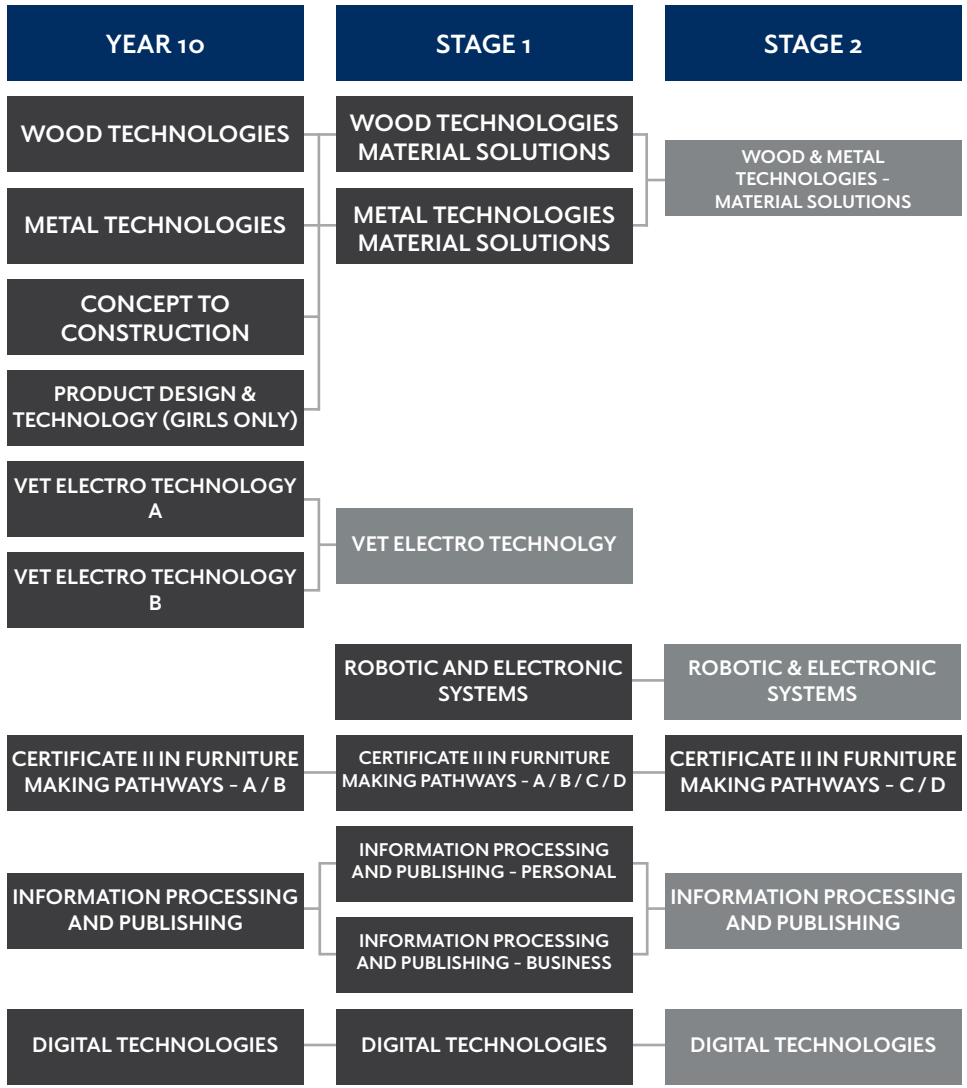
- Investigation

DESIGN, TECHNOLOGY AND ENGINEERING

TENISON WOODS COLLEGE

CONTENTS

DESIGN & TECHNOLOGIES



FULL YEAR SUBJECT

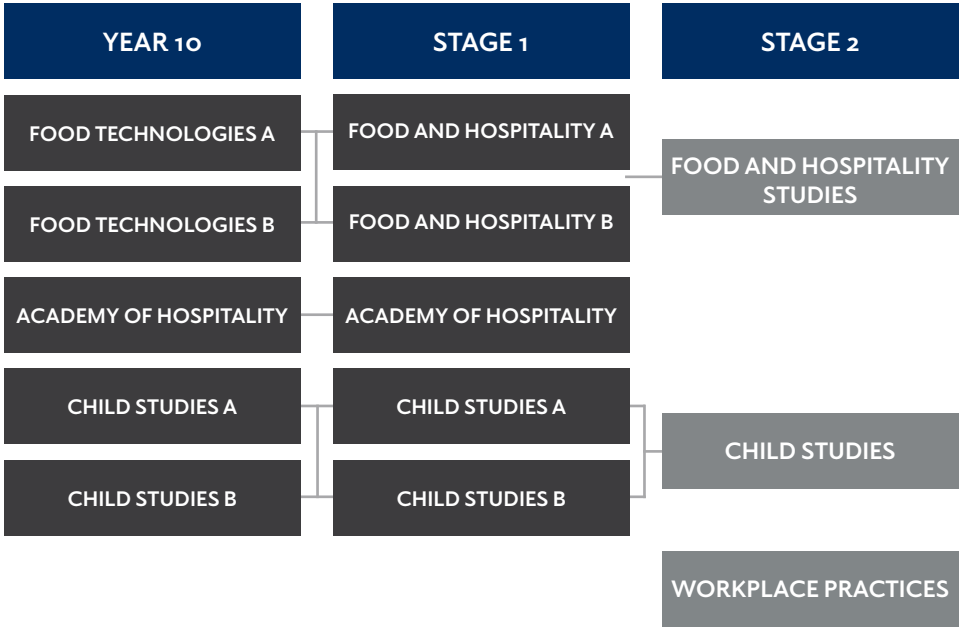
SEMESTER BASED SUBJECT

DESIGN, TECHNOLOGY AND ENGINEERING

TENISON WOODS COLLEGE

CONTENTS

FOOD TECHNOLOGIES



FULL YEAR SUBJECT

SEMESTER BASED SUBJECT

ENGLISH

TENISON WOODS COLLEGE

CONTENTS

ENGLISH INTRODUCTION

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

The English program at Tenison Woods College, in accordance with the Australian Curriculum, encompasses a wide range of learning experiences which in turn, help develop an exciting array of literary skills. The program recognises the importance of, and focusses on, key capabilities around literacy as well as the higher order thinking such as critical analysis and perspectives and literary interpretation. English is structured so that knowledge and skills acquired in the Middle School are reinforced and extended through to SACE Stage 2. Each successive year builds upon the content learned in the previous year and introduces more advanced concepts and techniques.

The English curriculum at Tenison Woods College reflects the importance of progression and continuity in learning.

YEAR 10 ENGLISH

Prerequisites: Completion of Year 9 English
Length: 1 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.
The course promotes an appreciation of the possibilities for language to express human thought, emotion and experience while also increasing student awareness of the diverse structures of language.
Texts studied include poetry, novels, films, short stories, persuasive texts and web blogs.

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 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.

CONTENTS

YEAR 10 ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Length: 1 year

Course Description:
This course develops a student's knowledge of language, literacy and literature. In this course, students will explore language used for interaction and understand the evolving nature of the English language.

Students will also discover the power of language and how this can influence inclusive social practice. Students will also learn to discern the impact on audiences of images and film as well as develop their knowledge of vocabulary and spelling.

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

Students will learn how to create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts for a specific purpose and an identified audience as well as create imaginative texts which connect with other texts. Students will also identify and explore the purposes and effect of different texts, structures and language features as part of their understanding of interacting with others. They will also interpret, analyse and evaluate to form comprehension strategies to compare information.

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

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

Additional Information:
EAL students will be assessed using the Australian Literacy Levels to ascertain their English Language level. Suitable for international students.

STAGE 1 ENGLISH LITERARY STUDIES

SACE Credits: 10 per semester
Prerequisite: Successful completion of Year 10 English
Length: 2 semesters

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 needed to fully interpret texts.

Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts.

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 another genre.

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

ENGLISH

TENISON WOODS COLLEGE

CONTENTS

STAGE 1 ENGLISH

SACE Credits: 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.
Length: 2 semesters

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

STAGE 1 ESSENTIAL ENGLISH

SACE Credits: 10 per semester
Prerequisite: Successful completion of Year 10 English
Length: 2 semesters

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

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

For a 10-credit subject, students should provide evidence of their learning through four assessments, with at least one assessment from each assessment type.

At least one assessment should be an oral or multimodal presentation and at least one should be in written form. Each assessment type should have a weighting of at least 20%.

STAGE 1 ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

SACE Credits: 20
Prerequisite: Not required
Special Considerations:
This course is only available to students with English as an additional language who are approved by the SACE Board.
Length: 1 year

Course Description:
Through studying a variety of oral, written and multimodal texts, including informational and literary texts, students develop an understanding of text structures and language features. Texts could include, for example a newspaper article, a podcast, a short story, an extract from a prose text, a scene from a film. Students explore the relationship between these structures and features and the context, purpose and audience of texts.

Information, ideas and opinions in texts are identified and interpreted. Students develop confidence in creating texts for different purposes in both real and implied contexts. Students broaden their understanding of sociocultural and sociolinguistic aspects of English, through their study of texts and language.

They develop skills for research and academic study.

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

Assessment:
Assessment in this course includes assignments, written exercises, essays, individual orals and 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.

CONTENTS

STAGE 2 ENGLISH LITERARY STUDIES

SACE Credits: 20
Prerequisite: Satisfactory achievement in Stage 1 English Literary Studies
Length: 1 year

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

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

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

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

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

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

STAGE 2 ENGLISH

SACE Credits: 20
Prerequisites: Satisfactory achievement in Stage 1 English or Stage 1 English Literary Studies
Length: 1 year

Course Description:
In Stage 2 English students analyse the inter-relationship of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts.

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

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

CONTENTS

STAGE 2 ESSENTIAL ENGLISH

SACE Credits: 20
Prerequisites: Satisfactory achievement in Stage 1 Essential English
Length: 1 year

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

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

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

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

Students complete:
- Three assessments for responding to texts;
- Three assessments for creating texts;
- One language report.

STAGE 2 ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

SACE Credits: 20
Length: 1 year

Special Considerations:
English as an Additional Language in the SACE is designed for students who speak English as a second or additional language or dialect, and whose English language proficiency is restricted.
All students who want to enrol in an English as an Additional Language subject will be required to apply to the SACE Board for eligibility. Students whose eligibility applications are approved for Stage 1 English as an Additional Language do not have to reapply for eligibility to enrol in Stage 2 English as an Additional Language.

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

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

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

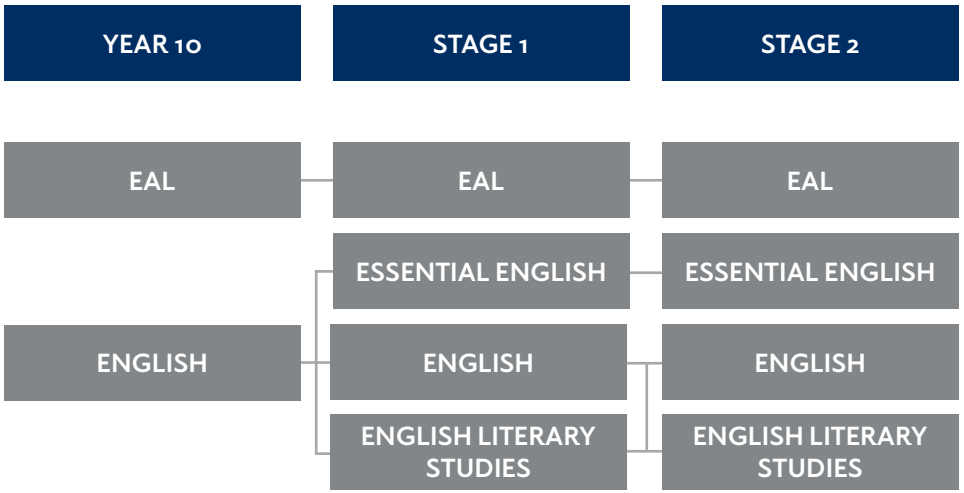
External Assessment (30%)
Assessment Type 3: Examination (30%)

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

Students complete:
- Two tasks for the academic literacy study (one oral and one written);
- Four tasks for the responses to texts (at least one oral and two written);
- One examination.

ENGLISH

CONTENTS



FULL YEAR SUBJECT

SEMESTER BASED SUBJECT

HEALTH & PHYSICAL EDUCATION

TENISON WOODS COLLEGE

CONTENTS

YEAR 10 PHYSICAL EDUCATION

Length: 1 semester
Special Conditions: A practical subject with dedicated topics off campus.

Course Description:
In Year 10 Physical Education, the content provides students a broad range of opportunities to focus on relevant, engaging and contemporary issues that develop skills, knowledge, and an understanding of both 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.

Students will participate in a range of team sports and recreational activities. These practical units will cover a wide range of target games, invasion games, court-divided games and lifelong physical activities. Integrated theory units will define active lifestyles, drugs and alcohol, cyber safety, mental health and the importance of health and physical activity to prevent future illness and disease.

Students self-assess their own and others' leadership styles and apply problem-solving approaches to motivate participation and contribute to respectful and effective relationships. Students will also be provided opportunities to assume direct control of physical activities in coaching, coordinating or officiating roles.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

Assessment:
Assessment will consist of various practical tasks and theory assignments:
Practical skills and applications (60%);
Theory component (40%).

Additional Information:
Practical units include excursions to community fitness centres.

Cost: Use of community centres and transport approximately $40.00 per semester.

