



GRANT HIGH SCHOOL



2018 COURSE INFORMATION



Government of South Australia
Department for Education and
Child Development

RESPECT TRUST COMMITMENT

INTRODUCTION

Dear Families

Welcome to the 2018 Course Counselling process! It would be great if you could take the time to read all course information in this booklet carefully, so that you have the best information available in your decision-making around subject choices. While choosing subjects can be quite challenging, undertaking a thorough process can ensure the best outcomes, especially as a number of changes have been made to the process and selection criteria this year.

In addition to reading this course booklet, it is a useful idea to discuss the various options available as a family and seek further help from Grant High School staff, who will be only too willing to assist you in this important process.

Whilst the choices you are about to make are important, they will not dictate the rest of students' lives. In fact, we know that the majority of adults will have a significant number of different jobs in their working life and that lifelong learning presents a range of opportunities for different careers and training. Bearing this in mind, it is important to make informed and wise subject choices, but all is not lost if you need to change direction or career plans a number of times during your secondary schooling.

Choosing the most appropriate subjects is part of the process of achieving the optimum learning outcomes for each student. Other critical elements include: students committing to do their best; developing and maintaining a positive attitude; having high levels of organisation and resilience, as well as good skills in communication and teamwork.

Please work closely with others to think ahead and have a general idea of what you want to be doing in a few years' time. Having two or three general career options is an advantage throughout the Course Counselling process.

I commend staff for producing a comprehensive publication that is as accurate as we can make it at the time of printing, and remind you that whilst we offer a wide range of subjects at each year level, not every subject listed will ultimately run due to resource constraints.



Fleur Roachock
PRINCIPAL

SUBJECT SELECTIONS 2018

The timetable will be more open for students in 2018, which means there will be fewer compulsory subjects at Year 9 and 10. Compulsory subjects at SACE Stage 1 are SACE requirements, so they will remain the same.

Students are encouraged to work with parents/caregivers and Community Leaders/Managers to plan carefully for their chosen pathway and to consider studying subjects at a higher level where appropriate.

Students should plan ahead, bearing in mind the 6-line timetable that will be implemented in 2019. Commencing SACE subjects at Year 10 is highly recommended.

It is extremely important that lines of communication remain open between students, families and Community staff. Please contact Community Leaders/Managers with any questions or concerns.

Year 9 students must study:

- 2 semesters of Mathematics
- 2 semesters of Science
- 2 semesters of English
- 1 semester of HASS
- 1 semester of either HPE **OR** Recreation **OR** Health/Food & Nutrition

The remaining 6 semesters can come from any subject area.

Year 10 students must study:

- 2 semesters of Mathematics
- 2 semesters of English
- 1 semester of Science
- 1 semester of PLP
- 1 semester of either HPE **OR** Recreation **OR** Health/Food & Nutrition

The remaining 7 semesters can come from any subject area.

NB: Students, who are planning to do the higher level of Mathematics in Year 11 in 2019, should choose an extra semester of Mathematics in Semester 2 of 2018.

Year 11 students must complete:

- 2 semesters of English
- 1 semester of Mathematics

Year 12 students must complete:

- Research Project (for some students this is best managed at Year 11 – please consult with Community Leaders/Managers).

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KEY SCHOOL PERSONNEL

Principal	Mrs Fleur Roachock
Community Leader	Mr Scott Cram
Community Manager	Ms Danielle Roselt
Community Leader	Ms Caroline Davey
Community Manager	Mrs Abbey Marston-Kleemann
Community Leader	Miss Sabrina Pattenden
Community Manager	Mr Cambell Baker
Community Leader	Mr Josh Praolini
Community Manager	Miss Amy Widdicombe
Coordinator The Arts/ Assessment & Reporting	Mrs Ruth Stephenson
Coordinator Cross Disciplinary Subjects/ Curriculum Pathways	Mrs Taiggaan Height
Coordinator Design & Technology/ Digital Learning	Mr Scott McCulloch
Coordinator English LOTE	Ms Kristina Palmer
Coordinator Flexible Learning Centre	Mrs Kath Greene
Coordinator HASS/ Powerful Learning	Mrs Kirsty Gilham
Coordinator HPE Wellbeing Across the Curriculum	Mr Craig Donaldson
Coordinator Maths/ Numeracy	Mr Jason Yates
Coordinator Science/ STEM Promotion	Mr David Thompson
Coordinator Special Options/ Differentiated Learning	Miss Laura Mancuso
Coordinator Vocational Education/ Career Education	Mrs Jo Fisher
Coordinator Wellbeing/ SRC	Mrs Jade Lock
Coordinator Wellbeing/ Exchange Programs	Miss Jo Richards
Senior Leader Student Pathways	Mr Kieran Jaensch

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STEPS IN SELECTING A COURSE

Consider

- Ambitions - your future, career plans, your education
- Your capabilities and interests
- Your achievements at school so far
- Keeping your options open for as long as possible in case you change your mind
- Which subjects lead on to your choices for further study
- Prerequisites and/or assumed knowledge for subjects
- The content and assessment method of the subjects

Consult

- Ask your subject teachers about the appropriate course for you to follow
- Talk to your parents about your subject choices
- Seek information from a variety of sources including teachers, the Internet, reference books and the community
- Ask for assistance from Homegroup Teachers, Community Managers, Community Leaders, Area of Learning Coordinators and the VET Coordinator
- The more information you have, the more informed choices will be made

Choose Wisely

- Check your course will lead into your preferred option for further study or career
- Read the detailed information on tertiary entrance requirements in the most current Tertiary Entrance Booklet
- Check the subjects you have meet the required pattern (SACE in Yr 11 and 12)
- You are responsible for your choices; it is up to you to do the research

Complete

- All appropriate forms and career planning procedures
- Course counselling processes

There may be instances where the subject chosen will not be offered due to the number of students selecting this subject. You must then be involved in re-counselling processes to find an appropriate alternative option for you and the career path that you wish to take.

Useful Websites

Job Guide - <http://www.education.gov.au/job-guide>

The SACE Board of South Australia - www.sace.sa.edu.au

myfuture - Australia's Career Information - www.myfuture.edu.au

Jobs, Employment and Careers - www.seeklearning.com.au

Australian Apprenticeship Information - www.australianapprenticeships.gov.au

Job Search - <https://www.adzuna.com.au/>

Study Assist - www.studyassist.gov.au

South Australian Tertiary Admissions Centre (SATAC) - www.satac.edu.au

Quality Indicators for learning and teaching - <https://www.qilt.edu.au/>

Individual University websites

Training Providers and Courses - www.training.gov.au

Australian Government, Department of Employment - www.employment.gov.au

YEAR 8 SUBJECTS

ENGLISH

English explores life as depicted in novels, stories, plays, poetry, film and the media. Students draw on their own experiences and use language to describe, imagine, narrate and persuade in both written and oral forms. Through this subject they are encouraged to become confident readers, writers, speakers, listeners and viewers. Students will also be encouraged to utilise ICT skills.

HUMANITIES AND SOCIAL SCIENCES (HASS)

Through their study of HASS, students will develop their understanding of the world (past, present and future) and develop skills and knowledge to support them in becoming active and responsible citizens. Students will develop a range of subject specific skills, including skills in Literacy, Numeracy and ICT.

Topics in Year 8 HASS will be selected from each of the following curriculum areas:

- **History:** Focus time period - 'The Ancient to the Modern World' (c.650AD - 1750AD), with possible topics including: the Ottoman Empire; Renaissance Italy; The Vikings; Medieval Europe; Angkor/Khmer Empire; Japan Under the Shoguns; The Polynesian Expansion Across the Pacific; Mongol Expansion; the Black Death in Asia, Europe and Africa; The Spanish Conquest of the Americas.
- **Geography:** Landforms Landscapes; Changing Nations.
- **Civics and Citizenship:** Government and Democracy; Laws and Citizens; Citizenship, Diversity and Identity.
- **Economics and Business Skills:** Role of the Government; Rights and Responsibilities; Effects of Business Decisions; Influences on the Work Environment.

MATHEMATICS

The proficiency strands *Understanding, Fluency, Problem Solving and Reasoning* are an integral part of Mathematics content across the three content strands: *Number and Algebra, Measurement and Geometry and Statistics and Probability*. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

At this Year level:

Understanding includes describing patterns involving indices and recurring decimals, identifying commonalities between operations with algebra and arithmetic, connecting rules for linear relations, their graphs, explaining the purpose of statistical measures, and explaining measurements of perimeter and area.

Fluency includes calculating accurately with simple decimals, indices and integers, recognising equivalence of common decimals and fractions including recurring decimals, factorising and simplifying basic algebraic expressions, and evaluating perimeters, areas of common shapes and their volumes and three dimensional objects.

Problem solving includes formulating and modelling practical situations involving ratios, profit and loss, areas and perimeters of common shapes and using two-way tables and Venn diagrams to calculate probabilities.

Reasoning includes justifying the result of a calculation or estimation as reasonable, deriving probability from its complement, using congruence to deduce properties of triangles, finding estimates of means and proportions of populations.

(source: <http://www.australiancurriculum.edu.au/Mathematics/Curriculum/F-10#level=8>)

Special requirements: A scientific calculator.

SCIENCE

This course is an introduction to the living and physical sciences. Topics studied include: Geology of the South East, The Living World, Cells, Chemical Reactions, Forces and Laboratory Safety. Emphasis is placed on the development of observational skills, accurate recording and careful interpretation of experimental work. In doing this, students are introduced to a variety of laboratory apparatus and experimental techniques. **A field trip may be organised during the course. Costs will be minimal.**

THE ARTS

The Arts incorporates studies in Art, Craft, Design, Drama and Music. The year is divided into half a year of Visual Arts and half a year of Performing Arts.

VISUAL ARTS – ART, CRAFT, DESIGN

This course gives students instruction in the skills of drawing and painting as well as an introduction to some studio crafts, selected from pottery, fabrics, print making and sculpture. In both written and practical projects students are presented with concepts about art, craft and design that are then related to their historical origins and contemporary practices. In this way students develop individual attitudes to the importance of visual arts in Australian and other cultures. The design process is introduced and students gain an understanding of the nature of graphic, environmental and product design. Emphasis is placed on the original creative ideas that each student can contribute and communicate to others through the various media of the visual arts.

PERFORMING ARTS – DRAMA AND MUSIC

This course aims to provide students with an introduction to the physical nature of two of the major performing arts disciplines as well as develop the skills associated with music. Students will prepare, act out, move to mimes, plays and current dance styles. The components of playing, reading, writing and composing music are also covered.

A written journal is kept throughout the semester.

In conjunction with the semester of Performing Arts specialist instrumental teachers visit the school to work with small groups or individual students.

Opportunities also exist for extra curricular activities in all areas of the Performing Arts.

Participation in all performance options is compulsory.

SPECIALIST MUSIC

This course is designed as a specialist course for those students who have been learning an instrument in Primary School and wish to develop their knowledge and maintain studying music throughout High School. Specialist Music allows the students to engage in learning opportunities including ensemble and solo performance, music theory, music technology and composition.

This course requires an application form to be completed.

DESIGN AND TECHNOLOGY

A Semester of Design and Technology will include topics such as CAD Designing, 3D Printing and Prototyping, Woodwork, Metalwork, Engineering, STEM and Design Skills.

CAD Designing and 3D Printing – Students will be exposed to the Solid Edge CAD software and will be able to design a number of different 3D objects. They will then be able to print their designs on the school's 3D printers. This unit will require a number of different problem solving and design skills.

Woodwork and Metalwork – Students will be able to develop new skills in working with metal and wood to create a number of different projects. They use sheet metal and a wide range of tools in Metalwork and will be able to negotiate their

projects after developing skills in Woodwork.

Engineering – Students will work in teams to construct a bridge that meets specific requirements. Students develop an understanding of force and the various properties of the materials they work with.

DIGITAL TECHNOLOGIES

Learning and Digital Technologies focuses on developing understanding and skills in computational thinking such as decomposing problems and prototyping. Students engage with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

Examples of activities students will work on include: programming robotics, developing computer games, and re-representing text image and audio data. Students plan and manage digital projects to create interactive information. They design user experiences and test modify and implement digital solutions for the 21st century society.

HEALTH & PHYSICAL EDUCATION

This is a broad curriculum area, which encompasses all aspects of developing skills for a healthy lifestyle. Under this area are the subjects of Home Economics, Health Education and Physical Education. These subjects include activities and information to promote personal health enhancing practices.

PHYSICAL EDUCATION

The aim of the Physical Education programme is to provide involvement in physical activity in a way that promotes benefits for the participants. Physical Education aims to provide students with the opportunity to develop knowledge, skills and experiences to assist them to prepare for participation in physical activity: improve their health and lifestyle: improve their standards of performance in activities and to gain opportunities for personal development. This is achieved through participation in a balance of activities that will encourage students to make physical activity a regular part of their lifestyle. Students will be involved in:

- A selection of minor games
- Activities that develop sport specific coordination as well as:
 - team orientated sports to focus on team play, tactics, cooperation and leadership such as korfbal, soccer, etc.
 - individual activities that focus on individual performance such as athletics, tennis, etc.

HOME ECONOMICS (Food & Nutrition)— incorporated into all Year 8 HPE courses

This unit combines practical activities in the kitchen as well as theory related to food preparation. Topics include: safety, food handling practices, hygiene, use of food preparation equipment, food groups and selecting healthier options in regards to food consumption.

HEALTH EDUCATION

The fundamental aim of Health Education is to encourage optimal health and wellbeing. The course aims to provide accurate health information and to develop an understanding of the issues affecting health and help students make informed choices about their health based attitudes and behaviours. Students cover topics such as self-evaluation, values, puberty, relationships, risk management and mental health. Through this we also hope to develop social skills, communication skills, problem solving, decision making, and attitude and values clarification.

LANGUAGES

CULTURAL STUDIES: EUROPEAN OR ASIAN FOCUS

This is a semester course that concentrates on developing the student's intercultural understanding of European or Asian cultures. Throughout the course, students will explore traditions, celebrations, food and forms of communication used in other cultures, and make comparisons and connections with their own world.

STUDENTS PLEASE NOTE

- Some subjects may be cancelled depending on student demand and the availability of resources.
- If subjects are cancelled or you do not meet the set pre-requisites you will be re-counselled about your choices.
- You must select a whole year's course as per course outline.
- Subjects named as A and B require a student to successfully complete Course A before undertaking Course B i.e. Course A is a prerequisite for Course B.

YEAR 9 SUBJECTS

ENGLISH

English explores life depicted in novels, stories, plays, poetry, film and the media. Students will draw on their own experiences and use language to describe, imagine, narrate and persuade. Students develop oral skills through participation in the Year 9 Debating Competition and classroom presentations. Students are encouraged to become confident readers, writers, speakers, listeners and viewers.

COURSE LEADS TO: Year 10 English or Literary Studies.

HEALTH & PHYSICAL EDUCATION

This is a broad curriculum area, which encompasses all aspects of developing skills for a healthy lifestyle. Under this area are the subjects of Health, Personal Development and Physical Education. These subjects include activities and information to promote personal health enhancing practices. Students may also choose Elite Sports Development.

HUMANITIES AND SOCIAL SCIENCES (HASS)

Through their study of HASS, students will develop their understanding of the world (past, present and future) and develop skills and knowledge to support them in becoming active and responsible citizens. Students will develop a range of subject specific skills, including skills in Literacy, Numeracy and ICT.

Topics in Year 9 HASS will be selected from each of the following curriculum areas:

- **History:** Focus Time Period - 'Making of the Modern World' (1750 - 1918), with possible topics including: The Industrial Revolution; Progressive Ideas and Movements; Movements of Peoples; Asia and the World; Making a Nation; World War I.
- **Geography:** Biomes and Food Security; Geographies of Interconnections.
- **Civics and Citizenship:** Government and Democracy; Laws and Citizens; Citizenship, Diversity and Identity.
- **Economics and Business:** Standards of Living; Managing Consumer and Financial Risks; How Businesses become Competitive in the Market; Effects of Changes in the Work Environment.

COURSE LEADS TO: Year 10 HASS subjects

MATHEMATICS

The proficiency strands *Understanding*, *Fluency*, *Problem Solving* and *Reasoning* are an integral part of mathematics content across the three content strands: *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

At this year level:

Understanding includes describing the relationship between graphs and equations, simplifying a range of algebraic expressions, explaining the use of relative frequencies to estimate probabilities, and the use of the trigonometric ratios for right-angle triangles

Fluency includes applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments and developing familiarity with calculations involving the Cartesian plane and calculating areas of shapes and surface areas of prisms

Problem Solving includes formulating, and modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry, and collecting data from secondary sources to investigate an issue

Reasoning includes following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs

(source: <http://www.australiancurriculum.edu.au/Mathematics/Curriculum/F-10#level=9>)

Special requirements: A scientific calculator.

COURSE LEADS TO: Year 10 General Mathematics or Year 10 Advanced Mathematics

SCIENCE

This course increases students' skills in observation, recording and interpreting data. Through a range of topics, students learn the place of science and use of the scientific method for problem solving in society. Topics include: Investigating Reactions, Acids and Bases, Volcanoes and Earthquakes, Ecosystems, Light and Sound.

SPECIAL REQUIREMENTS: Field trips may be organised during the course of the year. Costs will be minimal

COURSE LEADS TO: Year 10 - Advanced Science, General Science and/or Agricultural Pathways.

SCIENCE

AGRICULTURE PRACTICAL

LENGTH: 1 Semester

This is a one semester course but is repeated in both semesters (this Year 9 Agriculture Practical can only be done by a Year 9 student for one semester over the course of the year).

This is a practical based subject involving the following content:

- General familiarisation of the Grant High School Agriculture Farm, including paddock layout, stock type and numbers, general animal husbandry requirements and the day to day maintenance of the Grant High School Agriculture Farm.

COURSE LEADS TO: Agricultural Pathways at Year 10, Stage 1 and 2 or Agricultural and Horticultural Studies at Stage 2.

THE ARTS

ART AND CRAFT

This course includes the development of drawing and painting skills using a variety of media, including pencil, pen and ink, charcoal and watercolour as well as digital images on computer. Many craft and art processes including stencilling, tie-dye, batik and silkscreen printing may be explored, expanding on skills taught in Year 8. Students develop skills of research, analysis and criticism to talk and write about Art and Craft in different contexts.

COURSE LEADS TO: Year 10 Art and Craft and/or Drawing and Painting.

INFORMATION: Some costs for materials may apply.

DESIGN

Students will be introduced into the world of design through basic concepts of creative problem solving. They will be involved in practical projects covering the three areas of design - graphic, product and built environment. A range of skills is taught from basic drafting to rendering, drawing and model making. Presentation is stressed and discussions about careers in design are undertaken.

Students will be creating and making some projects with the equipment used in Drafting.

COURSE LEADS TO: Year 10 Design

DRAMA

This course is designed to expand and further students' understanding of dramatic skills through the following aspects:

- Working on an individual and ensemble basis
- Improvisation and exploration of theatre sports
- Exploration of modern drama through theatre, television and film
- Studying the history of theatre, including naturalistic/non naturalistic theatre and comedy
- Students will also delve into mime, the art of tableaux and build their skills in journal, script and review writing.

Students aim to present a class production at the end of the semester. **It is compulsory for all students to participate in all performance and theory aspects of the course.**

COURSE LEADS TO: Year 10 Drama

DRAWING & PAINTING

This subject involves creating and making practical tasks to develop students' sketching and painting skills through a variety of media and processes of experimentation. Themes and compositions in landscape, still life, figurative and imaginative topics, including colour theory, perspective - single and double point, are studied. Students develop skills of research, analysis and criticism to talk and write about Art. Students study Art in different contexts.

COURSE LEADS TO: Year 10 Drawing and Painting, and/or Art and Craft

SPECIAL REQUIREMENTS: A3 visual diary, 2B pencil and an eraser.

INFORMATION: Some costs for materials may apply.

MEDIA ARTS

Media Arts is the use of communication technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media to create representations of the world and tell stories. Media Arts connects audiences, purposes and ideas exploring concepts and viewpoints through the creative use of materials and technologies.

Students will learn to plan and create media arts works in a range of forms and contexts and for a range of purposes. They select and apply codes, conventions and techniques to create representations in order to position, manipulate or influence audiences.

Students evaluate media arts works and analyse the use of codes and conventions, using media arts terminology. They compare and challenge representations in a range of media arts works. Students will describe ways media arts works express individual and community identity and fulfil range of purposes.

COURSE LEADS TO: Year 10 Media Arts, Design, Photography and Art & Craft.

If intending to study Music in Year 10, students must choose Music A & B

MUSIC GENERAL A

This course furthers the student's ability to read, write, play and appreciate music. Emphasis is placed on:

- Solo Performance (developing confidence in playing for an audience)
- Class and small ensembles (developing skills in working, rehearsing and performing as a member of both a small and large group)
- Music in context (researching the development of music throughout history)
- Music Theory (basic theory concepts including listening skills)
- Music Technology (introduction to music software)
- Composition (used throughout the semester as a learning tool)
- Students aim to present a class concert at the end of the semester.

PREREQUISITES: Students must attend weekly instrumental lessons either through the school or privately.

COSTS: Students enrolled in this subject must either hire (\$50 - \$100 per semester) or own their own instrument. Students must also purchase a Manuscript pad or book.

COURSE REQUIRED FOR: Year 9 Music B

MUSIC GENERAL B

This course is a continuation of MUSIC A. It consolidates and furthers the work covered in the first semester.

PREREQUISITES: A satisfactory pass for MUSIC A. Students must attend weekly instrumental lessons either through the school or privately.

COSTS: Students enrolled in this subject must either hire (\$50 - \$100 per semester) or own their own instrument. Students must also purchase a Manuscript pad or book.

COURSE REQUIRED FOR: Year 10 Music A & B

MUSIC PERFORMANCE

This course is designed to focus on developing the performance aspects of music. Students learn to play, rehearse and perform with their instrument; in ensemble and solo situations. Music performance allows students to experience the following opportunities:

- Ensemble performance (playing as part of large and small groups)
- Solo Performance (playing as an individual)
- Music reading (students will be required to follow set pieces)
- Public Performance (students will be required to perform in various situations to audiences)

Prerequisites: Students must be proficient at an instrument. Students must be required to perform in various situations to audiences).

HEALTH & PHYSICAL EDUCATION

ELITE SPORTS DEVELOPMENT (Individual Sports Focus)

LENGTH: 1 Semester

This course is aimed at students who wish to develop their personal sports performance towards the elite level. The topics covered include: self-analysis; training methods; sports nutrition; goal setting; sports injuries; individual training programs and sports psychology.

SPECIAL REQUIREMENTS: Appropriate sports uniform and footwear.

COURSE LEADS TO: Year 10 Physical Education, Recreation and Elite Sport Development.

FURTHER INFORMATION: Contact Mr Craig Donaldson

FOOD, NUTRITION & LIFESTYLE

LENGTH: 1 Semester

DESCRIPTION: With a focus on developing skills to meet busy lifestyle demands and ensure a healthy body, students will be involved in applying nutrition knowledge to a range of situations. This includes practical activities dealing with the selection of food and food preparation skills.

Students will learn how to make healthy food choices and apply this knowledge to make healthy snacks and meals.

COURSE LEADS TO: Year 10 Food and Nutrition, Year 10 Home Economics composite.

FURTHER INFORMATION: Contact Miss Amy Widdicombe

HEALTH/FOOD & NUTRITION

LENGTH: 1 Semester

In this course students will explore various areas of health and how they affect a person's well-being. Students will undertake self-assessment and devise strategies that will promote good decision making in the areas of relationships, risk management, sexual health and healthy eating. Students will also explore an aspect of human movement, e.g. yoga to promote physical wellbeing.

FURTHER INFORMATION: Contact Mr Craig Donaldson or Scott McCulloch

HEALTH & PHYSICAL EDUCATION

LENGTH: 1 Compulsory Semester

This course aims to build on students' experiences in Year 8. It will further develop their knowledge and skills and encourage a positive attitude towards an active, healthy lifestyle. Students will participate in a variety of activities such as lacrosse, football, ultimate Frisbee etc.

COURSE LEADS TO: Year 10 Physical Education, Recreation and Elite Sport Development.

SPECIAL REQUIREMENTS: Students must bring a change of clothing to each lesson. Students must be prepared to study issues and fitness topics in written form eg. sports injuries, umpires and sport etc.

RECREATION

LENGTH: 1 Semester

DESCRIPTION: This course is designed to help students get actively engaged in the community. The course will involve in and out of school units focusing on physical activity

that is not sport or competition focused.

The class will spend a double a week out in the community accessing activities such as lawn bowls, archery, ten pin bowling and croquet etc.

This choice is an alternative to the normal physical education semester.

SPECIAL REQUIREMENTS: students may be required to change for some activities, so will need leisure based clothing.

COSTS: There will be some charges for the use of the school bus and community facilities.

LANGUAGES

COURSE LEADS TO: Year 10 Recreation, Year 11 Community Studies/sport and recreation.

COURSES LEAD TO: *Year 10 Languages*

ITALIAN

LENGTH: 2 Semesters

The course concentrates on further developing the student's ability to communicate effectively and confidently using conversational Italian. Throughout the course, students will study Italian culture through different texts including films, cartoons, research, poems, posters and games. Emphasis is on the basic skills of speaking, listening, reading and writing. Topics include: myself, family and friends, daily routine, fashion, cooking Italian food, shopping, celebrations, interests and music.

FURTHER INFORMATION: Contact Ms Rosa Pomari

JAPANESE

LENGTH: 2 Semesters

The course aims to introduce students to conventional Japanese useful for travel, shopping, eating out in Japan or for talking with Japanese visitors to Australia. Language will be introduced with discussion of Japanese culture and emphasis on student participation in cultural activities. The aim is to help students enjoy and respect Japanese culture, and be confident in speaking and writing to a Japanese person. Topics include a visit to a restaurant, school life, planning a trip to Japan, festivals, hosting a Japanese student in Australia and cooking Japanese food.

TECHNOLOGIES

FURTHER INFORMATION: Contact Ms Fiona Mitchell

9/10 DESIGN AND TECHNOLOGY - ADVANCED TECHNOLOGIES

LENGTH: 1 Semester

DESCRIPTION: In this course students will be exposed to a number of current technologies highly desirable in society. It will cover topics such as CAD, 3D printing, electronics, prototyping, engineering and innovation. It will encourage students to explore the different technologies and to combine them to create individual projects. A strong emphasis will be placed on group work and problem solving.

FURTHER INFORMATION: Mr Scott McCulloch

DESIGN AND TECHNOLOGY - ENERGY SYSTEMS

LENGTH: 1 Semester

This course builds on the skills learnt in Year 8 Materials Technology with a focus on student's knowledge and experience designing, fabricating and testing products and systems out of a variety of materials. These may include: metal, wood, electromechanical, plastics and composite materials. Designed solutions will be created by investigating, generating, producing, evaluating, collaborating and managing. CAD (Computer Aided Design) will be a focus area to build skills in 21st Century manufacturing technologies.

