



Charles Campbell College

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LEARNING

RESPECT

EXCELLENCE

Department for Education and Child Development T/A South Australian
Government Schools CRICOS provider number 00018A



Government of South Australia
Department for Education and
Child Development



WE ARE AN
ACCREDITED
SCHOOL

SENIOR YEARS 10-12 HANDBOOK 2018

SUBJECT SELECTION COUNSELLING

TUESDAY 26 SEPTEMBER

8:30am – 7.00pm

Book online at: <https://www.schoolinterviews.com.au/>

Use the code: e226w

CONTENTS

Section 1: General Information

COURSE COUNSELLING	3
HOW TO USE YOUR CURRICULUM HANDBOOK	3
WHO TO CONTACT	3
TIMELINE AND KEY DATES	4
VET APPLICATION PROCESS	4
DAY / LINE STRUCTURE	5
YEAR 10 – SUBJECT REQUIREMENTS	5
SACE	6
STRATEGIES FOR SUCCESS IN SACE	7
INTENSIVE SECONDARY ENGLISH COURSE (ISEC)	9
YEAR 11 SUBJECTS – SACE STAGE 1	9
YEAR 12 SUBJECTS – SACE STAGE 2	10
VOCATIONAL EDUCATION & TRAINING (VET)	11
TERTIARY INFORMATION	12

Section 2: Curriculum Information

Cross Disciplinary Studies	13
Science	17
Technology	24
Maths	31
STEM	38
English / English as an Additional Language	41
Humanities & Business Education	48
Languages	54
Arts	58
Health & Physical Education	76

Index

Year 10 Subjects	85
Sage 1 Subjects	86
Stage 2 Subjects	87

COURSE COUNSELLING

At Charles Campbell College, we encourage all students to take an active part in their own career planning through the Course Counselling process. This handbook provides information to assist that process. Students and families are encouraged to use this handbook, in conjunction with other support available, to plan a course that suits the needs of the individual student.

We are committed to supporting every student in deliberately and explicitly planning for their future through:

- reflecting on their previous learning, identifying their unique strengths and abilities
- exploring options beyond school: University, TAFE, apprenticeships, employment
- planning flexible and achievable pathways to enable them to reach their goals.

Year 9, 10 and Year 11 Home Group Teachers will work with students throughout the Personal Global Learning program (PGL) to guide students through the Course Counselling process. The work undertaken by Year 10 students in PGL will contribute to their grade in the compulsory Stage 1 subject Personal Learning Plan (PLP). The PLP has careers and futures planning as a focus area of study.

HOW TO USE YOUR CURRICULUM HANDBOOK

This handbook is divided into two sections with a comprehensive index at the back.

Section 1: General Information about the programs offered at Charles Campbell College in the Senior School. This section includes valuable information about the compulsory subjects that all students in the senior years are required to study.

Section 2: Curriculum Information that includes a course description for all Senior School subject offerings (including Year 10, Stage 1 and Stage 2) at Charles Campbell College. This section is divided into Learning Areas: each Learning Area includes a flowchart that is designed to help students plan for their future. Subjects chosen for SACE Stage 1 may affect which subjects may be enrolled in for SACE Stage 2.

WHO TO CONTACT

Support at Charles Campbell College:	Community Resources:
<ul style="list-style-type: none">• Home Group Teacher• Years Coordinators (Middle & Senior)• Subject Teachers• Student Counsellors• Teaching & Learning Coordinators• Pathways/ SACE Coordinator• Apprenticeship / Transition Broker• Assistant Principals (7-9 and 10-12)	<ul style="list-style-type: none">• SATAC Tertiary Entrance Requirements www.satac.edu.au• Training and Further Education South Australia www.tafesa.edu.au• University websites www.unisa.edu.au www.adelaide.edu.au www.flinders.edu.au• Australian Defence Jobs www.defencejobs.gov.au• Trade Associations / Employer Groups

TIMELINE AND KEY DATES

Term 3, 2017

WEEK	DATE	ACTIVITY
2	Friday 4/8/17	Year 12 : SATAC application support assembly
3	Monday 7/8/17	SATAC (University/TAFE) applications open
	Friday 11/8/17	Year 10 & 11 PGL: VET/SACE information assembly
4	Saturday 19/8/16	Open Days for Flinders University, UniSA and Adelaide University
	Sunday 20/8/16	
4-8	Friday 18/8/17	Year 10 & 11 PGL: <i>Application for a Stage 1 or 2 Course</i> Year 12 : SATAC application support assembly
5	Tuesday 22/8/16	SACE Information Evening (6:30pm – 8pm) - for parents / caregivers of Year 10 & 11 students
6	Friday 01/09/17	10-12 Years Handbook and Subject Selection Sheets distributed.
8	Friday 15/9/16	Year 10 & 11 PGL: <i>Application for a Stage 1 or 2 course</i> SUBMIT
		7-9 Handbook and Subject Selection Sheets distributed.
9	Ongoing	Year 10 & 11: Applications reviewed by Senior School Team
10	Tuesday 25/9/16	REPORT DAY: COURSE CONFIRMATION & REPORT COLLECTION - subject choices confirmed with parents / caregivers through parent-student-teacher interviews & Term 3 Reports distributed

VET Application Process

Term	Week	ACTIVITY
3	2	PGL: VET information assembly
	4	PGL: VET Booklet available on website
	5	PGL: Students explore VET information as part of Stage 1 or Stage 2 Applications. Expression of interest forms available from Home Group Teachers.
	7	VET expression of interests due to SACE/VET coordinator
	10	REPORT DAY: VET CONFIRMATION & REPORT COLLECTION 1. Parent/Student/VET Coordinator Interviews, including VET Course Application Forms and Fee Commitment Letter 2. Subject choices confirmed
4	1	Letters sent home re outcome of Application Process

NB: Once the Course Counselling process is complete, students will not be able to make subject changes without parental involvement AND approval from the relevant Assistant Principal. Any such changes will be dependent on subject availability. NO subject changes will be considered after the commencement of Week 3 of each semester.

2018 DAY / LINE STRUCTURE

All students in Years 8-10 study seven subjects each semester; the distribution of these lessons across the week is shown in the table below. Students in Year 11 (Stage 1) generally study six subjects and Year 12 students (Stage 2) generally study four subjects. For these senior students, their timetable incorporates study time and some flexibility in contact time. Stage 1 and 2 subjects will be distributed across all lines of the timetable, with some attempt made to give students block study line/tutorial periods. There is no guarantee that study lines will fall on particular lines each semester.

	Monday	Tuesday	Wednesday	Thursday	Friday
H/Gp					
1	7 6	5	3	4	1
2	7 6	5	3	4	5
R					
3	2	1	6	2	PGL
4	4	1	6	2	3
L					
5	3	7 7	1	6 7	2
6	<i>Staff Mtg</i>	6 7	5	7 7	4

YEAR 10 SUBJECT REQUIREMENTS

At Charles Campbell College, all Year 10 students will study the following **compulsory subjects**:

Full Year Subjects:	Single Semester Subjects:
English or EAL	Health
Mathematics*	History
Science*	Personal Learning Plan (PLP)

- * Within these compulsory subjects, students have the opportunity to study at an advanced level. Access to these classes will be determined by Year 9 grades and subject teacher recommendations.

In addition, Year 10 students can choose 5 x semesters from the following list of **choice subjects**:

The Arts: Art Photography Digital Design Dance Drama Multimedia Music	Technologies: Woodwork Welding & Machining Computer Aided Design Automotive Food Skills Foods of the World	Health & Physical Education: Caring for Children PE A – Team Sports PE B – Individual Sports PE C – Recreation & Adventure Sports
Languages: Italian Chinese	Cross Disciplinary: STEM Programming & Electronics	<i>Refer to Section 2 for detailed information about all subject offerings</i>

SACE – SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION

The South Australian Certificate of Education (SACE) is the credential awarded to students who successfully complete their senior secondary education. The SACE Board of South Australia administers the SACE for all schools in South Australia.

Within each area of study, students are expected to gain and demonstrate essential subject specific skills and knowledge, as well as developing skills for their future, focussing on communication, citizenship, personal development, work and learning.

It is usual for students to complete their SACE over the last two years of secondary schooling (Years 11 & 12). While the SACE has no time limit on its completion there is, however, a pattern of subjects that must be undertaken and specific requirements that must be met for its satisfactory completion.

Requirements to achieve the SACE:

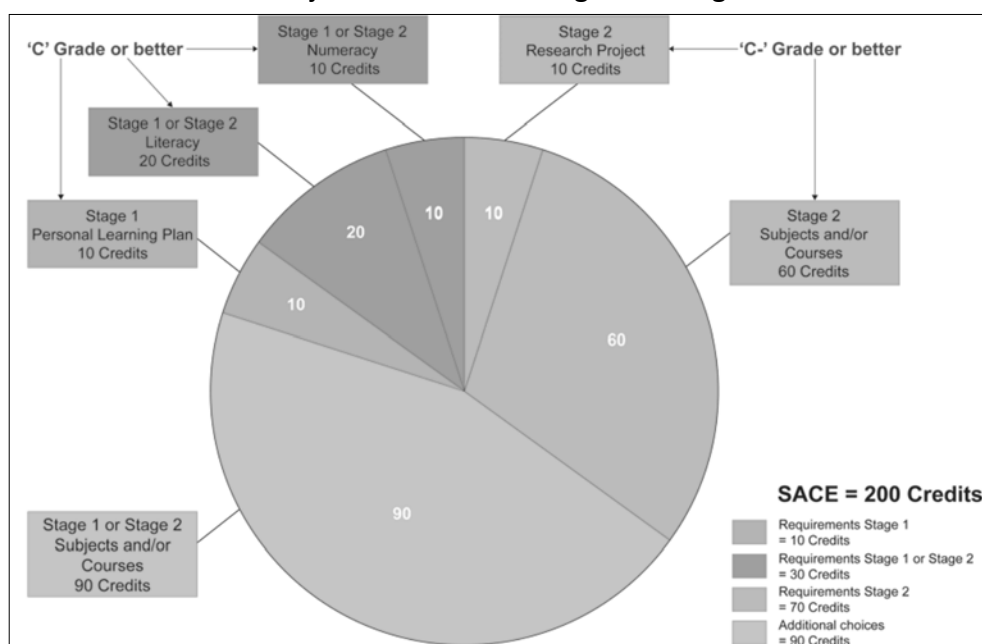
The SACE is based on two stages of achievement: Stage 1 (usually undertaken in Year 11) and Stage 2 (usually undertaken in Year 12). To gain the SACE certificate, students must earn 200 credits: 10 credits are equivalent to one semester of study in a particular subject.

At CCC students will study the following elements in completing their SACE:

- Personal Learning Plan (PLP) – studied in Year 10 - 10 credits
- Two semesters of Literacy – studied as Stage 1 English or ESL - 20 credits
- Two semesters of Numeracy – studied from a range of Stage 1 Maths offerings - 20 credits
- Research Project – studied in Year 11 - 10 credits
- Four full-year Stage 2 subjects - 80 credits

⇒ **Students must achieve a 'C' grade or better in all of these compulsory elements, in order to complete their SACE**

In addition, students choose from a wide range of subjects and courses to earn the remaining credits to gain their SACE. These include subjects from either Stage 1 or Stage 2 and VET courses.



Whilst studying for the SACE, students will:

- receive credits for many different forms of education and training; apart from the subjects studied at school, these include School Based Apprenticeships, VET (Vocational Education and Training) courses, TAFE studies and community service (provided it is recognised by the SACE Board)
- be able to return to their studies at any time in the future to complete their SACE, without losing credit for work already undertaken
- have 30% of their work in every Stage 2 subject externally assessed; this could include exams, practical performances, presentations, essays and portfolios, depending on the requirements of the subject
- have outside moderators check the school-assessed parts of Stage 2 subjects and selected Stage 1 subjects, to ensure consistent grading across the state, regardless of which school a student attends.

STRATEGIES FOR SUCCESS IN SACE

To support students to fulfil their full potential, Charles Campbell College implements several strategies throughout senior school.

Promotion to Stage 1 or Stage 2

Students will be unable to move to the next level of schooling, if they have not been successful in their current level:

- Year 10 students who have failed 6 or more Year 10 subjects may be required to repeat a full Year 10 program
- Year 10 students who have failed to successfully complete Stage 1 PLP will be unable to start Year 11 program
- Year 11 students who have failed to successfully complete all Stage 1 compulsory credits (PLP, Literacy, Numeracy, Research Project) will be unable to start a Stage 2 program (see Stage 2 Readiness)
- Year 11 students who have not passed enough Stage 1 subjects may be required to repeat Year 11.

Year 10 and Stage 1 Tutorial Support

Academic Support runs after school each Tuesday afternoon, where students can get help with completing tasks from various specialist teachers.

Stage 1 'Bootcamp'

Bootcamp is run in Week 7 to week 9 of Term 4 for the compulsory Stage 1 Personal Learning Plan, Research Project, Numeracy and Literacy classes. Students who are unsuccessful in these classes throughout the year will be required to attend Bootcamp to get targeted support to complete their tasks.

Stage 2 Readiness

Students will be unable to start their Stage 2 timetable at the start of Year 12 if they have not successfully completed Stage 1 Personal Learning Plan (10 credits), Stage 1 Numeracy (10 credits) and Stage 1 Literacy (20 credits) and Research Project (10 credits).

Stage 2 Headstart

All Stage 2 subject teachers will run a compulsory Introductory Workshop in Week 7 of Term 4, in preparation for courses starting the following year.

Students will be given information such as subject outlines (including assumed knowledge as needed), reading lists, text books and learning programs as relevant to the course.

Stage 2 Monitoring of Success

Stage 2 grades are closely monitored and scrutinised by the Senior Years team each term.

Students who receive an N grade for any subject at the end of Term 1 will be required to attend a review meeting, during which they will be withdrawn from that subject and, where possible, re-counselled into a more appropriate course of study and/or pathway

Students who receive an E grade for any subject at the end of Term 2 will be removed from the class and re-counselled into a more appropriate pathway.

Students who are not displaying the College values of Respect, Excellence & Learning will be re-counselled into a more appropriate pathway.

Stage 1 and 2 Subject Recommendations and Prerequisites

Most Stage 1 subjects have Assumed Knowledge requirements. Students and families are advised to use the assumed knowledge as a guide to the requirements of the course. Students who do not meet the assumed knowledge and would like to study the subject will need to sign an agreement indicating that they are aware that the school would not recommend them for the subject.

Stage 1 English and Mathematics subjects have Prerequisite requirements. A Prerequisite means that the subject may only be studied once the student has successfully met the prerequisite criteria at Year 10. Students who do not meet the prerequisite and would like to study the subject will need to have a meeting with a Senior Years Leader.

Students will have access to the full range of Stage 1 subjects through meaningful application to their Year 10 studies. Students must be able to demonstrate that they have the necessary skills, knowledge and study habits to be able to be promoted into the next year level.

Most Stage 2 subjects do have prerequisites. Prerequisites mean that the subject can only be studied at Stage 2 once they have successfully met the prerequisite criteria at Stage 1. Students who have not met the prerequisite and would like to study the subject will need to have a meeting with a Senior Years Leader. Students need to make meaningful application to their Stage 1 studies in order to be considered for the Stage 2 version in the next year.

INTENSIVE SECONDARY ENGLISH COURSE (ISEC)

Students are assumed to have some knowledge of English through tuition in their home country. However, students with little or no English language may be supported for a longer term of ISEC.

This course is designed to meet the needs of newly arrived fee paying students with an Education Visa. Students may study English in ISEC for a negotiated period, usually at least 10 weeks. It is during this time that they are orientated into secondary schooling in South Australia and learn English and a range of other skills to enable a smooth transition into mainstream classes.

Core subjects are Cultural Studies, English, Science and Maths. There are additional subjects selected from Physical Education, Home Economics Multimedia and Art.

Full or partial transition to mainstream classes is dependent upon each student's improvement in English, measured against the Language and Literacy levels, and their demonstration of skills such as asking questions, time management and following written and verbal instructions. Together these determine a student's readiness for mainstream classes.

YEAR 11 SUBJECTS – SACE STAGE 1

Students need to choose twelve one-semester subjects; this must include two semesters of English and two semesters of Mathematics, and one semester of Research Project.

English *	Mathematics *	Cross-Disciplinary Studies
English as Additional Language English - Essential English English - Literature <i>* must study two semesters</i>	Mathematical Methods Mathematics - Essential Mathematics - General Mathematics - Specialist <i>* must study two semesters</i>	Research Project Game Programming (Integrated Learning) STEM (Integrated Learning)
Technologies	Health & Physical Education	Humanities & Business
Furniture Welding CAD / CAM Automotive Technology Cert I in Automotive Machining Food & Hospitality – Entertaining Food & Hospitality – Catering	Child Studies Community Sports Physical Education Specialist Outdoor Education Cert II in Sport & Recreation	Modern History Ancient Studies Legal Studies Business & Enterprise Info Processing & Publishing Workplace Practices
Languages	The Arts	Science
Chinese – background speakers Italian – continuers	Visual Arts Digital Photography Digital Design Dance Drama Multi Media Music	Chemistry Physics Biology Psychology

YEAR 12 SUBJECTS – SACE STAGE 2

All students must select at least four full-year Stage 2 subjects. Students wanting a University pathway must select four full-year Stage 2 subjects. Students may choose to study a 5th Full Year Stage 2 subject if they feel it will improve their ATAR.

English	Mathematics	Cross-Disciplinary Studies
English English as Additional Language English – Essential English – Literary Studies	Mathematical Methods Mathematics – Essential Mathematics – General Mathematics – Specialist	Community Studies Research Project * (EAL Focus) <i>* compulsory one-semester subject</i> Certificate III in Game Programming
Technologies	Health & Physical Education	Humanities & Business
Food & Hospitality Furniture Welding & Machining	Child Studies Physical Education Outdoor Education Sports Studies (Integrated Learning) Certificate III in Sport & Recreation	Info Processing & Publishing Legal Studies Modern History Ancient Studies Workplace Practices Workplace Practices (VET Focus)
Languages	The Arts	Science
Chinese – background speakers Italian – continuers	Creative Arts - Multi Media Creative Arts – Production Dance Studies Certificate III in Dance Drama Music Visual Arts Studies Visual Arts – Digital Design & Photography	Biology Chemistry Physics Psychology

Year 12 Privileges

The Graduating Class of any particular year have certain privileges afforded to them. This includes:

- Placement in a Year 12 Home Group
- A line designated for focused study / tuition
- Some flexibility in contact time
- Access to the Year 12 Study Area and Kitchen
- Wearing the Year 12 commemorative jumper / jacket
- Invitation to the Year 12 Formal

In order to access these privileges, students must be part of the **Graduating Class of 2018** and uphold the College Values of Respect, Excellence and Learning. This means that they must have the capacity to be able to complete their SACE by the end of 2018. Students who cannot complete their SACE during 2018 will have these privileges suspended until the following year.

VOCATIONAL EDUCATION & TRAINING (VET)

Students have the opportunity to undertake VET as part of their SACE, which enables them to gain certificate qualifications whilst still at school. Qualifications gained can act as a bridge for students between school and future pathways.

Certificate qualifications are achieved by completing the required number of competencies. Each competency has an allocated number of hours required for successful completion. These nominal hours are added up and transferred into Credits for achieving SACE: seventy nominal hours is equivalent to 10 SACE Credits (one semester).

Senior students at Charles Campbell College can participate in a range of VET courses which are offered as part of our curriculum or through the East Adelaide Schools Cluster. Students can select up to the equivalent of a full year of VET as part of their curriculum.

At Charles Campbell College we offer:

- Certificate I in Automotive Vocational Preparation → Certificate II in Automotive
- Certificate I in Engineering → Certificate II in Engineering
- Certificate III in Community Services (Children's Services)
- Certificate III in Health Services Assistance
- Certificate II in Sport and Recreation → Certificate III in Sport and Rec
- Certificate III in Game Programming
- Certificate III in Dance Studies

Industry Pathways Program (IPP)

An Industry Pathways Program is a vocational program that provides credit towards the SACE, as well as credit towards a recognised qualification within the Australian Qualifications Framework, at Certificate III level and beyond. Through IPP, we hope to provide young people with an educational program that allows them to achieve their SACE, while immersing them in the industry; ensuring they have a deep understanding of what it means to work in that selected industry. At Charles Campbell College, we offer the IPP option of *Community and Health* (see page 47 for details).

