



*Wisdom to Seek
Courage to Thrive
Power to Change*

STAGE 1 SUBJECT INFORMATION HANDBOOK

2024

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. It is intended to be used in conjunction with the subject selection process which occurs at home and at the College through the Senior Education Transition (SET) program.

Students will begin the process of subject selection in Term 3. The process involves 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 Mentors, Year Level Leaders and Leaders of Learning 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 handbook. 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 equipped with the skills to leave school, well on the way to a trade or para-professional qualification.

Assessment

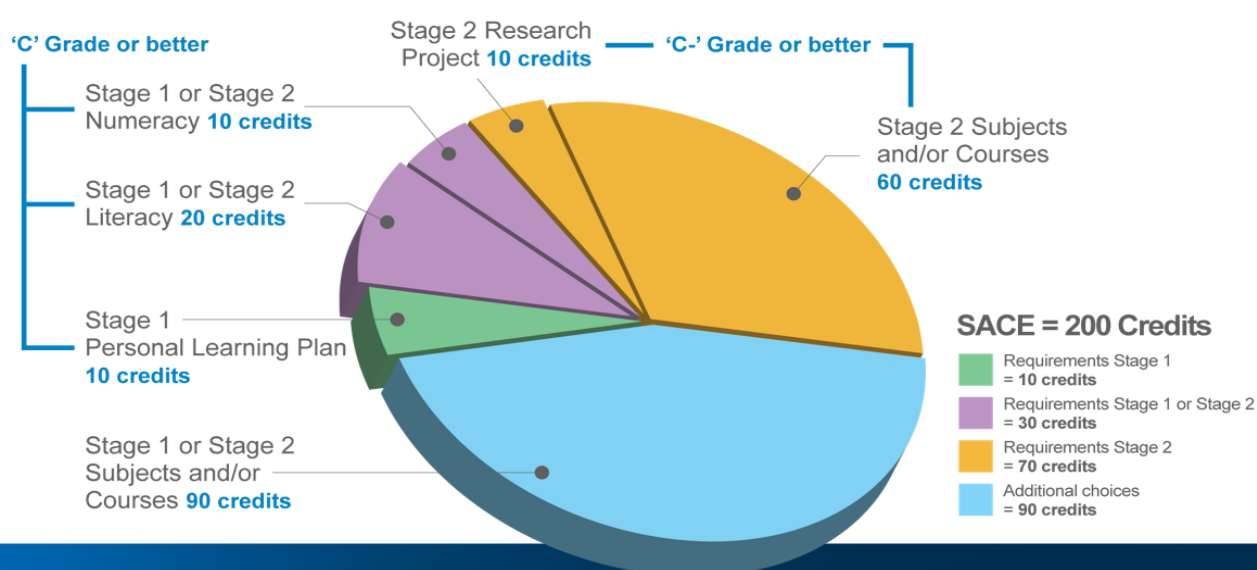
Stage 1 SACE subjects are 100% school assessed. The SACE Board defines school assessment as 'assessments that are set by the school, in accordance with subject outlines, and carried out by the school'.

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

SACE Credits



Government
of South Australia

SACE
Board of SA

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^ 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	Activating Identities and Futures* (one semester) 10 credits		Subject 1 20 credits	Subject 2 20 credits	Subject 3 20 credits	Subject 4 20 credits
^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.						

Stage 1 students choose seven semesters of electives. Though courses will run different topics in semester one and semester two, they cover the same skills, capabilities and achievement standards. We cannot guarantee whether a student will be placed in the first or second semester as this is dependent on space, demand for places in the course and College resources.

Students are encouraged to consider their course of study through to Stage 2 before deciding on their Stage 1 subjects. Some Stage 2 subjects require the successful completion of a full year at Stage 1 as a prerequisite (see page 14).

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 2020 onwards are included in the Tertiary Entrance Booklet available online at SATAC 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 (ie Music), 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"> • The scaled score of a 20 credit TAS; • Half the scaled score of one or more 20 credit TAS; • The scaled score of one or more 10 credit TAS; • Scaled score equivalents for recognised studies to the value of 10 or a maximum 20 credits.
<p>The university Aggregate is the best possible score calculated from the above options subject to counting restrictions and precluded combinations.</p>	

Flexible University Entrance

There are several alternative pathways to university such as Foundation Studies, Diploma to Degree arrangements with TAFE or the Flinders University Research Project pathway or Capabilities pathway. Please see Briony Forster, 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 and 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. Changing subjects can potentially compromise this process, however in some cases, we understand that 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 next year in term 4. For **Semester 2** subject changes, students will be notified when the window to make changes is open.

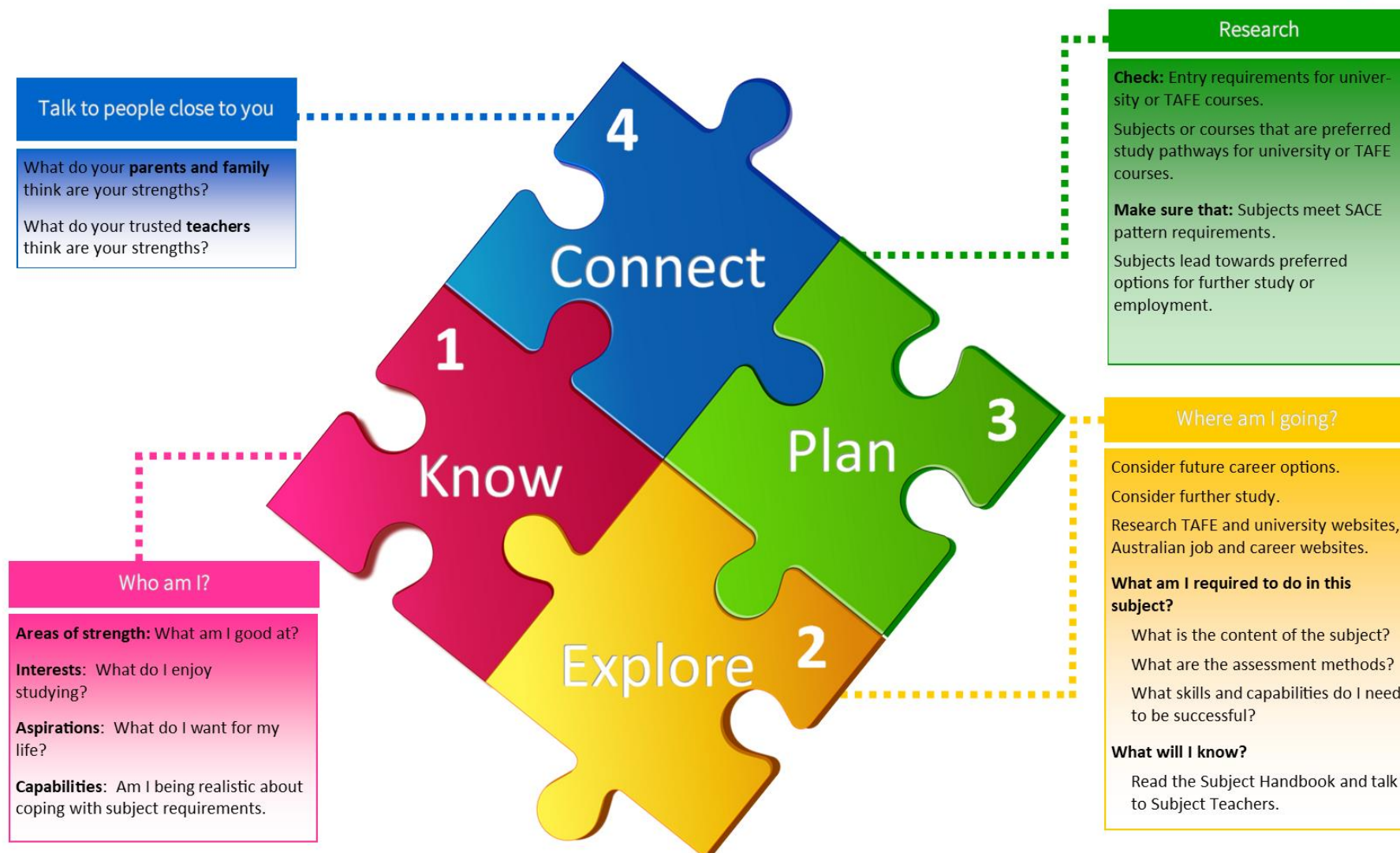
Students wishing to change subjects must organise to meet with Dr Chris Soar, Assistant Principal Teaching and Learning. If a change is to occur, students will bring home a subject change form for parents/caregivers to sign and return to Dr Soar.

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 students and/or 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.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 – 2, 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 1 ‘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

COMPULSORY SUBJECTS AT STAGE 1

Religion Studies

English/Literacy

Mathematics/Numeracy

RELIGIOUS EDUCATION

YEAR 10

(Semester – 10 Stage 1 SACE Credits)

SPIRITUALITIES, RELIGION AND MEANING

STAGE 1

(Full Year – 10 Stage 2 SACE Credits)

SPIRITUALITIES, RELIGION AND MEANING

SPIRITUALITIES, RELIGION AND MEANING

STATUS: Compulsory Full Year – 10 SACE Stage 2 Credits

CONTACT TEACHER: Ruth Taylor

PRE-REQUISITES

Successful completion of 10 Credits of Stage 1 Spiritualities, Religion and Meaning.

WHAT WILL I LEARN ABOUT?

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 an 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.

ASSESSMENTS

Connections (30%)

Students devise and run a social justice focussed fundraiser

Reflective Analysis (40%)

- Students respond to their Year Level Retreat Experience
- Students respond to guest speaker input and advocate for change

Transformative Action (External 30%)

students explore a big issue impacting our current world

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

There are no additional costs for this subject.

ENGLISH

YEAR 10 (Full Year)

ENGLISH EXTENSION	ENGLISH	ESSENTIAL ENGLISH
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STAGE 1 (Full Year)

ENGLISH PRE-LITERARY STUDIES	ENGLISH	ESSENTIAL ENGLISH
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STAGE 2 (Full Year)

ENGLISH LITERARY STUDIES	ENGLISH	ESSENTIAL ENGLISH
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ENGLISH PRE-LITERARY STUDIES

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

CONTACT TEACHER: Anthony Arciuolo

PRE-REQUISITES

Students will need to have succeeded in Year 10 English to a B grade or higher. Students will need to be curious about plays, novels, film and poetry and the way complex ideas, themes and perspectives are explored through techniques. Students should be confident readers and writers and be prepared to articulate ideas in structured ways through essays and exams.

WHAT WILL I LEARN ABOUT?

The focus of this course is the analysis of literary texts such as plays, novels, films and poetry. This course focuses on sophisticated texts that are recognised for having enduring artistic value. Students will learn how authors use a wide range of techniques to explore ideas. Through the shared study of texts, students have opportunities to exchange and develop ideas, find evidence to support a personal view, and learn to construct logical and convincing arguments.

ASSESSMENTS

Semester 1

Responding to Texts (50%)

- Novel Analysis - Students will examine a novel and analyse how language and stylistic features are used to convey ideas and influence audience. Students will write a formal analytical essay of 800 words.
- Poetry Analysis - Students will read and analyse a range of poems on a specific theme such as love or loss. Students choose two poems to compare and contrast in terms of form, language and stylistic features. 5min Oral Presentation or Screencast

Creating Texts (25%)

Transformative - Students will draw inspiration from one of the Shared Studies texts and transform a poem into a narrative, OR a narrative into a poem using all narrative elements; title, setting, characters, rising conflict, climax, falling action, resolution, poetic conventions. Up to a maximum of 800 words.

