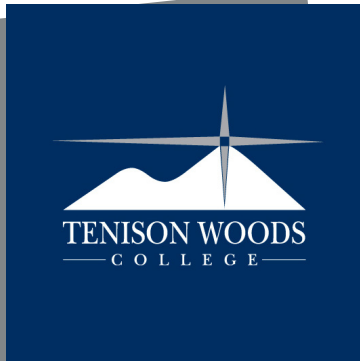


LET YOUR *light* SHINE



10-12 CURRICULUM HANDBOOK **2022**



# PRINCIPAL'S WELCOME



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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.

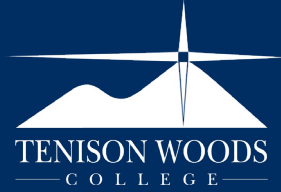
If you would like further clarification of any aspect of our approach to Senior School learning or would like to talk with any of the Senior School Pathways team, we invite you to contact the school on (08) 8724 4650.

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



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**Senior School Subject Selection Team Contact:**

**Phone:**

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

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

Throughout this booklet, you will find a variety of Learning Area Videos to assist you with your choices. Click on the Icon to view these videos!



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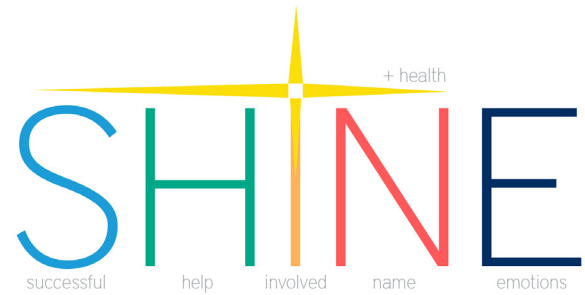
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### PASTORAL CARE IN THE SENIOR SCHOOL

Pastoral care promotes and enhances the personal, social, mental and spiritual wellbeing of young people which is a central focus of our Catholic identity. Not only do confident, resilient young people with a capacity for emotional intelligence perform better academically, these skills can also contribute to the creation of strong social bonds and supportive communities, and the maintenance of healthy relationships and responsible lifestyles.

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

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



brightly at TENISON WOODS COLLEGE

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### YEAR 10 RELIGIOUS EDUCATION

#### Duration of Course:

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

#### Course Description:

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

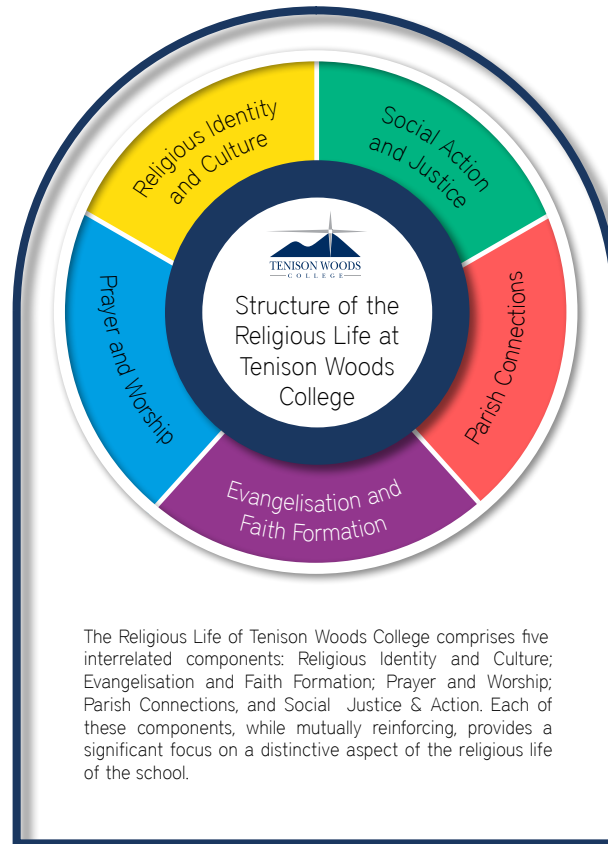
#### Assessment:

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

- Practical Activity;
- Investigations;
- Reflection.

#### Learning Intention:

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



### STAGE 1 SPIRITUALITIES, RELIGION AND MEANING

#### SACE Credits: 20

#### Duration of Course:

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

#### Course Description:

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

#### Assessment:

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

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

#### Learning Intention:

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

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### STAGE 2 INTEGRATED LEARNING (RELIGIOUS EDUCATION)



**SACE Credits:** 10 or 20  
**Duration of Course:**  
 3 lessons a week for 2 terms (10 credit) or 3 terms (20 credit).  
 Integrated Learning (through Religious Education) is a compulsory course and all students participate in a three-day Retreat experience at Victor Harbor.

**Course Description:**  
 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 credit course only)
  - Topic 4: Made in the Image of God
  - Topic 5: Called to Action through Service (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%)

**Learning Intention:**  
 By the end of this course, students will be able to apply their knowledge and skills to real-world events, learning opportunities or contexts, for a specific purpose, product or outcomes. Through the key areas of studies, students will 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.

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### STAGE 2 RELIGION STUDIES

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

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

**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:**  
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 Religion Studies:

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

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

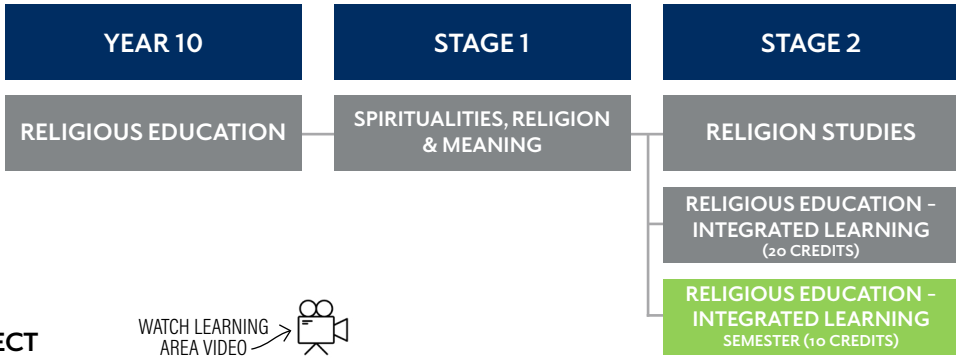
**External Assessment (30%)**

- Assessment Type 3: Investigation (30%)

**Learning Intention:**  
By the end of this course, students will 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.

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**FULL YEAR SUBJECT**  
 **SEMESTER BASED SUBJECT**





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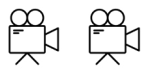
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**YEAR 10 METAL TECHNOLOGIES**



**Duration of Course:** Semester

**Course Description:**

Students studying Metal Technologies 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.

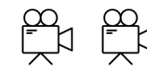
A strong area of focus is the student's ability to follow all OH&S policies and procedures, set up, pack up, workshop cleanliness and their practical and problem-solving abilities.

**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**



**Duration of Course:** Semester

**Course Description:**

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

A strong area of focus is the student's ability to follow all OH&S policies and procedures, 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:**  
Engraved table

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**YEAR 10 CONCEPT TO CONSTRUCTION**  

**Duration of Course:** Semester

**Course Description:**  
Students studying Concept to Construction will develop a range of 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.

**Cost:**  
Workbooks are required. Approximately \$40.00 to cover the cost of materials for a small individual project completed by each student.

**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 PRODUCT DESIGN AND TECHNOLOGY - GIRLS ONLY**  

**Year Level:** Year 10 or 11  
**SACE Credits:** 10  
**Duration of Course:** 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.

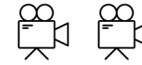
**Cost:**  
Approximately \$80.00 to cover the materials used for minor and major project.

**Major Product:**  
Student designed/chosen project.

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### 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  
**Duration of Course:** 2 years for the full certificate.

**Course Description:**  
 The full Certificate II will take two years (4 semesters) to complete. Students can achieve some units of competency if a semester only is completed. Undertaking the course allows the student to pursue an interest in the many trades associated with the Furnishing Industry, as the core modules are generic across each individual area. The other modules focus specifically on the trade of Furniture Making (Cabinet Making).

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

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

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

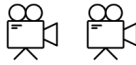
#### Assessment:

The Certificate II is skills based and requires students to achieve specific furnishing competencies.

These include:

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

### STAGE 1 ROBOTIC & ELECTRONIC SYSTEMS



**SACE Credits:** 10

**Duration of Course:** Semester

#### Course Description:

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

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

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

#### Assessment:

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

- Two Specialised Skills Tasks (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.

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**STAGE 1 WOOD TECHNOLOGIES - MATERIAL SOLUTIONS**  

**SACE Credits:** 10  
**Duration of Course:** Semester  
**Special Considerations:** This course may be taken as a Stage 2 (full year) subject in Year 11.

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

All of which are completed by integrating technologies such as CAD (Computer Aided Design), prototyping and laser engraving. A strong area of focus is the student's ability to follow all OH&S policies and procedures, 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 Task
- 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.

**Major Product:**  
 Traditional fine furniture piece

**STAGE 1 METAL TECHNOLOGIES - MATERIAL SOLUTIONS**  

**SACE Credits:** 10  
**Duration in Course:** Semester  
**Special Considerations:** This course may be taken as a Stage 2 (full year) subject in Year 11.

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

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

- 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).

**Major Product:**  
 Outdoor cooking appliance

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### STAGE 2 ROBOTIC AND ELECTRONIC SYSTEMS

**SACE Credits:** 20

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

**Duration of Course:** Year

**Course Description:**

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

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 parent/caregiver prior to production to ensure all parties approve. If staff or community members order units, the cost of these will be covered by the purchase cost paid by the person receiving the unit.

### STAGE 2 WOOD AND METAL TECHNOLOGIES - MATERIAL SOLUTIONS

**SACE Credits:** 20

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

**Duration of Course:** Year

**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:

- Specialised Skills Tasks
- Design and Production Folio
- Resource Study and Investigation (Externally Assessed)

**Cost:**

Students are encouraged to purchase their own materials outside of school, expected cost at least \$100 but the school will supply consumables.

**Major Product:**

Contemporary designed furniture piece.

