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What is the SACE?

Students who successfully complete their senior secondary education are awarded the South Australian Certificate of Education (SACE). The SACE is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study.

The certificate is based on two stages of achievement: Stage 1 (normally undertaken in Year 11) and Stage 2 (Year 12).

How do students get the SACE?

To gain the SACE, students complete about two years of full-time study which most students spread over three years. There are two stages:

- Stage 1, which most students do in Year 11, apart from the Personal Learning Plan, which students at St Joseph’s complete in Year 10.
- Stage 2, which most students at St Joseph’s complete in Year 12.

Each subject or course successfully completed earns credits towards the SACE, with a minimum of 200 credits required for students to gain the certificate. Students will receive a grade – from A to E – for each subject. For compulsory subjects, they will need to achieve a C grade or better. The compulsory subjects are:

- Personal Learning Plan (10 credits at Stage 1)
- Literacy – at least 20 credits from English subjects or courses (Stage 1)
- Numeracy – at least 10 credits from a range of mathematics subjects or courses (Stage 1)
- Research Project – an in-depth major project (10 credits at Stage 2)
- Other Stage 2 subjects totalling at least 60 credits.

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or Board-recognised courses of a student’s choice.

University and TAFE entry

TAFE SA recognises the SACE as meeting the entry requirements for most of its courses. It also considers a variety of other qualifications and experiences in its entry and selection processes.

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

Full details of university and TAFE entry requirements are included in the Tertiary Entrance booklet published by the South Australian Tertiary Admissions Centre. Go to the SATAC website for more information [www.satac.edu.au](http://www.satac.edu.au) and choose ‘Publications’.

Further information about the SACE

Visit the SACE Board website at [www.saceboard.sa.edu.au](http://www.saceboard.sa.edu.au) for more information about the SACE.
Tertiary Entry Requirements

Tertiary entrance requirements are explained specifically in the SATAC publication ‘Tertiary Entrance’ available on the website at www.satac.edu.au (Publications). The following information is provided as a broad guide only. Specific courses and institutions all have varying requirements.

You are strongly advised to check the entry requirements of any course you are interested in applying for. It may also be advisable to check out the nature of the course, the entrance requirements and entrance scores published in SATAC documents at www.satac.edu.au.

In order to gain admittance to any of the following:

University of Adelaide
Flinders University
University of South Australia

Students must:

Have met all SACE requirements.

Have a C Grade or better in the PLP, 20 credits of English, 10 credits of Mathematics, and have a C- Grade or better in the Research Project.

Have completed four Stage 2 subjects, including 3 Tertiary Admissions Subjects.

Get a high enough Australian Tertiary Admissions Rank (ATAR) to get into the course of your choice.

Must have completed any pre-requisite subjects for the particular course you have chosen, with a C- Grade or better.

Glossary of Terms

SACE: The South Australian Certificate of Education: the formal recognition that the stated requirements have been completed.

STAGE 1: The first of the two stages of the SACE. Studies at this level are usually taken by students in their 11th year of schooling.

STAGE 2: The second of the two stages of the SACE. Studies at this level are usually taken by students in their 12th year of schooling.

Subject Achievement Grade: This Grade is reported on the students’ SACE Record of Achievement. It represents an assessment of the student’s achievement as measured against the objectives of the syllabus. Grades are from A+ to E- at Stage 2 and from A to E, at Stage 1.

ATAR: Australian Tertiary Admission Rank:
The Australian Tertiary Admission Rank is a measure of how you performed relative to other students in the state. The top student in the state scores an ATAR of 99.95 and the bottom student a 0. Universities now use this measure to select students for courses.
An Overview Year 7, 8, 9, & 10 Curriculum

**Year 7**
- **The Arts**
  - Art
  - Drama
  - Music
- **English**
- **Health & Physical Education**
- **Japanese**
- **Mathematics**
- **Religious Education**
- **Science**
- **Humanities and Social Sciences**
  - Geography
  - History
- **Technology**
  - Technology Studies
  - Media Studies

**Year 8**
- **The Arts**
  - Art
  - Drama
  - Music
- **English**
- **Health & Physical Education**
  - Food & Design Technology
- **Japanese**
- **Mathematics**
- **Religious Education**
- **Science**
- **Humanities and Social Sciences**
  - Geography
  - History
- **Technology**
  - Technology Studies

**Year 9**
- **The Arts**
  - Art
  - Drama
  - Music
- **English**
- **Health & Physical Education**
  - Food Technology
- **Japanese**
- **Mathematics**
- **Religious Education**
- **Science**
- **Humanities and Social Sciences**
  - Geography
  - History
- **Technology**
  - Technology Studies
  - CAD/CAM Design
  - Robotics/Electronics

**Year 10**
- **The Arts**
  - Art
  - Drama
  - Music
- **English**
- **Health & Physical Education**
  - Food Technology
- **Japanese**
- **Mathematics**
  - Mathematics
  - Essential Mathematics
- **Religious Education**
- **Science**
- **Humanities and Social Sciences**
  - Geography
  - History
- **Technology**
  - IPP
  - ICT
  - Media Studies
  - Design & Technology

VET certificate courses are offered across this curriculum structure as either embedded or stand-alone.
# An Overview Year 11 and 12 Curriculum

**Year 11 Stage 1 SACE**

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Studies in Religion</strong></td>
<td>(compulsory) 10 credits</td>
</tr>
<tr>
<td>English</td>
<td>20 credits compulsory at St Joseph’s School</td>
</tr>
<tr>
<td>Mathematics</td>
<td>20 credits compulsory at St Joseph’s School</td>
</tr>
<tr>
<td><strong>Personal Learning Plan</strong></td>
<td>(compulsory) 10 credits</td>
</tr>
<tr>
<td><strong>Choice Subjects</strong></td>
<td>– students must choose a further 60 credits</td>
</tr>
<tr>
<td>Accounting</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td></td>
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<tr>
<td>Business and Enterprise</td>
<td></td>
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<tr>
<td>Chemistry</td>
<td></td>
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<tr>
<td>Child Studies</td>
<td></td>
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<tr>
<td>Community Studies</td>
<td></td>
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<tr>
<td>Design and Technology – Material Products</td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td></td>
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<tr>
<td>English</td>
<td></td>
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<tr>
<td>English Pathways</td>
<td></td>
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<tr>
<td>Essential English</td>
<td></td>
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<tr>
<td>Food and Hospitality</td>
<td></td>
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<tr>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
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<tr>
<td>Information Processing &amp; Publishing</td>
<td></td>
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<tr>
<td>Information Technology</td>
<td></td>
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<tr>
<td>Japanese</td>
<td></td>
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<tr>
<td>Legal Studies</td>
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<tr>
<td>General Mathematics</td>
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<tr>
<td>Mathematics</td>
<td></td>
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<tr>
<td>Specialist Mathematics</td>
<td></td>
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<tr>
<td>Essential Mathematics</td>
<td></td>
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<tr>
<td>Music - Advanced</td>
<td></td>
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<tr>
<td>Physical Education</td>
<td></td>
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<tr>
<td>Physics</td>
<td></td>
</tr>
<tr>
<td>Visual Arts - Art</td>
<td></td>
</tr>
<tr>
<td>Workplace Practises</td>
<td></td>
</tr>
<tr>
<td>Media Studies</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td>Nutrition</td>
<td></td>
</tr>
<tr>
<td>Outdoor Education</td>
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</tr>
</tbody>
</table>

All students do a total of 120 credits of Stage 1 including 10 credits of Religion Studies and 10 credits for the PLP

**Year 12 Stage 2 SACE**

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Studies in Religion</strong></td>
<td>(compulsory) 10 credits</td>
</tr>
<tr>
<td><strong>Choice Subjects</strong></td>
<td>– 4 X 20 credits required</td>
</tr>
<tr>
<td>Business and Enterprise</td>
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<tr>
<td>Community Studies</td>
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<tr>
<td>Drama</td>
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<td>Child Studies</td>
<td></td>
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<tr>
<td>Economics</td>
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<tr>
<td>English Communications</td>
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<tr>
<td>English Studies</td>
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<tr>
<td>Food and Hospitality</td>
<td></td>
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<tr>
<td>Geography</td>
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<tr>
<td>Japanese</td>
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<tr>
<td>Legal Studies</td>
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<tr>
<td>Modern History</td>
<td></td>
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<tr>
<td>Music</td>
<td></td>
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<tr>
<td>Visual – Art or Design</td>
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<tr>
<td>Accounting</td>
<td></td>
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<tr>
<td>Biology</td>
<td></td>
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<tr>
<td>Chemistry</td>
<td></td>
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<tr>
<td>Information Processing and Publishing</td>
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<tr>
<td>Information Technology</td>
<td></td>
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<tr>
<td>Mathematical Applications</td>
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<tr>
<td>Mathematical Studies</td>
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<tr>
<td>Physical Education</td>
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<tr>
<td>Creative Arts (Photography)</td>
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<tr>
<td>Physics</td>
<td></td>
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<tr>
<td>Specialist Mathematics</td>
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<tr>
<td>Design and Technology – Material Products</td>
<td></td>
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<tr>
<td>Workplace Practises</td>
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<tr>
<td>Media Studies</td>
<td></td>
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<tr>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td>Nutrition</td>
<td></td>
</tr>
<tr>
<td>Research Project</td>
<td>(compulsory) 10 credits</td>
</tr>
</tbody>
</table>

VET certificate courses are offered across this curriculum structure as either embedded or stand-alone units.

All subjects offered at Years 11 and 12 are provided only when a viable number of students elect to take the subject.
Compulsory Subjects in the SACE

Stage 1 Personal Learning Plan
The Personal Learning Plan (PLP) is a compulsory 10-credit subject. The PLP helps students plan for their future by helping them to make informed decisions about:
- the subjects they will study in Years 11 and 12, and any course outside of school
- possible career choices and ideas for community service
- how best to prepare for their career options and other goals

Students normally begin the PLP in Year 10 so that they can plan for successful SACE learning in Years 11 and 12. Students must achieve a C grade or better to successfully complete the PLP.

Content:
The content includes:
- capabilities
- specific content

Capabilities:
The capabilities enable students to make connections in their learning within and across subjects in a wide range of contexts. They are central to learning in the Personal Learning Plan and are incorporated in the assessment of the subject.

The capabilities are:
- literacy
- numeracy
- information and communications technology
- critical and creative thinking
- personal and social
- ethical understanding
- intercultural understanding

Specific Content (suggested topics):
Teachers, together with their students, choose areas for detailed study to support the development, implementation, review, and adjustment of each student’s plan, based on his or her particular needs and interests. Examples of topics include.

1. Learning Skills
2. Thinking Skills and Techniques
3. Research Skills
4. Planning and Decision-making Skills
5. Communication
6. Work Skills
7. Social Living and Responsibility
8. Culture and Knowledge
9. Personal Characteristics
10. Interpersonal and Relationship Skills
11. Health and Well-being

Assessment:
As a stage 1 subject, assessment is school based. Teachers design a set of assessments that enable students to demonstrate the knowledge, skills, and understanding they have developed to meet the learning requirements of the PLP. Teachers use performance standards to decide how well each student has demonstrated his or her learning, based on the evidence provided through the set of assessments.

Students provide evidence of their learning through a set of four to five assessments. These may be presented in an integrated format, such as a portfolio and discussion, or in a number of formats, for example:

Performance Standards:

<table>
<thead>
<tr>
<th>a plan (in chart, table, or map format) and discussion</th>
<th>a portfolio, which may be electronic</th>
</tr>
</thead>
<tbody>
<tr>
<td>a discussion of evidence</td>
<td>a personal web page</td>
</tr>
<tr>
<td>a resume</td>
<td>a round-table presentation</td>
</tr>
<tr>
<td>an interview</td>
<td>an oral presentation</td>
</tr>
<tr>
<td>a diary</td>
<td>a multimedia presentation</td>
</tr>
</tbody>
</table>

The Personal Learning Plan Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E, at the student’s completion of the subject.
Stage 2 Research Project

The Research Project is a compulsory 10-credit Stage 2 subject that students need to complete with a ‘C’ grade or better to achieve the SACE.

The Research Project gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.

The Research Project can take many forms, for example:
- community-based projects
- technical or practical activities
- work-related research
- subject-related research

In this subject, students will have opportunities to develop the seven capabilities:
- literacy
- numeracy
- information and communications technology
- critical and creative thinking
- personal and social
- ethical understanding
- intercultural understanding

Students receive a result in one of two forms:
- Research Project A, or
- Research Project B

depending on the external assessment chosen.

Research Project A has an external assessment that may be undertaken in a range of formats. Research Project B, which has an external assessment that must be undertaken in written form, is for students wishing to include the subject in the calculation of their Australian Tertiary Admissions Rank (ATAR).

Content:
The content in the Stage 2 Research Project includes:
- the five capabilities (communication, citizenship, personal development, work, and learning)
- research skills

Assessment:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>30%</td>
</tr>
<tr>
<td>Research</td>
<td>40%</td>
</tr>
<tr>
<td>Outcome</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>External Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Review</td>
<td>30%</td>
</tr>
</tbody>
</table>

The communication and learning capabilities will be an integral part of all students’ research projects and thus will be part of the school-based assessment component.

Students select one of the capabilities that they consider to be particularly relevant to their research project for development and demonstration. The demonstration, development, and evaluation of the selected capability will be incorporated in the external assessment of this subject.
Information on the External Assessment:

Students are required to provide an evaluation of their project, that is, to review and reflect on the development and demonstration of the selected capability (i.e. citizenship, personal development, or work), the research processes used, and their findings.

The student’s evaluation of his or her research project is an opportunity to review and evaluate his or her learning at each phase of the research framework and to reflect on the overall learning experience. Students should include in the evaluation:

- an explanation of how their thinking has been challenged
- an evaluation of the selected capability (i.e. citizenship, personal development, or work) and its relevance to their research project
- a reflection on the value of their research project to themselves and others
- an assessment of the strengths and limitations of the research processes, new ideas, new insights, and findings

Students submit a written context statement with the evaluation for assessment. The written context statement (150 to 200 words) is an opportunity for students to summarise succinctly the focus of their research project, research processes used, and their findings. The written context statement helps to provide a context for the external assessor.

Research Project A: One Format or a Combination of Written, Visual, or Oral Formats

Students choose whether they present their evaluation in one format or in a combination of written, visual, or oral formats. Students choose the best way to present their particular evidence of evaluation (e.g. multimedia recording, printed document) for external assessment.

The evaluation, no matter the form of presentation, should not exceed 1500 words or 10 minutes of recorded multimedia material or equivalent (excluding the written context statement).

Research Project B: Common Written Component for Australian Tertiary Admissions Rank (ATAR):

Students who wish to count their score in this subject towards the TER must present their final evaluation evidence in written form. The common written assessment component can include visual material such as photographs and diagrams integrated into the written text, which should be a maximum of 1500 words, excluding the written context statement.

Performance Standards:

The Research Project Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E, at the student’s completion of the subject.

The school-based assessments and the external assessment will be marked with reference to the performance standards.

Final editing of the subject outline may result in further changes to this subject summary.
Assessment Deadline Policy

At St Joseph’s School, Port Lincoln we believe that all assessment and associated practices should reflect the partnership that exists between teacher, student, parent and caregiver.

Rationale:
We at St Joseph’s School, Port Lincoln believe that:

- the assessment procedures, including the submission of work for assessment, of St Joseph’s School will clearly reflect our commitment to Gospel values and to the pastoral care of students and will therefore promote the development of self-esteem and respect for the integrity of each student
- all students must follow a common assessment policy for students enrolled in Years 8 to 10
- an important part of this policy is adhering strictly to the due date for assessment tasks; this is for the benefit of all students and has at its heart the justice of all students as learners.

Purposes:
Through the application of this policy students, parents, caregivers and teachers will have a clear understanding of the purpose, commitment to, and importance of, adhering to the set deadlines associated with assessment tasks.

Guidelines & Procedures:
In support of this policy at St Joseph’s School, Port Lincoln:

Students in Years 8 – 10 will:

- be given clear instructions in regard to the Due Dates of major assessment tasks
- be required to write the deadlines of assessment tasks in their diary to allow parents to keep abreast of work due in each subject;

and failure to comply with deadlines set by the teacher in Years 8 – 10 inclusive may result in:

- a reduction in the grade by 10% each day
- the student, who submits an assignment after the teacher has returned the assignments marked to the rest of the class, receive not more than the lowest mark received by a student who handed up work at the appropriate time
- such a student having one day to submit the assignment, after which the student may complete the assignment during a Friday detention

If there is a genuine reason (e.g. prolonged sickness, compassionate grounds) why work cannot be submitted on time, extension of the deadline must be negotiated with the teacher before the deadline, and a note must be received from a parent or guardian. This note may also be accompanied by a medical certificate as supporting evidence of the reason for later submission of the task.

Students in Year 11 (SACE Stage 1) and Year 12 (SACE Stage 2) may:

- be provided with a copy of the appropriate Assessment plan for each subject
- be required to record due dates for assessment tasks in their school diary for future reference

and failure to comply with deadlines set by the teacher in Years 11 and 12 may:

- result in a zero grade being awarded for that particular summative piece of work (individual circumstances will always be taken into account, but the onus will be on the student to provide compelling evidence to support any reason for failure to submit work by the due date)
- result in failure of a SACE course.

Please Note:
If a student is seriously ill on the day an assessment task is due, the student must notify the school and make every effort to have the work delivered to the school. Work produced after the deadline will need to be accompanied by a medical certificate.

At Year 11 and 12 level, absences for reasons other than compassionate grounds or serious illness cannot be considered to be a genuine reason for non-submission of work. In addition, it is not reasonable to expect staff to provide extra tuition time for students who are absent without reasonable cause.
If there is a genuine reason (e.g. prolonged sickness, compassionate grounds) why work cannot be submitted on time, an extension of the deadline must be negotiated before the due date and supporting evidence presented (e.g. medical certificate) to the teacher.

Work will only be marked and graded by staff when they are convinced that a genuine effort or reason has been provided for the lateness of work submitted. This will generally be done in consultation with one or more of the Learning Leader, the SACE Coordinator or the Deputy Principal.

Work that cannot be verified as the student’s own work by the teacher submitted after the due date cannot be marked and must receive a zero grade.

NB: The whole class may be given an extension by negotiation.

The Teachers will:
- work with colleagues to contribute to a coordinated whole school approach to assessment deadlines
- involve students in self-evaluation assessment activities, where appropriate
- set realistic targets and in many cases negotiate with students in regard to appropriate deadlines of assessment tasks to enable success for all
- design assessment plans for all subjects

The minimum requirements that such plans will contain will include:
- all planned summative tasks
- learning requirement tasks that will be assessed
- assessment design criteria, relating to individual subjects, which will be addressed by set tasks
- performance standards used to grade each summative task
- percentage weighting of each type of task
- the timing of each task

The Students will:
- become aware of the various assessment methods used at St Joseph’s School
- participate in the assessment process by setting goals and ensuring that they meet the requirements in regard to Submission of Work for Assessment
- submit for assessment only work that is their own, produced without undue assistance from other people or sources on or before the specified due date in accordance with the SACE Board policy
- ensure that they understand the consequence for failing to meet the deadline requirement as per the policy statement above

The Parents will:
- ensure they are fully informed of the school’s policy on the Submission of Work
- positively and actively support their child’s participation in the variety of assessment tasks and ensure that they support the school in regard to submission of work once set tasks are completed

The Principal will:
- ensure that the information about the policy and school action is accessible to all
- ensure that teachers are supported in implementing the school’s policy effectively
- plan, manage and develop with teachers, parents and caregivers a coordinated and whole school approach to ensure that students are able to meet the requirements associated with submission of work for assessment
- ensure that strategies are in place to regularly monitor, review and evaluate the school’s Submission of Work policy
- work with the school’s Director of Teaching and Learning in identifying and developing good practice.
Religious Education

Religious Education is central to all learning that takes place within our school community. At St Joseph’s School we integrate Gospel values with all aspects of human knowledge taught in the learning areas. Our rapidly changing world calls us to explore problems and questions associated with issues such as social justice, human rights, peace, conflict, the global community and human dignity.

The Religious Education Curriculum therefore encourages students to understand the present and actively participate in shaping their future. It engages students in the process of discerning meaning and leads to a celebration of life based on hope, faith and love for one another.

