



# **Thomas More College**

## **Subject Information Handbook**

### **For Stage 1 in 2020**



# Notes

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## **INTRODUCTION**

The process of selecting subjects can be challenging. This Subject Information Handbook has been designed to provide important information to students and parents to assist in making informed decisions about Future Pathways and is intended to be used in conjunction with the subject selection process which occurs at home and at the College.

Students will begin the process of subject selection in Term 3. The process involves attendance at the SACE & Future Pathways Information Evening, student information assemblies, online subject selection, and course counselling involving parents, students and staff.

Thomas More College students will study one of two pathways:

- SACE only
- SACE and ATAR - Australian Tertiary Admission Rank

This pathway determines which subjects are available to students to select. All students are expected to successfully achieve their SACE.

There is a great deal of information to take into consideration. Students and parents should engage with their current and previous Teachers, Wellbeing Teachers, Year Level Coordinators, and Learning Area Coordinators to identify strengths and challenges which can assist in making choices. The Director of Student Pathways and the Assistant Principals can also provide further career options relevant to particular disciplines and subjects in this book. The staff at Thomas More College are dedicated to supporting you through this very important decision-making process and we encourage you to take advantage of the considerable support available.

Best wishes in making considered and informed decisions.

## **WHAT IS THE SACE?**

The South Australian Certificate of Education (SACE) is an internationally recognised qualification designed to provide a range of options for students who want a more direct path into the workforce or further training and study.

The SACE remains the main credential for entry into university and further education. Students wanting to gain entry to university will still need to complete the correct combination of subjects required for an Australian Tertiary Admission Rank (ATAR) and any pre-requisite subjects stipulated by the university course for which they are applying.

The SACE also offers senior secondary students a wide range of accredited activities through which to achieve their SACE, including school subjects, TAFE and non-TAFE training courses (VET), university subjects, online courses, regular experience in a work environment, and community-

based activities. Young people are able to leave school well on the way to a trade or para-professional qualification.

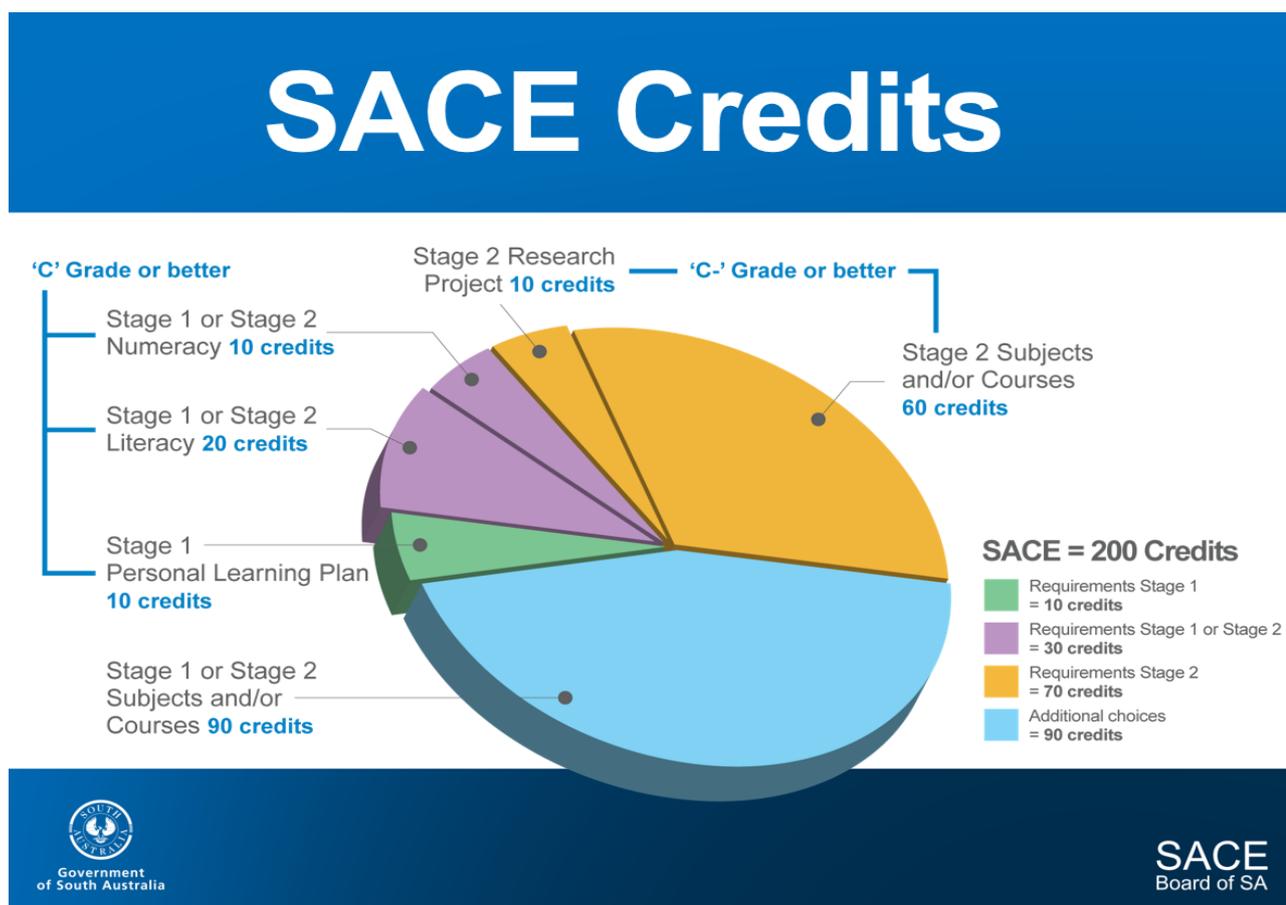
### Assessment

Stage 1 SACE subjects are 100% school assessed. The SACE Board defines school assessment as 'assessments that are set by the school, in accordance with subject outlines, and carried out by the school'.

The SACE Board supports teachers in their assessment role in many ways, including moderating compulsory Stage 1 subjects. Stage 1 English and Mathematics subjects and the Personal Learning Plan (PLP) are moderated. For most schools, only the C and D grades are moderated, as the C grade represents the minimum essential grade required in these subjects. During moderation, samples of student work are reviewed to make sure the school assessment decisions (grades) are consistent with the performance standards for the subject.

Stage 1 moderation takes place each semester towards the end of the teaching and learning program. After moderation, schools receive feedback either confirming the grades or recommending adjustments.

### Achieving the SACE



**At Thomas More College, the typical SACE pattern of study is:**

The Personal Learning Plan (PLP) is completed in Year 10 and is worth 10 credits (minimum achievement of a C grade must be obtained).

Stage 1 – Year 11						
Semester 1	Religion <sup>^</sup> 10 credits	English * 20 credits	Mathematics* 10 credits	Subject 1 10 credits	Subject 2 10 credits	Subject 3 10 credits
Semester 2			Subject 4 10 credits	Subject 5 10 credits	Subject 6 10 credits	Subject 7 10 credits
Stage 2 – Year 12						
Full Year	Religion <sup>^</sup> 10 credits	Research Project* 10 credits	Subject 1 20 credits	Subject 2 20 credits	Subject 3 20 credits	Subject 4 20 credits

<sup>^</sup>Compulsory subject as required by the College.

\*Compulsory subjects required by SACE where a minimum C grade at Stage 1 and C- grade at Stage 2 must be achieved.

## **PREPARING FOR POST SCHOOL STUDY**

Further study at University or TAFE, known as Higher Education, is a popular option for most school leavers. There are many ways to gain access to Australian university courses, however the traditional and most straightforward being application at the completion of Year 12.

Every institution and course will have its own entry requirements, and these often change on a yearly basis. Therefore, it is important to directly access that institution's website as well as the SATAC guide for information. Do not rely on common knowledge or hearsay.

The number of university courses with pre-requisites for entry is diminishing, however, they often rely on assumed knowledge from Stage 2 courses for success in the first year. All University and TAFE courses have an expected level of literacy and numeracy skills. When making Year 11 and 12 subject choices it is important that students work backwards from their desired future pathway as what you study now may impact on your eligibility for or success in your future studies.

### **University Entry Requirements**

To be eligible to apply for university directly from school, South Australian students must:

- Complete the SACE
- Complete at least 90 credits of Tertiary Admissions Subjects (TAS) at Stage 2 (which is 20 credits more than the requirement of SACE)
- Comply with rules regarding precluded subject combinations for gaining an ATAR
- Obtain a competitive ATAR
- Complete any pre-requisite subjects stipulated by the university course for which they are applying

Applications for South Australian and Northern Territory universities and TAFE courses are completed online through the South Australian Tertiary Admissions Centre (SATAC). Applications for interstate studies are completed via the respective state tertiary admissions centres.

Full details of University and TAFE entry requirements for 2019 onwards are included in the Tertiary Entrance Booklet published only online by SATAC [www.satac.edu.au](http://www.satac.edu.au).

### **What is TAS and Non-TAS Status?**

Students wishing to obtain an Australian Tertiary Admission Rank (ATAR) for Higher Education entrance purposes must choose appropriate Tertiary Admissions Subjects (TAS). TAS are Stage 2 subjects that have been approved by the universities as providing appropriate preparation for tertiary studies. The universities require students to study a minimum number of credits of TAS to be eligible to gain a university aggregate, and hence an ATAR.

Non-TAS are Stage 2 subjects which are not suitable for Higher Education entrance purposes but are suitable for achieving the SACE.

## HOW THE 90 POINT UNIVERSITY AGGREGATE IS CALCULATED

60	+ 30
<p>Scaled scores from three 20 credit Tertiary Admissions Subjects (TAS) are used.</p> <p>Normally, 10 credit subjects do not count towards this requirement but some 10 credit subjects in the same subject area, when studied in pairs, can substitute for a 20 credit subject. These are called valid pairs. Valid pairs are identified in the SATAC Tertiary Entrance Guide.</p>	<p>The score for the flexible option is the best 30 credits of scaled scores or scaled score equivalents from:</p> <ul style="list-style-type: none"> <li>• The scaled score of a 20 credit TAS;</li> <li>• Half the scaled score of one or more 20 credit TAS;</li> <li>• The scaled score of one or more 10 credit TAS;</li> <li>• Scaled score equivalents for recognised studies to the value of 10 or a maximum 20 credits.</li> </ul>
<p><b>The university Aggregate is the best possible score calculated from the above options subject to counting restrictions and precluded combinations.</b></p>	

### Flexible University Entrance

There are a number of alternative pathways to University such as foundation studies, Diploma to Degree arrangements with TAFE or the Flinders University RP pathway or Capabilities pathway. Please see Mr Ashleigh Bryans Director of Learning Pathways for more information.

## HOW TO SELECT SUBJECTS

This can be a challenging process especially for those students who are uncertain about their intended pathway. There are several questions to consider that will help in the decision-making process.

Consider:

- Areas of strength and level of commitment
- Interests and aspirations
- Capabilities - being realistic about coping with subject requirements
- Future career options

and identify:

- Subjects that are pre-requisites for university courses
- Subjects or courses that are preferred study pathways for TAFE courses
- The content and assessment method of subjects identified

then make sure that:

- Subjects meet SACE pattern requirements
- Subjects lead towards preferred options for further study or employment

### Constraints on Subject Choices

- Schools only have finite resources, hence only a certain number of students can be accommodated in subject areas.
- Subjects will only be offered if there is **adequate demand** from students.
- While every effort is made to accommodate a student's subject preferences, ultimately subjects will be determined by the college's final timetable line structure.
- Students are required to meet any pre-requisite as stated in the skill set for that subject.

### Student/Parent Initiated Subject Changes

Most students go on to complete the subjects they initially choose. For Year 10 & 11 students, we believe this is the case as students go through an extensive education process which involves investigation through study, coaching, counselling, and parent/caregiver consultation to align a career pathway. To change subjects potentially compromises this process, however, in some cases, a student may want to change a subject(s).

As classes for the current year have been allocated and budgeted for based on students' subject choices, any subject change will not be automatic, but shall be treated more as a last resort. The case for change must be compelling and there is a process a student must go through which takes into consideration a series of factors.

Changes based on the teacher or friendship are not compelling reasons for change in a secondary environment. Furthermore, line structure, teacher recommendation and existing class sizes are other factors which can determine whether a change may be possible. Sometimes, a straight

subject for subject swap may be possible. At other times, more than one subject may need to be changed to achieve the desired result.