SPECIAL REQUIREMENTS: Some materials for a personalised project is to be provided by the student.

COURSE LEADS TO: Year 10 Metalwork, Woodwork, Pedal Prix, Technical Drawing, VET Engineering and VET Electro Technology.

DESIGN AND TECHNOLOGY - TEXTILES

LENGTH: 1 Semester

DESCRIPTION: The aim of Textiles Technology is to introduce the investigating, generating, producing, evaluating, collaborating and managing method of product construction. Students will be exposed to basic pattern drafting and garment construction processes. Students will use a variety of manual and computerised technologies to create their products. Environmental perspectives in textile production will also be explored during the semester.

COURSE LEADS TO: Year 10 Jewellery and Fashion Design

FURTHER INFORMATION: Contact Miss Amy Widcombe

DESIGN AND TECHNOLOGY - WOODWORK FOCUS

LENGTH: 1 Semester

This course will add to the basic Woodwork skills gained in Year 8 Technology. It will expand on issues of jointing, construction and will introduce students to the wood lathe through between centres turning. Students will complete all projects using skills of investigating, generating, producing, evaluating, collaborating and managing.

COURSE LEADS TO: Year 10 Technologies

DIGITAL TECHNOLOGIES

LENGTH: 1 Semester

The subject will be a mix of new and emerging technologies as well as a focus on traditional computer science concepts. Students can elect to work with a number of tools including App Inventor, Scratch and a number of other online resources. The binary number system is explored within the context of computer systems.

Upon completion of this subject, students will be able to explain the control and management of networked digital systems and the security implications of the interaction between hardware, software and users. They will be able to explain simple data compression and why content data and separated from presentation.

FURTHER STUDY: Digital Technologies at Year 10 and Negotiated Computer Learning.

FURTHER INFORMATION: Contact Mr Scott McCulloch

PHOTOGRAPHY

LENGTH: 1 Semester

Students will undertake a course in basic digital photography using the Adobe Photoshop CS5 program. Topics include: Camera Skills, Photo Manipulation Techniques, Critiquing Skills, Designing and Production of a CD/Games Cover.

COURSE LEADS TO: Year 10 Photography

YEAR 10 SUBJECTS

THE ARTS

- Art and Craft
- Design
- Drama 1 and 2
- Drawing and Painting
- Media Arts
- Music Performance
- Specialist Music A & B

ENGLISH

- English – 2 Semester course
- Literary Studies – 2 Semester course

HEALTH & PHYSICAL EDUCATION

- Elite Sports Development
- Health/ Food & Nutrition
- Food and Nutrition
- Physical Education 1
- Physical Education 2
- Recreation
- SACE Stage 1 Outdoor Education

HUMANITIES AND SOCIAL SCIENCES (HASS)

- A Taster Subject
- Century Lifestyles
- Environmental Studies
- Gods and Empires (Year 10/11 combined)
- Myths and Legends (Year 10/11 combined)
- Our Role and Responsibility in Society
- Outdoor Studies (Year 10/11 combined)
- People, Place and Culture
- Shaping Our Lives
- World Structures

LANGUAGES

- Italian A & B
- Japanese A & B

MATHEMATICS

- General Mathematics or Mathematics Advanced A - compulsory Semester 1 course
- General Mathematics or Mathematics Advanced B - compulsory Semester 2 course
- Mathematics Methods

SCIENCE

- Advanced Science A – Semester 1 course
- Advanced Science B – Semester 2 course
- Agricultural Pathways – Semester 1 course
- Agricultural Pathways – Semester 2 course (same course as Semester 1)
- General Science 1 - Semester 1 course
- General Science 2 - Semester 2 course
- General Science Agriculture Perspective 1 & 2

TECHNOLOGY

- Before Doorways 2 Construction
- Design and Technology—Advanced Technologies
- Design and Technology—Jewellery and Textiles
- Design and Technology—Metalwork focus
- Design and Technology—Woodwork focus
- Digital Technologies
- Negotiated Computer Learning
- Pedal Prix
- Photography

THE ARTS

ART & CRAFT

LENGTH: 1 Semester

This course is a general Art and Craft subject. Students will develop skills in a variety of 2D and 3D art forms focussing on craft skills that may include activities such as drawing, printmaking, murals, batik or soft sculptures. Studies in analysis and criticism, art in past and present contexts and critical review writing develops the skills and language needed to talk and write about Art and Craft. Careers in visual arts will be explored.

SPECIAL REQUIREMENTS: Fabric and fibres for major works.

DRAWING EQUIPMENT: 2B pencil, eraser, large visual diary and large plastic art packet.

COURSE LEADS TO: Any SACE Stage 1 Visual Arts course.

DESIGN

LENGTH: 1 Semester

Students develop the ability to recognise and define a problem, as well as use the design process to implement the best solution to the problem. Practical projects involve the three basic disciplines of design in the Built Environment, Product and Graphic design; incorporating such exercises as interior design, fashion, concept vehicle design and visual communication. Studies in analysis and criticism, art in past and present contexts and critical review writing develops the skills and language needed to talk and write about Design. Careers in visual arts will be explored.

DRAWING EQUIPMENT: HB pencil, eraser and visual diary

COURSE LEADS TO: Any SACE Stage 1 Visual Arts course.

DRAMA

LENGTH: 1 Semester

This course offer students the opportunity to develop skills in performance, technical theatre and backstage work, through ensemble plays. Improvisations, scripted sketches, plays and an additional project will be used as vehicles to explore Drama in past and present contexts, issues and stage crafts. Review writing involving critical analysis of live or filmed drama and maintenance of a journal of activities is an important part of the assessment.

SPECIAL REQUIREMENTS: At least one live performance will be seen where possible. It is compulsory for all students to participate in all performance and theory aspects of the course. Lined book required.

COURSE LEADS TO: SACE Stage 1 Drama 1 or 2

DRAWING & PAINTING

LENGTH: 1 Semester

The course includes a unit to develop observation, drawing skills and techniques in a variety of media, e.g. graphite and coloured pencil, conte, charcoal, pen and ink. Studies include areas of still life, interiors and exteriors, figurative and portrait drawing. Students will also cover painting techniques in watercolour and acrylic through studies indoors and outdoors directly from life. Understanding of picture composition, tone and colour will be developed. They also explore abstraction and distortion from reality. Students develop a final painting project from their own ideas through preparatory drawings, to finished work. Studies in analysis and criticism, art in past and present contexts and critical review writing develops the skills and language needed to talk and write about Art.

Careers in visual arts will be explored.

SPECIAL REQUIREMENTS: Some canvas or board required for major projects \$2 - \$5 (varies with individual students needs). Visits to local Art Exhibitions

DRAWING EQUIPMENT: 2B pencil, eraser, visual diary and large plastic art packet.

COURSE LEADS TO: Any SACE Stage 1 Visual Arts course.

MEDIA ARTS

LENGTH: 1 Semester

Media Arts is the use of communication technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media to create representations of the world and tell stories. Media Arts connects audiences, purposes and ideas exploring concepts and viewpoints through the creative use of materials and technologies.

Students will learn to plan and create media arts works in a range of forms and contexts and for a range of purposes. They select and apply codes, conventions and techniques to create representations in order to position, manipulate or influence audiences.

Students evaluate media arts works and analyse the use of codes and conventions, using media arts terminology. They compare and challenge representations in a range of media arts works. Students will describe ways media arts works express individual and community identity and fulfil range of purposes.

COURSE LEADS TO: Any SACE Stage 1 Visual Arts course.

If intending to study Music in Year 11, students must choose Music A& B

MUSIC PERFORMANCE

This course is designed to focus on developing the performance aspects of music, Students learn to play, rehearse and perform with their instrument; in ensemble and solo situations. Music performance allows students to experience the following opportunities:

- Ensemble performance (playing as part of large and small groups)
- Solo Performance (playing as an individual)
- Music reading (students will be required to follow set pieces)
- Public Performance (students will be required to perform in various situations to audiences)

PREREQUISITES: Students must be proficient at an instrument. Students must be required to perform in various situations to audiences).

SPECIALIST MUSIC A

LENGTH: 1 Semester

PREREQUISITES: Satisfactory pass in Year 9 Music B. **Students must attend weekly instrumental lessons either through the school or privately.** This course furthers the student's ability to read, write, play and appreciate music. Emphasis is placed on:

- Solo Performance (improving confidence in playing for an audience)

- Class and small ensembles (improving skills in working, rehearsing and performing as a member of both a small and large group)
- Music in context (researching the development of music throughout history)
- Music Theory (builds on theory concepts covered in Year 9, including aural, listening and analysis skills)
- Music Technology (developing skills in using music software in composing tasks)
- Composition (used throughout the semester as a learning tool)

Students aim to present a class concert at the end of the semester.

COSTS: Need to be either hiring (**\$50.00 - \$100.00 per term**) or own their own instrument. Students are expected to participate in some form of extra curricular music. Lined book, manuscript pad or book.

COURSE LEADS TO: Year 10 Music B - Semester 2

SPECIALIST MUSIC B

LENGTH: 1 Semester

PREREQUISITES: Satisfactory pass in Year 10 Music A. Students **must** attend weekly instrumental lessons either through school or privately. This course consolidates and furthers concepts learnt in Year 10 Music A - Semester 1.

SPECIAL REQUIREMENTS: **Need to be either hiring (\$50.00 - \$100.00 per term)** or own their own instrument. Students are expected to participate in some form of extra curricular music. Lined book, Essential Music Theory Grade 3 (Gordon Speritt) are required.

COURSE LEADS TO: SACE Stage 1 Music A

ENGLISH

ENGLISH

LENGTH: 2 Semesters

This course provides students with the opportunity to learn about the function and power of language in society. Using a variety of texts students explore the ways language is used for different purposes and audiences. Students compose their own written, spoken and multimedia texts, using the texts they read, view and listen to as resources.

COURSE LEADS TO: SACE Stage 1 English, Stage 1 Essential English or Stage 1 Literary Studies.

FOR FURTHER INFORMATION: Contact Ms Kristina Palmer.

LITERARY STUDIES

LENGTH: 2 Semesters

Students in this course will learn to comprehend and compose literature, media and everyday texts with increasingly complex meanings. They will learn about the power of language in society and develop skills in critical thinking, text analysis and communication, using the modes of speaking, listening, reading, viewing and writing.

Students selecting this course should have a strong interest in reading and writing.

COURSE LEADS TO: SACE Stage 1 Literary Studies or Stage 1 English.

FOR FURTHER INFORMATION: Contact Ms Kristina Palmer.

HEALTH & PHYSICAL EDUCATION

ELITE SPORTS DEVELOPMENT (Individual Sports Focus)

LENGTH: 1 Semester

This course is aimed at students who wish to develop their personal sports performance towards the elite level. The topics covered include: self-analysis; training methods; sports nutrition; goal setting; sports injuries; individual training programs and sports psychology.

SPECIAL REQUIREMENTS: Appropriate sports uniform and footwear.

FURTHER INFORMATION: Contact Mr Craig Donaldson

COURSE LEADS TO: SACE Stage 1 and 2 Physical Education, Outdoor Education and Stage 1 Elite Sports Development.

FOOD & NUTRITION

LENGTH: 1 Semester

Students investigate food selection, storage, and preservation methods, meal planning, technology, convenience foods, food advertising, budgeting, and cultural impacts on our eating habits. Food preparation skills are developed with a particular emphasis on nutrition.

SPECIAL REQUIREMENTS: Students will be required to supply some food items and a container to take food home.

FURTHER INFORMATION: Contact Miss Amy Widdicombe

COURSE LEADS TO: SACE Stage 1 Nutrition, Child Studies, Food and Hospitality 1 and 2 and VET Hospitality.

HEALTH/FOOD & NUTRITION

LENGTH: 1 Semester

In this course students will explore various areas of health and how they affect a person's well-being. Students will undertake self-assessment and devise strategies that will promote good decision making in the areas of relationships, risk management, sexual health and healthy eating. Students will also explore an aspect of human movement, e.g. yoga to promote physical wellbeing.

FURTHER INFORMATION: Contact Mr Craig Donaldson or Scott McCulloch

PHYSICAL EDUCATION 1 & 2

LENGTH: 1 Semester each

This course is designed to meet the needs of motivated students with a high level of interest in all types of physical activity. Emphasis will be given to individual skill acquisition and application of skills and theoretical concepts in game situations. Course content will be negotiated to best meet students' needs and will include a theory component. It is highly recommended that students who intend studying Physical Education as part of their SACE select this course.

SPECIAL REQUIREMENTS: Appropriate sports uniform and footwear.

COURSE LEADS TO: SACE Stage 1 and 2 Physical Education and Outdoor Education

RECREATION

LENGTH: 1 Semester

DESCRIPTION: This course is designed to meet the needs of students with an interest in a wide range of physical and recreational activities. Students will learn about the importance of physical activity in leading a healthy lifestyle and the difference between sport and recreation. The course will also have a strong health focus, in particular looking at the role of nutrition in our lives.

Special emphasis will be given to establish links with community recreation facilities to promote future participation e.g. ten-pin bowling, snooker etc.

SPECIAL REQUIREMENTS: Appropriate sports uniform and footwear. Some costs will be incurred with out of school activities (approximately \$20.00 per semester).

FURTHER INFORMATION: Contact Mr Craig Donaldson

SACE STAGE 1 OUTDOOR EDUCATION 1

(SACE Code: 1OUE10)

LENGTH: 1 Semester

FOCUS OF STUDY:

This subject combines learning about, and developing an appreciation for the natural environment. Students will develop skills for living and travelling in the outdoors. Theoretical components of this semester include topics under the banner of: Equipment Use, Planning and Management and Environment and Conservation. The specific tasks are listed below in the Subject Overview. There are also two compulsory outdoor journeys to assess the students' knowledge and understanding of outdoor living skills; the effect of humans on the environment and conservation ideals. The two Outdoor Journeys for this semester are: Bushwalking and Surfing.

Information: The cost of each expedition is approximately \$70.00 plus food.

Students studying this course will miss approximately 6 days of scheduled lessons whilst on camp. Students are required to catch up on any work missed in other subjects while they are on camp.

SUBJECT OVERVIEW:

Students will be required to complete:

Assessment Type 1: Outdoor Journey 1 (bushwalking) & 2 (surfing) 50% (25% each)

Students will be assessed on their three day journey and their practical skills relating to the activity, camp craft, group work and leadership.

Assessment Type 2: Expedition Report 25%

Students record, reflect on and evaluate experiences of one of their Outdoor Journeys. Outcomes of the journey, conservation issues and indigenous perspectives are presented.

Assessment Type 3: Outdoor Study 15%

Students review current methods, and evaluate the impact of outdoor activities on ecosystems.

Assessment Type 4: First Aid Study 10%

Students assess and evaluate first aid situations that occur within outdoor situations.

FURTHER INFORMATION: Contact Mr Jacob Height

THIS COURSE REQUIRES AN APPLICATION FORM TO BE COMPLETED.

SACE STAGE 1 OUTDOOR EDUCATION 2

(SACE Code: 1OUE10)

LENGTH: 1 Semester

FOCUS OF STUDY:

This subject combines learning about, and developing an appreciation for the natural environment. Students will develop skills for living and travelling in the outdoors.

Theoretical components covered in this semester include topics under the banner of: Equipment Use, Planning and Management and Environment and Conservation. The specific tasks are listed below in the Subject Overview. There are also two compulsory outdoor journeys to assess the students' knowledge and understanding of outdoor living skills; the effect of humans on the environment and conservation ideals. The two Outdoor Journeys for this semester are: Rock-climbing and Canoeing.

Information: The cost of each expedition is approximately \$100.00 plus food.

Students studying this course will miss approximately six days of scheduled lessons whilst on camp. Students are required to catch up on any work missed in other subjects while they are on camp.

SUBJECT OVERVIEW:

Students will be required to complete:

Assessment Type 1: Outdoor Journey 1 (rock-climbing) & 2 (canoeing) 50% (25% each)

Students will be assessed on their 3 day journey and their practical skills relating to the activity, camp craft, group work and leadership.

Assessment Type 2: Expedition Report 25%

Students record, reflect on and evaluate experiences of one of their Outdoor Journeys. Outcomes of the journey, conservation issues and indigenous perspectives are presented.

Assessment Type 3: Ecosystem Investigation 15%

Students evaluate the impact of outdoor activities on ecosystems.

Assessment Type 4: Leadership Task 10%

Students assess and evaluate leadership in group situations.

FURTHER INFORMATION: Contact Mr Jacob Height

THIS COURSE REQUIRES AN APPLICATION FORM TO BE COMPLETED.

HUMANITIES AND SOCIAL SCIENCES (HASS)

A TASTER SUBJECT

LENGTH: 1 Semester

Do you think you might be interested in certain subjects at Year 11 and 12, but would really like to get more of an idea on what they are about before committing to them for a whole semester? This subject will give you a 'taste' of the different HASS related subjects offered at Year 11 and 12. You'll gain an understanding of what you might do in: Accounting, Business and Enterprise, Environmental Studies, History, Legal Studies and Tourism.

COURSE LEADS TO: Stage 1 and 2 HASS Subjects

FOR FURTHER INFORMATION: Contact Mrs Kirsty Gilham

CENTURY LIFESTYLES

LENGTH: 1 Semester

Where did tattoos and piercings come from and why are they

popular today? Why was/is smoking 'cool'? Why are women (and many other groups) still fighting for equal rights in many parts of the world? How and why has fashion trends changed? Why do we care about the environment? How did we survive without technology and nowadays is it a blessing or a burden? Why the obsession with vampires and magic?

In this subject you will explore various different cultural and lifestyle trends that have/are occurring and/or might occur in the past, present and future. You'll get to explore how these might have come about and if/why they are still trends today. You'll also get to examine different movements and events that have occurred over time leading to our current and past lifestyles, beliefs and trends.

This subject may incorporate elements of History, Geography and Civics and Citizenship.

COURSE LEADS TO: Stage 1 and 2 HASS Subjects

FOR FURTHER INFORMATION: Contact Mrs Kirsty Gilham

ENVIRONMENTAL STUDIES

LENGTH: 1 Semester

Why are separate areas of earth so different from each other? How have different environments changes over time? Why have these changes occurred? How can humans manage these changes in a sustainable way? How do different views influence decisions on how to manage environmental and social change?

In this subject you can find out the answers to these questions and more. This subject will explore different biomes, how people live in them, and how these spaces can be maintained into the future.

In studying this subject you will explore various aspects of Geography (environmental change and management); History (The environmental movement 1960's - present).

COURSE LEADS TO: Stage 1 and 2 HASS Subjects

FOR FURTHER INFORMATION: Contact Mrs Kirsty Gilham

GODS AND EMPIRES (History)

LENGTH: This subject may be studied for one semester (either Semester 1 or 2) or for a full year. Course content for each semester will differ. This subject may also be studied in Year 11 as course content will differ every two years.

This subject explores the development of Western Civilisation, and in particular the relationships between religion and power in that development. We will look at four distinct periods of history, in which we will explore the political, social, military and religious aspects of each society and the interplay between those aspects. These four periods are:

The River Gods: Egypt in the New Kingdom (1550-1070 BC). Students will examine the pinnacle of Ancient Egyptian power, in which the Pharaohs of Egypt dominated every aspect of daily life, and recognise the ways that this power was constructed, legitimised and deployed.

Caesar and Christ: The Late Roman Empire (AD 193-476). The decline of Roman power is explored against the growth of the Christian church, as Christianity went from being a persecuted minority to being the religion of the Empire. In the ensuing barbarian invasions of the Empire we will examine

why the church survived while the Empire did not.

The Kingdom of Heaven: The Crusades and the Kingdom of Jerusalem (AD 1096-1291). Why did the nobles of Catholic Europe launch massive invasions of the Levant in the Middle Ages? We will examine the motivations, methods and continuing effects of the Crusades. How are we still feeling the influence of these wars today?

A Crisis of Parliaments: The English Civil War and the Glorious Revolution (AD 1642-1688). By what authority did the Parliament of England make war on its king? We will examine the roles of religion, learning and politics in the establishment of parliament as the supreme organ of government - a situation that still exists today.

This subject will operate as a 10/11 combined class (but you could take it again in Year 11 as it will have a different focus).

COURSE LEADS TO: Stage 1 and 2 HASS Subjects

FOR FURTHER INFORMATION: Contact Mrs Kirsty Gilham

10/11 MYTHS AND LEGENDS

LENGTH: 1 Semester

In this subject students will explore various myths and legends from a variety of cultures (past and present) and develop an understanding of the cultures and histories surrounding the myths and legends. They will respond to these stories in various different ways, including consideration of structure, common/different features and potentially how these were formed by the societies from which they came. Students will discuss the role of stories in society through consideration of different myths and legends. Students will also have the opportunity to create their own 'myths and legends' using the form identified through their studies.

FOR FURTHER INFORMATION: Contact Mrs Kirsty Gilham

OUR ROLE AND RESPONSIBILITY IN SOCIETY

LENGTH: 1 Semester

In this subject you may explore a range of concepts, including:

- The ways in which work and jobs have, and will continue to, change and what this means for you and your future – what jobs will be available to you?
- Ways to manage your own finances, now and in the future (How do you go about getting a car, a house etc? What are your responsibilities? What rules do you have to know and follow?)
- What responsibilities do you have as a citizen, here in Australia, but possibly overseas as well? What laws do you need to follow?
- What are some civic expectations of you as an Australian Citizen (e.g. jury duty; reporting crimes etc.)?
- What can you do to help to preserve our environment? What consequences do you face if you don't follow our laws?

This subject mainly encompasses elements of Civics and Citizenship (Legal and Ethical Systems) and Business and Economy (Jobs and Finances), but may also include some focus around Environmental Geography.

COURSE LEADS TO: Stage 1 and 2 HASS Subjects

FOR FURTHER INFORMATION: Contact Mrs Kirsty Gilham

10/11 Outdoor Studies

LENGTH: 1 Semester

Are you interested in the environment around you? Want to learn more about where we live?

This subject takes a hands-on look at our unique part of the world. You will have the opportunity to conduct fieldwork, gathering information firsthand about the natural forces found locally. You will explore local geological formations, collect data on local flora and fauna and study the methods being used to protect it. You will investigate ways that the local area can be utilized for different activities, recreation and industry.

In studying this subject you will explore various aspects of Geography (environmental change and management); Biology, Geology, Business and Enterprise, Environmental Studies.

FOR FURTHER INFORMATION: Contact Mrs Kirsty Gilham

PEOPLE, PLACE AND CULTURE

LENGTH: 1 Semester

Want to learn more about the world, and the people living in it? What is the best place to live? How many people can we afford to feed in the world? How does the environment effect the way we live?

This subject will explore the world we live in, and how people live in it. It will look at the way people live, consider their cultures, and look at how politics works in a globalised world. In studying this subject you will explore various aspects of Geography, Civics and Citizenship, Business and Enterprise and History.

COURSE LEADS TO: Stage 1 and 2 HASS Subjects

FOR FURTHER INFORMATION: Contact Mrs Kirsty Gilham

SHAPING OUR LIVES

LENGTH: 1 Semester

What if the Roman Empire hadn't fallen? What if Germany had been victorious in World War II? What if the Industrial Revolution had never happened? What if the Dutch had settled Australia? How did our town come to be? Where did your family come from and how has this influenced your life?

Our society hasn't always been the way it is today and our lives would be very different if we'd been born hundreds of years ago (or even 50 years ago!) In this subject you will explore ways in which our society has changed and the influences that various historic events and civilisations have had on it over time. You will also explore Mount Gambier's history as well as your own ancestry.

Your focus in this subject will be mainly around history (Ancient and Modern) and the impact different events/ occurrences have had on shaping the world as we know it (internationally, nationally, locally and personally).

COURSE LEADS TO: Stage 1 and 2 HASS Subjects

FOR FURTHER INFORMATION: Contact Mrs Kirsty Gilham

WORLD STRUCTURES

LENGTH: 1 Semester

Why is the world the way it is? Is the society we live in today a good one and how do we know? Why do we have a democracy in Australia as opposed to others systems of government? What are the other systems of government; how did they come about and how do they work in other countries? Have our social, government and legal always been this way? How have events, beliefs and people changed the way our society works over time?

In this subject you can find out the answers to these questions and more. This subject will explore various different facets that make up the world as we know it today (in Australia and overseas); ways it has existed in the past; as well as how and why it has changed over time.

In studying this subject you will explore various aspects of History (Ancient and Modern); Civics and Citizenship (Laws, Government Systems); Geography (wellbeing of people); and Business and Enterprise (Work).

COURSE LEADS TO: Stage 1 and 2 HASS Subjects

FOR FURTHER INFORMATION: Contact Mrs Kirsty Gilham

LANGUAGES

ITALIAN A & B

LENGTH: 1 Semester each

PREFERRED BACKGROUND: Successful completion of Year 9 Italian or an equivalent background in the language. Italian in Year 10 continues to develop the skills of listening, speaking, reading and writing from Year 9. Students will: participate in role-plays; write dialogues/letters; read cartoons; watch relevant videos; listen and respond to taped conversations/songs; translate from Italian to English and English to Italian; and read and write poems. Students will also continue to learn more about Italy and Italians through the study of literature and film.

SPECIAL REQUIREMENTS: Students who select Italian A are encouraged to continue to Italian B, on the understanding that performance is satisfactory.

COURSE LEADS TO: SACE Stage 1 Italian continuers.

FOR FURTHER INFORMATION: Contact Ms Rosa Pomari

JAPANESE A & B

LENGTH: 1 Semester each

PREFERRED BACKGROUND: Successful completion of Year 9 Japanese, or an equivalent background in the language. Communication-centred and activity based, Japanese will try to integrate language and culture in a way that makes learning interesting and useful. The course will prepare students to read and write Japanese script, with fluency and understanding. Students will be given the opportunity to converse with native Japanese speakers e.g. exchange students / visitors from Japan. Activities include: cooking, film study, calligraphy and excursions. Students will be expected to borrow textbooks from the school.

SPECIAL REQUIREMENTS: Students who select Japanese A are expected to continue to Japanese B, on the understanding that performance is satisfactory.

COURSE LEADS TO: SACE Stage 1 Japanese

FOR FURTHER INFORMATION: Contact Ms Fiona Mitchell

MATHEMATICS

Note: Students who wish to study Mathematical Methods and/or Specialist Mathematics in SACE Stage 1 will study a full year of Advanced Mathematics.

GENERAL MATHEMATICS A & B

– Semesters 1 and 2

The proficiency strands *Understanding*, *Fluency*, *Problem Solving* and *Reasoning* are an integral part of mathematics content across the three content strands. *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

At this year level:

Understanding includes applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between equations of relations and their graphs, comparing simple and compound interest in financial contexts and determining probabilities of two and three step experiments.