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**YEAR 10 INFORMATION PROCESSING & PUBLISHING**  

**Duration of Course:** Semester

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

Students create both hard copy and electronic text-based publications, and evaluate the design process, with a focus on Desktop Publishing and Electronic Design Skills. They use technology to design and implement information processing solutions, and identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts. The focus capabilities for this subject are communication and learning. Students get the opportunity to learn about design for social media, infographics using latest online solutions i.e. Canva, Infogram etc. Students are also able to access Adobe Creative Cloud to learn and work on industry standard applications like Adobe Illustrator, InDesign, Spark, Dream Weaver, Acrobat Pro and XD (mobile app prototype).

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

- Personal Publishing
- Digital Publishing

**Assessment:**  
Assessment will consist of:

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

**STAGE 1 INFORMATION PROCESSING AND PUBLISHING (PERSONAL)**  

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

**Course Description:**  
Information Processing and Publishing offers users a wide range of choices in the methods of inputting, manipulating, storing and disseminating information. The course involves the use of software appropriate to paper based publications and other digital publications. It provides a sound basis for the investigation and use of new personal publishing tools in the future.

The students consider legal, ethical and social issues related to information processing and publishing. The course has a practical basis and emphasises the development of skills and understanding in designing, making and critiquing. Students learn about the Principles of Design: 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 students will need to demonstrate evidence of their learning against performance standards in the following assessment types:

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

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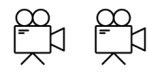
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**STAGE 1 INFORMATION PROCESSING AND PUBLISHING (BUSINESS)**



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

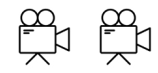
The course has a practical basis and emphasises the development of skills and understanding in designing, making and critiquing. Students learn about the principles of design: i.e. Contrast, Repetition, Alignment and Proximity.

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  
**Duration of Course:** Year

**Course Description:**  
Information Processing and Publishing exposes students to a combination of Personal, Business & Desktop Publishing documents. The practical skills section focuses on using the Principles of Design in a variety of applications to complete specified information processing or publishing tasks. Tasks may include flyers, leaflets, stationery, posters, brochures & advertising material. The product and documentation focus follows 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%)

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**YEAR 10 DIGITAL TECHNOLOGIES**  

**Duration of Course:** Semester  
**Special Considerations:**  
 This class may be combined with Information Processing and Publishing.

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

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

**STAGE 1 DIGITAL TECHNOLOGIES**  

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

- Course Description:**
- Focus Area 1: Programming
  - Focus Area 2: Advanced Programming
  - Focus Area 3: Data Analytics
  - Focus Area 4: Exploring Innovations 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.



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**STAGE 2 DIGITAL TECHNOLOGIES** 

**SACE Credits:** 20  
**Prerequisites:** Stage 1 Digital Information Technology is highly recommended  
**Duration of Course:** Year

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

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

what does work. Innovation may also include students designing solutions that improve existing processes or products.

Students use computational thinking skills and strategies to identify, deconstruct, and solve problems that are of interest to them. They analyse and evaluate data, test hypotheses, make decisions based on evidence, and create solutions. Through the study of Digital Technologies, students are encouraged to take ownership of problems and design, code, validate, and evaluate their solutions. In doing so, they develop and extend their understanding of designing and programming, including the basic constructs involved in coding, array processing, and modularisation.

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

**Assessment:**  
 The following assessment types enable students to demonstrate their learning in Stage 2 Digital Technologies. School assessment (70%)

- Assessment Type 1: Project Skills (50%)
- Assessment Type 2: Collaborative Project (20%)  
External assessment (30%)
- Assessment Type 3: Individual Digital Solution (30%).  
Students should provide evidence of their learning through six assessments, including the external assessment component.

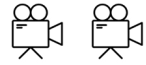
Students undertake:

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

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### YEAR 10 FOOD TECHNOLOGIES - FOOD AND NUTRITION A



**Duration of Course:**  
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.

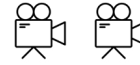
**Assessment:**

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



**Duration of Course:**  
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%).

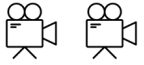
**Additional Information:**

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  
**Duration of Course:**  
Semester/Year

**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.

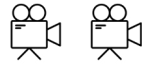
**Additional Information:**

This course is offered as either a single semester or full year subject. Students must bring a container to all practical lessons. Students will need to supply certain ingredients for practical lessons. Students may also undertake an excursion.

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### STAGE 2 FOOD AND HOSPITALITY STUDIES



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

#### Course Description:

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

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

#### Assessment:

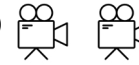
Students demonstrate evidence of their learning through:

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

#### Additional Information:

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

### ACADEMY OF HOSPITALITY (CERTIFICATE II)



**Year Level:** Stage 1 (available to Year 9, 10 & 11 students)  
**SACE Credits:** 10 per semester  
**Duration of Course:** 2 years for the full certificate.

#### 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:

\$195.00 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.

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**YEAR 10 CHILD STUDIES A**  

**Duration of Course:**  
Semester 1

**Course Description:**  
In this subject, students will complete the following topics:

- Action Plans & Evaluations
- Pregnancy & Childbirth
- Childhood Health, Nutrition and Safety
- Toddler Nutrition & Food Practical
- Construct a Cot Quilt
- Construct a Busy Book

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

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

**YEAR 10 CHILD STUDIES B**  

**Duration of Course:**  
Semester 2

**Course Description:**  
Students will complete the following topics:

- Action Plans & Evaluations
- Growth & Development (social, physical, emotional, cognitive, language)
- Play & Its Importance
- ELCC Observation
- Construct a Child's Outfit

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

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

**STAGE 1 CHILD STUDIES A**  

**SACE Credits:** 10 credits  
**Duration of Course:**  
Semester 1

**Course Description:**  
Students examine the period of childhood from conception to eight years. This subject is also beneficial for students wishing to continue Child Studies in Stage 2.

Students will complete the following topics:

- Contemporary Childhood Issues
- Diet & Pregnancy
- Healthy Canteens
- Child Safety

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

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

**STAGE 1 CHILD STUDIES B**  

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

**Course Description:**  
Students will examine the period of childhood from conception to eight years. This subject will be beneficial if wishing to complete Stage 2 Child Studies.

Students will complete the following topics:

- Children's Services
- Child Development
- Childhood Obesity
- Planning a Children's Party

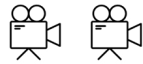
**Assessment:**  
Students will demonstrate evidence of their learning through action plans/practical/evaluations, research/practical/evaluations, investigation and group activity.

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

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### STAGE 2 CHILD STUDIES



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

#### Course Description:

The Stage 2 subject focuses on children's growth and development from conception to eight years.

Students study the following topics:

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

#### Assessment:

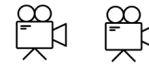
Students demonstrate evidence of their learning through the following assessment types:

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

#### Additional Information:

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

### STAGE 2 WORKPLACE PRACTICES



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

#### Course Description:

Students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They undertake negotiated topics designed for their needs, interests, and aspirations to gain knowledge of issues particularly relevant to their working environment or aspirations. Students 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

- \*Condition of enrolment  
It is a requirement for the Performance assessment type that evidence of learning comes from either of the following:
- Enrolment in a VET course at least for a semester.
  - 50-60 hours of work experience at a designated for workplace.
  - A substantial part time/ casual job.

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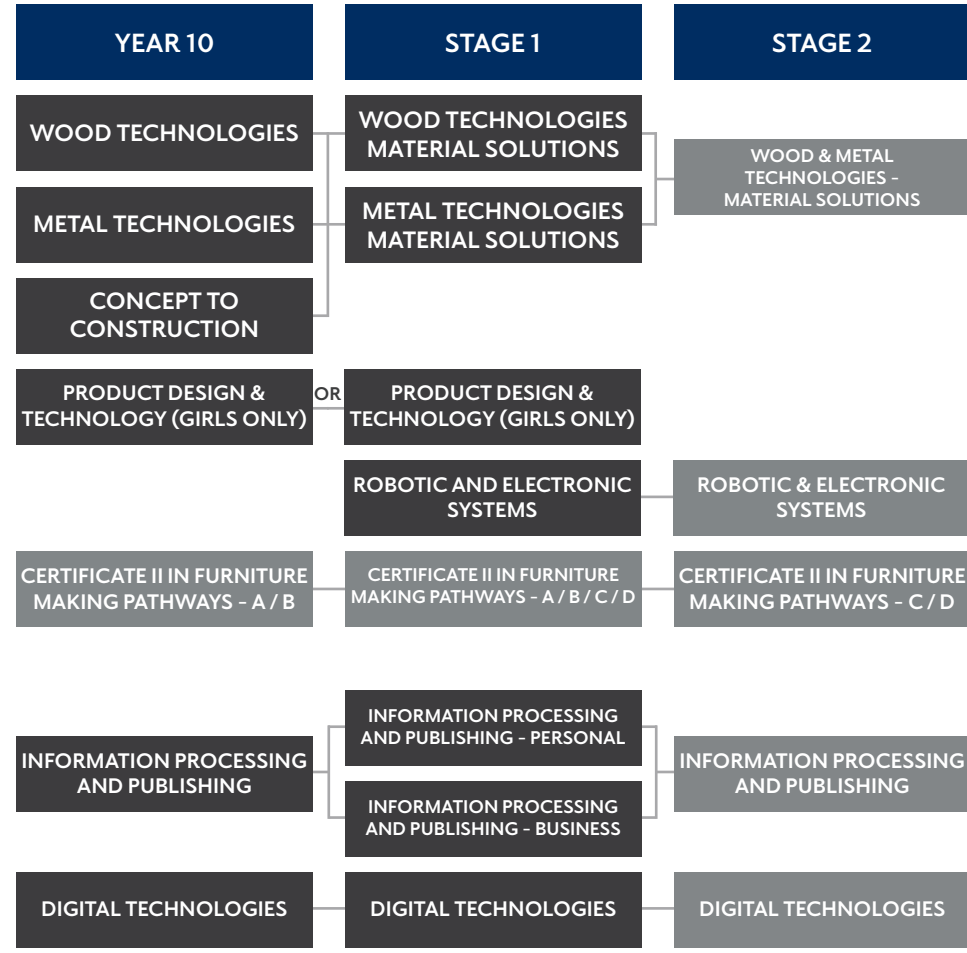
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**DESIGN & TECHNOLOGIES**