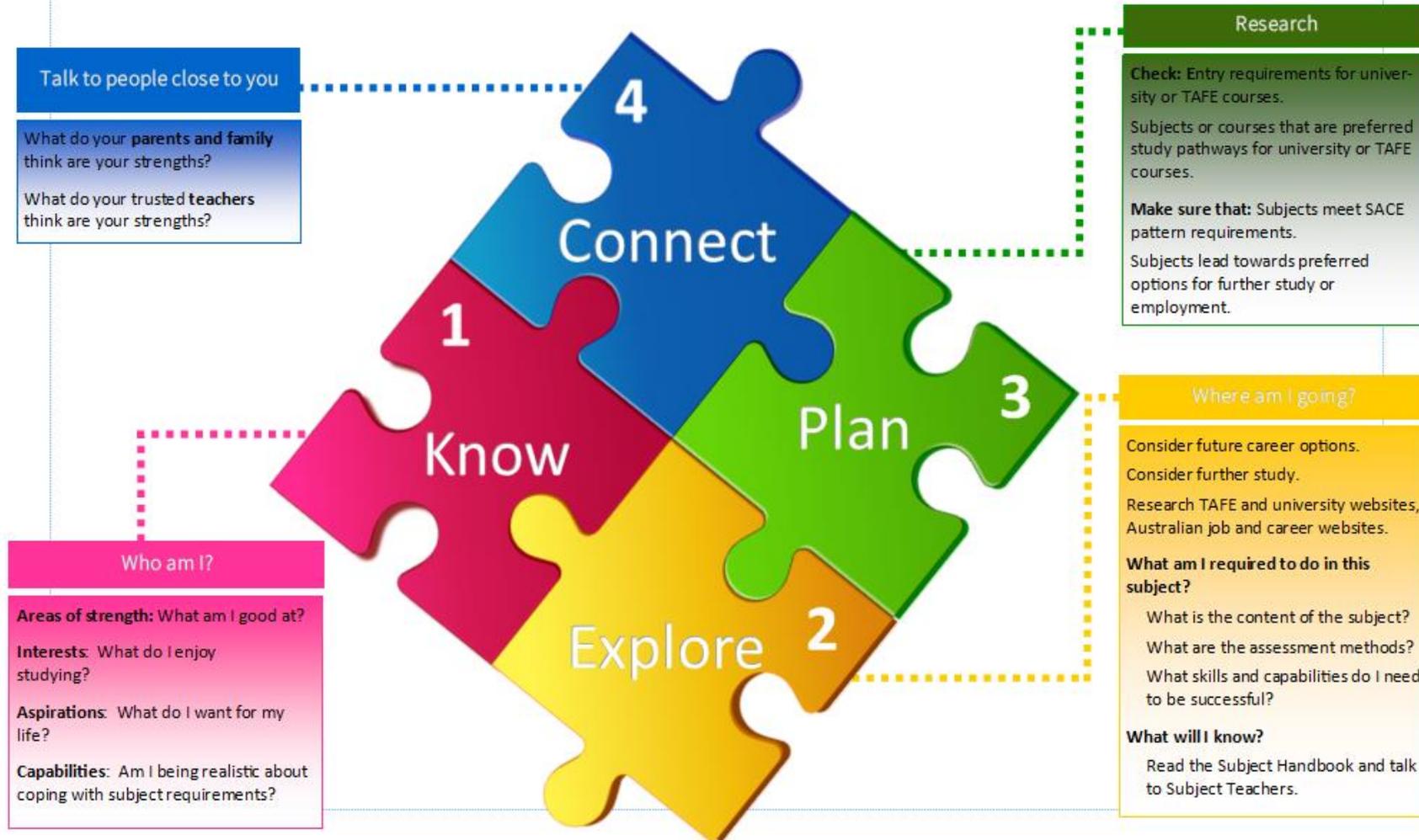
To avoid a situation of disadvantage whereby a student changes classes and misses out on work once a semester has begun, **subject changes must be completed prior to the start of a semester.** For **Semester 1**, subject changes must be completed in the **previous year**. Students will receive their entire subject allocations for the subsequent year in early November. For **Semester 2**, subject changes must be made by the end of **Week 2 Term 2**. Students will be sent a reminder of Semester 2 subjects in Week 1 Term 2.

Students wishing to change subjects must organise to meet with Mr Damien Kelly, Assistant Principal Student and Wellbeing or Ms Rebecca Baker, Assistant Principal Teaching and Learning. If a change is to occur, students will bring home a subject change form for parents/caregivers to sign and return to Ms Baker.

### **College Initiated Subject Changes**

There may be times when the College believes it is in a student's best interests to change a subject(s). Some examples of this include; initiating study through Vocational Education & Training (VET); supporting completion of SACE; acceleration of gifted students; additional support with literacy/numeracy. Communication with parents/caregivers will occur in the event of College initiated subject changes.

# How Do I Choose My Subjects?



## Useful Pathways Websites

South Australian Tertiary Admissions Centre  
TAFE SA  
Flinders University  
Adelaide University  
University of South Australia  
Charles Darwin University

<http://www.satac.edu.au/>  
<http://www.tafesa.edu.au/>  
<http://www.flinders.edu.au/>  
<http://www.adelaide.edu.au/>  
<http://www.unisa.edu.au/>  
<http://www.cdu.edu.au/>

## Useful Subject Selection Web sites

The SACE Board of South Australia  
Work Ready: Skills and Employment  
Australia's Career Information Service  
Department of Education and Training  
Job Guide  
Employment Trends and Prospects  
Education Providers in Australia  
Higher Education for Australian students  
Centrelink Home Page  
Australian Apprenticeship Information

<https://www.sace.sa.edu.au/>  
<http://www.skills.sa.gov.au/>  
<https://myfuture.edu.au/>  
<https://www.education.gov.au/>  
<https://www.education.gov.au/>  
<https://www.education.gov.au/>  
<https://www.seeklearning.com.au/>  
<http://studyassist.gov.au/sites/StudyAssist/>  
[https://www.humanservices.gov.au/?utm\\_id=7](https://www.humanservices.gov.au/?utm_id=7)  
<https://www.australianapprenticeships.gov.au/>

## Disclaimer

Every effort is made to ensure that information given about other institutions and their entry requirements within this handbook is accurate.

We cannot accept responsibility for the accuracy of this information. We advise all students to make direct contact with the institutions for confirmation.

## STAGE 1 TO STAGE 2 PRE-REQUISITE RULES

The following subjects must be studied at Stage 1 to be eligible for that course at Stage 2:

Stage 2 Subject	Stage 1 Subject Requirements
Stage 2 Mathematics Essentials	Maths Essentials or Maths General – Full Year
Stage 2 Mathematics General	Mathematics General or Maths Methods – Full Year
Stage 2 Mathematics Methods	Mathematics Methods – 3 or 4 units
Stage 2 Specialist Mathematics	Mathematics Methods – 4 units
Stage 2 English Essentials	English Essentials or English – Full Year
Stage 2 English	English or English Pre-Literary Studies – Full Year
Stage 2 English Literary Studies	English Pre- Literary Studies – Full Year
Stage 2 Physics	Physics – Full Year
Stage 2 Chemistry	Chemistry – Full Year
Stage 2 Biology	Semester 2 “Pre-Stage 2 Biology”
Stage 2 Vietnamese	Vietnamese – Full Year
Stage 2 Italian	Italian – Full Year
Stage 2 Music Studies	Music Advanced – Full Year  Or AMEB Grade 5 Practice of Music and AMEB Grade 4 Theory or Music or Musicianship
Stage 2 Music Explorations	Music Advanced or Experience – Full year
Stage 2 Performance Solo and Ensemble Performance  2 x 10 credit combination	AMEB Grade 5 or higher, must undertake private lessons and participate in a suitable school ensemble program

# **COMPULSORY SUBJECTS AT STAGE 1**

**Religion Studies**

**English/Literacy**

**Mathematics/Numeracy**

# RELIGIOUS EDUCATION

**YEAR 10**  
(Full Year)

RELIGIOUS EDUCATION

**STAGE 1**  
(Full Year)

RELIGION STUDIES

**STAGE 2**  
(Full Year – 10 credits only)

RELIGION STUDIES

RELIGION STUDIES  
COMMUNITY STUDIES B

RELIGION STUDIES  
INTEGRATED LEARNING

# RELIGION STUDIES

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**STATUS:** Compulsory Full Year

**CONTACT TEACHER:** Ruth Bell

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## SKILL SET

A positive attitude and an openness to reflection. Appropriate levels of language, literacy and numeracy to cope with the demands of this subject.

## COURSE DESCRIPTION

A study of religion and spirituality forms a vital foundation for the study of a society. An appreciation of the nature of national and global multicultural society is enriched by an understanding of religion and its influence on human behaviour, and the shaping of personal and group identity. Religions and spiritualities are living and dynamic, and students explore the ways in which religious adherents participate in, and respond to, current social and moral debates, and issues in the community.

Students develop an understanding of different religious perspectives on events or practices and examine a range of definitions of religion drawn from a variety of sources. These definitions are evaluated in terms of how they lead to a particular understanding of the concept.

Students study diverse religious and spiritual beliefs and value systems in Australian society and around the world and explore how such study can contribute to greater personal and interpersonal understanding; the development of skills in relating to people of different religious positions; and an appreciation of, and respect for, the different ways in which people think, feel and act.

## CONTENT

- Catholic Charities fundraising and reflection
- Sacred space and traditions
- Social Justice Issues Study
- Sainthood

## ASSESSMENT

- Practical Activity
- Issues Investigation
- Reflection

# ENGLISH

## YEAR 10 (Full Year)

ENGLISH

ESSENTIAL ENGLISH

## STAGE 1 (Full Year)

ENGLISH  
PRE-LITERARY STUDIES

ENGLISH

ESSENTIAL ENGLISH

## STAGE 2 (Full Year)

ENGLISH LITERARY  
STUDIES

ENGLISH

ESSENTIAL ENGLISH

## ENGLISH PRE-LITERARY STUDIES

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**STATUS:** Compulsory Full Year (Minimum C Grade required for SACE)

**CONTACT TEACHER:** Jane Mahar

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### SKILL SET

Successful completion of Year 10 English.

### COURSE DESCRIPTION

This is a pre-Stage 2 English Literary Studies course and students will be given the opportunity to sample the English Literary Studies curriculum in a Stage 1 format. Students undertake a close study of language and literature. All classes work towards developing the written, oral and critical interpretation skills, which are required for success in Stage 2 English Literary Studies. Students expand their understanding of their values and beliefs and their place in the world as well as how the communication skills mastered in English transfer into the social, political and economic contexts of our world.

### CONTENT

- Text Analysis will be chosen from a range of texts such as:  
Novels: *Year of Wonders* by Geraldine Brooks, *Never Let Me Go* by Kazuo Ishiguro; Drama and Film: *Macbeth*, *Taming of the Shrew* by William Shakespeare, *The Crucible* by Arthur Miller; A wide range of classic and contemporary Poetry and Media using newspaper, websites, advertising and blogs.
- Text Production will be chosen from a range of genres such as:  
Narrative, Exposition and Argument.
- Extended Study includes Connected Texts and Intertextual Study assignments.

### ASSESSMENT

Assessment includes: essay writing, creative tasks, oral presentations and critical readings.

- Text Production
- Text Analysis
- Extended Study
- Exam each semester (critical readings)

**Please note:** Successful completion (C grade or better) of two semesters of English (20 credits) is required to achieve the SACE. Failure to pass both semesters and achieve the literacy credits will mean you must choose and successfully pass English in Year 12.

Regardless of credit completion, English is studied for the full year at Year 11 with no exceptions.

## **ENGLISH**

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**STATUS:** Compulsory Full Year (Minimum C Grade required for SACE)

**CONTACT TEACHER:** Jane Mahar

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### **SKILL SET**

Successful completion of Year 10 English or achievement of a B standard or higher in Essential English.

### **COURSE DESCRIPTION**

This is a pre-Stage 2 English course and students will be given the opportunity to sample the English curriculum in a Stage 1 format. Students undertake a study of language and literature. All classes aim to foster the students' language development through reading and viewing a range of texts, encouraging research, listening and speaking skills and paying particular attention to the writing process. Students expand their understanding of the world and extend their ability to articulate their own emergent values and beliefs.

### **CONTENT**

- Text Analysis will be chosen from a range of contemporary texts which include Novels, Film and Media.
- Text Production will be chosen from a range of genre such as:  
Narrative, Recount, Exposition, Argument, Descriptive
- Extended Study includes Connected Texts and Language Study assignments.

### **ASSESSMENT**

Assessment will include creative tasks, essay writing and oral presentations.

- Text Production
- Text Analysis
- Extended Study

**Please note:** Successful completion (C grade or better) of two semesters of English (20 credits) is required to achieve the SACE. Failure to pass both semesters and achieve the literacy credits will mean you must choose and successfully pass English in Year 12.

Regardless of credit completion, English is studied for the full year at Year 11 with no exceptions.

## **ESSENTIAL ENGLISH**

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**STATUS:** Compulsory Full Year (Minimum C Grade required for SACE)

**CONTACT TEACHER:** Jane Mahar

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### **SKILL SET**

Completion of Year 10 English or Essential English.

### **COURSE DESCRIPTION**

Essential English allows students to engage in every day written, spoken, visual and multimedia texts. Students will learn to critically analyse and understand meanings and structures, purpose and audiences of these texts, and build the knowledge and skills to produce their own texts. Students will be given opportunities to develop their spoken and written language skills to interact effectively with others in their learning, work and community life.

### **CONTENT**

In Text Analysis, students will be examining a contemporary novel as well as a range of office and every day texts, including pamphlets and posters.

In Text Production, students will choose from the following range of genres:

Recount, Procedure, Argument, Descriptive and Informative.

### **ASSESSMENT**

Assessment includes: journal entries, posters, pamphlets, oral presentations, interviews, tutorials, creative writing, reports, summarising, analysis and reflection.