YEAR 10 PHYSICAL EDUCATION A EXERCISE PHYSIOLOGY

Length: Semester 1
Special Considerations:
A practical-based subject with off campus excursions (negotiated at the start of semester).

Course Description:
The elective Physical Education A 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. Negotiated practical topics, in both indoor and outdoor settings, serve both as a source of content and data, and as a medium for learning. The elective course requires active participation in all practical topics. All topics have an integration of written, oral and physical learning experiences.

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.

Through a variety of team and individual contexts, students will be provided opportunities to learn the importance of regular activity to improve their physical, social, emotional and spiritual health. Fitness components, training principles and musculoskeletal topics are dedicated theory units that are integrated into four negotiated practical units. These practical topics include: Touch football, volleyball, soccer, golf, softball, and lawn bowls.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

Assessment:
Students provide evidence of learning through three assessment tasks.

Students undertake:
- At least one Improvement Analysis task;
- At least one Physical Activity Investigation.

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.

Additional Information:
Cost: Approximately $30.00 to cover gym visits, community excursions, bus travel.

HEALTH & PHYSICAL EDUCATION

TENISON WOODS COLLEGE

CONTENTS

YEAR 10 PHYSICAL EDUCATION B EXERCISE PHYSIOLOGY

Prerequisites: Students who have completed Year 10 A are encouraged to continue with PE B as it will strongly prepare for future Stage 1 and Stage 2 PE courses with core content relating to physiological, anatomical, and skill-learning applications.
Length: Semester 2
Special Considerations:
A practical -based subject with off campus excursions (negotiated at the start of semester).

Course Description:
The elective Physical Education B 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.
The dedicated practical topics, in both indoor and outdoor settings, serve both as a source of content and data, and as a medium for learning.
The elective course requires active participation in all practical topics. All topics have an integration of written, oral and physical learning experiences.

Through a variety of team and individual contexts, students will be provided opportunities 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.

In their Issues analysis, students will choose a social aspects in sports topic to investigate, research and analyse.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

Assessment:
Students provide evidence of learning through three assessment tasks.

Students undertake:
- At least one Improvement Analysis task;
- At least one Physical Activity Investigation.

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.

Additional Information:
Cost: Approximately $30.00 to cover gym visits, community excursions, bus travel.

STAGE 1 PHYSICAL EDUCATION A EXERCISE PHYSIOLOGY

SACE Credits: 10 per semester
Prerequisites: Recommend Year 10 HPE Elective
Length: 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 (e.g. sports, theme-based games, laboratories, fitness and recreational 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.
An integrated approach to learning supports a conceptual framework that promotes deep learning in, through, and about physical activity.

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 9 minutes for an oral or multimodal presentation, or up to a maximum of 1500 words.

Additional Information:
This subject has a practical based component, with the possibility of students undertaking some activities off campus at a local fitness centre (to be negotiated at start of semester). Please note: Each semester will contain different content, based on the course description.

Cost:
Approximately $30.00 to cover gym visits, community excursions, bus travel.

HEALTH & PHYSICAL EDUCATION

TENISON WOODS COLLEGE

CONTENTS

STAGE 1 PHYSICAL EDUCATION B SKILL ACQUISITION AND BIO MECHANICS

SACE Credits: 10 per semester
Prerequisites: Year 10 PE elective
Length: 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.

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 (e.g. sports, theme-based games, laboratories, fitness and recreational 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. An integrated approach to learning supports a conceptual framework that promotes deep learning in, through, and about physical activity.

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 9 minutes for an oral or multimodal presentation, or up to a maximum of 1500 words.

Additional Information:
This subject has a practical based component, with the possibility of students undertaking some activities off campus at the local fitness centre (to be negotiated at start of semester).
Please note: Each semester will contain different content, based on the course description.

Cost:
Approximately $30.00 to cover gym visits, community excursions, bus travel.

STAGE 2 PHYSICAL EDUCATION

SACE Credits: 20
Prerequisites: Recommended Pre-Study: Stage 1 Physical Education (Semesters 1 and 2)
Length: 1 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.

The focus areas provide the narrative for the knowledge, skills, and capabilities that students develop.

Learning is delivered through an integrated approach where opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities (e.g. sports, theme-based games, laboratories, and fitness and recreational activities). Students explore movement concepts and strategies through these physical activities to promote and improve participation and performance outcomes. Students investigate improvements in human physical activity from a participation and/or performance perspective. This flexibility enables socio-cultural aspects such as inclusivity and equity to be integrated throughout learning activities. Students apply their understanding of movement concepts to evaluate aspects of their own or others' physical activity and implement strategies to improve their participation and/or performance. Opportunities for students to reflect on their own movement experiences allow them to make greater meaning of these experiences. The use of technology is integral to the collection of data such as video footage, heart rates, 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 in Stage 2 Physical Education:

School Assessment (70%)

- Assessment Type 1: Diagnostics (30%)
- Assessment Type 2: Improvement Analysis (40%)

External Assessment (30%)

- Assessment Type 3: Group Dynamics (30%).

Students should provide evidence of their learning through four or five assessments, including the external assessment component. Students undertake:

- Two diagnostics tasks
- One improvement analysis task
- One group dynamics task.

Cost:
The Essentials Workbook ($53.00 approx)

HEALTH & PHYSICAL EDUCATION

TENISON WOODS COLLEGE

CONTENTS

OUTDOOR EDUCATION INTRODUCTION

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

STAGE 1 OUTDOOR AND ENVIRONMENTAL EDUCATION A

SACE Credits: 10
Length: Semester 1

Course Description:
The study of Stage 1 Outdoor Education provides students with opportunities to experience personal growth and to develop social skills, self-confidence, and teamwork skills. They evaluate and reflect on their own learning progression and skills development, and working with others in groups, as well as their relationship with and connection to nature.

In Term 1, students prepare for a three day, two-night lightweight bushwalk expedition in Cape Bridgewater. Practical assessment is on a range of abilities relating to camp performance. Assessment includes walking ability, leadership & group roles, camp craft, planning, risk management and M.I.C techniques. They work in a positive and supportive manner, being willing to work with a range of different students. They use appropriate walking techniques and navigation skills.

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

Assessment:
The following assessment types enable students to demonstrate their learning in Stage 1 Outdoor Education.

- Assessment Type 1: About Natural Environments (1 x major investigation)
- Assessment Type 2: Experiences in Natural Environments (2 x tasks)

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

Cost:
Costs for both expeditions include transport, camping fees, professional instruction and equipment hire. Approximately $50.00 for the Bushwalking at Cape Bridgewater. Rock climbing at Mount Arapiles cost is approximately $200.00.

STAGE 1 OUTDOOR AND ENVIRONMENTAL EDUCATION B

SACE Credits: 10
Length: Semester 2

Course Description:
The study of Stage 1 Outdoor Education provides students with opportunities to experience personal growth and to develop social skills, self-confidence, and teamwork skills. They evaluate and reflect on their own learning progression and skills development, and working with others in groups, as well as their relationship with and connection to nature.

In Term 3, students prepare for a three day, two-night light-weight bushwalk expedition in the Cape Bridgewater. Practical assessment is on a range of abilities relating to camp performance. Assessment includes walking ability, leadership & group roles, camp craft, planning, risk management and M.I.C techniques. They work in a positive and supportive manner, being willing to work with a range of different students. They use appropriate walking techniques and navigation skills.

In Term 4, students will focus on a three-day, two-night Aquatics Camp (TBA).

Assessment: Students will have the opportunity to demonstrate their learning through group tasks, research assignments, micro tutorials, journals and practical applications.

The following assessment types enable students to demonstrate their learning in Stage 1 Outdoor Education.

- Assessment Type 1: About Natural Environments (1 x major investigation)
- Assessment Type 2: Experiences in Natural Environments (2 x tasks)

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

Cost:
Costs for both expeditions includes transport, camping fees, and equipment hire. Approximately $300.00 for the Aquatics Camp and approximately $50.00 for the lightweight expedition in the Grampians.

CONTENTS

STAGE 2 OUTDOOR AND ENVIRONMENTAL EDUCATION

SACE Credits: 20
Prerequisites: Stage 1 Outdoor Education (at least 1 semester)
Length: 1 year

Course Description:
The study of Stage 2 Outdoor Education provides students with opportunities to experience personal growth and to develop social skills, self-confidence, initiative, self-reliance, leadership, and collaborative skills.
They evaluate and reflect on their own learning progression, including their practical outdoor skills development and their collaborative and leadership skills, as well as their relationship with and connection to nature. Students use reflective practice and processes to implement improvement strategies in building their skills and connections.

Stage 2 Outdoor and Environmental Education is being offered at a Year 11 level to give students an opportunity to complete a SACE unit and draw on an extra subject for their ATAR. Recommendation must be obtained to gain entry into this subject and participate in this unique opportunity. Approval will be based on academic performance.
The core skills, knowledge, and understanding are integrated in each of the focus areas and developed through experiential learning in the context of activities and journeys in natural environments.
Students study all three focus areas:

- Focus Area 1: Conservation and sustainability;
- Focus Area 2: Human connections with nature;
- Focus Area 3: Personal and social growth and development.

Outdoor activities might include, for example, bushwalking, canoeing, rock climbing, and surfing and may vary in cost between $100.00-$300.00 per camp. Outdoor journeys involve human-powered activities between more than one site.

Assessments:
The following assessment types enable students to demonstrate their learning in Stage 2 Outdoor Education.
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

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

Cost:
Costs for both expeditions includes transport, camping fees, and equipment hire. Approximately cost per camp is approximately $50.00 for lightweight bushwalks and approximately $300.00 for a canoe/mountain bike.

HEALTH & PHYSICAL EDUCATION

TENISON WOODS COLLEGE

CONTENTS

HPSP INTRODUCTION

The Year 10 High Performance Sports Program (HPSP) aims at supporting and developing all athletes with dedicated coaches taking sessions in AFL, Basketball, Cricket, Hockey, Netball and Soccer. 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.

Please contact Nathan Fleetwood, HPSP Coordinator fleen@tenison.catholic.edu.au at the College for more details on the application process. Please be advised that there are limited positions in the program and places subject to students meeting selection criteria. If students in this program don't meet the required criteria, they will be subject counselled into alternative subjects.

HPSP - INTEGRATED LEARNING

Year Level: 10 (Stage 1)
SACE Credits: 10 credits per semester
Prerequisites: Regional representation
Length: 1 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. Student-athletes will receive an individualised strength and conditioning program as well as specialist sessions dedicated to recovery methods. Student-athletes as part of the HPSP course will have the opportunity to complete the appropriate coaching and officiating qualifications and course. 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. Student-athletes performing at a state or national pathway will receive support for skill/strength and conditioning development as well as academic progress.

Evidence of learning
The following assessment types enable students to demonstrate their learning in Stage 1 Integrated Learning:

Assessment Type 1:
Practical Exploration
- Skills Matrix
- Wearable Technology Exploration

Assessment Type 2:
Connections
- Sports Media publication

Assessment Type 3:
Personal Venture
- Sports marketing website

Cost:
$100.00 (TBC) plus a uniform fee (if required). To gain the full benefits of the specialist sport coaching and monitoring, we highly recommend the purchase of a heart rate/GPS watch. This will allow students to collect data, manage fitness and fatigue levels and learn in real time how their body functions. This tool will provide an invaluable resource to support and motivate your student athlete to take authentic ownership of their training and performances.

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.

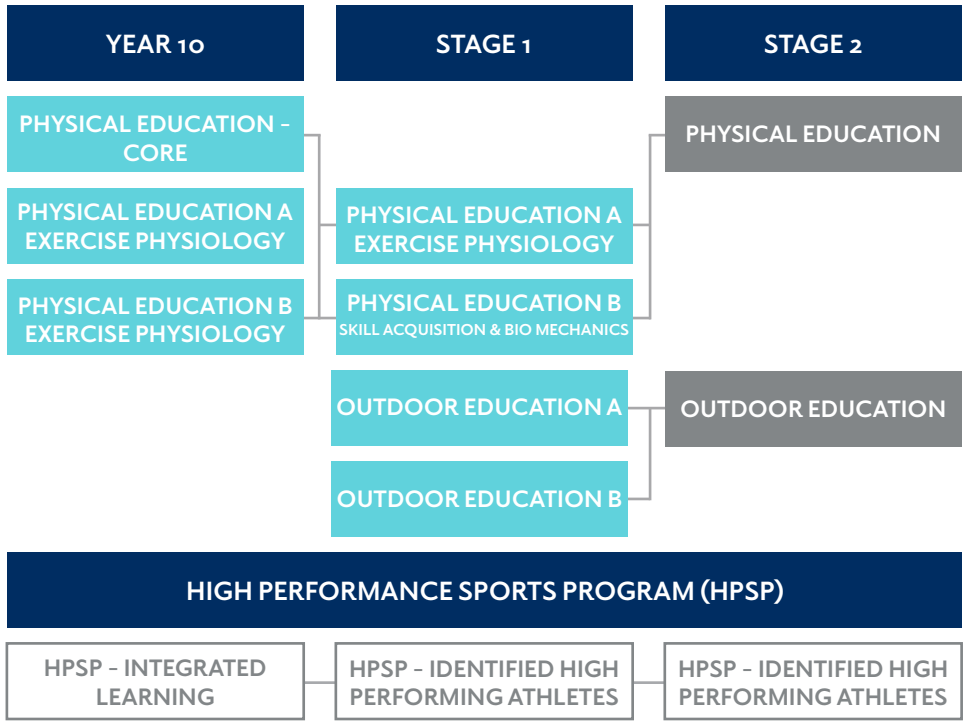
Criteria
You must currently be an athlete, coach or referee with a recognised national sporting organisation and meet one or more of the following criteria:
- You're in a state development squad or team;
- You're in a state team or an individual competing in national level competitions;
- You're in a 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.