Intertextual Study (25%)

Comparative - Critical Interpretation of two different text types such as Shakespearean play and a film analysing the similarities and differences in the writers' construction of the narrative elements for their respective audiences. Students will write a formal analytical essay of 1000 words.

Exam

Students will undertake a critical reading of one or more short texts. The short texts may be in a variety of forms (e.g. narrative, fiction, non-fiction, poetry, texts with graphic or visual elements, or excerpts from film or soundtracks). The critical reading is a 100-minute in length and under exam conditions and while the mark does not go towards SACE, the exam is a good indicator of a student's potential for Stage 2 English Literary Studies.

Semester 2

Responding to Texts (50%)

- Media Analysis: Students will examine a range of different media blogs and examine how the purpose, context and audience of an online blog influences the language and stylistic features. Students will write a formal analytical comparative essay of 800 words

- **Critical Perspectives:** Students will analyse how the same text can be interpreted in a number of different ways according to different readers' interpretations, such as Feminist, Socio-Historic or Psychoanalytical Perspectives. Students will write a formal analytical essay of 800 words.

Creating Texts (25%)

Advocacy Speech - Students will create a persuasive speech on a topic of interest to them. Students will be assessed on their ability to demonstrate detailed knowledge and understanding of the values and beliefs explored through their chosen topic, as well as how successfully they can apply a range of stylistic and persuasive techniques to convey meaning and convince their audience. 5-minute Oral Presentation with PowerPoint or Screencast with film, voice over and music.

Intertextual Study (25%)

Comparative: Critical Interpretation of a novel and a film analysing the similarities and differences in the writers' construction of the narrative elements for their respective audiences. Students will write a formal analytical essay of 1000 words.

Exam

Students will undertake a critical reading of one or more short texts. The short texts may be in a variety of forms (e.g. narrative, fiction, non-fiction, poetry, texts with graphic or visual elements, or excerpts from film or soundtracks). The critical reading is a 100-minute in length and under exam conditions and while the mark does not go towards SACE, the exam is a good indicator of a student's potential for Stage 2 English Literary Studies.

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

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

CONTACT TEACHER: Anthony Arciuolo

PRE-REQUISITES

C- or higher result is a recommendation for this subject due to the complexities of text analysis and text creation.

WHAT WILL I LEARN ABOUT?

Students will be using analytical and creative skills to explore representations of teenagers in texts throughout Semester 1. Semester 2 will be focussed on preparing students for Stage 2 General English through developing comparative analysis skills, film analysis skills, and critiquing mass media to become critical consumers of information. By creating and responding to a variety of text types, students will learn the relationship between purpose, context and audience and how these influence texts and their meaning.

ASSESSMENTS

Responding to Texts (35%)

- Novel Study – Analytical Essay Response (800 words)
 - Students will read a shared class text and respond to an analytical essay question that addresses how language and stylistic features have been used to convey themes/key ideas.
- Film Analysis – Screencast (5 minutes)
 - Students will view a film as a class and analyse the use of cinematic techniques and how they link to the complex ideas explored in the film.
- Mass Media Comparison – Written Report (800 words)
 - Students will identify a contemporary issue in the media. Compare how authors use language and form to persuade or influence a target audience.

Creating Texts (35%)

- Imaginative Writing – Written Creative Response (800 words)
 - Students will produce their own imaginative piece of writing by choosing one of the various forms taught in class.
- Writer's Statement – Report with Headings (800 words or 5 minutes of equivalency)
 - Students will produce a Writer's Statement based on the 'Imaginative Writing' task where they will justify the creative decisions made in the process of writing the text.
- Persuasive Response – Written Article (800 words)
 - Students will produce a persuasive article based on an investigative journalism piece.

Intertextual Study (30%)

- Representations of Teenagers – Screencast (6 minutes)
 - Students will study a variety of different text types on the theme of struggles of adolescents. Students will then choose their own two texts and compare the similarities and differences in the use of techniques to convey similar themes.
- Comparison of two texts – Essay (1,000 words)
 - Students will study a novel and a film and write a comparative essay on the similarities and differences of techniques to convey similar/different key ideas.

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

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

CONTACT TEACHER: Anthony Arciuolo

PRE-REQUISITES

There are no pre-requisites for this subject.

WHAT WILL I LEARN ABOUT?

Students will respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

ASSESSMENTS

Semester 1

Creating Texts (25%)

Celebration Speech – Students will create and present a five-minute multimodal speech for a family member for a family celebration such as a wedding or significant birthday.

Responding to Texts (75%)

- Response to class novel - Students will answer a series of questions in response to a class shared novel. They will demonstrate comprehension of the events and characters of the text, and the techniques and language used by the author to create the text (max. 800 words).
- Advertising - Students will analyse an independently chosen advertising text for a product or for road safety. They will analyse the techniques used and use of cultural, social, and technical language (max. 800 words).
- Review writing - Students will create a review in response to an activity that the class has taken part in. The review will be suitable for publication in a local newspaper or on a website (400-600 words).

Semester 2

Creating Texts (25%)

Students will create social media or visual/multimedia texts for an advertising campaign on a justice issue. Students will use a range of techniques and the cultural language of advertising and spoken language (max. 800 words).

Responding to Texts (75%)

- Response to Shared Film - Students will answer a series of questions provided by the teacher in response to a shared film. They will demonstrate comprehension of the events and characters of the text, and the techniques and language used by the author to create the text (max. 800 words).
- Song Lyrics - Students will analyse song lyrics which relates to a justice issue. Students will analyse a range of techniques and identify and analyse the use of cultural, social and technical language (max. 800 words).
- Film Analysis Oral - Students will analyse the opening sequence or another significant sequence in a film of their own choice. Students will interview a cinematographer, costume designer, musical director, and director while demonstrating their understanding of filmmaking techniques (5-minute multimodal presentation).

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)

MATHEMATICAL METHODS	GENERAL MATHEMATICS	ESSENTIAL MATHEMATICS (10 SACE Credits)
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STAGE 1 (Semester or Full Year)

MATHEMATICAL METHODS 4 Semesters (Pre-Stage 2 Specialist)	MATHEMATICAL METHODS (Minimum of 2 Semesters to continue to Stage 2)	GENERAL MATHEMATICS 1 or 2 Semesters (2 Semesters to continue to Stage 2)	ESSENTIAL MATHEMATICS 1 or 2 Semesters (2 Semesters to continue to Stage 2)
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STAGE 2 (Full Year)

SPECIALIST MATHEMATICS + MATHEMATICAL METHODS (Specialist must be studied together with Methods for 40 credits)	MATHEMATICAL METHODS	GENERAL MATHEMATICS	ESSENTIAL MATHEMATICS	COMMUNITY CONNECTIONS MATHEMATICS FOCUS
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MATHEMATICAL METHODS

STATUS: Students may enrol in 2, 3 or 4 Semesters of Stage 1 Mathematical Methods.

- To enrol in Stage 2 Specialist Mathematics, students must complete 4 semesters (Units) of Stage 1 Mathematical Methods.
- To enrol in Stage 2 Mathematical Methods, students may enrol in 2, 3 or 4 semesters (Units) of Stage 1 Mathematical Methods but it is strongly recommended that they enrol in at least 3 semesters.
- Students wanting to study Stage 2 Mathematical Methods who want to enrol in only 2 semesters of Stage 1 Mathematical Methods must be approved by the Leader of Learning – Mathematics (for stage 1 and into stage 2).

CONTACT TEACHER: Anna Beinke

PRE-REQUISITES

Successful completion of Year 10 Mathematical Methods. Students who have successfully completed Year 10 General Mathematics who wish to enrol in Stage 1 Mathematical Methods must be approved by the Leader of Learning.

WHAT WILL I LEARN ABOUT?

Students select either:

- Units 1 and 3 (2 semesters, full year of Mathematics)
- Units 1, 2 and 3 (3 semesters, full year + one extra line in semester 1)
- Units 1, 2, 3 and 4 (4 semesters, full year, 2 lines)

UNIT 1 Sem 1	Functions and Graphs Describing, sketching, interpreting, and discussing the behaviour of graphs that arise from everyday situations.	Polynomials Further modelling of real-world situations. Polynomial functions are used for exploring relationships that are more complex than linear models.	Counting and Statistics The study of inferential statistics with the introduction to counting techniques and the use of combinations for counting the number of selections from a group. An exploration of distributions and measures of spread, extending students' knowledge of the measures of central tendency in statistics.
UNIT 2 Sem 2	Trigonometry Students expand their mathematical modelling into contexts such as construction, design, navigation, and surveying by using periodic functions. Students extend their understanding of trigonometry into non-right-angled triangles. Radian measure of angles is introduced, the graphs of the trigonometric functions are examined, and their applications in a range of settings are explored.	Growth and Decay This topic covers the study of exponential and logarithmic functions under the unifying idea of modelling growth and decay. The mathematical models investigated arise from actual growth and decay situations such as human population growth, the growth of bacteria, radioactive decay, and the spread of diseases.	Introduction to differential calculus Students study the links between variables that are constantly changing. Rates and average rates of change are introduced, followed by the key concept of the derivative as an 'instantaneous rate of change'.

UNIT 3 Sem 1	Arithmetic and Geometric Sequences and Series Arithmetic and geometric sequences and series and their applications, such as growth and decay, are introduced and their recursive definitions applied.	Matrices Part 1 Matrices provide new perspectives for working with two-dimensional space. Extension of matrix arithmetic to applications such as linear transformations of the plane, solving systems of linear equations and cryptography.	Real and Complex Numbers Mathematical induction is introduced as a way of proving a given statement for all integers. Complex numbers extend the concept of the number line to the two-dimensional complex plane. Operations with complex numbers, their geometric representation, and their use in solving problems that cannot be solved with real numbers alone.
UNIT 4 Sem 2	Matrices Part 2 Matrices provide new perspectives for working with two-dimensional space. Extension of matrix arithmetic to applications such as linear transformations of the plane, solving systems of linear equations and cryptography.	Vectors Vectors are used to specify quantities that have size (magnitude) and direction. These quantities include velocity, force, acceleration, displacement, and are used in fields such as physics and engineering. Students look at vector operations, their applications, and their use in proving results in geometry.	Further Trigonometry In this topic, students extend their understanding of trigonometric functions. Students model circular motion in the familiar contexts of, for example, Ferris wheels, merry-go-rounds, and bicycle wheels. These functions are fundamental to understanding many natural oscillatory phenomena such as lunar illumination, tidal variation, and wave propagation.

ASSESSMENTS

Folio (25%)

- Unit 1: Investigating the Features of Polynomials
- Unit 2: Modelling with Derivatives – Cake Tin Optimisation
- Unit 3: Investigating Lill's Circle (Geometry)
- Unit 4: Daisy's Milk Production (Further Trigonometry)

Skills and Applications Tasks (75%)

Each topic will have a test, each of which will count for 25% of the semester grade.

Exam

Exam score will be taken into consideration for Stage 2 subject recommendations.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

Students need to have their own TI84 Plus graphing calculator for the learning and assessment of Mathematics, \$225 approximately.

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

STATUS: Semester or Full Year

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

CONTACT TEACHER: Anna Beinke

PRE-REQUISITES

Successful Completion of Year 10 General Mathematics or Mathematical Methods.

WHAT WILL I LEARN ABOUT?

