To be an outstanding Catholic girls’ school that is known for excellence in education and leadership for girls, pastoral care and academic results. This excellence is brought to fruition through holistic, inspiring and enabling education that leads our students to ‘Know more, Do more and Be more’.
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AN INTRODUCTION TO THE Handbook
Dear Parents and Students

The subject selection process is a key feature in any secondary school and has its own special place in the school calendar. It is not a short process as it informs students of the subjects that will be on the school timetable particularly in the senior years the following year.

For each year that students progress through secondary school they are able to make more subject choices. Each year I would hope they are a little more informed as to how they see their future career, informed by what they enjoy doing and where they are drawn to. While university and career information is important, an often overlooked aspect is what students enjoy doing outside school, what they read about and what interests them.

The 2017 Curriculum Handbook is the result of senior leaders and teachers reflecting on what has been offered in the past, our current provision, the subjects our girls value as they forge their future pathways and the subjects that we have identified as giving MacKillop girls the knowledge, skills and experiences which will allow them to confidently take their place in a world which is complex and ever changing.

I invite you as parents to sit down with your daughters and read through this document and discuss the subject offerings for 2017. Think about possible career options and the study that this may require. The College staff are here to support you and your daughter’s discernment. They are experienced in this process and are aware that it can be challenging. It is also an exciting part of your daughter’s MacKillop journey.

Kath McGuigan
Principal
MIDDLE SCHOOLING
AT
Mary MacKillop College
At Mary MacKillop College, students in the middle years are exposed to a broad curriculum of compulsory subjects with some choice of elective subjects. The core subjects give students experiences in a variety of disciplines and allow for the development of knowledge and skills in the compulsory subjects as required by the Australian Curriculum. Exposure to a wide variety of subjects enables students to make informed choices in subject selection in the senior years. A wide variety of teaching strategies and methodology are used to consider the variety of learning styles of all students. The aim of middle schooling at Mary MacKillop College is to enable all students to be engaged in their learning and to develop the skills to allow them to become lifelong, creative and collaborative learners.

**iPads in Year 8 2017**

As part of our teaching and learning program in 2017, all students in Year 8 will be given an iPad as a tool to enhance teaching and learning. This device is carried with the student throughout their education. Most textbooks are now provided in digital form. The teaching and learning opportunities provided by the iPad are unlimited and students will be encouraged to explore a variety of methods to express their learning. iPads are easy to use, light and have a long battery life and currently there are over 30,000 educational applications available to support teaching and learning in all subject areas. The iPad will allow students to access their learning “anytime and anywhere” and truly customise their learning experience. Students will have immediate access for researching and the use of e-books will reduce the number of textbooks students have to carry.

The iPad will enable our students to have an instant tutor, research on the internet or record their ideas. It can become a calculator, a word processor, a graphics program, a camera, a communication device or a collaboration tool. Students can also access lesson information via the SEQTA LEARN Portal.

More information and relevant policies will be distributed to families early in 2017 when the iPads are distributed.
The Australian Curriculum is now compulsory in the subject areas of English, Mathematics, Science, History, Geography, Physical Education, Technologies, the Arts and Languages. The remaining learning areas focusing on Economics and Business, Civics and Citizenship, will be implemented soon.

The Australian Curriculum for all learning areas is organised with explicit descriptions of what is to be taught (content) to students and what is expected in terms of the quality of learning expected by years or bands of schooling (achievement standards) from Foundation to Year 12.

The approach taken to organise the school curriculum by learning areas provides a foundation of learning in schools designed to ensure students develop the knowledge and understanding on which the major disciplines are based. However, 21st century learning does not fit neatly into a curriculum solely organised by learning areas. Increasingly, in a world where knowledge itself is constantly growing and evolving, students need to develop a set of skills, behaviours and dispositions, or general capabilities that apply across subject based content and equip them to be lifelong learners able to operate with confidence in a complex, information rich, globalised world. Consequently, the Australian Curriculum focuses on the development of general capabilities in addition to discipline based learning areas.

The Australian Curriculum has three key design features:

- the learning areas to identify key disciplinary knowledge, skills and understandings
- general capabilities and
- cross curriculum priorities.

The content descriptions specify what teachers are expected to teach. They include the knowledge, understanding and skills for each learning area as students progress through schooling. The content descriptions provide a well researched scope and sequence of teaching, within which teachers determine how best to cater for individual students’ learning needs and interests.

An achievement standard describes the quality of learning (the depth of understanding, extent of knowledge and sophistication of skill) typically expected of students as they progress through schooling.

The Australian Curriculum pays explicit attention to how seven general capabilities and three cross curriculum priorities contribute to, and can be developed through, teaching in each learning area.

The seven general capabilities are literacy, numeracy, information and communication technology competence, critical and creative thinking, ethical behaviour, personal and social competence, and intercultural understanding.

The three cross curriculum priorities are Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia’s engagement with Asia, and sustainability.

The SACE Board has implemented the Australian Curriculum at Stage 1 in Mathematics and English in 2016. Stage 2 will follow in 2017. Science and History subjects at Stage 1 will be implemented in 2017.

For further information the Australian Curriculum is published online at www.australiancurriculum.edu.au.
What is the SACE?

The South Australian Certificate of Education is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study. The SACE has been designed to meet the needs of students, families, higher and further education providers, employers and the community. The SACE helps students develop the skills and knowledge they need to succeed – whether they are headed for further education, training, an apprenticeship, or straight into the workforce.

The certificate is based on two stages of achievement:

- Stage 1 (usually completed in Year 11)
- Stage 2 (usually completed in Year 12).

Students who successfully complete all the requirements are awarded the SACE certificate.

How do students get the SACE?

Most students gain their SACE over three years of study. There are two stages:

- Stage 1, which most students do in Year 11, except for the Personal Learning Plan, which most will do in Year 10
- Stage 2, which most students do in Year 12.

Each subject or course successfully completed earns ‘credits’ towards the SACE, with a minimum of 200 credits required for students to gain the certificate. Students receive a grade from A to E for each subject at Stage 1, and from A+ to E- at Stage 2. To achieve the SACE, students must complete the compulsory requirements with a C grade or higher at Stage 1 and a C- or higher for Stage 2 compulsory requirements:

<table>
<thead>
<tr>
<th>SACE Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 10</strong></td>
<td></td>
</tr>
<tr>
<td>Personal Learning Plan - compulsory</td>
<td>10</td>
</tr>
<tr>
<td><strong>Year 11 or 12 (Stage 1 or 2)</strong></td>
<td></td>
</tr>
<tr>
<td>Literacy (from a range of English subjects and courses) - compulsory</td>
<td>20</td>
</tr>
<tr>
<td>Numeracy (from a range of Mathematics subjects and courses) - compulsory</td>
<td>10</td>
</tr>
<tr>
<td>Other subjects and courses of the student’s choice</td>
<td>90</td>
</tr>
<tr>
<td><strong>Year 12 (Stage 2)</strong></td>
<td></td>
</tr>
<tr>
<td>Research Project - compulsory</td>
<td>10</td>
</tr>
<tr>
<td>Other Stage 2 subjects and courses* - compulsory</td>
<td>60 or more</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>200</td>
</tr>
</tbody>
</table>

*Most students will complete subjects and courses with more than 70 credits at Stage 2.*
Stage 1 or 2 Subjects: 90 credits

- Literacy: Stage 1 or Stage 2: 20 credits (C grade or better)
- Numeracy: Stage 1 or Stage 2: 10 credits (C grade or better)
- Personal Learning Plan: Stage 1: 10 credits (C grade or better)
- Research Project: Stage 2: 10 credits (C - grade or better)
- Stage 1 or 2 Subjects: 60 credits (C - grade or better)

SACE = 200 credits
THE SOUTH AUSTRALIAN CERTIFICATE OF Education (SACE)

What is the Personal Learning Plan?

The Personal Learning Plan is a compulsory SACE subject, undertaken in Year 10. Students consider their aspirations, and investigate career, training and further study choices to help them map out their future. Students identify goals and plan how to achieve them through school and after finishing the SACE. They learn about and develop the Australian Curriculum capabilities through the subject.

The Personal Learning Plan contributes 10 credits towards the SACE and because it is compulsory, students need to achieve a C grade or higher.

What is Community Learning?

There are a number of different ways to gain SACE credits. Students are able to earn SACE credits for community learning in two ways:

1. Community Developed Programs
   Many community organisations develop their own learning programs, which students can undertake and obtain credits towards their SACE. These include programs such as:
   - Duke of Edinburgh’s Award
   - Royal Life Saving Society
   - SA Country Fire Service
   - Scouts SA
   - Australian Music Examination Boards (Grades 5 – 8)
   - Australian Army Cadets.

2. Self Directed Community Learning
   Students may be involved in a program or course outside school which is not formally accredited, but students may still receive SACE credits for. This could include:
   - participating in a sport at an elite level
   - acting as a carer for an elderly or invalid person
   - teaching others a specialised skill
   - gaining a pilot’s license.

Students will need to show evidence of their learning when applying for SACE credits for Self Directed Community Learning. To check if you can apply for SACE credits for learning outside school, please see the Director of Curriculum, Mrs Cathy Swain.

University and TAFE Entry

Students who complete the SACE and obtain an ATAR are eligible for university entry, provided they meet certain requirements. For university entry, students need to complete at least 90 credits at Stage 2, including at least 60 credits of Stage 2 subjects recognised by universities. The final 30 credits can be gained in a variety of ways defined by the universities. Universities also specify required subjects for some of their courses. TAFE considers a variety of qualifications and experiences in its entry and selection processes.

Full details of university and TAFE entry requirements for 2018 will be included in the Tertiary Entrance Booklet 2017, 2018, 2019 to be published by the South Australian Tertiary Admissions Centre in August 2017.

Visit the SATAC website for more information: www.satac.edu.au, or for TAFE www.tafesa.edu.au.
Students with Disabilities

The SACE offers a range of modified subjects at Stage 1 and Stage 2 to provide opportunities for students with identified intellectual disabilities to demonstrate their learning. A student’s achievement in a modified subject will be reported as “Completed”, with the appropriate number of SACE credits. The SACE certificate will indicate that the student has achieved the SACE using one or more modified subjects. For more information about modified subjects, visit: www.sace.sa.edu.au/web/modified-subjects.

Special Provisions

Special provisions are special arrangements for students who may be in a situation where an illness, impairment, learning difficulty or unforeseen incident has made completing their assessment difficult. For school assessed tasks in Stage 1 or Stage 2, schools decide if a student is eligible for special provisions. The SACE Board will determine a student’s eligibility for special provisions for external assessments at Stage 2 (examinations, investigations, etc). Students applying for special provisions need to provide evidence of their impairment, learning difficulty, or unforeseen circumstance. For more information about special provisions, visit: www.sace.sa.edu.au/web/special-provisions.

Students Online

Students Online is a one-stop shop for information about an individual student’s SACE.

It can help students:

• plan their SACE and look at different subjects, or subject and course combinations
• check their progress towards completing the SACE
• access their results.

Students can log in to Students Online using their SACE registration number and PIN at: www.sace.sa.edu.au/connect/.

Further information

Visit the SACE website at www.sace.sa.edu.au for more information about the SACE.
VOCATIONAL EDUCATION AND TRAINING

VET 2017

What is VET?

VET stands for Vocational Education and Training. It provides students with the opportunity to acquire practical work related skills together with the underpinning knowledge that will assist them in getting a job. It allows all young people to experience the world of work in a range of occupations whilst still at school. At Mary MacKillop College VET is used as a career exploration tool and as an opportunity to develop networks in the industry.

All VET Programs develop industry related skills through:

• off the job training – completed at a training provider.
• on the job training – learning and assessment occurs within the workplace. This is called Structured Work Placement.

All VET programs are accredited towards the SACE and the students also gain a nationally recognised qualification which links to further training or higher education.

VET subject programs can be accessed through TAFE SA or private RTOs (Registered Training Organisation), EASC (Eastern Adelaide School Cluster) and INAP (Inner Northern Adelaide Partnership). Students intending on pursuing VET opportunities should discuss this with Mrs Swain or the Year level Pastoral Care Coordinator.
Selection to Australian universities is based on both eligibility and rank. Eligibility allows you to be considered for selection and rank determines whether you are competitive enough to be selected.

To be eligible for selection into a university course/program students must:

- qualify for the SACE
- obtain an ATAR
- meet any pre-requisite subject requirements for the course/program.

Your competitiveness in relation to other applicants is based on your ATAR. ATAR is a rank given to students on a range from 0 to 99.95 and is calculated from your university aggregate.

To obtain a university aggregate and an ATAR students must complete at least 90 credits of study at Stage 2 of which 60 credits of study must be 20 credit TAS from a maximum of three attempts which need not be in consecutive years.

(Normally 10 credit subjects do not count towards this requirement but some 10 credit subjects in the same area, when studied in pairs, can substitute for a 20 credit subject. These are called Valid Pairs.)
TAFE SA courses offered through SATAC have course admission requirements (CAR) which all applicants must meet in order to be eligible for selection. CAR differ according to the level of the TAFE SA course concerned and whether the course is non-competitive or competitive.

Non-competitive courses

If a course is non-competitive, it is open for immediate application. This means an application for that course can be made at any time of year.

Competitive courses

Entry to some courses is competitive. This is usually because there are more people applying for a course than there are places available. The number of places available may vary from campus to campus, and is determined by the availability of facilities or other resources. Competitive courses only offer one or two intakes per year, usually at the start and in the middle of the academic year. Applications must be made within the advertised SATAC dates for these intake periods.

Course Admission Requirements (CAR)

All competitive courses require that minimum education standards be met by applicants in order to be considered for entry. However, meeting the minimum requirements does not guarantee acceptance or entry to a course. Some competitive courses may require applicants to submit a portfolio, a written assessment, or attend an audition as part of the selection process.

Due to the changes made to the TAFE SA Entry Requirements, students are encouraged to refer to the TAFE SA Website www.tafesa.edu.au for all relevant and updated course information. This website will always hold the current information.
<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Year 8</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Arts</strong></td>
<td>• Art                     • Dance                                • Art A               • Art B               • Dance                                • Drama A               • Drama B               • Music - Experience • Music - Specialist</td>
<td></td>
</tr>
<tr>
<td><strong>Business, Enterprise &amp; Technology</strong></td>
<td>• Digital Technologies</td>
<td>• Digital Technologies A • Digital Technologies B</td>
</tr>
<tr>
<td><strong>Cross Disciplinary Studies</strong></td>
<td>• N/A</td>
<td>• N/A</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>• English</td>
<td>• English</td>
</tr>
<tr>
<td><strong>Health &amp; Physical Education</strong></td>
<td>• Food &amp; Fabric           • Health &amp; Physical Education • Physical Education Specialist Sport - Netball or Soccer</td>
<td>• Global Cuisine &amp; Fabric Technology • Nutrition and Textiles • Health &amp; Physical Education • Physical Education Specialist Sport - Netball or Soccer</td>
</tr>
<tr>
<td><strong>Humanities &amp; Social Sciences</strong></td>
<td>• Geography               • History</td>
<td>• Geography • History</td>
</tr>
<tr>
<td><strong>Languages</strong></td>
<td>• Italian</td>
<td>• Italian</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>• Mathematics</td>
<td>• Mathematics</td>
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<tr>
<td><strong>Religious Education</strong></td>
<td>• Religious Education</td>
<td>• Religious Education</td>
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<tr>
<td><strong>Science</strong></td>
<td>• Science</td>
<td>• Science</td>
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<tr>
<td>Year 10</td>
<td>Year 11</td>
<td>Year 12</td>
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<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>SACE Stage 1</td>
<td>SACE Stage 1</td>
<td>SACE Stage 2</td>
</tr>
<tr>
<td>• Visual Arts - Design</td>
<td>• Visual Arts - Art 1VAA10 (10 credits)</td>
<td>• Visual Arts - Art 2VAA20 (20 credits)</td>
</tr>
<tr>
<td>• Visual Arts - Art A</td>
<td>• Visual Arts - Design 1VAD10 (10 credits)</td>
<td>• Music - Solo Performance 2MFC10 (10 credits)</td>
</tr>
<tr>
<td>• Visual Arts - Art B</td>
<td>• Music Advanced 1MUV10 (2 x 10 credits)</td>
<td>• Music - Technology 2MHY10 (10 credits)</td>
</tr>
<tr>
<td>• Dance (Stage 1)</td>
<td>• Music Experience 1MUE10 (2 x 10 credits)</td>
<td>• Music - Ensemble Performance 2MBL10 (10 credits)</td>
</tr>
<tr>
<td>• Drama</td>
<td>• Dance 1DAE10 (10 credits)</td>
<td>• Music - Individual Study 2MV510 (10 credits)</td>
</tr>
<tr>
<td>• Music A - Specialist</td>
<td>• Visual Arts - Art 1VAA10 (10 credits)</td>
<td>• Music - Musicianship 2MNP10 (10 credits)</td>
</tr>
<tr>
<td>• Music B - Specialist</td>
<td>• Visual Arts - Design 1VAD10 (10 credits)</td>
<td>• Music - Performance Special Study 2MPF10</td>
</tr>
<tr>
<td>• Music C - Music Media</td>
<td>• Music Experience 1MUE10 (2 x 10 credits)</td>
<td>(10 credits)</td>
</tr>
<tr>
<td>• Digital Technologies A</td>
<td>• Dance 1DAE10 (10 credits)</td>
<td>• Digital Technologies A</td>
</tr>
<tr>
<td>• Digital Technologies B</td>
<td>• Visual Arts - Art 1VAA10 (10 credits)</td>
<td>• Digital Technologies B</td>
</tr>
<tr>
<td>• Accounting 1ACG10 (10 credits)</td>
<td>• Essential English A &amp; B 1ETE10 (2 x 10 credits)</td>
<td>• Accounting 2ACG20 (20 credits)</td>
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<tr>
<td>• Information Processing &amp; Publishing 1IPR10</td>
<td>• English A &amp; B 1ESH10 (2 x 10 credits)</td>
<td>• Business &amp; Enterprise 2BUE20 (20 credits)</td>
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<tr>
<td>• Business &amp; Enterprise 1BUE10 (10 credits)</td>
<td>• Food &amp; Hospitality 1FOH10 (10 credits)</td>
<td>• Information Processing and Publishing 2IPR20</td>
</tr>
<tr>
<td>• Tourism 1TOS10 (10 credits)</td>
<td>• Child Studies 1CSD10 (10 credits)</td>
<td>(20 credits)</td>
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<tr>
<td>• Personal Learning Plan 1PLP10 (10 credits)</td>
<td>• Physical Education A &amp; B 1PHE10 (2 x 10 credits)</td>
<td>• Food &amp; Hospitality 2FOH20 (20 credits)</td>
</tr>
<tr>
<td>• English</td>
<td>• Legal Studies 1LEG10 (10 credits)</td>
<td>• Child Studies 2CSD20 (20 credits)</td>
</tr>
<tr>
<td>• Commercial Cookery &amp; Garment Construction</td>
<td>• Modern History 1HSY10 (10 credits)</td>
<td>• Physical Education 2PHE20 (20 credits)</td>
</tr>
<tr>
<td>• Creative Culinary &amp; Textile Design</td>
<td>• Ancient Studies 1ANC10 (10 credits)</td>
<td>• Italian Continuers A &amp; B 1ITC10 (2 x 10 credits)</td>
</tr>
<tr>
<td>• Physical Education A &amp; B</td>
<td>• History</td>
<td>• Italian Continuers 2ITC20 (20 credits)</td>
</tr>
<tr>
<td>• Mathematics</td>
<td>• Essential Mathematics A &amp; B 1MEM10 (2 x 10 credits)</td>
<td>• Mathematics &amp; B 1MEM10 (20 credits)</td>
</tr>
<tr>
<td>• Mathematics A</td>
<td>• General Mathematics A &amp; B 1MGM10 (2 x 10 credits)</td>
<td>• Essential Mathematics 2MEM20 (20 credits)</td>
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<tr>
<td>• Mathematics</td>
<td>• Mathematics 1MAM10 (A, B, C, D) (up to 4 x 10 credits)</td>
<td>• General Mathematics 2MGM20 (20 credits)</td>
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<tr>
<td>• Religious Education</td>
<td>• Religion Studies 1REL20 (20 credits)</td>
<td>• Mathematical Methods 2MHS20 (20 credits)</td>
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<tr>
<td>• Science</td>
<td>• Biology A &amp; B 1BIG10 (2 x 10 credits)</td>
<td>• Specialist Mathematics 2MSC20 (20 credits)</td>
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<tr>
<td></td>
<td>• Chemistry A &amp; B 1CME10 (2 x 10 credits)</td>
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<td></td>
<td>• Nutrition 1NUT10 (10 credits)</td>
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<tr>
<td></td>
<td>• Physics A &amp; B 1PY10 (2 x 10 credits)</td>
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<td></td>
<td>• Psychology 1PSC10 (10 credits)</td>
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<tr>
<td></td>
<td>• Biology 2BIG20 (20 credits)</td>
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<td></td>
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<td></td>
<td>• Nutrition 2NUT20 (20 credits)</td>
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<td></td>
<td>• Physics 2PYS20 (20 credits)</td>
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<tr>
<td></td>
<td>• Psychology 2PSC20 (20 credits)</td>
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</table>
# THE ARTS

