our vision

Mary MacKillop College

is a school community that welcomes all in the name of Jesus Christ, strives to develop the potential of each individual, responds to the needs of the individual, has a commitment to simplicity of lifestyle and has a special concern for those most in need.
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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 do they read about and what interests them.

This 2016 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 2016. 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

Mary MacKillop College has enjoyed a long tradition of academic excellence and broad subject choices across Years 8-12 and today a focus is on girls being given a thorough grounding in all Learning Areas, being prepared for future pathways and being confident about facing the challenges ahead.
“We are MacKillop girls.”
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.

**Middle school assessment**

In the middle school the emphasis is on continuous assessment.

- Assessment is significant for identifying, gathering and interpreting information in order to gain an understanding of the student and their development, in ways which will encourage and advance learning.
- Assessment and reporting procedures take into account the students’ intellectual, spiritual, physical and social development.
- Assessment policies and practices are flexible and take into account individual differences.
- Assessment and reporting tasks emphasise effort, individual growth and stages of development. Students are encouraged to be self critical and self directed.

**What is actually assessed?**

A range of outcomes are assessed, depending upon the learning programs which are designed. As well as the learning area outcomes, the following skills, knowledge and understandings are considered:

- application of knowledge of content
- skills in problem solving and investigation
- ability to work collaboratively
- performance of practical tasks
- communication of understanding
- research skills
- recall of information
- ability to complete tasks according to set guidelines and timelines.

**Mary MacKillop College Assessment Criteria**

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<th>School Progress Grade</th>
<th>Description</th>
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<td>A</td>
<td>Excellent achievement of what is expected at this year level</td>
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<tr>
<td>B</td>
<td>Good achievement of what is expected at this year level</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory achievement of what is expected at this year level</td>
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<tr>
<td>D</td>
<td>Partial achievement of what is expected at this year level</td>
</tr>
<tr>
<td>E</td>
<td>Minimal achievement of what is expected at this year level</td>
</tr>
<tr>
<td>N/A</td>
<td>Not Assessed</td>
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</table>
The assessment partnership

The major purpose of assessment and reporting is to improve student learning.

Students are encouraged to be responsible for their own learning, through self assessment procedures such as:

- checklists of concepts and information
- goal setting procedures
- annotated work samples for learning portfolios
- self appraisal and identification of successes as well as areas needing further attention
- lists of questions
- peer feedback
- communication with teachers.

Teachers:

- evaluate and modify their programs to include a range of strategic assessment and reporting practices on the basis of that assessment information
- use valid and reliable assessment tasks.

Parents/caregivers who are well informed about student progress and achievement are better placed to support their children’s learning and assist with:

- homework
- goal setting
- organisation and time management.

iPads in Year 8 2016

As part of our teaching and learning program in 2016, 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. E-books will also enhance the reading and learning experience as students can annotate, share, highlight and write comments on their readings. 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 Conneqt Portal.

More information and relevant policies will be distributed to families early in 2016 when the iPads are distributed.
The Australian Curriculum is now compulsory in the subject areas of English, Mathematics, Science while History, Geography, Physical Education, Technologies, the Arts and Languages were implemented during 2015. The remaining learning areas focusing on Economics and Business, Civics and Citizenship, will be implemented later.

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 (listed below) 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
- intercultural understanding.

The three cross curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia’s engagement with Asia
- sustainability.
The Australian Curriculum, Assessment & Reporting Authority (ACARA), is currently working with State and Territory Curriculum, Assessment and Certification Authorities on the development of senior secondary subjects. ACARA has developed senior secondary curriculum in the four learning areas of English, Mathematics, Science and History.

The SACE Board will implement the Australian Curriculum at Stage 1 in Mathematics and English in 2016.