Through the East Adelaide Schools Cluster students have a range of VET options, including:

- Animal Care
- Business
- Building Construction
- Electrotechnology
- Entertainment & Theatre Technology
- Engineering
- Fashion Design
- Hair & Beauty
- Hospitality
- Information Technology
- Multimedia
- Sport & Recreation
- Tourism
- Visual Arts

During the Course Counselling process students will receive supplementary documentation outlining all VET courses in full detail. Our Pathways Coordinator will also provide information about the application process through PGL lessons.

TERTIARY INFORMATION

Students need to carefully consider their future study needs and prerequisites before selecting SACE study options. Home Group teachers will provide support and advice for students during the Course Counselling process. However, it is the responsibility of students and their families to find out about future study needs and course prerequisites.

Australian Tertiary Admissions Rank (ATAR)

The ATAR is a measure of a student's academic achievement compared to other students and is used by universities to select students who have completed the SACE for offers of a university course. Stage 2 subjects that are recognised by universities as providing appropriate preparation for tertiary studies are called Tertiary Admission Subjects (TAS). The universities require a minimum of 80 Stage 2 credits (4 x full year subjects) plus Research Project, to be eligible to receive an ATAR. While most Stage 2 subjects are recognised as TAS, there are some that are not; including Community Studies, modified subjects (for students with severe disabilities). Students wishing to gain an ATAR must also check that they are not studying a precluded combination of subjects.

South Australian Tertiary Admissions Centre (SATAC)

The South Australian Tertiary Admissions Centre (SATAC) manages the student selection process for further study in South Australia, based on Stage 2 courses. SATAC produces an annual guide to assist with determining the ATAR necessary for particular courses at each university in South Australia. Students apply to SATAC during August / September during Year 12 PGL lessons; details are provided by the SACE Coordinator.

University Entrance

Each University has their own entry requirements for each course of study. Students should check both prerequisites and assumed knowledge for any tertiary courses of interest. In addition, an increasing number of courses have additional selection criteria, e.g.: UMAT, interviews, portfolios, work experience. Students should investigate these thoroughly before selecting any SACE subjects for study. Full details of university entry requirements for 2017 onwards will be included in the Tertiary Entrance Booklet available to students during their PGL lessons.

TAFE Entrance

TAFE offers a wide range of courses with a variety of entrance requirements. The SACE is recognised by TAFE as meeting the entry requirements for most of its courses, but also considers a variety of other qualifications and experiences in its entry and selection processes. TAFE courses have minimum entry requirements for each Certificate level:

Certificate I	-	}	no minimum Course Admission Requirements
Certificate II	-		
Certificate III	-		
Certificate IV	-	}	SACE completion, Cert III or TABS test (TAFE Assessment of Basic Skills)
Diploma	-		
Adv Diploma	-		

Interstate and Overseas Higher Education

Students must make contact with individual institutions to determine course availability, entry requirements and application procedures. Their deadline dates are generally earlier than those for South Australia. Our Student Counsellors can support students seeking this information.

CROSS-DISCIPLINARY STUDIES

YEAR 7

YEAR 8

YEAR 9

YEAR 10

YEAR 11

YEAR 12

PERSONAL
LEARNING PLAN
(PLP)

RESEARCH
PROJECT

COMMUNITY
STUDIES

PERSONAL LEARNING PLAN (PLP)

Stage 1

10 credits

Course Description:

The Personal Learning Plan (PLP) is a compulsory 10 credit subject, which is studied during Year 10. Students must complete the PLP with a C grade or better to gain their SACE. The PLP helps students plan for their future by helping them to make informed decisions about:

- The subjects they will study in Years 11 and 12, and any course outside of school
- Possible career choices and ideas for community service
- How best to prepare for their career options and other goals

Content:

The content includes Capabilities and specific content. The Capabilities enable students to make connections in their learning within and across subjects in a wide range of contexts. The Capabilities are Literacy, Numeracy, ICT, Ethical Understanding, Personal and Social, Critical and Creative Thinking, Intercultural Understanding. Teachers, together with their students, choose areas for detailed study to support the development, implementation, review and adjustment of each student's plan, based on his or her particular needs and interests. Examples of topics include:

- Research skills
- Planning and decision making skills
- Work skills
- Social living and personal responsibility
- Characteristics of interpersonal and relationships skills.

Assessment Components:

The PLP Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E.

Additional Information:

Students who achieve a C grade or better in this subject meet the compulsory PLP requirement of SACE.

RESEARCH PROJECT A
One Semester Course**Stage 2**
10 credits

This is a compulsory 10 credit subject for SACE completion.

Course Description:

Students choose a research question that is based on an area of interest to them. They learn and apply research processes and the knowledge and skills specific to their research topic

Content:

The content for Research Project A:

- Developing capabilities
- Applying the research framework.

They use the research framework as a guide to develop their research, apply knowledge, skills and ideas specific to their question.

They synthesise their key findings to produce a research outcome, which is substantiated by evidence and examples from the research. They review the knowledge and skills they have developed and reflect on the quality of their research outcome.

Assessment Components:

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

- Type 1- Folio 30%
- Type 2- Research Outcome-40%
- Type 3- Review 30%

Additional Information:

Research Project A does not contribute the ATAR calculation. Students who achieve a C grade or better in this subject meet the compulsory requirement of SACE.

COMMUNITY STUDIES A
Full Year course**Stage 2**
20 credits**Prerequisite:**

No Stage 1 prerequisites.

Course Description:

Community Studies offers students the opportunity to learn in a community context and to interact with teachers, peers and community members beyond the school environment. Students decide the focus of their community activity and develop their capability to work independently and to apply their skills and knowledge in practical ways in their community.

Content:

Students prepare a contract of work to develop a community activity from the following ten areas of study:

- Arts and the Community
- Business and the Community
- Communication and the Community
- Design, construction and the Community
- Environment and the Community
- Foods and the Community
- Health, Recreation and the Community
- Science and the Community
- Work and the Community

Assessment Components:

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

School Based Assessment:

- Contract of Work
- Folio
- Presentation

External Assessment:

Reflection

Additional Information:

Community Studies does not contribute to the Australian Tertiary Admission Rank (ATAR)

RESEARCH PROJECT B One Semester Course	Stage 2 10 credits
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This is a compulsory 10 credit subject for SACE completion.

Course Description:

Students choose a research question that is based on an area of interest to them. They learn and apply research processes and the knowledge and skills specific to their research topic

Content:

The content for Research Project A:

- Developing capabilities
- Applying the research framework.

They use the research framework as a guide to develop their research, apply knowledge, skills and ideas specific to their question.

They synthesise their key findings to produce a research outcome, which is substantiated by evidence and examples from the research. They evaluate the knowledge and skills they have developed and reflect on the quality of their research outcome.

Assessment Components:

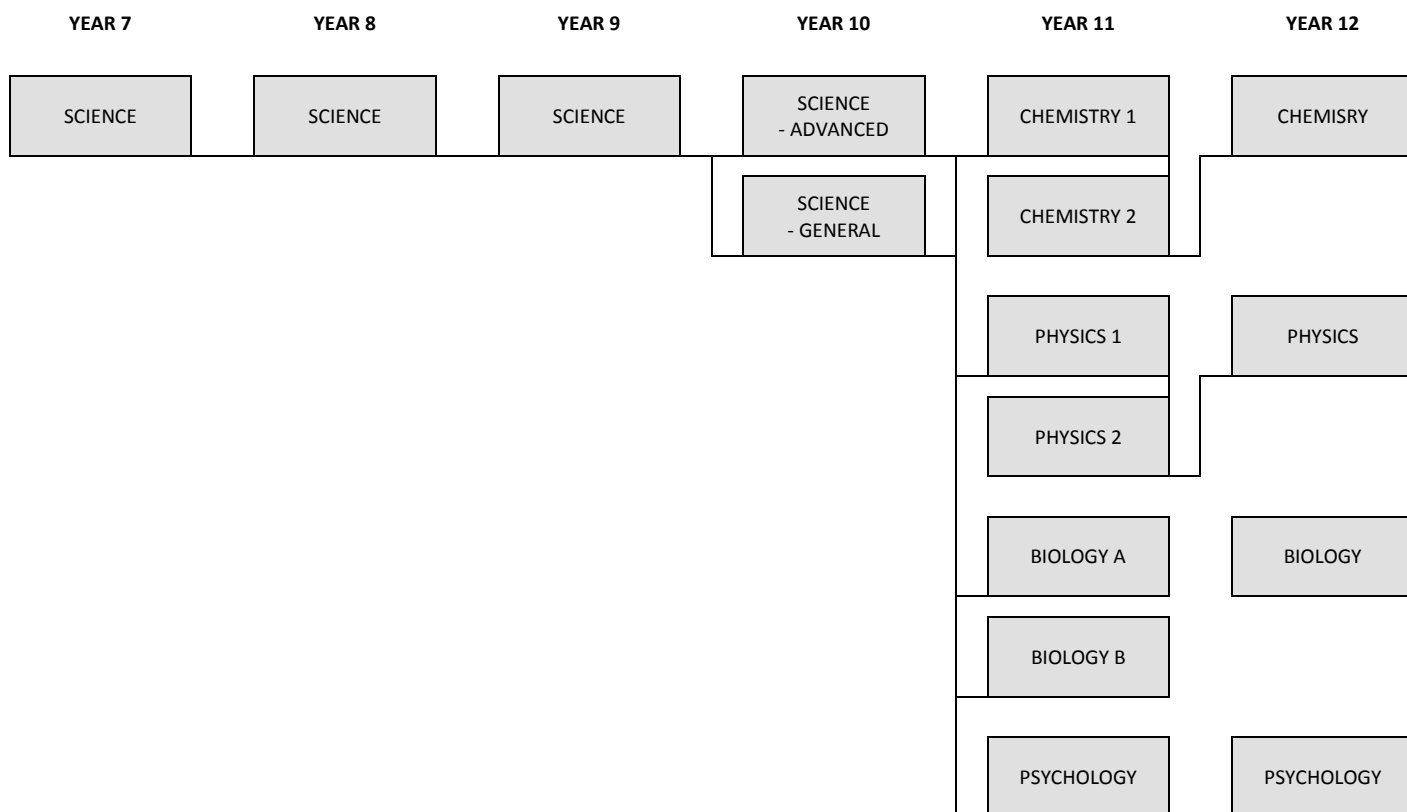
Students demonstrate evidence of their learning through the following assessment types:

- Type 1- Folio 30%
- Type 2- Research Outcome- 40%- 2000 words or equivalent
- Type 3- Evaluation- 30%

Additional Information:

Research Project B may contribute the ATAR calculation. Students who achieve a C grade or better in this subject meet the compulsory requirement of SACE.

SCIENCE



SCIENCE ADVANCED**Year 10****Full Year Course****Assumed Knowledge:**

This course is intended for students who have displayed confidence in year 9 Science. Topics will be studied to a greater depth and it is expected that additional extension topics will be offered.

Course Description:

This activity-based general science course is designed to: provide knowledge of the key areas of science, give students an opportunity to view science in a social context, help students explain everyday phenomena, solve practical problems and develop good problem solving skills. Topics include: Biological Sciences (inheritance and evolution) Chemical Sciences (the periodic table, metals, non-metals and chemical reactions), Physical Sciences (Road Science: forces, motion and energy) and Earth and Space Sciences (astronomy and global systems including the carbon cycle)

Assessment Components:

Topic tests, notebook marks, assignments (research, investigations and orals) and semester exams. Students also undertake two scientific literacy assessment tasks over the course of the year.

SCIENCE GENERAL**Year 10****Full Year Course****Assumed Knowledge:**

This course will be presented at a more appropriate pace for students that require a little more time to grasp the concepts and need more reinforcement to assist with the learning.

Course Description:

This activity-based general science course is designed to: provide knowledge of the key areas of science, give students an opportunity to view science in a social context, help students explain everyday phenomena, solve practical problems and develop good problem solving skills. Topics include: Biological Sciences (inheritance and evolution), Chemical Sciences (the periodic table, metals, non-metals and chemical reactions), Physical Sciences (Road Science, forces, motion and energy) and earth and Space Sciences (astronomy and global systems including the carbon cycle)

Assessment Components:

Topic tests (open book), notebook marks, assignments (research, investigations and orals) and semester exams.

PSYCHOLOGY**Stage 1****One Semester Course****10 credits****Assumed Knowledge:**

C or better in Year 10 Science.

Course Description:

The study of Psychology enables students to learn more about their own behaviours and the behaviours of others. It has direct relevance to their personal lives. Psychological knowledge can be applied to quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure.

Content:

Stage 1 and Stage 2 Psychology build on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (ie observation, experimentation, and experience) the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences.

Areas of study include:

- Introduction to Psychology
- Brain and Behaviour
- Human Psychological Development

Assessment Components:

Students demonstrate evidence of their learning through an Investigations Folio and Skills and Applications Tasks. The focus capabilities for this subject are communication and learning.

BIOLOGY A
One Semester Course

Stage 1
10 credits

Assumed Knowledge:

C or better in Year 10 Science. This semester course may be taken alone as one unit or with Biology B as two units.

Course Description:

In Biology students learn about the cellular and overall structures and functions of a range of organisms. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society and on the environment.

Content:

Science inquiry skills and science as a human endeavour are integral to students' learning in this subject and are interwoven through their study of science understanding, which is organised into two topics. Through the study of these topics, students extend their understanding of the nature of living things, as well as of the interactions of those living things with members of the same species, members of other species, and the environment.

Areas of study include:

- Cells and Microbes
- Infectious Disease

Assessment Components:

Students demonstrate evidence of their learning through an Investigations Folio and Skills and Application Tasks. The focus capabilities for this subject are communication and learning.

There will be an additional cost of a workbook for this subject (approx. \$30).

BIOLOGY B
One Semester Course

Stage 1
10 credits

Assumed Knowledge:

C or better in Year 10 Science. This semester course may be taken alone as one unit or with Biology A as two units.

Course Description:

In Biology students learn about the cellular and overall structures and functions of a range of organisms. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society and on the environment.

Content:

Science inquiry skills and science as a human endeavour are integral to students' learning in this subject and are interwoven through their study of science understanding which is organised into two topics. Through the study of these topics, students extend their understanding of the nature of living things, as well as of the interactions of those living things with members of the same species, members of other species, and the environment.

Areas of study include:

- Multicellular Organisms
- Biodiversity and Ecosystem Dynamics

Assessment Components:

Students demonstrate evidence of their learning through an Investigations Folio and Skills and Application Tasks. The focus capabilities for this subject are communication and learning.

There will be an additional cost of a workbook for this subject (approx. \$30).

CHEMISTRY 1
One Semester Course**Stage 1**
10 credits**Assumed Knowledge:**

C grade or better in Year 10 Advanced Science. This course may be taken alone as one unit or with Chemistry 2 as two units.

Course Description:

The study of Chemistry includes an overview of the matter that makes up materials, and the properties, uses and means of production, and reactions of these materials. It also includes a critical study of the social and environmental impact of materials and chemical processes.

Content:

Science inquiry skills and science as a human endeavour are integral to students' learning in this subject and are interwoven through the science understanding, which is organised into three topics. In their study of these topics, students develop and extend their understanding of some of the fundamental principles and concepts of chemistry, including structure, bonding, polarity, solubility, acid-base reactions, and redox. These are introduced in the individual topics, with the mole concept and some energy concepts introduced gradually throughout these topics.

Areas of study include:

- Materials and their Atoms
- Combination of Atoms
- Molecules

Assessment Components:

Students demonstrate evidence of their learning through an Investigations Folio and Skills and Applications tasks. The focus capabilities for this subject are communication and learning.

Additional Information:

Chemistry 1 must be successfully completed before attempting Chemistry 2. If students are planning to undertake Stage 2 Chemistry, they are expected to undertake and pass both Chemistry 1 and Chemistry 2 at Stage 1.

There will be an additional cost of a workbook for this subject (approx. \$30).

CHEMISTRY 2
One Semester Course**Stage 1**
10 credits**Assumed Knowledge:**

Successful completion of Chemistry 1.

Course Description:

The study of Chemistry includes an overview of the matter that makes up materials, and the properties, uses and means of production, and reactions of these materials. It also includes a critical study of the social and environmental impact of materials and chemical processes.

Content:

Science inquiry skills and science as a human endeavour are integral to students' learning in this subject and are interwoven through the science understanding, which is organised into three topics. In their study of these topics, students develop and extend their understanding of some of the fundamental principles and concepts of chemistry, including structure, bonding, polarity, solubility, acid-base reactions, and redox. These are introduced in the individual topics, with the mole concept and some energy concepts introduced gradually throughout these topics.

Areas of study include:

- Mixtures and Solutions
- Acid and Bases
- Redox Reactions

Assessment Components:

Students demonstrate evidence of their learning through an Investigations Folio and Skills and Applications tasks. The focus capabilities for this subject are communication and learning.

Additional Information:

If students are planning to undertake Stage 2 Chemistry, they are expected to undertake and pass both Chemistry 1 and Chemistry 2 at Stage 1.

There will be an additional cost of a workbook for this subject (approx. \$30).

PHYSICS 1
One Semester Course

Stage 1
10 credits

Assumed Knowledge:

C grade or better in Year 10 Advanced Science. C or better in Year 10 Mathematics 10A. This course may be taken alone as one unit or with Physics 2 as two units.

Course Description:

The study of Physics offers opportunities for students to understand and appreciate the natural world. This subject examines and interprets physical phenomena, and aims to encourage interest and enjoyment through an emphasis on understanding, while laying a foundation for future learning in Physics.

Content:

Science inquiry skills and science as a human endeavour are integral to students' learning in this subject and are interwoven through the science understanding, which is organised into three topics. Through the study of these topics, students develop and extend their understanding of the interaction between matter, energy, and forces in linear motion, and electric circuits and the transfer and transformation of energy. They study the wave motion to better understand how energy can be transferred through matter and space. Students examine the structure of matter, spontaneous nuclear reactions, and the ionising radiation that results from these processes.

Areas of study include:

- Linear Motion and Forces
- Energy and Momentum
- Waves

Assessment Components:

Students demonstrate evidence of their learning through an Investigations Folio and Skills and Application Tasks. The focus capabilities for this subject are communication and learning.

Additional Information:

Physics 1 must be successfully completed before attempting Physics 2. If students are planning to undertake Stage 2 Physics, they are expected to undertake and pass both Physics 1 and Physics 2 at Stage 1.

There will be an additional cost of a workbook for this subject (approx. \$30).

PHYSICS 2
One Semester Course

Stage 1
10 credits

Assumed Knowledge:

Successful completion of Stage 1 Physics 1.

Course Description:

The study of Physics offers opportunities for students to understand and appreciate the natural world. This subject examines and interprets physical phenomena, and aims to encourage interest and enjoyment through an emphasis on understanding, while laying a foundation for future learning in Physics.

Content:

Science inquiry skills and science as a human endeavour are integral to students' learning in this subject and are interwoven through the science understanding, which is organised into topics. Through the study of these topics, students develop and extend their understanding of the interaction between matter, energy, and forces in linear motion, and electric circuits and the transfer and transformation of energy. They study the wave motion to better understand how energy can be transferred through matter and space. Students examine the structure of matter, spontaneous nuclear reactions, and the ionising radiation that results from these processes.

Areas of study include:

- Heat
- Electric Circuits
- Nuclear Models and Radioactivity

Assessment Components:

Students demonstrate evidence of their learning through an Investigations Folio and Skills and Applications Tasks. The focus capabilities for this subject are communication and learning.

Additional Information:

If students are planning to undertake Stage 2 Physics, they are expected to undertake and pass both Physics 1 and Physics 2 at Stage 1.

There will be an additional cost of a workbook for this subject (approx. \$30).

PSYCHOLOGY
Full Year Course

Stage 2
20 credits

Prerequisite:

C grade or better in any Stage 1 Science subject.

Course Description:

Psychology is based on evidence gathered as a result of planned investigations, following the principles of the scientific method. Stage 2 Psychology is an evidence based subject in which ethical issues have a central place.

Content:

The Topics covered are:

- Introduction to Psychology
- Social Cognition
- Personality
- Learning
- The Psychobiology of Altered States of Awareness
- Healthy Minds

Assessment Components:

- 40% - Skills and Applications Tasks (tests and assignments)
- 30% - Investigations Folio (group and individual investigations)
- 30% - Exam

Additional Information:

There will be an additional cost of a workbook for this subject (approx. \$30).

BIOLOGY
Full Year Course

Stage 2
20 credits

Prerequisite:

C grade or better in any Stage 1 Science subject.

