MESSAGE FROM
the Principal

Dear Parents/Caregivers 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 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 have proven conclusively 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, 2016

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 & Teaching Excellence

Ms Bronwynn Kemp,

Director of Curriculum and Assessment Administration
## Year 11 Stage 1 Subjects

<table>
<thead>
<tr>
<th>Subject</th>
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<tbody>
<tr>
<td>ACCOUNTING</td>
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<tr>
<td>ART/DESIGN A &amp; B</td>
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<tr>
<td>BIOLOGY A</td>
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<td>BIOLOGY B</td>
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<tr>
<td>BUSINESS AND ENTERPRISE</td>
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<td>CHEMISTRY A &amp; B</td>
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<tr>
<td>COMMUNITY STUDIES A &amp; B</td>
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<td>COMPUTER AIDED DESIGN</td>
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<tr>
<td>CREATIVE TECHNOLOGY A</td>
<td>23</td>
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<tr>
<td>DANCE A</td>
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<td>DANCE B</td>
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<td>DIGITAL PHOTOGRAPHY</td>
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<tr>
<td>DIGITAL PUBLISHING</td>
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</tr>
<tr>
<td>DIGITAL VIDEO MEDIA</td>
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<td>DRAMA A</td>
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<td>DRAMA B</td>
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<tr>
<td>ECONOMICS</td>
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<td>YEAR 11 STAGE 1 SUBJECTS</td>
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## Year 11 Stage 2 Subjects

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<tr>
<td>BUSINESS AND ENTERPRISE</td>
<td>46</td>
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<tr>
<td>COMPUTER AIDED DESIGN</td>
<td>46</td>
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<tr>
<td>FILM MAKING: INTEGRATED LEARNING II</td>
<td>47</td>
</tr>
<tr>
<td>HEALTH EDUCATION</td>
<td>47</td>
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<tr>
<td>IPP: BUSINESS DOCUMENTS</td>
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## Year 12 Stage 2 Subjects

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<thead>
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<tr>
<td>BUSINESS AND ENTERPRISE</td>
<td>57</td>
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<tr>
<td>CAD - PRODUCT DESIGN</td>
<td>57</td>
</tr>
<tr>
<td>CHEMISTRY</td>
<td>58</td>
</tr>
<tr>
<td>COMMUNITY STUDIES</td>
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<tr>
<td>ENGLISH</td>
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<tr>
<td>ENGLISH LITERARY STUDIES</td>
<td>62</td>
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## Tertiary Admissions

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<td>56</td>
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<tr>
<td>BUSINESS AND ENTERPRISE</td>
<td>57</td>
</tr>
<tr>
<td>CAD - PRODUCT DESIGN</td>
<td>57</td>
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<tr>
<td>CHEMISTRY</td>
<td>58</td>
</tr>
<tr>
<td>COMMUNITY STUDIES</td>
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<tr>
<td>DIGITAL PHOTOGRAPHY</td>
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<td>DIGITAL VIDEO MEDIA</td>
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<td>DRAMA</td>
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<td>ECONOMICS</td>
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<td>ELECTRONICS</td>
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<td>ENGLISH</td>
<td>62</td>
</tr>
<tr>
<td>ENGLISH LITERARY STUDIES</td>
<td>62</td>
</tr>
</tbody>
</table>
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 2016, 2017, 2018 as this contains explanation and definitions of key information.

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, so please choose reserve subject carefully.
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 employees 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:

<table>
<thead>
<tr>
<th>Personal Learning Plan (PLP)</th>
<th>10 credits</th>
<th>Stage 1 undertaken in Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>20 credits from a range of English subjects</td>
<td>Stage 1</td>
</tr>
<tr>
<td>Numeracy</td>
<td>10 credits from a range of mathematics</td>
<td>Stage 1</td>
</tr>
<tr>
<td>Research Project</td>
<td>10 credits - an in-depth major project</td>
<td>Stage 2</td>
</tr>
<tr>
<td>Other Stage 2 subjects</td>
<td>60 credits or more</td>
<td>Stage 2</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Subject</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Personal Learning Plan (PLP) completed in Year 10</td>
<td>Compulsory</td>
<td>10</td>
</tr>
<tr>
<td>Stage 1 Year 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy</td>
<td>Compulsory</td>
<td>20</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Compulsory</td>
<td>10</td>
</tr>
<tr>
<td>Religion Studies</td>
<td>Compulsory at St Michael’s</td>
<td>10</td>
</tr>
<tr>
<td>Free choice of Stage 1 subjects</td>
<td>Compulsory at St Michael’s</td>
<td>80</td>
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<tr>
<td>OPTIONAL choice of one Stage 2 subject</td>
<td></td>
<td></td>
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<tr>
<td>Stage 2 Year 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Project</td>
<td>Compulsory at St Michael’s</td>
<td>10</td>
</tr>
<tr>
<td>Free choice of FOUR Stage 2 subjects</td>
<td></td>
<td>80</td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>220</td>
</tr>
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</table>
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.**
  Note: Please visit the website: http://www.tafesa.edu.au/apply-enrol/how-to-apply/award-satac-entry for information on ranking into competitive courses.

- **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, to advantage applications to TAFE courses? 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 Bronwynn Kemp, Director of Curriculum and Assessment Administration. If changes can be made, students will bring a Subject Change Form home for parents/caregivers to sign and return to Student Services.
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 2017

**COMPULSORY SUBJECTS (STAGE 1)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
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<tr>
<td>Personal Learning Plan (PLP) – undertaken in Year 10</td>
<td>10 credits</td>
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<tr>
<td>Literacy - English</td>
<td>20 credits</td>
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<tr>
<td>Religion Studies (SMC requirement)</td>
<td>10 credits</td>
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<tr>
<td>Numeracy - Mathematics:</td>
<td>10 credits</td>
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**ELECTIVE SUBJECTS - SEMESTER BASED**

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<tr>
<th>STAGE 1 (YEAR 11) SUBJECTS 2017</th>
<th>STAGE 2 (YEAR 12) SUBJECTS 2017</th>
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</thead>
<tbody>
<tr>
<td>Arts (Mr Terry MacDermot)</td>
<td>Arts (Mr Terry MacDermot)</td>
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<tr>
<td>Visual Arts - Art</td>
<td>Visual Arts - Design</td>
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<tr>
<td>Art/Design A and B</td>
<td>Visual Arts - Design</td>
</tr>
<tr>
<td>Drama (Ms Bronwynn Kemp)</td>
<td>Drama (Ms Bronwynn Kem)</td>
</tr>
<tr>
<td>Dance (Ms Bronwynn Kem)</td>
<td>Dance (Ms Bronwynn Kem)</td>
</tr>
<tr>
<td>Music (Mr Tim Donovan)</td>
<td>Music Advanced A*</td>
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<tr>
<td>Music Advanced B*</td>
<td>Music Advanced B*</td>
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<tr>
<td>Music (Mr Tim Donovan)</td>
<td>Composing and Arranging</td>
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<tr>
<td>Music Advanced A*</td>
<td>Music Technology</td>
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<td>Music Advanced B*</td>
<td>Ensemble Performance</td>
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<tr>
<td>Music (Mr Tim Donovan)</td>
<td>Music in Context</td>
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<td>Music (Mr Tim Donovan)</td>
<td>Performance Special Study</td>
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<td>Business (Mr Hamish Redden)</td>
<td>Music Individual Study</td>
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<td>Accounting</td>
<td>Solo Performance</td>
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<td>Business and Enterprise</td>
<td>Accounting</td>
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<td>Community Studies A and B</td>
<td>Business and Enterprise</td>
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<td>Economics</td>
<td>Community Studies</td>
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<tr>
<td>Cross Disciplinary Studies</td>
<td>Workplace Practices</td>
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<tr>
<td>Personal Learning Plan **</td>
<td>Economics</td>
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<td>Design and Technology (Mr Greg Cloy)</td>
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<td>CAD - Product Design</td>
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<td>Electronics</td>
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<td>Electronics</td>
<td>Furniture Construction</td>
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<td>English (Mrs Jane Sykes)</td>
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<td>English</td>
<td>English as an Additional Language</td>
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<td>Essential English</td>
<td>English Literary Studies</td>
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<tr>
<td>Health and Physical Education</td>
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<td>Health Education</td>
<td>Physical Education B</td>
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<tr>
<td>Outdoor Education</td>
<td>PE: Integrated Learning</td>
</tr>
<tr>
<td>Physical Education A</td>
<td>Outdoor Education</td>
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<tr>
<td>History (Mr Matthew Muscat)</td>
<td>History (Mr Matthew Muscat)</td>
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<tr>
<td>Modern History</td>
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*For ATAR*
### STAGE 1 AND STAGE 2 SUBJECTS IN 2017 cont.

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<th>STAGE 2 (YEAR 12) SUBJECTS 2017</th>
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<tbody>
<tr>
<td>Information Technology -Digital (Ms Maria Cardillo)</td>
<td>Information Technology-Digital (Ms Maria Cardillo)</td>
</tr>
<tr>
<td>Digital Photography</td>
<td>Information Technology A</td>
</tr>
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<td>Digital Publishing</td>
<td>Information Technology B</td>
</tr>
<tr>
<td>Digital Video Media</td>
<td>Digital Photography</td>
</tr>
<tr>
<td>Languages (Ms Angela Benedetti)</td>
<td>Languages (Ms Angela Benedetti)</td>
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<tr>
<td>Italian - Continuers A and B*</td>
<td>Italian – Continuers</td>
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<tr>
<td>Mathematics (Ms Anne Finlay)</td>
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<td>Specialist Methods</td>
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<td>General Mathematics</td>
<td>Specialist Mathematics</td>
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<td>Mathematical Methods A, B, and C</td>
<td>Workplace Mathematics</td>
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<tr>
<td>Religion (Mr Angelo Spadavecchia)</td>
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<tr>
<td>Religion Studies (Compulsory)</td>
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<td>Society and Culture</td>
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<td>Science (Mr Gavin O’Reilly)</td>
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<tr>
<td>Biology A</td>
<td>Nutrition</td>
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<tr>
<td>Biology B</td>
<td>Physics A* and B*</td>
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<tr>
<td>Chemistry A* and B*</td>
<td>Psychology</td>
</tr>
<tr>
<td>Vocational Education Training (Mr Kevin Woolford)</td>
<td>Vocational Education Training (Mr Kevin Woolford)</td>
</tr>
<tr>
<td>VET courses (refer to Handbook)</td>
<td>VET courses</td>
</tr>
</tbody>
</table>

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 (C grade or better) please advise Course Counsellor.