The Australian Curriculum is published online at www.australiancurriculum.edu.au. You are able to view a guided tour of the website and the tours highlight key elements of the website and shows how the functionality can allow the Australian Curriculum to be viewed.
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 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 requirements:

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<td>Personal Learning Plan - compulsory</td>
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<tr>
<td><strong>Year 11 or 12 (Stage 1 or 2)</strong></td>
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<tr>
<td>Literacy (from a range of English subjects and courses) - compulsory</td>
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<tr>
<td>Numeracy (from a range of Mathematics subjects and courses) - compulsory</td>
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<tr>
<td>Other subjects and courses of the student’s choice</td>
<td>90</td>
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<tr>
<td><strong>Year 12 (Stage 2)</strong></td>
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<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>
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<tr>
<td><strong>Total</strong></td>
<td>200</td>
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*Most students will complete subjects and courses with more than 70 credits at Stage 2.
The SACE Credit Model

- **Stage 1 or 2 Subjects**: 90 credits
  - 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 2 Subjects**: 60 credits
  - 60 credits ('C-' grade or better)

- **Additional choices**: 90 credits

**Total SACE Credits**: 200 credits
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 helps students to:

• identify and research career paths and options, including further education, training and work
• choose appropriate SACE subjects and courses based on plans for future work and study
• consider and access subjects and courses available in and beyond school
• explore personal and learning goals
• review their strengths and areas they need to work on, including literacy, numeracy, and information and communication technology skills
• gain skills for future employment
• identify their goals and plans for improvement.

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
2. self directed community learning.

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.

A full list of SACE recognised community developed courses can be found on the SACE Board of SA Website under Learning > Community Learning.

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

Full details of university and TAFE entry requirements for 2017 will be included in the Tertiary Entrance Booklet 2016, 2017, 2018 to be published by the South Australian Tertiary Admissions Centre in August 2015. Visit the SATAC website for more information: www.satac.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>Learning Areas>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>Special Provisions.

Interstate, overseas and adult students

The SACE Board will grant status for equivalent learning in recognised areas for interstate, overseas and adult students. For more information about the arrangements, visit: www.sace.sa.edu.au/the-sace/students-families.

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.
SACE abbreviations, terminology & information

SACE: South Australian Certificate of Education

VET: Vocational Education and Training

SATAC: South Australian Tertiary Admissions Centre

TAFE: Technical and Further Education

ATAR: Australian Tertiary Admissions Rank

MER: Minimum Entry Requirement

TAS: Tertiary Admissions Subjects

TAS are nominated by the universities and TAFE SA as the only SACE subjects that can be used in the calculation of the ATAR or TAFE SA Selection Score. For university entry you will normally need 90 credits of TAS and for TAFE SA entry you will normally need 60 credits of TAS.

Pre-requisites
Some university courses/programs require students to have studied one or more specific Stage 2 subjects to a minimum standard in order to be eligible for selection into the course/program. These subjects are known as prerequisites. In order to fulfil a prerequisite subject requirement, you must obtain a minimum grade of C or better.

Moderation
A process used by SACE Board of SA to compare standards within each subject to ensure consistency.

Assumed Knowledge
Many university courses/programs recommend that commencing students have background knowledge in one or more specified Stage 1 or Stage 2 subjects or have an identified skill which will enhance the student’s understanding of the course/program content. This is known as assumed knowledge. Assumed knowledge is not compulsory and is not used in the selection process for entry to university courses/programs.

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 their SACE, and access their results. Students can log into Students Online using their SACE registration number and pin at: www.sace.sa.edu.au/connect/students-online.

SACE Board of SA
Address: 60 Greenhill Road, Wayville
Website: www.sace.sa.edu.au

Recognised Subjects
Recognised subjects are interstate Year 12, higher education studies or VET awards deemed by the SACE Board and the universities and TAFE SA as being eligible to be included in the calculation of the ATAR and TAFE SA Selection Score.

Precluded Combinations
Two subjects are Precluded Combinations if they are defined by TAFE SA and the universities as having significant overlap in terms of content. They cannot both count towards your ATAR or TAFE SA Selection Score.

Counting Restrictions
Counting Restrictions are used where it is deemed desirable to limit the number of credits that can be counted towards a university aggregate and the ATAR in a specific subject area. Further information regarding this is available in the Tertiary Entrance Booklet 2016, 2017, 2018 distributed to all Year 10, 11 and 12 students.