- Responding to texts
- Creating texts

**Please note:** Successful completion (C grade or better) of two semesters of English (20 credits) is required to achieve the SACE. Failure to pass both semesters and achieve the literacy credits will mean you must choose and successfully pass English in Year 12.

Regardless of credit completion, English is studied for the full year at Year 11 with no exceptions.

# MATHEMATICS

## YEAR 10 (Full Year)

<b>MATHEMATICAL METHODS</b>	<b>GENERAL MATHEMATICS</b>	<b>ESSENTIAL MATHEMATICS</b>
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## STAGE 1

<b>MATHEMATICAL METHODS</b> 4 Semesters (Pre-Stage 2 Specialist)	<b>MATHEMATICAL METHODS</b> 3 Semesters	<b>GENERAL MATHEMATICS</b> 1 or 2 Semesters (2 Semesters to continue to Stage 2)	<b>ESSENTIAL MATHEMATICS</b> 1 or 2 Semesters (2 Semesters to continue to Stage 2)
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## STAGE 2 (Full Year)

<b>SPECIALIST MATHEMATICS + MATHEMATICAL METHODS</b> (Specialist must be studied together with Methods for 40 credits)	<b>MATHEMATICAL METHODS</b>	<b>GENERAL MATHEMATICS</b>	<b>ESSENTIAL MATHEMATICS</b>
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# MATHEMATICAL METHODS

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**STATUS:** 3 SEMESTERS (for Stage 2 Mathematical Methods)

4 SEMESTERS (for Stage 2 Specialist Mathematics/Mathematical Methods)

Compulsory for at least a Semester (Minimum C Grade required for SACE)

**CONTACT TEACHER:** Katie Brown

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## SKILL SET

Successful completion of Year 10 Mathematical Methods.

## COURSE DESCRIPTION

Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, space science, and laser physics.

## CONTENT

The following twelve topics are studied across three semester long units:

- Functions and Graphs
- Polynomials
- Trigonometry
- Counting and Statistics
- Growth and Decay
- Introduction to Differential Calculus and
- Sequences and Series
- Geometry
- Vectors in the plane

Students who wish to study Specialist Mathematics at Stage 2 must take one extra semester long unit consisting of the following topics:

- Further trigonometry
- Real and Complex Numbers
- Matrices

## ASSESSMENT

- Skills and application tasks (tests)
- Investigations
- Exam

## COMPULSORY REQUIREMENTS

Students need to have their own TI84 plus graphing calculator for the learning and assessment of Mathematics.

**Please note:** Successful completion (C grade or better) of one semester of Mathematics (10 credits) is required to achieve the SACE. If only choosing one semester of Mathematics you must pass that semester, otherwise you will be required to repeat the course in Semester 2, sacrificing one of your other chosen subjects in order to complete this SACE requirement.

# GENERAL MATHEMATICS

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**STATUS:** Semester or Full Year

Compulsory for at least a Semester (Minimum C Grade required for SACE)

**CONTACT TEACHER:** Katie Brown

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## SKILL SET

Successful Completion of Year 10 General Mathematics or Mathematical Methods.

## COURSE DESCRIPTION

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

## CONTENT

The following list of topics are studied across two semester long units:

Semester 1:

- Investing and borrowing
- Measurement
- Statistical Investigation

Semester 2:

- Applications of Trigonometry
- Linear Functions and their Graphs
- Matrices & Networks

## ASSESSMENT

- Skills and application tasks (tests)
- Investigations
- Exam

## COMPULSORY REQUIREMENTS

Students need to have their own TI84 plus graphing calculator for the learning and assessment of General Mathematics.

**Please note:** Successful completion (C grade or better) of one semester of Mathematics (10 credits) is required to achieve the SACE. If only choosing one semester of Mathematics you must pass that semester, otherwise you will be required to repeat the course in Semester 2, sacrificing one of your other chosen subjects in order to complete this SACE requirement.

# ESSENTIAL MATHEMATICS

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**STATUS:** Semester or Full Year

Compulsory for at least a Semester (Minimum C Grade required for SACE)

**CONTACT TEACHER:** Katie Brown

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## SKILL SET

Completion of a Year 10 Mathematics Course.

## COURSE DESCRIPTION

Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

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

## CONTENT

### Stage 1 Essential Mathematics A (Semester 1- continuers)

This course covers Calculations, Time, Rates, Ratios, Geometry and Earning and Spending. Selecting this course will allow students to continue into Essential Mathematics for Semester 2. By completing this course students will receive their numeracy 10 credits needed to complete their SACE (minimum C grade required).

### Stage 1 Essential Mathematics B (Semester 2- continuers)

This course covers Data in Context, Measurement and Investing. Students must complete this course in order to be able to select Stage 2 Essential Mathematics.

### Stage 1 Essential Mathematics C (Semester 1- numeracy)

This course covers Calculations, Time, Ratio, Scale, Earning and Geometry and Construction. Students should only select this course if they are not planning on continuing mathematics into Stage 2. The course allows students to receive their numeracy 10 credits needed to complete their SACE (minimum C grade required).

## ASSESSMENT

- Skills and application tasks (tests)
- Investigations

## COMPULSORY REQUIREMENTS

Students need to have their own TI84 plus graphing calculator for the learning and assessment of Essential Mathematics.

**Please note:** Successful completion (C grade or better) of one semester of Mathematics (10 credits) is required to achieve the SACE. If only choosing one semester of Mathematics you must pass that semester, otherwise you will be required to repeat the course in Semester 2, sacrificing one of your other chosen subjects in order to complete this SACE requirement.

# VISUAL ARTS

<b>YEAR 10</b> (1 or 2 Semesters)		
VISUAL ARTS	VISUAL ARTS DESIGN	PHOTOGRAPHY AND FILM

<b>STAGE 1</b> (1 or 2 Semesters)		
VISUAL ARTS ART	VISUAL ARTS DESIGN	PHOTOGRAPHY (CREATIVE ARTS)

<b>STAGE 2</b> (Full Year)			
VISUAL ARTS ART	VISUAL ARTS DESIGN	PHOTOGRAPHY (CREATIVE ARTS)	PHOTOGRAPHY COMMUNITY STUDIES B

# **VISUAL ARTS: ART**

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**STATUS:** Semester or Full Year

**CONTACT TEACHER:** Paul Kralj

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## **SKILL SET**

Successful completion of Year 10 Visual Art, Design or Photography and Film would be an advantage.

## **COURSE DESCRIPTION**

This course is designed to develop skills in visual literacy to the stage where students feel confident in working independently. It is a feature of the course that students plan and execute an individual body of work. Students are required to display evidence of the process used in developing their ideas and concepts, through research, analysis and exploration of media and technique, to resolve production of practical work. Further emphasis is placed on student's ability to be able to justify their decisions towards aesthetic outcomes.

## **CONTENT**

The following three areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Study

## **ASSESSMENT**

### **Folio:**

Students produce one Folio that documents their visual learning, in support of their two or three resolved artworks. The processes of creation in both art and design include the initiation and development of ideas, research, analysis, and exploration and experimentation with media and technique, resolution (i.e. the realisation of an artwork), and production.

### **Practical:**

Students produce one to two resolved artworks.

### **Visual Study:**

Students produce a Visual Study Folio experimenting with styles, genres, processes, media, materials, methods, techniques, and/or technologies, to further develop visual thinking and technical skills.

## **COMPULSORY REQUIREMENTS**

Students will need to purchase any special materials required for their resolved artworks and provide travel expense for any excursions.

Students will also need to ensure that they have Adobe applications, InDesign, Photoshop and Illustrator installed on their device as a basic requirement for this course.

# **VISUAL ARTS: DESIGN**

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**STATUS:** Semester or Full Year

**CONTACT TEACHER:** Paul Kralj

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## **SKILL SET**

Successful completion of Year 10 Visual Art, Design or Photography and Film would be an advantage.

## **COURSE DESCRIPTION**

This course is intended to develop skills in creating and working from a design brief to the stage where students feel confident in working independently. Students plan and execute an individual body of work. Students are required to display evidence of the process used in developing their ideas and concepts, through research, analysis and exploration of media and technique to resolve production of practical work. Further emphasis is placed on students' ability to be able to justify their decisions towards aesthetic outcomes. Students develop an understanding of contemporary design in the context of communication and the environment. Students will develop an awareness of design in response to human need and cultural context.

## **CONTENT**

The following three areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Study

## **ASSESSMENT**

The following assessment types enable students to demonstrate their learning:

### **Folio:**

Students produce one Folio that documents their visual learning, in support of their two or three resolved artworks. The processes of creation in both art and design include the initiation and development of ideas, research, analysis, and exploration and experimentation with media and technique, resolution (i.e. the realisation of an artwork), and production.

### **Practical:**

Students produce one to two resolved artworks.

### **Visual Study:**

Students produce a Visual Study Folio experimenting with styles, genres, processes, media, materials, methods, techniques, and/or technologies, to further develop visual thinking and technical skills.

## **COMPULSORY REQUIREMENTS**

Students will need to purchase any special materials required for their resolved artworks and provide travel expense for any excursions.

Students will also need to ensure that they have Adobe applications, InDesign, Photoshop and Illustrator installed on their device as a basic requirement for this course.

# PHOTOGRAPHY - CREATIVE ARTS

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**STATUS:** Semester or Full Year

**CONTACT TEACHER:** Paul Kralj

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## SKILL SET

Successful completion of Year 10 Visual Art, Design or Photography and Film would be an advantage.

## COURSE DESCRIPTION

Students actively participate in the development and presentation of a photographic product, focusing on studio photography skills. Students are required to display evidence of the process used in developing their ideas. This process comprises of four interrelated elements common to all creative arts programs: investigation, development, production and reflection.

Students can work both individually and collaboratively to develop practical skills and products. It is highly recommended that students who undertake this course have successfully completed Year 10 Photography and Film.

## CONTENT

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

## ASSESSMENT

### Assessment Type 1: **Photographic Product – Studio Flash Photography**

Students are to develop a Photographic product with an associated record of materials that supports this process.

### Assessment Type 2: **Inquiry**

- Investigation and Skills  
Students need to undertake an inquiry of a Photographic Practitioner that is of interest to them or that is closely related to their product.
- Skills Assessment  
Students are to conduct one focused exploration and evaluation of a skill and techniques appropriate to Photography.

## COMPULSORY REQUIREMENTS

Students will need to purchase any special materials required for their resolved artworks and provide travel expense for any excursions.

Students will also need to ensure that they have Adobe applications, InDesign, Photoshop and Illustrator installed on their device as a basic requirement for this course.

# PERFORMING ARTS

<b>YEAR 9</b> (1 or 2 Semesters)		
General Music	Special Interest Music	Drama

<b>YEAR 10</b> (1 or 2 Semesters)		
General Music	Special Interest Music	Drama

<b>STAGE 1</b>		
<b>Music Experience</b> <ul style="list-style-type: none"> <li>• Performance</li> <li>• Musicianship</li> <li>• Arranging</li> <li>• Musical Elements</li> </ul>	<b>Music Advanced</b> <ul style="list-style-type: none"> <li>• Performance</li> <li>• Musicianship Theory</li> </ul>	Drama

<b>STAGE 2</b> (Full Year)			
<b>Music Explorations</b> (20 credits) (Popular Music Forms) <ul style="list-style-type: none"> <li>• Musical Literacy</li> <li>• Exploration and Experimentation</li> <li>• Creative Connections</li> </ul>	<b>Music Performance</b> Solo Performance (10 credits) Ensemble Performance (10 credits) (Popular or Classical Forms) <ul style="list-style-type: none"> <li>• Performance Portfolio</li> <li>• Critical Response</li> <li>• Performance and Critique</li> </ul>	<b>Music Studies</b> (20 credits) (Classical and Jazz Forms) <ul style="list-style-type: none"> <li>• Musical Literacy</li> <li>• Creative Works</li> <li>• Creative Synthesis</li> </ul>	<b>* Non ATAR Community Studies B Projects</b> <ul style="list-style-type: none"> <li>• Develop a musical event</li> <li>• Event planning</li> </ul>

# MUSIC EXPERIENCE

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**STATUS:** Semester or Full Year

**CONTACT TEACHER:** Linda Vernillo

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Music Experience is designed for students with emerging musical skills and provides opportunities to develop their musical understanding and skills in creating and responding to music.

Note: Commitment to private instrumental tuition or participation in one of the College Ensembles, and out of hours school rehearsals and performances is compulsory.

## SKILL SET

Students must possess the following skills: Ability to play an instrument/sing, ability to read music and the ability to play/sing scales and arpeggios.

## COURSE DESCRIPTION

This subject is intended to give students learning experiences across a range of contrasting areas: performing, composing, research and use of music technologies. This course develops the practical and creative potential, aural and written skills, and the capacity to make informed judgements about a wide variety of musical styles.

## CONTENT

### Creative Work-Performance

- Students prepare a minimum of two public events as a soloist or member of an ensemble or an accompanist. Music may be a variety of styles.
- Performances will be between two and five minutes.
- Students participate in, and support, the Year 12 ensemble program.
- Individual part testing is a compulsory aspect of ensemble.

### Creative Work-Arranging and Composing

- Students create a minimum of two arrangements/compositions.
- Creative works will be between one and three minutes.
- Students study the works of others to inform and model their creative process.
- Students demonstrate their understanding of the Elements through application of composing and arranging skills.
- Use of music technologies.