### YEAR 11, STAGE 2 OPTIONS

<table>
<thead>
<tr>
<th>Business (Mr Hamish Redden)</th>
<th>Workplace Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music (Mr Tim Donovan)</td>
<td>Music Technology</td>
</tr>
<tr>
<td>Design and Technology (Mr Greg Cloy)</td>
<td>Computer Aided Design</td>
</tr>
<tr>
<td>Health and Physical Education (Mr Dylan Hicks)</td>
<td>Physical Education: Integrated Learning</td>
</tr>
<tr>
<td>Information Technology (Ms Maria Cardillo)</td>
<td>IPP - Desktop Publishing: Advertising</td>
</tr>
<tr>
<td>Film Making: Integrated Learning II</td>
<td>IPP - Electronic Publishing: Web Design</td>
</tr>
<tr>
<td>Humanities and Social Sciences (Ms Catherine Pearce)</td>
<td></td>
</tr>
<tr>
<td>Religion (Mr Angelo Spadavecchia)</td>
<td>Living Lasallian: Integrated Learning</td>
</tr>
<tr>
<td>Science (Mr Gavin O’Reilly)</td>
<td>Nutrition</td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
</tr>
</tbody>
</table>
### SUBJECT REQUIREMENTS AT STAGE 1 & 2, 2017

#### STAGE 1 STRUCTURE

<table>
<thead>
<tr>
<th>SEMESTER ONE</th>
<th>SEMESTER TWO</th>
<th>SACE</th>
<th>LENGTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended PC</td>
<td>Extended PC</td>
<td>COMPULSORY</td>
<td>WHOLE YEAR</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maths</td>
<td>COMPULSORY</td>
<td>ONE SEMESTER</td>
<td></td>
</tr>
<tr>
<td>Religion Studies</td>
<td>COMPUlSORY</td>
<td>ONE SEMESTER</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Religion Studies may occur in</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sem 1 or Sem 2</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
<td>ELECTIVES</td>
<td>ONE or TWO SEMESTERS</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
<td></td>
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<tr>
<td>Elective</td>
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<tr>
<td>Elective</td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**YEAR 11 students will be undertaking STAGE 1 of the SACE**

**COMPULSORY SACE**

- English for a full year (20 credits)
- Mathematics for a MINIMUM of ONE semester (10 credits) but students are able to choose up to 40 credits of Mathematics.

**COMPULSORY at SMC**

- Religion Studies

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 2017 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 (2018) 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

<table>
<thead>
<tr>
<th>SEMESTER ONE</th>
<th>SEMESTER TWO</th>
<th>SACE</th>
<th>LENGTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended PC</td>
<td>Extended PC</td>
<td>COMPULSORY</td>
<td>WHOLE YEAR</td>
</tr>
<tr>
<td>Research Project</td>
<td>Supervised Study Line</td>
<td>COMPULSORY</td>
<td>ONE SEMESTER EACH</td>
</tr>
<tr>
<td>Elective 1</td>
<td>Elective 1</td>
<td>ELECTIVES</td>
<td>WHOLE YEAR</td>
</tr>
<tr>
<td>Elective 2</td>
<td>Elective 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective 3</td>
<td>Elective 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective 4</td>
<td>Elective 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home study</td>
<td>Home Study</td>
<td></td>
<td>WHOLE YEAR</td>
</tr>
</tbody>
</table>

**Year 12 students will be undertaking STAGE 2 of the SACE**

**COMPULSORY SACE**

- Research Project - 1 Semester (10 credits)
- 3 x Full year Stage 2 Subjects subject (60 credits at C Grade or better)

**ATAR**

- Research Project - 1 Semester (10 credits)
- 4 x Full year Stage 2 subjects (80 credits) to be eligible for an ATAR
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
- Flinders University
- University of South Australia
- Charles Darwin University (Northern Territory)
- Tabor College
- TAFE SA courses
- Torrens University
- Central Queensland University

Descriptions of all courses offered through SATAC and their selection criteria are provided in the SATAC website www.satac.edu.au and on the TAFE SA website www.tafesa.edu.au. Information about applications for interstate universities can be found in Section 7 in the SATAC guide or on the SATAC website. www.satac.edu.au

All students receive the SATAC Tertiary Entrance Booklet 2017, 2018, 2019 which has all the information required to understand the terms, processes and guidelines for entry to TAFE and SA Universities.

It is imperative that you refer to this SATAC Tertiary Entrance Booklet in conjunction with the St Michael’s College Curriculum Handbook.

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 will be available via the TAFE SA website from September, 2016.

**GLOSSARY**

The 2018 entry requirements for the Universities and TAFE SA refer to the following terms:

**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.

**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” (in the SATAC Tertiary Entrance Guide) 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 subjects.**
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 in SATAC’s Tertiary Entrance booklet.

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.

<table>
<thead>
<tr>
<th>PRECLUDED COMBINATIONS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Products (Digital Photography) and Communication Products (Digital Video Media).</td>
</tr>
<tr>
<td>Material Products (Furniture Construction) and Material Products (Metals Engineering).</td>
</tr>
<tr>
<td>Systems and Control Products (Computer Aided Design) and Systems and Control Products (Electronics).</td>
</tr>
<tr>
<td>Visual Arts-Art and Visual Arts-Design</td>
</tr>
</tbody>
</table>

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).
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. Students in this group should consider full year Mathematics and English courses to keep their options open. Furthermore, undertaking Work Experience during holidays may add substance to their resume and improve their employability. The Careers Counsellors in Student Services can provide students with information to assist them with the career choices they make. VET qualifications 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 after 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/TRAINEEISHIP
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 Certificate I 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, in Student Services.

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 Guide 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 in Student Services if you require more information.
WESTERN ADELAIDE REGIONAL VET PROGRAMS 2017

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. See Mr Kevin Woolford in Student Services for 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 2017
Whether a student undertakes a program at a Western Adelaide School or another training organisation will be made 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 click on ‘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 in Student Services 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, 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 provides a head start into an apprenticeship/traineeship.

### COURSES

<table>
<thead>
<tr>
<th>Automotive</th>
<th>Hairdressing/Makeup</th>
<th>Electrotechnology</th>
<th>Intro to Sound Recording</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sheetmetal/Welding</td>
<td>Building and Construction</td>
<td>Hospitality - Front of House</td>
<td>Fashion Design</td>
</tr>
<tr>
<td>Multimedia</td>
<td>Animal Studies</td>
<td>Information Technology</td>
<td>Community Services/ Health Care</td>
</tr>
<tr>
<td>Horticulture/Landscaping</td>
<td>Aquaculture</td>
<td>Tourism</td>
<td>Business/Retail</td>
</tr>
<tr>
<td>Event Management</td>
<td>Fitness</td>
<td>Plumbing</td>
<td>Photography</td>
</tr>
<tr>
<td>Stablehand</td>
<td>Child Care</td>
<td>Nursing</td>
<td>Sport and Recreation</td>
</tr>
<tr>
<td>Intro to Pharmacy</td>
<td>Interior Design</td>
<td>Food Processing</td>
<td></td>
</tr>
</tbody>
</table>

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](http://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](http://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 Cert II VET option at Year 11 are encouraged to study Community Studies (as a 10 Credit subject) to help support the extra workload, although if a full Certificate III program is undertaken, a VET/Study line will be offered.
VOCATIONAL EDUCATION AND TRAINING (VET)

YEAR 11 VET (2017) – YES
If intending to finish school at the end of Year 11 or into workforce or onto TAFE.

2018
Traineeship / Apprenticeship
Work or TAFE

YEAR 11 VET (2017) – MAYBE
If intending to do Year 12 but not intending to go to university. Seek counsellor advice. Can do approved VET Cert III which will contribute to ATAR.

2018
Year 12 without an ATAR then:
VET – YES
Seek counsellor advice regarding VET courses to link to career and TAFE options.

YEAR 11 VET (2017) – NO
If intending to do Year 12 and gain an ATAR score for University

2018
Year 12
ATAR – Uni

VET - NO
(Unless approved Cert. III which can contribute to ATAR)

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

VET CERTIFICATE III AND ABOVE:
The VET Certificate III must appear in the SACE Recognition Register if it is to contribute to the ATAR. Students must provide a copy of the completed Certificate to Mr Woolford by the end of November. The majority of approved VET Cert III on offer at the College can contribute to a maximum of 20 towards your ATAR. Please see one of the College 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 Cert 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. 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 75% of course costs (Students meet 25%), 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 Cert III and above”. As of this year, students have a lifetime access to two funded Certificate III courses and above. If students achieve a Cert III while at school (irrespective of the way it is funded) that means that they can only access one more funded Cert III and above course post-school, ie; students pay the full fee for their third qualification at Cert III or above.
“Excellence is always the result of high intention, sincere effort, and intelligent execution; it represents the wise choice of many alternatives - choice, not chance, determines your destiny.......

We are what we repeatedly do.

Excellence, then, is not an act, but a habit.”

Aristotle (384BC-322BC)
**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

**ART/DESIGN A AND B:** 20 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 at Stage 1 is school based. The following assessment types enable students to demonstrate their learning in Stage 1 Accounting.

**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.
BIOLOGY A AND 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

Successful completion of Science in Year 10.
A demonstrated competence in Mathematics.

CONTENT

<table>
<thead>
<tr>
<th>Biology A</th>
<th>Biology B</th>
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<tbody>
<tr>
<td>Multicellular Organisms</td>
<td>Cells and Microorganisms</td>
</tr>
<tr>
<td>Biodiversity and Ecosystem</td>
<td>Infectious Disease</td>
</tr>
</tbody>
</table>

ASSESSMENT COMPONENTS

Assessment Type 1: Practical investigations
Assessment Type 2: Research Investigations
Assessment Type 3: 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, Chemistry or Physics (preferably Biology B).