Completion and Successful Completion of Subjects
In the terminology of the SACE, Subject Completion means achieving a grade of E or better, while Successful Completion of a subject means achieving a grade of C or better.

Pre-requisites
Some university courses/programs require students to have studied one or more specific Stage 2 subjects to a minimum standard in order to be eligible for selection into the course/program. These subjects are known as prerequisites. In order to fulfil a prerequisite subject requirement, you must obtain a minimum grade of C or better.

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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 their SACE, and access their results. Students can log into Students Online using their SACE registration number and pin at: www.sace.sa.edu.au/connect/students-online.

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Completion and Successful Completion of Subjects
In the terminology of the SACE, Subject Completion means achieving a grade of E or better, while Successful Completion of a subject means achieving a grade of C or better.
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:

• comply with the rules regarding Precluded Combinations
• comply with the rules regarding Counting Restrictions
• 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.

Calculating the university aggregate

The university aggregate is calculated from the best scaled scores from three 20 credit TAS plus the best outcome for the 30 flexible credits. The 30 flexible credits can be from any combination of 20 and/or 10 credit subjects & can include:

• the scaled score of a 20 credit TAS
• half the scaled score of one or more 20 credit TAS
• the scaled score of one or more 10 credit TAS
• scaled score equivalents for recognised subjects to the value of 100, maximum of 20 credits.

Converting the university aggregate to an ATAR

The university aggregate is converted to an ATAR. The ATAR is an indicator of how well a particular student has performed relative to other students. Please refer to the SATAC Tertiary Information Booklet 2016, 2017, 2018 for further information.
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.

To meet the CAR for Certificate III and high level courses, students must:

- qualify for the SACE
- or, have a VET qualification at the same level or a level below.

CAR can often be met by one of the following alternatives:

- interstate or overseas equivalents to the SACE for Certificate III and high level courses
- successful performance in the TAFE SA Assessment of Basic Skills (TABS)
- special Tertiary Admissions Test (STAT) results
- have a VET qualification at the same level or a level below.

**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.

**Course Admission Requirements (CAR)**

- For **Certificate I, II and III courses**, there are no CAR
- For **Certificate IV, Diploma, Advanced Diploma and Degree courses**, there are minimal CAR for courses offering immediate admission.

Because entry to these courses is not competitive, there is no ranking or other selection criteria applied to applicants.

**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. CAR are determined at the delivery level, meaning entry requirements for the same qualification may differ by campus. For example, if Campus A has the facility to accept more students than Campus B, the CAR may be lower at Campus A, making more students eligible for the greater number of places available.