■ FULL YEAR SUBJECT  
 ■ SEMESTER BASED SUBJECT

WATCH LEARNING AREA VIDEO

WATCH INFORMATION TECHNOLOGY VIDEO

WATCH DESIGN, TECHNOLOGIES AND ENGINEERING VIDEO

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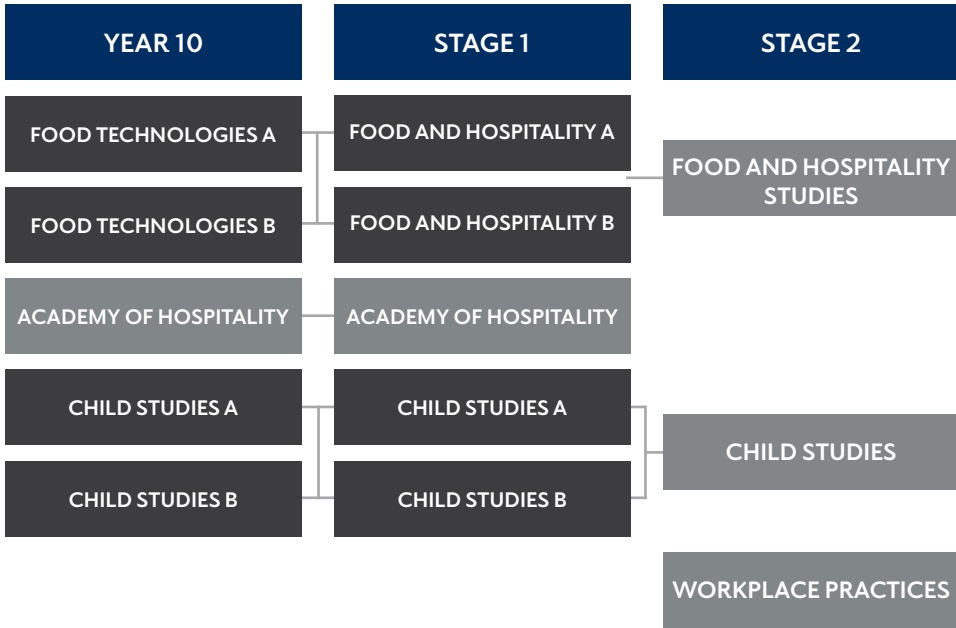
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**FOOD TECHNOLOGIES**



■ FULL YEAR SUBJECT  
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### YEAR 10 ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

#### Duration of Course: Year

#### Course Description:

This course develops a student's knowledge of language, literacy and literature. Students will explore language used for interaction and understand the evolving nature of the English language.

Students will also discover the power of language and how this can influence inclusive social practice. Students will also learn to discern the impact on audiences of images and film as well as develop their knowledge of vocabulary and spelling. Students will respond and examine literature to identify, explain and discuss responses to texts. They will also analyse and evaluate text structures and language features of literary texts. Students will learn how to create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts for a specific purpose and an identified audience as well as create imaginative texts which connect with other texts. Students will also identify and explore the purposes and effect of different texts, structures and language features as part of their understanding of interacting with others. They will also interpret, analyse and evaluate

to form comprehension strategies to compare information.

#### Assessment:

Students create a range of imaginative, informative and persuasive text types including narratives, procedures, performances, reports, discussions, literary analysis, transformation 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.

### YEAR 10 ESSENTIAL ENGLISH (STAGE 1)

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

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

**Duration of Course:** 2 years

#### Course Description:

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

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

#### Assessment:

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

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

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



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### YEAR 10 ENGLISH



#### Duration of Course: Year

#### Course Description:

Students will deconstruct literary texts; refine their reading and writing skills; exchange ideas and develop their skills of discussion and argument; and foster lifelong habits of reading, writing, speaking and thinking.

Texts studied include poetry, novels, films, short stories, persuasive texts, advertising, media, articles and images.

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

#### Assessment:

Assessment will consist of the following:

- Listening and speaking: Formal/informal oral presentations of speeches, ongoing class/group discussions including reading reflections written in class.
- Reading and viewing: Poetry analysis, film response, media study, connected text responses. At least one of these will take the form of an essay.
- Writing: Genre based writing including narrative, discussion, advertising pitch, writer's statement, biography, one-pager and recount.

### STAGE 1 ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)



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

#### Special Considerations:

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

**Duration of Course:** Year

#### Course Description:

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

Students develop confidence in creating texts for different purposes in both real and implied contexts. Students broaden their understanding of sociocultural and sociolinguistic aspects of English, through their study of texts and language. This subject focuses on the following skills and strategies: communication, comprehension, language and text analysis, text creation.

#### Assessment:

Assessment in this course includes assignments, written exercises, essays, individual orals and multi-modal/visual presentations.

There are three types of assessment:

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

#### Special Considerations:

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

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### STAGE 1 ESSENTIAL ENGLISH



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

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

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

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

### STAGE 1 ENGLISH



**SACE Credits:** 20 (10 per semester)  
**Prerequisites:** Either successful completion of Year 10 English or there exists the opportunity for students to be accelerated to Stage 1 upon the successful completion of Year 9 English. This accelerated progression will be handled on an individual basis.  
**Duration of Course:** Year

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



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

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

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

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

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### STAGE 2 ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

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

**Course Description:**  
English as an Additional Language is designed for students who speak English as a second or additional language or dialect, and whose English language proficiency is restricted. All students who want to enroll 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 enroll 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

The focus of this subject is the development and use of skills & strategies in communication, comprehension, language and text analysis, and text creation.

Through studying a variety of oral, written, and multimodal texts, including informational and literary texts, students develop an understanding of text structures and language features.

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

- Assessment Type 1: Academic Literacy Study (30%)
- Assessment Type 2: Responses to Texts (40%)

External Assessment (30%)

- Assessment Type 3: Examination (30%)

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

Students complete:

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

### STAGE 2 ESSENTIAL ENGLISH

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

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

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

- Assessment Type 1: Responding to Texts (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

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### STAGE 2 ENGLISH

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

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

Students consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world. Students also explore how the purpose of a text is achieved through application of text conventions and stylistic choices, positioning the audience to respond to ideas and perspectives. They have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

Within this course, students complete three main creative tasks plus a writer's statement and 3 responses to text regarding a shared film, novel study, poetry or other extended text. Students are also required to write a 2,000 word comparative study which form their external assessment.

**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

### STAGE 2 ENGLISH LITERARY STUDIES

**SACE Credits:** 20  
**Prerequisite:** Satisfactory achievement in Stage 1 English Literary Studies  
**Duration of Course:** Year

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

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

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

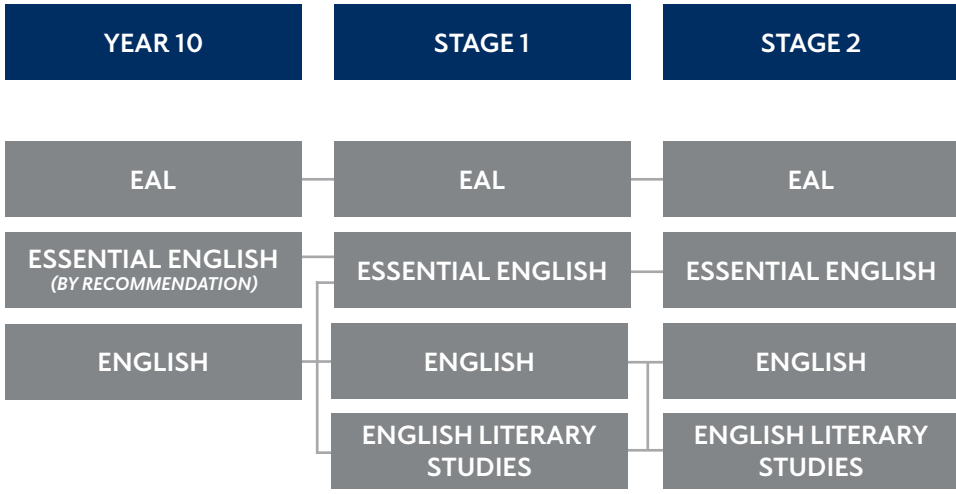
External Assessment (30%)  
Assessment Type 3:  
Text Study:

- Comparative text study (15%)
- Critical reading (15%)

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

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FULL YEAR SUBJECT  
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### YEAR 10 PHYSICAL EDUCATION - CORE



#### Duration of Course: Semester

#### Course Description:

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

Practical units include: 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.

#### Assessment:

Students will be assessed using the Australian Curriculum Achievement Standard for this subject. Assessment will consist of various practical tasks and theory assignments:

- Practical skills and applications (60%)
- Theory component (40%)

#### Cost:

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

#### Learning Intentions:

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

- Students make meaning of the cognitive and psychomotor processes fundamental to the learning of physical activities.

#### Additional Information:

A practical subject with dedicated topics both on and off campus. Specific theory components are included to compliment the practical modules.

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### YEAR 10 PHYSICAL EDUCATION A EXERCISE PHYSIOLOGY



**Duration of Course:**  
Semester 1

**Course Description:**

This course focuses on the interrelationships between motor learning and physiological factors that influence individual and team performances. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Fitness components, training principles and musculoskeletal topics are dedicated theory units that are integrated into four negotiated practical units, including Touch Football, Volleyball, Soccer, Golf, Softball, and Lawn Bowls. These practicals will serve both as a source of content and data and as a medium to learn about the importance of regular activity as it improves physical, social, emotional and spiritual health.

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

**Assessment:**

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

Students undertake:

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

**Cost:**

Approximately \$40.00 to cover gym visits, community excursions, bus travel. Dependent on negotiated practical, additional costs may apply. ie Golf visits to Blue Lake Golf course.

**Learning Intentions:**

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

### YEAR 10 PHYSICAL EDUCATION B EXERCISE PHYSIOLOGY



**Duration of Course:**  
Semester 2

**Course Description:**

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

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

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

**Assessment:**

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

Students undertake:

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

**Cost:**

Approximately \$40.00 to cover gym visits, community excursions, bus travel. Dependent on negotiated practical, additional costs may apply. ie Golf visits to Blue Lake Golf course.

**Learning Intentions:**

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

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### STAGE 1 PHYSICAL EDUCATION A EXERCISE PHYSIOLOGY



**SACE Credits:** 10  
**Duration of Course:**  
Semester 1

**Course Description:**

There are three main focus areas of this subject:

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

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

**Assessment:**  
The following assessment types enable students to demonstrate their learning.

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

**Cost:**  
Approximately \$40.00 to cover gym visits, community excursions, bus travel. Students may undertake some activities off campus at a local fitness centre (to be negotiated at start of semester).