### Music Literacy – Musicianship: Theory and Aural

- Students learn the connection between sound and notation.
- Focus is on theory and listening: recognition of intervals, chords, scales, rhythm and pitch patterns.

### Music Literacy – Investigation

- Students analyse music through the Elements, compositional techniques and contexts of music.
- Students demonstrate their level of knowledge and understanding by completing an investigation, analyse a work and write a formal report.

## ASSESSMENT

The assessment tasks required for each unit are determined by the skills and interests of the students enrolled and the available resources.

Creative Work – Public Performance	25%
Creative Work – Arrangement/Composition	25%
Music Literacy – Theory and Aural Exam	25%
Music Literacy – Investigation and Analysis Report	25%

# MUSIC ADVANCED

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**STATUS:** Semester or Full Year

**CONTACT TEACHER:** Linda Vernillo

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Music Advanced is designed to extend students' existing musical skills and understanding in creating and responding to music. It provides pathways to Stage 2 Music Explorations, Music Studies, Music Performance – Ensemble and Music Performance – Solo.

Note: Commitment to private instrumental tuition or participation in one of the College Ensembles, and out of hours school rehearsals and performances is compulsory.

## SKILL SET

Students must possess the following skills at no lower than Grade 4 AMEB standard:

- Ability to sing/play an instrument
- Ability to read music
- Ability to sing/play scales and arpeggios
- Ability to work collaboratively

## COURSE DESCRIPTION:

Music Advanced is intended to extend students' skills in: performing, composing, musicianship and analysis. This course focuses on detailed analysis and discussion of, and reflection on, western functional harmony, western classic style, structure and elements of others' and their own works.

## CONTENT

### Creative Work – Public Performance

- Students prepare a minimum of two public events as a soloist or member of an ensemble. Performances will be between two and five minutes.
- Students participate in, and support, the Year 12 ensemble program.
- Individual part testing is a compulsory aspect of ensemble.

### Creative Work – Arranging and Composing

- Students create a minimum of two arrangements/compositions.
- Creative works will be between one and three minutes.
- Students study the works of others to inform and model their creative process.
- Students demonstrate their understanding of the Elements through application of composing and arranging skills.
- Use of music technologies

### Music Literacy – Musicianship: Theory and Aural

- Focus is on theory and listening: recognition of intervals, chords, scales, rhythm and pitch patterns.

### Music Literacy – Musicianship: Theory and Analysis

- Focus is on score reading, harmonic and elemental analysis.

## ASSESSMENT

The assessment tasks required for each unit are determined by the skills of the students enrolled.

Creative Work – Public Performance	25%
Creative Work – Arrangement/Composition	25%
Music Literacy – Musicianship Theory and Aural	25%
Music Literacy – Musicianship Score Reading and Analysis	25%

# **DRAMA**

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**STATUS:** Semester

**CONTACT TEACHERS:** Caitlyn Zabantias or Paul Kralj

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## **SKILL SET**

Successful completion of Year 10 Drama would be an advantage. Students need an understanding of basic theatre skills and conventions, as well as an ability to work both independently and collaboratively on a range of tasks. Students need to display skills in organisation, self-directed learning and a thorough ability to reflect in detail on self and others work.

## **COURSE DESCRIPTION**

The course is designed to develop students' understandings of the theoretical and practical components of Drama as well as broaden their understanding of Drama practitioners, concepts, practices, styles and conventions.

## **CONTENT**

### 1. Presentation of Dramatic Works

Students will perform in a group production in either an on or off-stage capacity.

### 2. Folio

A theatre review and a report on the group production.

### 3. Individual Investigation and Presentation

Students will plan, investigate, develop and present a product of their own choosing from an area of interest within the field of Drama.

## **ASSESSMENT**

- Performance 40%
- Folio 30%
- Investigation and Presentation 30%

## **COMPULSORY REQUIREMENTS**

Students need to commit to group production rehearsals. After school commitment may be required. As part of the course requirements, students are to view at least one live performance at a cost of approximately \$20 per semester.

# HUMANITIES AND SOCIAL SCIENCES

YEAR 10 (1 or 2 Semesters)			
HISTORY (1 Semester Compulsory)	HISTORY BROADENING ELECTIVE	ENVIRONMENTAL STUDIES	ECONOMICS AND BUSINESS

STAGE 1 (1 or 2 Semesters)						
MODERN HISTORY	ANCIENT STUDIES	LEGAL STUDIES	ENVIRONMENTAL STUDIES: PEOPLE AND SUSTAINABLE FUTURES	TOURISM	ACCOUNTING	BUSINESS INNOVATION

STAGE 2 (Full Year)						
MODERN HISTORY	ANCIENT STUDIES	LEGAL STUDIES	ENVIRONMENTAL STUDIES: PEOPLE AND SUSTAINABLE FUTURES (FROM 2021)	TOURISM	ACCOUNTING	BUSINESS INNOVATION

# **MODERN HISTORY**

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**STATUS:** Semester or Full Year

**CONTACT TEACHER:** Adrian Adams

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## **SKILL SET**

An interest in people and historical events along with enjoyment of group discussion, reading and research. Appropriate levels of language, literacy and numeracy to cope with the demands of this subject.

## **COURSE DESCRIPTION**

This course allows students to consider the role of ideas, people and events in history. They explore the ways in which the development of the modern world has been shaped by both internal and external forces and challenges. Further emphasis is placed on the skills of historical inquiry and evaluating sources to communicate conclusions and historical arguments. Students consider and make judgements about how stories of the past have been told and continue to change with new evidence.

## **CONTENT**

Students study two topics and complete one Inquiry of their own choosing. The following two topics have been chosen from a possible six topics:

- Revolutions
- Social Movements

## **ASSESSMENT**

Students provide evidence of learning through:

- Skills and Application Tasks
- Inquiry/Investigations

# ANCIENT STUDIES

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**STATUS:** Semester or Full Year

**CONTACT TEACHER:** Adrian Adams

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## SKILL SET

An interest in ancient civilisations along with enjoyment of group discussion, reading and research. Appropriate levels of language, literacy and numeracy to cope with the demands of this subject.

## COURSE DESCRIPTION

This course allows students to draw on skills from many other areas of study including politics, religion, geography, drama and literature. Students learn about the social structure, history, literature and culture of two ancient civilisations. They engage with sources and literary texts to understand how people lived and what features helped to shape their identity. Further emphasis is placed on students' ability to be able to ask and evaluate questions about the past. They consider and make judgements about how stories of the past have been told and continue to change with new evidence.

## CONTENT

A range of possible topics are available in the course ranging from:

- Art and technology
- Military conflict
- Religion
- Social structures and daily life
- Literature – i.e. prose, narrative, epic

Two of these topics will be chosen and studied through using a culture selected from either Greece, Egypt, China or India.

## ASSESSMENT

Students provide evidence of learning through:

- Skills and Application Tasks
- Inquiry/Investigations

# LEGAL STUDIES

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**STATUS:** Semester or Full Year

**CONTACT TEACHER:** Mark Huppertz

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## SKILL SET

An interest in Legal Studies along with an enjoyment of reading, research and group discussion. Appropriate levels of language, literacy and numeracy to cope with the demands of this subject.

## COURSE DESCRIPTION

This course explores Australia's legal heritage and the dynamic nature of the Australian legal system within a global context. Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition. It provides insight into law-making, and the processes of dispute resolution and the administration of justice. Students investigate legal perspectives on contemporary issues in society. They reflect on, and make informed judgments about, strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied.

## CONTENT

This course is made up of two sections:

1. Compulsory Topic
  - Law and Society
2. Students completing one semester (10 credits) will study a minimum of 2 topics from the list below OR if completing the full year (20 credits), will study a minimum of 5 topics:
  - People, Structures and Processes
  - Law-Making
  - Justice and Society
  - Young People and the Law
  - Victims and the Law
  - Motorists and the Law
  - Young Workers and the Law
  - Relationships and the Law
  - Media and the Law
  - Women and the Law
  - Indigenous Peoples and the Law
  - Environment and the Law
  - Refugees and Asylum Seekers and the Law
  - Minority Groups and the Law

## ASSESSMENT

- Folio
- Issues study
- Presentation

# **ENVIRONMENTAL STUDIES: PEOPLE AND SUSTAINABLE FUTURES**

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**STATUS:** Semester or Full Year

**CONTACT TEACHER:** Melissa Sinapius

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## **SKILL SET**

An interest in the environment along with group skills for fieldwork. Appropriate levels of language, literacy and numeracy to cope with the demand of this subject.

## **COURSE DESCRIPTION**

Students develop an understanding of the relationships between people, places and the environment. Students will explore, analyse and examine the concept of place and what is required to ensure that places are sustainable into the future. Students will pose and seek answers to geographical questions using a range of field and spatial technology. Fieldwork enables students to develop their understanding of the world through direct experience. Students will think critically and creatively about ways in which places and spaces might be better designed to meet current and future environmental challenges and ensure sustainability.

## **CONTENT**

Each semester, two topics from one or more of the following themes are studied:

### **Theme 1: Sustainable Places**

- Rural and remote places
- Urban places
- Megacities

### **Theme 2: Hazards**

- Natural hazards
- Human induced hazards

### **Theme 3: Contemporary Environmental Issues**

- Local
- Global

## **ASSESSMENT**

- Skills and Application Tasks
- Fieldwork based inquiry

# TOURISM

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**STATUS:** Semester or Full Year

**CONTACT TEACHER:** Melissa Sinapius

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## SKILL SET

An interest in Tourism along with group skills for fieldwork. Appropriate levels of language, literacy and numeracy to cope with the demands of this subject.

## COURSE DESCRIPTION

Students develop an understanding of the nature of tourists, tourism and the tourism industry, and the complex economic, social, cultural and environmental impacts and interactions of tourism activity. Students will also develop an understanding of tourism from the perspectives of host, tourism operator and traveler. They will investigate tourism locally, nationally and globally, and learn that tourism, as the world's largest industry, is more than an economic phenomenon. Tourism has an impact, directly and indirectly, on many aspects of peoples' lives and on the environment. Students' understanding of the sustainable management of tourism is central to this subject.

## CONTENT

Semester 1	Semester 2
<ul style="list-style-type: none"><li>• Appreciating tourism in Australia</li><li>• Exploring tourism in the local area</li><li>• Examining local impacts of tourism</li></ul>	<ul style="list-style-type: none"><li>• Appreciating tourism in Australia</li><li>• Preparing for international travel</li><li>• Investigating tourism markets</li></ul>

## ASSESSMENT

- Case Study
- Sources Analysis
- Practical Activity
- Investigation

## COMPULSORY REQUIREMENTS

The cost of fieldtrips each semester is in the vicinity of \$20-\$50 depending on the location.

# **ACCOUNTING**

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**STATUS:** Semester or Full Year

**CONTACT TEACHER:** Ms Glamuzina

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## **SKILL SET**

Appropriate levels of language, literacy and numeracy to cope with this subject.

## **COURSE DESCRIPTION**

Students explore the changing forms of accounting information and examine the use of digital and emerging technology. They develop critical thinking and problem-solving skills to devise accounting solutions in a range of familiar and unfamiliar contexts and apply communication skills to collect and analyse financial and non-financial information for a range of stakeholders.

## **CONTENT**

- Understanding accounting
- Understanding financial stability
- Perspectives in accounting

## **ASSESSMENT**

- Accounting skills
- Accounting inquiry

# **BUSINESS INNOVATION**

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**STATUS:** Semester or Full Year

**CONTACT TEACHER:** Mark Huppertz

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## **SKILL SET**

Appropriate levels of language, literacy and numeracy to cope with this subject.

## **COURSE DESCRIPTION**

Business Innovation students develop skills and knowledge which apply to business in modern society. Students will learn to find and solve customer problems with solutions through business products and services. Students will understand and apply processes to find and solve their own problems. Students work collaboratively to solve real world problems and learn how to analyse data and relate it to their decision-making process. Opportunities and challenges associated with start-up and existing businesses in the modern world are explored. Opportunities from emerging and digital technologies are considered in relation to local and global communities

## **CONTENT**

- Start-up and existing businesses
- Finding and solving problems
- Financial awareness and decision-making
- Business information and communication
- Global, local and digital connections
- Nature and structure of business
- Key business functions
- Forms of ownership and legal responsibilities

## **ASSESSMENT**

- Business Plan
- Business Model
- Pitch

# TECHNOLOGIES

YEAR 10 (1 or 2 Semesters)						
WOOD TECHNOLOGIES	METAL TECHNOLOGIES	VISUAL COMMUNICATIONS	DIGITAL TECHNOLOGIES	CHILD STUDIES	FOOD TECHNOLOGIES	FABRIC TECHNOLOGIES

STAGE 1 (1 or 2 Semesters)								
WOOD TECHNOLOGIES	METAL TECHNOLOGIES	VISUAL COMMUNICATIONS	DIGITAL TECHNOLOGIES	FOOD TECHNOLOGIES	FOOD AND HOSPITALITY	FOOD STUDIES	CHILD STUDIES	FABRIC TECHNOLOGY/FASHION DESIGN

STAGE 2 (Full Year)								
FURNITURE CONSTRUCTION WORPLACE PRACTICES C	FURNITURE CONSTRUCTION COMMUNITY STUDIES A	METAL ENGINEERING	ARCHITECTURAL DESIGN	DIGITAL TECHNOLOGIES	CHILD STUDIES or CHILD STUDIES COMMUNITY STUDIES B	FOOD TECHNOLOGY or FOOD TECHNOLOGY COMMUNITY STUDIES B	FOOD AND HOSPITALITY or FOOD AND HOSPITALITY COMMUNITY STUDIES B	FABRIC TECHNOLOGY or FABRIC TECHNOLOGY COMMUNITY STUDIES B

# WOOD TECHNOLOGIES - MATERIAL SOLUTIONS

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**STATUS:** Semester or Full Year

**CONTACT TEACHER:** Angelo Penna

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## SKILL SET

Successful completion of a Year 10 Design and Technologies subject would be an advantage. Appropriate levels of language, literacy and numeracy to cope with the demands of this subject.