Course Description:

In Biology students learn about the cellular and overall structures and functions of a range of organisms. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society and on the environment. Science inquiry skills and science as a human endeavour are integral to students' learning in this subject and are interwoven through the science understanding, which is organised into topics.

Content:

The topics covered are:

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

Assessment Components:

- 30%- Investigations Folio
- 40%- Skills and Application Tasks
- 30%- Exam

Additional Information:

There will be an additional cost of a workbook for this subject (approx. \$30).

CHEMISTRY
Full Year Course**Stage 2**
20 credits**Prerequisite:**

B grade or better in Stage 1 Chemistry 1 and 2

Course Description:

This subject applies the principles of Chemistry to the study of selected elements and compounds. It illustrates the role of Chemistry in today's technological society. Students perform experiments to test an idea or solve problems, record observations and draw conclusions from the results. They learn to work independently and to communicate with others. Science inquiry skills and science as a human endeavour are integral to students' learning in this subject and are interwoven through the science understanding, which is organised into topics.

Content:

The topics covered are:

- Monitoring the Environment
- Managing Chemical Processes
- Organic and Biological Chemistry
- Managing Resources

Assessment Components:

- 30%- Investigations Folio
- 40%- Skills and Application Tasks
- 30%- Exam

Additional Information:

There will be an additional cost of a workbook for this subject (approx. \$30).

PHYSICS
Full Year Course**Stage 2**
20 credits**Prerequisite:**

B grade or better in Stage 1 Physics 1 and 2

B grade or better in Stage 1 Mathematical Methods or Mathematics General

Course Description:

This course aims to encourage interest and enjoyment in Physics through an emphasis on understanding and to lay the foundation for further study in the subject. This course develops and illustrates principles of the laws of nature and their interaction with the real world. Students develop skills in logical thinking, analysis, problem solving and communication. Science inquiry skills and science as a human endeavour are integral to students' learning in this subject and are interwoven through the science understanding, which is organised into topics.

Content:

The topics covered are:

- Motion and Relativity
- Electricity and Magnetism
- Light and Atoms

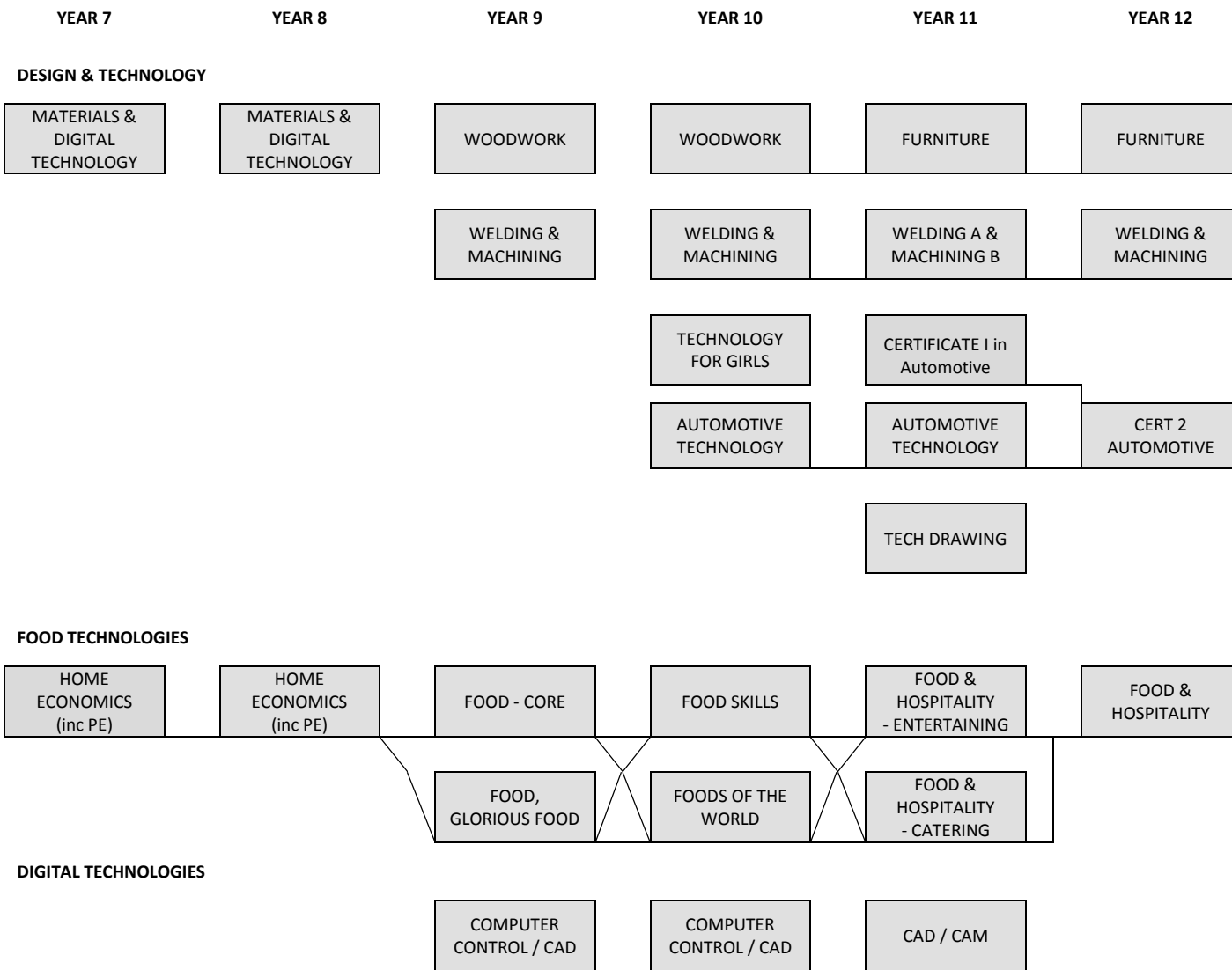
Assessment Components:

- 30%- Investigations Folio
- 40%- Skills and Application Tasks
- 30%- Exam

Additional Information:

There will be an additional cost of a workbook for this subject (approx. \$30).

TECHNOLOGIES



COMPUTER CONTROL/CAD **Year 10****One Semester Course****Course Description:**

Computer Aided Design (CAD) will enable students to develop skills with CAD as they work through a number of drawing tasks. 3D solid modelling, 2D drawings, 3D drawings and orthogonal projections will be investigated. Students will use *Autodesk Inventor* software to develop solutions to design briefs and 3D printers will be used to produce prototypes.

Assessment Components:

Folio of work/drawings, printed drawings, CNC or 3D printer product.

Additional Information:

Students are required to provide an A4 display folio to maintain a record of their work and drawings.

AUTOMOTIVE TECHNOLOGY **Year 10****One Semester Course****Course Description:**

Automotive Energy Technology provides students with an understanding of the concepts of 2 stroke and 4 stroke engines and the principles of mechanical transmission. Using appropriate hand and measuring tools, students will work through practical exercises developing an awareness of compression, types of bearings, gaskets and lubrication systems. Students will complete online tasks using appropriate software. Issues of personal safety, potential hazards with liquids, and energy types and sources will be discussed.

Assessment Components:

Practical activities, homework and tests, designing and drawing.

WOODWORK **Year 10****One Semester Course****Assumed Knowledge:**

Woodwork covers the concepts of working with wood. Students learn to work accurately using a range of hand tools. Machine use is introduced with a focus on quality outcomes and safe working techniques. Students make a range of projects addressing the basic furniture production techniques of framing and carcass construction, joining and finishing techniques. Planning and drawing will involve the use of CAD programs and manual drawing techniques.

Assessment Components:

Practical activities, homework and tests, designing and drawing.

Additional Information:

Materials cost of \$10 required.

WELDING & MACHINING **Year 10****One Semester Course****Course Description:**

Welding and Machining enables students to learn about metals and how to work with them. Students learn to solve problems and to create products by shaping and joining metals. Students will develop oxyacetylene welding and machining skills as they work on individual projects. Planning and drawing will involve the use of CAD programs and manual drawing techniques. Concepts of accuracy and quality are developed. Safe working techniques are emphasised.

Assessment Components:

Practical activities, homework and tests, designing and drawing.

Additional Information:

Material costs will vary with the size and number of projects completed.

FOOD SKILLS **Year 10****One Semester Course****Course Description:**

This course provides the opportunity for students to explore and develop practical skills specialising in yeast cookery, cake making and decorating techniques, pastry, pasta and general food presentation. A PBL on cupcake decoration will be offered.

Assessment Components:

A range of theory and practical assessment tasks and individual investigations.

Additional Information:

This course is a good foundation for Year 11 and 12 Food courses.

FOOD OF THE WORLD **Year 10****One Semester Course****Course Description:**

This course extends students' skills and knowledge in food management, preparation and presentation. Students will explore, prepare and taste foods from around the world, with a focus on World Food issues and sustainability.

Assessment Components:

A range of theory and practical assessment tasks and individual investigations into foods from around the world.

Additional Information:

This course is a good foundation for Year 11 and 12 Food courses. A willingness to sample diverse foods is required.

COMPUTER AIDED DESIGN	Stage 1
Communication Products 1 & 2	
One Semester Course	10 credits

Assumed Knowledge:

C grade in Year 10 CAD.

Course Description:

Computer Aided Design will enable students to develop skills with computer aided drafting as they follow the design process to create solutions to a number of design briefs. Use of 3D printers to produce prototypes and *Autodesk Inventor* software is included in this course. Drawing conventions will also be taught and students will produce a series of drawings for each task. Use of the Plasma cutter may be included in this course.

Content:

Students will learn about Parametric 3D solid modelling, two dimensional and three dimensional drawings and third angle orthogonal projections. This program will provide an insight into engineering, architectural and drafting careers.

Assessment Components:

- Folio of work
- Skills and Applications Tasks
- Product Realisation

CERTIFICATE 1 AUTOMOTIVE LIGHT VEHICLES	Stage 1
Full Year Course	20 credits

Course Description:

Automotive technology provides students with opportunities to develop a sound understanding of the principles of automotive components and practices.

Content:

Students complete and pass the following Accredited Automotive units to gain 20 SACE units:

- Apply safe working practices
- Implement and monitor environmental regulations in the Automotive mechanical industry
- Carry out servicing operations
- Inspect steering systems
- Inspect suspension system
- Select and use bearings, seals, gaskets, sealants and adhesives
- Use and maintain measuring equipment
- Use and maintain workplace tools and equipment

Assessment Components:

- Online video assessments
- Practical Assessments
- Folio of evidence for each TAFE unit

AUTOMOTIVE TECHNOLOGY	Stage 1
One semester Course	10 credits

Assumed Knowledge:

C grade in Year 10 Automotive

Content:

Students have the opportunity to develop a basic understanding of vehicle systems and the requirements for servicing and inspecting vehicles through the use of workshop equipment, online resources and practical hand tasks including disassembly and assembly of 4 cylinder engines.

Assessment Components:

- 30%- Folio of work
- 20%- Skills and Applications tasks
- 50%- Product realisation

FURNITURE	Stage 1
Materials & Products 1 & 2	
One Semester Course	10 credits

Assumed Knowledge:

C grade in Year 10 Woodwork.

Course Description:

Furniture Construction involves students learning to design and construct simple furniture using manufactured boards and solid timber.

Content:

Students will learn to safely use a range of fixed and portable machines. They will use both modern and traditional jointing techniques for framed and/or carcass constructions. A study of the impact of technology on our society is a part of all technology programs. Students will incorporate detailed drawings of their designs into the Folio.

Assessment Components:

- 30%- Folio of Work
- 20%- Skills and Applications tasks
- 50%- Product Realisation

Additional Information:

Material costs will depend on the projects constructed and is approximately \$30 to \$40.

WELDING	Stage 1
Materials & Products 1 & 2	
One Semester Course	10 credits

Assumed Knowledge:

C grade in Year 10 Welding & Machining.

Course Description:

This program is similar to Metal Technology A. It is for students with an interest in these skills, but not enrolled in the Engineering Industry Pathways Program.

Content:

Welding and Fabricating provides an overview of oxyacetylene welding and cutting and electric arc welding processes. Students learn to use the processes as they design and manufacture a variety of products. Planning and drawing will involve the use of CAD programs and manual drawing techniques. Occupational Health and Safety components are emphasised.

Assessment Components:

- 20%- Folio of Work
- 40%- Skills and Applications tasks
- 40%- Product Realisation

Additional Information:

Material costs of approximately \$30 should be expected.

TECH DRAWING	Stage 1
One Semester Course	10 credits

Assumed Knowledge:

C grade in Year 10 Design and/or CAD

Course Description:

The skills covered and understandings of drafting concepts are vital components of many apprenticeship training programs.

Content:

Students develop sketching, manual drafting, drawing interpretation, dimensioning and Computer Aided Design (CAD) skills through practical drawing exercises. Students have opportunities to research and apply industry based applications and currents standards.

Assessment Components:

- Folio- record of work
- Practical- design and drafting, freehand sketching, mechanical drawing
- Visual study- Research and presentation assignment tests

MACHINING	Stage 1
Materials & Products 1 & 2	
One Semester Course	10 credits

Assumed Knowledge:

C grade in Year 10 Welding & Machining.

Course Description:

This program is similar to Metal Technology B. It is for students with an interest in these skills, but not enrolled in the Automotive and Engineering Industry Pathways Program.

Content:

Metal machining provides an overview of machining skills including operations on the lathe, drills and milling machines. Concepts of quality control, Occupational Health and Safety, and accurate measurement are emphasised.

Assessment Components:

- 20%- Folio of Work
- 40%- Skills and Applications tasks
- 40%- Product Realisation

Additional Information

Payment for materials may be required for some tasks.

CERTIFICATE I ENGINEERING	STAGE 1 / 2
Full Year Course	20 credits

Assumed Knowledge:

Nil

Content:

Students complete units of competence in the following areas:

- Apply principles of Work Health and Safety
- Use hand tools
- Undertake manual handling
- Use workshop machines for basic operations
- Perform engineering measurements
- Perform routine manual metal arc welding
- Perform heating and thermal cutting
- Use workshop machines for basic operations

Assessment Components:

Competency based assessment

Written tasks

Practical work

Compulsory 20 days structured work placement.

Additional Information:

VET course \$540 per semester paid at start of course (\$1040 total)

FOOD & HOSPITALITY- CATERING	Stage 1
One Semester Course	10 credits

Assumed Knowledge:

Experience in Year 10 Food is desirable.

Course Description:

Students examine the factors that influence people's food choices and health implications of these choices. They develop an understanding of the diverse purposes of the hospitality industry and in meeting the needs of local people and visitors.

Content:

Students will study topics within one or more of the following areas of study:

- Local and global issues in food and hospitality
- Food and safety
- Food and hospitality careers

Assessment Components:

- Practical activities
- Group activities
- Investigation

Additional Information:

This course is suitable for students who are passionate about the food and hospitality industry. A willingness to sample diverse foods is required.

FOOD & HOSPITALITY- ENTERTAINING	Stage 1
One Semester Course	10 credits

Assumed Knowledge:

Experience in Year 10 Food is desirable.

Course Description:

Students examine the factors that influence people's food choices and health implications of these choices. They develop an understanding of the diverse purposes of the hospitality industry and in meeting the needs of local people and visitors.

Content:

Students will study topics within one or more of the following areas of study:

- Food, the individual and the family
- Trends in food and culture
- Food and Safety

Assessment Components:

- Practical activities
- Group activities
- Investigation

Additional Information:

This course is suitable for students who are passionate about the food and hospitality industry. A willingness to sample diverse foods is required.

CERTIFICATE II AUTOMOTIVE SERVICING TECHNOLOGY	Stage 2
Full Year Course	20 credits

Prerequisite:

Must have completed Certificate 1 Automotive and passed ALL units.

Content:

Students continue with units of work in Automotive in the following areas:

- Service final drive assemblies
- Service drive-line
- Inspect and service transmissions (manual)
- Inspect and service transmissions (automatic)
- Inspect and service clutch systems
- Inspect and service emission control systems
- Apply safe work practices
- Apply environmental and sustainability best practice in Automotive

Assessment Components:

Competency based assessment

Written tasks

Practical work

Compulsory 20 days structured work placement

Additional Information:

Student cost \$520 per semester (\$1040 total) at start of course

PARTIAL CERTIFICATE 2 AUTOMOTIVE AUR20512	Stage 2
1 Semester Course	20 credits

Prerequisite:

Nil

Content:

Students complete units of work to gain partial Certificate 1 in Automotive:

- Apply Safe Work practices
- Apply environmental and sustainability best practice
- Inspect and service cooling systems
- Inspect and service steering and suspension systems
- Carry out basic servicing operations
- Use and maintain workplace tools and equipment

Assessment Components:

Competency based assessment

Written tasks

Practical work

Compulsory 15 day structured work placement

Additional Information

Student cost \$520 per term (\$1040 total)

20 credits if completed in full

FURNITURE Materials & Products 1 & 2	Stage 2
Full Year Course	20 credits

Prerequisite:

C grade or better in Stage 1 Furniture.

Course Description:

Furniture enables students to learn about modern and traditional furniture construction methods.

Content:

Students will design and manufacture a piece of quality furniture using carcass construction techniques and including a drawer and appropriate joints for the materials chosen by the student. Research, critiquing and planning will involve technical drawing on a CAD program and manual sketching. Materials cutting lists and costing will be accomplished using Excel spreadsheets. Students will learn to safely and effectively use portable and fixed machines to develop skills needed to work both solid timbers and manufactured boards.

Assessment Components:

- 30%- Folio of Work
- 20%- Skills and Applications Tasks
- 50%- Product Realisation and Evaluation

Additional Information:

Material costs vary with the project designed and is generally \$30-\$40.

WELDING & MACHINING Materials Products 1 & 2	Stage 2
Full Year Course	20 credits

Prerequisite:

C grade or higher at Stage One in Metal Machining is essential.

Course Description:

This course enables students to develop welding and machining skills and to safely use a wide range of welding and machining tools and machines. Accuracy and quality control are emphasised.

Content:

Students develop a number of individual solutions to given tasks, from the concept design to the completed product. This program involves the industrial application of welding and machining skills and will include industrial visits.

Assessment Components:

30%- Folio of Work

20%- Skills and Applications Tasks

50%- Product Realisation and Evaluation

FOOD & HOSPITALITY Full Year Course	Stage 2 20 credits
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Prerequisite:

C grade in Stage 1 Food and Hospitality. Good literacy skills are also an advantage.

Course Description:

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

Content:

This subject consists of the following topics:

- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Socio-Cultural Influences
- Technological Influences

Assessment Components:

- 50% - Practical with written component
- 20% - Group activity with written component
- 30% - Investigation including 2000 word written report

MATHEMATICS

YEAR 7

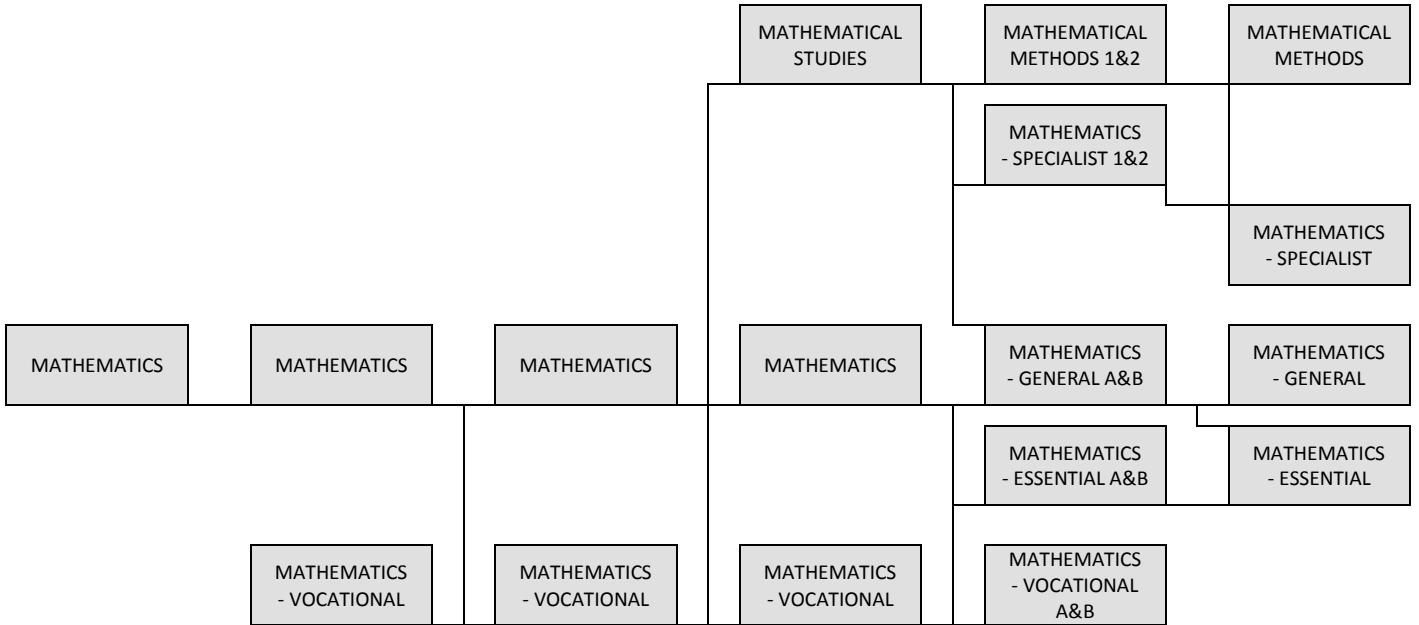
YEAR 8

YEAR 9

YEAR 10

YEAR 11

YEAR 12



MATHEMATICS – ESSENTIAL (VOCATIONAL FOCUS) Full Year Course	Year 10
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Assumed Knowledge

Students need to have an understanding of the basics in Year 9 mathematics.