Fluency includes factorising and expanding algebraic expressions, using a range of strategies to solve equations and using calculations to investigate the shape of data sets.

Problem Solving includes calculating the surface area and volume of a diverse range of prisms to solve practical problems, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities, and investigating independence of events.

Reasoning includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing data sets.

(Source: <http://www.australiancurriculum.edu.au/mathematics/Curriculum/F-10#level10>)

SPECIAL REQUIREMENTS: Students must have their own scientific calculator.

COURSE LEADS TO: Stage 1 General Mathematics or Essential Mathematics.

FOR FURTHER INFORMATION: Contact Mr Jason Yates.

ADVANCED MATHEMATICS A & B

– Semesters 1 and 2

Students will be offered this course after consideration of their performance in Year 9.

Refer to the course description for General Mathematics above for the foundations of the Advanced Mathematics course. In addition, the following topics will be covered:

- Surds and Indices
- Polynomials
- Functions and Relations
- Circle Geometry
- Advanced Trigonometry
- Interpreting Data

SPECIAL REQUIREMENTS: Students must have their own scientific or SACE Board approved graphics calculator (Casio is the brand used at Grant High School).

COURSE LEADS TO: Stage 1 Mathematical Methods and Specialist Mathematics.

FOR FURTHER INFORMATION: Contact Mr Jason Yates.

MATHEMATICS METHODS

LENGTH: 1 Semester

(Please see SACE Stage 1 subject descriptor)

10 Mathematics Methods must be completed in Semester 2 of Year 10 if students wish to study Mathematics Methods or Specialist Mathematics in Year 11.

FOR FURTHER INFORMATION: Contact Mr Jason Yates.

SCIENCE

When selecting courses in **Science** students can choose:

In Semester 1: Advanced Science A or General Science

In Semester 2: Advanced Science B or General Science.

NOTE:

- Students wishing to do Chemistry and/or Physics in Year 11 must do Advanced Science A and B (2 semesters) in Year 10
- Agricultural Pathways is a *one semester* course only.

ADVANCED SCIENCE A – Semester 1 Course

This is an advanced course which aims to increase students' skills in analysing and interpreting data, to be aware of our place in a changing world and to make judgements about the impact of science on society. A variety of topics from Biology, Chemistry, Physics and Earth Science are covered in this subject.

COURSE LEADS TO: Any Semester 2 Science, but is specifically designed for those students who wish to do Advanced Science 2 in Semester 2.

FOR FURTHER INFORMATION: Contact David Thompson

ADVANCED SCIENCE B – Semester 2 Course

This is an advanced course. A variety of topics from Biology, Chemistry, Physics and Earth Science may be covered in this subject.

Note: Students wishing to undertake this course must have successfully completed Advanced Science (Semester 1) or be recommended, if coming from another Semester 1 Science.

COURSE LEADS TO: Any SACE Stage 1 Science

FOR FURTHER INFORMATION: Contact Mr David Thompson.

AGRICULTURAL PATHWAYS

LENGTH: 1 Semester

This is a **one** semester course repeated in both semesters (Year 10 students can only choose Year 10 Agricultural Pathways in Semester 1 or 2, but not both).

This course is based on the delivery and assessment of Certificate II and III TAFE competencies in Rural Operation including:

- Workplace Safety
- Workplace Communication
- Animal Husbandry and maintenance requirements

The course content will contain more than seventy nominal hours ensuring students obtain accreditation for ten SACE Credits if they successfully complete the competencies embedded within the course.

COURSE LEADS TO: Agricultural Pathways at Stage 1

and 2 or Agricultural and Horticultural Studies at Stage 2.

SPECIAL REQUIREMENTS: Students wishing to enrol in this course at a Year 10 level will need to complete a VET Application Form. These forms are available from the VET Coordinator and must be returned no later than Course Counselling day.

GENERAL SCIENCE 1 & 2 – Semesters 1 and 2

This course provides a less academic approach to science and is designed to develop skills in observation, recording and interpreting data, together with an awareness of our place in a changing world. A variety of topics from Biology, Chemistry, Earth Science and Physics are covered in this course.

GENERAL SCIENCE 1 leads to: General Science 2 or any Year 10 Science, providing the appropriate level of achievement is reached and the student is recommended to change courses.

GENERAL SCIENCE 2 leads to: A range of SACE Stage 1 Science choices (not including Stage 1 Chemistry or Physics), providing an appropriate level of achievement is reached.

COURSE LEADS TO: Any Stage 1 Science except SACE Stage 1 Physics or Chemistry.

FOR FURTHER INFORMATION: Contact Mr David Thompson

GENERAL SCIENCE AGRICULTURE PERSPECTIVE 1 & 2

This course follows the Australian Curriculum for Science but with an Agricultural perspective, and is designed to develop skills in observation, recording and interpreting data, together with an awareness of our place in a changing world. A variety of topics from Biology, Chemistry, Earth Science and Physics are covered in this course. GENERAL SCIENCE 1 leads to: General Science 2 or any Year 10 Science, providing the appropriate level of achievement is reached and the student is recommended to change courses. GENERAL SCIENCE 2 leads to: A range of SACE Stage 1 Science choices (not

TECHNOLOGY

THIS INFORMATION APPLIES TO THE FOLLOWING SUBJECTS

SPECIAL REQUIREMENTS: Where student designs exceed the allocated budget, students will be asked to consider the following options:

Redesign so that the product is smaller and/or uses cheaper materials **OR** Provide money to meet the cost difference.

It is anticipated that students studying at this level will be beginning to specialise. It is important to choose subjects, which are consistent with what you are good at, what you are interested in and that will help you achieve your career option/s.

including Stage 1 Chemistry or Physics), providing an appropriate level of achievement is reached.

COURSE LEADS TO: Any Stage 1 Science except SACE Stage 1 Physics or Chemistry.

FOR FURTHER INFORMATION: Contact Mr David Thompson

B4D2C—BEFORE DOORWAYS 2 CONSTRUCTION

LENGTH: 1 Semester

This course is designed to teach the basic construction skills required in the Building Industry. Through practically based projects within the school, students will source a variety of materials used in the construction industry and develop skills associated with the construction trades. Students work independently and develop a positive work attitude, while contributing to the school community and the facilities supplied to fellow students at Grant High School.

PREREQUISITE: Nil, apart from an interest in practically based activities.

COURSE LEADS TO: VET Doorways 2 Construction

FOR FURTHER INFORMATION: Contact Mr Scott McCulloch

9/10 DESIGN AND TECHNOLOGY— ADVANCED TECHNOLOGIES

LENGTH: 1 Semester

DESCRIPTION: In this course students will be exposed to a number of current technologies highly desirable in society. It will cover topics such as CAD, 3D printing, electronics, prototyping, engineering and innovation. It will encourage students to explore the different technologies and to combine them to create individual projects. A strong emphasis will be placed on group work and problem solving.

FURTHER INFORMATION: Mr Scott McCulloch

DESIGN AND TECHNOLOGY—JEWELLERY AND TEXTILES

LENGTH: 1 Semester

The focus of this semester course is to develop practical skills, as well as a career direction. Students will gain skills in using computerised sewing machines, casting equipment and the investigating, generating, producing, evaluating, collaborating and managing process. Students will learn skills in garment construction, jewellery design and production. There will be room to negotiate final products. The significance of new technology in textile making will also be included. Students' evaluation of their own work will play an important part in the course.

COURSE LEADS TO: SACE Stage 1 Design and SACE Stage 1 Materials Technology subjects.

SPECIAL REQUIREMENTS: Students will be required to provide some fabrics and materials for projects.

DESIGN AND TECHNOLOGY—METALWORK FOCUS

LENGTH: 1 Semester

In this course students develop a technological knowledge and understanding concerned with the properties and characteristics of Metal. They learn and develop new skills whilst planning and constructing their own metalwork product. Some examples of the skills gained could include: oxy/

acetylene welding, metal turning, gas metal arc welding and hot/cold metal manipulation.

PREREQUISITE: Nil, apart from an interest in practically based activities.

COURSE LEADS TO: VET Engineering and SACE Stage 1 Technologies

FOR FURTHER INFORMATION: Contact Mr Scott McCulloch

DESIGN AND TECHNOLOGY— WOODWORK FOCUS

LENGTH: 1 Semester

In this course students develop a technological knowledge and understanding concerned with the properties and characteristics of timber. They learn and develop new skills whilst planning and constructing their own woodwork product. Some examples of the skills gained could include: timber laminating, production and use of housing joints, timber finishing techniques, modern furniture making processes and safe use of a variety of static machines and power tools.

PREREQUISITE: Nil, apart from an interest in practically based activities.

COURSE LEADS TO: SACE Stage 1 Technologies

FOR MORE INFORMATION CONTACT: Mr Scott McCulloch

DIGITAL TECHNOLOGIES

LENGTH: 1 Semester

NOTE: If completed at Year 9 level it is recommended that you pick Stage 1 Digital Technologies (see pages 40-41).

The focus of this course is on computer science concepts. Students will be exposed to programming concepts initially through Scratch and App Inventor then will be exposed to the Python programming language. Students will learn how the binary system is used in the context of computer systems, as well as the individual components of a computer system itself. The theory of computer networks is explored through a simulation.

Throughout this subject, students will plan and manage digital projects using an iterative approach. They will define and decompose complex problems in terms of functional and non-functional requirements. Students will design and evaluate user experiences and algorithms. They will design and implement modular programs, including an object-oriented program using algorithms and data structures involving modular functions that reflect the relationships of real-world data and data entities. They will take account of privacy and security requirements when selecting and validating data. Students will test and predict results and implement digital solutions. They will evaluate information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise. They will share and collaborate online, and establish protocols for the use, transmission and maintenance of data projects.

COURSE LEADS TO: SACE Stage 1 Negotiated Computer Learning, Stage 1 Information Processing and Publishing, Stage 1 Digital Technologies

FOR FURTHER INFORMATION: Contact Mr Scott McCulloch

NEGOTIATED COMPUTER LEARNING

LENGTH: 1 Semester

PREREQUISITES – Nil, although the Computer Literacy component of the subject Digital Technologies is a definite advantage.

This is a Stage 1 Integrated Learning Course.

DESCRIPTION: The purpose of this course is to provide students with a place for learning about some aspect of Digital Technology that is of particular interest to the student. The learning is usually self-directed and we make use of online tutorials to support the learning. The course involves preparing a Community Studies contract of learning.

Some potential topics include:

- Programming
- Database Construction
- Document Creation
- Animation
- Website Construction
- Photoshop
- Arduino Programming

FOR FURTHER INFORMATION: Contact Mr Scott McCulloch

9/10 PEDAL PRIX 1 & 2

LENGTH: 1 Semester or full year

DESCRIPTION: In this course students will have the opportunity to work and compete as a team in the HPV Super Series, building upon skills learnt in Year 8 Materials Technology. Topics include engineering, metalwork, marketing, event management, nutrition and fitness. Students will follow the design process—investigating, generating, producing, evaluating, collaborating and managing to work towards the development of new pedal prix vehicles. The design and construction of a new vehicle chassis and aerodynamic bodies using composite materials will be a focus area.

SPECIAL REQUIREMENTS: There is an associated cost to attend and race at each of the 3 race events in Adelaide. This will likely be mitigated depending on the success of students marketing and fundraising throughout the year. Some weekend time and after hours' commitments will be necessary.

FURTHER INFORMATION: Mr Scott McCulloch or Mr Nathanael Todd

PHOTOGRAPHY

LENGTH: 1 Semester

This course helps students develop their skills in digital photography using the Adobe Photoshop CS5 program. Topics include: Photo Manipulation Techniques, Camera Skills, Critiquing Skills, Designing and Production of a Magazine Cover.

COURSE LEADS TO: SACE Stage 1 Communications Products Digital Photography.

FOR FURTHER INFORMATION: Contact Mrs Leah Fox

SACE Requirements

THE SACE

The South Australian Certificate of Education (SACE) has been designed to meet the needs and interests of today's young people, as well as to make it relevant for employers who are increasingly looking to employ highly skilled workers.

Students need to achieve the compulsory literacy and numeracy requirements of the SACE. To do this they need to achieve a C grade or better in a range of English and Mathematics subjects.

For Stage 1 subjects the grades A to E are used to assess and report students' achievements.

For Stage 2 subjects the grade levels A+ to E– are used to assess and report students' achievements.

All students are expected to gain knowledge, skills, and attributes in the areas of literacy, numeracy, information and communications technology, critical and creative thinking, personal and social, ethical understanding and intercultural understanding.

Students need to earn 200 credits to successfully complete the SACE.

Ten credits equate to one semester or six months of study in one subject.

LITERACY AND THE SACE

Study at SACE level involves a range of reading, writing, speaking and listening tasks.

To undertake SACE courses, students require literacy skills that enable them to engage with the learning and achieve success.

As a guide, if you have achieved a C grade or higher in a Stage 1 English class you should have the necessary literacy skills to study most Stage 2 subjects. There are some subjects however which require higher levels of literacy.

Teachers and counsellors discuss this with you during the recommendation and enrolment process.

For some SACE Stage 2 subjects, it is recommended that students have completed study at Stage 1 level.

This means that the learning in Stage 2 is based on learning in Stage 1.

COMPULSORY SUBJECTS

- **Personal Learning Plan** – 10 credits (Stage 1)
- **Literacy** – at least 20 credits from a range of English subjects or courses
- **Numeracy** – at least 10 credits from a range of Mathematics subjects or courses
- **Research Project** – an in-depth major project (10 credits at Stage 2)

Students also need other Stage 2 subjects totalling at least 60 credits.

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects, vocational training or SACE Board recognised courses of a student's choice.

Subjects

SACE subjects are grouped into the following curriculum areas:

- Arts
- Business, Enterprise and Technology
- Cross-disciplinary
- English
- Health and Physical Education
- Humanities and Social Sciences
- Languages
- Mathematics
- Sciences

ASSESSMENT

All Stage 1 subjects are school assessed. Some may be externally moderated.

All Stage 2 subjects have a school assessed and an external assessment component. The school assessed component is externally moderated. credits. Students can use a vocational context in completing these subjects..

SACE Requirements

VOCATIONAL EDUCATION AND TRAINING (VET) IN SACE

Of the 200 credits required to complete the SACE, 180 can be gained through the recognition arrangements for VET within SACE. Within these 180 VET-based credits, students must also fulfill the literacy and numeracy requirements of the SACE. The Personal Learning Plan and the Research Project are awarded the remaining 20 SACE.

Why study VET?

VET is an excellent choice of study for many students. It always includes practical, hands-on learning, which suits many students, but it also leads to excellent jobs in a huge array of fields.

Studying VET as part of the SACE gives students a head-start on a qualification, which is a great way to fast-track progress towards a rewarding career.

How to apply for a VET course?

To apply for a VET course, you will need to read the Limestone Coast Industry Pathways Programs Booklet to find out the name of the course and where it is held and then fill out a Vocational Pathways Program (VET) Expression of Interest Form.

For more information:

For more information about VET refer to the SACE website: <https://www.sace.sa.edu.au/web/vet/vet-in-sace/vet-in-sace>

or see the VET Coordinator.

COMMUNITY LEARNING

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

Students are able to earn SACE credits for community learning in two ways – Community-developed Programs and Self-directed Community Learning.

Community-developed Programs include, for example, the Australian Music Examinations Board, the Duke of Edinburgh's Award and the SA Country Fire Service.

Self-directed Community Learning is gained through informal community activities such as coaching a sports team or being the primary carer of a family member. Students will need to provide evidence of their learning for assessment through an interview.

For more information on community learning, visit: <https://www.sace.sa.edu.au/learning/community-learning>

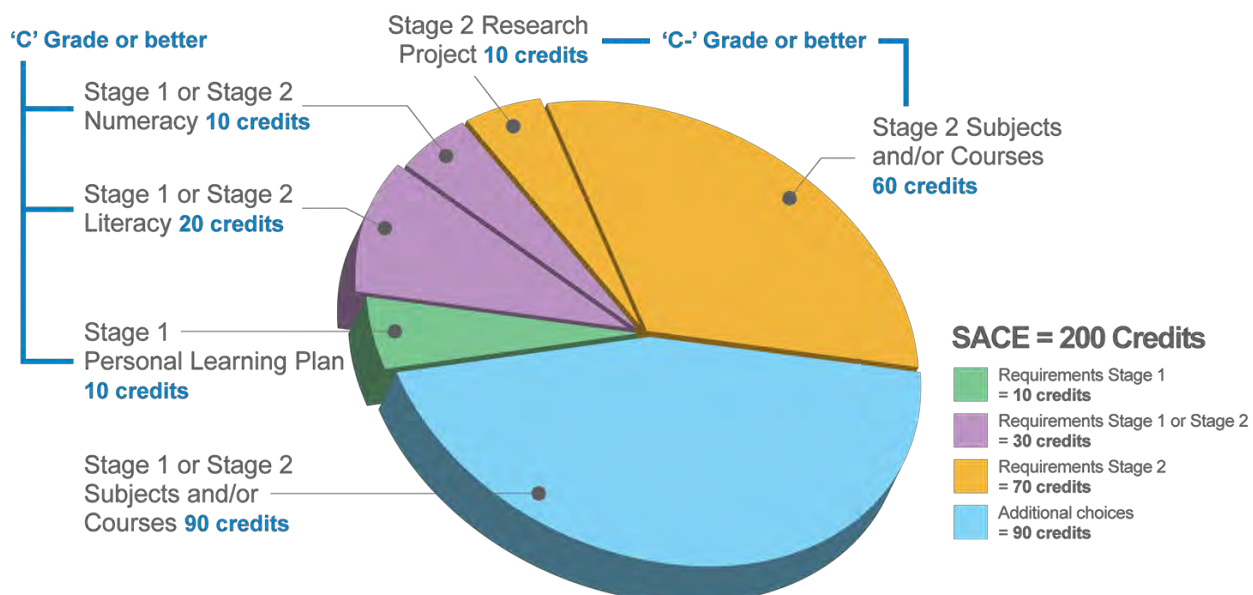
University and TAFE Entry

TAFE SA recognises the SACE as meeting the entry requirements for most of its courses. It also considers a variety of other qualifications and experiences in its entry and selection processes. Selection into competitive TAFE SA Courses is through a TAFE SA Selection Score.

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

Full details of university and TAFE entry requirements are in the Tertiary Entrance Booklet, 2018, 2019 and 2020 and can be downloaded at <http://www.satac.edu.au/satac-publications>.

For more information go to the SATAC website www.satac.edu.au



	<h1>SACE Planner</h1>	Name:
		Date:

Personal Learning Plan = 10 credits	Credits
	10

Literacy = 20 credits

Choose from a range of English/English as a Second Language subjects or courses

	10
	10

Numeracy = 10 credits*

Choose from a range of mathematics subjects or courses

	10
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Additional choices = 90 credits*

Subtotal 40

Stage 2 subjects or courses = 60 credits

Subtotal

Choose from a range of Stage 2 subjects or courses

	20
	20
	20
	20

Research Project = 10 credits

Subtotal

Research Project	10
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To gain the SACE, you must earn at least 200 credits. Add all the subtotals to get a final:

Total

Compulsory Stage 1 PLP	Students must achieve either an A, B, C or equivalent in the compulsory subjects to complete the SACE
Compulsory Stage 1 Literacy/Numeracy	
Compulsory Stage 2 subjects	
Stage 2 subject	For university entry, students need to achieve 90 credits at Stage 2, including three 20-credit Stage 2 tertiary admission subjects (TAS)
Free choice subjects (Stage 1 and/or 2)	Students must achieve a grade in these subjects

* If your subject choices in a particular section exceed the minimum number of credits required, you should count the extra

STAGE 1 SUBJECTS

**Compulsory: Literacy
Numeracy
PLP**

**20 credits (English)
10 credits (Mathematics)
10 credits**

Students must achieve a C grade or higher for compulsory subjects

ARTS
Creative Arts - Media Studies
Drama
Music Advanced A and B
Music Experience A and B
Visual Arts – Art: Art and Craft
Visual Arts – Art: Drawing and Painting
Visual Arts – Design: Advertising and Graphic Art
Visual Arts—Design: Environments and Products
CROSS DISCIPLINARY
Community Studies
Personal Learning Plan
Research Practices
Workplace Practices
DESIGN AND TECHNOLOGY
Communication Products – Digital Photography
Design and Technology—Material Products (Jewellery & Textiles Technology)
Design and Technology – Material Products (Woodwork or Metalwork)
Digital Technologies
Information Processing and Publishing
Negotiated Computer Learning
ENGLISH
English
English (Literary Studies)
Essential English

HEALTH AND PHYSICAL EDUCATION
Child Studies
Elite Sports Development (Individual Sports Focus)
Food and Hospitality 1 & 2
Outdoor Education 1 & 2
Physical Education
HUMANITIES AND SOCIAL SCIENCES
Business and Enterprise 1 & 2
Environmental Studies 1 & 2
Gods and Empires (Year 10/11 combined)
Legal Studies A & B
Myths and Legends (Year 10/11 combined)
Outdoor Studies (Year 10/11 combined)
Philosophy in the Media
Tourism/Tourism and Event Management
LANGUAGES
Italian (Continuers) A and B
Japanese (Continuers) A and B
MATHEMATICS
Essential Mathematics
General Mathematics
Mathematical Methods
Specialist Mathematics
SCIENCES
Biology
Chemistry A & B
Nutrition
Physics A & B
Physics (Pre-trade)
Psychology
VET
Agricultural Pathways
Doorways 2 Construction
Hospitality (kitchen operations)

Students please note

- Courses named as A and B require a student to successfully complete Course A before undertaking Course B i.e. Course A is a prerequisite for Course B.
- Courses named as 1 and 2 are separate courses. Students may choose either or both courses.
- Subjects may be cancelled if there is insufficient student demand or the resources necessary to conduct it are unavailable.
- If subjects are cancelled OR your grades or current progress indicate you are unlikely to cope with the course, you will be recounselled.
- When choosing SACE Stage 1 courses you must consider likely Stage 2 courses for the future. It is best to work backwards from Stage 2.

ARTS		STAGE 1
SUBJECT: Creative Arts - Media Studies		
LENGTH OF COURSE:	Semester (10 credits)	
PRE-REQUISITES:	None	
SACE BOARD OF SA CODE:	1CVA10	

FOCUS OF STUDY:

The creative arts process comprises four interrelated elements common to all creative arts programs:

- Investigation
- Development
- Production reflection

In this course the focus area will be within the scope of Media Studies.

Leads to: Stage 2 Creative Arts.

SUBJECT OVERVIEW:

Students to demonstrate their learning through:

- Assessment Type 1: Product
- Assessment Type 2: Folio

For a 10 credit subject, it is recommended that students provide evidence of their learning through three assessments. Each assessment type should have a weighting of at least 20%.

Students:

- Develop and present one creative arts product
- Undertake one investigation and one skills assessment for the folio

ARTS		STAGE 1
SUBJECT: Drama		
LENGTH OF COURSE:	Semester (10 credits)	
PRE-REQUISITES:	Competent achievement in Year 10 Drama	
SACE BOARD OF SA CODE:	1DRM10	

FOCUS OF STUDY:

In Drama students participate in the planning, rehearsal, and performance of dramatic work. Students participate in creative problem solving; they generate, analyse, and evaluate ideas. They develop personal interpretations of texts. Students develop their curiosity and imagination, creativity, individuality, self-identity, self-esteem and confidence.

Leads to: Stage 2 Drama

SUBJECT OVERVIEW:

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

Performance 30%
Folio 40%
Investigation and Presentation 30%

Students may choose to study Drama for either one or two semesters.

ARTS		STAGE 1
SUBJECT: Music Advanced A and B		
LENGTH OF COURSE:	Full year, two semesters (10 credits each)	
PRE-REQUISITES:	Competent achievement in Year 10 Music	
SACE BOARD OF SA CODE:	1MUV10	

FOCUS OF STUDY:

Through the study of Music students develop their practical and creative potential spoken and written skills, and capacity to make informed interpretative and aesthetic judgments. By engaging in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies, students appreciate the value of working collaboratively and present musical works. This program is designed for students with a substantial background in music and provides a pathway to a range of Stage 2 music subjects.

Leads to: Stage 2 Composing and Arranging, Solo Performance, Ensemble Performance and Music Individual Study.

SUBJECT OVERVIEW:

Students have the opportunity to engage in some of the following activities:

- Composing, Arranging, Transcribing, Improvising
- Performing
- Music Technology
- Developing Theory and Aural Skills

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

- Skills Presentation 40%)
- Skills Development 40%
- Folio 20%

ARTS		STAGE 1
SUBJECT: Music Experience A and B		
LENGTH OF COURSE:	Full year, two semesters (10 credits each)	
PRE-REQUISITES:	Competent achievement in Year 10 Music	
SACE BOARD OF SA CODE:	1MUE10	

FOCUS OF STUDY:

Through the study of Music students develop their practical and creative potential, spoken and written skills, and capacity to make informed interpretative and aesthetic judgments. By engaging in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies, students appreciate the value of working collaboratively and present musical works. This program is designed for students whose experience in, or knowledge of, some aspects of music may be limited and provides pathways to selected Stage 2 subjects.

Leads to: Stage 2 Solo Performance, Ensemble Performance, Music Individual Study.

SUBJECT OVERVIEW:

Students have the opportunity to engage in some of the following activities:

- Composing, Arranging, Transcribing, Improvising
- Performing
- Music Technology

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

- Skills Presentation 40%
- Skills Development 40%
- Folio 20%

ARTS		STAGE 1
SUBJECT: Visual Arts - Art: Art and Craft		
LENGTH OF COURSE:	Semester (10 credits)	
PRE-REQUISITES:	Competent achievement in Year 10 Art, Craft or Design subjects	
SACE BOARD OF SA CODE:	1VAA10	

FOCUS OF STUDY:

In this subject, students are expected to focus on the following three areas of study.

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

Students express ideas through practical work using drawings, sketches, diagrams, models, and a variety of craft activities leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art and craft works in their cultural and historical contexts.

The course will allow students to achieve success in both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

Leads to: Stage 2 Visual Arts – Art.

SUBJECT OVERVIEW:

Students will demonstrate their learning through the following assessment types in a variety of art and craft activities.

Folio 40%

Practical 40%

Visual Study 20%

The focus capabilities for this subject are communication and personal development.