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

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



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

**Course Description:**

There are three main focus areas of this subject:

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

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

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

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

**Cost:**  
Approximately \$40.00 to cover gym visits, community excursions, bus travel. Some students may undertake some activities off campus at the local fitness centre (to be negotiated at start of semester).

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



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## STAGE 2 PHYSICAL EDUCATION



### SACE Credits: 20

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

**Duration of Course:** Year

### Course Description:

Stage 2 Physical Education has three focus areas:

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

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.

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.

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:

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 (\$55.00 approximately)

### Learning Intentions:

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

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### OUTDOOR EDUCATION INTRODUCTION

Outdoor and Environmental Education (OE) is being offered as a Stage 1 subject for Year 10 students and as a Stage 2 subject for Year 11 students. Both courses provide the opportunity to complete SACE units. It is compulsory that students have completed at least ONE Stage 1 Outdoor and Environmental Education course prior to commencing Stage 2. Selection will be based on academic performance.

The theory component of these courses 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  
**Duration of Course:** 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 Surf Camp based at either Cape Bridgewater, Portland or Robe. Preparation lessons are intended to provide confidence and competence with skills in campcraft and camp cooking / menu planning, knowledge of risk assessments, the importance of group dynamics, and the meaning of Minimal Impact Camping (M.I.C) techniques. Surf safety will be a core unit.

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, group dynamics 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:

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

**Cost:**  
Costs for both expeditions include transport, camping fees, professional instruction and equipment hire. The Surf Camp cost is approximately \$250.00. The Mount Arapiles expedition cost is approximately \$240.00.

**Learning Intentions:**

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

**Additional Information:**

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

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## STAGE 1 OUTDOOR AND ENVIRONMENTAL EDUCATION B



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

**Course Description:**  
This course 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 lightweight bushwalk expedition along the Great South West Walk (Vic) between Mt Richmond and 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 use appropriate walking techniques and navigation skills.

In Term 4, students will focus on a three-day, two-night Aquatics Camp. This combination expedition includes kayaking, canoeing and sailing.

**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)

**Cost:**  
Costs for both expeditions include transport, camping fees, and equipment hire. Approximately \$150.00 for the lightweight bushwalk expedition along the Great South West Walk. Approximately \$300.00 for the Aquatics Camp.

**Learning Intentions:**

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

**Additional Information:**

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

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### STAGE 2 OUTDOOR AND ENVIRONMENTAL EDUCATION

**SACE Credits:** 20  
**Prerequisites:** Stage 1 Outdoor Education (at least 1 semester)  
**Duration of Course:** Year

**Course Description:**  
 This course 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 collaboration 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.

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 \$150.00-\$350.00 per camp. Outdoor journeys involve human-powered activities between more than one site.

**Assessments:**  
 The following assessment types enable students to demonstrate their learning.

- 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 \$150.00 for lightweight bushwalk and self-reliant practical, and approximately \$350.00 for a canoe/mountain bike.

**Learning Intention:**

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

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### HPSP INTRODUCTION

The 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](mailto: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.



### HPSP - INTEGRATED LEARNING



**SACE Credits:** 10 per semester  
**Prerequisites:** Regional representation in your chosen sport  
**Duration of Course:** Semester/Year

**Course Description:**  
 A head coach for each sport will be allocated to all student-athletes. Students will complete specialist coaching within their chosen sport which aims to improve their sport-specific fitness, skill development and game sense. Student-athletes will receive an individualised strength and conditioning program as well as specialist sessions dedicated to recovery methods.

The program will also provide further opportunities for student-athletes to engage with successful state and national athletes, coaches and experts via workshops, skill sessions and online connections. Student-athletes performing at a state or national pathway will receive support for skill/strength and conditioning development as well as academic progress.

**Assessment:**  
 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 per semester 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.

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

### 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;

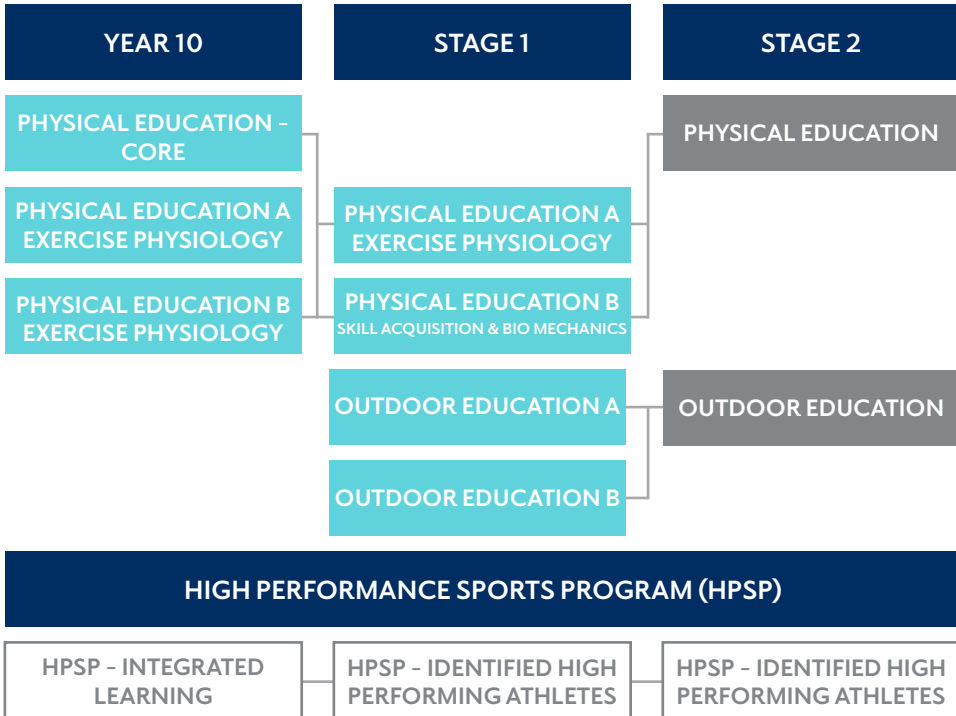
- You're in a national team or an individual competing in international competitions;
  - You're a coach for a state or national squad or team, or a referee in national or international competitions.
- Athletes from non-recognised sports are encouraged to apply and may be considered at the school's discretion.

# HEALTH & PHYSICAL EDUCATION

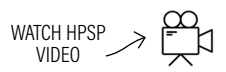


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**FULL YEAR SUBJECT**  
 **SEMESTER BASED SUBJECT**



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### YEAR 10 GEOGRAPHY A - FORESTS OF THE FUTURE



**Duration of Course:**  
Semester 1

**Course Description:**

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

**Assessment:**

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

**Cost:**

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

### YEAR 10 GEOGRAPHY B - ECO-TOURISM FOR THE 21<sup>ST</sup> CENTURY



**Duration of Course:**  
Semester 2

**Course Description:**

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

**Assessment:**

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

**Cost:**

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

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



**SACE Credits:** 10  
**Duration of Course:**  
Semester 1

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

**Course Description:**

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

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

**Assessment:**

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

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



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

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

**Course Description:**

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

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

**Assessment:**

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

### STAGE 2 GEOGRAPHY



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

**Course Description:**

Students develop an understanding of the spatial interrelationships between people, places, and environments. They appreciate the complexity of our world, the diversity of its environments, and the challenges and opportunities facing Australia and the world.

There are two main themes and five key topics to be studied:

- Theme 1 - Environmental Change
- Topic 1: Ecosystems and people
- Topic 2: Climate change
- Theme 2: Social and Economic Change
- Topic 3: Population change
- Topic 4: Globalisation
- Topic 5: Transforming global inequality.

Please note: Topic 1 and Topic 3 are the focus of Section 2 of the external examination. Students must also 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 inquiry must be completed in relation to a particular issue drawn from a different option topic. This must involve the study of an issue that has local, national, and global relevance.

**Assessment:**

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

**Cost:**

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



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### YEAR 10 HISTORY - THE MODERN WORLD AND AUSTRALIA

**Duration of Course:** Semester

#### Course Description:

This course involves a study of the history of the modern world and Australia from 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

**Duration of Course:** Semester

#### Course Description:

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

**Duration of Course:** Semester 1

**Prerequisites:** 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 & SOCIAL MOVEMENTS

**SACE Credits:** 10

**Duration of Course:** Semester 2

**Prerequisites:** 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 selected social movements such as civil rights, environmental groups and the peace movement.

#### Assessment:

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

### STAGE 2 HISTORY - MODERN

**SACE Credits:** 20

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

**Duration of Course:** Year

#### Course Description:

Modern History has three major areas of study:

- Modern nations: A study of Germany between 1914 and 1945;
- The World since 1945: The Changing World Order;
- An essay – students investigate an area of interest and formulate a hypothesis or focusing question which they then investigate.

#### Assessment:

There are three major components of assessment in this subject:

School assessment (70%) – two sections:

- Folio based on activities such as essays, sources analysis and empathy pieces (50%);
- Essay – an individual inquiry on a topic of choice (20%).

External assessment (30%)

- Examination

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## STAGE 2 HISTORY - ANCIENT STUDIES



**SACE Credits:** 20

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

**Duration of Course:** Year

**Course Description:**

Ancient Studies has 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.

**Cost:**

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

## STAGE 1 PHILOSOPHY



**SACE Credits:** 10

**Duration of Course:** 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

## STAGE 2 PHILOSOPHY



**SACE Credits:** 20

**Prerequisites:** Satisfactory Achievement in Stage 1 Philosophy

**Duration of Course:** Year

**Course Description:**

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

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

This course consists of two sections:

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

- Key areas of Philosophical Study – ethics, the study of moral behaviour – epistemology, the study of knowledge and how we come to it – metaphysics, the study of the fundamental nature of reality

**Assessment:**

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

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## STAGE 1 SOCIETY & CULTURE



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

**Course Description:**  
Within this course, there is the opportunity for students to examine the society they belong to and compare and contrast it with others that have different values and ways of operating. Some of the guidelines for comparison are power, media, prejudice, authority and discrimination

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

## STAGE 2 SOCIETY & CULTURE



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

**Course Description:**  
Studies of Societies allows students to explore current social issues.

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

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

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

### Assessment:

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

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

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### STAGE 1 BUSINESS INNOVATION & ECONOMICS - ECONOMICS IN SOCIETY



**SACE Credits:** 10  
**Duration of Course:** 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 economic project.

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



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

#### Course Description:

Business Innovation is structured around three key contexts, designing business, sustaining business and transforming business.