Course Description

This course places greater emphasis on the mathematics required for everyday life. Topics are drawn from the content strands: Number and Algebra, Statistics and Probability and Measurement and Geometry. Topics usually take 3 to 4 weeks.

This course leads to SACE Stage 1 Numeracy Mathematics.

Assessment Components

Assessments include topic tests, directed investigations and homework assignments.

Additional Information

Students must have their own scientific calculator.

MATHEMATICS Full Year Course	Year 10
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Assumed Knowledge

Students need to have an understanding of the basics in Year 9 Mathematics.

Course Description

This course consists of the topics: Formulae, Indices and Scientific Notation, Deductive Geometry, Linear Algebra, Trigonometry, Compound Interest, Non-Linear Algebra, Statistics, Algebra and Measurement. Topics usually take 3 to 4 weeks. This course leads to SACE Stage 1 General or Essential Mathematics and depending on results gained at Year 11, SACE Stage 2 General or Essential Mathematics.

Assessment Components

Assessments include topic tests, directed investigations, homework assignments and an exam at the end of each semester.

Additional Information

Students must have their own scientific calculator.

MATHEMATICS 10A Full Year Course	Year 10
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Assumed Knowledge

Students need to have achieved a high B grade or better in Year 9 Mathematics.

Course Description

This course consists of the topics: Formulae, Indices and Surds, Deductive Geometry, Linear Algebra, Algebraic Fractions, Measurement, Probability and Statistics. Topics usually take 3 to 4 weeks. This course prepares students for SACE Stage 1 Mathematical Methods and Specialist Mathematics and depending on results gained at Year 11, SACE Stage 2 Mathematical Methods and Specialist Mathematics.

Assessment Components

Assessments include topic tests, directed investigations, homework assignments and an exam at the end of each semester.

Additional Information

Students must have their own scientific calculator.

MATHEMATICS - VOCATIONAL A & B Stage 1**Semester course 10 credits****Full year Course 20 credits****Assumed Knowledge:**

Students need to have gained a satisfactory achievement in the Australian Curriculum Vocational Mathematics at Year 10

Course Description:

This course focuses on using mathematics effectively, efficiently and critically to make informed decisions. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, community and personal settings.

Semester 1: 10 Credits

Calculations, Time and Ratio

Earning and Spending

Measurement

Semester 2: 10 Credits

Probability

Data in context

Investing

Assessment Components:

Assessments include:

- Skills and Applications Tasks
- Mathematical Investigation

Additional Information

Students must have their own scientific calculator.

MATHEMATICS - ESSENTIAL A & B Stage 1**Semester course 10 credits****Full year Course 20 credits****Assumed Knowledge:**

Students need to have gained a satisfactory achievement in Year 10 Mathematics.

Course Description:

This course focuses on using mathematics effectively, efficiently and critically to make informed decisions. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, community and personal settings.

Semester 1: 10 Credits

Calculations, Time and Ratio

Earning and Spending

Geometry

Semester 2: 10 Credits

Data in Context

Measurement

Investing

Assessment Components:

- Skills and Applications Tasks
- Mathematical Investigation

Additional Information:

Students must have their own scientific calculator or graphics calculator (approximately \$200)

MATHEMATICS - GENERAL A & B	Stage 1
One Semester Course	10 credits
Full Year Course	20 credits

Assumed Knowledge

B grade or higher in year 10 Mathematics.

Course Description

This course focuses on using techniques of discrete mathematics to solve problems in contexts that include financial modelling, network analysis, route and project planning, decision-making and discrete growth and decay. It enables students to analyse and solve a wide range of problems and to develop systematic strategies to answer statistical questions that involve comparing groups, investigating associations and analysing time series.

Semester 1: 10 Credits

Statistical Investigation
Applications of Trigonometry
Share Investments

Semester 2: 10 Credits

Investing and Borrowing
Linear Functions and their graphs
Matrices and Networks

Skills include:

Skills and Applications Tasks
Mathematical Investigations

Additional Information:

Students must have their own scientific or graphics calculator (approximately \$200). This course leads into Stage 2 General Mathematics or Stage 2 Essential Mathematics.

MATHEMATICAL METHODS 1 & 2	Stage 1
Full Year Course	20 credits

Assumed Knowledge

B grade or higher in year 10A Mathematics.

Course Description

This course focuses on the development of the use of calculus and statistical analysis. The study of calculus provides a basis for an understanding of the physical world involving rates of change, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops the ability to describe and analyse phenomena involving uncertainty and variation.

Semester 1: 10 Credits

Functions and Graphs
Polynomials
Trigonometry

Semester 2: 10 Credits

Statistics
Growth and Decay
Introduction to Differential Calculus

Assessment Components

Skills and Applications Tasks
Mathematical Investigations

Additional Information

Students must have their own graphics calculator (approximately \$200).

Due to the heavy workload of this course, additional 2-4 lessons per week will be allocated during Semester 1 (these will likely occur on either a Tuesday or Thursday afternoon)

MATHEMATICS - SPECIALIST 1 & 2	Stage 1
Full Year Course	20 credits

Assumed Knowledge

A grade in year 10A Mathematics.

Course Description

This course provides opportunities to develop rigorous mathematical arguments and proofs and to use mathematical models more extensively. It contains topics in functions and calculus that build and deepen the ideas presented in *Mathematical Methods* as well as demonstrate their application in many areas. *Specialist Mathematics* also extends students' knowledge and understanding of probability and statistics and introduces the topics of vectors, complex numbers, matrices and recursive methods.

Semester 1: 10 Credits

Arithmetic and Geometric Sequences and Series

Geometry

Vectors in the Plane

Semester 2: 10 Credits

Trigonometry

Matrices

Mathematical Induction

Real and Complex Numbers

Assessment Components

Skills and Applications Tasks

Mathematical Investigations

Additional Information

Students must have their own graphics calculator (approximately \$200).

MATHEMATICS - ESSENTIAL
Full Year Course**Stage 2**
20 credits**Prerequisite:**

B grade or higher in Stage 1 Essential Mathematics or a C grade or higher in Stage 1 General Mathematics.

Course Description

Essential Mathematics offers students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace context. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts. There is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways. This subject is intended for students planning to pursue a career in a range of trades or vocations.

Topics covered:

Scales, Plans and models

Measurement

Business Applications

Statistics

Investments and Loans

Assessment Components

Skills and Applications Tasks

Mathematical Investigations

Additional Information

Students must have their own scientific or graphics calculator (approximately \$200).

MATHEMATICS - GENERAL
Full Year Course**Stage 2**
20 credits**Prerequisite:**

B grade or higher in Stage 1 General Mathematics.

Course Description

General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. A problem based approach is integral to the development of mathematical models and the associated key concepts in 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.

Topics covered:

Modelling with Linear Relationships

Modelling with Matrices

Statistical Models

Financial Models

Discrete Models

Assessment Components

Skills and Applications Tasks

Mathematical Investigations

Additional Information

Students must have their own graphics calculator (approximately \$200).

MATHEMATICAL METHODS Full Year Course	Stage 2 20 credits
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Prerequisite:

B grade or higher in Stage 1 Mathematical Methods.

Course Description

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

Assessment Components

Skills and Application tasks
Mathematical Investigations

Additional Information

Students must have their own graphics calculator (approximately \$200).

MATHEMATICS - SPECIALIST Full Year Course	Stage 2 20 credits
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Prerequisite:

A grade in Stage 1 Specialist Mathematics and must be studied in conjunction with Stage 2 Mathematical Methods.

Course Description

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus. This 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.

Assessment Components

Skills and Applications tasks
Mathematical Investigations

Additional Information

Students must have their own graphics calculator (approximately \$200).

STEM

YEAR 7

YEAR 8

YEAR 9

YEAR 10

YEAR 11

YEAR 12

STEM

STEAM	STEAM	STEM	STEM (Integrated Learning)	STEM (Integrated Learning)	
		PROGRAMMING & ELECTRONICS	PROGRAMMING & ELECTRONICS	GAME PROGRAMMING (Integrated Learning)	CERT III in GAME PROGRAMMING (Integrated Learning)

STEM (Integrated Learning) One Semester Course	Stage 1 Year 10
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Integrated Learning draws links between aspects of students' lives and their STEM (Science, Technology, Engineering and Maths) learning. Students apply their knowledge and skills to a real-world task, event, learning opportunity, or context, for a specific purpose, product, or outcome thus developing their STEM dispositions and capabilities.

Students will have exciting project opportunities with a strong focus on collaborative learning and mentoring. Through collaboration and teamwork, students learn to plan and organise activities for younger students, take on leadership across the college and to develop their understanding of, and empathy for, others. Students develop communication and independent lifelong learning skills including communication, team work and critical and creative thinking.

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

- Assessment Type 1: Practical
- Assessment Type 2: Group Activity
- Assessment Type 3: Folio and Discussion.

Programming and Electronics One Semester Course	Year 10
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Electronics and Programming enables students to learn in a practical way about electrical and electronic systems. Students make a range of exciting projects as they learn about electrical and electronic components and basic circuit design. Students will use the key concepts of:

Investigating and Defining, Generating and Designing, Producing and Implementing, Evaluating, Collaborating and Managing, Abstraction, Data collection, Specification and Interactions.

GAME PROGRAMMING (Integrated Learning)**Full Year Course****STAGE 1**

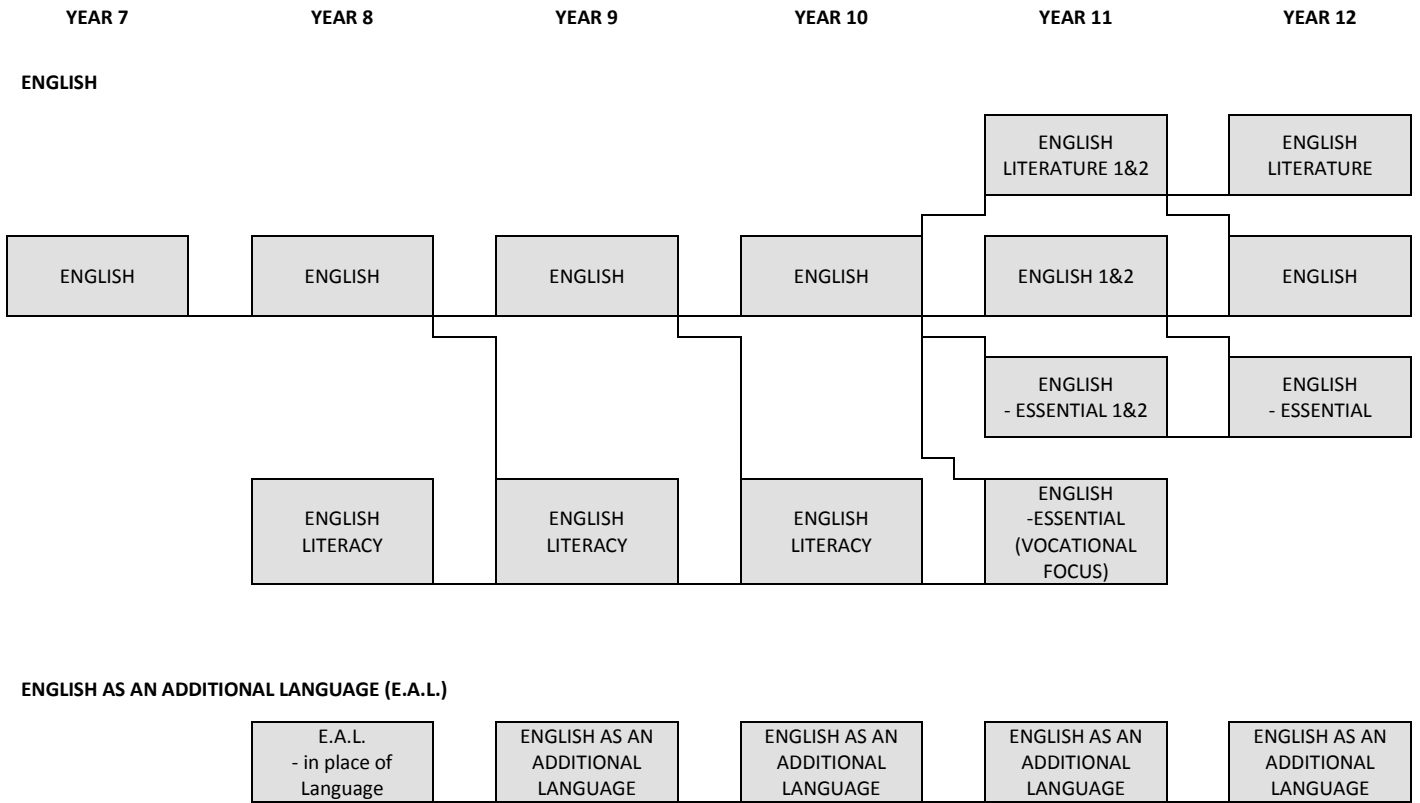
Integrated Learning is designed to facilitate collaborative learning around Game Programming. Through collaboration and teamwork, students also develop communication and independent lifelong learning skills including design thinking.

In Integrated Learning Game Programming students will be preparing for the Certificate III Game Programming offered in Stage 2. The study of Integrated Learning can lead to courses in the vocational education and training (VET) and university sectors.

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

- Assessment Type 1: Practical
- Assessment Type 2: Group Activity
- Assessment Type 3: Folio and Discussion.

ENGLISH and ENGLISH AS AN ADDITIONAL LANGUAGE



ENGLISH **Year 10****Full Year Course****Assumed Knowledge:**

Students have developed their English skills in Year 9

Course Description:

Year 10 English builds on the skills learned in Years 8 and 9. Students will be studying more demanding texts that deal with important issues, and greater expectations are placed on students in their responses to texts and text production. Generally, students are expected to show more understanding of theoretical considerations and use language in a more sophisticated way; similarly, they will be expected to show an explicit understanding of the structures and features of a variety of texts.

Assessment Components:

Assessment tasks are designed to allow students to meet the Achievement Standards of the Australian Curriculum. Students present a range of tasks which demonstrate their ability to organise their ideas and use language accurately.

ENGLISH LITERACY**Year 10****Full Year Course****Course Description:**

The course is designed to meet the needs of students who require extra support to develop their written and oral language skills. There is a strong focus on the applications of English in everyday situations, with individualised planning to develop the literacy skills of each student.

Assessment Components:

Assessment tasks are designed to allow students to meet the Achievement Standards of the Australian Curriculum.

ENGLISH AS AN ADDITIONAL LANGUAGE**Full Year Course****Year 10****Assumed Knowledge:**

English as an Additional Language (EAL) is designed for students for whom English is an additional language or dialect.

Course Description:

This subject aims to help recently arrived students and other students of non-English speaking background to develop their skills in listening, speaking, reading and writing. Teaching emphasises comprehension of spoken and written English, pronunciation and fluency, grammatical accuracy, study and writing skills, general communication competence and reading for pleasure. Selection of students is on the recommendation of secondary EAL teachers. Students can move in and out of EAL classes on the recommendation of EAL and English teachers.

Assessment Components:

Written and oral responses to a range of texts and everyday texts, short stories and films. Oral exercises may include role plays, conversations, discussions and debates.

ESSENTIAL ENGLISH (Vocational Focus)	Stage 1
Full year Course	20 credits

Assumed Knowledge:

Year 10 English. Students will be recommended by their teachers for this course.

Content:

Stage 1 Essential English (Vocational Focus) is designed for students seeking to meet the SACE literacy requirement,

In this subject, students respond to and create everyday 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.

Assessment Components:

There is an emphasis on communication, comprehension, analysis, and text creation. There are 8 assessment tasks across the 2 text types:

- Responding to texts
- Creating texts

At least two assessment tasks must be in oral or multimodal form and at least two assessments must be written.

Additional Information:

Students who complete the course with a C grade or better will meet the literacy requirement of the SACE. Stage 1 Vocational English does not have a pathway to further study of English at Stage 2.

ESSENTIAL ENGLISH	Stage 1
Full year Course	20 credits

Assumed Knowledge:

C grade or higher in Year 10 English. Students should ask their teacher for guidance in their choice of English subject.

Content:

Stage 1 Essential English is designed for a range of students, including those who are seeking to meet the SACE literacy requirement, students planning to pursue a career in a range of trades or vocational pathways, and those intending to continue their study of English at Stage 2. In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in everyday texts and consider ways in which language choices are used to create meaning.

Assessment Components:

There is an emphasis on communication, comprehension, analysis, and text creation. There are 8 assessment tasks across the 2 text types:

- Responding to texts
- Creating texts

At least two assessment tasks must be in oral or multimodal form and at least two assessments must be written.

Additional Information:

Students who complete the course with a C grade or better will meet the literacy requirement of the SACE. In order to proceed to Stage 2 Essential English, or Stage 2 English, a B grade or above is recommended.

ENGLISH Full year Course	Stage 1 20 credits
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Assumed Knowledge:

B grade or higher in Year 10 English.

Course Description:

Stage 1 English has an emphasis on responding to texts, creating texts and inter-textual study. Students critically and creatively engage with a variety of types of texts including novels, film, media, poetry and drama texts. Students create imaginative, interpretive, and/or persuasive texts for different purposes, audiences and contexts.

Assessment Components:

The 8 assessment tasks, include the following types:

- Assessment Type 1: Responding to texts
- Assessment Type 2: Creating texts
- Assessment Type 3: Inter-textual Study

At least two must be in an oral or multimodal form

Additional Information:

Stage 1 English leads to the Stage 2 Essential English and English. Students should achieve a B grade or higher at Stage 1 level, in order to undertake a Stage 2 English course

ENGLISH LITERATURE Full year Course	Stage 1 20 credits
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Assumed Knowledge:

A grade in Year 10 English. Enjoys reading and the study of literary texts.

Course Description:

This is a specialist English course that examines a range of texts with an emphasis on the study of literary texts. Students will produce texts of their own as well as responding to those that they study. Emphasis is placed on understanding key concepts such as audience, purpose, context and textual features, as well as understanding ideas and the way authors can present them. This course will prepare students well for the English Literature course at Year 12, as it introduces them to some of the concepts used in that course. It is also preparation for the Year 12 English Course.

Assessment Components:

The 8 assessment tasks, include the following types:

- Assessment Type 1: Responding to texts
- Assessment Type 2: Creating texts
- Assessment Type 3: Inter-textual Study

At least two must be in an oral or multimodal form

Additional Information:

Stage 1 English leads to the Stage 2 Essential English and English. Students should achieve a B grade or higher at Stage 1 level, in order to undertake a Stage 2 English course.

ESSENTIAL ENGLISH - E.A.L FOCUS (English as an Additional Language) Full Year Course	Stage 1 20 credits
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Assumed Knowledge:

Designed for students for whom English is a second language. Students from year 10 EAL or from 10 English can access this subject as long as they are eligible.

Content:

This subject focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis, and creating texts. Through studying a variety of oral, written and multimodal texts, informational and literacy texts, students develop an understanding of text structures and language features. Texts could include, for example, a newspaper article, a podcast, a short story, an extract from a prose text, or a scene from a film. Students explore the relationship between the purpose, audience and content of texts. Information, ideas and opinions in texts are identified and interpreted.