ARTS		STAGE 1
SUBJECT: Visual Arts - Art: Drawing and Painting		
LENGTH OF COURSE:	Semester (10 credits)	
PRE-REQUISITES:	Competent achievement in achievement in any Year 10 Art, Craft or Design Course	
SACE BOARD OF SA CODE:	1VAA10	

FOCUS OF STUDY:

The broad area of Art encompasses both artistic and crafting methods and outcomes. The processes of creation in both art and craft include the initiation and development of ideas, research, analysis, exploration, experimentation and media and technique, through to the resolution and production of practical work. Visual Arts engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavour. It emphasises visual thinking, investigation, the ability to develop ideas and concepts, refine technical skills, and produce imaginative solutions.

Leads to: Stage 2 Visual Arts – Art or Stage 2 Visual Arts – Design.

SUBJECT OVERVIEW:

In Visual Arts students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

Students will be required to complete:

Practical Study 30%

Folio 50%

Visual Study 20%

ARTS		STAGE 1
SUBJECT: Visual Arts – Design: Advertising and Graphic Art		
LENGTH OF COURSE:	Semester (10 credits)	
PRE-REQUISITES:	Competent achievement in in any Year 10 Art, Craft or Design course	
SACE BOARD OF SA CODE:	1VAD10	

FOCUS OF STUDY:

The broad area of Design encompasses communication and graphic design, environmental design, and product design. It emphasises a problem-solving approach to the generation of ideas or concepts, and the development of visual representation skills to communicate resolutions. Visual Arts engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavour. It emphasises visual thinking, investigation, the ability to develop ideas and concepts, refine technical skills, and produce imaginative solutions.

Leads to: Stage 2 Visual Arts – Art or Stage 2 Visual Arts – Design or Stage 2 Creative Arts.

SUBJECT OVERVIEW:

Visual Arts – Design: Advertising and Graphic Art is based on graphic and communication design.

Students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon works of design in their cultural and historical contexts.

Students will be required to complete:

Folio 50%

Practical 30%

Visual Study 20%

ARTS		STAGE 1
SUBJECT: Visual Arts – Design: Environments and Products		
LENGTH OF COURSE:	Semester (10 credits)	
PRE-REQUISITES:	Competent achievement in any Year 10 Art, Craft or Design course	
SACE BOARD OF SA CODE:	1VAD10	

FOCUS OF STUDY:

The broad area of Design encompasses communication and graphic design, environmental design, and product design. It emphasises a problem-solving approach to the generation of ideas or concepts, and the development of visual representation skills to communicate resolutions. Visual Arts engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavour. It emphasises visual thinking, investigation, the ability to develop ideas and concepts, refine technical skills, and produce imaginative solutions.

Leads to: Stage 2 Visual Arts – Art, Stage 2 Visual Arts – Design, Stage 2 Creative Arts.

SUBJECT OVERVIEW:

Visual Arts - Design includes environmental design and product design. It emphasises defining the problem, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions.

Students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon works of design in their cultural and historical contexts.

Students will be required to complete:

Folio 50%

Practical 30%.

Visual Study 20%

CROSS-DISCIPLINARY		STAGE 1
SUBJECT: Community Studies		
LENGTH OF COURSE:	Semester (10 credits)	
PRE-REQUISITES:	None	
SACE BOARD OF SA CODE:	1COM10	

FOCUS OF STUDY:

This subject is designed so that students:

- negotiate, plan and make decisions about a community activity, and develop challenging and achievable goals for the contract of work
- identify and apply existing knowledge and skills
- work individually and with others
- locate, select, organise, and use ideas, resources, and information
- learn in a range of settings, including the school and the wider community
- take practical action in the community
- seek feedback from the community, and reflect on their learning.

SUBJECT OVERVIEW:

In developing an individual program of learning, each student prepares a contract of work to undertake a community activity in one of the following ten areas of study:

Arts and the Community; Communication and the Community; Foods and the Community; Health, Recreation and the Community; Science, Technology and the Community and Work and the Community.

Evidence of Learning

Assessment Type 1: Contract of work

- *Development of contract*
- *Folio*
- *Community Activity*

Assessment Type 2: Reflection

CROSS-DISCIPLINARY		STAGE 1
SUBJECT: Personal Learning Plan (PLP)		
LENGTH OF COURSE:	Semester (10 credits)	
PRE-REQUISITES:	None (compulsory course for SACE)	
SACE BOARD OF SA CODE:	1PLP10	

FOCUS OF STUDY:

The Personal Learning Plan helps students to:

- Identify and research career paths and options, including further education, training and work
- Choose appropriate SACE subjects and courses based on plans for future work and study
- Consider and access subjects and courses available in and beyond school
- Review their strengths and areas for improvement, particularly in relation to: Literacy, Numeracy and Information and Communication Technology
- Gain skills for future employment
- Identify their goals and plans for improvement
- Review and adjust their plans to achieve their goals.

Leads to: Completion of SACE.

SUBJECT OVERVIEW:

Students will be required to complete topics to develop, implement, review and adjust their personal plans and goals. Topics include:

- Exploring your skills
- Building your career
- Working in your community
- Connecting with your community
- Your reflections

Students are required to provide evidence of learning through a set of five assessments.

CROSS-DISCIPLINARY		STAGE 1
SUBJECT: Research Practices		
LENGTH OF COURSE:	Semester (10 credits)	
PRE-REQUISITES:	None	
SACE BOARD OF SA CODE:	1RPP10	

FOCUS OF STUDY:

This subject aims to equip students with the knowledge and skills to undertake investigations, inquiries and/or research in all of their SACE studies. Students explore research practices and develop skills in undertaking research, such as planning their research, developing and analysing their data, and presenting their research findings.

Leads to: Stage 2 Research Project

SUBJECT OVERVIEW:

Students will be required to complete:

Assessment Type 1: Folio

Students undertake at least two tasks. At least one task will focus on Exploring Research Approaches and at least one will focus on Exploring Research Skills.

Assessment Type 2: Sources Analysis

Students undertake at least two sources analysis assessments. They consider the appropriateness, uses and limitations of sources.

CROSS-DISCIPLINARY		STAGE 1
SUBJECT: Workplace Practices		
LENGTH OF COURSE:	Semester (10 credits)	
PRE-REQUISITES:	None	
SACE BOARD OF SA CODE:	1WPS10	

FOCUS OF STUDY:

In Workplace Practices the emphasis is on developing the students' capability for work.

The course aims to develop students' ability to:

- demonstrate knowledge and understanding of industry and work and develop and apply relevant work skills
- identify and investigate processes and issues related to work, industry and the workplace
- work independently and with others
- review, and reflect and report on, their experiences, abilities, interests and aspirations in relation to planning for work and future pathways

SUBJECT OVERVIEW:

There are three areas of study in this subject:

1. Industry and Work Knowledge - topics include: Future Trends in the World of Work; the Value of Unpaid Work to Society; Workers' Rights and Responsibilities; Career Planning; Negotiated Topics
2. Vocational Learning
3. VET

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

Assessment Type 1: Folio

Assessment Type 2: Performance

Assessment Type 3: Reflection

DESIGN AND TECHNOLOGY		STAGE 1
SUBJECT: Design and Technology – Communication Products (Digital Photography)		
LENGTH OF COURSE:	Semester (10 Credits)	
PRE-REQUISITES:	None but Year 9 and Year 10 Photography preferred	
SACE BOARD OF SA CODE:	1CCP10	

FOCUS OF STUDY:

The major focus of this course is to design and develop a Photo book based upon a theme. The product (Photo book) along with a Folio of backup is to be submitted. Students will also submit a critical analysis of an image (400 words). Three skills tasks demonstrating camera skills and Photoshop techniques will be undertaken along with a Material Application study on different file formatting types (800 words). Students will also produce and suitably frame a minor task based upon a theme of their own choice.

SUBJECT OVERVIEW:

Students will be required to complete:

Assessment Type 1: Skills and Applications Task 40%
Camera skills - Part 1, 2 & 3
Materials Applications (800 words)

Assessment Type 2: Folio Major and Minor 30%
Critical analysis (400 words)

Assessment Type 3: Product—Major and Minor 30%

DESIGN AND TECHNOLOGY		STAGE 1
SUBJECT: Design and Technology - Materials Products (Jewellery and Textiles Technology)		
LENGTH OF COURSE:	Semester (10 credits)	
PRE-REQUISITES:	None but Year 9 and 10 Textiles Technology or Jewellery and Textiles Technology preferred.	
SACE BOARD OF SA CODE:	1MMP10	

FOCUS OF STUDY:

This subject is designed so that students are able to:

- Investigate and critically analyse existing products
- Create, test, and modify design ideas
- Recognise, analyse, and use equipment to create products safely
- Use the design process to develop and implement solutions and ideas for products
- Apply appropriate knowledge and understanding of skills, processes, procedures, and techniques to technological activities
- Evaluate product development and outcome, and reflect on technological ideas and procedures used
- Analyse the impact of technological practices, products on individuals, society, and/or the environment.

Leads to: Completion of SACE using casual/part time work.

Special Requirements: Students will need to provide some materials for their projects.

SUBJECT OVERVIEW:

Students will be required to complete:

Assessment Type 1: Skills and Applications Task 30%
Product from a working drawing (15%)
Materials investigation (15%)

Assessment Type 2: Folio 40%
Design product to be made in Assessment Type 3

Assessment Type 3: Product 30%
Produce product designed in Assessment Type 2: Folio

DESIGN AND TECHNOLOGY		STAGE 1
SUBJECT: Design and Technology – Materials Products (Woodwork or Metalwork focus) Semester 1		
LENGTH OF COURSE:	Semester (10 Credits)	
PRE-REQUISITES:	None but Year 9 and 10 Materials Technology preferred	
SACE BOARD OF SA CODE:	1MMP10	

FOCUS OF STUDY:

This subject is designed so that students are able to:

- investigate and critically analyse existing products
- create, test, and modify design ideas
- recognise, analyse, and use equipment to create products safely
- use the design process to develop and implement solutions and ideas for products
- apply appropriate knowledge and understanding of skills, processes, procedures, and techniques to technological activities
- evaluate product development and outcome, and reflect on technological ideas and procedures used
- analyse the impact of technological practices, products on individuals, society, and/or the environment.

Leads to: Stage 2 Materials Products

SUBJECT OVERVIEW:

Students will be required to complete:

Assessment Type 1: Skills and Application Tasks 20%
and Materials Study Essay 10%

Assessment Type 2: Folio 40%
Design Task

Assessment Type 3: Design Task Product 30%

DESIGN AND TECHNOLOGY		STAGE 1
SUBJECT: Design and Technology – Materials Products 2 (Woodwork or Metalwork focus) Semester 2		
LENGTH OF COURSE:	Semester (10 Credits)	
PRE-REQUISITES:	None but Year 9 and 10 Materials Technology preferred	
SACE BOARD OF SA CODE:	1MMP10	

FOCUS OF STUDY:

This subject is designed so that students are able to:

- investigate and critically analyse existing products
- create, test, and modify design ideas
- recognise, analyse, and use equipment to create products safely
- use the design process to develop and implement solutions and ideas for products
- apply appropriate knowledge and understanding of skills, processes, procedures, and techniques to technological activities
- evaluate product development and outcome, and reflect on technological ideas and procedures used
- analyse the impact of technological practices, products on individuals, society, and/or the environment.

Leads to: Stage 2 Materials Products

SUBJECT OVERVIEW:

Students will be required to complete:

Assessment Type 1: Skills and Application Tasks 20% and Materials Study Essay 10%

Assessment Type 2: Folio 40% Design Task

Assessment Type 3: Design Task Product 30%

DESIGN AND TECHNOLOGY		STAGE 1
SUBJECT: Digital Technologies Semester 1		
LENGTH OF COURSE:	Semester (10 credits)	
PRE-REQUISITES:	None (although the Computer Literacy component of Digital Technologies is an advantage)	
SACE BOARD OF SA CODE:	1DT10	

FOCUS OF STUDY:

In this subject, students are expected to:

1. apply computational thinking skills to explore problems and possible solutions
2. develop and apply programming skills in creating digital solutions
3. analyse patterns and relationships in data sets and/or algorithms, and draw conclusions
4. develop and apply program design skills to create and evaluate digital solutions
5. research and discuss ethical considerations in digital technologies
6. work individually and collaboratively.

Focus Areas

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

DESIGN AND TECHNOLOGY		STAGE 1
SUBJECT: Digital Technologies Semester 2		
LENGTH OF COURSE:	Semester (10 credits)	
PRE-REQUISITES:	None (although the Computer Literacy component of Digital Technologies is an advantage)	
SACE BOARD OF SA CODE:	1DT10	

FOCUS OF STUDY:

In this subject, students are expected to:

1. apply computational thinking skills to explore problems and possible solutions
2. develop and apply programming skills in creating digital solutions
3. analyse patterns and relationships in data sets and/or algorithms, and draw conclusions
4. develop and apply program design skills to create and evaluate digital solutions
5. research and discuss ethical considerations in digital technologies
6. work individually and collaboratively.

FOCUS AREAS:

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

DESIGN AND TECHNOLOGY		STAGE 1
SUBJECT: Information Processing and Publishing		
LENGTH OF COURSE:	Semester (10 Credits)	
PRE-REQUISITES:	None	
SACE BOARD OF SA CODE:	1IPR10	

FOCUS OF STUDY:

Information processing and Publishing focuses on the use of technology to design and implement information processing solutions. Students create both hard copy and electronic text-based publications and critically evaluate the development process. They choose and use appropriate hardware and software to process, manage and communicate information.

Stage 1 Information Processing and Publishing may consist of the following five topics:

Business Publishing: Integral aspects of this topic are publication design and the production of paper-based publications such as letters, business reports, agendas, minutes of meetings, invitations, menus, advertisements, itineraries, business forms and brochures.

Digital Presentations: Digital Presentations incorporate the use of information-processing and publishing equipment as well as image projectors, monitors, or televisions to display presentations that are either interactive or self-running. Digital presentations may be suitable for interactive information kiosks or unattended product displays, as well as for an audience.

Digital Publishing: Although text and image publications are emphasised, static and dynamic graphic, audio, video and animation software may also be included. Examples of materials in digital format include web-based pages or sites, CD-ROM and other non-linear or interactive forms of publications.

Personal Publishing: Students follow the design process to produce, for personal use, paper-based publications such as essays, letters, reports, flyers, menus and invitations.

Data Input: Data Input involves the use of equipment to input data that can be used in information processing and publishing. Students who undertake this topic develop skills in the use and application of data input and manipulation of equipment. Students should also develop an awareness of the diversity of methods and forms of data input.

Leads to: Information Processing and Publishing at Stage 2 from 2017.

SUBJECT OVERVIEW:

Students will be required to complete:

Assessment Type 1: Practical Skills
Assessment Type 2: Product and Documentation
Assessment Type 1: Issues Analysis

For a 10-credit subject, students should provide evidence of their learning through four or five assessments, with at least one assessment from each assessment type. Each assessment type should have a weighting of at least 20%.

Some printing costs may occur throughout the course, but will be advised.

For further information: Mr Scott McCulloch

DESIGN AND TECHNOLOGY		STAGE 1
SUBJECT: Negotiated Computer Learning		
LENGTH OF COURSE:	Semester (10 credits)	
PRE-REQUISITES:	Nil, although the Computer Literacy component of the subject Digital Technologies is a definite advantage.	
SACE BOARD OF SA CODE:		

FOCUS OF STUDY:

The purpose of this course is to provide students with a place for learning about some aspect of Digital Technology that is of particular interest to the student. The learning is usually self-directed and we make use of online tutorials to support the learning. The course involves preparing a Community Studies contract of learning.

FOCUS AREAS:

Some potential topics include:

- Programming
- Database Construction
- Document Creation
- Animation
- Website Construction
- Photoshop
- Arduino Programming

FOR FURTHER INFORMATION: Contact Mr Scott McCulloch

ENGLISH		STAGE 1
SUBJECT: English		
LENGTH OF COURSE:	Full year, two semesters (10 credits each semester)	
PRE-REQUISITES:	Competent achievement in Year 10 English or Literary Studies	
SACE BOARD OF SA CODE:	1ESH10	

FOCUS OF STUDY:

This subject is designed so that students will:

- improve their communications skills
- refine and extend their skills of expression and comprehension
- look closely at examples of written, visual and multimedia communication
- explore the way language has been used to create texts
- read, view and create literature, media and everyday texts
- demonstrate knowledge and understanding using written, spoken and multimedia texts.

Leads to: Stage 2 English.

SUBJECT OVERVIEW:

Students will be required to complete:

Assessment Type 1: Responding to texts 40%

Study and respond to novels, poetry, film and plays.

Assessment Type 2: Creating Texts 40%

Creation of texts, including written, oral and multimedia.

Assessment Type 3: Intertextuality Study 20%

One each semester: connect two or more texts or consider texts in relation to other texts.

ENGLISH		STAGE 1
SUBJECT: English (Literary Studies)		
LENGTH OF COURSE:	Full year, two semesters (10 credits each semester)	
PRE-REQUISITES:	Competent achievement in Year 10 Literary Studies	
SACE BOARD OF SA CODE:	1ESH10	

FOCUS OF STUDY:

This subject is designed so that students will:

- interpret and evaluate texts
- extend their experiences of a broad range of literary texts
- write extensively about literature in a variety of forms, including essay writing
- show significant and mature involvement in reading
- demonstrate knowledge and understanding using written, spoken and multimedia texts
- read and respond to texts

Leads to: Stage 2 Literary Studies or Stage 2 English.

SUBJECT OVERVIEW:

Students will be required to complete:

Assessment Type 1: Responding to texts 40%

Study and respond to novels, poetry, film and plays.

Assessment Type 2: Creating texts 40%

Creation of texts, including written, oral and multimedia.

Assessment Type 3: Intertextuality study 20%

One each semester: connect two or more texts or consider texts in relation to other texts.

ENGLISH		STAGE 1
SUBJECT: Essential English		
LENGTH OF COURSE:	Full year, two semesters (10 credits each semester)	
PRE-REQUISITES:	None	
SACE BOARD OF SA CODE:	1ETE10	

FOCUS OF STUDY:

This subject is designed so that students will:

- improve their communications skills
- refine and extend their skills of expression and comprehension
- look closely at examples of written, visual and multimedia communication
- explore the way language has been used to create texts
- read, view and create media and everyday texts
- demonstrate knowledge and understanding using written, spoken and multimedia texts.

Leads to: Stage 2 Essential English.

SUBJECT OVERVIEW:

Assessment Type 1: Responding to texts

Could include:

- An oral presentation with visual images
- A review of a film or print text
- An evaluation of a section of a workplace text

Assessment Type 2: Creating texts

Could include:

- A letter of application
- A visual essay on a topic of interest
- A multimedia display to educate a target group about a community issue

HEALTH AND PHYSICAL EDUCATION		STAGE 1
SUBJECT: Child Studies		
LENGTH OF COURSE:	Semester (10 credits)	
PRE-REQUISITES:	None	
SACE BOARD OF SA CODE:	1CSD10	

FOCUS OF STUDY:

This subject has a focus on developing students' understanding of a range of issues related to the growth, health, and well-being of children, and in particular, on developing students' ability to apply knowledge and problem solving skills, and to collaborate with others to support the health and well-being of children. Students have opportunities to develop their knowledge, understanding, and skills through a range of activities inside and outside of class such as excursions, interacting with guest speakers, and working with young children.

A variety of tasks have been provided to meet the needs and interests of the students and provide opportunities for success. Tasks provide opportunities for individual and group learning. The mode for providing evidence of learning may be negotiated.

Leads to: Stage 2 Child Studies.

SUBJECT OVERVIEW:

Students will be required to complete:

Assessment Type 1: Collaborative group task 30%

Students will be required to display competence in teamwork, collaborative management and organisation through researching, planning and implementing a party for young children

Assessment Type 2: Investigation 30%

Students investigate child care options outside of the home.

Assessment Type 3: Practical Activity 40%

Students discuss issues related to the growing problem of obesity in young children, to focus on and encourage healthy eating and lifestyle, in the family setting.

Students also investigate contemporary issues relating to the safety, health and well being of children. An ICT learning or teaching aid designed to raise awareness of safety issues is required.

HEALTH AND PHYSICAL EDUCATION		STAGE 1
SUBJECT: Elite Sports Development (Individual Sports Focus)		
LENGTH OF COURSE:	Semester (10 credits)	
PRE-REQUISITES:	C grade attained in previous year of study	
SACE BOARD OF SA CODE:		

FOCUS OF STUDY:

This course is aimed at students who wish to develop their personal sports performance towards the elite level. The topics covered include: self-analysis; training methods; sports nutrition; goal setting; sports injuries; individual training programs and sport psychology.

SUBJECT OVERVIEW:

Students ARE required to complete:

Assessment Type 1:

PRACTICAL 50% - Complete personal training plans focused on improving areas of weakness from the self-analysis review.

Assessment Type 2:

INVESTIGATIONS 50% - Students complete self-analysis on each topic focusing in developing their knowledge and areas of weakness.

HEALTH AND PHYSICAL EDUCATION		STAGE 1
SUBJECT: Food and Hospitality 1		
LENGTH OF COURSE:	Semester (10 credits)	
PRE-REQUISITES:	Prior Home Economics classes preferred. Competent achievement in this subject area in the previous year.	
SACE BOARD OF SA CODE:	1FOH10	

FOCUS OF STUDY:

This course provides students with opportunities to examine the dynamic nature of hospitality and related principles in our community. Topics covered include Safe Food Handling, Socio-Cultural influences on Australian Eating Habits, Presentation of Food and small group catering enterprises.

Some practical food preparation accompanies the topics covered. Some food items specifically chosen by the student, need to be provided from home.

Leads to: Stage 2 Food and Hospitality.

SUBJECT OVERVIEW:

Students will be required to complete:

Practical activity 50% - Initiate the development and implementation of safe management practices, participate in small group catering and apply creative food presentation skills and create canapés.

Group activity 20% - Work proactively and apply perceptive involvement in all group activities, decision-making, and discussions in the preparation of health-promoting enterprise experiences and implement a restaurant style luncheon.

Investigation 30% - Apply investigative skills with a relevant and purposeful focus on contemporary issues related to the Food and Hospitality Industry or to food and hospitality in family and community settings.

HEALTH AND PHYSICAL EDUCATION		STAGE 1
SUBJECT: Food and Hospitality 2		
LENGTH OF COURSE:	Semester (10 credits)	
PRE-REQUISITES:	Prior Home Economics classes preferred. Competent achievement in this subject area in the previous year.	
SACE BOARD OF SA CODE:	1FOH10	

FOCUS OF STUDY:

This program has been written to meet the needs of students who are interested in further investigation into the dynamic and versatile nature of the Hospitality Industry. Students will be provided with opportunities to research topics, develop action plans, evaluate and expand their skills in decision-making management and organization.

Topics include:

- Introduction to Front Office
- Interpersonal skills and customer relations
- Occupational safety and security
- Hospitality Law

Some practical food preparation accompanies the topics covered. Some food items specifically chosen by the student, need to be provided from home.

Leads to: Stage 2 Food and Hospitality.

SUBJECT OVERVIEW:

Students will be required to complete:

Practical activity 50% - To initiate the development and implementation of safe management practices.

Group activity 20% - Apply a proactive and perceptive involvement in all group activities, including decision-making, and discussions in the preparation of health-promoting enterprise experiences and acknowledge trends in Hospitality.

Investigation 30% - Apply investigative skills with a relevant and purposeful focus to contemporary issues related to the Food and Hospitality Industry or to food and hospitality in family and community settings.

HEALTH AND PHYSICAL EDUCATION		STAGE 1
SUBJECT: Outdoor Education 1		
LENGTH OF COURSE:	Semester (10 credits)	
PRE-REQUISITES:	Competent achievement in this subject area in the previous year.	
SACE BOARD OF SA CODE:	1OUE10	

FOCUS OF STUDY:

This subject combines learning about, and developing an appreciation for the natural environment. Students will develop skills for living and travelling in the outdoors.

Theoretical components of this semester include topics under the banner of: Equipment Use, Planning and Management and Environment and Conservation. The specific tasks are listed below in the Subject Overview. There are also two compulsory outdoor journeys to assess the students' knowledge and understanding of outdoor living skills; the effect of humans on the environment and conservation ideals. The two Outdoor Journeys for this semester are: Surfing and Bushwalking.

Information: The cost of each expedition is approximately \$70.00 plus food.

Students studying this course will miss approximately 6 days of scheduled lessons whilst on camp. Students are required to catch up on any work missed in other subjects while they are on camp.

SUBJECT OVERVIEW:

Students will be required to complete:

Assessment Type 1: Outdoor Journey 1 (bushwalking) & 2 (surfing) 50% (25% each)

Students will be assessed on their three day journey and their practical skills relating to the activity, camp craft, group work and leadership.

Assessment Type 2: Expedition Report 25%

Students record, reflect on and evaluate experiences of one of their Outdoor Journeys. Outcomes of the journey, conservation issues and indigenous perspectives are presented.

Assessment Type 3: Outdoor Study 15%

Students review current methods, and evaluate the impact of outdoor activities on ecosystems.

Assessment Type 4: First Aid Study 10%

Students assess and evaluate first aid situations that occur within outdoor situations.

HEALTH AND PHYSICAL EDUCATION		STAGE 1
SUBJECT: Outdoor Education 2		
LENGTH OF COURSE:	Semester (10 credits)	
PRE-REQUISITES:	Competent achievement in this subject area in the previous year.	
SACE BOARD OF SA CODE:	1OUE10	

FOCUS OF STUDY:

This subject combines learning about, and developing an appreciation for the natural environment. Students will develop skills for living and travelling in the outdoors. Theoretical components covered in this semester include topics under the banner of: Equipment Use, Planning and Management and Environment and Conservation. The specific tasks are listed below in the Subject Overview. There are also two compulsory outdoor journeys to assess the students' knowledge and understanding of outdoor living skills; the effect of humans on the environment and conservation ideals. The two Outdoor Journeys for this semester are: Canoeing and Rock-climbing.

Information: The cost of each expedition is approximately \$100.00 plus food.

Students studying this course will miss approximately six days of scheduled lessons whilst on camp. Students are required to catch up on any work missed in other subjects while they are on camp.

SUBJECT OVERVIEW:

Students will be required to complete:

Assessment Type 1: Outdoor Journey 1 (rock-climbing) & 2 (canoeing) 50% (25% each)

Students will be assessed on their 3 day journey and their practical skills relating to the activity, camp craft, group work and leadership.

Assessment Type 2: Expedition Report 25%

Students record, reflect on and evaluate experiences of one of their Outdoor Journeys. Outcomes of the journey, conservation issues and indigenous perspectives are presented.

Assessment Type 3: Ecosystem Investigation 15%

Students evaluate the impact of outdoor activities on ecosystems.

Assessment Type 4: Leadership Task 10%

Students assess and evaluate leadership in group situations.

