



St Michael's

C O L L E G E

SENIOR SECONDARY CURRICULUM HANDBOOK 2019 YEARS 10-12

St Michael's College is a Catholic School committed to the Lasallian vision of education and to challenging and supporting students to "be the best they can be"

MESSAGE FROM the Principal



Dear Parents and Students,

The Lasallian Mission has flourished for almost 350 years, underpinned by an ability to identify needs and act on them with a sense of purpose, innovation and creativity. This approach continues today, maintaining relevance to current contexts.

In his opening address to the International Assembly 2013, Brother Alvaro suggested that:

“Our world is full of contradictions and challenges but it remains God’s creation. Our concern in thinking about and designing today’s and tomorrow’s education is realised by offering a community and personalised environment where each child and young person flourish as human beings and where they are open to hope and have a positive sense of life.”

He further challenges us to:

“Not be satisfied with the innate tendencies to duplicate structures, but rather to look for ways to modify and improve them.”

St Michael’s College is committed to providing a high quality Catholic education that is supported by continuing the best of traditional and contemporary educational practices, to ensure outstanding learning experiences for students.

In upholding and living the Lasallian mission, students will emerge from St Michael’s College as global citizens who can make a difference in the world; young men and women of faith, hope, justice and integrity with a concern for the poor and a sure sense of their identity, abilities, and responsibilities who will always strive to be the best that they can possibly be.

We maintain the spirit of Brother Alvaro’s statement through our subject selection process, so that each student has the very best opportunity to select an appropriate pathway that will be of personal benefit to them into the future.

To ensure the best outcomes, the subject selection process requires a significant partnership between staff, students and families. Experience and research indicate that a young person’s development is positively influenced when school and family work together with the same aims for the young people.

In the true spirit of our Lasallian mission we look forward to working with you to ensure the best outcomes for your sons and daughters.

Mr John Foley,

Principal



August, 2018

Dear Parents and Students,

Welcome to Senior Secondary education at St Michael's College. This Curriculum Handbook has been prepared by College staff to provide information on all Stage 1 and 2 courses offered. The Handbook also includes other important details and issues related to study at the senior secondary level.

During the next few weeks, students and parents will be engaged in making serious decisions. It is vital that these decisions are shared by parents, students and staff, all of whom can make important contributions to the process.

There are a number of organisational factors which we need to draw to your attention in relation to this important process. These include:

- Parents or guardians must approve the courses selected and any subsequent changes.
- Entry to subjects is not automatic and may depend on class size, availability of resources and the student's academic history.
- Not all subjects described in this booklet will necessarily be offered in the next academic year.
- Course and career information is complex. Parents and students are advised to familiarise themselves with current requirements of relevant tertiary authorities or occupational associations before making final decisions.
- Subject selections must be completed and a signed copy submitted to Student Services by the date stated on the Subject Selection Form. Failure to do so could jeopardise student entry into preferred courses of study.

There are many avenues of support available at St Michael's College in relation to subject selection, proposed tertiary study or career ambitions. In particular, the Careers Counsellors and Heads of Department are available for consultation at this very important time. Indeed, individual counselling sessions will be scheduled as part of the final subject selection process and students and parents notified of these.

Finally, our best advice is to realise that possibilities are wide and that it is early days in determining futures for many young people. Keep as many options open as interests, needs, and abilities allow.

Ms Teresa Cimmino,

Deputy Principal Learning and Teaching Excellence

Ms Bronwynn Kemp,

Director of Curriculum and Assessment

CONTENTS

ABOUT THIS HANDBOOK	6	SUBJECT REQUIREMENTS AT STAGE 1 AND STAGE 2, 2019	30
AN IMPORTANT MESSAGE FOR STUDENTS	6	TERTIARY ADMISSIONS	31
SENIOR SUBJECT CHOICES	7	GLOSSARY	31
CONSIDERATIONS WHEN MAKING SUBJECT CHOICES	8	TERTIARY ENTRY	32
CHANGES TO SUBJECT ENROLMENT	8	SACE AND OTHER TERTIARY PATHWAYS	33
YEAR 10 TIMETABLE STRUCTURE	9	WESTERN ADELAIDE REGIONAL VET PROGRAMS 2019	34
MATHEMATICAL PATHWAYS	26	COMMUNITY LEARNING	34
ENGLISH PATHWAYS	26	SCHOOL OF LANGUAGES	34
ESSENTIAL READING	27	VOCATIONAL EDUCATION AND TRAINING (VET)	35/36
STAGE 1 AND STAGE 2 SUBJECTS IN 2019	28/29	STAGE 1 SUBJECT OUTLINES	37
YEAR 10 SUBJECTS: CORE			
ENGLISH	10	PERSONAL LEARNING PLAN (PLP)	12
HEALTH AND PHYSICAL EDUCATION: SELECT ONE OF 4 OPTIONS	10	RELIGION	12
HISTORY	11	SCIENCE	13
MATHEMATICS	11		
YEAR 10 SUBJECTS: ELECTIVE			
AERODYNAMICS AND ENVIRONMENTAL CHEMISTRY	15	GEOGRAPHY	20
AMERICAN HISTORY	15	GIRLS' PROGRAMMING	21
COMMERCE	16	HUMAN MIND AND BODY	21
COMPUTER AIDED DESIGN (CAD) and DIGITAL PHOTOGRAPHY	16	ITALIAN A AND B	22
COMPUTER APPLICATIONS	17	METAL FABRICATION	22
COMPUTER SCIENCE	17	MUSIC A AND B	23
CREATIVE TECHNOLOGY	17	MUSIC TECHNOLOGY	23
DANCE A AND DANCE B	18	SCIENCE AROUND US	24
DRAMA A	18	VISUAL ARTS - ART	24
DRAMA B	19	VISUAL ARTS - DESIGN	25
DYNAMIC WEBSITES	19	WOODWORK	25
ELECTRONICS	20		

CONTENTS

YEAR 11 STAGE 1 SUBJECTS					
ACCOUNTING	38	DRAMA B	46	METALS ENGINEERING	54
ANCIENT STUDIES	38	ECONOMICS	46	MODERN HISTORY	54
ART/DESIGN A & B	39	ELECTRONICS	47	MUSIC ADVANCED A & B	55
BIOLOGY A AND B	39	ENGLISH A & B	47	NUTRITION	55
BUSINESS AND ENTERPRISE	40	ENGLISH AS AN ADDITIONAL LANGUAGE A & B	48	OUTDOOR EDUCATION	56
CHEMISTRY A & B	40	ENGLISH LITERARY STUDIES A & B	48	PHYSICAL EDUCATION A AND B	56
COMMUNITY STUDIES A & B	41	ESSENTIAL ENGLISH A & B	49	PHYSICAL EDUCATION: INTEGRATED LEARNING	57
COMPUTER AIDED DESIGN	41	FURNITURE CONSTRUCTION	49	PHYSICS A & B	57
CREATIVE TECHNOLOGY	42	GEOGRAPHY	50	PSYCHOLOGY	58
DANCE A and DANCE B	42	HEALTH EDUCATION	50	RELIGION STUDIES	58
DIGITAL PHOTOGRAPHY	43	ITALIAN CONTINUERS A & B	51	SOCIETY AND CULTURE	59
DIGITAL PUBLISHING	43	LEGAL STUDIES	51	TOURISM	59
DIGITAL TECHNOLOGIES A	44	ESSENTIAL MATHEMATICS A & B	52	VISUAL ART - ART	60
DIGITAL TECHNOLOGIES B	44	GENERAL MATHEMATICS A & B	52	VISUAL ARTS - DESIGN	60
DIGITAL VIDEO MEDIA	45	MATHEMATICAL METHODS A, B & C	53	WORKPLACE PRACTICES	61
DRAMA A	45	SPECIALIST MATHEMATICS A & B	53		
YEAR 11 STAGE 2 SUBJECTS					
BUSINESS AND ENTERPRISE	63	LIVING LASALLIAN: INTEGRATED LEARNING	65	PHYSICAL EDUCATION: INTEGRATED LEARNING	67
COMPUTER AIDED DESIGN	63	MUSIC- ENSEMBLE PERFORMANCE	65	PSYCHOLOGY	67
HEALTH EDUCATION	64	MUSIC TECHNOLOGY	66	SOCIETY AND CULTURE	68
IPP-DESKTOP PUBLISHING-ADVERTISING	64	NUTRITION	66	WORKPLACE PRACTICES	68
YEAR 12 STAGE 2 SUBJECTS					
ACCOUNTING	70	ENGLISH	77	MUSIC	85
ANCIENT STUDIES	70	ENGLISH AS AN ADDITIONAL LANGUAGE	78	NUTRITION	85
BIOLOGY	71	ENGLISH LITERARY STUDIES	78	OUTDOOR CONSTRUCTION: INTEGRATED LEARNING	86
BUSINESS & ENTERPRISE	71	FURNITURE CONSTRUCTION	79	OUTDOOR EDUCATION	86
CAD - PRODUCT DESIGN	72	GEOGRAPHY	79	PHYSICAL EDUCATION	87
CHEMISTRY	72	HEALTH EDUCATION	80	PHYSICAL EDUCATION: INTEGRATED LEARNING	87
COMMUNITY STUDIES	73	ITALIAN-CONTINUERS	80	PHYSICS	88
DANCE	73	LEGAL STUDIES	81	PSYCHOLOGY	88
DIGITAL PHOTOGRAPHY	74	ESSENTIAL MATHEMATICS	81	RELIGION STUDIES	89
DIGITAL PUBLISHING	74	GENERAL MATHEMATICS	82	RESEARCH PROJECT	89
DIGITAL TECHNOLOGIES	75	MATHEMATICAL METHODS	82	SOCIETY AND CULTURE	90
DIGITAL VIDEO MEDIA	75	SPECIALIST MATHEMATICS	83	TOURISM	90
DRAMA	76	MATHEMATICS FOR THE WORKPLACE	83	VISUAL ART - ART	91
ECONOMICS	76	METALS ENGINEERING	84	VISUAL ART - DESIGN	91
ELECTRONICS	77	MODERN HISTORY	84	WORKPLACE PRACTICES	92

ABOUT THIS HANDBOOK

General Information:

This information booklet is not designed to provide exhaustive detail about senior secondary issues and subjects at Stages 1 and 2. Instead, the booklet provides an outline of issues relevant to each student's study and some information on subjects offered at Stages 1 and 2.

Further information is available through the SACE Board, at its Internet site: www.sace.sa.edu.au

From this site, students can download specific information, such as Subject Outlines for Stage 1 and 2 subjects, Subject Summaries, Publications, Facts Sheets, sample Examination Papers etc.

This book is to be read in conjunction with the SATAC Tertiary Entrance Booklet 2018 as this contains explanations and definitions of key information. See website www.satac.edu.au/satac-publications.

AN IMPORTANT MESSAGE FOR STUDENTS

General Information:

As an emerging adult and senior secondary student, you are progressively taking on more responsibility for the decisions that will affect your life. Within these final years of schooling, you will need to develop the confidence and independence that will enable you to deal positively with the changes and challenges that follow.

As decision makers, you need to develop the skills to work with people, particularly in making choices that affect others. Whatever your reasons for remaining at school, you will be experiencing a change from the dependence of childhood to the independence of adult life. For some, this change will come more quickly than it will for others.

Subsequently, as members of the St Michael's College Community, you will be expected to:

- appreciate and support the ethos of St Michael's College;
- support the expectations and standards of St Michael's College: eg: punctuality, attendance
- complete all set assignments by the due date unless you have negotiated in advance an alternative date with the respective teacher;
- model high standards of behaviour to other students in the College;
- notify the appropriate teacher of any difficulties you are experiencing;
- communicate effectively with teachers;
- manage your life effectively, both at home and at school;
- take increased responsibility for your own growth, development and final success.

Most of these expectations fall clearly upon yourself. By choosing to attend St Michael's College, you are saying that "I will meet the expectations of the College" and that you will strive to work together with staff to "be the best you can be".

The College, however, will not leave you completely to your own resources. You will be supported by Pastoral and Subject Teachers as well as Student Services.

However you make the choices - let these choices always be wise ones!

Be aware that when making subject choices, due to a variety of factors, some subjects may not run.

Please choose reserve subjects wisely.

SENIOR SUBJECT CHOICES 2019

This booklet presents information that should enable students to make wise subject choices in their Senior Years at St Michael's College. It is essential that all students and their parents/caregivers are familiar with the demands of SACE and the consequences it has for further study.

SACE (The South Australian Certificate of Education):

The South Australian Certificate of Education (SACE) is an internationally recognised senior secondary qualification administered by the SACE Board of South Australia. It is awarded to students who complete their secondary education, and is normally completed over 3 years (Personal Learning Plan in Year 10, Stage 1 in Year 11, and Stage 2 in Year 12). All students at St Michael's aspire to achieve the SACE, as it is a requirement for entrance to University in South Australia, interstate and overseas, many TAFE courses, and other training programs. Furthermore, a number of employers regard SACE achievement as an indicator of a student's ability to communicate well and to take initiative in life, study and work.

PLP (Personal Learning Plan):

All Year 10 Students at St Michael's College undertake 10 credits of Stage 1 study, by completing their Personal Learning Plan (PLP). The PLP helps students to plan for their future by investigating:

- Subjects that will be studied in Year 11 and 12 and any Vocational Education and Training (VET).
- Possible career choices/pathways
- How to best prepare for career choices and other goals.

Structure of the SACE:

Each subject or course successfully completed earns 'credits' towards the SACE; a minimum of 200 credits are required for students to gain the certificate.

- 10 credits = one semester of study = generally 60 hours of study
- 20 credits = full year of study = generally 120 hours of study

Students will receive a grade from A to E for each of their SACE subjects at Stage 1.

Students will receive a grade from A+ to E- for each of their SACE subjects at Stage 2.

To achieve the SACE, students must complete the following minimum requirements with a C grade or higher at Stage 1 and a C- or higher at Stage 2:

Personal Learning Plan (PLP)	10 credits	Stage 1 undertaken in Year 10
Literacy	20 credits from a range of English subjects	Stage 1
Numeracy	10 credits from a range of mathematics	Stage 1
Research Project	10 credits - an in-depth major project	Stage 2
Other Stage 2 subjects	60 credits or more	Stage 2

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or Board-recognised courses of a student's choice, including VET and recognition of community based learning.

At St Michael's College students will study more than the minimum 200 credits required to achieve the SACE.

Students will be required to undertake:

- Religion Studies 10 credits Stage 1 in Year 11

Subject			
	Personal Learning Plan (PLP) completed in Year 10	Compulsory	10
Stage 1 Year 11	Literacy	Compulsory	20
	Numeracy	Compulsory	10
	Religion Studies	Compulsory	10
	Free choice of Stage 1 subjects		80
	OPTIONAL choice of one Stage 2 subject		
Stage 2 Year 12	Research Project	Compulsory	10
	Free choice of FOUR Stage 2 subjects		80
		Total Credits	220

CONSIDERATIONS WHEN MAKING SUBJECT CHOICES

“The best place from which to start the subject selection process is from where you want to be at the end of Stage 2. You should ask yourself “What is required at that point in order to have qualified for the future?” The vital question is: “What is that future?”

The St Michael’s SACE program aims to develop the whole person, and it is strongly advised that each student attempt to achieve a well-rounded education. A particular concern that must be borne in mind, however, is how courses help prepare students for a particular career. In this regard, Year 10 students undertake the Personal Learning Plan (PLP), the first of their SACE subjects, to help them determine future pathways. The website: www.myfuture.edu.au may also be of assistance.

Questions to consider when contemplating a possible future career include:

- **Do I wish to enter a course at a Tertiary Institution?** If so, what special subjects need to have been studied? To be eligible for selection into an undergraduate university course, a Year 12 applicant must obtain an Australian Tertiary Admission Rank (ATAR), meet the prescribed Tertiary Admission Subject (TAS) requirements for the course and meet any pre-requisite subject requirements for the course. There are other avenues for special entry. Refer to SATAC Guide.
- To be eligible for entry to a TAFE course, students need to check the TAFE SA website as minimum course entry requirements vary.

For information on ranking into competitive courses please see the individual Course Page on the TAFE SA Website under ‘Course Admission Requirements’.

- **Do I wish to enter a Workplace or Trade?**
If so, what subjects or VET options are recommended to have been studied for an apprenticeship / traineeship? The answers to those questions partly determine what subjects need to be studied at Stage 2. Those subjects will also require that similar subjects be studied by way of preparation at Stage 1.
- Do I need to consider a Training Guarantee Plan within my VET course?
- **Many students do not know what career they want to take up at the end of Stage 2. Students should choose those subjects which will keep their options open and for which they have shown an aptitude and interest in Years 9 and 10.**

CHANGES TO SUBJECT ENROLMENT

For the majority of students at the College, the subjects they initially choose to study at the commencement of the Semester are the subjects they complete. In some cases however, a subject may need to be changed.

SUBJECT CHANGES:

The College has placed the following time frame on students requesting subject changes.

Subject changes must be made within the first TWO (2) weeks of the course commencing.

CHANGES ARE NOT AUTOMATIC.

Line structure, teacher recommendation and existing class size will determine whether a change can be made.

Students wishing to change subjects must make an appointment at Student Services to meet with Ms Bronwyn Kemp, Director of Curriculum and Assessment.

If changes can be made, students will bring a Subject Change Form home for parents/caregivers to sign and return to Student Services.

YEAR 10 TIMETABLE STRUCTURE

SEMESTER	Number of lessons	SEMESTER	Number of lessons	LENGTH	
Extended PC	1	Extended PC	1	COMPULSORY	WHOLE YEAR
English	6	English	6		
Mathematics	6	Mathematics	6		
PLP	3	PLP	3		
Science	6			COMPULSORY	ONE SEMESTER
		Religion	6		
History	6	#HPD: one of 4 Options	6		
Elective 1	6	Elective 2	6	ELECTIVES	ELECTIVES
Elective 3	6	Elective 4	6		

LEARNING AREA	ELECTIVE SUBJECTS	LENGTH
ARTS	DANCE A	1 SEMESTER
	DANCE B	1 SEMESTER
	DRAMA A	1 SEMESTER
	DRAMA B	1 SEMESTER
	MUSIC A AND MUSIC B	FULL YEAR SUBJECT (2 semesters)
	MUSIC TECHNOLOGY	1 SEMESTER
	VISUAL ARTS - ART	1 SEMESTER
	VISUAL ARTS - DESIGN	1 SEMESTER
BUSINESS ENTERPRISE AND TECHNOLOGY	COMMERCE	1 SEMESTER
DESIGN AND TECHNOLOGY	COMPUTER AIDED DESIGN (CAD) and DIGITAL PHOTOGRAPHY	1 SEMESTER
	CREATIVE TECHNOLOGY	1 SEMESTER
	ELECTRONICS	1 SEMESTER
	METAL FABRICATION	1 SEMESTER
	WOODWORK	1 SEMESTER
DIGITAL TECHNOLOGIES	COMPUTER APPLICATIONS	1 SEMESTER
	COMPUTER SCIENCE	1 SEMESTER
	DYNAMIC WEBSITES	1 SEMESTER
	GIRLS' PROGRAMMING	1 SEMESTER
HUMANITIES AND SOCIAL SCIENCES	GEOGRAPHY	1 SEMESTER
	AMERICAN HISTORY	1 SEMESTER
LANGUAGES	ITALIAN A AND ITALIAN B	FULL YEAR SUBJECT (2 Semesters)
SCIENCE	AERODYNAMICS AND ENVIRONMENTAL CHEMISTRY	1 SEMESTER
	HUMAN MIND AND BODY	1 SEMESTER
	SCIENCE AROUND US	1 SEMESTER

YEAR 10 CORE SUBJECTS

ENGLISH

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy.

Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

CONTENT

Students engage with a variety of texts. They interpret, create and evaluate a wide range of literary and everyday texts. These include various types of media texts, film and digital texts, fiction, non-fiction, poetry, dramatic performance and multimodal texts.

Texts studied often address themes and issues, higher order thinking and intertextual references. Students develop critical understanding of ways texts are created to appeal to their target audiences and achieve a variety of purposes.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports and discussions.

ASSESSMENT

Assessment is based on responding to texts and creating texts, including written, oral and multi-modal tasks.

Students will be prepared for the requirements of Stage 1 English, which is a compulsory full year subject delivered as two, semester length units.

At Stage 1, three different courses are offered, and teachers will make recommendations as to which course a student would be best suited.

HEALTH AND PHYSICAL EDUCATION

Students will explore and examine various physical activities, the practical application of physical skills and analyse the personal, community and global issues that surround the role of human physical activity in society.

Students learn mainly through physical activity in a way that promotes immediate as well as long-term benefits to themselves and society. Physical Education is an experiential subject in which students explore their physical capacities and investigate the factors that influence performance. They explore and analyse associated performance, health and lifestyle issues.

CONTENT

This year Health and Physical Education is compulsory for all students for ONE Semester at Year 10. Students will have the option to select ONE focus area, from the four options listed on the next page, which caters for their physical activity interests. Classes will ideally be gender based, but should the need arise a mixed gender class may occur. Theoretical components of the course will be the same across all options.

ASSESSMENT

Practical components are subject to change, at the discretion of Head of Department.

Practical Component: 70%

4 x Practical Units (17.5% each)

Theoretical Component: 30%

2-4 x Theory tasks

Students must select ONE from the following 4 options

BOYS

OPTION 1: SPORT

Resistance Training, Baseball, Lacrosse, Rugby League

OPTION 2: SPORT & RECREATION

Floor Hockey, Flag Football, Gaelic Football Indoor Cricket

OPTION 3: RECREATION

Table Tennis, Ultimate Frisbee, Cycling, T20 Cricket

OPTION 4: OUTDOOR EDUCATION

Sailing, Cycling, Bush Walking, Table Tennis

GIRLS

OPTION 1: SPORT

Lacrosse, Volleyball, AFL, Resistance Training

OPTION 2: SPORT & RECREATION

Team Handball, Floor Hockey, Basketball, Cycling

OPTION 3: RECREATION

Boxing Fitness, Dance, Aerobics, Table Tennis

OPTION 4: OUTDOOR EDUCATION

Sailing, Cycling, Bush Walking, Table Tennis

YEAR 10 CORE SUBJECTS

HISTORY

The Year 10 History 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. The twentieth century became a critical period in Australia's social, cultural, economic and political development.

The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia Pacific region and its global standing.

CONTENT

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

Students undertake an overview and three Depth Studies which include:

World War II (1939-1945)

Rights and Freedoms (1945 to present)

The globalising world: Migration (1945 to present)

ASSESSMENT

This may include the following:

- Sources Analysis
- Argumentative History essays
- Empathy task

MATHEMATICS

Year 10 Mathematics provides students with essential mathematical skills and knowledge in number and algebra, measurement and geometry, and statistics and probability.

Students are assessed according to the proficiency strands - fluency, understanding, reasoning and problem-solving.

In Year 10 students are placed according to their ability, into Level A, B or C classes. Students are able to move between the Levels if required.

The Level that a student achieves by Semester 2 Year 10, will affect which Maths subjects they can choose in Years 11 and 12.

CONTENT

Levels A and B

- Solving Linear Equations and Inequalities
- Comparing Data
- Graphing Linear Relationships
- Compound Interest
- Factorising Expressions and Simplifying Algebraic Fractions
- Solving Quadratic Equations
- Further Trigonometry
- Surds, Exponentials, Logarithms
- Graphing Non-Linear Relations
- Geometric Reasoning
- Multi-step Probability Experiments

Level C

- Solving Linear Equations and Inequalities
- Comparing Data
- Graphing Linear Relationships
- Compound Interest
- Factorising Algebraic Expressions
- Solving Simple Quadratic Equations
- Trigonometry
- Sketching Parabolas
- Congruency and Similarity
- Multi-step Probability Experiments

ASSESSMENT

Each semester:

- 4 tests @ 20% ea = 80%
- 1 Directed Investigation @ 20% = 20%
- End of Year exams

YEAR 10 CORE SUBJECTS

PERSONAL LEARNING PLAN

The Personal Learning Plan (PLP) is a compulsory 10-credit SACE Stage 1 subject. Year 10 students undertake this cross disciplinary course over the whole of Year 10, allowing them to plan for their future and make informed decisions about:-

The subjects they will study in Years 11 and 12, and any course outside of school

Possible work experience, career choices and ideas for community service

Strategies to prepare for their career options, and personal and learning goals.

CONTENT

- Investigation of the ACARA Capabilities
- Learning and thinking skills
- Planning and decision-making techniques
- The world of work planning a meaningful SACE to match personal career pathways
- Critical self-reflection and re-evaluation

ASSESSMENT

Task 1:

My Capabilities: PowerPoint Presentation

Task 2:

Job Readiness Folio: comprising of personal statement, job application cover letter and email, resume

Task 3:

SACE Pathway and Subject Choices: careers investigation with focus upon implication for Stage 1 subject selection

Task 4:

Reflection: review of personal and learning goals

Each task is assessed against the Stage 1 PLP Performance Standard. Students must achieve a C grade or better in order to achieve their SACE

RELIGION

The purpose of Religious Education at St Michael's College is to deepen students' understanding of the Catholic Tradition, to develop an appreciation of its significance in their lives, so that they may participate in the life of the Church, our Lasallian heritage and wider society.

Catholic Schools in South Australia utilise a Religious Education framework entitled Crossways. Other aspects connected with, contained within the Religious Education curriculum include the Catholic Education South Australia, Made In the Image of God (MITIOG) Program.

CONTENT

- Dignity and Respect for Human Life (focus on Euthanasia and Beyond Human Suffering)
- Faith Doing Social Justice (Catholic Social Teaching)
- Jesus of History-Jesus of Faith (The Formation of the Gospels and the Historical Jesus)
- Religion and Science-Creation and Evolution (Faith and Reason: Care for the natural world and ecology)

ASSESSMENT

FIRST TERM

Assessment Task 1:

Respect for Human Life

Assessment Task 2:

Faith Doing Social Justice

Course Work and Participation 10%

SECOND TERM

Assessment Task 3:

Jesus and the Gospels

Assessment Task 4:

Religion and Science: Creation and Evolution

Course Work and Participation 10%

YEAR 10 CORE SUBJECTS

SCIENCE

1 Semester CORE Science:

In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena.

Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of inheritance and the Big Bang.

Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws.

CONTENT

Biological Sciences

- DNA
- Inheritance
- Genetic Technologies

Chemical Sciences

- Atomic Theory
- The Periodic Table

Physical Sciences

- Newton's Law of Motion
- Velocity and Acceleration

Earth Science

- The Big Bang Theory
- Life Cycle of a Star
- Our Universe

ASSESSMENT

- Topic Tests
- Research Assignments
- Practical Investigations
- Investigative Designs
- Investigative Report Writing

THE FOLLOWING INFORMATION CONTAINS DESCRIPTORS OF YEAR 10 ELECTIVE SUBJECTS

At Year 10 students will select 4 elective subjects as well as 2 Reserve Subjects.

Please remember due to timetable development it may happen that some electives do not run.

Students must be aware that the reserve subjects chosen may be included in their 2019 timetable



YEAR 10 ELECTIVE SUBJECTS

CONSIDERATIONS FOR WHEN MAKING YEAR 10 ELECTIVE SUBJECT CHOICES

ARTS

Students may select a maximum of 3 Arts subjects

- Dance A
- Dance B
- Drama A
- Drama B
- Music A
- Music B
- Music Technology
- Visual Arts - Art
- Visual Arts - Design

DESIGN AND TECHNOLOGY

Students may select a maximum of 2 subjects from the Design and Technologies subjects

- Computer Aided Design (CAD)
- Creative Technology
- Electronics
- Metal Fabrication
- Woodwork

DIGITAL TECHNOLOGIES

Students may select a maximum of 2 Digital Technologies subjects

- Computer Applications
- Computer Science
- Dynamic Websites
- Girls' Programming

LANGUAGES AND MUSIC

Students who choose Italian must select both semesters. (Full year subject).

This is a prerequisite for Stage 1 Italian

Students who choose Music B must select Music A (Full year subject)

SCIENCE

Science in Semester 2 becomes an elective subject

Students may choose only 1 Science elective subject.

- Aerodynamics and Environmental Chemistry
- Human Mind and Body
- Science Around Us

NOTE: Students who are considering Defence Force applications MUST select a full year of Science. ie: One Semester Core Science with one Semester of a Science elective.

AERODYNAMICS AND ENVIRONMENTAL CHEMISTRY (Science Elective)

Studies in Environmental Chemistry presents chemical reactions and their impact on the environment as a model for students to build on their understanding of Chemistry.