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

<table>
<thead>
<tr>
<th>Core Topic</th>
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<tr>
<td>Introduction to Business Enterprise</td>
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<th>Option Topics</th>
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<td>Business Plans</td>
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<td>Business Management and Communication</td>
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<tr>
<td>Financial Planning and Management</td>
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<tr>
<td>Technology for Business</td>
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<tr>
<td>Marketing</td>
</tr>
<tr>
<td>Employment Relations</td>
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<tr>
<td>Entrepreneurship: The Enterprising Person</td>
</tr>
<tr>
<td>Global Business</td>
</tr>
</tbody>
</table>

ASSESSMENT COMPONENTS

Assessment Type 1: Folio
Assessment Type 2: Practical
Assessment Type 3: Current Issues Study
COMMUNITY STUDIES A & 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

CHEMISTRY A & 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.

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
Successful completion of Science in Year 10. A demonstrated competence in Mathematics.

CONTENT

<table>
<thead>
<tr>
<th>CHEMISTRY A</th>
<th>CHEMISTRY B</th>
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<tbody>
<tr>
<td>- Materials and their Atoms</td>
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<td>- Combining Atoms</td>
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<td>- Molecules</td>
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<td>- Mixtures and Solutions</td>
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<tr>
<td>- Acids and Bases</td>
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<tr>
<td>- Redox Reactions</td>
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</tbody>
</table>

ASSESSMENT COMPONENTS
- Practical Investigations
- Research Investigations
- 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.
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 Flashforge Creator Pro 3D printers and a Roland Rotary Axis Milling Machine to experience the link between designing and manufacturing.

ASSUMED KNOWLEDGE
Successful completion of Year 10 Graphics Communication and good basic CAD skills are desirable but not essential.

CONTENT

<table>
<thead>
<tr>
<th>Knowledge</th>
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</thead>
<tbody>
<tr>
<td>Drawing Software - Autodesk Inventor</td>
</tr>
<tr>
<td>Understanding 3D Isometric Drawings</td>
</tr>
<tr>
<td>Understanding 2D Orthogonal Drawings</td>
</tr>
<tr>
<td>Design and assemble components.</td>
</tr>
<tr>
<td>The Design Process</td>
</tr>
<tr>
<td>Computer Integrated Manufacture</td>
</tr>
<tr>
<td>Flashforge Creator Pro</td>
</tr>
<tr>
<td>Roland Rotary Axis Milling Machine</td>
</tr>
</tbody>
</table>

Techniques/Skills

| 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 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

<table>
<thead>
<tr>
<th>Knowledge</th>
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</thead>
<tbody>
<tr>
<td>Identify appropriate techniques required</td>
</tr>
<tr>
<td>Ability to identify different types of manufactured board.</td>
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<tr>
<td>Ability to identify different types of solid timber.</td>
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<tr>
<td>Understand the use of appropriate fasteners and joining techniques.</td>
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<tr>
<td>Properties and safe use of adhesive products.</td>
</tr>
<tr>
<td>Cabinet fittings.</td>
</tr>
</tbody>
</table>

Techniques/Skills

| Measuring and marking out. |
| The safe use of machinery e.g. Radial Arm Saw, Circular Saw, Router, Cordless Drill, Belt and Disk Sander, Glass Grinder. |
| Edge Treatments |
| Designing and planning |
| Working to tolerances |
| Safe work practices |

ASSESSMENT COMPONENTS

Assessment Type 1: Skills and Applications Tasks
Design and assemble components for a specific object
Materials investigation report into Pinus Radiata and veneered pine Particleboard.

Assessment Type 2: Folio
Investigation of existing design solutions
Devise solutions to meet requirements of a design brief
Investigate possible materials and processes

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: 10 credits
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

Knowledge
Students create an original compositional movement study, through the process of improvisation and exploration, selection and refinement. These studies are devised from a choice set of tasks based around a common theme. Journal used to log evidence of student process, planning, and reflection.

Assessment Type 1: Composition
Students learn and experiment with creating movement using choreographic devices and manipulating space, time, energy and relationships to convey meaning through movement. Students create an original 1 minute compositional movement study.

Assessment Type 2: Technique
Students undertake the study of Contemporary dance technique through the learning of dance steps, movements, patterns, exercises, phrases and principles of chosen genre. Technical skills are demonstrated in a dance class format involving all students, working both in small and large groups.

Assessment Type 3: Performance/Presentation
Students engage in the planning and participate in the rehearsal and performance processes of an informal end of semester dance performance, presenting a selection of choreographed work completed during the first half of the year. This performance should involve the elements of lighting, sound, make up and costumes. A range of dance genres are presented.

Option available for students to choose an off stage role.

Assessment Type 4: Response
Students explore ‘contemporary dance issues’ through the research analysis and evaluation of the contributions made by an existing Australian Dance Company.

DANCE B: 10 credits
Dance offers opportunities for the development of students’ creativity, self-discipline, self-esteem, personal identity, and confidence. This is achieved through experiences that encourage collaboration and creative problem-solving.
Dance values the exploration of different ways of learning and integrates the creative with the physical and the intellectual.

ASSUMED KNOWLEDGE
It is desirable that the student has completed Dance A or by negotiation with the subject coordinator.

CONTENT

Knowledge
Students create an original compositional movement study, through the process of improvisation and exploration, selection and refinement. These studies are devised from a choice set of tasks based around a common theme. Journal used to log evidence of student process, planning, and reflection.

Assessment Type 1: Composition
Students create an original 1 minute compositional movement study. A journal is used to log evidence.

Assessment Type 2: Technique
Students undertake the study of Jazz dance technique through the learning of dance steps, movements, patterns, exercises, phrases and principles of chosen genre. Technical skills are demonstrated in a dance class format involving all students, working both in small and large groups.

Assessment Type 3: Performance/Presentation
Students engage in the planning and participate in the rehearsal and performance processes of an informal end of semester dance performance, presenting a selection of choreographed work completed during the first half of the year. This performance should involve the elements of lighting, sound, make up and costumes. A range of dance genres are presented.

Option available for students to choose an off stage role.

Assessment Type 4: Response
Students explore ‘historical dance issues’ through the research analysis and evaluation of the contribution made by two musical theatre choreographers and compare the results of their works.
A comparative essay detailing the contribution of choreographers to the evolution of musical theatre. Maximum of 800 words.
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 CS6, Adobe Fireworks CS6, Adobe InDesign CS6, 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 Fireworks CS6, Adobe Photoshop CS6
- Microsoft Publisher 2010

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 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.

ASSUMED KNOWLEDGE

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

CONTENT

Section A: Group Dramatic Presentation

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.

Section B: Dramatic Theory and Practice

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.

Section C: Individual Investigation and Presentation

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.

ASSESSMENT COMPONENTS

Assessment Type 1: Performance

In small groups develop a performance using techniques of the Contemporary Innovator.

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

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.
**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.

**ASSUMED KNOWLEDGE**

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

**CONTENT**

**Section A: Presentation of Dramatic Works**

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.

**Section B: Dramatic Theory and Practice**

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.

**Section C: Individual Investigation and Presentation**

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.

**ASSESSMENT COMPONENTS**

**Assessment Type 1: Performance**

Workshops and rehearsals using the techniques and theories of Stanislavski.

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

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.

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**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 Integrated 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: Using servos and motors
- Materials Application: Report on microcontrollers in today's society

Assessment Type 2: Product
- Programming and manufacture of LED Acrylic sign
- Soldering and implementation of Arduino Nano

Assessment Type 3: 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

ENGLISH A AND B: 20 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: 20 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:

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<tr>
<th>CONTENT</th>
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<tbody>
<tr>
<td>Responding Texts</td>
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<tr>
<td>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.</td>
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<tr>
<td>Interactive Study</td>
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<tr>
<td>Students complete an interactive task: both an interview and a discussion are completed across the year.</td>
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<tr>
<td>Language Study</td>
</tr>
<tr>
<td>Students identify and analyse aspects of language used in one or more texts.</td>
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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: 20 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:

<table>
<thead>
<tr>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responding to Texts</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Creating Texts</td>
</tr>
<tr>
<td>Students provide evidence of the extent and quality of their learning in producing texts in written, oral or multimodal form.</td>
</tr>
<tr>
<td>Intertextual Study</td>
</tr>
<tr>
<td>Students complete an intertextual study.</td>
</tr>
</tbody>
</table>

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:
20 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 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 Metalwork or Woodwork at Year 10 would be an advantage.

CONTENT

Knowledge
- Identify appropriate techniques required
- Ability to identify different types of board products
- Ability to identify different types of solid timbers
- Understanding the use of appropriate fasteners
- Properties of adhesive and application products
- 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 e.g. Folding Table
Materials investigation report into Radiata Pine and Veneered Particle Board

Assessment Type 2: Design Folio
Design their own table
Investigation report into similar products
Planning students own ideas
A series of working drawings
Investigation of issues related to the students product

Assessment Type 3: Product
Product Realisation - students build their own table from their design
Evaluation of Product – evaluate the built piece of furniture
Product Record - produce a journal on the production of their project
GEOGRAPHY: 10 credits

Through this subject students’ 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
NIL

CONTENT
Students will study three topics from the following themes;

<table>
<thead>
<tr>
<th>Theme 1: Sustainable Places</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic 1: Rural and/or remote places</td>
</tr>
<tr>
<td>Topic 2: Urban places</td>
</tr>
<tr>
<td>Topic 3: Megacities</td>
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</tbody>
</table>

These themes focus on the growth of and development of places including factors that influence migration and visitation. They consider a range of environmental, social, and economic challenges for people living in these locations.

<table>
<thead>
<tr>
<th>Theme 2: Hazards</th>
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</thead>
<tbody>
<tr>
<td>Topic 4: Natural Hazards</td>
</tr>
<tr>
<td>Topic 5: Biological and Human Induced Hazards</td>
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</table>

These themes focus on extreme natural events, biological hazards (invasive plants and animals and disease) and human-induced hazards. These themes consider the spatial distribution, causes and characteristics of the hazards, risks and the consequences of the hazards.