Semester 1	Semester 2
Statistics <ul style="list-style-type: none">• Sampling and data collection• Selecting appropriate graphs to display data (bar graph, scatterplot, histogram)• Interpreting graphs and data• Measures of centre (mean, median, mode)• Measures of spread (range, standard deviation)• Drawing and interpreting stem and leaf plots• Drawing and interpreting box and whisker plots	Applications of Trigonometry <ul style="list-style-type: none">• Identifying the opposite, adjacent and hypotenuse of right-angled triangles.• Using the sine, cosine, and tangent ratios to calculate unknown sides and angles of right-angled triangles.• Using Heron's Rule to find the area of any triangle.• Using the Sine and Cosine rule to find unknown sides of any triangle.• Applying trigonometry to solve problems (e.g. find the height of an unreachable object).
Investing and Borrowing <ul style="list-style-type: none">• Simple Interest• Compound Interest• Annualising an interest rate (effective interest rate)• Personal loans	Linear Functions and their Graphs <ul style="list-style-type: none">• Linear relationships between two variables• Calculating the slope and intercepts of a line• Linear equations• Graphing lines from equations• Determining the equation of a line• Exponential functions• Graphs of exponential functions• Growth and decay
Measurement <ul style="list-style-type: none">• Converting units of length, area, volume and capacity.• Perimeter formulas and calculations• Area formulas and calculations• Using Simpson's rule to calculate the area of irregular shapes• Surface area formulas and calculations• Volume formulas and calculations• Capacity• Problem solving using measurement skills (e.g. construction costs)	Matrices and Networks <ul style="list-style-type: none">• Matrices – what are they and where are they used?• Multiplication by a scalar• Adding and subtracting matrices• Using matrices to set up costing and inventory control problems• Matrix multiplication• Costing using matrices• Reading and using networks• Number of paths in directed networks• Shortest and longest paths through a network• Maximum flow algorithm• Spanning trees

ASSESSMENTS

Semester 1

Investigation (35%)

Measurement Investigation – Design an Outdoor Chess piece

Skills and Applications Tasks (65%)

- Statistics Test
- Measurement Test
- Investing and Borrowing Test

Exam

Exam score will be taken into consideration for Stage 2 subject recommendations.

Semester 2

Investigation (35%)

Matrices and Networking Investigation – Networks in the City of Adelaide

Skills and Applications Tasks (65%)

- Applications of Trigonometry Test
- Matrices Test
- Linear and Exponential Functions Test

Exam

Exam score will be taken into consideration for Stage 2 subject recommendations.

COMPULSORY REQUIREMENTS

Students need to have their own TI84 Plus graphing calculator for the learning and assessment of General Mathematics, \$225 approximately.

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

STATUS: Semester or Full Year

Compulsory for one Semester (Minimum C Grade required for SACE)

CONTACT TEACHER: Anna Beinke

PRE-REQUISITES

There are no pre-requisites for this subject.

WHAT WILL I LEARN ABOUT?

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

Calculations, Time and Ratio Students practise calculations required for everyday living, both by hand and using a calculator.	Earning and Spending Students examine basic financial calculations. They understand the different ways of being paid for work and the impact of taxation on their income. They learn to manage the spending of their earnings through budgeting.	Geometry Students name a variety of common 2D and 3D figures and classify them according to their geometric properties. They learn to measure and classify angles and use instruments (e.g. a pair of compasses and a straight edge) to construct geometrical figures.
Data in Context Students learn to read and critically interpret data presented to them in various forms. They collect, organise, analyse, and interpret data to make informed decisions and predictions, or support a logical argument.	Measurement Students extend their skills in estimating, measuring, and calculating in practical situations. They identify problems involving length, area, mass, volume, and capacity, and apply relevant techniques to solve them.	Investing Students investigate interest, term deposits, and the costs of credit. To explore the concepts and uses of simple and compound interest, students collect and analyse materials from various financial institutions outlining their financial products. They examine the effects of changing interest rates, terms, and investment balances on interest earned, and make comparisons.

ASSESSMENTS

Folio (25%)

Semester 1 – Scale and Spending Money Assignment

Semester 2 – Data in Context Assignment

Skills and Applications Tasks (75%)

Each topic will have a test, each assessment will account for 25%. This will form 75% of the semester grade.

Exam

End of year examination only for students who complete 2 semesters of Essential Mathematics.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

Students need to have their own TI84 Plus graphing calculator for the learning and assessment of Essential Mathematics, \$225 approximately.

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, replacing one of your other chosen subjects in order to complete this SACE requirement.

VISUAL ARTS

YEAR 10 (1 or 2 Semesters)		
VISUAL ARTS	VISUAL ARTS DESIGN	PHOTOGRAPHY AND FILM

STAGE 1 (1 or 2 Semesters)		
VISUAL ARTS ART	VISUAL ARTS DESIGN	PHOTOGRAPHY (CREATIVE ARTS)

STAGE 2 (Full Year)			
VISUAL ARTS ART	VISUAL ARTS DESIGN	PHOTOGRAPHY (CREATIVE ARTS)	PHOTOGRAPHY COMMUNITY CONNECTIONS

VISUAL ARTS: ART

STATUS: Semester or Full Year

CONTACT TEACHER: Paul Kralj

PRE-REQUISITES

Successful completion of Year 10 Visual Art, Design or Photography is recommended.

WHAT WILL I LEARN ABOUT?

Students will learn how to conceive, develop, and make artworks in response to a given theme.

An integral part of the Art process is the documentation of visual thinking. Students will be encouraged to select and explore a range of media in the development of their Folio work.

Students will learn to communicate knowledge and understanding of their own and other practitioners' works of art or design. They will also analyse, interpret, and respond to visual arts in different cultural, social, and/or historical contexts.

ASSESSMENTS

Folio (40%)

Students produce one 15 A3 page folio that documents their visual learning, in support of one practical artwork.

Practical (30%)

- Practical: Students produce one resolved practical artwork.
- Practitioners Statement: Students prepare one written practitioner's statement of 250 words for their practical artwork.

Visual Study (30%)

Students will produce one visual study folio with a maximum of 12 A3 pages (or electronic equivalent), integrated with a maximum of 750 words of written text.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

Students are required to have two A3 Folios.

VISUAL ARTS: DESIGN

STATUS: Semester or Full Year

CONTACT TEACHER: Paul Kralj

PRE-REQUISITES

Successful completion of Year 10 Visual Art, Design or Photography is recommended.

WHAT WILL I LEARN ABOUT?

Students will learn how to conceive, develop, and make design works in response to a given brief.

An integral part of Design is the documentation of visual thinking. Students will be encouraged to select and explore a range of media in the development of their Folio work.

Design practical work(s) involves the application of technical skills with both traditional and digital media. Students will learn how to utilise Adobe applications such as Illustrator and Indesign as part of the design process.

Students will learn to communicate knowledge and understanding of their own and other practitioners' works of art or design. They will also analyse, interpret, and respond to visual arts in different cultural, social, and historical contexts

ASSESSMENTS

Folio (40%)

Students produce one 15 A3 page folio that documents their visual learning, in support of one practical design work.

Practical (30%)

Practical: Students produce one resolved practical design work.

Practitioners Statement: Students prepare one written practitioner's statement of 250 words for their practical design work.

Visual Study (30%)

Students will produce one visual study folio with a maximum of 12 A3 pages (or electronic equivalent), integrated with a maximum of 750 words of written text.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

Students are required to have two A3 Folios.

PHOTOGRAPHY: CREATIVE ARTS

STATUS: Semester or Full Year

CONTACT TEACHER: Paul Kralj

PRE-REQUISITES

It is highly recommended that students who undertake this course have successfully completed Year 10 Photography and Film.

WHAT WILL I LEARN ABOUT?

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.

ASSESSMENTS

Product (50%)

- Product: Students will need to produce 1 resolved Photographic product.
- Folio of evidence: Students will need to create a folio of evidence documenting their use of the Creative Arts process for their Photographic product. The support materials will need to comprise a total of 6 A3 pages with a maximum of 750-word annotation.

Investigation (20%)

Students investigate and analyse both the key ideas and working methods of a Photographic practitioner. The report may be presented in written, oral, or multi-model form with a maximum of 750 words if written or 5 minutes for an oral presentation.

Practical Skills (30%)

Students will produce one practical skills folio that demonstrates a focused exploration, application, and evaluation of 4 photographic skills, integrated with a maximum of 750 words of written text.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

No additional costs for this subject.

PERFORMING ARTS

YEAR 10 (1 or 2 Semesters)		
General Music	Special Interest Music	Drama

STAGE 1 (1 or 2 Semesters)		
Music Experience <ul style="list-style-type: none"> • Performance • Musicianship • Arranging • Musical Elements 	Music Advanced <ul style="list-style-type: none"> • Performance • Musicianship Theory 	Drama

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

MUSIC

STATUS: Semester or Full Year

CONTACT TEACHER: Ben Simmonds

PRE-REQUISITES

- Demonstrated aptitude and successful completion of Year 10 Music
- Experienced on chosen instrument

WHAT WILL I LEARN ABOUT?

Stage I Music provides an overview of all disciplines of music in preparation for more specific study in Year 12. You will study various styles, genres or artists related to your chosen instrument or composition style and complete an analyses or review of their work. You will use the skills and techniques that you have discovered in your studies of styles or genres to guide your own creative work.

ASSESSMENTS

Creative Work (60%)

You will present two performances and one composition each semester. The performances will be a total of 5-10 minutes with a 500-word creator's statement. The composition will be between 1-3 minutes with a 500-word composer's statement.

Musical Literacy (40%)

You will analyse your own creative work and the creative work of other artists. You will present a folio of which outlines how you have connected ideas and influences from other artists to your own creative work. You will analyse and review a live performance by an artist of your own choice.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

It is recommended that students have a private instrumental tutor.

DRAMA

STATUS: Semester

CONTACT TEACHERS: Nathan Quadrio

PRE-REQUISITIES

Successful completion of Year 10 Drama is recommended.

WHAT WILL I LEARN ABOUT?

Students will explore several core theories and practitioners of the performing arts, using this knowledge to create and analyse Drama. They will work through the Dramatic Process to develop, plan, practice, refine, perform and reflect upon works that they have created and viewed. Students will work in groups to form theatre companies with identities and visions which they will use to help direct the creation of their own work.

Students will have the opportunity to engage in both on and offstage roles in the creation of their performances utilising the Drama department's sound, lighting, costumes, props and sets.

ASSESSMENTS

Performance (40%)

- Students apply the Dramatic Process to develop a performance in collaboration with other members of their group/class. This process is documented with video, photos, written reflection and verbal reflection to track the process of the creation of work.
- They develop skills through study of practitioners which they apply to the final creation of their work.

Responding to Drama (30%)

- Students create a written or oral reflection which makes connections between their learning and dramatic works they have experienced (live productions, workshops, etc.)
- They will analyse and reflect upon ideas, techniques, skills, choices and artistic impact of the event on audiences and their own development as a performer.

Creative Synthesis (30%)

Students identify a show alongside a practitioner or theatrical style and – using the Dramatic Process – develop a hypothetical production for that show. They will need to identify and apply stylistic features to show an understanding of the style.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

There will be no additional costs for this subject.

HUMANITIES AND SOCIAL SCIENCES

YEAR 10 (1 or 2 Semesters)			
HISTORY (1 Semester Compulsory)	HISTORY BROADENING ELECTIVE (1 Semester)	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	TOURISM	ACCOUNTING	BUSINESS INNOVATION

MODERN HISTORY

STATUS: Semester or Full Year

CONTACT TEACHER: Debbie Wherry

PRE-REQUISITES

Students will have a demonstrated aptitude and successful completed of Year 10 History and English.