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

#### Assessment:

School-based Assessment: (70%)

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

External Assessment (30%)

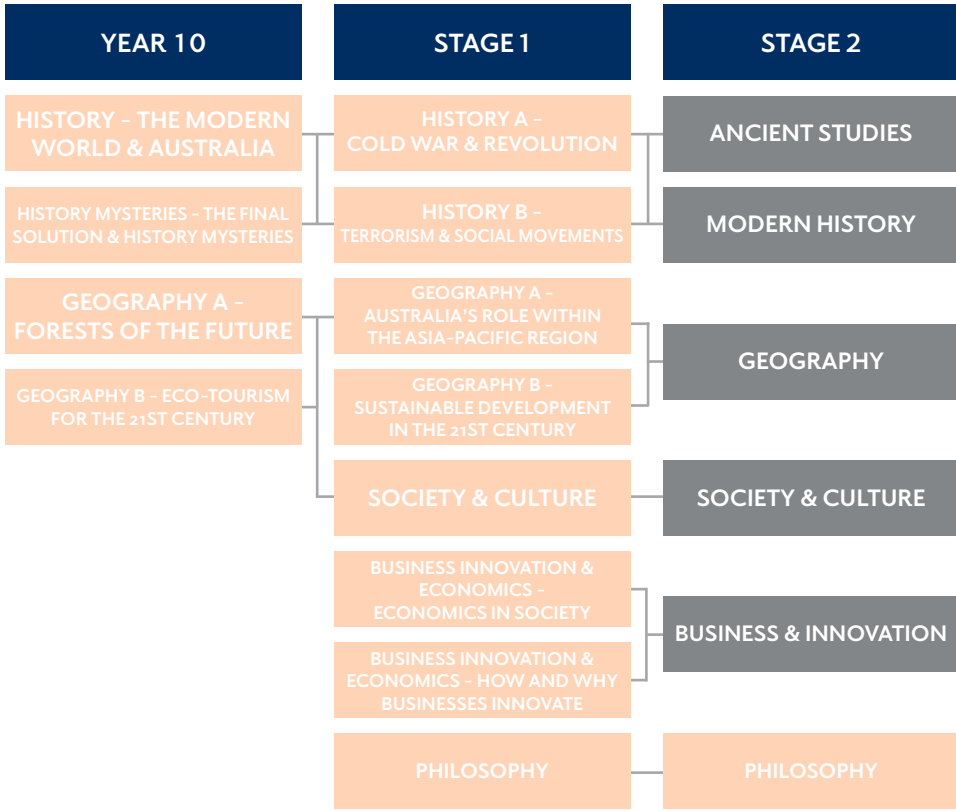
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# HUMANITIES AND SOCIAL SCIENCES



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**FULL YEAR SUBJECT**  
 **SEMESTER BASED SUBJECT**

WATCH HUMANITIES AND SOCIAL SCIENCES VIDEO

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



**Duration of Course:**  
Semester/Year

**Course Description:**  
Students will learn to engage effectively in a globalized world and develop linguistic ability across the four macro skills - reading, writing, listening and speaking. Students will use ICT, concept-based learning and experience opportunities to have authentic engagement with local and overseas communities. They will expand the range and nature of their learning experiences and of the contexts in which they communicate with others and be able to consider future pathways and prospects, including how Chinese may feature in these.

**Assessment:**

- Assessment type 1: role play - online shopping
- Assessment type 2: writing - feedback for a product (30-50 words)
- Assessment type 3: Cultural reflection - doing business in China (500 words)
- Assessment type 4: video making - travelling a landmark in China (2-5 minutes)

**Learning Intention:**

Students will improve their skills in the four languages capabilities; writing, speaking, reading and listening. Students will also develop the competent use of language within a variety of contexts and registers, appreciating how language is used as an expression of identity.

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



**Duration of Course:**  
Semester/Year

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

**Assessment:**

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

**Learning Intention:**

Students will demonstrate the skills and knowledge required to use and understand simple and commonly used expressions in Italian. Students will participate in tasks, such as interacting orally and in writing to exchange ideas, opinions, experiences, thoughts and feelings. They will participate in shared activities through planning, negotiating, deciding, arranging and acting.

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



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

#### Course Description:

Students are required to undertake an investigative task researching a cultural or social aspect of a prescribed theme or contemporary issue using various resources.

There are three prescribed themes:

The Individual, The Chinese-Speaking Communities and The Changing World. In 'The Individual' students explore personal identity, recreation and leisure, education and aspirations and travel experiences. 'Chinese Speaking Communities' covers the history and culture of China, including geography, lifestyles and schooling. 'The Changing World' exposes students to the world of work and youth issues.

#### Assessment:

Assessment in this topic consists of four assessment tasks:

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

#### Learning Intention:

Students will develop cognitive skills through analytical, critical, creative, and reflective thinking, as well as an understanding of how language is used as an expression of identity. Students will apply their knowledge and understanding of their own and other languages and cultures to develop their intercultural communication skills.

### STAGE 1 CHINESE (BACKGROUND SPEAKERS) AMAZING CHINESE



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

#### Course Description:

Students are required to undertake an investigative task researching a cultural or social aspect of a prescribed theme or contemporary issue using various resources. There are four prescribed themes: China and the World, Modernisation and Social Change, The Overseas Chinese Speaking Communities and Language in use in Contemporary China. In 'China and the World' students investigate political and historical developments since 1949 and the current population issues and policies. Modernisation and Social Change explores issues such as changing roles and expectations of men and women, educational change and social/employment opportunities, the current impact of technology and youth issues.

The Overseas Chinese Speaking Communities topic covers cultural evolution and adaptation and Chinese contributions to Australia. Language in use in Contemporary China explores the impact of new technology such as the Internet, writers in the Chinese language and contemporary film.

#### Assessment:

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

#### Learning Intention:

Students will develop the ability to effectively use Chinese to communicate with others and have deep understanding in the context and values. They will have good understanding and appreciation of their own and other cultures. At the end of the year, students will have developed their analytical, creative and critical thinking in Chinese and have the potential to apply Chinese to work, further study, training or leisure.

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



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

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

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

**Cost:**  
Bilingual dictionary

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

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



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

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

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

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



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



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

#### Course Description:

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

Within the set Themes, Topics and Subtopics, students are given an opportunity to improve their communication skills, and their understanding of the language and the culture.

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

#### Assessments:

Assessment Type 1: Folio (50%)

- Assessment Type 1: Interaction (20%)
  - Assessment Type 2: Text Production (20%)
  - Assessment Type 3: Text Analysis (20%)
- Assessment Type 2: In-depth Study (20%)
- An oral presentation in Chinese (5 to 7 minutes)
  - A written response in Chinese (1000 characters)
  - A written response in English (600 words)

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

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

#### Learning Intention:

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

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



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

#### Course Description:

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

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

#### Assessment:

Assessment Type 1: Folio (50%)

- Interaction
- Text Production
- Text Analysis

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

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

Assessment Type 3: External Examination (30%)

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

#### Learning Intention:

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

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### STAGE 2 ITALIAN (BEGINNERS)

#### A GLOBAL APPROACH TO LANGUAGE LEARNING

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

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

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

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

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

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

### STAGE 2 ITALIAN (CONTINUERS)

#### HOLD THE FUTURE IN YOUR HANDS

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

**Course Description:**  
The Year 12 Italian continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in Italian to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

**Assessment:**  
School Assessment (70%)  
Assessment Type 1: Folio – weighting 50%

- Interaction
- Text production
- Text Analysis

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

- Oral Presentation
- Written Response in Italian
- English Reflection

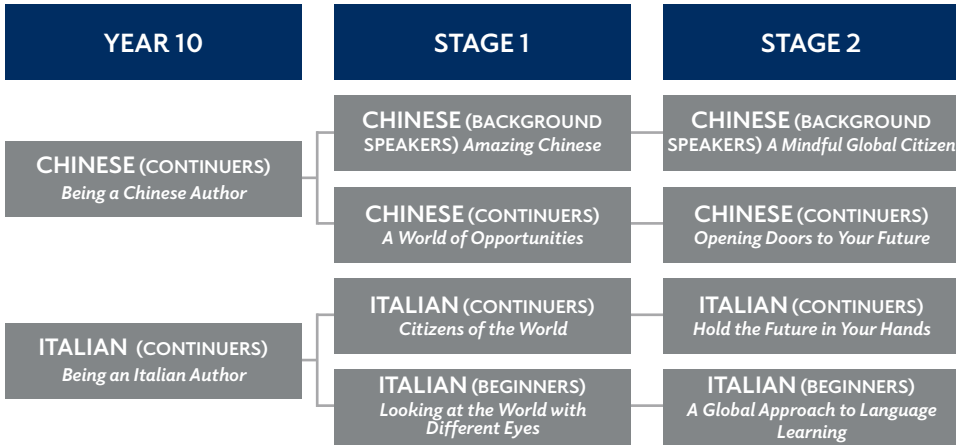
External Assessment:  
Examination – weighting 30%  
The oral examination (10 to 15 minutes)

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

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

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### YEAR 10 MATHEMATICS



**Duration of Course:** Year

**Course Description:**

Students continue to work through the Australian Mathematics curriculum, including extension work if they have exhibited mastery of the compulsory Year 10 curriculum. Each student will work at an appropriate level of challenge through targeted work. If students complete the Year 10 curriculum before the end of Year 10, they will enter a transitional program to Stage 1 Mathematics. Students will be grouped at the start of the year based on their attainment at the end of Year 9 to allow for targeted instruction.

Students will undertake the following topics:

- Money and Financial Mathematics
- Patterns and Algebra
- Linear and Non-Linear Relationships
- Measurement
- Geometric Reasoning
- Pythagoras and Trigonometry
- Chance
- Data Representation and Interpretation

**Assessment:**

Assessment components each semester include Mathematical Investigations and regular testing.

**Learning Intention:**

By the end of this course students will have developed their computational and algebraic skills and expanded their ability to reason and analyse mathematically.

### STAGE 1 ESSENTIAL MATHEMATICS



**SACE Credits:** 10 per semester

**Duration of Course:** Year

**Course Description:**

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

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

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.

**Learning Intention:**

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

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### STAGE 1 GENERAL MATHEMATICS



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

#### Course Description:

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

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

Students will undertake the following topics:

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

#### Assessment:

Stage 1 General Mathematics allows students to achieve the numeracy requirement in the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement. Assessment components include Skills and Application Tasks (tests) (65%) and Mathematical Investigations (35%).