Connections to industry (such as mining) and the impact of chemical pollutants on the environment reveals important lessons in Science as a Human Endeavour.

A Robotics programming course triggers student engagement and energizes their learning through real-life problem solving. They engage with learning aids in computer science, science, technology, engineering, math and elements of coding.

This course prepares students for SACE studies in Physics and Chemistry.

CONTENT

Collaborative Project Based Learning allows students to create and evaluate principles of Aerodynamics including: aeroplane design and flight.

Developing skills in report writing allows students to analyse and evaluate their practical and investigative skills.

ASSESSMENT

- Tests
- Experiments and Practical Reports
- Research Assignments

YEAR 10 ELECTIVE SUBJECTS

AMERICAN HISTORY (Humanities and Social Science Elective)

Students will develop their research skills through assignment work and independent research tasks.

Discussion work will enable students to develop clear and coherent responses to historical problems and evaluate alternative points of view. Essay writing tasks which include essays and responses to historical films and literature.

This unit provides desirable preparation for studies in Stage 1 Modern History, Stage 1 Ancient Studies and other Humanities and Social Science related subjects.

It also allows students to develop leadership, analytical and writing skills, which will assist in all subjects and fields of endeavour.

CONTENT

The ability of students to interpret, analyse and evaluate historical sources will be developed through exposure to a range of primary and secondary sources.

The major topics that will be covered in this subject include:

- American Revolution (War of Independence)
- Civil War and Slavery
- U.S. Presidents and World Leaders
- U.S. History Mysteries
- Lizzie Borden Axe murders, Al Capone and The Mob
- American Popular culture
- Swinging Sixties

ASSESSMENT

- Empathy Piece
- Investigation (topic of choice)
- Sources Analysis

COMMERCE (Business Elective)

In this subject students will explore the many facets of the financial world.

Year 10 Commerce gives students an exposure to the four key areas of Commerce: Accounting, Economics, Legal Studies and Marketing. This course will expose students to these subject areas and enable them to make more informed choices in Year 11.

CONTENT

Economics is the study of how we use of resources to our greatest advantage. It explores the concept of the market mechanism and the basic economic problem.

Accounting is the study of how we ensure that business remain profitable and viable.

The main concepts that will be studied are: Balance Sheets, Profit and Loss Statements and the Double Entry Accounting system.

Legal Studies investigates how and why we need laws to have a well-functioning and coherent society. Students investigate how laws are made, the court hierarchy and the difference between Civil and Criminal Law.

Marketing explores how a business informs its customers of its products in the most effective way.

ASSESSMENT

Media Journal: Students need to gather a variety of newspaper articles to show the link between the theory taught in class and what is happening in the real world.

Case Study: Students are required to investigate a current court case and apply the theory taught in class. They complete the assignment by making a recommendation about appropriate punishment.

Test: Accounting theory is tested via the students developing Balance Sheets and Profit and Loss Statements for hypothetical businesses.

Marketing Plan: students produce a hypothetical product and come up with a marketing plan to sell that product. They are required to develop an ad that may include jingles and slogans.

YEAR 10 ELECTIVE SUBJECTS

COMPUTER AIDED DESIGN (CAD) AND DIGITAL PHOTOGRAPHY (Design and Technologies Elective)

Students will build on their skills and knowledge in two areas which are closely linked. Both Digital Photography and Computer Aided Design involve using software programs to create design solutions.

In the Photographic Technology unit students will learn the correct techniques of taking a photo and make full use of current camera technology.

Within CAD, students will use design software packages to generate accurate representations of products and then explore the link between design and manufacturing, using the 3D printer and vinyl cutter.

CONTENT

Digital Photography:

- Camera functions and use
- Taking a photo
- Produce altered photographic images

CAD:

- Design simple products
- Generate engineering drawings
- Use Roland software to machine products ie: CNC, Vinyl Cutter, glass etching
- 3D printing

ASSESSMENT

Practical projects: Processes and Production Skills 60 %

Design work 20%

Knowledge and understanding 20%

This course gives students a foundation of skills and knowledge leading to Stage 1 Digital Photography or Computer Aided Design

COMPUTER APPLICATIONS (Digital Technologies Elective)

The objective of this course is to develop an awareness of and improve the skill level of the students in a variety of software applications. The course makes use of several technologies, which are brought together to develop IT skills that can be used to produce real world objects.

CONTENT

Students will learn how to:

- Use word processing software to professionally format documents
- Make and manipulate sound files, present sound, images, and video
- Develop web pages with an introduction into HTML 5 and Web Design
- Design and develop their own app
- Understand and use basic programming concepts

ASSESSMENT

Practical Components:

- File management
- Formatting text-based documents
- Image editing and formatting
- Photo Restoration
- Making and editing sound files for use in presentations
- Digital Video Media
- HTML and Webpage Design
- App Invention
- Basic programming concepts - Blockly

Theory Components:

- Networks
- Issues Analysis: Social Media

YEAR 10 ELECTIVE SUBJECTS

COMPUTER SCIENCE (Digital Technologies Elective)

Through the study of Computer Science, students develop a global perspective of digital technologies, with opportunities to understand development of technologies and the role between the developer and the user.

This course is recommended prior learning for Year 11 Information Technology A and Information Technology B

CONTENT

Through undertaking this subject, student will learn how to:

- Design and develop technological solutions
- Use computational and systems thinking, when forming solutions
- Organise and manage digital projects

ASSESSMENT

Practical Components:

- File management
- Formatting text-based documents
- Formatting and analysis of database management systems
- Image and sound editing created to incorporate in multimedia projects
- Computational Thinking: Logical and creative problem solving
- Dynamic Webpages
- Object Orientated Programming in Python to make games

Theory Components:

- Computer Systems
- Binary
- Issues Analysis: Robotics

CREATIVE TECHNOLOGY (Design and Technologies Elective)

This course is designed to appeal particularly to girls in order to further develop their technical skills and confidence in a range of areas.

Students will design and create products using a range of materials. They will acquire specific knowledge and skills which will be of use in everyday life within the scope of Design and Technology.

Topics could include jewellery making, working with wood, metal sculptures and working with glass (lead lighting).

CONTENT

Students will manufacture a range of products based on their interests which could include:

- Metal pendants and rings
- Children's toys
- Leadlight window
- Wooden serving tray
- Technology research assignment
- Jewellery design
- T-shirt manufacturing

ASSESSMENT

Practical projects: Processes and Production Skills-60 %

Design work-20%

Knowledge and understanding -20%

This course gives students a springboard of skills and knowledge leading to Stage 1 Creative Technology and all Stage 1 Technology subjects.

YEAR 10 ELECTIVE SUBJECTS

DANCE A and DANCE B (Arts Electives)

Students delve into the world on Contemporary and Hip/Hop dance genres with a focus on Bangarra Dance Theatre.

CONTENT

Students analyse choreographer's intent in dances they make, perform and view. They evaluate the impact of dance from different cultures, places and times on Australian dance.

Students choreograph dances by manipulating and combining the elements of dance. They choreograph, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style.

Students will be expected to actively participate in class and out of school rehearsals.

Students are exposed to live performances and learn the skills of responding to dance and dance works.

ASSESSMENT

Skills Development: 50%

- Focuses on Technique and Composition

Group Production: 30%

- Performance in front of a live audience

Response: 20%

DANCE B

Students delve into the world on Contemporary and Hip/Hop dance genres with a focus on Asia and the styles and companies from that region. Opportunities to attend Oz Asia Festival will help inform their work.

CONTENT

Students analyse choreographer's intent in dances they make, perform and view. They evaluate the impact of dance from different cultures, places and times on Australian dance.

Students choreograph dances by manipulating and combining the elements of dance. They choreograph, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style.

Students will be expected to actively participate in class and out of school rehearsals.

Students are exposed to live performances and learn the skills of responding to dance and dance works.

ASSESSMENT

Skills Development: 50%

- Focuses on Technique and Composition

Group Production: 30%

- Performance in front of a live audience

Response: 20%

DRAMA A (Arts Elective)

It is envisaged that students who elect to do this subject will have completed a semester of Drama in Year 9. Students will explore the role and emergence of the director as well as the style of Realism and Stanislavski's actor system to create real and believable characters.

This study will culminate in a performance for a public audience allowing students to work in on and off stage roles. Students will be involved in after school rehearsals.

Students will attend a professional theatre performance to review, develop and inspire understanding of how theatrical elements are used. Students will explore the roles, skills and techniques of set and lighting design. This course builds confidence and teamwork and promotes and supports independent learning.

CONTENT

- Teamwork and problem solving
- The development of realism and the director
- Stanislavski's actor system
- Set and Lighting Design for impact
- Page-to-stage process to create a production for an audience
- Reviewing performance

ASSESSMENT

Performance 50%

- Stanislavski Performance
- Scripted Drama for a public performance

Folio 50%

- Set and Lighting Design Task
- Stanislavski Analysis Task
- Theatre Review
- Performance Report

YEAR 10 ELECTIVE SUBJECTS

DRAMA B (Arts Elective)

It is envisaged that students who elect to do this subject will have completed a semester of Drama in Year 9.

Students will explore the role of the Stage Manager and learn the importance of prompt copy. In workshops students will experience the acting and staging of Brecht's Epic Theatre designed to create social change.

Students will stage their Epic or Documentary Theatre and outline these in a Interpretative Study. Students will explore and create Multimedia designs for a small project.

Their learning will culminate in a public performance. Students will attend a professional theatre performance as part of their assessment tasks.

This course builds student confidence and teamwork and promotes and supports independent learning in a practical environment.

CONTENT

- Teamwork and Independent learning
- The role of the Stage Manager
- The development of Brecht's Epic Theatre
- Documentating people's stories with theatre
- Page-to-stage process to create a production for an audience
- Multimedia Design for contemporary theatre
- Reviewing performance

ASSESSMENT

Performance 50%

- Group presentation
- Documentary Drama Performance

Folio 50%

- Theatre Review
- Interpretative Study
- Multimedia Design Task
- Prompt Copy

DYNAMIC WEBSITES (Digital Technologies Elective - Stage 1)

This course will provide students the opportunity to gain 10 SACE credits while studying at Year 10. The objective of this course is for students who are interested in learning how to produce dynamic websites while implementing good design elements to create user-friendly and suitable outcomes. Students will develop skills in producing websites, while understanding HTML and working with CSS. The course makes use of several technologies, which are brought together to develop web development skills that can be used to produce real world objects. The course will provide a working understanding of important technologies and show students how to use them to create their own websites.

CONTENT

Students will learn how to:

- Understand and use HTML and CSS to create and update website content
- Use Photoshop to edit and format images ready for web
- Create dynamic websites using Dreamweaver software
- Design and develop web solutions

ASSESSMENT

Type 1:

Practical Components - Weighting 50%

Students will complete three practical skills assessment demonstrating the practical skills they have developed through studying the subject.

Type 2:

Product and Documentation - Weighting 30%

Students will complete a product and documentation assessment for their major piece of work.

Type 3:

Issues Analysis - Weighting 20%

Students will complete one issues analysis assessment and critique an issue related to information processing and publishing for specific purpose. The issues analysis may be presented in a written or oral form and should be a maximum of 400 words if written or 3 minutes for an oral presentation.

YEAR 10 ELECTIVE SUBJECTS

ELECTRONICS (Design and Technologies Elective)

Students will develop skills and knowledge of electronics systems through a range of practical based activities using microcontrollers and traditional techniques.

Task will be centred around the Arduino microcontroller, using it along with various sensors to actuate light, sound and movement.

On completion of the course students should be able to identify and apply common and key electronic components, use the multimeter and other testing equipment, practise and apply effective soldering techniques, accurately populate printed circuit boards, design electronic circuits leading to the production of a number of functional electronic projects.

CONTENT

Practical tasks:

- Making and programming a robotic arm using servo motors and Arduino
- Controlling LEDs
- Controlling motors
- Radio controlled
- Bluetooth
- Populating and soldering printed circuit boards.

THEORY

Students will generate a report on the circuits/projects they build, explaining the function of the circuit, what tools, machines and process have been used to create their product

Students will also investigate the changing world of technology and the impact that microcontrollers has had on people and the environment.

ASSESSMENT

Practical projects:

- **Processes and Production Skills: 60%**

Design work: 20%

- **Knowledge and understanding: 20%**

Successful completion of this course gives students the skills and knowledge required for entry into Year 11 Electronics.

The Electronics industry is presently South Australia's largest employer group, offering a broad range of career options.

GEOGRAPHY (Humanities and Social Science Elective)

Year 10 Geography provides students with an understanding of environmental change and how it is managed.

Students investigate human wellbeing and why there are significant differences around the world. This course consists of 6 lessons per week for one semester.

CONTENT

Geographies of Human Wellbeing

Investigate what wellbeing is and why some people experience a higher level of wellbeing than others.

Environmental Change and Management: Resources

Investigate how consumption of resources to make mobile phones impact on human and natural environments.

Environmental Change and Management: Inland Water

Investigate how rivers shape and are shaped by the landscape around them. Students explore how human activities are influencing the condition of our freshwater resources.

Geography Skills

Develop your ability to interpret satellite images and aerial photographs.

ASSESSMENT

- Fieldwork report: This is based on an excursion to Morialta Falls
- 2 Inquiry Research Tasks
- Tests
- Portfolio of Classwork

YEAR 10 ELECTIVE SUBJECTS

GIRLS' PROGRAMMING (Digital Technologies Elective)

This course aims at providing girls with an opportunity to learn programming. Students will learn how to make webpages using HTML5 and CCS and they will learn to make interactive games while learning Python Programming language.

This course will provide a strong foundation for girls considering a future in computing.

This course is recommended prior learning for Year 11 Information Technology A and Information Technology B.

CONTENT

Through undertaking this subject, student will learn how to:

- Design and develop technological solutions
- Use computational and systems thinking, when forming solutions
- Organise and manage digital projects

ASSESSMENT

Practical Components:

- File management
- Formatting text-based documents
- Formatting and analysis of database management systems
- Image and sound editing created to incorporate in multimedia projects
- Computational Thinking: Logical and creative problem solving
- Dynamic Webpages
- Object Orientated Programming in Python to make games

Theory Components:

- Computer Systems
- Binary
- Issues Analysis: AI

HUMAN MIND AND BODY (Science Elective)

As well as a general introduction to Psychology as a Science, students will explore fields of "Sport" and "Forensic" Psychology in depth.

An introduction to disease develops students understanding of the genetic influence on life and the importance of lifestyle choices (especially their nutrition and exercise).

This course prepares students for SACE studies in Psychology, Biology and Nutrition.

CONTENT

Students will use case studies and historical evidence to develop their understanding of psychological practice. Personal skills including Goal Setting,

Motivation and Mindfulness will be explored as a means to improve personal performance. Analytical and evaluate skills will be developed using Criminal profiling as a tool.

Practical investigation will develop students awareness of microbes and antibiotics and students will build on their skills in proposing hypotheses and analysing data.

Researching the development of treatment of human diseases, provides students with opportunities to explore Science as a Human Endeavour.

ASSESSMENT

- Tests
- Research Assignments
- Experiments and Practical Reports

YEAR 10 ELECTIVE SUBJECTS

ITALIAN A AND ITALIAN B (CHOSEN AS TWO PREFERENCES) (Language Elective)

Italian is one of Australia's most spoken languages.

In year 10 Italian, students further develop communication and interpersonal skills in both Italian and English. Comparing both language systems enhances overall literacy.

Students also reflect on their own identity and culture(s) through the study of Italian culture, building on their reflection skills, intercultural skills and an understanding of the role of language and culture in communication. This intercultural capability is increasingly sought-after in the workplace, as employment requiring these soft skills cannot be automated.

Students also further develop cognitive skills through analytical, critical creative, and reflective thinking. These skills help them to become effective and organised communicators and researchers.

Italian is used in classroom routines, tasks and structured discussions to communicate about students' immediate world and the Italian-speaking communities. A combination of Italian and English is used to compare language and cultural systems, offer opinions, and reflect on learning.

CONTENT

Students listen to, view, read, respond to and create a range of texts in Italian. They learn to construct extended texts while exploring language and noticing the impact of technology, media and globalisation. They compare and contrast views, participate in negotiations and reflection, synthesize information, connect ideas and explore different representation of life experiences. They identify practices, values and beliefs and compare them with their own, exploring how these may have changed over time.

Topics include: Self and others; Youth culture; Migration; Italian influences; Mafia; Health; Art; Tourism.

ASSESSMENT

- Communicating tasks:
Listening, speaking, reading, writing
- Understanding Language:
Grammar and vocabulary tests
- Reflecting tasks (in English/Italian)

METAL FABRICATION (Design and Technologies Elective)

This course will involve the design and construction of a small welded project. Students will focus on the development of skills, design and safety while working with metals and metalworking machinery.

Examples of possible projects include a Wine Rack, charcoal BBQ, fish smoker, Bench Vice or G Clamp.

CONTENT

This unit will therefore require students to:

- Apply correct safety procedures and practices
- Apply aspects of the design process
- Accurately calculate and cost required materials
- Use the Metal Lathe and turning processes (facing, drilling and parallel turning)
- Correctly set and operate the GMAW Welder
- Welding techniques
- Use tools and equipment for fabrication purposes
- Produce required accuracy, tolerance and fit
- Apply appropriate surface finishes

ASSESSMENT

- Teacher analysis assessment of practical skills eg: lathe work, welding pieces
- Reflective report – product evaluation
- Investigation report – product evaluation
- Investigation report – recycling metal
- Practical projects – Processes and Production Skills 60 %
- Design work-20%
- Knowledge and understanding -20%

YEAR 10 ELECTIVE SUBJECTS

MUSIC A AND B (CHOSEN AS TWO PREFERENCES) (Arts Elective)

Students entering Music in Year 10 need to have completed two semesters of Year 9 Music or one semester of Year 9 Music and sought prior approval from the Director of Music.

Students are able to select one semester of Music (Music A)

Students looking for a full year Music will select Music A and Music B.

Music B cannot be selected as a one semester subject.

CONTENT

This sequential program further develops skills covered in Year 9 and introduces more advanced topics including:

Making:

Practical – Class Band

Practical – Solo Performance

Responding:

Music Appreciation – History of Jazz/World Music (including Asian and Indigenous concepts)

Introduction to Classical Music

Film Music

Arranging using Sibelius (Notation arrangement)

Musicianship – Theory and Aural

ASSESSMENT

- Performances: Solo and Ensemble
- Arranging projects incorporating the use of Sibelius
- Musicianship: theory and aural tests
- Research projects
- Reviews of musical performances

MUSIC TECHNOLOGY (Arts Elective)

Student's best suited to entering Music Technology in Year 10 need to have completed the Year 9 Music Technology semester course. This course pays particular focus to industry based music careers and the skills needed to understand, maintain and manipulate a variety of audio equipment. There is a heavy focus on Music Technology and the use of computers to compose music.

This subject offers pathways to alternative music career options such as music production and studio engineering. If students complete the full year course, ie: Music Technology A and Music Technology B, they will complete a Certificate II Industry Studies in Music and will be given 45 credits towards their SACE.

CONTENT

Units of competency are:

- Repair and maintain audio equipment
- Apply a general knowledge of audio to work activities
- Assist with sound recordings
- Mix sound in a broadcasting environment
- Perform basic sound editing
- Operate computer hardware
- Operate computing packages
- Develop and apply musical ideas and listening skills
- Apply knowledge of music culture to music making

ASSESSMENT

School based assessment based on Australian Curriculum requirements.

- Making/Responding:
- Tests
- Assignments
- Presentations
- VET Assessment:

Pass or non-pass based on Units of Competency criteria

To enroll in Music Technology B, students need to have completed Music Technology A.

Students who only complete Music Technology A, will not be able to complete the Certificate II Industry Studies, but will be able to receive a Certificate of Attainment in the units completed in Semester 1.

YEAR 10 ELECTIVE SUBJECTS

SCIENCE AROUND US (Science Elective)

This course explores climate change, the carbon cycle and biodiversity as significant and topical big systems concerns. The emphasis is on understanding the science and key interactions between the atmosphere, hydrosphere, biosphere and lithosphere as they pertain to climate science.

The need to examine changes and interactions over time is emphasised; to understand and predict what is happening on a bigger scale to Earth.

This course is suitable for all Year 10 students: It provides an opportunity for those who do not necessarily intend on studying SACE Sciences, for continued studies in Science in Semester two of Year 10.

CONTENT

Students revise their knowledge of space and celestial objects and learn about the big-bang theory and link this to Australia's involvement in space research, as well as large collaborative global experiments designed to explore the outer reaches of the universe.

Students will be involved in group activities requiring significant planning and independent student organisation. With an emphasis on the human dimension and decision-making (at individual, community and government levels) students will be challenged to discover the importance of making an informed choice.

ASSESSMENT

- Research Assignments
- Class Debates
- Experiments
- Written Reports

VISUAL ARTS - ART (Arts Elective)

In Year 10, students build on prior knowledge of 3D and 2D Arts Practice. The specific focus of this course is to introduce students to new ways of making artworks by working in the style of other contemporary artists. This will involve researching, analysing, experimenting and creating works influenced by these practitioners.

Students will also learn how to respond effectively to their own artworks and the artworks of others. An emphasis is placed on giving students the skills to identify Art Elements and Principles and the use of Visual Language.

CONTENT

All projects could involve working in the following disciplines:

- Painting
- Printmaking
- Drawing
- Sculpture
- Mixed Media

ASSESSMENT

Methods and Material Folio:

Students produce a folio of exercises working in a variety of media.

Folio:

Students complete a series of developmental sketches, experiments and plans towards a resolution for a major work.

Practical Resolution:

Students create major artworks influenced by well-known contemporary artists integrated within the Folio, this includes:

- Written research
- Analysis of artworks
- Annotations and evaluations

YEAR 10 ELECTIVE SUBJECTS

VISUAL ARTS - DESIGN (Arts Elective)

This course is designed to build on prior knowledge with a specific focus on using the Design Process to generate creative ideas in response to the constraints of the Design Brief. A focus will also be put on exposing students to the practices of influential contemporary designers in the areas of Graphic, Products, Fashion and Environmental Design.

This will involve researching, analysing, experimenting and creating designs influenced by these practitioners. Students will learn how to respond effectively to their own designs and the designs of others with an emphasis given to the use of informed Visual Language.

CONTENT

All projects undertaken could involve working on some of the following projects:

- Fashion design
- Children's book illustration
- Corporate Logo
- Branding
- Packaging
- Architectural Design
- Recycled Eco Design
- Retro Design

ASSESSMENT

Making:

Methods and Material Folio:

Students produce a folio of exercises working in a variety of media.

Folio:

Students complete a series of developmental sketches, experiments and plans towards a resolution for a major work.

Practical Resolution:

Students create major artworks influenced by well-known contemporary artists integrated within the Folio, this includes:

- Written research
- Analysis of artworks
- Annotations and evaluations

WOODWORK (Design and Technologies Elective)

Students will focus on the development of skills, design and safety while working with wood and woodworking machinery.

This course will involve the design and construction of a small timber project such as a Drinks Tray, Dart Board Cabinet or Display Cabinet

CONTENT

This unit will require students to:

- Apply correct safety procedures and working practices
- Apply the design process to achieve a product
- Accurately calculate and cost required materials
- Safely operate fixed woodwork machinery (panel saw, radial arm saw, planer, table router) to prepare selected timber
- Apply appropriate joining, construction and assembly techniques

ASSESSMENT

- Teacher analysis and assessment of dartboard cabinet or display cabinet
- Completion of a design folio following the design process
- Investigating, devising, producing, evaluating
- Question and answer worksheets – workshop safety
- Investigative report 'manufactured materials' and 'solid timbers'

Practical projects: Processes and Production Skills: 60%

Design work: 20%

Knowledge and understanding: 20%

MATHEMATICS PATHWAYS

YEAR 10	STAGE 1		STAGE 2
	SEMESTER 1	SEMESTER 2	FULL YEAR SUBJECTS
LEVEL A	MATHEMATICAL METHODS A AND MATHEMATICAL METHODS B	SPECIALIST MATHEMATICS A AND SPECIALIST MATHEMATICS B	SPECIALIST MATHEMATICS AND MATHEMATICAL METHODS
	OR		
	MATHEMATICAL METHODS A AND MATHEMATICAL METHODS B	MATHEMATICAL METHODS C	MATHEMATICAL METHODS
LEVEL B	GENERAL MATHEMATICS A	GENERAL MATHEMATICS B	GENERAL MATHEMATICS
LEVEL C	ESSENTIAL MATHEMATICS A	ESSENTIAL MATHEMATICS B	ESSENTIAL MATHEMATICS OR MATHEMATICS FOR THE WORKPLACE

ENGLISH PATHWAYS

YEAR 10	STAGE 1	STAGE 2
ENGLISH	ENGLISH LITERARY STUDIES	ENGLISH LITERARY STUDIES
	ENGLISH	ENGLISH
	ESSENTIAL ENGLISH	
ENGLISH AS AN ADDITIONAL LANGUAGE	ENGLISH AS AN ADDITIONAL LANGUAGE	ENGLISH AS AN ADDITIONAL LANGUAGE

ESSENTIAL READING

REQUIREMENTS FOR PROGRESSION THROUGH SACE STUDIES IN STAGE 1 AND STAGE 2

Students must demonstrate an overall ability to proceed with more demanding studies at a higher level. This means a predominance of A and B grades is necessary (for compulsory subjects, students must achieve a minimum C grade or better to pass).

- Students who achieve a C result may gain entry into the same or similar subject in the following year on the recommendation of the Head of Department/Subject Coordinator.
- Students who achieve at a C- level or below have limited options available.

CONSIDERATIONS

Before making any decisions, parents and students should consult with the relevant Subject Teachers and carefully consider the following:

- The results achieved to date, including exam results.
- The relationship between ability, interests and goals.
- A commitment to study.
- Career preferences and any pre-requisites and/or assumed knowledge for further courses of study or training.
- Any Precluded Combinations or Counting Restrictions on subjects that can be used for Tertiary Entrance.
- Specified “Bonus Point Subjects” awarded for particular Stage 2 subjects.

COUNSELLING

Various counselling information and advisory services are available through the following people:

- Careers Counsellors
- Current Subject Teachers
- VET Coordinator
- Heads of Department
- Subject Coordinators
- Year Level Directors
- Director of Curriculum and Assessment Administration

A number of useful careers related resources can be accessed via the St Michael's College Intranet site by clicking on the “Student Services” tab on the menu and then clicking on “Careers”.

CONSTRAINTS

- Students' initial choices are confirmed after consideration of their final results.
- Unless a minimum number of students choose a subject, it will not be offered.
- While every attempt is made to accommodate the student's choice of subjects or course, this will ultimately be determined by the timetable lines.

STAGE 1 AND STAGE 2 SUBJECTS IN 2019

COMPULSORY SUBJECTS (STAGE 1 AND STAGE 2)

Personal Learning Plan (PLP) – undertaken in Year 10	10 credits	Religion Studies (SMC requirement)	10 credits
Literacy - English	20 credits	Numeracy - Mathematics:	10 credits

ELECTIVE SUBJECTS - SEMESTER BASED		ELECTIVE SUBJECTS - FULL YEAR	
STAGE 1 (YEAR 11) SUBJECTS 2019		STAGE 2 (YEAR 12) SUBJECTS 2019	
Business (Mr Hamish Redden)		Business (Mr Hamish Redden)	
Accounting	Economics	Accounting	Economics
Business and Enterprise	Legal Studies	Business and Enterprise	Legal Studies
Community Studies A & B	Workplace Practices	Community Studies	Workplace Practices
Cross Disiplinary Studies (Ms Susanne Oliver-Dearman)		Cross Disiplinary Studies (Mr Lachlan Chatterton)	
Personal Learning Plan**		Research Project A	Research Project B (for ATAR)
Dance (Ms Dani Caputo)		Dance (Ms Dani Caputo)	
Dance A	Dance B	Dance	
Design and Technologies (Mr Greg Cloy)		Design and Technologies (Mr Greg Cloy)	
Computer Aided Design	Furniture Construction	CAD- Product Design	Metasl Engineering
Creative Technology	Metals Engineering	Electronics	Outdoor Construction: Integrated Learning
Electronics		Furniture Construction	
Digital Technologies (Ms Maria Cardillo)		Digital Technologies (Ms Maria Cardillo)	
Digital Photography	Digital Technologies B	Digital Photography	Digital Technologies
Digital Publishing	Digital Video Media	Digital Publishing	Digital Video Media
Digital Technologies A			
Drama (Ms Giselle Becker)		Drama (Ms Giselle Becker)	
Drama A	Drama B	Drama	
English (Mrs Jane Sykes)		English (Mrs Jane Sykes)	
English	English As an Additional Language	English	English as an Additional Language
English Literary Studies	Essential English	English Literary Studies	
Health and Physical Education (Mrs Sally Nicholson)		Health and Physical Education (Mrs Sally Nicholson)	
Health Education	Physical Education B	Health Education	Physical Education
Outdoor Education	PE: Integrated Learning	Outdoor Education	Physical Education Integrated Learning
Physical Education A			
History (Mr Matthew Muscat)		History (Mr Matthew Muscat)	
Ancient Studies		Ancient Studies	
Modern History		Modern History	
Humanities and Social Sciences (Ms Catherine Pearce)		Humanities and Social Sciences (Ms Catherine Pearce)	
Geography	Tourism	Geography	Tourism
Society and Culture		Society and Culture	

STAGE 1 AND STAGE 2 SUBJECTS IN 2019 cont.