WHAT WILL I LEARN ABOUT?

Students will study two topics out of a possible six and complete one Historical Study

- Imperialism
- Decolonisation
- Indigenous Peoples
- Social Movements
- Revolution
- Elective

ASSESSMENTS

Historical Skills (70%)

Multimodal presentation on the Social Movements topic to a maximum of 3-4 minutes. Sources Analysis on the Revolutions topic to a maximum of 800 words. Essay on the Revolutions topic to a maximum of 800 words.

Historical Study (30%)

Students complete a Historical Study in an area of interest from 1750 onwards. Students may choose a historical idea, event, person, or group to investigate. This may be completed in a written, oral, or multimodal format to a maximum of 1000 words or equivalent.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

There are no additional costs for this subject.

ANCIENT STUDIES

STATUS: Semester or Full Year

CONTACT TEACHER: Adrian Adams

PRE-REQUISITES

Successful completion of Year 10 History or Broadening Elective. Students would also benefit from a capacity to be involved in group discussion, critical reading and research.

WHAT WILL I LEARN ABOUT?

Stage 1 Ancient Studies gives students the opportunity to use story, film and art to explore and challenge how the ancient past is represented. Using historical artefacts and sources, students will learn to question their understanding of the beliefs, technology and military conflict and daily life in any two ancient societies. In addition, students will learn about how ancient sites and/or museums preserve and protect historical artefacts.

ASSESSMENTS

Skills and Application Tasks (80%)

Students will produce three written or multimodal tasks related to a selected topic.

These may include a:

- Creative Response: Students will create an 800-word narrative, interview, scripted oral to convey an understanding of a significant military leader or conflict.
- Presentation: Students will create a 5-minute multi-modal presentation about an ancient society that considers the attitudes and values, daily life or how ideas or innovations influenced society.
- Report: Students will submit an 800-1000-word report that examines how ancient sites/museums protect and preserve history.

Inquiry (20%)

Students will produce one written or multimodal task related to an area of their own choice. The focus is on planning and researching focus questions connected to their inquiry topic. Students will need to present their findings using historical skills along with an evaluation of sources in a well-planned argument.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

There are no additional costs for this subject.

LEGAL STUDIES

STATUS: Semester or Full Year

CONTACT TEACHER: Tania Watters

PRE-REQUISITES

There are no pre-requisites for this subject.

WHAT WILL I LEARN ABOUT?

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 and consider potential improvements to laws and legal processes.

This course is made up of two sections:

1. Law and Society
2. Students will study a minimum of 2 topics from the list below:
 - People, Structures and Processes
 - Law-Making
 - Justice and Society
 - Young People and the Law
 - Minority Groups and the Law

ASSESSMENTS

- Analytical Response (1200-word or equivalent Multimodal Presentation)
- Inquiry (1200-word essay)
- Presentation (Group presentation with 500-word individual reflection)

ARE THERE ADDITIONAL COSTS FOR THIS SUBJECT?

There are no additional costs for this subject.

ENVIRONMENTAL STUDIES: PEOPLE AND SUSTAINABLE FUTURES

STATUS: Semester or Full Year

CONTACT TEACHER: Alex Hewson

PRE-REQUISITES

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.

WHAT WILL I LEARN ABOUT?

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.

ASSESSMENTS

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

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

There are no additional costs for this subject.

TOURISM

STATUS: Semester or Full Year

CONTACT TEACHER: Alex Hewson

PRE-REQUISITES

There are no pre-requisites for this subject.

WHAT WILL I LEARN ABOUT?

Students will learn about the tourism industry in South Australia and the variety of economic, environmental, and cultural components that combine to create experiences for tourists and support local communities. This will include analysis of specific tourist profiling models and tourism concepts to apply to the study of local tourism destinations.

ASSESSMENTS

Case Study (25%)

Students will visit a South Australian tourism destination and apply a range of tourism concepts and models to assess tourists and tourism in the area. Students will submit in a multi-modal format up to 6-minutes in length.

Source Analysis (25%)

Students will apply their knowledge of tourism models and concepts to a set of sources. Students will respond in an online format through both short answer and extended response format. This task is done under test conditions within a set timeframe.

Practical Activity (25%)

Students will create a holiday itinerary to suit a particular tourist or scenario. Students will submit this task using a highly visual and structured format, suitable for conveying a holiday itinerary to a prospective tourist. This task will include a reflective component to assess the appropriateness of the planned itinerary. The components of this task are submitted in a variety of formats, up to 1000-words.

Investigation (25%)

Students will identify a trend, development or contemporary issue and construct their own focus question to guide an independent investigation. This task requires at least one primary source and will be submitted as a 1000-word report.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

Students will be required to attend one or two excursions for this course. Every effort is made to keep the cost of these excursions between \$10-\$20 per student.

ACCOUNTING

STATUS: Semester or Full Year

CONTACT TEACHER: Christine McMahon

PRE-REQUISITES

Students will have a demonstrated aptitude and successful completion of Year 10 English and Mathematics.

WHAT WILL I LEARN ABOUT?

The subject is structured around three focus areas:

- Understanding accounting
- Understanding financial sustainability
- perspectives in accounting

These focus areas are underpinned by the following learning strands:

- Financial literacy
- Stakeholder information and decision-making
- Innovation

ASSESSMENTS

Accounting Skills (75%)

Students will undertake three accounting skills tasks.

The tasks as a set compromise a maximum of 2400 words if written, or the equivalent in oral or multimodal form, where 6 minutes is equivalent to 1000 words. This is inclusive of all financial statements.

Accounting Inquiry (25%)

Students will undertake one accounting inquiry.

The accounting inquiry may be presented in multimodal, oral or written form to the equivalent of 6 minutes or one thousand words. This is inclusive of all financial statements.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

There are no additional costs for this subject.

BUSINESS INNOVATION

STATUS: Semester or Full Year

CONTACT TEACHER: Alex Hughes

PRE-REQUISITES

There are no pre-requisites for this subject.

WHAT WILL I LEARN ABOUT?

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.

Topics include:

- 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

ASSESSMENTS

Business Skills (70%)

- Task 1 – Group Presentation and 500-word Individual Evaluation
- Task 2 – 30 Day Business Plan including 800-word equivalent Timeline
- Task 3 – Business Model Summary including 800-word Infographic

Business Pitch (30%)

2-minute Pitch with 800-word Evaluation

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

There are no additional costs for this subject.

TECHNOLOGIES

YEAR 10 (1 or 2 Semesters)							
MATERIAL SOLUTIONS	ADVANCED MANUFACTURING	DIGITAL TECHNOLOGIES	CHILD STUDIES	FOOD TECHNOLOGIES	FABRIC TECHNOLOGIES	FOOD AND HOSPITALITY	CERTIFICATE I IN HOSPITALITY

STAGE 1 (1 or 2 Semesters)							
MATERIAL SOLUTIONS	ADVANCED MANUFACTURING INDUSTRY SOLUTIONS	DIGITAL TECHNOLOGIES	FOOD TECHNOLOGIES	FOOD AND HOSPITALITY	CERT II IN KITCHEN OPERATIONS	CHILD STUDIES	FABRIC TECHNOLOGIES/FASHION DESIGN

STAGE 2 (Full Year)					
MATERIAL SOLUTIONS	ADVANCED MANUFACTURING INDUSTRY SOLUTIONS	DIGITAL TECHNOLOGIES	CHILD STUDIES or CHILD STUDIES COMMUNITY CONNECTIONS	FOOD AND HOSPITALITY or FOOD AND HOSPITALITY COMMUNITY CONNECTIONS	FABRIC TECHNOLOGIES or FABRIC TECHNOLOGIES COMMUNITY CONNECTIONS

DESIGN AND TECHNOLOGIES – MATERIAL SOLUTIONS

STATUS: Semester or Full Year

CONTACT TEACHER: Billy Blauhoefer-Clogg

PRE-REQUISITES

Successful completion of a year 10 Materials Solutions course is highly recommended. Successful completion of year 10 Advanced Manufacturing may be acceptable (a discussion with Technologies Coordinator is needed).

WHAT WILL I LEARN ABOUT?

Material Solutions focuses on the production of solutions using **traditional methods**. The traditional methods may include metalwork, woodwork and or plastics with the focus being hand production skills. These skills and materials used will be dependent on the design brief you create. You will also conduct an in-depth materials investigation in relation to your designed solution.

ASSESSMENTS

Folio (70%)

- Design Brief: Figuring out what project you would like to make and plan out the process of making it.
- Research of Existing Products / Specifications and Constraints / Mind Map: Looking at similar products to what you want to make and setting limits for your project
- Concepts, Development and Solution: Designing your project
- Material List and Costing / Production Plan: Deciding which materials you would like to use, working out how much your project will cost and creating a step by step process to produce your project
- Environmental Impact Study: A 600-word research task focusing on the impact of your project on society and the environment
- Journal / Evaluation: Pictures and comments of your production process and a comprehensive evaluation of your design process

Skills and Applications Tasks (30%)

You will complete two practical skills tasks and two 500-word reports focusing on skills learnt in each task. These tasks are open and could be metal wood or plastics related depending on the design brief. These tasks are often related to joining methods, finishing methods or material specific skills.

- Skills Investigation 1
- Skills Investigation 2

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

Students will need to purchase building materials ranging between \$20 – \$200, depending on the individual project.

ADVANCED MANUFACTURING – INDUSTRY SOLUTIONS

STATUS: Semester or Full Year

CONTACT TEACHER: Billy Blauhoefer-Clogg

PRE-REQUISITES

Successful completion of year 10 Advanced Manufacturing course is highly recommended. Successful completion of year 10 Material Solutions may be acceptable (a discussion with Technologies Coordinator is needed).

WHAT WILL I LEARN ABOUT?

Advanced Manufacturing focuses on the production of solutions using **Computer Aided Design (CAD) and advanced machines**. The advanced methods you will focus on are 3D modelling using Fusion 360 and the use of different machines such as the CN Plasma, CN Router, Laser Cutter, and 3D Printer. The skills used will be dependent on the design brief you create. You will also conduct an in-depth materials investigation in relation to your designed solution.

ASSESSMENTS

Folio (70%)

- Design Brief: Figuring out what project you would like to make and plan out the process of making it.
- Research of Existing Products/Specifications and Constraints/Mind Map: Looking at similar products to what you want to make and setting limits for your project.
- Concepts, Development and Solution: Designing your project
- Material List and Costing/Production Plan: Deciding which materials you would like to use, working out how much your project will cost and creating a step-by-step process to produce your project.
- Environmental Impact Study: A 600-word research task focusing on the impact of your project on society and the environment.
- Journal / Evaluation: Pictures and comments of your production process and a comprehensive evaluation of your design process.

Skills and Applications Tasks (30%)

You complete two skills tasks and two 500-word reports focusing on skills learnt in each task. These tasks will use Fusion 360 and could be metal wood or plastics related depending on the design brief. These tasks will be related to using the different advanced machinery.

- Skills Investigation 1
- Skills Investigation 2

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

Students will need to purchase building materials ranging between \$20 – \$200, depending on the individual project.

DIGITAL TECHNOLOGIES

STATUS: Semester or Full Year

CONTACT TEACHER: Tim Nykke

PRE-REQUISITES

Students will need a basic understanding of coding and a willingness to develop solutions demonstrating initiative, collaboration, creativity, and communication.