The basic goals of Religious Education within our school are based on awareness of five main areas of human life:

- An awareness of God
- An awareness of self
- An awareness of others
- An awareness of the world
- An awareness of the faith community

At each year level the curriculum places appropriate emphasis on these goals and offers students strategies and activities to engage with them and is relevant to their level of experience.

**Year 7 Religious Education**

**Length of Course:** 2 semesters  
**Assumed Background:** None

**Aims:**

- To provide an openness to life and to God so that life is appreciated with a sense of hope.
- To develop a sense of awe and wonder in the presence of the goodness of God and in doing so, to provide opportunities to grow in our appreciation of our own uniqueness and giftedness.
- To offer students opportunities to come to know and love Jesus, to understand that He is present with us today, and to recognise His presence in themselves, others, the world and the faith community.
- To develop a feeling of belonging in the faith community.
- To develop a sense of morality based on the life and teachings of Jesus.

**Course Description:**

- Images of God
- Equal in the Sight of God
- People of the Covenant
- Catholic Social Justice Teaching
- Land – Sacrament of God
- Sacraments and Sacramentality (Confirmation)

**Assessment:**

This is directly drawn on from the Crossways Framework from Catholic Education South Australia. Assessment is both formal and informal being based on bookwork, assignments and term tests.

**Relationship to further study:**

Students continue to study Religious Education through to Year 12 at St Joseph’s School. They can also continue studying this subject at Tertiary level.

**Year 8 Religious Education**

**Length of Course:** 2 semesters  
**Assumed Background:** None

**Aims:**

- To provide an openness to life and to God so that life is appreciated with a sense of hope.
- To develop a sense of awe and wonder in the presence of the goodness of God and in doing so, to provide opportunities to grow in our appreciation of our own uniqueness and giftedness.
- To offer students opportunity to come to know and love Jesus, to understand that He is present with us today, and to recognise His presence in themselves, others, the world and the faith community.
- To develop a feeling of belonging in the faith community.
• To develop a sense of morality based on the life and teachings of Jesus.

Course Description:
• Story – My Story / School and Parish
• Liturgical Year – History & Celebrations
• Lent / Holy Week/ Easter
• Pentecost
• Advent / Christmas
• Mary of the Gospels
• Significant traditional feast days
• Jesus – a real person in a real time and place
• Social Justice – Outreach
• Catholic Beliefs and Practices
• Saints & Heroes
• Sacraments of Initiation
• Mary MacKillop

Assessment:
This is directly drawn on from the Crossways Framework from Catholic Education South Australia. Assessment is both formal and informal being based on bookwork, assignments and term tests.

Relationship to further study:
Students continue to study Religious Education through to Year 12 at St Joseph’s School. They can also continue studying this subject at Tertiary level.

Year 9 Religious Education

Length of Course: 2 semesters

Assumed Knowledge: Year 8 Religious Education

Aims:
• To provide an openness to life and to God so that life is appreciated with a sense of hope.
• To develop a sense of awe and wonder in the presence of the goodness of God and in doing so, to provide opportunities to grow in our appreciation of our own uniqueness and giftedness.
• To offer students opportunity to come to know and love Jesus, to understand that He is present with us today, and to recognise His presence in themselves, others, the world and the faith community.
• To develop a feeling of belonging in the faith community.
• To develop a sense of morality based on the life and teachings of Jesus.

Course Description:
• My Journey story
• Liturgical year – History and Celebrations
• Journey in Hebrew Scriptures and Gospels
• Social Justice – Mission outreach
• Prayer
• Family Life Education
• The Rite Journey: relationship with self, others, spirit and the world

Assessment:
This is directly drawn on from the Crossways framework from Catholic Education, South Australia and from The Rite Journey framework (an innovative “rite of passage” program specifically designed for Year 9 students).

Assessment is both formal and informal, being based on bookwork, assignments and The Rite Journey challenges. In relation to end-of-term reports; the subject is ungraded.

Relationship to further study:
Students continue to study Religious Education through to Year 12 at St Joseph’s School. They can also continue studying this subject at Tertiary level.
**Year 10 Religious Education**

**Length of Course:** 2 Semesters

**Aims:**
- To provide an openness to life and to God so that life is appreciated with a sense of hope.
- To develop a sense of awe and wonder in the presence of the goodness of God and in doing so, to provide opportunities to grow in our appreciation of our own uniqueness and giftedness.
- To offer students opportunity to come to know and love Jesus, to understand that He is present with us today, and to recognise His presence in themselves, others, the world and the faith community.
- To develop a feeling of belonging in the faith community.
- To develop a sense of morality based on the life and teachings of Jesus.

**Course Description:**
- Self-esteem and Goal setting
- Background to The Gospels
- The Reformation
- Islam
- Community Service
- Family Life Education
- Racial Discrimination
- Capital Punishment
- Advent and Christmas

**Assessment:**
Is based on bookwork, assignments (both individual and group) and an exam. Students receive 10 SACE credits of Religious Studies at the end of the year for successful completion of this course.

**Relationship to further study:**
Students continue to study Religious Education through to Year 12 at St Joseph’s School. They can also continue studying this subject at Tertiary level.

**Stage 1 Religion Studies**

**Length of Course:** 1 Semester

**Assumed Knowledge or Background:** Nil

**Course Description:**
Stage 1 Religion Studies is undertaken as a 10 credit course over the year. The focus capabilities for this subject are communication, citizenship, and personal development.

The course consists of:
- one religious and spiritual traditions study
- one ethical or social justice issue study

**Spiritual Traditions Study Topics may include:**
- What is Religion
- The Hebrew Scriptures
- A Gospel Study

**Ethical or Issue Studies may include:**
- Euthanasia
- Genetic Engineering
- Criminal Justice

**Assessment:**
Students are assessed in each of the following ways:
- Practical activity
- Issues investigation
- Reflection

**Relationship to further study:**
In Year 12, students undertake the Stage 2 Internal Religious Education Course.
Stage 2 Religion Studies

Length of Course: 3 Terms

Course Description:
Stage 2 Religion Studies is undertaken as a 10 credit course over the 3 terms. The course consists of:

- **Core Topic: Overview of Religion**
  Key areas of study
  - What is religion? What is spirituality?
  - What are the key phenomena that make up religion?
  - How are secular culture and religious culture linked?

- **Option Topic: Christianity**
  Key areas of study
  - Historical background
  - Religious world view
  - Sacred texts and sacred stories
  - Religious beliefs
  - Religious practice and religious ethics
  - Contemporary traditions globally and in Australia

Assessment:
4 assessment tasks, each a maximum of 1 000 words

*School Assessment: 70%*
- Assessment Type 1: Sources Analysis (30%) – Core Topic
- Assessment Type 2: Folio (40%) – Core Topic and Option Topic

*External Assessment: 30%*
- Assessment Type 3: Investigation (30%)
The Arts

Art & Design

**Year 7 Art & Design**

**Length of Course:** One Term

**Assumed Knowledge or Background:** None required.

**Course Description:** Students develop an understanding of the elements of art and design. They will learn basic drawing techniques and develop an awareness of colours and the colour wheel. They will complete two practical units of work in the areas of drawing and painting.

**Assessment:**
Assessment is based mostly on completed practical work in class.

**Relationship to further study:**
Flows onto Year 8 Art & Design, which is also a term long subject

**Year 8 Art & Design**

**Length of Course:** One Term

**Assumed Knowledge or Background:** None required.

**Course Description:**
Students further develop their knowledge and understanding on the elements and principles of art and design. They will learn how to critically analyse artworks using the DAIJ technique, and they will learn how to thoughtfully evaluate their own work through a practitioner’s statement. Students will complete three practical units of work in the areas of drawing, painting and collage.

**Assessment:**
In each practical unit students will be assessed on the following:

- Folio
- Major Practical
- Practitioner’s Statement
Relationship to further study:
Flows onto Year 9 Art & Design, which is also a term long subject.

**Year 9 Art & Design**

**Length of Course:** Semester

**Assumed Knowledge or Background:** Year 8 Art & Design.

**Course Description:**
Students will further their knowledge and understanding of artists and their artworks. They will be able to critically analyse artworks and thoughtfully evaluate their own work. Students will develop an understanding of the Surrealist art movement and learn Photoshop and realistic painting techniques. They will learn the process of printmaking and develop skills in linocut.

**Assessment:**
In each practical unit students will be assessed on the following:
- Folio
- Major Practical
- Practitioner’s Statement

Relationship to further study:
Flows onto Year 10 Art or Year 10 Design, which are semester long subjects.

**Year 10 Art**

**Length of Course:** 1 Semester

**Assumed Knowledge or Background:** Year 8 & 9 Art & Design.

**Course Description:**
Year 10 Art is run in both semester one and semester two. In semester one students will learn and develop an understanding of portraiture. They will complete two small introductory tasks looking at the proportions of the face and tonal rendering. Students will then complete a major folio where they will be inspired by an artist to create a major practical of a symbolic portrait painting. To complete the course students will learn the process of the visual study looking at three portraitu re artists. In semester two students will learn and develop an understanding of still life. They will complete two small introductory tasks looking at observational drawing, proportions and tonal rendering. Students will then complete a major folio where they will be inspired by an artist to create a major practical of an interior or exterior. To complete the course students will learn the process of the visual study looking at three still life artists.

**Assessment:**
Students will be assessed on the following:
- Two Introductory Tasks
- Major Folio
- Major Practical
- Visual Study

Relationship to further study:
Flows onto Stage 1 Visual Art (Art) or Stage 1 Visual Art (Design), which are both semester long subjects.
**Year 10 Design**

Length of Course: 1 Semester

Assumed Knowledge or Background: Year 8 & 9 Art & Design.

Course Description:
Students will develop an understanding of the design process and the three different areas of design (Graphic design, Product design, Environmental design). They will complete two small introductory tasks focussing on the design process and creative thinking. Students will learn skills in graphic design, product design and environmental design within negotiated design briefs. Students have the ability to tailor some tasks to their specific area of interest in design. Students may wish to work in the following areas:
- product design: e.g. toy, fashion, stage, furniture, and engineering design
- environmental design: e.g. sustainable interior and exterior design
- graphic and visual communication design: e.g. branding, illustration, and advertising.

Assessment:
Students will be assessed on the following:
- Two Introductory Tasks
- Major Folio
- Major Practical
- Visual Study

Relationship to further study:
Flows onto Stage 1 Visual Art (Art) or Stage 1 Visual Art (Design), which are both semester long subjects.

**Stage 1 Visual Arts (Art)**

Length of Course: Stage 1 Visual Arts (Art) can be studied as a 10-credit subject or a 20-credit subject.

Assumed Knowledge or Background: Year 8 – 10 Art

Course Description:
For both a 10-credit subject and a 20-credit subject, with a focus on art the following three areas of study must be covered:
- Visual Thinking - Developing the skills to think visually and to record this thinking. This means using drawings, sketches, diagrams, graphical representations, media or materials studies and experiments, concept representations, modelling, prototypes, photographs, photocopies of images, digital graphics, and/or audiovisual digital recording techniques, accompanied by written or recorded annotations to document the thinking.
- Practical Resolution - Works can be resolved using the various practical genres of art which may include video, installation, assemblage, digital imaging, painting, drawing, mixed media, printmaking, photography, fabrication (wood, plastic, or metal), sculpture, ceramics, and textiles.
- Visual Arts in Context - Students have opportunities to contextualise art; that is, to place works of art or design culturally, socially, and/or historically.

Assessment:
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Folio
- Practical & Practitioner’s Statement
- Visual Study
Relationship to further study:
Desirable pre-requisite for Stage 2 Visual Art (Art), Visual Art (Design) or Creative Arts - Photography.

Stage 1 Visual Arts (Design)

Length of Course: Stage 1 Visual Arts (Design) can be studied as a 10-credit subject or a 20-credit subject.

Assumed Knowledge or Background: Year 8 – 10 Art or Design

Course Description:
For both a 10-credit subject and a 20-credit subject, with a focus on design the following three areas of study must be covered:

Visual Thinking - Visual thinking for designers is usually based around the development and formulation of a design brief that specifies parameters for the designer. The cyclic design process includes research, analysis, the initiation and development of concepts, the exploration of possibilities, the testing and refining of ideas or concepts, the practising of technical skills, and evaluation, before the design outcome is resolved.

Practical Resolution - Works can be resolved using the various practical genres of design which may include:
- product design: e.g. toy, fashion, stage, furniture, and engineering design
- environmental design: e.g. sustainable interior and exterior design
- graphic and visual communication design: e.g. branding, illustration, and advertising.

Visual Arts in Context - Students have opportunities to contextualise design; that is, to place works of art or design culturally, socially, and/or historically.

Assessment:
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Folio
- Practical & Practitioner’s Statement
- Visual Study

Relationship to further study:
Desirable pre-requisite for Stage 2 Visual Arts (Art), Visual Arts (Design) or Creative Arts - Photography.
Stage 2 Visual Arts (Art)

**Length of Course:** Full year  
**Assumed Knowledge or Background:** Year 11 Art is desirable.

**Course Description:**  
Students will follow the same process as Stage 1 Art and further develop their knowledge and understanding in the following areas:  
Visual Thinking - Developing the skills to think visually and to record this thinking. This means using drawings, sketches, diagrams, graphical representations, media or materials studies and experiments, concept representations, modelling, prototypes, photographs, photocopies of images, digital graphics, and/or audiovisual digital recording techniques, accompanied by written or recorded annotations to document the thinking.

Practical Resolution - Works can be resolved using the various practical genres of art which may include video, installation, assemblage, digital imaging, painting, drawing, mixed media, printmaking, photography, fabrication (wood, plastic, or metal), sculpture, ceramics, and textiles.

Visual Arts in Context - Students have opportunities to contextualise art; that is, to place works of art or design culturally, socially, and/or historically.

**Assessment:**  
Is based on the following sections of the course.

- Assessment Component 1- Folio (40%); 2 major folios of 20 pages.
- Assessment Component 2- Practical; 2 major works and 2 practitioner's statements (30%).
- Assessment Component 3- Visual Study; External Assessment (30%) 20 pages.

**Relationship to further study:**
Visual Arts suits students wishing to undertake further studies in creative fields such as Visual Arts, Graphic Arts, Interior Design, and Architecture at University level.

**Other Comments:**
Moderation/examination of student work occurs in all components of the course. Visual Studies are sent to central moderation in Adelaide. Selected Practical studies (both majors and practitioner's statement's) are moderated. Selected folios are sent to SACE for moderation purposes (depending on the number of students enrolled).

Stage 2 Visual Arts (Design)

**Length of Course:** Full year  
**Assumed Knowledge or Background:** Year 11 Design is desirable.

**Course Description:**  
Students will follow the same process as Stage 1 Art and further develop their knowledge and understanding in the following areas:

Visual Thinking - Visual thinking for designers is usually based around the development and formulation of a design brief that specifies parameters for the designer. The cyclic design process includes research, analysis, the initiation and development of concepts, the exploration of possibilities, the testing and refining of ideas or concepts, the practicing of technical skills, and evaluation, before the design outcome is resolved.

Practical Resolution - Works can be resolved using the various practical genres of design which may include:

- product design: e.g. toy, fashion, stage, furniture, and engineering design
- environmental design: e.g. sustainable interior and exterior design
- graphic and visual communication design: e.g. branding, illustration, and advertising.
Visual Arts in Context - Students have opportunities to contextualise design; that is, to place works of art or design culturally, socially, and/or historically.

Assessment:
Is based on the following sections of the course.

- Assessment Component 1 - Folio (40%); 2 major folios of 20 pages.
- Assessment Component 2 - Practical; 2 major works and 2 practitioner's statements (30%).
- Assessment Component 3 - Visual Study; External Assessment (30%) 20 pages.

Relationship to further study:
Visual Arts suits students wishing to undertake further studies in creative fields such as Visual Arts, Graphic Arts, Interior Design, and Architecture at University level.

Other Comments:
Moderation/examination of student work occurs in all components of the course.
Visual Studies are sent to central moderation in Adelaide.
Selected Practical studies (both majors and practitioner’s statement's) are moderated.
Selected folios are sent to SACE for moderation purposes (depending on the number of students enrolled).

Stage 2 Creative Arts - Photography

Length of Course: Full year

Assumed Knowledge or Background: Year 11 Art or Design would be desirable.

Course Description:
Students will work under the assessment criteria:

- Knowledge and Understanding
- Practical Application
- Investigation and analysis
- Evaluation

The assessment tasks will allow students to develop their skills and knowledge of how to use a DSLR camera extensively, conduct many various photo shoots, as well as utilise digital photo editing programs. Students will also need to demonstrate their ability to critically analyse work of other photographers, as well as their own.

The opportunity to exhibit photography work is also offered.

Assessment:

Product 50%

*Product 1* - Students produce a Portfolio using 80-100 of their own images. The portfolio may have a number of themes and directions.

*Product 2* - May be connected to Product 1, or it may be unrelated. Students will be given a number of options to create a product that allows them to explore and develop independent creative directions.

*A Folio will accompany the Products. The Folio will demonstrate research, idea development, production and evaluation.*

Investigation 20%

Investigation – Students will write a 2000 word report on a Contemporary or Historical Australian photographer. Students may also negotiate a topic with their teacher for this 2000 word investigation.

External Assessment 30%

Practical Skills. Students will be given the opportunity to develop their skills and techniques when using a DSLR camera and composing photographs. They will also be given the opportunity to enhance work digitally.

Relationship to further study:
Photography suits students wishing to undertake further studies in creative fields such as Imaging Technology, Web Design, Visual Arts, Graphic Arts, Interior Design, and Architecture at TAFE/University level.

Other Comments:
Moderation of student work occurs in all components of the course.
Year 7 Drama

Length of Course: One Term

Assumed Knowledge or Background: None Required

Course Description:
In this course of two lessons per week for one term, the students are introduced to the techniques of improvised drama through drama games and short improvisation tasks.
The students are encouraged to develop expressive skills in voice and movement to communicate ideas and dramatic action in different performance styles.
The students are also introduced to the process of interpretation of scripted drama.
To conclude the course, the students rehearse and perform to their peers a group production.

Assessment:
Assessment is based on collaboration in class and performance skill and application.

Relationship to further study:
Flows onto Year 8 Drama, which is five lessons per week for a term.

Year 8 Drama

Length of Course: One Term

Assumed Knowledge or Background: None Required

Course Description:
In this introductory course in Secondary Drama students will learn how to select, develop and plan ideas using improvisation.
The students will learn the basic elements of Drama. The students will learn the key components of Stagecraft. The Students will present a polished group Drama performance.

Assessment:
Students are assessed on the following:
- Group participation and class involvement.
- Performance in individual and group roles.
- Knowledge of the basic Elements of Drama.
- The key features of the process of play building through improvisation.

Relationship to further study:
This introductory course provides the key skills for Drama throughout the secondary school years.
**Year 9 Drama**

**Length of Course:** Semester

**Assumed Knowledge or Background:** Successful completion of Year 8 Drama

**Course Description:**
In this one term course students will further develop their understanding of the elements of Drama and improve their techniques of performance. The students will study theatrical terminology and increase their understanding of the elements of Stagecraft.

**Assessment:**
Students are assessed on the following:
- Individual performance technique
- Group participation and class involvement
- Assignments and tests based on theory
- Rehearsal and performance in a group production.

**Relationship to further study:**
Year 9 Drama provides an important introduction to the optional study of Drama in the middle and senior secondary school years.

**Year 10 Drama**

**Length of Course:** 1 Semester.

**Assumed Knowledge or Background:** Year 8 and 9 Drama

**Course Description:**
The aims of the Year 10 Drama course are:
- To deepen student’s understanding of the basic Elements of Drama.
- To produce a polished Group Performance to both student and adult audiences.
- To develop an understanding of the significant periods in the history of Theatre.
- To gain skills in review writing of a live theatrical performance.

**Assessment:**
Students are assessed on the following:
- Group participation and class involvement.
- Performance in individual and group roles.
- Knowledge of the key elements of Drama.
- Review Writing.
- A group presentation on The History of Theatre.

**Relationship to further study:**
Year 10 Drama provides a valuable transition from Junior Secondary Drama to Drama in the senior years.
Stage 1 Drama

Length of Course: Stage 1 Drama can be studied as a 10-credit subject or a 20-credit subject.

Course Description:
Stage 1 Drama consists of the following three areas of study.
- Presentation of Dramatic Works
- Dramatic Theory and Practice
- Individual Investigation and Presentation.