STAGE 1 (YEAR 11) SUBJECTS 2019		STAGE 2 (YEAR 12) SUBJECTS 2019	
Languages (Ms Angela Benedetti)		Languages (Ms Angela Benedetti)	
Italian - Continuers A and B*		Italian – Continuers	
Mathematics (Ms Anne Finlay)		Mathematics (Ms Anne Finlay)	
Essential Mathematics	Specialist Mathematics	Essential Mathematics	Mathematical Methods
General Mathematics		General Mathematics	Specialist Mathematics
Mathematical Methods A, B, and C		Workplace Mathematics	
Music (Mr Tim Donovan)		Music (Mr Tim Donovan)	
Music Advanced A*		Composing & Arranging	Music Technology
Music Advanced B*		Ensemble & Performance	Musicianship
		Music in Context	Performance Special Study
		Music Individual Study	Solo Performance
Religion (Mr Angelo Spadavecchia)		Religion (Mr Angelo Spadavecchia)	
Religion Studies (Compulsory)		Religion Studies	
Science (Mr Gavin O'Reilly)		Science (Mr Gavin O'Reilly)	
Biology A	Nutrition	Biology	Physics
Biology B	Physics A* and B*	Chemistry	Psychology
Chemistry A* and B*	Psychology	Nutrition	
Visual Arts (Mrs Nicolle LeRay-Warren)		Visual Arts (Mrs Nicolle LeRay-Warren)	
Visual Arts - Art		Visual Art - Art	Visual Art - Design
Art/Design A and B			
Vocational Education Training (Mr Kevin Woolford)		Vocational Education Training (Mr Kevin Woolford)	
VET courses		VET courses	

NB: *These subjects need to be undertaken for a full year to qualify for the subject in Year 12.

**Most students will undertake the Personal Learning Plan at Year 10. If you have not completed the PLP satisfactorily

YEAR 11, STAGE 2 OPTIONS (10 credit subjects)	
Business (Mr Hamish Redden)	
Business And Enterprise	Workplace Practices
Music (Mr Tim Donovan)	
Music-Ensemble Performance	Music Technology
Design and Technology (Mr Greg Cloy)	
Computer Aided Design	
Health and Physical Education (Mrs Sally Nicholson)	
Health Education	Physical Education: Integrated Learning
Information Technology (Ms Maria Cardillo)	
IPP - Desktop Publishing: Advertising	
Humanities and Social Sciences (Ms Catherine Pearce)	
Society And Culture	
Religion (Mr Angelo Spadavecchia)	
Living Lasallian: Integrated Learning	
Science (Mr Gavin O'Reilly)	
Nutrition	Psychology

SUBJECT REQUIREMENTS AT STAGE 1 AND 2, 2019

STAGE 1 STRUCTURE					
SEMESTER ONE	Number of lessons	SEMESTER TWO	Number of lessons	SACE	LENGTH
Extended PC	1	Extended PC	1	COMPULSORY	WHOLE YEAR
English	6	English	6		
Mathematics	6			COMPULSORY	ONE SEMESTER
		Religion Studies	6	COMPULSORY	ONE SEMESTER Religion Studies may occur in Sem 1 or Sem 2
Elective	6	Elective	6	ELECTIVES	ONE or TWO SEMESTERS
Elective	6	Elective	6		
Elective	6	Elective	6		
Elective	6	Elective	6		
Supervised Study	3	Supervised Study	3	WHOLE YEAR	WHOLE YEAR

YEAR 11 students will be undertaking STAGE 1 of the SACE

COMPULSORY SACE	COMPULSORY at SMC
English for a full year (20 credits)	Religion Studies for one semester (10 credits)
Mathematics for a MINIMUM of ONE semester (10 credits) but students are able to choose up to 40 credits of Mathematics.	

Students then have a free choice 8 ELECTIVES at 10 credits each

- Some subjects run for 1 semester (10 credits) e.g. Accounting, History, Psychology
- Some subjects run for 2 semesters (20 credits) e.g. English, Chemistry, Physics, Languages, Music
- Some subjects can be done for 1 semester or 2 semesters (full year) e.g. Biology, Physical Education

In 2019 Year 11 students will have the opportunity to undertake one STAGE 2 10-credit subject or a VET Certificate III as part of their free choice of 8 ELECTIVES.

If chosen, this subject can be used in Year 12 (2020) as part of the ATAR (Australian Tertiary Admission Rank) calculations to gain entry into further study at a local, interstate or overseas University

Should students opt for this opportunity of undertaking **10 credits of a STAGE 2 subject at Year 11**, they are advised to:

- choose a subject that is of interest to them
- NOT choose a subject that they intend studying in Year 12 (e.g. Psychology)

Further information is provided in this Curriculum Handbook.

STAGE 2 STRUCTURE					
SEMESTER ONE	Number of lessons	SEMESTER TWO	Number of lessons	SACE	LENGTH
Extended PC	1	Extended PC	1	COMPULSORY	WHOLE YEAR
Research Project		Supervised Study Line	7	COMPULSORY	ONE SEMESTER
Elective 1	7	Elective 1	7	ELECTIVES	WHOLE YEAR
Elective 2	7	Elective 2	7		
Elective 3	7	Elective 3	7		
Elective 4	7	Elective 4	7		
Home study	4	Home Study	4		WHOLE YEAR

Year 12 students will be undertaking STAGE 2 of the SACE

COMPULSORY SACE	ATAR
Research Project - 1 Semester (10 credits)	Research Project - 1 Semester (10 credits)
3 x Full year Stage 2 Subjects subject (60 credits at C Grade or better)	4 x Full year Stage 2 subjects (80 credits) to be eligible for an ATAR

TERTIARY ADMISSIONS

The South Australian Tertiary Admissions Centre (SATAC) receives and processes applications from people seeking admission to courses at Certificate, Diploma, Degree and Post Graduate levels for:

• University of Adelaide	• Tabor College
• Flinders University	• TAFE SA courses
• University of South Australia	• Torrens University
• Charles Darwin University (Northern Territory)	• Central Queensland University

Descriptions of all courses offered through SATAC and their selection criteria are provided on the SATAC website www.satac.edu.au and on the TAFE SA website www.tafesa.edu.au. Information about applications for interstate universities can also be found on this website www.satac.edu.au.

It is imperative that you refer to the SATAC website in order to understand terms, processes and guidelines for entry to TAFE and South Australian Universities.

In making Year 11 Stage 1 Subject Selections, you will want to be aware of where these subjects lead. You will need to be aware of Year 12 subjects that act as Assumed Knowledge subjects for University courses; for Year 12 subjects that serve as Pre-Requisite subjects for entry to University subjects. We also recommend considering the first year subjects that will be studied within a Tertiary Course so students are prepared for future study. **Also consider:**

- Which Year 12 subjects will be included as Bonus Point subjects, giving additional points for University entry.
- Which Year 12 subjects are Precluded Combinations for University entrance and TAFE SA score.
- Which Year 12 subjects have Counting Restrictions placed on them in terms of contributing to the University Aggregate Score.

Below we have listed the information relevant to St Michael's College Stage 2 subjects that may impact in terms of Precluded Combinations and/or Counting Restrictions.

Some TAFE SA courses that are competitive may have course admission requirements (eg: require completion of previous certificate, 'Course Skills Profile for Adults' - CSPA, or portfolio etc) Entry requirements are available via the TAFE SA website from September, 2018.

Please note: The TAFE SA score has been used as a basis for ranking into TAFE courses for the last three admission cycles and as such, students aiming for TAFE may not need to be limited by precluded subject combinations when selecting subjects.

GLOSSARY

TERTIARY ADMISSIONS SUBJECTS (TAS)

These are SACE Stage 2 subjects which have been approved by the Universities and TAFE SA as providing appropriate preparation for tertiary studies. Both the Universities and TAFE SA require students to study a minimum number of credits of TAS to be eligible to receive a selection score or rank.

Note: An approved VET Certificate III course can be counted as a TAS.

Note: Community Studies is not a TAS subject.

AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

A student's eligibility to a University Course/Program is competitive in relation to other applicants. The student's competitiveness is based on a rank known as an ATAR which ranges from 0-99.95. The ATAR is calculated in a variety of ways defined by the Universities. The ATAR is obtained after converting the student's University Aggregate Score. Refer to the section "Calculating the University Aggregate" (refer to the SATAC website) for more information.

To be eligible for an ATAR, students require 90 credits of Stage 2 subjects, including the Research Project.

In most cases this will consist of:

- The Research Project > 10 credits
- 4 Stage 2 x 20 credit subjects > 80 credits

Further to this, students have the OPTION of completing a 10 credit – Stage 2 subject in Year 11.

The ATAR is based on the best possible score obtained from the combination of TAS subjects 'scaled scores'.

TERTIARY ENTRY

ARE ALL SUBJECT COMBINATIONS ALLOWED?

Some combinations of subjects are not allowed to count towards University and the calculation of the TAFE SA Selection Score, generally because the subjects are similar. These are called “Precluded Combinations”. For example, if a student studies English and English Literary Studies only one of these can count towards a student’s Australian Tertiary Admission Rank (ATAR). Also, there are limits on how many subjects in the same area can count even if the subjects aren’t Precluded Combinations. These are called “Counting Restrictions”. Precluded Combinations and counting restrictions are listed each year on SATAC website.

Note: TAFE does not adhere to “counting restrictions”.

ST MICHAEL’S COLLEGE PRECLUDED COMBINATIONS AND COUNTING RESTRICTIONS:

For students who require an ATAR, the following subjects may not be studied together at Stage 2 level.

PRECLUDED COMBINATIONS:
Communication Products (Digital Photography) and Communication Products (Digital Video Media).
Material Products (Furniture Construction) and Material Products (Metals Engineering).
Systems and Control Products (Computer Aided Design) and Systems and Control Products (Electronics).
Visual Arts-Art and Visual Arts-Design
COUNTING RESTRICTIONS: Apply for entry to university courses.
NB: No more than 20 credits from Communication Products (Digital Photography, Digital Video Media), Material Products (Furniture Construction, Metals Engineering), and Systems and Control Products (Computer Aided Design, Electronics) may be counted towards an ATAR.*
NB: No more than 20 credits of Cross-Disciplinary and Integrated Studies.
NB: No more than 40 credits of Music subjects (i.e. A maximum of 4 of the Music units listed) may be counted towards an ATAR.*
NB: No more than 20 credits of Recognised Studies (including approved VET Certificate III course)
NB: When there is a 10 and 20 credit offering of the same subject, these are precluded against each other. Students may only choose either the 10 credits OR the 20 credits.

Please Note: *These comments refer to Counting Restrictions. Counting Restrictions do NOT apply to the TAFE SA Selection Score. The TAFE SA Selection score is the sum of the student’s best 60 credits excluding any Precluded Combinations (e.g. If a Precluded Combination is undertaken, only one of those subjects may count towards the student’s best 60 credits).

The TAFE SA score has not been an identified tool in the selection criteria into a TAFE Competitive Course for the last three admission cycles. So whilst it will still be calculated and reported on a student’s Tertiary Entrance Statement it has not been used in the selection process.

SACE AND OTHER TERTIARY PATHWAYS

SACE TO EMPLOYMENT

SACE is achievable for all students and there are many benefits to formally completing your Secondary Education. Some students complete their SACE even though the entry requirement for a particular course, training program or job does not require it.

Some students will complete their SACE, and choose not to apply for tertiary courses and instead seek employment. It is essential that these students are organised, focussed, obtain positive feedback on reports, and select suitable subjects in Year 11 and 12. Undertaking Work Experience during holidays may add substance to their resume and improve their employability. The Careers Counsellors will provide students with information to assist them with the career choices they make. VET qualifications may also add to employability.

STUDENTS WHO LEAVE PRIOR TO THE COMPLETION OF SACE

In South Australia, the law requires all 16 year olds to be in full time education or training until they achieve a qualification or until they turn 17.

For more information, contact the Careers Office in Student Services or visit www.cyh.com/healthtopics/healthtopicdetails.aspx?p=240andnp=300andid=2019

Some students will not achieve their SACE because they leave before completing the requirements. Students may choose this pathway because they have been offered a sound employment/ training option or because they are undertaking further studies elsewhere, such as a technical school (where they may also be able to complete their SACE).

PATHWAYS BACK TO SACE

Students are able to complete their SACE over any number of years. A student's ATAR is calculated over only three attempts which need not be in consecutive years. The subjects used for the ATAR calculation do not have to be studied in consecutive years. Whilst some students leave prior to completion of their SACE, they may return to "education" at a later date to fulfil the missing requirements for SACE completion.

STUDENTS AIMING FOR AN APPRENTICESHIP/ TRAINEESHIP

If students are aiming for an Apprenticeship/Traineeship, they will need to check requirements with the major employers or Group Training Organisations available via the internet, or direct contact. Students will need to consider the following:

- Amount of Work Experience required
- Preferred Year 11 and 12 subjects, especially those with a vocational orientation
- Preferred TAFE/ VET qualifications
- Other requirements such as typing skills, portfolios, licenses, etc.

Students pursuing this pathway may want to undertake some of the VET courses offered at St Michael's. Students who are unable to secure an Apprenticeship straight from school may wish to apply for a position in a Pre-Vocational Course usually offered through TAFE and/or PEER. These courses are aimed at helping you improve your chances of gaining an apprenticeship. There are also opportunities for students in School Based Traineeships/Apprenticeships in certain industries. Generally this is arranged by the student and/or employer. The school is able to assist with the appropriate recognition of competencies within SACE. For more information on apprenticeships and traineeships, please see the VET Coordinator, Mr Kevin Woolford.

PATHWAYS TO UNIVERSITY WITHOUT SACE

A student who is 18 years of age as of 1st February of the year they are applying may be able to sit for a **STAT** test and apply for specific University Programs/Courses. Some Programs/Courses will also take into consideration personal competencies and/or employment experience. Further information can be obtained from the SATAC website www.satac.edu.au South Australian Universities may also offer Foundation courses which help prepare the students for University study.

There are also well defined pathways from TAFE courses to University courses. These are specific to the relevant courses and programs. Further information can be obtained from the relevant institutions and their websites.

Please see the Careers Counsellors should you require more information.

WESTERN ADELAIDE REGIONAL VET PROGRAMS 2019

As well as TAFE and other training organisations, schools in the Western Region offer a variety of VET options. The following information outlines these matters. Make an appointment with Mr Kevin Woolford further details.

WHAT ARE REGIONAL VET PROGRAMS?

The aim of regional VET programs is to provide students in western Adelaide schools with increased pathway options through the provision of a wide range of VET choices. Regional VET programs are hosted by schools in the western Adelaide suburbs and are available for students from other western Adelaide schools to enrol in.

WHAT REGIONAL VET PROGRAMS CAN I ENROL IN FOR 2019

Whether a student undertakes a program at a Western Adelaide School or another training organisation will be determined after a meeting with Mr Woolford and the student. The decision will be based on interest, cost, accessibility and quality of the course. To find out more detailed information about each program, please go to www.wats.sa.edu.au (and select 'Western Adelaide Regional VET Programs').

HOW DO I ENROL IN A REGIONAL VET PROGRAM?

Please go to www.wats.sa.edu.au to download more information about the course/s you are interested in and an Expression of Interest form. This form is to be completed and given to Mr Kevin Woolford by the end of Week 9, Term 3.

WHO CAN I SPEAK TO ABOUT A REGIONAL VET PROGRAM?

Please contact the VET Coordinator Mr Kevin Woolford for more information.

COMMUNITY LEARNING

Students can also apply for SACE credits via Community Learning activities and up to 90 credits can be given at Stage 1. Students must demonstrate how learning through community activities enhance their understanding of vocational pathways, and to reflect on their personal pathways and contributions to the wider community. There are two types of Community learning that can occur:

- Community Developed Program eg Life Saving, Duke of Edinburgh, Scouts, St. Johns Ambulance, Practical Music exams
- Self-Directed Community learning eg taking care of a family member, volunteering for a community project, theatre performance, independent living, sports skills.

See Mr Kevin Woolford to discuss the application process.

THE SCHOOL OF LANGUAGES

The School of Languages is a specialist government school providing programs in a broad range of languages that complement and supplement language programs offered at St Michael's College.

SACE Beginners Level Language courses in particular are a powerful alternative pathway for students who wish to begin studying a language for the first time in Year 11. Year 10 students can also enrol and capitalise on two units of SACE early.

LANGUAGE COURSES: SACE STAGES 1 AND 2

Students can, and generally do, drop a subject when taking a SACE language course at the School of Languages.

All courses are after hours, one lesson per week.

A range of locations are available.

LEVELS

Most languages are offered at SACE Stages 1 and 2 levels. Some languages are offered at Year 8, 9 and 10 levels.

HOW TO ENROL

Speak to the Director of Curriculum and Assessment Administration who will contact the School of Languages to discuss your particular needs.

For more information about the School of Languages, please visit: www.schooloflanguages.sa.edu.au

VOCATIONAL EDUCATION AND TRAINING (VET)

St Michael's College offers a variety of options for students wishing to pursue Vocational Education and Training (VET). In most cases VET takes the form of students attending an offsite Registered Training Organisation (RTO) one day a week or after school, engaging in more vocational orientated studies and skills development. When taking a VET option as part of their SACE studies, students receive credit towards the completion of SACE and the VET course. VET studies may provide a head start into an apprenticeship/traineeship.

COURSES			
Aged/Disability Care	Construction	Hairdressing/Makeup	Multimedia
Animal Studies	Electro Technology	Horticulture	Music: Song Writing & Performance
Aquaculture	Event Management	Hospitality	Music: Sound Engineering
Automotive	Fashion Design	Interior Design	Public Safety (Search & Rescue)
Business	Fitness	Information Technology	Photography
Childcare	Graphic Design	Metal Engineering	Plumbing

A student will earn 5 SACE Credit Points for successful completion of 35 nominal hours of VET and 10 SACE Credit Points for successful completion of 70 nominal hours of VET (up to the maximum number of credits allocated to each qualification)

VET Recognition Register: see the following link which shows the estimated number of SACE Credits for identified VET courses. www.sace.sa.edu.au/subjects/recognised-learning/recognition-register. This indicates the minimum and maximum number of SACE Credits allocated to each qualification. For more information on how specific VET qualifications can earn SACE Units at Stage 1 and 2 refer to the website www.sace.sa.edu.au.

Students should be aware of a funding initiative called the Training Guarantee for SACE Students (TGSS), a component of the state government's Work Ready Strategy. The purpose of this scheme is to encourage and assist SACE students to commence and complete a VET qualification in prescribed industry areas. Students begin a qualification at school and then transition to a Registered Training Organisation to complete a Certificate 3 qualification (or higher). On average, 100% of approved Certificate II Training costs and 80% of approved Certificate III Training costs will be funded.

NOTE: Post school costs will be significantly higher without participation in the Training Guarantee Scheme.

To be eligible, students must satisfy the following criteria:

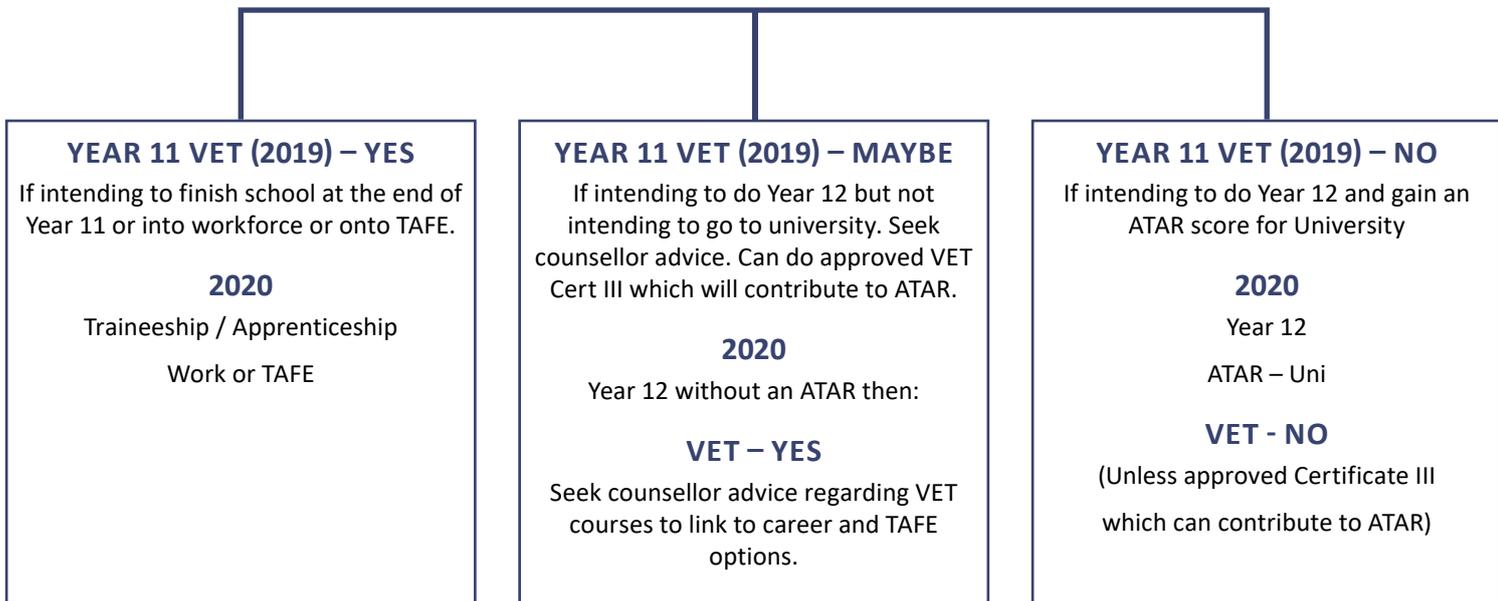
- Be 16 years of age or older
- Undertake a substantial amount of VET as part of their SACE (at least 30 SACE credits)
- Be clearly intending to pursue a career related to the qualification
- Undertake relevant Work Placement (at least 140 hours)
- Plan to transition to a Training organisation in the year after finishing SACE. ie; no gap year.

There are also opportunities for students to undertake School Based Apprenticeships. When a student is successful in gaining such an apprenticeship/traineeship, the student will be eligible for SACE Credits, as they would when undertaking a VET unit.

Students normally attend school on average 4 days a week, and attend a minimum of one day of work a week. The main difference between a school based apprenticeship and VET is that the student is paid an apprenticeship/traineeship wage.

Students undertaking a VET option at Year 11 will be given a VET study line to assist support the extra workload.

VOCATIONAL EDUCATION AND TRAINING (VET)



For information on VET Options, Please see Mr Kevin Woolford.

VET CERTIFICATE III AND ABOVE:

Recognised VET Certificate III courses can contribute to a student's ATAR. Students must provide a copy of the completed Certificate to Mr Woolford by the end of November. The majority of approved VET Certificate III on offer at the College can contribute to a maximum of 20 towards your ATAR. Please see one of the College Career Counsellors to check on your course of interest.

Students are entitled to TWO "funded" TAFE courses Certificate III and above and by doing any type of Certificate III at school, funded or non-funded, that uses up one of the students future entitlements to a funded discounted course.

COST AND OTHER INFORMATION

Some VET Certificate III courses act as an Additional Course Requirement for some TAFE SA courses, i.e Fitness CIV.

Students need to assess their own suitability to engage in this learning style and need to be aware of the implications of missing one day of school per week (where applicable). Students must be organised and committed to their whole school program including VET.

Course cost range from as little as \$80.00 up to \$3,200.00 (without participation in the Training Guarantee Scheme). If the course is deemed to be a necessary part of a student's preparation for their intended career path and contributes to their SACE, the College pays 50% of course costs (Students meet 50%), but if a student is undertaking several courses in a calendar year or the course is extra-ordinarily expensive, then the cost will be negotiated whereby the student may pay a larger percentage; the maximum cost that St Michael's College will support for any VET courses is \$1,700.00 per year. Further, if the cost of the course prohibits a student undertaking study then the cost can be negotiated with the College Bursar.

Late enrolment in a VET course may incur additional costs.

If a student withdraws from a course, any refund will depend on the individual RTO policy.

Students will only be given permission to withdraw from VET in extenuating circumstances.

Families need to be aware of the current SA Government Policy on access to a reduced fee "Funded TAFE Courses Certificate III and above". As of this year, students have a lifetime access to two funded Certificate III courses and above. If students achieve a Certificate III while at school (irrespective of the way it is funded) that means that they can only access one more funded Certificate III and above course post-school, ie; students pay the full fee for their third qualification at Certificate III or above.

Stage 1 Subject Outlines

SEMESTER ONE	Number of lessons	SEMESTER TWO	Number of lessons	SACE	LENGTH
Extended PC	1	Extended PC	1	COMPULSORY	WHOLE YEAR
English	6	English	6		
Mathematics	6			COMPULSORY	ONE SEMESTER
		Religion Studies	6	COMPULSORY	ONE SEMESTER Religion Studies may occur in Sem 1 or Sem 2
Elective	6	Elective	6	ELECTIVES	ONE or TWO SEMESTERS
Elective	6	Elective	6		
Elective	6	Elective	6		
Elective	6	Elective	6		
Supervised Study	3	Supervised Study	3	WHOLE YEAR	WHOLE YEAR

Guidelines to consider when making subject choices

Religion Studies is a compulsory subject	10 credits
English is a compulsory subject: Students must select both A & B from English choices	2 x 10 credits
Students selecting Italian must select both Italian A and Italian B	2 x 10 credits
Students selecting Chemistry must select both Chemistry A and Chemistry B	2 x 10 credits
Students selecting Physics must select both Physics A and Physics B	2 x 10 credits
Students selecting Art/Design must select both Art/Design A and Art/Design B	2 x 10 credits
Students selecting Music must select both Music A and Music B	2 x 10 credits
A maximum of 2 choices only from Health and Physical Education subjects	
One only Stage 2 Option (run in Semester 2) can be selected as a 10 credit subject	

ACCOUNTING: 10 credits

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.

Students 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 Environment of Accounting gives students opportunities to develop knowledge of:

- accounting and its function in a society
- the regulatory and conceptual frameworks of accounting
- the needs of internal and external stakeholders
- social, ethical, and technological issues
- the impacts of past, present and possible future accounting decisions.

Assessment at Stage 1 is school based. The following assessment types enable students to demonstrate their learning in Stage 1 Accounting.

ASSUMED KNOWLEDGE

Successful completion of a Humanities subject in Year 10.

CONTENT

Core Topics
The Environment of Accounting
Double entry recording
Financial Reports (Balance Sheet and Income Statements)

ASSESSMENT COMPONENTS

Assessment Type 1:
Skills and Applications Tasks
Assessment Type 2:
Investigation

ANCIENT STUDIES: 10 credits

In Ancient Studies, students learn about the history, literature, society, and culture of ancient civilisations. They consider the environmental, social, economic, religious, cultural, and aesthetic aspects of societies. Contemporary societies have a long heritage based on civilisations of the past. The study of ancient cultures, therefore, enables students to enhance their own cultural and intercultural understanding.

Through their studies, students build their skills in historical method through inquiry and examining how archaeological evidence can be utilised for the stories not told. Students will examine evidence to explain the contributions of the past civilisations to contemporary and cultural understandings.

ASSUMED KNOWLEDGE

Successful completion of a History subject in Year 10.

CONTENT

Stage 1 Ancient Studies features the following topics:

- Understanding Ancient History
- Warfare and Conquest (Rome)
- Beliefs, Rituals and Mythology (Greece)

In studying Rome, students will analyse the causes and outcomes that led to the downfall of the unofficial political alliance of Julius Caesar, Pompey the Great and Marcus Licinius Crassus as well as the establishment of Octavian Augustus' rule. Topics covered include the Roman Republic prior to 70BC, Civil War, and the dictatorship and assassination of Julius Caesar.