<table>
<thead>
<tr>
<th>Theme 3: Contemporary Issues</th>
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<tbody>
<tr>
<td>Topic 6: Local Issues</td>
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</tbody>
</table>

This theme focuses on developing fieldwork skills during a study of the southern Fleurieu Peninsula. Students will consider factors such as the impact of tourism on the region, environmental management of the coastline and the preservation of areas such as wetlands.

ASSESSMENT COMPONENTS

<table>
<thead>
<tr>
<th>Geographical Skills and Applications – 3 Tasks</th>
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</thead>
<tbody>
<tr>
<td>Max 800 words or 5 min oral per task 75%</td>
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</table>

<table>
<thead>
<tr>
<th>Fieldwork – based on data collected during a 2.5 day/2 night camp - 1 task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Max 1000 words or 6 min oral 25%</td>
</tr>
</tbody>
</table>

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, criticise 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:

<table>
<thead>
<tr>
<th>Assessment Type 1: Issues Response</th>
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<table>
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<tr>
<th>Assessment Type 2: Group Activity</th>
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<table>
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<tr>
<th>Assessment Type 3: Investigation</th>
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</table>

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.
INFORMATION TECHNOLOGY 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
- 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
- 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

INFORMATION TECHNOLOGY 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
- File management, naming, folders
- Relational Databases, terminology, tables, relationships, queries, forms, reports
- Programming concepts, input, output, code syntax, selection, iteration
- Flash CS6, ActionScript 3

Skills
- 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
ITALIAN-CONTINUERS A AND B: 20 credits

The study of Italian at Stage 1 allows students to further develop their communication skills in both Italian and English. It enables them to reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language. The study of a second language also has well-documented and indisputable cognitive benefits. Consequently, it develops the students holistically, improves career prospects and helps foster social and economic benefits for Australia. Standard Italian is the language of Italy and a great deal of terminology in science, technology, medicine, pharmacy, and law derives from its Latin ancestor, while musical terminology draws directly on Italian. Standard Italian and regional dialects are spoken not only in Italy and Switzerland, but also in many parts of the world including Africa and the Balkans, the island of Malta, and the US. In Australia it is the third most spoken language nationally, and the second most spoken language in South Australia.

ASSUMED KNOWLEDGE: Successful completion of Year 10 Italian. Students wanting to undertake Year 12 Italian Continuers must select Italian Continuers A and B at Stage 1.

CONTENT
Stage 1 Italian at continuers level is organised around three prescribed themes: The Individual; The Italian-speaking Communities and The Changing World. Through these themes, students study a range of spoken, written, visual, and multimodal texts in Italian, developing the skills required to: interact with others in Italian; analyse and create texts in Italian; examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

ASSESSMENT COMPONENTS
There are 5 Summative Assessments per semester:

Assessment Type 1: Interaction
Students interact with others to exchange information, ideas, opinions, and experiences in spoken Italian (conversation, interview, discussion, forum, debate, etc in Italian.).

Assessment Type 2: Text Production
Students create text(s), in which they express ideas and/or information and/or opinions and/or feelings in written Italian.

Assessment Type 3: Text Analysis
Students interpret a text or texts that are in Italian with a response or responses in Italian and/or English.

Assessment Type 4: Investigation (2 components)
Students undertake an investigation demonstrating research and personal reflection on a cultural or social aspect or issue of a topic or subtopic associated with ‘The Italian-speaking Communities’ or ‘The Changing World’ themes. Students complete both an oral or written or multimodal response in Italian (e.g. a report, article, blog, presentation, talk, podcast, or website); 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 & 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 the numeracy requirement of the SACE.

**ASSUMED KNOWLEDGE**
Successful completion of Year 10 Level B or C Mathematics. Students must have access to a Graphics Calculator.

**CONTENT**

<table>
<thead>
<tr>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyday calculations</td>
</tr>
<tr>
<td>Financial management</td>
</tr>
<tr>
<td>Business applications</td>
</tr>
<tr>
<td>Measurement</td>
</tr>
<tr>
<td>Geometry</td>
</tr>
<tr>
<td>Statistics</td>
</tr>
</tbody>
</table>

**ASSESSMENT COMPONENTS**

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

- 3 Skills & Application Tasks @ 25% each 75%
- 1 Folio Task 25%

Refer to Mathematic Flow Chart on Page 19

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**GENERAL MATHEMATICS**
**A AND B: 10 or 20 credits**

General Mathematics A & 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**

<table>
<thead>
<tr>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal financial management</td>
</tr>
<tr>
<td>Measurement and trigonometry</td>
</tr>
<tr>
<td>The statistical investigation process</td>
</tr>
<tr>
<td>Modelling using linear and non-linear functions</td>
</tr>
<tr>
<td>Discrete modelling using networks and matrices</td>
</tr>
</tbody>
</table>

**ASSESSMENT COMPONENTS**

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

- 3 Skills & Application Tasks @ 25% each 75%
- 1 Folio Task 25%

Refer to Mathematic Flow Chart on Page 19
MATHEMATICAL METHODS
A, B AND C: 30 credits

Mathematical Methods A, B & 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.

Stage 1 Mathematical Methods A, B and C are a 10-credit, 20-credit or 30 credit subject.

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
- Calculus
- Statistics
- Mathematical arguments and proofs
- Modelling physical processes involving rates of change

ASSESSMENT COMPONENTS

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Skills &amp; Application Tasks @ 25% each</td>
<td>75%</td>
</tr>
<tr>
<td>1 Folio Task</td>
<td>25%</td>
</tr>
</tbody>
</table>

Refer to Mathematic Flow Chart on Page 19

SPECIALIST METHODS
A AND B: 20 credits

Specialist Methods A & B Stage 1 is studied in conjunction with Specialist Mathematics A & B Stage 1.

These subjects develop an increasingly complex and sophisticated understanding of mathematics and must be chosen as 2 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.

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 Year 10 Level A Mathematics with a “A” grade.

Students must have access to a Graphics Calculator.

CONTENT

Topics
- Calculus
- Statistics
- Mathematical arguments and proofs
- Modelling physical processes involving rates of change

ASSESSMENT COMPONENTS

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Skills &amp; Application Tasks @ 25% each</td>
<td>75%</td>
</tr>
<tr>
<td>1 Folio Task</td>
<td>25%</td>
</tr>
</tbody>
</table>

Refer to Mathematic Flow Chart on Page 19
SPECIALIST MATHEMATICS
A AND B: 20 credits

Specialist Mathematics A & B Stage 1 is studied in conjunction with Specialist Methods A & B Stage 1.

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 Year 10 Level A Mathematics with a “A” grade.

Students must have access to a Graphics Calculator.

CONTENT

Topics
- Calculus
- Statistics
- Mathematical arguments and proofs
- Modelling physical processes involving rates of change

ASSESSMENT COMPONENTS

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

3 Skills & Application Tasks @ 25% each 75%
1 Folio Task 25%

Refer to Mathematic Flow Chart on Page 19

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 safety and developing appropriate workshop techniques.

ASSUMED KNOWLEDGE
Successful completion of Metalwork or Woodwork at Years 8, 9 and 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, machining skills and appropriate fabrication techniques.

Materials investigation report into the materials students will use in their major project e.g. mild steel tube.

Assessment Type 2: Design Folio
Design their own metal fabricated project
Investigation report into similar products
Devising students own ideas
A series of working drawings
Investigation of issues related to the students product

Assessment Type 3: Product
Product Realisation – students create their own design
Evaluation of Product – evaluate the built piece
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, by examining and evaluating the nature of source. 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 the Genocide since 1750. Students inquire into, explore, interpret and research a historical idea, event, person, or group in depth.

Please note:

If you choose to study Year 12 Modern History in 2018, there will be new topics in line with SACE requirements. The topics will be: Germany 1918-1948 and The Changing World Order (1945-1991) Cold War.

MUSIC ADVANCED A AND B: 20 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 i.e. 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

Mention 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: NIL

CONTENT

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

ASSESSMENT COMPONENTS

- Practical investigations
- Research investigations
- 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: 10 credits

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:

<table>
<thead>
<tr>
<th>Assessment Type 1: Practical Skills and Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students complete two or three practicals for this subject. In each practical, students participate in regular physical activity and practice and refine their physical skills and techniques.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Type 2: The Nature of Physical Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>This area of study requires an experimental, analytical approach to physical activity and well-being. Topics will include: The sources of energy affecting physical performances and the effects of training and evaluation on physical performance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Type 3: Issues in Physical Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

ASSESSMENT COMPONENTS

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

<table>
<thead>
<tr>
<th>Assessment Type 1: Practical (2016 – Basketball and Soccer)</th>
<th>60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>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:</td>
<td></td>
</tr>
<tr>
<td>- Two or three practicals</td>
<td></td>
</tr>
<tr>
<td>- Three assessments for the folio</td>
<td></td>
</tr>
<tr>
<td>Assessment Type 3: Examination 90 minutes (Non-SACE grade)</td>
<td></td>
</tr>
</tbody>
</table>

PHYSICAL EDUCATION B: 10 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.

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:

<table>
<thead>
<tr>
<th>Assessment Type 1: Practical Skills and Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students complete two or three practicals for this subject. In each practical, students participate in regular physical activity and practice and refine their physical skills and techniques.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Type 2: The Nature of Physical Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>This area of study requires an experimental, analytical approach to physical activity and well-being. Topics will include: The acquisition of skills and the biomechanics of movement and specific factors affecting skill learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Type 3: Issues in Physical Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

ASSESSMENT COMPONENTS

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

<table>
<thead>
<tr>
<th>Assessment Type 1: Practical (2016 – Badminton and Touch Football)</th>
<th>60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>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:</td>
<td></td>
</tr>
<tr>
<td>- Two or three practicals</td>
<td></td>
</tr>
<tr>
<td>- Three assessments for the folio</td>
<td></td>
</tr>
<tr>
<td>Assessment Type 3: Examination 90 minutes (Non-SACE grade)</td>
<td>40%</td>
</tr>
</tbody>
</table>
**PHYSICAL EDUCATION:** 10 credits

**INTEGRATED LEARNING**

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 in a school, 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**

Focus:
- 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:** 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. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.