## Pathways

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<thead>
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<tbody>
<tr>
<td><strong>8</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>Elective, Semester</td>
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<tr>
<td><strong>9</strong></td>
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<tr>
<td>Art A</td>
<td>Elective, Semester 1</td>
<td></td>
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<tr>
<td>Art B</td>
<td>Elective, Semester 2</td>
<td></td>
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<tr>
<td>Drama</td>
<td>Elective, Semester</td>
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<td><strong>10</strong></td>
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<tr>
<td>Visual Arts – Design</td>
<td>Elective, Semester</td>
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<tr>
<td>Visual Arts – Art</td>
<td>Semester 1: Community Art Project</td>
<td>Semester 2: Still Life/Cubism Elective</td>
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<td><strong>11</strong></td>
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<tr>
<td>Visual Arts - Art</td>
<td>1VAA10 (2 x 10 credits)</td>
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<tr>
<td>Visual Arts - Design</td>
<td>1VAD10 (1 x 10 credits)</td>
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<tr>
<td><strong>12</strong></td>
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<tr>
<td>Visual Arts - Art</td>
<td>2VAA20 (20 credits)</td>
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</tr>
<tr>
<td><strong>Note:</strong> Students can study up to 40 credits.</td>
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</table>

- **Music - Experience** Elective, Semester
- **Music - Specialist** Elective, Year
- **Music A - Specialist** Elective, Semester 1
- **Music B - Specialist** Elective, Semester 2
- **Music C - Music Media** Elective, Semester 2
- **Music Advanced A & B** 1MUV10 (2 X 10 credits)
- **Music Experience A & B** 1MUE10 (2 X 10 credits)
- **Music - Solo Performance** 2MFC10 (10 credits)
- **Music - Technology** 2MHY10 (10 credits)
- **Music - Ensemble Performance** 2MBL10 (10 credits)
- **Music - Individual Study** 2MVS10 (10 credits)
- **Music - Musicianship** 2MNP10 (10 credits)
- **Music - Performance Special Study** 2MPF10 (10 credits)
BUSINESS, ENTERPRISE & TECHNOLOGY

Pathways

Digital Technologies
Elective, Semester

Digital Technologies A
Elective, Semester 1

Digital Technologies B
Elective, Semester 2

Digital Technologies A
Elective, Semester 1

Digital Technologies B
Elective, Semester 2

Accounting
1ACG10 (10 credits)

Information Processing & Publishing
1IPR10 (10 credits)

Business & Enterprise
1BUE10 (2 x10 credits)

Tourism
1TOS10 (10 credits)

Accounting
2ACG20 (20 credits)

Business & Enterprise
2BUE20 (20 credits)

Information Processing and Publishing
2IPR20 (20 credits)

Tourism
2TOS20 (20 credits)

Workplace Practices
2WPC20 (20 credits)
English Pathways

English Compulsory, Full Year

Essential English A 1ETEA10
Compulsory
Semester 1, 10 Credits
Teacher recommended

English A 1ESHA10
Compulsory
Semester 1, 10 Credits

Essential English B 1ETEB10
Compulsory
Semester, 10 Credits

Teacher Recommended

English B 1ESHB10
Compulsory
Semester, 10 Credits

Teacher Recommended

English as an Additional Language 2EAL20
Full Year
20 Credits
Selection Criteria applies

Essential English 2ETE20
Full Year
20 Credits

Teacher Recommended

English 2ESH20
Full Year
20 Credits

Teacher Recommended

English Literary Studies 2END20
Full Year
20 Credits

Teacher Recommended
# Health & Physical Education

## Pathways

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td><strong>Food &amp; Fabric</strong>&lt;br&gt;Semester, Elective</td>
</tr>
<tr>
<td></td>
<td><strong>Health &amp; Physical Education</strong>&lt;br&gt;Full Year, Compulsory</td>
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<tr>
<td></td>
<td><strong>Specialist Sport - Netball or Soccer</strong>&lt;br&gt;Semester, Elective</td>
</tr>
<tr>
<td>9</td>
<td><strong>Global Cuisine &amp; Fabric Technology</strong>&lt;br&gt;Semester, Elective</td>
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<tr>
<td></td>
<td><strong>Health &amp; Physical Education</strong>&lt;br&gt;Full Year, Compulsory</td>
</tr>
<tr>
<td></td>
<td><strong>Specialist Sport - Netball or Soccer</strong>&lt;br&gt;Semester, Elective</td>
</tr>
<tr>
<td>10</td>
<td><strong>Commercial Cooking &amp; Garment Construction</strong>&lt;br&gt;Semester, Elective</td>
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<tr>
<td></td>
<td><strong>Physical Education A</strong>&lt;br&gt;Semester, Elective</td>
</tr>
<tr>
<td></td>
<td><strong>Physical Education B</strong>&lt;br&gt;Semester, Elective</td>
</tr>
<tr>
<td>11</td>
<td><strong>Food &amp; Hospitality</strong>&lt;br&gt;1FOH10 Semester (10 credits)</td>
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<tr>
<td></td>
<td><strong>Child Studies</strong>&lt;br&gt;1CSD10 Semester (10 credits)</td>
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<tr>
<td></td>
<td><strong>Physical Education A</strong>&lt;br&gt;1PHE10 Semester (10 credits)</td>
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<tr>
<td></td>
<td><strong>Physical Education B</strong>&lt;br&gt;1PHE10 Semester (10 credits)</td>
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<tr>
<td>12</td>
<td><strong>Food &amp; Hospitality</strong>&lt;br&gt;2FOH20 (20 credits)</td>
</tr>
<tr>
<td></td>
<td><strong>Child Studies</strong>&lt;br&gt;2CSD20 (20 credits)</td>
</tr>
<tr>
<td></td>
<td><strong>Physical Education</strong>&lt;br&gt;2PHE20 (20 credits)</td>
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</tbody>
</table>
Pathways

History
Compulsory, Semester

Geography
Compulsory, Semester

History
Compulsory, Semester

Geography
Compulsory, Semester

Ancient Studies
1ANC10 (10 credits)

Modern History
1HSY10 (10 credits)

Legal Studies
2LEG20 (20 credits)

Modern History
2HSY20 (20 credits)
LANGUAGES

Pathways

8

Italian
Full Year, Compulsory

9

Italian
Full Year, Compulsory

10

Italian A
Semester, Elective

Italian B
Semester, Elective

11

Italian Continuers A
1ITC10 (10 credits) Semester

Italian Continuers B
1ITC10 (10 credits) Semester

12

Italian Continuers
2ITC20 (20 credits) Full Year
Religious Education

Pathways

8
Religious Education
Full Year, Compulsory

9
Religious Education
Full Year, Compulsory

10
Religious Education
Full Year, Compulsory

11
Religion Studies
Full Year, Compulsory
1REL20 (20 credits)

12
Religion Studies
Compulsory
2REL10 (10 credits)
Overview

8
Science
Full Year, Compulsory

9
Science
Full Year, Compulsory

10
Science
Full Year, Compulsory

11
Biology
1BIG10 (2 x 10 credits)
Chemistry
1CME10 (2 x 10 credits)
Nutrition
1NUT10 (10 credits)
Physics
1PYŚ10 (2 x 10 credits)
Psychology
1PSC10 (10 credits)

12
Biology
2BIG20 (20 credits)
Chemistry
2CME20 (20 credits)
Nutrition
2NUT20 (20 credits)
Physics
2PYŚ20 (20 credits)
Psychology
2PSC20 (20 credits)
Choosing your subjects in 2017

At Mary MacKillop College we ensure that students are exposed to a broad, common curriculum in line with the Australian Curriculum. This enables students to experience many subject areas and to discover their learning strengths. Compulsory subjects are Religious Education, English, Humanities & Social Sciences, Mathematics, Science, Physical Education and Italian. Subjects are studied for either a full year or semester as indicated. By the end of Year 8 students have a better understanding of their own learning and are in a stronger position to begin subject selection for Year 9.

<table>
<thead>
<tr>
<th>Compulsory subjects</th>
<th>Semester</th>
<th>Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td>Y</td>
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<tr>
<td>Health &amp; Physical Education</td>
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<td>Y</td>
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<tr>
<td>Humanities and Social Sciences</td>
<td></td>
<td>Y</td>
</tr>
<tr>
<td>Geography</td>
<td></td>
<td>Y</td>
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<tr>
<td>History</td>
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<td>Y</td>
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<tr>
<td>Languages</td>
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<td>Y</td>
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<tr>
<td>Italian</td>
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<td>Y</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td>Y</td>
</tr>
<tr>
<td>Religious Education</td>
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<td>Y</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td>Y</td>
</tr>
<tr>
<td>Elective subjects (students choose 4 semester elective subjects)</td>
<td>Semester</td>
<td>Full Year</td>
</tr>
<tr>
<td>The Arts</td>
<td></td>
<td>Y</td>
</tr>
<tr>
<td>Art</td>
<td></td>
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<tr>
<td>Dance</td>
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<td>Y</td>
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<tr>
<td>Drama</td>
<td></td>
<td>Y</td>
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<tr>
<td>Music - Experience</td>
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<tr>
<td>Music - Specialist</td>
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<td>Y</td>
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<tr>
<td>Business, Enterprise &amp; Technology</td>
<td></td>
<td>Y</td>
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<tr>
<td>Digital Technologies</td>
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<td>Y</td>
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<td>Health &amp; Physical Education</td>
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<td>Y</td>
</tr>
<tr>
<td>Food &amp; Fabric</td>
<td></td>
<td>Y</td>
</tr>
<tr>
<td>Specialist Sport - Netball or Soccer (instead of Semester 1 Health &amp; Physical Education)</td>
<td></td>
<td>Y</td>
</tr>
</tbody>
</table>
Art

Length of Course
Semester

Compulsory or Elective
Elective

Course Description
Students are introduced to a variety of skills and concepts encompassing the elements of art, drawing, painting and sculpture. Students develop decision making and problem solving skills as well as employ self confidence as creative individuals. Research and investigative skills along with interactive demonstrations and class discussions, ensures students have many opportunities to achieve. Students work independently and collaboratively in the following areas:

Art Practical
- Elements of Art; line, tone, texture, shape and colour
- Drawing
- Painting
- Ceramic sculpture
- ICT - iPad

Art Theory – Research and Analysis
- Indigenous Art
- Ancient Greek Art
- ICT - iPad

Assessment
A variety of practical and written tasks, both formative and summative, will be undertaken.

Pathways
Course leads to Year 9 Art.

Dance

Length of Course
Semester

Compulsory or Elective
Elective

Course Description
This course develops knowledge, understanding and skills in dance through technique, choreography and performance. Students learn about the elements of dance, such as body, space, time, dynamics and relationships, and apply these to their own choreography and analysis of performances.

Focusing on the style of Jazz, fundamental movement skills, technical skills, expressive skills and safe dance practices will be taught in conjunction with various choreographic devices.

By the end of the semester, students should demonstrate progress with:
- Strength
- Balance
- Alignment
- Flexibility
- Endurance
- Performance, expression and confidence
- Clarity and extension of movement
- Projection and musicality

Assessment
The assessments for this course will include a variety of practical and written components that will be assessed in both a formative and summative manner. Assessments can include dance reviews and reflections and the composition of a piece of choreography.

Pathways
Course leads to Year 9 Dance.
Music - Experience

Length of Course
Semester

Compulsory or Elective
Elective

Course Description
This course is a general introduction to contemporary music. Students have the opportunity to study and develop beginning skills on:

- Drum kit
- Guitar
- Bass Guitar
- Keyboard
- Voice
- Music Technology – Garage Band and Mixcraft

Students may choose to focus on a particular instrument towards the end of the semester.

Skills and concepts introduced include:

- Reading and decoding musical notation
- Applying theoretical knowledge to specific instruments and circumstances including solo and ensemble performance
- Listening to self and others in a group
- Teamwork
- Analysing elements of sound
- Visualisation to enhance accuracy in performance
- Creative improvisation and composition
- Historical contexts – music styles
- Identification of musical elements

Assessment
Written tests and practical assessment tasks on various instruments and teacher observation in a group setting determining participation and application.

Pathways
Students who excel in Year 8 Music Experience have the possibility to join the Music Specialist class in Semester 2 or in the following year as their skills progress and providing they enrol in instrumental or vocal tuition.

They may also continue developing general music appreciation skills in Year 9 Music Experience class.

Drama

Length of Course
Semester

Compulsory or Elective
Elective

Course Description
This course encourages students to increase expressiveness, focus and confidence. Students learn the qualities of vocal expression and movement, stillness and focus, expressiveness, levels, balance and position, body language, facial expressions, and the use of costuming to develop a character.

The course content includes:

- Stagecraft and Drama terminology
- Tableaux
- Improvisation
- Characterisation
- Monologues
- Scripted performances

Assessment
Students are expected to participate actively in class. Assessment includes group work, pairs and individually:

- To develop a series of tableaux as an ensemble
- Perform a scripted play for different groups of audiences/viewer
- Develop a character for a short monologue
- Written responses on their performances

Pathways
Course leads to Year 9 Drama.
Music - Specialist

Length of Course
Full Year

Compulsory or Elective
Elective

Pre-requisites
Year 7 audition or highly proficient achievement in Music Experience.

Course Description
This course is designed to extend the students existing knowledge of music and depending on their level of expertise their course is differentiated to suit. Areas of music covered include:
- Theoretical knowledge – minimum Grade 1 AMEB or above
- Aural recognition and ear training – Auralia software
- Ensemble Performance – class band
- Solo Performance – individual performance to an audience
- Music Technology – Garage Band, Mixcraft and Sibelius
- History of Music – study of musical styles
- Composition and music creation

Students focus on a particular instrument or voice and work towards becoming expert at this as well as improving musical literacy.

Skills and concepts introduced include:
- Reading and decoding musical notation
- Applying theoretical knowledge to specific instruments and circumstances including solo and ensemble performance
- Listening to self and others in an ensemble
- Teamwork
- Analysing elements of sound
- Visualisation to enhance accuracy in performance
- Creative improvisation and composition
- Historical contexts – music styles
- Identification of musical elements

Assessment
Tests and practical assessments on various instruments form the assessment, as well as co-curricular participation.

Pathways
Course leads to Year 9 Music Specialist.

Digital Technologies

Length of Course
Semester

Compulsory or Elective
Elective

Course Description
Students are introduced to the world of digital literacy and coding using Scratch Online. They will investigate how digital systems represent text, image and audio data. Students will analyse and visualise data using a range of software. The use of applications to create multimedia content is also explored.

Assessment
Students are assessed in a variety of forms including their ability to work in team environments, an ability to plan, document, create and evaluate. Assessments will comprise written and digital forms.

Pathways
Course leads to Year 9 Digital Technologies A and/or B.
**English**

**Length of Course**
Year

**Compulsory or Elective**
Compulsory

**Course Description**
The Year 8 English curriculum is built around three interrelated strands:

- Literature
- Language
- Literacy

In Year 8 English students will engage with a variety of texts. Students will listen to, read, interpret, evaluate and perform a range of spoken, written and multi modal texts.

Students explore themes from a variety of genres. They begin to engage with text structures and language features and create a range of imaginative, informative and persuasive text types. Students have the opportunity to develop their literacy skills through regular grammar, spelling and critical reading based activities.

**Assessment**
Each semester students will produce a Study Portfolio which will be assessed according to the National Achievement Standards. The portfolio will include:

- At least two responses to texts
- One independent reading response
- One text creation response
- At least one oral task
- Literacy based activities

**Pathway**
Course leads to Year 9 English.

---

**Food & Fabric**

**Length of Course**
Semester

**Compulsory or Elective**
Elective

**Course Description**
In this course students will develop skills in the use of a range of equipment to prepare foods and construct fabric articles. They will research the following topics: food hygiene, nutrition and dietary guidelines and the construction and care of fabrics. During the course they will also develop skills in the effective management of time, resources and practical skills.

Students will be required to purchase materials for necessary resources. This cost is approximately $20 per student.

**Assessment**
Assignments, homework and practical tasks.

**Pathways**
Course leads to Year 9 Global Cuisine & Fabric Technology or Nutrition & Textiles.
Health & Physical Education

**Length of Course**
Year

**Compulsory or Elective**
Compulsory

**Course Description**
Health & Physical Education is a full year course of study where students are introduced to a range of practical concepts. Students are given the opportunity to develop skills in a controlled environment and to work cooperatively with each other in group situations. Practical topics covered may include: athletics, swimming, netball, softball, touch, volleyball, table tennis, cricket, badminton and fitness testing.

During health lessons student explore areas of health including personal hygiene, fitness, self esteem, bullying and the effects of alcohol.

**Assessment**
Practical performance, attitude, organisation and participation are all elements of assessment.

Theoretical assessment - participation, assignment work and personal reflection booklets.

**Pathways**
Course leads to Year 9 Physical Education.

Specialist Sport Netball

**Length of Course**
Semester 1 only

**Compulsory or Elective**
Elective

Replaces Semester 1 Health & Physical Education.

**Course Description**
The Year 8 Specialist Netball course is an introduction to netball. Students of any ability level are welcomed and receive an insight into sport at the elite level. Students undergo specialist coaching. As part of the program students are required to participate in netball for the College on Saturday mornings.

There is an additional cost associated with this course.

**Assessment**
Practical performance, attitude, organisation and participation are all elements of assessment.

Theoretical assessment – participation and assignment work.

**Pathways**
Course leads to Year 9 Specialist Sport - Netball.
### Geography

<table>
<thead>
<tr>
<th>Length of Course</th>
<th>Semester 1 only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory or Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Replaces Semester 1 Health &amp; Physical Education.</td>
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</tr>
</tbody>
</table>

**Course Description**

The Year 8 Specialist Soccer course is an introduction to soccer. Students of any ability level are welcomed. Students undergo specialist coaching and receive an insight into sport at the elite level. As part of the program students are required to participate in soccer for the College on Saturday mornings.

There is an additional cost associated with this course.

**Assessment**

Practical performance, attitude, organisation and participation are all elements of assessment.

Theoretical assessment – participation and assignment work.

**Pathways**

Course leads to Year 9 Specialist Sport - Soccer.

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### Specialist Sport - Soccer

<table>
<thead>
<tr>
<th>Length of Course</th>
<th>Semester</th>
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<tbody>
<tr>
<td>Compulsory or Elective</td>
<td>Compulsory</td>
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<tr>
<td>Replaces Semester 1 Health &amp; Physical Education.</td>
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</tbody>
</table>

**Course Description**

In Year 8 students investigate processes that influence characteristics and change in the environment. They also examine how places are perceived and valued.

Topics studied will include landforms, landscapes and changing nations.

Students will use an inquiry approach and the use of technology along with fieldwork where possible. Students will be encouraged to develop an appreciation, and understanding of different perspectives and an ethical approach to responding to geographical issues.

**Assessment**

Assessment is continuous and will examine a student’s learning according to the two strands, Geographical Knowledge and Geographical Skills.

**Pathways**

Course leads to Year 9 Geography.
### Italian

**Length of Course**  
Year

**Compulsory or Elective**  
Compulsory

**Course Description**  
Students will develop an understanding of the Italian language and culture through the study of a variety of topics including self, school and family. A range of communicative activities will be used to enhance their written, aural and oral comprehension skills. This will include group work, research and investigation, oral presentations and role plays. They will also expand their cultural awareness through the study of the geography of Italy and schooling in Italy.

**Assessment**  
There will be regular language tests on grammatical and vocabulary concepts, a variety of written assignments and exercises, oral presentations and aural comprehensions.