In studying Greece, students will focus on Athenian and Spartan societies and the significance of beliefs, rituals and afterlife concepts such as funerary practices and forms of burial. Students will examine myths and legends such as the Odyssey, Lycurgus and the Dioscuri to explore gender in past civilisations, funerary customs and rituals, and gods and goddesses with a particular focus on Artemis, Poseidon and Apollo.

ASSESSMENT COMPONENTS

For a 10-credit subject, students provide evidence of their learning through four assessments.

Students undertake:

- Assessment Type 1: Skills and Applications - Three historical skills assessments (e.g. essay, sources analysis, multimodal presentation).
- Assessment Type 2: Inquiry - One historical inquiry

The historical inquiry is based on an ancient society from 3000BCE – 500 CE. Students inquire into, explore, interpret and research a historical idea, event, person, or group in depth.

ART/DESIGN A AND B: 2 x 10 credits

This course has been designed to enable students to further develop their skills and to give them the opportunity to focus on either Art or Design for the whole year. This will enable students to enter Stage 2 with specialist skills in both the written and practical sections of their chosen discipline.

This course explores three assessment types: Folio, Practical and Visual Study with a focus on the development of major practical works. In the Visual Arts students express ideas through practical work using drawings, diagrams, sketches, models, prototypes, photographs, and/or audio visual techniques leading to resolved pieces. Students will also have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

ASSUMED KNOWLEDGE

Successful completion of Year 10 Art or Design.

CONTENT

For both 10 credit and 20 credit programs, with a focus on art or design, the following three areas of study are covered:

- Visual Thinking students have the opportunity to view and visually record works of art.
- Practical Resolution: works can be resolved using the various practical genres.
- Visual arts in Context: Students have opportunities to contextualise art; that is, to place works culturally, socially and/or historically.

ASSESSMENT COMPONENTS

Per semester:
Assessment Type 1: Folio <ul style="list-style-type: none"> • Students produce one folio that documents their visual learning in support of their one-two works of art.
Assessment Type 2: Practical <ul style="list-style-type: none"> • The Practical consists of two parts: the finished one-two works of art and the practitioner's statement.
Assessment Type 3: Visual Study <ul style="list-style-type: none"> • An exploration of and/or experimentation with a style idea, concept, media, materials, techniques and or/technologies.

BIOLOGY A AND/OR B: 10 or 20 credits

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.

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

Students apply their understanding of the interconnectedness of biological systems to evaluate the impact of human activity on the natural world. 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.

ASSUMED KNOWLEDGE

"B-" grade or higher in Science in Year 10.

A demonstrated competence in Mathematics.

CONTENT

Biology A
Cells and Microorganisms
Infectious Disease
Biology B
Multicellular Organisms
Biodiversity and Ecosystem Dynamics

ASSESSMENT COMPONENTS

Folio
Practical investigations
Research Investigations
Skills and Application Tasks
Tests

Students who intend studying Biology at Year 12 are recommended to complete both Biology A and Biology B to best prepare for their Stage 2 studies.

Minimum requirements for Entry into Stage 2 Biology is to successfully complete (with a 'B-' grade or greater) at least one Semester of Stage 1 Biology.

BUSINESS AND ENTERPRISE: 10 credits

Business and Enterprise focuses on the successful management of business and enterprise issues in personal, business, and social contexts. Students learn about the interrelationship between business, enterprise, and technology. They take a holistic approach to business, enterprise and technology and their impacts 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.

Students 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.

ASSUMED KNOWLEDGE

Successful completion of a Humanities subject in Year 10.

CONTENT

Core Topic
Introduction to Business Enterprise
Option Topics
Business Plans
Business Management and Communication
Financial Planning and Management
Technology for Business
Marketing
Employment Relations
Entrepreneurship: The Enterprising Person
Global Business

ASSESSMENT COMPONENTS

Assessment Type 1:
Folio
Assessment Type 2:
Practical
Assessment Type 3:
Current Issues Study

CHEMISTRY A AND B: 20 credits

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.

Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues.

The study of Chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

ASSUMED KNOWLEDGE

"B-" grade or higher in Science in Year 10. A demonstrated competence in Mathematics.

CONTENT

CHEMISTRY A
<ul style="list-style-type: none"> Materials and their Atoms Combining Atoms Molecules
CHEMISTRY B
<ul style="list-style-type: none"> Mixtures and Solutions Acids and Bases Redox Reactions

ASSESSMENT COMPONENTS

Assessment Type 1:
Practical Investigations
Assessment Type 2:
Research Investigations
Assessment Type 3:
Tests

Students who intend studying Chemistry at Year 12 are required to complete both Chemistry A and Chemistry B. Students must achieve a 'B' average grade across both semesters.

COMMUNITY STUDIES A AND/OR B:

10 or 20 credits

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 the 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.

Community Studies provides students with insights into the ways in which communities are shaped and operate. It offers students the opportunity to learn in a community context, both within and beyond the school environment. The community provides the framework in which students develop capabilities that enable them to contribute actively and successfully to community activities. In interacting with teachers, peers, and community members, students use their experiences as a means of achieving personal growth and gaining an awareness of social identity.

ASSUMED KNOWLEDGE: NIL.

CONTENT

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

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

Please note: Students are able to choose either one or two semesters of Community Studies in Stage 1. This can be either Community Studies A or B. Students are to negotiate this on a needs basis with the Head of Department or Director of Teaching and Learning or the VET Coordinator. Students are encouraged to select Community Studies if undertaking VET.

ASSESSMENT COMPONENTS

Assessment Type 1:
Design and assemble components for a specific object
Assessment Type 2:
Folio
Assessment Type 3:
Community Activity
Assessment Type 4:
Reflection

COMPUTER AIDED DESIGN: 10 credits

Stage 1 Computer Aided Design enables students to develop skills and understanding in the area of computer based graphic communication. Successful students will develop advanced skills with CAD software and Engineering equipment.

This focus area involves the use of design software Autodesk Inventor to solve design problems as well as incorporating 3D printers, laser cutters and a Roland Milling Machine to experience the link between designing and manufacturing.

ASSUMED KNOWLEDGE

“B-” grade or better in Year 10 Graphics Communication and good basic CAD skills are desirable but not essential.

CONTENT

Knowledge
<ul style="list-style-type: none"> • Drawing Software - Autodesk Inventor • Understanding 3D Isometric Drawings • Understanding 2D Orthogonal Drawings • Design and assemble components. • The Design Process • Computer Integrated Manufacture • 3D Printing • Roland Rotary Axis Milling Machine • Rayjet laser cutter
Techniques/Skills
<ul style="list-style-type: none"> • Transferring 3D designs into 2D and vice versa • The use of drawing software • Using CIM centre mill to create designs • Using the Design Process to solve a problem • Creating designs to Australian Standards • Prototyping to improve solutions

ASSESSMENT COMPONENTS

Assessment Type 1: Skills
Students complete a series of drawings which test their skill level.
Assessment Type 2: Folio
Students use the design process to develop a product.
Assessment Type 3: Product
Product Realisation – produce detailed plans, high quality rendered images and animations
Evaluation of Product – evaluate the solution against the design brief
Product Record - journal on how students produced their design

CREATIVE TECHNOLOGY: 10 credits

Stage 1 Creative Technology enables students to develop skills and understanding in the area of materials, specialising in wood. Students will learn how to use equipment safely and develop valuable hand skills in the production of a small cabinet with a door and a drawer.

This course has been specifically designed to meet the needs of girls.

This focus area involves using materials such as wood and glass and applying appropriate knowledge and understanding of skills, processes, procedures and techniques to a range of technological activities.

ASSUMED KNOWLEDGE

Successful completion of Year 10 girls Creative Technology is desirable but not essential.

CONTENT

Knowledge

- Identify appropriate techniques required
- Ability to identify different types of board products and solid timber
- Understanding the use of appropriate fasteners, joining techniques and adhesives
- Use and application of cabinet fittings

Techniques/Skills

- Measuring and marking out
- The use of machinery e.g. Radial Arm Saw, Circular Saw, Router, Cordless Drill, Belt and Disk Sander
- Edge treatments/Joint Production
- Designing and planning
- Working to tolerances
- Safe work practices

ASSESSMENT COMPONENTS

Assessment Type 1: Skills and Applications Tasks

Produce an article of furniture from a drawing

Materials investigation report into Pinus Radiata and veneered pine Particleboard.

Assessment Type 2: Folio

Devise solutions to meet requirements of a design brief

Develop a series of working drawings

Assessment Type 3: Product

Product Realisation:

The product they designed from their folio.

Evaluation of Product:

evaluate the solution against the design brief.

DANCE A and/or B: 10 credits each

Dance may be undertaken as a 10 credit or 20 credit subject at Stage 1 and as a 20 credit subject at Stage 2.

Dance is the language of movement, it is the realisation of the body's potential as an instrument of expression. In Dance, students develop creative, technical and physical understanding, and an appreciation of Dance as an art form.

Students have the opportunity to develop a range of life skills for their careers and personal pathways and learn to acknowledge and respect diversity and alternative perspectives on the world.

ASSUMED KNOWLEDGE

Successful completion of 1 unit of Dance at Year 10, or by negotiation with the Subject Coordinator.

CONTENT

DANCE A TOPICS:

Students explore 'Contemporary Dance Issues' through experiences based around live performances and exiting Australian Dance Companies. Students will be required to attend extra rehearsals around performance time.

DANCE B TOPICS:

Students explore 'Historical Dance Issues', Jazz Dance and Musical Theatre.

Students will be required to attend extra rehearsals around performance time.

ASSESSMENT COMPONENTS

Assessment Type

Composition:

creation of an original 1 minute compositional movement study	25%
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Technique:

Technical skills demonstrated in a dance class under exam conditions	25%
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Performance/Presentation:

Participation as a performer or off stage role	30%
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Response - 800 word essay	20%
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DIGITAL PHOTOGRAPHY: 10 credits

The Photography program covers the capture and transfer of digital images including scanning, the use of manipulation software to enhance, modify and create images and practical use of a digital camera. These skills are developed through a series of formative tasks and verified using summative tasks.

This focus area involves the use of symbols, signs, behaviour, speech, images, sound, or other data to design and make products that communicate information.

ASSUMED KNOWLEDGE:

Previous study in Art and/or Design, Digital Technologies, Computer Science or Computer Applications would be an advantage.

CONTENT

Knowledge
Digital SLR camera; shutter speed, aperture, depth of field
Understanding and using light
Photographic composition
Image collation and storage
File types and resolution
Paper types, printer settings
Techniques/Skills
Image capture
Digital Camera: image capture using the digital camera
Application of photographic composition
Importing and exporting files
Image modification and enhancement; creative applications in digitally manipulating images using Adobe Photoshop
Printing processes and presentation techniques

ASSESSMENT COMPONENTS

Assessment Type 1: Skills and Applications Tasks
Image capture
Photo restoration using Adobe Photoshop
Photographic Composition
Design and produce an A3 calendar
Assessment Type 2: Folio
Design brief for an A3 Tourism Poster based on a selected theme; requirements, constraints, performance criteria
Investigation of similar products
Image capture, storage, analysis and enhancement
Developing templates, layout, typography
Develop and annotate possible solutions
Assessment Type 3: Product
Product Realisation – image capture and print production
Evaluation of Product

DIGITAL PUBLISHING: 10 credits

Students are introduced to Desktop Publishing in this course. This type of publishing produces paper based products, allowing the students to explore their creative talents by using technology to complete a variety of visual tasks.

The students develop their skills in using industry standard software such as: Adobe Photoshop CC, Adobe InDesign CC, as well as Microsoft Word and Microsoft Publisher.

This focus area involves the use of symbols, signs, behaviour, speech, images, sound, or other data to design and make products that communicate information.

ASSUMED KNOWLEDGE

Successful completion of Computer Applications and/or Computer Science in Year 10 would be an advantage.

CONTENT

Knowledge
Design Principles – Contrast, Repetition, Alignment and Proximity
Text Hierarchy, layout of text, fonts, paragraphs, indents, justification
Graphics resolution, print vs electronic, text wrapping
Referencing, footnotes, endnotes
Skills
Scanning, ppi, dpi, resolution, descreening
Adobe InDesign CC, Adobe Photoshop CC
Microsoft Publisher

ASSESSMENT COMPONENTS

Assessment Type 1: Practical Skills
Promotional Flyer
Three-fold Brochure
Business Pack
Assessment Type 2: Product and Documentation
Documentation and Design of DVD covers
DVD cover
Assessment Type 3: Issues
Issues associated with Web 2.0

DIGITAL TECHNOLOGIES A: 10 credits

Students will be introduced to Computer Systems, Networking and Website Programming. The structure and function of the hardware inside a typical desktop computer will be discussed. HyperText Markup Language (html) and the language of Cascading Style Sheets (CSS) will be covered as students develop skill in Website Programming. Industry standard software such as Flash CS6, Dreamweaver CS6 and Photoshop CS6 will be used in the course.

These sections enhance students' capabilities for communication and learning. Students develop an understanding of a computer system and its importance in supporting and developing computer-based applications. Students gain an understanding of the Internet and interactive websites.

ASSUMED KNOWLEDGE

Previous study in Digital Technologies, Computer Science or Computer Applications Year 10 would be an advantage.

CONTENT

Knowledge
<ul style="list-style-type: none"> Binary number system, bits, bytes, Kb, KB, MB, GB, TB. File management, naming, folders Computer hardware, CPU, ALU, PSU, RAM, ROM, HDD, Buses, cache Networks, LAN's, WAN's, internet History of Computers Use and application of cabinet fittings
Techniques/Skills
<ul style="list-style-type: none"> Number conversion, binary, decimal Imaging for web Adobe Photoshop CS6, Flash CS6, Dreamweaver CS6 Microsoft Word 2010 Working to tolerances

ASSESSMENT COMPONENTS

Assessment Type 1: Folio
Computer Systems test
Communications Test
Social Responsibility Assignment
Assessment Type 2: Skills and Applications Tasks
Documentation of the design of a computer system
Create a website for a Band
Assessment Type 3: Project
(SDLC) Documentation and design of a small business website
Create a small business website

DIGITAL TECHNOLOGIES B: 10 credits

Students will be introduced to Relational Databases and Multimedia Programming. The structure and function of relational databases and its uses will be discussed and a relational database will be built from the ground up. ActionScript 3 will be used in Flash to program and produce a multimedia application. Industry standard software such as Microsoft Access 2010, Flash CS6, Dreamweaver CS6 and Photoshop CS6 will be used in the course. Students develop an understanding of database principles by constructing a relational database that stores data efficiently, minimises file size, reduces unnecessary data entry, and has a user-friendly design for forms, reports, and the finished layout. Students use the problem-solving approach of the systems development life cycle to build a system. Students develop an understanding of programming in a multimedia environment by developing a system that allows interactivity through the input of data and resultant program outcomes. The design of the interface, navigation, integration of media, and finished layout of the system must be user-friendly. Students design and construct code that includes functions, selection (branching), and repetition (looping), and integrates the use of media. They use the problem-solving approach of the systems development life cycle to build an interactive multimedia system.

ASSUMED KNOWLEDGE

Previous study in Computer Applications or Computer Science in Year 10 would be an advantage.

CONTENT

Knowledge
<ul style="list-style-type: none"> File management, naming, folders Relational Databases, terminology, tables, relationships, queries, forms, reports Programming concepts, input, output, code syntax, selection, iteration Flash CS6, ActionScript 3
Techniques/Skills
<ul style="list-style-type: none"> Using Microsoft Access 2010 Using ActionScript 3 in Flash CS6 Microsoft Word 2010

ASSESSMENT COMPONENTS

Assessment Type 1: Folio
Relational Database theory test
Multimedia Programming theory test
Social Responsibility assignment
Assessment Type 2: Skills and Applications Tasks
Create a relational database
Relational database practical test
Create a multimedia application using ActionScript 3
Assessment Type 3: Project
(SDLC) Documentation and design of a small business database
Create a small business database

DIGITAL VIDEO MEDIA: 10 credits

Digital Video Media aims to skill students in the use of video cameras in terms of filming and editing techniques. The use of this technology will benefit student skills in a range of subjects outside of Information Technology and in their everyday lives.

This focus area involves the use of symbols, signs, behaviour, speech, images, sound, or other data to design and make products that communicate information. Students will use industry standard software and equipment to film, edit and compose their own digital video products.

ASSUMED KNOWLEDGE

Successful completion of Computer Applications and/or Computer Science and/or related area in Year 10 would be an advantage.

CONTENT

Knowledge
Short History of "Moving Pictures"
Types of video (domestic and commercial).
Compression of video files
Frame rates
Exposure
Techniques/Skills
Filming - lighting, background perspective, camera angles, rule of thirds
Capturing - formats
Video Editing - deleting parts, green screen, special effects, multi-track video and audio.
Stills editing - cropping, layering, transparencies, adjusting colour, filters
Audio editing - cropping, sound levels, timing.
Authoring DVDs
Developing a Design Proposal
Storyboarding

ASSESSMENT COMPONENTS

Assessment Type 1: Skills and Applications Tasks
Processes and Techniques: Produce a video demonstrating camera framing, movement and light
Materials Application: Investigation into hardware and software in the production of a TV theme sequence or movie trailer
Assessment Type 2: Folio
Investigation and analysis of documentary film
Design of a documentary video
Investigation into the roles and responsibilities of documentary film making
Assessment Type 3: Product
Product Realisation: Produce a 3-5 min documentary video
Evaluation of Product: Evaluate the documentary video

DRAMA A: 10 credits

Telling stories and representing our humanity to each other are basic human activities. They are the essence of drama. Students learn by participating in creative problem-solving; generating, analysing, and evaluating ideas; developing personal interpretations of texts; learning to set goals and working collaboratively to achieve them; rehearsing, workshops, and improvising solutions; as well as presenting their product or performance.

Students work together as an ensemble to rehearse and perform an established script to an outside audience in the form of a Major Group Presentation. Students can adopt an on-stage or off-stage role. This is a lengthy process that requires some rehearsals outside of class time.

Students study the theories and techniques of the work of a Contemporary Theatrical Innovator in a practical and theoretical context. Students also attend and view a live theatrical performance and write a theatre review after class analysis and discussion. In addition, they evaluate their learning from the dramatic processes of the Group Presentation in their written Production Report.

Students choose and investigate an area of study in the area of theatrical design and apply it to the Group Dramatic Presentation. Students will research and investigate one of the following areas: Set, Costume, Make-up, Lighting, Sound and Publicity and Promotions.

ASSUMED KNOWLEDGE

Successful completion of 1 unit of Drama at Year 10, or by negotiation with the Subject Coordinator.

CONTENT

- Group Dramatic Presentation
- Dramatic Theory and Practice
- Individual Investigation and Presentation

ASSESSMENT COMPONENTS

Assessment Type 1: Performance	
In small groups develop a performance using techniques of the Contemporary Innovator.	30%
A presentation of 10 minutes about their off-stage role OR a focussed performance in their on-stage role	
Assessment Type 2: Folio	
A Production Report related to the group performance	50%
A written theatre review	
Character study	
Assessment Type 3: Investigation and Presentation	
Students will prepare a presentation for an audience (showing evidence of knowledge and understanding, application and analysis) of a Dramatic Product in an area of their theatrical design.	20%

DRAMA B: 10 credits

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

Students will work in small groups on the analysis, development, rehearsal and performance of key scenes from an established Australian play text to be performed in class to their peers and/or small audience. Students will create a whole class Group Devised/ scripted Production for an outside audience. Students can adopt an on-stage or off-stage role and all students will evaluate the processes and outcomes of the dramatic presentation

Using an established Australian play text students study the theories of Realism/Naturalism and develop an understanding of key turning points in the development of Australian Drama. This knowledge is demonstrated in both the practical and theoretical application. Students explore the ways in which Theories and Practices have shaped and continue to shape Drama. Students view a live theatrical performance and write a theatre review after class analysis and discussion.

Students will investigate a Contemporary Dramatic Innovator. Students may research dramatic elements, social issues, genres and important events in the history of drama. Students can apply research in one of the following areas: Acting, Design, Front of House, Dramaturgy, Multi Media/Film and Video, Stage Management and Script Writing/Directing.

Students will give a 10 minute presentation which they demonstrate their knowledge and dramatic skill.

ASSUMED KNOWLEDGE

It is desirable that the student has completed Drama A, or by negotiation with the Subject Coordinator.

CONTENT

- Presentation of Dramatic Works
- Dramatic Theory and Practice
- Individual Investigation and Presentation

ASSESSMENT COMPONENTS

Assessment Type 1: Performance	
Workshops and rehearsals using the techniques and theories of Stanislavski.	40%
A focussed performance in an on-stage role OR a presentation of 10 minutes in an off-stage role and the application of their practitioner role.	
Assessment Type 2: Folio	
A Production Journal related to the group presentation	40%
A written or oral theatre review	
Assessment Type 3: Investigation and Presentation	
Students will prepare a presentation (of a maximum of 10 minutes in length) for an audience, showing evidence of knowledge and understanding, application and analysis of a Dramatic Product in an area of their choice.	20%

ECONOMICS: 10 credits

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.

Students 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.

ASSUMED KNOWLEDGE

Successful completion of a Humanities subject in Year 10.

CONTENT

Topics
The Economic Problem
Economics Systems
The Market Economy
Government Involvement in the Market Economy
The Circular Flow of Income
Economic Thinkers
Employment and Unemployment
Price Stability

ASSESSMENT COMPONENTS

Assessment Type 1:
Folio
Assessment Type 2:
Skills and Applications Tasks
Assessment Type 3:
Issues Study

ELECTRONICS: 10 credits

Stage 1 Electronics aims to skill students in the understanding and use of microcontrollers, namely Arduino. Higher order skills in programming, the use of additional sensors, the design and making circuits will also be part of the course.

This focus area involves the use of Arduino microcontrollers and various shields and robotic platforms to create programmable devices that incorporate light, sound and movement.

ASSUMED KNOWLEDGE

Successful completion of an Electronics, Mathematics or Science in Year 10.

CONTENT

Knowledge	
Arduino microcontroller	
Understanding circuit schematics	
Programming code	
Using shields	
The Design process	
CIM - Computer Intergrated Manufacture: 3D Printing, Roland Milling Machine	
Techniques/Skills	
Using Arduino IDE to program various boards and sensors	
Using veroboard to layout circuits	
Using Arduino IDE	
Adding sensor shields to Arduino for more functionality	
Designing and prototyping solutions	
3D printing and milling parts for projects	

ASSESSMENT COMPONENTS

Assessment Type 1: Skills and Application Tasks (Two)	
Specialised Skills Application	<ul style="list-style-type: none"> Using RGB LED's Using push buttons
Materials Application	Comparing digital and analogue circuits
Assessment Type 2: Design Folio	
Product design	Investigation, devising to meet requirements of the design brief
Product evaluation	Evaluate the product against the criteria in the design brief
Product record	Journal on how student produced their design
Assessment Type 3: Product	
Programming and manufacture of LED Acrylic sign	
Soldering and implementation of Arduino Nano	

ENGLISH A AND B: 2 x 10 credits

Stage 1 English provides students with opportunities to read a variety of contemporary and Young Adult texts, and to view, write and compose, listen and speak and use information and communication technologies in appropriate ways for different purposes. Students develop knowledge and understanding of the ideas, values and beliefs explored in texts, critically analyse a variety of texts to determine their generic conventions as well as their social and cultural significance and analyse the ways in which language techniques influence opinion and decisions. A major focus is placed on the development of clear and accurate communication skills through emphasising drafting/editing procedures.

ASSUMED KNOWLEDGE

- Successful completion of Year 10 English ('C' grade or higher) and teacher recommendation.
- Developed reading and writing skills.
- Willingness to work in a variety of individual, group and class situations.

CONTENT

Stage 1 English is offered as two, semester length, 10 credit subjects, each of which comprises:

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.

Creating Texts

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

Intertextual Study

Students complete an intertextual study.

Stage 1 English allows students to achieve the literacy requirement in the SACE. Students who achieve a C grade or better in 20-credits of this subject meet the literacy requirement.

ASSESSMENT COMPONENTS

Assessment Type 1: Responding to Texts

2 pieces per semester consisting of either 800 words for written pieces or 5 minutes for oral or multimodal presentations.

Assessment Type 2: Creating Texts

1 piece per semester consisting of 800 words each for written pieces or 5 minutes for oral or multimodal presentations.

Assessment Type 3: Intertextual Study

1 piece per semester which may consist of an analytical response to two texts or the creation of a text which responds to a published text. These will be 1000 words for written pieces or 6 minutes for oral or multimodal presentations.

ENGLISH AS AN ADDITIONAL LANGUAGE A AND B: 2 x 10 credits

This course aims to develop:

- The ability to use English effectively in a wide range of social and learning contexts.
- Specific listening, speaking, reading and writing skills which will be essential for further study.
- The use of more formal language that is appropriate for a variety of situations.

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

ASSUMED KNOWLEDGE

To be eligible for this subject, students should have less than 5 years of schooling where the language of instruction was English. However, students may also be eligible if they have a non-English speaking background and if their English language proficiency has been assessed as restricted. This will be determined by performance in the production of two written, factual texts. The criteria for judging the work has been outlined by SACE Board.

Stage 1 English as an Additional Language is offered as two, semester length, 10 credit subjects, each of which comprises:

CONTENT

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.

Interactive Study

Students complete an interactive task: both an interview and a discussion are completed across the year.

Language Study

Students identify and analyse aspects of language used in one or more texts.

ASSESSMENT COMPONENTS

Assessment Type 1: Responding to Texts

2 pieces per semester, one written and one oral presentation. Written responses consist of 600 words while oral presentations are 5 minutes in length.

Assessment Type 2: Interactive Study

Semester 1: Interview conducted in English culminating in a written report of 600 Words

Semester 2: Discussion of an idea presented in two texts. Multimodal presentation with a 5 minute contribution to the discussion.

Assessment Type 3: Language Study

1 Piece per semester presented in either written (800 words), oral (5 minutes) or multimodal form.

ENGLISH LITERARY STUDIES A AND B: 2 x 10 credits

In English Literary Studies, students analyse the interrelationship between author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world.

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, context and audience is applied in students' own creation of imaginative, interpretive, analytical, and persuasive text that may be written, oral and or multimodal.

ASSUMED KNOWLEDGE

- Successful completion of Year 10 English (C+ grade or higher) and teacher recommendation.
- Well-developed reading, writing and analytical skills.

CONTENT

Stage 1 English Literary Studies is offered as 2 semester length, 10 credit subjects, each of which comprises:

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.

Creating Texts

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

Intertextual Study

Students complete an intertextual study.

Stage 1 English allows students to achieve the literacy requirement in the SACE. Students who achieve a C grade or better in 20 credits of this subject meet the literacy requirement.

ASSESSMENT COMPONENTS

Assessment Type 1: Responding to Texts

2 pieces per semester consisting of either 800 words for written pieces or 5 minutes for oral or multimodal presentations.

Assessment Type 2: Creating Texts

1 piece per semester consisting of 800 words each for written pieces or 5 minutes for oral or multimodal presentations.

Assessment Type 3: Intertextual Study

1 piece per semester which may consist of an analytical response to two texts or the creation of a text which responds to a published text. These will be 1000 words for written pieces or 6 minutes for oral or multimodal presentations.

ESSENTIAL ENGLISH A AND B: 2 x 10 credits

Stage 1 Essential English provides students with opportunities to develop a range of communication skills through reading and viewing a variety of contemporary Young Adult novels, media and electronic texts and by writing, composing, listening and speaking and using information and communication technologies in appropriate ways for different purposes. A major focus is placed on the development of clear and accurate communication skills through emphasising drafting/editing procedures.

Subjects in the English Learning Area have a common focus on the exploration and development of English skills, strategies, knowledge, and understanding, for a variety of purposes. This is achieved through reading, viewing, writing, composing, listening, speaking and using information and communication technologies (ICTs) in appropriate ways and for different purposes. In this subject students respond to and create texts in and for a range of personal, social, cultural, community and or workplace contexts.

ASSUMED KNOWLEDGE

- Satisfactory completion of a Year 10 English course and a recommendation by the Head of Department in consultation with a class teacher.
- Reading and writing skills.
- Willingness to work in a variety of individual, group and class situations.

CONTENT

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. Students learn that texts and language are situated in social and cultural environments and the ways in which the study of texts supports them to establish and maintain community connections.