HEALTH AND PHYSICAL EDUCATION		STAGE 1
SUBJECT: Physical Education 1 and/ or 2		
LENGTH OF COURSE:	Semester (10 credits)	
PRE-REQUISITES:	Competent achievement in Year 10 Physical Education in the previous year.	
SACE BOARD OF SA CODE:	1PHE10	

FOCUS OF STUDY:

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

Leads to: Stage 2 Physical Education

SUBJECT OVERVIEW:

Students will be required to complete:

Assessment Type 1: Practical work 60%

Three school developed practicals to be chosen from a range of sports and activities

Assessment Type 2: Nature of Physical Activity 30%

Topics include: fitness, human physical performance, training principles and methods, sports injuries.

Assessment Type 3: Issues Analysis 10%

Investigation of a topic chosen by the teacher or student. Students analyse issues that are relevant to local, national or global communities through topics of interest to them.

HUMANITIES AND SOCIAL SCIENCES		STAGE 1
SUBJECT: Business and Enterprise 1 & 2		
LENGTH OF COURSE:	Semester (10 credits) or Full Year (2 semesters of 10 credits)	
PRE-REQUISITES:	None	
SACE BOARD OF SA CODE:	1BUE10	

FOCUS OF STUDY:

This subject focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally, and globally. Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices. They have the opportunity to reflect on current issues in business and enterprise, and to make informed decisions. Students evaluate the impact and effects of business, enterprises, and technology on the economy and the environment, and on the well-being and lifestyle of individuals and communities.

Leads to: Stage 2 Business and Enterprise and other Stage 2 SOSE subjects.

SUBJECT OVERVIEW:

Students will be required to complete:

Assessment Type 1: Folio 50%

- Undertake activities and investigations related to business and enterprise.

Assessment Type 2: Practical 25%

- Undertake at least one practical activity that allows students to apply skills and knowledge applicable to a business environment

Assessment Type 3: Issues Study 25%

- Identify and investigate an emerging trend, development, or issue in business and enterprise.

HUMANITIES AND SOCIAL SCIENCES		STAGE 1
SUBJECT: Environmental Studies 1 & 2		
LENGTH OF COURSE:	Semester (10 credits) or full year course (2 semesters of 10 credits each)	
PRE-REQUISITES:	None	
SACE BOARD OF SA CODE:	1GPY10	

FOCUS OF STUDY:

Do you love nature? Are you worried about future impacts of human activity? Environmental Studies looks closely at the vast ecosystems around the world – urban, rural, fresh water, alpine, coastal, and many more, and how humans can continue to interact with these spaces. The course will look at the way humans have altered the spaces around them for industry. It will look at the potential impacts from climate change. You will consider management of natural resources locally and internationally, balancing industry, agriculture, tourism and environmental sustainability.

SUBJECT OVERVIEW:

Students will be required to complete:

- *Assessment Type 1: Skills and Applications Tasks*
- *Assessment Type 2: Inquiry*
- *Assessment Type 3: Fieldwork*
- *Assessment Type 4: Investigation*

HUMANITIES AND SOCIAL SCIENCES		STAGE 1
SUBJECT: Gods and Empires (History) 1 & 2		
LENGTH OF COURSE:	Semester (10 credits) or full year course (two semesters of 10 credits each)	
PRE-REQUISITES:	None	
SACE BOARD OF SA CODE:	1HSY10	

FOCUS OF STUDY:

This subject explores the development of Western Civilisation, and in particular the relationships between religion and power in that development. We will look at four distinct periods of history, in which we will explore the political, social, military and religious aspects of each society and the interplay between those aspects. These four periods are:

- The River Gods: Egypt in the New Kingdom (1550-1070 BC). Students will examine the pinnacle of Ancient Egyptian power, in which the Pharaohs of Egypt dominated every aspect of daily life, and recognise the ways that this power was constructed, legitimised and deployed.
- Caesar and Christ: The Late Roman Empire (AD 193-476). The decline of Roman power is explored against the growth of the Christian church, as Christianity went from being a persecuted minority to being the religion of the Empire. In the ensuing barbarian invasions of the Empire we will examine why the church survived while the Empire did not.
- The Kingdom of Heaven: The Crusades and the Kingdom of Jerusalem (AD 1096-1291). Why did the nobles of Catholic Europe launch massive invasions of the Levant in the Middle Ages? We will examine the motivations, methods and continuing effects of the Crusades. How are we still feeling the influence of these wars today?
- A Crisis of Parliaments: The English Civil War and the Glorious Revolution (AD 1642-1688). By what authority did the Parliament of England make war on its king? We will examine the roles of religion, learning and politics in the establishment of parliament as the supreme organ of government - a situation that still exists today.

This subject will operate as a 10/11 combined class.

Leads to: Stage 2 History

SUBJECT OVERVIEW:

Students will complete the following:

- *Assessment Type 1: Folio*
Students research, interpret, and communicate their understanding of historical events, phenomena, concepts, and issues.
- *Assessment Type 2: Sources Analysis*
Students use, interpret, evaluate, and reflect on a selection of different historical sources.
- *Assessment Type 3: Investigation*
Students undertake at least one investigation in which they inquire into, interpret and research a historical topic in depth.

HUMANITIES AND SOCIAL SCIENCES		STAGE 1
SUBJECT: Legal Studies A		
LENGTH OF COURSE:	Semester (10 credits)	
PRE-REQUISITES:	None	
SACE BOARD OF SA CODE:	1LEG10	

FOCUS OF STUDY:

Stage 1 Legal Studies can be studied alone as a 10-credit subject or combined with Stage 1 Legal Studies B for 20 credits.

Students will participate in an excursion to the Magistrates and Supreme Courts in Adelaide where they will witness some very captivating live cases being heard. Students will also tour the Parliament during Question time, Debates and Grievances. An Education Officer will brief students with notes on what they will see and advise them about all protocols after the visit. This excursion will give students a valuable insight into the structure and functions of these legal institutions and will put into place what they will cover in the classroom.

The class will take part in a Mock Trial at the local Mount Gambier Law Courts, where they will learn a great deal about how the courts function. The hypothetical case will be an excellent opportunity for the students to display their legal skills in an actual court setting.

Students will also engaged in a Parliamentary Debate Program. This student activity consists of an hour-long role play in which students take on the roles of Speaker, Clerk, Premier and other Members of the South Australian Parliament. They debated a simple parliamentary bill and learn about parliamentary procedures.

Legal Studies provides insight into law-making (Parliament) and the processes of dispute resolution and the administration of justice (Courts). Students investigate legal perspectives on contemporary issues in society. They reflect on, and make informed judgments about, strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied.

SUBJECT OVERVIEW:

Students will complete the following evidence of learning:

Assessment Type 1: Folio

Assessment Type 2: Issues Study

Assessment Type 3: Presentation

Evidence of learning will be developed through a number of topics, which may include:

1. Law and Society
2. People, Structures, and Processes
3. Law-making
4. Justice and Society
5. Young People and the Law
6. Victims and the Law
7. Motorists and the Law
8. Young Workers and the Law
9. Relationships and the Law

Alternative topics can also be developed.

Pathways: Legal Studies 1 gives students opportunities to develop skills that are relevant to other Stage 2 subjects in Society and Environment especially Legal Studies.

HUMANITIES AND SOCIAL SCIENCES		STAGE 1
SUBJECT: Legal Studies B		
LENGTH OF COURSE:	Semester (10 credits)	
PRE-REQUISITES:	None	
SACE BOARD OF SA CODE:	1LEG10	

FOCUS OF STUDY:

This second semester of Legal Studies follows on from Legal Studies A and gives students opportunity to study further specific aspects of the Law. Students undertake a detailed study of parliamentary structure and processes, court hierarchy, the role of tribunals, the process of criminal and civil law. Students also study one area of law in depth. This is currently Family Law. It covers aspects of law that are of direct concern to all Australians. Students examine case studies and media articles, and conduct research, demonstrating the application of legal principles. This subject is highly recommended for students seeking to continue on to Legal Studies at Year 12.

SUBJECT OVERVIEW:

Students will complete the following evidence of learning:

Assessment Type 1: Folio

Assessment Type 2: Issues Study

Assessment Type 3: Presentation

Pathways: Legal Studies B gives students opportunities to develop skills that are relevant to other Stage 2 subjects in Society and Environment especially Legal Studies.

HUMANITIES AND SOCIAL SCIENCES		STAGE 1
SUBJECT: Outdoor Studies (combined Year 10/11)		
LENGTH OF COURSE:	Semester (10 credits)	
PRE-REQUISITES:	None	
SACE BOARD OF SA CODE:	1CXD10	

FOCUS OF STUDY:

Are you interested in the environment around you? Want to learn more about where we live?

This subject takes a hands-on look at our unique part of the world. You will have the opportunity to conduct fieldwork, gathering information firsthand about the natural forces found locally. You will explore local geological formations, collect data on local flora and fauna and study the methods being used to protect it. You will investigate ways that the local area can be utilized for different activities, recreation and industry.

In studying this subject you will explore various aspects of Geography (environmental change and management); Biology, Geology, Business and Enterprise, Environmental Studies.

SUBJECT OVERVIEW:

Students will be assessed against the Australian Curriculum outcomes for Geography and Science and Stage 1 Performance Standards for Cross-Disciplinary, with a focus on skill development, general capabilities and cross-curriculum priorities.

FOR FURTHER INFORMATION: Contact Mr Josh Praolini

HUMANITIES AND SOCIAL SCIENCES		STAGE 1
SUBJECT: MYTHS AND LEGENDS (combined Year 10/11)		
LENGTH OF COURSE:	Semester (10 credits)	
PRE-REQUISITES:	None	
SACE BOARD OF SA CODE:	1CXD10	

FOCUS OF STUDY:

In this subject students will explore various myths and legends from a variety of cultures (past and present) and develop an understanding of the cultures and histories surrounding the myths and legends. They will respond to these stories in various different ways, including consideration of structure, common/different features and potentially how these were formed by the societies from which they came. Students will discuss the role of stories in society through consideration of different myths and legends. Students will also have the opportunity to create their own 'myths and legends' using the form identified through their studies.

SUBJECT OVERVIEW:

Students will be assessed against relevant Australian Curriculum outcomes for English and HASS at Year 10 and the SACE standards for cross-curricular studies. There will be a focus on skill development, general capabilities and cross-disciplinary priorities.

FOR FURTHER INFORMATION: Contact Miss Sabrina Pattenden

HUMANITIES AND SOCIAL SCIENCES		STAGE 1
SUBJECT: PHILOSOPHY AND THE MEDIA (combined Year 10/11)		
LENGTH OF COURSE:	Semester (10 credits)	
PRE-REQUISITES:	None	
SACE BOARD OF SA CODE:	1CXD10	

FOCUS OF STUDY:

What is the best answer to the question: *Why should I be a good person?*

In films, video games and songs, why are the heroes actually heroes, if they have no choice in the matter? Can they be blamed for their actions if they're playing a role? Are the bad guys really that bad, or are their actions justified? And, is it okay to sacrifice party members to get the job done?

This subject takes a deeper look into ethics, morality and other philosophical concepts using examples from various contemporary media to develop students understanding. Students will have the opportunity to explore these concepts as part of a community of inquiry, debating concepts and challenging their own ideas.

Students will locate philosophical examples from various media platforms and argue their relevance. In studying this subject, students will explore various aspects of Philosophy and Media Studies.

SUBJECT OVERVIEW:

Students will be assessed against the Stage 1 Performance Standards for Cross Disciplinary, with a focus on skill development, general capabilities and cross-curriculum priorities.

FOR FURTHER INFORMATION: Contact Mr Josh Praolini

HUMANITIES AND SOCIAL SCIENCES		STAGE 1
SUBJECT: Tourism/Tourism and Event Management 1 & 2		
LENGTH OF COURSE:	Semester (10 credits) or full year course (two semesters of 10 credits each)	
PRE-REQUISITES:	None	
SACE BOARD OF SA CODE:	1TOS10	

FOCUS OF STUDY:

This subject offers two pathways: Tourism and Tourism/Event Management.

Tourism and Event Management

Are you interested in a pathway in Tourism and/or Event Management? In this subject you will gain an understanding of the tourism and event management industries and the various different sectors and jobs that make it up. You will consider important elements of successfully managing an event, such as marketing, accounting, regulations, organisation and programming. You will explore the importance and role of tourism in event management and Australia's economy, as well as learn about various aspects of the tourism industry in Australia and overseas. You will also gain practical experiences in both areas through planning, and/or contributing to the planning, of events and engaging in various practical tourism activities (guiding, marketing, holiday planning, running a business in the industry etc).

Tourism

Students develop an understanding of the nature of tourists, tourism and the tourism industry. They investigate local, national and global tourism and explore tourism as a business. Students gain an understanding of the sustainable management of tourism and the various impacts of tourism socially, culturally, economically and socially. Field trips, excursions and/or other practical tasks may be conducted in this subject.

SUBJECT OVERVIEW:

Students will be assessed against the Stage 1 Tourism Course or Stage 1 Integrated/Cross-Curricular Studies depending on which pathway they choose.

Leads to: Stage 2 Tourism

LANGUAGES		STAGE 1
SUBJECT: Italian (Continuers) A and B		
LENGTH OF COURSE:	Full year, two semesters (10 credits each)	
PRE-REQUISITES:	Competent achievement in Year 10 Italian A and B	
SACE BOARD OF SA CODE:	1ITC10	

FOCUS OF STUDY:

In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding and skills to:

- interact with others to exchange information, ideas, opinions and experiences in Italian
- create texts in Italian to express information, feelings, ideas, and opinions
- analyse texts that are in Italian to interpret meaning
- examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

Leads to: Stage 2 Italian Continuers.

SUBJECT OVERVIEW:

Students will be required to complete:

Assessment Type 1: Interaction 20%

Students interact with others to exchange information, ideas, opinions, and experiences in spoken Italian

Assessment Type 2: Text Production 20%

Students create text(s) in which they express ideas and/or information and/or opinions and/or feelings in Italian

Assessment Type 3: Text Analysis 20%

Students analyse and interpret a text(s) that are in Italian with a response(s) in Italian and or English

Assessment Type 4: Investigation 40%

An investigation demonstrating research and personal reflection on a cultural or social aspect associated with Italian -speaking Communities or The Changing World.

LANGUAGES		STAGE 1
SUBJECT: Italian Beginners A and B		
LENGTH OF COURSE:	Full year, two semesters (10 credits each)	
ELIGIBILITY CRITERIA:	This subject is for students with little or no previous knowledge of the language. Application form needed.	
SACE BOARD OF SA CODE:	1ITB10	

FOCUS OF STUDY:

In this subject, students develop and apply linguistic and intercultural knowledge, understanding and skills by:

- interacting with others in Italian in interpersonal situations
- create texts in Italian for specific audiences, purposes, and contexts
- analysing texts that are in Italian to interpret meaning
- comparing languages and how they work as a system
- reflecting on the ways in which culture is created, expressed, and communicated through language.

Leads to: Stage 2 Italian (Beginners).

SUBJECT OVERVIEW:

Assessment Type 1:

Interacting in Spoken Italian

Students interact with others in interpersonal situations to exchange information, ideas, opinions, and experiences in spoken Italian.

Presenting in Spoken Italian

Students prepare and give a spoken presentation in Italian on a topic of personal interest.

Assessment Type 2:

Text Production

Students create text(s), in which they convey information and/or experiences and express ideas and/or opinions in written Italian. This may include writing a text in Italian and/or responding to a written text that is in Italian.

Assessment Type 3:

Analysing and Interpreting Written, Spoken, and/or Multimodal Texts

Students analyse and interpret a text in Italian by responding in English and/or Italian to questions in English and/or Italian.

LANGUAGES		STAGE 1
SUBJECT: Japanese (Continuers) A and B		
LENGTH OF COURSE:	Full year, two semesters (10 credits each)	
PRE-REQUISITES:	Competent achievement in Year 10 Japanese or the equivalent	
SACE BOARD OF SA CODE:	1JAC10	

FOCUS OF STUDY:

In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding and skills to:

- interact with others to exchange information, ideas, opinions and experiences in Japanese
- create texts in Japanese to express information, feelings, ideas and opinions
- analyse texts in Japanese to interpret meaning examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

Leads to: Stage 2 Japanese, employment opportunities, travel.

SUBJECT OVERVIEW:

Students will be required to complete:

Assessment Type 1: Interaction

Students interact with others to exchange information, ideas, opinions, and experiences in spoken Japanese.

Assessment Type 2: Text Production

Students create text(s) in which they express ideas and/or information and/or feelings in written Japanese.

Assessment Type 3: Text Analysis

Students analyse and interpret a text(s) that are in Japanese with a response(s) in Japanese and/or English

Assessment Type 4: Investigation

An investigation demonstrating research and personal reflection on a cultural or social aspect or issue associated with Japanese-speaking Communities or The Changing World.

LANGUAGES		STAGE 1
SUBJECT: Japanese Beginners A and B		
LENGTH OF COURSE:	Full year, two semesters (10 credits each)	
ELIGIBILITY CRITERIA:	This subject is for students with little or no previous knowledge of the language. Application form needed.	
SACE BOARD OF SA CODE:	1JAB10	

FOCUS OF STUDY:

In this subject, students develop and apply linguistic and intercultural knowledge, understanding and skills by:

- interacting with others in Japanese in interpersonal situations
- create texts in Japanese for specific audiences, purposes, and contexts
- analysing texts that are in Japanese to interpret meaning
- comparing languages and how they work as a system
- reflecting on the ways in which culture is created, expressed, and communicated through language.

Leads to: Stage 2 Japanese (Beginners).

SUBJECT OVERVIEW:

Assessment Type 1:

Interacting in Spoken Japanese

Students interact with others in interpersonal situations to exchange information, ideas, opinions, and experiences in **spoken Japanese**.

Presenting in Spoken Japanese

Students prepare and give a spoken presentation in Japanese on a topic of personal interest.

Assessment Type 2:

Text Production

Students create text(s), in which they convey information and/or experiences and express ideas and/or opinions in written Japanese. This may include writing a text in Japanese and/or responding to a written text that is in Japanese.

Assessment Type 3:

Analysing and Interpreting Written, Spoken, and/or Multimodal Texts

Students analyse and interpret a text in Japanese by responding in English and/or Japanese to questions in English and/or Japanese.

MATHEMATICS		STAGE 1
SUBJECT: Essential Mathematics		
LENGTH OF COURSE:	Full year, two semesters (10 credits each semester)	
PRE-REQUISITES:	Completion of Year 10 General Mathematics	
SACE BOARD OF SA CODE:	1MEM10	

FOCUS OF STUDY:

In Stage 1 Essential Mathematics students extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. A problem-based approach is integral to the development of mathematical skills and associated key ideas in this subject.

Topics studied cover a range of applications of mathematics, including: general calculation, measurement and geometry, money management, and statistics. Throughout Essential Mathematics there is an emphasis on extending students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

Students must have their own scientific or SACE Board approved graphics calculator (Casio is the brand used at Grant High School).

SUBJECT OVERVIEW:

Essential Mathematics consists of the following list of six topics:

- Calculations, Time and Ratio (S1)
- Earning and Spending (S1)
- Geometry (S1)
- Data in Context (S2)
- Measurement (S2)
- Investing (S2)

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

MATHEMATICS		STAGE 1
SUBJECT: General Mathematics		
LENGTH OF COURSE:	1 or 2 Semesters (10 credits each semester)	
PRE-REQUISITES:	A high level pass in General Mathematics at Year 10	
SACE BOARD OF SA CODE:	1MGM10	

FOCUS OF STUDY:

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

Areas studied cover a range of applications of mathematics, including: personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear functions, and discrete modelling using networks and matrices. In this subject there is an emphasis on consolidating student's computational and algebraic skills and expanding their ability to reason and analyse mathematically.

Students must have their own scientific or SACE Board approved graphics calculator (Casio is the brand used at Grant High School).

SUBJECT OVERVIEW:

General Mathematics consists of the following list of six topics:

- Investing and borrowing (S1)
- Measurement (S1)
- Statistical Investigation (S1)
- Applications of Trigonometry (S2)
- Linear Functions and their Graphs (S2)
- Matrices and Networks (S2)

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

MATHEMATICS		STAGE 1
SUBJECT: Mathematical Methods A, B and C		
LENGTH OF COURSE:	3 Semesters (10 credits each semester)	
PRE-REQUISITES:	A high level pass in Advanced Mathematics at Year 10	
SACE BOARD OF SA CODE:	1MAM10	

FOCUS OF STUDY:

Mathematical Methods 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 Mathematical Methods is organised into topics that broaden student's 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 must have their own scientific or SACE Board approved graphics calculator (Casio is the brand used at Grant High School).

SUBJECT OVERVIEW:

Stage 1 Mathematical Methods consists of the following list of nine topics:

- Arithmetic and Geometric Sequences and Series (MM1A)
- Growth and Decay (MM1A)
- Counting and Probability (MM1A)
- Trigonometry (MM2A)
- Functions and graphs (MM2A)
- Statistics (MM2A)
- Real and complex numbers (MM1B)
- Matrices (MM1B)
- Introduction to Differential Calculus (MM1B)

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, space science and laser physics.

MATHEMATICS		STAGE 1
SUBJECT: Specialist Mathematics		
LENGTH OF COURSE:	Semester (10 credits)	
PRE-REQUISITES:	A high level pass in Advanced Mathematics at Year 10	
SACE BOARD OF SA CODE:	1MAM10	

FOCUS OF STUDY:

At Stage 1 students broaden their mathematical experience and increase their mathematical flexibility and versatility by developing mathematical arguments, proof and problem solving in a variety of contexts.

Topics studied provide a blending of algebraic and geometric thinking. At Stage 1 there is a progression of content, applications, level of sophistication and abstraction leading to Stage 2. For example, vectors in two dimensions are introduced in Stage 1 then studied for three-dimensional space in Stage 2.

Students must have their own SACE Board approved graphics calculator (Casio is the brand used at Grant High School).

Leads to: Stage 2 Mathematical Methods (requires Stage 1 Mathematical Methods), Stage 2 Specialist Mathematics (requires Stage 1 Mathematical Methods and Stage 1 Specialist Mathematics).

SUBJECT OVERVIEW:

Specialist Mathematics consists of the following list of three topics:

- Geometry (SM2B)
- Vectors in the Plane (SM2B)
- Trigonometry (SM2B)

Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

Specialist Mathematics 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.

SCIENCES		STAGE 1
SUBJECT: Biology		
LENGTH OF COURSE:	Semester (10 credits)	
PRE-REQUISITES:	Competent achievement in a Year 10 Science	
SACE BOARD OF SA CODE:	1BIG10	

FOCUS OF STUDY:

By investigating biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes through to macroscopic ecosystem dynamics, students extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues, and understand how biological science impacts on their lives, society, and the environment. They apply their understanding of the interconnectedness of biological systems to evaluate the impact of human activity on the natural world.

Leads to: Stage 2 Biology if a high pass is achieved.

SUBJECT OVERVIEW:

Students will be required to complete:

Assessment Type 1: Investigations Folio 60%

Students will undertake two summative practicals (one which they design themselves) and a media studies/social issues assignment.

Assessment Type 2: Skills and Application Task 40%

Students will be assessed on an oral presentation and a written paper under test conditions.

SCIENCES		STAGE 1
SUBJECT: Chemistry A		
LENGTH OF COURSE:	Semester (10 credits)	
PRE-REQUISITES:	Competent achievement in Year 10 Studies of Physics and Chemistry and Year 10 Mathematics	
SACE BOARD OF SA CODE:	1CME10	

FOCUS OF STUDY:

Students develop and extend their understanding of the physical world, the interaction of human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies. Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues. The study of chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

SUBJECT OVERVIEW:

Topics include:

Atoms, Structure and Bonding, The Periodic Table, Carbon Chemistry, Polymers and The Atmosphere.

Students will be required to complete:

Assessment Type 1: Investigations Folio 40%

Assessment Type 2: Skills and Applications tasks 60%

SCIENCES		STAGE 1
SUBJECT: Chemistry B		
LENGTH OF COURSE:	Semester (10 credits)	
PRE-REQUISITES:	Competent achievement in Chemistry A	
SACE BOARD OF SA CODE:	1CME10	

FOCUS OF STUDY:

Students develop and extend their understanding of the physical world, the interaction of human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies. Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues. The study of chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

SUBJECT OVERVIEW:

Topics include:

Acids and Bases, Oxidation and Reduction, Corrosion, Quantities in Chemistry, and Properties and Reactions of Water.

Students will be required to complete:

Assessment Type 1: Investigations Folio 40%

Assessment Type 2: Skills and Applications tasks 60%

SCIENCES		STAGE 1
SUBJECT: Nutrition		
LENGTH OF COURSE:	Semester (10 credits)	
PRE-REQUISITES:	Competent achievement in Year 10 Science and Year 10 Food and Nutrition preferred	
SACE BOARD OF SA CODE:	1NUT10	

FOCUS OF STUDY:

This subject is designed so that students:

- develop understanding within the Australian Dietary Guidelines
- communicate nutritional requirements during the lifespan
- identify varying processed food products
- demonstrate knowledge and understanding of Nutrition and food models
- understand influences upon food choices.

Additional costs may occur to assist students with their practical tasks.

Leads to: Stage 2 Food and Hospitality.

SUBJECT OVERVIEW:

Students will be required to complete:

Investigations Folio 60%

Communicate knowledge and understanding of Nutrition terms and conventions of the language of Nutrition to suit particular purposes and context.

Skills and Application Tasks 40%

Participate in collaborative practical cooking lessons, classroom experiments and demonstrations.

Complete written action plans and work reports in regards to individual practical tasks.

SCIENCES		STAGE 1
SUBJECT: Physics A and B		
LENGTH OF COURSE:	Full year, two semesters (10 credits each)	
PRE-REQUISITES:	Competent achievement in Year 10 Advanced Science 1 and 2 and Year 10 Mathematics (preferably Advanced Maths)	
SACE BOARD OF SA CODE:	1PYS10	

FOCUS OF STUDY:

The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.

By studying physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies, and innovations.

Leads to: Stage 2 Physics or other Stage 2 Science subjects.

SUBJECT OVERVIEW:

Each semester students will be required to complete:

Assessment Type 1: Investigations Folio.

Students will undertake at least one practical investigation and an investigation with a focus on science as a human endeavour.

Assessment Type 2: Skills and Applications Tasks

SCIENCES		STAGE 1
SUBJECT: Physics (Pre-trade)		
LENGTH OF COURSE:	One semester, 10 credits	
PRE-REQUISITES:	A pass in any year 10 Science subject	
SACE BOARD OF SA CODE:	1PYI10	

FOCUS OF STUDY:

This subject has been designed for students who are pursuing a trade pathway.

This subject focuses on the application of *Physics* in trade based situations. It enables students to develop their knowledge of the principles and concepts that underpin these applications and hence prepare the students to move into school-based apprenticeships or traineeships. Learning is based on the following topics Motion, Force and Energy, Electrical Circuits and Heat, and is based on practical investigations that allow students to critically evaluate their procedures and results before drawing conclusions.