**Pathways**  
Course leads to Year 9 Italian.

### History

**Length of Course**  
Semester

**Compulsory or Elective**  
Compulsory

**Course Description**  
The Year 8 History course provides for a study of history from 500 AD to 1500 AD in Europe and the equivalent medieval period in Japan. The social, economic, religious and political beliefs are examined in both places. Students are also introduced to, and practise historical skills such as bias, reliability, contestability, examination of sources, research, referencing and historical literacy.

**Assessment**  
Assessment is continuous and will examine a student's learning according to the strands of the specific discipline. In History, these strands are Knowledge and Understanding and History Skills.

**Pathways**  
Course leads to Year 9 History.
Mathematics

**Length of Course**
Year

**Compulsory or Elective**
Compulsory

**Course Description**
This subject is designed to enable students to develop an appreciation of, and a positive attitude towards mathematics. Emphasis is placed on extending the student’s mathematical ways of thinking and doing.

The following is studied from the three content strands:

**Number and Algebra**
- Apply index laws to whole numbers
- Operate with integers
- Solve rates, ratio and percentage problems
- Expand and factorise algebraic expressions
- Solve linear equations
- Graph linear relationships

**Measurement and Geometry**
- Calculate perimeter, area and volume
- Make sense of time duration
- Identify congruent triangles
- Investigate properties of quadrilaterals

**Statistics and Probability**
- Calculate the probability of complimentary events
- Describe events and experiments
- Model situations with two way tables and Venn diagrams
- Collect data and explain effect of outliers

**Assessment**
Assessment is continuous and based on topic tests, homework tasks, assignments and investigations.

**Pathways**
Course leads to Year 9 Mathematics

Religious Education

**Length of Course**
Year

**Compulsory or Elective**
Compulsory

**Course Description**
Students are introduced to the ethos, values and culture of Mary MacKillop College and develop an awareness of significant liturgical celebrations of our Church year. They are encouraged to model ways of relating between individuals with respect and reconciliation which reflect core Gospel values.

The topics explored in this course are:
- New Beginnings - Humanity is made in the image of God
- Liturgical Year of the Church including Lent, Easter, Advent and significant Feast Days
- The Eucharist and parts of the Mass
- Mary, The Mother of Jesus as a model of discipleship
- The Rosary, a form of Prayer and Christian tradition
- St Mary of the Cross MacKillop showing discipleship, faith and mission
- Jesus of Nazareth - Historical context
- The Bible - The Christian text and scripture
- Made in the Image of God (MITIOG) - Appreciate sexuality as a creative image of God and central to the development of identity

**Assessment**
Assessment is continuous and based on responses to visual and written texts and individual research. Assessment types include oral presentations, written responses, personal reflections and in class quizzes.

Attendance and participation at the Year 8 Retreat is compulsory.

**Pathways**
Course leads to Year 9 Religious Education.
Length of Course

Year

Compulsory or Elective

Compulsory

Course Description

In Year 8 Science, students are given opportunities to develop their scientific understanding in the Biological, Chemical, Physical, Earth and Space Sciences. Students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views. They consider social and technological factors that have influenced the work of students and scientific developments. They examine how applications of science and technology affect people’s lives.

Assessment

Assessment is varied to cater for a range of learning styles. Assessment tasks may include topic tests, investigative research assignments, presentation of models, problem solving activities, assessment of practical work and written reports.

Pathways

Course leads to Year 9 Science.
# Subject Selection

**Choosing your subjects in 2017**

The Year 9 curriculum offerings ensure that students have the opportunity to select a variety of subjects from the key learning areas that enable them to build on their particular learning strengths and ensures the relevance of learning in today’s world. Compulsory subjects include Religious Education, English, Humanities & Social Sciences, Italian, Mathematics, Physical Education and Science with Digital Technologies, Art, Dance, Drama, Home Economics and Music as elective offerings. Subjects are offered as full year or semester length as indicated.

<table>
<thead>
<tr>
<th>Compulsory subjects</th>
<th>Semester</th>
<th>Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
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<tr>
<td>Health &amp; Physical Education</td>
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<td></td>
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<tr>
<td>Health &amp; Physical Education</td>
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<td>Y</td>
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<tr>
<td>Humanities and Social Sciences</td>
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</tr>
<tr>
<td>Geography</td>
<td>Y</td>
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<tr>
<td>History</td>
<td>Y</td>
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<tr>
<td>Languages</td>
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<tr>
<td>Italian</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Religious Education</td>
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<tr>
<td>Science</td>
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</table>

<table>
<thead>
<tr>
<th>Elective subjects</th>
<th>Semester</th>
<th>Full Year</th>
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</thead>
<tbody>
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<td>The Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art A (Semester 1)</td>
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<td>Art B (Semester 2)</td>
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<tr>
<td>Dance</td>
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<td>Drama A (Semester 1)</td>
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<td>Drama B (Semester 2)</td>
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<tr>
<td>Music - Experience</td>
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<tr>
<td>Music - Specialist</td>
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<td>Business, Enterprise &amp; Technology</td>
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<td>Digital Technologies A - Multimedia Animation (Semester 1)</td>
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<tr>
<td>Digital Technologies B - Multimedia Film (Semester 2)</td>
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<tr>
<td>Health &amp; Physical Education</td>
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<tr>
<td>Global Cuisine &amp; Fabric Technology</td>
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<tr>
<td>Nutrition and Textiles</td>
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<tr>
<td>Specialist Sport - Netball or Soccer (instead of Semester 1 Health &amp; Physical Education)</td>
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</tbody>
</table>
Art A

Length of Course
Semester 1

Compulsory or Elective
Elective

Course Description
Students will develop and refine skills in technique and explore new methods and media in drawing (still life) and painting (Mandala design). Students will develop decision making and problem solving skills to increase confidence in producing creative and individual concepts and art works. Students will gain an understanding of the role of art and artists in past and present context through the study of Australian Indigenous Art. Research and investigative skills along with interactive demonstrations and class discussions, ensure students have opportunities to achieve. Students will work independently and collaboratively in the following areas.

Art Practical
- Observational drawings from still life
- Colour studies
- Final soft pastel composition
- Research on the Mandala
- Exploration of symbol, pattern and design
- Development and production of personal Mandala composition

Art Theory
- Research and analysis
- Historical and contemporary Indigenous Art

Assessment
A variety of practical and written tasks, both formative and summative will be undertaken.

Pathways
Course leads to Year 9 Art B and Year 10 Art or Design.

Art B

Length of Course
Semester 2

Compulsory or Elective
Elective

Course Description
Students will develop and refine skills in technique and explore new methods and media in drawing, tonal rendering, and perspective (Baroque inspired imagery and perspective drawing). Students will develop decision making and problem solving skills to increase confidence in producing creative and individual concepts and art works. Students will gain an understanding of the role of art and artists in past and present context through the study of the Baroque Era and Australian Landscape. Research and investigative skills, along with interactive demonstrations and class discussions, ensure students have opportunities to achieve. Students will work independently and collaboratively in the following areas.

Art Practical
- Tonal studies in colour
- Final tonal composition
- Compositional studies experimenting with elements of design
- Final Baroque inspired design
- Perspective drawings

Art Theory
- Research and analysis
- Baroque Art
- Australian Landscape

Assessment
A variety of practical and written tasks, both formative and summative will be undertaken.

Pathways
Course leads to Year 10 Art or Design.
Dance

**Length of Course**
Semester

**Compulsory or Elective**
Elective

**Course Description**
This course further develops knowledge, understanding and skills in dance through technique, choreography and performance. Students continue to learn about the elements of dance, such as body, space, time, dynamics and relationships, and employ these to their own choreography and analysis of performances.

Focusing on the styles of Jazz and Contemporary, fundamental movement skills, technical skills, expressive skills and safe dance practices will be taught in conjunction with various choreographic devices.

By the end of the semester, students should demonstrate progress with:
- Strength
- Balance
- Alignment
- Flexibility
- Endurance
- Performance, expression and confidence
- Clarity and extension of movement
- Projection and musicality

**Assessment**
The assessments for this course will include a variety of practical and written components that will be assessed in both a formative and summative manner. Assessments can include dance reviews and reflections and the composition of a piece of choreography.

**Pathways**
Course leads to Year 10 Dance.
**Drama A**

**Length of Course**
Semester 1

**Compulsory or Elective**
Elective - It is strongly recommended that students wanting to study Year 10 Drama complete this course.

**Course Description**
This course allows students to improve their skills in body language, gesture and facial expressions and to develop more specialised uses for the voice and body. Characterisation is a particular focus. The course content includes: improvisation, characterisation, melodrama, stagecraft, drama terminology, small productions, script writing, free choice project and review writing.

Students participate in a range of teacher directed practical activities to reiterate and build on knowledge from Year 8. Students will have the opportunity to work in pairs, groups and individually on both practical and written assessment tasks. Students will perform an on stage role in small group performances. Students attend a live theatre performance and learn about the review writing process. A major theatre topic project is completed which extends the students' theoretical understanding.

**Assessment**
The assessment in this subject is continuous and covers the areas listed above. Students may attend live theatre where a small cost will be involved.

**Pathways**
Course leads to Year 9 Drama B.

---

**Drama B**

**Length of Course**
Semester 2

**Compulsory or Elective**
Elective

**Course Description**
This course allows students to develop their understanding of the theatre, with a particular focus on performance. Students are introduced to the page-to-stage process and are given performance opportunities to demonstrate their knowledge. The course content includes: script reading with a focus on a particular genre, group performance, industry understanding and review writing.

Students will perform an on or offstage role in a small group performance where many skills are built on or obtained, including; brainstorming, group/class discussions, problem solving, comprehension, the page-to-stage process, project management and various other skills associated within the realms of performance. Students will have the opportunity to work in pairs, groups and individually. Reflection and evaluation will be a skill that is nurtured through the student’s constant journaling and class discussions. Students may have the experience of attending live theatre performances with a chance to build on their review writing skills from Year 8 or Year 9 and students complete a major theory project.

**Assessment**
The assessment in this subject is continuous and covers the areas listed above. Students may attend live theatre where a small cost will be involved.

**Pathways**
Course leads to Year 10 Drama.
Music - Experience

Length of Course
Semester

Compulsory or Elective
Elective

Course Description
This course is a general introduction to contemporary music. Students have the opportunity to study and develop beginning skills on a variety of instruments, voice, music technology such as Garage Band and Mixcraft, using PA systems or explore the history of music styles including rock music.

Students may choose to focus on a particular instrument and continue with their introduction from the previous year or may be introduced to beginning skills on new instruments and gain general knowledge on each.

Skills and concepts introduced include:
• Reading and decoding musical notation
• Applying theoretical knowledge to specific instruments and circumstances including solo and ensemble performance
• Listening to self and others in a group
• Teamwork
• Analysing elements of sound
• Visualisation to enhance accuracy in performance
• Creative improvisation and composition
• Historical contexts – music styles
• Identification of musical elements

Assessment
Written tests and practical assessment tasks on various instruments, demonstrating level of competencies as well as teacher observation in a group setting determining participation and application.

Pathways
Students who excel in Year 9 Music Experience have the possibility to join the Music Specialist class in Semester 2 or in the following year as their skills progress. They may also continue developing general and technology skills in Year 10 Music.

Music - Specialist

Length of Course
Full Year

Pre-requisites
Year 8 Music Specialist or highly proficient achievement in Music Experience and/or prior enrolment in Instrumental or Vocal tuition

Course Description
This course is designed to extend the student’s existing knowledge of music and depending on their level of expertise the course is differentiated to suit. Areas of music covered include:
• Theoretical knowledge – minimum Grade 2 AMEB or above
• Aural recognition and ear training – Auralia software
• Ensemble Performance – class band and co-curricular ensembles
• Solo Performance – individual performance to an audience
• Music Technology – Garage Band, Mixcraft and Sibelius
• History of Music – The Blues
• Composition and music creation

Students focus on a particular instrument or voice and work towards becoming expert at this, as well as improving musical literacy.

Skills and concepts introduced include:
• Reading and decoding musical notation at Grade 2 AMEB level
• Applying theoretical knowledge to specific instruments and circumstances including solo and ensemble performance
• Listening to self and others in an ensemble
• Teamwork
• Analysing elements of sound
• Visualisation to enhance accuracy in performance
• Creative improvisation and composition
• Historical contexts – 12 Bar Blues and Blues scales
• Identification of musical elements

Assessment
Written tests and practical assessment tasks demonstrating level of competencies as well as teacher observation in a group setting determining the level of ensemble skills demonstrated during rehearsals. Expectations match student’s individual level and ability and are adjusted accordingly.

Pathways
Students progress to Year 10 Music Specialist A or could choose to undertake Music C - Music Media course in Year 10 if they wish to have a music technology focus.
**Digital Technologies A**

**Length of Course**
Semester 1

**Compulsory or Elective**
Elective

**Course Description**
Students investigate how hardware and software controls computer function. They develop skills in presenting information digitally, using programming language. Students will analyse and visualise data and address complex problems using code.

There is a strong emphasis on skills based practical activities using design and animation.

**Assessment**
Students are assessed on their class work and on their assignments which are both written and digital in nature.

**Pathways**
Year 10 Digital Technologies A and/or B

**Digital Technologies B**

**Length of Course**
Semester 2

**Compulsory or Elective**
Elective

**Course Description**
Students use a range of technologies to communicate, generate, represent and produce multimedia (such as movie making). They use design to produce solutions to needs and opportunities relevant to global communities.

**Assessment**
Students are assessed on class work and their ability to communicate ideas both individually and with their peers, and will include: planning, documenting, creating and evaluating. Assessment will be written and digital form.

**Pathways**
Year 10 Digital Technologies A and/or B
**English**

**Length of Course**
Year

**Compulsory or Elective**
Compulsory

**Course Description**
The Year 9 English curriculum is built around three interrelated strands: Literature, Language and Literacy. Students will engage with a variety of texts.

Students will listen to, read, interpret, evaluate and perform a range of spoken, written and multi modal texts. Students explore themes from a variety of genres. They begin to engage with text structures and language features and create a range of imaginative, informative and persuasive text types. Students undertake literacy based activities (spelling, grammar and critical reading) throughout the course.

**Assessment**
Each semester students will produce a Study Portfolio which will be assessed according to the National Achievement Standards. The portfolio will include:

- At least two responses to texts
- One independent reading response
- One text creation response
- At least one oral task
- Literacy based activities

**Pathway**
Course leads to Year 10 English.

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**Global Cuisine & Fabric Technology**

**Length of Course**
Semester

**Compulsory or Elective**
Elective

**Course Description**
Students will investigate the cultures that influence the Australian cuisine. Students will develop more advanced food preparation skills.

In the clothing area students will develop skills in the use of a commercial pattern, use of a sewing machine and overlocker, and construction of a hooded jumper using knit fabric.

Students will be required to purchase materials for necessary resources. This cost is approximately $20 per student.

**Assessment**

<table>
<thead>
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<th>Practical tasks</th>
<th>60%</th>
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</thead>
<tbody>
<tr>
<td>Assignment and homework</td>
<td>40%</td>
</tr>
</tbody>
</table>

**Pathways**
Course leads to Year 10 Creative Culinary & Textile Design.
**Nutrition and Textiles**

**Length of Course**
Semester

**Compulsory or Elective**
Elective

**Course Description**
Students will investigate the following topics: nutrition with a focus on adolescent food needs and the dietary guidelines, lifestyle issues and the use of convenience foods, developing time and resource management skills. Students will work with woven fabrics to construct tracksuit pants, learn to use a commercial pattern, further develop their skills in the use of a sewing machine and overlocker, and investigate clothing designs to meet individual needs.

Students will be required to purchase materials for necessary resources. This cost is approximately $20 per student.

**Assessment**
- Practical Task: 60%
- Assignment and Homework: 40%

**Pathways**
Course leads to Year 10 Catering and Garment Construction or Year 10 Creative Culinary & Textile Design.

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**Health & Physical Education**

**Length of Course**
Year

**Compulsory or Elective**
Compulsory

**Course Description**
Health & Physical Education is a full year course of study where students further their experience of a range of practical concepts. Students are given the opportunity to see the benefits of being physically active and to continue their development of social skills. Practical activities may include: basketball, hockey, European handball, tennis, sofocrosse, soccer, self defence, athletics, football and fitness testing. During health lessons students explore areas of health including; fitness, group work & leadership, bullying and the effects of drugs & alcohol.

**Assessment**
- Practical Task: 60%
- Assignment and Homework: 40%

**Pathways**
Course leads to Year 10 Physical Education.
Specialist Sport
- Netball

Length of Course
Semester 1 only

Compulsory or Elective
Elective

Replaces Semester 1 Health & Physical Education.

Course Description
The Year 9 Specialist Netball Course is an extension for those students who wish to further their netball skills and knowledge. Students undergo specialist coaching during practical sessions and receive further insight into sport at the elite level. As part of the program students are required to participate in netball for the College on Saturday mornings.

There is an additional cost associated with this course.

Assessment
Practical performance, attitude, organisation and participation are all elements of assessment. Theoretical assessment – participation and assignment work.

Pathways
Course leads to Year 10 Physical Education.

Specialist Sport
- Soccer

Length of Course
Semester 1 only

Compulsory or Elective
Elective

Replaces Semester 1 Health & Physical Education.

Course Description
The Year 9 Specialist Soccer Course is an extension for those who wish to pursue Soccer further. Students undergo specialist coaching and receive further insight into the sport at the elite level. As part of the program students are required to participate in soccer for the College on Saturday mornings.

There is an additional cost associated with this course.

Assessment
Practical performance, attitude, organisation and participation are all elements of assessment. Theoretical assessment – participation and assignment work.

Pathways
Course leads to Year 10 Physical Education.
Geography

Length of Course
Semester

Compulsory or Elective
Compulsory

Course Description
In Year 9 Geography, students examine changes that take place within the environment. Students are taught to look at possible consequences and solutions. They cover these aspects through a study of biomes, food security, tourism and trade.

Students will use an inquiry approach and the use of technology as well as fieldwork where possible. Students will be encouraged to develop an appreciation and understanding of different perspectives and an ethical approach to responding to geographical issues.

Assessment
Assessment is continuous and will examine a student’s learning according to the two strands, Geographical Knowledge and Geographical Skills.

Pathways
Course leads to Year 10 Geography.

History

Length of Course
Semester

Compulsory or Elective
Compulsory

Course Description
The Year 9 Curriculum provides a study of the History of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of Nationalism and Imperialism, and the colonisation of Australia. Australia’s role in World War 1 is a core topic.

Students continue to practise historical skills such as bias, reliability, contestability, examination of sources, research, referencing and historical literacy.

Assessment
Assessment is continuous and will examine a student’s learning according to the strands of the specific discipline. In History, these strands are Knowledge and Understanding and Historical Skills.

Pathways
Course leads to Year 10 History.
Italian

**Length of Course**
Year

**Compulsory or Elective**
Compulsory

**Course Description**
Students will further develop their communication skills and language acquisition in Italian through the study of topics such as fashion, health, daily routine and community. Each topic provides a cultural perspective for students to appreciate. This will include group work, research, investigation, oral presentations and role-plays. Written, aural and oral activities will assist in developing comprehension skills and language acquisition.

**Assessment**
There will be regular language tests on grammatical and vocabulary concepts, a variety of written assignments and exercises, oral presentations, aural comprehensions. In Semester 1, there will be the presentation of a research folio on Italian fashion comprising both oral and written components.

**Pathways**
Course leads to Year 10 Italian A & B.

Mathematics

**Length of Course**
Year

**Compulsory or Elective**
Compulsory

**Course Description**
This subject is designed to enable students to develop an appreciation of, and a positive attitude towards mathematics. Emphasis is placed on extending students’ mathematical ways of thinking and doing. The following is studied from the three content strands:

**Number and Algebra**
- Apply index laws to numbers
- Express numbers in scientific notation
- Solve simple interest problems
- Expand binomial expressions
- Calculate distance between two points, the midpoint and the gradient
- Sketch linear and non-linear relationships

**Measurement and Geometry**
- Calculate area, volume and surface area
- Identify similar triangles
- Interpret ratio and scale factors
- Use Pythagoras’ Theorem and trigonometric ratios

**Statistics and Probability**
- Compare primary and secondary data
- Construct histograms and back-to-back stem-and-leaf plots
- Describe and interpret skewed, symmetrical and bimodal data

**Assessment**
Assessment is continuous and based on topic tests, homework tasks, assignments and investigations.

**Pathways**
Course leads to Year 10 Mathematics A
Religious Education

Length of Course
Year

Compulsory or Elective
Compulsory

Pre-requisites
Year 8 Religious Education

Course Description
Students are given the opportunity to develop an understanding that through relationships with others they are invited to know God. They are challenged to consider their identity, their values and their role within the wider community. Students critically examine gender stereotypes and learn to make ethical choices using Christian teachings.