Creating Texts

Students explore a range of text types for a range of purposes and audiences and compose their own texts. They learn to recognise the linguistic codes and conventions of different text types and use these to compose their own texts.

ASSESSMENT COMPONENTS

Assessment is school based. Students demonstrate evidence of their learning in Stage 1 Essential English through the following:

Assessment Type 1: Responding to Texts

2 pieces per semester consisting of 800 words for written pieces and 5 minutes for oral or multimodal presentations.

Assessment Type 2: Creating Texts

2 pieces per semester consisting of 800 words for written pieces and 5 minutes for oral or multimodal presentations.

This subject provides opportunities to develop a range of skills which may be useful in a variety of employment and study situations. This subject does not lead to any of the Stage 2 English subjects currently on offer.

FURNITURE CONSTRUCTION: 10 credits

Furniture Construction aims to further develop the skills and knowledge students have acquired in becoming proficient and safe operators of woodworking machinery, and power tools. These skills are developed through the production of a small piece of furniture, involving a number of assessed components and numerous practice exercises. There is a large emphasis on design, safety and developing appropriate workshop techniques.

This focus area involves using materials such as wood and applying appropriate knowledge and understanding of skills, processes, procedures, and techniques to a range of technological activities.

ASSUMED KNOWLEDGE

Successful completion of Woodwork in Year 10 would be an advantage.

CONTENT

Knowledge

- Identify appropriate techniques required
- Ability to identify different types of board products and solid timber
- Understanding the use of appropriate fasteners and adhesives
- Use and application of cabinet fittings

Techniques/Skills

- Measuring and marking out
- The use of machinery e.g. Radial Arm Saw, panel saws, routers and drills
- Edge treatments/Joint Production
- Designing and planning
- Working to tolerances
- Safe work practices

ASSESSMENT COMPONENTS

Assessment Type 1: Skills and Applications tasks

Produce an article of furniture from the drawing provided eg Folding Table

Materials investigation report into Radiata Pine and Veneered Particle Board

Assessment Type 2: Design Folio

Design their own table

A series of working drawings

Assessment Type 3: Product

Product Realisation - students build their own table from their design

Product Record - produce a journal on the production of their project

GEOGRAPHY: 10 credits

Geography offers students the opportunity to develop an understanding of the spatial interrelationships between people, places, and environments' (SACE Subject Outline). In Stage 1 the focus is on the sustainability of places, hazards and issues in coastal environments.

In this subject students develop their ability to collect, analyse and communicate data collected from a range of secondary sources and fieldwork. Students use this information to help them improve their ability to explore a range of geographic issues and pose solutions that lead to a more sustainable world.

ASSUMED KNOWLEDGE

Successful completion, C grade or better of Year 10 Geography, History or English.

CONTENT

Students will study three topics from the following themes;

Theme 1: Sustainable Places
Topic 1: Rural and/or remote places
Topic 2: Urban places
Topic 3: Megacities
Theme 2: Hazards
Topic 4: Natural Hazards
Topic 5: Biological and Human Induced Hazards
Theme 3: Contemporary Issues
Topic 6: Local Issues

ASSESSMENT COMPONENTS

Geographical Skills and Applications – 3 Tasks Max 800 words or 5 min oral per task	75%
Fieldwork – based on data collected during a 2.5 day/2 night camp - 1 task Max 1000 words or 6 min oral	25%

HEALTH EDUCATION: 10 credits

In Health, students focus on the health and well-being of individuals, communities and societies in the environments they share. Students take a holistic approach, recognising various factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living and caring for themselves and the environment. Students gain an understanding of how Health incorporates the underpinning principles of respect for diversity, social justice and supportive environments.

Students consider the physical, emotional, social, cognitive and spiritual dimensions of well-being. Health literacy is the ability to read, listen to, understand, critique and make informed decisions about health care information and advice. Students examine the impact of interactions between the individual, the family, the wider community and the environment on the health of populations. Students recognise the important role of governments and other agencies in addressing health priorities as well as the need to allocate resources to build health and well-being at local, state, national and global levels.

ASSUMED KNOWLEDGE: NIL

CONTENT

For this subject, it is recommended that students study at least one core concept and undertake one option studies.

Core Concepts

Ways of defining Health

Health Literacy

Option Studies

Health and Participation in an Active Lifestyle

Health and the Environment

The Effect of Alcohol, Tobacco and other drugs on Health

Contemporary Health Priorities in Australia

Health and Relationships

Mental and Emotional Health

Growing up Healthy

Careers and Vocational Studies in Health

ASSESSMENT COMPONENTS

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

Assessment Type 1: Issues Response

Assessment Type 2: Group Activity

Assessment Type 3: Investigation

For this subject, it is recommended that students provide evidence of their learning through three or four assessments, with at least one assessment from each assessment type. Each assessment type should have a weighting of at least 20%. At least one assessment should focus on a core concept and at least one assessment should focus on an option study.

ITALIAN-CONTINUERS A AND B: 2 x 10 credits

Italian is one of Australia's most spoken languages.

Stage 1 Italian addresses three prescribed themes: The Individual: The Italian-speaking Communities and The Changing World.

Students extend their communication skills and general literacy in both Italian and English, interacting with others and creating texts to share information, ideas, opinions and experiences. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, reflecting on the ways in which culture influences communication.

They also reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language. As a result, they develop valuable intercultural skills that improve career prospects and foster social and economic benefits for Australia.

Students further develop cognitive skills through analytical, critical, creative, and reflective thinking. These skills help them to become effective and organised communicators and researchers.

ASSUMED KNOWLEDGE:

'C' grade or better in Year 10 Italian. Students wanting to undertake Year 12 Italian Continuers must select Italian Continuers A and B at Stage 1.

CONTENT

Students listen to, view, react, respond to and create a range of texts in Italian. They construct extended texts while exploring language and noticing the impact of technology, media and globalisation. They compare and contrast views, participate in research and reflection, synthesize information, connect ideas and explore different representation of life experiences. They identify practices, values and beliefs and compare them with their own, exploring how these may have changed over time.

ASSESSMENT COMPONENTS

There are 5 Summative Assessments per semester:

For a 10-credit subject, students provide evidence of their learning through five assessments:

Assessment Type 1: Interaction	20%
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Exchange information, ideas, opinions, and experiences in spoken Italian (conversation, interview, discussion, forum, debate, etc in Italian).

Assessment Type 2: Text Production	20%
---	------------

Express ideas and/or information and/or opinions and/or feelings in written Italian.

Assessment Type 3: Text Analysis	20%
---	------------

Interpret texts in Italian with responses in Italian and/or English.

Assessment Type 4: Investigation (2 components)	40%
--	------------

Research and reflect on a cultural or social aspect of 'The Italian-speaking Communities' or 'The Changing World' themes. Students complete both a response in Italian and a reflective response in English.

These tasks are assessed according to the level of ideas, expression, interpretation and reflection demonstrated.

LEGAL STUDIES: 10 credits

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. By analysing the Australian legal system, students consider how diverse groups in society, including Indigenous Australians, influence and are influenced by the legal system.

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.

Students 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.

ASSUMED KNOWLEDGE

Successful completion of a Humanities subject in Year 10.

CONTENT

Topics

Topic 1: Law and Society

Topic 2: People, Structures and Processes

Topic 3: Law-making

ASSESSMENT COMPONENTS

Assessment Type 1:

Folio

Assessment Type 2:

Issues Study

Assessment Type 3:

Presentation

ESSENTIAL MATHEMATICS A AND B:

10 or 20 credits

Essential Mathematics A and B offer senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts.

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

Essential Mathematics is a 10-credit subject or a 20-credit subject at Stage 1, and a 20-credit subject at Stage 2. Completion of 10 or 20 credits of Stage 1 Essential Mathematics with a C grade or better will meet the numeracy requirement of the SACE.

ASSUMED KNOWLEDGE

Successful completion of Year 10 Level B with a "C" grade or Level C with a "B" grade.

Students must have access to a Graphics Calculator.

CONTENT

Topics	
• Calculations, Time and Ratio	
• Earning and Spending	
• Geometry	
• Data in Context	
• Measurement	
• Investing	

ASSESSMENT COMPONENTS

Each 10 credit subject (one semester) requires students to complete:

Assessment Type 1:	
3 Skills and Application Tasks @ 25% each	75%
Assessment Type 2:	
1 Folio Task: no more than 6 A4 pages	25%

GENERAL MATHEMATICS A AND B:

10 or 20 credits

General Mathematics A and B extend 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 ideas in the topics.

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

General Mathematics is a 10-credit subject or a 20-credit subject at Stage 1, and a 20-credit subject at Stage 2. Completion of 10 or 20 credits of Stage 1 General Mathematics with a C grade or better will meet the numeracy requirement of the SACE.

ASSUMED KNOWLEDGE

Successful completion of Year 10 Level B Mathematics with a "B" grade or better.

Students must have access to a Graphics Calculator.

CONTENT

Topics	
• Measurement	
• Matrices and Networks	
• Investing and Borrowing	
• Applications of Trigonometry	
• Linear and Exponential Functions	
• Statistical Investigation	

ASSESSMENT COMPONENTS

Each 10 credit subject (one semester) requires students to complete:

Assessment Type 1:	
3 Skills and Application Tasks @ 25% each	75%
Assessment Type 2:	
1 Folio Task: no more than 6 A4 pages	25%

Refer to Flow Chart on Page 26

MATHEMATICAL METHODS A, B AND C:

3 x 10 credits

Mathematical Methods A, B and C develop an increasingly complex and sophisticated understanding of Mathematics, and must be chosen as 3 x 10 credit subject option.

Students develop a deep understanding of the physical world through a sound knowledge of mathematical relationships.

Successful completion of Stage 2 Mathematical Methods can lead to tertiary studies of economics, computer sciences, and the sciences. This subject prepares students for courses and careers that may involve the use of statistics, such as health or social sciences.

Completion of 10 or 20 credits of Stage 1 Mathematical Methods with a C grade or better will meet the numeracy requirement of the SACE.

ASSUMED KNOWLEDGE

Successful completion of Year 10 Level A Mathematics with a "B" grade or better.

Students must have access to a Graphics Calculator.

CONTENT

Topics
Mathematical Methods A <ul style="list-style-type: none"> • Functions and Graphs • Polynomials • Index Laws • Counting and Statistics
Mathematical Methods B <ul style="list-style-type: none"> • Trigonometry • Counting and Statistics • Matrices
Mathematical Methods C <ul style="list-style-type: none"> • Growth and Decay • Calculus • Further Trigonometry

ASSESSMENT COMPONENTS

Each 10 credit subject (one semester) requires students to complete:

Assessment Type 1:	
3 Skills and Application Tasks @ 25% each	75%
Assessment Type 2:	
1 Folio Task: no more than 6 A4 pages	25%

SPECIALIST MATHEMATICS A AND B: 20 credits

Specialist Mathematics A and B are studied in Semester 2. (instead of Mathematical Methods C)

These subjects develop an increasingly complex and sophisticated understanding of mathematics.

Students develop a deep understanding of the physical world through a sound knowledge of mathematical relationships.

Successful completion of Stage 2 Specialist Mathematics can be a pathway to mathematical sciences, engineering, space science, and laser physics.

Students who complete 10 credits of this subject with a C grade or better will meet the numeracy requirement of the SACE.

ASSUMED KNOWLEDGE

Successful completion of Mathematical Methods A & B Stage 1 with an "A" grade.

Students must have access to a Graphics Calculator.

CONTENT

Topics
<ul style="list-style-type: none"> • Calculus • Growth and decay • Arithmetic and geometric sequences • Geometry • Vectors in the plane • Further trigonometry • Matrices • Real and complex numbers • Mathematical induction

ASSESSMENT COMPONENTS

Each 10 credit subject (one semester) requires students to complete:

Assessment Type 1:	
3 Skills and Application Tasks @ 25% each	75%
Assessment Type 2:	
1 Folio Task: no more than 6 A4 pages	25%

Refer to Flow Chart on Page 26

METALS ENGINEERING: 10 credits

Metals Engineering aims to further develop the skills and knowledge students have acquired in junior Technology classes to become proficient and safe operators of metalworking machinery, hand and power tools. These skills are developed through the production of engineered metal projects and numerous practise exercises. There is a large emphasis on design, safety and developing appropriate workshop techniques.

ASSUMED KNOWLEDGE

Successful completion of Metalwork in Year 10 would be an advantage.

CONTENT

Knowledge

- Ability to identify different types of metals
- Ability to recognise appropriate welding processes and fabrication techniques
- Understanding the use and application of appropriate fasteners and properties of metals

Techniques/Skills

- Measuring and marking out (this course has a large theory component)
- The use of Gas Metal Arc Welder and Manual Metal Arc Welder
- Metal cutting (including flame cutting and plasma cutting technologies)
- Designing and planning
- Working to tolerances
- Machining, lathe turning and milling
- Safe work practices

ASSESSMENT COMPONENTS

For a 10-credit subject, students provide evidence of their learning through five assessments:

Assessment Type 1: Skills and Applications tasks

Produce a metal article from the drawing provided demonstrating welding ability and fabrication techniques.

Materials investigation report into the materials students will use in their major project.

Assessment Type 2: Design Folio

Design their own metal fabricated project

A series of working drawings

Assessment Type 3: Product

Product Realisation – students create their own design

Product Record- Journal

MODERN HISTORY: 10 credits

In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them, and their short- and long-term consequences on societies, systems, and individuals. Students explore the impacts that these developments and movements had on people's ideas, perspectives, and circumstances. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies.

Students build their skills in historical method through inquiry, and by examining and evaluating the nature of sources. These skills are beneficial in all forms of employment. Students also explore different interpretations, draw conclusions and develop reasoned historical arguments. They explore the historical concepts of continuity and change, cause and effect, perspective and interpretation, and contestability.

ASSUMED KNOWLEDGE

Successful completion of a History subject in Year 10.

CONTENT

Stage 1 Modern History features the following two topics:

- The French Revolution
- Genocide

In studying the French Revolution, students will analyse the causes and outcomes that led to the downfall of the French monarchy and the seizure of power by revolutionary groups. This period is generally known as the beginning of Modern History. Topics covered include the pre-revolutionary government of Louis XVI and Marie Antoinette, the execution of the monarchy and the establishment of a Republic through the use of violence/terror and propaganda.

Students will examine periods of genocide which may include, the Armenian massacres (1915-1923), The Holocaust (1933-1945), Cambodia (1975-1979) and Rwanda (1990-1994). Through students Historical Study they may also investigate other forms of genocide, including Bosnia and Darfur.

ASSESSMENT COMPONENTS

For a 10-credit subject, students provide evidence of their learning through four assessments.

Assessment Type 1: Historical Skills

Three Historical Skills assessments (eg: essay, sources analysis, multimodal presentation).

Assessment Type 2: Historical Study - One historical study

The Historical Study is based on an aspect of Genocide since 1750. Students inquire into, explore, interpret and research a historical idea, event, person, or group in depth.

MUSIC ADVANCED A AND B: 2 x 10 credits

Music provides students with the necessary knowledge and skills to continue with units to be offered at Stage 2 level. It is designed to develop students':

- Instrumental and/or vocal technique and performance skills.
- Knowledge and application of theoretical and aural skills.
- Knowledge and understanding of musical styles in a social and historical context.
- Ability to aurally identify musical elements, stylistic features and the structure of musical works.
- Creative skills and techniques in composition and arranging.

Through the study of music students have the opportunity to engage in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies. Students benefit from the opportunity to develop their practical and creative potential, oral and written skills, and their capacity to make informed interpretative and aesthetic judgments. Study and participation in music draws together students' cognitive, affective, and psychomotor skills, strengthening their ability to manage work and learning, and to communicate effectively and sensitively.

ASSUMED KNOWLEDGE

Successful completion of Year 10 Music. Students are required to be having weekly instrumental tuition.

CONTENT

- Performance: Students prepare solo/ensemble works for performance
- Arranging: Listen to and analyse works, develop arranging techniques in different styles/genres
- Music theory/aural
- Historical and analytical studies: students will undertake detailed analysis of works and research assignments in rock, jazz, blues and classical

Please note: students selecting Music Advanced must undertake a full year; Music Advanced A + Music Advanced B.

ASSESSMENT COMPONENTS

For each 10-credit subject, students provide evidence of their learning through five assessments:

Assessment Type 1: Skills Presentation

Rehearsal and performance of solo/ensemble works to an audience

Performance workshops for own and others' performance

Assessment Type 2: Skills Development

Theory and Aural Tests

Assessment Type 3: Folio

Students complete a 32-40 bar arrangements each semester for band and/or voice

Musical styles: Research task: Analysis of a chosen professional performer of your instrument, compare and contrast two of their works/pieces.

NUTRITION: 10 credits

Students explore the principle that good nutrition is integral to a healthy and active life, and it is important that accurate information on nutrition is made available to individuals and communities.

Students of Nutrition 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.

Students integrate scientific knowledge and skills gained in their study of nutrition and apply them to designing and carrying out investigations that explore the links between food and health.

In practical investigations, students formulate and test hypotheses by collecting, presenting, analysing, and evaluating data in order to describe trends and clarify theoretical concepts related to nutrition.

This acquired knowledge helps students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.

ASSUMED KNOWLEDGE:

"C+" grade or higher in Science in Year 10.

CONTENT

Fundamentals of Nutrition and Diet Related Disease
Food Marketing and Food Choices
Global Nutrition and Ecological Sustainability

ASSESSMENT COMPONENTS

Folio
Practical investigations
Research Investigations
Skills and Application Tasks
Tests

OUTDOOR EDUCATION: 10 credits

Outdoor Education is the study of the human connection to natural environments through outdoor activities. Students develop their sense of self-reliance and build relationships with people and natural environments. Outdoor Education focuses on the development of awareness of environmental issues through observation and evaluation. The learning requirements summarise the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning.

For this course, students must complete ONE outdoor journey of three days in duration plus at least ONE other outdoor activity (eg: Kayaking, surfing, sailing). Hence, students and parents should be aware that by selecting this course they will be required to be absent from school approximately 12 days across the Semester. Students should NOT select this course if this will cause academic issues.

In this subject, students are expected to:

- Demonstrate the application of knowledge and skills by participating in human-powered outdoor journeys, or in journeys that use natural forces
- Investigate, evaluate and communicate information about the natural environment and outdoor journeys
- Demonstrate responsibility for themselves and for other members of a group in conducting safe and effective outdoor journeys
- Reflection the personal, group, social and environmental outcomes of participation in an outdoor journey

ASSUMED KNOWLEDGE: NIL

CONTENT

Environment and Conservation
Planning and Management
Outdoor Journey
Outdoor Activities

ASSESSMENT COMPONENTS

Assessment Type 1:	
Practical	50%
Assessment Type 2:	
Folio	25%
Assessment Type 3:	
Report	25%

Students should provide evidence of their learning through four or five assessments. Each assessment type should have a weighting of at least 20%. Students undertake:

- One outdoor journey that includes an outdoor activity and at least one other outdoor activity for the practical
- One folio assessment
- A report for the outdoor journey

PHYSICAL EDUCATION A and/or B:

10 credits each

In Physical Education, students study human activity and its place in the lives of individuals and groups of people. Students examine the practical application of human physical skills and analyse the personal, community and global issues that surround the role of human physical activity in society. Students learn mainly through physical activity in a way that promotes immediate as well as long term benefits to themselves and society.

Physical Education is an experiential subject in which students explore their physical capacities and investigate the factors that influence performance. They explore and analyse associated performance, health and lifestyle issues. Students acquire an understanding of human functioning and physical activity and an awareness of the community structures and practices that influence participation in physical activity.

ASSUMED KNOWLEDGE: NIL

CONTENT

A Stage 1 Physical Education program consists of the following approaches, through which students develop the concepts and skills of Physical Education:

Assessment Type 1: Practical Skills and Applications

Students complete two or three practicals for this subject. In each practical, students participate in regular physical activity and practise and refine their physical skills and techniques.

Assessment Type 2: The Nature of Physical Activity

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

PHYSICAL EDUCATION A: The sources of energy affecting physical performances and the effects of training and evaluation on physical performance.

PHYSICAL EDUCATION B: The acquisition of skills and the biomechanics of movement and specific factors affecting skill learning.

Assessment Type 3: Issues in Physical Activity

In this area of study, students identify and consider an issue related to one or more topics of interest that focus on physical activity. The issue may be relevant to local, regional, national or global communities.

ASSESSMENT COMPONENTS

Assessment Type 1: Practical	
Basketball and Soccer - Physical Education A	60%
Badminton and Touch Football - Physical Education B	60%
Assessment Type 2: Folio	
For this subject, students should provide evidence of their learning through four or five assessments. Each assessment type should have a weighting of at least 20%. Students undertake:	40%
<ul style="list-style-type: none"> • Two or three practicals • Three assessments for the folio 	
Assessment Type 3: Examination	

PHYSICAL EDUCATION:

INTEGRATED LEARNING: 10 credits

Integrated Learning draws links between aspects of students' lives and their learning. Students apply their knowledge and skills to a real-world task, event, learning opportunity, or context, for a specific purpose, product, or outcome. Through the key areas of study in Integrated Learning, students develop and demonstrate their capabilities. They have opportunities to explore the ways in which they demonstrate the capabilities in different contexts. Integrated Learning is undertaken as a class or group and may involve a community-based project.

Integrated Learning is designed to facilitate collaborative learning. Through collaboration and teamwork, students learn to plan and organise activities and to develop their understanding of, and empathy for, others. This collaboration supports goals such as active learning, conflict resolution, and the discovery of new ideas.

The program will have a focus on skill development and collaboration with supporting theory to aid students in developing their planning, organisational, collaborative, research, reflective and analytical skills. Students will develop an understanding of factors that contribute to successful performance, good coaching principles, umpiring principles and how fitness is measured and impacts on their lives. Through a range of assessment methods, (written and verbal communication, multimodal presentation and peer assessment) students will have the opportunity to gain an insight into how they best learn skills and the power of collaborative learning and teaching.

An integrated Learning program is a focused study that has a purpose, product or outcome. An Integrated Learning program is undertaken by a group of students, or a student or students involved in a community group, allowing them to explore their connections with the wider community. Integrated Learning can be organised in different ways, according to the needs and interests of the students and the school.

ASSUMED KNOWLEDGE: NIL

CONTENT

- Coaching
- Umpiring
- Training
- Collaboration
- Fitness

ASSESSMENT COMPONENTS

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

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

PHYSICS A AND B: 2 x 10 credits

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

Through further developing skills in gathering, analysing, and interpreting primary and secondary data to investigate a range of phenomena and technologies, students increase their understanding of physics concepts and the impact that physics has on many aspects of contemporary life. By exploring science as a human endeavour, students develop and apply their understanding of the complex ways in which science interacts with society, and investigate the dynamic nature of physics.

Students explore how physicists develop new understanding and insights, and produce innovative solutions to everyday and complex problems and challenges in local, national, and global contexts.

ASSUMED KNOWLEDGE

"B-" grade or higher in Science in Year 10 and a demonstrated competence in Mathematics.

CONTENT

Physics A (SEMESTER 1)
Waves
Electric Circuits
Nuclear Models and Radioactivity
Physics B (SEMESTER 2)
Linear Motion and Forces
Energy and Momentum
Heat

ASSESSMENT COMPONENTS

Assessment Type 1:	
Practical Investigations	50%
Assessment Type 2:	
Research Investigations	25%
Assessment Type 3:	
Tests	25%

Students who intend studying Physics at Year 12 are required to complete both Physics A & B achieving an average grade of B across both semesters.

PSYCHOLOGY: 10 credits

Psychology enables us to understand ourselves and the social world we interact in on a daily basis. It therefore has a direct relevance to our personal lives and to our lives as members of society.

Psychology also opens the door to a range of possible futures because it can be used to improve outcomes and the quality of experience in every domain of life.

Conceptual knowledge and understanding in Psychology is supported by inquiry into and the communication of psychological phenomena. Students undertake investigations based on psychological practices and principles and develop their knowledge and understanding in an organised, structured, and purposeful way.

ASSUMED KNOWLEDGE

“C+” grade or higher in Science in Year 10 with the Human Mind and Body optional unit being an advantage.

CONTENT

The Nature of Psychology
Research Methods
Social Influence
Social Interaction
Human and Psychological Development

ASSESSMENT COMPONENTS

Semester 1 and 2 (repeated)

Assessment Type 1: Investigations Folio
Obedience to Authority
Issues Investigation: Conformity
Assessment Type 2: Skills and Applications Tasks
Introduction to Psychology
Social Influence and Social Interaction
Scenario Analysis: Feral Children

RELIGION STUDIES: 10 credits

The Catholic tradition is a living and dynamic tradition, and through Religion Studies, students explore the ways in which they participate in and respond to, current social and moral debates and issues in Australian society.

In Religion Studies contemporary Australian values will be explored and critiqued from the perspective of the Catholic tradition and the notion of ‘the common good’. The course applies Catholic values to actual and possible student lifestyles and life-choices.

This course also provides many opportunities for students to reflect on their own values, attitudes, and behaviours, in order to better understand their own ethical positions. It seeks to explore the place and relevance of the Catholic religion in the wider secular culture of Australia, by means of its influence on human behaviour and the shaping of personal and group identity.

In Religion Studies students have the opportunity to focus on an aspect of religion or spirituality within or across traditions. Students gain an appreciation of, and respect for, the different ways in which people develop an understanding and knowledge of religion as something living and dynamic, and the ways in which they think, feel and act because of their religious beliefs.

ASSUMED KNOWLEDGE

NIL. This is a compulsory subject at St Michael’s College.

CONTENT

Topics covered in Stage 1:
The Art of Ethical and Moral Thinking and the Catholic perspective
Religious and Spiritual Traditions: Christian Contemplation and Buddhist Meditation/Sacred Spaces
Fundamentalism, Religious Extremism and Cults: when the search for meaning goes wrong
Sexual Ethics and the Catholic perspective

ASSESSMENT COMPONENTS

Assessment Type 1:
Practical Activity
Assessment Type 2:
Issues Investigation
Assessment Type 3:
Reflection

SOCIETY AND CULTURE: 10 credits

Society & Culture offers students the opportunity to 'explore and analyse the interactions of people, societies, cultures, and environments' (SACE Subject Outline).

Students develop their ability to collect information from primary and secondary sources. Students will study the way that government, media outlets and the community influence young people and, in turn, how young people can influence society.

The focus of this subject is on peace, conflict, prejudice and discrimination and an examination of the influence of media.

ASSUMED KNOWLEDGE

Successful completion (C grade or better) of Year 10 Geography, History or English.

CONTENT

The content may be derived from the following topics:

Peace and Conflict in the Media

- Investigate the nature of global, national, local and/or personal peace and conflict.
- Study the way these are portrayed by the media and how this shapes our understanding of issues that cause conflict.

Consumerism and Youth Marketing

- Investigate the types of media young people use to find out about the world. Students also study how these media organisations target young people for product promotion.

Prejudice and Discrimination in Popular Culture

- Investigate the impact of prejudice and discrimination and how they are portrayed in popular culture.

Individual Investigation

ASSESSMENT COMPONENTS

Assessment Type 1:

Source Analysis: 2 Tasks	50%
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Assessment Type 2:

Group Activity	20%
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Assessment Type 3:

Investigation	30%
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TOURISM: 10 credits

In Tourism, students develop an understanding of the nature of tourists, tourism, and the tourism industry, and the complex economic, social, cultural, and environmental impacts and interactions of tourism activity.

Students also develop an understanding of tourism from the perspectives of host, tourism operator, and traveller.

Students investigate tourism locally, nationally, and globally and learn that tourism, as the world's largest industry, is more than an economic phenomenon.

Tourism has an impact, directly and indirectly, on many aspects of people's lives and on the environment. Students' understanding of the sustainable management of tourism is central to this subject.

ASSUMED KNOWLEDGE

Successful completion (C grade or better) of a Humanities subject in Year 10.

CONTENT

Topics

Appreciating tourism in Australia

Exploring tourism in the local area

Preparing for international travel

Sustainable Tourism

Working in the Tourism industry

ASSESSMENT COMPONENTS

Assessment Type 1:

Case Study

Assessment Type 2:

Sources Analysis

Assessment Type 3:

Practical Activity

Assessment Type 4:

Investigation

VISUAL ARTS - ART: 10 credits

In Visual Arts students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces.

Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

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

ASSUMED KNOWLEDGE

Successful completion of Year 10
Visual Art-Art or Visual Art-Design.

CONTENT

For both 10 credit and 20 credit programs the following three areas of study are covered:

Visual Thinking students have the opportunity to view and visually record works of art.