Assessment Components:

For a 20 credit subject:

- Students complete two written responses to texts and two oral responses to texts
- Students complete an interview and a discussion
- Students complete two oral, written or multimodal language studies.

Additional Information:

This subject leads to Stage 2 English as an Additional Language, which has a focus on developing students' academic literacy skills. Achievement of a B grade or higher is recommended for students who want to do Stage 2 EAL.

ENGLISH AS AN ADDITIONAL LANGUAGE

Stage 1

Full year Course

20 credits

Designed for students for whom English is a second language. Students from Year 10 EAL or from English can achieve success this subject as long as they are eligible. Achievement at a B or higher is recommended for entry into Stage 1 EAL.

Course Description:

This subject focusses on the development and use of skills and strategies in communication, comprehension, language and text through analysis, and creating texts.

Through studying a variety of oral, written, and multi-modal texts, including informational and literary texts, students develop an understanding of text structures and language features. Texts could include, for example, a newspaper article, a podcast, a short story, an extract from a prose text, or a scene from a film.

Students explore the relationship between the purpose, audience and context of texts.

Information, ideas and opinions in texts are identified and interpreted.

Assessment Components:

- Students complete two written responses to texts and two oral responses to texts.
- Students complete an interview and a discussion.
- Students complete two oral, written, or multimodal language studies.

Additional Information:

This subject leads to Stage 2 English as an Additional Language, which has a focus on developing students academic literacy skills.

ESSENTIAL ENGLISH Full year Course	Stage 2 20 credits
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Prerequisite:

A grade in Stage 1 Essential English or B Grade or higher in Stage 1 English.

Course Description:

Responding to texts: Students respond to a range of texts that instruct, engage, challenge, inform and connect readers.

Creating texts: Students create procedural, imaginative, analytical, interpretive or persuasive texts appropriate to a context.

Language study: The language study focuses on the use of language by people in a context outside of the classroom.

Assessment Components:

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

School assessment (70%)

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

External Assessment (30%)

- Assessment 3: Language study (30%)

ENGLISH Full year Course	Stage 2 20 credits
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Prerequisite:

B grade or higher at Stage 1 English

Course Description:

In English students analyse the interrelationship of author, text and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. They have opportunities to reflect on their personal values and those of other people by responding to a range of texts.

Assessment Components:

Students should provide evidence of their learning through eight assessments:

School Assessment (70%)

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

External Assessment (30%)

- Assessment 3: Comparative Analysis (30%)

ENGLISH LITERARY STUDIES Full year Course	Stage 2 20 credits
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Prerequisite:

A grade at Stage 1 English or B grade or higher at Stage 1 Literature. Enjoys reading and the study of literary texts.

Course Description:

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

Assessment Components:

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

School Assessment (70%)

- Up to five responses to texts
- Two created texts

External Assessment (30%)

- Two tasks for the text study (one comparative text study and one critical reading)

ENGLISH AS AN ADDITIONAL LANGUAGE

Stage 2

Full Year Course

20 credits

Prerequisite:

English as an Additional Language (EAL) is designed for students for whom English is their second language. B grade or higher at Stage 1 EAL.

Course Description:

This subject focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis, and text creation.

Through studying a variety of oral, written, and multimodal texts, including informational and literary texts, students develop an understanding of text structures and language features. Texts could include, for example, a newspaper article, a podcast, a short story, an extract from a prose text, or a scene from a film.

Assessment Components:

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

School Assessment (70%)

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

External Assessment (30%)

- Assessment Type 3: Examination (30%).

Additional Information:

All students who want to enrol in English as an Additional Language will be required to apply to the SACE Board for eligibility.

Students whose eligibility applications are approved for Stage 1 English as an Additional Language do not have to reapply for eligibility to enrol in Stage 2 English as an Additional Language.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Eligibility

Student Eligibility for English as an Additional Language:

EAL subjects in the SACE are provided as a special measure for students who speak English as an Additional Language and whose knowledge of English is restricted. A student will be considered eligible for EAL if they are:

A student for whom English is their second language or additional language and who either has not had more than a total of five years of full time schooling where the medium of instruction was English or who has had more than a total of five years of full time schooling where the medium of instruction was English and whose knowledge of English is restricted.

The SACE Board application for Eligibility for Enrolment in EAL must be completed by all students who want to enrol in Stage 1 EAL and those who want to enrol in a Stage 2 EAL subject but did not enrol in Stage 1 EAL.

The application requires students to provide a history of their schooling where the medium of instruction was English. Documentation may be required as evidence.

Students who have had more than a total of five years of full time schooling where the language of instruction was English, will have their English language proficiency assessed at the school where they are enrolled. The assessment will use the SACE Board Eligibility Criteria for Assessment of Restricted Language.

HUMANITIES & BUSINESS EDUCATION

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
HUMANITIES					
HASS	HASS	HISTORY	HISTORY	MODERN HISTORY	MODERN HISTORY
HASS	HASS	GEOGRAPHY	GEOGRAPHY	LEGAL STUDIES	LEGAL STUDIES
				ANCIENT STUDIES	ANCIENT STUDIES
BUSINESS, ENTERPRISE & TECHNOLOGY					
				BUSINESS & ENTERPRISE	BUSINESS & ENTERPRISE
				INFO PROCESSING & PUBLISHING	INFO PROCESSING & PUBLISHING
				WORKPLACE PRACTICES	WORKPLACE PRACTICES

Course Description:

History is a compulsory component of the Year 10 course. Students study the history of the modern world and Australia from 1918 to present with an emphasis on Australia in its global context. The transformation of the modern world during a time of political, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

The course covers the topics of:

- Overview- Historical concepts, ideas and skills
- Depth Study 1- World War Two and the Australian Experience
- Depth Study 2- Human Rights and Freedom
- Depth Study 3- Migration and the Immigrant Experience, Australia 1945 to present.

Assessment Components:

Critical evaluative research, short response and extended writing, visual and/or practical assignments, an oral component and an examination are the major assessment components.

MODERN HISTORY One Semester Course	Stage 1 10 credits
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Assumed Knowledge

Very good to excellent passes in Year 10 History are highly recommended due to the language rich nature of this course. High levels of literacy are desirable.

Course Description:

Students explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them, and their short and long term consequences on societies, systems and individuals.

Content:

Through their studies, students examine and evaluate the nature of sources for the study of Modern History, explore different interpretations and build their skills in historical method through enquiry.

Assessment Components:

Students will complete:

- Three historical skills assessments
- One historical study

ANCIENT STUDIES One Semester Course	Stage 1 10 credits
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Assumed Knowledge

Very good to excellent passes in Year 10 History are highly recommended due to the language rich nature of this course. High levels of literacy are desirable.

Course Description:

Students explore the ancient world by examining the different ways in which it has been interpreted and represented from ancient to modern times. They consider the authentication, preservation, ownership and/or display of material from the ancient world. Students investigate how people lived by examining evidence, they explore the influence of some of the ideas and innovations that emerged from the ancient world.

Assessment Components:

Students will complete:

- Three historical skills assessments
- One historical study

LEGAL STUDIES One Semester Course	Stage 1 10 credits
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Assumed Knowledge

A high level of literacy is required due to the language rich nature of this course.

Course Description:

Legal Studies explores Australia's legal heritage and the nature of our legal system within a global context. Students develop an understanding of the structures of Australia's legal system and how that system responds and contributes to social change while acknowledging tradition.

Content:

Whilst students examine the Australian Legal System they investigate legal perspectives on contemporary issues in society. The theories and process of law making and justice will be applied to Australian legal structures. Students reflect on and make informed judgements about the strengths and weaknesses of our legal system.

Assessment Components:

Folio- Students undertake at least two assessments in the form of essays, tests, interviews etc

Issues- Students inquire into a current legal issue and think about possible reforms

Presentation- Students prepare an individual or group oral presentation

Examination

Additional Information:

An interest in current affairs is an advantage

BUSINESS & ENTERPRISE One Semester Course	Stage 1 10 credits
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Course Description:

Students gain an understanding of business operation and practice, develop an awareness of business, financial and technological skills, participate in planning, developing and controlling business activities and evaluate decisions in business practices. Students evaluate the impact and effect of business, enterprises and technology on the wellbeing and lifestyle of individuals, communities, the economy and the environment.

Content:

Students undertake:

One core topic and two to three option topics (eg Introduction to Business and Enterprise, Establishing a Business, Business Plans, Marketing, Global Business, and Employment Relations)

Assessment Components:

- Folio
- Practical
- Issues Study

INFORMATION PROCESSING & PUBLISHING**Stage 1****One Semester Course****10 credits****Assumed Knowledge**

No assumed knowledge for this subject.

Course Description:

Information Processing and Publishing focuses on the application of practical skills to provide creative solutions to text-based communication tasks. Students create both hard copy and electronic text-based publications, and evaluate the development process. They use technology to design and implement information processing solutions and identify, choose and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts.

Content:

Students undertake elements from the following topics:

- Digital Presentations
- Personal Publishing

Assessment Components:

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

LEGAL STUDIES
Full Year Course

Stage 2
20 credits

Prerequisite:

Students must obtain a B grade or higher in Stage 1 English.

Assumed Knowledge:

B grade or higher in any Stage 1 Humanities subject.

Course Description:

Students undertake a study of the Australian legal system from the local level to its global connections. Students examine the key concepts of parliamentary democracy, constitutional government and participation. Central to this understanding is the concept that law-making and dispute resolution are social forces that can affect individuals or groups. Students analyse the strengths and weaknesses of the legal system on an ongoing basis.

Content:

The course consists of the following topics:

- The Australian Legal System
- Constitutional Government
- Law Making
- Justice Systems

Assessment Components:

- 50%- Folio (essays, media analysis, debates, tests)
- 20% Inquiry
- 30%- External exam

Additional Information:

A keen interest in current affairs and analysing policy and legal systems is an advantage.

MODERN HISTORY
Full Year Course

Stage 2
20 credits

Prerequisite:

Students must obtain a B grade or higher in Stage 1 English.

Assumed Knowledge:

B grade or higher in any Stage 1 Humanities subject.

Course Description:

In this subject students undertake two key areas of study, Modern Nations and The World since 1945. The study of Modern Nations allows students to investigate the growth of modern nations at a time of rapid global change. They engage in a study of one nation, and of interactions between or among nations.

Topic two, The World since 1945 gives students the opportunity to explore relationships among nations and groups while examining some of the significant and distinctive features of the world since 1945, students will be asked to consider the impact of these events on the contemporary world.

Students will apply their skills of historical inquiry, including critical analysis, to understand evidence from sources.

School Assessment (70%)

- Assessment Type 1: Historical Skills (50%)
- Assessment Type 2: Historical Study (20%)

External Assessment (30%)

- Assessment Type 3: Examination (30%)

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

- five historical skills assessments
- one historical study
- one examination.

ANCIENT STUDIES	Stage 2
Full Year Course	20 credits

Prerequisite:

Students must obtain a B grade or higher in Stage 1 English.

Assumed Knowledge:

B grade or higher in any Stage 1 Humanities subject.

Course Description:

In Ancient Studies, students will learn about the history, literature, society, and culture of ancient civilisations. This may include a study of Ancient Greece, Rome, China, India or other places in Asia and Europe.

In Ancient Studies, students draw on many other fields of study. They consider the environmental, social, economic, religious, cultural, and aesthetic aspects of societies. Students also explore the ideas and innovations that shape and are shaped by societies.

Students critically engage with texts, including literary texts, and analyse archaeological sources, and primary and secondary historical sources. Students develop the inquiry skills that enable them to challenge or confirm beliefs, attitudes, and values in the ancient world.

Assessment Components:

School Assessment (70%)

- Assessment Type 1: Skills and Applications (50%)
- Assessment Type 2: Connections (20%)

External Assessment (30%)

- Assessment Type 3: Inquiry (30%).

INFORMATION PROCESSING & PUBLISHING	Stage 2
Full Year Course	20 credits

Prerequisite:

No prerequisite for this course.

Course Description:

Information Processing and Publishing focuses on the application of practical skills to provide creative solutions to text-based communication tasks. Students create both hard copy and electronic text-based publications, and evaluate the development process. They use technology to design and implement information processing solutions and identify, choose and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts.

Assessment Components:

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

WORKPLACE PRACTICES	Stage 2
Full Year Course	20 credits

Prerequisite:

No Stage 1 prerequisites.

Course Description:

This subject allows students to explore the ever changing world of work. The content allows students to develop knowledge and understanding of the nature, type and structure of the workplace, including local, national and global workplaces.

Content:

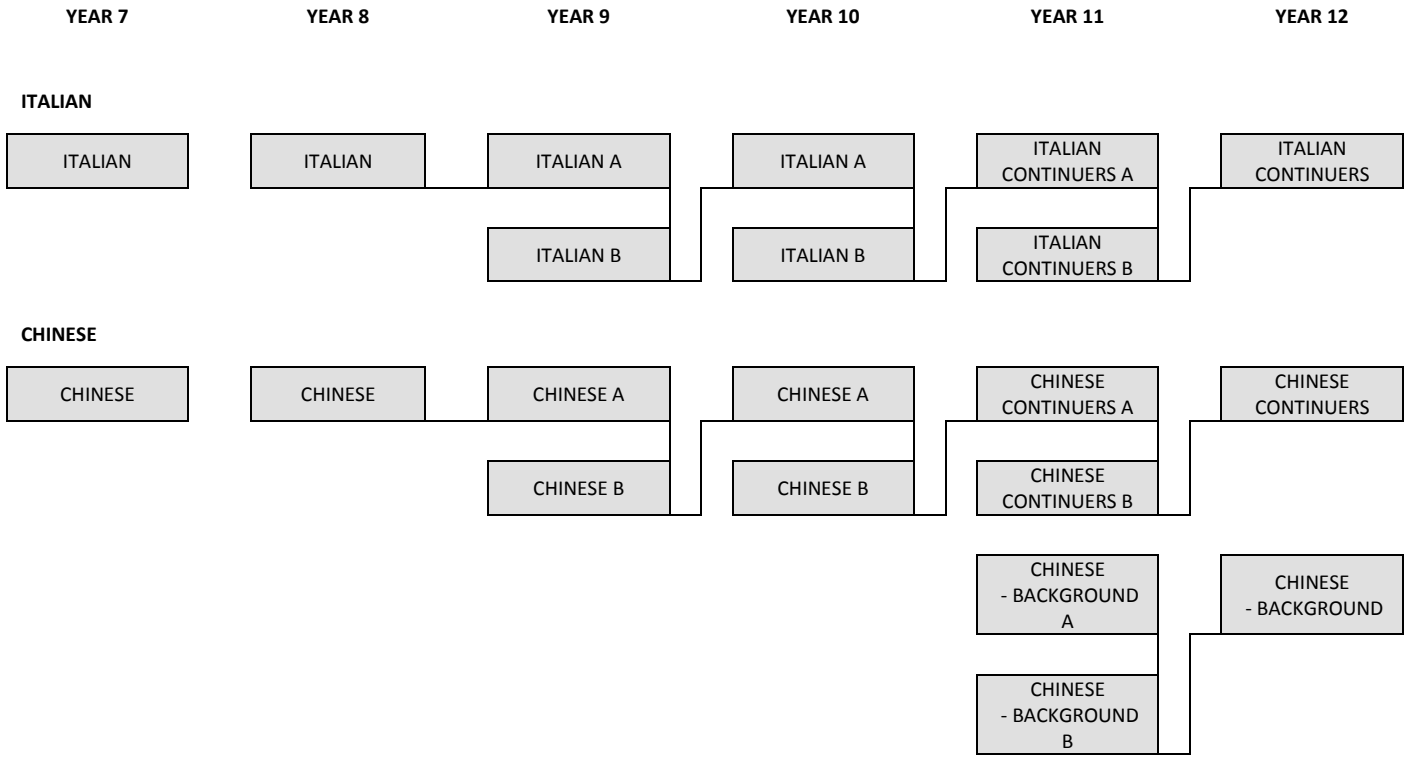
Stage 2 Workplace Practices comprises the following five topics:

- Work in Australian Society
- The Changing Nature of Work
- Industrial Relations
- Finding Employment
- Negotiated Topics

Assessment Components:

- 25%-Folio
- 25%-Performance
- 20%-Reflection
- 30%-Investigation (2000 words)

LANGUAGES



CHINESE**YEAR 10****Full Year Course****Assumed Knowledge:**

Successful completion of Year 9 Chinese.

Course Description:

Students continue to study the subject as second language or background learners. Students are expected to use familiar characters in sentence construction, writing short texts on simple topics like 'Daily Life' or 'School Life'. Background level students are expected to speak fluently in oral tasks and write 300-400 characters easily in essay form.

Assessment Components:

Tasks will be assessed in the Communicating and Understanding strands according to the Australian Curriculum.

ITALIAN**Year 10****Full Year Course****Assumed Knowledge:**

Students have knowledge equivalent to Year 9 Italian.

Course Description:

Students will be able to read and write more complex Italian. Their speaking and listening skills will be developed. Students learn to write a letter, keep a diary, talk about daily routine, make plans for the future and critique Italian texts.

Assessment Components:

Texts will be assessed in the Communicating and Understanding strands according to the Australian Curriculum.

CHINESE BACKGROUND SPEAKERS 1 & 2**Stage 1****Full Year Course****20 credits****Assumed Knowledge:**

This language is designed for students who have a background in the language and who have had more than one year's education in a country where the language is spoken.

Course Description:

In this subject, students develop intercultural communication skills through examining relationships between language and culture and identifying and reflecting on ways in which culture is created, expressed and communicated through language.

Content:

The subject consists of themes and/or a number of prescribed contemporary issues, which will be negotiated by the teacher.

Assessment Components:

- Interaction Tasks
- Text Production
- Text Analysis
- Investigation

ITALIAN CONTINUERS 1 & 2**Stage 1****Full Year Course****20 credits****Assumed Knowledge:**

It is assumed that a student has gained a satisfactory pass at Year 10 or equivalent.

Course Description:

In this language subject students interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning and examine relationship between language, culture and identity, reflecting on the ways in which culture influences communication.

Content:

There are three themes and a number of prescribed topics and suggested subtopics. Themes include:

- The Individual
- The Language Speaking Communities
- The Changing World

Assessment Components:

- Interaction
- Text Production
- Text Analysis
- Investigation

ITALIAN CONTINUERS 1 & 2
Full Year Course**Stage 2**
20 credits**Prerequisite:**

The Continuers Level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge.

Course Description:

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

Content:

Stage 2 Italian at Continuers Level consists of three themes and a number of prescribed topics and suggested subtopics. The three themes are The Individual, Italian Speaking Communities and The Changing World.

Assessment Components:

- 50%- Folio (5 tasks)
- 20%- In-depth Study (oral, written and reflective responses in Italian)
- 30%- Examination (oral and written components)

CHINESE BACKGROUND SPEAKERS **Stage 2**
Full Year Course **20 credits****Prerequisite:**

Stage 2 Chinese Background Speakers is designed for students with a cultural and linguistic background in Chinese: typically, students who have been born in a country where Chinese is a major language of communication and a medium of instruction, and they will have had more than one year's education in that country or in a wholly Chinese-speaking environment.

Course Description:

Stage 2 Chinese at Background Speakers level is organised around four prescribed themes and a number of prescribed contemporary issues. These themes have been selected to enable students to extend their understanding of the interdependence of language, culture and identity. The themes and contemporary issues are intended to be covered across Stage 1 and Stage 2.