The topics explored in this course are:

- Prayer and Liturgy as aspects of spiritual journey
- The Role of Caritas and Project Compassion
- The Liturgical Year - reflecting on The Holy Trinity and a contemporary interpretation of the Stations of the Cross
- Morality, decision making & social justice
- Made In The Image Of God (MITIOG) - appreciate sexuality as a creative gift of God and central to the development of identity
- Women of Discipleship in relation to 21st Century inspirational women with a focus on Saint Mary of the Cross MacKillop

Assessment
Assessment is continuous and based on responses to individual research. Group and individual initiatives focus on tasks that require responses. Assessment types include oral presentations, written responses and personal reflections.

Attendance and participation at the Year 9 Retreat is compulsory.

Pathways
Course leads to Year 10 Religious Education.

Science

Length of Course
Year

Compulsory or Elective
Compulsory

Course Description
In Year 9 Science, students continue to develop their scientific understanding in the Biological, Chemical, Physical and Earth and Space Sciences. They consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. Students learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement. They consider social and technological factors that have influenced scientific developments and the work of scientists. They examine how applications of science and technology affect people’s lives.

Assessment
Assessment is varied to cater for a range of learning styles. Assessment tasks may include topic tests, investigative research assignments, presentation of models, problem solving activities, assessment of practical work and written reports.

Pathways
Course leads to Year 10 Science.
# Year 10

## Subject Selection

**Choosing your subjects in 2017**

Year 10 students study some compulsory subjects but are able to choose four semester elective subjects. They also begin their SACE studies with the Personal Learning Plan. The following list represents the compulsory subjects all students must undertake as well as the elective subjects.

<table>
<thead>
<tr>
<th>Compulsory subjects</th>
<th>Semester</th>
<th>Full Year</th>
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<tbody>
<tr>
<td>Cross Disciplinary</td>
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<tr>
<td>1LP10 Stage 1 Personal Learning Plan (10 credits)</td>
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<tr>
<td>English</td>
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<tr>
<td>Humanities and Social Sciences</td>
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<tr>
<td>Geography</td>
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<tr>
<td>History</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Mathematics A</td>
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<td>Mathematics (teacher recommendation)</td>
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<tr>
<td>Religious Education</td>
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<tr>
<td>Science</td>
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<tr>
<td>Elective subjects</td>
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<td>The Arts</td>
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<tr>
<td>Visual Arts - Design</td>
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<tr>
<td>Visual Arts - Art A (Semester 1)</td>
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<td>Visual Arts - Art B (Semester 2)</td>
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<tr>
<td>Dance (Stage 1)</td>
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<td>Drama</td>
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<tr>
<td>Music A - Specialist (Semester 1)</td>
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<td>Music B - Specialist (Semester 2)</td>
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<td>Music C - Music Media (Semester 2)</td>
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<td>Business, Enterprise &amp; Technology</td>
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<td>Digital Technologies A (Semester 1)</td>
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<td>Digital Technologies B (Semester 2)</td>
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<td>Health &amp; Physical Education</td>
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<td>Commercial Cookery &amp; Garment Construction</td>
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<td>Creative Culinary &amp; Textile Design</td>
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<tr>
<td>Physical Education A (Semester 1)</td>
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<tr>
<td>Languages</td>
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<tr>
<td>Italian B (Semester 2)</td>
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</table>
Dance

Length of Course
Semester (Stage 1 10 credits)

Compulsory or Elective
Elective

Pre-requisites
There are no pre-requisites for this course.

Course Description
This course will further develop knowledge, understanding and skills in dance through making and learning choreography, responding to choreography and performing. Students continue to expand on their knowledge about the elements of dance, such as body, space, time, dynamics and relationships, and employ these within their own choreography and analysis of performances.

As students create and respond to dance, they will continue to explore and experiment with:
- Choreographic intent
- Combinations of style specific movement skills
- Expressive skills
- The choreographic process.

Focusing on the styles of Jazz, Hip Hop and Contemporary, fundamental movement skills, technical skills, expressive skills and safe dance practices will be taught in conjunction with various choreographic devices.

Assessment
The assessments for this course will include a variety of practical and written components that will be assessed in both a formative and summative manner. Assessments can include dance reviews and reflections and the composition of a piece of choreography.

Drama

Length of Course
Semester

Compulsory or Elective
Elective

Pre-requisites
One semester of Year 9 Drama is preferred.

Course Description
This course includes practical tasks and theory as well as critical reviewing. The content focuses on Comedy and Comic Methods, Theory and History of Commedia dell’Arte. Students will undertake a major individual project, review writing and a monologue.

Methodology
Students will perform an on or off stage role in small group performances where many skills are built on, and students are encouraged to attempt a role they have not yet experienced. Students will have the opportunity to work in pairs, groups and individually. Reflection and evaluation skills are nurtured through the student’s constant journaling and class reflections. Students attend live theatre performances where the skills they obtained in Year 9 are developed. Theory is taught through interactive demonstration, and through students practically workshopping the theory until the desired understanding is achieved.

Assessment
Continuous assessment occurs throughout the course including practical assignments.

It is expected that students will attend live theatre for the purpose of review writing (there will be a small cost involved). After school hour rehearsals for minor productions may also be required.
### Music A - Specialist

**Length of Course**
- Semester 1

**Compulsory or Elective**
- Elective

**Pre-requisites**
- Year 9 Music Specialist or highly proficient achievement in Music Experience.

**Course Description**
This course is designed to extend the student's existing knowledge of music and is differentiated to suit. Areas of music covered include:
- Theoretical knowledge – minimum Grade 3 AMEB or above
- Aural recognition and ear training – Auralia software
- Ensemble Performance – class band
- Solo Performance – individual performance
- Music Technology – Garage Band, Mixcraft and Sibelius
- History of Music – Jazz styles and performers
- Composition and music creation

Students specialise on a particular instrument or voice and must be enrolled in private tuition, as well as improving literacy in musical notation. Skills and concepts introduced include:
- Reading and decoding musical notation at Grade 3 AMEB level
- Applying theoretical knowledge to specific instruments and circumstances
- Teamwork and listening to self and others in an ensemble
- Stage presence and performance strategies
- Analysing elements of sound
- Visualisation to enhance accuracy in performance
- Creative improvisation and composition
- Historical contexts – performers of various jazz eras
- Identification of musical elements

Learning is individualised according to student ability to read and write music notation and their practical level of expertise. Students should be at a Grade 2 AMEB minimum practical level and working toward Grade 3 AMEB.

**Assessment**
Written tests, research assignments, compositional tasks and practical assessment tasks demonstrating level of competencies. Students perform a solo to the class each term for assessment to the equivalent of two songs.

**Pathways**
Students progress to Year 10 Music B Specialist or could choose to undertake the Year 10 Music C Experience course if their focus is music technology.

### Music B - Specialist

**Length of Course**
- Semester 1

**Compulsory or Elective**
- Elective

**Pre-requisites**
- Year 10 Music Specialist A, or highly proficient achievement in Year 9 Music Specialist in combination with minimum 2 years private instrumental or vocal tuition.

**Course Description**
This course is designed to extend the student's existing knowledge of music and course is differentiated to suit. Areas of music covered include:
- Theoretical knowledge – minimum Grade 3 AMEB or above
- Aural recognition and ear training – Auralia software
- Ensemble Performance – class band
- Solo Performance – individual performance
- Music Technology – Garage Band, Mixcraft and Sibelius
- History of Music – Romantic and Impressionist styles
- Composition and music arranging

Skills and concepts introduced include:
- Reading and decoding musical notation at Grade 3 AMEB level
- Applying theoretical knowledge to specific instruments and circumstances
- Teamwork and listening to self and others in an ensemble
- Stage presence and performance strategies
- Analysing elements of sound
- Visualisation to enhance accuracy in performance
- Creative improvisation and composition
- Historical contexts – Romantic and Impressionist styles
- Identification of musical elements

Learning is individualised according to fluency and accuracy in reading and writing music notation at Grade 3 AMEB or above. It is expected in the Music B course that students and working toward Grade 4 AMEB practical level suitable for Stage 1 Music.

**Assessment**
Written tests, research assignments, compositional tasks and practical assessment tasks. Students perform a solo to the class each term for assessment.

**Pathways**
Students progress to Stage 1 Music Advanced or could choose to undertake the Stage 1 Music Experience course if their focus is more towards music technology.
Music C - Music Media

Length of Course  
Semester

Compulsory or Elective  
Elective

Pre-requisites  
Year 8 or 9 Music Experience or a genuine interest in music and the media and how technology is used in its presentation.

Course Description  
This course is designed for students who prefer to listen to music and manipulate and match music to images as part of a performance medium. Areas of music covered include:
- Live sound mixing
- Digital recording and sound manipulation
- Matching sound and music to action
- The role of music in the media: radio, film, theatre, animation
- Music in society and its role in popular culture.

Skills and concepts introduced include:
- Music technology - Mixcraft
- Analysing elements of sound
- Visualisation as a creative process
- Creative improvisation and composition
- Role playing
- Sound effects for actions
- Looping and beat matching
- Manipulation of digital audio
- Mixing down to mp3 or other audio formats
- Historical contexts - music styles
- Identification of musical elements

Learning is both individual and collaborative and involves self-directed learning and teacher lead instruction. The majority of the course is computer based work using the Music Technology computers and software such as Mixcraft or Garageband on the iPad.

Assessment  
Written responses, research assignments, compositional tasks and practical presentations of works prepared as projects and final products.

Pathways  
Students progress to Year 11 Music Experience with a technology focus.

Visual Arts - Art A  
Community Art Art Project

Length of Course  
Semester 1

Compulsory or Elective  
Elective

Pre-requisites  
One semester of Year 9 Art is preferred.

Course Description  
Students develop and confidently apply a variety of 2D/3D practical and problem solving skills. Students will learn to critique and evaluate their own artworks. They will gain an understanding and appreciation of historical and contemporary artwork. Research and investigative skills along with interactive demonstrations, project work, class discussions and a variety of oral and written activities ensure students have many opportunities to achieve. Students work both independently and collaboratively with an emphasis on a community art project.

Art Practical  
- Drawing
- Painting
- Collaborative project

Art Theory  
- European art history - Renaissance & 20th Century Modern Art

Assessment  
Assessment components include:
- Practical: drawing, painting & sculpture 70%
- Theory: assignments 30%

Pathways  
Course leads to Year 10 Visual Art - Art Semester 2 course or Stage 1 Art - Art/Design.
Visual Arts -
Art B
Still Life/Cubism

Length of Course
Semester 2

Compulsory or Elective
Elective

Pre-requisites
One semester of Year 9 Art preferred.

Course Description
Students develop and confidently apply a variety of practical and problem solving skills. A written record of progress and technique is expected by students, as well as a personal evaluation of the finished product. Students will learn to critique and appraise their own artworks, as well as historical artworks. Research and investigative skills along with interactive demonstrations, project work, class discussions and a variety of oral and written activities ensure students have many opportunities to achieve.

Art Practical
• Drawing
• Painting
• Still Life

Art Theory
• European art history – Cubism & Surrealism

Assessment
Assessment components include:
• Practical: drawing, painting and collage  70%
• Theory: assignments  30%

Pathways
Course leads to Stage 1 Visual Art - Art.

Visual Arts -
Design

Length of Course
Semester

Compulsory or Elective
Elective

Pre-requisites
One semester of Year 9 Art preferred

Course Description
Students develop a variety of drawing and design skills and learn to critique, analyse and evaluate their own work and the work of contemporary designers. Students will confidently apply the design process to their ideas and problem solve to reach a final solution. Students will acquire an understanding of aesthetics and the relationship between form and function with knowledge of art and design principles. Research and investigative skills along with interactive demonstrations, project work, class discussions and a variety of oral and written activities ensure students have many opportunities to achieve. Topics include:

Practical
• Drawing
• Fashion Design and Graphic Design
• ICT - Photoshop

Theory
• Contemporary fashion design
• European design history - Art Nouveau, Art Deco & Bauhaus

Assessment
Assessment components include:
• Practical: drawing and design  70%
• Theory: assignments  30%

Pathways
Course leads to Stage 1 Visual Arts - Art and/or Design.
Digital Technologies A

Length of Course
Semester 1

Compulsory or Elective
Elective

Pre-requisites
One semester of Year 9 Digital Technologies is preferred.

Course Description
Digital Technologies will enable students to learn about, and work with, traditional and emerging technologies that shape the world we live in. Students are introduced to basic computational thinking and problem solving capabilities that can be applied to a range of situations. They consider the design and development of the interface, interactivity and digital systems for media.

Topics covered include:
- CAD (Computer Aided Design)
- Website Programming

Assessment
Includes short answer questions, assignments and application development tasks.

Pathways
Course leads to Year 10 Digital Technologies B or Stage 1 Information Processing & Publishing.

Digital Technologies B

Length of Course
Semester 2

Compulsory or Elective
Elective

Pre-requisites
One semester of Year 9 Digital Technologies is preferred.

Course Description
Students will have opportunities to work independently and collaboratively, apply practical skills and processes when using technologies and create innovative solutions to meet current and future trends. They will become confident users and developers of digital solutions.

Topics covered include:
- Flash Programming
- App Making

Assessment
A variety of assessment techniques including short answer questions, assignments and application development tasks are used.

Pathways
Course leads to Stage 1 Information Processing and Publishing.
Personal Learning Plan

Length of Course
Year

Compulsory or Elective
Compulsory - The Personal Learning Plan is a compulsory requirement of the SACE. Students must complete 10 credits of the Stage 1 Personal Learning Plan with a C grade or better to gain their SACE.

Course Description
The Stage 1 Personal Learning Plan is designed to help students to make informed decisions about their personal development, education and training. The program of learning provides students with time to work with their teachers and other experts to develop knowledge and skills in planning for their SACE and their future beyond school. The Personal Learning Plan supports students in developing knowledge and skills that will enable them to:

- identify appropriate future study options, careers or pathways
- choose appropriate subjects and courses for their SACE
- review their strengths and areas for development, including skills in literacy, numeracy, and information and communication technologies
- identify goals and plans for improvement
- monitor their actions and review and adjust plans as needed to achieve their goals.

Content
- Exploring my capabilities
- Exploring my career
- Exploring my job readiness
- Exploring my PLP

Assessment
Assessment is school based. Students undertake four assessment tasks as outlined in the content. They are encouraged to use web based programs to identify their learning styles and explore career options. This is complemented by career activities such as various visiting speakers and tours. Assessment tasks provide students with a range of opportunities to demonstrate evidence of their learning through their involvement in peer support, Future’s Week and teacher/student interviews.

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Folio</td>
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<tr>
<td>Reflection</td>
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English

Length of Course
Year

Compulsory or Elective
Compulsory

Pre-requisites
None

Course Description
The Year 10 English curriculum is built around three interrelated strands: Literature, Language and Literacy. Students will engage with a variety of texts.

Students will listen to, read, interpret, evaluate and perform a range of spoken, written and multi modal texts.

Students explore themes from a variety of genres. They begin to engage with text structures and language features and create a range of imaginative, informative and persuasive text types. Students undertake literacy based activities (spelling, grammar and critical reading) throughout the course.

Assessment
Each semester students will produce a Study Portfolio which will be assessed according to the National Achievement Standards. The portfolio will include:

- At least two responses to texts
- One independent reading response
- One text creation response
- At least one oral task
- Literacy based activities

Pathways
Course leads to Stage 1 English or Stage 1 Essential English.
Commercial Cookery & Garment Construction

Length of Course
Semester

Compulsory or Elective
Elective

Pre-requisites
None

Course Description
In this course students will develop skills in food preparation and fabric construction. The two course topics covered will be:

- Commercial cookery - principles of cookery
- Garment construction - pyjamas.

They will research the following topics: principles of cookery and the construction and care of fabrics. During the course they will also develop skills in the effective management of time, resources and practical skills.

Students will be required to purchase materials for necessary resources. This cost is approximately $30 per student.

Assessment
Assignments, homework and practical tasks.

Pathways
Course leads to Stage 1 Food & Hospitality.

Creative Culinary & Textile Design

Length of Course
Semester

Compulsory or Elective
Elective

Pre-requisites
None

Course Description
In this course students will develop skills in the creative aspects of food and construct a hand sewn teddy bear. The two course topics covered will be:

- Creative culinary - cake decorating and barista course
- Textile design - teddy bear construction.

They will research the following topics: cake making and decorating and the construction and care of fabrics. During the course they will also develop skills in the effective management of time, resources and practical skills. Students will be required to purchase materials for necessary resources. This cost is approximately $30 per student.

Short Course Embedded into Home Economics
During Home Economics Creative Culinary, students have the opportunity to complete the Barista short course, 'The Art of Espresso Coffee'. This course has been designed to provide students with the foundational knowledge and skills necessary to become a coffee professional – a Barista. Upon successful completion, students will receive a certificate of attainment, recognising the skills and techniques involved in producing the perfect cup of coffee.

Assessment
Assignments, homework and practical tasks.

Pathways
Course leads to Stage 1 Food & Hospitality.
**Physical Education A**

**Length of Course**
Semester 1

**Compulsory or Elective**
Elective

**Pre-requisites**
None

**Course Description**
Physical Education A is a semester course which enables students to further develop their practical skills and receive an introduction to the theoretical concepts studied in Stage 1 and Stage 2 Physical Education. In practical lessons, focus is given to developing practical skills and tactical awareness skills in relevant sports. Activities may include athletics, touch football, netball and basketball. A large emphasis is also placed on the theoretical aspects of this subject. Students study human anatomy, basic exercise physiology, fitness, nutrition and exercise. It is recommended that at least one semester of Year 10 Physical Education is taken in preparation for Stage 1 Physical Education.

**Assessment**
Assessment components include:
- Practical skills development  60%
- Tests and written assignments  40%

**Pathways**
Course leads to Stage 1 Physical Education.

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**Physical Education B**

**Length of Course**
Semester 2

**Compulsory or Elective**
Elective

**Pre-requisites**
None

**Course Description**
Physical Education B is a semester course which enables students to further develop their practical skills and receive an introduction to the theoretical concepts studied in Stage 1 and Stage 2 Physical Education. In practical lessons, focus is given to developing the tactical awareness and practical skills in relevant sports. Activities may include netball, badminton, European handball, tennis, hockey and yoga. A large emphasis is also placed on the theoretical aspects of this subject. Students cover cardio respiratory systems, fitness, skill learning and sports injuries. It is recommended that at least one semester of Year 10 Physical Education is taken in preparation for Stage 1 Physical Education.

**Assessment**
Assessment components include:
- Practical skills development  60%
- Tests and written assignments  40%

**Pathways**
Course leads to Stage 1 Physical Education.
Geography

**Length of Course**
Semester

**Compulsory or Elective**
Compulsory

**Pre-requisites**
None

**Course Description**
This course is concerned with looking at the natural environment and human activity and the relationship between these.

This course concentrates on:
- Environmental change & management
- Human wellbeing.

Students will use an enquiry approach together with ICT and fieldwork. Students are encouraged to develop an appreciation and understanding of different perspectives and an ethical approach when responding to geographical issues.

**Assessment**
Assessment will be continuous through the course in the form of assignments and will be graded according to the Australian Curriculum Achievement Standards.

**Pathways**
Course can lead to any or all of Humanities & Social Sciences subjects at Stage 1 or Stage 2.

History

**Length of Course**
Semester

**Compulsory or Elective**
Compulsory

**Pre-requisites**
None

**Course Description**
In accordance with the Australian Curriculum, the Year 10 course covers the Modern World and Australia (from 1918 to present).

Three topics will be covered:
- World War II
- Rights and freedom - with a special emphasis on Australia’s Indigenous population
- The globalising world - concentrating on the issue of immigration

Historical skills will be practised, with more emphasis on research and referencing.

**Assessment**
Assessment will be continuous through the course in the form of assignments and will be graded according to the Australian Curriculum Achievement Standards.

**Pathways**
Course leads to any or all of Humanities & Social Sciences subjects at Stage 1 or Stage 2.
**Italian A**

**Length of Course**
Semester 1

**Compulsory or Elective**
Elective

**Pre-requisites**
Satisfactory completion of Year 9 Italian.

**Course Description**
Students will explore aspects of language and culture through the study of Italian cuisine. They will further develop their communication skills by reading, writing and speaking the language. Students will engage in independent, collaborative and cooperative learning practices to complete oral, aural and written activities. This will include the improvement of their writing skills through an emphasis on the drafting, editing and proof reading process. There will be further extension of their grammatical skills.