SUBJECT OVERVIEW:

Students will be required to complete:

Assessment Type 1: Investigations Folio.

Students will undertake at least one practical investigation and an investigation with a focus on science as a human endeavour.

Assessment Type 2: Skills and Applications Tasks

SCIENCES		STAGE 1
SUBJECT: Psychology		
LENGTH OF COURSE:	Semester (10 credits)	
PRE-REQUISITES:	Competent achievement in Year 10 Science	
SACE BOARD OF SA CODE:	1PSC10	

FOCUS OF STUDY:

The focus of this course is investigating human behaviour with a scientific approach. Students will learn about the social relevance of Psychological principals.

Psychology is the study of thoughts, feelings and behaviour. In this course we look at how the brain controls and directs how we interact with our world and how we are all different. Topics include Brain and Behaviour, Social Influence and Social Interactions and Research Methods in Psychology.

Leads to: Stage 2 Psychology

SUBJECT OVERVIEW:

Students will be required to complete:

Assessment Type 1: Investigations Folio 40%

Students will work collaboratively to produce a group investigation and independently on an issues investigation.

Assessment Type 2: Skills and Application Task 60%

Students will be assessed on an oral presentation and a written paper under test conditions.

VOCATIONAL EDUCATION AND TRAINING		STAGE 1
SUBJECT: Agricultural Pathways		
LENGTH OF COURSE:	Full year	
PRE-REQUISITES:	None	

FOCUS OF STUDY:

This is a course of study that links students to the school's farm with many special activities being run throughout the year. Students can be involved with Led Steer Competitions and Agricultural Shows. Students will cover workplace practices, animal husbandry practices, pasture establishment and maintenance, farm maintenance practices, including conventional and electric fencing (establishment and maintenance), and environmentally sustainable work practices. The course offers work also links students to a variety of farms through the work placement process.

Special Requirements: Students wishing to enrol in this course need to complete a VET Application Form.

Leads to: Agricultural Pathways at Stage II or Agricultural and Horticultural Studies at Stage II, further TAFE study and/or employment in the area of Primary Industries.

VOCATIONAL EDUCATION AND TRAINING		STAGE 2
SUBJECT: Doorways 2 Construction		
LENGTH OF COURSE:	Full year, Stage 1 40 SACE credits	
PRE-REQUISITES:	None	

FOCUS OF STUDY:

The focus of this program is domestic construction. Students will undertake a program of experiences in the building industry, learning about various trades and the use of the equipment and tools associated with those trades. There is a large emphasis on Work Health and Safety with each student completing an industry standard safety course to obtain their White Card. Successful applicants may gain employment as apprentices in the building construction and associated industries.

Stage 1

Focus is on general construction with competencies from Certificate II in Construction Pathways (must include workplace learning).

Leads to: Employment in Building Trades (Apprenticeships) and Stage 2, Doorways 2 Construction Plus (See page 70).

Requirements and Costs: Students will need to wear suitable work clothes including steel-toed footwear. Students are supplied with a shirt, and safety glasses. Written application, and interview is required.

For further information: Contact Mick Neu at Grant High School 0419 257 635 or 8726 3143.

Students wishing to enrol in this course need to complete a VET Application form (see the VET Coordinator).

Applicants at both Stage 1 and Stage 2 will need to undertake a Literacy and Numeracy Assessment.

VOCATIONAL EDUCATION AND TRAINING		STAGE 1
SUBJECT: Certificate I in Hospitality (Kitchen Operations)		
LENGTH OF COURSE:	15 credits - full year	
PRE-REQUISITES:	None	

FOCUS OF STUDY:

This course reflects the role of an entry level kitchen hand within a commercial kitchen. This qualification is the basic skills in Hospitality and provides an excellent entry point for the Certificate II Hospitality (Kitchen Operations).

This subject is designed so that students can demonstrate:

- receiving and storing stock
- Preparing food items
- Making simple food items, such as sandwiches and salads
- Cleaning and tidying the kitchen and storage areas
- Assisting in the service of food through use of presentation skills
- Develop and understand the connections between the hospitality and tourism industry
- Work collaboratively with others
- Develop and apply understanding of different cultures
- Demonstrate self-awareness in reflecting on, and critically evaluating.

Requirements and costs: students will need to wear suitable enclosed footwear. Students are supplied with small and large kitchen equipment and industry aprons. Some costs may occur throughout the course, but will be advised.

For further information: Contact Amy Widdicombe at Grant High School on 8726 3100.

Students wishing to enrol in this course need to complete a "VET Expression of Interest" form (see Ms Widdicombe or the VET Coordinator, Mrs Fisher).

STAGE 2 SUBJECTS

Compulsory: **Research Project** **10 credits**
 3 Stage 2 Subjects **60 credits**

Students must achieve a competent achievement or higher for compulsory subjects

ARTS
Creative Arts
Drama
Music - Composing and Arranging
Music—Ensemble Performance
Music – Music Individual Study
Music – Solo Performance
Visual Arts – Art
Visual Arts - Design
DESIGN AND TECHNOLOGY
Communication Products (Digital Photography)
Material Products (Furniture Construction)
Material Products (Jewellery & Textiles Technology)
CROSS-DISCIPLINARY STUDIES
Community Studies
Research Project
Workplace Practices
ENGLISH
English Literary Studies
English
Essential English

HEALTH AND PHYSICAL EDUCATION
Child Studies
Food & Hospitality
Outdoor Education
Physical Education
HUMANITIES AND SOCIAL SCIENCES
Business and Enterprise
History
Legal Studies
Tourism
LANGUAGES
Italian (Continuers)
Japanese (Continuers)
MATHEMATICS
Essential Mathematics
General Mathematics
Mathematical Methods
Specialist Mathematics
SCIENCES
Biology
Chemistry
Physics
Psychology
VET
Agricultural Pathways
Doorways 2 Construction Plus

Students please note

- Subjects may be cancelled if there is insufficient student demand or the resources necessary to run the subject are unavailable.
- If subjects are cancelled or grades or current progress indicate that a student is unlikely to cope with the course, they will be recounselled.
- Community Studies subjects are not counted for an ATAR and do not lead to University or TAFE entry but they do give you the required units to complete your SACE.
- A completed Certificate 3 (not retail) can be counted as a 20 credit subject in the calculation of an ATAR.

ARTS		STAGE 2
SUBJECT: Creative Arts		
LENGTH OF COURSE:	Full Year (20 credits)	
PRE-REQUISITES:	None	
SACE BOARD OF SA CODE:	2CVA20	

FOCUS OF STUDY:

Stage 2 Creative Arts is an opportunity to tailor a program to meet interests in a way than cannot be met solely through any other subject in the Arts Learning Area.

For example, Creative Arts can combine student interests in Drama, Dance and Media Studies.

The following areas of study are covered:

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

SUBJECT OVERVIEW:

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

School-Based Assessment 70%

- Assessment Type 1: Product 50%
- Assessment Type 2: Investigation 20%

External Assessment 30%

- Assessment Type 3: Practical Skills 30%

Students:

- Develop and present two creative arts products
- Undertake two investigations
- Undertake one practical skills assessment

ARTS		STAGE 2
SUBJECT: Drama		
LENGTH OF COURSE:	Full Year (20 credits)	
PRE-REQUISITES:	Successful completion of Stage 1 Drama	
SACE BOARD OF SA CODE:	2DRM20	

FOCUS OF STUDY:

In Drama students participate in the planning, rehearsal, and performance of dramatic work. Students participate in creative problem solving; they generate, analyse, and evaluate ideas. They develop personal interpretations of texts. Students develop their curiosity and imagination, creativity, individuality, self-identity, self-esteem and confidence.

SUBJECT OVERVIEW:

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

The learning program is based on the following four areas of study:

School-Based Assessment 70%

- Group Analysis and Creative Interpretation 20%
- Review and Reflection 30%
- Interpretative Study 20%
- External Assessment 30%
- Presentation of Dramatic Works 30%

ARTS		STAGE 2
SUBJECT: Music - Composing and Arranging		
LENGTH OF COURSE:	Semester (10 Credits) resulted at end of year	
PRE-REQUISITES:	Competent achievement in Stage 1 Music	
SACE BOARD OF SA CODE:	2MCG10	

FOCUS OF STUDY:

This subject develops students' musical imagination and creativity by composing and/or arranging musical works.

Leads to: Further study at University or TAFE.

SUBJECT OVERVIEW:

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

School Based Assessment 70%

- Folio of Minor Works 50%
- Commentary 20%

External Assessment 30%

- Major Work 30%

ARTS		STAGE 2
SUBJECT: Music - Ensemble Performance		
LENGTH OF COURSE:	Semester (10 credits) resulted at end of year	
PRE-REQUISITES:	Competent achievement in Stage 1 Music	
SACE BOARD OF SA CODE:	2MBL10	

FOCUS OF STUDY:

In general, students participate in one of the following throughout the subject:

- A small ensemble of two or more performers
- An orchestra
- A band
- A choir, vocal ensemble, or with a solo performer (as an accompanist)
- A performing arts production (as a singer or an instrumentalist).

Students perform on only one instrument or the voice and in only one ensemble. Students may perform as a vocalist and as an instrumentalist. They may also perform with recognised doublings such as saxophone and clarinet.

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

School Based Assessment 70%

- First Performance 30%
- Second Performance 40%

External Assessment 30%

- Final Performance 30%

Students prepare and present three public performances, comprising two initial performances and one final performance.

ARTS		STAGE 2
SUBJECT: Music Individual Study		
LENGTH OF COURSE:	Semester (10 credits) resulted at end of year	
PRE-REQUISITES:	Competent achievement in Stage 1 Music	
SACE BOARD OF SA CODE:	2MVS10	

FOCUS OF STUDY:

Students negotiate and plan with their teacher a topic they have chosen for their individual study. Suggested topics include:

- *Tutoring* – allows students to share with others their high level of technical skill and/or musical knowledge.
- *Community* – allows students to investigate and experience the social, political, and/or cultural aspects of music in the community.
- *Musical Instrument* – allows students to build or restore a musical instrument.
- *Music and Cultures* – allows students to demonstrate their understanding of music in its diverse cultural contexts.
- *Music Industry* – allows students to gain experience in the music industry. Work experience in the industry, to extend the student's musical skills and/or understanding, is recommended where possible.

SUBJECT OVERVIEW:

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

School Based Assessment 70%

- Folio 30%
- Product 40%

External Assessment 30%

- Report 30%

ARTS		STAGE 2
SUBJECT: Solo Performance		
LENGTH OF COURSE:	Semester (10 credits) resulted at end of year	
PRE-REQUISITES:	Competent achievement in Stage 1 Music	
SACE BOARD OF SA CODE:	2MFC10	

FOCUS OF STUDY:

This 10-credit subject develops students' skills on a chosen instrument or the voice and the application of these skills, musical understanding and aesthetic awareness in a solo performance.

SUBJECT OVERVIEW:

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

School-based Assessment 70%

- First Performance 30%
- Second Performance 40%

External Assessment 30%

- Final Performance 30%

ARTS		STAGE 2
SUBJECT: Visual Arts - Art		
LENGTH OF COURSE:	Full year (20 credits)	
PRE-REQUISITES:	Competent achievement in one or more Visual Arts courses at Stage 1	
SACE BOARD OF SA CODE:	2VAA20	

FOCUS OF STUDY:

In Visual Arts students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

The broad area of Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

The focus **capabilities** for this subject are communication and personal development.

Leads to: A variety of university and TAFE courses as well as opportunities in a wide range of arts related occupations.

SUBJECT OVERVIEW:

The following three areas of study are covered in any area of art the student wishes to study:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

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

School-based Assessment 70%

- Folio 40%
- Practical 30%

External Assessment 30%

- Visual Study 30%

A visual study is an exploration of, or experimentation with, one or more styles, ideas, concepts, methods, techniques or technologies based on research and analysis of the work of other practitioner(s).

ARTS		STAGE 2
SUBJECT: Visual Arts - Design		
LENGTH OF COURSE:	Full year (20 credits)	
PRE-REQUISITES:	The satisfactory completion of one or more Visual Arts courses at Stage 1	
SACE BOARD OF SA CODE:	2VAD20	

FOCUS OF STUDY:

In Visual Arts students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

The broad area of Design includes graphic and communication design, environmental design and product design. It emphasises defining the problem, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions.

The focus **capabilities** for this subject are communication and personal development.

Leads to: A variety of university and TAFE courses as well as opportunities in occupations such as drafting, sign writing, etc.

SUBJECT OVERVIEW:

The following three areas of study are covered in any area of design the student wishes to study:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

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

School-based Assessment 70%

- Folio 40%
- Practical 30%

External Assessment 30%

A visual study is an exploration of, or experimentation with, one or more styles, ideas, concepts, methods, techniques or technologies based on research and analysis of the work of other practitioner(s).

DESIGN AND TECHNOLOGY		STAGE 2
SUBJECT: Design and Technology – Communication Products (Digital Photography)		
LENGTH OF COURSE:	Full Year (20 Credits)	
PRE-REQUISITES:	None but Year 10 and Stage 1 Photography preferred.	
SACE BOARD OF SA CODE:	2CCA20	

FOCUS OF STUDY:

The major focus for the year is to design and develop a 12 month calendar based upon a theme. The product (calendar) and a folio of backup is to be submitted. A written Issues Tasks (1000 words) based upon an aspect of the Photography Industry is included in the backup folio. Two skills tasks demonstrating camera skills and Photoshop techniques will be conducted along with a Materials Study (800 words) on two types of paper they will consider for their calendar product. (Matte and gloss paper).

Leads to: University and TAFE Photography/Graphic Design/Media courses and employment in many fields.

SUBJECT OVERVIEW:

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

School-based Assessment 70%

- Assessment Type 1
Two Skills Task
Materials Study (800 words)

- Assessment Type 2
Product - Major (Calendar)
Project - Minor (Poster)

External Assessment 30%

- Assessment Type 3
Folio (Calendar)
Issues Tasks (1000 words)

DESIGN AND TECHNOLOGY		STAGE 2
SUBJECT: Design and Technology – Material Products (Furniture Construction)		
LENGTH OF COURSE:	Full Year (20 Credits)	
PRE-REQUISITES:	None but Year 10 and Stage 1 Materials Technology preferred.	
SACE BOARD OF SA CODE:	2MMA20	

FOCUS OF STUDY:

This subject is designed so that students are able to:

- investigate and critically analyse existing products
- create, test, and modify design ideas
- investigate, analyse, and use equipment to create products safely
- use the design process to develop and implement solutions and ideas for products
- apply appropriate knowledge and understanding of skills, processes, procedures, and techniques to technological activities
- evaluate product development and outcome, and reflect on technological ideas and procedures used
- analyse the impact of technological practices, products on individuals, society, and/or the environment.

Leads to: University and TAFE Photography/Graphic Design/Media courses and employment in many fields.

SUBJECT OVERVIEW:

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

School-based Assessment 70%

- Assessment Type 1:
Skills Task 10%
Materials Study (500 words) 10%
- Assessment Type 2:
Design Product (Student Desk) 40%
Minor project 10%

External Assessment 30%

- Assessment Type 3:
Design Task Folio (Student Desk backup) 20%
Written Issues Tasks 10%

DESIGN AND TECHNOLOGY		STAGE 2
SUBJECT: Design and Technology - Materials Products (Jewellery and Textiles Technology)		
LENGTH OF COURSE:	Full year (20 credits)	
PRE-REQUISITES:	None but Stage 1 Jewellery and Fashion Design preferred	
SACE BOARD OF SA CODE:	2MMP20	

FOCUS OF STUDY:

In Design and Technology, students apply their knowledge and understanding of technological concepts to the investigation, analysis, development and communication of ideas for product or systems design, production and evaluation. This involves a model of learning that incorporates knowledge, skills, design principles and production techniques in problem-solving contexts.

Special Requirements: Students will need to provide some materials for their projects.

SUBJECT OVERVIEW:

Students will be required to complete:

- *Assessment Type 1: Skills and Applications Task 20% x 3*
Construct a simple Garment
Selection of seams, finishing techniques and fastenings
Materials Application: Material Properties of synthetic and natural fibres
- *Assessment Type 2 50% x 2*
Minor: construct a simple garment with appropriate fastening
Major: construct a garment or accessory using multiple materials made from different fibres.
- *Assessment Type 3: External component 30% x 2*
Folio: Product Design
Folio: Product Evaluation

CROSS-DISCIPLINARY		STAGE 2
SUBJECT: Community Studies		
LENGTH OF COURSE:	Semester (10 credits) or Full Year (20 credits)	
PRE-REQUISITES:	None	
SACE BOARD OF SA CODE:	Various depending on area of study	

FOCUS OF STUDY:

In this subject, students are expected to:

- negotiate, plan and make decisions about a community activity, and develop challenging and achievable goals for the contract of work
- identify and apply existing knowledge and skills
- work individually and with others
- locate, select, organise, and use ideas, resources, and information
- take practical action in the community
- seek feedback from the community
- present the activity to the community
- evaluate and reflect on the completion of the contract, the feedback received, and their own learning.

In developing an individual program of learning, each student prepares a contract of work to undertake a community activity in one of the following ten areas of study:

Arts and the Community; Communication and the Community; Design, Foods and the Community; Health, Recreation, and the Community; Science, Technology and the Community and Work and the Community.

This subject does not contribute to an ATAR.

SUBJECT OVERVIEW:

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

School-based Assessment 70%

Assessment Type 1: Contract of work

- *Development of Contract*

- *Folio*

- *Presentation*

External Assessment 30%

Assessment Type 2: Reflection

CROSS-DISCIPLINARY		STAGE 2
SUBJECT: Research Project		
LENGTH OF COURSE:	Semester (10 credits)	
PRE-REQUISITES:	None but Stage 1 Research Practices preferred	
SACE BOARD OF SA CODE:	2RPA10 or 2RPB10	

FOCUS OF STUDY:

Stage 2 Research Project is a compulsory 10 credit subject. Students must achieve a C grade or better to complete this subject successfully and gain their SACE.

The content of the Research Project consists of:

- Developing the capabilities
- Applying the research framework.

Students choose a research question that is based on an area of interest. They identify one or more capabilities that are relevant to their research. They use the research framework as a guide to developing their research.

Students synthesise their key findings to produce a research outcome, which is substantiated by evidence and examples from the research.

For Research Project A they review the knowledge and skills they have developed, and reflect on the quality of their research outcome.

For Research Project B they evaluate the research processes used, the decisions made and the quality of the research outcome.

Leads to: Research Project B may contribute to an ATAR.

Students follow the research framework as a guide in completing the work.

- initiating and planning the research
- developing the research
- producing and substantiating the research outcome
- evaluating the research.

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

Research Project A:

Assessment Type 1: Folio 30%

Assessment Type 2: Research Outcome 40% (1500 words or 10 minutes oral)

Assessment Type 3: Evaluation 30% (1500 words or 10 minutes oral)

Research Project B:

Assessment Type 1: Folio 30%

Assessment Type 2: Research Outcome 40% (2000 words or 12 minutes oral)

Assessment Type 3: Evaluation 30% (1500 words)

CROSS-DISCIPLINARY		STAGE 2
SUBJECT: Workplace Practices		
LENGTH OF COURSE:	A single semester (10 credits) or whole year (20 credits)	
PRE-REQUISITES:	None	
SACE BOARD OF SA CODE:	2WPA10/2WPB10 or 2WPC20	

FOCUS OF STUDY:

In Workplace Practices the emphasis is on developing the students' capability for work.

The course aims to develop students' ability to:

- understand and explain concepts of industry and work
- apply work skills in the workplace or a work related context
- critically analyse the relationship between work related issues and practices in the workplace.

Leads to: Completion of SACE using casual/part time work.

SUBJECT OVERVIEW:

Topics covered:

- Industry and work knowledge – consists of five topics; Work in Australian Society, The Changing Nature of Work, Industrial Relations, Finding Employment and a Negotiated Topic

- Vocational Learning

- VET

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

School-based Assessment 70%

- Assessment Type 1: Folio 25%
 - Assessment Type 2: Performance 25%
 - Assessment Type 3: Reflection 20%
- External Assessment 30%*
- Assessment Type 4: Investigation 30%

ENGLISH		STAGE 2
SUBJECT: English Literary Studies		
LENGTH OF COURSE:	Full Year (20 credits)	
PRE-REQUISITES:	Stage 1 English (Literary Studies) or Stage 1 English	
SACE BOARD OF SA CODE:		

FOCUS OF STUDY:

- Students develop 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.
- Students learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts.
- Students develop an understanding of the power of language to represent ideas, events, and people in particular ways and of how texts challenge or support cultural perceptions.

Leads to: Further study at University and TAFE and meets the English pre-requisite for Interstate Universities.

SUBJECT OVERVIEW:

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:
Part A: Comparative Text Study (15%)
Part B: Critical Reading (15%)
(The critical reading is a 90-minute examination developed by the SACE Board.)

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

- up to five responses to texts
- two created texts
- two tasks for the text study (one comparative text study and one critical reading).

ENGLISH		STAGE 2
SUBJECT: English		
LENGTH OF COURSE:	Full Year (20 credits)	
PRE-REQUISITES:	Stage 1 English (Literary Studies) or Stage 1 English	
SACE BOARD OF SA CODE:		

FOCUS OF STUDY:

1. Students analyse the relationship between purpose, context, and audience in a range of texts
2. They evaluate how language and stylistic features and conventions are used to represent ideas, perspectives, and aspects of culture in texts
3. Analyse how perspectives in their own and others' texts shape responses and interpretations
4. Students create and evaluate oral, written, and multimodal texts in a range of modes and styles
5. They analyse the similarities and differences in texts
6. They learn to apply clear and accurate communication skills.

Leads to: Further study at University and TAFE and meets the English pre-requisite for Interstate Universities.

SUBJECT OVERVIEW:

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

School Assessment (70%)

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

External Assessment (30%)

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

For a 20-credit subject, 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.

ENGLISH		STAGE 2
SUBJECT: Essential English		
LENGTH OF COURSE:	Full Year (20 credits)	
PRE-REQUISITES:	Stage 1 English (Literary Studies), Stage 1 English or Stage 1 Essential English	
SACE BOARD OF SA CODE:		

FOCUS OF STUDY:

- Students develop skills in responding to and creating 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 connect with other people in many ways, using a variety of forms for different purposes.
- Students connect with other people in many ways, using a variety of forms for different purposes.

Leads to:

Further study at TAFE and assists those students who are planning to pursue a careers in a range of trades and vocational pathways.

SUBJECT OVERVIEW:

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

School Based Assessment (70%)

Assessment Type 1: Responding to Texts (30%)

- Students respond to a range of texts that instruct, engage, challenge, inform and connect readers. They consider information, ideas, and perspectives represented in the chosen texts.

Assessment Type 2: Creating Texts (40%)

- Students create procedural, imaginative, analytical, interpretive, or persuasive texts appropriate to context.

External Assessment (30%)

Assessment Type 3: Language Study (30%)

- Students focus on the use of language by people in a context outside of the classroom.

HEALTH AND PHYSICAL EDUCATION		STAGE 2
SUBJECT: Child Studies		
LENGTH OF COURSE:	Full year (20 credits)	
PRE-REQUISITES:	Competent achievement in this subject area in the previous year. In addition to this, students must have achieved a competent achievement for theory in the previous year.	
SACE BOARD OF SA CODE:	2CSD20	

FOCUS OF STUDY:

Child Studies focuses on children's growth and development from conception to 8 years. Students examine attitudes and values about parenting/care-giving and gain an understanding of the growth and development of children. This subject enables students to develop a variety of research, management and practical skills.

Childhood is a unique, intense period of growth and development. Children's lives are affected by their relationship with others; their intellectual, emotional, social and physical growth; culture, familial, and socio-economic circumstances; geographic location and educational opportunities.

SUBJECT OVERVIEW:

The five areas of study are as follows:

Contemporary and Future issues
Economic and Environmental issues
Political and Legal issues
Socio-cultural influences
Technological influences

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

School-based Assessment 70%

At least four independent practical activities and at least one group activity.

External Assessment 30%

An investigation with a maximum word count of 2000.

HEALTH AND PHYSICAL EDUCATION		STAGE 2
SUBJECT: Food and Hospitality		
LENGTH OF COURSE:	Full year (20 units)	
PRE-REQUISITES:	Competent achievement in one semester of Hospitality or Nutrition at Stage 1.	
SACE BOARD OF SA CODE:	2FOH20	

FOCUS OF STUDY:

Students focus on the Food and Hospitality Industry and its contemporary and changing nature in Australian society. Students develop relevant knowledge and skills as consumers and/or industry workers and investigate how the industry is influenced by economical, environmental, legal, political, socio-cultural and technical issues at a local, national and international level.

Independent and small group practical and written activities are designed around meeting the criteria for Investigation, analysis, problem solving, practical application, collaboration and evaluation.

Some practical food preparation accompanies the topics covered. Some food items specifically chosen by the student will need to be provided from home.

Leads to: Industry work, TAFE and University studies.

SUBJECT OVERVIEW:

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

Individual Assessment 50%

Group Assessment 20%

At least four practical activities will enable students to apply knowledge and problem solving skills to management and organisation of a range of practical tasks and critically evaluate the results.

Completion of at least one group activity should provide evidence of active involvement and collaboration in discussions, planning, preparing presenting and analysis.

External assessment 30%

An investigation and analysis of a contemporary issue related to the food and hospitality industry (maximum of 2000 words).

HEALTH AND PHYSICAL EDUCATION		STAGE 2
SUBJECT: Outdoor Education		
LENGTH OF COURSE:	Full Year (20 credits)	
PRE-REQUISITES:	Competent achievement in this subject area in the previous year. In addition to this, students must have achieved a competent achievement for theory in the previous year.	
SACE BOARD OF SA CODE:	2OUE20	

FOCUS OF STUDY:

This subject combines learning about, and developing an appreciation for, the natural environment. Students will develop skills for living and travelling in the outdoors. Students are encouraged to develop responsibility and leadership through practical and field experiences, classroom activities and research assignments. Students are required to complete two outdoor journeys and a self-reliant expedition. The outdoor journeys are negotiated with the students at the start of the year and may be chosen from Surfing, Bushwalking, Rock Climbing, Mountain Biking, snorkeling and Canoeing. There is a cost involved in all outdoor journeys. Students are required to make up any work that is missed whilst on camp.

Leads to: Further Environmental study and employment in Outdoor Education facilities

SUBJECT OVERVIEW:

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

School-based Assessment 70%

- Assessment Type 1: Folio 20%
Practical assessment of personal and group skills / proficiencies related to 2 expeditions. The nature of these expeditions will be decided by the student group.