WHAT WILL I LEARN ABOUT?

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 in the areas of Mobile App and Game Development.

ASSESSMENTS

Semester 1 Mobile App Development	Semester 2 Game Development
Project Skills (60%) <ul style="list-style-type: none">• Investigation (Collaborative) – Big Data and Machine Learning and Ethics Students work collaboratively to identify and research the issues surrounding the rise of Big Data and Machine Learning into society.• Programming (Individual) – Learning Basic Programming Skills Students learn the skills to create app layouts using XAML, program controls and create a navigation page. They analyse algorithms learnt and extensions required in applying them to mobile app.• Product Design Plan (Individual) – Advanced App Features Students learn additional skill development to design a more advanced mobile app. Digital Solutions (40%) <ul style="list-style-type: none">• Advanced Programming (Individual) – Creating an Advanced mobile app students apply more advanced techniques to create a more advanced mobile app based on the skills and research performed in previous tasks.	Project Skills (70%) <ul style="list-style-type: none">• Investigation (Collaborative) – Game Design and Ethics Students work collaboratively to identify and research the issues surrounding the rise of Online Gaming into society. Students also research ethical considerations associated with Online Game development and investigate strategies that could be incorporated into their game to encourage responsible gaming as a teen.• Programming (Individual) – Learning Basic Programming Skills Students learn the skills to create the layout, sprites and basic placement and movement of objects within a role-playing game (RPG) (Unity). They analyse algorithms learnt and extensions required in applying them to a game. They identify the main components of their game and create a design brief.• Product Design Plan (Individual) – Advanced Game Features Students use the information explored in Task 1 and Task 2 and learn additional skill development to design a more advanced educational game for children. Students will produce and present a more detailed design concept, which clearly shows modifications and extensions to their original project, which incorporates more advanced programming concepts, including arrays, randomization, collision detection and avoidance.

	<p>Digital Solutions (30%)</p> <ul style="list-style-type: none"> • Advanced Programming (Individual) – Creating an Advanced RPG Game Students apply more advanced techniques to create a more advanced RPG game based on the skills and research performed in previous tasks. Students use the design plan to alter their existing game. skeleton, adapting the design as issues or new ideas arise.
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FOOD TECHNOLOGIES - MATERIAL SOLUTIONS

STATUS: Semester or Full Year

CONTACT TEACHER: Emily Donoghue

PRE-REQUISITES

Students should have confidence in working in the kitchen to prepare a variety of dishes. Completion of Year 10 Food and Hospitality or Food Technologies, or Certificate I in Hospitality would be an advantage.

WHAT WILL I LEARN ABOUT?

Develop the skills and knowledge to use equipment in the kitchen safely and competently to create food products. Use the design process to investigate, design, plan, produce and evaluate food products.

Semester 1

Skills Task 1: Contemporary Cake Trends

Skills Task 2: Party Foods

Final Product: Celebration Cake and Party Foods

Semester 2

Skills Task 1: Pastry Making

Skills Task 2: Presentation Skills

Final product: Grazing Board

ASSESSMENTS

Specialised Skills Tasks (40%)

Students complete two specialised skills tasks. They demonstrate skills and knowledge that will be required to produce their final product. Students evaluate and assess the development of their own skills and review how processes and techniques may influence their final product.

Design Process and Solution (60%)

Part 1 - Design development

Students show evidence of key design phases of investigation and analysis, design development and planning. For investigation and analysis students need to review design features, and research and discuss issues. For a 10-credit subject the evidence for the design development should be a maximum of 1250 words if written.

Part 2 - Solution realisation

Students create and evaluate their final product. They provide evidence of the final product in the form of images or a video recording and evaluate the completed product. Students evaluate how well the requirements of the design brief have been met, including what worked well, what did not go according to plan, and what was learnt. They consider possible modifications to improve the outcome and discuss how the final product is to be used. For a 10-credit subject, the evidence for the solution realisation should be a maximum of 500 words if written.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

\$100 per semester towards materials required for the course (eg food, packaging) paid at the beginning of each semester. There may be an additional cost for an excursion/ guest speaker each semester.

FOOD AND HOSPITALITY

STATUS: Semester or Full Year

CONTACT TEACHER: Emily Donoghue

PRE-REQUISITES

Students will need competent skills in research, analysis and reflection to complete written tasks. Students should have confidence in working in the kitchen to prepare a variety of dishes. Completion of Year 10 Food and Hospitality or Food Technologies, or Certificate I in Hospitality would be an advantage.

WHAT WILL I LEARN ABOUT?

Stage 1 Food and Hospitality focuses on the dynamic nature of the food and hospitality industry in Australian society. Students develop an understanding of contemporary approaches and issues related to food and hospitality through the following areas of study:

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

Students will work independently and collaboratively to develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation.

ASSESSMENTS

Semester 1	Semester 2
PRACTICAL ACTIVITY (50%) Café Brunch <ul style="list-style-type: none">• Action Plan (400 words)• Practical Application: Individually prepare and produce a café style brunch meal that includes the use of at least 2 high-risk foods.• Evaluation (400 words) Plant Based Food Trend <ul style="list-style-type: none">• Research Task (400 words)• Practical Application: In pairs, prepare and present a plant-based two course meal that reflects the issues discussed in the research task.• Evaluation (400 words) GROUP ACTIVITY (25%) The Biggest Morning Tea <ul style="list-style-type: none">• Group Decision-Making Task (400 words)• Practical Application: Collaboratively, students prepare and present a range of suitable finger foods for The Biggest Morning Tea fundraiser to serve to staff members.• Individual Evaluation (400 words) INVESTIGATION (25%) Individually, students complete a 600-word investigation on a contemporary issue relevant to the Food and Hospitality Industry.	PRACTICAL ACTIVITY (50%) Safety and Hygiene <ul style="list-style-type: none">• Action Plan (400 words)• Practical Application: Prepare and present a meal containing high risk ingredients suitable to be served at a café or restaurant.• Evaluation (400 words) Perfect Pasta <ul style="list-style-type: none">• Research Task (400 words)• Practical Application: In pairs, prepare and present a new healthy gourmet pasta dish that caters to a chosen common dietary requirement.• Evaluation (400 words) GROUP ACTIVITY (25%) TMC Food Relief <ul style="list-style-type: none">• Group Decision-Making Task (400 words)• Practical Application: In groups, prepare, portion, package and label 20 consistent individual healthy dinner meals that can be served at a community food relief organisation.• Individual Evaluation (400 words) INVESTIGATION (25%) Individually, students complete a 600-word investigation on a contemporary issue relevant to the Food and Hospitality Industry.

COMPULSORY REQUIREMENTS

\$100 per semester towards materials required for the course (eg food) paid by families at the beginning of each semester. There may be an additional cost for an excursion/ guest speaker each semester. This may be in the vicinity of \$10-\$30 depending on location.

CERTIFICATE II IN COOKERY

STATUS: Full Year – maximum 55 SACE Credits upon successful completion

CONTACT TEACHER: Emily Donoghue

PRE-REQUISITES

Completion of Certificate I in Hospitality at Year 10 would be an advantage but is not necessary. Students who have completed Certificate I in Hospitality will receive credit transfer for any units relevant and will have less theory work to complete.

WHAT WILL I LEARN ABOUT?

The Certificate II in Cookery (SIT20421) focuses on building upon the skills and knowledge learnt in Certificate I in Hospitality. Completion of this course will allow you to use a defined range of kitchen skills to prepare menu items. This course will give you an insight into what it means to be a chef. There is plenty of practical work throughout this course, and a range of sweet and savoury dishes will be made. **Students will also need to complete 12 shifts of work placement (3-4 hours each) at a hospitality venue.** Whilst the course runs over a semester, students are enrolled over 12 months to allow them extra time to complete the work placement requirements.

This course is facilitated over 1 full day per week for a semester and may be held off site (depending on the availability of kitchen space).

UNITS OF COMPETENCY

SITHCCC023	Use food preparation equipment
SITHCCC027	Prepare dishes using basic methods of cookery
SITHCCC034	Work effectively in a commercial kitchen
SITHKOP009	Clean kitchen premises and equipment
SITXFSA005	Use hygienic practices for food safety
SITXWHS005	Participate in safe work practices
SITXINV006	Receive, store and maintain stock
SITHCCC028	Prepare appetisers and salads
SITHCCC029	Prepare stocks, sauces and soups
SITHCCC030	Prepare vegetable, fruit, egg and farinaceous dishes
SITHASC020	Prepare dishes using basic methods of Asian cookery
SITHASC021	Prepare Asian appetisers and snacks
SITXFSA006	Participate in safe food handling practices

LINKS TO PATHWAYS

- Certificate III in Commercial Cookery
- Certificate III in Hospitality
- Stage 2 Food and Hospitality
- Employment in various Hospitality settings, such as restaurants, hotels, catering operations, clubs, pubs, coffee shops, cafes etc

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

The cost of the course is approximately \$2,300 per student **which will be fully covered by a combination of Government funding and the schools VET subsidy.** Students can only access subsidised funding for one Certificate II qualification, so any additional Certificate II will need to be paid in full by the family.

A chef uniform will also need to be purchased if you do not have one already (approximately \$120).

CHILD STUDIES

STATUS: Semester or Full Year

CONTACT TEACHER: Emily Donoghue

PRE-REQUISITES

Students will need competent skills in research, analysis and reflection to complete written tasks. Students should have competent skills working in the kitchen and sewing room. Completion of Year 10 Child Studies, Year 10 Fabric Technologies, Year 10 Food Technologies or Food and Hospitality would be an advantage.

WHAT WILL I LEARN ABOUT?

Stage 1 Child Studies focuses on exploring the period of childhood from conception to eight years, and issues related to the growth, health and well-being of children. Students will examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society.

ASSESSMENTS

Semester 1	Semester 2
Practical Activity (50%) Sensory Toy <ul style="list-style-type: none">Action Plan (400 words)Practical Application: Individually create a sensory toy for a baby to stimulate the baby's senses.Evaluation (400 words) Nutritious Meal for Children <ul style="list-style-type: none">Action Plan (400 words)Practical Application: Individually prepare a lunch or dinner meal suitable for a child aged 2-4 using kitchen technology.Evaluation (400 words) Group Activity (25%) Snack Foods <ul style="list-style-type: none">Group Decision-Making Task (400 words)Practical Application: Collaboratively, produce ten identical snack bars which are suitable for children, wrap individually and then package appropriately.Individual Evaluation (400 words) Investigation (25%) Individually, students complete a 600-word investigation on a contemporary issue relevant to child development.	Practical Activity (50%) Gift Basket for Newborn <ul style="list-style-type: none">Action Plan (400 words)Practical Application: Individually, prepare a series of items suitable for a gift basket for a newborn child.Evaluation (400 words) Children's Lunchbox <ul style="list-style-type: none">Research Task (400 words)Practical Application: Individually, create a minimum of 3 healthy homemade foods suitable for a 4-6 year old child's lunchbox.Evaluation (400 words) Group Activity (25%) Safety Presentation for Children <ul style="list-style-type: none">Group Decision-Making Task (400 words)Practical Application: Collaboratively, produce a series of props to use in a presentation teaching an aspect of safety for children.Individual Evaluation (400 words) Investigation (25%) Individually, students complete a 600-word investigation on a contemporary issue relevant to child development.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

Students completing a textiles item will be required to purchase their own material for individual items produced. An additional \$60 per semester towards materials required for the course (E.g., food, excursion, guest speaker)

FABRIC TECHNOLOGIES: FASHION DESIGN – MATERIAL SOLUTIONS

STATUS: Semester or Full Year

CONTACT TEACHER: Emily Donoghue

PRE-REQUISITES

Competent sewing skills are required for this course.