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. They 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.

In Physics students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges, and pursue scientific pathways, for example in engineering, renewable energy generation, communications, materials innovation, transport and vehicle safety, medical science, scientific research, and the exploration of the universe.

**ASSUMED KNOWLEDGE**

Successful completion of Science in Year 10 and a demonstrated competence in Mathematics.

**CONTENT**

<table>
<thead>
<tr>
<th>Physics A (SEMESTER 1)</th>
<th>Physics B (SEMESTER 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waves</td>
<td>Linear Motion and Forces</td>
</tr>
<tr>
<td>Electric Circuits</td>
<td>Energy and Momentum</td>
</tr>
<tr>
<td>Nuclear Models and Radioactivity</td>
<td>Heat</td>
</tr>
</tbody>
</table>

**ASSESSMENT COMPONENTS**

- Practical Investigations
- Research Investigations
- Tests

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

Successful completion of Science in Year 10 with the 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

(Compulsory Subject)

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: |
| 1) The Art of Ethical and Moral Thinking |
| 2) Religious and Spiritual Traditions: Christian Contemplation and Buddhist Meditation/Sacred Spaces |
| 3) Fundamentalism, Religious Extremism and Cults: when the search for meaning goes wrong |
| 4) Catholic Sexual Ethics |

ASSESSMENT COMPONENTS

| Assessment Type 1: Practical Activity |
| Assessment Type 2: Issues Investigation |
| Assessment Type 3: Reflection |
SOCIETY AND CULTURE: 10 credits

Through these subjects students ‘explore and analyse the interactions of people, societies, cultures, and environments’ (SACE Subject Outline).

In this subject 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

No assumed knowledge required.

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

<table>
<thead>
<tr>
<th>Source Analysis- 2 Tasks</th>
<th>50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Activity</td>
<td>20%</td>
</tr>
<tr>
<td>Investigation</td>
<td>30%</td>
</tr>
</tbody>
</table>

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 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, they 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 Art or 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 design 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 workplace
Assessment Type 3: Reflection
Stage 2
Options for
Year 11 2017
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

Option Topics
Business and the Global Environment
Government Impacts on Business

ASSESSMENT COMPONENTS

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>70%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Type 1: Folio</td>
<td>40%</td>
</tr>
<tr>
<td>Assessment Type 2: Practical</td>
<td>30%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>70%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Type 1: Skills and Application Tasks (two)</td>
<td>20%</td>
</tr>
<tr>
<td>- Specialised skills application</td>
<td></td>
</tr>
<tr>
<td>- Materials application</td>
<td></td>
</tr>
<tr>
<td>Assessment Type 2: Product</td>
<td>50%</td>
</tr>
<tr>
<td>Assessment Type 3: Design Folio</td>
<td>30%</td>
</tr>
<tr>
<td>- Product Design - documentation and analysis of Product</td>
<td></td>
</tr>
<tr>
<td>- Product Evaluation - of realised Product</td>
<td></td>
</tr>
</tbody>
</table>
FILM MAKING: INTEGRATED LEARNING II: 10 credits

The Integrated Learning program focus for this subject is Film Making. In this subject students develop the capability for communication. 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. 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. 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.

ASSUMED KNOWLEDGE

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

Please note: this subject will complement students considering Digital Video Media as a Stage 1 or Stage 2 subject.

CONTENT

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 in a school, 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.

ASSESSMENT COMPONENTS

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>70%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Type 1: ONE Practical</td>
<td>30%</td>
</tr>
<tr>
<td>Assessment Type 2: ONE Group Activity</td>
<td>20%</td>
</tr>
<tr>
<td>Assessment Type 3: ONE Folio and Discussion</td>
<td>20%</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
</tr>
<tr>
<td>Assessment Type 4: ONE Project</td>
<td>30%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Core Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Literacy</td>
</tr>
<tr>
<td>The Social and Economic Determinants of Health</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Option Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Promotion in the Community</td>
</tr>
<tr>
<td>Health and Environment</td>
</tr>
<tr>
<td>Sexuality and Health</td>
</tr>
<tr>
<td>Health and Relationships</td>
</tr>
<tr>
<td>Risks and Challenges to Health</td>
</tr>
<tr>
<td>Stress and Health</td>
</tr>
<tr>
<td>Vocational Studies and Applications in Health</td>
</tr>
</tbody>
</table>

ASSESSMENT COMPONENTS

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>70%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Type 1: Group Investigation and Presentation</td>
<td>30%</td>
</tr>
<tr>
<td>Assessment Type 2: Issues Analysis</td>
<td>20%</td>
</tr>
<tr>
<td>Assessment Type 3: Practical Activity</td>
<td>20%</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
</tr>
<tr>
<td>Assessment Type 3: Investigation</td>
<td>30%</td>
</tr>
</tbody>
</table>

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 - BUSINESS DOCUMENTS: 10 credits

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

Students are introduced to Business Documents Design 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 CS6, Adobe Fireworks CS6, Adobe InDesign CS6, 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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>70%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Type 1: Practical Skills</td>
<td>50%</td>
</tr>
<tr>
<td>Assessment Type 2: Issues Analysis</td>
<td>20%</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Assessment Type 1: Practical Skills**
- Two practical skills assessments

**Assessment Type 2: Issues Analysis**
- One issues analysis assessment

**Assessment Type 3: Product and Documentation**
- One product and documentation assessment

### 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 CS6, Adobe Fireworks CS6, Adobe InDesign CS6, 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.

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<td>20%</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Assessment Type 1: Practical Skills**
- Two practical skills assessments

**Assessment Type 2: Issues Analysis**
- One issues analysis assessment

**Assessment Type 3: Product and Documentation**
- One product and documentation assessment
**IPP - ELECTRONIC PUBLISHING: WEB DESIGN: 10 credits**

The focus area of this subject is to use technology to design and make websites that communicate information effectively. Students are introduced to Electronic Publishing and Web Design in this course. Students will learn HTML (the standard mark-up language used to create web pages) and develop skills in setting up CSS.

This type of publishing produces electronic products allowing the students to explore their creative talents by using technology to complete a variety of websites. The students develop their skills in using industry standard software such as: Adobe Photoshop CS6, Adobe Fireworks CS6, Adobe Dreamweaver CS6, 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.

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<table>
<thead>
<tr>
<th>External Assessment</th>
<th>30%</th>
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</thead>
<tbody>
<tr>
<td>Assessment Type 3: Product and Documentation</td>
<td>30%</td>
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</table>

**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.

**ASSESSED 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**

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<thead>
<tr>
<th>School-based Assessment</th>
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<tbody>
<tr>
<td>Assessment Type 1: One Practical</td>
<td>30%</td>
</tr>
<tr>
<td>Assessment Type 2: One Group Activity</td>
<td>20%</td>
</tr>
<tr>
<td>Assessment Type 3: One Folio and Discussion</td>
<td>20%</td>
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<table>
<thead>
<tr>
<th>External Assessment</th>
<th>30%</th>
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</thead>
<tbody>
<tr>
<td>Assessment Type 4: One Project</td>
<td>30%</td>
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</tbody>
</table>

**Assessment Design Criteria**
- 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.

CONTENT

Students develop ensemble performance skills as well as 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 of which may be outside school hours.

ASSESSMENT COMPONENTS

<table>
<thead>
<tr>
<th>School-based Assessment</th>
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<tbody>
<tr>
<td>Assessment Type 1: First Performance</td>
<td>30%</td>
</tr>
<tr>
<td>Assessment Type 2: Second Performance</td>
<td>40%</td>
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</table>

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>30%</th>
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</thead>
<tbody>
<tr>
<td>Assessment Type 3: Final Performance</td>
<td>30%</td>
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</tbody>
</table>

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 a 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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>70%</th>
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</thead>
<tbody>
<tr>
<td>Assessment Type 1: Folio – Part 2</td>
<td>40%</td>
</tr>
<tr>
<td>Assessment Type 2: Folio – Part 2</td>
<td>30%</td>
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<table>
<thead>
<tr>
<th>External Assessment</th>
<th>30%</th>
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</thead>
<tbody>
<tr>
<td>Assessment Type 3: ONE Major Project with commentary</td>
<td>30%</td>
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</table>
**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**

Successful Completion of Year 10 Science subjects.

**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**

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>70%</th>
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</thead>
<tbody>
<tr>
<td>Assessment Type 1: Practical Investigations</td>
<td>40%</td>
</tr>
<tr>
<td>● TWO Practical Investigations</td>
<td></td>
</tr>
<tr>
<td>Assessment Type 2: Skills and Applications Tasks</td>
<td>30%</td>
</tr>
<tr>
<td>● TWO supervised tests</td>
<td></td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
</tr>
<tr>
<td>Assessment Type 3: Issues Investigation</td>
<td>30%</td>
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</tbody>
</table>

**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**

<table>
<thead>
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<tbody>
<tr>
<td>Assessment Type 1: Practical</td>
<td>30%</td>
</tr>
<tr>
<td>Assessment Type 2: Group Activity</td>
<td>20%</td>
</tr>
<tr>
<td>Assessment Type 3: Report Folio and Discussion</td>
<td>20%</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
</tr>
<tr>
<td>Assessment Type 4: Project (external assessment)</td>
<td>30%</td>
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</table>

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

Successful Completion of Year 10 Science subjects.

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>70%</th>
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</thead>
<tbody>
<tr>
<td>Assessment Type 1: One Group Investigation</td>
<td>20%</td>
</tr>
<tr>
<td>Assessment Type 2: Skills and Applications Tasks</td>
<td>50%</td>
</tr>
<tr>
<td>● At least two skills and applications tasks</td>
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</table>

External Assessment | 30% |
| Assessment Type 3: One Individual Investigation | 30% |

SOCIETY AND CULTURE: 10 credits

Through this subject students ‘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 and are encouraged to consider studies in the Stage 1 Society and Culture unit.