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>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Arts</td>
<td>• Art</td>
<td>• Art - Drawing, Painting</td>
<td>• Visual Arts - Design Focus</td>
</tr>
<tr>
<td></td>
<td>• Dance</td>
<td>• Art - 3D Sculpture, Drawing &amp; Painting</td>
<td>• Visual Arts - Art Focus</td>
</tr>
<tr>
<td></td>
<td>• Drama</td>
<td>• Dance</td>
<td>• Drama A</td>
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<tr>
<td></td>
<td>• Music - Experience</td>
<td>• Drama A</td>
<td>• Drama B</td>
</tr>
<tr>
<td></td>
<td>• Music - Specialist</td>
<td>• Music - Experience</td>
<td>• Music A - Specialist</td>
</tr>
<tr>
<td></td>
<td>• Visual Arts - Design Focus</td>
<td>• Music - Specialist</td>
<td>• Music B - Specialist</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>• Music C - Music Media</td>
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<td></td>
<td>• Art - Drawing, Painting</td>
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<td>• Visual Arts - Design Focus</td>
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<td></td>
<td></td>
<td>• Visual Arts - Art Focus</td>
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<td>• Drama A</td>
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<td></td>
<td>• Drama B</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>• Music A - Specialist</td>
<td></td>
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<tr>
<td>Business, Enterprise &amp; Technology</td>
<td>• Digital Technologies</td>
<td>• Digital Technologies A</td>
<td>• Digital Technologies A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Digital Technologies B</td>
<td>• Digital Technologies B</td>
</tr>
<tr>
<td>Cross Disciplinary Studies</td>
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<td>• N/A</td>
<td>• Personal Learning Plan 1PLP10 (10 credits)</td>
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<tr>
<td>English</td>
<td>• English</td>
<td>• English</td>
<td>• English</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>• Food &amp; Fabric</td>
<td>• Global Cuisine &amp; Fabric Technology</td>
<td>• Commercial Cookery &amp; Garment Construction</td>
</tr>
<tr>
<td></td>
<td>• Health &amp; Physical Education</td>
<td>• Nutrition and Textiles</td>
<td>• Creative Culinary &amp; Textile Design</td>
</tr>
<tr>
<td></td>
<td>• Physical Education Specialist</td>
<td>• Health &amp; Physical Education</td>
<td>• Physical Education A</td>
</tr>
<tr>
<td></td>
<td>• Sport - Netball or Soccer</td>
<td>• Physical Education Specialist Sport - Netball or Soccer</td>
<td>• Physical Education A &amp; B</td>
</tr>
<tr>
<td>Humanities &amp; Social Sciences</td>
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<td>• History</td>
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<tr>
<td>Languages</td>
<td>• Italian</td>
<td>• Italian</td>
<td>• Italian A &amp; B</td>
</tr>
<tr>
<td>Mathematics</td>
<td>• Mathematics</td>
<td>• Mathematics</td>
<td>• Mathematics</td>
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<td></td>
<td></td>
<td></td>
<td>• Mathematics A</td>
</tr>
<tr>
<td>Religious Education</td>
<td>• Religious Education</td>
<td>• Religious Education</td>
<td>• Religious Education</td>
</tr>
<tr>
<td>Science</td>
<td>• Science</td>
<td>• Science</td>
<td>• Science</td>
</tr>
</tbody>
</table>
### Year 11
#### SACE Stage 1
- Visual Arts - Art 1VAA10 (2 x 10 credits)
- Visual Arts - Design 1VAD10 (10 credits)
- Music Advanced 1MUV10 (2 x 10 credits)
- Music Experience 1MUE10 (2 x 10 credits)