Practical Resolution: works can be resolved using the various practical genres.

Visual arts in Context: Students have opportunities to contextualise art; that is, to place works culturally, socially and/or historically.

ASSESSMENT COMPONENTS

Assessment Type 1: Folio

Students produce one folio that documents their visual learning in support of their one-two works of art.

Assessment Type 2: Practical

The Practical consists of two parts: the finished one-two works of art and the practitioner's statement.

Assessment Type 3: Visual Study

An exploration of and/or experimentation with a style idea, concept, media, materials, techniques and or/or technologies.

Note: for students interested in doing either Visual Art or Design in Year 12 should consider the full year subject (Art/Design A & B), outlined at the beginning of Stage 1 outlines.

VISUAL ARTS - DESIGN: 10 credits

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

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

ASSUMED KNOWLEDGE

Successful completion of Year 10
Visual Art-Art or Visual Art-Design.

CONTENT

This subject is a 10 credit program with a focus on design, the following three areas of study are covered:

Visual Thinking: students have the opportunity to view and visually record.

Works of design.

Practical Resolution: works can be resolved using the various practical genres.

Visual arts in Context: students have the opportunities to contextualise Design; that is, to place works culturally, socially and/or historically.

ASSESSMENT COMPONENTS

Assessment Type 1: Folio

Students produce one folio that documents their visual learning in support of their one-two works of design.

Assessment Type 2: Practical

The Practical consists of two parts: the finished one-two works of art and the practitioner's statement.

Assessment Type 3: Visual Study

An exploration of and/or experimentation with a style idea, concept, media, materials, techniques and or/or technologies.

Note: for students interested in doing either Visual Art or Design in Year 12, they should consider the full year subject (Art/Design A & B), outlined at the beginning of Stage 1 outlines.

WORKPLACE PRACTICES: 10 credits

In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace.

Students 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 may include the undertaking of Vocational Education and Training (VET) as provided under the Australian Qualifications Framework (AQF).

Stage 1 Workplace Practices is a 10 credit subject. It has three areas of study:

- Industry and Work Knowledge
- Vocational Learning
- VET

The teaching and learning program must include:

- Industry and Work Knowledge
- Vocational Learning and/or VET

ASSUMED KNOWLEDGE: NIL.

CONTENT

Stage 1 Workplace Practices comprises three focus areas of study:

Industry and Work Knowledge

Vocational Learning (usually one week of work experience)

Vocational Education and Training (VET)

Students undertake two theory topics from the following options:

Topic 1: Future Trends in the World of Work

Topic 2: The Value of Unpaid Work to Society

Topic 3: Workers' Rights and Responsibilities

Topic 4: Career Planning

Topic 5: Negotiated Topic

ASSESSMENT COMPONENTS

Assessment Type 1:

Folio

Assessment Type 2:

Performance in the work place

Assessment Type 3:

Reflection

Assessment Type 4:

Investigation

Twenty years from
now you will be more
disappointed by the things
you didn't do than by the
ones you did do.

So throw off the bowlines.

Sail away from the safe
harbour.

Catch the trade winds in
your sails.

*Explore
Dream
Discover*

Mark Twain

Stage 2 Options for Year 11, 2019

Stage 2 -10 credit options are undertaken in Semester 2 and as per all subject offerings, will run based on obtaining appropriate student numbers.

The benefit in selecting a Stage 2, 10-credit subject is that this subject may be used in calculating a student's ATAR in Year 12.

Students intending to undertake an equivalent Stage 2, 20 credit (full year subject) in Year 12, 2020, should not select the Stage 2, 10 credit option in Year 11, 2019

BUSINESS AND ENTERPRISE: 10 credits

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.

Students 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.

ASSUMED KNOWLEDGE

Successful completion ('C' grade or better) of a Humanities subject in Year 10.

CONTENT

Stage 2, 10-credit Business and Enterprise consists of the core topic and one option topic.

CORE TOPIC

The Business Environment: Business in Australia, The nature and structure of Business, The Business Enterprise

OPTION TOPICS

Business and the Global Environment

Government Impacts on Business

ASSESSMENT COMPONENTS

School-based Assessment		70%
Assessment Type 1: Folio		40%
Assessment Type 2: Practical		30%
External Assessment		30%
Assessment Type 3: Issues Study		30%

COMPUTER AIDED DESIGN: 10 credits

Please Note: Students wanting an ATAR cannot undertake more than 20 credits from Communication Products (Photography and Digital Video Media), Material Products (Furniture Construction, Metals Engineering), System Control Products (Technical Graphics, Computer Aided Design, Electronics) as it is a Counting Restriction.

Counting Restrictions do not apply to TAFE SA entry.

Stage 2 Communication Products enables students to further develop skills and understanding in the area of computer based graphic communication. Successful students will develop advanced skills with CAD software and effectively use the design process to achieve engineering drawings to Australian Standards.

This focus area involves the application of design software (such as Pro Engineer and Autodesk Inventor) to solve design problems. Students will identify issues, strengths and weaknesses with current design solutions and then research alternatives using CAD to present their own ideas.

ASSUMED KNOWLEDGE

Basic CAD skills are required. Successful completion (B grade or better) Year 10 Design and Technologies.

CONTENT

Students investigate and critically analyse a range of products, processes, and production techniques used in industrial situations. This information is used to create potential solutions through the design and creation of products and systems. Students identify demands on their design, taking cost, ethical, cultural, and environmental issues into account. They explain how their ideas address these demands, and use their analysis to produce proposals for the present and future

Design Process:

- Investigating the Processing or Publishing Task
- Devising or Planning to Complete the Task
- Producing the Task
- Evaluating the Process and the Product

ASSESSMENT COMPONENTS

School-based Assessment		70%
Assessment Type 1: Skills and Application Tasks (two)		20%
<ul style="list-style-type: none"> • Specialised skills application • Materials application 		
Assessment Type 2: Product		50%
External Assessment		30%
Assessment Type 3: Design Folio		30%
<ul style="list-style-type: none"> • Product Design - documentation and analysis of Product • Product Evaluation - of realised Product 		

HEALTH EDUCATION: 10 credits

In Health, students focus on the health and well-being of individuals, communities and societies in the environments they share. Students take a holistic approach, recognising various factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living and caring for themselves and the environment.

Health literacy is the ability to read, listen to, understand, critique and make informed decisions about health care information and advice. It includes knowing how to find, understand and interpret relevant health information and how and where to seek further information. It includes risk management for individuals, families and communities. Health literacy also includes evaluating the nature and function of environments so that they promote the health and well-being of all people.

In Health, students examine the interrelationship of lifestyle, physical activity, social behaviour, health care and health care systems, and the challenges of maintaining and promoting healthy environments and healthy living in society.

ASSUMED KNOWLEDGE: NIL

CONTENT

For this subject, it is recommended that students:

- Study ONE core concept
- Undertake ONE option studies

CORE TOPICS	
Health Literacy	
The Social and Economic Determinants of Health	
OPTION TOPICS	
Health Promotion in the Community	
Health and Environment	
Sexuality and Health	
Health and Relationships	
Risks and Challenges to Health	
Stress and Health	
Vocational Studies and Applications in Health	

ASSESSMENT COMPONENTS

School-based Assessment		70%
Assessment Type 1: Group Investigation and Presentation		30%
Assessment Type 2: Issues Analysis		20%
Assessment Type 3: Practical Activity		20%
External Assessment		30%
Assessment Type 3: Investigation		30%

For this subject, it is recommended that students provide evidence of their learning through seven to nine assessments, including the external assessment component. Students undertake:

- at least one group investigation and presentation
- at least one issues analysis assessments
- at least one practical activities
- one investigation

IPP - DESKTOP PUBLISHING: ADVERTISING: 10 credits

The focus area of this subject is to use industry standard software to design and make paper products that communicate information effectively.

Students are introduced to the design and production of promotional documents in this course. This type of publishing produces paper based products and electronic products allowing the students to explore their creative talents by using the appropriate technology to complete a variety of visual tasks.

The students develop their skills in using industry standard software such as: Adobe Photoshop CC, Adobe InDesign CC, as well as Microsoft Word and Microsoft Publisher.

ASSUMED KNOWLEDGE

Successful completion of Year 10 Computer Applications or Computer Science is desirable.

CONTENT

Design Process:

- Investigating the Processing or Publishing Task
- Devising or Planning to Complete the Task
- Producing the Task
- Evaluating the Process and the Product

Practical Skills sections focus on using the design process in a variety of applications to complete specified text-based information-processing or publishing tasks.

Issues and Understanding sections focus on knowledge and understanding of processes, concepts, procedures, and issues related to computerised processing and publishing tasks.

ASSESSMENT COMPONENTS

School-based Assessment		70%
Assessment Type 1: Practical Skills		50%
<ul style="list-style-type: none"> • Two practical skills assessments 		
Assessment Type 2: Issues Analysis		20%
<ul style="list-style-type: none"> • One issues analysis assessment 		
External Assessment		30%
Assessment Type 3: Product and Documentation		30%
<ul style="list-style-type: none"> • One product and documentation assessment 		

LIVING LASALLIAN: INTEGRATED LEARNING: 10 credits

Integrated Learning: Living Lasallian draws links between aspects of students' lives, their learning and the lived Lasallian Mission. Students apply their knowledge and skills to a real-world task, event, learning opportunity. Through the key areas of study in Integrated Learning, students develop and demonstrate their capabilities.

Key Areas of Study

Key areas of study support and guide the exploration and development of a program focus, through guiding questions. The number and style of guiding questions are optional and may be adapted by the teacher to the needs of the class and the program focus.

ASSUMED KNOWLEDGE

B Grade or higher in Religious Education and a keen interest in the Lasallian Tradition and Catholic Faith.

CONTENT

St Michael's College community living our Catholic Faith in the Lasallian Tradition includes:

- Lasallian Youth Ministry and Year 11 LYL (Lasallian Youth Leaders)
- Faith, Service, Community
- Lasallian Education and Teachers
- Lasallian Foundation
- Mission Action Day-Fundraising and Awareness
- Concern for the poor and Social Justice
- Catholic Charities such as the St Vincent de Paul Society (Clothes Appeal)
- The Presence of God - Live Jesus in Our Hearts
- Prayer and Meditation
- Caritas (Project Compassion)
- Year 11 Lasallian Reflection Day
- Camp La Salle
- Catholic liturgies and School Masses including De La Salle Founders Day Mass

ASSESSMENT COMPONENTS

School-based Assessment		70%
Assessment Type 1: One Practical		30%
Assessment Type 2: One Group Activity		20%
Assessment Type 3: One Folio and Discussion		20%
External Assessment		30%
Assessment Type 4: One Project		30%
Assessment Design Criteria		
<ul style="list-style-type: none"> • Application • Investigation and analysis • Communication and collaboration • Evaluation and reflection • Understanding 		

MUSIC - ENSEMBLE PERFORMANCE: 10 credits

Please note: Students wanting an ATAR cannot do more than 40 credits of Stage 2 Music as it is a Counting Restriction. Counting Restrictions do not apply to TAFE SA entry.

Stage 2 Ensemble Performance is a 10 credit subject that develops students' skills on a chosen instrument or their voice and the application of these skills and other musical knowledge in an ensemble.

Ensemble Performance gives students the opportunity to extend their practical music-making skills, aural perception, and musical appreciation in an ensemble performance setting. Ensemble Performance not only results in musical outcomes, but also encourages the development of personal characteristics such as confidence and the ability to communicate sensitively and work cooperatively. Students have the opportunity to contribute to the cohesiveness of the ensemble and engage the audience.

Students who undertake this subject are assumed to have attained a performance standard that reflects at least 3 years of development on their chosen instrument or their voice. Students without this background may have difficulty in successfully meeting the performance standards for this subject. In general, students are required to perform on only one instrument or the voice and in only one ensemble. Students may perform as a vocalist and as an instrumentalist.

Music is designed to develop students':

- Instrumental and/or vocal technique and performance skills
- Knowledge and application of theoretical and aural skills
- Knowledge and understanding of musical styles in a social and historical context
- Ability to aurally identify musical elements, stylistic features and the structure of musical works
- Creative skills and techniques in composition and arranging.

ASSUMED KNOWLEDGE

Successful completion of Stage 1 Music Advanced A & B, or by negotiation with the Director of Music. Students are required to have weekly instrumental or voice tuition. This unit is open to students who are established members of any of the following ensembles: Concert Band, Big Band 1, College Choir and Senior Vocal Jazz.

CONTENT

Students develop ensemble performance skills, aural perception, musical sensitivity, and an awareness of style, structure, and historical conventions in ensemble performance. Students are required to participate in regular rehearsals and performances, some may be outside school hours.

ASSESSMENT COMPONENTS

School-based Assessment		70%
Assessment Type 1: First Performance		30%
Assessment Type 2: Second Performance		40%
External Assessment		30%
Assessment Type 3: Final Performance		30%

MUSIC TECHNOLOGY: 10 credits

Please note: Students wanting an ATAR cannot do more than 40 credits of Stage 2 Music as it is a Counting Restriction. Counting Restrictions do not apply to TAFE SA entry.

Stage 2 Music Technology is 10 credit subject that is designed to develop students' skills in, and knowledge of, music technology.

ASSUMED KNOWLEDGE

Active private use and experience of Music software programmes such as Pro Tools, Logic, Mixcraft and Ableton.

OR completion of Year 10 Music Technology or equivalent.

OR by negotiation with the Director of Music.

CONTENT

Students will study a selection of the following topics, including at least one suggested core topic and at least one suggested option topic. Students demonstrate the application of the skills and knowledge they gain by completing a series of projects and commentaries on the projects.

CORE TOPICS

Acoustics

The Mixing Console

Microphones

Digital Audio Basics

Signal Processing

Aural Analysis

OPTION TOPICS

MIDI

The Recording Process

Loops and Waves

Negotiated process

ASSESSMENT COMPONENTS

School-based Assessment		70%
Assessment Type 1: Folio – Part 1		40%
Assessment Type 2: Folio – Part 2		30%
External Assessment		30%
Assessment Type 3: ONE Major Project with commentary		30%

NUTRITION: 10 credits

Students of Nutrition are presented with up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. Students explore the links between food, health, and diet-related diseases.

Students have the opportunity to examine factors that influence food choices and reflect on local, national, Indigenous, and global concerns and associated issues.

They investigate the quality of food, and consider the ways in which methods and associated technologies influence the health of individuals and communities.

The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.

Nutrition is the study of:

- nutrients and their importance
- appropriate food selection and achieving a balanced diet
- diet related disorders

ASSUMED KNOWLEDGE

Completion of Year 10 Science subjects with a "B+" grade or higher.

CONTENT

For Stage 2, 10-credit Nutrition, students undertake the study of three topics.

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

ASSESSMENT COMPONENTS

School-based Assessment		70%
Assessment Type 1: Practical Investigations		40%
• TWO Practical Investigations		
Assessment Type 2: Skills and Applications Tasks		30%
• TWO supervised tests		
External Assessment		30%
Assessment Type 3: Issues Investigation		30%

PHYSICAL EDUCATION: INTEGRATED LEARNING: 10 credits

Integrated Learning draws links between aspects of students' lives and their learning. Students apply their knowledge and skills to a real-world task, event, learning opportunity, or context, for a specific purpose, product, or outcome. Through the key areas of study in Integrated Learning, students develop and demonstrate their capabilities. They have opportunities to explore the ways in which they demonstrate the capabilities in different contexts. Integrated Learning is undertaken as a class or group and may involve a community-based project. Integrated Learning is designed to facilitate collaborative learning. Through collaboration and teamwork, students learn to plan and organise activities and to develop their understanding of, and empathy for, others. This collaboration supports goals such as active learning, conflict resolution, and the discovery of new ideas.

The program will have a focus on skill development and collaboration with supporting theory to aid students in developing their planning, organisational, collaborative, research, reflective and analytical skills. Students will develop an understanding of factors that contribute to successful performance, good coaching principles, umpiring principles and how fitness is measured and impacts on their lives.

ASSUMED KNOWLEDGE: NIL

CONTENT

An Integrated Learning program is a focused study that has a purpose, product, or outcome. Integrated Learning can be organised in different ways, according to the needs and interests of the students and the school.

ASSESSMENT COMPONENTS

School-based Assessment		70%
Assessment Type 1: Practical		30%
Assessment Type 2: Group Activity		20%
Assessment Type 3: Report Folio and Discussion		20%
External Assessment		30%
Assessment Type 4: Project (external assessment)		30%

Students select an aspect of personal interest from the Stage 2 Integrated Learning program for individual focused development. The project is likely to be a research-based or a practical project-based task, or a combination of these. It is recommended that the students present the project in two parts:

- an outcome (research/project-based)
- an explanation of the connections between the program focus and the capability in a chosen key area

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

- one practical
- one group activity
- one assessment for the folio and discussion
- one project.

PSYCHOLOGY: 10 credits

Conceptual knowledge and understanding in Psychology are supported by inquiry into and the communication of psychological phenomena. Students undertake investigations based on psychological practices and principles and develop their knowledge and understanding in an organised, structured, and purposeful way.

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.

ASSUMED KNOWLEDGE

Completion of Year 10 Science subjects with a "B+" grade or higher.

CONTENT

Stage 2, 10-credit Psychology Consists of the compulsory topic 'Introduction to Psychology' and two other topics.

CORE TOPIC

Introduction to Psychology

OPTION TOPICS

Social Cognition

Learning

Personality

Altered States of Awareness

Healthy Minds

ASSESSMENT COMPONENTS

School-based Assessment		70%
Assessment Type 1: One Group Investigation		20%
Assessment Type 2: Skills and Applications Tasks		50%
• At least two skills and applications tasks		
External Assessment		30%
Assessment Type 3: One Individual Investigation		30%

SOCIETY AND CULTURE: 10 credits

Society and Culture offers students the opportunity to 'explore and analyse the interactions of people, societies, cultures, and environments' (SACE Subject Outline).

Students focus on issues of gender equity and South Australia's involvement in the nuclear fuel cycle. Students develop their ability to analyse ways that social change occurs and how people can contribute to a better world for all.

ASSUMED KNOWLEDGE

Students need to have strong communication skills and be aware that they are assessed as Stage 2 students in this subject. It is strongly recommended that students have achieved a minimum grade of a B+ in Year 10 Geography, History or English.

CONTENT

The content may be derived from the following groups:

TOPICS

Cultural Diversity

- Students study resistance or acceptance of change through a study of the changing roles of men and women in society. They analyse how beliefs, values and attitudes are socially constructed and therefore can change over time.

People and the Environment

- Students study the complex ethical issues relating to energy consumption. They explore different attitudes to management of natural and built environments and the impact of Australia as a high-consumption society.

ASSESSMENT COMPONENTS

School-based Assessment		70%
Folio – 2 Tasks		50%
Interaction – 1 Task (Group)		20%
External Assessment		30%
Investigation 2000 word report on a social issue		30%

WORKPLACE PRACTICES: 10 credits

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 may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF).

ASSUMED KNOWLEDGE

No prerequisite subjects, skills or knowledge required.

CONTENT

The focus areas of study in Workplace Practices A are:

- Industry and Work Knowledge
- Vocational Learning (23 to 30 hours of Work Placement)

AREA OF STUDY 1: Industry and Work Knowledge

This area of study enables students to develop knowledge and understanding of the nature, type, and structure of the workplace, including local, national, and global workplaces. It consists of the following five topics:

Topic 1: Work in Australian Society

Topic 2: The Changing Nature of Work

Topic 3: Industrial Relations

Topic 4: Finding Employment

Topic 5: Negotiated Topic

AREA OF STUDY 2: Vocational Learning

Vocational learning includes any formal learning in a work-related context outside AQF qualifications and incorporates elements such as generic work skills, enterprise education, career education, and community-based and work-based learning.

ASSESSMENT COMPONENTS

School-based Assessment		70%
Assessment Type 1: Folio		25%
<ul style="list-style-type: none"> At least one assessment 		
Assessment Type 2: Performance		25%
<ul style="list-style-type: none"> One assessment 		
Assessment Type 3: Reflection		20%
<ul style="list-style-type: none"> One assessment 		
External Assessment		30%
Assessment Type 4: One Investigation		30%

Stage 2 Subject Outlines

SEMESTER ONE	Number of lessons	SEMESTER TWO	Number of lessons	SACE	LENGTH
Extended PC	1	Extended PC	1	COMPULSORY	WHOLE YEAR
Research Project	7	Supervised Study Line	7	COMPULSORY	ONE SEMESTER
Elective 1	7	Elective 1	7	ELECTIVES	WHOLE YEAR
Elective 2	7	Elective 2	7		
Elective 3	7	Elective 3	7		
Elective 4	7	Elective 4	7		
Home study	4	Home Study	4		WHOLE YEAR

- In Stage 2 Students will select 5 subjects.
- Research Project is a compulsory subject studied in Semester 1.
- In Semester 2, Research Project subject will become a study line.

ACCOUNTING: 20 credits

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.

Students 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 Environment of Accounting gives students opportunities to develop knowledge of:

- accounting and its function in a society
- the regulatory and conceptual frameworks of accounting
- the needs of internal and external stakeholders
- social, ethical, and technological issues
- the impacts of past, present and possible future accounting decisions.

ASSUMED KNOWLEDGE

Score of B or better in Stage 1 Accounting.

CONTENT

Students Study The Following Three Sections:

Section 1: The Environment of Accounting

Section 2: Financial Accounting

Section 3: Management Accounting

ASSESSMENT COMPONENTS

School-based Assessment		70%
Assessment Type 1: Skills and Applications Tasks	<ul style="list-style-type: none"> • Skills and Applications tasks (Test orientated) 	50%
Assessment Type 2: Report		
<ul style="list-style-type: none"> • Report 		20%
External Assessment		30%
Assessment Type 3: Examination		30%

ANCIENT STUDIES: 20 credits

In Ancient Studies, students learn about the history, literature, society, and culture of ancient civilisations, which may include those of Asia-Australia, the Americas, Europe, and Western Asia/ North Africa, and the classical civilisations of Greece and Rome.

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

ASSUMED KNOWLEDGE

Grade B- or better in Stage 1 Ancient Studies and/or equivalent in Stage 1 Modern History or English Literary Studies.

CONTENT

Students Study The Following Three Sections:

Stage 2 Ancient Studies features the following topics:

- New Kingdom Egypt (Political Power and Religion)

The New Kingdom of Egypt is a period of Egypt spanning from the 16th century BCE - 11th century BCE. Students will also develop an understanding that religions are based on unique traditions with individual beliefs and values, and play a significant role in the everyday lives of citizens. They study myths and legends and what these reveal about belief, gods, death, the afterlife, and the relationship between mortals and immortals.

- Mycenaean Greece (Daily Life and Literature)

Mycenaean Greece is a civilisation of Ancient Greece's Bronze Age, spanning from 17th century BCE - 12th century BCE. Students consider the origins of the text, in particular *The Odyssey*, the purpose of the writer, how the text was understood and received at the time it was written, and how this differs from contemporary readings.

ASSESSMENT COMPONENTS

School-based Assessment		70%
Assessment Type 1: Skills and Applications	Four assessment tasks in total. Two of these tasks will be completed under supervised conditions.	50%
Assessment Type 2: Connections		
Students undertake two connections tasks based on researching and making connections between or within ancient societies or making connections to a contemporary society. The connections tasks		20%
External Assessment		30%
Assessment Type 3: Inquiry	Students undertake an individual inquiry based on the period from c. 2000 BCE to 907 CE. The inquiry may be presented in written oral or multimedia form.	30%

BIOLOGY: 20 credits

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 Biology, 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.

Students also pursue scientific pathways, for example in medical research, veterinary science, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation, and ecotourism.

ASSUMED KNOWLEDGE

“B” grade or higher in at least one semester of Stage 1 Biology.

CONTENT

The topics for Stage 2 Biology are:

- Topic 1: DNA and Proteins
- Topic 2: Cells as the Basis of Life
- Topic 3: Homeostasis
- Topic 4: Evolution

ASSESSMENT COMPONENTS

School-based Assessment		70%
Assessment Type 1: Investigations Folio		30%
<ul style="list-style-type: none"> • 2 Practical Investigations • 1 Investigation (Science as a Human Endeavour) 		
Assessment Type 2: Skills and Applications Tasks		40%
<ul style="list-style-type: none"> • 4 Topic Tests 		
External Assessment		30%
Assessment Type 3: Examination		30%

BUSINESS AND ENTERPRISE: 20 credits

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.

Students 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.

Business and Enterprise focuses on the successful management of business and enterprise issues in personal, business, and social contexts. Students learn about the interrelationship between business, enterprise, and technology. They take a holistic approach to business, enterprise and technology and their impacts locally, nationally and globally.

ASSUMED KNOWLEDGE

Successful completion (‘C’ grade or better) in a Stage 1 Business and Enterprise related subject.

CONTENT

Core Topics
The Business Environment: Business in Australia, The nature and structure of Business, The Business Enterprise
Option Topics
The Work Environment
Marketing

ASSESSMENT COMPONENTS

School-based Assessment		70%
Assessment Type 1: Folio		30%
Assessment Type 2: Practical		20%
Assessment Type 3: Issues Study		20%
External Assessment		30%
Assessment Type 3: Situation Analysis		30%

NOTE: This subject provides a MINIMAL relevant background to the Tertiary study of Commerce, Economics or Accounting.

CAD - PRODUCT DESIGN: 20 credits

Stage 2 Product Design enables students to further develop skills and understanding in the area of computer based graphic communication. Successful students will develop advanced skills with CAD software and engineering equipment.

This focus area involves the application of design software Autodesk Inventor to solve design problems and incorporate the use of 3D printers, Rayjet laser cutters and Roland milling machines to turn designs into functional models.

ASSUMED KNOWLEDGE

Basic CAD skills are required.

Successful completion ("B-" grade or better) of Stage 1 CAD.

CONTENT

Knowledge
<ul style="list-style-type: none"> Modelling Software - Autodesk Inventor Understanding 3D Trimetric Drawings Interpreting 2D Orthogonal Drawings Design and assemble components The Design Process
Techniques/Skills
<ul style="list-style-type: none"> Transferring 3D designs into 2D and vice versa The use of drawing software Using the Design Process to solve a problem Creating designs to Australian Standards Use of computer controlled machinery to prototype solutions

ASSESSMENT COMPONENTS

School-based Assessment	70%
Assessment Type 1: Skills and Applications Task 20%	
<ul style="list-style-type: none"> Specialised Skills Application Materials Application 2D/3D modeling, assembly, presentation 	
Assessment Type 2: Product 50%	
<ul style="list-style-type: none"> CAD/CIM of student designed product 	
External Assessment	30%
Assessment Type 3: Folio	
Product design	Investigation, devising to meet requirements of the design brief
Product evaluation	Evaluate the product against the criteria in the design brief
Product record	Journal on how student produced their design

CHEMISTRY: 20 credits

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 (for example, in energy use, global food supply, and sustainable food production).

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 future pathways, including in medical or pharmaceutical research, pharmacy, chemical engineering, and innovative product design.

ASSUMED KNOWLEDGE

Stage 1 Chemistry A and B, average grade "B" or higher.

CONTENT

The topics for Stage 2 Chemistry are:

- Topic 1: Monitoring the Environment
- Topic 2: Managing Chemical Processes
- Topic 3: Organic and Biological Chemistry
- Topic 4: Managing Resources.

ASSESSMENT COMPONENTS

School-based Assessment	70%
Assessment Type 1: Investigations Folio	
<ul style="list-style-type: none"> 2 Practical Investigations 1 Investigation (Science as a Human Endeavour) 	30%
Assessment Type 2: Skills and Applications Tasks	
<ul style="list-style-type: none"> 4 Topic Tests 	40%
External Assessment	30%
Assessment Type 3: Examination	30%

COMMUNITY STUDIES: 20 credits

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 the 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.

Community Studies provides students with insights into the ways in which communities are shaped and operate. It offers students the opportunity to learn in a community context, both within and beyond the school environment. The community provides the framework in which students develop capabilities that enable them to contribute actively and successfully to community activities. In interacting with teachers, peers, and community members, students use their experiences as a means of achieving personal growth and gaining an awareness of social identity.

ASSUMED KNOWLEDGE

No prerequisite subjects, skills or knowledge required.