## COURSE DESCRIPTION

Students develop the skills and knowledge to use tools, materials and systems safely and competently, and to apply technological processes to complete projects as individuals and in teams. It is also an interactive decision-making process that involves thinking, investigating, creating, and producing together with continuous evaluation and modification. Students develop the ability to use, manage, assess, and understand the implications, applications and consequences of technology.

## CONTENT

This course has been designed to give students:

- An introduction to basic carcass furniture construction using selected System 32 fasteners, laser cut jigs and manufactured sheet materials – production of a small cabinet with a door.
- An introduction to basic tool making – the marking gauge and small woodworking block plane.
- The opportunity to use a variety of hand tools, pneumatic tools, electric tools and woodworking machinery.
- The opportunity to use new technologies.

## ASSESSMENT

- Specialised Skills Task
- Design Process and Solution
  - Design Development
  - Solution Realisation (Project production and evaluation)

## COMPULSORY REQUIREMENTS

All students participating in the Wood Technologies course are required to maintain a photographic Record of Evidence/Folio.

Approximate project costs:

Semester 1: \$50-\$60

Semester 2: \$80-\$120

# METAL TECHNOLOGIES - MATERIAL SOLUTIONS

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**STATUS:** Semester or Full Year

**CONTACT TEACHER:** Dayna Curtis

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## SKILL SET

Successful completion of Year 10 Wood or Metal Technologies would be an advantage. Appropriate levels of language, literacy and numeracy to cope with the demands of the subject.

## COURSE DESCRIPTION

Students develop the skills and knowledge to use tools, materials and systems safely and competently, and to apply technological processes to complete projects as individuals and in teams. It is also an interactive decision-making process that involves thinking, investigating, planning and producing together with continuous evaluation and modification. Students develop the ability to use, manage, assess, and understand the implications, applications and consequences of technology.

## CONTENT

- Specialised Skills study
- Developing a Design folio
- Use of hand tools, welding and machining equipment
- Skill development with metal machining and welding and fabricating.
- Project production and Evaluation.

## ASSESSMENT

- Assessment Type 1: Specialised Skills Task
- Assessment Type 2: Design Process and Solution
  - Part 1: Design Development
  - Part 2: Solution Realisation (Producing and Evaluating a Product)

## COMPULSORY REQUIREMENTS

Adobe Illustrator and Autodesk Inventor to be installed on their computer.

All students participating in Metal Technologies are required to maintain a photographic record of evidence.

## APPROXIMATE PROJECT COSTS

Per Semester: \$20 – \$50 depending on the individual projects.

# **VISUAL COMMUNICATIONS**

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**STATUS:** Semester or Full Year

**CONTACT TEACHER:** Mark Nitschke

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## **SKILL SET**

Successful completion of Year 10 Graphic Design (2019) or Visual Arts (either as a semester or full year). Knowledge of Adobe Creative Cloud software such as InDesign, Illustrator and Photoshop and appropriate levels of language, literacy and numeracy to cope with the demands of the subject would be an advantage.

## **COURSE DESCRIPTION**

Students develop an understanding of contemporary design in the context of visual communication and the environment. They will research and produce practical solutions to specified design briefs and engage in self-evaluation. Students will also develop an awareness of design in response to human need and cultural context.

## **CONTENT**

- Specialised Skills study
- Developing a design folio
- Graphic Design
- Packaging Design
- Publication Design
- Project Production and Evaluation

## **ASSESSMENT**

- Assessment Type 1: Specialised Skills Task
- Assessment Type 2: Design Process and Solution
  - Part 1: Design Development
  - Part 2: Solution Realisation (Producing and Evaluating a Product)

## **COMPULSORY REQUIREMENTS**

At least an 8GB USB Thumb drive for the storage and backup of their own digital files. Students need to have Adobe applications InDesign, Photoshop and Illustrator installed on their device as a basic requirement for this course.

# **DIGITAL TECHNOLOGIES**

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**STATUS:** Semester or Full Year

**CONTACT TEACHER:** Tim Nykke

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## **SKILL SET**

Appropriate levels of language, literacy and numeracy to cope with this subject.

## **COURSE DESCRIPTION**

Students use computational thinking skills and strategies to identify, deconstruct, and solve problems that are of interest to them. Students develop and apply their skills in computational thinking and in program design. They follow agile practices and/or iterative engineering design processes. Digital Technologies promotes learning through initiative, collaboration, creativity, and communication using project- and inquiry-based approaches.

## **CONTENT**

Semester 1

- Mobile App Development

Semester 2

- Game Development

## **ASSESSMENT**

- Collaborative Tasks
- Project Skills and Applications Tasks
- Projects

# FOOD TECHNOLOGIES - MATERIAL SOLUTIONS

**STATUS:** Semester or Full Year

**CONTACT TEACHER:** Natalina Gigliotti

## SKILL SET

An interest in making food products. Successful completion of Year 10 Food and Textiles or Food Technology would be an advantage. Appropriate levels of language, literacy and numeracy to cope with the demands of this subject.

## COURSE DESCRIPTION

Students develop the skills and knowledge to use equipment and foods safely and competently to create a food products. Students design and create food products that meet a design brief, and develop the knowledge and skills associated with using a variety of food processes and production techniques. They combine their designing and creating skills with knowledge and understanding of properties and function of foods and equipment to make high-quality food products for intended purposes.

## CONTENT

<b>Semester 1: Based on Food Production – Celebration Cakes</b>	<b>Semester 2: Based on Food Production – Grazing Table</b>
<ul style="list-style-type: none"><li>• <b>Skills and Application Tasks</b> Students focus on the investigation and development of processes and production techniques in preparation for the realisation of specialised food products. Students evaluate and assess their own skills.</li><li>• <b>Design Process and Solution</b> <b>Part 1 – Design Development</b><ul style="list-style-type: none"><li>• Investigation and analysis</li><li>• Design development and planning</li><li>• Evidence of design development</li></ul><b>Part 2 – Solution Realisation</b> Students <b>create</b> and <b>evaluate</b> the <b>solution</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Specialised Skills Tasks</b> Students focus on the investigation and development of processes and production techniques in preparation for the realisation of specialised food products. Students evaluate and assess their own skills.</li><li>• <b>Design Process and Solution</b> <b>Part 1 – Design Development</b><ul style="list-style-type: none"><li>• Investigation and analysis</li><li>• Design development and planning</li><li>• Evidence of design development</li></ul><b>Part 2 – Solution Realisation</b> Students <b>create</b> and <b>evaluate</b> the <b>solution</b></li></ul>

## ASSESSMENT

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

- Investigation and Analysis
- Design Development and Planning
- Production
- Evaluation

# FOOD & HOSPITALITY

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**STATUS:** Semester or Full Year

**CONTACT TEACHER:** Natalina Gigliotti

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## SKILL SET

An interest in working with food and/or the hospitality industry. Successful completion of Year 10 Food and Textiles or Food Technology would be an advantage. Appropriate levels of language, literacy and numeracy to cope with the demands of this subject.

## COURSE DESCRIPTION

The course focuses on the practical application of knowledge and skills. It promotes problem solving and decision making. The food and hospitality industry is dynamic and changing. Students examine some of the factors that influence people's food choices and the health implications of those choices. They gain understanding of the diversity of the food and hospitality industry in meeting the needs of local people and visitors.

## CONTENT

In this subject, students:

- Focus on the dynamic nature of the food and hospitality industry in Australian society.
- Develop an understanding of contemporary approaches and issues related to the food and hospitality industry.

Semester 1	Semester 2
<ul style="list-style-type: none"><li>• Food and Safety</li><li>• Trends in Food and Culture</li><li>• Nutritional Breakfasts</li><li>• Investigation - Careers in the Hospitality Industry</li></ul>	<ul style="list-style-type: none"><li>• Safe Food Handling</li><li>• Creative Food Presentation</li><li>• Healthy Eating Practices</li><li>• Investigation - Slow Food vs Fast Food</li></ul>

## ASSESSMENT

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

- Practical Activity
- Group Activity
- Investigation

These comprise of Action Plans, Research Tasks, Practical Work and Evaluations.

# FOOD STUDIES

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**STATUS:** Semester or Full Year

**CONTACT TEACHER:** Natalina Gigliotti

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## SKILL SET

An interest in working with and analysing food practices. Successful completion of Year 10 Food and Fabrics or Food Technology would be an advantage. Appropriate levels of language, literacy and numeracy to cope with the demands of this subject.

## COURSE DESCRIPTION:

The course focuses on the practical application of knowledge and skills. It promotes problem solving and decision making. Students focus on the dynamic nature of the food and hospitality industry and develop an understanding of contemporary approaches and issues related to the industry. Students develop skills in using technology and safe work practices in the preparation, storage, and handling of food.

## CONTENT

Students investigate and discuss contemporary food and hospitality issues, trends in food consumption and the nutritional impact of healthy eating.

Students study topics within the following areas:

- Food, the Individual and the family
- Food and Safety
- Local and Global Issues in Food and Hospitality
- Trends in Food and Culture
- Food and Hospitality Industry

Semester 1	Semester 2
<ul style="list-style-type: none"><li>• Diet Related Diseases</li><li>• Healthy Eating Campaign</li><li>• Recipe Modification (health, vegan, vegetarian)</li><li>• Investigation - Influences on Food Choices</li></ul>	<ul style="list-style-type: none"><li>• Fad Diets</li><li>• Eat well, be well</li><li>• Eating well for the future</li><li>• Investigation – It's a Wrap: Discover Fresh versus Packaged</li></ul>

## ASSESSMENT

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

- Practical Activity
- Group Activity
- Investigation

These comprise of Action Plans, Research Tasks, Practical Work and Evaluations.

# CHILD STUDIES

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**STATUS:** Semester or Full Year

**CONTACT TEACHER:** Natalina Gigliotti

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## SKILL SET

An interest in children and their development. Successful completion of Year 10 Food Technology or Food and Fabrics would be an advantage. Appropriate levels of language, literacy and numeracy to cope with the demands of this subject.

## COURSE DESCRIPTION

The course focuses on the practical application of knowledge and skills. It promotes problem solving and decision making. Students have the opportunity to develop knowledge and understanding of young children through individual, collaborative, and practical learning. Students investigate contemporary issues that are relevant to children and their development.

## CONTENT

Students examine the period of childhood from conception to 8 years, and issues related to growth, health, and well-being of children. Students study topics within the following three areas:

- The Nature of Childhood and the Development of Children
- Children in Wider Society
- Children, Rights and Safety

Semester One	Semester Two
<ul style="list-style-type: none"><li>• Technology and the senses – Play mat</li><li>• Children’s Nutritional Snacks</li><li>• Investigation – Community Support Services for Children</li><li>• Food needs and Technology – A child’s meal</li></ul>	<ul style="list-style-type: none"><li>• A Nutritious Meal for Children</li><li>• Gift Box for a Baby</li><li>• Puppet Show</li><li>• Investigation – Sexualisation of Children or Implications of technology</li></ul>

## ASSESSMENT

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

- Practical Activity
- Group Activity
- Investigation

These comprise of Action Plans, Research Tasks, Practical Work and Evaluations.

# FABRIC TECHNOLOGY: FASHION DESIGN – MATERIAL SOLUTIONS

**STATUS:** Semester or Full Year

**CONTACT TEACHER:** Natalina Gigliotti

## SKILL SET

An interest in Fashion Design and/or Fabric Technology. Successful completion of Year 10 Food and Fabrics would be an advantage. Appropriate levels of language, literacy and numeracy to cope with the demands of this subject.

## COURSE DESCRIPTION

Students develop the skills and knowledge to use equipment and textiles safely and competently to design, create and evaluate textile products.

Students design and create textile products that meet a design brief, and develop the knowledge and skills associated with using a variety of textile innovations, processes and production techniques. They combine their designing and creating skills with knowledge and understanding of properties and function of fibres and fabrics and use equipment to make high-quality products for intended purposes. The exploration of key ethical issues in the textiles industry will be undertaken.