Successful completion of Year 9 Fabric Technologies, Year 10 Child Studies or Year 10 Fabric Technologies will be an advantage.

WHAT WILL I LEARN ABOUT?

You will develop the skills and knowledge to use equipment in the textiles room safely and competently and use the design process to investigate, design, plan, produce and evaluate textile products.

ASSESSMENTS

Specialised Skills Tasks (40%)

Students complete two specialised skills tasks. They demonstrate skills and knowledge that will be required to produce their final product. Students evaluate and assess the development of their own skills and review how processes and techniques may influence their final product.

Design Process and Solution (60%)

Part 1 - Design development

Students show evidence of key design phases of investigation and analysis, design development and planning. For investigation and analysis students need to review design features, and research and discuss issues. For a 10-credit subject the evidence for the design development should be a maximum of 1250 words if written.

Part 2 - Solution realisation

Students create and evaluate their final product. They provide evidence of the final product in the form of images or a video recording and evaluate the completed product. Students evaluate how well the requirements of the design brief have been met, including what worked well, what did not go according to plan, and what was learnt. They consider possible modifications to improve the outcome and discuss how the final product is to be used. For a 10-credit subject, the evidence for the solution realisation should be a maximum of 500 words if written.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

Students will be required to purchase their own material for individual items produced. An additional \$60 per semester towards materials required for the course (E.g. textiles materials, guest speaker, excursion).

HEALTH AND PHYSICAL EDUCATION

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

STAGE 1 (1 or 2 Semesters)		
PHYSICAL EDUCATION	PHYSICAL EDUCATION INTEGRATED LEARNING	OUTDOOR EDUCATION

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 classes in a semester if the subject counsellor determines it to be suitable to their learning program.

PHYSICAL EDUCATION

STATUS: Semester or Full Year

CONTACT TEACHER: Dwayne Treasure

PRE-REQUISITES

Successful completion of at least one semester of Year 10 Physical Education and willingness to learn and apply key physical education theoretical concepts would be advantage for the course.

WHAT WILL I LEARN ABOUT?

In Stage 1 Physical Education, students have four practical lessons, and three theory lessons a week. Practical lessons are used to work collaboratively and individually to collect evidence and demonstrate their learning in a variety of sports. They will demonstrate an application of knowledge and understanding of concepts by applying the data collected during lessons to key physical education concepts, including interplay of energy systems, biomechanics, skill learning, training, factors affecting performance and training methods and principles.

ASSESSMENTS - SEMESTER 1

Performance Improvement (70%)

- Touch Football – 750 word or 4.5-minute multimodal presentation to discuss the interplay of energy systems in touch football.
- Badminton – 750 word or 4.5-minute multimodal presentation to compare the technique and tactics of themselves and an elite player in badminton.

Physical Activity Investigation (30%)

- SEPEP – 1500 word or 9-minute multimodal presentation on their contribution to the participation and performance of others during a sporting tournament.

ASSESSMENTS – SEMESTER 2

Performance Improvement (70%)

- Volleyball – 750 word or 4.5-minute multimodal presentation to critique their performance in volleyball.
- Training Methods – 750 work or 4.5-minute multimodal presentation to plan and deliver a training session to class in small groups.

Physical Activity Investigation (30%)

- Golf – 1000 word or 6-minute multimodal presentation on the factors that have affected their participation and performance in golf.

PHYSICAL EDUCATION - INTEGRATED LEARNING

STATUS: Semester or Full Year

CONTACT TEACHER: Dwayne Treasure

PRE-REQUISITES

Successful completion of at least one semester of Year 10 Physical Education and desire to physically participate in various sports would be recommended this course.

WHAT WILL I LEARN ABOUT?

In Stage 1 Physical Education Integrated Learning, students have four practical lessons, and three theory lessons a week. Students are given the opportunity to work collaboratively and individually to make links between their learning and the capabilities developed. Through participating in practical lessons, students will demonstrate the development of knowledge, concepts and skills; including collecting evidence of their learning and skill development, researching technical and tactical improvements and learning and applying training principles and methods to a training program.

ASSESSMENTS – SEMESTER 1

Practical Inquiry (30%)

- Touch Football – Five pages of evidence and three minutes speaking time when discussing the development of knowledge, skills and capabilities in touch football.

Connections (35%)

- Class Tournament - 1000 word or six-minute multimodal presentation on their contribution to the sporting tournament and development of their chosen capability.

Personal Venture (35%)

- Badminton – Four pages of evidence and 500-word evaluation or six-minute multimodal presentation on the development of their chosen skill or tactic in badminton.

ASSESSMENTS – SEMESTER 2

Practical Inquiry (50%)

- Softball - 750 word or four-minute multimodal presentation to discuss research and training programs created to improve their pitching or batting technique.
- Volleyball - 750 word or four-minute multimodal to discuss development of key skills, tactics and a chosen capability in volleyball.

Connections (25%)

- Teaching Junior Students - 500-word reflection and appendix of evidence to demonstrate knowledge and collaboration when planning and teaching a PE lesson to a class of junior students.

Personal Venture (25%)

- Basketball Training Program - 750 word or four-minute multimodal presentation to discuss the training principles and methods used in the basketball training program.

OUTDOOR EDUCATION

STATUS: Semester or Full Year

CONTACT TEACHERS: Nic Tilley

PRE-REQUISITES

Successful completion of Year 10 Outdoor Education is highly recommended. A medium level of fitness and water confidence required, *with the ability to swim at least 50 meters unassisted in the ocean. Students MUST also commit to all practical activities and camps.* Appropriate levels of language and literacy required for personal reflection.

WHAT WILL I LEARN ABOUT?

Outdoor Education focusses on developing practical skills for safe, enjoyable and adventurous outdoor activity. Students develop their skills and knowledge regarding environmental issues & sustainable practices, planning & management of outdoor activities and personal growth.

ASSESSMENTS

Semester 1

Assessment Type 1: About Natural Environments

- Environmental Issues Review, 20%, 1000 words
 - Research task about the Barker Inlet
- Sustainable Futures Assignment, 20%, 600 words
 - Research task on outdoor activities and the impact on the natural environment

Assessment Type 2: Experiences in natural Environments

- Snorkelling, 25%, 600 words
 - Planning folio prior to excursion, reflection post excursion
- Canoeing, 35%, 1000 words
 - Planning folio prior to camp, reflection post camp

Semester 2

Assessment Type 1: About Natural Environments

- Sustainable Futures Assignment, 20%, 600 words
 - Research task on sustainable forestry practices
- Environmental Issues investigation, 20%, 1000 words
 - Research task on environmental issue in Kangaroo Island

Assessment Type 2: Experiences in natural Environments

- Bushwalk, 30%, 800 words
 - Planning folio prior to camp, reflection post camp
- Kangaroo Island, 30%, 800 words
 - Planning folio prior to camp, reflection post camp

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

Semester 1 - Approximate Cost: \$180 (depending on class size)

- 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: \$300 (depending on class size)

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

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

STATUS: Full Year

CONTACT TEACHER: Lisa Koles

PRE-REQUISITES

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

WHAT WILL I LEARN ABOUT?

The reason 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 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. It also gives students the opportunity to strengthen their knowledge and understanding of how English functions.

Topics are chosen from a variety of sources and deal with:

- personal, historical and contemporary issues in Italy
- identity, family, friendship and school experiences
- Italian culture such as festivals, music, television and food
- regional diversity, tourism, technology and industry

ASSESSMENTS

Stage 1 Italian consists of 4 different assessment types.

Interaction

Students interact with the teacher to exchange information, ideas, opinions, and experiences in spoken Italian. Students may participate in, for example: conversations, interviews, and discussions, or give multimodal presentations or talks to specific audiences and respond to questions in Italian, about a topic they feel passionate about.

Text Production

Students create texts) in which they express ideas, information, opinions, feelings in written Italian. This may include writing articles, blogs, diary entries, emails, reports, reviews, short stories, brochures, or broadsheets, or responding to a stimulus such as a letter, email, article, advertisement, blog, song, short story, or film...the list is endless.

Text Analysis

Students analyse and interpret a text or texts that are in Italian with a response or responses in Italian and/or English.

This Reading Comprehension, will allow you to analyse and interpret meaning and reflect on language use by responding to written, spoken, or multimodal texts in Italian, for example, magazine and newspaper articles, diary entries, advertisements, brochures, reports, literary texts, blogs, conversations, interviews, announcements, talks, songs, speeches, voicemail, podcasts, radio broadcasts, and websites.

Investigation

Students undertake an investigation demonstrating research and personal reflection on a topic of their choice. Whilst working with the teacher, you have the freedom to pick how you would like to present your work and what themes you would like to learn about.

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

STATUS: Full Year

CONTACT TEACHERS: Van Dang and Lisa Koles

PRE-REQUISITES

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

WHAT WILL I LEARN ABOUT?

The reason 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 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. It also gives students the opportunity to strengthen their knowledge and understanding of how English functions.

Topics are chosen from a variety of sources and deal with:

- Personal, historical and contemporary issues in Vietnam.
- Identity, family, friendship and school experiences.
- Aspects of Vietnamese culture such as festivals, food, music and television
- Regional diversity, tourism, technology and industry.

ASSESSMENTS

Stage 1 Vietnamese consists of 4 different assessment types.

Interaction

Students interact with the teacher to exchange information, ideas, opinions, and experiences in spoken Vietnamese. Students may participate in, for example: conversations, interviews, and discussions, or give multimodal presentations or talks to specific audiences and respond to questions in Vietnamese, about.

Text Production

Students create texts) in which they express ideas, information, opinions, feelings in written Vietnamese. This may include writing articles, blogs, diary entries, emails, reports, reviews, short stories, brochures, or broadsheets, or responding to a stimulus such as a letter, email, article, advertisement, blog, song, short story, or film...the list is endless.

Text Analysis

Students analyse and interpret a text or texts that are in Vietnamese with a response or responses in Vietnamese and/or English.

This Reading Comprehension, will allow you to analyse and interpret meaning and reflect on language use by responding to written, spoken, or multimodal texts in Vietnamese, for example, magazine and newspaper articles, diary entries, advertisements, brochures, reports, literary texts, blogs, conversations, interviews, announcements, talks, songs, speeches, voicemail, podcasts, radio broadcasts, and websites.

Investigation

Students undertake an investigation demonstrating research and personal reflection on Vietnamese celebrations and festivals. Whilst working with the teacher, you have the freedom to pick how you would like to present your work and what themes you would like to learn about.

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
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STAGE 1 (1 or 2 Semesters)

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

SCIENTIFIC STUDIES: ENVIRONMENTAL MANAGEMENT & SUSTAINABILITY	CHEMISTRY*	PHYSICS*	BIOLOGY♦	PSYCHOLOGY	NUTRITION
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- * Students must successfully complete the full year course at Stage 1 to continue with Stage 2
- Students studying Science Literacy in year 10 who wish to continue with science may only choose Scientific Studies – Environmental Management and Sustainability at Stage 1
- ♦ Students must successfully complete Semester 1 at Stage 1 to continue with Stage 2

BIOLOGY

STATUS: Semester or Full Year

CONTACT TEACHER: Joseph Koszegi

PRE-REQUISITES

Demonstrated work ethic and successful completion of Year 10 Science is essential. Students will need to be able to design and conduct experiments, write scientific reports and communicate their ideas clearly in different formats. They should have a genuine interest in Biology.