**Assessment**
Students will be assessed regularly on their written, oral and aural comprehension skills through tests and assignments.

**Pathways**
Course leads to Year 10 Italian B.

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**Italian B**

**Length of Course**
Semester 2

**Compulsory or Elective**
Elective

**Pre-requisites**
Satisfactory completion of Year 10 Italian A in Semester 1.

**Course Description**
This course is not a repeat of Year 10 Italian A. Students will explore the migration phenomenon and its impact upon language and culture. A focus will be placed on the migration experiences of the Italian community in South Australia. They will further develop their skills of understanding, reading, writing, and speaking the language, as well as extend their grammatical skills. Students will engage in independent, collaborative and cooperative learning practices to complete oral, aural and written activities. This will include interviewing a member of the South Australian community about his/her migration experience and the synthesis of this information for public presentation.

**Assessment**
Students will be assessed regularly on their written, oral and aural comprehension skills through tests and assignments. A written and oral examination will be completed at the end of Semester 2 and will form part of the assessment.

**Pathways**
Course leads to Stage 1 Italian Continuers.
Mathematics A

Length of Course
Year

Compulsory or Elective
Compulsory

Pre-requisites
Year 9 Mathematics

Course Description
This subject provides the foundation required for further studies in Mathematics. This subject is designed to develop students’ confidence with a range of mathematical concepts and relationships. The course reinforces basic skills in algebra, arithmetic and problem solving. In addition to the Year 10 Mathematics curriculum, students will extend their understanding of Mathematics by studying a selection of the following from the three content strands:

Number and Algebra
• Operate with surds and fractional indices
• Establish the laws of logarithms
• Investigate algebraic long division and the Remainder Theorem
• Describe, interpret and sketch parabolas, hyperbolas, circles and exponential functions
• Solve exponential equations
• Factorise quadratic expressions
• Solve quadratic equations

Measurement and Geometry
• Solve further problems involving surface area and volume
• Prove and apply angle and chord properties of circles
• Solve problems use Sine, Cosine and area rules
• Establish the trigonometric functions using the unit circle
• Solve simple trigonometric equations
• Solve 3-D problems using Pythagoras’ Theorem

Statistics and Probability
• Evaluate sampling techniques and graphical display of numerical data
• Calculate mean and standard deviation
• Find “line of best fit”

Assessment
Assessment is continuous and based on topic tests, homework tasks, assignments and investigations.

Pathways
Course leads to Stage 1 Mathematics A and C.
Mathematics

Length of Course
Year

Compulsory or Elective
Compulsory with teacher recommendation

Pre-requisites
Year 9 Mathematics

Course Description
This subject is designed to develop students’ confidence with a range of Mathematical concepts and relationships. Applications of mathematics in the context of the real world are explored. The following is studied from the three content strands:

Measurement and Geometry
• Find surface area and volume of a range of shapes
• Formulate proofs involving congruent triangles and angle properties
• Solve direction and angles of elevation and depression problems using Pythagoras’ theorem and trigonometric ratios

Number and Algebra
• Calculate compound interest
• Factorise algebraic expressions
• Expand and factorise algebraic expressions
• Simplify algebraic products and quotients
• Substitute values into formulas
• Solve linear equations and inequations
• Solve simultaneous equations
• Solve problems involving parallel and perpendicular lines

Statistics and Probability
• Determine probabilities of two and three-step chance experiments
• Investigate conditional probability
• Determine interquartile range
• Construct boxplots
• Investigate relationships using scatterplots
• Investigate bivariate data involving time

Assessment
Assessment is continuous throughout the semester and based on topic tests, homework tasks, assignments and investigations.

Pathways
Course leads to Stage 1 Essential Mathematics.
Religious Education

Length of Course
Year

Compulsory or Elective
Compulsory

Pre-requisites
None

Course Description
Students are given the opportunity to reflect upon and appreciate the Christian religious perspective in response to contemporary issues and changes.

Faith is explored through class and small group discussion and then applied to tasks such as research and investigation. Students reflect upon their own spirituality faith journey throughout the course.

The topics explored in this course are:
• Embracing Christianity today
• The Easter message
• Comparative spirituality
• Moral decision making
• Social justice in the community
• Stewardship and the environment
• Made in the Image Of God (MITIOG) focusing on sexuality as a gift from God.

Assessment
Students are expected to participate actively in class. Assessment includes:
• Group work
• Individual responses to visual and written text
• Oral presentations
• Written responses
• Journal reflections

Attendance and participation in the Year 10 Retreat is compulsory.

Pathways
Course leads to Stage 1 Religion Studies.

Science

Length of Course
Year

Compulsory or Elective
Compulsory

Pre-requisites
Year 9 Science

Course Description
In Year 10 Science, students are given opportunities to further develop their scientific understanding in the Biological, Chemical, Physical and Earth and Space Sciences. In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Atomic theory is developed to understand relationships between the periodic table, atomic structure and chemical behaviour of materials. Understanding motion and forces are related by applying physical laws. They explain the processes that underpin heredity. Students analyse how the models and theories have developed over time and the work of scientists, through discussing factors that prompted their review.

Assessment
Assessment is varied to cater for a range of learning styles. Assessment tasks may include topic tests, investigative research assignments, presentation of models, problem solving activities, assessment of practical work and reports and an end of semester common assessment task.

Pathways
Course leads to any Stage 1 Science subject upon teacher recommendation.
STAGE 1 (YEAR 11)

Subject Selection

Requirements for Completing the SACE

Students must achieve a "C" grade or better in the following subjects for successful completion of the SACE.

- **English (Literacy)** (20 credits) Studied in Semester 1 & 2
- **Maths (Numeracy)** (10 credits) Studied in Semester 1
- **Personal Learning Plan** (10 credits) Studied in Year 10 at Mary MacKillop College

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<th>Semester</th>
<th>Full Year</th>
<th>SACE Credits</th>
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<td>1VAD10 Visual Arts - Design</td>
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<td>Subjects</td>
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</table>
Music Advanced Program A

SACE Credits 10 credits
Pre-requisites Year 10 Music Specialist combined with instrumental or vocal tuition

Length of Course Semester 1

Compulsory or Elective Elective - Stage 1 Music Advanced can be studied as a 10 credit subject. Students wishing to study Music in Year 12 and have Musicianship included in their music subject combinations must complete Music Advanced A and B at Stage 1.

Course Description This course involves the study of music and encourages students to develop musical skills in: expressive performance, notation and musical literacy, aural acuity, arranging and score writing, composition and creative improvisation, music technology – Sibelius, Auralia and performance.

Students learn the association between sound and graphical representations through a study of modern harmonic concepts in the jazz style. Students achieve this through opportunities to apply theoretical concepts to practical applications in performance and technology. Participation in co-curricular music ensemble is included in the ensemble assessment in conjunction with the class ensemble participation. Individual instrumental or vocal tuition is a vital partnership for success in Solo Performance and the guidance and support provided is invaluable. Students immerse themselves in the jazz genre and complete an in-depth research assignment on a particular era or jazz great who transcended eras and was very influential in the development and history of jazz.

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

Assessment Type 1 – Skills Presentation
Solo performance 25%
Ensemble performance 20%

Assessment Type 2 – Skills Development
Jazz Harmony tests and tasks 20%
Aural tests 20%

Assessment Type 3 – Folio
Research jazz style or artist 15%

Pathways Course leads to Stage 1 Music Advanced B.

Music Advanced Program B

SACE Credits 10 credits
Pre-requisites Stage 1 Music Advanced A or Year 10 Music Specialist combined with minimum 3 years instrumental or vocal tuition.

Length of Course Semester 2

Compulsory or Elective Elective - Stage 1 Music Advanced can be studied as a 10 credit subject. Students wishing to study Music in Year 12 and have Musicianship included in their music subject combinations must complete Music Advanced A and B at Stage 1.

Course Description This course involves the study of music and encourages students to develop musical skills in: expressive and engaging performance, notation and musical literacy, aural acuity, arranging in the Latin style and score writing, composition and creative improvisation, music technology – Sibelius, Auralia and performance.

Participation in co-curricular music ensemble is included in the ensemble assessment in conjunction with the class ensemble participation. Individual instrumental or vocal tuition is a vital partnership for success in Solo Performance and the guidance and support provided is invaluable. Continuing on from the foundation of Music Advanced A students explore how jazz has merged with other established styles to create new styles of jazz fusion and, in particular the influence of Latin music in jazz. Students complete a Latin styled arrangement using Sibelius. Careful analysis of the music texture and what constitutes a Latin rhythm is studied and students apply this to create and construct their own musical arrangement in an authentic and legitimate Latin style.

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

Assessment Type 1 – Skills Presentation
Solo performance 20%
Ensemble performance 20%

Assessment Type 2 – Skills Development
Jazz Harmony tests and tasks 20%
Aural tests 20%

Assessment Type 3 – Folio
Latin styled arrangement 20%

Pathways Course leads to Stage 2 Musicianship and any Music combinations.
Music Experience Program A

SACE Credits
10 credits

Pre-requisites
Year 10 Music Media or Music Specialist

Compulsory or Elective
Elective

Length of Course
Semester 1

Course Description
This course involves the study of music in a practical way and has an emphasis on music industry skills where students may specialise in performance but also caters for students interested in music technology and live mixing or other commercial music industry aspects. Variations in course content may be adjusted to meet students’ needs and interests.

Students use music technology to:
• create and compose music
• develop skills in recording and music studio production
• manipulate sound to create desired effects or moods.

Knowledge and skills are developed in:
• use of microphones and acoustic properties
• equalisation of sound to improve its quality and clarity
• looping and sequencing of multi-track compositions
• operating a mixing desk to support performers on stage.

Students may help to create a concert tour and are involved in the logistics and organisation aspects of this. There may also be an onstage performance. A research assignment enables students to explore the impact and influence that a chosen band or artist has had on the music world or may include a specific music topic of interest as negotiated.

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

Assessment Type 1 – Skills Presentation
Contemporary Remix/Dance track
Weighting: 30%
School Concert Tour or performance
Weighting: 20%
Assessment Type 2 – Skills Development
Setting up and operating a PA system
Weighting: 35%
Assessment Type 3 – Folio
Research a band or artist
Weighting: 25%

Pathways
Course leads to Stage 1 Music Experience Program B.

Music Experience Program B

SACE Credits
10 credits

Pre-requisites
Year 10 Music Media or Stage 1 Music Experience Program A

Compulsory or Elective
Elective

Length of Course
Semester 2

Course Description
This course continues to study the workings of the music industry and associated skills. Students choose between on-stage or off-stage roles and develop skills accordingly in the areas of performance, live mixing, recording and staging.

Students use music technology to:
• creatively compose music with special effects
• create a movie soundtrack
• develop skills in recording and studio production
• refine audio signals on virtual and actual studio environments.

Aspects of the music industry are researched and students choose a career to fully explore in their research. Topics may include:
• concert staging
• event management or promotion
• musical theatre production
• touring logistics
• broadcasting and revenue streams.

A concert tour is used to apply practical skills gained through research.

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

Assessment Type 1 – Skills Presentation
Compose a Movie soundtrack
Weighting: 25%
School Concert Tour
Weighting: 15%
Assessment Type 2 – Skills Development
Setting up and operating a PA system
Weighting: 20%
Record a band
Weighting: 20%
Assessment Type 3 – Folio
Research a music career
Weighting: 20%

Pathways
Course leads to Stage 2 Music Technology, Individual Study, Ensemble Performance or Solo Performance.
Visual Arts - Art

**SACE Credits**: 10 credits  
**Length of Course**: Semester  
**Pre-requisites**: One semester of Year 10 Art/Design is preferred  
**Compulsory or Elective**: Elective  
**Course Description**: Students express ideas through developmental practical work using drawings, sketches, diagrams, models, photographs and/or audio visual leading to resolved pieces of artwork. Art includes the development of ideas, research, analysis and experimentation with media, techniques, resolution and production.

Each semester comprises of the following layout:  
Folio: Practical development on a teacher directed theme  
Practical: Final practical artwork accompanied by a practitioner’s statement  
Visual Study: Practical development on an Art related research topic.

Topics include:  
Folio – Portraiture and collage  
Visual Study – Sculpture/Landscape painting  
Practical and Practitioner’s Statement – Self portrait

**Content**: The following three areas of study are covered:  
• Visual Thinking  
• Practical Resolution  
• Visual Arts in Context.

**Assessment**: Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:  
Folio: 40%  
Practical: 30%  
Visual Study: 30%

**Pathways**: Course leads to Stage 2 Visual Arts - Art.

Visual Arts - Design

**SACE Credits**: 10 credits  
**Length of Course**: Semester  
**Pre-requisites**: One semester of Year 10 Art Design is preferred  
**Compulsory or Elective**: Elective  
**Course Description**: Students express ideas through developmental practical work using drawings, sketches, diagrams, models, photographs and/or audio visual leading to resolved pieces of artwork. Students will acquire an understanding of aesthetics and the relationship between form and function. Design includes the development of the design process: define a problem, idea generation, research, evaluate, communicate and present. The semester comprises of the following layout and assessment types:  
Folio: Practical development on a teacher directed theme  
Practical: Final practical artwork accompanied by a practitioner’s statement  
Visual Study: Practical development on an Art related research topic.

Topics include:  
Folio – Interior Design  
Practical and Practitioner’s Statement – Interior Design  
Visual Study – Architecture

**Content**: The following three areas of study are covered:  
• Visual Thinking  
• Practical Resolution  
• Visual Arts in Context.

**Assessment**: Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:  
Folio: 40%  
Practical: 30%  
Visual Study: 30%

**Pathways**: Course leads to Stage 2 Visual Arts - Art.
Dance

SACE Credits: 10 credits
Length of Course: Semester

Compulsory or Elective: Elective

Pre-requisites: There are no pre-requisites for this course

Course Description:
This course will further develop knowledge, understanding and skills in dance through making and learning choreography, responding to choreography and performing. Students continue to expand on their knowledge about the elements of dance, such as body, space, time, dynamics and relationships, and employ these within their own choreography and analysis of performances.

As students make and respond to dance, they will continue to explore and experiment with:
• Choreographic intent and the choreographic process
• Technique
• Combinations of style specific movement skills
• Expressive skills, performance and improvisation
• The application of safe dance practice
• Community and cultural influences in dance
• Technology in dance
• Responding to, analysing and reflecting upon dance

Focusing on the styles of Jazz, Hip Hop and Contemporary, fundamental movement skills, technical skills, expressive skills and safe dance practices will be taught in conjunction with various choreographic devices.

Assessment:
The assessments for this course will include a variety of practical and written components that will be assessed in both a formative and summative manner. Assessments will be categorised into four areas of study: technique, composition, performance and response.

Accounting

SACE Credits: 10 credits
Length of Course: Semester

Compulsory or Elective: Elective

Pre-requisites: There are no pre-requisites for this course

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

Content:
A 10 credit subject involves studying a core topic and at least two option topics.

Core Topic:
• The Environment of Accounting

Option Topics:
• Double Entry Recording
• Financial Reporting
• Keeping Cash Records

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

Skills and Applications Tasks: 80%
Investigation: 20%

Pathways:
Course leads to Stage 2 Accounting.
**Business and Enterprise**

**SACE Credits**
10 Credits

**Length of Course**
Semester

**Pre-requisites**
None

**Compulsory or Elective**
Elective

**Course Description**
Business and Enterprise focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally, and globally. Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices.

**Content**
Students study topics within the following three areas of study:

- Introduction to Business and Enterprise
- Establishing a Business
- Marketing

These topics give students a sound basis to continue with further study in Business and Enterprise and enable them to draw on their current work knowledge and experiences.

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

- Folio: 60%
- Practical: 20%
- Issues Study: 20%

**Pathways**
Course leads to Stage 2 Business and Enterprise.

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**Tourism**

**SACE Credits**
10 credits

**Pre-requisites**
None

**Compulsory or Elective**
Elective

**Length of Course**
Semester

**Course Description**
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 and sustainable industry. Students also gain an understanding of the economic, social, cultural and environmental impacts of tourism. Students will also investigate and analyse tourism trends, developments, or contemporary issues and communicate information about tourism for particular audiences and purposes.

**Content**
Themes and topics are chosen from the list below:

**Themes:**
- Understanding the tourism industry
- Identifying visitors and hosts
- Creating sustainable tourism
- Working in the tourism industry

Three topics chosen from the list below:

- Investigating the history of tourism
- Exploring tourism in the local area
- Examining local impacts of tourism
- Preparing for international travel
- Understanding the role of organisations and government in tourism
- Examining tourism and technological change
- Appreciating tourism in australia
- Investigating tourism markets
- Understanding tourism and natural environments
- Tourism industry skills
- Negotiated topic
Assessment
Evidence of learning is demonstrated in the following assessment types:

Assessment Type 1: Case Study
Assessment Type 2: Sources Analysis
Assessment Type 3: Practical Activity
Assessment Type 4: Investigation

An examination is included at the end of the semester.

Teaching Methods
• Use of practical tourism skills in different contexts
• Use of appropriate terminology, forms, and acknowledgment of sources.
• Use of ICT for digital presentations, research, submission of work.
• Group activity/excursions.

Pathway
Course leads to Stage 2 Tourism.

SACE Credits
10 credits

Length of Course
Semester

Compulsory or Elective
Elective

Pre-requisites
Successful completion of one semester of Year 10 Digital Technologies

Course Description
Information Processing and Publishing focuses on the application of practical skills to provide creative solutions to text based communication tasks. Students create both hard copy and electronic text based publications, and evaluate the development process. They use technology to design and implement information processing solutions, and identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts.

Content
Two focus areas are chosen from:

• Business Documents
• Personal Publishing
• Digital Presentations.

A 10 credit subject may consist of one or two topics.

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

• Practical Skills
• Product and Documentation
• Issues Analysis

Pathways
Course leads to Stage 2 Information Processing and Publishing.
SACE Credits
2 x 10 credits

Length of Course
Year

Compulsory or Elective
Compulsory

Pre-requisites
Year 10 English

Course Description
Stage 1 English caters for students with a range of learning styles and interests.

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

Content
Each semester students are required to read and respond to texts as well as create texts. The content includes:

- Responding to Texts
- Creating Texts
- Intertextuality Study

Responding to Texts
Students explore the human experience and the world through reading and examining a range of texts and making intertextual connections. Students analyse the ideas, perspectives, and influences expressed in texts and how these shape their own and others’ ideas and perspectives. Students analyse ways in which language and stylistic features shape perspectives and influence readers in a variety of modes.

Creating Texts
Students create imaginative, interpretive, and/or persuasive texts for different purposes, contexts, and audiences in written, oral, and/or multimodal forms.

Intertextual Study
Students analyse connections between texts and explore and evaluate similarities and differences and how the texts are constructed to influence responses.

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

- Assessment Type 1: Responding to Texts
- Assessment Type 2: Creating Texts
- Assessment Type 3: Intertextual Study

This subject will have an examination at the end of Semester 1 and 2.

Pathways
Course leads to either Stage 2 English or Stage 2 English Literary Studies.
Essential English

SACE Credits
2 x 10 credits

Length of Course
Year

Compulsory or Elective
Compulsory with teacher recommendation

Pre-requisites
Year 10 English

Course Description
This subject is designed for students who are seeking to meet the SACE literacy requirement and students who achieve a C grade or better in this subject meet the compulsory 20 credit literacy requirements. It is designed for students to improve their proficiency in English and in their English language skills. There is an emphasis on communication, comprehension, analysis and text creation.

Content
Each semester students are required to read and respond to texts as well as create texts. The content includes:

• Responding to Texts
• Creating Texts.

Responding to Texts
Students consider a variety of ways in which texts communicate information, ideas and perspectives. They explore the relationship between structures and features and the context, purpose, and audience of texts. Students examine and respond to how language is used in a variety of difference purposes, audiences, and contexts. Students review texts in one or more contexts to discover how these texts achieve a specific purpose. Students question texts and/or purposes of texts, and develop a fuller understanding of the texts by predicting meaning, using their understanding of conventions and language features.

Creating Texts
Students create a range of texts using appropriate language, textual features, content, and mediums for different purposes, audiences, and contexts.