Athletes from non-recognised sports are encouraged to apply and may be considered at the school's discretion.

HEALTH & PHYSICAL EDUCATION

TENISON WOODS COLLEGE

CONTENTS



FULL YEAR SUBJECT

SEMESTER BASED SUBJECT

HUMANITIES AND SOCIAL SCIENCES

TENISON WOODS COLLEGE

CONTENTS

GEOGRAPHY - INTRODUCTION

Geography is the study of the spatial inter-relationships of people, places, and environments. Geographers are concerned with place, with differences in features on the Earth's surface and with explaining these differences. Geographers pose and seek answers to the questions 'Where?', 'Why?', and 'How?', and evaluate alternatives. Students will investigate contemporary issues related to people and the environment. Issues that challenge society inevitably have a spatial component, and hence are potentially geographical issues. The unique, integrated approach of geography to the social, economic, political, and environmental aspects of issues will lead students to greater understanding and the basis for resolution.

YEAR 10 GEOGRAPHY A - FORESTS OF THE FUTURE

Length: Semester 1

Course Description:
Environmental change and management (ACARA).
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.

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

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

Length: Semester 2

Course Description:
Geographies of human wellbeing (ACARA).
Geographies of human wellbeing focuses on investigating global, national and local differences in human wellbeing between places.

This unit examines 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.
Additional Information:
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
Length: Semester 1

Course Description:
Through the study of Geography, you will develop an understanding of the inter-relationships 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.

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

CONTENTS

STAGE 1 GEOGRAPHY B
SUSTAINABLE DEVELOPMENT IN THE 21ST CENTURY

SACE Credits: 10
Length: Semester 2

Course Description:
As geographers, you will acquire a variety of skills to undertake investigations and present your 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.

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

STAGE 2 GEOGRAPHY

SACE Credits: 20
Length: 1 year

Course Description:
There are two main themes to be studied:
Theme 1 - Environmental change – ecosystems and people and climate change
Theme 2 – Social and economic change – population change, globalisation and transforming global inequality. As well as this, students must undertake an independent fieldwork study. The individual field study must be completed in relation to one of the option topics. It must be undertaken independently by individual students and must involve fieldwork and the collection of primary data. Maximum length is 1800 words.

The geographical enquiry must be completed in relation to a particular issue drawn from a different option topic.
The geographical inquiry must involve the study of an issue that has local, national, and global relevance. It can be submitted as one of the following formats, to a maximum of 1200 words in total: Broadsheet, report, essay, PowerPoint, or web page.

Assessment:
(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

Additional Information:
Cost: Field trips are a compulsory part of this course and involve some expense (approximately $100.00). Students are also required to purchase the 'Essentials Geography SACE 2 workbook (approximately $50.00).

HUMANITIES AND SOCIAL SCIENCES

TENISON WOODS COLLEGE

CONTENTS

HISTORY - INTRODUCTION

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others.

History promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges.

The process of historical inquiry develops transferable skills such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations and communicate effectively.

YEAR 10 HISTORY - THE MODERN WORLD AND AUSTRALIA

Length: 1 semester

Course Description:
This course involves a study of the history of the modern world and Australia from 1918 until the present.

The twentieth century became a critical period in Australia's social, cultural, economic and political development.
There will be three main areas of study:

- WW2 – causes, major events with a focus on Australia's role, consequences, impact on the home front;
- Rights and Freedoms – the growth of Human Rights as an issue with a focus on the USA and Australia;
- The Globalising World – a choice of study between three focus areas: popular culture, migration experiences or the environmental movement.

Assessment:
Assessment will consist of a range of tasks including: Research work, orals, tests, essays, poster work, multi-media presentations and sources analysis.

YEAR 10 HISTORY MYSTERIES - THE FINAL SOLUTION AND HISTORY MYSTERIES

Length: 1 semester

Course Description:
In this course students explore various issues associated with World War 2 including: The Nazification of Germany, the rise of Hitler and Fascism, Anti-Semitism through Nazi propaganda, boycotts and Krystallnacht. The 'Final Solution' is put into perspective against the human cost and the death camps.
The nature of the History Mysteries section of the course will be negotiated with students. This could include topics such as revolutions, conflicts of the ancient world or other aspects of ancient history.

Assessment:
Assessment will consist of a range of tasks including: Film analysis, seminar presentation, guided research task, sources analysis, a web quest and an essay.

STAGE 1 HISTORY A COLD WAR & REVOLUTION

SACE Credits: 10
Length: Semester 1

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

Course Description:
In this course there will be two main areas of study:
A: The Cold War, with some emphasis on its impact on Australia. The following topics could be examined:

- The Causes of the Cold War;
- Soviet and US interference in their spheres of influence;
- The 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 sources analysis.

STAGE 1 HISTORY B TERRORISM & CIVIL RIGHTS

SACE Credits: 10
Length: Semester 2

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

Course Description:
A: Terrorism
The following topics will be studied:

- The difficulties associated with the study of terror;
- Case studies of terrorist groups and terrorism at work;
- Case studies of state terrorism: Reign of Terror in France; Stalin's Russia, Cambodia, South Africa, the Middle East, Central and South America;
- Attempts by governments to fight or control terror.

B: Social movements - a study of the civil rights movement in the USA.

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

HUMANITIES AND SOCIAL SCIENCES

TENISON WOODS COLLEGE

CONTENTS

STAGE 2 HISTORY - MODERN

SACE Credits: 20
Prerequisites: Satisfactory Achievement in either Stage 1 History A or B
Length: 1 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, sources analysis and empathy pieces (50%)
- Essay - an individual inquiry on a topic of choice (20%)

External assessment (30%)

- Examination

STAGE 2 HISTORY - ANCIENT STUDIES

SACE Credits: 20
Prerequisites: Satisfactory Achievement in either Stage 1 History A or B
Length: 1 year
Special Considerations: As this subject has strong reading and writing demands it is advisable that only students with a high degree of competence in these areas undertake this subject.

Course Description:
Ancient Studies has five 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;
- Two Connections studies - these involve an inquiry into an aspect of the Ancient World which makes connections within or between different societies, either ancient and/or ancient and modern;
- An inquiry - students produce one literary, societal or historical inquiry, which is presented as an informed and persuasive argument.

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.

Additional Information:
Cost: Purchase of the book 'The Odyssey', approximately $20.00.

STAGE 1 PHILOSOPHY

SACE Credits: 10
Length: 1 semester

Course description:
This subject involves an investigation of questions about existence, knowledge and ethics. There are no simple answers to these questions which is why this subject will enable students to build 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 the theories of knowledge and knowing;
3. Metaphysics - a study of the nature of existence and reality.

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

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

CONTENTS

SOCIETY AND CULTURE INTRODUCTION

In Society and Culture students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies and how people function and communicate in and across cultural groups. Through their study of Society and Culture, students develop the ability to influence their own futures, by developing skills, values and understandings that enable effective participation in contemporary society.

STAGE 1 SOCIETY AND CULTURE

SACE Credits: 10
Length: 1 semester

Course Description:
Society is broadly defined as a group of people with common interests. Within this course there is the opportunity for students to examine the society they belong to and compare and contrast it with others that have different values and ways of operating. Some of the guidelines for comparison are power, media, prejudice, authority, discrimination, the relationship between work and status and a look at sub-cultures within Australia and the global environment.

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

STAGE 2 SOCIETY AND CULTURE

SACE Credits: 20
Length: 1 semester

Course Description:
Studies of Societies allows students to explore current social issues within the framework of three distinct areas.

Topics chosen to study will be negotiated with the student cohort from the following broad range of options: Cultural diversity, youth culture, sport, work and leisure, the material world, social ethics, issues for Indigenous Australians, the technological revolution, people and the environment, globalisation, a question of rights and people and power.

This subject is an enquiry based subject which means that students are required to undertake both primary and secondary research.

They will participate in and initiate interviews and community surveys. Knowledge of local, national and world events is an advantage.

Assessment:
Internal Assessment:
Assessment is solely assignment based, with no final exam. Students are required to complete a minimum of four Course Work assignments (50%), one Group Task (10%) and an Oral presentation (10%).

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

Additional Information:
Cost: Students will be required to purchase a Studies of Societies Essentials workbook ($30.00).

CONTENTS

BUSINESS INNOVATION INTRODUCTION

Business Innovation allows students to consider the opportunities and challenges associated with start-up and existing businesses in the modern, connected world. Economics develops a student's economic thinking so that they can understand and appreciate how economics influences their lives and understand how broader economic trends may affect them.

YEAR 10 BUSINESS INNOVATION & ECONOMICS

Length: 1 semester

Course Description:
In this course, students undertake three topics:

- Financial Literacy specifically considering elements of earning, spending and saving & investing money;
- Globalisation with an emphasis on international trade and commerce;
- Entrepreneurship and the skills needed to be entrepreneurial.

Assessment:
Assessments will consist of a range of tasks including: Financial literacy test; Virtual financial literacy game; International trade report; and Entrepreneurship presentation.

STAGE 1 BUSINESS INNOVATION & ECONOMICS - ECONOMICS IN SOCIETY

SACE Credits: 10
Length: Semester 1

Course Description:
In this course, students study the four concepts of economics in society, scarcity, cause and effect, choice and opportunity cost.

Assessment:
Students demonstrate evidence of their learning through the following assessment types:
Two folio tasks and one ecomomic project.

STAGE 1 BUSINESS INNOVATION & ECONOMICS - HOW AND WHY BUSINESSES INNOVATE

SACE Credits: 10
Length: Semester 2

Course Description:
In this course, students develop and apply their understanding of the following learning strands:

- Finding and solving problems;
- Financial awareness and decision-making;
- Business information and communication;
- Global, local and digital connections.

Assessment:
Students demonstrate evidence of their learning through the following assessment types:
Two business skills task, one business model summary and one business pitch.

STAGE 2 BUSINESS INNOVATION

SACE Credits: 20
Prerequisites: Preferred Year 10 or Stage 1 course with a C grade or better
Length: 1 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.

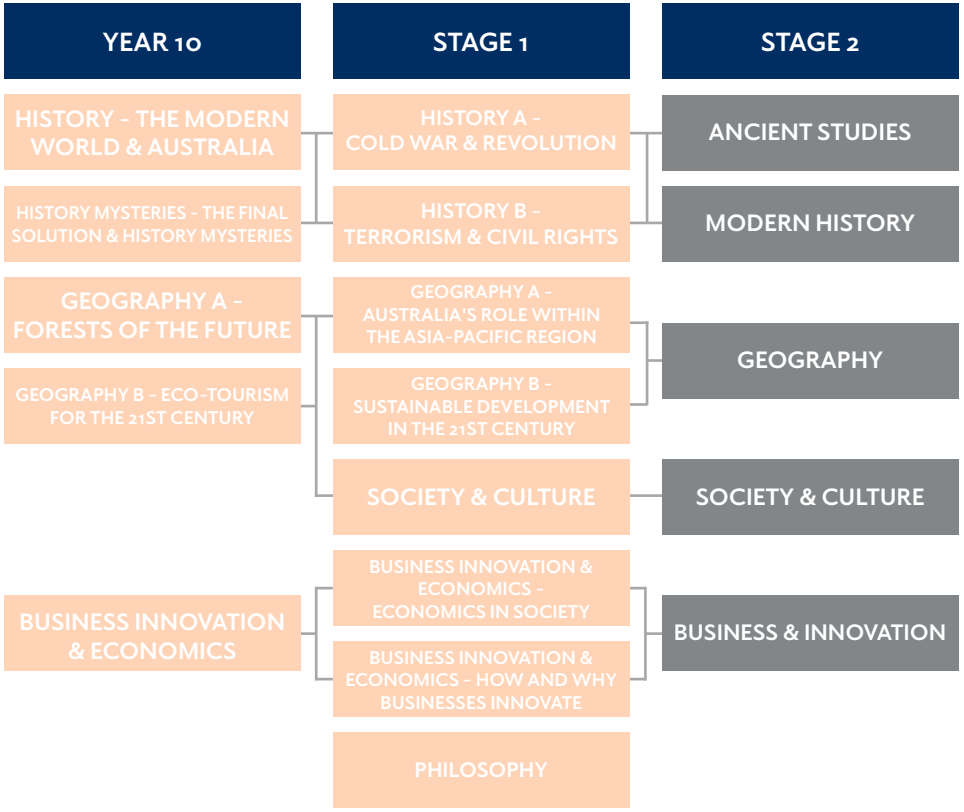
Assessment:
School-based Assessment: (70%) - Business Skills (40%), Business Model (30%)

External Assessment (30%) - Business Plan and Pitch

HUMANITIES AND SOCIAL SCIENCES

TENISON WOODS COLLEGE

CONTENTS



FULL YEAR SUBJECT

SEMESTER BASED SUBJECT

CONTENTS

LANGUAGES - INFORMATION

The study of languages contributes to the overall education of students, particularly in the areas of communication, intercultural understanding, literacy, and general knowledge whilst also giving access to the culture of Chinese or Italian speaking countries and communities. Most importantly the study of languages also promotes understanding of different attitudes within the local community and beyond.

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

Italy and the Italian language are focal points of European History, Politics, Art, Architecture, Music, Science, Literature, Film and Theatre. Italians constitute the largest non-British ethnic group in Australia; with over 450,000 Italians settling here in the post war period. Students of Italian have much to gain by acquiring knowledge of the language and cultural heritage of this group as well as their influence on Australian culture.