Assessment:
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessments:
- Assessment in Stage 1 Drama consists of 3 components.
  - Component 1: Performances
  - Component 2: Folio
  - Component 3: Investigation and Presentation

Relationship to further study:
The aim of the two semesters in Stage 1 Drama is to provide a sound grounding for the Year 12 Drama courses. Although not a pre-requisite for Stage 2 Drama and Drama Studies, students who intend to study Stage 2 Drama will benefit considerably from undertaking the Stage 1 Drama course.

Stage 2 Drama

Length of Course: 2 Semesters

Assumed Knowledge or Background: Drama Stage 1 is helpful but not a pre-requisite for this course.

Course Description:
This 2-unit subject is divided into four sections:
- Section A: Group Production
- Section B: Individual Study
- Section C: Reviewing Live Theatre or Screen Productions
- Section D: Theatre and Film Analysis

Students must undertake Section A or Section B
Sections C and D are compulsory.

Assessment:
Assessment in Stage 2 Drama Studies consists of the following components
- Component 1: Practical Exam 30%
- Component 2: Written Exam 30%
- Component 3: Group Production Report 20%
- Component 4: 2 Reviews 20%

Relationship to further study:
This course is of value to students interested in performance and stage craft, who may wish to pursue such studies at Tertiary level. This could lead to careers in teaching, radio, television, acting, script writing and arts administration.
Music

The Arts

Year 7 Music

Length of Course: Full Year

Assumed Knowledge or Background: None

Course Description:
Music is a compulsory subject in Year 7 and is studied for a full year. It is a practical based course based on the Australian Curriculum for Music. Students will explore music through listening, composing and performance. Students develop and build upon theory and composition skills and explore historical, social and cultural aspects of music. Students also experience and create music using music technology and develop song writing skills.

Relationship to further study:
Provides a framework for Year 8 Music

Other Comments:
Students are encouraged to learn an instrument and have private lessons. Study of this subject involves some additional cost which include:

- Purchase or hire of musical instrument (s)
- Tuition fees
- General care and maintenance of instrument studied
- Tuition books/sheet music
- Performance uniform (if required)

This is not compulsory, however, students are encouraged to participate in an ensemble outside of lesson hours as part of the extra-curricular program.

Study of this subject also requires students to practice daily on their chosen instrument in addition to normal homework expectations.
**Year 8 Music**

**Length of Course:** 1 Semester

**Assumed Knowledge or Background:** Students are to have completed one year of Year 7 Music, and/or Music instrumental lessons for a minimum of one year.

**Course Description:**
Music is a choice subject in Year 8 and is studied for one semester. It is a practical based course in which each student is required to participate in a class ensemble and perform a solo on their instrument studied. It is a compulsory requirement that each student be learning an instrument and attending regular music instrumental lessons.

Students are taught Grade 1 theory and aural skills, basic composing and arranging concepts, instrument families and an introduction to music tech using computer sequencing programs which explore sound, layering of loops and creative compositional writing. Students also study popular and rock music forms which involve project work and homework tasks.

**Assessment:**
Students are assessed on:
- 40% practical skills – Ensemble and Solo performance.
- 30% understanding of Theory and Aural concepts
- 20% Arranging and Composition/Music Technology
- 10% participation in class

**Relationship to further study:**
Compulsory for Year 9 Music.
Provides a framework for Year 9 Music.

**Other Comments:**
Students are encouraged to participate in an ensemble group. Study of this subject involves some additional costs which include:
- Purchase or hire of musical instrument (s)
- Tuition fees
- General care and maintenance of instrument studied
- Tuition books/sheet music
- Performance uniform (if required)

Students are expected to attend out of school hour’s performances, rehearsals, and Band Tours (when applicable).

Study of this subject also requires students to practice daily on their chosen instrument in addition to normal homework expectations.
Year 9 Music

Length of Course: 1 Semester

Assumed Knowledge or Background: Students are to have completed Year 8 Music and are learning a musical instrument, including having instrumental tuition.

Course Description:
Music is a choice subject in Year 9 and is studied for one semester. It is a practical based course in which each student is required to participate in a class and small ensemble and perform a solo on their instrument studied. It is a compulsory requirement that each student be learning an instrument and attending regular music instrumental lessons.

Students are taught Grade 2/3 theory and aural skills, composing and arranging concepts, and music tech using computer sequencing, recording and scoring programs. Students also start ensemble and solo performance review writing. All written work involves appropriate tests and homework tasks.

Assessment:
Students are assessed on:

- 40% practical skills – Ensemble and Solo performance.
- 30% understanding of Theory and Aural concepts
- 20% arranging and Composition/Music technology
- 10% participation in class

Relationship to further study:
Compulsory for Year 10 Music.
Provides a framework for Year 10 Music.

Other Comments:
Study of this subject involves some additional costs which include:

- Purchase or hire of musical instrument (s)
- Tuition fees
- General care and maintenance of instrument studied
- Tuition books/sheet music
- Performance uniform (if required)

Students are expected to attend out of school hour’s performances, rehearsals, and Band Tours (when applicable). Study of this subject also requires students to practice daily on their chosen instrument in addition to normal homework expectations.
Year 10 Music

Length of Course: 2 Semesters

Assumed Knowledge or Background: Students are to have completed Year 9 Music and must have been learning their preferred instrument for a minimum of 2 years.

Course Description:
Music is a choice subject in Year 10 and is studied for a full year. It is a practical based course in which each student is required to participate and perform in a class and small ensemble and perform a solo on their instrument studied. It is a compulsory requirement that each student be learning an instrument and attending regular music instrumental lessons.

Students are taught theory and aural skills, composing and arranging concepts, and music tech using computer sequencing, recording and scoring programs. Students also study Music of other Cultures and continue with ensemble and solo performance review writing. All written work involves appropriate tests and homework tasks.

Assessment:
Students are assessed on:

15% Ensemble Performance
15% Solo Performance (One solo performance per term)
25% Theory, Harmony and Aural concepts
25% Composing and Arranging
20% Music technology

Relationship to further study:
The Year 10 Music course is a compulsory requirement for Year 11 Music, and provides a framework for Year 11 Music. The course offers a comprehensive background in theoretical concepts, arranging, solo and ensemble performance. The Music technology course will provide students with another alternative to music studies other than theory/aural and performance.

Other Comments:
Study of this subject involves some additional costs which include:

- Purchase or hire of musical instrument(s)
- Tuition fees
- General care and maintenance of instrument studied
- Tuition books/sheet music
- Performance uniform (if required)

Students are expected to attend out of school hour’s performances, rehearsals, and Band Tours (when applicable).

Study of this subject also requires students to practice daily on their chosen instrument in addition to normal homework expectations.
Stage 1 Music

Length of Course: Stage 1 Music can be studied as a 10-credit subject or a 20-credit subject

Course Description:
This subject outline does not prescribe the specific content of school programs. However, school programs are expected to involve a selection of learning activities that relate to the relevant musical studies. Students have the opportunity to engage in some of the following activities:
- Composing, Arranging, Transcribing, Improvising
- Ensemble and Solo Performance
- Music Technology
- Music in Contexts
- Developing Theory and Aural Skills

Assessment:
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Skills Presentation
- Skills Development
- Folio

Relationship to further study:
Students can enrol in Stage 1 – Music Experience programs and Stage 1 – Music Advanced programs.

Music Experience Programs – These programs are designed for students with limited experience or knowledge in some aspects of music. Music Experience programs should provide pathways to selected Stage 2 music subjects, such as Stage 2 Ensemble Performance, Music Individual Study, Music Technology, and/or Solo Performance.

Music Advanced Programs – These programs are designed for students with a substantial background in music. Music Advanced programs should provide pathways to the range of Stage 2 music subjects such as Stage 2 Ensemble Performance, Musicianship, Arranging and Composition, and/or Solo Performance.

Other Comments:
Study of this subject involves some additional costs which include:
- Purchase or hire of musical instrument(s)
- Tuition fees
- General care and maintenance of instrument studied
- Tuition books/sheet music
- Performance uniform (if required)

Students are expected to attend out of school hour’s performances, rehearsals, and Band Tours. (When applicable)

Study of this subject also requires students to practice daily on their chosen instrument in addition to normal homework expectations.
Stage 2 Music

Length of Course: 2 Semesters

Assumed Knowledge or Background: Stage 1 Music - compulsory requirement

Course Description:
The study of a 2-unit subject
Combinations may include:
- Musicianship and Composing /Arranging
- Musicianship and Solo Performance
- Ensemble Performance and Solo Performance
- Ensemble Performance and Individual Study

**Musicianship**
This unit emphasizes the development of aural acuity and advanced theory and harmony skills.

**Composing and Arranging**
This unit explores a range of compositional and arranging techniques used to produce a folio of works which demonstrate imagination and creativity.

**Solo performance**
This unit gives students the opportunity to extend their performance skills to demonstrate technical accuracy, expression and musicality.

**Ensemble Performance**
Students are assessed as a member of an ensemble or choir and present a repertoire of contrasting works.

**Music Individual Study**
Students who undertake this unit of work will be able to demonstrate skills needed to plan, negotiate and implement an individual study. Each student chooses a topic of interest and develops an individual project suitable for assessment. This unit is recommended for students who have personal motivation, initiative and can work independently.

Assessment:
**Musicianship**
- Skills Development comprising of 2 Tests 15% each
- Exam 1 ¾ hours 30%
- Arrangement 40%

**Composing and Arranging**
- Major Work 30%
- Analysis of Major Work
- Folio of other Works 70%
- Analysis of Minor Works

**Solo Performance**
- Initial Performances 70%
- Final Performance 30%

**Ensemble Performance**
- Initial Performances 70%
- Final Performance 30%

**Music Individual Study**
- Individual Project 70%
- Report 30%

Relationship to further study:
Post Graduate – Master of Music specialising in Performance Studies and Performance and Pedagogy Diploma in Instrumental Music
TAFE: Certificate IV in Music
Other Comments:

Study of this subject involves some additional costs which include:

- Purchase or hire of musical instrument(s)
- Tuition fees
- General care and maintenance of instrument studied
- Tuition books/sheet music
- Performance uniform (if required)

Students are expected to attend out of school hour’s performances, rehearsals, and Band Tours (when applicable).

Study of this subject also requires students to practice daily on their chosen instrument in addition to normal homework expectations.
**Year 7 English**

**Length of Course:** 2 semesters

**Assumed Knowledge or Background:**

Students are expected to have basic written language skills in grammar, spelling, punctuation, sentence structure and paragraphing and basic reading and comprehension skills based on Australian Curriculum.

**Course Description:**

**Reading**
- 2-3 shared texts
- Independent reading
- Poetry
- Media studies

**Writing**
- Formal essay writing
- Journal writing
- Poetry
- Other genre forms (e.g. letters, reviews, reports, personal response, summary, analysis
- Grammar
- Sentence structure & paragraphing skills

**Speaking & listening**
- Individual and group presentations in relation to class texts and wider reading, as well as in other situations will be required. Introduction to debating.

**Assessment:**

Assessment will be based on:
- Language 33%
- Literacy 33%
- Literature 33%
- 2-3 summative assessments per term.

**Relationship to further study:**

English remains compulsory for students in SACE Stage 1. In SACE Stage 2 students may take English Studies or English Communications as part of their overall course.
Year 8 English

Length of Course: 2 semesters

Assumed Knowledge or Background:
Students are expected to have basic written language skills in grammar, spelling, punctuation, sentence structure and paragraphing and basic reading and comprehension skills based on Australian Curriculum.

Course Description:

Reading
- 2-3 shared texts
- Independent reading
- Poetry
- Media studies

Writing
- Formal essay writing
- Journal writing
- Poetry
- Other genre forms (e.g. letters, reviews, reports, personal response, summary, analysis
- Grammar
- Sentence structure and paragraphing skills

Speaking & listening
- Individual and group presentations in relation to class texts and wider reading, as well as in other situations will be required.

Assessment:
Assessment will be based on:
- Language 33%
- Literacy 33%
- Literature 33%
- 2-3 summative assessments per term.

Relationship to further study:
English remains compulsory for students in SACE Stage 1. In SACE Stage 2 students may take English Studies or English Communications as part of their overall course.
Year 9 English

Length of Course: 2 Semesters

Assumed Knowledge or Background:
Students should have basic written, grammar and punctuation skills; sound reading skills; ability to construct paragraphs; knowledge of topic sentences based on Australian Curriculum.

Course Description:

Reading
- Read/view 2-3 shared texts e.g. Prose, film, drama, poetry and critically respond.
- Independent reading
- Poetry – Techniques such as Figurative Language e.g. similes, metaphors

Writing
- Formal essays
- Creative writing
- Journals
- Poetry
- Other written forms e.g. letters, reviews, reports, reflective personal response.
- Characterisation, plot and setting.

Speaking and listening
- Individual and group oral presentations in relation to class texts or current issues will be required.

Assessment:
- Language 33%
- Literacy 33%
- Literature 33%
- 2-3 summative assessments per term.

Relationship to further study:
English (or ESL) remains compulsory for students in Stage 1. In Stage 2, students may take English Studies, English Communications or English as a Second Language Studies as part of their overall course.
Year 10 English

Length of course: 2 semesters

Assumed Knowledge or Background:
All students will continue to develop skills learnt in Years 8 and 9 with greater emphasis on personal and critical response to literature and formal essay writing based on Australian Curriculum.

Course Description:

Reading
• 2-3 shared texts, e.g. Prose, Drama (Shakespeare), Film
• Independent reading
• Poetry
• Media studies

Writing
• Formal essays
• Journals
• Poetry
• Other written forms, e.g. letters, reviews, reports, reflective, personal response

Speaking and listening
• Individual and group presentations in relation to class texts and wider reading, as well as in other situations, will be required.
• Debating

Assessment:
• Language 33%
• Literacy 33%
• Literature 33%
• 2-3 summative assessments per term.

Relationship to further study:
English (or ESL) remains compulsory for students in Stage 1. In Stage 2, students may take English Studies, English Communications or English as a Second Language Studies as part of their overall course.
**Stage 1 Essential English**

**Length of Course:** 2 Semesters

**Assumed Knowledge or Background:** None

**Course Description:**
This subject is designed for (1) students who are seeking to meet the SACE literacy requirement; (2) an English language development focus for students who are new arrivals in Australia; and (3) students who are planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on communication, comprehension, analysis, and text creation.

**Assessment:**
- Response to Text: 30%
- Written Response: 30%
- Oral Presentation: 10%
- Language Study: 30%

**Relationship to further study:**
Improves knowledge of job interviews and work related communication skills;
Refines students’ personal portfolios and employment application skills;
Students reflect on the world of work and the types of learning that will assist in their successful transition to the career of their choice.

**Other Comments:**
This course is designed for students who are expecting to seek employment at the end of Stage 1 or Stage 2 and who are participating in the other VET based subjects.

**Stage 1 English**

**Length of course:** 2 semesters

**Assumed Knowledge or Background:**
Stage 1 English will build on the literacy skills students have been developing throughout their schooling years. Essay-writing will be important in the assessment of this subject.

**Rationale:**
In Stage 1 English there is an emphasis on responding to texts, creating texts, and intertextual study. Students critically and creatively engage with a variety of types of texts including novels, film, media, poetry and drama texts.

This subject leads to both English Communications and English Studies at Stage 2.

**Topics Covered:**
For both 10-credit and 20-credit subjects, students are required to read and respond to texts as well as produce texts.

**Reading and responding to texts**
Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to compose their own texts.

**Producing texts**
Students provide evidence of the extent and quality of their learning in producing texts in written, oral or multimodal form.

**Extended Study**
Students complete one of the extended study options:
- **Option 1: Language Study**
  Students focus on an aspect of language in a context beyond the classroom. Students could, for example, reflect on how specialised vocabulary is used in texts, the effect of context on appropriate language choice, the role of language in establishing individual or group identity, or how language choice is determined by the expectations of the audience.
• **Option 2: Connected Texts Study**
  Students consider texts in relation to each other, to the context in which they are produced, and to the context in which they are read or viewed. Students choose a minimum of two texts that are connected by similarity or difference.

• **Option 3: Student-negotiated Study**
  Students negotiate a focus that enables them to develop an understanding of the place of language and texts in social and cultural contexts. The extended study can be written, oral, or multimodal, or a combination of these modes.

The English Studies stream will be more focused on literary analysis, journal and essay writing skills identified as critical for Stage 2 English Studies.

The English Communications stream will continue to study and respond to literature, but will also provide opportunities for students to negotiate some individual projects or tasks which will give them a taste of the style of work expected in Year 12 English Communications.

**Assessment:**
Assessment in Stage 1 English consists of the following components:
  1. Text Analysis
  2. Text Production
  3. Extended Studies. (One of three options)

**Relationship to Further Study:**
This course will help prepare students for Stage 2 English. It will give students practice in analysis of literature, in essay-writing and other forms of communication. Students will be given opportunities for creative writing.

**Other Comments:**
To fulfil the SACE requirements, a student must gain a minimum C grade in 2 units of Stage 1 or Stage 2 English.

**Stage 2 Essential English**
Essential English is a 20-credit subject at Stage 2.

In this subject students respond to and create texts in and for a range of workplace, social and cultural contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning. The subject is suited for students who are not looking to attend university but generate essential English skills in the workplace and community life.

The course is separated into three components:

**Responding to texts – 3 text responses (30%)**
The texts studied are chosen to have strong relevance to the students current academic standing and their future intentions. Texts can be novels and films but can also be written information and opinions relevant to the workplace, community or culture.

**Creating Texts – 4 text responses (40%)**
Texts are created by students to have a combination of creativity and practical significance to a students’ career pathway or interest. Students will be challenged to create texts for an intended audience and also identify effective speech and communication for various situations.

**Language Study – 1 response – externally assessed – (30%)**
Students will individually select how language is used and modified in a situation outside of the classroom. This could be a cultural context, a volunteering situation or a workplace or training context. Students will evaluate how communication is modified and effectively utilised to meet a specific purpose.
Stage 2 English

Length of course: 2 Semesters

Assumed Knowledge or Background:
Stage 2 English will build on the literacy skills students have been developing throughout their schooling years. Essay-writing will be important in the assessment of this subject.

Rationale (adapted from SACE website):
The study of English develops the skills and knowledge necessary for students to use language appropriately for a wide variety of purposes. Language is a major vehicle of communication and a means by which social connection with other people is established. It is recognised as a key to social, economic, and cultural participation. A person’s sense of identity, both individual and collective, in a variety of situations, is shaped and defined by this participation.

The study of English in the SACE contributes to students’ increasing awareness of the cultural, social, and technical dimensions of language and texts. It also aims to promote a level of understanding that will enable students to recognise or modify the structural features of texts in a variety of modes and contexts, and to produce texts that demonstrate this understanding.

By critically engaging with texts constructed by themselves and others, students are able to confirm and challenge their own experience. By examining texts created in a range of modes, and by making their own texts, students gain skills that help them in understanding, communicating, and making meaning. They come to understand that texts reflect the values and beliefs of the culture from which they arise, and that interpretations are dependent on the explicit and implicit ideologies in the text, and on the experience and understanding of the audience. Texts can represent how people have made meaning of their lives in the past and how they see the world in the present. Creators of texts can give shape to personal or collective ideas, concerns and hopes.

The study of English provides students with a focus for informed and effective participation in their immediate personal environments, in education and training, in the workplace, and in the wider context of their role as citizens. The skills of critical thinking developed through the study of English enable students to be effective and organised thinkers and communicators. The practical skills of clear, accurate speaking, writing, and using technology are valuable tools for gaining access to participation in economic, social, and political spheres. The study of English promotes the skills of creative and critical thinking and expression that will help students to examine the past and present, imagine and shape the future, and identify processes of social, cultural, and political change.

Text Analysis – Responding to Texts:
In this section, three separate texts must be studied. Of the responses, one must be an oral presentation. The texts chosen will come from three of the following areas:

- **PROSE** – a novel such as “Cloudstreet” will be read with the class with an essay response.
- **FILM** – an analysis of one film with a critical response.
- **DRAMA** – a play will either be read or viewed (depending on touring or local theatre productions). A written response, such as a newspaper review, will be given.
- **POETRY** – a number of poems will be studied in class and the merits of poetry will be discussed/explored. Students will then create their own anthology and present a tutorial to a younger class about the art and craft of poetry.