CONTENT

The content may be derived from the following groups:

<table>
<thead>
<tr>
<th>Topics</th>
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<tbody>
<tr>
<td>Cultural Diversity</td>
</tr>
<tr>
<td>● 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.</td>
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</tbody>
</table>

| 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

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<tr>
<th>School-based Assessment</th>
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<tbody>
<tr>
<td>Folio – 2 Tasks</td>
<td>50%</td>
</tr>
<tr>
<td>Interaction – 1 Task (Group)</td>
<td>20%</td>
</tr>
</tbody>
</table>

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**

<table>
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<tbody>
<tr>
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<td>70%</td>
</tr>
<tr>
<td>Assessment Type 1: Folio</td>
<td>25%</td>
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<tr>
<td>At least ONE assessment</td>
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<tr>
<td>Assessment Type 2: Performance</td>
<td>25%</td>
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<tr>
<td>One assessment</td>
<td></td>
</tr>
<tr>
<td>Assessment Type 3: Reflection</td>
<td>20%</td>
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<tr>
<td>One assessment</td>
<td></td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
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<tr>
<td>Assessment Type 4: ONE Investigation</td>
<td>30%</td>
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</tbody>
</table>

Visualise this thing that you want, see it, feel it, believe in it. Make your mental blue print, and begin to build.

Your chances of success in any undertaking can always be measured by your belief in yourself.
The function of education is to teach one to think intensively and to think critically.

Intelligence plus character – that is the goal of true education.

Martin Luther King, Jr
Stage 2
Subject Outlines
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

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<td>Assessment Type 1: Skills and Applications Tasks</td>
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<tr>
<td>Assessment Type 2: Report</td>
<td>20%</td>
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<tr>
<td>External Assessment</td>
<td>30%</td>
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<tr>
<td>Assessment Type 3: Examination</td>
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</table>

BIOLOGY: 20 credits

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

Students design and conduct biological investigations and gather evidence from their investigations. As they explore a range of biology-related issues, students recognise that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies.

Biology is the study of:

- living organisms
- life processes
- the different levels of organisation from the cell to the biosphere
- interaction between organisms and their environment.

Biology seeks answers to the question of how life began and to explain the diversity and complexity of life.

**ASSUMED KNOWLEDGE**

Successful completion of at least 10 credits in Stage 1 Biology, Chemistry or Physics.

**CONTENT**

- Macromolecules
- Cells
- Organisms
- Ecosystems

**ASSESSMENT COMPONENTS**

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<tbody>
<tr>
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<td>70%</td>
</tr>
<tr>
<td>Assessment Type 1: Investigations Folio</td>
<td>30%</td>
</tr>
<tr>
<td>Assessment Type 2: Skills and Applications Tasks</td>
<td>40%</td>
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<tr>
<td>External Assessment</td>
<td>30%</td>
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<tr>
<td>Assessment Type 3: Examination</td>
<td>30%</td>
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</tbody>
</table>
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 Topic:

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 and Roland milling machines to turn designs into functional models.

ASSUMED KNOWLEDGE

Basic CAD skills are required.
Successful completion ('C’ grade or better) of Stage 1 Product Design: CAD.

CONTENT

Knowledge
- Modelling Software - Autodesk Inventor
- Understanding 3D Trimetric Drawings
- Interpreting 2D Orthogonal Drawings
- Design and assemble components
- The Design Process

Techniques/Skills
- 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%
- Specialised Skills Application
- Materials Application
- 2D/3D modeling, assembly, presentation
- report on Autodesk Inventor vs. Pro Engineer software

Assessment Type 2: Product 50%
- CAD/CIM of student designed product - 2wd robotics chassis

External Assessment 70%
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

Chemistry is the study of matter and energy, involving a consideration of the composition of substances from both the physical world and the biological world, their preparation and their effects on one another. Hence, Chemistry deals with a diverse range of substances, from medicines to moon-rocks and from fabrics to fertiliser.

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

Students consider how human beings make use of the earth’s resources and the impact of human activities on the environment. Through practical studies students develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers.

ASSUMED KNOWLEDGE

Grade ‘B’ or better in Stage 1 Chemistry A and B.

CONTENT

- Elemental and Environmental Chemistry
- Analytical techniques
- Using and Controlling reactions
- Organic and Biological Chemistry
- Materials

ASSESSMENT COMPONENTS

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>70%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Type 1: Investigations Folio</td>
<td>30%</td>
</tr>
<tr>
<td>4 Practical Investigations (inc 1 design practical)</td>
<td></td>
</tr>
<tr>
<td>1 Issues Investigations</td>
<td></td>
</tr>
<tr>
<td>Assessment Type 2: Skills and Applications Tasks</td>
<td>40%</td>
</tr>
<tr>
<td>5 topic tests and 1 Exam</td>
<td></td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
</tr>
<tr>
<td>Assessment Type 3: Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>70%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Type 1: Contract of Work</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Assessment Type 2: Folio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Type 3: Presentation</td>
</tr>
<tr>
<td>External Assessment</td>
</tr>
<tr>
<td>Assessment Type 4: Reflection</td>
</tr>
</tbody>
</table>
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
- Photographic techniques – shutter speed, depth of field
- Independent Photographic Study
- Materials task – Inkjet paper

Assessment Type 2: Product
- Minor Design task – Magazine advertisement
- Major Design task – Commercial photographic product

Assessment Type 2: Issues Analysis
- Desktop Publishing Issues
- Internet Issues
- Technology and Operations task

External Assessment 30%

Assessment Type 3: Product and Documentation
- Design Major Event site (Electronic Publishing)
- Documentation of the Designing Process for Major Event site

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 CS6, Adobe Fireworks CS6, Adobe Dreamweaver CS6, 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

Skills
- Scanning, ppi, dpi, resolution, descreening
- Adobe Fireworks CS6, Adobe Photoshop CS6, Adobe Indesign CS6
- Microsoft Word 2013
- Microsoft Publisher 2013
- Adobe Dreamweaver CS6

ASSESSMENT COMPONENTS

School-based Assessment 70%

Assessment Type 1: Practical Skills Tasks
- Wine label (Desktop Publishing)
- Newsletter (Desktop Publishing)
- Business website (Electronic Publishing)
- Travel website (Electronic Publishing)
- Personal portfolio (Electronic Publishing)

Assessment Type 2: Issues Analysis
- Desktop Publishing Issues
- Internet Issues
- Technology and Operations task

External Assessment 30%

Assessment Type 3: Product and Documentation
- Design Major Event site (Electronic Publishing)
- Documentation of the Designing Process for Major Event site
**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**
- 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**
- 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**

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>70%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Type 1: Skills and Applications</td>
<td>20%</td>
</tr>
<tr>
<td>Animating Still Images</td>
<td></td>
</tr>
<tr>
<td>TV Commercial</td>
<td></td>
</tr>
<tr>
<td>Materials Investigation</td>
<td></td>
</tr>
<tr>
<td>Assessment Type 2: Product</td>
<td>50%</td>
</tr>
<tr>
<td>Minor College event</td>
<td></td>
</tr>
<tr>
<td>Major Music Video</td>
<td></td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
</tr>
<tr>
<td>Assessment Type 3: Folio</td>
<td>30%</td>
</tr>
<tr>
<td>Music Video Design</td>
<td></td>
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<tr>
<td>Music Video Evaluation</td>
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</tbody>
</table>

**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.

**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:** 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.

**Review and Reflection:** 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.

**Interpretive Study:** 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.

**Presentation of Dramatic Works:** 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.

**ASSESSMENT COMPONENTS**

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>70%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Type 1: Group Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Practical application in practitioner role e.g. lighting designer, actor</td>
<td></td>
</tr>
<tr>
<td>Dramatic Presentation</td>
<td></td>
</tr>
<tr>
<td>Assessment Type 2: Folio</td>
<td>30%</td>
</tr>
<tr>
<td>Production Report</td>
<td></td>
</tr>
<tr>
<td>Two Reviews</td>
<td></td>
</tr>
<tr>
<td>Assessment Type 3: Interpretive Study</td>
<td>20%</td>
</tr>
<tr>
<td>1000 words or equivalent in non-written form</td>
<td></td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
</tr>
<tr>
<td>Assessment Type 4</td>
<td>30%</td>
</tr>
<tr>
<td>Group performance in an on or off-stage role</td>
<td></td>
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<tr>
<td>Focussed performance of 10-15 minutes in an on-stage role OR</td>
<td></td>
</tr>
<tr>
<td>15 minute presentation evidence relevant to their specific off-stage role</td>
<td></td>
</tr>
</tbody>
</table>
**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. 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**

Grade ‘B’ or better in Stage 1 Economics.

**CONTENT**

<table>
<thead>
<tr>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Area 1: The Economic Problem</td>
</tr>
<tr>
<td>Key Area 2: Microeconomics</td>
</tr>
<tr>
<td>Key Area 3: Macroeconomics</td>
</tr>
<tr>
<td>Key Area 4: Globalisation</td>
</tr>
<tr>
<td>Key Area 5: Poverty and Inequality</td>
</tr>
</tbody>
</table>

**ASSESSMENT COMPONENTS**

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>70%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Type 1: Folio</td>
<td>30%</td>
</tr>
<tr>
<td>Assessment Type 2: Skills &amp; Applications Tasks</td>
<td>40%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Type 3: Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arduino microcontroller</td>
</tr>
<tr>
<td>Understanding circuit schematics</td>
</tr>
<tr>
<td>Programming code</td>
</tr>
<tr>
<td>Using shields</td>
</tr>
<tr>
<td>The Design process</td>
</tr>
<tr>
<td>CIM - Computer Intergrated Manufacture: 3D Printing, Roland Milling Machine</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Techniques/Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using Arduino IDE to program various boards and sensors</td>
</tr>
<tr>
<td>Using veroboard to layout circuits</td>
</tr>
<tr>
<td>Using Arduino IDE</td>
</tr>
<tr>
<td>Adding sensor shields to Arduino for more functionality</td>
</tr>
<tr>
<td>Designing and prototyping solutions</td>
</tr>
<tr>
<td>3D printing and milling parts for projects</td>
</tr>
</tbody>
</table>

**ASSESSMENT COMPONENTS**

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>70%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Type 1: Skills and Applications Task 20%</td>
<td>30%</td>
</tr>
<tr>
<td>Task 1: Pan and tilt servo task</td>
<td></td>
</tr>
<tr>
<td>Task 2: controlled vehicle</td>
<td></td>
</tr>
<tr>
<td>Task 3: Material Application task</td>
<td></td>
</tr>
<tr>
<td>• Using and programming servos</td>
<td></td>
</tr>
<tr>
<td>• Using infrared to control motors, servos and sensors</td>
<td></td>
</tr>
<tr>
<td>• Report comparing microcontrollers</td>
<td></td>
</tr>
</tbody>
</table>

| Assessment Type 2: Student designed product - Autonomous vehicle | 50% |

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Type 3: Folio</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Product design</th>
<th>Investigation, devising to meet requirements of the design brief</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product evaluation</td>
<td>Evaluate the product against the criteria in the design brief</td>
</tr>
<tr>
<td>Product record</td>
<td>Journal on how student produced their design</td>
</tr>
</tbody>
</table>
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.