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

Students of Chinese and Italian language are in the fortunate position of not having to go abroad in order to hear Chinese or Italian spoken in every day, real life situations as they are well maintained and fostered in the Mount Gambier community, through the media and by our increasing cultural links. China and Italy rank highly among Australia's top trading partners in mutually supportive trade relationships.

YEAR 10 CHINESE - CONTINUERS

Prerequisite: Evidence of competency of Year 9 level Chinese Language
Length: 1 year or 1 semester

Course Description:
In this course, students investigate the habits of daily routine, family, friends and relationships and the impact that speaking Chinese as a first language has on these elements. Through a focus on these core cultural topics, students develop their ability to communicate using the Chinese language in both verbal and written forms as well as develop their understanding of Chinese and Australian cultures. The course progresses to include such things as; school life including subjects, studying and routines, festivals and customs, clothing, eating, food types and cuisine and weather. Students who select only one semester of Year 10 Chinese will only focus on the topics of countries, subjects, studying and family, friends and relationships.

Assessment:
Assessment may vary according to what the students learn. This may include comprehension of written texts from Chinese to native language, comprehension of oral texts in Chinese to English, oral presentations, written response in Chinese, tests and an examination.

CONTENTS

STAGE 1 CHINESE - CONTINUERS

SACE Credits: 20
Prerequisite: Evidence of competency of Year 10 level Chinese
Length: 1 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:

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

STAGE 2 CHINESE - CONTINUERS

SACE Credits: 20
Prerequisite: Satisfactory Achievement in Stage 1 Chinese
Length: 1 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. The themes could include:

- 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.

Assessment:
Assessment Type 1:
Folio (50%)

- Students are required to complete five summative tasks for course work using the three task types: oral, written, and text analysis.

Assessment Type 2:
In-depth Study (20%)

- An oral presentation in Chinese (5 to 7 minutes);
- A written response in Chinese (1000 characters);
- A written response in English (600 words).

Assessment Type 3:
There will be an external examination which will comprise 30% of the final mark.

The exam will be in two parts:

- The oral examination which is designed to assess students' knowledge in using spoken English. It relates to Learning outcomes 1 and 4.
- A written examination. This will be a two-hour examination and will have three sections:
- Section 1: Listening and Responding; Section 2: Reading and responding; Section 3: Writing in Chinese.

CONTENTS

STAGE 1 CHINESE - BACKGROUND SPEAKERS

SACE Credits: 20
Length: 1 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 in this topic consists of four assessment tasks:

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

STAGE 2 CHINESE - BACKGROUND SPEAKERS

SACE Credits: 20
Prerequisites: Satisfactory Achievement in Stage 1 Chinese (Background Speakers)
Length: 1 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.
The themes could include:

- China and the World;
- Political and historical developments since 1949;
- The environment;
- Population issues and policies Modernisation and Social Change;
- Educational change and social/employment opportunities;
- The impact of technology;
- The changing roles and expectations of women and men;
- Youth issues;
- The Overseas Chinese-speaking Communities;
- Chinese contributions in Australia;
- Cultural evolution and adaptation Language in Use in Contemporary China;
- Writers in the Chinese language;
- The Internet;
- Contemporary film.

Assessment:
Assessment Type 1:
Folio (50%)

- Teachers are required to complete five summative tasks for course work using the three task types: oral, written, and text analysis.

Assessment Type 2:
In-depth Study (20%)

- An oral presentation in Chinese (5 to 7 minutes);
- A written response in Chinese (1000 characters);
- A written response in English (600 words);

Assessment Type 3:
There will be an external examination which will comprise 30% of the final mark. The exam will be in two parts:

- The oral examination which is designed to assess students' knowledge in using spoken English. It relates to Learning outcomes 1 and 4;
- A two-hour written examination with three sections: Section 1: Listening and Responding; Section 2: Reading and responding; Section 3: Writing in Chinese.

CONTENTS

YEAR 10 ITALIAN - CONTINUERS

Prerequisites: Evidence of competency of Year 9 level Italian Language
Length: 1 year or 1 semester

Course Description:
In the Semester 1 course, or the first half of the full year course, students use a focus on the topic "Dal Miracolo Economico a Oggi" to extend their understanding of text types, Italian grammar and both Italian and Australian cultures. In this course, students compare post WWII Italy to modern day Italy and Australia. They look at the influence of social media on language and how the Italian and English languages become intertwined through technology and social media. In this course, students continue to develop their ability to communicate in a variety of ways through discussing.

In the Semester 2 course, or the second half of the full year course, students focus on the topics of "Quando Ero Piccolo..." and "Caffè Italiano," and use these topics to continue to develop their understanding and use of Italian language and cultures. "Quando Ero Piccolo," allows students to develop their grammatical knowledge and talk about their experiences growing up. "Caffè Italiano" allows students to use their knowledge gained from their previous experiences of learning Italian and practice this in different conversational settings.

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

In Semester 1 students will create a post WWII advertisement as well as a modern day advertisement. In Semester 2 students will create a presentation about their own childhood and be orally assessed on their weekly Italian conversations.

STAGE 1 ITALIAN - CONTINUERS

SACE Credits: 20
Prerequisites: Satisfactory completion of Year 10 Italian
Length: 1 year (two sequential units)

Course Description:
In this course students will develop an understanding of Italian language and culture from a variety of text types and interactions. The course is structured to consolidate prior learning and facilitate students with the skills to successfully communicate in an intercultural situation. The ability to reflect on culture, language as a system, cognitive skills and the ability to apply Italian to work, further study, training or leisure are the aims of this course. Students will express opinions and experiences in Italian, produce original texts in Italian, analyse, process and respond to texts that are in Italian, and understand aspects of the language and culture in Italian speaking communities.

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

STAGE 1 ITALIAN - BEGINNERS

SACE credits: 20
Length: 1 year (two sequential units)
Special Considerations: Limited or no previous knowledge of Italian

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

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

CONTENTS

STAGE 2 ITALIAN - CONTINUERS

SACE Credits: 20
Pathways: Tertiary studies
Prerequisite: Satisfactory achievement in Stage 1 Italian (Continuers)
Length: 1 year

Course Description:
In Italian (Continuers), students interact with others to share information, ideas, opinions and experiences. Students create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Assessment:
Assessment Type 1:
Folio (50%)

- Students are required to complete three to five summative tasks for course work which will include the three assessment types- oral, written, and text analysis.

Assessment Type 2: In-depth Study (20%)

- An oral presentation in Italian (5 to 7 minutes);
- A written response in Italian (500 words);
- A reflective response in English (600 words).

Assessment Type 3:
External examination (30%)
The exam will be in two parts:

- The oral examination which is designed to assess students' knowledge and skill in using spoken Italian;
- A written examination. This will be a two-hour examination and will have three sections: Section 1: Listening and Responding; Section 2: Reading and responding; Section 3: Writing in Italian.

STAGE 2 ITALIAN - BEGINNERS

SACE credits: 20
Prerequisite: Satisfactory achievement in Stage 1 Italian (Beginners).
Length: 1 year
Special Considerations: Limited or no previous knowledge of Italian.

Course Description:
Stage 2 Italian Beginners follows on from Stage 1 Italian 1 Beginners. In Stage 2, 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 particular language. They develop and apply linguistic and intercultural knowledge, understanding, and skills.

Assessment:
School Assessment (70%)

- Assessment Type 1: Interaction (30%)
- Assessment Type 2: Text Production (20%)
- Assessment Type 3: Text Analysis (20%)

External Assessment (30%)

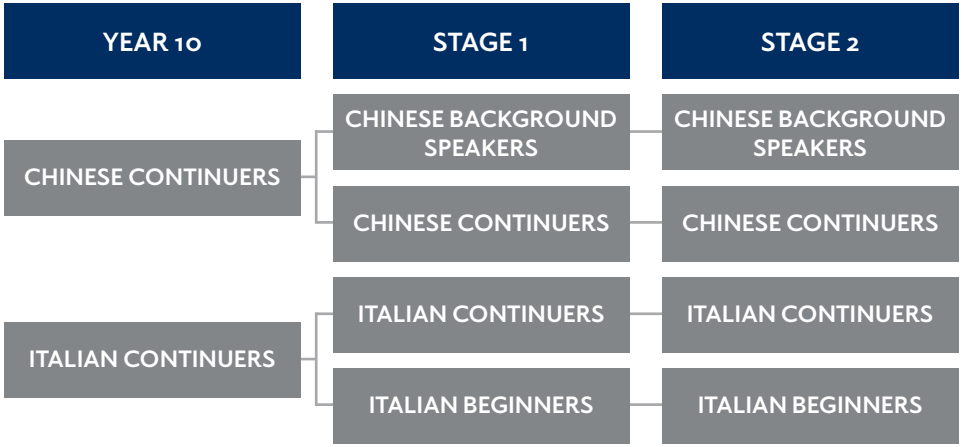
- Assessment Type 4: Examination (30%).

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

Students undertake:

- One interacting in spoken Italian, and one presentation and discussion in Italian, for the interaction;
- One writing in Italian, and one responding to written texts in Italian, for the text production;
- One analysing and interpreting spoken texts, and one analysing and interpreting written texts, for the text analysis;
- One oral examination;
- One written examination. The remaining assessments may be undertaken from any of assessment types 1, 2, or 3.

CONTENTS



FULL YEAR SUBJECT

SEMESTER BASED SUBJECT

MATHEMATICS

TENISON WOODS COLLEGE

CONTENTS

MATHEMATICS - INTRODUCTION

Mathematics is a diverse and growing field of human endeavour. Mathematics can make a unique contribution to the understanding and functioning of our complex society. By facilitating the current and new technologies and institutional structures, mathematics plays a critical role in shaping society.

It is important that students gain a grasp of Mathematics that will allow them to be designers of the future, and leaders in various fields. They may be involved in product design, industrial design, production design, engineering design, or the design of new financial and commercial instruments. All students, regardless of gender or background, should have access to mathematical opportunities that accommodate and extend their experiences, broaden their perspective on mathematics, and allow them to appreciate the variety of its past and present roles in society. Mathematics is the study of number and its processes. The Mathematics curriculum at Tenison Woods College aims to instil in all students the social and work purposes of Mathematics, its understandings, practices and applications in context.

Students will be able to participate independently or collaboratively in authentic experiences to provide the pathways for further education and training.

Requirement for all students studying Mathematics in Years 10-12
It is compulsory that students have access to a graphics calculator (the CASIO fx-CG50 AU is recommended or another SACE Board approved CASIO graphics calculator.)

YEAR 10 ESSENTIAL MATHEMATICS

Length: 1 year

Course Description:
Essential Mathematics offers students the opportunity to extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace 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.

Students will undertake the following topics:
- Calculations, scale and ratio;
- Measurement;
- Pythagoras and trigonometry;
- Geometric reasoning;
- Financial mathematics;
- Data representation and interpretation.

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

YEAR 10 GENERAL MATHEMATICS

Prerequisites: Successful completion of Year 9 Mathematics
Length: 1 year

Course Description:
There is a focus on understanding, fluency, problem-solving and reasoning across three content strands: number and algebra, measurement and geometry, and statistics and probability.

Students will undertake the following topics:
- Measurement;
- Pythagoras and trigonometry;
- Scale and ratio;
- Algebra;
- Financial mathematics;
- 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.

YEAR 10 MATHEMATICAL METHODS

Prerequisites: Successful completion of Year 9 Mathematics, with a minimum of a B grade.
Length: 1 year

Course Description:
There is a focus on understanding, fluency, problem-solving and reasoning across three content strands: Number and algebra; measurement and geometry; and statistics and probability. 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 a semester exam) and Mathematical Investigations.

MATHEMATICS

TENISON WOODS COLLEGE

CONTENTS

YEAR 10 MATHEMATICAL EXTENSION

Prerequisite: Successful completion of Year 9 Mathematics
Length: 1 semester (second)

Course Description:
This subject is intended for students who require additional content to enrich and extend their mathematical study whilst completing the common Year 10 curriculum. This subject would be advantageous for those intending to pursue Mathematical Methods or Specialist Mathematics in the senior secondary years.

Students will undertake the following topics:

- Using units of measurement, geometric reasoning and trigonometry;
- Trigonometric functions;
- Real numbers;
- Logarithms.

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

STAGE 1 - ESSENTIAL MATHEMATICS

SACE Credits: 10 per semester
Length: 1 year

Course Description:
Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts.

Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts. In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways. This subject is intended for students planning to pursue a career in a range of trades or vocations.

Students will undertake the following topics:

- Calculations, time and ratio;
- Data in context;
- Measurement;
- Earning and spending;
- Geometry;
- Investing.

Assessment:
Stage 1 Essential Mathematics allows students to achieve the numeracy requirement in the SACE.

Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

Assessment components include Skills and Application Tasks (tests) and Mathematical Folios.

STAGE 1 GENERAL MATHEMATICS

SACE Credits: 10 per semester
Prerequisites: Minimum B Grade in Year 10 General Mathematics.
Length: 1 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.

In this subject, there is an emphasis on consolidating students' computational and algebraic skills and expanding their ability to reason and analyse mathematically.

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) and Mathematical Investigations.

CONTENTS

STAGE 1 MATHEMATICAL METHODS

SACE Credits: 10 per semester
Prerequisites: Successful completion of Year 10 Mathematical Methods, with a minimum of a B grade.
Length: 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.

Key concepts from Mathematical Extension in the Australian Curriculum are required for the study of Stage 1 Mathematics and Stage 2 Mathematical Methods.