Assessment
Students demonstrate evidence of their learning through the following assessment types:
Assessment Type 1: Responding to Texts
Assessment Type 2: Creating Text

Pathways
Course leads to Stage 2 Essential English or Stage 2 English as an Additional Language (students must meet the eligibility requirement set by the SACE Board of SA and SACE approval is required to take this course).
Child Studies

SACE Credits
10 credits

Length of Course
Semester

Compulsory or Elective
Elective

Pre-requisites
None

Course Description
In Child Studies students examine the period of childhood from conception to eight years, and issues related to the growth, health and well being of children. They examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society.

Content
Students study topics within one or more of the following areas of study:
- The nature of childhood and the socialisation and development of children
- Children in wider society
- Children, rights and safety.

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

Pathways
Course leads to Stage 2 Child Studies.

Food & Hospitality

SACE Credits
10 credits

Length of Course
Semester

Compulsory or Elective
Elective

Pre-requisites
None

Course Description
In Food and Hospitality, students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality. Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices.

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

Students study topics within one or more of the following areas of study:
- Food, the individual and the family
- Local and global issues in food and hospitality
- Trends in food and culture
- Food and safety
- Food and hospitality careers.

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

Pathways
Course leads to Stage 2 Food & Hospitality.
### Physical Education A

**SACE Credits**
10 credits

**Length of Course**
Semester 1

**Course Description**
In Stage 1 Physical Education students gain an understanding of human functioning and physical activity. A large emphasis is placed on subject content such as exercise physiology and training. Students explore their own physical capacities and analyse performance. They develop skills in communication, analysis, investigation, and the ability to apply knowledge to practical situations.

**Content**
Stage 1 Physical Education consists of the following two areas:
- Practical Skills and Application
- Principles and Issues.

**Practical Skills and Applications**
For a 10 credit subject, students complete two or three practicals.

**Principles and Issues**
This consists of the following two areas of study: The nature of physical activity and issues analysis. The nature of physical activity requires an experimental, analytical approach to physical activity and well being. Issues analysis requires students to analyse issues that are relevant to local, national or global communities through topics of interest to them.

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

**Pathways**
Course leads to Stage 1 Physical Education B and Stage 2 Physical Education.

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### Physical Education B

**SACE Credits**
10 credits

**Pre-requisites**
Year 10 Physical Education is recommended

**Length of Course**
Semester 2

**Course Description**
In Stage 1 Physical Education students gain an understanding of human functioning and physical activity. A large emphasis is placed on subject content such as biomechanics and skill learning. Students explore their own physical capacities and analyse performance. They develop skills in communication, analysis, investigation, and the ability to apply knowledge to practical situations.

**Content**
Stage 1 Physical Education consists of the following two areas:
- Practical Skills and Application
- Principles and Issues.

**Practical Skills and Applications**
For a 10 credit subject, students complete two or three practicals.

**Principles and Issues**
This consists of the following two areas of study: The nature of physical activity and issues analysis. The nature of physical activity requires an experimental, analytical approach to physical activity and well being. Issues analysis requires students to analyse issues that are relevant to local, national or global communities through topics of interest to them.

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

**Pathways**
Course leads to Stage 2 Physical Education.
Modern History

SACE Credits
10 credits

Length of Course
Semester

Compulsory or Elective
Elective

Pre-requisites
Year 10 History

Course Description
The study of history provides students with the opportunity to make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, actions and phenomena, students gain an insight into human nature and the ways in which individuals and societies function. Students research and review sources within a framework of inquiry and critical analysis.

Content
“From the Great Wall to the Berlin Wall”
This course covers a study of Modern China and Nazi Germany. There is a heavy emphasis on politics, economics and sociology.

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

- Folio
- Sources Analysis
- Investigation

Grades are determined by reference to SACE Performance Standards.

Pathways
Course leads to Stage 2 Modern History.
## Year 11

### Italian Continuers A

<table>
<thead>
<tr>
<th>SACE Credits</th>
<th>10 credits</th>
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<tbody>
<tr>
<td><strong>Length of Course</strong></td>
<td>Semester 1</td>
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<tr>
<td><strong>Compulsory or Elective</strong></td>
<td>Elective</td>
</tr>
<tr>
<td><strong>Pre-requisites</strong></td>
<td>Satisfactory completion of Year 10 Italian A and B</td>
</tr>
<tr>
<td><strong>Course Description</strong></td>
<td>Students interact with others to share information, ideas, opinions and experiences. They create texts in Italian to express information, feelings, ideas and opinions. Students analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Stage 1 Italian Continuers consists of the three themes of The Individual, The Italian Speaking Communities, The Changing World and a number of prescribed topics and suggested subtopics.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through:</td>
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<tr>
<td></td>
<td>• Interaction</td>
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<td>• Text Production</td>
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<td>• Text Analysis</td>
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<td>• Investigation</td>
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<td>• A written and oral examination will be held at the end of Semester 1.</td>
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<tr>
<td><strong>Pathways</strong></td>
<td>Course leads to Stage 1 Italian Continuers B.</td>
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</tbody>
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### Italian Continuers B

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<tr>
<th>SACE Credits</th>
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<tbody>
<tr>
<td><strong>Pre-requisites</strong></td>
<td>Satisfactory completion of Stage 1 Italian Continuers A</td>
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<tr>
<td><strong>Length of Course</strong></td>
<td>Semester 2</td>
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<tr>
<td><strong>Compulsory or Elective</strong></td>
<td>Elective</td>
</tr>
<tr>
<td><strong>Course Description</strong></td>
<td>This course is not a repeat of Semester 1 Stage 1 Italian Continuers A and will cover different topics. Students interact with others to share information, ideas, opinions and experiences. They create texts in Italian to express information, feelings, ideas and opinions. Students analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.</td>
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<tr>
<td><strong>Content</strong></td>
<td>Stage 1 Italian Continuers consists of the three themes of The Individual, The Italian Speaking Communities, The Changing World and a number of prescribed topics and suggested subtopics.</td>
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<td><strong>Assessment</strong></td>
<td>Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through:</td>
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<td>• Text Analysis</td>
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<td>• Investigation</td>
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<td>• A written and oral examination will be held at the end of Semester 2.</td>
</tr>
<tr>
<td><strong>Pathways</strong></td>
<td>Course leads to Stage 2 Italian Continuers.</td>
</tr>
</tbody>
</table>
Mathematics A

SACE Credits
10 credits

Length of Course
Semester

Compulsory or Elective
Compulsory

Pre-requisites
Year 10 Mathematics A

Course Description
Stage 1 Mathematics extends students' mathematical experience, and provides a variety of contexts for incorporating mathematical arguments and problem solving. The topics provide a blending of algebraic and geometric thinking. In this subject there is a progression of content, applications, and level of sophistication and abstraction.

Content
Polynomials
• Quadratic relationships
Students model real world situations from a range of contexts that have a quadratic relationship.

Functions and Graphs
• Lines and linear relationships
• Inverse relationships
• Relations
• Functions
Students are provided with the algebraic concepts and techniques required for a successful introduction to the study of calculus.

Counting and Statistics
• Discrete and continuous random data
• Samples and statistical measures
• Normal distributions
Students explore distributions and measures of spread, extending their knowledge of the measures of central tendency.

Matrices
• Matrix arithmetic
Students will represent information in a matrix form and perform arithmetic techniques with them.

Students use electronic technology, where appropriate, to enable complex problems to be solved efficiently.

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

School-based Assessment Weighting
Skills and Applications Tasks 80%
Mathematical Investigation 20%

Pathways
Course leads to Stage 1 Mathematics B.
Mathematics B

SACE Credits
10 credits

Length of Course
Semester

Compulsory or Elective
Elective

Pre-requisites
Stage 1 Mathematics A

Course Description
Stage 1 Mathematics extends students’ mathematical experience, and provides a variety of contexts for incorporating mathematical arguments and problem solving. The topics provide a blending of algebraic and geometric thinking. In this subject there is a progression of content, applications, and level of sophistication and abstraction.

Content
Polynomials
• Cubic and quartic polynomials
Students model real world situations from a range of contexts that have a cubic or quartic relationship.

Growth and Decay
• Indices and index laws
• Exponential functions
• Logarithmic functions
Students model growth and decay situations and will use their models to make predictions.

Introduction to Differential Calculus
• Rate of change
• The concept of a derivative
• Computations of derivatives
• Properties of derivatives
• Applications of derivatives
Students will develop and apply the concept of derivative.

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

School-based Assessment          Weighting
Skills and Applications Tasks     80%
Mathematical Investigation        20%

Pathways
Course leads to Stage 2 General Mathematics.
Mathematics C

SACE Credits
10 credits

Length of Course
Semester

Compulsory or Elective
Elective

Pre-requisites
Year 10 Mathematics A

Course Description
Stage 1 Mathematics extends students' mathematical experience, and provides a variety of contexts for incorporating mathematical arguments and problem solving. The topics provide a blending of algebraic and geometric thinking. In this subject there is a progression of content, applications, and level of sophistication and abstraction.

Content
Trigonometry
• Cosine and Sine rules
• Circular measure and radian measure
• Trigonometric functions
Students extend their understanding of trigonometry into non right angled triangles. They are introduced to the basic trigonometric functions, beginning with the unit circle. Radian measure of angles is introduced and the graphs of trigonometric functions are explored.

Counting and Statistics
• Counting
Students will explore counting techniques of permutations and combinations.

Real and Complex Numbers
• The number line
• Complex numbers
• Roots of equations
Students continue their study of numbers including irrational numbers. They develop and operate with complex numbers, and use them to solve problems that cannot be solved with real numbers alone.

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

School-based Assessment | Weighting
Skills and Applications Tasks | 80%
Mathematical Investigation | 20%

Pathways
Course leads to Stage 2 Mathematical Methods.
Mathematics D

SACE Credits
10 credits

Length of Course
Semester

Compulsory or Elective
Elective

Pre-requisites
Stage 1 Mathematics A and Mathematics C
Studied in conjunction with Stage 1 Mathematics B

Course Description
Stage 1 Mathematics extends students' mathematical experience, and provides a variety of contexts for incorporating mathematical arguments and problem solving. The topics provide a blending of algebraic and geometric thinking. In this subject there is a progression of content, applications, and level of sophistication and abstraction.

Content
Geometry
• Circle properties
• The nature of proof
Students will form and test hypotheses about the properties of circles.

Vectors
• Vector operations
• Component and unit vector forms
• Projections
• Geometric proofs using vectors
Students will gain skills in operating with vectors, their applications, and their use in proving results in geometry.

Further trigonometry
• Further trigonometric functions
• Trigonometric identities
Students extend their understanding of trigonometric functions and will model circular motion in familiar contexts.

Matrices
• Transformations in the plane
Students will apply matrix arithmetic to linear transformations in the plane.

Real and Complex Numbers
• Introduction to mathematical induction
• The complex (Argand) plane
Students will use mathematical induction as a way of proving a given statement for all integers and will represent complex numbers on an Argand plane.

Students use electronic technology, where appropriate, to enable complex problems to be solved efficiently.

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

School-based Assessment | Weighting
--- | ---
Skills and Applications Tasks | 80%
Mathematical Investigation | 20%

Pathways
Course leads to Stage 2 Specialist Mathematics.
General Mathematics A

SACE Credits
10 credits

Length of Course
Semester

Compulsory or Elective
Compulsory

Pre-requisites
Year 10 Mathematics A

Course Description
General Mathematics extends students’ mathematical skills in ways that apply to practical problem solving. A problems based approach is integral to the development of mathematical models and the associated key ideas in the topics.

Content
Investing and borrowing
- Investing for interest
- Investing in shares
- Return on investment
- Costs of borrowing

Measurement
- Application of measuring devices and units of measurement
- Perimeter and area of plane shapes
- Volume and surface area of solids
- Scale and rates

Students discuss reasons for investing money and investigate using financial institutions and the share market as vehicles for investment.

Statistical Investigation
- The statistical investigation process
- Sampling and collecting data
- Classifying and organising data
- The shape, location and spread of distributions of numerical data
- Forming and supporting conjectures across two or more groups

Students investigate the collection of data and analysis of the data to form valid conjectures.

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Applications Tasks</td>
<td>65%</td>
</tr>
<tr>
<td>Mathematical Investigation</td>
<td>35%</td>
</tr>
</tbody>
</table>

Pathways
Course leads to Stage 1 General Mathematics B.
**General Mathematics B**

**SACE Credits**
10 credits

**Length of Course**
Semester

**Compulsory or Elective**
Elective

**Pre-requisites**
Stage 1 General Mathematics A or Stage 1 Mathematics A

**Course Description**
General Mathematics extends students’ mathematical skills in ways that apply to practical problem solving. A problems based approach is integral to the development of mathematical models and the associated key ideas in the topics.

**Content**

**Applications of Trigonometry**
- Similarity
- Right triangle geometry
- Area of triangles
- Solving Problems with non right angled triangles

This topic focuses on the calculations involved in triangle geometry and their many applications in practical contexts such as construction, surveying, design, and navigation.

**Linear and Exponential Functions and their Graphs**
- Linear functions and graphs
- Exponential functions and graphs

Students study linear and exponential functions through a study of the various forms in which such relationships can be represented.

**Matrices and Networks**
- Matrix arithmetic and costing applications
- Networks

Students are introduced to the application of matrices and graph theory to solve problems in familiar contexts.

Students use electronic technology, where appropriate, to enable complex problems to be solved efficiently.

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Applications Tasks</td>
<td>65%</td>
</tr>
<tr>
<td>Mathematical Investigation</td>
<td>35%</td>
</tr>
</tbody>
</table>

**Pathways**
Course leads to Stage 2 General Mathematics.
Essential Mathematics A

SACE Credits
10 credits

Length of Course
Semester

Compulsory or Elective
Compulsory with teacher recommendation

Pre-requisites
Year 10 Mathematics

Course Description
Essential Mathematics offers students the opportunity to extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. There is an emphasis on developing students’ computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

Content
Calculations, Time, and Ratio
- Calculations
- Time and rates
- Ratio and scale

Students extend their proficiency with calculations required for everyday living.

Earning and Spending
- Earning
- Spending
- Budgeting

Students examine basic financial calculations in the context of their personal experiences and intended pathways.

Geometry
- Shapes
- Angle geometry
- Geometry and construction

Students observe and classify two and three dimensional figures according to their geometric properties.

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Applications Tasks</td>
<td>50%</td>
</tr>
<tr>
<td>Folio</td>
<td>50%</td>
</tr>
</tbody>
</table>

Pathways
Course leads to Stage 1 Essential Mathematics B.
Essential Mathematics B

SACE Credits
10 credits

Compulsory or Elective
Elective

Pre-requisites
Stage 1 Essential Mathematics A

Length of Course
Semester

Course Description
Essential Mathematics offers students the opportunity to extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. There is an emphasis on developing students’ computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

Content
Data in Context
- Classifying data
- Reading and interpreting graphs
- Drawing graphs
- Summarising and interpreting data
- Comparing data sets
Students learn to read and critically interpret data presented to them in various forms.

Measurement
- Linear measure
- Area measure
- Mass
- Volume and capacity
- Power and energy
Students extend their skills in estimating, measuring, and calculating in practical situations.

Investing
- Simple interest
- Compound interest
- Investing for interest
Students investigate interest, term deposits, and the costs of credit, using current and relevant examples.

Students use electronic technology, where appropriate, to support both calculations and presentation of their work.

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Applications Tasks</td>
<td>50%</td>
</tr>
<tr>
<td>Practical Report</td>
<td>50%</td>
</tr>
</tbody>
</table>

Pathways
Course leads to Stage 2 Essential Mathematics.
Religion Studies

**SACE Credits**
20 credits

**Length of Course**
Year

**Compulsory or Elective**
Compulsory

**Pre-requisites**
None

**Course Description**
In Religion Studies students have the opportunity to focus on an aspect of religion or spirituality within or across traditions, and to explore the religious basis of an ethical or social justice issue.

**Content**
The subject consists of:

One aspect of religion and/or spirituality
- To increase understanding of the nature and significance of religion and spirituality
- To explore relevance in contemporary society.

One contemporary ethical or social justice issue study
- To develop skills in discussing, evaluating, and responding to an ethical or social justice issue from a religious perspective.
- To explore how religion and spirituality influence the lives of Australian youth today.

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Activity</td>
<td>40%</td>
</tr>
<tr>
<td>Issues Investigation</td>
<td>30%</td>
</tr>
<tr>
<td>Reflection</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Pathways**
Course leads to Stage 2 Religion Studies.
Biology A

SACE Credits
10 credits

Pre-requisites
Successful completion of Year 10 Science

Length of Course
Semester 1

Compulsory or Elective
Elective

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

Content
The content is subject to the release of subject outlines by the SACE Board in Term 4.

It is anticipated that the topics covered will be:

Topic 1: Cells and Microorganisms
Topic 2: Infectious Disease

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

- Investigation Folio
- Skills and Applications Tasks

Students are assessed against performance standards. Levels of achievement are reported with grades A to E upon completion of each semester. All students will complete an examination at the end of each semester.

Pathways
Course leads to Stage 1 Biology B or Stage 2 Biology.
Biology B

SACE Credits
10 credits

Length of Course
Semester

Compulsory or Elective
Elective

Pre-requisites
Successful completion of Year 10 Science

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

Content
The content is subject to the release of subject outlines by the SACE Board in Term 4.

It is anticipated that the topics covered will be:

Topic 1: Multicellular Organisms
Topic 2: Biodiversity and Ecosystem Dynamics

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

- Investigation Folio
- Skills and Applications Tasks

Students are assessed against performance standards. Levels of achievement are reported with grades A to E upon completion of each semester. All students will complete an examination at the end of each semester.

Pathways
Course leads to Stage 2 Biology.
Chemistry A

SACE Credits
10 credits

Length of Course
Semester 1

Course Description
In their study of Chemistry, students develop and extend their understanding of the physical world, the interaction of human activities and the environment, and the use that human beings make of the planet’s resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies.

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.

Content
The content is subject to the release of subject outlines by the SACE Board in Term 4. It is anticipated that the topics covered will be:

Topic 1: Materials and their Atoms
Topic 2: Combinations of Atoms
Topic 3: Molecules

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

• Investigation Folio
• Skills and Application Tasks.

Students are assessed against performance standards. Levels of achievement are reported with grades A to E upon completion of each semester. All students will complete an examination at the end of each semester.

Pathways
Course leads to Stage 1 Chemistry B.

Chemistry B

SACE Credits
10 credits

Length of Course
Semester 2

Course Description
In their study of Chemistry, students develop and extend their understanding of the physical world, the interaction of human activities and the environment, and the use that human beings make of the planet’s resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies.

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.

Content
The content is subject to the release of subject outlines by the SACE Board in Term 4. It is anticipated that the topics covered will be:

Topic 1: Mixtures and Solutions
Topic 2: Acid and Bases
Topic 3: Redox Reactions

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

• Investigation Folio
• Skills and Application Tasks.

Students are assessed against performance standards. Levels of achievement are reported with grades A to E upon completion of each semester. All students will complete an examination at the end of each semester.

Pathways
Course leads to Stage 2 Chemistry.
SACE Credits
10 credits

Length of Course
Semester

Compulsory or Elective
Elective

Pre-requisites
Year 10 Science

Course Description
Students of Nutrition are presented with current scientific information on the role of nutrients in the body and how ingestion of combined macronutrients affects overall metabolism. After an introduction to nutrition and food, they examine the chemistry of the main nutrients, macronutrients and micronutrients, and their importance in diet and energy intake and output.

Students explore the links between food, health and diet related diseases. They have the opportunity to examine factors that influence food choices in a range of contexts and to consider technological, cultural, economic, social and environmental factors.

Stage 1 Nutrition builds on working scientifically by involving students in the collection and analysis of both qualitative and quantitative data. They are then required to evaluate data and form relevant conclusions based on their results.

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

Content
For a 10 credit subject, students undertake the study of three topics. Possible topics include:

- Macronutrients and micronutrients
- Digestion
- Working scientifically in food testing
- Psychology of food marketing and advertising
- Organic food versus genetically modified food.

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

- Investigation Folio
- Skills and Application Tasks.

Students are assessed against the performance standards. Levels of achievement are reported with the grades A to E upon completion of each semester. All students will complete an examination at the end of the semester.