Content:

The four prescribed themes are:

- China and the World
- Modernisation and Social Change
- Overseas Chinese-Speaking Communities
- Language in Use in Contemporary China

Assessment Components:

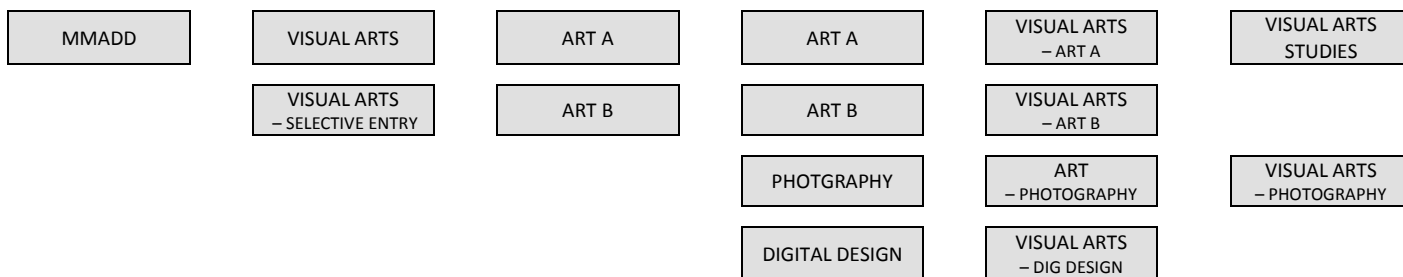
- 50%- Folio
- 20%- In Depth Study
- 30%- Examination

Students provide evidence of their learning through 8-10 assessments, including the external assessment component. Students undertake:

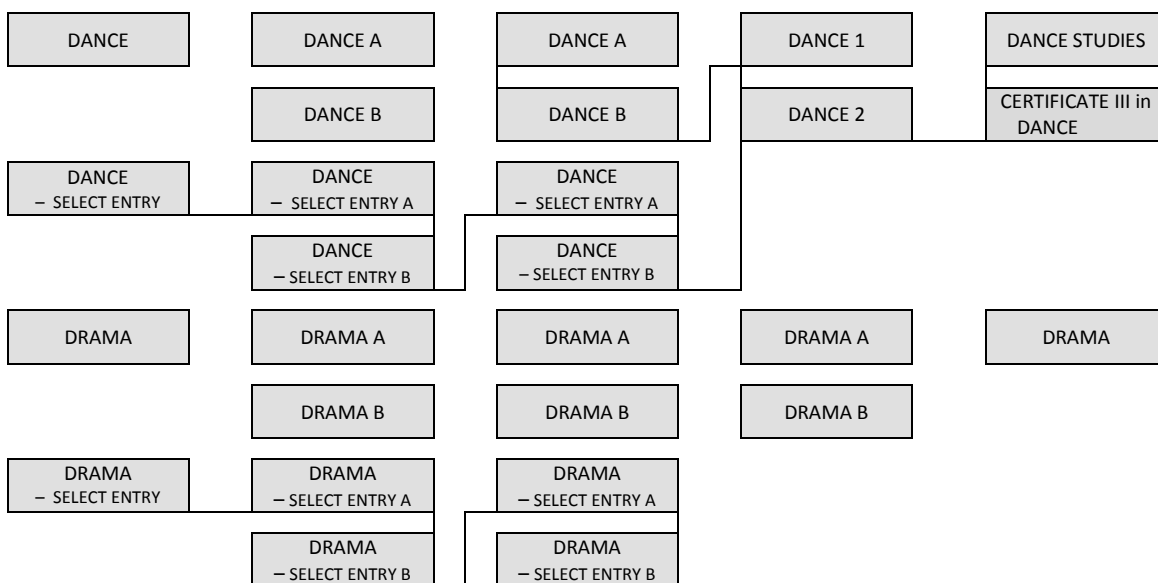
- 3-5 assessments for the Folio
- One oral presentation in Chinese, one written response in Chinese, and one reflective response in English for the In-Depth Study
- One oral examination
- One written examination

THE ARTS

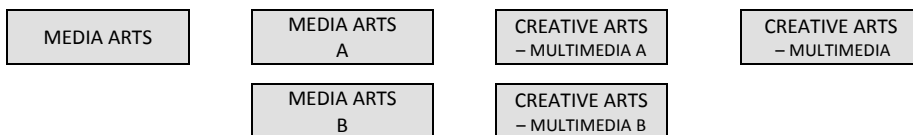
VISUAL ARTS



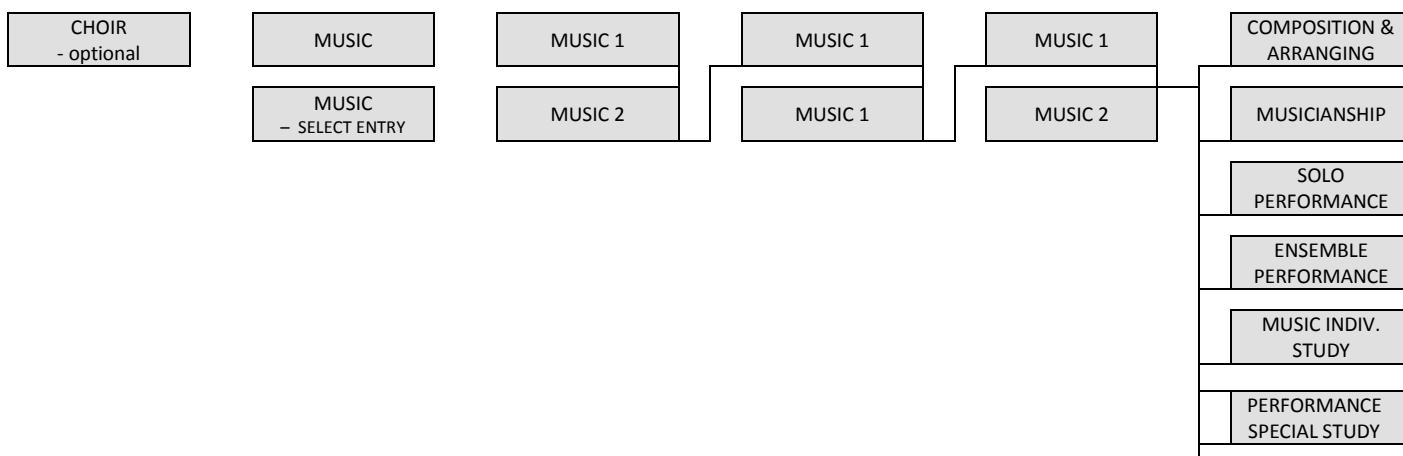
PERFORMING ARTS



MEDIA STUDIES



MUSIC



ART A One Semester Course	Year 10
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Course Description:

Two dimensional studies include specialisation of Visual Art skills and techniques and the use of appropriate materials. This course emphasises the skills needed to work as an artist and art critic. Creativity is an important aspect of the course and students are encouraged to express their own ideas through their work. The theoretical aspects of this course relate to practical areas of study and include a historical component.

Assessment Components:

- 70%- Arts Practice
- 15%- Arts Analysis and Response
- 15%- Arts in Context

ART B One Semester Course	Year 10
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Course Description:

Three dimensional studies specialising in sculpting skills/techniques and use of appropriate materials. This course emphasises the skills needed to work as an artist and art critic. Creativity is an important aspect of the course and students are encouraged to express their own ideas through their work. Theoretical aspects of this course relate to practical areas of study and include a historical component.

Assessment Components:

- 70%- Arts Practice
- 15%- Arts Analysis and Response
- 15%- Arts in Context

PHOTOGRAPHY One Semester Course	Year 10
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Course Description:

An introduction to basic photographic skills including the use of the digital SLR camera, digital manipulation of images using Photoshop and printing. Students record themselves and their world through a number of assignments that focus on photography as an art form.

Assessment Components:

- 70%- Arts Practice
- 15%- Arts Analysis and Response
- 15%- Arts in Context

DIGITAL DESIGN One Semester Course	Year 10
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Course Description:

This course explores Photoshop and InDesign digital image production software. The course aims to introduce students to the basic skills and possibilities of digital publishing, exploring digital art, digital design and illustration. The principles of design are covered in this course along with several major graphic design projects, using text, images and logos.

Assessment Components:

- 70%- Arts Practice
- 15%- Arts Analysis and Response
- 15%- Arts in Context

DANCE A One Semester Course	Year 10
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Assumed Knowledge:

Some previous experience preferred

Course Description:

This course aims to provide the student with a practical knowledge of the principles of contemporary dance and the ability to explore movement to express particular ideas either individually or as part of a group. The four components of the course are technique, composition, performance and theoretical studies. The practical sections of the course use contemporary dance principles with the theoretical component covering such topics as technique analysis, modern dance history, choreographic approaches, evaluation and criticism and safe dance practices.

Assessment Components:

- 25%- Dance technique
- 25%- Movement compositions
- 25%- Presentation/ performance
- 25%- Theoretical studies- written assignments, research project, folios.

Costume Contribution: \$50 per semester

DANCE B
One Semester Course

Year 10

Assumed Knowledge:

Some previous experience preferred

Course Description:

This course aims to provide the student with a practical knowledge of the principles of contemporary dance and the ability to explore movement to express particular ideas either individually or as part of a group. The four components of the course are technique, composition, performance and theoretical studies. The practical sections of this course use contemporary dance principles with the theoretical component covering such topics as Australian contemporary dance, anatomy for the dancer and injury care, analysis of a dance work and review writing and safe dance practices.

Assessment Components:

- 25%- Dance technique
- 25%- Movement compositions
- 25%- Presentation/ performance
- 25%- Theoretical studies- written assignments, research project, folios.

Costume Contribution: \$50 per semester

DANCE - SELECTIVE ENTRY 1 & 2 **Year 10**
Full Year Course

Assumed Knowledge:

This course will be open to students who have completed the Year 9 Selective Entry program and, where spaces occur, to new applicants who audition or are identified through the usual Year 9 Dance course.

Course Description:

The course aims to give students a wide range of performance opportunities. Students will gain knowledge of the principles of contemporary dance and have the opportunity to strengthen their skills to a high level. They have the ability to explore choreographic principles to express particular ideas, either individually or as part of a group. They are required to create a short choreographic study. They will be encouraged to attend live performances and respond through review writing. The practical component will consist of contemporary technique, composition and performance. The theoretical topics include Australian contemporary dance, injury care, approaches to choreography, analysis of a dance work, safe dance practices and writing a review of a live performance. All Selective Entry Dance students perform in the Year 12 Dance Performance exam in term 3.

Assessment Components:

- 20%- Technique
- 30%- Choreographic Study
- 30%- Presentations/ performances
- 20%- Written assignments and review

Costume Contribution:

- \$50 per semester

DRAMA A**Year 10****One Semester Course****Assumed knowledge:**

No previous experience required

Course Description:

Students build confident theatre ensemble skills and learn how to participate collaboratively and creatively in the planning, rehearsal and performance of a whole group performance for an intended audience, in which they participate in an on-stage role as an actor, or off-stage role as a theatre practitioner. They are able to develop and extend their performance techniques and play making skills through the experience of taking a play script from page to stage. They also learn how to incorporate the design and technical elements of stagecraft into a theatre production. Students demonstrate their application of individual and ensemble performance and design skills. Students are also required to view and review live theatre as an audience member and to document the page to stage process to critically evaluate, analyse and reflect upon the dramatic works created by themselves and others in written and oral theoretical tasks.

Assessment Components:

- 30% - Drama practice
- 40% - Group performance
- 30% - Report and review

Additional Information:

Theatre visits cost at least \$20 per semester.

DRAMA B**Year 10****One Semester Course****Assumed knowledge:**

No previous experience required

Course Description:

Students extend their knowledge and understanding of the role and function of Drama, not only within contemporary society, but throughout history and in cultures other than their own, by examining the 'explosions' in world theatre. Students learn the ways in which theories and practices have shaped and continue to shape Drama. Theory informs practice, as students apply their knowledge and skills through creative group devised practical drama workshop activities, culminating in small group presentations of selected play scenes. Students will also investigate a research a chosen area of theatre arts that is of interest to them and present their exploration/ interpretation in an individual study that may be written, practical or multimodal in form. Students are required to view and review live theatre as an audience member to critically evaluate, analyse and reflect upon the dramatic work created by others in written and oral theoretical tasks.

Assessment Components:

- 30% - Individual Study
- 40% - Group Presentation
- 30% - Report and Review

Additional Information:

Theatre visits cost at least \$20 per semester.

DRAMA SELECTIVE ENTRY A & B Year 10 Full Year or One Semester Course
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Assumed Knowledge:

This course will be open to students who have completed Year 9 Selective Entry Drama and, where spaces apply, to new applicants who audition or are identified through the usual Year 9 Drama course.

Course Description:

The course aims for students to extend their performance skills and knowledge of the elements of Drama as a performing art. Students learn to express their own creativity with confidence in practical work and are able to explore a wide range of performance opportunities at an advanced level. Students will develop their Drama skills by creating, designing, presenting, analysing and critically evaluating the work they have undertaken over a diverse range of performance opportunities. Students will learn to plan, rehearse and incorporate the elements of theatre design and stagecraft in taking a play script from page to stage for an intended audience. They will demonstrate their understanding of the playwright's intentions, thematic issues, genres and the directorial concept through the application of their skills in a group performance, participating either in an on-stage role as an actor or off-stage role as a theatre practitioner. Additionally, they will investigate a chosen area of the theatre arts that is of interest to them and present their interpretation of the work undertaken in an individual study that may be practical, multimodal or written in form. Students extend their knowledge and understandings of the role and function of Drama within contemporary society, as well as within cultures other than their own, by examining the 'explosions' in world theatre history and then learning to apply their knowledge and skills through small group presentation work of selected play scenes to a peer audience. They will also view and review live theatre as an audience member and learn to critically evaluate, analyse and reflect upon the dramatic works created by themselves and others in written and oral theoretical tasks.

Assessment Components:

- 30% - Individual Study
- 40% Group Performance/Presentation
- 30% - Report and Review

Additional Information:

Theatre visits cost at least \$20 per semester.

MEDIA ARTS A Year 10 One Semester Course
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Assumed Knowledge:

Successful completion of Year 9 Media Arts or some experience in creative digital programs is desirable.

Course Description:

This course continues to develop students' creative and symbolic skillsets in Media Arts. 10 Media Arts provides the opportunity for students to explore the professional practices of:

- Film Making
- Animation/Game Design
- Web Creation

Assessment Components:

Assessment will be based on multiple media projects that provide students the capacity to successfully represent and communicate ideas through creative digital mediums. Student will be graded on their technical and communicative skills.

MEDIA ARTS B Year 10 One Semester Course
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Assumed Knowledge:

Basic computer literacy. Experience in creative digital programs is desirable.

Course Description:

This course introduces students to the exciting world of Multimedia. Students develop an understanding of technical and symbolic principles and conventions in a variety of creative media. Media Arts provides the opportunity to explore:

- Film Making
- Animation
- Game Design and Creation

Assessment Components:

Assessment will be based on multiple media projects that provide students the capacity to successfully represent and communicate ideas through creative digital mediums. Students will be graded on their technical and communicative skills.

MUSIC 1**Year 10****One Semester Course****Assumed Knowledge:**

Students need to have successfully completed Year 9 Music A and Year 9 Music B, or have auditioned with the Music Department staff.

Course Description:

All students must be continuing with regular lessons on their chosen instrument or voice, either privately or through the school's Instrumental/Voice Program. Students are expected to be a member of at least one school-based ensemble (e.g. Concert Band, Jazz Band, Senior Vocal Ensemble, Contemporary Band, Guitar Ensemble, etc.) Class ensembles will also be facilitated and class rehearsal time will occur each week. Further skills will be developed in the areas of solo performance, improvisation and ensemble performance. Access to a variety of appropriate public performances will be organised when possible. Theoretical and aural skills are developed and the concepts of music harmony writing are explored. Students will access music-based software programs to facilitate their learning and creativity. Students will collaborate to produce activities and performances for early childhood and Junior School students and this will be assessed.

Assessment Components:

- 60%- Solo Performance and Ensemble Performance
- 25%- Music Theory and Aural Work
- 15%- Music Assignment and presentation

Additional Information:

Students are encouraged to participate in the Whole School Production, A Collage of the Arts Fringe Show and be involved in other public performances.

MUSIC 2**Year 10****One Semester Course****Assumed Knowledge:**

Students need to have successfully completed Year 10 Music 1, or have auditioned with the Music Department staff.

Course Description:

All students must be continuing with regular lessons on their chosen instrument or voice, either privately or through the school's Instrumental/Vocal Program. Students are expected to be a member of at least one school-based ensemble (e.g. Concert Band, Jazz Band, Senior Vocal Ensemble, Contemporary Band, Guitar Ensemble, etc.) Class ensembles will also be facilitated and class rehearsal time will occur each week. Further skills will be developed in the areas of solo performance, improvisation and ensemble performance. Access to a variety of appropriate public performances will be organised when possible. Theoretical and aural skills are developed and the concepts of music harmony writing are explored. Students will access music-based software programs to facilitate their learning and creativity. Students will listen to and explore various social, historical and cultural aspects of music including score reading and simple music analysis.

Assessment Components:

- 60%- Solo Performance and Ensemble Performance
- 25%- Music Theory and Aural Work
- 15%- Music in Context assignments and Reviews

Additional Information:

Students are encouraged to participate in the Whole School Production, A Collage of the Arts Fringe Show and be involved in other public performances.

VISUAL ARTS - ART A
One Semester Course

Stage 1
10 credits

Assumed Knowledge:

C grade or higher in Year 10 Art or Design.

Course Description:

The broad area of Art encompasses both artistic and crafting methods and outcomes. The process of creating in both art and craft include the initiation and development of ideas, research, analysis and exploration and experimentation with media and techniques, resolution and production in the realisation of an artwork. This course has an emphasis on 2D specialisation in skills and techniques and use of appropriate materials.

Content:

1. **Visual thinking-** one folio of work documenting the visual and creative learning in support of the resolved practical work
2. **Practical resolution:** two resolved works that apply photographic skills in a creative context that contains ideas and technical application of images using Adobe Photoshop
3. **Visual Arts in context-**One visual study in which students will place photography in a cultural, social and historical context by exploring, experimenting, composing, contrasting, analysing and interpreting the works .

Assessment Components:

- 40%- Folio of ideas generated
- 30%-two practical finished creative photographic works
- 30%- one visual study of a photographer/s and their work, a photographic genre or technology based medium of choice by negotiation with the teacher. The visual study will contain 700 words in an A4 folder of 10 pages in length. The visual study must contain examples of work done by the student that have been influenced through undertaking the visual study. These examples will display evidence of learning and this learning should be written about in the 700 word visual study.

Additional information:

It is advisable that students complete two semesters of Stage 1 Art if intending to continue with Art at Stage 2.

VISUAL ARTS - ART B
One Semester Course

Stage 1
10 credits

Assumed Knowledge:

C grade or higher in Year 10 Art or Design.

Course Description:

The broad area of Art compasses both artistic and crafting methods and outcomes. The process of creating in both art and craft include the initiation and development of ideas, research, analysis and exploration and experimentation with media and techniques, resolution and production in the realisation of an artwork. This course has an emphasis on 3D specialisation in skills and techniques and use of appropriate materials/tools in the resolution of 3D works.

Content:

1. Visual thinking- a folio of work documenting visual thinking, conceiving and developing ideas as well as exploration of material and techniques
2. Practical resolution: two resolved works which are documented in the folio and accompanied by the student's evaluation of their own practical work
3. Visual Arts in context-Students base their exploration and/or experimentation on the analysis of the work of selected artists.

Assessment Components:

- 40%- Folio of ideas generated
- 30%-Resolved artworks with practitioner's statements
- 30%- Visual study of four artists and suite of 3D artwork reflecting the selected genre

Additional Information:

It is advisable that students complete two semesters of Stage 1 Art if intending to continue with Art at Stage 2.

VISUAL ARTS – DIGITAL DESIGN A	Stage 1
One Semester Course	10 credits

Assumed Knowledge:

C grade or higher in Year 10 Art or Design.

Course Description:

The broad area of Digital Design encompasses communication graphics. It emphasises a problem solving approach to the generation of ideas/concepts, and the development of visual representation skills to communicate resolutions. This course has an emphasis on corporate design

Content:

1. Visual thinking- a folio of work documenting visual thinking, conceiving and developing ideas as well as exploration of material and techniques
2. Practical resolution: two resolved works which are documented in the folio and accompanied by the student's evaluation of their own practical work
3. Visual Arts in context-Students base their exploration and/or experimentation on the analysis of the work of selected artists.

Assessment Components:

- 40%- Folio of ideas generated
- 30%-two practical finished creative photographic works
- 30%- one visual study of a photographer/s and their work, a photographic genre or technology based medium of choice by negotiation with the teacher. The visual study will contain 700 words in an A4 folder of 10 pages in length. The visual study must contain examples of work done by the student that have been influenced through undertaking the visual study. These examples will display evidence of learning and this learning should be written about in the 700 word visual study.

Additional Information:

It is advisable to complete two semesters of Art or Design if intending to continue with further design studies at Stage 2.

VISUAL ARTS – DIGITAL DESIGN B	Stage 1
One Semester Course	10 credits

Assumed Knowledge:

C grade or higher in Year 10 Art or Design.

Course Description:

The broad area of Digital Design encompasses communication graphics. It emphasises a problem solving approach, the generation of ideas/concepts and the development of visual representation skills to communicate resolutions. This course has an emphasis on visual communication.