CONTENT

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

- Arts and the Community 2AAY20
- Business and the Community 2BAY20
- Communication and the Community 2CAY20
- Design, Construction and the Community 2DAY20
- Environment and the Community 2EAY20
- Foods and the Community 2FAY20
- Health, Recreation and the Community 2HAY20
- Science and the Community 2SAY20
- Technology and the Community 2TAY20
- Work and the Community 2WAY20

Please Note: Students may find this subject useful if undertaking a VET Course in Stage 2. This Subject is not a Tertiary Admission Subject (TAS) and therefore cannot be used as an ATAR.

ASSESSMENT COMPONENTS

School-based Assessment		70%
Assessment Type 1: Contract of Work		
Assessment Type 2: Folio		
Assessment Type 3: Presentation		
External Assessment		30%
Assessment Type 4: Reflection		30%

DANCE: 20 credits

Dance is the language of movement; it is the realisation of the body's potential as an instrument of expression. In Dance, students develop creative, technical and physical understanding, and an appreciation of Dance as an art form.

Students have the opportunity to develop a range of life skills for their careers and personal pathways and learn to acknowledge and respect diversity and alternative perspectives of the world.

ASSUMED KNOWLEDGE

It is recommended that those selecting Stage 2 Dance complete 20 credits in Stage 1.

'C' grade or better is required in Stage 1 Dance or by negotiation with the subject coordinator.

CONTENT

TOPICS:

Students explore 'Historical Dance Issues' and 'Contemporary Issue'.

Students will be required to attend extra rehearsals around performance time.

ASSESSMENT COMPONENTS

School-based Assessment		70%
Skills Development:		
<ul style="list-style-type: none"> • Choreography - 4 minutes • Technique - Technical skills demonstrated in a dance class under exam conditions • Folio - based on either choreographic process or technique 	50%	
Dance Perspectives:		
<ul style="list-style-type: none"> • 2 x 1000 word essay or 6 minute oral presentation or multimodal 	20%	
External Assessment		30%
Group Production:		
<ul style="list-style-type: none"> • Participation as a performer or off stage role 	30%	

DIGITAL PHOTOGRAPHY: 20 credits

Stage 2 Photography aims to develop advanced skills in the operation of the digital SLR camera. Through the practical tasks, students will apply a range of creative processes and techniques and apply their knowledge and understanding to enhance the printed images in the digital mediums. The course places emphasis on the understanding and development of sophisticated image formation and composition. Students will be required to use the designing process to plan and complete communication tasks and apply effective design and layout principles. This focus area involves the use of images, sounds, or other data to design and make products that communicate information. Contexts include computer-aided programs, graphics, multimedia, photography, or web-design.

ASSUMED KNOWLEDGE

Successful completion of Stage 1 Photography, Digital Publishing or Art or Design would be an advantage or by negotiation with the Head of Department.

CONTENT

Knowledge	
Digital SLR camera; shutter speed, aperture, depth of field	
Understanding and using light / Printing Processes	
Photographic composition / File types and resolution	
The designing process	
Techniques/Skills	
Image capture: DSLR	
Advanced camera techniques; slow shutter speed, night photography, multiple exposure	
Image collation and storage; importing and exporting files	
Image modification and enhancement; creative applications using Adobe Photoshop	
Printing processes; print adjustments and printer setup	
Designing process; layout, typography	
Studio lighting setup and procedures	

Please Note: Students wanting an ATAR cannot undertake more than 20 credits from Communication Products (Photography and Digital Video Media), Material Products (Furniture Construction, Metals Engineering), System Control Products (Technical Graphics, Computer Aided Design, Electronics) as it is a Counting Restriction. Counting Restrictions do not apply to TAFE SA entry.

ASSESSMENT COMPONENTS

School-based Assessment		70%
Assessment Type 1: Skills and Applications		
<ul style="list-style-type: none"> Photographic techniques – shutter speed, depth of field Independent Photographic Study Materials task – Inkjet paper 	20%	
Assessment Type 2: Product		
<ul style="list-style-type: none"> Minor Design task – Magazine advertisement Major Design task – Commercial photographic product 	50%	
External Assessment		30%
Assessment Type 3: Folio		
<ul style="list-style-type: none"> Product Design Product Evaluation 	30%	

DIGITAL PUBLISHING: 20 credits

Students are introduced to Digital Publishing and Electronic Publishing in this course. This type of publishing produces paper based products and electronic products allowing the students to explore their creative talents by using technology to complete a variety of visual tasks. The students develop their skills in using industry standard software such as: Adobe Photoshop CC, Adobe Dreamweaver CC, as well as Microsoft Word and Microsoft Publisher.

This focus area involves the use of symbols, signs, behaviour, speech, images, sound, or other data to design and make products that communicate information.

ASSUMED KNOWLEDGE

Successful completion of Desktop Publishing or related area in Stage 1 would be an advantage, otherwise by negotiation with the Head of Department.

CONTENT

Knowledge	
Design Principles – Contrast, Repetition, Alignment and Proximity	
Text Hierarchy, layout of text, fonts, paragraphs, indents, justification	
Graphics resolution, print vs electronic, text wrapping	
Referencing, footnotes, endnotes	
Techniques/Skills	
Scanning, ppi, dpi, resolution, descreening	
Adobe Photoshop CC, Adobe Indesign CC	
Microsoft Word	
Microsoft Publisher	
Adobe Dreamweaver CC	

ASSESSMENT COMPONENTS

School-based Assessment		70%
Assessment Type 1: Practical Skills Tasks		
<ul style="list-style-type: none"> Product labels (Desktop Publishing) Newsletter (Desktop Publishing) Cook book (Desktop Publishing) Travel website (Electronic Publishing) Product site (Electronic Publishing) 	50%	
Assessment Type 2: Issues Analysis		
<ul style="list-style-type: none"> Desktop Publishing Issues Internet Issues Technology and Operations task 	20%	
External Assessment		30%
Assessment Type 3: Product and Documentation		
<ul style="list-style-type: none"> Design Major Event site (Electronic Publishing) Documentation of the Designing Process for Major Event site 	30%	

DIGITAL TECHNOLOGIES: 20 credits

Students will study and use Databases to a greater depth using Microsoft Access, investigate Computer Systems and Computer Networks and learn to program Multimedia applications in ActionScript 3 in Adobe Flash.

This subject gives students the opportunity to develop knowledge, skills, and attitudes to consider present technologies and the potential of future technologies. The topics have both theoretical and practical components and emphasise the development of skills and understanding in evaluating, designing, and making systems. They gain an understanding of information, computer and communication systems, designing a database and Object Oriented programming.

ASSUMED KNOWLEDGE

Successful completion of Information Technology B with a Grade 'B' or better would be an advantage.

CONTENT

Knowledge:

Knowledge	
Core Topic A: Information Systems	
Core Topic B: Computer and Communication Systems	
Relational Databases	
Multimedia Programming	
Techniques/Skills	
Designing and setting up Relational Databases in Microsoft Access	
Programming multimedia applications using ActionScript 3 in Adobe Flash	

ASSESSMENT COMPONENTS

School-based Assessment		70%
Assessment Type 1: Folio	<ul style="list-style-type: none"> Information systems Test Computer and Communication systems Test Relational Databases Test Multimedia Programming Test 	20%
Assessment Type 2: Skills and Applications Tasks		30%
Assessment Type 3: Project		20%
<ul style="list-style-type: none"> SDLC documentation and design of a multimedia game 		
External Assessment		30%
Assessment Type 4: Examination		30%

DIGITAL VIDEO MEDIA: 20 credits

Digital Video Media aims to skill students in the use of video cameras in terms of filming and editing techniques. The use of this technology will benefit students seeking a multi-media pathway.

This focus area involves the use of symbols, signs, behaviour, speech, images, sound, or other data to design and make products that communicate information.

ASSUMED KNOWLEDGE

NIL. Successful completion of any of the following Stage 1 subjects: Digital Video Media, Desktop Publishing, Information Technology or Photography would be an advantage.

CONTENT

Knowledge	
<ul style="list-style-type: none"> Critique and analyse multimedia products Study aspects of multimedia design Create solutions to various scenarios while developing skills and production techniques Develop and edit original multimedia productions. Study the principles of good design and camera techniques Develop a design brief and reflect on social issues related to multimedia in the form of a theory report. 	
Techniques/Skills	
<ul style="list-style-type: none"> Filming - lighting, background perspective, camera angles, rule of thirds Capturing - formats Video Editing - deleting parts, green screen, special effects, multi-track video and audio Stills editing - cropping, layering, transparencies, adjusting colour, filters Audio editing - cropping, sound levels, timing Storyboarding Authoring DVDs Developing a Design Proposal 	

Please note: Students wanting an ATAR cannot do more than 20 credits from Communication Products (Photography and Digital Video Media), Material Products (Furniture Construction, Metals Engineering), System Control Products (Technical Graphics, Computer Aided Design, Electronics) as it is a Counting Restriction.

ASSESSMENT COMPONENTS

School-based Assessment		70%
Assessment Type 1: Skills and Applications	<ul style="list-style-type: none"> Animating Still Images TV Commercial Materials Investigation 	20%
Assessment Type 2: Product		50%
<ul style="list-style-type: none"> Minor College event Major Music Video 		
External Assessment		30%
Assessment Type 3: Folio	<ul style="list-style-type: none"> Music Video Design Music Video Evaluation 	30%

DRAMA: 20 credits

Drama is a dynamic, collaborative process stemming from experimentation. Students analyse texts, performances and their own learning. Drama enables students to acquire the skills and understanding to generate creative and imaginative solutions to the challenge of staging theatrical works. Drama values the exploration of all forms of learning, integrating the creative with the physical and the intellectual. As students experience diverse perspectives and challenge their own imaginations, they have the opportunity to develop confidence in the validity of their own ideas and talents as theatrical practitioners. In Drama, students participate in the planning, rehearsal, and performance of dramatic work. Students participate in creative problem solving; they generate, analyse, and evaluate ideas. They develop personal interpretations of texts. Students develop their curiosity and imagination, creativity, individuality, self-identity, self-esteem and confidence.

Students analyse a play script or the work of a dramatic innovator. They work in groups to devise creative interpretations of these works in a practical and collaborative way. Students adopt the role of one or more dramatic practitioners, in developing a dramatic work that is presented to an audience. Students expand on their knowledge and understanding of drama as a performing art, developing their skills in observation, analysis, and criticism, and their ability to apply arts specific terminology. Students explore in depth a specific play script. Students adopt the role of director, actor or designer and investigate and respond to a dramatic innovator create a question that they answer through their study. Students work with others, participating in the planning, rehearsal, and performance of a dramatic work. Students adopt the role of a dramatic practitioner in developing a performance work that is presented to the wider school community.

ASSUMED KNOWLEDGE

Successful completion of a minimum of a 10 credits in Stage 1 Drama, or by negotiation with the Subject Coordinator.

CONTENT

- Group Analysis and Creative Interpretation:
- Review and Reflection:
- Interpretive Study:
- Presentation of Dramatic Works:

ASSESSMENT COMPONENTS

School-based Assessment		70%
Assessment Type 1: Group Presentation		20%
<ul style="list-style-type: none"> • Practical application in practitioner role e.g. lighting designer, actor • Dramatic Presentation 		
Assessment Type 2: Folio		30%
<ul style="list-style-type: none"> • Production Report • Two Reviews 		
Assessment Type 3: Interpretive Study		20%
<ul style="list-style-type: none"> • 1000 words or equivalent in non-written form 		
External Assessment		30%
Assessment Type 4		30%
<ul style="list-style-type: none"> • Group performance in an on or off-stage role • Focussed performance of 10-15 minutes in an on-stage role OR • 15 minute presentation evidence relevant to their specific off-stage role 		

ECONOMICS: 20 credits

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.

Students 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.

Students 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.

ASSUMED KNOWLEDGE

Grade 'B' or better in Stage 1 Economics.

CONTENT

Topics
Key Area 1: The Economic Problem
Key Area 2: Microeconomics
Key Area 3: Macroeconomics
Key Area 4: Globalisation
Key Area 5: Poverty and Inequality

ASSESSMENT COMPONENTS

School-based Assessment		70%
Assessment Type 1: Folio		30%
Assessment Type 2: Skills & Applications Tasks		40%
External Assessment		30%
Assessment Type 3: Examination		30%

ELECTRONICS: 20 credits

Stage 2 Electronics enables students to further develop skills and understanding in the use of Arduino microcontrollers. Successful students will develop advanced skills with Arduino in the design and manufacture of various interactive circuits.

This focus area involves the application of the Arduino microcontroller platform, CAD and CIM to produce an object avoiding autonomous vehicle. The use of motors, servos and ultrasonic sensors, all controlled via Arduino will be the basis of the vehicle design.

ASSUMED KNOWLEDGE

Successful completion of an Electronics, Mathematics or Science in Year 10.

CONTENT

Knowledge
Arduino microcontroller
Understanding circuit schematics
Programming code
Using shields
The Design process
CIM - Computer Intergrated Manufacture: 3D Printing, Roland Milling Machine
Techniques/Skills
Using Arduino IDE to program various boards and sensors
Using veroboard to layout circuits
Using Arduino IDE
Adding sensor shields to Arduino for more functionality
Designing and prototyping solutions
3D printing and milling parts for projects

ASSESSMENT COMPONENTS

School-based Assessment	70%
Assessment Type 1: Skills and Applications Task	20%
<ul style="list-style-type: none"> Task 1: IR Remote task Task 2: Ultrasonic Sensor Task 3: Material Application task 	<ul style="list-style-type: none"> Using infrared sensor and control Using Ultrasonic/RIR sensor Report comparing microcontrollers Self designed and produced alarm
Assessment Type 2: Student designed product	50%
External Assessment	30%
Assessment Type 3: Folio	
Product design	Investigation, devising to meet requirements of the design brief
Product evaluation	Evaluate the product against the criteria in the design brief
Product record	Journal on how student produced their design

ENGLISH: 20 credits

In Stage 2 English, students read a range of educational, vocational and cultural texts, enabling them to develop knowledge of sociocultural, political and situational influences on the construction and interpretation of texts. They learn to recognise the conventions of various text types and to use these conventions in their own compositions. They learn to evaluate ideas and concepts in literature, popular culture and media. The course provides opportunities for students to develop clear and effective writing and speaking skills and to display a depth of understanding, engagement, and imagination for a range of purposes, audiences and contexts.

These subjects develop students' confidence and competence using the English language, and in understanding how texts are constructed for particular purposes and audiences. Students are also provided with opportunities to reflect on their personal values and those of other people by responding to texts' aesthetic and cultural aspects.

ASSUMED KNOWLEDGE

Well-developed reading, writing, editing and analytical skills and the ability to read texts independently.

CONTENT

Stage 2 English is offered as a year long, 20 credit subject which comprises:

Response to text: This focuses on a shared study of three of the following: novel/short stories/non-fiction, film, drama, media, poetry. Students develop a personal and critical understanding of the ideas, beliefs and values represented. Texts which may be considered include: The Divine Wind, About a Boy and High Noon.

Creating texts: After examining the range of purposes for which texts can be produced (to entertain or engage a reader, to persuade or communicate a point of view, or to communicate observations or information) students complete the tasks with a range of purposes and audiences. Students create three texts in written, oral or multi-modal form which cater for a variety of audiences and aim to achieve varied purposes. Students analyse one of their texts in an extended writer's statement.

Please Note: Students wanting an ATAR cannot undertake English as an Additional Language, or English Literary Studies together with English, as this is a Precluded Combination. Students need to check with Interstate University Admission Offices to see if this subject is acceptable as a prerequisite for entry in to interstate courses, where "English" is a prerequisite. The rules vary by course and University.

ASSESSMENT COMPONENTS

School-based Assessment	70%
Assessment Type 1: Response to Text	
<ul style="list-style-type: none"> 3 responses to texts, two written (2000 words in total), 1 oral (6 minutes) based on a choice of three of the following: novel/short stories/non-fiction, film, drama, media, poetry. 	30%
Assessment Type 2: Creating Texts	
<ul style="list-style-type: none"> Three texts (3000 words in total) and a writer's statement (1000 words). 	40%
External Assessment	30%
Comparative Analysis comparing two texts chosen from Extended Text/Poetry/Drama/Film/Media (2000 words)	30%

ENGLISH AS AN ADDITIONAL LANGUAGE: 20 credits

Stage 2 EAL is designed for students for whom English is a second language or an additional language or dialect. These students have had different experiences in English and one or more other languages. Students who study this subject come from diverse personal, educational, and cultural backgrounds.

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

Students develop confidence in creating texts for different purposes in both real and imagined contexts. They develop skills for research and academic study.

ASSUMED KNOWLEDGE

All students who want to choose Stage 2 English as an Additional Language will be required to apply for eligibility. (Students who have studied Stage 1 EAL with a grade of C+ or higher would be eligible but otherwise refer to the EAL teacher for details of the criteria set by the SACE Board).

CONTENT

Stage 2 EAL is offered as a year long, 20 credit subject which comprises:

Academic Literacy Study: Investigation of a chosen topic and presentation of findings in an academic style which includes a written report (1500 words) and an oral interaction such as a tutorial (Maximum of 10 minutes).

Responses to Texts: Four responses to a range of texts which develop comprehension skills and evaluate opinions.

ASSESSMENT COMPONENTS

School-based Assessment		70%
Assessment Type 1: Academic Literacy Study (1 oral and 1 written task)		30%
Assessment Type 2: Responses to Texts (Total of 4 asks with at least 1 oral and 2 written)		40%
External Assessment		30%
Examination: 2.5 hour External examination consisting of 2 sections. Section 1 has questions to test the comprehension of multi-modal texts and the second section requires the study of texts to produce a response in the form of an essay, a persuasive piece or a report.		30%

ENGLISH LITERARY STUDIES: 20 credits

Stage 2 English Literary Studies is a 20 credit subject that provides students with the opportunity to read a range of novels, drama scripts, poetry and film texts as well as shorter prose texts, analysing them from a range of contexts. By focusing on the creativity and craft of the authors, students develop strategies to enhance their own composition skills and to extend their ability to sustain a reasoned critical argument. English Literary Studies helps students to extend the scope of their reading and viewing, enriches their personal development and encourages the development of connections between their personal and cultural experience.

These subjects develop students' confidence and competence using the English language, and in understanding how texts are constructed for particular purposes and audiences. Students are also provided with opportunities to reflect on their personal values and those of other people by responding to texts' aesthetic and cultural aspects.

ASSUMED KNOWLEDGE

Well-developed writing and analytical skills and strong independent reading skills.

CONTENT

Stage 2 English Literary Studies is offered as a year long, 20 credit subject which comprises:

Response to text: This focuses on a shared study of at least one text from each of the following: novel, film, extended prose (eg drama), poetry. Students consider the role of the author on composing the text, the critical perspectives from which the text may be analysed and the role of the reader in making meaning. Types of texts which may be studied include: *The Crucible*, *King Lear*, *Nineteen Eighty-Four*, *The Reader* and *V for Vendetta*.

Creating texts: Students develop and demonstrate creativity and use language for a range of purposes in the production of two texts. One of these transforms an existing task and the students analyse their creative choices in an accompanying writer's statement. The other task has much more flexibility and may address a social issue arising in one of the class texts.

Please Note: Students wanting an ATAR cannot study English, English as an Additional Language together with English Literary Studies, as it is a Precluded Combination. Students need to check with Interstate University Admission Offices to see if this subject is acceptable as a prerequisite for entry in to interstate courses, where "English" is a prerequisite. The rules vary by course and University.

ASSESSMENT COMPONENTS

School-based Assessment		70%
Assessment Type 1: Response to Text		50%
• Minimum of four tasks (5000 words total or 4000 words plus a 6 minute oral).		
Assessment Type 2: Creating Texts		20%
• One transformative task with a writer's statement (1500 words) and one other task (1000 words or 6 minute oral).		
External Assessment		30%
Comparative Text Study 15%, study of a text connected to a shared studies text (1500 words), critical reading 15%, students respond to a critical reading exercise (90 minute exam).		30%

FURNITURE CONSTRUCTION: 20 credits

Furniture Construction aims to further develop the skills and knowledge students have acquired in becoming proficient and safe operators of woodworking machinery, and power tools. These skills are developed through the production of a small piece of furniture, involving a number of assessed components and numerous practice exercises. There is a large emphasis on safety and developing appropriate workshop techniques.

This course has a large theory component and those students undertaking VET studies may find Outdoor Construction a more suitable subject.

This focus area involves using materials such as wood and applying appropriate knowledge and understanding of skills, processes, procedures, and techniques to a range of technological activities.

ASSUMED KNOWLEDGE

“B-” grade or better in Stage 1 Furniture Construction or by negotiation with the Head of Department.

PLEASE NOTE: This subject cannot be taken in conjunction with Outdoor Construction.

CONTENT

Knowledge
Identify appropriate hand and machine techniques
Identify different types of board and solid timbers
The use and properties of fasteners, glue and hardware
Techniques/Skills
Measuring and marking out
The use of machinery e.g. RAS, table saws, routers and drills
Edge treatments / Designing & Planning
Working to tolerances

Please Note: Students wanting an ATAR cannot undertake more than 20 credits from Communication Products (Photography and Digital Video Media), Material Products (Furniture Construction, Metals Engineering), System Control Products (Technical Graphics, Computer Aided Design, Electronics) as it is a Counting Restriction. Counting Restrictions do not apply to TAFE SA entry.

ASSESSMENT COMPONENTS

School-based Assessment	70%
Assessment Type 1: Skills and Applications Tasks <ul style="list-style-type: none"> Produce a Bread Bin from a plan Produce a Feather Jointed box from a plan Investigate joining techniques and test effectiveness 	20%
Assessment Type 2: Product <ul style="list-style-type: none"> Minor – Design and construct a drawer to fit the major project Major – create the product developed in the Design Folio 	50%
Product Records (journal) must be kept on all practical tasks.	
External Assessment	30%
Assessment Type 3: Design Folio <ul style="list-style-type: none"> Design and evaluate a piece of furniture for your home. 	30%

GEOGRAPHY: 20 credits

Geography offers students the opportunity to ‘develop an understanding of the spatial interrelationships between people, places and environments. They appreciate the complexity of our world, the diversity of its environments, and the challenges and associated opportunities facing Australia and the world’. (SACE Subject Outline) in Stage 2, the focus is on the concept of change. Students will study the transformation of the human and physical environment to understand the causes and implications of these changes.

In this subject, students develop their ability to collect, analyse and communicate data collected from a range of secondary sources and fieldwork. Students use this information to help them improve their ability to explore a range of geographic issues and pose solutions that lead to a more sustainable world.

ASSUMED KNOWLEDGE

Successful completion of B- grade or better of Stage 1 Geography, Society and Culture, English, or another humanities subject or by negotiation with the Subject Coordinator.

CONTENT

THEME 1
Topic 1: Ecosystems and People
Topic 2: Climate Change
THEME 2: Social and Economic Change
Topic 3: Population Change
Topic 4: Globalisation
Topic 5: Transforming Global Inequity

ASSESSMENT COMPONENTS

School-based Assessment	70%
Geographical Skills and Applications 4 tasks eg: case studies, inquiries and reports	40%
Fieldwork Report The fieldwork report focus on a local topic or issue selected by the student. This task will require completion of individual fieldwork activities	30%
External Assessment	30%
Examination: 2 hours	30%

HEALTH EDUCATION: 20 credits

In Health, student focus on the health and well-being of individuals, communities and societies in the environments they share. Students take a holistic approach, recognising various factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living and caring for themselves and the environment.

Health literacy is the ability to read, listen to, understand, critique and make informed decisions about health care information and advice. It includes knowing how to find, understand and interpret relevant health information and how and where to seek further information. It includes risk management for individuals, families and communities. Health literacy also includes evaluating the nature and function of environments so that they promote the health and well-being of all people.

In Health, students examine the interrelationship of lifestyle, physical activity, social behaviour, health care and health care systems, and the challenges of maintaining and promoting healthy environments and healthy living in society.

ASSUMED KNOWLEDGE: NIL.

CONTENT

For this subject, it is recommended that students:

- Study at least one core concept
- Undertake three option studies

Core Topics	
Health Literacy	
The Social and Economic Determinants of Health	
Option Topics	
Health Promotion in the Community	
Health and The Environment	
Sexuality and Health	
Health and Relationships	
Risks and Challenges to Health	
Stress and Health	
Vocational Studies and Applications and Health	

ASSESSMENT COMPONENTS

School-based Assessment		70%
Assessment Type 1: Group Investigation and Presentation		30%
Assessment Type 2: Issues Analysis		20%
Assessment Type 3: Practical Activity		20%
External Assessment		30%
Assessment Type 4: Investigation		30%
It is recommended that students provide evidence of their learning through seven to nine assessments, including the external assessment component. Students undertake:		
<ul style="list-style-type: none"> • At least one group investigation and presentation • At least two issues analysis assessments • At least two practical activities • One investigation 		

ITALIAN - CONTINUERS: 20 credits

Italian is one of Australia's most spoken languages.

Stage 2 Italian addresses three prescribed themes: The Individual; The Italian-speaking Communities and The Changing World.

Students refine their communication skills in both Italian and English, interacting with others and creating texts to share information, ideas, opinions and experiences. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, reflecting on the ways in which culture influences communication.

They also reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language. As a result, they develop valuable intercultural skills, improving career prospects and fostering social and economic benefits for Australia.

Students further develop cognitive skills through analytical, critical, creative, and reflective thinking. These skills help them to become effective and organised communicators and researchers.

ASSUMED KNOWLEDGE

'C+' grade or better in Stage 1 Italian, or an equivalent level of knowledge, as negotiated with the Subject Coordinator.

CONTENT

Students listen to, view, read, respond to and create a range of texts while exploring language and noticing the impact of technology, media and globalisation. They compare and contrast views, participate in research and reflection, synthesize information, connect ideas and explore different representation of life experiences. They identify practices, values and beliefs and compare them with their own, exploring how these may have changed over time.

Topics may include identity, Childhood memories, Friendship, Post-war migration, Modern migration, World War I and II, Facism, and Technology and innovation.

ASSESSMENT COMPONENTS

School-based Assessment		70%
Assessment Type 1: Folio (3-5 tasks)		50%
<ul style="list-style-type: none"> • Interaction • Text Production • Text Analysis 		
Assessment Type 2: In-depth Study		
<ul style="list-style-type: none"> • oral presentation in Italian (3 to 5 minutes) • written response to the topic in Italian (500 words) • reflective response in English (600 words or 5 to 7 minutes) 		20%
External Assessment		30%
Assessment Type 3: Examination		30%
Oral Examination		
<ul style="list-style-type: none"> • Conversation (5 to 7 minutes) • Discussion on In-depth Study (5 to 8 minutes) 		
Written Examination		30%
<ul style="list-style-type: none"> • Listening and Responding • Reading and Responding • Writing in Italian 		

LEGAL STUDIES: 20 credits

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.

By analysing the Australian legal system, students consider how diverse groups in society, including Indigenous Australians, influence and are influenced by the legal system.

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.

Students 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.

ASSUMED KNOWLEDGE

Grade 'B' or better in Stage 1 Legal Studies.

CONTENT

- Topic 1: The Australian Legal System
- Topic 2: Constitutional Government
- Topic 3: Law-making
- Topic 4: Justice Systems.

ASSESSMENT COMPONENTS

School-based Assessment	70%
Assessment Type 1: Folio	50%
Assessment Type 2: Inquiry	20%
External Assessment	30%
Assessment Type 3: Examination	30%

ESSENTIAL MATHEMATICS: 20 credits

Essential Mathematics offers senior secondary students the opportunity to further extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts.

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

Essential Mathematics is a 20 credit subject at Stage 2.

ASSUMED KNOWLEDGE

Successful completion of Essential Mathematics A & B at Stage 1 with a "B" grade or better..

Students must have access to a Graphics Calculator.

CONTENT

Topics
Scales, Plans, and Models
Measurement (Examined)
Business Applications
Statistics (Examined)
Investments and Loans (Examined)

ASSESSMENT COMPONENTS

School-based Assessment	70%
Assessment Type 1: 4 Skills and Applications Tasks Note: these must include at least one Skills and Application Task from the two non-examined topics – a maximum of one task per topic: and the equivalent of one Skills and Application Task without the use of a calculator or notes.	30%
Assessment Type 2: 3 Folio Tasks Note: a maximum of 8 A4 pages	40%
External Assessment	30%
Assessment Type 3: Examination Note: questions are based on the 3 examined topics only: this is a 2 hour Exam	

GENERAL MATHEMATICS: 20 credits

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

Topics cover a diverse range of applications of mathematics.

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

General Mathematics is a 20-credit subject at Stage 2.

ASSUMED KNOWLEDGE

Successful completion of General Mathematics A & B at Stage 1 with a "B" grade or better.

Students must have access to a Graphics Calculator.