Creating Texts:
Students will write 4 creative pieces with the following purposes:

- To entertain or engage a reader or listener
- To persuade or communicate a point of view
- To communicate observations or information

Comparative Analysis:
Students undertake a comparative analysis of two texts and evaluate how the themes, language and stylistic features, and conventions in these texts are used to represent ideas, perspectives, and/or aspects of culture, and shape responses and interpretations. This component is marked externally.
Assessment:

- Responding to texts 30%
- Creating texts 40%
- Comparative Analysis 30%

Relationship to Further Study:

This course will help develop student’s communication skills. It will give students practice in analysis of literature, in essay-writing and other forms of communication. Students will be given opportunities for creative writing.

Other Comments:

This course is best suited to students who can organise themselves and work independently. It gives students opportunities to use their strengths and pursue their interests in areas of communication. There is one major externally assessed assignment but no pressure of external exams. Students have generally finished the course requirements very early in Term 4.
Stage 2 English Literary Studies

Length of course: 2 Semesters

Assumed Knowledge or Background:
Successful completion of Stage 1 Pre-English Studies to a B level. Negotiation with the subject teacher is desirable.

Course Outline:
  **Responding to texts:** As a class, a study of texts from the following areas:
  - Study of a prose text
  - Study of a drama text
  - Study of a film
  - Study of poetry
  - Study of a range of short texts.

Responses to these texts will mostly be formal (essay style) or question and answer style.

  **Creating texts:**
  - Students produce two creative texts which can range from written, multi-modal or oral.

External Assessment Part A – Comparative Text Study:
  - Students will compare two texts. One can be chosen individually while one can be from the shared study text list. An essay style response will compare and contrast the texts.

External Assessment Part B – 90 minute exam - Critical Reading:
  - Students will examine a text or compare texts and interpret the key ideas and techniques presented.

Assessment:
  **External Assessment (30%) consists of:**
  - Part A – Comparative Text Study – 15%
  - Part B – Critical Reading (comprehension and interpretation) – 15%

  **School Assessment (70%) consists of:**
  - Responding to texts 50%
  - Creating texts 20%

Relationship to further study:
English Literary Studies provides an excellent basis for all tertiary study, particularly courses which require an ability to carry out intense research, analytical and critical reading and extensive written assignments.

In addition, all faculties, whether at the secondary or tertiary level, expect that students have a sound grasp of language, the ability to understand and interpret the requirements of assignments and examinations and to analyse and interpret logically and objectively the subject-matter of their texts.

Other comments:
The study of this subject requires students to be able to write clearly in essay form due to the major assessment component demands. A love of reading is highly desirable.
Year 7 Health and Physical Education

Length of Course: 2 Semesters

Assumed Knowledge or Background: Nil

Course Description:
Year 7 students are enrolled in a full-year practical course in which the sports of athletics, minor games, softball, badminton, netball, football, touch, European handball, cricket and tennis are covered. Students participate in a wide range of activities such as modified games and skill drills designed to improve their skill level, understanding of rules, and tactical awareness. Students are also introduced to fitness testing and they consider their own levels of fitness and health.

Assessment:
Students are assessed on:
- Practical Application and Skill Improvement
- Demonstrating Sportsmanship and Teamwork
- Ability to apply Tactics and Strategies in Game Scenarios
- Performance of Specialised Movement Skills
- Written Fitness, Health and Wellbeing Assignment

Relationship to further study:
Provides a framework for Year 8 Health and Physical Education.

Year 8 Health and Physical Education

Length of Course: 2 Semesters

Assumed Knowledge or Background: Nil

Course Description:
Year 8 students are enrolled in a full-year practical course in which the sports of athletics, basketball, badminton, soccer, football, hockey, touch, softball, cricket and tennis are covered. Students are taught basic skills, rules and concepts of the sports and specific minor games as a lead to the full game situation. Each student is required to participate in fitness activities and various fitness tests and complete a fitness assignment in which they consider their own fitness, health and wellbeing.

Assessment:
Students are assessed on:
- Practical Application and Skill Improvement
• Demonstrating Sportsmanship and Teamwork
• Ability to apply Tactics and Strategies in Game Scenarios
• Performance of Specialised Movement Skills
• Written Fitness, Health and Wellbeing Assignment

Relationship to further study:
Provides a framework for Year 9 Health and Physical Education.

Year 9 Health and Physical Education

Length of Course: 2 Semester

Assumed Knowledge or Background: Year 8 Health and Physical Education.

Course Description:
Year 9 students are enrolled in a full year practical course. The sport of athletics, basketball, handball, volleyball, table tennis, indoor hockey, indoor soccer, lacrosse, cricket and tennis are covered. Each student is required to participate in fitness activities and various fitness tests and the implication of these on their own participation in sport.

Assessment:
Students are assessed on:
• Skill development
• Understanding of concepts and rules
• Participation in class

Relationship to further study:
Provides a framework for future study in Year 10 Health and Physical Education.

Year 10 Health and Physical Education

Length of Course: 2 Semester

Assumed Knowledge or Background: Year 9 Health and Physical Education.

Course Description:
The course is designed to meet the compulsory practical, health and theory requirements of the Australian Curriculum. It provides a base knowledge for students who have a strong interest in Health and Physical Education and are considering continuing with this subject in Year 11.

Practical units will consist of athletics, volleyball, basketball, badminton, netball, touch football, European handball, soccer, cricket, Frisbee and football.

Theoretical components will include:
• fitness evaluation
• history of Australian Sport
• cooperation, teamwork and leadership
• prevention and treatment of sports injuries

Assessment:
Students are assessed on:
• skill development
• understanding of concepts
• knowledge of rules
• theoretical knowledge
• effort
• attitude
• cooperation with peers

Practical component (80%)
Theoretical component (20%)
**Relationship to further study:**
Provides a framework for Year 11 Physical Education.

**Year 10 Sports Academy**

**Length of Course:** 1 Semester

**Assumed Knowledge or Background:** Year 9 Health and Physical Education.

**Course Description:**
The course is designed for students with a high interest in Physical Education and Sport. Theoretical components will include:

- Practical Performance for Individual’s chosen sport of choice (within the Club Setting) and Practical Tasks completed during School Lessons.
- School Community Project: (Aimed at providing other students with a positive sporting experience and developing individual organisational and communication skills).
- Human Physiology (Important for required knowledge for Year 12 Physical Education)
- Sports Nutrition
- Sports Injuries
- Self and Team Personal Evaluation and Reflection.

**Assessment:**
Students are assessed on:

- skill development
- understanding of concepts
- theoretical knowledge
- effort
- attitude
- cooperation with peers

Practical component (60%)
Theoretical component (40%), including examination

**Relationship to further study:**
Provides a framework for Year 11 Physical Education.

**Stage 1 Physical Education**

**Length of Course:** Stage 1 Physical Education can be studied as a 10-credit subject or a 20-credit subject.

**Assumed Knowledge or Background:** Successful completion of Year 10 Health and Physical Education.

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

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

*Practical Skills and Applications*
- For a 10-credit subject, students complete two or three practicals.
- For a 20-credit subject, students complete four to six practicals.

*Principles and Issues* (consists of the following two areas of study)
- The Nature of Physical Activity
Issues Analysis

The Nature of Physical Activity

This area of study requires an experimental, analytical approach to physical activity and well-being.

Topics include:

- body systems
- human physical performance
- sports injuries
- fitness
- participation in physical activity
- training principles and methods

Issues Analysis

Students analyse issues that are relevant to local, national or global communities through topics of interest to them.

Topics focus on physical activity and could include:

- alcohol, tobacco and other drugs
- corruption
- fitness
- equal opportunity
- health risk factors
- professionalism in sport
- sport in society
- children
- cultural diversity
- disability
- gender
- play education
- safety, risk management
- sports injuries

Assessment:

Practical Skills and Application (60%)
Course Work (40%)

Relationship to further study: Stage 2 Physical Education

Stage 1 EPSA (Integrated Learning)

(Eyre Peninsula Sports Academy Pathway)

Length of Course: 1 or 2 Semesters

Assumed Knowledge or Background:

Students need to have successfully completed Year 10 Health and Physical Education.

Students must be currently involved in a Community Sporting Club either as a current player, referee or coach for the duration of enrolment in this subject area.

Students must be willing to work with a “Community Mentor” (who offers club guidance and support and will assist with assessment of the student).

Course Description:

Students will participate in a number of topics and assessment areas including:

Semester 1
- Pre-Season Training and Exercise Physiology
- Coaching Children Sport
- Playing and Practical Application (in the Community and during School Activities)
- Club Administration
- Fitness and Practical: Eyre Peninsula Workshops and Camp
- Understanding the “Elite Athlete or Player”
- Understanding Professional Clubs
- Self-Evaluation regarding Individual and Team Performance.

Semester 2
- Practical Performance for Individual’s chosen sport of choice (within the Club Setting) and Practical Tasks completed during School Lessons.
- School Community Project: (Aimed at providing other students with a positive sporting experience and developing individual organisational and communication skills).
- Human Physiology (Important for required knowledge for Year 12 PAS Physical Education)
- Sports Nutrition
• Sports Injuries
• Self and Team Personal Evaluation and Reflection.

Practical Skills and Applications:
Students will have the opportunity to develop practical skills within their chosen sport during lessons, Eyre Peninsula workshops and Camps and will also be assessed on their individual performance within their Club setting, risk management, disability, equal opportunities, play education or the decline in fitness levels.

Assessment (guide: percentages may vary slightly due to individual class differences and between Semesters):

- Community Involvement within the Club Setting or School Community: 10%
- Individual Practical Performance within the Club Setting and including School Development Activities: 20%
- Personal Port Folio includes individual reflection from Club involvement and performance: 20%
- Other School Based Activities: 50%

Relationship to further study:
Stage 2 Physical Education or Stage 2 EPSA
**Stage 1 Outdoor Education**

**Length of Course:** 1 or 2 Semesters

**Assumed Knowledge or Background:**
Students need to have successfully completed Year 10 Health and Physical Education.

**Course Description:**
Students gain an understanding of ecology, environmental sustainability, cultural perspectives, and physical and emotional health through participating in outdoor activities.

They learn to develop and apply risk and safety management skills and responsibility for themselves and other members of a group. Students reflect on environmental practices related to outdoor activities

Students will participate in a number of topics and assessments including:
- Environment and Conservation
- Planning and Management
- Outdoor Activities
- Outdoor Journey

**Practical Skills and Applications:**
In this topic, students develop the basic skills they need to participate safely and effectively in practicals — both outdoor activities and outdoor journeys.

Outdoor activities could include:
- bushwalking
- canoeing
- cycling
- kayaking
- orienteering or rogaining
- sailboarding
- sailing
- skiing
- snorkelling
- surfing.

Students undertake a 3-day outdoor journey that is either human-powered or uses natural forces. The emphasis is on safe travel, minimum impact on the environment, group skills, and personal growth. Students use learnt skills to plan, conduct, and evaluate their 3-day outdoor journey.

**Assessment (guide: percentages may vary slightly due to individual class differences and between Semesters):**
- One outdoor journey that includes an outdoor activity, and at least one other outdoor activity, for the practical 50%
- One folio assessment 25%
- A report for the outdoor journey 25%

**Relationship to further study:**
Stage 2 Outdoor Education
Stage 2 Physical Education

Length of Course: 2 Semesters

Assumed Knowledge or Background:
Year 11 Physical Education highly desirable or study of Year 11 Biology desirable.

Course Description:
The study of a 20 Credit subject comprises two sections:
- Practical Skills
- Applications

The practical component consists of three Centrally Developed Practical modules, one of which maybe a Negotiated Practical module.

The Principles and Issues component consists of three modules:

- **Exercise Physiology and Physical Activity**
  Areas of study include, sources of energy affecting physical performance; effects of training and evaluation on physical performance; specific physiological factors affecting performance.

- **The Acquisition of Skills and the Biomechanics of Movement**
  Areas of study include how skill is acquired; specific factors affecting learning; psychology of learning and performance of physical skills; biomechanics and skilled performance.

- **Issues Analysis**
  This module enables students to investigate a selected topic of interest, focusing on an issue related to physical activity. Students will be expected to critically analyse and interpret their findings and experiences.

Assessment:
- Practical 50%
- Course Work 20%
- Exam (2 hours) 30%

(Exam is based on Exercise Physiology and Physical Activity, Skill Acquisition and the Biomechanics of Movement Modules)

Relationship to further study:
- Bachelor of Applied Science (Human Movement)
- Bachelor of Exercise Physiology
- Bachelor of Education: Junior Primary, Upper Primary or Lower Secondary (major in PE)
- TAFE: Certificate IV in Fitness
- Diploma in Sport (Coaching)
- Diploma in Sport and Recreation
Health and Physical Education

Food Technology

Year 8 Food and Design Technology
Length of Course: 1 term of five lessons per week
Assumed Knowledge or Background: Nil
Course Description:
Food and Nutrition:
Students work collaboratively in small groups to prepare a healthy breakfast, lunch, dinner and snack in accordance with nutritional guidelines. Students learn fundamental culinary skills, basic good hygiene, food labelling and packaging and safety principles.
Textiles:
Students plan, prepared, sew and evaluate a fabric note book cover.
Assessment:
Practical Assessment 70 %
Written Assessment 30 %

Year 9 Food Technology
Length of Course: 1 semester of 3 lessons per week
Course Description:
Students study the importance of nutrients, what they are, why we need them and what foods they can be found in. Students utilise a variety of cooking tools and techniques to create a variety of dishes in a range of practical tasks. Students are also given the opportunity to prepare free choice practical tasks to complete individual units of work.
Assessment:
Practical assessment 80 %
Written assessment 20 %
Year 10 Food Technology

Length of Course: 1 Semester

Assumed Knowledge or Background: Year 8 and 9 Home Economics.

Course Description:
The course is centered on preparing students for senior Food and Hospitality requirements.
The program includes:

- Multicultural influences on Australian Cuisine
- Food for special needs
- Food for special occasions
- Food for health – Dietary related diseases

Assessment:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Assessment</td>
<td>60%</td>
</tr>
<tr>
<td>Written Assessment</td>
<td>40%</td>
</tr>
</tbody>
</table>

Relationship to further study:
Leads to: Stage 1 Food and Hospitality
Stage II Food and Hospitality or Child Studies

Stage 1 Child Studies

Length of Course: Stage 1 Child Studies can only be studied as a 10-credit subject

Course Description:
The Stage 1 subject examines the period of childhood from conception to eight years, and issues related to the growth, health and well-being of children. Students 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.

The focus capabilities for this subject are citizenship, personal development, and learning.

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

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

Assessment:
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Type 1: Practical Activity</td>
<td>40%</td>
</tr>
<tr>
<td>Assessment Type 2: Group Activity</td>
<td>30%</td>
</tr>
<tr>
<td>Assessment Type 3: Investigation</td>
<td>30%</td>
</tr>
</tbody>
</table>
Stage 1 Food and Hospitality

Length of Course: Stage 1 Food and Hospitality can only be studied as a 10-credit subject.

Course Description:
In Food and Hospitality, students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality. This course is also taught in combination with TAFE SA, with students starting their Certificate II in Kitchen Operations.

Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices.

The focus capabilities for this subject are: communication, learning, or work.

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

Content:
Students study topics within one or more of the following five areas of study:
- Food, the Individual and the Family
- Local and Global Issues in Food and Hospitality
- Trends in Food and Culture
- Food and Safety
- Food and Hospitality Industry

TAFE Components

- Works Effectively with Others
- Use Hygienic Practices in Food Safety
- Source and Use information on the Hospitality Industry
- Participate in Safe Work Practices
- Prepare Sandwiches
- Interact with Customers
- Prepare and Serve Non Alcoholic Beverages
- Produce Appetisers and Salads
- Prepare Simple Dishes
- Show Social and Cultural Sensitivity
- Use Hospitality Skills Effectively
- Prepare and Serve Espresso Coffee

Assessment:
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Practical Activity 40%
Assessment Type 2: Group Activity 30%
Assessment Type 3: Investigation 30%

Satisfactory completion of all TAFE requirements.
Stage 2 Child Studies

Length of Course: 2 Semesters

Assumed Knowledge or Background: Stage I Child Studies – but not essential

Course Description:
Stage 2 Child Studies focuses on children’s growth and development from conception to 8 years. Students critically examine attitudes and values about parenting/caregiving and gain an understanding of the growth and development of children. This subject, enables students to develop a variety of research, management, and practical skills.

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

There are five areas of study in Stage 2 Child Studies, as described below.

- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Sociocultural Influences
- Technological Influences

Assessment:
The following assessment types enable students to demonstrate their learning in Stage 2 Child Studies:

School Assessment (70%)

Assessment Type 1: Practical Activity (50%)
Students undertake at least four practical activities. Practical tasks are completed individually, in pairs, or in small groups.

Assessment Type 2: Group Activity (20%)
Students work in groups to plan, organise, and implement action to meet a teacher-directed challenge that focuses on the health and well-being of children that relate to a specific area of study from the five areas of study listed above.

School assessed work is marked in the first instance by the subject teacher then submitted for moderation.

External Assessment (30%)

Assessment Type 3: Investigation (30%).
The investigation is presented as a written report of a maximum of 2000 words.

In undertaking the investigation, students:

- identify a relevant contemporary issue related to a selected area of study and state this issue as a research question or hypothesis
- relate their study to the learning requirements and define the scope of the study
- analyse information for relevance and appropriateness, and acknowledge sources appropriately
- evaluate evidence
- analyse findings and draw relevant conclusions.

The Investigation is externally moderated to determine the final mark for this component of the course.

Students should provide evidence of their learning through seven or eight assessments in total, including the external assessment component. In summary students undertake:

- at least four practical activities
- at least one group activity
- one investigation.
Stage 2 Food and Hospitality

Length of Course: 2 Semesters

Assumed Knowledge or Background: Stage I Food and Hospitality – but not essential

Course Description:
Stage 2 Food and Hospitality focuses on the contemporary and changing nature of the food and hospitality industry. Students critically examine attitudes and values about the food and hospitality industry and the influences of economic, environmental, legal, political, sociocultural, and technological factors at local, national, and global levels. Students develop relevant knowledge and skills as consumers and/or industry workers.

Students may be required to participate in activities outside school hours, both within the school and in the wider community.

There are five areas of study in Stage 2 Food and Hospitality, as described below.

- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Sociocultural Influences
- Technological Influences

Assessment:
The following assessment types enable students to demonstrate their learning in Stage 2 Food and Hospitality:

School Assessment (70%)

Assessment Type 1: Practical Activity (50%)
For a 20 credit subject, students undertake at least four practical activities. Practical tasks are completed individually, in pairs, or in small groups.

Assessment Type 2: Group Activity (20%)
Students plan, organise, and implement a whole class catering task/s that relate to a specific area of study from the five areas of study listed above.

School assessed work is marked in the first instance by the subject teacher then submitted for moderation.

External Assessment (30%)

Assessment Type 3: Investigation (30%).
The investigation is presented as a written report of a maximum of 2000 words for a 20 credit subject.

In undertaking the investigation, students:

- identify a relevant contemporary issue related to a selected area of study and state this issue as a research question or hypothesis
- relate their study to the learning requirements and define the scope of the study
- analyse information for relevance and appropriateness, and acknowledge sources appropriately
- evaluate evidence
- analyse findings and draw relevant conclusions.

The Investigation is externally moderated to determine the final mark for this component of the course.

Students should provide evidence of their learning through seven or eight assessments in total, including the external assessment component. In summary students undertake:

- at least four practical activities
- at least one group activity
- one investigation.
Year 7 Japanese

Length of Course: 2 Semesters

Assumed Knowledge or Background: None

Course Description:
Development of language skills – listening, speaking, reading and writing – based on the topics.
- Greetings
- Numbers
- Ages/Grades
- Nationality
- Family

Students will learn about the Japanese culture and traditions as well.

Assessment:
- Participation in class activities.
- Tests (oral aural and written) based on each unit studied.

Relationship to further study:
Successful completion of two semesters of Year 7 Japanese will prepare students for Year 8 Japanese.