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
- 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
- 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 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 reading, writing and analytical 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. Stage 2 English Literary Studies 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. 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
- Minimum of four tasks (5000 words total or 4000 words plus a 6 minute oral). 50%

Assessment Type 2: Creating Texts
- One transformative task with a writer’s statement (1500 words) and one other task (1000 words or 6 minute oral). 20%

External Assessment 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

Successful completion of Stage 1 Furniture Construction or by negotiation with the Head of Department.

PLEASE NOTE: This subject cannot be taken in conjunction with Design, Construction and the Community or 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
- Produce a Bread Bin from a plan
- Produce an Edge Sander from a plan
- Investigate joining techniques and test effectiveness

Assessment Type 2: Product
- Minor – Design and construct a drawer to fit the major project
- Major – create the product developed in the Design Folio

Product Records (journal) must be kept on all practical tasks.

External Assessment 30%

GEOGRAPHY: 20 credits

Through this subject students ‘develop an understanding of the spatial interrelationships between people, places, and environments’ (SACE Subject Outline). In Stage 2 the focus is on population change, issues caused by population change, resources and the water cycle. Students study two option topics.

ASSUMED KNOWLEDGE

Nil although completion of Stage 1 Geography is encouraged.

CONTENT

Core Topic (focus of the external exam)
- World Population
- Distribution and growth
- The Process of Population Change
- Factors causing populations to change
- Issues Arising from Changes in the Composition of Populations and the Movement of People
- Case studies of young populations and aging populations
- Resources
- Types of resources, consumption of resources, ecological Footprints
- Case Study – Water
- Hydrological cycles, distribution of water, processes influencing water, conflict over access to water

Option Topics

Two Option Topics students choose their topics from the following list:
- Urbanisations
- Rural Places
- Tourism
- Sources and Use of Energy
- Coasts
- Biodiversity
- Climate Change
- Soils
- Environmental Hazards
- Globalisation
- Drylands

ASSESSMENT COMPONENTS

School-based Assessment 70%

Folio – 4 Tasks 25%

Inquiry – 1 Task – Option Topic 1 20%

Fieldwork – 1 Task– Option Topic 2 25%

External Assessment 30%

2 hour examination assessing the Core Topic 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 Topic
- 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 & Presentation 30%
- Assessment Type 2: Issues Analysis 20%
- Assessment Type 3: Practical Activity 20%

External Assessment 30%
- Assessment Type 4: 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 two issues analysis assessments
- At least two practical activities
- One investigation

INFORMATION TECHNOLOGY: 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:
- Core Topic A: Information Systems
- Core Topic B: Computer and Communication Systems
- Relational Databases
- Multimedia Programming

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
  - Information systems Test
  - Computer and Communication systems Test
  - Relational Databases Test
  - Multimedia Programming Test 20%

- Assessment Type 2: Skills and Applications Tasks
  - Skills and Applications 1 – Relational Databases
  - Skills and Applications 2 – Relational Databases
  - Skills and Applications 3 – Multimedia Programming 30%

- Assessment Type 3: Project
  - SDLC documentation and design of a multimedia game 20%

External Assessment 30%
- Assessment Type 4: Examination 30%
ITALIAN - CONTINUERS: 20 credits

Stage 2 Italian allows students to extend their communication skills in both Italian and English. It enables them to reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language. The study of a second language also has well-documented and indisputable cognitive benefits. It develops the students holistically, improves career prospects and helps foster social and economic benefits for Australia.

Standard Italian and regional dialects are spoken not only in Italy and Switzerland, but also in many parts of the world including Africa and the Balkans, the island of Malta, and the US. In Australia it is the third most spoken language nationally, and the second most spoken language in South Australia. A great deal of terminology in science, technology, medicine, pharmacy, and law derives from its Latin ancestor, while musical terminology draws directly on Italian.

ASSUMED KNOWLEDGE
Successful completion of Stage 1 Italian, or an equivalent level of knowledge, as negotiated with the Subject Coordinator.

CONTENT
Italian is organised around three prescribed themes: The Individual; The Italian-speaking Communities and The Changing World. Students study a range of spoken, written, visual, and multimodal texts in Italian. They interact with others; analyse and create texts in Italian; extend their understanding of the interdependence of language, culture, and identity and reflect on the ways in which culture influences communication.

ASSESSMENT COMPONENTS

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>70%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Type 1: Folio (3-5 tasks)</td>
<td>50%</td>
</tr>
<tr>
<td>Interaction</td>
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<tr>
<td>Text Production</td>
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<tr>
<td>Text Analysis</td>
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<table>
<thead>
<tr>
<th>Assesment Type 2: In-depth Study</th>
<th>20%</th>
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</thead>
<tbody>
<tr>
<td>oral presentation in Italian (3 to 5 minutes)</td>
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<tr>
<td>written response to the topic in Italian (500 words)</td>
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</tr>
<tr>
<td>reflective response in English (600 words or 5 to 7 minutes)</td>
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<table>
<thead>
<tr>
<th>External Assessment</th>
<th>30%</th>
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</thead>
<tbody>
<tr>
<td>Assessment Type 3: Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>70%</th>
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<tbody>
<tr>
<td>Assessment Type 1: Folio</td>
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<tr>
<td>Assessment Type 2: Inquiry</td>
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<table>
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<th>External Assessment</th>
<th>30%</th>
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</thead>
<tbody>
<tr>
<td>Assessment Type 3: Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>

- Conversation (5 to 7 minutes)
- Discussion on In-depth Study (5 to 8 minutes)
- Listening and Responding
- Reading and Responding
- Writing in Italian
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.
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**

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>70%</th>
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<tbody>
<tr>
<td>4 Skills and Applications Tasks</td>
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<tr>
<td>Note: these must include at least one Skills and Application Task from the two non-examined topics – a maximum of one task per topic: the equivalent of one Skills and Application Task without the use of a calculator or notes.</td>
<td></td>
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<tr>
<td>3 Folio Tasks</td>
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<tr>
<td>Note: a maximum of 8 A4 pages</td>
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<tr>
<td>External Assessment</td>
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</tr>
<tr>
<td>Note: questions are based on the 3 examined topics only: this is a 2 hour Exam</td>
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</tr>
</tbody>
</table>

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 at Stage 1.
Students must have access to a Graphics Calculator.

CONTENT

**Topics**
- Modelling with Linear Relationships
- Shares & Investment
- Statistical Models (Examined)
- Financial Models (Examined)
- Discrete Models (Examined)

**ASSESSMENT COMPONENTS**

<table>
<thead>
<tr>
<th>School-based Assessment</th>
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<tbody>
<tr>
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<tr>
<td>2 Mathematical investigations</td>
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<td>30%</td>
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<tr>
<td>Assessment Type 3: Examination</td>
<td>30%</td>
</tr>
<tr>
<td>Note: questions are based on the 3 examined topics only: this is a 2 hour Exam</td>
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</tbody>
</table>
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. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics.
Mathematical Mathematics is a 20-credit subject at Stage 2.

ASSUMED KNOWLEDGE
Successful completion of Mathematical Methods A, B and C at Stage 1.
Students must have access to a Graphics Calculator.

CONTENT

<table>
<thead>
<tr>
<th>Topics</th>
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</thead>
<tbody>
<tr>
<td>Further Differentiation and Applications</td>
</tr>
<tr>
<td>Discrete Random Variables</td>
</tr>
<tr>
<td>Integral Calculus</td>
</tr>
<tr>
<td>Logarithmic Functions</td>
</tr>
<tr>
<td>Continuous Random Variables and the Normal Distribution</td>
</tr>
<tr>
<td>Sampling and Confidence Intervals</td>
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ASSESSMENT COMPONENTS

<table>
<thead>
<tr>
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<tbody>
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<td>1 Mathematical investigation</td>
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<td>Note: a maximum of 15 A4 pages</td>
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<tbody>
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<td>Note: questions are based on the 3 examined topics only: this is a 3 hour Exam</td>
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</table>

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 Methods A & B and Specialist Mathematics A & B in Stage 1.
Students must have access to a Graphics Calculator.

CONTENT

<table>
<thead>
<tr>
<th>Topics</th>
</tr>
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<tbody>
<tr>
<td>Mathematical Induction</td>
</tr>
<tr>
<td>Complex Numbers</td>
</tr>
<tr>
<td>Functions and Sketching Graphs</td>
</tr>
<tr>
<td>Vectors in Three Dimensions</td>
</tr>
<tr>
<td>Integration Techniques and Applications</td>
</tr>
<tr>
<td>Rates of Change and Differential Equations</td>
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</tbody>
</table>

ASSESSMENT COMPONENTS

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>70%</th>
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<tbody>
<tr>
<td>6 Skills and Applications Tasks</td>
<td>50%</td>
</tr>
<tr>
<td>Note: the equivalent of one Skills and Application Task without the use of a calculator or notes</td>
<td></td>
</tr>
<tr>
<td>1 Mathematical investigation</td>
<td>20%</td>
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<td>Note: a maximum of 15 A4 pages</td>
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<table>
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<tr>
<th>External Assessment</th>
<th>30%</th>
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</thead>
<tbody>
<tr>
<td>Note: questions are based on the 3 examined topics only: this is a 3 hour Exam</td>
<td></td>
</tr>
</tbody>
</table>
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 any Stage 1 Mathematics course

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.