Students will undertake the following topics:

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

Assessment:
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) and Mathematical Investigations.

STAGE 1 SPECIALIST MATHEMATICS A & B

SACE Credits: 10 per semester
Prerequisites: Successful completion of Year 10 Mathematical Methods, with a minimum of a B grade. Students must have studied or be concurrently studying Stage 1 Mathematical Methods A and B.
Length: 2 semesters

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.

CONTENTS

STAGE 2 ESSENTIAL MATHEMATICS

Year Level: 12 (Stage 2)
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.
Length: 1 year

Course Description:
Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts.

Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

This subject is intended for students planning to pursue a career in a range of trades or vocations.
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%).

Additional Information:
It is recommended that students purchase an Essential Mathematics Revision Guide (at an approximate cost of $30.00).

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.
Length: 1 year

Course Description:
General Mathematics extends students' mathematical skills in ways that apply to practical problem-solving.

A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

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

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%).

Additional Information:
It is recommended that students purchase a General Mathematics Revision Guide (at an approximate cost of $30.00).

CONTENTS

STAGE 2 MATHEMATICAL METHODS

SACE Credits: 20
Prerequisites: Successful completion of Stage 1 Mathematical Methods with a minimum B grade.
Length: 1 year

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

Students use statistics to describe and analyse phenomena that involve uncertainty and variation. Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences.

When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics.

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%).

Additional Information:
It is recommended that students purchase a Mathematical Methods Revision Guide (at an approximate cost of $30.00).

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.
Length: 1 year

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

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

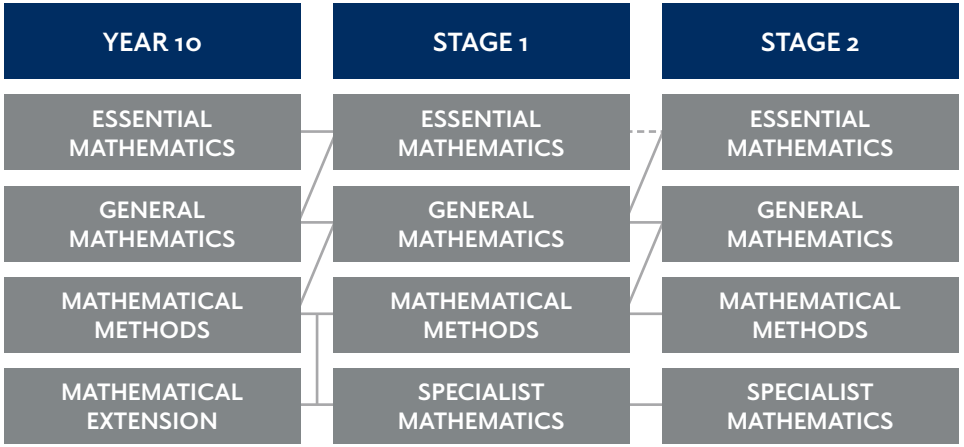
Assessment:
Assessment in this course consists of six Skills and Applications Tasks (50%), one Mathematical Investigation (20%) and an External Examination (30%).

Additional Information:
It is recommended that students purchase a Specialist Mathematics Revision Guide (at an approximate cost of $30).

MATHEMATICS

TENISON WOODS COLLEGE

CONTENTS



FULL YEAR SUBJECT

SEMESTER BASED SUBJECT

All students in Mathematics from Year 10 are required to have a CASIO graphics calculator. The current model for 2021 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.

MUSIC

TENISON WOODS COLLEGE

CONTENTS

MUSIC INTRODUCTION

"Music is a higher revelation than all wisdom and philosophy. Music is the electric soil in which the spirit lives, thinks and invents" Ludwig Van Beethoven.

Through the study of music, students have the opportunity to engage in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies.

Students benefit from the opportunity to develop their practical and creative potential, aural and written skills, and their capacity to make informed interpretative and aesthetic judgements.

Study and participation in music draws together students' cognitive, affective and physical skills, strengthening their ability to manage work and learning, and to communicate effectively and sensitively.

YEAR 10 MUSIC

Prerequisites: Successful completion of Year 9 Music or by audition/interview for students new to Tenison Woods College.
Length: 1 year

Course Description:
Year 10 Music is broken up into 4 units of study.

- Theory/Aural - students explore intervallic recognition, major and minor scales, harmony, primary and secondary triads, transposition, rhythm and melodic dictation;
- Music in Context - students explore music in a historical sense;
- Performance - students perform as a soloist; and
- Arranging/Composition - students are exposed to various styles of music arranging through Sibelius software.

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

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

Costs: Instrumental Tuition

STAGE 1 MUSIC EXPERIENCE

SACE Credits: 20
Prerequisites: Successful completion of Year 10 music or by audition/interview for students new to Tenison Woods College
Length: 1 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. Students undertake at least three creative works and at least two musical literacy tasks.

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

Costs: Instrumental Tuition.

CONTENTS

STAGE 1 MUSIC ADVANCED

SACE Credits: 20
Prerequisites: Successful completion of Year 10 Music or by audition/interview for students new to Tenison Woods College.
Length: 1 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. Students undertake at least three creative works and at least two musical literacy tasks.

Additional Information:
All students are required to learn an instrument/voice and have individual music lessons every week, or be a composer/ arranger of music. Students are also encouraged to participate in the various school ensembles.

Costs:
Instrumental Tuition.

STAGE 2 MUSIC EXPLORATIONS

SACE Credits: 20
Prerequisites: Stage 1 Music Experience
Length: 1 year

Course Description:
Stage 2 Music Explorations encourages students to explore and experiment with music to express musical ideas. They develop musical literacy skills and knowledge of the musical elements to use when exploring and experimenting with music. Throughout the assessments, students will have opportunities to perform music, compose music, comment upon the performances of others, and create their own musical instrument.

Assessment:
Students provide evidence of their learning through five assessments (including the external assessment); Musical Literacy (30%), Explorations (40%), and External Creative Connections (30%).

STAGE 2 MUSIC STUDIES

SACE Credits: 20
Prerequisite: Stage 1 Music Advanced
Length: 1 year

Course Description:
Stage 2 Music Studies encourages students to use their musical skills and knowledge of the musical elements and aural skills to develop, refine, and present creative works. They use musical literacy skills, including aural perception and notation to deconstruct, analyse, and interpret musical works and styles, and manipulate musical elements. Throughout the assessments, students will have opportunities to perform on their instruments / voice, compose / arrange music, develop an understanding of styles, analyse music, use aural skills and music theoretical knowledge to further understand how music can be constructed.

Assessment:
Students provide evidence of their learning through five assessments (including the external assessment); Creative Works (40%), Musical Literacy (30%) and External Examination (30%).

CONTENTS

STAGE 2 MUSIC PERFORMANCE SOLO

SACE Credits: 10
Prerequisites: Stage 1 Music or a minimum of 3 years experience on an instrument or voice
Length: 1 year

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

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

STAGE 2 MUSIC PERFORMANCE ENSEMBLE

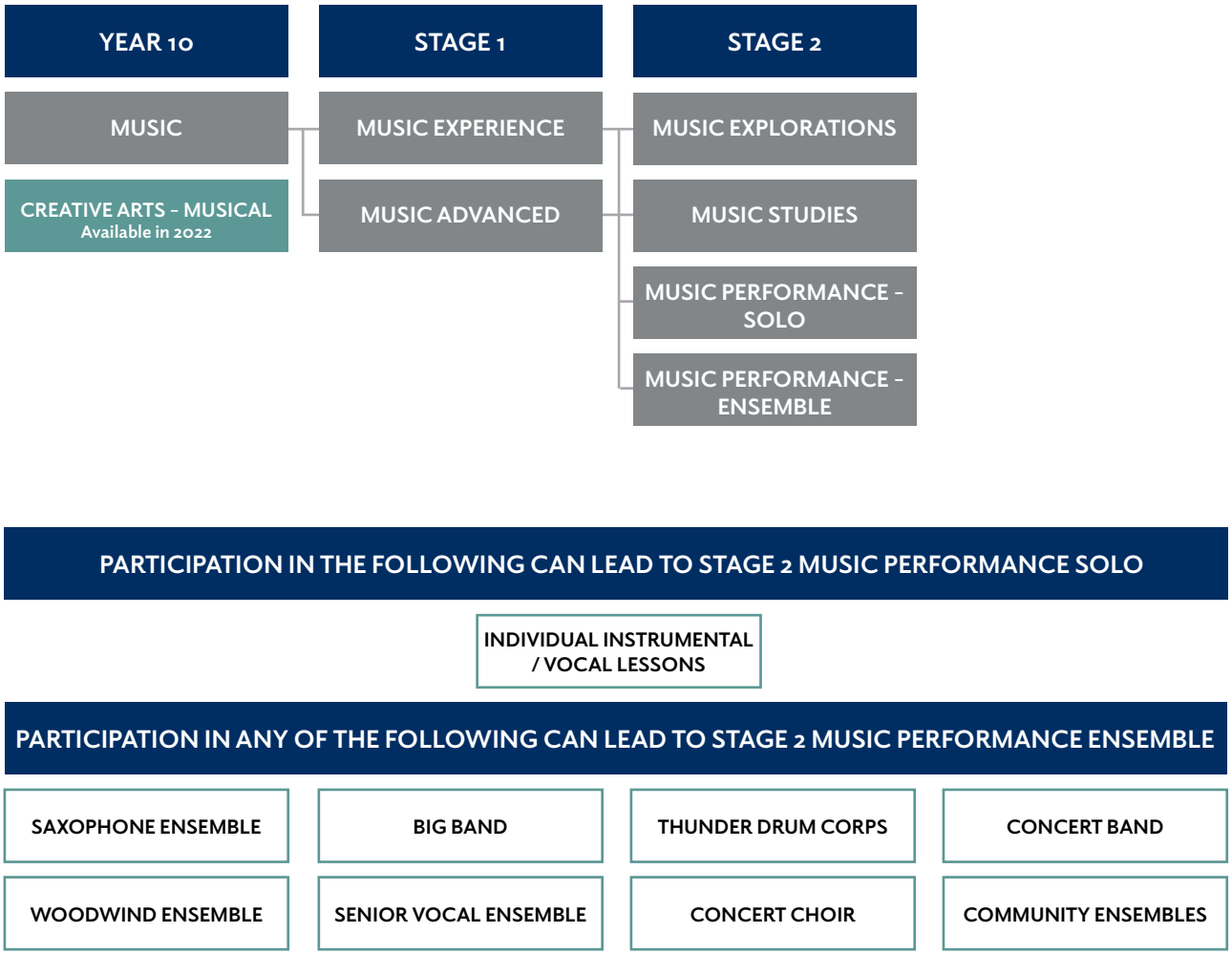
SACE Credits: 10
Prerequisites: Stage 1 Music or a minimum of three years experience on an instrument or voice.
Length: 1 year

Course Description:
Ensemble Performance gives students the opportunity to extend their practical music-making skills, aural perception and musical appreciation in an ensemble performance setting. It aims to develop a student's skills on a chosen instrument or their voice and the application of these skills and other musical knowledge in an ensemble. Students will be required to participate in regular rehearsals and performances, some of which may be outside school hours. An ensemble could be any of the following: an ensemble of two or more performers, an orchestra, a band, a choir or a performing arts production. Students will prepare and present three public performances, critique their own musical journey, and demonstrate their understanding of style, structure, and conventions of the chosen repertoire.

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

MUSIC

CONTENTS



FULL YEAR SUBJECT

SEMESTER BASED SUBJECT

CONTENTS

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.

Students can choose any three of the nine modules listed, (each from a different strand). Every module offered will not necessarily run. Some may not run if the number of students choosing the module is low. Science Skills is compulsory in Term 4 and students will be placed in classes that will best prepare them for Stage 1.

BIOLOGY STRAND - YEAR 10 YOU ARE WHAT YOU EAT

Length: 1 term
Strand: Biological Sciences (Biology)

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

Assessment:
Students will be assessed on their scientific knowledge, practical and investigation skills as well as problem solving and communication skills.

The nature of the assessment tasks will be negotiated and may include written tasks, practical tasks, assignments, projects, oral and multi-media presentations, peer and self-assessment.

BIOLOGY STRAND - YEAR 10 DESIGNER BABIES

Length: 1 term
Special Considerations:
This course is highly recommended for students wishing to study Stage 1 Biology.
Strand: Biological Sciences (Biology)

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.

Assessment:
Students will be assessed on their scientific knowledge, practical and investigation skills as well as problem solving and communication skills.

The nature of the assessment tasks will be negotiated and may include written tasks, practical tasks, assignments, projects, oral and multi-media presentations, peer and self-assessment. This unit will conclude with an 80-minute examination which will carry a 25% weighting.

CHEMISTRY STRAND - YEAR 10 FIRE, FUEL AND THE FUTURE

Length: 1 term
Strand: Chemical Sciences (Chemistry)

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

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

CHEMISTRY STRAND- YEAR 10 CHEMISTRY MATTERS

Prerequisites: Minimum B grade in at least three Year 9 units.
Length: 1 term
Strand: Chemical Sciences (Chemistry)
Special Considerations:
This course is a pre-requisite for Stage 1 Chemistry

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 three tests (35%), two-three practical reports (30%), and Issues Investigation (20%) and an 80-minute examination which will carry a 15% weighting.

CONTENTS

PHYSICS STRAND - YEAR 10 REACH FOR THE SKY

Length: 1 term
Strand: Physical Sciences (Physics)

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

Assessment: Students will be assessed on their scientific knowledge, practical and investigation skills as well as problem solving and communication skills.