#### Learning Intention:

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

### STAGE 1 - MATHEMATICAL METHODS



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

#### Course Description:

Mathematics at Stage 1 builds on the mathematical knowledge, understanding, and skills that students have developed in Number and Algebra, Measurement and Geometry, and Statistics and Probability during Year 10. Stage 1 Mathematics is organised into topics that broaden students' mathematical experience and provide a variety of contexts for incorporating mathematical arguments and problem-solving. The topics provide a blending of algebraic and geometric thinking. In this subject there is a progression of content, applications, and level of sophistication and abstraction.

Students will undertake the following topics:

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

#### Assessment:

Stage 1 Mathematical Methods allows students to achieve the numeracy requirement in the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement. Assessment components include Skills and Application Tasks (tests) (75%) and Mathematical Investigations (25%).

#### Learning Intention:

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

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### STAGE 1 SPECIALIST MATHEMATICS



**SACE Credits:** 10 per semester

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

**Duration of Course:**  
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.

**Learning Intention:**

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

### STAGE 2 ESSENTIAL MATHEMATICS



**SACE Credits:** 20

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

**Duration of Course:** Year

**Course Description:**

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

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

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

Students will undertake the following topics:

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

**Assessment:**

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

**Cost:**

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

**Learning Intention:**

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

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### STAGE 2 GENERAL MATHEMATICS



#### SACE Credits: 20

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

**Duration of Course:** Year

#### Course Description:

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

Students will undertake the following topics:

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

#### Assessment:

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

#### Cost:

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

#### Learning Intention:

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

### STAGE 2 MATHEMATICAL METHODS



#### SACE Credits: 20

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

**Duration of Course:** Year

#### Course Description:

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

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

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

Students will undertake the following topics:

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

#### Assessment:

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

#### Cost:

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

#### Learning Intention:

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

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## STAGE 2 SPECIALIST MATHEMATICS

**SACE Credits:** 20  
**Prerequisites:** Successful achievement in Stage 1 Specialist Mathematics A & B with a minimum B grade. Students must have studied or be concurrently studying Stage 2 Mathematical Methods.  
**Duration of Course:** Year

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

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

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

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

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

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

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

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



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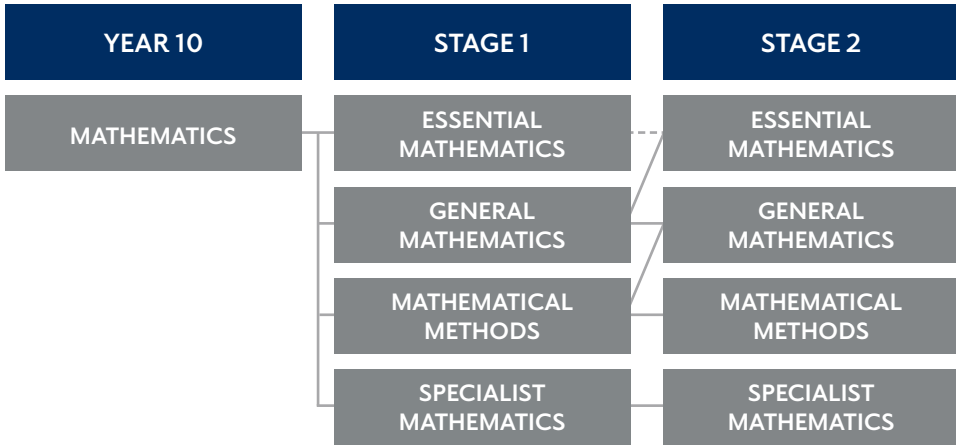
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**FULL YEAR SUBJECT**  
 **SEMESTER BASED SUBJECT**



All students in Mathematics from Year 10 are required to have a CASIO graphics calculator. The current model for 2022 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.

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### YEAR 10 SCIENCE

The study of Science is all about investigating. Students that undertake Science gain valuable knowledge about their own body and the world around them, while also learning how to solve problems and answer questions using the scientific method.

The student develops skills in communicating scientifically to different audiences for a range of purposes and discovers the links between Science and other Learning Areas. In Year 10, students will be required to complete four modules of study, each of one term's length.

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

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

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

### YEAR 10 GENERAL BIOLOGY

**Duration of Course:** Term

**Course Description:**

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

**Assessment:**

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

**Learning Intention:**

Students will have developed scientific literacy regarding genetics and evolution.

### YEAR 10 PRE-SACE BIOLOGY

**Duration of Course:** Term

**Course Description:**

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

**Assessment:**

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

**Learning Intention:**

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

### YEAR 10 GENERAL CHEMISTRY

**Duration of Course:** Term

**Course Description:**

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

**Assessment:**

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

**Learning Intention:**

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

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### YEAR 10 PRE-SACE CHEMISTRY



**Prerequisites:** Minimum B grade in Year 9  
**Duration of Course:** Term

**Course Description:**

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

**Assessment:**

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

**Learning Intention:**

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

### YEAR 10 GENERAL PHYSICS



**Duration of Course:** Term

**Course Description:**

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

**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.

**Learning Intention:**

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

### YEAR 10 PRE-SACE PHYSICS



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

**Duration of Course:** Term

**Course Description:**

Students discover how police analyse crash scenes to determine the cause of accidents. They will be able to calculate speed, acceleration, displacement and velocity, as well as interpret motion graphs. Students will learn about forces, momentum and inertia, through Newton's Laws and will be able to relate these ideas to crash scenarios. Students will apply knowledge relating to conservation of energy and energy transformations.

**Assessment:**

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

**Learning Intention:**

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

### YEAR 10 EARTH & SPACE



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

**Course Description:**

Beginning with the creation stories from a variety of cultures and times, students will explore recent theories explaining the origin of the universe. They will then investigate the various types of stars, their characteristics and life cycles. The formation of the planets will be investigated. Interactions involving the biosphere, lithosphere, hydrosphere and atmosphere will be explored.

**Assessment:**

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

**Learning Intention:**

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

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### STAGE 1 BIOLOGY A



**SACE Credits:** 10

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

**Duration of Course:** Semester 1

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

**Course Description:**

In this course students investigate the major organ systems within organisms and how they exchange and transport materials with their environment in order to survive. Six topics are covered over the semester.

- Cells and their components
- Getting Energy
- Nutrition and Digestion
- Gas Exchange
- Transport in organisms
- The immune system and pathogens

**Assessment:**

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

**Learning Intention:**

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

### STAGE 1 BIOLOGY B



**SACE Credits:** 10

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

**Duration of Course:** Semester 2

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

**Course Description:**

- Three topics are covered:
- DNA and Protein Synthesis
  - Classification of Organisms
  - Ecosystems and Food Webs

**Assessment:**

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

**Cost:**

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

**Learning Intention:**

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

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### STAGE 1 CHEMISTRY A



#### SACE Credits: 10

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

**Duration of Course:** Semester 1

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

#### Course Description:

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

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

#### Assessment:

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

#### Learning Intention:

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

### STAGE 1 CHEMISTRY B



#### SACE Credits: 10

**Duration of Course:** Semester 2

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

#### Course Description:

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

Students explore the concepts and skills associated with the study of Acids and Bases, including Bronsted-Lowry definitions, pH and an introduction to titrations as a means of chemical analysis.

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

#### Assessment:

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

#### Learning Intention:

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



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### STAGE 1 PHYSICS A



**SACE Credits:** 10

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

**Duration of Course:** Semester 1

**Course Description:**

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

**Assessment:**

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

**Cost:**

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

**Learning Intention:**

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

### STAGE 1 PHYSICS B



**SACE Credits:** 10

**Prerequisites:** Stage 1 Physics A

**Duration of Course:** Semester 2

**Course Description:**

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

**Assessment:**

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

**Learning Intention:**

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

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### STAGE 1 PSYCHOLOGY A



**SACE Credits:** 10  
**Duration of Course:** Semester 1  
**Special Considerations:** This course is recommended for students intending to study Psychology at Stage 2. This course is available at Year 10 to students with recommendation.

**Course Description:** The course covers two topics, 'Lifespan Psychology' and 'Emotion & Forensic Psychology'. Lifespan Psychology encompasses the development from conception to death and the associated health, social and behavioural changes which occur throughout the process. Emotion and Forensic Psychology allows students to understand several different theories about how an individual experience an emotion and different people can experience a completely different emotion than another individual in the exact same situation. The course then extends profiling a criminal.

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

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

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

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

### STAGE 1 PSYCHOLOGY B



**SACE Credits:** 10  
**Duration of Course:** Semester 2  
**Special Considerations:** This course is recommended for students intending to study Psychology at Stage 2. This course is available at Year 10 to students with recommendation.

**Course Description:** Students will undertake two topics '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.

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

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### STAGE 1 SCIENTIFIC STUDIES - SPORTS SCIENCE

**SACE Credits:** 10  
**Duration of Course:** Semester  
**Special Considerations:** This course is available at Year 10 to students with recommendation.

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

**Assessment:**  
 Students demonstrate evidence of their learning through a School Assessed Individual Inquiry Folio (80%) and Collaborative Inquiry (20%).

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

### STAGE 1 NUTRITION

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

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

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

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

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

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





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### 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  
**Duration of Course:** 2 years for the full certificate.

**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 ALET as the recognised training organisation.

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

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### STAGE 2 BIOLOGY

**SACE Credits:** 20

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

**Duration of Course:** Year

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

**Course Description:**

Stage 2 Biology is broken into 4 topics:

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

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

**Assessment:**

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

**Cost:**

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

**Learning Intention:**

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

### STAGE 2 CHEMISTRY

**SACE Credits:** 20

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

**Duration of Course:** Year

**Course Description:**

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

used by organic chemists for naming organic compounds and writing structural formulae;

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

**Assessment:**

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

**Cost:**

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

**Learning Intention:**

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

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### STAGE 2 NUTRITION



**SACE Credits:** 20

**Duration of Course:** Year

**Prerequisites:**

Successful completion of any Stage 1 Science Course.

**Course Description:**

Students will cover the following topics:

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

**Assessment:**

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

**Cost:**

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

**Learning Intention:**

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

### STAGE 2 PHYSICS



**SACE Credits:** 20

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

**Duration of Course:** Year

**Course Description:**

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

The topics are:

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

**Assessment:**

70% of the final assessment is from course work, and 30% is from an external examination. The course work consists of seven tasks, each weighted at 10%. These are four tests, a science as a human endeavour essay, and two practical written reports.