Other Comments:
One of the aims of studying the Japanese language is to broaden the students’ minds about a country within our region which has a different culture and which is a close trading partner to Australia.
Year 8 Japanese

Length of Course: 2 Semesters
Assumed Knowledge or Background: None

Course Description:
Development of language skills – listening, speaking, reading and writing – based on the topics.
- Greetings
- Numbers
- Ages/Grades
- Nationality
- Family
- Pets
- Animals
- Dates/Months/Days of the week

Students will learn about the Japanese culture and traditions as well.

Assessment:
- Participation in class activities.
- Tests (oral and written) based on each unit studied.
- The quality of your workbook.

Relationship to further study:
Successful completion of two semesters of Year 8 Japanese will prepare students for Year 9 Japanese.

Other Comments:
One of the aims of studying the Japanese language is to broaden the students’ minds about a country within our region which has a different culture and which is a close trading partner with Australia.

Year 9 Japanese

Length of Course: 2 Semesters
Assumed Knowledge or Background: Successful completion of Year 8 Japanese

Course Description:
Development of language and grammar, development of the skills of listening, reading and writing based on the topics.

Assessment:
Participation in class activities, tests (oral and written) based on each unit studied and the quality of each student’s workbook.

Relationship to further study:
Successful completion of two semesters of Year 9 Japanese will prepare students for Year 10 Japanese. The course provides opportunities for students to develop language skills for use in community and social situations.

Other Comments:
One of the aims of studying the Japanese language is to broaden the students’ minds about a country within our region which has a different culture and which is a close trading partner to Australia. Japanese is a language of great significance, both internationally and within Australia. Its relevance to Australia is growing both because of Australia’s economic, cultural and political links with Japan, and because of the increasing influence and size of the Japanese-speaking community within Australia itself. In recent years, Port Lincoln has developed a close relationship with Muroto city as an unofficial sister city, which engages in a School Exchange Trip every year. Japanese industry/tourism has a strong base in South Australia and knowledge of the Japanese language is important for the local business community.
Year 9 ApPle – Personal Project

Length of Course: 2 Semesters
Assumed Knowledge or Background: None

Course Description:
This subject is an alternate language pathway. Students are required to create a project in which they develop a personal interest. The project is based on a student’s interest or talent, resulting in a product or outcome. Students may develop more than one project.

Assessment:
Students will present final product/outcome at an exhibition night.

Relationship to further study:
Links directly to the Stage 1 PLP and Stage 2 Research Project

Year 10 Japanese

Length of Course: 2 Semesters
Assumed Knowledge or Background: Successful completion of Year 8 and Year 9 Japanese.

Course Description:
Development of language and grammar, development of the skills of listening, speaking, reading and writing based on the topics.
- Time
- Position
- Adjectives grammar
- Seasons
- Weather
- Shopping
- Verb forms

Students will learn about the Japanese culture and traditions as well.

Assessment:
Participation in class activities.
- Tests (oral and written) based on each unit studied.
- The quality of your workbook.

Relationship to further study:
Successful completion of two semesters of Year 10 Japanese will prepare students for SACE Stage One Japanese.

Other Comments:
One of the aims of studying the Japanese language is to broaden the students’ minds about a country within our region which has a different culture and which is a close trading partner with Australia.
**Stage 1 Japanese**

**Length of Course:** 2 semesters

**Assumed Knowledge or Background:** Successful completion of Year 10 Japanese

**Course Description:**

Students are exposed to a language with a rich historical, cultural, linguistic and literary tradition. The course is intended for students who are preparing for Stage 2 Japanese and/or who are interested in Japanese.

**Assessment:**

There are four assessment components:
- oral task
- written task
- text analysis task
- investigative task demonstrating research and personal reflections on a cultural aspect

**Relationship to further study:** Leads on to SACE Stage 2 Japanese

**Other Comments:**

One of the aims of studying Japanese language is to broaden the student’s minds about a country within our region which has a different culture which is a close trading partner with Australia. Japanese is a language of great significance, both internationally and within Australia. Its relevance to Australia is growing both because of Australia’s economic, cultural and political links with Japan, and because of the increasing influence and size of the Japanese-speaking community within Australia itself. In recent years, Port Lincoln has developed a closer relationship with Muroto city as an unofficial sister city, which engages in a School Exchange Trip every year. Japanese industry/tourism has a strong base in South Australia and knowledge of the Japanese language is important for the local business community.

**Stage 2 Japanese**

**Length of Course:** 2 Semesters

**Assumed Knowledge or Background:** A satisfactory standard in Stage 1 Japanese

**Course Description:**

Students engage in conversation and correspondence, exchanging information, idea and opinions on topics relating to their experience and interests. Students research on aspects of the Japanese language or culture then present findings both orally and in written form. Aural, oral and written skills are developed.

**Assessment:**

*School assessment* – 50 %

- course work (15%) – involves the completion of 5 summative tasks (oral, written, text analysis)
- in depth study (35%) - involves the completion of independent research, an oral presentation in Japanese (4 minutes), a written task in Japanese(600 characters) and a written task in English (600 words)

*External assessment* – 50 %

- Conversation 15%
- listening comprehension and written paper 35%

**Relationship to further study:**

What does it lead to?

Students who complete a Stage Two language course are eligible for 2 extra points added to their Tertiary Entrance Score for some universities.

What else?

A knowledge of another language is considered very advantageous in such areas as the Tourism Industry, International Trade and many community service industries, i.e. social work, nursing, police, accounting, legal system and hairdressing.
Other Comments:

One of the aims of studying Japanese language is to broaden the students' minds about a country within our region which has a different culture and which is a close trading partner with Australia. Japanese is a language of great significance, both internationally and within Australia. Its relevance to Australia is growing both because of Australia's economic, cultural and political links with Japan, and because of the increasing influence and size of the Japanese-speaking community within Australia itself. In recent years, Port Lincoln has developed a closer relationship with Muroto city as an unofficial sister city, which engages in a School Exchange Trip every year. Japanese industry/tourism has a strong base in South Australia and knowledge of the Japanese language is important for the local business community.
**Mathematics**

**Year 7 Mathematics**

**Length of Course:** 2 Semesters

**Assumed Knowledge or Background:** Satisfactory completion of Year 6 Mathematics

**Course Description:**

By the end of Year 7, students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. They solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for numbers to algebra. They interpret simple linear representations and model authentic information. Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane. They solve simple numerical problems involving angles formed by a transversal crossing two parallel lines. Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays.

Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. They assign ordered pairs to given points on the Cartesian plane. Students use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals. They name the types of angles formed by a transversal crossing parallel line. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes. They calculate mean, mode, median and range for data sets. They construct stem-and-leaf plots and dot-plots.

**Assessment:**

Assessment is continuous by way of Short Topic Tests, Homework Assignments, Worksheets, Folio Tasks, Bookwork and the teacher’s professional judgment of ability.

**Relationship to Further Study:**

This course prepares students for Year 8 Mathematics for the Australian Curriculum.
Year 8 Mathematics

Length of Course: 2 Semesters

Assumed Knowledge or Background: Satisfactory completion of Year 7 Mathematics.

Course Description:
By the end of Year 8, students solve everyday problems involving rates, ratios and percentages. They recognise index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. They explain issues related to the collection of data and the effect of outliers on means and medians in that data. Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles. Students determine complementary events and calculate the sum of probabilities.

Assessment:
Assessment is continuous by way of Topic Tests, Homework Assignments, Folio Tasks and teacher’s professional judgment of ability.

Relationship to further study:
This course prepares students for Year 9 Mathematics in the Australian Curriculum.

Year 9 Mathematics

Length of Course: 2 Semesters

Assumed Knowledge or Background: Satisfactory completion of Year 8 Mathematics.

Course Description:
By the end of Year 9, students solve problems involving simple interest. They interpret ratio and scale factors in similar figures. Students explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. Students compare techniques for collecting data in primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.

Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations. Students calculate areas of shapes and the volume and surface area of right prisms and cylinders. They use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.

Assessment:
Assessment is continuous by way of Topic Tests, Homework Assignments, Folio Tasks and teacher’s professional judgment of ability.

Relationship to further study:
This course prepares students for Year 10A Mathematics or Year 10 Mathematics in the Australian Curriculum and Year 10 Essential Mathematics (SACE Stage 1).
Year 10 Mathematics A

Length of Course: 2 Semesters

Assumed Knowledge or Background: Satisfactory completion of Year 9 Mathematics.

Course Description:
This full year course further develops topics at an advanced level, including:
- Real numbers
- Patterns and Algebra
- Linear, quadratic and exponential relationships
- Geometric reasoning
- Pythagoras and Trigonometry
- 3-D measurement
- Chance and Data

Assessment:
Assessment is continuous by way of Topic Tests, Homework Assignments and Folio Tasks.

Relationship to further study:
This course prepares students for SACE Stage 1 Mathematical Methods, Specialist Mathematics or General Mathematics in Year 11.

Year 10 Mathematics

Length of Course: 2 Semesters

Assumed Knowledge or Background: Satisfactory completion of Year 9 Mathematics.

Course Description:
By the end of Year 10, students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations. Students solve surface area and volume problems relating to composite solids. They recognise the relationships between parallel and perpendicular lines. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports. Students expand binomial expressions and factorise monic quadratic expressions. They find unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations. They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments. They calculate quartiles and inter-quartile ranges.

Assessment:
Assessment is by way of Topic Tests, Homework Assignments, Folio Tasks and teacher’s professional judgment of ability.

Relationship to further study:
This course prepares students for SACE Stage 1 General Mathematics or SACE Stage 1 Essential Mathematics in Year 11.

Year 10 Essential Mathematics (SACE Stage 1)

Length of Course: 1 or 2 semesters, 10 credits.

Assumed Knowledge or Background: Completion of Year 9 Mathematics.

Course Description:
**Essential Mathematics** offers students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts. Topics studied cover a range of applications of mathematics, including general calculation, measurement and geometry, money management, and statistics. This course is offered to students who may find Year 10 Australian Curriculum Mathematics challenging. Enrolment in Essential Mathematics will be based on recommendation by Mathematics teachers and in consultation with parents.

**Assessment:**
Assessment is by means of Skills and Applications Tasks and Investigations.

**Relationship to further study:**
This course prepares students for SACE Stage 1 Essential Mathematics in Year 11.

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**Stage 1 Specialist Mathematics**

**Length of Course:** 2 semesters

**Assumed Knowledge or Background:**
Minimum of 80% average for Year 10A Mathematics.

**Course Description:**
Stage 1 Specialist Mathematics is a full year course in line with the Australian Curriculum that extends students’ knowledge and understanding of Sequences and Series; Circle Geometry; Vectors in the Plane; Trigonometric Functions and Graphs; Matrices and Real and Complex Numbers. Students must undertake Stage 1 Mathematical Methods in addition to this course. Students have an examination at the end of each semester.

**Assessment:**
Assessment is by means of Skills and Applications Tasks and Investigations.

**Relationship to further study:**
The course prepares students for Specialist Mathematics at Stage 2.

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**Stage 1 Mathematical Methods**

**Length of course:** 2 semesters

**Assumed Knowledge or Background:** Satisfactory completion of Year 10 Mathematics.

**Course Description:**
Stage 1 Mathematics is a full year course in line with the Australian Curriculum that extends students’ knowledge and understanding of Functions and Graphs; Trigonometry; Counting and Probability; Statistics; Growth and Decay and an Introduction to Differential Calculus. Students have an examination at the end of each semester.

**Assessment:**
Assessment is by means of Skills and Applications Tasks and Investigations.

**Relationship to further study:**
The course prepares students for Mathematical Methods at Stage 2.
**Stage 1 General Mathematics**

**Length of Course:** 2 semesters

**Assumed Knowledge or Background:** Satisfactory completion of Year 10 Mathematics.

**Course Description:**
Stage 1 General Mathematics is a full year course in line with the Australian Curriculum that extends students’ mathematical skills in ways that apply to practical problem solving. Students cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices. Students have an examination at the end of each semester.

**Assessment:**
Assessment is by means of Skills and Applications Tasks and Investigations.

**Relationship to further study:**
The course prepares students for General Mathematics at Stage 2.

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**Stage 1 Essential Mathematics**

**Length of Course:** 2 semesters

**Assumed Knowledge or Background:** None.

**Course Description:**
This subject is designed for (1) students who are seeking to meet the SACE numeracy requirement; (2) students who are planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on extending students’ mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts, in flexible and resourceful ways.

**Assessment:**
Assessment is by means of Skills and Applications Tasks and Investigations.

**Relationship to further study:** This course prepares students for Essential Mathematics at Stage 2.
**Stage 2 Specialist Mathematics**

**Length of Course:** Full year, 20 credits.

**Assumed Knowledge or Background:** Successful completion of Stage 1 Specialist Mathematics and Mathematical Methods.

**Course Description:**

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

Stage 2 Specialist Mathematics consists of the following six topics:

- **Topic 1:** Mathematical Induction
- **Topic 2:** Complex Numbers
- **Topic 3:** Functions and Sketching Graphs
- **Topic 4:** Vectors in Three Dimensions
- **Topic 5:** Integration Techniques and Applications
- **Topic 6:** Rates of Change and Differential Equations.

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

**Assessment:**

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

*School Assessment (70%)*

- Assessment Type 1: Six Skills and Applications Tasks (50%)
- Assessment Type 2: One Mathematical Investigation (20%)

*External Assessment (30%)*

- Assessment Type 3: Examination (30%)

**Relationship to further study:**

Specialist Mathematics leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.
Stage 2 Mathematical Methods

Length of Course: Full year, 20 credits.

Assumed Knowledge or Background: Successful completion of Stage 1 Mathematical Methods.

Course Description:
Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

Stage 2 Mathematical Methods consists of the following six topics:
Topic 1: Further Differentiation and Applications
Topic 2: Discrete Random Variables
Topic 3: Integral Calculus
Topic 4: Logarithmic Functions
Topic 5: Continuous Random Variables and the Normal Distribution
Topic 6: Sampling and Confidence Intervals.

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

School Assessment (70%)
- Assessment Type 1: Six Skills and Applications Tasks (50%)
- Assessment Type 2: One Mathematical Investigation (20%)

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

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

Stage 2 General Mathematics

Length of Course: Full year, 20 credits.

Assumed Knowledge or Background: Successful completion of Stage 1 General Mathematics or Mathematical Methods.

Course Description:
General Mathematics extends students’ mathematical skills in ways that apply to practical problem-solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.
Stage 2 General Mathematics consists of the following six topics:
1. Modelling with Linear Relationships
2. Modelling with Matrices
3. Statistical Models
4. Financial Models
5. Discrete Models
6. Open Topic

Students study five topics from the list of six topics above. All students must study topics 1, 3, 4, and 5.

Assessment:
Students provide evidence of their learning through eight assessments, including the external assessment component. The examination is based on the key questions and key concepts in Topics 3, 4, and 5.

School Assessment (70%)
- Assessment Type 1: Five Skills and Applications Tasks (40%)
- Assessment Type 2: Two Mathematical Investigation (30%)

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

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

Stage 2 Essential Mathematics

Length of Course: Full year, 20 credits.

Assumed Knowledge or Background: Successful completion of Stage 1 Essential Mathematics or General Mathematics.

Course Description:
Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts. In Essential Mathematics there is an emphasis on developing students’ computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

Stage 2 Essential Mathematics consists of the following six topics:
Topic 1: Scales, Plans, and Models
Topic 2: Measurement
Topic 3: Business Applications
Topic 4: Statistics
Topic 5: Investments and Loans
Topic 6: Open Topic

Students study five topics from the list of six topics above. All students must study topics 2, 4, and 5.

Assessment:
Students provide evidence of their learning through eight assessments, including the external assessment component. The examination is based on the key questions and key concepts in Topics 2, 4, and 5.
School Assessment (70%)
- Assessment Type 1: Four Skills and Applications Tasks (30%)
- Assessment Type 2: Three Mathematical Investigation (40%)

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

Relationship to further study:
This subject is intended for students planning to pursue a career in a range of trades or vocations.
**Year 7 Science**

**Length of Course:** 2 Semesters

**Assumed Knowledge or Background:** Nil

**Course Description:**

Year 7 Science is an introduction to the understanding of people, the natural environment and everyday phenomena. This understanding is developed through practical activities, research and classroom activities. Problem solving skills and the use of computer technology is incorporated into topics and activities.

The following topics are studied in Year 7:

- Introduction to the laboratory
- Properties of substances
- Earth Resources
- Mixtures and separating
- Habitats
- Classification
- Forces
- Machines
- Earth in space
Assessment:
50% tests, 40% practical reports, research and assignments, 10% homework and classroom activities.

Relationship to further study:
To provide students with a foundation for further study in all branches of Science.

**Year 8 Science**

**Length of Course:** 2 Semesters

**Assumed Knowledge or Background:** Nil

**Course Description:**
Year 8 Science builds on the ideas covered in Year 7 by extending students’ knowledge, practical experiences, problem solving skills and computer technology skills.

The following topics are included in Year 8:

- Body Systems
- Growth and reproduction
- Cells and organisms
- Energy and sound
- Earth Science
- Electricity
- Physical and chemical change
- Elements

Assessment:
50% tests, 40% practical reports, research and assignments, 10% homework, classwork and activities.

Relationship to further study:
To provide students with a foundation for further study in all branches of Science.

**Year 9 Science**

**Length of Course:** 2 Semesters

**Assumed Knowledge or Background:** Nil

**Course Description:**
Year 9 Science builds on the ideas covered in Year 7 and 8 by extending students’ knowledge, practical experiences, problem solving skills and computer technology skills.

The following topics are included in Year 9:

- Atoms
- Important materials
- Microbiology – disease
- Light
- Freshwater ecology
- Electrical energy
- Plate tectonics
- Chemical reactions

Assessment:
50% tests, 40% practical reports, research and assignments, 10% homework, classwork and activities.

Relationship to further study:
To provide students with a foundation for further study in all branches of Science.

**Year 10 Science**

**Length of Course:** 2 Semesters
Assumed Knowledge or Background: Nil

Course Description:
The Year 10 Science course extends the knowledge, practical experiences and problem solving skills started in Years 7, 8 and 9 to enhance student interest and understanding. Students study Biology, Chemistry, Physics and Earth Science for one term each.

Biology:
- DNA structure and Genetics
- Theory of Natural selection

Chemistry:
- Different chemical reactions
- Learning chemical notation

Physics:
- Linear motion
- Newton’s Laws
- Energy

Earth Science:
- Origin of the universe
- Global systems

Assessment:
50% tests and exams, 40% practical reports and research assignments, 10% homework, classwork and activities.
Exam results may be used to advise students about their suitability to particular Stage 1 courses.

Relationship to further study:
Year 10 Science prepares students for all of the sciences at Stage 1 level, with discussion and negotiation with their Science teacher.

Year 10 Scientific Studies (SACE Stage 1)
Length of Course: 1 or 2 semesters, 10 credits.

Assumed Knowledge or Background: Nil.

Course Description:
Students develop their knowledge of scientific principles and concepts, the ability to use that knowledge to identify questions, issues, opportunities, and challenges, and the capacity to acquire new knowledge through their own investigations. Students develop the skills and abilities to explain scientific phenomena and to draw evidence-based conclusions from the investigation of science-related issues. Students improve their own scientific literacy to support future career pathways, including those that are science-related, and develop the ability to live and work as informed and reflective citizens in a world shaped increasingly by science and technology. Students’ interests and contexts will be used to determine potential themes and topics for study. This course is offered to students who may find Year 10 Australian Curriculum Science challenging. Enrolment in Scientific Studies will be based on recommendation by Science teachers and in consultation with parents.

Assessment:
Assessment is by means of Skills and Applications Tasks and an Investigations Folio.

Relationship to further study:
This course prepares students for SACE Stage 1 Biology, Nutrition and Psychology in Year 11. Scientific Studies in Year 10 does not prepare students for SACE Stage 1 Chemistry or Physics.
Stage 1 Biology

Length of Course: 1 or 2 semesters, 10 or 20 credits.

Assumed Knowledge or Background: Nil.

Course Description:
The study of biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments. In their study of biology students inquire into and explain biological phenomena and draw evidence-based conclusions from their investigations of biology-related issues and innovations. Students explore the dynamic nature of biological science and the complex ways in which science interacts with society, to think critically and creatively about possible scientific approaches to solving everyday and complex problems and challenges. Students have an exam at the end of each semester.