The nature of the assessment tasks will be negotiated and may include written tasks, practical tasks, assignments, projects, oral and multi-media presentations, peer and self-assessment. This unit will conclude with an 80-minute examination which will carry a 10% weighting.

PHYSICS STRAND - YEAR 10 CRASH SCIENCE

Prerequisites: Minimum B grade in at least three Year 9 units.
Special Considerations:
Prerequisite for Stage 1 Physics, highly mathematical in its content.
Length: 1 term
Strand: Physical Sciences (Physics)

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

Assessment:
Students will be assessed on scientific knowledge, practical and investigation skills as well as problem solving and communication skills.

The nature of the assessment tasks will be negotiated and may include written tasks, practical tasks, assignments, projects, oral and multi-media presentations, peer and self-assessment. This unit will conclude with an 80-minute examination which will carry a 20% weighting.

EARTH AND SPACE STRAND - YEAR 10 HEAVENS ABOVE

Length: 1 term
Strand: Earth and Space Sciences (Astronomy)

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

Assessment:
Students will be assessed on their scientific knowledge, practical and investigation skills, as well as problem solving and communication skills.

The nature of the assessment tasks will be negotiated and may include written tasks, practical tasks, assignments, projects, oral and multi-media presentations, peer and self-assessment and written tests.

YEAR 10 SCIENCE SKILLS

Length: Term 4
Strand: All
Special Considerations:
This course is tailored to students wishing to continue with Biology, Chemistry and/or Physics at Stage 1.

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

Assessment:
Students will be assessed on their scientific knowledge, practical and investigation skills as well as problem solving and communication skills.
The nature of the assessment tasks will be negotiated and may include written tasks, practical tasks, assignments, projects, oral and multi-media presentations, peer and self-assessment and written tests.

YEAR 10 PSYCH IT UP

Length: Term 4
Special Considerations:
This course is for those students who are intending to study Psychology at Stage 1 but is also suitable for students who do not intend to continue with a science course.

Course Description:
In this unit students will gain an understanding of what the study of Psychology is and the course will focus particularly on Positive and Sport Psychology. Topics will cover various theories such as the PERMA+ model and visualisation to improve performance. Students will be able to gain a better understanding of oneself and others in order to improve performance and relationships.

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. There will be an examination with a weighting of 25%.

CONTENTS

BIOLOGY - INTRODUCTION

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

STAGE 1 BIOLOGY A

SACE Credits: 10
Prerequisites: Successful completion of Year 10 Science Skills with a minimum of a C grade. Year 10 Designer Babies recommended.
Length: Semester 1
Special Considerations:
This subject is highly recommended for students intending to study Stage 2. Biology. This course is available at Year 10 to students with recommendation.

Course Description:
In this course students investigate the major organ systems within organisms and how they exchange and transport materials with their environment in order to survive. Six topics are covered over the semester.
In 'Fundamental Principles of Biology' students explore the structure and function of the cell and its components.
'Getting Energy' is the study of the ways in which organisms obtain energy and how that energy is released in the cells.
In 'Nutrition and Digestion' students explore the chemical requirements of organisms and the process by which these are digested and absorbed.
'Gas Exchange' is the investigation of specialised structures used by organisms (both plant and animal) for gaseous exchange. 'Transport' includes the function of the circulatory system in animals and plants and evaluating the difference between the two systems. Students also investigate the function of the immune system in protecting organisms against pathogens including physical barriers, non-specific and acquired immune responses.

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

STAGE 1 BIOLOGY B

SACE Credits: 10
Prerequisites: Successful completion of Year 10 Science Skills with a minimum of a C grade. Year 10 Designer Babies recommended.
Length: Semester 2
Special Considerations:
This subject is highly recommended for students intending to study Stage 2 Biology. This course is available at Year 10 to students with recommendation.

Course Description:
Three topics are covered in this course. 'DNA and Protein Synthesis' compares the structures of DNA and RNA and their function within the process of protein synthesis, as well as how mutations affect protein functioning.
'Classification' covers the principles of classification, including the binomial system and the processes involved in the evolution of the variety of species present today.
In 'Living in an Ecosystem' students investigate the overall structure of ecosystems, including food chains and how energy and matter flows through the system, as well as population sampling methods.

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 that is relevant to the local environment.

Additional Information:
Cost: All day excursion to Piccaninnie Ponds at a cost of approximately $15.00.

CONTENTS

STAGE 2 BIOLOGY

SACE Credits: 20
Prerequisites: Satisfactory achievement in at least one unit of Stage 1 Biology is highly recommended.
Length: 1 year
Special Considerations:
This course is available at Year 11 with recommendation.

Course Description:
Stage 2 Biology is studied under four themes entitled DNA and Proteins, Cells as the Basis of Life, Homeostasis and Evolution. In DNA and Proteins students investigate the structure and function of DNA and develop an understanding of how genetic information is expressed as proteins, as well as the roles of these proteins in the cell. They speculate on the possible outcomes of gene modification and explore the associated ethical, social, environmental, and economic implications and outcomes.

Cells as the Basis of Life deals with the structure, function and reproduction of prokaryotic and eukaryotic cells, how they evolved and divide, and how they exchange materials with their environment through the cell membrane. For the Homeostasis topic, students study some of the body systems, including the nervous, endocrine, and excretory systems and how they play interdependent roles in the regulation of body processes to maintain homeostasis, in conjunction with the stimulus response model.

In Evolution students investigate the genetic basis for the theory of evolution by natural selection and explore genetic variation in gene pools. They discuss the influences of humans on habitat change and the implications of our actions. Each theme in turn is integrated with the three stands of science which include science inquiry skills, science as a human endeavour, and science understanding. These threads give a consistency of approach to the subject and help to unify the ideas studied.

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

Additional Information:
Students are encouraged to purchase a SASTA Biology Revision Guide ($32.00), a vailable to purchase in Term 1.

CONTENTS

CHEMISTRY

The study of Chemistry helps students to develop an understanding of the processes that determine the behaviour of matter from the small (atoms, molecules, and ions) to larger quantities.

Chemistry is a subject for students who are interested in natural and processed materials, and the ways in which people obtain, manufacture, and use materials in their everyday lives.

STAGE 1 CHEMISTRY A

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

Course Description:
Students begin the course by revising atomic structure and the basic chemical bonding concepts covered in Year 8, 9 and 10 Chemistry units.

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

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

STAGE 1 CHEMISTRY B

SACE Credits: 10
Length: Semester 2
Special Considerations:
This subject, along with Chemistry A, is a prerequisite for Stage 2 Chemistry.

Course Description:
Students begin the course with an introduction to the Mole Concept and then move on to develop the skills and an understanding of Stoichiometry where the importance of mathematical calculations in a chemical context is considered.

The course then progresses to study in more depth the concepts and skills associated with the study of Acids and Bases, including Bronsted -Lowry definitions, pH and an introduction to titrations as a means of chemical analysis.

Finally, the students are introduced to the electron transfer reactions known as redox reactions and move on to study important applications of these reactions in the area of Electrochemistry. Here they gain an understanding of the workings of batteries and other forms of portable power as well the industrial use of electrolytic cells in the production of metals.

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

CONTENTS

STAGE 2 CHEMISTRY

SACE Credits: 20
Prerequisites: Successful completion of Stage 1 Chemistry A and B with a minimum of a B grade in both semester units.
Length: 1 year

Course Description:
The topics are:

- 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 as a consequence of 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%).

Additional Information:
Cost: SASTA Stage 2 Workbook ($60.00).
Optional: Lab Coat ($28.00), Chemistry SASTA Study Guide ($32.00), These are available to purchase in Term 1.

NUTRITION - INTRODUCTION

Students investigate up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. They explore the links between food, health, and diet-related diseases, and examine factors that influence food choices and reflect on local, national, Indigenous, and global concerns and associated issues.

Students investigate methods of food production and distribution that affect the quantity and quality of food and consider the ways in which these methods and associated technologies influence the health of individuals and communities. The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.

STAGE 1 NUTRITION

This is a new course in 2021 and aims to provide students with another science option at Stage 1.
If there is demand, a Stage 2 course will be implemented in 2022.

SACE Credits: 10
Length: 1 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 and Organic food vs genetically modified food;
- Food trends: Future Foods.

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).

CONTENTS

PHYSICS - INTRODUCTION

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

STAGE 1 PHYSICS A

SACE Credits: 10
Prerequisites: Successful completion of Year 10 Crash Science and Year 10 Science Skills with a minimum of a B grade in both.
Length: Semester 1
Special Considerations:
This subject is a prerequisite for Stage 1 Physics B and Stage 2 Physics and is highly mathematical in its content.

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

- Linear Motion and Forces - students study displacement, equations of motion, speed and velocity. Students investigate the components of vectors as well as their addition and subtraction. Students are introduced to different forces and Newtonian Laws;
- Energy and Momentum - students study energy and work and the relationship between the two. Students extend their understanding of the relationship that exists between force and the motion of an object by looking at momentum relationships that occurring during collisions and explosions;
- Heat - introduces students to the link between the temperature of matter and the kinetic energy of its particles. They investigate flow of energy in terms of conduction, convection and radiation, as well as specific heat and latent heat.

Assessment:
Students will show evidence of their learning through four assessment tasks, each of which will have an equal weighting of 25%. These will include two tests, a practical investigation and a science as a human endeavour task. Students will also complete a semester examination.

STAGE 1 PHYSICS B

SACE Credits: 10
Length: Semester 2
Special Considerations:
This subject is a prerequisite study for Stage 2 Physics.

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

The topics covered are:

- Electric Circuits - students explore the concepts of electric charge, potential difference, current, resistance, electric power, and efficiency;
- Waves - students investigate the properties of waves with a focus on light and sound waves. It examines the characteristics of light waves including reflection, refraction and interference of the electromagnetic spectrum;
- Nuclear Models and Radioactivity - introduces students to the basic structure of the nucleus, radioactivity and nuclear fission and fusion.

Assessment:
Students will show evidence of their learning through four assessment tasks, each of which will have an equal weighting of 25%. These will include two tests, a practical investigation and a science as a human endeavour task. Students will also complete a semester examination.

CONTENTS

STAGE 2 PHYSICS

SACE Credits: 20
Prerequisites: Satisfactory Achievement in both Stage 1 Physics A and B with a minimum of a B grade in both semester units.
Length: 1 year
Special Considerations: Students are strongly discouraged from undertaking this subject if they are not also studying Stage 2 Mathematical Methods.

Course Description:
In this course, students will undertake 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 a three-hour external examination. The course work consists of an Investigations Folio (40%) and Skills and Applications Tasks (30%).

Additional Information:
Cost: Physics Essentials Workbook ($62.00) SASTA Stage 2 Workbook ($60.00) Physics SASTA Revision Guide ($32.00). These are available to purchase in Term 1.

PSYCHOLOGY – INTRODUCTION

Psychology is the science of the mind: the systematic study of behaviour. Psychologists are interested in how we learn, think and interact with others, what motivates our actions and the role of personality and individual differences in behaviour. Psychological knowledge not only provides insight into life as it currently is, but also opens the door to a range of possible futures. Psychological knowledge can be applied to improve outcomes and the quality of experience in every area of life (e.g. education, intimate relationships, child rearing, employment and leisure).

STAGE 1 PSYCHOLOGY A

SACE Credits: 10
Length: 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. It can be combined with Psychology B to make a full year subject, or taken alone as a semester.

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.

CONTENTS

STAGE 1 PSYCHOLOGY B

SACE Credits: 10
Prerequisites: Successful completion of Year 10 Science Skills with a minimum of a C grade or Year 10 Psych it Up.
Length: 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. It can be combined with Psychology A to make a full year subject or taken alone as a semester.

Course Description:
Students will undertake two topics 'Neuropsychology' and 'Cognition'. Neuropsychology involves the study of human brain structure and how our biological make-up contributes to our behaviour and the way in which we experience our environment. 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.

STAGE 2 PSYCHOLOGY

SACE Credits: 20
Length: 1 year
Prerequisites: Satisfactory achievement in Stage 1 Psychology is recommended.
Special Considerations:
This course is available at Year 11 to students with recommendation.

Course Description:
The course covers five topics; Psychology of the Individual, Psychological Health and Wellbeing, Organisational Psychology, Social Influence and The Psychology of Learning. Psychology of the Individual covers the study of personality which includes different concepts of personality, personality assessment, and cultural and individual differences in personality.

The 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.

The study of 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 six skills and application tasks (40%), two investigations (30%) and an external examination (30%).

Additional Information:
Cost: Psychology SASTA Revision Guide ($32.00).

CONTENTS

SCIENTIFIC STUDIES - INTRODUCTION

Through Scientific Studies students develop knowledge of scientific principles and concepts through their own investigations. They develop the skills and abilities to explain scientific phenomena, and to draw evidence-based conclusions from investigations of science-related issues.

In this way, students develop scientific knowledge and skills to support them in their future career pathways, including those that are science-related, and everyday life in a world shaped by science and technology.

STAGE 1 SCIENTIFIC STUDIES - SPORTS SCIENCE

SACE Credits: 10
Length: 1 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%).