**Cost:**

SASTA Stage 2 Workbook (\$60.00) Physics SASTA Revision Guide (\$32.00). These are available to purchase in Term 1.

**Learning Intention:**

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

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### STAGE 2 PSYCHOLOGY



**SACE Credits:** 20  
**Duration of Course:** Year  
**Prerequisites:** Satisfactory achievement in Stage 1 Psychology.  
**Special Considerations:** This course is available at Year 11 to students with recommendation.

**Course Description:**  
 The course covers five topics:

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

formation and attitude change; Prejudice and persuasion and social media.

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

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

**Cost:**  
 Psychology SASTA Revision Guide (\$32.00).

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

### STAGE 2 SCIENTIFIC STUDIES - SPORTS SCIENCE



**SACE Credits:** 20  
**Prerequisites:** Students selecting this option would benefit from having studied Stage 1 Physical Education, Stage 1 Scientific Studies and / or some Biology.  
**Duration of Course:** Year  
**Special Considerations:** This course is available at Year 11 to students with recommendation.

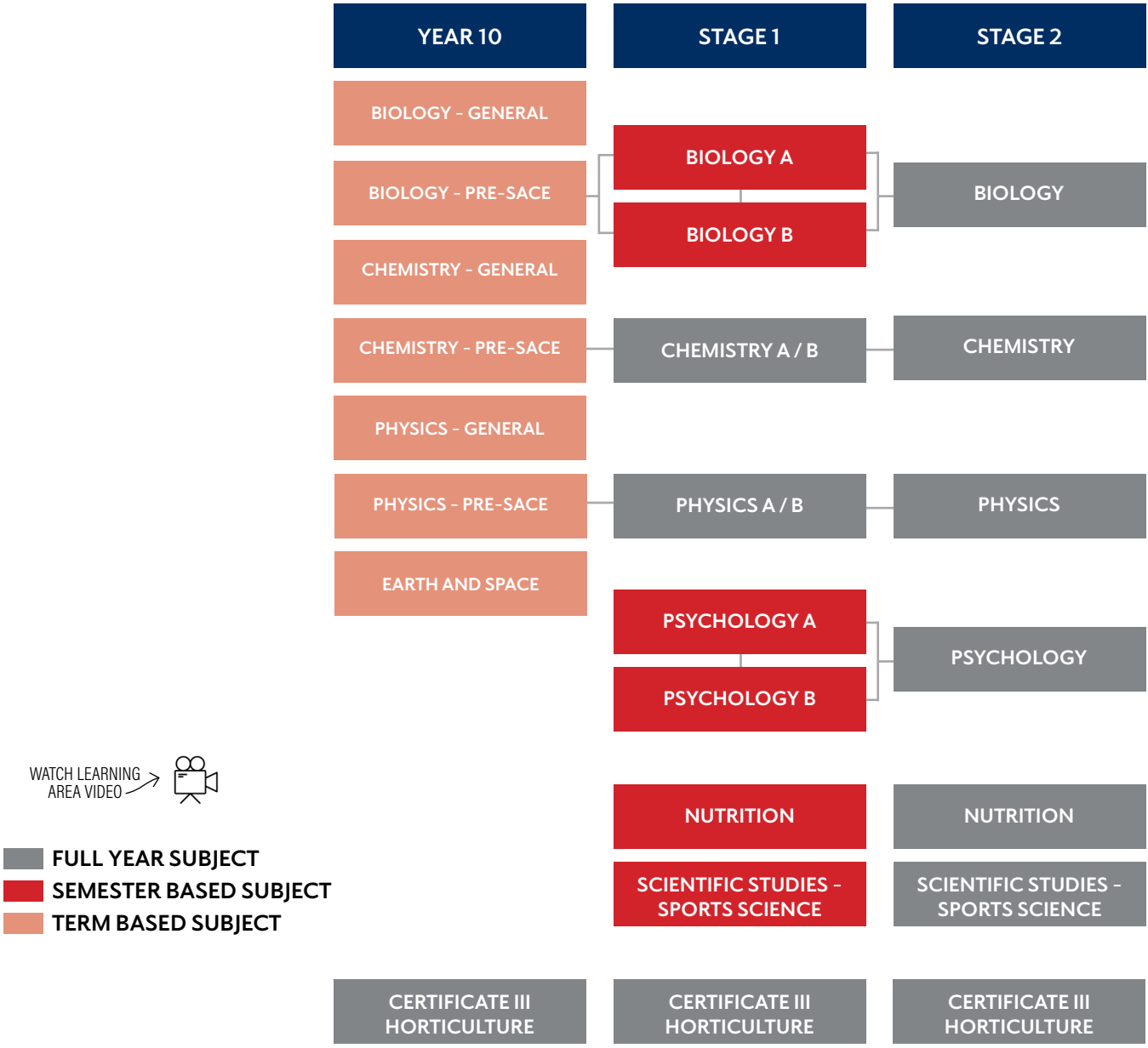
**Course Description:**  
 Students selecting Sports Science (Scientific Studies) will explore individual learning interests combining Science and Sport. There will be flexibility in the selection of themes and topics studied based on the interests of the students. Through Scientific Studies students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


**Assessment:**  
 Students demonstrate evidence of their learning through a School Assessed Individual Inquiry Folio (50%) and Collaborative Inquiry (20%). The external assessment component will be an Individual Inquiry (30%).

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

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### YEAR 10 VISUAL ART - FINE ART PRACTICE



**Duration of Course:** Semester

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

**Assessment:**  
Students will complete a range of tasks that cover both the theoretical and practical aspects of visual arts. This includes:

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

**Cost:**  
\$10.00 for access to art materials

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

### YEAR 10 VISUAL ART - CONTEMPORARY ART PRACTICE



**Duration of Course:** Semester

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

**Assessment:**

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

**Cost:**  
\$30.00 for access to art materials

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

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**STAGE 1 VISUAL ARTS A/B**



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

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

**Assessment:**

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

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

**Cost:**  
\$15.00 for access to art materials

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

**STAGE 2 VISUAL ARTS**



**SACE Credits:** 20  
**Prerequisites:** One semester of Year 11 Visual Art is highly encouraged.  
**Duration of Course:** Year

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

**Assessment:**

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

practical through research, experimentation, conceptualisation and reflection of a personal aesthetic.

**Cost:**  
\$20.00 for access to art materials

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

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### YEAR 10 CREATIVE ARTS – DIGITAL ARTS



**Duration of Course:** Semester 1

**Course Description:**

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

**Assessment:**

- Surrealism and Photoshop – Research what the Surrealism movement is and produce a photo collaboration in Adobe Photoshop.
- Animation and After Effects – An assessment exploring the advance tools Adobe After Effects offers for motion graphics.
- The Parallax Effect – The creation of the student’s own parallax effect for a website or 2D scrolling game.

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

**Learning Intention:**

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

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

### YEAR 10 CREATIVE ARTS – DIGITAL COMPOSITION & PAINTING



**Duration of Course:** Semester 2

**Course Description:**

Students will advance the skills in digital composition and painting and follow the style of Studio Ghibli the production company who were responsible for the anime ‘Spirited Away’ and ‘My Neighbour Totoro’.

Students will learn the advanced functions in Adobe Photoshop and with the use of a Wacom board they will create their own brushes and customise the workspace so the process of creating a digital painting is streamlined.

They will produce pieces that demonstrate their understanding of composition, value, colour and the effects of lighting. The pieces created will be produced using techniques similar to the traditional painting form including base painting and layering.

**Assessment:**

- Photoshop Collaboration – working with both digital painting, vectors and photography to produce a piece which make the observer question what’s real and what’s not.
- Photo Bashing – using photos and digital painting to create texture, lighting and reference images.

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

**Learning Intention:**

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

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





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



**SACE Credits:** 10 credits per semester  
**Duration of Course:** Semester/Year

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

- They look at practitioners in their chosen field and look at the characteristic features and qualities of their Creative Arts product(s).
- Their sources of inspiration and influences.
- Their predominant style, creative arts form and genre, and use of conventions.
- The media, materials, techniques, processes, and technologies they use.
- The aesthetic qualities in their creative arts product(s).

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

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

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

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

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

### STAGE 2 CREATIVE ARTS - DIGITAL ARTS



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

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

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

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

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

**Assessment:**  
 The following assessment types enable students to demonstrate their learning in Stage 2 Creative Arts:

- School Assessment (70%)
  - Assessment Type 1: Product (50%)
  - Assessment Type 2: Inquiry (20%)
- External Assessment (30%)
  - Assessment Type 3: Practical Skills (30%)

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

- Students:
- Develop and present two Creative Arts products;
  - Undertake two inquiries;
  - Undertake one practical skills assessment.

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### YEAR 10 MEDIA STUDIES



**Duration of Course:** Semester

**Course Description:**

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

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

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

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

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

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### YEAR 10 DRAMA - THE WORLD OF THEATRE

**Duration of Course:**  
Semester 1

**Course Description:**  
What do you know about the world of theatre? Through class workshops and investigation, students undertake a focus on theatre makers and practitioners from around the world; their acting techniques, and how these can be applied within our own context. This includes Constantin Stanislavski's realism style in preparation for Stage 1 and Stage 2 productions. Students will also continue to develop their ability to respond to theatre and develop their own production company within the class environment. The class will then prepare and present a group production, in which students may have an onstage or offstage role.

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

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

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

### YEAR 10 DRAMA - BUILDING THEATRE

**Duration of Course:**  
Semester 2

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

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

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

### YEAR 10 CREATIVE ARTS - MUSICAL

**Duration of Course:**  
Semester 2

**Course Description:**  
This exciting subject allows students to experience their chosen area of The Arts within a performance context. It is possible for students to choose this subject and work as part of an offstage role rather than onstage performance (eg makeup and hair, costuming, set design, publicity/promotion lighting/sound). Students work with both Drama and Music specialist staff on a musical script to be publicly performed at The Sir Robert Helpmann Theatre. Once cast, students must commit to class attendance and some out of hours rehearsals leading up to the performance.

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

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



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### STAGE 1 CREATIVE ARTS - MUSICAL

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

**Course Description:**  
 This exciting subject allows students to experience their chosen area of The Arts within a performance context. It is possible for students to choose this subject and work as part of an offstage role rather than onstage performance (eg makeup and hair, costuming, set design, publicity/promotions, lighting/sound). Students work with both Drama and Music specialist staff on a musical script to be publicly performed at The Sir Robert Helpmann Theatre. Once cast, students must commit to class attendance and some out of hours rehearsals leading up to the performance.