Content:
The following topics provide the framework for learning in Stage 1 Biology:
- Topic 1: Cells and Microorganisms
- Topic 2: Infectious Disease
- Topic 3: Multicellular Organisms
- Topic 4: Biodiversity and Ecosystem Dynamics

Assessment:
Assessment is by means of Skills and Applications Tasks and an Investigations Folio.

Relationship to further study:
Although there are no prerequisites for Stage 2 Biology, students would benefit from completing the topic on Cells and Microorganism or have studied another Stage 1 Science.
**Stage 1 Chemistry**

**Length of Course:** 1 or 2 semesters, 10 or 20 credits.

**Assumed Knowledge or Background:** Completion of Year 10 Science and Year 10 Mathematics to a B standard.

**Course Description:**
In their study of Chemistry, students develop and extend their understanding of the physical world, the interaction of human activities and the environment, and the use that human beings make of the planet’s resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies. Through the study of chemistry, students develop the skills that enable them to be questioning, reflective, and critical thinkers; investigate and explain phenomena around them; and explore strategies and possible solutions to address major challenges now and in the future. Students have an exam at the end of each semester.

**Content:**
The following topics provide the framework for learning in Stage 1 Chemistry:
- Topic 1: Materials and their Atoms
- Topic 2: Combinations of Atoms
- Topic 3: Molecules
- Topic 4: Mixtures and Solutions
- Topic 5: Acid and Bases
- Topic 6: Redox Reactions

**Assessment:**
Assessment is by means of Skills and Applications Tasks and an Investigations Folio.

**Relationship to further study:**
Students must successfully complete both semesters of Stage 1 Chemistry to complete Stage 2 Chemistry.

**Stage 1 Physics**

**Length of Course:** 1 or 2 semesters, 10 or 20 credits.

**Assumed Knowledge or Background:** Completion of Year 10 Science and Year 10 Mathematics to a B standard.

**Course Description:**
The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them. In Physics students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges, and pursue scientific pathways, for example in engineering, renewable energy generation, communications, materials innovation, transport and vehicle safety, medical science, scientific research, and the exploration of the universe. Students have an exam at the end of each semester.

**Content:**
The following topics provide the framework for learning in Stage 1 Physics:
- Topic 1: Linear Motion and Forces
- Topic 2: Electric Circuits
- Topic 3: Heat
- Topic 4: Energy and Momentum
- Topic 5: Waves
• Topic 6: Nuclear Models and Radioactivity

Assessment: Assessment is by means of Skills and Applications Tasks and an Investigations Folio.

Relationship to further study: Students must successfully complete both semesters of Stage 1 Physics to complete Stage 2 Physics.

Stage 1 Psychology
Length of Course: 1 Semester, 10 credits
Assumed Knowledge or Background: Nil

Course Description:
The study of psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure. Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (i.e. observation, experimentation and experience), the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences.

Assessment: Assessment is by means of Skills and Applications Tasks and an Investigation Folio.

Relationship to further study: This course prepares students for Stage 2 Psychology.

Stage 1 Nutrition
Length of Course: Stage 1 Nutrition is studied as a 10-credit subject.

Assumed Knowledge or Background: Nil.

Course Description:
In Nutrition students are presented with up-to-date scientific information on the role of nutrients in the body as well as on social and environmental issues related to nutrition. The study of Nutrition encourages students to think about the role of nutrition in their own futures and, more broadly, about its importance in social, economic, and cultural development in Australia and the rest of the world.

Content:
Examples of areas of study include:
• Macronutrients and micronutrients
• Fresh versus processed foods
• Australian dietary guidelines and nutrition in the life cycle
• The psychology of food marketing
• Indigenous Australians: food changes from the traditional to the contemporary
• Contaminated food
• Safe food handling
• Organic food versus genetically modified food
• Sustainable food futures
• Water

Assessment: Assessment is by means of Skills and Applications Tasks and an Investigations Folio.

Relationship to further study: Although not essential as a prerequisite for Stage 2 Nutrition it is a very useful preparatory course particularly if other Science subjects (Biology and Chemistry) have not been studied at Stage 1.
**Stage 2 Biology**

**Length of Course:** 2 Semesters.

**Assumed Knowledge or Background:**
Successful completion of Stage 1 Chemistry and Biology will be an advantage.

**Course Description:**
- DNA and proteins
- Cells as the basis of life
- Homeostasis
- Evolution

**Assessment:**

*School Assessment (70%)*

The school assessment is divided into two parts:
- Investigations Folio (Practical Reports, Issues investigation) (30%)
- Skills and Applications Tasks (40%)

The marking of these tasks are subject to external moderation.

*External Assessment (30%)*

One two hour examination set by SACE board.

**Relationship to further study:**
The course will enable students to further study at a tertiary level in Science/Medicine/Sports Science/Psychology.

**Other Comments:**
Refer to SACE Board documents for more detail.

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**Stage 2 Chemistry**

**Length of Course:** 2 Semesters

**Assumed Knowledge or Background:** Successful completion of Stage 1 Chemistry (2 semesters) to a high standard.

**Course Description:**
- Monitoring the environment
- Managing chemical processes
- Organic and biological chemistry
- Managing resources

**Assessment:**

*School Assessment (70%)*

- Investigations Folio (Practical Reports, Issues investigation) (340%)
- Skills and Applications Tasks (40%)

The marking of these tasks are subject to external moderation.

*External Assessment (30%)*

One two hour examination set by SACE board.

**Relationship to further study:**
The course will enable students to further study at a tertiary level in Science/Medicine. It is a prerequisite or assumed for many Science based courses such as Pharmacy and Engineering.

**Other Comments:**
Refer to SACE Board documents for more detail.
Stage 2 Physics

Length of Course: 2 Semesters

Assumed Knowledge or Background:
Completion of Stage 1 Physics (2 semesters) to a high standard. It is recommended that students should have also successfully completed Year 11 Mathematical Methods.

Course Description:
- Motion and relativity
- Electricity and magnetism
- Light and atoms

Assessment:
The assessment of this course has two parts.

School Assessment (70%)
- Investigations Folio (Practical Reports, Issues investigation) (30%)
- Skills and Applications Tasks (40%)
  The marking of these tasks are subject to external moderation.

External Assessment (30%)
One two hour examination set by SACE board.

Relationship to further study:
Provides a pathway to further study in tertiary institutions and nationally accredited training packages such as: Aero skills, General Construction, Applied Science, Architecture, Computing, Dentistry, Engineering, Medicine, Physiotherapy, Pharmacy, Science etc.

Other Comments:
Refer to SACE Board documents for more detail.

Stage 2 Nutrition

Length of Course: 2 semesters, 20 credits.

Assumed Knowledge or Background: Successful completion of Stage 1 Nutrition or another Stage 1 Science would be an advantage.

Course Description:
Core Topics
- Core Topic 1: The Fundamentals of Human Nutrition
- Core Topic 2: Diet, Lifestyle, and Health
- Core Topic 3: Food Selection and Dietary Evaluation
- Core Topic 4: Food, Nutrition, and the Consumer

Option Topics (choose one)
- Option Topic 1: Global Nutrition and Ecological Sustainability
- Option Topic 2: Global Hunger.

Assessment:
- School Assessment (70%)
- Investigations Folio (Practical Reports, Issues Investigations) (40%)
- Skills and Applications Tasks (30%)
- External Assessment (30%)
- One two hour examination set by SACE board

Other Comments: Refer to SACE board documents for more detail.
Stage 2 Psychology

Length of Course: 2 semesters, 20 credits.

Assumed Knowledge or Background: Successful completion of Stage 1 Psychology or another Stage 1 Science would be an advantage.

Course Description:
The following six topics are offered in Stage 2 Psychology:
- Introduction to Psychology
- Social Cognition
- Learning
- Personality
- Psychobiology of Altered States of Awareness
- Healthy Minds.

Assessment:
- School Assessment (70%)
- Investigations Folio (Practical Reports, Issues Investigations) (30%)
- Skills and Applications Tasks (40%)
- External Assessment (30%)
- One two hour examination set by SACE board

Other Comments: Refer to SACE board documents for more detail.
Year 7 History and Geography

**Length of Course:** 2 Semesters

**Course Description:** This course introduces students to the study of Geography and History.

**History:**

By the end of Year 7, students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways.

Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame an historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop texts, particularly descriptions and explanations. In developing these
texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.

Topics Covered:

Study the Ancient World

The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60,000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies including Australia, Egypt, Greece, Rome, China and India.

Depth study 1:
Investigating the ancient past
Students build on and consolidate their understanding of historical inquiry from previous years in depth, using a range of sources for the study of the ancient past.

Depth study 2:
The Mediterranean world
Students investigate one of these Mediterranean societies in depth: Egypt or Greece or Rome.

Depth Study 3:
The Asian world
Students investigate one of these Asian societies in depth: China or India

Assessment:
All assessments are designed based on the Australian curriculum performance standards.

Book work and assignment tasks will primarily be assessed on students ability:
- to collect, organize and analyse information
- to communicate ideas and knowledge in a range of modes

Relationship to further study:
This subject leads to studies in: Religion, Legal Studies, Economics, Accounting, Business Studies, Modern History, Classics, or Geography

Geography:
There are two units of study in the Year 7 curriculum for Geography: Water in the world and Place and liveability.

The content of this year level is organised into two strands: Geographical Knowledge and Understanding and Geographical Inquiry and Skills. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

The key inquiry questions for Year 7 are:
- How do people’s reliance on places and environments influence their perception of them?
- What effect does the uneven distribution of resources and services have on the lives of people?
- What approaches can be used to improve the availability of resources and access to services?

By the end of Year 7, students describe geographical processes that influence the characteristics of places and how places are perceived and valued differently. They explain interconnections between people, places and environments and describe how they change places and environments. They propose simple explanations for spatial distributions and patterns among phenomena. They describe alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors.

Assessment:
All assessments are designed based on the Australian curriculum performance standards.

Book work and assignment tasks will primarily be assessed on students ability:
- to collect, organize and analyse information
- to communicate ideas and knowledge in a range of modes
**Year 8 History and Geography**

**Length of Course:** 2 Semesters

**Course Description:** This course introduces students to the study of Geography and History.

**Geography**

Students will study two units:

- **Landforms and landscapes:** focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes.

- **Changing nations** investigates the changing human geography of countries, as revealed by shifts in population distribution.

By the end of Year 8, students explain geographical processes that influence the characteristics of places and explain how places are perceived and valued differently. They explain interconnections within environments and between people and places and explain how they change places and environments. They propose explanations for spatial distributions and patterns among phenomena and identify associations between distribution patterns. They compare alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors.

**History**

In History students will study an overview of the Ancient to Modern World, Byzantine, Celtic, Anglo-Saxon, Viking, Ottoman, Khmer, Mongols, Yuan and Ming dynasties, Aztec, Incas. Investigate 2 Depth studies.

- **Depth study 1:** The Western and Islamic world: The Vikings (c.790 – c.1066) The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society.

- **Depth study 2:** The Asia-Pacific world: The Angkor/Khmer Empire (c.802 – c.1431) The way of life in the Khmer Empire, including, social, cultural, economic and political features (including the role of the king).

By the end of Year 8, students recognise and explain patterns of change and continuity over time. They explain the causes and effects of events and developments. They identify the motives and actions of people at the time. Students explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They describe different interpretations of the past.

Students sequence events and developments within a chronological framework with reference to periods of time. When researching, students develop questions to frame an historical inquiry. They analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions. Students identify and explain different points of view in sources.

**Assessment:**

All assessments are designed based on the Australian curriculum performance standards.

Book work and assignment tasks will primarily be assessed on student’s ability:

- to collect, organize and analyse information
- to communicate ideas and knowledge in a range of modes

**Relationship to further study:**

This subject leads to, Studies in Religion, Legal Studies, Economics, Accounting, Business Studies, Modern History, Classics, Geography.
Year 9 History and Geography

Length of Course: 2 Semesters

Course Description: This course introduces students to the study of Geography and History.

Geography

Students will study two units:

- **Biomes and food security:** Biomes and food security focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

- **Geographies of interconnections:** This unit focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them.

By the end of Year 9, students explain how geographical processes change the characteristics of places. They predict changes in the characteristics of places over time and identify the possible implications of change for the future. They analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments. Students propose explanations for distributions and patterns over time and across space and describe associations between distribution patterns. They analyse alternative strategies to a geographical challenge using environmental, social and economic criteria and propose and justify a response.

History

Students will study the history of the making of the modern world from 1750 to 1918.

**Depth Study 1: Movement of peoples (1750 – 1901)**

This includes an investigation into:

- The influence of the Industrial Revolution on the movement of peoples throughout the world, including the transatlantic slave trade and convict transportation.
- The experiences of slaves, convicts and free settlers upon departure, their journey abroad, and their reactions on arrival, including the Australian experience.
- Changes in the way of life of a group(s) of people who moved to Australia in this period, such as free settlers on the frontier in Australia.
- The short and long-term impacts of the movement of peoples during this period.

**Depth Study 2: Making a Nation**

Students investigate the history of Australian society in the period 1750 – 1918.

This includes an investigation into:

- The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander peoples.
- The experiences of non-Europeans in Australia prior to the 1900s (such as the Japanese, Chinese, South Sea Islanders, Afghans).
- Living and working conditions in Australia around the turn of the twentieth century.
- Key events and ideas in the development of Australian self-government and democracy, including women's voting rights.

**Depth Study 3: World War One (1914-1918)**

Students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in world and Australian history.

An overview of the causes of World War I and the reasons why men enlisted to fight in the war.

The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign.
The impact of World War I, with a particular emphasis on Australia (such as the use of propaganda to influence the civilian population, the changing role of women, the conscription debate)

The commemoration of World War I, including debates about the nature and significance of the Anzac legend.

By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.

Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame an historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources.

Assessment:
All assessments are designed based on the Australian curriculum performance standards.

These tasks will be varied in nature and may include, written reports, topic tests, essays, oral presentations, field investigations, dramatizations, journal writing and research assignments.

Bookwork and assignment tasks will primarily be assessed on student’s ability to:

- collect, organize and analyse information
- communicate ideas and knowledge in a range of modes

Relationship to further study:
This subject leads to Australian Studies, Studies in Religion, Legal Studies, Economics, Accounting, Business Studies, Modern History, Classics and Geography.

Year 10 History and Geography

Length of Course: 2 Semesters

Course Description: This course continues student’s study of Geography and History

Geography

Students will study two units:

- **Environmental change and management:** focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews - including those of Aboriginal and Torres Strait Islander Peoples - that influence how people perceive and respond to these challenges.

- **Geographies of human wellbeing:** focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries.

By the end of Year 10, students explain how the interaction between geographical processes at different scales change the characteristics of places. They predict changes in the characteristics of places and environments over time, across space and at different scales and explain the predicted consequences of change. Students identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences. They propose explanations for distributions, patterns and spatial variations over time, across space and at different scales, and identify and describe significant associations between distribution patterns. They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge using environmental, social and economic criteria and propose and justify a response.

History

In History students will study:

- **The Modern World and Australia:**

  The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.
Depth Study 1: World War II (1939-45)
Students investigate wartime experiences through a study of World War II in depth. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia’s involvement.

Depth Study 2: Rights and freedoms (1945 – the present)
Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context. The US Civil Rights is explored along with Australia’s achievements related to Aboriginal Australians and their rights.

Depth Study 3: Popular culture (1945 – present)
Students investigate the nature of popular culture in Australia at the end of World War II, including music, film and sport.

By the end of Year 10, students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people’s actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations. Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. When researching, students develop, evaluate and modify questions to frame an historical inquiry.

Assessment:
These tasks will be varied in nature and may include, written reports, topic tests, essays, oral presentations, field investigations, dramatizations, journal writing and research assignments. Bookwork and assignment tasks will primarily be assessed on student’s ability to:

• collect, organize and analyse information
• communicate ideas and knowledge in a range of modes

Relationship to further study:
This subject leads to Geography, Studies in Religion, Legal Studies, Economics, Accounting, Business Studies, Modern History, Classics.
Stage 1 Geography

Length of Course:
Stage 1 Geography can be studied as a 10-credit subject

Assumed Knowledge or Background:
To study Stage 1 Geography, it helps to have a broad background in Geography.

Rationale:
Geography is the study of the spatial interrelationships of people, places, and environments. Geographers are concerned with place, with differences in features on the earth’s surface and with explaining these differences. Geographers pose and seek answers to the questions ‘Where?’, ‘Why?’, and ‘How?’, and evaluate alternatives. Geography develops an understanding of how people interact with environments differently in different places and at different times, and of the opportunities, challenges, and constraints of different locations.

People are dependent on increasingly threatened human and physical environments. Complex analysis and management are needed if the sustainable use of these environments is to be achieved. The contemporary issues that arise are central to the study of Stage 1 and Stage 2 Geography, making these subjects dynamic and relevant. These issues are investigated using the spatial dimension and systems approach of geography.

The distinctive, active mode of enquiry of geography involves fieldwork and problem-solving skills. The ethical, social, political, economic, and environmental aspects of issues are taken into account, and connections are made between them. Students are encouraged to think critically and to make up their own minds about issues while considering and appreciating other viewpoints and knowledge.

Local, national, and global examples are studied. The understanding of issues of ecological sustainability and social justice that students develop will encourage them to make informed decisions about acting in their society and environment, and to become aware, critical, and active citizens.

Topics Covered:
Students study topics within four key themes:

Semester 1:
- Key Theme 1: Urban Places
- Key Theme 2: Natural Hazards

Semester 2:
- Key Theme 1: Biological and Human Induced Hazards
- Key theme 2: Global Issues

Assessment:
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Geography Skills and Applications
- Fieldwork

Relationship to Further Study:
This course will help prepare students for Stage 2 Geography. It will give students practice in analysis and synthesis of material gained from various types of statistics and articles.
**Stage 1 History**

**Length of Course:** Stage 1 History can be studied as a 10-credit subject or a 20-credit subject.

**Assumed Knowledge or Background:**
Knowledge of Ancient history helps but is not essential. An ability to write fluently and solid general knowledge is an advantage. Previous experience with simple source analysis, knowledge of timelines, skills in noting and organization of ideas.

**Course Description:**
In a study of Stage 1 History, students will have opportunities to develop knowledge and understanding of how men, women and children lived and acted in different parts of the world in past times. Students will develop skills in historical enquiry by applying a variety of approaches. Students will investigate the motivation of people who made decisions, and how these decisions affected societies in different regions of the world. They will find out how such decisions affected people in the past, and how they may continue to influence people. By examining the past, students will begin to develop skills that will enable them to understand the present and contribute to decisions that will benefit people in the future.

The issues studied in the course are as follows:

**Semester 1:**
- War and Peace - A study of the Cold War period and how it affected relations between USA and USSR.
- Freedom and Oppression – The focus is on the Middle East and specifically the Israeli-Palestinian problem.
- The Russian Phoenix – The Rise and Fall of the USSR. A key issue studied is the collapse of the Soviet Union and the impact on Russia today.
- Origins and Nature of the Vietnam War – We investigate US involvement in the region.

**Semester 2:**
- Causes and Nature of WW1 (This is useful for understanding WW2 in Year 12)
- The United Nations
- Civil Rights in the USA

**Skills of Historical Inquiry:**
The following skills are an essential part of the craft of historical inquiry.

Students:
- pose hypotheses and/or ask focusing questions
- select from historical materials on the basis of relevance
- research, evaluate, interpret, analyse, and use historical materials
- think imaginatively about the past
- think critically about both the uses and the limitations of sources
- make comparisons and contrasts to increase their understanding of the past
- recognise differences of interpretation among historians
- develop and debate opinions, ideas, issues, and arguments
- form judgments and defend them
- communicate ideas and arguments in clear and effective speech and writing
- look for patterns and identify ambiguities, contradictions, and discontinuities in history
- use history critically to inform their understanding of the future

**Assessment Design Criteria:**
The assessment design criteria are based on the learning requirements and are used by teachers to:

For this subject the assessment design criteria are:
- knowledge and understanding
- inquiry and analysis
- reflection
- communication
Knowledge and Understanding:
The specific features are as follows:
KU1 Explanation of how particular societies in selected periods and places have been shaped by both internal and external forces.
KU2 Identification and explanation of historical concepts.

Inquiry and Analysis:
The specific features are as follows:
IA1 Application of hypotheses and/or focusing questions to guide historical inquiry.
IA2 Analysis and evaluation of sources.