Note: Students wishing to continue to Stage 2 Biology **must** successfully complete the Semester 1 Biology course at Stage 1.

WHAT WILL I LEARN ABOUT?

Stage 1 Biology explores how the diversity of life has evolved, the interaction between human activities and the environment. Students investigate the structure and function of living things, and how they interact with their own and other species and their environments. The focus of Stage 1 is to prepare students to undertake Biology at Stage 2 level. The topics covered are outlined in the table below.

SEMESTER 1 Microorganisms	SEMESTER 2 Organisms
<ul style="list-style-type: none">• Living things are made of one or more cells• Cell structure and function• All cells contain genetic material• Cells reproduce by copying genetic material, then divide to form new cells• Cells require energy to perform important processes• Microorganisms play an important role in digestion, oxygen production, decomposition, and recycling of nutrients in the environment• Photosynthesis, respiration, and fermentation are important energy processes for cells• Microorganisms can cause food spoilage	<ul style="list-style-type: none">• Cells differentiate to perform specialised functions• Organ systems in a multicellular organism work together to ensure the survival of the organism• The structure and function of various organ systems; facilitate the exchange of materials to ensure survival of the organism• Plants are important multicellular organisms that provide a source of food for many animal species• Biotechnology contributes to new development of medical treatments based on genetic factors.• Explore ethical factors surrounding lifestyle choices, new medical technology, and organ donation

<p style="text-align: center;">Infectious diseases</p> <ul style="list-style-type: none"> • Infectious diseases are different to other diseases • Pathogens cause disease and are transmitted between hosts • Infectious disease causes widespread health issues for local, national and/or global populations • Disease can be controlled by various methods, depending on the cause • Pathogens can adapt to gain entry into cells and cause disease • When a pathogen enters a host, it causes physical or chemical changes that stimulate immune responses in the host. 	<p style="text-align: center;">Biodiversity and ecosystem dynamics</p> <ul style="list-style-type: none"> • Biodiversity is the variety of all living things and includes diversity in genetics, species, and ecosystems. • Biological classification is hierarchical and indicates the relationship between organisms based on their physical structure and similarities • Ecosystems are diverse, and can be defined by their living and non-living factors • Nutrients within an ecosystem are involved in biogeochemical cycles • Organisms have adaptations that help them survive and reproduce. • Key species of organisms have a significant impact on ecosystems • Humans can impact ecosystems
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ASSESSMENTS

The structure of assessment tasks is similar for Semester 1 and 2.

Folio (60%)

- **Science as a Human Endeavour (SHE) Investigation**
Students will write a 1000-word report on an innovation in Biology. You will have a choice of topic within the theme provided.
- **Design Investigation**
Includes a 4x4-page deconstruction of a problem combined with a detailed and justified experiment design. After conducting the investigation, you will also complete a 1000-word practical report.

Skills and Applications Tasks (50%)

- **Debate (Semester 1 only)**
Students will investigate a contemporary issue in Biology and debate one side of a controversial question or statement.
- **Prepared response task (Semester 2 only)**
Students will prepare a video presentation specific to a body system and its interaction with the circulatory system. Students then use their knowledge to analyse blood results of a potentially sick individual.

Exam (25%)

90 minutes duration covering the entire course content delivered across the semester.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

Essentials Stage 1 Biology Workbook (approximately \$60)

CHEMISTRY

STATUS: Full Year

CONTACT TEACHER: Erin Daniel

PRE-REQUISITES

Demonstrated work ethic and successful completion of Year 10 Science is essential, as well as good mathematical skills. Students will need to be able to design and conduct experiments, write scientific reports and communicate their ideas clearly in different formats. They should have a genuine interest in Chemistry.

Note: Students wishing to continue to Stage 2 Chemistry must successfully complete the Full Year course at Stage 1.

WHAT WILL I LEARN ABOUT?

Stage 1 Chemistry explores how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources. The focus of Stage 1 is to prepare students to undertake Chemistry at Stage 2 level. The topics covered are outlined in the table below.

SEMESTER 1 Atomic Structure and Bonding	SEMESTER 2 Stoichiometry (Chemical Calculations)
<ul style="list-style-type: none">• Atomic Structure• Trends in the Periodic Table• Materials and their uses• Electron configuration• Bonding – Metallic, Ionic, Covalent elements and compounds, and their properties• Writing chemical formulae and naming ionic and covalent compounds• Molecules and their structures and properties	<ul style="list-style-type: none">• Introduction to the Mole• Writing and balancing chemical equations• Calculations based on masses of reactants.• Calculations based on concentrations/volumes of reactants.• Predicting quantities of products obtained in a reaction
Solutions and Mixtures	Acids and Bases
<ul style="list-style-type: none">• Solutions, solutes and solvents• Why water is considered a 'universal solvent'• How some ionic and covalent compounds can dissolve in water• Solubility of ionic compounds and precipitation reactions• Separating mixtures – how the properties of different substances can be used to separate them	<ul style="list-style-type: none">• Definitions of acids and bases• Drawing molecules of acids• Reactions of acids• Writing and balancing equations for reactions of acids• pH calculations and indicators• Volumetric analysis – perform titrations and calculations to determine the accurate concentration of an acid or base• Strength vs concentration of acids and bases
Carbon Chemistry	Redox Chemistry
<ul style="list-style-type: none">• Crude oil and production of hydrocarbons• Drawing, naming and reactions of hydrocarbons• Energy in reactions• Other carbon compounds eg alcohols, ketones, carboxylic acids – drawing and naming	<ul style="list-style-type: none">• Definition of oxidation and reduction• Writing and balancing redox half equations and overall equations• Metal reactivity and periodic trends• Using the metal reactivity series to make predictions about reactions

<ul style="list-style-type: none"> Physical properties of carbon compounds Why oil and water don't mix (bonding) Acid rain – formation and effects 	<ul style="list-style-type: none"> Oxidation numbers Generating electricity using galvanic cells (eg batteries) Using electricity in electrolytic cells eg splitting water, charging batteries, electroplating)
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ASSESSMENTS

Folio (60%)

- Science as a Human Endeavour (SHE) Investigation (1 per semester): A 1000-word report or 6-minute multimodal presentation on an innovation in chemistry. You will have a choice of topic within the theme provided.
- Design Investigation (1 per semester): Includes a 4xA4-page deconstruction of a problem combined with a detailed and justified experiment design. After conducting the investigation, you will also complete a 1000-word practical report.

Skills and Applications Tasks (40% for Semester 1, 20% for Semester 2)

Supervised test(s): These tests will have both a practical and written component. They will assess the theory and skills related to various topics.

EXAM (0% for Semester 1, 20% for Semester 2)

90 minutes duration covering the entire course content delivered across the semester.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

SASTA Stage 1 Chemistry Workbook (approximately \$60)

NUTRITION

STATUS: One Semester Only

CONTACT TEACHER: Erin Daniel

PRE-REQUISITES

Demonstrated work ethic and successful completion of Year 10 Science is essential. Students should also note that Stage 1 Nutrition does encompass concepts relating to Biology and Chemistry, as well as requiring familiarity in utilising mathematical formulas.

WHAT WILL I LEARN ABOUT?

Stage 1 Nutrition will explore several nutritional concepts through exploring the biochemical role of nutrients, the effect nutrients and dietary decisions have on wellbeing, as well as the relationship between individuals and the role of health trends in society.

Fundamentals of Nutrition

- Measuring energy
- Function and structure of macronutrients and micronutrients
- Food sources of macronutrients and micronutrients
- Nutrient Vs. Energy Density in foods
- Dietary assessment calculations

Dietary Disorders

- Overnutrition and associated diseases (eg obesity)
- Undernutrition and associated diseases (eg anaemia)
- Dietary Disorder treatments
- Biological processes in the body relating to diet

Food Marketing and Food Trends

- Psychology of Food Marketing
- Australian Dietary Guidelines
- Indigenous Australians: Food Cycle
- Life Cycle Nutrition
- Fad Foods
- Future Foods

ASSESSMENTS

Folio (70%)

- Practical Investigation – Students will design and conduct a practical experiment based on a nutritional concept relating to one of the topics. Students will then be required to write a 1000-word report based on the practical experiment.
- Science as a Human Endeavor Investigation – Students will complete a 1000-word report, or 6-minute multi-modal presentation based on a nutritional concept's impact on society. A guiding topic will be provided.

Skills and Applications Task (30%)

Test - Students will sit a 70-minute supervised test relating to one of the core topics of the course.

Exam

90 minutes duration covering course content across the three topics delivered in the semester.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

There are no additional costs for this subject.

PHYSICS

STATUS: Full Year

CONTACT TEACHERS: Nathan Ackan

PRE-REQUISITES

Demonstrated work ethic and successful completion of Year 10 Science is essential, as well as sound mathematical skills. Undertaking Stage 1 Mathematics unit 1 and 3 is assumed. Students will need to be able to design and conduct experiments, write scientific reports and communicate their ideas clearly in different formats. They should have a genuine interest in Physics.

Note: Students wanting to continue to Stage 2 Physics must successfully complete the Full Year course at Stage 1.

WHAT WILL I LEARN ABOUT?

Stage 1 Physics explores how the universe behaves and its construction, and the application of Physics in the current world. The focus of Stage 1 is to prepare students to undertake Physics at Stage 2 level. The topics covered are outlined in the table below.

SEMESTER 1 Motion and Forces	SEMESTER 2 Work and Momentum
<ul style="list-style-type: none">• Motion under constant acceleration• Vectors and scalar quantities• Forces• Newton's laws	<ul style="list-style-type: none">• Energy and work• Momentum• Collisions in 1 Dimension• Power
Light and Waves	Nuclear Models and Radioactivity
<ul style="list-style-type: none">• Wave model• Mechanical waves• Properties of light• Expanding universe	<ul style="list-style-type: none">• The nucleus• Radioactive decay• Radioactive half-life• Induced nuclear reactions• Nuclear energy production
Heat	Electricity
<ul style="list-style-type: none">• Heat and temperature• Specific heat capacity• Change of state• Operation of refrigeration units	<ul style="list-style-type: none">• Potential difference and electric current• Resistance• Circuit analysis• Electric power

ASSESSMENTS

Folio (50%)

- Science as a Human Endeavour (SHE) Investigation (1 per semester): A 1000-word report or 6-minute multimodal presentation on an innovation in Physics. You will have a choice of topic within the theme provided.
- Design Investigation (1 per semester): Includes a 4xA4-page deconstruction of a problem combined with a detailed and justified experiment design. After conducting the investigation, you will also complete a 1000-word practical report.

Skills and Applications Tasks (50%)

Supervised test(s): These tests will have both a practical and written component. They will assess the theory and skills related to various topics.

EXAM

90 minutes duration covering the entire course content delivered across the semester.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

Essentials Stage 1 Physics Workbook (approximately \$60).

SCIENTIFIC STUDIES: ENVIRONMENTAL MANAGEMENT AND SUSTAINABILITY

STATUS: Semester or Full Year

CONTACT TEACHERS: Erin Daniel

PRE-REQUISITES

Students will need to have a genuine interest in science and the environment. They will need to be able to write scientific reports, have good research skills and the ability to communicate their ideas clearly in different formats. Good time management will be crucial.

WHAT WILL I LEARN ABOUT?

Students will use scientific inquiry and the application of scientific concepts to complete a set of tasks that assess the impact that humans are having on the environment and suggest solutions to minimise our impact.