Pathways
Course leads to Stage 2 Nutrition.
### Physics A

<table>
<thead>
<tr>
<th><strong>SACE Credits</strong></th>
<th>10 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length of Course</strong></td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>Course Description</strong></td>
<td>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. 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.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>The content is subject to the release of subject outlines by the SACE Board in Term 4. It is anticipated that the topics covered will be:</td>
</tr>
<tr>
<td>• Topic 1: Linear Motion and Forces</td>
<td></td>
</tr>
<tr>
<td>• Topic 2: Electric Circuits</td>
<td></td>
</tr>
<tr>
<td>• Topic 3: Heat</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Students demonstrate evidence of their learning through the following assessment types:</td>
</tr>
<tr>
<td>• Investigation Folio</td>
<td></td>
</tr>
<tr>
<td>• Skills and Applications Tasks</td>
<td></td>
</tr>
<tr>
<td><strong>Pathways</strong></td>
<td>Course leads to Stage 1 Physics B.</td>
</tr>
</tbody>
</table>

### Physics B

<table>
<thead>
<tr>
<th><strong>SACE Credits</strong></th>
<th>10 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length of Course</strong></td>
<td>Semester 2</td>
</tr>
<tr>
<td><strong>Course Description</strong></td>
<td>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. 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.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>The content is subject to the release of subject outlines by the SACE Board in Term 4. It is anticipated that the topics covered will be:</td>
</tr>
<tr>
<td>• Topic 1: Energy and Momentum</td>
<td></td>
</tr>
<tr>
<td>• Topic 2: Waves</td>
<td></td>
</tr>
<tr>
<td>• Topic 3: Nuclear Models and Radioactivity</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:</td>
</tr>
<tr>
<td>• Investigation Folio</td>
<td></td>
</tr>
<tr>
<td>• Skills and Application Tasks.</td>
<td></td>
</tr>
<tr>
<td><strong>Pathways</strong></td>
<td>Course leads to Stage 2 Physics.</td>
</tr>
</tbody>
</table>
Psychology

SACE Credits
10 credits

Length of Course
Semester

Compulsory or Elective
Elective

Pre-requisites
An ability to work independently, research, good communication, analytical and organisation skills are desirable.

Course Description
The study of Psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, relationships, child rearing, employment and leisure. Stage 1 Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (ie observation, experimentation and experience) the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences.

Content
The 10 credit subject consists of the compulsory topic ‘Introduction to Psychology’.

There are also two elective topics which must be studied:
- Brain and behaviour
- Human psychological development.

Assessment
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Investigation Folio
- Skills and Application Tasks.

Students are assessed against SACE performance standards. Levels of achievement are reported with the grades A to E upon completion of each semester. All students will complete an examination at the end of the semester.

Pathways
Course leads to Stage 2 Psychology.
STAGE 2 (YEAR 12)

Subject Selection

Requirements for completing the SACE

In order to be eligible for 2018 entry into any one of the three universities in South Australia, you must qualify for the South Australian Certificate of Education (SACE) and meet the requirements to obtain an ATAR. An ATAR is based on 90 Credits of Stage 2 study.

To be awarded the SACE students completing Stage 2 in 2017 must:

- complete 200 credits of subjects
- achieve a grade of C or better in Stage 1 Personal Learning Plan, 20 credits of literacy and 10 credits of numeracy subjects
- achieve a grade of C - or better in Stage 2 Research Project (10 credits)
- achieve a grade of C - or better in an additional 60 credits at Stage 2.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Semester</th>
<th>Full Year</th>
<th>SACE Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Arts</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2VAA20 Visual Arts - Art</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>2MBL10 Music - Ensemble Performance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2MNP10 Music - Musicianship</td>
<td></td>
<td>Y</td>
<td>10</td>
</tr>
<tr>
<td>2MHY10 Music - Technology</td>
<td></td>
<td>Y</td>
<td>10</td>
</tr>
<tr>
<td>2MVS10 Music - Individual Study</td>
<td></td>
<td>Y</td>
<td>10</td>
</tr>
<tr>
<td>2MHC10 Music - Solo Performance</td>
<td></td>
<td>Y</td>
<td>10</td>
</tr>
<tr>
<td>2MFH10 Music - Performance Special Study</td>
<td></td>
<td>Y</td>
<td>10</td>
</tr>
</tbody>
</table>

Students studying Stage 2 Music need to choose a minimum of two Music subjects (20 credits) and may study a maximum of 5, of which 4 may count towards an ATAR.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Semester</th>
<th>Full Year</th>
<th>SACE Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business, Enterprise &amp; Technology</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2ACG20 Accounting</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>2BUE20 Business &amp; Enterprise</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>2IPR20 Information Processing and Publishing</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>2TOS20 Tourism</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>2WPC20 Workplace Practices</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td><strong>Cross Disciplinary Studies</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2RPB10 Research Project B (Semester 1 only)</td>
<td></td>
<td>Y</td>
<td>10</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2ELS20 English Literary Studies</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>2ESH20 English</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>2ETE20 Essential English</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>2EAL20 English as an Additional Language</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>Subjects</td>
<td>Semester</td>
<td>Full Year</td>
<td>SACE Credits</td>
</tr>
<tr>
<td>----------------------------------------------</td>
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</tr>
<tr>
<td><strong>Health &amp; Physical Education</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2PHE20 Physical Education</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>2FOH20 Food and Hospitality</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>2CSD20 Child Studies</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td><strong>Humanities &amp; Social Sciences</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2LEG20 Legal Studies</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>2MOH20 Modern History</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td><strong>Languages</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2ITC20 Italian Continuers</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2MSC20 Specialist Mathematics</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>2MHS20 Mathematical Methods</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>2MGM20 General Mathematics</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>2MEM20 Essential Mathematics</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td><strong>Religious Education</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2REL10 Religion Studies</td>
<td></td>
<td>Y</td>
<td>10</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2BIG20 Biology</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>2CME20 Chemistry</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>2NUT20 Nutrition</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>2PYS20 Physics</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>2PSC20 Psychology</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
</tbody>
</table>
**Music - Ensemble Performance**

- **SACE Credits**: 10 Credits
- **Length of Course**: Full Year
- **Pre-requisites**: Stage 1 Music Programs (20 credits) and after consultation with their instrumental tutors as well as the Head of Music.
- **Compulsory or Elective**: Elective

**Course Description**

This course develops musical performance skills on a chosen instrument or voice in an ensemble setting. Performances are assessed in accuracy, technique and musicianship.

In accuracy students will work towards demonstrating accuracy of rhythm and timing and highly accomplished intonation, maintaining tempo and rhythmical pulse, accurately following score markings within the ensemble and reading notation accurately in part-testing.

In technique students will show clarity of articulation and diction, use expressive techniques such as vibrato, control dynamics effectively and fluently, select appropriate tone for the performance and demonstrate control of specific stylistic techniques.

In musicianship students will express stylistic features in a mature and musical manner, demonstrate acute awareness of balance and blend, demonstrate sensitivity in musical expression, lead as a soloist in the ensemble, demonstrate maturity in improvisation and show sophistication in musical phrasing.

Students present for assessment a minimum of 20 minutes of music.

**Assessment**

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

- **School-based Assessment**
  - Assessment Type 1: First Performance 30%
  - Assessment Type 2: Second Performance 40%

- **External Assessment**
  - Assessment Type 3: External Assessment 30%

Students perform in a practical examination. The final performance is marked by external assessors.

---

**Music - Musicianship**

- **SACE Credits**: 10 Credits
- **Length of Course**: Full Year
- **Compulsory or Elective**: Elective
- **Pre-requisites**: Stage 1 Music Advanced A & B.

**Course Description**

This is a rigorous course of study that extends and challenges student’s knowledge and understanding of theoretical concepts through the intensive study and analysis of musical elements.

Stage 2 Musicianship consists of three areas of study:

- Theoretical concepts, Aural Recognition and Musical Techniques
- Harmony: Jazz related Harmony
- Arranging

Theoretical concepts are taught in weekly lessons. Students then practice applying theoretical concepts to various harmonic problems and strive to develop confidence, speed and accuracy.

Theoretical and aural competency is tested in two skills development assessments during the school mid-year examination time and at the end of Term 3.

Students apply their knowledge of jazz harmony, to harmonise short 6 - 8 bar melodies demonstrating their depth of harmonic understanding.

The third area is the arrangement consisting of a 32 – 40 bar arrangement demonstrating musical creativity and ingenuity. The arrangement is packaged with a score and audio recording along with a 200 word statement describing the musical intention and ideas used and marked by the SACE Board.

**Assessment**

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

- **School based assessment**
  - Assessment Type 1: Skills Development 1 30%
  - Assessment Type 2: Arrangement 40%

- **External Assessment**
  - Assessment Type 3: Examination 30%
Music - Performance Special Study

SACE Credits
10 Credits

Length of Course
Full Year

Compulsory or Elective
Elective

Course Description
This course is only for the most advanced student wishing to study an extended work of 15 – 18 minutes duration from the recognised repertoire of the instrument or voice. Students are expected to:

• present a performance of an approved extended work,
• select movements from an extended work, or a folio of related works or syntactically linked works by composer
• demonstrate accuracy, musical skills and technique as a performer
• demonstrate musicianship such as authentic interpretation and sensitivity in expression of approved works
• engage a public audience
• analyse the musical structure of the approved work(s)

Stage 2 Performance Special Study consists of two areas of study:

• Part 1: Performance of approved work(s)
• Part 2: Commentary

Students may perform as a soloist or as a member of a chamber ensemble. They must have the technical proficiency and the musical maturity to communicate their musical sensitivity through the approved work. Students also require analytical skills to enable an in-depth study of the approved work.

Approved works may be:

• An extended work
• Selected movements from extended works
• A folio of related works or syntactically linked works

Pre-requisites
Stage 2 Solo Performance completed at Year 11.

The work is analysed by the student in the commentary and musical elements such as form, harmonic structure, tonality, theme and motif are analysed in-depth along with any other relevant musical compositional or stylistic techniques observed by the student.

The commentary, which is the analysis, is submitted at the second public performance. Assessment Type 2 and 3 are achieved together.

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

School-based Assessment
Assessment Type 1: First Performance 20%
Assessment Type 2: Second Performance 30%
Assessment Type 3: Commentary 20%

External Assessment
Assessment Type 4: Final Performance 30%

Students perform in a practical examination. The final performance is marked by external assessors with reference to performance standards. All school assessments are video recorded.
SACE Credits
10 credits

Length of Course
Year

Compulsory or Elective
Elective

Pre-requisites
Stage 1 Music Advanced or Experience Courses (20 credits)

Course Description
This subject allows students to undertake an individually negotiated topic in an area of interest that is not covered in any other Stage 2 Music subject. Students pursue an area of interest that is directly applicable to their intended vocation, career, further study or recreation. The ability to work independently is essential. Suggested topics may include:

- Tutoring a student
- Community
- Building or restoring a musical instrument
- Music and Cultures
- Music Industry

There are many options within the topics and final choices are through negotiation.

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

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

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

Students present a report of their completed individual study in two parts. The teacher and the external assessor make a decision about the quality of the Project Report with reference to performance standards.
Music - Solo Performance

SACE Credits
10 credits

Length of Course
Full Year

Compulsory or Elective
Elective

Pre-requisites
Stage 1 Music Programs (20 credits) and consultation with instrumental tutors and the College Head of Music.

Course Description
This course develops musical performance skills on a chosen instrument or voice and aims to develop professional process for success. Performances are assessed in accuracy, technique and musicianship. Students are expected to in:

Accuracy
• Demonstrate accuracy of rhythm and timing
• Maintain tempo and rhythmical pulse
• Demonstrate highly accomplished intonation
• Accurately follow musical score markings
• Read notation accurately and as marked on scores

Technique
• Show clarity of articulation and diction
• Use expressive techniques such as vibrato
• Control dynamics effectively
• Select appropriate tone for the performance
• Demonstrate control of specific stylistic techniques

Musicianship
• Express stylistic features in a mature and musical manner
• Demonstrate acute awareness of balance and ensemble
• Demonstrate sensitivity in musical expression
• Lead as a soloist and demonstrate stage presence
• Demonstrate maturity in improvisation if chosen
• Show sophistication in musical phrasing

Students present for assessment a minimum of 18 minutes of music.

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

School based assessment
Assessment Type 1: First Performance 30%
Assessment Type 2: Second Performance 40%

External Assessment
Assessment Type 3: External Assessment 30%

Students perform in a practical examination. The final performance is marked by external assessors with reference to performance standards. All school assessments are video recorded.
Music - Technology

SACE Credits
10 credits

Length of Course
Year

Compulsory or Elective
Elective

Pre-requisites
Stage 1 Music Advanced or Experience Programs (20 credits) with evidence of achievement in Music Technology. Ability to work at home on own equipment is essential.

Course Description
This subject is designed to develop students’ skills in, and knowledge of, music technology. Students select from the following topics and must choose at least one core topic and one option topic. Suggested core topics:

- Acoustics
- The mixing console
- Microphones
- Digital audio basics
- Signal processing
- Aural analysis

Teacher input will assist students in selecting topics they can succeed in. Suggested option topics:

- MIDI
- The recording process
- Loops and waves
- Negotiated process – a process not listed above

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio of minor projects with commentaries:</td>
<td></td>
</tr>
<tr>
<td>• Assessment Type 1: 3 minor projects</td>
<td>40%</td>
</tr>
<tr>
<td>• Assessment Type 2: 2 minor projects</td>
<td>30%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>External Assessment: Major project</td>
<td>30%</td>
</tr>
</tbody>
</table>

The Major project with commentary is marked by external assessors with reference to performance standards.
Visual Arts - Art

SACE Credits
20 credits

Length of Course
Year

Compulsory or Elective
Elective

Pre-requisites
At least one semester of Stage 1 Art

Course Description
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.

Content
The following three areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context.

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

School-based Assessment
Folio 40%
Practical 30%

External Assessment
Visual Study 30%

The Visual Arts performance standards describe five levels of achievement that are reported with the grades A+ to E- at the student’s completion of the subject. A copy of the student’s school based assessments are kept at the school for moderation purposes.

Accounting

SACE Credits
20 credits

Length of Course
Year

Compulsory or Elective
Elective

Pre-requisites
At least a C in Stage 1 Accounting or Mathematics

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

Content
Students study the following three sections:

- Section 1: The Environment of Accounting
- Section 2: Financial Accounting
- Section 3: Management Accounting.

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

School-based Assessment
Skills and Applications Tasks 50%
Report 20%

External Assessment
Examination 30%

For external assessment, students undertake a 2 hour examination. The examination will be marked by external assessors with reference to the performance standards.
## Business & Enterprise

**SACE Credits**
20 credits

**Length of Course**
Year

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

Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices. They have the opportunity to reflect on current issues in the Australian and global business and enterprise environment, 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.

**Content**
For a 20 credit subject, students complete the study of:

- the core topic, and
- two option topics.

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>30%</td>
</tr>
<tr>
<td>Practical</td>
<td>20%</td>
</tr>
<tr>
<td>Issues Study</td>
<td>20%</td>
</tr>
</tbody>
</table>

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

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

## Information Processing & Publishing

**SACE Credits**
20 credits

**Length of Course**
Year

**Compulsory or Elective**
Elective

**Pre-requisites**
Stage 1 Information Processing and Publishing

**Course Description**
Students investigate the use of technology to design and implement information processing solutions. They develop solutions to text based problems in information processing and publishing using imagination and creativity to make choices on the appropriate computer hardware and software for communicating in a range of contexts. They use the design process to apply problem solving, critical thinking and decision making skills.

**Content**
Two focus areas are chosen from the four focus areas which are:

- Desktop Publishing
- Electronic Publishing
- Personal Documents
- Business Documents.

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Skills</td>
<td>40%</td>
</tr>
<tr>
<td>Issues Analysis</td>
<td>30%</td>
</tr>
</tbody>
</table>

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

The Information Processing and Publishing Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A+ to E- at the student’s completion of the subject.
Tourism

SACE Credits
20 credits

Length of Course
Year

Compulsory or Elective
Elective

Pre-requisites
None, but completion of Stage 1 Tourism would be an advantage

Course Description
In Stage 2 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. They will study and apply tourism concepts and models, including sustainable tourism and cultural sustainability. Students will develop this understanding by investigating, analysing and evaluating viewpoints and information about tourism trends, developments and/or contemporary issues. They will gain an understanding of the complex economic, social, cultural and environmental impacts of tourism.

Content
The study of Tourism at Stage 2 requires the study of four themes and within these themes three topics are covered.

Themes
- Planning & managing sustainable tourism
- Evaluating the nature of work in the tourism industry
- Traveller’s perceptions and interaction of host community and visitor
- Operations and structures of the tourism industry

Topics
- The impacts of tourism
- Special interest tourism
- Responsible tourism

Assessment

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>20%</td>
</tr>
<tr>
<td>Practical Activity</td>
<td>25%</td>
</tr>
<tr>
<td>Investigation</td>
<td>25%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination</td>
</tr>
</tbody>
</table>
Workplace Practices

SACE Credits
20 credits

Length of Course
Year

Compulsory or Elective
Elective

Pre-requisites
None

Course Description
In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national, and global issues in an industry and workplace context. Students undertake 50 hours of experience learning in the workplace and develop and reflect on their capabilities, interests, and aspirations.

Content
For the 20 credit subject, students must include the following areas of study:

- Industry and Work Knowledge, and
- Vocational Learning.

For the Industry and Work Knowledge component, students undertaking Workplace Practices (20 credits), study these topics:

- Topic 1: Future trends in the world of work
- Topic 2: Workers rights and responsibilities
- Topic 3: Career planning

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

School-based Assessment
- Folio 25%
- Performance 25%
- Reflection 20%

External Assessment
- Investigation 30%

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

SACE Credits
10 credits

Length of Course
Semester 1 only

Compulsory or Elective
Compulsory 10 credit Stage 2 subject that must be completed with a ‘C-’ grade or better

Pre-requisites
None

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

The Research Project can take many forms, for example:

- community based projects
- technical or practical activities
- work related research
- subject related research.

Assessment
Research Project B, has an external assessment that must be undertaken in written form as an evaluation and is for students wishing to include the subject in the calculation of their ATAR - Australian Tertiary Admissions Rank.

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

External Assessment
Evaluation 30%

The learning capabilities will be an integral part of all students’ research projects and thus will be part of the school based assessment component. Students select one of the following capabilities - Numeracy, Literacy, Information & Communication Technology, Critical & Creative Thinking, Personal & Social Capability, Ethical Understanding or Intercultural Understanding that they consider to be particularly relevant to their research project for development and demonstration. The development of the selected capability will be incorporated in the Folio assessed.
Essential English

SACE Credits
20 credits

Length of Course
Year

Compulsory or Elective
Teacher recommendation

Pre-requisites
Minimum of C grade in Stage 1 Essential English A & B or Stage 1 English A & B.

Course Description
Stage 2 Essential English enables students to achieve the literacy requirement in the SACE.

In this subject students respond to and create texts in, and for a range of personal, social, cultural, community and/or workplace contexts.

Students understand and interpret information, ideas and perspectives in texts and consider the ways in which language choices are used to create meaning.

Content
For a 20 credit subject students undertake tasks within the following assessment types:

• Responding to Texts
• Creating Texts
• Language Study

Responding to Texts
Students respond to a range of texts that instruct, engage, challenge, inform, and connect readers. They consider information, ideas, and perspectives represented in the chosen texts.

Creating Texts
Students create procedural, imaginative, analytical, interpretive, and/or persuasive texts appropriate to a context.

Language Study
The language study focuses on the use of language by people in a local, national or international context, which may be accessed in person or online. Students consider the functions of language in their chosen context, examine ways in which language is used to support social interaction and the formation and maintenance of personal and group identity. Students reflect on the strategies and language used to communicate.

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

School Assessment
Assessment Type 1: Responding to Texts 30%
Assessment Type 2: Creating Texts 40%

External Assessment
Assessment Type 3: Language Report 30%

The Stage 2 Essential English subject outline includes performance standards which describe the levels of achievement that are reported with the grades A+ to E- at the student’s completion of the subject.
SACE Credits
20 credits

Length of Course
Year

Compulsory or Elective
Elective

Pre-requisites
Recommended B grade or better in Stage 1 English A & B

Course Description
In Stage 2 English students read and view a range of texts, compare and analyse the relationships between language and stylistic features, text types, and contexts. Students also recognise and analyse the language and stylistic features and conventions of text types in literary and everyday texts and how this influences interpretation. Through close study of texts, students explore relationships between content and perspectives and the text and its context.

In the study of English, students extend their experience of language and explore their ideas through their own creation of texts, and reading and viewing the texts of others.

Students appreciate how clear and effective writing and speaking displays a depth of understanding, engagement, and imagination for a range of purposes, contexts, and audiences.