Reflection:
The specific feature is as follows:
R1 Understanding and appreciation of the role of particular individuals and groups in history.

Communication:
The specific features are as follows:
C1 Communication of informed and relevant arguments.
C2 Use of subject-specific language and conventions.

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

Assessment:
Assessment Component 1: Folio
Assessment Component 2: Sources Analysis
Assessment Component 3: Investigation

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

Performance Standards:
The performance standards describe five levels of achievement, A to E.
Each level of achievement describes the knowledge, skills, and understanding that teachers refer to in deciding, on the basis of the evidence provided, how well a student has demonstrated his or her learning.
During the teaching and learning program the teacher gives students feedback on, and makes decisions about, the quality of their learning, with reference to the performance standards.

Relationship to further study:
Stage 1 is used as a base for Stage 2 History. It is also very useful for study in Humanities at the higher education level.

Other Comments:
The Individual Investigation:
The purpose is for each student to engage in the process of historical enquiry into a historical question of personal interest and to apply the concepts and skills of history. The student formulates a question, researches the area of interest and then produces an answer to the posed question.
The form of presentation can take a variety of forms, including oral assessment, report, audiovisual presentation, multimedia, web page, essay or a combination of forms.
The length of written response could be up to a maximum of 1000 words.
Stage 1 Accounting

Length of Course: Stage 1 Accounting can be studied as a 10-credit subject or a 20-credit subject

Assumed Knowledge or Background: There are no prerequisites.

Course Description:
The study of Accounting gives students’ opportunities to learn the practical skills needed to manage their own financial affairs and to develop an understanding of the ethical considerations that affect financial decision-making. They develop an understanding of the successful management of financial affairs in business, and gain knowledge and skills related to accounting processes for organisational and business applications. Students also learn how to interpret financial information and how to convey this information to interested users.

The focus capabilities for this subject are communication, work, and learning

Content:
A 10-credit subject consists of ‘The Environment of Accounting’ and at least two option topics. A 20-credit subject consists of ‘The Environment of Accounting’ and at least four option topics.

The Environment of Accounting

Option Topics:

- Personal Financial Management
- Business Documents
- Keeping Cash Records
- Double-entry Recording
- Financial Reports
- Analysis and Interpretation of Financial Reports
- Teacher-developed Topic.

Assessment:
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks
- Investigation

Relationship to further study:
Stage 1 Accounting provides an excellent background for students studying Stage 2 Accounting Studies. Links can also be drawn between this subject and Economics and Business Studies at Stage 1 and 2. It also provides essential information for students wishing to pursue employment or further study in small business, commerce or accounting and aids students’ personal financial management.

Other Comments:
This course is suited to students with solid mathematic skills and with an interest in finance and business.
**Stage 1 Business and Enterprise**

**Length of Course:** Stage 1 Business and Enterprise can be studied as a 10-credit subject or a 20-credit subject

**Assumed Knowledge or Background:** There is no assumed knowledge or pre-requisite subject

**Course Description:**

Business and Enterprise focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally, and globally.

Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices. They have the opportunity to reflect on current issues in business and enterprise, and make informed decisions. Students evaluate the impact and effect of business, enterprises, and technology on the well-being and lifestyle of individuals, communities, the economy, and the environment.

The focus **capabilities** for this subject are communication, citizenship, and learning.

Stage 1 Business and Enterprise comprises **two core topics and nine option topics**.

For a 10-credit subject, students undertake:

- one core topic
- two to three option topics

For a 20-credit subject, students undertake:

- two core topics (one per semester)
- four to six option studies

**Core Topics:**

Core Topic 1: Introduction to Business and Enterprise
Core Topic 2: Business and Enterprise in Practice

**Option Topics:**

- Establishing a Business
- Business Plans
- Business Management and Communication
- Financial Planning and Management
- Technology for Business
- Marketing
- Employment Relations
- Entrepreneurship: the Enterprising Person
- Global Business.

**Assessment:**

Folio, Practical and an Issues Study is to be completed

**Relationship to further study:**

Stage 2 Business Studies is available for those going on with the subject.
Stage 1 Economics

Length of Course: Stage 1 Economics can be studied as a 10-credit subject or a 20-credit subject

Assumed Knowledge or Background:
Nil. Experience suggests that students that show an interest in news reports in the media and are aware of Australian political events and some local industry issues will do well.

Course Description:
Studying economics enables students to understand how an economy operates, the structure of economic systems, and the way in which they function. Students develop an understanding of different economic systems and institutions, and can assess the degree to which these systems and institutions help satisfy people’s needs and wants. Students become aware that economic decisions are not value free and have outcomes that may be inconsistent with social, moral, and ethical values.

Student’s research, analyse, evaluate, and apply economic models that are expressed in graphical and/or diagrammatic form. They make forecasts about economic change and evaluate issues for individuals and groups in local, national, and global settings. They learn how some of these issues affect their lives and how they can use the knowledge and skills of economics to inform their participation in society.

The focus capabilities for this subject are communication, citizenship, and learning.

The content may be derived from the following topics:
- The Economic Problem
- Economic Systems
- The Market Economy
- Government Involvement in the Market Economy
- The Circular Flow of Income
- Economic Thinkers
- Trade in a Global Economy
- Price Stability
- Economic Development
- Poverty and Inequality
- Employment and Unemployment
- Teacher-developed Topic

For a 10-credit subject, students undertake a minimum of three topics.
For a 20-credit subject, students undertake a minimum of six topics

Assessment:
- Folio
- Skills and Applications Tasks
- Issues Study

Relationship to further study:
Stage 1 Economics will be of some assistance to students undertaking Stage 2 Economics especially with regard to the terminology used and an awareness of the type of content involved
**Stage 1 Legal Studies**

**Length of Course:** Stage 1 Legal Studies can be studied as a 10-credit subject or a 20-credit subject.

**Assumed Knowledge or Background:** There are no prerequisites.

**Course Description:**
Legal Studies 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.

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

Students examine the Australian legal system. They read and write about, and discuss, analyse, and debate issues. They use a variety of methods to investigate legal issues, including observing the law in action in courts and through various media.

The focus **capabilities** for this subject are citizenship, personal development and learning.

**Content:**
A 10-credit subject consists of: Topic 1: Law and Society a minimum of two other topics
A 20-credit subject consists of: Topic 1: Law and Society five other topics

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

Alternative topics can also be developed.

**Assessment:**
Assessment in Stage 1 Legal Studies consists of the following components:
- Folio
- Issues Study
- Presentation

**Relationship to further study:**
Stage 1 Legal Studies provides an excellent background for students studying Stage 2 Legal Studies.
Stage 2 Geography

Length of course: 2 Semesters

Assumed knowledge or Background: None, although an advantage to have completed stage 1 Geography.

Course Description: Geography is a subject in which students study a compulsory core topic and two option topics from a choice of 12.

Aims:

- Demonstrate an understanding of geographical concepts and key ideas.
- Choose, apply and evaluate appropriate technologies in a geographical context.
- Choose, apply and evaluate a range of geographical skills.
- Demonstrate an understanding of the patterns and processes of geographical issues and the complex interaction and interdependence of people and the natural environment, using local, national and global contexts.
- Identify, explain, and evaluate the environmental, social, political and economic consequences of management responses to geographical issues.
- Demonstrate understanding and appreciation of conflicting demands and diverse values, perceptions and views related to geographical issues and come to justifiable conclusions.
- Demonstrate an understanding of the contribution of a geographical perspective to sustainable futures.

The core topic: Population, resources, and development.

This topic introduces to the processes involved in population change. Through the topic students become aware of the impacts of population and consumption on the environment. Water is to be used as the resource to illustrate issues related to use and sustainability of resources.

Students will also be expected to use and interpret geographical data and information including maps.

Option topics: The option topics will be assessed through field work activities and enquiries. Topics include: Urbanisation, Rural Places, Tourism, Sources and use of energy, Coasts, Biodiversity, Climate Change, Soils, Environmental Hazards, Globalizations and Dry lands.

Assessment:

- Individual Fieldwork Report 25%.
- Geographical Inquiry 20%.

*The Topics for the Field work and Inquiry report are to be selected from the option topics.*

*These reports are to be independently undertaken by individual students.*

Examination 30% externally set and marked

Course work 25%. Consists of a number of summative tasks that cover a range of aspects of learning.
Stage 2 Modern History

Length of Course: 2 Semesters

Assumed Knowledge or Background: It is an advantage to have completed Stage 1 History as noting, essay writing and source analysis are part of this course. Competent written skills and enthusiasm for History are desirable.

Course Description:
The following topics will be studied:

Thematic Study:

Key Areas for Inquiry:
The following four key areas for inquiry provide the focus for a thematic study in this topic:
- the nature of pre-revolutionary society and government
- the role of external and/or internal forces in the collapse of the old order and in the seizure of power
- the consolidation of power by the revolutionaries
- internal and external threats to the revolution, and how they were dealt with

Depth Study:
Topic 9: An Age of Catastrophes: Depression, Dictators and the Second World War, 1929-45

This depth study requires students to undertake depth-in-discipline analysis that leads to a depth of involvement in the processes of historical inquiry. Students gain detailed knowledge of the topic through this approach.

Key Areas for Inquiry:
The following four key areas for inquiry provide the focus for a depth study in this topic:
- the causes and impact of the Great Depression
- the nature of the dictator’s regime
- the nature of the Second World War in either Europe or Asia
- the rise to power of a dictator

All four key areas for inquiry must be studied.

Individual History Essay:

The purpose of the Individual History Essay is for each student to engage in the process of inquiry into an historical question of personal interest, and to apply the concepts and skills of history. Each student will formulate a hypothesis, or focusing question, in order to analyse an aspect of history, and construct a reasoned historical argument based on evidence from three sources. Expected length will be up to 2000 words.

Assessment:

School Assessment (70%) External Assessment (30%)
Assessment Type 1: Folio 50% Assessment Type 3: Examination 30%
Assessment Type 2: Essay 20%

In each subject, students should provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:
- six to eight assessments for the folio
- one essay
- one examination

Performance Standards:
The performance standards describe five levels of achievement, A to E. Each level of achievement describes the knowledge, skills, and understanding that teachers refer to in deciding, on the basis of the evidence provided, how well a student has demonstrated his or her learning.

Relationship to further study:
This subject is relevant to understanding the development of conflict between societies and the consequences for Western and Eastern civilization, and as such would advantage students who wish to pursue any Humanities or Social Sciences course at university level.

Other Comments:
This course is language rich and would suit students who have a facility for source analysis and writing essays. Solid organisation and time management are a definite advantage.
Stage 2 Accounting

Length of Course: 2 Semesters

Assumed Knowledge or Background:
There are no prerequisites, although completion of 1 Semester of Stage 1 Accounting is an advantage.

Course Description:
At the end of the program in Stage 2 Accounting Studies, students should be able to:

- identify various accounting entities
- recognise that accounting concepts and standards determine the responsibilities and obligations of accounting entities to report financial information
- identify the main users of financial information
- understand the process required to maintain financial information in order to report the results of business activity
- demonstrate an ability to apply identified accounting concepts and standards to generate financial reports
- demonstrate an ability to analyse and interpret qualitative and quantitative data for decision-making and problem-solving
- demonstrate an ability to identify issues and to evaluate and communicate financial information and decisions
- understand that social, technological, and ethical considerations influence accounting procedures and decision-making
- appreciate some of the social and ethical issues that result from the implementation of accounting decisions

Content:
Students are required to study the following 3 sections in Stage 2 Accounting Studies:

Section 1: The Environment of Accounting
- What is the role of accounting?
- What is the accounting process?
- Which entities use accounting information?
- Who uses accounting information for decision-making?
- What uses are made of accounting information?
- How can decisions be made by external and internal users?
- What influences the production of accounting information?

Section 2: Financial Accounting
- What is the purpose of accounting reports, and what information do they contain?
- What are the links between the reports?
- How are financial data organized into report format?
- How do reports vary for different accounting entities?
- What uses are made of the reports?
- What are the limitations of the information in these reports?

Section 3: Management Accounting
- How can management use accounting information in decision-making?
- What types of data and information are used in making decisions?
- What types of social and ethical issues influence management in decision-making?
- What social and ethical issues may result from accounting decisions?
- How can management use accounting information in planning and control?
- How can accounting information help management to control assets and liabilities?
- How does technology help in the control of assets and liabilities?
Assessment:
Assessment in Stage 2 Accounting Studies consists of the following components, weighted as shown

Assessment Component 1: Examination (50%)
The 3-hour external examination is in three parts:
- Part 1: Multiple-choice and Short-answer Questions 20%
- Part 2: Extended Written Response 20%
- Part 3: Problem Questions 60%

Assessment Component 2: Course Work (50%)
Students will undertake a range of assessment tasks, including Case Analysis, Essay, Report, Computerised Accounting Package, Integrated Exercise, Oral Presentation, Practical Exercise, Tests.

Relationship to further study:
Stage 2 Accounting Studies provides an excellent background for students wishing to pursue employment or further study in Small Business, Commerce, Accounting, Management, and Economics. Links can also be drawn between this subject and Economics and Business Studies at Stage 2.

Other Comments:
This course is suited to students who want to acquire an understanding of the financial information processes used in society. It will help students to develop skills in critical thinking, problem-solving, and communication, and enable them to apply accounting information in financial decision-making for a range of accounting entities.

Students should be well organised and have solid mathematical skills to successfully complete this subject.
Stage 2 Business & Enterprise

Length of Course: 2 Semesters

Assumed Knowledge or Background:
There are no prerequisites. However, a study of Accounting, Economics and / or Legal Studies at SACE Stage 1 would be an advantage.

Course Description:
At the end of the program in Stage 2 Business & Enterprise, students should be able to:
• Demonstrate an understanding of business structures and of business in a global environment
• examine the ways in which business interacts with the various sectors of the economy
• communicate ideas and information, using current business terminology in written, oral, graphical, and technological modes
• develop the personal, social, enterprise and literacy skills necessary in a business context
• demonstrate an understanding of the relationship between business theory and practice
• identify forces for change and current issues in the business environment and evaluate the impact of these changes
• critically examine business decision-making processes, analyzing economic, social, environmental and ethical outcomes

Content:
Semester 1 of Business & Enterprise consists of one core topic:
The Business Environment
A choice of 2 of the following option topics is made:
• People, Work and Business
• Business and Finance
• Business and Technology
• Business and Marketing

Assessment:
Assessment in Stage 2 Business & Enterprise consists of the following components, weighted as shown
• Folio 30%
• Issues Study 20%
• Practical 20%
• Report 30%

Assessment tasks are set and marked by the teacher except for the Report.
Tasks may take the form of:
• Essays/reports or other external writing following direct contact with a business
• Response to stimulus material
• Investigation
• Oral/multimedia presentation with written support material

Tests including a range of objective, short answer, response to stimulus and/or extended writing questions

External Assessment
All summative assessments are submitted to the SACE Board for external moderation.

Relationship to further study:

Other Comments:
Much of the content of this course is topical and can easily be related to the current business world. An ability to critically analyze business situations and write clearly will be an advantage in this course. An ability to make direct contact with local businesses is also essential to success in this subject.
Stage 2 Economics

Length of Course: 2 Semesters

Assumed Knowledge or Background:
There is no formal prerequisite subject requirement. Students with a natural interest in the content areas of Economics do well. Students that have studied Stage 1 Economics will be more familiar with some of the terms used in the initial stages of the course only.

Course Description:
The key areas are:

*The Economic Problem:*  
Looks at how society can make choices regarding use of its resources, its spending, and the type of economic system a country may have (e.g. capitalism).

*The Price Mechanism:*  
Examines the way prices are determined in response to demand and supply forces in our economy. Graphical models are used to depict the pricing process.

*Markets in Practice:*  
Students look at monopolies, pure competition and other market forms. The effect of market forms on consumer prices and the role of government in regulating uncompetitive behavior are covered.

*Macroeconomics:*  
Government economic objectives and the measurement of them are studied. Full employment, inflation, economic growth and Australia’s external position are examined in terms of their relevance as economic targets. Common economic measures studied include the Consumer Price Index, Gross Domestic Product, overseas trade measures, the Australian Dollar and various indicators of unemployment.

*Macroeconomic models:*  
are presented which attempt to show the relationship between the various economic sectors. The models help to predict inflation and economic growth in an economy such as ours.

*Economic policy:*  
options available to governments are introduced. Interest rate behavior, taxation changes, currency controls and industrial relations laws are seen as part of a mix of policy options available to government. These policies are examined in the light of the macroeconomic models studied above.

*The Global Economy:*  
The development and impact of global free trade are seen in the light of the effect on different type’s economies, the power of transnational corporations and the role of institutions such as the World Bank.

Ecologically sustainable development issues, global poverty and levels of comparative inequality are studied with policy options being considered.

Assessment:
Course work and progress during the year will be assessed and form 60% of the final mark.  
A 3-hour external examination at the years end will account for 40% of the final mark.

Other information:
Economics is a useful subject for those interested in possible future employment in business and government administration.
Stage 2 Legal Studies

Length of Course: 2 Semesters

Assumed Knowledge or Background:
There are no prerequisites, although completion of 1 Semester of Stage 1 Legal Studies is an advantage.

Course Description:
At the end of the program in Stage 2 Legal Studies, students should be able to:

- analyse the ways in which legal issues shape, and are shaped by, society now and how they may do so in the future
- appreciate influences that have shaped the Australian legal system
- demonstrate civic literacy through active participation within the legal system
- evaluate principles, structures, and processes within legal systems
- critically reflect on how a changing global community influences the Australian legal system
- reflect critically on values inherent in the Australian legal system

Content:
Students are required to study the following 5 topics in Legal Studies:

**Topic 1: The Australian Legal System**
- Functions of Law
- Types of Law
- Basis of Government in Australia

**Topic 2: Constitutional Government**
- Constitutional Development of the Commonwealth
- Australian Constitution
- Australia’s Global Links
- Rights of Indigenous Peoples
- Critical Analysis of the Constitutional System

**Topic 3: Law-making**
- Legislation
- Delegated Legislation
- Case Law
- Critical Analysis of Different Modes of Law-making

**Topic 4: Justice Systems**
- Dispute Resolution
- Critical Analysis of the Justice System

**Topic 5: The Family and the Law**
- Relationships in Australia
- Breakdown of Relationships
- Children and Relationship Breakdown
- Critical Analysis of the Family and the Law

Assessment:
Assessment in Stage 2 Legal Studies consists of the following components, weighted as shown

*Assessment Component 1: Course Work (45%)*
Students will undertake a range of assessment tasks, including essays, tests, short-answer questions, short response to stimuli, sources analysis.

*Assessment Component 2: Civic Participation Task (15%)*
This independent learning task is designed to develop civic skills that allow for informed and participatory citizenship. Students’ research, analyse, and respond to a legal issue. This task involves an action and recommendation or conclusion. The focus of the civic participation task must be contemporary, have legal aspects and relate to course aspects.

*The Civic Participation Task is to be assessed within the school and centrally moderated by SSABSA.*
Assessment:

Assessment Component 3: Examination (40%)

Students will undertake a 3-hour external examination that is divided into 2 parts:

- Part A: Short Responses 60%
- Part B: Extended Responses 40%

Relationship to further study:

Stage 2 Legal Studies provides an excellent background for students wishing to pursue employment or further study in justice services, legal administration and legal services. Students develop a broad range of skills that enable effective participation in areas such as management, business, human resources, environmental management, international relations, public relations, education, journalism, and law-related fields.

Other Comments:

Students who undertake this course gain insight into the way in which the Australian legal system defines and clarifies both individual and collective rights and responsibilities. By studying processes of law-making and dispute resolution, students are empowered to challenge opinions and make informed choices.

Students require competent literacy skills, and the ability to critically analyse and evaluate certain situations. By establishing their identity within society, students will appreciate their interdependence and their potential to contribute to, and participate in, a socially just future.
Technology

Design and Technology

Year 7 / 8 Design & Technology

Length of Course: 1 Term

Assumed Knowledge or Background: Nil

Course Description:
This course introduces students to the use of hand tools and basic machine operation. Students use a variety of materials including timber and plastics as they develop skills in design and construction technology. There is a strong emphasis on Safe working practices.

Assessment:
Whilst there is a major weighting on the practical work, there is a significant allocation of marks to safety and the comprehension of processes.