ASSESSMENTS (per semester)

Folio (75%)

- Individual Design Investigation
Each student designs their own experiment or engineering solution relating to environmental sustainability in the form of a 3xA4-page deconstruct and design.
- Completion Practical Report
Students will work in small groups to carry out an experiment and submit an individually written report, maximum 1500 words.
- Science as a Human Endeavour (SHE) task
Students explore the impact of humans on the environment and/or sustainability. They identify how human activity has led to environmental damage and investigate the role of science in the monitoring and remediation of the issue. Maximum 6-minute presentation.

Collaborative Inquiry (25%)

- Part A: Journal
Students will investigate questions relating to the application of science to sustainability and the environment. They will deconstruct the research question and engineer a solution to the problem. They will then design an experiment to test their product. Students will keep a personal journal which outlines their research and design process. Maximum 8xA4 pages.
- Part B: Reflection
Students will individually record a 3-minute Screencast presentation which evaluates their procedures and their effect on the results, as well as their collaboration.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

There are no additional costs for this subject.

PSYCHOLOGY

STATUS: Semester or Full Year

CONTACT TEACHER: Erin Daniel

PRE-REQUISITES

Demonstrated work ethic and successful completion of Year 10 Science is essential. Students will need to be able to design investigations, write scientific reports and communicate their ideas clearly in different formats. They should have a genuine interest in Psychology.

Note: Students wishing to study Stage 2 Psychology do NOT have to study Psychology at Stage 1, however it is recommended.

WHAT WILL I LEARN ABOUT?

Stage 1 Psychology is about describing, explaining and understanding thoughts, feelings and behaviour. In this course, we explore the universality of human experience, and individual and cultural diversity. We also look out how psychology offers ways of intervening to advance the wellbeing of individuals, groups and societies. The topics covered are outlined in the table below.

SEMESTER 1 Neuropsychology <ul style="list-style-type: none">• The Nervous System (Central and Peripheral)• Neuron structure• Types of neurons• Neural Impulse• Neurotransmitters• The Structure of the Brain (hindbrain, forebrain and midbrain)• Lobes (frontal, temporal, occipital, parietal)• Studying the Brain (EEG, CAT, PET, MRI, fMRI)• The Case of Phineas Gage	SEMESTER 2 Cognition <ul style="list-style-type: none">• Stage Model of Memory (sensory, short term and long term)• Maintenance and Elaborative Rehearsal• Primacy and Recency Effect• Emotionally charged memories• Retrieval Cues• Misinformation Effect• Flashbulb Memories• Mandela Effect• Brain Damage• Ebbinghaus' Forgetting Curve• Causes of Forgetting• Ways to improve memory
Psychological Wellbeing <ul style="list-style-type: none">• Positive Psychology• VIA Character Strengths and Virtues• Three Routes of Happiness• Flourishing and its 5 Elements 'PERMA'• Assertiveness• Resilience• Protective Factors• Psychological Interventions (Mindfulness, Meditation and Cognitive Behavioural Therapy)	Forensic Psychology <ul style="list-style-type: none">• Lie Detection - Reliability of Polygraphs• Factors affecting eyewitness testimony• Encoding problems (weapon and violence distraction)• Schema Theory• Line-ups• Facial composites• Psychology and Law• Expert witnesses• Criminal responsibility• Jury biases• Biopsychosocial model and criminality• Criminal profiling (signature aspect and signature behaviour)

Emotion	Lifespan Psychology
<ul style="list-style-type: none"> • What is Emotion? • Subjective Feelings • Ways of Investigating Subjective Feelings • Expressive Behaviour • Universality of Expressive Behaviour • Display Rules and Cultural Differences in Gestures • Gender Differences in Expressions of Emotion • Physiological Response • Fight or Flight • Arousal and Performance (Task difficulty and familiarity) • Polygraph Test • Theories of Emotion 	<ul style="list-style-type: none"> • Developmental stages • Continuous vs discontinuous development • Nature vs Nurture • Research methods in lifespan psychology • Piaget's Cognitive Development Theory • Self-recognition in infancy, preschool and later childhood • Self-esteem vs Self-concept • Early social behaviour (smiling and crying) • Attachment • Stranger and Separation Anxiety • Erikson's Theory of Psychosocial Development

ASSESSMENTS

Folio (60%)

- Science as a Human Endeavour (SHE) Investigation (1 per semester): A 1000-word report or 6-minute multimodal presentation on an innovation in psychology. You will have a choice of topic within the theme provided.
- Design and Deconstruct Investigation (1 per semester): Includes a 3xA4-page deconstruction of a problem combined with a detailed and justified experiment design. After conducting the investigation, you will also complete a 1000-word practical report.

Skills and Applications Tasks (20%)

Film/Documentary Analysis: A 6--minute multimodal presentation that is an analytical response to a film or documentary. You will be assessed on your ability to apply psychological theories to examples from the film/documentary.

Exam (20%)

60 minutes duration covering the entire course content delivered across the semester.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

There are no additional costs for this subject.

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 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 at student's demonstrated level (10 credits)	Mathematics Compulsory at student's demonstrated level (10 credits)	Subject Choice X 1 (10 credits) or VET Studies	Subject Choice X 2 (10 credits each)
Semester 2		English at student's demonstrated level (10 credits)	Mathematics Recommended at student's demonstrated level (10 credits)	Subject Choice X 1 (10 credits) or VET Studies	Subject Choice X 2 (10 credits each)

STAGE 2 RECOMMENDED ENGLISH LANGUAGE SUPPORT MODEL				
Compulsories			Choice	
Activating Identities and Futures Support Pathway (10 credits) Workplace Practices (10 credits) Religious Education (10 credits)			VET or Subject 1 (20 credits)	
			Subject 2 (20 credits)	
			Subject 3 (20 credits)	
			Subject 4 (20 credits)	
OR				
STAGE 2 RECOMMENDED ENGLISH LANGUAGE SUPPORT MODEL				
Compulsories	Literacy and Numeracy Package		Choice	
Activating Identities and Futures Support Pathway (10 credits) Religious Education (10 credits)	Essential English (20 credits)	Essential Mathematics (20 credits)	Subject 1 (20 credits)	Subject 2 (20 credits)
	or	or		
	English (20 credits)	General Mathematics (20 credits)		

VOCATIONAL EDUCATION AND TRAINING (VET)

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

CONTACT TEACHERS: Lynda Stewart

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. Most 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.

VETRO - VET FUNDING

To ensure students' readiness to commence a VET pathway, the VET Readiness Orientation (VETRO) has been developed by the Department for Education and Department for Innovation and Skills, as the entry point to VET for school students.

VETRO is an upfront assessment, induction, and orientation to VET to ensure that students enrol in a course that is right for them and has their personal and learning support needs planned for.

VETRO will determine a student's readiness to commence a VET pathway and identify any support that a student may need to commence vocational training. VETRO will usually be carried out in year 10 once a student has decided to commence a vocational pathway.

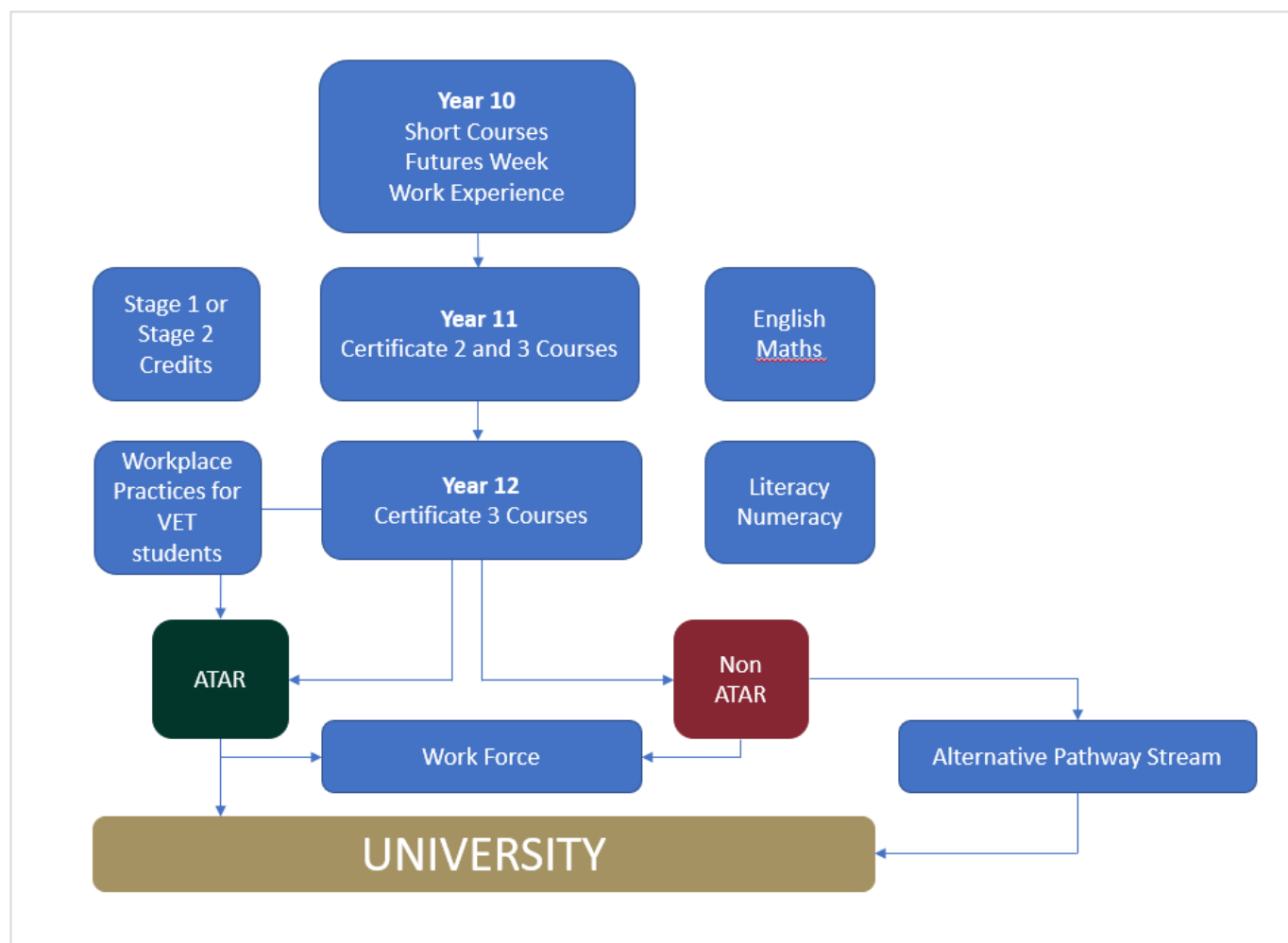
Successful completion of the VETRO process will also provide significant funding towards the course. Typically, VETRO funding is allocated towards industry training/s in demand.

Thomas More College also provides a fee subsidy enabling some VET courses to be undertaken free of charge.

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 the 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 compulsory Literacy and Numeracy at the level of their ability at Stage 1. 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: 18-month Certificate III 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 SUGGESTED VET MODEL			
Compulsories	VET Literacy and Numeracy Package		Choice
Activating Identities and Futures (10 credits)	Chosen VET Studies	Essential English or English (20 credits)	Workplace Practices (20 credits)
		Essential Maths or General Maths (20 credits)	Or Free Choice

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. This subsidy is refunded on successful completion of the course. 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.