## CONTENT

<b>Semester 1: Based on the Design and Production of Textile items – Clothing Item</b>	<b>Semester 2: Based on the Design and Production of Textile items – Furnishing Item</b>
<ul style="list-style-type: none"><li>• <b>Specialised Skills Tasks</b> Students focus on the investigation and development of processes and production techniques in preparation for the realisation of specialised textile products. Students evaluate and assess their own skills.</li><li>• <b>Design Process and Solution</b> <b>Part 1 - Design Development</b><ul style="list-style-type: none"><li>- Investigation and analysis</li><li>- Design development and planning</li><li>- Evidence of design development</li></ul> <b>Part 2 - Solution Realisation</b> Students <b>create</b> and <b>evaluate</b> the <b>solution</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Specialised Skills Tasks</b> Students focus on the investigation and development of processes and production techniques in preparation for the realisation of specialised textile products. Students evaluate and assess their own skills.</li><li>• <b>Design Process and Solution</b> <b>Part 1 - Design Development</b><ul style="list-style-type: none"><li>- Investigation and analysis</li><li>- Design development and planning</li><li>- Evidence of design development</li></ul> <b>Part 2 - Solution Realisation</b> Students <b>create</b> and <b>evaluate</b> the <b>solution</b></li></ul>

## ASSESSMENT

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

- Investigation and Analysis
- Design Development and Planning
- Production
- Evaluation

## HEALTH AND PHYSICAL EDUCATION

YEAR 10 (1 or 2 Semesters)			
PHYSICAL EDUCATION SPORT & PERFORMANCE	PHYSICAL EDUCATION HEALTH & RECREATION	OUTDOOR EDUCATION	*POWER INTERCULTURAL CUP

STAGE 1 (1 or 2 Semesters)			
PHYSICAL EDUCATION	PHYSICAL EDUCATION INTEGRATED LEARNING	OUTDOOR EDUCATION	*POWER INTERCULTURAL CUP

STAGE 2 (Full Year)		
PHYSICAL EDUCATION	PHYSICAL EDUCATION INTEGRATED LEARNING	OUTDOOR EDUCATION

**\* ELIGIBILITY CRITERIA APPLIES**

Please note that students can usually only select one Physical Education subject per semester. In certain circumstances students may be able to choose two Physical Education class in a semester if the subject counsellor determines it to be suitable to their learning program.

# PHYSICAL EDUCATION

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**STATUS:** Semester or Full Year

**CONTACT TEACHER:** Dwayne Treasure

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## SKILL SET

An interest in physical activity and willingness to participate. Successful completion of Year 10 Physical Education Sport and Performance would be an advantage. Appropriate levels of language, literacy and numeracy to cope with the demands of the subject.

## COURSE DESCRIPTION

Learning is delivered through an integrated approach in which opportunities are provided for students to undertake, and learn through, a range of sports and physical activities. Students explore movement concepts and strategies through these physical activities which promote performance and participation outcomes. They learn experientially, encouraging the development of their capabilities and skills such as critical and creative thinking, communication and collaboration.

Students apply the key theoretical topics of exercise physiology, skill acquisition and factors effecting participation in their assessment pieces. In addition, they reflect on and apply feedback to improve participation and performance in physical activity.

This course aims to cater for students who are capable with the theoretical demands of Physical Education and prepare them for Stage 2 Physical Education.

## CONTENT

Semester 1	Semester 2
<ul style="list-style-type: none"><li>• Touch Football</li><li>• Badminton</li><li>• Training methods and principles</li><li>• Energy systems</li><li>• Factors that affect participation and performance in sport</li><li>• Acute and chronic responses to training</li></ul>	<ul style="list-style-type: none"><li>• Volleyball</li><li>• Modified sports and games</li><li>• Coaching and skill acquisition</li><li>• Factors that affect participation and performance in sport</li></ul>

## ASSESSMENT

Semester 1	Semester 2
<ul style="list-style-type: none"><li>• Physiological Suitability for Touch Football (30%)</li><li>• Barriers and Enables to participation in Badminton (40%)</li><li>• Training Principles and Methods (30%)</li></ul>	<ul style="list-style-type: none"><li>• Volleyball Analysis (30%)</li><li>• Coaching Constraints Task (30%)</li><li>• Modified Games Participation Analysis (40%)</li></ul>

# PHYSICAL EDUCATION - INTEGRATED LEARNING

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**STATUS:** Semester or Full Year

**CONTACT TEACHER:** Dwayne Treasure

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## SKILL SET

An interest in physical activity and a willingness to be active. Appropriate levels of language, literacy and numeracy to cope with the demands of the subject.

## COURSE DESCRIPTION

This course will focus on the development of student's skills, initiative, leadership and collaboration in each of the practical topics. Students will reflect on their personal development and collaboration in most topics. This course aims to cater for students who are more practically orientated and prepare them for completing Stage 2 Physical Education Integrated Learning.

## CONTENT

### Practical Exploration

Participate in practical lessons and be assessed using the Practical and Life Skills Checklist. Students will reflect on their learning and personal development from practical lessons.

### Connections

Working collaboratively to make a connection to the community by coaching a group of Year 8 students and conducting lunch time sporting competitions.

### Personal Venture

Students explore an area of the program that is of interest to them. They investigate their area of interest by identifying, exploring and communicating relevant information and concepts.

## ASSESSMENT

SEMESTER ONE		SEMESTER TWO	
Badminton	20%	Softball	20%
Touch	20%	Basketball	20%
Lacrosse	20%	Volleyball	20%
Connections (Lunch time Competition)	20%	Connections (Teaching a junior class)	20%
Personal Venture	20%	Personal Venture	20%

# OUTDOOR EDUCATION

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**STATUS:** Semester or Full Year

**CONTACT TEACHERS:** Greg Allen and Brad Newton

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## SKILL SET

Successful completion of Year 10 Outdoor Education is an advantage. ***A sound level of fitness and water confidence with the ability to swim at least 50 meters unassisted is essential.*** Appropriate levels of language, literacy and numeracy to cope with the demands of this course as it requires significant reflection and analysis.

## COURSE DESCRIPTION

A practical and theoretical subject, which focuses on developing practical skills for safe, enjoyable and adventurous outdoor travel. At the same time, it develops an understanding of, and a positive attitude towards the natural environment, as well as independent living skills and the ability to work with and lead others.

## CONTENT

Students develop their skills, knowledge and understanding in the following through the study of the three focus areas:

- Environment and Conservation
- Planning and Management of outdoor journeys and activities
- Personal growth and development

**ASSESSMENT – please note the new SACE course is still in draft form and no weightings have been given to date. Current weightings are a guide only.**

SEMESTER ONE		SEMESTER TWO	
<b>Assessment Type 1: About Natural Environments</b> Environmental Issues Review Sustainable Futures Assignment	<b>40%</b>	<b>Assessment Type 1: About Natural Environments</b> Planning and Management Environmental Issue	<b>40%</b>
<b>Assessment Type 2: Experiences in natural Environments</b> Snorkelling Canoeing	<b>60%</b>	<b>Assessment Type 2: Experiences in Natural Environments</b> Bushwalking Bush Camping	<b>60%</b>

## COMPULSORY REQUIREMENTS

### PRACTICAL ACTIVITIES & COSTS

#### **Semester 1 (Approximate Cost: \$180)**

- Snorkelling: Adelaide Aquatics Centre (half day), Port Noarlunga (2 days)
- Canoeing Skills Day: Garden Island (1 day)
- Canoeing Expedition: Ral Ral Creek – Murray River (4 days)

#### **Semester 2 (Approximate Cost: \$280)**

- Bushwalking Camp: Mt Crawford Forest (3 days)
- Bush Camping Expedition: Kangaroo Island (5 days)

# **POWER INTERCULTURAL CUP**

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**STATUS:** Semester 1 Only

**CONTACT TEACHERS:** Dwayne Treasure and Mark Hawkins

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## **SKILL SET**

**You need to have at least one parent who was born overseas to be eligible for the program.**

Students are also required to participate in the Power Intercultural Gala day at the end of the semester which includes; a football carnival, careers expo, dance station and being a part of the pre-match entertainment for a Port Adelaide AFL football home game.

## **COURSE DESCRIPTION**

The course is designed by the Port Adelaide Football Club and it focuses on exploring your own culture, Aboriginal culture and other cultures. Students will also develop an understanding and some skills of the game of Australian Rules Football. This course aims to cater for students who are more practically orientated and on a Physical Education Integrated Learning pathway.

## **CONTENT**

- Practical Exploration – focusing on development skills, leadership and collaboration practical lessons.
- Connections – create a cultural awareness video to make students aware of similarities and differences between different cultures in the school.
- Personal Venture –students design a guernsey and participate in the Power Intercultural Gala Day. They will also reflect on their participation in the program and organise and run a cultural activity on Harmony Day.

## **ASSESSMENT**

- Lacrosse (15%)
- Badminton (15%)
- Football (30%)
- Connections (20%)
- Personal Venture (20%)

# LANGUAGES

## YEAR 10 (Full Year)

ITALIAN

VIETNAMESE  
(BEGINNERS OR CONTINUERS)

## STAGE 1 (Full Year)

ITALIAN (CONTINUERS)

VIETNAMESE  
(BACKGROUND OR CONTINUERS)

## STAGE 2 (Full Year)

ITALIAN (CONTINUERS)

VIETNAMESE  
(BACKGROUND OR CONTINUERS)

# ITALIAN

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**STATUS:** Full Year

**CONTACT TEACHER:** Michelle Moyle

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## SKILL SET

Successful completion of a full year of Year 10 Italian or by negotiation with the Languages Coordinator.

## COURSE DESCRIPTION

The major rationale for learning languages is that being able to communicate proficiently gives learners essential communication skills in Italian, an intercultural capability, and an understanding of the role of language and culture in human communication. It provides the opportunity for students to engage with the linguistic and cultural diversity of humanity, to reflect on their understanding of human experience in all aspects of social life, and on their own participation and ways of being in the world. Learning a language is a rich, challenging experience of engaging with and participating in the linguistic and cultural diversity of our interconnected world. It also gives students the opportunity to strengthen their knowledge and understanding of how English functions.

## CONTENT

Topics are chosen from a variety of sources and deal with personal, historical and contemporary issues in Italy. These can include identity, family, friendship, school experiences, aspects of Italian culture such as festivals, food, music, television and food, regional diversity, tourism, technology and industry.

## ASSESSMENT

- Text analysis of both written and spoken texts
- The production of written and oral responses in interpersonal communicative tasks such as conversations, letters, diary entries
- A major research assignment which includes responses in both Italian and English.
- Exams at the end of each semester follow the same structure as those at Stage 2, including oral, aural and written text analysis tasks and text production tasks in Italian.

## **VIETNAMESE**

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**STATUS:** Full Year

**CONTACT TEACHERS:** Van Dang and Michelle Moyle

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### **SKILL SET**

Successful completion of Year 10 Vietnamese (or other formal study of Vietnamese outside of the College, to be confirmed by the Languages Coordinator).

### **COURSE DESCRIPTION**

The major rationale for learning languages is that being able to communicate proficiently gives learners essential communication skills in Vietnamese, an intercultural capability, and an understanding of the role of language and culture in human communication. It provides the opportunity for students to engage with the linguistic and cultural diversity of humanity, to reflect on their understanding of human experience in all aspects of social life, and on their own participation and ways of being in the world. Learning a language is a rich, challenging experience of engaging with and participating in the linguistic and cultural diversity of our interconnected world. It also gives students the opportunity to strengthen their knowledge and understanding of how English functions.

### **CONTENT**

Topics are chosen from a variety of sources and deal with personal, historical and contemporary issues in Vietnam. These can include identity, family, friendship and school experiences. Aspects of Vietnamese culture such as festivals, food, music, television, regional diversity, tourism, technology and industry.

### **ASSESSMENT**

- Text analysis of both written and spoken texts
- The production of written and oral responses in interpersonal communicative tasks such as conversations, letters, diary entries
- A major research assignment which includes responses in both Vietnamese and English
- Exams at the end of each semester follow the same structure as those at Stage 2, including oral, aural and written text analysis tasks and text production tasks in Vietnamese.

# SCIENCES

YEAR 10 (Full Year)		
▪ SCIENCE LITERACY	SCIENCE GENERAL	SCIENCE EXTENSION

STAGE 1 (1 or 2 Semesters)				
BIOLOGY	CHEMISTRY	PHYSICS	SCIENTIFIC STUDIES: ENVIRONMENTAL MANAGEMENT & SUSTAINABILITY	PSYCHOLOGY

STAGE 2 (Full Year)				
BIOLOGY	*CHEMISTRY	*PHYSICS	SCIENTIFIC STUDIES: ENVIRONMENTAL MANAGEMENT & SUSTAINABILITY	PSYCHOLOGY

- \* Students must successfully complete the full year course at Stage 1
- Students studying Science Literacy in year 10 who wish to continue with science are encouraged to choose Scientific Studies – Environmental Management and Sustainability at Stage 1

# BIOLOGY

**STATUS:** Semester or Full Year

**CONTACT TEACHER:** Joseph Koszegi

## SKILL SET

Students should have a good level of literacy and numeracy as well as the ability to retain large quantities of scientific information. They should be comfortable in extended writing and have a genuine interest in Biology.

Note: Students wishing to continue to Stage 2 Biology **must** successfully complete the second semester course but would benefit from completing the full year course.

## COURSE DESCRIPTION

Students learn about the cellular and overall structures and functions of a range of organisms and the environment. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology affects their lives, impacts on society, and on the environment. Students design and conduct biological investigations and gather evidence from their investigations. As they explore a range of biology-related issues, students recognise that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies.