Relationship to further study:
Leads to Year 9 Design and Technology, Year 9 Robotics and Year 9 CAD/CAM.

Year 9 Design & Technology

Length of Course: 1 Semester

Assumed Knowledge or Background: Nil

Course Description:
This course continues to introduce students to the use of hand tools and the use of intermediate machining skills. Students use a variety of materials including timber and plastics as they develop skills in design and construction technology. There is a strong emphasis on Designing and Carcass Construction. With the continuation of safe working practices.

Assessment:
Whilst there is a major weighting on the practical work, there is a significant allocation of marks to safety and the comprehension of processes.

Relationship to further study:
Leads to Year 10 Design and Technology
Year 9 Design and Manufacture (CAD/CAM)
Length of Course: 1 Semester
Assumed Knowledge or Background: Nil
Course Description:
This course introduces students to computer aided design through the 3D modelling software SolidWorks. Students will be trained in systems thinking and design processes to investigate ideas, generate and modify products, produce, and evaluate designed solutions based on aesthetic, functional factors and the economic, environmental and social impacts of technological change. There will be an equal emphasis on computer aided manufacturing through the use of 3D printing, laser cutting as well as CNC milling/engraving.

Relationship to further study:
Leads to Year 10 CAD/CAM

Year 10 Design & Technology
Length of Course: 1 Semester
Assumed Knowledge or Background: Nil
Course Description:
This course develops skills in design and introduces framing construction processes. There is an emphasis on general workshop safety and machine safety while students become familiar with the use of a variety of appropriate hand tools, machines and materials.

Assessment:
Whilst there is a major weighting on the practical work, there is a significant allocation of marks to safety and the comprehension of processes.

Relationship to further study:
Leads to Stage 1 Design and Technology

Stage 1 Design & Technology
Material Products (Furniture Construction)
Length of Course: Stage 1 Design and Technology can be studied as one or more 10-credit subjects.
Assumed Knowledge or Background:
It is desirable that students have acquired some skills in Design and Technology in Years 7, 8, 9 and 10.
Course Description:
Through the study of Design and Technology students develop the ability to identify, create, initiate, and develop products, processes, or systems. Students learn to use tools, materials, and systems safely and competently to complete a product. They explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences.
Stage 1 Design and Technology at St Joseph’s School provides enrolment options in Material Products

Material Products
students use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products with resistant materials. Contexts include metals, plastics, timber, composites & textiles.

The focus capabilities for this subject are personal development, work, and learning.

Assessment:
Assessment is based on:
- Skills and Application Tasks
- Folio
- Product
Relationship to further study:
This course leads to Design and Technology - Material Products – Stage 2.

Stage 2 Design & Technology
Material Products (Furniture Construction)

Length of Course: 2 Semesters

Assumed Knowledge or Background:
It is desirable that students have acquired sound skills in design and construction in working with timber from Years 7, 8, 9, 10 and 11.

Course Description:
The course aims to develop:
- A heightened awareness of workshop safety and safe work practices as well as OHW guidelines.
- An increased skill level when constructing projects using hand tools, power tools and machinery.
- The practical ability to apply a range of machining, production, assembly and finishing skills.
- An understanding of the design process and the ability to apply effective design and layout principles in planning and completing communication tasks.
- An understanding of the effects of design and technology on society and an ability to critically analyse purpose, design concepts and production techniques.

Assessment:
Skills and Applications task 20%
Special skills application:
Small carcass storage project
Construction with working drawing
Material application:
Manufactured board characteristics

Product 50%
Minor project
Door / drawer construction
Major project
Design solution

External Component 30%
Folio
Product design
Product evaluation

Relationship to further study:
The study of Furniture Construction provides the basis for a wide range of vocational pathways. It develops specialized skills and an awareness of workshop protocol. These skills can be transferred to a variety of employment options from first and second fix carpentry to cabinet making and the furniture industry. TAFE offer courses relating to this area of study and many students successfully seek out apprenticeships in related industries.
Technology
Information Communication and Technology (ICT)
Information Processing and Publishing (IPP)
Media Studies

Year 7 Media Studies
Length of Course: 1 term
Assumed Background: None
Course Description:
Students are introduced to the components of still cameras and the techniques required in taking effective photographs. Following this, students study the workings of video cameras and film a procedural text and a creative film text. Students are then required to digitally edit their videos, using Moviemaker and Pinnacle editing software.
Assessment:
Continuous assessment.
Relationship to further study:
This provides a sound background as an option for Year 10 Media Studies and potentially beyond.

Year 9 Electronics/ Robotics/ Coding
Length of Course: 1 Semester
Assumed Knowledge or Background: None
Course Description:
This course introduces students to technologies influenced by electrical and software based resources. Students use a variety of equipment for printed circuit boards, programmable robotic devices and coding centred software. There will be an emphasis on technological societies and our natural, managed and constructed environments.
Relationship to further study:
Leads to Year 10 Electronics/Robotics/Coding.

**Year 10 Information Communication and Technology (ICT)**

**Length of Course:** 1 Semester  
**Assumed Background:** None  
**Course Description:**  
The course gives students an introduction to the components of an information system. Students then use application software to create a digital product. These products may be in the form of web pages or multimedia movies. Some basic programming will be introduced using Scratch or Lingo.  
**Assessment:**  
Continuous assessment and end-of-semester examination.  
**Relationship to further study:**  
Provides a sound background for further study in Information Technology in Years 11 and 12.

**Year 10 Information Processing and Publishing (IPP)**

**Length of Course:** 1 Semester  
**Assumed Background:** None  
**Course Description:**  
Students aim to competently display and produce: material of a personal nature from handwritten, printed and corrected copy using various display techniques, including:  
- tabulation and block centering, mailable personal business letters, posters/flyers, calendars, menus using desktop publisher  
- CD/DVD cover using Adobe Photoshop Elements  
- Attain a speed of 20 wpm, or better, for 5 minutes with 98% accuracy  
**Assessment:**  
Continuous assessment and end-of-semester examination. Speed Tests.  
**Relationship to further study:**  
Provides a sound background for further study in Information Processing and Publishing in Years 11 and 12.

**Year 10 Media Studies**

**Length of Course:** 1 Semester  
**Assumed Background:** None  
**Course Description:**  
The media is an area which is saturating young people’s lives. This subject is designed to enable students to become more effective critical examiners of the various forms of media. Furthermore, it also offers students the opportunities to produce their own forms of media in a more considered and deliberate manner. Students will critically analyse areas of the media and then produce their own media designs.  
In media production, students will be introduced to the components of still cameras and the techniques required in taking effective photographs. As a transition, students are familiarised with the operations of video cameras and video editing. Students are then required to produce a range of photographs and short video texts; such as promotional advertisements, instructional and informative videos and short films.  
In the analysis of media, students will study the history of photography and analyse the mechanics of how cameras operate. Students will study the persuasive techniques used by the media in advertising and will evaluate how stereotypes are highlighted through advertising. In addition, the changing role of journalism in society will be explored along with an evaluation into the popular emergence of reality television.  
**Assessment:**  
Analysis of media – 4 responses – 60%  
Media Production – 3 responses – 40%
**Relationship to further study:**
Provides a sound background for further study in Stage 1 Media Studies

**Stage 1 Media Studies**

**Length of Course:** 1 Semester  
**Assumed Background:** None  
**Course Description:**
Stage 1 Media Studies requires students to analyse and produce different forms of media. Photography and video creation are key areas of the production element of this course. Students will develop skills in using still and video cameras, audio, lighting and creating video, using digital editing. Students will produce short films, news stories, a photography and their own photojournalism stories. Flexibility in the curriculum has been created for students to also produce radio and computer generated media products if this is a more natural strength.

In the theory component, students will critically analyse the role media plays in contemporary issues in our society. Investigations into photojournalism, documentaries, news and the examination of advertising in all areas of media, including social media, will be studied. With guidance, students will then choose their own media issue to investigate. Flexibility in presentation allows student findings to be presented as a written, oral or video document.

**Assessment:**
- Analysis of media – 4 responses – 60%
- Media Production – 3 - 4 responses – 40%

**Relationship to further study:**
Provides a sound background for further study in Stage 1 Media Studies

**Stage 2 Media Studies**

**Length of Course:** 1 Year  
**Assumed Background:** It is an advantage to have completed Stage 1 Media; however, no pre-requisites are compulsory.

**Course Description:**
The Media Analysis or Folio section requires students to analyse areas of the media and consider the strategies they use to influence audiences. There are a range of areas which can be analysed and some of these areas of study are: Photojournalism, Music and Media, Media Ethics and Regulation and Short Film analysis. Students will also visit a media organisation to observe the processes and considerations behind media production. The production of media is an important component of this course. It is 40% of the year’s assessment and requires students to produce two to three media productions. The type of productions can be negotiated but one will be video. This video will be either a short film, feature news story or a feature video profile on a local person or local event. The other media productions are negotiable and can range from radio productions to photojournalism stories.

With guidance, students will then choose their own media issue to investigate. This is externally assessed. Flexibility in presentation allows student findings to be presented as a written, oral or video document.

**Assessment**
- Media Analysis (Folio) – 30%. 3 – 4 responses.
- Production – 40%. 2 productions of media.
**Stage 1 Information Technology Systems**

**Length of Course:** Stage 1 Information Technology can be studied as a 10-credit.

**Assumed Knowledge or Background:**
There are no prerequisites for the study of Information Technology at SACE Stage 1.

**Course Description:**
Students investigate existing information technology systems to discover their nature and components. They develop a range of information technology skills and techniques while creating their own systems that can be tested and evaluated. They develop and apply specialised skills and techniques in the use of software in a number of information technology areas.

The focus **capabilities** for this subject are citizenship, learning, communication, and work.

Stage 1 Information Technology is organised into the following six topics:
- Topic 1: Computer Systems
- Topic 2: Relational Databases
- Topic 3: Application Programming
- Topic 4: Multimedia Programming
- Topic 5: Website Programming
- Topic 6: Dynamic Websites.

A 10-credit subject consists of two topics

**Assessment:**
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Folio
- Skills and Applications Tasks
- Project

**Relationship to further study:**
Leads to stage 2 Information Technology Systems. The skills developed are also useful across other curriculum areas.

**Stage 1 Information Processing and Publishing**

**Length of Course:**
Stage 1 Information Processing and Publishing can be studied as a 10-credit subject or a 20-credit subject.

**Assumed Background:**
There are no prerequisites for the study of Information Processing and Publishing at SACE Stage 1.

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

The focus **capabilities** for this subject are communication and learning.

**Course Content:**
Stage 1 Information Processing and Publishing consists of the following five topics:
- Business Publishing
- Digital Presentations
- Digital Publishing
- Personal Publishing
- Data Input

A 10-credit subject may consist of one or two topics.
A 20-credit subject must consist of two or more topics.
Assessment:
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types

- Practical skills
- Product and Documentation
- Issues Analysis

Relationship to further study:
This subject will provide a good basis for SACE Stage 2 Information Processing and Publishing. The study of Information Processing and Publishing provides the basis for a wide range of vocational pathways. These skills can also be transferred to a wide range of situations both in further studies, and in paid and unpaid employment.

Stage 2 Information Processing and Publishing

Length of Course: 1 or 2 Semesters

Assumed Background:
There are no prerequisites for the study of Information Processing and Publishing at SACE Stage 2.

Course Description:
Students should be able to:

- identify and use appropriate computer hardware and software applications for the completion of communication tasks;
- demonstrate manipulative and organisational skills applicable to the operation and management of information processing technology;
- apply to the production of documents or presentations layout and design conventions that allow effective communication;
- understand and apply the designing process in the planning and execution of tasks;
- demonstrate knowledge and understanding of current hardware and software applications used in information processing and publishing;
- demonstrate an understanding of the issues (e.g. social, ethical, legal, and/or environmental) which arise from the use of information processing technology, and which affect individuals, organisations, and society

Course Content:

Semester 1
- Personal Documents

Semester 2
- Desktop Publishing

Assessment:
Assessment consists of the following components weighted as shown:

- Practical Skills: 40%
- Designing and Skills Applications: 30%
- Issues Analysis: 15%
- Technical and Operational Understanding: 15%

Relationship to further study:
The study of Information Processing and Publishing provides the basis for a wide range of vocational pathways. These skills can also be transferred to a wide range of situations both in further studies, and in paid and unpaid employment.
Stage 2 Information Technology Systems

Length of Course: 2 Semesters

Assumed Knowledge or Background:
It is highly desirable that students should have demonstrated satisfactory achievement in Stage 1 Information Technology or its equivalent.

Course Description:
Information Systems - use tools, techniques, and concepts to process data into information that can be used for a specific purpose.
Computer and Communication Systems - are essential because of the way software and hardware process data into information.
Relational Databases - allows large amounts of data to be stored in an organised way. Data can be interrogated to obtain information that can be used to help decision-making processes.
Multimedia Programming - An interactive multimedia system combines the storage, processing, and retrieval capabilities of a program with the use of media types and tools to view, navigate, and manipulate outcomes and events.

Assessment:

Component 1: Course Work 40%
Students undertake a combination of different types of tasks, which are chosen to suit their needs and the opportunities available to them.

Component 2: Skills Tasks 20%
Skills tasks can be short, practical, skills-based tests or extended activities. Most skills tasks will result in an output, a printout, or a report.

Component 3: Project 40%
A project consists of the development of a test system using representative data. Documentation could include design plans, lists, diagrams, annotated screen dumps, code, or other relevant documents.

Relationship to further study:
Students will benefit from studying this subject if they are:
- interested in applying information technology skills, knowledge, and understanding to other areas of learning and/or work
- seeking to study information technology at tertiary level.

Other Comments:
Stage 2 Information Technology Systems will run, subject to student numbers.
Vocational Education Training (VET)

**Stage 1 Doorways 2 Construction**

**Length of Course:** 2 Semesters

**Assumed Knowledge or Background:** Nil

**Course Description:**

The course is developed for students who intend to pursue a career in the building construction industry (i.e. preference will be given those students). The course provides students with the opportunity to develop a range of skills and personal qualities sought after by employers in the industry.

A negotiated curriculum enables students to attend work placements one day a week for a 5 week block that continues rotating through a variety of local tradesmen for the majority of the year. Students acquire knowledge of specific areas of interest.

**Assessment:**

- Certificate 1 in General Construction
- White Card course
- Provide First Aid course

**Relationship to further study:**

- Improves knowledge of job interviews and work related communication skills
- Refines students’ personal portfolios and employment application skills
- Students reflect on the world of work and the types of learning that will assist in their successful transition to the career of their choice.

**Other Comments:**

This course is designed for students who are expecting to seek employment at the end of Stage 1 or stage 2.
Stage 1 Workplace Practices

Length of Course: Stage 1 Workplace Practices can be studied as a 10-credit or a 20-credit subject

Assumed Knowledge or Background: None

Course Description:
In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national, and global issues in an industry and workplace context. Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject will include the undertaking of vocational education and training (VET). A negotiated curriculum enables Students to attend work placements one day a week for a five week block as per Doorways 2 Construction.

The focus capabilities for this subject are personal development, work, and learning.

Stage 1 Workplace Practices comprises three focus areas of study:
- Industry and Work Knowledge
- Vocational Learning
- Vocational Education and Training (VET)

For both a 10-credit and 20-credit subject at Stage 1 students must include the following areas of study:
- Industry and Work Knowledge
- Vocational Learning and/or Vocational Education and Training (VET)

For a 20-credit subject, students undertake four topics.
- Topic 1: Occupational, Health, Safety & Welfare (OHSW)
- Topic 2: Workers’ Rights and Responsibilities
- Topic 3: Vocational Learning
- Topic 4: Employability Skills
- Topic 5: Workplace Reflection

Assessment:
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following three assessments
- Folio 25%
- Performance 50%
- Reflection 25%

Stage 1 Community Studies

Length of Course:
Stage 1 Community Studies can be studied as a 10-credit subject or a 20-credit subject in one or more of the ten areas of study listed below

Assumed Background:
There is no need for prior knowledge before undertaking this subject but students will usually have studied a subject at Year 10/11 level that is related to the particular Community Studies unit(s) they wish to undertake.

Course Description:
Community Studies offers students the opportunity to learn in a community context and to interact with teachers, peers, and community members beyond the school environment.
Students decide the focus of their community activity, which begins from a point of personal interest, skill, or knowledge. By setting challenging and achievable goals in a community activity, students enhance their skills and understandings in a guided and supported learning program. They develop their capability to work independently and to apply their skills and knowledge in practical ways in their community.

The focus capabilities for this subject are communication and citizenship.

Stage 1 Community Studies can be studied as a 10-credit subject or a 20-credit subject in one or more of the ten areas of study listed below:
Content:
Students prepare a contract of work to develop a community activity from any of the following areas of study:
Arts and the Community
Communication and the Community
Environment and the Community
Health, Recreation, and the Community
Technology and the Community
Business and the Community
Design, Construction, and the Community
Foods and the Community
Science and the Community
Work and the Community

Assessment:
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning by completing their contract of work through the following assessment types:
- Contract of Work
- Folio
- Community Activity
- Reflection

Relationship to further study:
Students can proceed to Stage 2 Community Studies for 1 or 2 Semesters. 1 or more units can be studied each semester.

Stage 2 Community Studies

Length of Course: 1 or 2 semesters

Assumed Background:
There is no need for any assumed background knowledge as students will choose areas of study in which they are interested. This may be related to school activities, current or future employment, areas of interest or sporting or leisure clubs. This course is usually undertaken as part of a VET program, allowing more flexibility for the students to meet the requirements of work placements or school based apprenticeships.

Course Description:
In Community Studies you will make decisions about the learning that you will undertake. Much of this learning will take place in the community and will be self-directed and unsupervised. Although you will have increased independence, your school and other members of the community will support you. Students may undertake more than one Community Studies subject.
- Arts and the Community
- Communication and the Community
- Foods and the Community
- Health, Recreation, and the Community
- Science, Technology and the Community
- Work and the Community.

In this subject you must negotiate and develop a contract of work with your teacher. Students may work independently or part of a team, however, each student must develop and submit detailed contract of work.

1. Decide on the community activity
2. Prepare for the community activity
3. Carry out the community activity
4. Get feedback from the community
5. Undertake a community presentation
6. Reflect on learning
7. Keep evidence of activities and learning

Assessment:
- **School Assessment** 70%
  - Assessment type 1: Contract of work
- **External Assessment** 30%
  - Assessment type 2: Reflection

Relationship to further study:
Community Studies units can be counted towards SACE completion. They cannot be counted towards a TER.
Stage 2 Workplace Practices

Length of Course: 2 Semesters

Assumed Knowledge or Background:
None, however good writing and research skills are essential and an interest in workplace issues.

Course Description:
The program comprises three areas of study:

Area of Study 1: Industry and Work Knowledge
Area of study 2: Vocational learning, Work experience/placement or paid work
(Minimum of 50 hours per semester)

And or

Area of Study 3: VET Training Units specific to the student's industry area of interest

Area of Study 1 consists of four theory topics:
1. Finding Employment
2. Industrial Relations
3. Places of Work in Australian Society

Work experience or work placement is completed in the student's desired industry pathway. A student may be enrolled in a School Based Apprenticeship (SBA) or the work requirement may be achieved through the students own paid employment in their chosen pathway.

Training or VET modules are either completed at TAFE or at another registered training organization and they may either be completed on or off the job. Units of work exist in the following Industry areas:

- Aquaculture
- Automotive
- Business Services – Practice Firm
- Children’s Services Pathway
- Engineering
- Fitness Studies
- General Construction (Doorways to Construction)
- Graphic Design
- Hairdressing
- Hospitality (Certificate 1)
- Hospitality, Kitchen Operations (Certificate 1)
- Information Technology
- Metal Work
- Photography
- Retail Operations (Certificate 1)
- Tourism (Operations) (Certificate 2)

Assessment:
Assessment Methods used will include use of research assignments, role play, workplace performance and reflection and an issues study. Students have been given a wide range of choice for their assessment items for example written, oral and power point presentation. Assignments will reflect the student's area of interest.

School Based Assessment 70%
- School Course Work (25%)
- Work Experience and Journal or VET Learning (25%)
- Work Experience Reflection (20%)

External Assessment 30%
- One Investigation (30%)

Relationship to further study:
Students may continue study in their Industry area towards gaining further units and Certificates and proceed to Apprenticeships or Traineeships after completing the year.