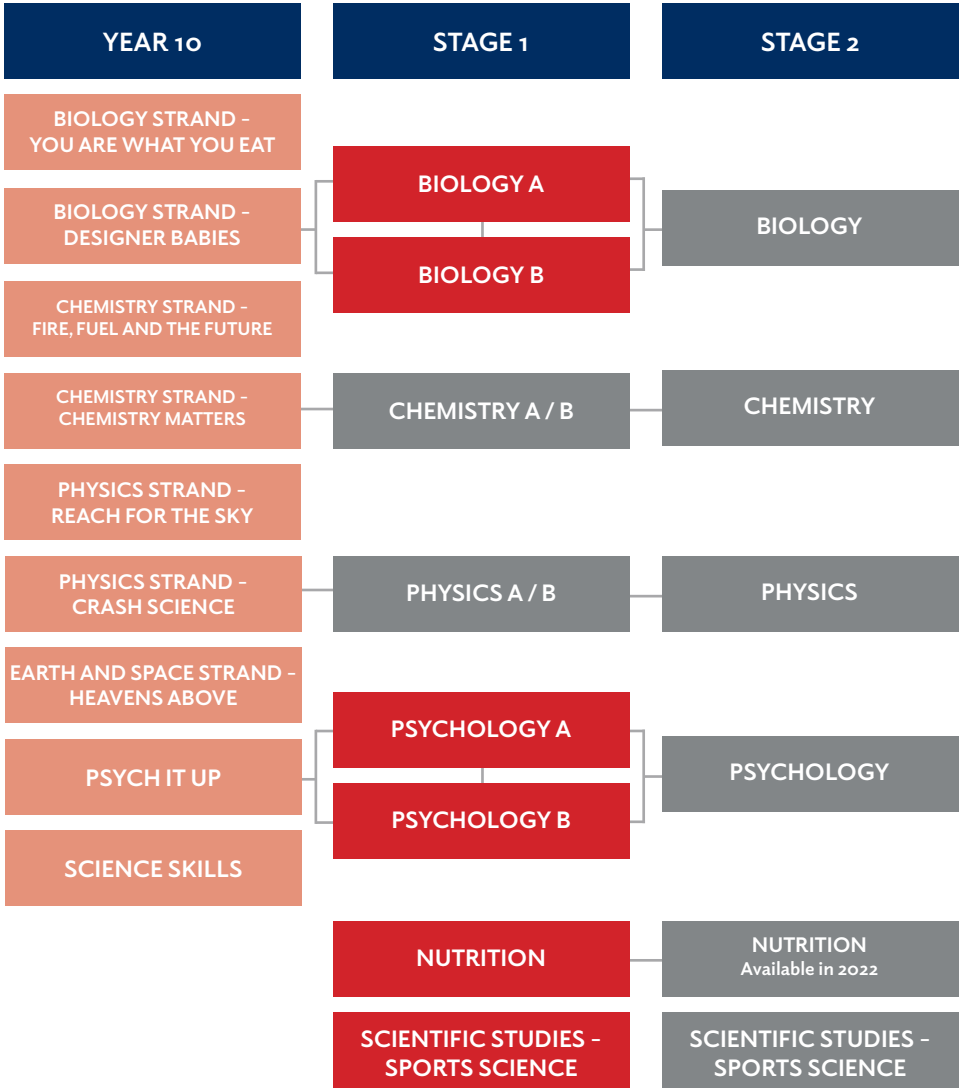
STAGE 2 SCIENTIFIC STUDIES - SPORTS SCIENCE

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.
Length: 1 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%).

CONTENTS



FULL YEAR SUBJECT
SEMESTER BASED SUBJECT
TERM BASED SUBJECT

CONTENTS

VISUAL ARTS - INTRODUCTION

The role of the visual artist in the community has encouraged collaborative partnerships that can produce new forms. New technologies have also influenced the processes and kinds of works developed by visual artists.

Visual Arts engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavour. It emphasises visual thinking and investigation and the ability to develop ideas and concepts, refine technical skills, and produce imaginative solutions.

An integral part of Visual Arts is the documentation of visual thinking. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, provide observations of their lived or imagined experiences, and represent these in visual form.

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

YEAR 10 VISUAL ARTS - FINE ART PRACTICE

Prerequisites: It is advisable to complete 1 semester of Year 9 Visual Art
Length: 1 semester

Course Description:
In this course students will develop their skills and techniques as a fine artist. They will begin the course by exploring art throughout history and develop an understanding of societal aesthetics. Students will develop practical skills in a wide range of techniques, building their personal aesthetic. An investigation into The Archibald Prize, with opportunities to practice portraiture will culminate in an exhibition of our own 'Mini Archibald' competition. By the end of the semester, students will have identified contemporary practice in portraits, explore the painting medium via the development of portraiture, explore historical practice in portraits and develop appropriate art language.

Assessment:
- Exploration of Art History;
- Archibald Prize theory;
- Practical application of portraiture;
- Folio development of a range of mediums (colour pencil, water colour paint, acrylic paint and oil paints).

Cost: $60.00 to be invoiced which covers art supplies.

YEAR 10 VISUAL ARTS - CONTEMPORARY ART PRACTICE

Prerequisites: It is advisable to complete 1 semester of Year 9 Visual Art
Length: 1 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. Students will explore this from both theoretical and practical perspectives; developing their 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, water colour paint and embroidery.

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: $60.00 to be invoiced which covers art supplies.

CONTENTS

STAGE 1 VISUAL ARTS

SACE Credits: 10
Prerequisites: Completion of semester of Year 10 Art is advised
Length: 1 semester (offered each semester)

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%): Semester 1 explores the concept of 'Methods and Materials'. Semester 2 gives students the opportunity to select or create their own topic for investigation;
- Practical with a Practitioner's Statement (30%): Produce refined artwork(s) exploring a personal theme, 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 personal aesthetic.

Cost: $100.00 per semester to be invoiced which covers art supplies and excursion to Riddoch Art Gallery.

STAGE 2 VISUAL ARTS

SACE Credits: 20 credits
Prerequisites: Satisfactory achievement in Stage 1 Art or Stage 1 Digital Art is highly encouraged
Length: 1 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 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%): Semester 1 explores the concept of 'Methods and Materials'. Semester 2 gives students the opportunity to select or create their own topic for investigation;
- Practical with a Practitioner's Statement (30%): Produce refined artwork(s) exploring a personal theme, 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 personal aesthetic.

Cost: $100.00 per semester to be invoiced, includes excursion to Riddoch Art Gallery and all art supplies.

CONTENTS

YEAR 10 DIGITAL COMPOSITION AND PAINTING

Prerequisites: Working knowledge in Illustrator & Photoshop
Length: Semester 2

Course Description:
In Year 10, Digital Composition and Painting, students will be introduced to the fundamentals of painting digitally. You will learn advanced functions in Adobe Photoshop and with the use of digital software composition, value, colour theory, observation, texture and lighting. You will be using brushes to paint in layers and textures, opacities and colourisations similar to the traditional painting form.

Assessment:
An electronic portfolio of sketches and refined purposeful designs with a research project.

YEAR 10 CREATIVE ARTS APPLIED ARTS - MULTIMEDIA

Prerequisites: Working knowledge in Illustrator, Photoshop and AfterEffects
Length: Semester 1

Course Description:
In Year 10, 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 work on real proposals and have the opportunity to collaborate with clients. There will be a theory component focused on the evolving historical and cultural trends influencing digital arts and design.

Assessment:
An electronic portfolio of sketches and refined purposeful designs with a research project.

Costs: A4 Visual Diary, Printing of Work, Final Product.

STAGE 1 CREATIVE ARTS - MULTIMEDIA

SACE Credits: 10 per semester
Prerequisites: One semester of Year 10 Design is advised
Length: 1 semester (10 credits) or 1 year (20 credits)

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.

- 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

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

- Develop and present one creative arts product;
- Undertake one inquiry and one skills assessment for the folio.

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

Cost: To be calculated on amount of colour printing.

CONTENTS

STAGE 2 CREATIVE ARTS -MULTIMEDIA

SACE Credits: 20
Prerequisites: Satisfactory Achievement at Stage 1 Creative Arts, Visual Arts or Media Studies
Length: 1 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%).

For a 10 credit subject, it is recommended that students provide evidence of their learning through three assessments, including the external assessment component. Students:

- Develop and present one Creative Arts product;
- Undertake one inquiry;
- Undertake one practical skills assessment.

For a 20 credit subject, it is recommended that students 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.

MEDIA STUDIES - INTRODUCTION

This course emphasises knowledge and skills that will enable students to understand media communications in the twenty-first century and to use media effectively and responsibly.

Through analysing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgment, and skills in viewing, representing, listening, speaking, reading, and writing.

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.

YEAR 10 MEDIA STUDIES

Length: 1 semester

Course Description:
This course has a focus on cross media and production; there is also a strong focus on photography with students completing a photography short course and portfolio as part of their course work.
In Year 10, students will provide content for local radio stations, internal College publications as well as be introduced to various media competitions and potential employers enabling students to critically engage in a rapidly evolving fully digital environment.

In addition to this, students enrolled in this course will actively participate in documenting and promoting a wide variety of College events, capturing the authentic voice of students at the College. Students can continue their Media Studies learning in Stage 1 and Stage 2 Creative Arts - Multimedia.

Assessment: Practical and theory components.

CONTENTS

DANCE INTRODUCTION

Dance has its own specific language and processes that students learn in theory and practice through the study of technique, composition, choreography, performance, and critical analysis.
It offers opportunities for the development of students' creativity, self-discipline, self esteem, personal identity, and confidence.

In this subject, students develop their own technical and physical skills by undertaking systematic training that enables them to safely execute a diverse range of movement. Students explore and develop their personal vocabulary of movement and learn the application of choreographic and compositional principles in the creation of independent and collaborative dance works. Students undergo the disciplined process of rehearsing dance work to performance level, as well as studying the choreography of dance artists, both local and global, through attendance at, and analysis of, dance theatre performances.

STAGE 1 DANCE

SACE Credits: 10
Prerequisites: Students will be expected to be dancing at a competition level at the year prior to taking this subject in their preferred genre.
Length: 1 semester

Course Description:
The following assessment types enable students to demonstrate their learning in Stage 1 Dance:

- Technique workshop as a tool for communication and expression, appropriate to the dance genre studied.
- Composition – devising a choreographed piece of approximately 1 minute. The student is not required to perform in the creative process.
- Performance - Either a focused performance or a presentation of one or more off stage roles identified in the area of study (3-5 minutes).
- Written Response - based on an analysis of either historical perspectives or a contemporary issue in dance of 800 words or 5 minutes if oral, or the equivalent in multimodal form.

Materials Required: Students will need an exercise book for journal work.
Additional Information:

Students will need to wear black dance basics for dance lessons. Girls must wear their hair tied back. No jewellery to be worn in dance lessons.

Cost:
Guest Teachers: Some minor costs for guest teachers to come and work with students. These would be invoiced on visit and would occur potentially once/twice per semester (approximate cost $5.00-$10.00 per visit).

Visiting Performers:
If the opportunity arises, there may be an excursion arranged to The Sir Robert Helpmann Theatre to view a professional performance and attend their school workshop (approximate cost $25.00).

CONTENTS

DRAMA INTRODUCTION

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

In this subject, students are expected to:

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

YEAR 10 DRAMA A (DRAMA B AVAILABLE ODD YEARS)

Physical and World Theatre
Length: 1 semester or full year

Course Description:
In this course, students undertake a focus on Physical Theatre. They will learn about how this style has developed, as well as studying some of the key theatre companies from around the world that have formed their own techniques in this field.

They will also learn about theatre makers and practitioners from around the world; their acting techniques and how these can be applied within our own context.
This will include 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.

Assessment:
Performance – on or off stage role in group devised piece.
Choral speaking exercise.
Theory – research about Stanislavski, developmental tasks for Physical Theatre.

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

YEAR 10 & STAGE 1 CREATIVE ARTS – MUSICAL (AVAILABLE EVEN YEARS)

Available in 2022
SACE Credits: 10
Prerequisites: It is highly recommended (but not essential) that students will have successfully completed Year 8 or Year 9 Drama.
Length: Semester 2

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

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

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

CONTENTS

STAGE 1 DRAMA - SEMESTER

SACE Credits: 10
Prerequisite: Satisfactory achievement in Year 10 Drama or Creative Arts - Musical
Length: 1 semester (first semester choice is preferred)
It is recommended that students possess a sincere interest in dramatic theory and practice, as well as a willingness to participate in creative and practical activities. Attendance at class during ensemble time is critical.

Course Description:
In Term 1, students will attend a trip to Adelaide during Fringe Festival to complete the 'Responding to Drama task' where they will view several performances and complete the reflection. Students will find a specific focus area and draw links between the performances to enable them to engage further in according to their personal interest (on or offstage). The 'Creative Synthesis' task allows students to explore a professional script and apply technology to engage the audience more effectively. One Performance (either on or offstage) is required over the semester and will most likely relate to the group 'company' task where students adopt an on or offstage role to contribute to a class devised piece of theatre.

Assessment:
Performance (30%);
Responding to Drama (30%);
Creative Synthesis (40%).

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.

Cost:
Travel and attendance at Fringe Festival in Adelaide Term 1 (TBA which will be invoiced)
Excursion to State Theatre performance at Sir Robert Helpmann Theatre in Term 2 (approx. $15.00 which will be invoiced).

STAGE 1 DRAMA - YEAR

SACE Credits: 20
Prerequisites: Satisfactory achievement in Year 10 Drama or Creative Arts - Musical
Length: 1 year
It is recommended that students possess a sincere interest in dramatic theory and practice, as well as a willingness to participate in creative and practical activities. Attendance at class during ensemble time is critical.

Course Description:
This course is the same as the 10 credit course; however, there are two Responding to Drama tasks, two Creative Synthesis tasks and two Performances (either on or offstage) over the year.