- Assessment Type 2: Outdoor Journeys 30%
Practical assessment of personal and group skills/ proficiencies related to 2 expeditions.

- Assessment Type 3: Self Reliant Journey 20%
Practical assessment of a 3-day lightweight travelling expedition with indirect supervision.

Students' planning, including food preparation, is assessed. Personal reflection and evaluation relating to environmental issues are presented in written, oral, or multi-media format.

External assessment 30%

- Assessment Type 4: Investigation 30%
Students complete a written report, related to an environmental issue, using observations from the self-reliant expedition and/or an outdoor journey.

HEALTH AND PHYSICAL EDUCATION		STAGE 2
SUBJECT: Physical Education		
LENGTH OF COURSE:	Full year (20 credits)	
PRE-REQUISITES:	Competent achievement in Stage 1 Physical Education. In addition to this, students must have achieved a C grade minimum for theory in the previous year.	
SACE BOARD OF SA CODE:	2PQP20	

FOCUS OF STUDY:

By the end of the Stage 2 PE program, students should be able to:

- Achieve a level of proficiency in physical activity specific to designated performance related criteria.
- Critically analyse, understand and evaluate the aspects of physical activity.
- Apply and reflect on principles and issues related to physical performance and activity.
- Demonstrate initiative, self reliance and effective interpersonal skills.

Leads to: University and TAFE courses

SUBJECT OVERVIEW:

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

School-based Assessment 70%

- Assessment Type 1: Practical work 50%
2 x SACE developed practicals and 1 school developed practical.

- Assessment Type 2: Course work 10%
Modules from Exercise Physiology and the Acquisition of Skills and the Biomechanics of Movement.

- Assessment Type 3: Issues Analysis 10%
Investigation of a topic chosen by the student focussing on issues related to physical activity, and its affect on society.

External Assessment 30%

- Assessment Type 4: Examination 30%
A 2 hour written exam set by the SACE Board.

HUMANITIES AND SOCIAL SCIENCES		STAGE 2
SUBJECT: Business and Enterprise		
LENGTH OF COURSE:	Full year (20 credits)	
PRE-REQUISITES:	None	
SACE BOARD OF SA CODE:	2BUE20	

FOCUS OF STUDY:

Students learn about the successful management of business and enterprise in personal, business, and social contexts, on a local, national, and global scale. They gain knowledge and understanding of business operations, develop financial and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices. Students assess the impact and effects of business, enterprise, and technology on the economy, environment, and the well-being and lifestyle of individuals and communities.

Leads to: University and TAFE Business Courses, and employment in Business related fields.

SUBJECT OVERVIEW:

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

School-based Assessment 70%

- Assessment Type 1: Folio 30%
Various assessment tasks related to the focus of study.
- Assessment Type 2: Practical 20%
Inquire, analyse, plan, and undertake the assessment on a focus of particular interest in their selected option topic (s).
- Assessment Type 3: Issues Study 20%
Identify and investigate a theme, development, or current issue in business and enterprise

External Assessment (30%)

- Assessment Type 4: Report 30%
Either a situation analysis or an enterprise report.

HUMANITIES AND SOCIAL SCIENCES		STAGE 2
SUBJECT: History		
LENGTH OF COURSE:	Full Year (20 Credits)	
PRE-REQUISITES:	None. Stage 1 History would be an advantage, but is not essential.	
SACE BOARD OF SA CODE:	2MOH20 or 2ASY20	

FOCUS OF STUDY:

History involves the investigation of human experience over time. By studying past events, actions, and phenomena, students gain an insight into human nature and the ways in which individuals and societies function. History encourages inquiry into the activities of people in order to gain an understanding of their motivations and the effects of actions in particular places at particular times; make comparisons; and draw conclusions. By gaining historical perspectives, students are able to see change and continuity in a wider context. They develop an understanding of how and why events happened in the past and how they, as citizens in society, can influence the future. The study of history provides students with an opportunity to question accepted historical narratives by researching and reviewing sources within a framework of inquiry and critical analysis.

Leads to: University and TAFE Courses.

SUBJECT OVERVIEW:

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

School-based Assessment 70%

- Assessment Type 1: Folio 50%
- Assessment Type 2: Essay 20%

External Assessment (30%)

- Assessment Type 3: Examination 30%
A three hour written examination set by the SACE Board.

HUMANITIES AND SOCIAL SCIENCES		STAGE 2
SUBJECT: Legal Studies		
LENGTH OF COURSE:	Full Year (20 Credits)	
PRE-REQUISITES:	None. Stage 1 Legal Studies would be an advantage, but is not essential.	
SACE BOARD OF SA CODE:	2LEG20	

FOCUS OF STUDY:

Legal studies explores Australia's legal heritage and the dynamic nature of the Australian legal system within a global context. Legal Studies provides students with a sound understanding of the structures of the Australian legal system and demonstrates how that system responds and contributes to social change while acknowledging tradition. By analysing the Australian legal system, students consider how diverse groups in society, including indigenous Australians, influence and are influenced by the legal system. Legal Studies provides insight into law-making and the processes of dispute resolution and administration of justice. Legal Studies enables student to recognize the rights and responsibilities of individuals, groups, and institutions. Through the examination of their own values and attitudes, students have an opportunity to reflect critically on values inherent in the Australian legal system.

Leads to: University and TAFE Courses

SUBJECT OVERVIEW:

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

School-based Assessment 70%

- Assessment Type 1: Folio 50%
- Assessment Type 2: Inquiry 20%

External Assessment (30%)

- Assessment Type 3: Examination 30%
A 3 hour written examination set by the SACE Board.

HUMANITIES AND SOCIAL SCIENCES		STAGE 2
SUBJECT: Tourism		
LENGTH OF COURSE:	Full Year (20 Credits)	
PRE-REQUISITES:	None. Stage 1 Tourism would be an advantage, but is not essential.	
SACE BOARD OF SA CODE:	2TOS20	

FOCUS OF STUDY:

Students develop an understanding of the nature of tourists, tourism, and the tourism industry. They investigate local, national, and global tourism and explore tourism as a business. Students gain an understanding of the sustainable management of tourism and the various impacts of tourism socially, culturally, economically and socially. Field trips and excursions may be conducted in this subject. Costs will be communicated to students during the course.

Leads to: University and TAFE courses; employment in Tourism related fields.

SUBJECT OVERVIEW:

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

School-based Assessment 70%

- Assessment Type 1: Folio 20%
- Assessment Type 2: Practical Activity 25%
- Assessment Type 3: Investigation 25%

External Assessment 30%

- Assessment Type 4: Examination 30%
A 2 hour written examination set by the SACE board.

LANGUAGES		STAGE 2
SUBJECT: Italian (Continuers)		
LENGTH OF COURSE:	Full year (20 credits)	
PRE-REQUISITES:	Successful completion of Stage I Italian A and B	
SACE BOARD OF SA CODE:	2ITC20	

FOCUS OF STUDY:

In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills to:

- interact with others to exchange information, ideas, opinions, and experiences in Italian
- create texts in Italian to express information, feelings, ideas, and opinions
- analyse texts that are in Italian to interpret meaning
- examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

Leads to: university and opportunities to work in the Tourism and Hospitality industries.

SUBJECT OVERVIEW:

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

School-based Assessment 70%

- Assessment Type 1: Folio 50%

There are three assessments for the folio: interaction, text production and text analysis

- Assessment Type 2: In-depth Study 20%

There are three assessments for the in-depth study: an oral presentation in Italian, a written response to the topic in Italian and a reflective response in English.

External Assessment (30%)

- Assessment Type 3: Examination 30%

The examination consists of two assessments: an oral examination of 15 minutes and a 3-hour written examination with a focus on listening and responding, reading and responding and writing in Italian.

LANGUAGES		STAGE 2
SUBJECT: Japanese (Continuers)		
LENGTH OF COURSE:	Full year (20 credits)	
PRE-REQUISITES:	Satisfactory completion of Stage 1 Japanese or the equivalent	
SACE BOARD OF SA CODE:	2JAC20	

FOCUS OF STUDY:

Through their study of Japanese students are able to develop their understanding and skills to:

- interact with others to exchange information, ideas, opinions and experiences in Japanese
- create texts in Japanese to express information, feelings, ideas and opinions
- analyse texts in Japanese to interpret meaning
- examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

There are three prescribed themes for Stage 2 Japanese:

- The Individual
- The Japanese-speaking Communities
- The Changing World

Leads to: University study, Employment opportunities and travel.

SUBJECT OVERVIEW:

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

School-based Assessment 70%

Assessment Type 1: Folio 50%

There are three to five assessment pieces for the folio including each of the following at least once: interaction, text production and text analysis.

Assessment Type 2: In-depth Study 20%

Including one oral presentation in Japanese, one written response to the topic in Japanese, and one reflective response in English.

External Assessment 30%

Assessment Type 3: Examination 30%

The examination consists of two assessments: an oral examination of 15 minutes and a 3-hour written examination with a focus on listening and responding, reading and responding and writing in Japanese.

SUBJECT: Essential Mathematics
LENGTH OF COURSE:

Full year (20 credits)

PRE-REQUISITES:

Stage 1 General Mathematics (passing grade in both semesters), Stage 1 Essential Mathematics (B grade or better in Semester 2 and a passing grade for the semester 2 examination)

SACE BOARD OF SA CODE:

2MEM20

FOCUS OF STUDY:

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.

Stage 2 Essential Mathematics prepares students with the mathematical knowledge, skills, and understanding needed for entry to a range of practical trades and vocations. In the considerations for developing teaching and learning strategies, the term 'trade' is used to suggest a context in a generic sense to cover a range of industry areas and occupations such as automotive, building and construction, electrical, hairdressing, hospitality, nursing and community services, plumbing, and retail.

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

SUBJECT OVERVIEW:

Stage 2 Essential Mathematics consists of the following six topics:

- Topic 1: Scales, Plans, and Models
- Topic 2: Measurement
- Topic 3: Business Applications
- Topic 4: Statistics
- Topic 5: Investments and Loans
- Topic 6: Open Topic

Students study five topics from the list of six topics above. All students must study topics 2, 4, and 5.

Topics 1 to 5 consist of a number of subtopics. These are presented in the subject outline in two columns as a series of key questions and key concepts side-by-side with considerations for developing teaching and learning strategies.

Assessment Type 1: Skills and Applications Tasks (30%)

Students complete four skills and applications tasks, including at least one skills and application task from the two non-examined topics (one task per topic).

Skills and applications tasks are completed under the direct supervision of the teacher.

The equivalent of one skills and applications task must be undertaken without the use of either a calculator or notes.

In the remaining skills and applications tasks, electronic technology and up to one A4 sheet of handwritten notes (on one side only) may be used at the discretion of the teacher.

Assessment Type 2: Folio (40%)

Students complete three folio tasks.

Students, either individually or in a group, undertake planning; apply their numeracy skills to gather, represent, analyse, and interpret data; and propose or develop a solution to a mathematical problem based in an everyday or workplace context. The subject of the mathematical problem may be derived from one or more subtopics, although it can also relate to a whole topic or across topics.

Assessment Type 3: Examination (30%)

Students undertake a 2-hour external examination in which they answer questions on the following three topics:

Topic 2: Measurement

Topic 4: Statistics

Topic 5: Investments and Loans.

The examination consists of a range of problems, some focusing on knowledge, routine skills, and applications, and others focusing on analysis and interpretation. Students provide explanations and arguments, and use correct mathematical notation, terminology, and representation throughout the examination.

Students may take one unfolded A4 sheet (two sides) of handwritten notes into the examination room.

Students may use approved electronic technology during the external examination. However, students need to be discerning in their use of electronic technology to find solutions to questions/problems in examinations.

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

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

ADDITIONAL INFORMATION:

It is highly recommended that students purchase an Essential Mathematics Revision Guide (approximately \$28).

MATHEMATICS		STAGE 2
SUBJECT: General Mathematics		
LENGTH OF COURSE:	Full Year (20 credits)	
PRE-REQUISITES:	B grade or higher in Stage 1 General Mathematics (with a passing grade in both examinations) or a pass in Stage 1 Mathematical Methods.	
SACE BOARD OF SA CODE:	2MG20	

FOCUS OF STUDY:

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. Topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices. Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Stage 2 General Mathematics offers students the opportunity to develop a strong understanding of the process of mathematical modelling and its application to problem-solving in everyday workplace contexts.

A problem-based approach is integral to the development of both the models and the associated key concepts in the topics. These topics cover a range of mathematical applications, including linear functions, matrices, statistics, finance, and optimisation.

Stage 2 General Mathematics consists of the following six topics:

1. Modelling with Linear Relationships
2. Modelling with Matrices
3. Statistical Models
4. Financial Models
5. Discrete Models
6. Open Topic

Students study five topics from the list of six topics above. All students must study topics 1, 3, 4, and 5.

Additional Information: Students must have their own SACE Board approved graphics calculator (Casio is the brand used at Grant High School). It is highly recommended that students purchase a General Mathematics Revision Guide (approximately \$28).

SUBJECT OVERVIEW:

Assessment Type 1: Skills and Applications Tasks (40%)

Students undertake five skills and applications tasks, including at least one skills and applications task from the two non-examined topics (one task per topic).

Skills and applications tasks are completed under the direct supervision of a teacher.

The equivalent of one skills and applications task must be undertaken without the use of either a calculator or notes.

In the remaining skills and applications tasks, electronic technology and up to one A4 sheet of paper of handwritten notes (on one side only) may be used at the discretion of the teacher.

Students find solutions to mathematical questions that may:

- be routine, analytical, and/or interpretative
- be posed in a variety of familiar and new contexts
- require discerning use of electronic technology.

Assessment Type 2: Mathematical Investigation (30%)

Students complete two investigations. Students investigate mathematical relationships, concepts, or problems, which may be set in an applied context. The subject of a mathematical investigation may be derived from one or more subtopics, although it can also relate to a whole topic or across topics.

Students demonstrate their problem-solving strategies as well as their knowledge, skills, and understanding in the investigation. They are encouraged to use mathematical and other software (e.g. statistical packages, spreadsheets, Computer Algebra Systems (CAS), accounting packages) to enhance their investigation. The generation of data and the exploration of patterns or the changing of parameters may provide an important focus. Notation, terminology, forms of representation of information gathered or produced, calculations and results are important considerations.

Assessment Type 3: Examination (30%)

Students undertake a 2-hour external examination in which they answer questions on the following three topics:

Topic 3: Statistical Models

Topic 4: Financial Models

Topic 5: Discrete Models.

The examination consists of a range of problems, some focusing on knowledge, routine skills, and applications, and others focusing on analysis and interpretation. Students provide explanations and arguments, and use correct mathematical notation, terminology, and representations throughout the examination.

Students may take one unfolded A4 sheet (two sides) of handwritten notes into the examination room.

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

MATHEMATICS		STAGE 2
SUBJECT: Mathematical Methods		
LENGTH OF COURSE:	Full Year (20 credits)	
PRE-REQUISITES:	B grade or higher in Stage 1 Mathematical Methods (with a passing grade in both examinations)	
SACE BOARD OF SA CODE:	2MHS20	

FOCUS OF STUDY:

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.

Stage 2 Mathematical Methods focuses on the development of mathematical skills and techniques that enable students to explore, describe, and explain aspects of the world around them in a mathematical way. It places mathematics in relevant contexts and deals with relevant phenomena from the students' common experiences, as well as from scientific, professional, and social contexts.

The coherence of the subject comes from its focus on the use of mathematics to model practical situations, and on its usefulness in such situations. Modelling, which links the two mathematical areas to be studied, calculus and statistics, is made more practicable by the use of electronic technology.

The ability to solve problems based on a range of applications is a vital part of mathematics in this subject. As both calculus and statistics are widely applicable as models of the world around us, there is ample opportunity for problem-solving throughout this subject.

SUBJECT OVERVIEW:

Stage 2 Mathematical Methods consists of the following six topics:

- Topic 1: Further Differentiation and Applications
- Topic 2: Discrete Random Variables
- Topic 3: Integral Calculus
- Topic 4: Logarithmic Functions
- Topic 5: Continuous Random Variables and the Normal Distribution
- Topic 6: Sampling and Confidence Intervals.

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

School Assessment (70%)

- Assessment Type 1: Skills and Applications Tasks (50%)
- Assessment Type 2: Mathematical Investigation (20%)

External Assessment (30%)

- Assessment Type 3: Examination (30%)

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

Students undertake:

- Six skills and applications tasks
- One mathematical investigation
- One examination

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

Additional Information: Students must have their own SACE Board approved graphics calculator (Casio is the brand used at Grant High School). It is highly recommended that students purchase a Mathematical Methods Revision Guide (approximately \$28).

Leads to: Tertiary study in such areas as Architecture, Economics, and the fields of Biological, Geological and Agricultural Sciences

MATHEMATICS		STAGE 2
SUBJECT: Specialist Mathematics		
LENGTH OF COURSE:	Full Year (20 credits)	
PRE-REQUISITES:	B grade or higher in Stage 1 Mathematical Methods and Specialist Mathematics (with a passing grade in all examinations)	
SACE BOARD OF SA CODE:	2MSC20	

FOCUS OF STUDY:

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. It includes the study of functions and calculus.

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.

Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

The topics in Stage 2 extend students' mathematical experience and their mathematical flexibility and versatility, in particular, in the areas of complex numbers and vectors. The general theory of functions, differential equations, and dynamic systems provides opportunities to analyse the consequences of more complex laws of interaction.

Specialist Mathematics topics provide different scenarios for incorporating mathematical arguments, proofs, and problem-solving.

Stage 2 Specialist Mathematics consists of the following six topics:

- Topic 1: Mathematical Induction
- Topic 2: Complex Numbers
- Topic 3: Functions and Sketching Graphs
- Topic 4: Vectors in Three Dimensions
- Topic 5: Integration Techniques and Applications
- Topic 6: Rates of Change and Differential Equations.

SUBJECT OVERVIEW:

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

School Assessment (70%)

Assessment Type 1: Skills and Applications Tasks (50%)

Assessment Type 2: Mathematical Investigation (20%)

External Assessment (30%)

Assessment Type 3: Examination (30%)

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

- six skills and applications tasks
- one mathematical investigation
- one examination.

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

Additional Information: Students must have their own SACE Board approved graphics calculator (Casio is the brand used at Grant High School). It is highly recommended that students purchase a Specialist Mathematics Revision Guide (approximately \$28).

Leads to: Tertiary study in such areas as Mathematical Sciences, Computer Science, Engineering.

SCIENCES		STAGE 2
SUBJECT: Biology		
LENGTH OF COURSE:	Full Year (20 credits)	
PRE-REQUISITES:	Competent achievement in Stage 1 Chemistry A, or a B grade in Stage 1 Biology	
SACE BOARD OF SA CODE:	2BIG20	

FOCUS OF STUDY:

The study of Biology focuses on the acquisition, understanding, use and communication of biological knowledge, and the development of problem solving skills.

Through the study of Biology, students develop an understanding of the living world that enables them to be questioning, reflective, and critical thinkers. As a way of knowing, students can use Biology to explore and explain their experiences of phenomena around them.

Students are encouraged to apply scientific methods to collect and evaluate data, to solve problems and to undertake experiments. They are also involved in investigating social issues of Biological significance.

Additional Information: Students are required to purchase a Workbook (\$25) and encouraged to purchase a Study Guide/Revision Guide (approx. \$30).

Leads to: Tertiary studies in Biology, Nursing and a range of other fields.

SUBJECT OVERVIEW:

Students develop an understanding of the biological world through the study of:

- Macromolecules,
- Cells,
- Organisms, and
- Ecosystems.

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

School-based Assessment 70%

Assessment Type 1: Investigations Folio 40%

Assessment Type 2: Skills and Application Tasks 30%

External Assessment 30%

Assessment Type 3: Examination 30%

A 3-hour written exam set by the SACE Board consisting of: multiple-choice questions, short-answer questions and two extended-response questions.

SCIENCES		STAGE 2
SUBJECT: Chemistry		
LENGTH OF COURSE:	Full Year (20 credits)	
PRE-REQUISITES:	Competent achievement in Stage 1 Chemistry A and B.	
SACE BOARD OF SA CODE:	2CME20	

FOCUS OF STUDY:

The course aims to develop students' ability to:

- understand practical activities and design investigations
- demonstrate knowledge and understanding of chemical concepts
- use knowledge of chemistry to make informed personal, social and environmental decisions
- communicate ideas and reasoning using chemical terms.

Additional Information: *Students are required to purchase the subject Study guide and the Chemistry Essentials workbook for approximately \$60*

Leads to: a wide range of university and TAFE courses.

SUBJECT OVERVIEW:

The course consists of five topics:

Elemental and Environmental Chemistry.

Analytical Techniques

Using and Controlling Reactions

Organic and Biological Chemistry

Materials

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

School-based Assessment 70%

Assessment Type 1: Investigations Folio 40%

Assessment Type 2: Skills and Application Tasks 30%

External Assessment 30%

Assessment Type 3: Examination 30%

A 3-hour written exam set by the SACE Board in which students are assessed on their knowledge and understanding of the key ideas and the intended student learning in the five topics and the investigation skills.

SCIENCES		STAGE 2
SUBJECT: Physics		
LENGTH OF COURSE:	Full Year (20 credits)	
PRE-REQUISITES:	Competent achievement in Stage 1 Physics A and B	
SACE BOARD OF SA CODE:	2PYS20	

FOCUS OF STUDY:

In this subject, students are expected to:

- identify and formulate questions, hypotheses, concepts, and purposes that guide investigations in physics
- design and conduct collaborative and individual investigations in physics using appropriate apparatus and safe working practices and by observing, recording, and interpreting the phenomena of physics
- represent, analyse, interpret, and evaluate investigations in physics through the use of technology and numeracy skills
- select, analyse, and critically evaluate the evidence of physics from different sources, and present informed conclusions and decisions on contemporary physics applications
- communicate knowledge and understanding of the concepts and information of physics using appropriate physics terms and conventions
- demonstrate and apply knowledge and understanding of physics to a range of applications and problems.

Additional Information: *Students are required to purchase the Subject Study Guide and the Physics Essentials workbook for approximately \$65.*

Leads to: A wide range of TAFE and University courses.

SUBJECT OVERVIEW:

The course consists of four topics:

- Motion in Two Dimensions
- Electricity and Magnetism
- Light and Matter
- Atoms and Nuclei

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

School-based Assessment 70%

- Assessment Type 1: Investigations folio 40%
- Assessment type 2: Skills and Application Tasks 30%

External Assessment 30%

Assessment type 3: Examination 30%

A 3-hour written exam set by the SACE Board consisting of questions of different types and covering all topics, including applications and skills, and some may require students to integrate their knowledge from a number of topics.

SCIENCES		STAGE 2
SUBJECT: Psychology		
LENGTH OF COURSE:	Full Year (20 credits)	
PRE-REQUISITES:	Competent achievement of a semester of Stage 1 Science	
SACE BOARD OF SA CODE:	2PSC20	

FOCUS OF STUDY:

Psychology is an evidence based subject in which ethics have a central place. The focus is on exploring and explaining human behaviour in scientific process across four levels: Biological, Basic Processes, Personal and Socio-cultural.

In addition to learning about the scientific research methods and ethical guidelines of Psychological research, students learn about a range of human behavioural process such as social behaviour, personality, sleep and mental health.

Leads to: A wide range of TAFE and University courses

SUBJECT OVERVIEW:

The following six topics are offered in Stage 2 Psychology:

- Introduction to Psychology (compulsory)
- Social Cognition
- Learning
- Personality
- Psychobiology of Altered States of Awareness
- Healthy Minds.

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

School-based Assessment 70%

- Assessment Type 1: Investigations Folio 30%
- Assessment Type 2: Skills and Application Tasks 40%

External Assessment (30%)

Assessment Type 3: Examination 30%

A 2-hour written exam set by the SACE Board consisting of short-answer and extended-response questions.

VOCATIONAL EDUCATION AND TRAINING		STAGE 2
SUBJECT: Agricultural Pathways		
LENGTH OF COURSE:	2 semesters	
PRE-REQUISITES:	None	

FOCUS OF STUDY:

This is a course of study that links students to the school's farm with many special activities being run throughout the year. Students can be involved with Led Steer Competitions and Agricultural Shows. Students will cover Preparing and Applying Chemicals, Transporting, Handling and Storing Chemicals, Administering Medication to Livestock and Implementing Animal Health Control Programs. The course offers work also links students to a variety of farms through the work placement process.

Special Requirements: Students wishing to enrol in this course need to complete a VET Expression of Interest Form.

Leads to: Agricultural Pathways at Stage II or Agricultural and Horticultural Studies at Stage II, further TAFE study and/or employment in the area of Primary Industries.

VOCATIONAL EDUCATION AND TRAINING		STAGE 2
SUBJECT: Doorways 2 Construction plus		
LENGTH OF COURSE:	Stage 2, 30 SACE Credits minimum	
PRE-REQUISITES:	Complete Stage 1 Doorways 2 Construction including work placement requirements	

FOCUS OF STUDY:

The focus of this program is domestic construction. Students will undertake a program of experiences in the building industry, learning about various trades and the use of the equipment and tools associated with those trades. There is a large emphasis on Work Health and Safety. Successful applicants may gain employment as apprentices in the building construction and associated industries.

Stage 2

Focus on construction/ carpentry with competencies from Certificate III Carpentry and Plastering.

Leads to: Employment in Building Trades (Apprenticeships)

Requirements and Costs: Students will need to wear suitable work clothes including steel-toed footwear. Students are supplied with a shirt, and safety glasses. Written application and interview is required.

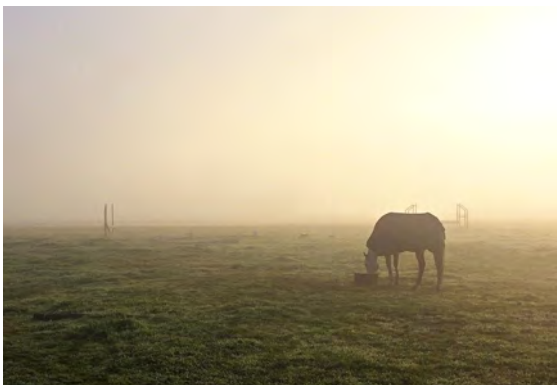
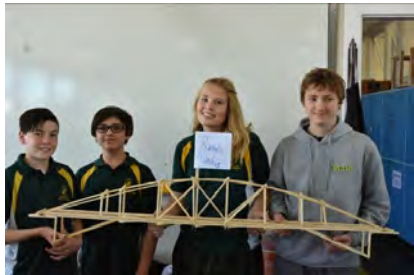
For further information: Contact Mick Neu at Grant High School 0419 257 635 or 8726 3143.

Students wishing to enrol in this course need to complete a "VET Expression of Interest" form our VET Coordinator.

Applicants at both Stage 1 and Stage 2 will need to undertake a Literacy and Numeracy Assessment.