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

**Additional Information:**  
 This subject is still available to students who were enrolled in Stage 1 Creative Arts- Musical in 2021. They will earn an extra 10 Stage 1 SACE credits.

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

### STAGE 1 DRAMA A & B

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

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

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

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

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

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

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## STAGE 2 DRAMA



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

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

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

- School assessment (70%)
- Assessment Type 1: Group Production (40%)
  - Assessment Type 2: Evaluation and Creativity (30%)
- External assessment (30%)
- Assessment Type 3: Creative Presentation (30%)

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

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

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



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### YEAR 10 MUSIC



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

**Duration of Course:** Year

**Course Description:** Year 10 Music is broken up into four 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.
- Arranging/Composition - students are exposed to various styles of music arranging through Sibelius software.

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

**Cost:** Instrumental Tuition

**Learning Intention:** By the end of the course, students will have explored interpreting and creating music through an array of varied experiences. This subject can lead into two Year 11 Music subjects (Music Advanced or Music Experience) as well as supporting their understanding of music in practical areas.

### STAGE 1 MUSIC EXPERIENCE



**SACE Credits:** 20

**Prerequisites:** Successful completion of Year 10 music or by audition/interview for students new to Tenison Woods College.

**Duration of Course:** Year

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

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

**Cost:** Instrumental Tuition

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

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### STAGE 1 MUSIC ADVANCED

#### SACE Credits: 20

**Prerequisites:** Successful completion of Year 10 Music or by audition/interview for students new to Tenison Woods College.

**Duration of Course:** Year

#### Course Description:

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

#### Assessment:

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

#### Cost:

Instrumental Tuition

#### Learning Intention:

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

### STAGE 2 MUSIC EXPLORATIONS

#### SACE Credits: 20

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

**Duration of Course:** Year

#### Course Description:

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

#### Assessment:

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

#### Learning Intention:

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

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### STAGE 2 MUSIC STUDIES

**SACE Credits:** 20  
**Prerequisite:** Stage 1 Music Advanced or by interview for new students  
**Duration of Course:** Year

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

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

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

### STAGE 2 MUSIC PERFORMANCE SOLO

**SACE Credits:** 10  
**Prerequisites:** Stage 1 Music or a minimum of three years experience on an instrument/voice, or by interview for new students.  
**Duration of Course:** Year

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

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

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

**Cost:**  
 Instrumental/vocal tuition

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



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### STAGE 2 MUSIC PERFORMANCE ENSEMBLE



**SACE Credits:** 10  
**Prerequisites:** A minimum of three years experience on an instrument or voice and involvement in ensemble/s, or by interview for new students.  
**Duration of Course:** Year

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

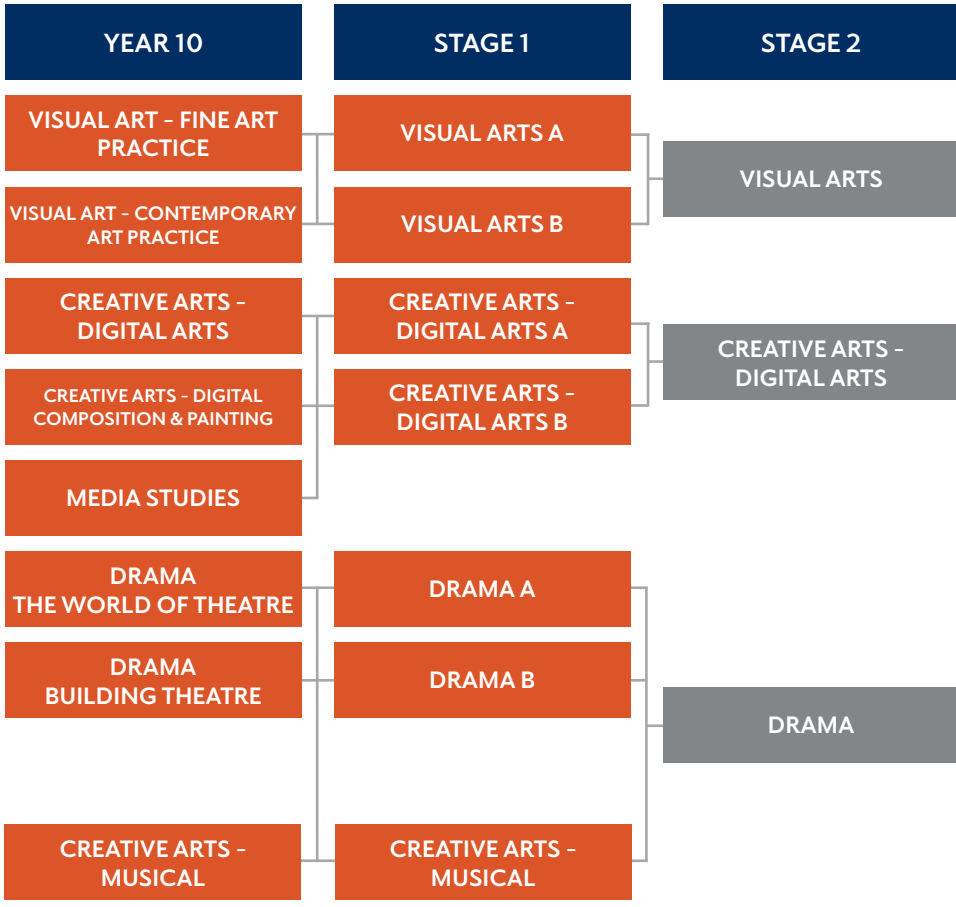
**Assessment:**  
 Students provide evidence of their learning through four assessments (including the external assessment); Performance (30%), Performance & Discussion (40%) and External Performance Portfolio (30%).

**Cost:**  
 Instrumental/vocal tuition

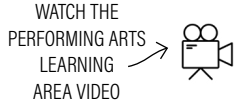
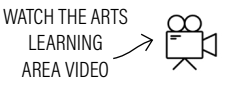
**Learning Intention:**  
 By the end of the course, students will have developed their performance skills on their instrument/voice and developed ensemble skills. Students may use these skills to apply for tertiary courses where a focus is on music/the arts, becoming a member of a community music ensemble,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

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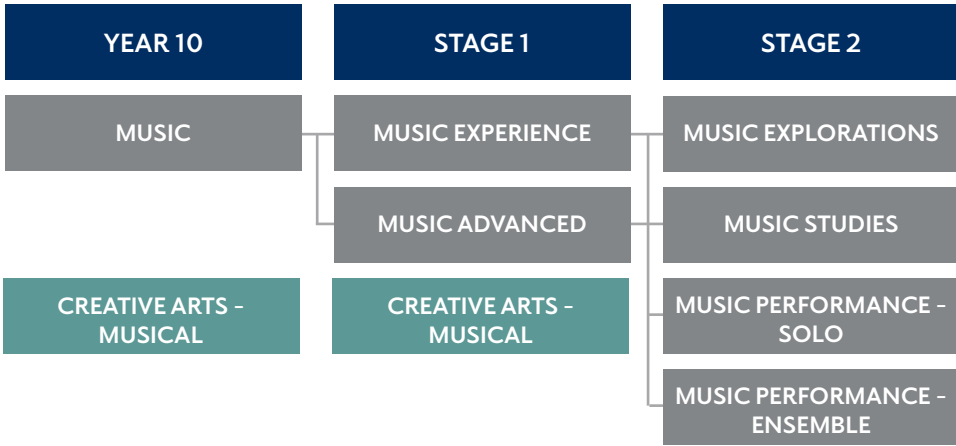


**FULL YEAR SUBJECT**  
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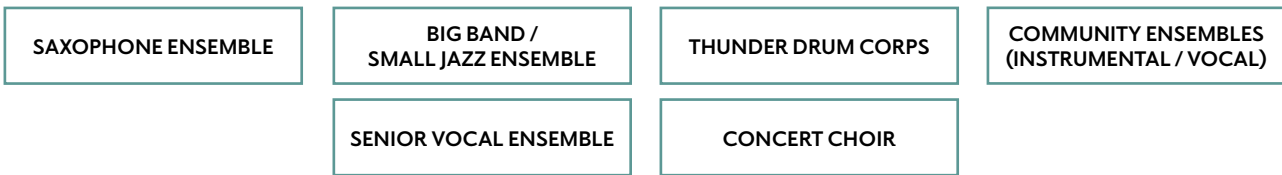
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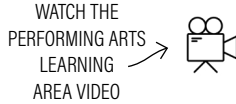
**PARTICIPATION IN THE FOLLOWING CAN LEAD TO STAGE 2 MUSIC PERFORMANCE SOLO**

INDIVIDUAL INSTRUMENTAL / VOCAL LESSONS

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



■ FULL YEAR SUBJECT  
 ■ SEMESTER BASED SUBJECT



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## WHAT IS VET IN SCHOOLS?

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

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).

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.

The following courses are available to undertake at school:

- Furniture Making - Certificate II in Furniture Making Pathways
- Certificate II in Horticulture
- Academy of Hospitality (Certificate II)

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

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### EXTERNAL VET OPTIONS

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

**AGRICULTURE (CERTIFICATE II & III IN AGRICULTURE)**  
**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)  
**Possible SACE CREDITS:** 10 credits per 70 nominal hours  
 Commitment 1 year

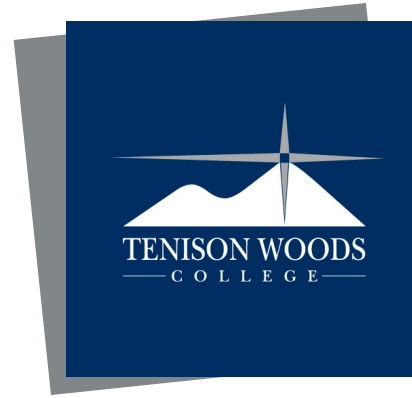
**HAIR AND BEAUTY (PARTIAL COMPLETION OF CERTIFICATE II)**  
 (Styled for Success - Intro to Hairdressing or Beauty)  
**Year Level:** 10, 11, 12 (Stage 1).  
 Course runs for 10 weeks only.  
**Possible SACE Credits:** 10  
 Commitment 10 weeks Term 3  
 1 day per week

**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  
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