Assessment:
Performance (30%);
Responding to Drama (30%);
Creative Synthesis (40%).

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.

Cost:
Travel and attendance at Fringe Festival in Adelaide Term 1 (TBA which will be invoiced)
Excursion to State Theatre performance at Sir Robert Helpmann Theatre in Term 2 (approx. $15.00 which will be invoiced).

CONTENTS

STAGE 2 DRAMA

SACE Credits: 20
Prerequisites: Stage 1 unit or via interview with Drama teachers
Length: 1 year

Course Description:
In this course, students are also provided with opportunities to explore a selection of dramatic styles, innovators, and/or movements. They are encouraged to experiment, take risks, suggest innovations, and explore hypothetical possibilities. Teachers provide access to a range of dramatic works, events, and source material, including, where possible, local and/or Australian drama, Aboriginal and Torres Strait Islander drama or perspectives, and drama from other cultures and/or periods. These performances will be accessed at Adelaide Fringe in Term 1.
Mid Term 1 through to Term 2, students are led by the teacher through the dramatic process to develop a group production or a selection of smaller productions. The scope and scale is dependent upon the interests of the students, the context and culture of the school, and the resources available. For example, productions could range from an in class performance for peers, through to a full-scale stage production in a theatre or the equivalent for a screen production. At Tenison Woods College, we aim for this assessment to be performed publicly at Wehl Street Theatre, usually in Week 6 or 7. Finally, students will form small groups of two to five students to independently devise a dramatic work or products in an area of interest. They apply the dramatic process in collaboration to conceive a vision for the work and rehearse to develop the work leading to a final, polished outcome. The creative presentation is led by students, with the teacher guiding or facilitating only. This is now the externally assessed work and will be filmed and sent for external marking.

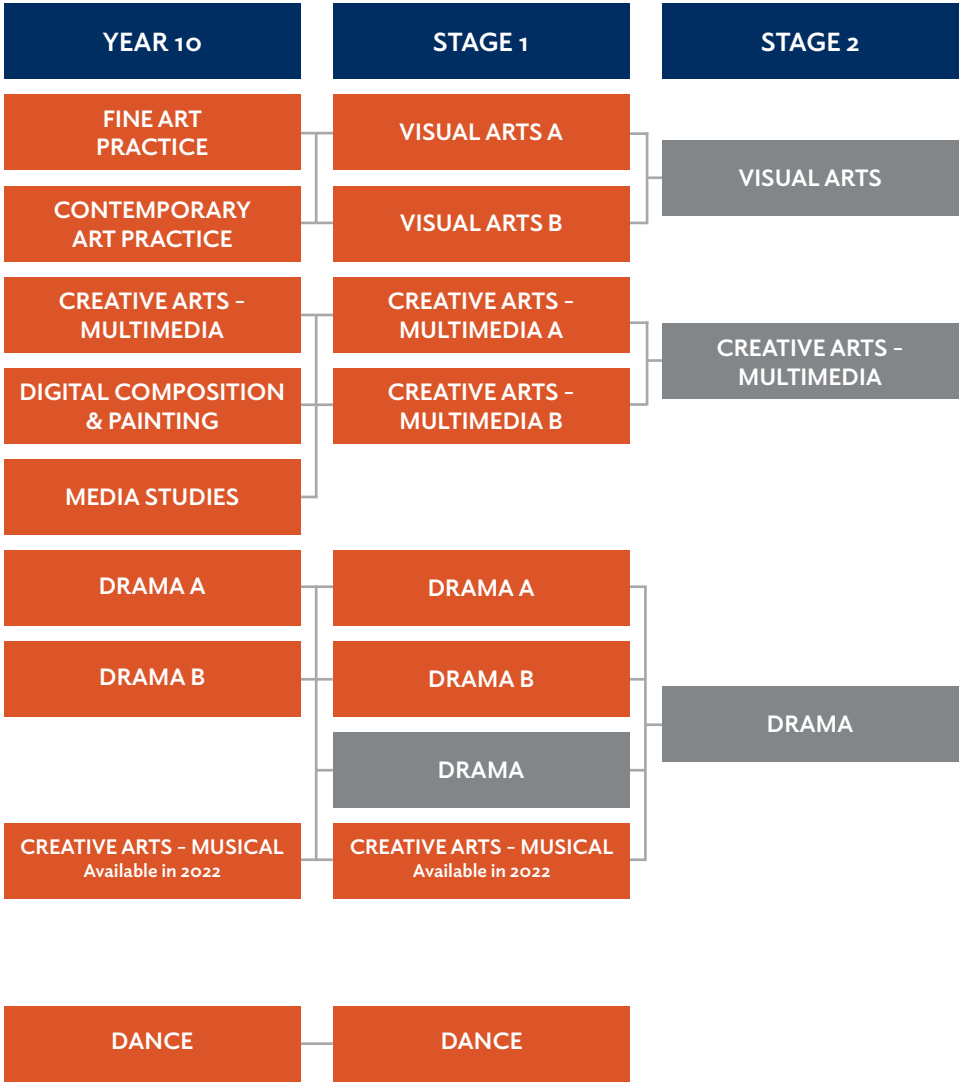
Assessment:
Assessment in 20 Credit Stage 2 Drama consists of the following components, weighted as shown:
School assessment (70%)
- Assessment Type 1: Group Production (40%)
- Assessment Type 2: Evaluation and Creativity (30%)

External assessment (30%)
- Assessment Type 3: Creative Presentation (30%).

Special Considerations:
Students must commit to being present throughout the whole of 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.

Cost:
Travel and attendance at Fringe Festival in Adelaide Term 1 (TBA which will be invoiced)
Excursion to State Theatre performance at Sir Robert Helpmann Theatre in Term 2 (approx. $15.00 which will be invoiced).

CONTENTS



FULL YEAR SUBJECT

SEMESTER BASED SUBJECT

VOCATIONAL EDUCATION AND TRAINING (VET)

TENISON WOODS COLLEGE

CONTENTS

WHAT IS VET IN SCHOOLS?

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

With VET in Schools, a student can:

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

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

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

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

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

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

WHY SHOULD YOU DO A VET COURSE AT SCHOOL?

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

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

VET options available at Tenison Woods College are listed on following pages.

CONTENTS

FURNITURE MAKING - CERTIFICATE II IN FURNITURE MAKING PATHWAYS

Year Level: Stage 1 (available to Year 10, 11 or 12 students)
SACE Credits: Minimum of 10 credits per semester
Length: 1 semester Year 10 (option A), 4 semesters over Years 10, 11,12 (Options A, B, C, D)

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.

CERTIFICATE II IN HORTICULTURE

Year Level: Stage 1 (available to Year 10, 11 or 12 students)
SACE Credits: Minimum of 10 credits per semester
Prerequisites: Not required for option A, then options need to be chosen sequentially
Length: 2 years for the full certificate 1 semester Year 10 (option A), 4 semesters over Years 10, 11,12 (Options A, B, C, D)

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;
- Contribute to small business operations and innovation;
- Use social media for collaboration and engagement;
- Participate in environmentally sustainable work practices.

CONTENTS

ACADEMY OF HOSPITALITY (CERTIFICATE II)

Year Level: Stage 1 (available to Year 9, 10 & 11 students)
SACE Credits: Minimum 20
Length: 2 years for the full certificate
1 semester - Year 9 (option A), 4 semesters over Years 9, 10, 11 (Options A, B, C, D)

Course Description:
The full Certificate II will take two years to complete. Students are able to achieve some units of competency if a semester only is completed.

Undertaking this course allows students to experience a range of routine hospitality work activities. The Certificate II qualification provides individuals with introductory knowledge and skills for initial work, community involvement and further learning.
These skills are extended in Certificate II where students will complete all competencies by participating in a range of activities including group and individual tasks relevant to industry standard learning.

All learning tasks will be performed in a variety of locations and modes including the Sugarloaf Café at Tenison Woods College where the students are able to experience industry standard learning. Participation in a minimum number of industry reflective hours and volunteering at recognised functions is mandatory for competencies to be achieved in this course.

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;
- Interact with customers;
- Show social and cultural sensitivity;
- Use hospitality skills effectively;
- Use hygienic practices for food safety;
- Participate in safe work practices;
- Maintain the quality of perishable items;
- Prepare and present sandwiches;
- Prepare and present simple dishes.

Year 2:
- Prepare and serve espresso coffee;
- Prepare and serve non-alcoholic beverages;
- Serve food and beverages;
- Provide advice on food;
- Process financial transaction.

Cost:
$225.00 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). Some second hand uniforms may be available to purchase.
Covered leather school shoes or safety boots are also mandatory.

Excursion costs as required.

CONTENTS

ELECTROTECHNOLOGY - CERTIFICATE II IN ELECTROTECHNOLOGY

Year Level: Stage 1 (available to Year 10, 11 students)
SACE Credits: Minimum of 10 credits per semester
Prerequisites: Not required for option A, then options need to be chosen sequentially
Length: 2 years for the full certificate, 1 semester year 10 (option A), 4 semesters over years 10, 11 (Options A, B, C, D)

Course Description:
The full certificate will take a minimum of two years to complete. Students studying Electro Technology will be introduced to basic electrical systems, including resistance, conductors, single and multiple path low voltage circuits, and electrical switching.

The course also provides a comprehensive overview of OH&S in the electrical industry, with students obtaining a White Card though the program.

The program also contains a strong sustainability focus, with students gaining valuable practical experience working alongside skilled tradespersons on the installation of significant solar photovoltaic systems on the College site each semester. Work experience is also fostered, with a broad range of connections to local industry members.

Assessment:
The Certificate II is skills based and requires students to achieve the following competencies:

- Apply Occupational Health and Safety regulations, codes and practices in the workplace;
- Carry out routine work activities in an energy sector environment;
- Prepare to work safely in the construction industry;
- Provide cardiopulmonary resuscitation;
- Attach cords and plugs to electrical equipment for connection to a single phase 230 volt supply;
- Work safely at heights;
- Use of routine equipment/ plant/technologies in an energy sector environment;
- Apply environmentally and sustainable energy procedures in the energy sector;
- Produce routine tools/ devices for carrying out energy sector work activities insert;
- Identify and select components, accessories and materials for energy sector work activities;
- Provide solutions and report on routine electro technology problems;
- Solve problems in dc. circuits;
- White Card Certification (Construction industry Card).

Materials/equipment
Required: Work boots
Cost:

- $150.00 Working at Heights certification
- $55.00 White Card certification (Construction Industry Certification) completed online, in conjunction with a day training course ran on Tenison Woods College grounds (only if the student hasn't obtained certification prior to commencing the course).

Major Product: Solar Power installation on school grounds

Please note: Students will miss 5-6 school days during each semester.

VOCATIONAL EDUCATION AND TRAINING (VET)

TENISON WOODS COLLEGE

CONTENTS

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)
Year Level: 11 (Stage 1 / Stage 2)
Possible SACE Credits:
10 credits per 70 nominal hours
Commitment up to 2 years

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

BUILDING & FURNISHING (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 II & III IN BUSINESS)
Year Level: 11 (Stage 1) 12 (Stage 2)
Possible SACE Credits:
10 credits per 70 nominal hours
Commitment 1 year plus

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

ELECTRICAL (CERTIFICATE II IN ELECTRO TECHNOLOGY)
Year Level: 11 (Stage 1)
Possible SACE Credits:
10 credits per 70 nominal hours
Commitment 18 months 1 day per week

ENGINEERING-METAL FABRICATION FOCUS (CERTIFICATE II IN ENGINEERING)
Year Level: 11 (Stage 1)
Possible SACE Credits:
10 credits per 70 nominal hours
Commitment 1 year 1 day per week

FITNESS (CERTIFICATE III IN FITNESS - GYM INSTRUCTOR (NSW Stream))
Year Level: 11 (Stage 2)
10 credits per 70 nominal hours
Commitment 1 year

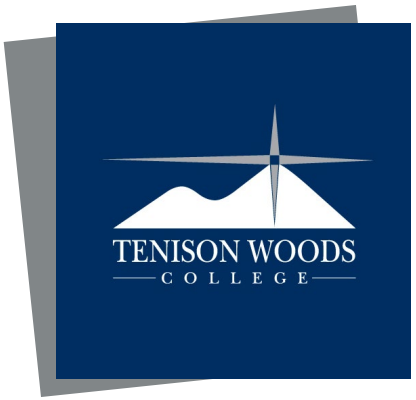
HAIR AND BEAUTY (PARTIAL COMPLETION OF CERTIFICATE II)
(Styled for Success – Intro to Hairdressing or Beauty)
Year Level: 10, 11, 12 (Stage 1).
Course runs for 10 weeks only.
Possible SACE Credits: 10
Commitment 10 weeks Term 3
1 day per week

HAIR AND BEAUTY (CERTIFICATE II & III)
(FOCUS EITHER – HAIRDRESSING OR BEAUTY)
Year Level: 11 (Stage 1) 12 (Stage 2)
Possible SACE Credits:
10 credits per 70 nominal hours
Commitment 1 year plus 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 plus 1 day per week

INFORMATION TECHNOLOGY (CERTIFICATE II, III AND IV IN INFORMATION TECHNOLOGY)
Year Level: 11 (Stage 1)
Possible SACE Credits:
10 credits per 70 nominal hours
Commitment 1 year plus

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.



LET YOUR *light* SHINE

Early Learning - Year 12 Co-Educational Catholic College

Corner of Shepherdson Road & White Avenue, Mount Gambier

t: (08) 8725 5455 | e: info@tenison.catholic.edu.au | w: www.tenison.catholic.edu.au