Design and Technology Curriculum Pathways

<u>YEAR 8</u>	<u>YEAR 9</u>	<u>YEAR 10</u>	<u>STAGE 1</u>	<u>STAGE 2</u>
Design and Technology	Photography	Photography	Furniture Construction	Furniture Construction
	Woodwork	Woodwork	Metalwork	Textiles
	Metalwork	Metalwork	Doorways 2 Construction	Doorways 2 Construction
	Pedal Prix 1 & 2	Pedal Prix 1 & 2	Building Trades	Building Trades
	Energy Systems	Before Doorways 2 Construction	Textiles	
	Advanced Technologies	Textiles		
	Textiles			



Digital Technologies Curriculum Pathways

YEAR 8

YEAR 9

YEAR 10

STAGE 1

STAGE 2

Digital Technologies

Level 2 Digital Technologies

Level 2 Digital Technologies

Negotiated Computer Learning

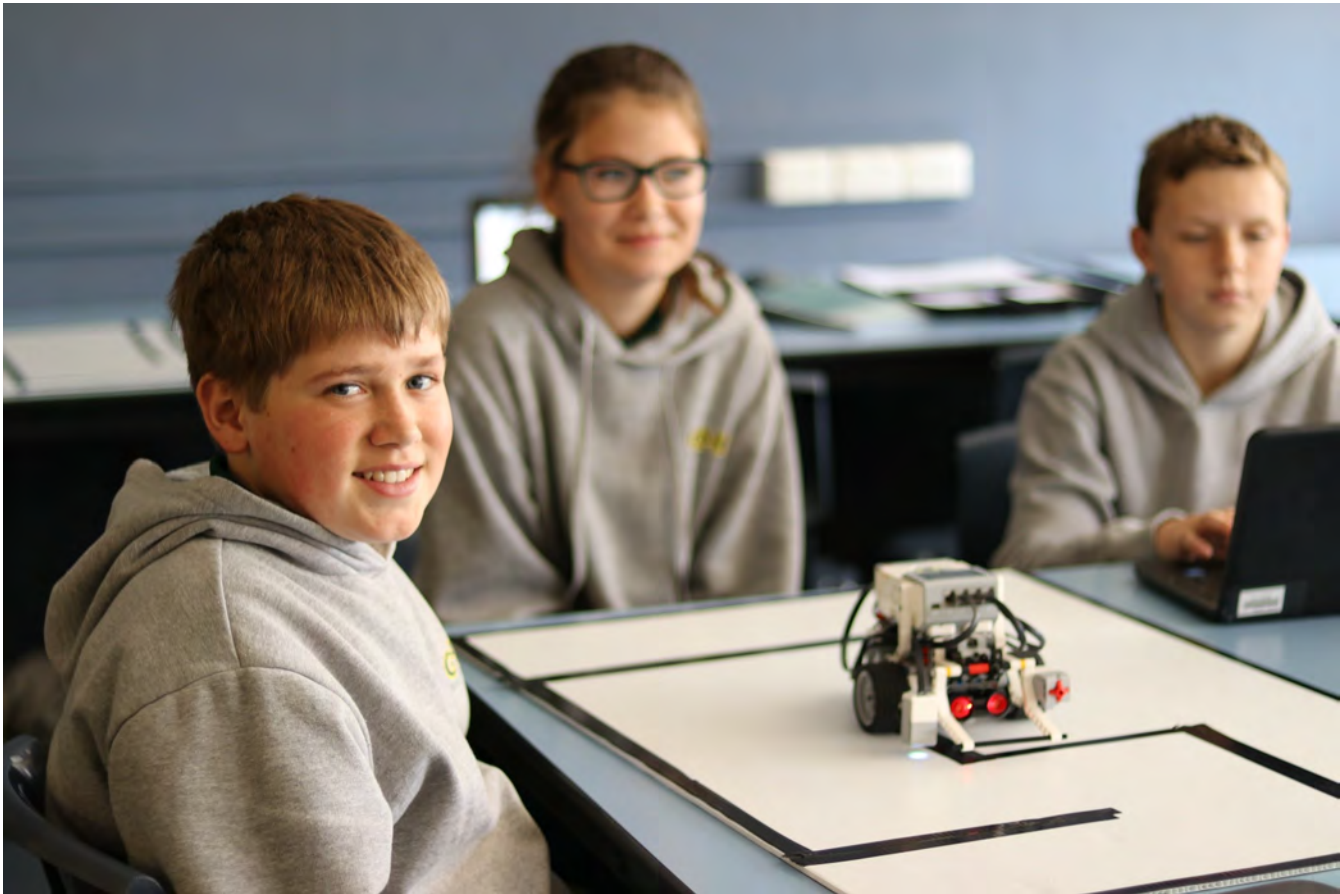
Digital Technologies

Negotiated Computer Learning

Information Processing and Publishing

Information Processing and Publishing

Digital Technologies (2019)



English Curriculum Pathways

YEAR 8

YEAR 9

YEAR 10

STAGE 1

STAGE 2

Year 8
English

Year 9
English

Literary
Studies

Literary
Studies

Literary
Studies

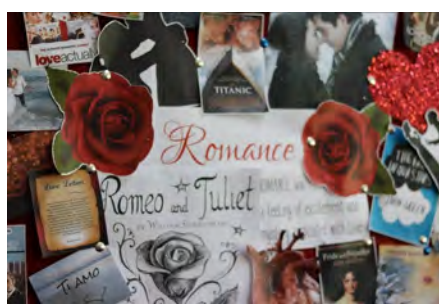
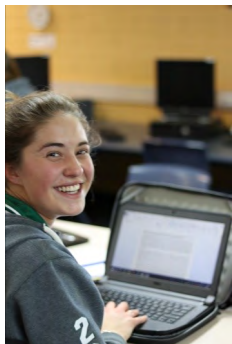
English

English

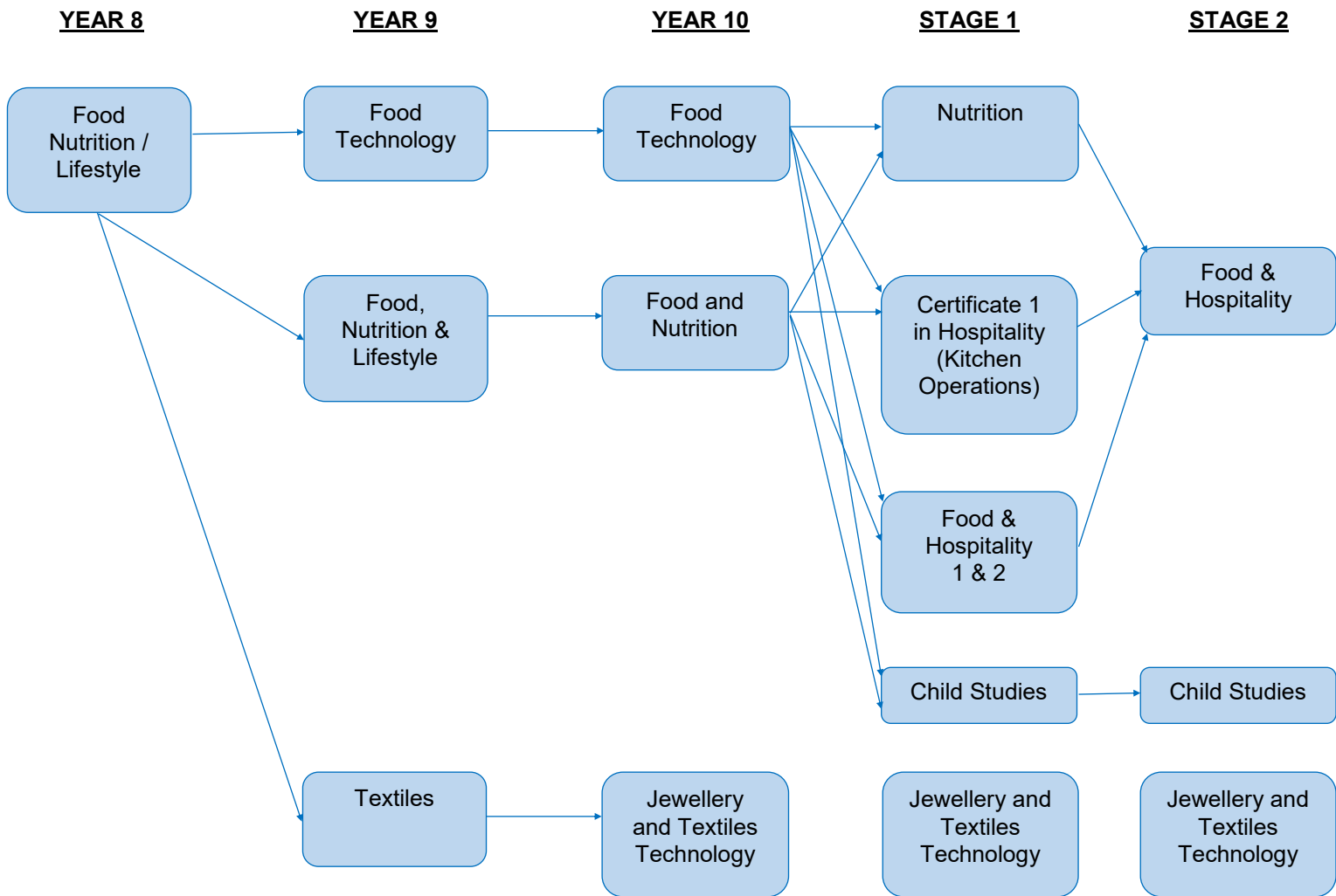
English

Essential
English

Essential
English



Home Economics Curriculum Pathways



HASS Curriculum Pathways

YEAR 8

Society & Environment

YEAR 9

Society & Environment

YEAR 10

A Taster Subject

Century Lifestyles

Environmental Studies

Gods & Empires

Our Role & Responsibility in Society

People, Place and Culture

Shaping Our Lives

World Structures

Outdoor Studies

Myths & Legends

STAGE 1

Gods & Empires

Environmental Studies

Tourism/
Tourism & Event Management

Business & Enterprise

Legal Studies

Outdoor Studies

Myths & Legends

Philosophy in the Media

STAGE 2

History

Tourism

Business & Enterprise

Legal Studies



Languages Curriculum Pathways

YEAR 8

YEAR 9

YEAR 10

STAGE 1

STAGE 2

Cultural
Studies:

European
Focus

Asian Focus

Japanese 2
Semesters

Japanese
A & B

Japanese
A & B

Japanese

Italian 2
Semesters

Italian
A & B

Italian
A & B

Italian

Italian
Beginners
A & B

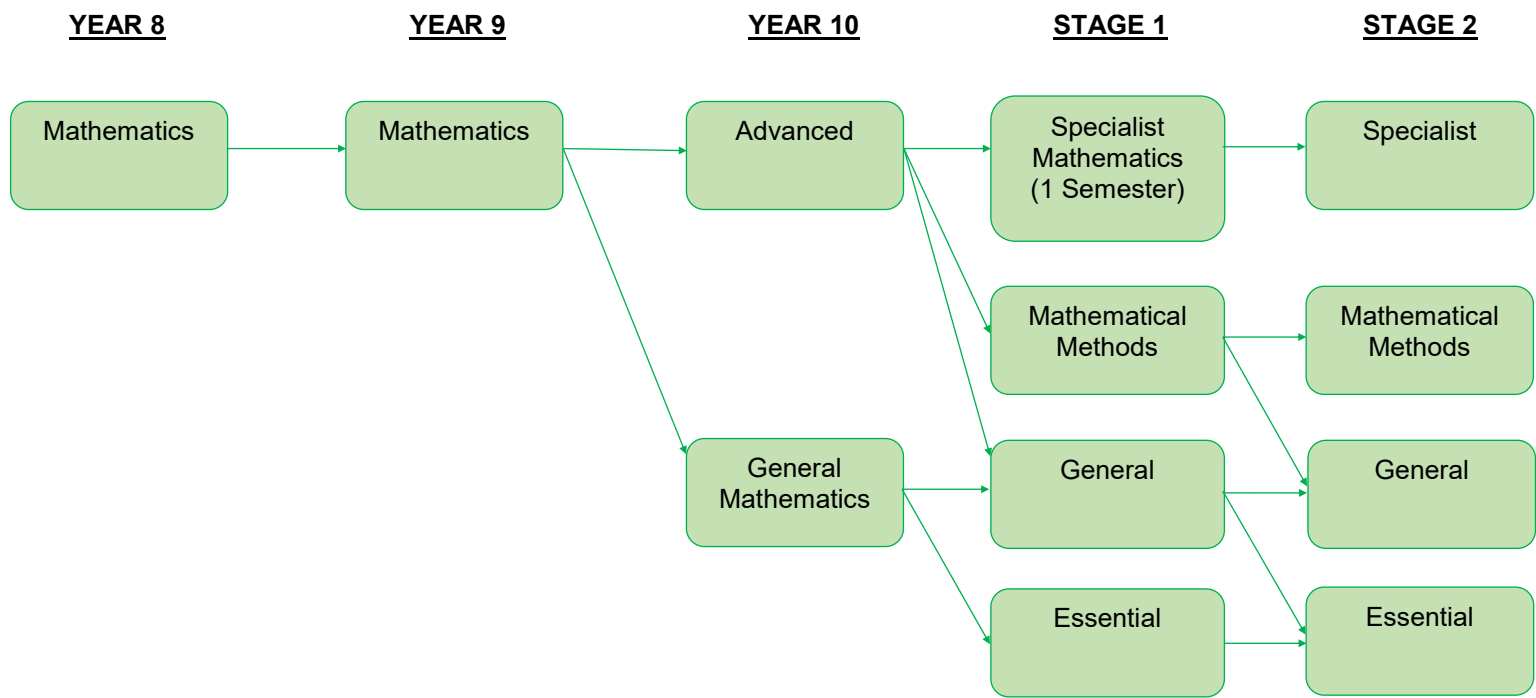
Italian
Beginners
A & B

Japanese
Beginners
A & B

Japanese
Beginners
A & B



Mathematics Curriculum Pathways



Performing Arts Curriculum Pathways

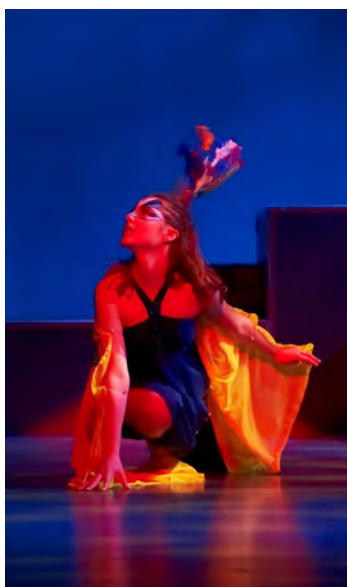
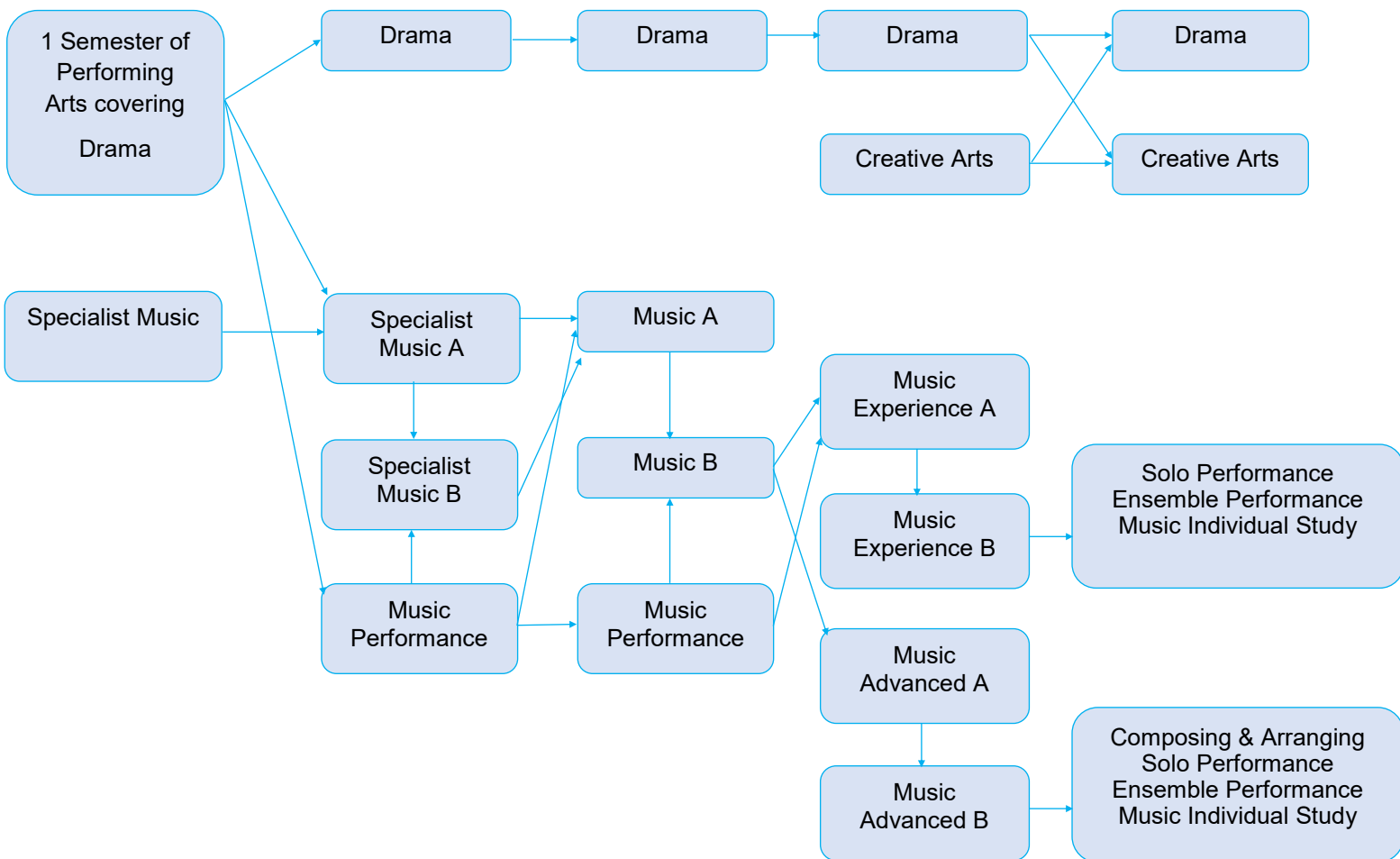
YEAR 8

YEAR 9

YEAR 10

STAGE 1

STAGE 2



Physical Education Curriculum Pathways

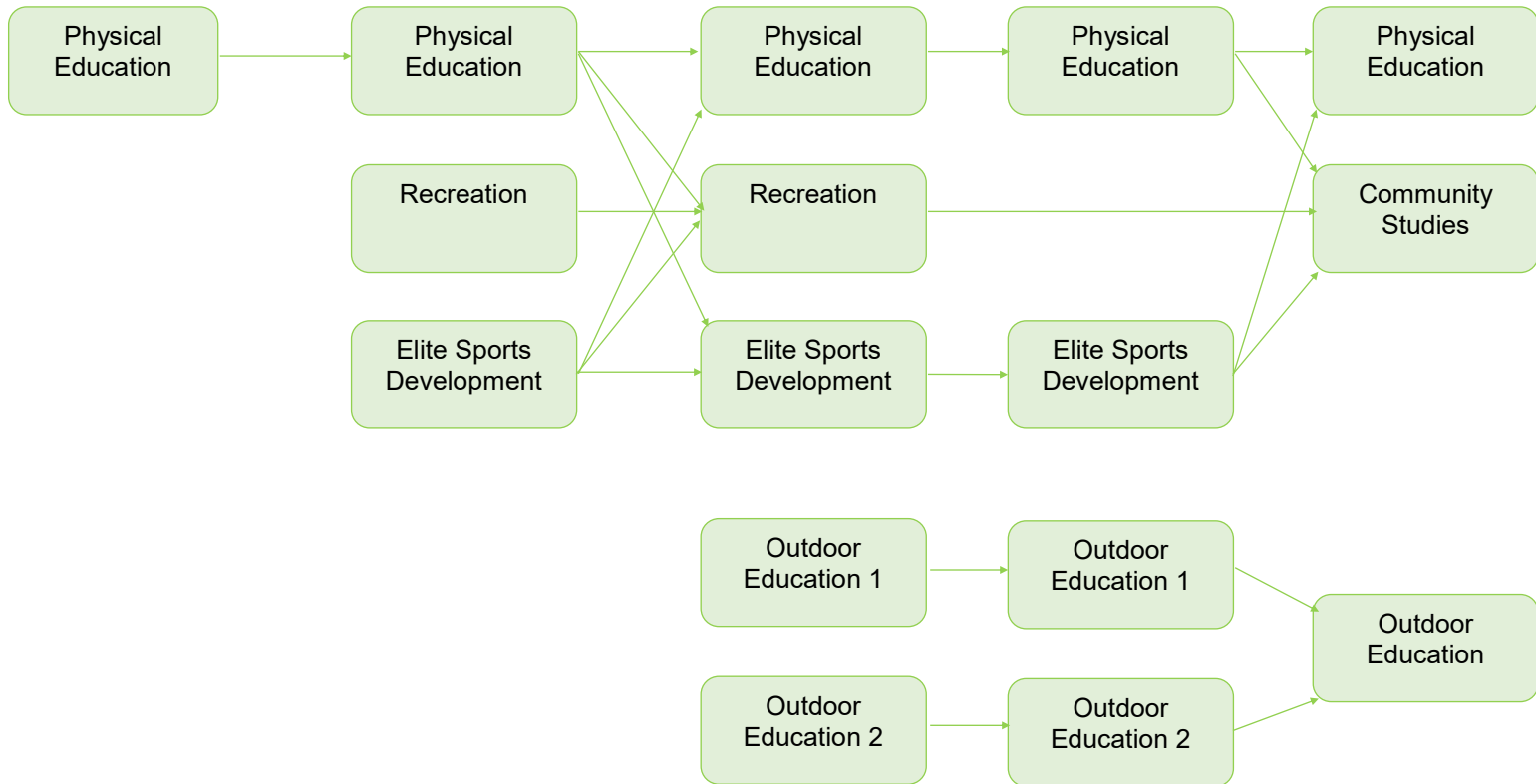
YEAR 8

YEAR 9

YEAR 10

STAGE 1

STAGE 2



Visual Arts Curriculum Pathways

YEAR 8

1 Semester of
Visual Arts
covering:

Art

YEAR 9

Drawing and
Painting

Art and Craft

Design

Media Arts

YEAR 10

Drawing and
Painting

Art and Craft

Design

Media Arts

STAGE 1

Visual Arts Art:
Drawing and

Visual Arts Art:
Art and Craft

Visual Arts Design:
Environments and
Products

Visual Arts De-
sign: Advertising
and Graphic Art

Creative Arts

STAGE 2

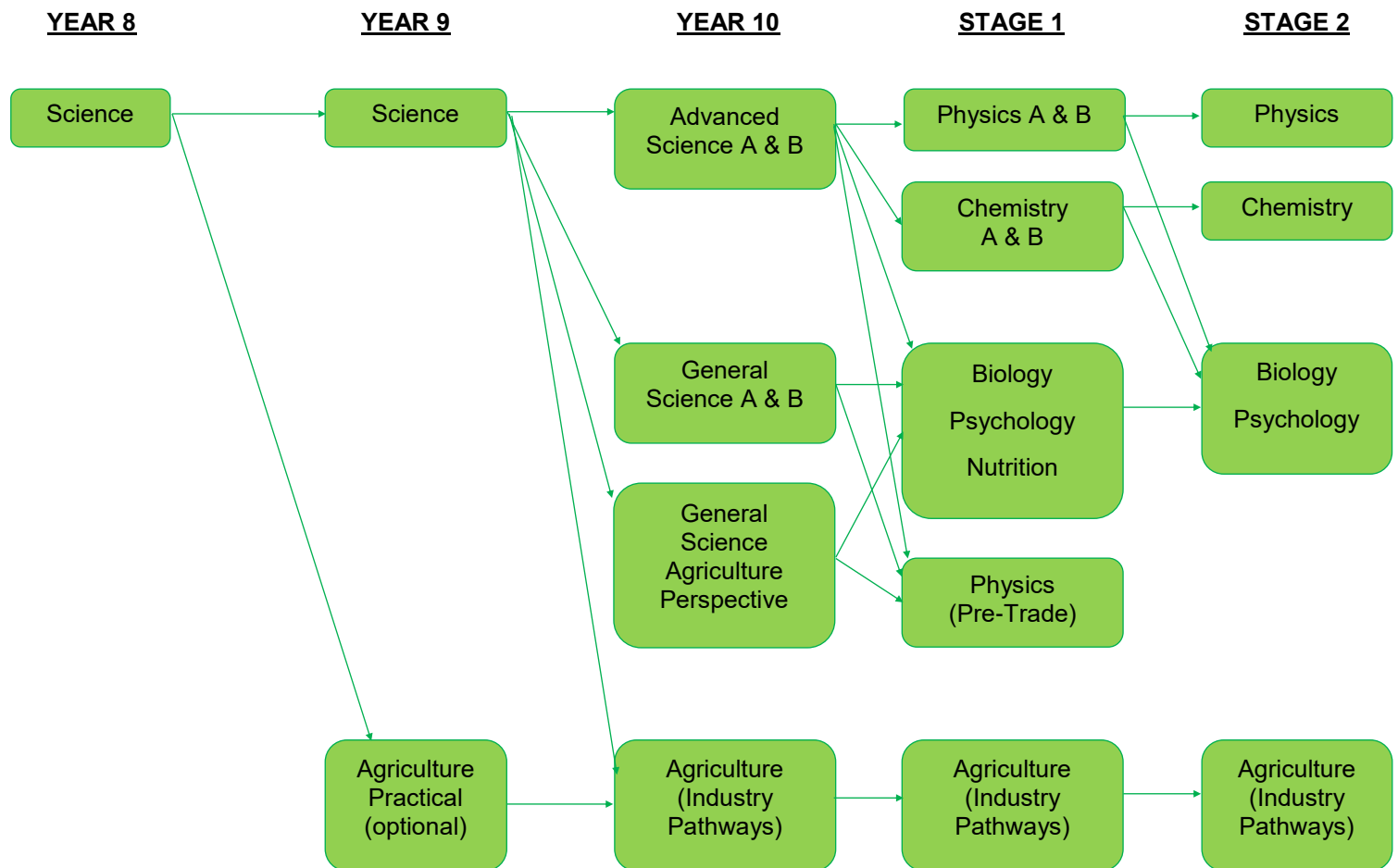
Visual Arts -
Art

Visual Arts -
Design

Creative Arts



Science Curriculum Pathways



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