Content:

1. Visual thinking- a folio of work documenting visual thinking, conceiving and developing ideas as well as exploration of material and techniques
2. Practical resolution: two resolved works which are documented in the folio and accompanied by the student's evaluation of their own practical work
3. Visual Arts in context-Students base their exploration and/or experimentation on the analysis of the work of selected artists.

Assessment Components:

- 40%- Folio of ideas generated
- 30%-two practical finished creative photographic works
- 30%- one visual study of a photographer/s and their work, a photographic genre or technology based medium of choice by negotiation with the teacher. The visual study will contain 700 words in an A4 folder of 10 pages in length. The visual study must contain examples of work done by the student that have been influenced through undertaking the visual study. These examples will display evidence of learning and this learning should be written about in the 700 word visual study.

Additional Information:

It is advisable to complete two semesters of Art or Design if intending to continue with further Design studies at Stage 2.

VISUAL ARTS STUDIES	Stage 1
DIGITAL PHOTOGRAPHY	
One Semester Course	10 credits

Assumed Knowledge:

C grade or higher in Year 10 Photography.

Course Description:

The broad area of Art encompasses both artistic and crafting methods and outcomes. The processes of creating using digital photography include the initiation and development of ideas, research, analysis and exploration, experimentation with digital cameras, Photoshop and new and emerging technologies.

Content:

Visual thinking: One folio of work documenting the visual and creative learning in support of the resolved practical work

Practical resolution: Two resolved works that apply photographic skills in a creative context that contains ideas and technical application of images using Adobe Photoshop

Visual Arts in Context: One visual study in which students will place works of photography in a cultural, social and historical context by exploring, experimenting, composing, contrasting, analysing and interpreting the works.

Assessment Components:

40%-one Folio of idea generation

30%-two practical finished creative photographic works

30%- one visual study of a photographer/s and their work, a photographic genre, or technology based medium of choice by negotiation with the teacher. The visual study will contain 700 words in an A4 folder of 10 pages in length. The visual study must contain examples of work done by the student that have been influenced through undertaking the visual study. These examples will display evidence of learning and this learning should be written about in the 700 word visual study.

Additional Information:

It is advisable to also complete a semester of Photography if intending to continue with Photography at Stage 2.

DANCE 1 & 2	Stage 1
One Semester Course	10 credits
Full Year Course	20 credits

Assumed Knowledge

Previous experience is a requirement in this course eg. Year 10 at CCC or private dance studio classes.

Course Description:

The aim of this course is for the student to gain a practical understanding of dance as a performing art and as an important component of the local and global arts industry. The student develops practical skills through a study of dance technique, applying these skills in composition, choreography, performance and critical analysis.

Content:

Students develop practical skills through a study of dance technique, applying these in composition and performance. Students will explore a range of approaches to dance making through practical tasks, researching professional choreographers and video and live performance. Students will present dance to different audiences, participating in either a performing or off-stage role. They will develop skills in observation and analysis of the various components of a contemporary dance work using arts specific terminology and safe dance practices.

Assessment Components:

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

- Technique
- Composition
- Performance or Presentation
- Analytical Response

Additional Information:

Students intending to undertake Stage 2 Dance are strongly encouraged to choose both Stage 1 Dance A and Dance B. Evening excursions will be required.

Costume Contribution:

- \$50 per semester

DRAMA A Full Year or One Semester Course	Stage 1 10 credits
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Assumed Knowledge:

C grade or higher in Year 10 Drama.

Course Description:

The course consists of the following three areas of study:

- Presentation of dramatic works
- Dramatic theory and practice
- Individual investigation and practice

Content:

Students participate in groups to 'workshop' and perform collaborative scene presentations from a selected play script to demonstrate their skills of play analyse and creative interpretation. Students learn how to deepen their understanding of a play text and to explore the ways in which a directorial and/or design concept may illuminate a playwright's intentions and communicate the thematic issues raised by the dramatic work to be considered by an intended audience. Students are able to apply their skills in an on-stage role as an actor, or an off-stage role as a theatre practitioner in small group presentations. They may demonstrate their knowledge of the theatre process through work which underpins how dramatic theory informs dramatic practice. Additionally, they undertake an individual investigation and presentation related to the study of a specific dramatic innovator. Students are required to view and critically evaluate and review live theatre as an audience member. They are also required to create a folio incorporating their study of drama theory and practice, which may be written, oral or multimodal in form.

Assessment Components:

40% Performance

30% Folio (Review and Essay)

30% Investigation and Presentation

Additional Information:

Theatre visits cost at least \$20 per semester.

DRAMA B One Semester Course	Stage 1 10 credits
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Assumed Knowledge:

C grade or higher in Year 10 Drama.

Course Description:

Stage 1 Drama consists of the following three areas of study:

- Presentation of dramatic works
- Dramatic theory and practice
- Individual investigation and presentation.

Students participate in a collaborative group performance that involves the planning, design, rehearsal and performance of the dramatic work for an intended school audience. Students learn how to illuminate the playwright's intentions, thematic issues, genres and the directorial concept throughout the page to stage process. They are able to demonstrate the application of their performance and/or design and technical stagecraft skills, either in an on-stage role as an actor, or an off-stage role as a theatre practitioner. They undertake an individual investigation and presentation related to an area of interest within the dramatic arts, which may be related to the group performance. Students extend their knowledge and understandings of the theatre process in performance work which underpins the ways in which dramatic theory informs dramatic practice. Students are required to view and critically evaluate and review live theatre as an audience member. They are also required to create a folio incorporating their study of drama theory and practice which may be written, oral or multimodal in form.

Assessment Components:

40% Performance

30% Folio

30% investigation and Presentation

Additional Information:

Theatre excursion cost at least \$20 per semester.

CREATIVE ARTS - MULTIMEDIA A & B Stage 1
One Semester Course 10 credits

Assumed Knowledge:

Students will be advantaged if they undertake studies in Media Arts or Art or Design at year 10.

Course Description:

Creative Arts- Media provides opportunities for students to develop creative and innovative approaches to digital technologies. It provides the foundation for further studies and career opportunities in Digital Media industries. The focus is to develop specialised Film Making and Animation skills in preparation for Year 12. Students will have the opportunity to use the specialised software and hardware to enable them to develop both the skills and theoretical knowledge required to achieve success in SACE.

Content:

Media Arts provides the opportunity to explore:

- Film Making
- Animation

Assessment Components:

Students will create a major production which is supplemented with support materials. For assessment students will also need to submit a skills folio consisting of 4 tasks and an investigation folio.

Folio- 50%

- Investigation 20%
- Practical skills 30%

Product- 50%

- Media production Product 50%

MUSIC 1
One Semester Course **Stage 1**
10 credits

Assumed Knowledge:

C grade or higher in Music at Year 10, or approximately minimum AMEB Grade 3 Theory and AMEB Grade 3 Performance. Students without this background are advised to audition with the Music Department staff.

Course Description:

This subject is designed for students who have a substantial background in Music, and provides pathways to the full range of Stage 2 Music subjects.

Content:

Students explore their studies in performance, aural and theory, history and analysis components of music. Solo performance is a major emphasis and all students need to be having weekly lessons with a specialist teacher. Performance workshops are also facilitated weekly. In addition, all students are required to present music for ensemble performance; either as a member of one of the extensive range of school ensembles or by negotiation with the class teacher. Music theory and aural skills are covered with written work extending to harmonisation, transcription and counter melody writing. Music history and analysis covers a range of music from Baroque to contemporary; exploring style, forms and music in context. Students also develop skills in music technology and composition.

Assessment Components:

40%- Skills Presentation: solo performance and ensemble performance

30%- Skills Development: theory and aural examination

30%- Folio: history and analysis guided essay and scripted oral presentation.

Additional Information:

If students wish to study Music at Stage 2, they must select both Music Advanced A and Music Advanced B at Stage 1.

MUSIC 2**One Semester Course****Stage 1****10 credits****Assumed Knowledge:**

C grade or higher in Stage 1 Music 1. Students without this background are advised to audition with the Music department staff.

Course Description:

This subject is designed for students who have a substantial background in Music, and provides pathways to the full range of Stage 2 Music subjects.

Content:

Students continue to develop skills in performance, aural and theory work extending to arranging, transcribing or composition, and history and analysis components of music. Solo performance is a major emphasis and all students need to be having weekly lessons with a specialist teacher. Performance workshops are also facilitated weekly. In addition, all students are required to present music for ensemble performance; either as a member of one of the extensive range of school ensembles or by negotiation with the class teacher. Music theory and aural skills are taught using specialist music software programs and it is expected that all students will become proficient in their use. The music history and analysis component consolidates previously acquired skills by enabling students to choose from a variety of options and collaborate with other interested students on a detailed scripted oral presentation exploring music in context and a guided analysis. Students also choose from a range of options for an Individual Study.

Assessment Components:

40%- Skills Presentation: solo performance and ensemble performance

30%- Skills Development: theory and aural examination

30%- Folio: history and analysis guided essay and scripted oral presentation.

Additional Information:

If students wish to study Music at Stage 2, they must select both Music 1 and Music 2 at Stage 1.

VISUAL ART STUDIES

Stage 2

Full year course

20 credits

Prerequisite:

B grade of higher in Stage 1 Visual Arts and high level of achievement in English.

Course Description:

Visual Arts engages students in conceptual, practical, analytical and contextual aspects of creative human endeavour. It emphasises visual thinking and investigation and the ability to develop ideas, refine technical skills and produce imaginative solutions. Students learn to communicate personal ideas, beliefs, values, feelings and opinions and provide observations and visual representations of their lived or imagined experiences.

Content:

Visual thinking: Two folios of work documenting the visual and creative learning in support of the two resolved practical works

Practical resolution: Two resolved works that have been documented in the two folios and accompanied by the student's evaluation of their work by means of a Practitioners Statement.

Visual Arts in Context: One visual study in which students will place works of art in a cultural, social and historical context by exploring, experimenting, composing, contrasting, analysing and interpreting the works.

Assessment Components:

- 40%- two folios of idea generation
- 30% two practical finished art works and a Practitioners Statement of 500 words for each work
- 30% one visual study of an artist/s and their work, an art movement, or art medium of choice by negotiation with the teacher. The visual study will contain 2000 words in an A3 folder of 20 pages in length. The visual study must contain examples of work done by the student that have been influenced through undertaking the visual study. These examples will display evidence of learning and this learning should be written about in the 2000 word visual study.

VISUAL ARTS - ART

Stage 2

DIGITAL DESIGN

Full Year Course

20 credits

Prerequisite:

C grade or higher in Stage 1 Digital Design or teacher recommendation.

Course Description:

The broad area of Art encompasses both artistic and crafting methods and outcomes. The processes of creating using digital design include the initiation and development of ideas, research, analysis and exploration, experimentation with design software, and new technologies.

Content:

1. Visual thinking- two folios of work documenting the visual and creative learning in support of the two resolved practical works
2. Practical resolution- Two resolved works that have been documented in the two folios and accompanied by the student's evaluation of their work by means of a Practitioners Statement
3. Visual Arts in Context-One visual study in which student's will place work of digital design in a cultural, social and historical context by exploring, experimenting, composing, contrasting, analysing and interpreting the works

Assessment Components:

40%- two folios of idea generation

30%- Practical- Two practical finished design presentations and a practitioner's of 500 words for each work

30%- one Visual Study of a designer and their work, a design genre, or technology based medium of choice by negotiation with the teacher. The Visual Study will contain 2000 words in an A3 folder of 20 pages in length. The Visual Study must contain examples of work done by the student that have been influenced through undertaking the Visual Study. These examples will display evidence of learning and this learning should be written about in the 2000 word Visual Study.

DANCE STUDIES
Full Year Course**Stage 2**
20 credits**Prerequisite:**

C grade or higher in Stage 1 Dance.

Course Description:

Students must select a chore technique in consultation with the teacher, including classical ballet, contemporary dance, jazz dance, tap dance or break-dance. Students are required to choreograph up to 4 minutes, comprised of up to three separate dance pieces. They must also submit a choreography or technique folio. They will also study safe dance practices. Students will be part of a major production with performers onstage for a minimum of 15 minutes. All students must be seen in a solo, duo or trio capacity for at least one minute respectively. This may occur with group choreography. Students study two theory topics, one historical and the other contemporary and must present their work in an essay format.

Assessment Components:

- 50%- Practical skills- Technique, Choreography and Folio
- 20%- Written Responses- Historical and Contemporary Essays
- 30%- Performance

Additional Information:

Students are required to attend after school and weekend rehearsals during the Group Production. Theatre visits cost at least \$50 per semester.

DRAMA
Full Year Course**Stage 2**
20 credits**Prerequisite:**

C grade or higher in Year 11 Drama or by audition.

Course Description:

In Stage 2 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.

Content:

Stage 2 Drama consists of the following four areas of study:

1. Group Analysis and Creative Interpretation- working collaboratively in groups, students devise practical interpretations of textual works and concepts studied.
2. Review and Reflection- Skills of critical evaluation are expanded to convey knowledge and understanding of the theatre.
3. Interpretive Study- Students explore in-depth a specific play script or dramatic innovator.
4. Presentation of Dramatic Works- Engagement on-stage or off-stage in a performance/presentation.

Assessment Components:

- 20%- Group Presentation
- 30%- Folio (production report and two Reviews)
- 20%- Interpretive Study

Additional Information:

Students are assessed in an on-stage or off-stage role. The production is externally assessed with reference to SACE Performance Standards.

CREATIVE ARTS - MEDIA**Stage 2****Full Year Course****20 credits****Prerequisite:**

C grade in at least one semester of year 11 Media

Course Description:

Creative Arts- Media provides opportunities for students to develop creative and innovative approaches to digital technologies. It provides the foundation for further studies and career opportunities in Digital Media industries. Students will have the opportunity to use the specialised software and hardware to enable them to develop both the skills and theoretical knowledge required to achieve success in SACE.

Media Arts provides the opportunity to explore:

- Film Making
- Animation

Assessment Components:**Product- 50%**

- Media production Product 1- 25%
- Media production Product 2- 25%

Investigation- 20%**Practical skills (external) 30%****MUSIC****Stage 2****Additional Information**

Most students will study two 10 credit Stage 2 subjects concurrently for the duration of one year. A selection of subjects are offered each year depending on the student cohort.

COMPOSING & ARRANGING**Stage 2****One Semester Course****10 credits****Prerequisite:**

Stage 1 Music or equivalent. Students must obtain an A grade or higher in Stage 1 composition and/or arranging tasks.

Course Description:

In Stage 2 Composing and Arranging students develop their musical imagination and creativity by composing and/or arranging musical works.

Content:

The two areas of study covered in this subject are a Folio of Minor Works and a Major Work.

The Major Works key components are:

Composition or Arrangement- Students submit a score and recording of their own work. A printed or recorded copy of the original music/melody must be included for every theme used in an arrangement.

Analysis of the Major Work- Students present an oral or written analysis of their Major Work.

Assessment Components:

- 70%- Folio of Minor Works
- 30%- Major Work.

ENSEMBLE PERFORMANCE**One Semester Course****Stage 2****10 credits****Prerequisite:**

Successful completion of Stage 1 Music or equivalent. Students must obtain a C grade or higher in Stage 1 ensemble performance assessment.

Course Description:

This subject develops student's skills on a chosen instrument or their voice and the application of these skills and other musical knowledge in an ensemble.

Content:

Students who study Ensemble Performance and/or Performance Special Study and/or Solo Performance may perform on the same instrument in all subjects. 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 or vocal ensemble, or with a solo performer (as an accompanist), or in a performing arts production (as a singer or instrumentalist). Students perform on only one instrument or voice and in only one ensemble. Students prepare and present three public performances, comprising two initial performances and one final performance.

Assessment Components:

- 30%- First Performance
- 40%- Second Performance
- 30%- Final Performance

Students perform in the ensemble in a practical examination, comprising one public performance of 10 to 12 minutes, either live or filmed. Students are required to perform, individually, selections from their parts in the final performance.

MUSIC INDIVIDUAL STUDY**One Semester Course****Stage 2****10 credits****Prerequisite:**

C grade or higher in Stage 1 Music or equivalent.

Course Description:

This subject allows students to undertake an individually negotiated topic in an area of interest that is not covered in other Stage 2 Music subjects. Students pursue an area of interest that is directly applicable to their intended vocation, career, further study or recreation. The ability to work independently is essential.

Content:

Students negotiate and plan with their teacher a topic they have chosen for their individual study. A proposal that includes a brief outline of the scope of the topic and the proposed format of the final product must be submitted to the SACE Board for approval. Suggested topics include:

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

Assessment Components:

- 30%- Folio
- 40%- Product
- 30%- Report (Documentation of Skills and Evaluation).

MUSICIANSHIP One Semester Course	Stage 2 10 credits
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Prerequisite:

Successful completion of Stage 1 Music or equivalent. Students must obtain a B grade or higher in Stage 1 theory and composition and/or arranging tasks.

Course Description:

Students develop skills in applied music theory, which includes the visual and aural recognition. Musicianship is a recommended subject for students following a university pathway in music.

Content:

Year 12 Musicianship includes three areas of study:

- Theory, Aural Recognition and Musical Techniques- Students develop their understanding of the relationship between theoretical notation and sound, using aural and visual recognition, and notation.
- Harmony- Students learn to harmonise a melody by applying theoretical knowledge
- Arrangement- Students develop their musical imagination and ability to write musical arrangements. They learn to apply fundamental knowledge of theoretical concepts, musical styles, and associated aural and notational skills. Students create a notated arrangement of their own choice, which is submitted with a score using standard notation, a recording, and a statement outlining the ideas in, and the musical intention of, the arrangement.

Assessment Components:

- 30%- Skills Development
- 40%- Arrangement
- 30%- Examination

SOLO PERFORMANCE One Semester Course	Stage 2 10 credits
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Prerequisite:

Successful completion of Stage 1 Music or equivalent. Students must obtain a C grade or higher in Stage 1 solo performance assessment.

An audition may be necessary for students who have not completed Stage 1 at Charles Campbell College.

Course Description:

This subject develops student's skills on a chosen instrument or voice and the application of these skills, musical understanding, and aesthetic awareness in a solo performance. Students must have regular instrumental or vocal tuition.

Content:

Students who study Ensemble Performance and/or Performance Special Study and/or Solo Performance may perform on the same instrument in all subjects. Each student must perform as an instrumental or vocal soloist. Students prepare and present public performances as part of this subject.

Assessment Components:

- 30%- First Performance
- 40%- Second Performance
- 30%- Final Performance

Students perform in a practical examination. A solo summative performance of 10 to 12 minutes must be presented (live) for assessment. The

Final Performance is marked by external assessors with reference to performance standards.

PERFORMANCE SPECIAL STUDY One Semester Course	Stage 2 10 credits
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Prerequisite:

Successful completion of Stage 1 Music or equivalent. Students must obtain an A grade for Stage 1 solo performance assessments.

An audition may be necessary for students who have not completed Stage 1 at Charles Campbell College.

Course Description:

This subject gives instrumentalists and vocalists the opportunity to address the technical and musical demands of performing an approved work in public. Students may perform as a soloist or as a member of a chamber ensemble. Students who study Performance Special Study and/or Solo Performance and/or Ensemble Performance may perform on the same instrument in all subjects.

Content:

This subject consists of two areas of study:

Performance of an Approved Work- develops and extends the student's skills on a chosen instrument or the voice and the application of these skills, musical understanding and aesthetic awareness in a performance as an instrument or vocal soloist or as a member of an ensemble. The approved work may be an extended work, selected movements from an extended work, or a folio of related works.

Commentary – develops the student's analytical skills and the application of these skills through written analysis of the approved performance work.

Assessment Components:

- 20% - First Performance
- 30% - Second Performance
- 20% - Commentary
- 30% - Final Performance

CERTIFICATE III in DANCE One Semester Course	Stage 2
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Assumed Knowledge

No assumed knowledge required, however a passion for Dance and the Dance Industry is highly recommended.