## CONTENT

<b>Biology</b> <ul style="list-style-type: none"><li>• Topic 1: Multicellular organisms</li><li>• Topic 2: Biodiversity and Ecosystem Dynamics</li></ul>	<b>Pre-Stage 2 Biology (Semester 2)</b> <ul style="list-style-type: none"><li>• Topic 1: Cells and Microorganisms</li><li>• Topic 2: Infectious Disease</li></ul>
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## ASSESSMENT

Students will need to demonstrate evidence of learning through:

- An Investigation Folio
- Skills and Applications Tasks

## COMPULSORY REQUIREMENTS

Students will need to purchase one of the following:

Length of course	Workbook required	Approximate cost
Semester 1 Only	SACE Essentials Workbook B	\$42
Semester 2 Only	SACE Essentials Workbook A	\$42
Full year	SACE Essentials Combined workbook	\$60

Monarto Zoo excursion (Semester 1): Approximate cost \$20-\$30

# CHEMISTRY

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**STATUS:** Full Year

**CONTACT TEACHER:** Chris Soar

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## SKILL SET

Students should have a good level of literacy and numeracy as well as the ability to retain large quantities of scientific information. They should be comfortable in extended writing and have a genuine interest in Chemistry.

Note: Students wishing to continue to Stage 2 Chemistry **must** successfully complete the Full Year course.

## COURSE DESCRIPTION

The study of chemistry includes an overview of the matter that makes up materials, and the properties, uses, 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. Students consider how human beings make use of the Earth's resources and the impact of human activities on the environment. Through practical investigations, students develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective and critical thinkers.

## CONTENT

Semester 1	Semester 2
<ul style="list-style-type: none"><li>• Atomic Structure and Bonding</li><li>• Organic Chemistry</li><li>• Water and Solubility</li></ul>	<ul style="list-style-type: none"><li>• Chemical Quantitation and Calculations</li><li>• Acids and Bases</li><li>• Electrochemistry</li></ul>

## ASSESSMENT

Students will need to demonstrate evidence of learning through:

- An Investigation Folio
- Skills and Applications Tasks

## COMPULSORY REQUIREMENTS

Students will be required to purchase a workbook costing approximately \$60.

# PHYSICS

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**STATUS:** Full Year

**CONTACT TEACHERS:** Mark Gatti and Nathan Ackan

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## SKILL SET

Students should have a good level of literacy and a good level of mathematics to year 10 standard. Students will be encouraged to reason and apply concepts in new and familiar situations. They should be comfortable in problem solving and have a genuine interest in Physics. Successful completion on year 10 Mathematical Methods is assumed and recommended.

Note: Students wishing to continue to Stage 2 Physics **must** successfully complete the Full Year course.

## COURSE DESCRIPTION

The study of physics enables students to understand and appreciate the day to day workings of the world such as motion through to atomic structure. This subject requires the interpretation of physical phenomena through a study of motion in one dimension and forces, electricity, waves and light, heat, the atomic nucleus and radioactivity. As well as applying knowledge of concepts to solve problems, students develop experimental, investigation design, information, and communication skills through practical and other learning activities. They gather evidence from experiments and research and acquire new knowledge through their own investigations.

## CONTENT

Semester 1	Semester 2
<ul style="list-style-type: none"><li>• Linear motion and forces</li><li>• Waves</li><li>• Heat</li></ul>	<ul style="list-style-type: none"><li>• Electric circuits</li><li>• Energy and momentum</li><li>• Nuclear models and radioactivity</li></ul>

## ASSESSMENT

Students will need to demonstrate evidence of learning through:

- Written tasks in the context of Science as a Human Endeavour
- Summative Tests
- Design of investigations

## COMPULSORY REQUIREMENTS

Students will be required to purchase a workbook costing approximately \$57

# **SCIENTIFIC STUDIES: ENVIRONMENTAL MANAGEMENT AND SUSTAINABILITY**

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**STATUS:** Semester or Full Year

**CONTACT TEACHERS:** Kim Franks and Chris Soar

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## **SKILL SET**

Students should have a good level of literacy and numeracy as well as the ability to retain large quantities of scientific information. They should be comfortable in extended writing and have a genuine interest in Science.

## **COURSE DESCRIPTION**

This course emphasises scientific skills rather than content knowledge. Scientific Studies provides an alternative Science subject for those students that have a genuine interest in Science, but who do not necessarily need more traditional Science subjects for their chosen career pathway. It is also a good choice for those interested in the environment and sustainability and can be studied in conjunction with any of the other Science courses on offer.

## **CONTENT**

One semester will have a local focus and may include field work such as water testing, while the other semester will have a global focus including exploring the impacts of climate change. Students conduct a range of Scientific Inquiry tasks based on the theme of Environmental Management and Sustainability. They demonstrate proficiency in:

- Science inquiry skills (Designing and implementing individual and collaborative investigations)
- Science as a Human Endeavour (The link between Science and Society)
- Science Understanding (Knowledge of a range of Scientific concepts and Theories)

## **ASSESSMENT**

Students will need to demonstrate evidence of learning through:

- Inquiry Folio  
Scientific investigations and SHE investigation
- Collaborative Inquiry  
Collaboratively designing and conducting an investigation where the outcome is uncertain

# **PSYCHOLOGY**

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**STATUS:** Semester or Full Year

**CONTACT TEACHER:** Emma Toker

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## **SKILL SET**

Students should have a good level of literacy and numeracy as well as the ability to retain large quantities of scientific information. They should be comfortable in extended writing and have a genuine interest in Psychology.

## **COURSE DESCRIPTION**

This course allows students the opportunity to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives as it can be applied to areas such as education, relationships, child rearing, employment and leisure. Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. Emphasising on evidence-based procedures (i.e. observation, experimentation and experience), allows students to develop skills in analytical and critical thinking, which they can apply in everyday contexts.

## **CONTENT**

**Over the course of the two semesters a selection of the following topics will be covered:**

- Introduction to Psychology (compulsory)
- Social Behaviour
- Intelligence
- Cognition
- The Brain and Behaviour
- Human Psychological Development
- Emotion
- Memory

## **ASSESSMENT**

Students will need to demonstrate evidence of learning through:

- Skills and Applications Tasks
- Research Investigation
- Issues Investigation

## ALTERNATIVE PATHWAYS

Thomas More College has a number of recommended Senior Study pathways to support all learners in success in their SACE. They are designed to provide a balance of support in developing key skills such as literacy and numeracy while still allowing students to explore areas of interest.

### THE RECOMMENDED ENGLISH LANGUAGE SUPPORT PACKAGE MODEL

English Language development is essential for success in the SACE, further study and the workplace. This package is ideal for students who are from an EALD background and those who have had limited time in Australian Schools. This package is designed to support student's emerging and developing English Language skills while learning specific terminology for the SACE. In Stage 2 students start developing terminology for the workforce or further study in their chosen field.

Our Essential English course at Stage 1 and 2 is also designed to support EALD learners.

In the free subject choice options students can choose Thomas More College run subjects or VET courses.

STAGE 1 RECOMMENDED ENGLISH LANGUAGE SUPPORT MODEL					
Semester 1	Religious Education (10 credits)	English Language and the SACE Community Studies (10 credits)	English *at student's demonstrated level (10 credits)	Mathematics *at student's demonstrated level (10 credits)	Subject Choice X 2 (10 credits each)
Semester 2		Research Project Support Pathway (10 credits when RP is completed)	English *at student's demonstrated level (10 credits)	Mathematics *at student's demonstrated level (10 credits)	Subject Choice X 2 (10 credits each)

<b>STAGE 2 RECOMMENDED ENGLISH LANGUAGE SUPPORT MODEL</b>			
<b>Compulsories</b>	<b>Literacy and Numeracy Package</b>	<b>Choice</b>	
<b>Transition to Work and Future Study (10 credits)</b>	<b>Community Studies A - Future Mathematics and VET Literacy (20 credits)</b>	<b>Subject 1 (20 credits)</b>	
<b>Religious Education (10 credits)</b>		<b>Subject 2 (20 credits)</b>	
		<b>Subject 3 (20 credits)</b>	
<b>OR</b>			
<b>STAGE 2 RECOMMENDED ENGLISH LANGUAGE SUPPORT MODEL</b>			
<b>Compulsories</b>	<b>Literacy and Numeracy Package</b>		<b>Choice</b>
<b>Transition to Work and Future Study (10 credits)</b>	<b>Essential English (20 credits)</b>	<b>Essential Mathematics (20 credits)</b>	<b>Subject 1 (20 credits)</b>
<b>Religious Education (10 credits)</b>		<b>or</b>	<b>or</b>
	<b>English (20 credits)</b>	<b>General Mathematics (20 credits)</b>	

## LEARNING SUPPORT PACKAGE MODEL

For identified students who may need additional support in their studies we offer the chance to study the Research Project in Semester 2 of Year 11. This is a package deal which will see the successfully completed Research Project replaced in Year 12 with the Transition to Work and Future Study, 10 credit course. This course provides students with extra SACE credits while engaging in meaningful planning to take the next step into further study, training or employment.

In the free subject choice options students can choose Thomas More College run subjects or VET courses.

STAGE 1 RECOMMENDED LEARNING SUPPORT MODEL						
Semester 1	<b>Religious Education (10 credits)</b>	<b>English</b> * compulsory at student's demonstrated level <b>(10 credits)</b>	<b>Mathematics *compulsory (10 credits)</b>	<b>Subject choice (10 credits)</b>	<b>Subject Choice (10 credits)</b>	<b>Subject Choice (10 credits)</b>
Semester 2		<b>English</b> * compulsory at student's demonstrated level <b>(10 credits)</b>	<b>Mathematics *S2 recommended (10 credits)</b>	<b>Research Project Support Pathway (10 credits when RP is completed)</b>	<b>Subject Choice (10 credits)</b>	<b>Subject Choice (10 credits)</b>

STAGE 2 RECOMMENDED LEARNING SUPPORT MODEL		
Compulsories	Literacy and Numeracy Package	Choice
<b>Transition to Work and Future Study (10 credits)</b>	<b>Community Studies A- Future Mathematics and VET Literacy (20 credits)</b>	<b>Subject 1 (20 credits)</b>
<b>Religious Education (10 credits)</b>		<b>Subject 2 (20 credits)</b>
		<b>Subject 3 (20 credits)</b>

Further alternative models including Modified SACE for eligible students are designed for students on an individual basis. Please see Ms Nicole Flaherty Inclusive Education Coordinator or Mr Ashleigh Bryans, Director of Learning Pathways for more information.

## **VOCATIONAL EDUCATION AND TRAINING (VET)**

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**STATUS:** TERTIARY ADMISSSION SUBJECT (TAS) and NON TAS depending on course

**CONTACT TEACHERS:** Lynda Stewart

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### **WHAT IS VET?**

Vocational Education and Training (VET) is a term used to describe vocational education and training accreditation which helps prepare students in developing a future pathway. VET operates through a national system based on industry training packages from the Australian Quality Training Framework (AQTF). Courses are delivered, assessed, and certified by Registered Training Organisations (RTOs), eg TAFE SA.

Thomas More College offers a range of Vocational Education Training options and recognises the value of students undertaking these courses in order to achieve their SACE. The course offerings range from short courses to full certificate courses and School Based Apprenticeships. The opportunity to combine applicable SACE subjects with Vocational Education is available to all students.

VET courses provide students with the opportunity to acquire practical work-related skills and the supporting knowledge which can assist in their future pathway. VET courses are appropriate for students who wish to explore or who already have a chosen pathway of interest. VET allows young people to experience the world of work in a range of occupations whilst still at school. All VET courses are accredited towards the SACE, and they also allow students an opportunity to gain a nationally recognised qualification, which can then be used to link into further education and training. Universities recognise the value of VET and allow for alternative pathways into Bachelor courses. Students who undertake a VET course gain valuable employability skills whilst completing a formal qualification. Over 75% of students who undertake a VET course gain full time employment.

VET courses are available to students in Years 11 and 12 at Thomas More College, however there are short courses available to year 10 students. Each training course may have specific entrance requirements depending upon the level to be studied. However, all courses will require appropriate levels of language, literacy and numeracy.

Courses can expect to run from anywhere between 6 - 18 months. The time frames are only recommendations and hence may be completed quicker, (and in some cases longer) than expected. Year 12 students are unable to choose courses which are expected to run for more than 12 months. Year 12 students who are using VET to complete their SACE or to generate an ATAR, will be expected to complete any 12 month or less courses by the completion of the Term 3/4 holiday break.

## **SACE COMPLETION USING VET**

The SACE is designed to give students increased flexibility, including greater opportunities to have diverse forms of learning and achievement recognised. The SACE enables students to include a significant amount of VET towards their SACE completion. The SACE Board governs whether the SACE credits earned for a particular VET qualification will be recognised at Stage 1 or Stage 2. Students can earn 5 SACE credits for successfully completing 35 nominal hours of VET, and 10 credits for 70 nominal hours. After successfully completing the compulsory SACE subjects, students may complete the remainder of the SACE via qualifying Stage 1/Stage 2 VET courses. At Thomas More College, all students are encouraged to consider gaining VET certificate qualifications in line with their career aspirations. For more information on how the SACE Board accredits/recognises VET study, students can refer to the SACE VET Recognition Register at VET in the SACE.