CONTENT

Topics
Modelling with Linear Relationships
Modelling with Matrices
Statistical Models (Examined)
Financial Models (Examined)
Discrete Models (Examined)

ASSESSMENT COMPONENTS

School-based Assessment		70%
Assessment Type 1: Examination 5 Skills and Applications Tasks	40%	Note: these must include at least one Skills and Application Task from the two non-examined topics – a maximum of one task per topic and the equivalent of one Skills and Application Task without the use of a calculator or notes
Assessment Type 2: Examination 2 Mathematical investigations		
Assessment Type 2: Examination 2 Mathematical investigations	30%	Note: a maximum of 12 A4 pages
External Assessment		30%
Assessment Type 3: Examination	30%	Note: questions are based on the 3 examined topics only: this is a 2 hour Exam
Assessment Type 3: Examination		

MATHEMATICAL METHODS: 20 credits

Mathematical Methods further develops an increasingly complex and sophisticated understanding of calculus and statistics. Students develop a deep understanding of the physical world through a sound knowledge of mathematical relationships.

Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences.

This subject 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.

Mathematical Methods is a 20-credit subject at Stage 2.

ASSUMED KNOWLEDGE

Successful completion of Mathematical Methods A, B and C at Stage 1 with a "B" grade or better.

Students must have access to a Graphics Calculator.

CONTENT

Topics
Further Differentiation and Applications
Discrete Random Variables
Integral Calculus
Logarithmic Functions
Continuous Random Variables and the Normal Distribution
Sampling and Confidence Intervals

ASSESSMENT COMPONENTS

School-based Assessment		70%
Assessment Type 1: 6 Skills and Applications Tasks	50%	Note: the equivalent of one Skills and Application Task without the use of a calculator or notes.
Assessment Type 2: 1 Mathematical investigation		
Assessment Type 2: 1 Mathematical investigation	20%	Note: a maximum of 15 A4 pages
External Assessment		30%
Assessment Type 3: Examination	30%	Note: questions are based on the concepts in the 6 topics and is a 3 hour exam.
Assessment Type 3: Examination		

SPECIALIST MATHEMATICS: 20 credits

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.

This subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences.

It includes the study of functions and calculus. Students envisaging careers in related fields will benefit from studying this subject.

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

Specialist Mathematics is a 20-credit subject at Stage 2.

ASSUMED KNOWLEDGE

Successful completion of Specialist Mathematics A & B in Stage 1 with a "B" grade or better.

Students must have access to a Graphics Calculator.

CONTENT

Topics
Mathematical Induction
Complex Numbers
Functions and Sketching Graphs
Vectors in Three Dimensions
Integration Techniques and Applications
Rates of Change and Differential Equations

ASSESSMENT COMPONENTS

School-based Assessment	70%
Assessment Type 1: 6 Skills and Applications Tasks Note: the equivalent of one Skills and Application Task without the use of a calculator or notes.	50%
Assessment Type 2: 1 Mathematical investigation Note: a maximum of 15 A4 pages	20%
External Assessment	30%
Assessment Type 3: Examination Note: questions are based on the concepts in the 6 topics and is a 3 hour exam.	

MATHEMATICS FOR THE WORKPLACE:

20 credits

Students will focus solely on developing the mathematics skills and knowledge needed to prepare them for employment. Students further develop the ability to solve problems without calculators. The students will do an individual project on the Mathematics required in their particular industry of interest. The content of this course relates directly to the needs and interests of the individual students seeking career opportunities and employment, particularly those seeking apprenticeships.

Students will:

- Develop skills and knowledge to help pass pre-apprenticeship tests and master other employment pre-requisites.
- Obtain information from a variety of sources in the immediate local and general community and in doing, begin making vital network contacts to improve their employability.

ASSUMED KNOWLEDGE

Successful completion of a Stage 1 Mathematics course with a "C" grade or better. Students must have access to a Graphics Calculator.

CONTENT

Topics relate to the individual needs of students but may include:

- The mathematical skills required by a particular trade.
- Design: e.g. Analysing First & Second Fix Building & Carpentry applications; Residential, Commercial & Maintenance Electrical designs, diagrams & applications; Plumbing designs, applications & considerations; Automotive schematic designs, Engine cross sections & Hybrid designs.
- Preparing a Quote: effective and accurate costing methods.
- The depth of each topic depends upon the potential and ability of each student and the field of their particular interest.

Please Note: Workplace Mathematics is a St Michael's College title for the Community Studies subject "Work and the Community" (2WAY10 or 2WAY20), which does not have ATAR status. See Head of Department for more information.

ASSESSMENT COMPONENTS

School-based Assessment	70%
Assessment Type 1: Each 10 credit subject requires students to complete at least 2 Skills and Applications Tasks	30%
Assessment Type 2: Folio Tasks <ul style="list-style-type: none"> • 10-credit subject: at least 2 investigations 	40%
External Assessment	30%
Assessment Type 3: Each 10 credit subject requires students to answer a series of connected questions set by the teacher and write a report.	30%

METALS ENGINEERING: 20 credits

Metals Engineering aims to further develop the skills and knowledge students have acquired in Years 8 to 11 Design and Technology classes to become proficient and safe operators of metalworking machinery, hand and power tools. These skills are developed through the production of engineered metal projects and numerous practise exercises. There is a large emphasis on safety and developing appropriate workshop techniques.

This focus area involves using various forms of metals and applying appropriate knowledge and understanding of skills, processes, procedures, and techniques to a range of technological activities.

ASSUMED KNOWLEDGE

“C+” grade or better in Stage 1 Metal Engineering or by negotiation with the Head of Department.

CONTENT

Knowledge	
Identify appropriate techniques required for fabrication	
Ability to identify different types of metals and properties of those metals	
Ability to recognise appropriate welding processes	
Understanding the appropriate use and application of Fasteners	
Techniques/Skills	
Measuring and marking out/ Working to tolerances	
The use of Gas Metal Arc and Manual Metal Arc	
Cutting metal including flame cutting and plasma cutting technologies	
Designing and planning	
Machining and lathe turning	
General Metal Fabrication techniques - Jig production, etc.	

Please Note: Students wanting an ATAR cannot undertake more than 20 credits from Communication Products (Photography and Digital Video Media), Material Products (Furniture Construction, Metals Engineering), System Control Products (Technical Graphics, Computer Aided Design, Electronics) as it is a Counting Restriction. Counting Restrictions do not apply to TAFE SA entry.

ASSESSMENT COMPONENTS

School-based Assessment	70%
Assessment Type 1: Skills and Applications Tasks	20%
<ul style="list-style-type: none"> Produce a Sack Truck from the working drawings provided Materials investigation report 	
Assessment Type 2: Product	50%
<ul style="list-style-type: none"> Minor – Design, plan and produce a product to be incorporated in their major. Major – Produce the product developed in the Design Folio 	
External Assessment	30%
Assessment Type 3: Design Folio	30%
<ul style="list-style-type: none"> Design and evaluate a metal framed article to suit your needs. 	

MODERN HISTORY: 20 credits

In the study of Modern History at Stage 2, students investigate the growth of modern nations at a time of rapid global change. They engage in a study of one nation, and of interactions between or among nations. Students explore relationships among nations and groups, examine some significant and distinctive features of the world since 1945, and consider their impact on the contemporary world.

Students investigate the political and economic interactions of nations and the impact of these interactions on national, regional, and/or international development. They consider how some nations, including some emerging nations, have sought to impose their influence and power, and how others have sought to forge their own destiny.

ASSUMED KNOWLEDGE

Grade B- or better in Stage 1 Modern History and/or English Literary Studies

CONTENT

Stage 2 Modern History features the following topics:

• Modern Nations: Germany (1918-1948)

The changes in Germany in the period 1918–48 have had a profound impact on the history of Europe up to the present day. Students analyse ways in which these changes were shaped by internal and external forces and challenges. They undertake a study of the demise of an empire, the birth of a republic, the creation of a totalitarian dictatorship, a policy of military and territorial expansionism, and the institutionalisation of genocide.

A background study introduces students to the end of the First World War, when the catastrophic experience of total war had caused horrific losses to peoples and nations and left Germany a devastated and divided nation.

• The World Since 1945: The Changing World Order

The end of the Second World War saw the emergence of new superpowers. Contested spaces and opposing ideologies shaped global economics and politics. Students investigate ways in which the Cold War experience involved complex phases of reaction, reform, conflict, and compromise. They consider how leaders and movements rose and fell, while the issues of alliances, rivalries, and change continued.

ASSESSMENT COMPONENTS

School-based Assessment	70%
Assessment Type 1: Historical Skills	50%
Five assessment tasks in total, consisting of two assessments based on the topic from ‘Modern Nations’ and three assessments based on the topic from ‘The World since 1945’	
Assessment Type 2: Historical Study	20%
Students undertake an individual Historical Study based on an assessment of the world since c.1750. The Historical Study may be presented in written oral or multimedia form.	
External Assessment	30%
Assessment Type 3: Examination	30%

MUSIC: 20 credits

Through the study of music, students have the opportunity to engage in musical activities such as performing, composing, arranging, researching and developing and applying music technologies. Stage 2 Music provides students with the necessary knowledge and skills to continue tertiary Music study, or to pursue a whole range of future Music Performance and Music Technology options. The various different semester courses are designed to cater for individual students' music strengths and preferences. There are no *compulsory* Stage 2 Music units.

ASSUMED KNOWLEDGE

Successful completion of Stage 1 Music Advanced A and B
OR For students who wish to choose Ensemble/Solo Performance and have not completed Stage 1 Music, by negotiation with the Director of Music. These students must have had a minimum of 3 years of instrumental or Vocal tuition lessons. Students are required to be having instrumental tuition if choosing Solo Performance, Ensemble Performance or Performance Special Study.

CONTENT

Students can choose any 2 units from the following semester units. Both units are run concurrently for the full year.

Solo Performance	Performance Special Study
Ensemble Performance	Musicianship
Music Technology (Note: Music Technology can only be chosen after consultation with Director of Music)	

Please Note: Students wanting an ATAR cannot do more than 40 credits of Stage 2 Music as it is a Counting Restriction. Counting Restrictions do not apply to TAFE SA entry.

SOLO PERFORMANCE/ENSEMBLE PERFORMANCE/ PERFORMANCE SPECIAL STUDY:	
School-based Assessment	70%
Assessment Type 1: Folio of Minor Works	
First Performance	30%
Second Performance	40%
External Assessment	30%
Assessment Type 2: Final Performance	30%
MUSICIANSHIP:	
School-based Assessment	70%
Assessment Type 1:	
Skills Development (Theory/Aural Tests)	30%
Arrangement	40%
External Assessment	30%
Assessment Type 2: Examination (Theory Aural)	30%
MUSIC TECHNOLOGY	
School-based Assessment	70%
Assessment Type 1: (MIDI and/or Live recording)	
External Assessment	30%
Assessment Type 2: 1 Major work with commentary (MIDI and/or Live recording)	

NUTRITION: 20 credits

Students of Nutrition are presented with up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. Students explore the links between food, health, and diet-related diseases.

Students have the opportunity to examine factors that influence food choices and reflect on local, national, Indigenous, and global concerns and associated issues. They investigate methods of food production and distribution that affect the quantity and quality of food, and consider the ways in which these methods and associated technologies influence the health of individuals and communities.

The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.

Nutrition is the study of:

- nutrients and their importance
- appropriate food selection and achieving a balanced diet
- diet related disorders
- food preservation and safety
- food packaging and laws
- addressing global hunger

ASSUMED KNOWLEDGE

Completion of at least 10 credits of a Stage 1 Science subject with a "B-" grade or higher.

CONTENT

- | |
|---|
| <ul style="list-style-type: none"> • The fundamentals of Human Nutrition • Diet, Lifestyle, and Health • Food Selection and Dietary Evaluation • Food, Nutrition, and the Consumer • Global Hunger |
|---|

ASSESSMENT COMPONENTS

School-based Assessment		70%
Assessment Type 1: Investigations Folio		
<ul style="list-style-type: none"> • Practical Investigations • Issues Investigations 		30%
Assessment Type 2: Skills and Applications Tasks		
<ul style="list-style-type: none"> • Tests • Assignment • Oral Presentation 		40%
External Assessment		30%
Assessment Type 3: Examination		30%

OUTDOOR CONSTRUCTION: INTEGRATED LEARNING: 20 credits

Integrated Learning: Outdoor Construction will offer students the opportunity to learn basic construction techniques and design. Students will work independently and collaboratively learning about the timber framing code and how to apply it to the design of an outdoor structure. Students will have the opportunity to enhance their skills and understandings in the guided and supported practical learning program. They develop the capabilities to learn and work in a construction environment and apply their skills and knowledge to theory and practical activities.

This course is designed for students who may study VET courses. There is a significant amount of group work.

Please note: The learning requirements are different to those of Furniture Construction.

ASSUMED KNOWLEDGE

Satisfactory completion of Material Products Stage 1, and/or successful completion of VET construction course.

PLEASE NOTE: This course cannot be taken in conjunction with Furniture Construction.

CONTENT

Knowledge:

- Working in construction
- Use of tools and machinery
- Using the timber framing code
- Applying the code to design a pergola
- Use of modelling software

Techniques/Skills:

- Use of circular saw and compound mitre saw
- Use of various hand tools making components
- Assembling components
- Working independently and as part of a team
- Planning and designing

ASSESSMENT COMPONENTS

School-based Assessment	70%
Assessment Type 1: Practical <ul style="list-style-type: none"> • Task 1: Timber Jointing task • Task 2: Step up 'tradies' stool • Task 3: Setting out task 	30%
Assessment Type 2: Group Activity <ul style="list-style-type: none"> • Production of shaded seating structure 	20%
Assessment Type 3: Folio & Discussion <ul style="list-style-type: none"> • Personal interest aspect of the course, research and present to class 	20%
External Assessment	30%
Assessment Type 4: Project <ul style="list-style-type: none"> • Production of full working CAD drawings of a student designed pergola • Designed and referenced by current standards and framing codes 	30%

OUTDOOR EDUCATION: 20 credits

Outdoor Education is the study of the human connection to natural environments through outdoor activities. Students develop their sense of self-reliance and build relationships with their peers and the natural environments. Outdoor Education focuses on the development of awareness of environmental issues through observation and evaluation.

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

- Demonstrate skills in planning and implementing human-powered outdoor journeys, or journeys that use natural forces
- Investigate, critically analyse, and communicate information about the natural environment and outdoor journeys in a variety of ways and contexts
- Demonstrate initiative, self-reliance, leadership and a sense of responsibility towards other people in a natural environment
- Reflect on the personal, group, social and environmental outcomes of participation in an outdoor journey

ASSUMED KNOWLEDGE: NIL

CONTENT

The Stage 2 Outdoor Education subject consists of the following six topics:

- Environmental Studies
- Planning and Management Practices
- Outdoor Journeys
- Sustainable Environmental Practices
- Leadership and Planning
- Self-reliant Expedition

For this course, students must complete TWO outdoor journeys of three days in duration plus at least ONE other outdoor activity (eg: kayaking, surfing, sailing). Hence, students and parents should be aware that by selecting this course they will be required to be absent from school approximately 20 days across the year. Students should NOT select this course if this will cause academic issues for them.

ASSESSMENT COMPONENTS

School-based Assessment	70%
Assessment Type 1: Folio	20%
Assessment Type 2: Group Practical	30%
Assessment Type 3: Self-reliant Practical	20%
External Assessment	30%
Assessment Type 4: Investigation	30%

Students should provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:

- At least four folio assessments
- Two outdoor journeys for the group practical
- One self-reliant expedition for the self-reliant practical
- One investigation

PHYSICAL EDUCATION: 20 credits

In Physical Education, students study human physical activity and its place in the lives of individuals and groups of people. Students examine the practical application of human physical skills and analyse the personal, community, and global issues that surround the role of human physical activity in society.

Students learn mainly through physical activity in a way that promotes immediate as well as long term benefits to themselves and society. Physical Education is an experiential subject in which students explore their physical capacities and investigate the factors that influence performance. They explore and analyse associated performance, health and lifestyle issues.

Students acquire an understanding of human functioning and physical activity and an awareness of the community structures and practices that influence participation in physical activity. They develop skills in communication and investigation and the ability to apply knowledge to practical situations. Students gain enjoyment from skilled performance in individual and group activities.

ASSUMED KNOWLEDGE

NIL. Ideally 10 credits of Stage 1 Physical Education.

CONTENT

Practical Skills and Applications	
Centrally developed practical 1	
Centrally developed practical 2	
Centrally developed practical 3	
Principles and Issues	
Exercise Physiology and Physical Activity	
The Acquisition of Skills and the Biomechanics of Movement	
Issues Analysis	

ASSESSMENT COMPONENTS

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

- Three practicals
- Three to six assessments for the folio
- One examination

School-based Assessment		70%
Assessment Type 1: Practical		50%
Assessment Type 2: Folio		20%
External Assessment		30%
Assessment Type 3: Examination – 2 hours		30%

PHYSICAL EDUCATION: INTEGRATED LEARNING: 20 credits

Integrated Learning draws links between aspects of students' lives and their learning. Students apply their knowledge and skills to a real-world task, event, learning opportunity, or context, for a specific purpose, product or outcome. Through the key areas of study in Integrated Learning, students develop and demonstrate their capabilities. They have opportunities to explore the ways in which they demonstrate the capabilities in different contexts. Integrated Learning is undertaken as a class or group and may involve a community-based project. Integrated Learning is designed to facilitate collaborative learning.

Through collaboration and teamwork, students learn to plan and organise activities and to develop their understanding of, and empathy, for others. This collaboration supports goals such as active learning, conflict resolution, and the discovery of new ideas. The program will have a focus on skill development and collaboration with supporting theory to aid students in developing their planning, organisational, collaborative, research, reflective and analytical skills. Students will develop an understanding of factors that contribute to successful performance, good coaching principles, umpiring principles and how fitness is measured and impacts on their lives.

ASSUMED KNOWLEDGE: NIL.

CONTENT

An integrated Learning program is a focused study that has a purpose, product, or outcome. Integrated Learning can be organised in different ways, according to the needs and interests of the students and the school.

- Coaching
- Collaboration
- Fitness
- Training
- Umpiring

ASSESSMENT COMPONENTS

School-based Assessment		70%
Assessment Type 1: Practical		30%
Assessment Type 2: Group Activity		20%
Assessment Type 3: Report Folio and Discussion		20%
External Assessment		30%
Assessment Type 4: Project		30%

Students select an aspect of personal interest from the Stage 2 Integrated Learning program for individual focused development.

The project is likely to be research-based or a practical project-based task, or a combination of these. It is recommended that the students present the project in two parts:

- An outcome (research/project-based)
- An explanation of the connections between the program focus and the capability in a chosen key area

PHYSICS: 20 credits

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.

Students also 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.

ASSUMED KNOWLEDGE

Physics A and B in Stage 1, average “B” grade or higher.

CONTENT

The topics for Stage 2 Physics are:

- Topic 1: Motion and Relativity
- Topic 2: Electricity and Magnetism
- Topic 3: Light and Atoms.

ASSESSMENT COMPONENTS

School-based Assessment		70%
Assessment Type 1: Investigations Folio	<ul style="list-style-type: none"> • 2 Practical Investigations (including one design practical) • 1 Investigation (Science as a Human Endeavour) 	30%
Assessment Type 2: Skills and Applications Tasks		
<ul style="list-style-type: none"> • 3 Topic Tests 		40%
External Assessment		30%
Assessment Type 3: Examination		30%

PSYCHOLOGY: 20 credits

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.

Conceptual knowledge and understanding in Psychology are supported by inquiry into and the communication of psychological phenomena.

Students undertake investigations based on psychological practices and principles and develop their knowledge and understanding in an organised, structured, and purposeful way.

ASSUMED KNOWLEDGE

Psychology in Stage 1, average “B” grade or higher.

CONTENT

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

ASSESSMENT COMPONENTS

School-based Assessment		70%
Assessment Type 1: Investigations Folio	<ul style="list-style-type: none"> • Collaborative Investigation • Individual Investigation 	30%
Assessment Type 2: Skills and Applications Tasks		
<ul style="list-style-type: none"> • Introduction to psychology timed task • Social Cognition timed task • Timed task - Personality • Altered states of awareness timed task • Healthy Minds: Depression/Anxiety report 		40%
External Assessment		30%
Assessment Type 3: Examination		30%

RELIGION STUDIES: 20 credits

In Studies of Religion the core topic provides students with an overview of religion, the study of religions and spiritualities, as well as giving a general introduction to the study of individual religious traditions. Each option topic covers a religious tradition (e.g.: Christianity, Islam) that is explored using the following six 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

Within these areas, students learn how a religious tradition emerges from a variety of particular cultural, political, economic, social and historical environments. They explore how the beliefs, structures and practices of a religious tradition are challenged by contemporary Australian and Global societies.

ASSUMED KNOWLEDGE

B+ or higher in Stage 1 Religion Studies and English Studies

Core understanding and a keen interest in issues of Religion and Spirituality across religious traditions.

CONTENT

Core topic:

- Understanding Religion and spirituality

Option Topics:

- Christianity
- Islam

In Religion Studies students have the opportunity to focus on an aspect of religion or spirituality within or across traditions. Students gain an appreciation of, and respect for, the different ways in which people develop an understanding and knowledge of religion as something living and dynamic, and the ways in which they think, feel and act because of their religious beliefs.

ASSESSMENT COMPONENTS

School-based Assessment		70%
Assessment Type 1: Two Sources Analyses		25%
Assessment Type 2: Written Assignments		20%
Assessment Type 3: Practical Activities		25%
External Assessment		30%
Assessment Type 4: Investigation		30%

RESEARCH PROJECT: 20 credits (compulsory subject)

In the Research Project, students have the opportunity to study an area of interest in depth.

Students use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.

ASSUMED KNOWLEDGE

No assumed knowledge required. This is a compulsory subject.

CONTENT

Content is determined by the individual student's choice of research topic.

ASSESSMENT COMPONENTS

School-based Assessment		70%
Assessment Type 1: Folio		30%
Assessment Type 2: Outcome		40%
External Assessment		30%
Assessment Type 3: Evaluation		30%

SOCIETY AND CULTURE: 20 credits

Society and Culture offers students the opportunity to 'explore and analyse the interactions of people, societies, cultures, and environments' (SACE Subject Outline). Students focus on issues for youth, Aboriginal and Torres Strait Islander people and of human rights. Students develop their ability to analyse why societies change, how people's lives change and how people can contribute to a better world for all.

This course has a strong focus on student involvement in fieldwork. Students will design their own research projects and use a range of fieldwork skills such as observations, sketchmapping, cross-section, sampling, surveys and digital data collection to investigate their chosen topic.

ASSUMED KNOWLEDGE

Students need to have strong communication skills. Achievement of a B grade or better in one of the following Stage 1 subjects is required:

- Society and Culture
- Geography
- Tourism
- History
- Legal Studies
- English

CONTENT

- **Youth Culture:** Resistance or acceptance of change in the experiences of young people.
- **Contemporary Contexts of Aboriginal and Torres Strait Islander People:** Issues, challenges and importance of self-management for Aboriginal and Torres Strait Islander peoples.
- **A Question of Rights:** Fundamental rights of all people and the impact of discrimination, stereotypes and social policy.

ASSESSMENT COMPONENTS

School-based Assessment		70%
Assessment Type 1: Folio – 4 Tasks		50%
Assessment Type 2: Interaction – 2 Task (1 Group and 1 Oral)		20%
External Assessment		30%
Assessment Type 3: Investigation 2000 word report on a social issue		30%

TOURISM: 20 credits

In Tourism, students develop an understanding of the nature of tourists, tourism, and the tourism industry. They investigate local, national, and global tourism; and explore tourism as a business. Students gain an understanding of the complex economic, social, cultural and environmental impacts of tourism. A student's understanding of the sustainable management of tourism is central to the subject.

In Tourism, students develop an understanding of the nature of tourists, tourism, and the tourism industry, and the complex economic, social, cultural, and environmental impacts and interactions of tourism activity. Students also develop an understanding of tourism from the perspectives of host, tourism operator, and traveller.

They investigate tourism locally, nationally, and globally and learn that tourism, as the world's largest industry, is more than an economic phenomenon. Tourism has an impact, directly and indirectly, on many aspects of people's lives and on the environment. Students' understanding of the sustainable management of tourism is central to this subject.

ASSUMED KNOWLEDGE

Successful completion (C or better) in Stage 1 Tourism or Stage 1 English.

CONTENT

The 20-credit subject consists of four themes and three topics.

Themes:

- Operations and Structures of the Tourism Industry
- Travellers' Perceptions, and the Interaction of Host Community and Visitor
- Planning for and Managing Sustainable Tourism
- Evaluating the Nature of Work in the Tourism Industry

Three of the following 6 topics will be chosen.

- Responsible Travel
- Management of Local Area Tourism
- The Impacts of Tourism
- Marketing Tourism
- Special Interest Tourism
- The Economics of Tourism

ASSESSMENT COMPONENTS

School-based Assessment		70%
Assessment Type 1: Folio		20%
Assessment Type 2: Practical Activity		25%
Assessment Type 3: Investigation		25%
External Assessment		30%
Assessment Type 4: Examination		30%

VISUAL ARTS - ART: 20 credits

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

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

ASSUMED KNOWLEDGE

Successful completion of Stage 1 Visual Arts (Full Year Course) or Art (1 semester) or Design (1 semester).

CONTENT

For the 20 credit program, with a focus on art, the following three areas of study are covered:

- Visual Thinking: Students have the opportunity to view and visually record works of art.
- Practical Resolution: works can be resolved using the various practical genres.
- Visual arts in Context: Students have opportunities to contextualise art; that is, to place works culturally, socially and/or historically.

Please Note: For students wanting an ATAR, Visual Arts – Art cannot be studied together with Visual Arts – Design, as it is a Precluded Combination.

ASSESSMENT COMPONENTS

School-based Assessment		70%
Assessment Type 1: Folio	40%	40%
<ul style="list-style-type: none"> • Students produce one folio that documents their visual learning in support of their two works of design. 		
Assessment Type 2: Practical	30%	30%
<ul style="list-style-type: none"> • The Practical consists of two parts: the finished two works of design and the practitioner's statement. 		
External Assessment		30%
Assessment Type 3: Visual Study	30%	30%
<ul style="list-style-type: none"> • An exploration of and/or experimentation with a style idea, concept, media, materials, techniques and or/or technologies. 		

VISUAL ARTS - DESIGN: 20 credits

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

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

ASSUMED KNOWLEDGE

Successful completion of Stage 1 Visual Arts (Full Year Course) or Art (1 semester) or Design (1 semester).

CONTENT

For the 20 credit program, with a focus on design, the following three areas of study are covered:

- Visual Thinking: students have the opportunity to view and visually record.
- Works of design.
- Practical Resolution: works can be resolved using the various practical genres.
- Visual arts in Context: students have the opportunities to contextualise Design; that is, to place works culturally, socially and/or historically.

Please Note: For students wanting an ATAR, Visual Arts – Design cannot be studied together with Visual Arts – Art, as it is a Precluded Combination.

ASSESSMENT COMPONENTS

School-based Assessment		70%
Assessment Type 1: Folio	40%	40%
<ul style="list-style-type: none"> • Students produce one folio that documents their visual learning in support of their two works of design. 		
Assessment Type 2: Practical	30%	30%
<ul style="list-style-type: none"> • The Practical consists of two parts: the finished two works of design and the practitioner's statement. 		
External Assessment		30%
Assessment Type 3: Visual Study	30%	30%
<ul style="list-style-type: none"> • An exploration of and/or experimentation with a style idea, concept, media, materials, techniques and or/or technologies. 		

WORKPLACE PRACTICES: 20 credits

In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace.

Students 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 may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF).

ASSUMED KNOWLEDGE

No prerequisite subjects, skills or knowledge required

CONTENT

There are three focus areas of study in this subject:

- Industry and Work Knowledge
- Vocational Learning (50 to 60 hours of Work Placement)
- Vocational Education and Training (VET)

Workplace Practices (20-credits), study three theory topics from the list below:

- Topic 1: Work in Australian Society
- Topic 2: The Changing Nature of Work
- Topic 3: Industrial Relations
- Topic 4: Finding Employment
- Topic 5: Negotiated Topic

ASSESSMENT COMPONENTS

School-based Assessment	70%
Assessment Type 1: Folio	25%
Assessment Type 2: Performance	25%
Assessment Type 2: Reflection	20%
External Assessment	30%
Assessment Type 3: Investigation	30%