Course Description

Students who undertake the Certificate II in Sport & Recreation will undertake the following competencies:

CUACHR301 Develop basic dance composition skills

CUADAN202 Incorporate artistic expression into basic dance performances

CUADAN301 Integrate rhythm in dance or movement technique

CUAIND301 Work effectively in the creative arts industry

CUAPRF307 Develop performance techniques

CUAWHS301 Condition the body for dance performance

Electives

CUADAN305 Increase depth of Jazz dance techniques

CUADAN306 Increase depth of Ballet dance techniques

CUADAN308 Increase depth of Contemporary dance techniques

CUADAN309 Increase depth of dance techniques

BSBWOR203 Work effectively with others

CUADTM301 Assist with dance teaching

CUAPPM301 Assist with designing a performance space

CUAWHS201 Develop a basic level of physical condition for dance performing

Assessment Information:

The Certificate is competency based and requires a combination of theoretical and practical units to be signed off by the trainer

Additional Information:

Students are issued with a Certificate upon completion. This full Certificate can contribute toward an ATAR Calculation. Cost of course is \$650 and enrolment needs to be organised by the Pathways Co-ordinator.

HEALTH & PHYSICAL EDUCATION

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
HEALTH & PHYSICAL EDUCATION					
HEALTH & PHYSICAL ED - CORE (inc HOME ECONOMICS)	HEALTH & PHYSICAL ED - CORE (inc HOME ECONOMICS)	HEALTH & PHYSICAL ED - CORE	HEALTH		
			CARING FOR CHILDREN	CHILD STUDIES	CHILD STUDIES
PHYSICAL EDUCATION					
		PHYSICAL EDUCATION EXTENSION	PHYSICAL EDUCATION A - TEAM SPORTS	PHYSICAL EDUCATION A	PHYSICAL EDUCATION
			PHYSICAL EDUCATION B - INDIVID SPORTS	PHYSICAL EDUCATION B	
			PHYSICAL EDUCATION C - REC SPORTS		
				COMMUNITY SPORTS A	(INTEGRATED LEARNING) SPORTS STUDIES
				COMMUNITY SPORTS B	
				OUTDOOR EDUCATION	OUTDOOR EDUCATION
SPECIAL ENTRY SPORTS PROGRAM					
AUSTRALIAN RULES FOOTBALL	AUSTRALIAN RULES FOOTBALL	AUSTRALIAN RULES FOOTBALL	AUSTRALIAN RULES FOOTBALL	CERT II – SPORT & RECREATION	CERT III – SPORT & RECREATION

CARING FOR CHILDREN **Year 10**
One Semester Course

Course Description:

This unit covers the changing needs of a child, from conception to school age. Topics include: Pregnancy and Nutrition, Food for Children, play, language development. An opportunity exists for textile craft activities related to child development.

Assessment Components:

A range of theory and practical assessment tasks.

Additional Information:

This course provides a good foundation for Year 11 and 12 Child Studies.

HEALTH **Year 10**
One Semester Course **10 Credits**

Course Description:

Students will study how lifestyle and decision making have a crucial bearing on personal well-being. Current knowledge, new information, personal skills, decision making and consequences will be explored through topics such as: physical and social health, mental and emotional health, drug use and abuse, relationships and sexuality, including contraception, conception, Acquired Immune Deficiency Syndrome and other sexually transmitted diseases.

Assessment Components:

Assessment plan provided on commencement of course. A range of assessment tasks will be completed.

PHYSICAL EDUCATION A **Year 10**
TEAM SPORTS
One Semester Course

Assumed Knowledge:

Satisfactory Completion of year 9 PE Core.

Course Description:

This course is available to both boys and girls and requires a positive interest and aptitude in Physical Education. The emphasis is on team work and cooperation. The topics may include cricket, touch, softball, basketball, hockey, football, soccer, soft-crosse, korfbal, volleyball and netball. Students will further develop their skills and knowledge in each area. Theory will be an issues analysis.

Assessment Components:

- 80%- Practical
- 20%- Theory

PHYSICAL EDUCATION B **Year 10**
INDIVIDUAL SPORTS
One Semester Course

Assumed Knowledge:

Satisfactory Completion of year 9 PE Core.

Course Description:

This is a course available to both boys and girls and requires a positive interest and aptitude in Physical Education. The topics covered will be individual sports with an emphasis on the improvement of students' skills and knowledge of the sports. The activities may include badminton, tennis, table tennis, golf, ten-pin bowling and archery. Theory work will cover aspects of Articular system and Cardio Respiratory System.

Assessment Components:

- 80%- Practical
- 20%- Theory

Additional Information:

Parents will be advised at the start of the course of the costs involved.

PHYSICAL EDUCATION C **Year 10**
RECREATIONAL AND ADVENTURE SPORTS
One Semester Course

Assumed Knowledge:

Satisfactory Completion of year 9 PE Core.

Course Description:

This course is available to both boys and girls and requires a positive interest and aptitude for recreational and adventure activities. The emphasis is on team work and cooperation. The topics may be chose from Rock Climbing, Fitness, Ultimate Frisbee and other activities in negotiation with the teacher. Theory topic will include: Fitness Components and Training Principles.

Assessment Components:

Assessment plan provided on commencement of course.

- 80%- Practical
- 20%- Theory

Additional Information:

This is a possibility of a camp offered and any costs for the camp or activities will be advised at the start of the course. \$40 for Rock Climbing and other costs for off-site activities as discussed in class such as squash, lawn bowls, trail walks, etc.

SPECIALIST SPORTS PROGRAM Year 10
FOOTBALL (AFL) Males and Females
One Semester Course

Assumed Knowledge:

Satisfactory Completion of year 9 PE Core.

Course Description:

Students will have the opportunity to develop their skills and game play in football. The program will include:

- Specific skill and technique development
- Game play and tactical awareness
- Fitness development and understanding of a conditioning program
- Various awareness programs, such as injury prevention, nutrition and sport psychology

Assessment Components:

This includes a range of practical activities centred on football and directed investigations.

Additional Information:

Coaches and facilitators other than teaching staff may be used and therefore, there is a cost of \$100 for this program. This includes a \$20 uniform levy.

Community Partners:

Norwood Football Club

CERTIFICATE II – SPORT & RECREATION
One Semester Course

Assumed Knowledge

No assumed knowledge required, however a passion for the Sport & Recreation Industry and a satisfactory completion of Year 10 PE is desirable.

Course Description

Students who undertake the Certificate II in Sport & Recreation will undertake the following competencies:

BSBWOR202 Organise and complete daily work activities

HLTAID003 Provide First Aid

HLTWHS001 Participate in workplace health and safety

SISXCAI002 Assist with activity sessions

SISXCCS001 Provide quality service

SISEMR001 Respond to emergency situations

SISXIND001 Work effectively in sport, fitness and recreation environments

SISXIND002 Maintain sport, fitness and recreation industry knowledge

Electives

SISXFAC001 Maintain equipment for activities

SISXCAI001 Provide equipment for activities

SISSAFL201A Perform the intermediate skills of Australian Football

SISSAFL202A Perform the intermediate tactics of Australian Football

SISSNTB201A Use intermediate level netball skills

Assessment Information:

The Certificate is competency based and requires a combination of theoretical and practical units to be signed off by the trainer

Additional Information:

Students are issued with a Certificate upon completion. Cost of course is \$410 and enrolment needs to be organised by the Pathways Co-ordinator

COMMUNITY SPORTS A One Semester Course	Stage 1 10 credits
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Assumed Knowledge:

C grade or higher in a Year 10 PE Course

Course Description:

Stage 1 Community Sports consists of the following two areas:

- Practical Skills and Application
- Coaching

Content:

Practical Skills and Applications focus on aquatics and other sports as chosen by the group of students in negotiation with the teacher. The coaching component involves the theory, planning and application of coaching methods through working with other students.

Assessment Components:

- 80% - Practical Skills and Applications
- 20% - Coaching

Additional Information:

A small cost may be incurred if a practical utilises public facilities. Students will be expected to attend a 2 day aquatics camp at a cost of approximately \$100. This course is recommended for students who love sport, but who **do not** intend on completing Stage 2 Physical Education.

COMMUNITY SPORTS B One Semester Course	Stage 1 10 credits
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Assumed Knowledge:

C grade or higher in a Year 10 PE Course.

Course Description:

Stage 1 Community Sports B consists of the following two areas:

- Practical Skills and Application
- Fitness and Injury Management

Content:

Practical Skills and Applications focus on a variety of sports as chosen by the group of students in negotiation with the teacher. The fitness and injury management component involves the theory, planning and application to individual injury management and prevention.

Assessment Components:

- 80% -Practical Skills and Applications
- 20% - Fitness and Injury Management

Additional Information:

A small cost may be incurred if a practical utilises public facilities. This course is recommended for students who love sport, but who **do not** intend on completing Stage 2 Physical Education.

PHYSICAL EDUCATION SPECIALIST A One Semester Course	Stage 1 10 credits
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Assumed Knowledge:

B grade or higher in Year 10 PE Course at a grade of A or B.

Course Description:

Stage 1 Physical Education A consists of the following two areas:

- Practical Skills and Application
- Principles and Issues

Content:

Practical Skills and Application focuses on the topics of Badminton, Aquatics and one other sport.

Principles and Issues focuses on the topics of body systems and a negotiated Issues Analysis.

Assessment Components:

- 60%-Practical Skills and Applications
- 20%-Body Systems
- 20%-Issues Analysis

Additional Information:

Students intending to do Stage 2 Physical Education are strongly encouraged to do both Stage 1 Physical Education Specialist A and B courses. A small cost may be incurred if a practical utilizes public facilities. Students will be expected to attend an aquatics course at Murray Bridge, at a cost of approximately \$100.

PHYSICAL EDUCATION SPECIALIST B One Semester Course	Stage 1 10 credits
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Assumed Knowledge:

B grade or higher in Year 10 PE Course.

Course Description:

Stage 1 Physical Education B consists of the following two areas:

- Practical Skills and Application
- Principles and Issues

Content:

Practical Skills and Application focuses on the topics of Volleyball, Touch and one other sport.

Principles and Issues focuses on the topics of skill development and biomechanics (approx. 10 hours) and a negotiated Issues Analysis.

Assessment Components:

- 60%- Practical Skills and Applications
- 20%- Skills Development and Biomechanics
- 20%- Issues Analysis

Additional Information:

Students intending to do Stage 2 Physical Education are strongly encouraged to do both Stage 1 Physical Education Specialist A and B courses. A small cost may be incurred if a practical utilizes public facilities.

OUTDOOR EDUCATION
One Semester Course**Stage 1**
10 credits**Assumed Knowledge:**

C grade or higher in Year 10 PE Individual, Team or Rec Sports.

Course Description:

In Outdoor Education students gain an understanding of ecology, environmental sustainability, cultural perspectives and physical and emotional health through participation. Students reflect on environmental practices and are introduced to employment options in outdoor and environmental fields.

Content:

Topics include:

Environment and conservation of land, planning and management of activities and adventurous pursuits in Rock Climbing and Bush Walking. Students will undertake an expedition to regional South Australia.

Assessment Components:

- 50% - Practical Skills and Application
- 50% - Theory

Additional Information:

Students are required to participate in a 3 day expedition for successful completion of the course. Cost approximately \$180. **If a student withdraws from this course or is not able to attend a practical no refunds will be given. This is because costs are calculated at beginning of the course when bookings are made.**

CHILD STUDIES
One Semester Course**Stage 1**
10 credits**Assumed Knowledge:**

Previous experience in Year 10 Caring for Children is desirable and good literacy skills are an advantage.

Course Description:

Students examine the period of childhood from conception to eight years, and issues related to the growth, health and wellbeing of children. They will examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children.

Content:

Stage 1 Child Studies consists of the following areas of study:

- The nature of childhood and the socialisation and development of children
- Children in wider society
- Children's rights and safety

Assessment Components:

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

- Practical activities
- Group activities
- Investigation

CHILD STUDIES Full Year Course	Stage 2 20 credits
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Prerequisite:

Previous experience in Year 10 Caring for Children and/or Year 11 Child Studies is desirable and good literacy skills are an advantage.

Course Description:

In this course students focus on children's growth and development, from conception to 8 years. They examine attitudes and values about parenting and care-giving and gain an understanding of the growth and development of children. Students develop a variety of research, management and practical skills.

Content:

Stage 2 Child Studies consists of the following five areas of study:

- Contemporary and Future Issues
- Economic and Environmental Influences
- Practical and legal Influences
- Socio-Cultural Influences
- Technological Influences

Assessment Components:

- 50% - Practical activity with written component
- 20% - Group activity with written component
- 30% - Investigation

The investigation is a piece of writing up to 2000 words and is double marked, by the teacher and an external assessor.

PHYSICAL EDUCATION Full Year Course	Stage 2 20 credits
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Prerequisite:

B grade or higher in Physical Education Specialist.

Course Description:

This course has a practical (50%) and theory (50%) component. Three practicals occur over the course of the year, one of which will be Aquatics which involves a camp. The theory section involves exercise physiology, skill and biomechanics and analysis of a current sporting issue.

Content:

Practical skills and application form the basis of the topics of Aquatics and other sports chosen eg Netball, Badminton, Touch Football, etc.

The theory section covers 'Principles and Issues' in the topics of Exercise Physiology and Physical Activity, Skills Acquisition and Biomechanics, Movement and a negotiated Issue Analysis topic.

Assessment Components:

- 50% - Practical performance checklists
- 20% - Folio (Theory & Issues Analysis)
- 30% - External Examination

Additional Information:

The Aquatics Camp held in Week 11 of Term 1 at a cost of \$150 is compulsory for students completing this course. It is recommended that students purchase the course book for \$40 which will be arranged through school.

CERT III SPORT & REC
Full Year Course

Stage 2

Assumed Knowledge

No assumed knowledge required, however a passion for the Sport & Recreation Industry. Competency in Literacy and Numeracy is required.

Course Description

Students who undertake the Certificate III in Sport & Recreation will undertake a range of competencies TBC.

Assessment Information:

The Certificate is competency based and requires a combination of theoretical and practical units to be signed off by the trainer

Additional Information:

Students are issued with a Certificate upon completion. This full Certificate can contribute toward an ATAR Calculation. The Course will run all day on Fridays.

Cost of course is \$750 and enrolment needs to be organised by the Pathways Co-ordinator

SPORTS STUDIES (Integrated Learning) Stage 2
Full Year Course **20 credits**

Prerequisite:

C grade or higher in Year 11 Community Sports and teacher recommendation.

Course description:

This course is designed around the program focus of Sports/Coaching Programs. This course has practical (50%) and theory (50%) components. At least practicals occur over the course of one year selected in consultation with the teacher and students. The theory covers rules, officiating, coaching and providing feedback, planning and managing facilities and equipment.

Content:

Practical skills, rules and officiating in sports will be covered in sports chosen by the group. These can include sports on and off site, examples could be Australian Rules Football, Netball, Soccer, Volleyball, Aquatics, Lawn Bowls, plus many others. Students will be expected to work individually and in groups to achieve the outcomes of the topic/course. This may include a camp of 2 or 3 days.

The theory section will cover rules and officiating of sports, planning, coaching and providing feedback to peers and others and management of sports events. A community based project will be externally assessed as a part of this course.

Assessment Components:

- 30% - Practical using checklists.
- 20% - Group Practical Activity.
- 20% - Folio and discussion (Theory)
- 30% - Project (Externally Assessed)

Additional Information:

There are practical activities required to successfully complete this course. The cost of these will depend on the activity, but could range from \$50 to \$150.

OUTDOOR EDUCATION Full Year Course	Stage 2 20 credits
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Prerequisite:

C grade or higher in Year 11 Outdoor Education and teacher recommendation. Willingness to be actively involved in adventurous pursuits.

Course description:

This course has practical (50%) and theory (50%) components. Three practicals occur over the course of one year which will include at least 2 3 days camps. The theory covers Environmental Studies, Planning and Management Practices, Sustainable Environmental Practices, Leadership and Planning.

Content:

Practical skills, planning and application form the basis of the expeditions. These will be determined by the group but must consist on one base camp activity, one travelling activity and one self-reliant expedition. These could be Bushwalking, Rock Climbing, Mountain Biking, Surfing, Snow Sports, etc.

The theory section will investigate Planning and Management practices, Sustainable and Environmental studies and Leadership. Students will complete written tasks to complete a folio to support their evidence of learning. An investigation will be externally assessed as a part of this course.

Assessment Components:

- 30% - Group Practical using checklists.
- 20% - Self-Reliant Expedition using checklist and report.
- 20% - Folio (Theory)
- 30% - Investigation (Externally Assessed)

Additional Information:

There are three practical activities required to successfully complete this course. The cost of these will depend on the activity, but could range from \$300 to \$500. **If a student withdraws or is not able to attend a practical, refunds will not be available due to costs being calculated and bookings made.**

INDEX
Year 10 Subjects

SUBJECT	PAGE
Art A	59
Art B	59
Automotive Technology	25
Caring for Children	77
Computer Control / CAD	25
Dance A	59
Dance B	60
Dance Selective Entry 1 & 2	60
Digital Design	59
Drama A	61
Drama B	61
Drama Selective Entry A & B	62
English	42
English as an Additional Language (EAL)	42
English Essential – With a Vocational focus	42
Food Skills	25
Foods of the World	25
Integrated Health (Stage 1)	77
History	49
Italian	55
Mathematics	32
Mathematical Studies	32
Mathematics Essential – With a Vocational focus	32
Multimedia A	62
Multimedia B	62
Music 1	63
Music 2	63
Personal Learning Plan (PLP)	14
Photography	59
Physical Education A – Team Sports	77
Physical Education B – Individual Sports	77
Physical Education C – Recreational Sports	77
Programming and Electronics (Integrated Learning)	39
Science Advanced	18
Science General	18
Specialist Sports Program (by try-out only)	39
STEM (Integrated Learning)	39
Welding & Machining	25
Woodwork	25

INDEX
Stage 1 Subjects

SUBJECT	PAGE
Ancient Studies	50
Automotive Technology	26
Biology A & B	19
CAD / CAM	26
Certificate I Automotive Light Vehicles	26
Certificate I Engineering (Yr. 11 & 12)	27
Certificate II Sport & Recreation	78
Chemistry 1 & 2	20
Child Studies	80
Chinese Background Speakers 1 & 2	56
Community Sports A & B (Integrated Learning)	79
Creative Arts - Multimedia A & B	68
Dance 1 & 2	66
Drama A & B	67
English 1 & 2	44
English as an Additional Language	44
English – Essential 1 & 2	43
English – Literature 1 & 2	44
English Essentials with a Vocational Focus	43
Food & Hospitality – Catering	28
Food & Hospitality – Entertaining	28
Furniture	26
Game Programming (Integrated Learning)	40
Information Processing & Publishing	51
Italian Continuers 1 & 2	56
Legal Studies	50
Machining	27
Mathematical Methods 1 & 2	34
Mathematics – Essential A & B	33
Mathematics – General A & B	34
Mathematics – Specialist 1 & 2	35
Mathematics Essentials with a Vocational Focus	33
Modern History	50
Music 1 & 2	68/69
Outdoor Education	80
Physical Education Specialist A & B	79
Physics 1 & 2	21
Programming and Electronics (Integrated Learning)	39
Psychology	19
STEM (Integrated Learning)	39
Tech Drawing	27
Visual Arts A & B	64
Visual Arts Studies – Digital Photography	66
Visual Arts – Digital Design A & B	65
Welding	27

INDEX
Stage 2 Subjects

SUBJECT	PAGE
Ancient Studies	53
Biology	22
Certificate II Automotive Servicing Technology	29
Certificate III Dance	75
Certificate III Game Programming	
Certificate III Sport and Recreation	82
Chemistry	23
Child Studies	81
Chinese Background Speakers	57
Community Studies A & B	15
Creative Arts – Multimedia	72
Dance Studies	71
Drama	71
English	46
English as an Additional Language (EAL)	47
English – Essential	46
English – Literary Studies	46
Essential Studies (by invitation only)	46
Food & Hospitality	30
Furniture	29
Information Processing & Publishing	53
Italian Continuers	57
Legal Studies	52
Mathematical Methods	37
Mathematics – Essential	36
Mathematics – General	36
Mathematics – Specialist	36

SUBJECT	PAGE
Modern History	52
Music (Choice of 2 subjects from those offered*)	72
- Composing and Arranging	72
- Ensemble Performance	73
- Music Individual Study	73
- Musicianship	74
- Solo Performance	74
- Performance Special Study	75
*The selection of subjects offered each year depend on the student cohort.	
Outdoor Education	83
Partial Certificate 2 Automotive	29
Physical Education	81
Physics	23
Psychology	22
Research Project A	15
Research Project B	16
Sports Studies (Integrated Learning)	82
Visual Art Studies	70
Visual Arts – Digital Design & Photography	70
Welding & Machining	29
Workplace Practices	53

- Charles Campbell College students are able to access this handbook from their Daymap – attached to PGL.
- Access is also available via our website.
www.ccc.sa.edu.au