A student studying a VET course will still be eligible for an ATAR providing the correct subjects are selected to study at school.

## **WHY CHOOSE VET AND BENEFITS OF VET?**

VET courses provide students with the opportunity to acquire practical work-related skills and the supporting knowledge which can assist in getting an excellent job in many fields. VET courses are appropriate for students who wish to explore or already have a particular pathway of interest such as, Fitness and Recreation, Community Services areas of Early Childhood Education and Care, Ageing and Disabilities, Business, Hair and Beauty and various trades. VET allows young people to experience the world of work in a range of occupations whilst still at school. All VET courses are accredited towards the SACE, and they also allow students an opportunity to gain a nationally recognised qualification, which can then be used to link into further education and training. Completing VET units/courses while at school is often cheaper than what is available post-school.

The universities recognise the value of VET and allow access and some credit transfer for Certificate IV, Diploma and Advanced Diploma qualifications. TAFE SA also has dual pathway options into university studies.

## **TRAINING GUARANTEE FOR SACE STUDENTS (TGSS)**

The Training Guarantee for SACE Students (TGSS) is for students who know they want to start a planned vocational pathway. Students undertake VET while they are at school and continue it after they leave. The TGSS means students can start their certificate qualification pathway at school and have a guaranteed funded place at an identified RTO to complete it when they leave.

The TGSS means that there are no tuition fees for a Certificate II qualification and subsidised fees for a Certificate III qualification. The State Government places strict eligibility criteria and conditions on providing the funding to students via the TGSS.

To be eligible for TGSS you must be:

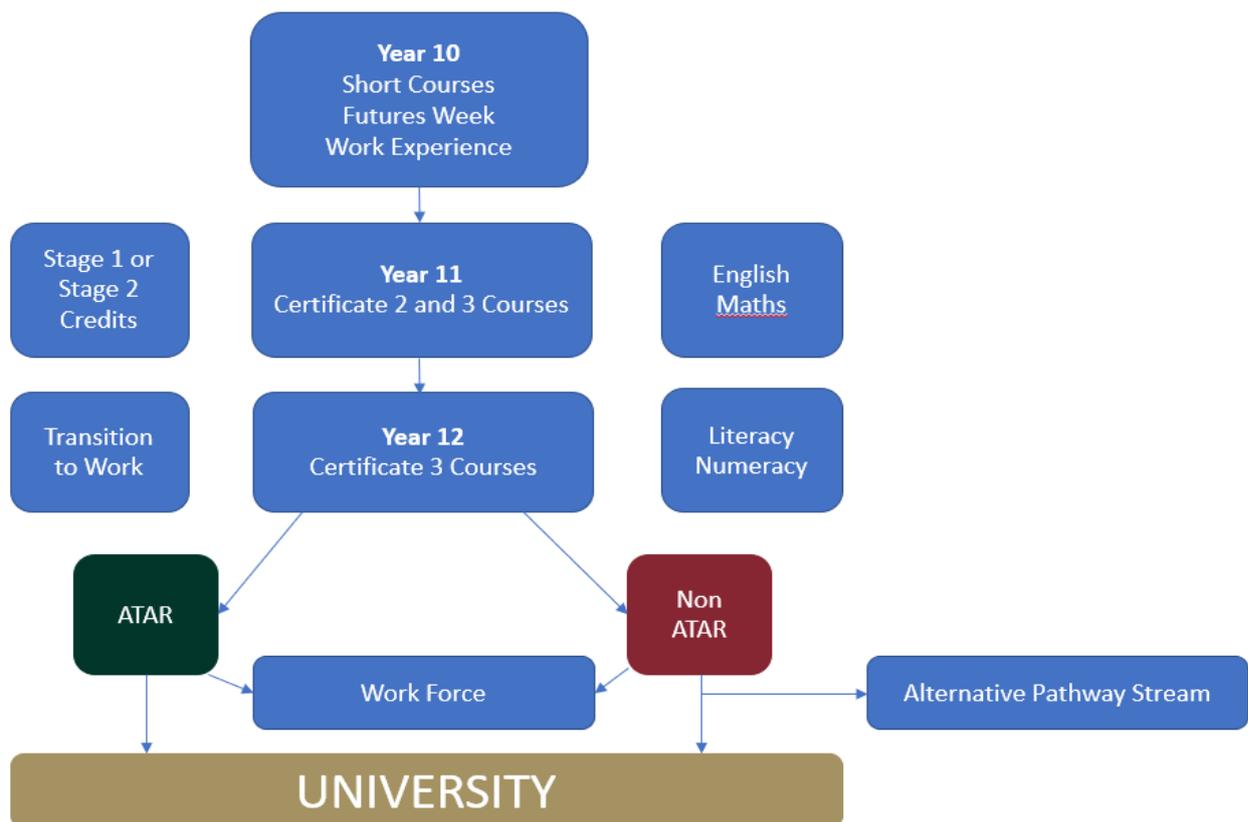
- 16 years of age or over
- Enrolled in SACE at school
- Intending or already engaged in an approved VET pathway.
- The TGSS will guarantee a subsidised place at an identified RTO if:

- the student is enrolled in and working towards completing the SACE, including at least 30 SACE credits of nationally accredited VET in certain qualifications and at least 140 hours of relevant work placement in an identified, approved qualification
- After finishing school, the student intends to complete at an identified RTO a Certificate III (or higher) VET qualification
- Funded Training and Subsidised Training lists are available from TGSS or from the VET coordinator

More information is available at [Training guarantee for SACE students](#).

### FLOW CHART OF VET PATHWAY AT THOMAS MORE COLLEGE

This chart shows the variety of pathways for a student who is studying a VET course. A student could enter the work force with certificate accreditation or through an apprenticeship. Students could also enter University through the traditional ATAR or via a number of alternate pathways.



## THE RECOMMENDED VET PACKAGE MODEL

Students moving into further training in the TAFE or Apprenticeship areas are expected to be able to demonstrate competency in Literacy and Numeracy skills. In this TAFE system students will need to pass the Core Skills Profile for Adults (CSPA) test. The Thomas More College recommended VET package prepares students for the CSPA as well as preparing them with essential skills for the workplace.

In this model it is recommended that students study a full year of the compulsory Literacy and Numeracy at Stage 1 at the level of their ability. For stage 2 we recommend continuing studies in Literacy and Numeracy skills with several options, depending on the student's demonstrated skills and capabilities.

*Please note that 18-month Certificate 3 courses need to be started in Year 11. If a student wishes to start a course in Year 12 which does not earn Stage 2 credits, it must be recommended by the VET coordinator with final approval by the Assistant Principal Teaching and Learning.*

STAGE 2 RECOMMENDED VET MODEL				
Compulsories	VET Literacy and Numeracy Package			Choice
Research Project (10 credits)	Chosen VET Studies +	Community Studies A Future Mathematics and VET Literacy (20 credits)		Subject 1 (20 credits)
Religious Education (10 credits)		or Essential English or English (20 credits)	or Essential Maths or General Maths (20 credits)	Subject 2 (20 credits)

## VET DELIVERY MODES

VET can be studied in several ways. These include face to face delivery using class and practical based materials, supported on-line material or in a mixed mode manner. Students generally respond better in face to face delivery sessions. Structured Work Placement is now compulsory for many qualifications. Failure to complete the Structured Work Placement requirement, where applicable, will prevent the student from obtaining the full qualification and the loss of credit towards SACE.

## ACADEMIC RESPONSIBILITIES

Students completing VET courses face to face or doing work placements will be out of the College at certain times and hence may miss other classes/events. This requires students engaged with VET studies to be well organized and be prepared to work closely with their subject teachers/coordinators to negotiate subject learning requirements.

## COSTS

Costs incurred by the College for training provided by an RTO involve a great deal of complexity. RTO training fees work on a contractual system whereby once an enrolment is accepted, payment

is expected, and a no-refund policy applies. Costs for the same units/courses provided by different RTOs can vary greatly and can also be very different from one year to the next. Depending on the units/course selected the full RTO fee can be as much as \$1000 per semester.

The College incurs additional costs in supporting and administering the various delivery modes of the training. These include factors such as; staff management of the SACE/VET Training plan, staff attendance at RTOs, student support and supervision at school and administration relating to; SACE, TGSS, School-Based Apprenticeships, Work Placement and RTO correspondence.

The College has a commitment to keeping training costs as low as possible for families. As each individual student situation will be unique, costs incurred by families for students undertaking training will be negotiated based on the specific needs and requirements of each student. In general, costs to families will be determined prior to any VET enrolment and will be based on the student's remaining semesterised subject load at the College.

The College subsidises VET fees for courses up to and including Certificate III qualifications. Where students do not complete training as arranged, the full cost of the unit /course in which the student was enrolled may be charged back to families.

### **TRANSPORT**

Where students are required to attend a RTO for face to face training, or complete a Work Placement, students will be expected to make their own way to and from the venue. Normal school policies apply to the transportation of other students in private vehicles.

### **DRESS CODE AND BEHAVIOUR**

For face to face training and work placements, the RTO or worksite will outline the requirements in terms of what is required to be worn. This will also specify the appropriate Personal Protective Equipment (PPE) that may be required.

Students are expected to abide by the behaviour codes applicable in the training venues and workplaces. Where it is not clear as to the precise codes of conduct then normal school behaviour codes apply. RTO's reserve the right to dismiss students from training programs for serious breaches of behaviour or serious breaches of their Occupational Health and Safety rules.

### **DURATION OF COURSES**

Courses can be expected to run from anywhere between 6 - 18 months. The time frames are only recommendations and hence may be completed quicker, (and in some cases longer) than expected. Year 12 students are unable to choose courses which are expected to run for more than 12 months. Year 12 students who are using VET to complete their SACE or to generate an ATAR, will be expected to complete any 12 month or less courses by the completion of the Term 3/4 holiday break.

### **UNIQUE STUDENT IDENTIFIER (USI)**

All VET students are required to obtain and provide a unique personal training identification code. This is a permanent code linked to a student's lifetime of training. This is obtained via [Australian Government USI](#).

The following pages provide a list of courses offered to students. Many more options are available, based on student interest and negotiation. It is also possible that students can do other VET courses which begin at various times during the year. Please communicate with Mrs Lynda Stewart if you are interested in a pathway which is not listed.

Year Level	Certificate Title	Code	Expected Maximum Completion Time	Number of SACE Credits awarded at Stage 1 or 2 (guide only)	Work Placement Hrs	Intended Registered Training Organisation	Location
<b>ANIMAL STUDIES</b>							
11	Certificate II in Animal Studies	ACM20110	1 semester	Stage 1 50-60 credits	Nil	TAFE SA	At Gilles Plains
<b>BUSINESS</b>							
11 and 12	Certificate III in Business	BSB30115	2 semesters	Stage 2 70-75 credits	Nil	Foundation Education	At RTO or Thomas More College
<b>COMMUNITY SERVICES</b>							
11 and 12	Certificate III in Early Childhood Education and Care	CHC30113	3 semesters	Stage 2 110-115 credits	120	Australian Workplace Training or Foundation Education	At RTO or Thomas More College
11 and 12	Certificate III in Individual Support (Ageing)	CHC33015	2 semesters	Stage 2 95-100 credits	120	Australian Workplace Training	At RTO
11 and 12	Certificate III in Individual Support (Disability)	CHC33015	2 semesters	Stage 2 95-100 credits	120	Australian Workplace Training	At RTO
<b>DIGITAL MEDIA</b>							
11 and 12	Certificate III in Information Digital Media and Technology – Media focus	ICT30115	2 semesters	Stage 2 90-95 credits	Nil	AIE	In Adelaide CBD

HAIR AND BEAUTY							
11	Certificate II in Salon Assistant	SHB20216	2 semesters	Stage 1 45 credits	Nil	TAFE SA	At Elizabeth or City
11	Certificate III in Beauty Services	SHB30115	4 semesters	Stage 2 65-70 credits	50	TAFE SA	At Elizabeth or City
11	Certificate III in Make-Up	SHB30215	3 semesters	Stage 2 65 credits	50	TAFE SA	At Elizabeth or City
MUSIC							
11 and 12	Certificate III in Music Industry	CUA30915	2 semesters	Stage 2 55-60 credits	TBA	Music SA	In Adelaide CBD
SPORT AND RECREATION							
11 and 12	Certificate III in Sport and Recreation	SIS30115	2 semesters	Stage 2 55 credits	Nil	Foundation Education	At Thomas More College
TRADES							
11	Certificate II in Automotive Servicing Technology	AUR20516	3 semesters	Stage 2 50 credits	140	Grand Junction Trade Training Centre	At Gillies Plains
11	Certificate II in Construction	CPC20112	2 semesters	Stage 1 50-70 credits	Nil	Grand Junction Trade Training Centre	At Gillies Plains
VISUAL ART							
11 and 12	Partial Certificate III in Visual Arts (Photo Imaging stream)	CUA31115	2 semesters	Stage 2 70-75 credits	Nil	Marden Senior College	At Marden

**Students who wish to study Certificate III Business or Certificate III Sport and Recreation must select these courses on Web Choices.**

**For any other VET course, please select 'VET TBC' and Mrs Stewart will follow up with you to organise enrolment in your course.**