METAALS 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
Successful completion of 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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
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<tbody>
<tr>
<td>Each 10 credit subject requires students to complete at least 2 Skills and Applications Tasks</td>
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<tr>
<td>Folio Tasks</td>
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</tr>
<tr>
<td>- 10-credit subject: at least 2 investigations</td>
<td>40%</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
</tr>
<tr>
<td>Each 10 credit subject requires students to answer a series of connected questions set by the teacher and write a report.</td>
<td>30%</td>
</tr>
</tbody>
</table>
MODERN HISTORY: 20 credits

In Stage 2 Modern History students will have the opportunity to develop knowledge and understanding of how men, women and children lived and acted in different parts of the world in past times. History involves the investigation of human experience over time. By studying past events, actions, and phenomena, students gain an insight into human nature and the ways in which individuals and societies function. History encourages inquiry into the activities of people in order to gain an understanding of their motivations and the effects of actions in particular places at particular times; make comparisons and draw conclusions.

The study of History builds understanding through the investigation of historical concepts and ideas such as change and continuity; historical empathy; power and its distribution; the causes and resolution of conflicts; and rules and rulers. Students have the opportunity to explore social relationships; how people in society treat each other; the influence of individuals on decision-making; the influence and control of governments over individuals; who and which institutions make rules and who interprets them; and who enforces the rules and who resists them.

ASSUMED KNOWLEDGE

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

CONTENT

Stage 2 Modern History features the following topics:

**Thematic Study: French Revolution of 1789**

Students analyse the causes and outcomes of the French Revolution. Students will study the period from pre-revolutionary government and society; to the execution of the monarchy (Louis XVI and Marie Antoinette); and the establishment of a Republic with the use of violence/terror and propaganda to consolidate power.

**Depth Study: An Age of Catastrophes: Depression, Dictators, and the Second World War, c. 1929–45**

Students examine the effects and the impact of the Great Depression, the rise to power of Adolf Hitler and the Nazis and the different battles that occurred during World War II, including the Battle of Britain and Normandy (D-Day).

**Essay, c. 1500**

Students will develop an Individual Essay, where they examine a historical area/period of personal interest and apply the concepts and skills of historical study.

ASSessment COMPONENTS

<table>
<thead>
<tr>
<th>School-based Assessment</th>
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<tbody>
<tr>
<td>Assessment Type 1: Folio</td>
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</tr>
<tr>
<td>• Essays</td>
<td></td>
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<tr>
<td>• Sources Analysis</td>
<td></td>
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<tr>
<td>• Multimedia</td>
<td></td>
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<tr>
<td>Assessment Type 2: Essay</td>
<td>20%</td>
</tr>
<tr>
<td>• Students write on a topic of personal interest c. 1500 onwards</td>
<td></td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
</tr>
<tr>
<td>Assessment Type 3: Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>

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
- Ensemble Performance
- Performance Special Study
- 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:

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Assessment Type 1: Folio of Minor Works</td>
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<tr>
<td>First Performance</td>
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<tr>
<td>Second Performance</td>
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<td>External Assessment</td>
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<tr>
<td>Assessment Type 2: Final Performance</td>
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Musicianship:

<table>
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<tbody>
<tr>
<td>Assessment Type 1:</td>
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<tr>
<td>Skills Development (Theory/Aural Tests)</td>
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<tr>
<td>Arrangement</td>
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<td>External Assessment</td>
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<tr>
<td>Assessment Type 2:</td>
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</tr>
<tr>
<td>Examination (Theory Aural)</td>
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Music Technology

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<tr>
<th>School-based Assessment</th>
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<tbody>
<tr>
<td>(MIDI and/or Live recording)</td>
<td></td>
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<tr>
<td>External Assessment</td>
<td>30%</td>
</tr>
<tr>
<td>Assessment Type 2:</td>
<td></td>
</tr>
<tr>
<td>1 Major work with commentary (MIDI and/or Live recording)</td>
<td></td>
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</tbody>
</table>
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

Successful Completion of at least 10 credits of a Stage 1 Science subject, preferably Nutrition.

CONTENT

- 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
- Practical Investigations
- Issues Investigations 30%

Assessment Type 2: Skills and Applications Tasks
- Tests
- Assignment
- Oral Presentation 40%

External Assessment 30%

Assessment Type 3: Examination 30%

OUTDOOR CONSTRUCTION: INTEGRATED LEARNING: 20 credits

Integrating 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

Successful 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
- Task 1: Timber Jointing task
- Task 2: Step up ‘tradies’ stool
- Task 3: Setting out task 30%

Assessment Type 2: Group Activity
- Production of shaded seating structure 20%

Assessment Type 3: Folio & Discussion
- Personal interest aspect of the course, research and present to class 20%

External Assessment 30%

Assessment Type 4: Project
- 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 (e.g., 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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
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</thead>
<tbody>
<tr>
<td>Assessment Type 1: Folio</td>
<td>20%</td>
</tr>
<tr>
<td>Assessment Type 2: Group Practical</td>
<td>30%</td>
</tr>
<tr>
<td>Assessment Type 3: Self-reliant Practical</td>
<td>20%</td>
</tr>
</tbody>
</table>

External Assessment 30%

Assessment Type 4: Examination 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

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

<table>
<thead>
<tr>
<th>Practical Skills and Applications</th>
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</thead>
<tbody>
<tr>
<td>Centrally developed practical 1</td>
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<tr>
<td>Centrally developed practical 2</td>
</tr>
<tr>
<td>Centrally developed practical 3 or negotiated practical (2015 Practicals: Lawn Bowls, Badminton, Touch Football, Team Handball)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Principles and Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise Physiology and Physical Activity</td>
</tr>
<tr>
<td>The Acquisition of Skills and the Biomechanics of Movement</td>
</tr>
<tr>
<td>Issues Analysis</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
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<tbody>
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</table>

External Assessment 30%

Assessment Type 3: Examination – 2 hours 30%
PHYSICS: 20 credits

Physics involves the study of matter and energy and the interrelationship between them. Physics provides a framework for understanding physical phenomena from the scale of sub-nuclear particles to the expanses of the universe. Hence the fundamental concepts of physics contribute to other fields of science such as Biology, Chemistry and Geology.

The study of physics offers opportunities for students to understand and appreciate the natural world. This subject requires the interpretation of physical phenomena through a study of motion in two dimensions, electricity and magnetism, light and matter, and atoms and nuclei.

As well as applying knowledge to solve problems, students develop experimental, investigation design, information, and communication skills through practical and other learning activities.

Students gather evidence from experiments and research and acquire new knowledge through their own investigations.

**ASSUMED KNOWLEDGE:**

Grade B or better in Physics A and B in Stage 1.

**CONTENT**

<table>
<thead>
<tr>
<th>Motion in Two Dimensions</th>
<th>Electricity and Magnetism</th>
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</thead>
<tbody>
<tr>
<td>Projectile Motion</td>
<td>Electric fields</td>
</tr>
<tr>
<td>Uniform Circular Motion</td>
<td>Motion of Charged Particles in Electric Fields</td>
</tr>
<tr>
<td>Gravitation and Satellites</td>
<td>Magnetic Fields</td>
</tr>
<tr>
<td>Momentum in Two Dimensions</td>
<td>Motion of Charged Particles in Magnetic fields</td>
</tr>
<tr>
<td>Light and Matter</td>
<td>Atoms and Nuclei</td>
</tr>
<tr>
<td>Electromagnetic Waves</td>
<td>The Structure of the Atom</td>
</tr>
<tr>
<td>The Interference of Light</td>
<td>The Structure of the Nucleus</td>
</tr>
<tr>
<td>Photons</td>
<td>Radioactivity</td>
</tr>
<tr>
<td>Wave Behaviour of Particles</td>
<td>Nuclear Fission and Fusion</td>
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<tr>
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</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
</tr>
<tr>
<td>Assessment Type 4: Project</td>
<td>30%</td>
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</table>

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

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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

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

Grade B or better in Stage 1 Psychology or by negotiation with the Head of Department.

CONTENT

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

ASSESSMENT COMPONENTS

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<thead>
<tr>
<th>School-based Assessment</th>
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<tr>
<td>Assessment Type 1: Investigations Folio</td>
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<tr>
<td>Collaborative Investigation</td>
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<tr>
<td>Individual Investigation</td>
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<td>Assessment Type 2: Skills and Applications Tasks</td>
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<tr>
<td>Introduction to psychology timed task</td>
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<tr>
<td>Social Cognition timed task</td>
<td></td>
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<tr>
<td>Timed task - Personality</td>
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<tr>
<td>Altered states of awareness timed task</td>
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<tr>
<td>Healthy Minds: Depression/Anxiety report</td>
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<tr>
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<tr>
<td>Assessment Type 3: Examination</td>
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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.

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<td>Assessment Type 1: Two Sources Analyses</td>
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<tr>
<td>Assessment Type 2: Written Assignments</td>
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<td>Assessment Type 3: Practical Activities</td>
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</table>
SOCIETY AND CULTURE: 20 credits

Through this subject students ‘explore and analyse the interactions of people, societies, cultures, and environments’ (SACE Subject Outline). They focus on issues for youth, Aboriginal and Torres Strait Islander People and of human rights.

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.

The skills they develop through these studies help them develop skills useful in a wide range of employment and study areas.

ASSUMED KNOWLEDGE
Nil although completion of Stage 1 Society and Culture is encouraged.

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.

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<tr>
<td>Assessment Type 3: Evaluation</td>
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</table>

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.

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<td>Assessment Type 3: Evaluation</td>
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</table>
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

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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.

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</tr>
<tr>
<td>Students produce one folio that documents their visual learning in support of their two works of design.</td>
<td></td>
</tr>
<tr>
<td>Assessment Type 2: Practical</td>
<td>30%</td>
</tr>
<tr>
<td>The Practical consists of two parts: the finished two works of design and the practitioner’s statement.</td>
<td></td>
</tr>
<tr>
<td>Assessment Type 3: Visual Study</td>
<td>30%</td>
</tr>
<tr>
<td>An exploration of and/or experimentation with a style idea, concept, media, materials, techniques and or/or technologies.</td>
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</tbody>
</table>
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.

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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

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