Content
For a 20 credit subject students undertake tasks within the following assessment types:

- Responding to Texts
- Creating Texts

Responding to Texts
Students demonstrate a critical understanding of the language and stylistic features and conventions of particular text types and identify the ideas and perspectives conveyed by texts. Students reflect on the purpose of the text and the audience for whom it was produced. Students evaluate different ideas, perspectives, and/or aspects of culture represented in texts through the analysis of purpose, context and language. When responding to texts students compare and contrast the distinctive features of text types from the same or different contexts.

Creating Texts
Students create a range of texts for a variety of purposes.

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

School Assessment
Assessment Type 1: Responding to Texts 30%
Assessment Type 2: Creating Texts 40%

External Assessment
Assessment Type 3: Comparative Analysis 30%

The Stage 2 English subject outline includes performance standards which describe the levels of achievement that are reported with the grades A+ to E- at the student’s completion of the subject.
English Literary Studies

**SACE Credits**
20 credits

**Length of Course**
Year

**Compulsory or Elective**
Elective

**Pre-requisites**
Recommended B grade or better in Stage 1 English, and teacher recommendation.

**Course Description**
Stage 2 English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts.

English Literary Studies focuses on ways in which literary texts represent culture and identity, and on the dynamic relationship between authors, texts, audiences, and contexts. Students develop an understanding of the power of language to represent ideas, events, and people in particular ways and of showing how texts challenge or support cultural perceptions.

Students produce responses that show the depth and clarity of their understanding. They extend their ability to sustain a reasoned critical argument by developing strategies that allow them to weigh alternative opinions against each other. By focusing on the creativity and craft of the authors, students develop strategies to enhance their own skills in creating texts and put into practice the techniques they have observed.

**Content**
For a 20 credit subject students undertake tasks within the following assessment types:

- Responding to texts – Shared Studies
- Responding to texts – Comparative Studies
- Creating Texts Study

**Responding to Texts – Shared Studies**
Among the texts chosen for shared study there must be:

- A study of three texts:
  - One film text
  - One extended prose text
  - One drama text
- A study of poetry
- A study of a range of short texts

**Responding to Texts – Comparative Studies**
This study involves the comparative study of two texts: one from the shared studies and the other independently chosen by the student.

**Creating Texts Study**
The creating texts study focuses on:

- Transforming texts
- Creating a written, oral, or multimodal text

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

**School Assessment**
Assessment Type 1: Responding to Texts 50%
Assessment Type 2: Creating Texts 20%

**External Assessment**
Assessment Type 3: Text Study:
- Comparative Text Study 15%
- Critical Reading 15%

The Stage 2 English Literary Studies subject outline includes performance standards which describe the levels of achievement that are reported with the grades A+ to E- at the student’s completion of the subject.
English as an Additional Language

SACE Credits
20 credits

Length of Course
Year

Compulsory or Elective
Elective

Pre-requisites
Recommend a B grade or better in Stage 1 English Essential is required and teacher approval.
Students must also meet the eligibility requirements set out by the SACE Board of SA to undertake this course.

The criterion for eligibility:
A student for whom English is a second language, and who has not had more than a total of five years of full time schooling where the medium of instruction was English

OR

If a student has had more than a total of five years of full time schooling where the medium of instruction was English and whose knowledge of English is restricted. In this case student work will be assessed to ascertain the level on the SACSA ESL Scale, to determine eligibility for the course.

Course Description
Stage 2 English as an Additional Language focuses on development and use of skills and strategies in communication, comprehension, language and text analysis, and text creation.
Through studying a variety of oral, written and multimodal texts, students develop an understanding of text structures and language features. Students explore the relationship between the structures and features and the context, purpose, and audience of texts. Students develop confidence in creating texts for different purposes. Students broaden their understanding of sociocultural and sociolinguistic aspects of English through their study of texts and language.

Content
For a 20 credit subject students are required to read and respond to texts as well as create texts. The content includes:

- Academic Literacy Study
- Responses to Texts

Academic Literacy Study
Students develop their academic literacy skills through creating written and oral academic texts and extending their communication skills and strategies.

Students investigate a question or a topic and present their findings in an academic style by producing two tasks:

- A written report
- An oral interaction

Responses to Texts
The responses to texts focus on developing comprehension skills, language and text analysis strategies.

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

School Assessment
Assessment Type 1: Academic Literacy Study 30%
Assessment Type 2: Responses to Texts 40%

External Assessment
Assessment Type 3: Examination 30%

The Stage 2 English as an Additional Language subject outline includes performance standards which describe the levels of achievement that are reported with the grades A+ to E- at the student’s completion of the subject.
Child Studies

**SACE Credits**
20 credits

**Length of Course**
Year

**Course Description**
The Stage 2 subject focuses on children’s growth and development from conception to eight years inclusive. Students examine attitudes and values about parenting and care giving and gain an understanding of the growth and development of children. Through the study of Stage 2 Child Studies students develop a variety of research, management and practical skills.

**Content**
Students study topics within the following five areas of study:

- Contemporary and future issues
- Economic and environmental influences
- Practical and legal influences
- Socio cultural influences
- Technological influences

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

- **School-based Assessment**
  - Practical Activity: 50%
  - Group Activity: 20%

- **External Assessment**
  - Investigation: 30%

The Investigation is double marked, firstly by the student’s teacher and secondly by an external assessor appointed by SACE Board. The teacher and the external assessor make a decision about the quality of the investigation with reference to the performance standards.

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

Food and Hospitality

**SACE Credits**
20 credits

**Length of Course**
Year

**Course Description**
In Food and Hospitality, students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality. Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices.

**Content**
Students focus on the impact of the food and hospitality industry on Australian society and examine the contemporary and changing nature of the industry. Students develop relevant knowledge and skills as consumers and/or as industry workers. Students study topics within the following five areas of study:

- Contemporary and future issues
- Economic and environmental influences
- Political and legal influences
- Sociocultural influences
- Technological influences

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

- **School-based Assessment**
  - Practical Activity: 50%
  - Group Activity: 20%

- **External Assessment**
  - Investigation: 30%

The Food and Hospitality Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A+ to E- at the student’s completion of the subject.
Physical Education

SACE Credits
20 credits

Length of Course
Year

Compulsory or Elective
Elective

Pre-requisites
One semester of Stage 1 Physical Education is recommended

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

Content
Stage 2 Physical Education consists of two key areas of study and related key concepts:
• Practical skills and applications
• Principles and issues

Students complete three practicals that are balanced across a range of individual, fitness, team, racket, aquatic and outdoor activities and that cater for the different skills and interests of the students.

Principles and Issues consists of the following three topics:
• Exercise physiology and physical activity
• The acquisition of skills and the biomechanics of movement
• Issues analysis.

Some practical activities require additional costs.

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical</td>
<td>50%</td>
</tr>
<tr>
<td>Folio</td>
<td>20%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination</td>
</tr>
</tbody>
</table>

A copy of student assessments must be kept at the school for moderation purposes. The Physical Education Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A+ to E- at the student’s completion of the subject.
Legal Studies

SACE Credits
20 credits

Length of Course
Year

Compulsory or Elective
Elective

Pre-requisites
Stage 1 Legal Studies is preferred. Students are advised that reading, writing and analytical skills need to be of a high level.

Course Description
Legal Studies explores Australia’s legal heritage and the dynamic nature of the Australian legal system within a global context. Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition. The study of Legal Studies provides insight into law making and the processes of dispute resolution and the administration of justice. Students investigate legal perspectives on contemporary issues in society. They reflect on, and make informed judgments about, strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied. In Stage 2 Legal Studies, students explore the Australian legal system from the local level to its global connections. They examine the key concepts of parliamentary democracy, constitutional government, and participation.

Content
At Stage 2 students study the following four topics:

- Topic 1: The Australian Legal System
- Topic 2: Constitutional Government
- Topic 3: Law Making
- Topic 4: Justice Systems

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>50%</td>
</tr>
<tr>
<td>Inquiry</td>
<td>20%</td>
</tr>
</tbody>
</table>

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

The Legal Studies Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A+ to E- at the student’s completion of the subject.
Modern History

SACE Credits
20 credits

Length of Course
Year

Course Description
The Modern History course gives students the opportunity to analyse a period, event, group of people or phenomenon that have had an impact on World History after 1500. Students will build on their skills of historical inquiry formulated in previous years. Students are advised that good analytical and communication skills are required for success in this subject.

Content
- Thematic study - Modernisation of Society (Asia)
- Depth study - Africa Apartheid
- Special Study Essay (student’s choice in consultation with the teacher)

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

School-based Assessment
- Folio 50%
- Special Study Essay 20%

External Assessment
- External Examination 30%

The Modern History Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A+ to E- for each assignment at the student’s completion of the subject.

Italian Continuers

SACE Credits
20 credits

Compulsory or Elective
Elective

Length of Course
Year

Pre-requisites
Satisfactory completion of SACE Stage 1 Italian Continuers.

Course Description
Students interact with others to share information, ideas, opinions and experiences. They create texts in Italian to express information, feelings, ideas and opinions. Students analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Content
Stage 2 Italian Continuers consists of the following three themes as well as a number of prescribed topics and suggested subtopics:
- The Individual
- The Italian Speaking Communities
- The Changing World

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

School-based Assessment
- Folio 50%
- In-Depth Study 20%

External Assessment
- Written and Oral Examination 30%

The Locally Assessed Languages at Continuers Level Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A+ to E- at the student’s completion of the subject.
SACE Credits
20 credits

Length of Course
Year

Compulsory or Elective
Elective

Pre-requisites
Stage 1 Mathematics A, Mathematics B, Mathematics C and Mathematics D

Course Description
Stage 2 Specialist Mathematics can be a pathway to mathematical sciences, engineering, space science, and laser physics. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

Content
Note: subject to final release of 2017 subject outline by the SACE Board.

Mathematical Induction
Throughout the year, students are given opportunities to apply this method of proof in many contexts; for example, trigonometry, complex numbers, and matrices.

Complex Numbers
The study of complex numbers is extended to the polar form. The arithmetic of complex numbers is developed and de Moivre’s theorem is used to find nth roots.

Functions and Sketching Graphs
The study of functions and techniques of graph sketching is extended and applied in the exploration of inverse functions and the sketching of graphs of composite functions involving absolute value, reciprocal, and rational functions.

Vectors in Three Dimensions
Three dimensional vectors are introduced enabling the study of lines and planes in three dimensions, their intersections, and the angles they form. Vector methods of proof enables students to solve geometric problems in three dimensions.

Integration Techniques and Applications
Integration techniques are extended to trigonometric functions and composite functions, using inverse trigonometric functions and integration by parts. These techniques, areas between curves and the volumes of solids of revolution are found.

Rates of Change and Differential Equations
Calculus techniques are applied to vectors and simple differential equations.

Students use electronic technology, where appropriate, to enable complex problems to be solved efficiently.

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

School-based Assessment
Skills and Applications Tasks 50%
Mathematical Investigation 20%

External Assessment
Examination 30%
Year 12

Mathematical Methods

SACE Credits
20 credits

Length of Course
Year

Compulsory or Elective
Elective

Pre-requisites
Stage 1 Mathematics A, Mathematics B and Mathematics C

Course Description
Stage 2 Mathematical Methods can lead to tertiary studies of 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. Stage 2 Mathematical Methods focuses on the development of mathematical skills and techniques that enable students to explore, describe, and explain aspects of the world around them in a mathematical way.

Content
Note: subject to final release of 2017 subject outline by the SACE Board.

Calculus
Students gain a conceptual grasp of introductory calculus. Derivatives of exponential, logarithmic, and trigonometric functions and their applications, together with differentiation techniques and applications to optimisation problems and graph sketching are studied. Integration, both as a process that reverses differentiation and as a way of calculating areas, is studied. The fundamental theorem of calculus as a link between differentiation and integration is emphasised. The topics studied are:

- Further differentiation and applications
- Integral calculus
- Logarithmic functions

Statistics
Students examine argument and conjecture from a ‘statistical’ point of view working with discrete and continuous variables. The normal distribution is used in a variety of contexts as is the Central Limit Theorem. The topics studied are:

- Discrete random variables
- Continuous random variables and the normal distribution
- Sampling and confidence intervals

Students use electronic technology, where appropriate, to enable complex problems to be solved efficiently.

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

School-based Assessment
Skills and Applications Tasks 50%
Mathematical Investigation 20%

External Assessment
Examination 30%

Weighting
**SACE Credits**
20 credits

**Length of Course**
Year

**Compulsory or Elective**
Elective

**Pre-requisites**
Stage 1 General Mathematics B or Mathematics B

**Course Description**
This subject prepares students for entry to tertiary courses requiring a non specialised background in mathematics. General Mathematics offers students the opportunity to develop a strong understanding of the process of mathematical modelling and its application to problem solving in everyday workplace contexts.

**Content**
Note: subject to final release of 2017 subject outline by the SACE Board.

**Modelling with Linear Relationships**
Students consider arithmetic sequences as discrete models of linear growth. They draw parallels with, and review the concepts of continuous linear functions. Linear programming techniques are used to solve problems involving the interaction of two variables.

**Modelling with Matrices**
Students apply matrices to solve connectivity of networks and transition problems.

**Statistical Models**
Students develop and refine algebraic models of bivariate data used for predictive purposes. Students investigate the characteristics and nature of the normal distribution. They use this model to solve problems and make predictions in a range of contexts where data is approximately normally distributed.

**Financial Models**
In this topic the focus is on the annuity model and its applications to investing and borrowing money.

**Discrete Models**
Students focus on network applications to solve problems involving shortest connections, maximum flow, and critical path analysis.

Students use electronic technology, where appropriate, to support both calculations and presentation of their work.

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

**School-based Assessment**
- Skills and Applications Tasks 45%
- Mathematical Investigation 25%

**External Assessment**
- Examination 30%
Essential Mathematics

SACE Credits
20 credits

Length of Course
Year

Compulsory or Elective
Elective

Pre-requisites
Stage 1 Essential Mathematics B or General Mathematics B

Course Description
Stage 2 Essential Mathematics offers students the opportunity to extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts.

Content
Note: subject to final release of 2017 subject outline by the SACE Board

Scales, Plans, and Models
Students investigate the properties of plane shapes and solids, and construct the nets of a range of three dimensional shapes. Using scaled representations, full scale measurements are determined. Students also develop practical skills in measuring and scaling down.

Measurement
Students consider practical problems in two dimensions involving circles, polygons, and composite shapes, and in three dimensions involving cones, cylinders, pyramids and spheres. Pythagoras’ theorem and the trigonometry of right and non right triangles enable students to solve problems posed in everyday and workplace contexts. Students calculate volume, mass, and density of shapes posed in practical contexts.

Business Applications
Students investigate physical and financial planning aspects of a small business. Linear programming provides the opportunity to investigate optimal solutions to problems involving two variables.

Statistics
Students critically analyse data and use this analysis to form and support reasonable conjectures.

Linear regression techniques are used to investigate the relationship between two variable characteristics. Students analyse data graphically and algebraically to determine the strength and nature of the relationship and use it, where appropriate, to make predictions.

Investment and Loans
Students investigate a range of ways of investing and borrowing money. Simple and compound interest calculations are used to find the return on an investment. The effects of taxation and inflation on the investment return are considered. Annuity calculations are also developed.

Students use electronic technology, where appropriate, to support both calculations and presentation of their work.

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

School-based Assessment
Skills and Applications Tasks 30%
Folio 40%

External Assessment
Examination 30%

Weighting

Elective
Religion Studies

SACE Credits
10 credits

Length of Course
Year

Course Description
Students gain an appreciation of, and respect for the different ways in which people develop an understanding and knowledge of religion and spirituality as something living and dynamic, and the ways in which people think, feel and act because of their religious beliefs.

Content
The subject consists of:

Core topic - Overview of Religion
The core topic consists of three key areas of study:
- What is religion? What is spirituality?
- What are the key phenomena that make up religion?
- How are secular culture and religious culture linked?

Option Topic - Christianity
- The History of Christianity
- The beliefs, practices, stories and worldview
- Ethics and contemporary traditions globally and in Australia

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

School-based Assessment
- Sources Analysis 30%
- Folio 40%

External Assessment
- Investigation 30%

Chemistry

SACE Credits
20 credits

Length of Course
Year

Course Description
The study of Chemistry includes an overview of the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. It also includes a critical study of the social and environmental impact of materials and chemical processes. Students consider how human beings make use of the earth’s resources and the impact of human activities on the environment. Through practical studies students develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers.

Content
Stage 2 Chemistry is organised so that each intended student learning is related to a key chemical idea or concept within five topics. Through the study of these key ideas and concepts students develop their chemistry investigation skills.

Topics:
- Topic 1: Elemental and environmental chemistry
- Topic 2: Analytical techniques
- Topic 3: Using and controlling reactions
- Topic 4: Organic and biological chemistry
- Topic 5: Materials

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

School-based Assessment
- Investigations Folio 40%
- Skills and Applications Tasks 30%

External Assessment
- Examination 30%

The Chemistry Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A+ to E– on completion of the subject.
SACE Credits
20 credits

Length of Course
Year

Compulsory or Elective
Elective

Pre-requisites
Successful completion of one semester of Stage 1 Biology.

Course Description
The study of Biology is organised into the following themes:

- **Macromolecules** covers the structure and function of organic molecules found in living things.
- **Cells** covers the structure and function of cells both in unicellular and multicellular organisms.
- **Organisms** covers the structure and function of organisms, using the human body as an example.
- **Ecosystems** covers the interactions between members of the same species, different species and the non living environment, with an emphasis on the evolutionary perspective.

The themes are arranged as a hierarchy. Each theme is divided into six threads that enable the student to develop skills in working scientifically to acquire, understand and communicate knowledge of biology.

Content
Stage 2 Biology is organised around the following four themes:

- Macromolecules
- Cells
- Organisms
- Ecosystems.

Each theme is divided into the following six threads:

- Organisation
- Selectivity
- Energy flow
- Perpetuation
- Evolution
- Human awareness

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

**School-based Assessment**
- **Investigations Folio** 40%
- **Skills and Applications Tasks** 30%

**External Assessment**
- **Examination** 30%

The Biology Subject Outline includes performance standards, which describe five levels of achievement.

The school-based assessments and the external assessment will be marked with reference to the performance standards. The final result will be reported as a grade between A+ to E-.
Nutrition

SACE Credits
20 credits

Length of Course
Year

Compulsory or Elective
Elective

Pre-requisites
None

Course Description
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.

Content
Students undertake the study of all four core topics and one option topic.

Core Topics
- Core Topic 1: The fundamentals of human nutrition
- Core Topic 2: Diet, lifestyle, and health
- Core Topic 3: Food selection and dietary evaluation
- Core Topic 4: Food, nutrition, and the consumer

Option Topics
- Option Topic 2: Global hunger

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

School-based Assessment
- Investigations Folio 40%
- Skills and Applications Tasks 30%

External Assessment
- Examination 30%

The Nutrition Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A+ to E- on completion of the subject.
Psychology

SACE Credits
20 credits

Length of Course
Year

Compulsory or Elective
Elective

Pre-requisites
Stage 1 Psychology is highly recommended

Course Description
The study of Psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure.

Stage 2 Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence based procedures (ie observation, experimentation and experience) the subject allows students to develop useful skills in analytical and critical thinking and in making inferences.

Content
All topics must be studied and include:

• Introduction to Psychology
• Social cognition
• Learning
• Personality
• Psychobiology of altered states of awareness
• Healthy minds.

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

School-based Assessment  Weighting
Investigations Folio  30%
Skills and Applications Tasks  40%

External Assessment
Examination  30%

The Psychology Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A+ to E- on completion of the subject.
**SACE Credits**
20 credits

**Length of Course**
Year

**Compulsory or Elective**
Elective

**Pre-requisites**
Successful completion of Stage 1 Physics.

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

**Content**
The capabilities for learning and communication are the focus of the learning requirements that support students as they acquire, understand, and apply knowledge in Physics, and are reflected in the performance standards. Through the capabilities for citizenship and work, students develop an appreciation of the issues and ideas described in the content and learn to apply physics in a broad, holistic manner. The capability for personal development is reflected in the learning requirements and the content that relate to the development of students’ opinions and self-evaluation.

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

- **School-based Assessment**
  - Investigations Folio 40%
  - Skills and Applications Tasks 30%

- **External Assessment**
  - Examination 30%

The Physics Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A+ to E- on completion of the subject.
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A Catholic Secondary College for girls, educating in the spirit of St Mary of the Cross MacKillop.