### Year 12 2017
#### SACE Stage 2
- Visual Arts - Art 2VAA20 (20 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)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits (Year 11)</th>
<th>Credits (Year 12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting A &amp; B 1ACG10</td>
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<td>Accounting 2ACG20</td>
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<tr>
<td>Information Processing &amp; Publishing 1IPR10</td>
<td>10 credits</td>
<td>Business &amp; Enterprise 2BUE20</td>
</tr>
<tr>
<td>Information Technology 1IFT10</td>
<td>10 credits</td>
<td>Information Processing and Publishing 2IPR20</td>
</tr>
<tr>
<td>Business &amp; Enterprise 1BUE10</td>
<td>10 credits</td>
<td>Tourism 2TOS20</td>
</tr>
<tr>
<td>Tourism 1TOS10</td>
<td>10 credits</td>
<td>Workplace Practices 2WPC20</td>
</tr>
<tr>
<td>English Pre Literary Studies 2 x 10 credits</td>
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<td>English Literary Studies</td>
</tr>
<tr>
<td>English A &amp; B (2 x 10 credits)</td>
<td></td>
<td>English (20 credits)</td>
</tr>
<tr>
<td>Essential English A &amp; B (2 x 10 credits)</td>
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<td>Essential English (20 credits)</td>
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<tr>
<td>English as an Additional Language (2 x 10 credits)</td>
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<td>English as an Additional Language (20 credits)</td>
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<tr>
<td>Food &amp; Hospitality 1FOH10</td>
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<td>Food &amp; Hospitality 2FOH20</td>
</tr>
<tr>
<td>Child Studies 1CSD10</td>
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<td>Child Studies 2CSD20</td>
</tr>
<tr>
<td>Physical Education A &amp; B 1PHE10</td>
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<td>Physical Education 2PHE20</td>
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<td>Ancient Studies 1ANC10</td>
<td>10 credits</td>
<td>Classical Studies 2CLS20</td>
</tr>
<tr>
<td>Geography 1GPY10</td>
<td>10 credits</td>
<td>Geography 2GPY20</td>
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<tr>
<td>Legal Studies 1LEG10</td>
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<td>Legal Studies 2LEG20</td>
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<tr>
<td>Modern History 1HSY10</td>
<td>10 credits</td>
<td>Modern History 2HSY20</td>
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<tr>
<td>Italian Continuers A &amp; B 1ITC10</td>
<td>10 credits</td>
<td>Italian Continuers 2ITC20</td>
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<tr>
<td>Mathematics (A, B, C, D) up to 4 x 10 credits</td>
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<td>Specialist Mathematics</td>
</tr>
<tr>
<td>General Mathematics A &amp; B (2 x 10 credits)</td>
<td></td>
<td>Mathematical Methods</td>
</tr>
<tr>
<td>Essential Mathematics A &amp; B (2 x 10 credits)</td>
<td></td>
<td>General Mathematics</td>
</tr>
<tr>
<td>Religion Studies 1REL20</td>
<td>20 credits</td>
<td>Essential Mathematics</td>
</tr>
<tr>
<td>Biology A &amp; B 1BIG10</td>
<td>2 x 10 credits</td>
<td>Biology 2BIG20</td>
</tr>
<tr>
<td>Chemistry A &amp; B 1CME10</td>
<td>2 x 10 credits</td>
<td>Chemistry 2CME20</td>
</tr>
<tr>
<td>Nutrition 1NUT10</td>
<td>10 credits</td>
<td>Nutrition 2NUT20</td>
</tr>
<tr>
<td>Physics A &amp; B 1PYS10</td>
<td>2 x 10 credits</td>
<td>Physics 2PYS20</td>
</tr>
<tr>
<td>Psychology 1PSC10</td>
<td>10 credits</td>
<td>Psychology 2PSC20</td>
</tr>
<tr>
<td>Scientific Studies 2SCF20</td>
<td></td>
<td>Scientific Studies 2SCF20</td>
</tr>
</tbody>
</table>

*Curriculum Handbook 2016*
The Arts pathways

8

Art
Elective, Semester

Drama
Elective, Semester

Music - Experience
Elective, Semester

9

Art - Drawing, Painting & Clay Sculpture
Elective, Semester 1

Art - Drawing, Painting & 3D Sculpture
Elective, Semester 2

Music - Specialist
Elective, Year

10

Visual Arts – Design Focus
Elective, Semester

Visual Arts – Art Focus
Semester 1: Community Project/Lino Printing
Semester 2: Still Life/Cubism
Elective

Music A - Specialist
Elective, Semester 1

Music B - Specialist
Elective, Semester 2

Music C - Music Media
Elective, Semester 2

11

Visual Arts - Art
1VAA10 (2 x 10 credits)

Visual Arts - Design
1VAD10 (1 x 10 credits)

Music Advanced A & B
1MUV10 (2 x 10 credits)

Music Experience A & B
1MUE10 (2 x 10 credits)

12

Visual Arts - Art
2VAA20 (20 credits)

Drama
2DRM20 (20 credits)

Music - Solo Performance
2MFC10 (10 credits)

Music - Technology
2WHY10 (10 credits)

Music - Ensemble Performance
2MBL10 (10 credits)

Music - Individual Study
2MVS10 (10 credits)

Music - Musicianship
2MNP10 (10 credits)

Note: Students can study up to 40 credits.
**Business, Enterprise & Technology pathways**

8

- Digital Technologies
  - Elective, Semester

9

- Digital Technologies A
  - Elective, Semester 1
  - Digital Technologies B
  - Elective, Semester 2

10

- Digital Technologies A
  - Elective, Semester 1
  - Digital Technologies B
  - Elective, Semester 2

11

- Accounting
  - 1ACG10 (2 x 10 credits)

- Information Processing & Publishing
  - 1IPR10 (1 x 10 credits)

- Information Technology
  - 1IFT10 (1 x 10 credits)

- Business & Enterprise
  - 1BUE10 (2 x 10 credits)

- Tourism
  - 1TOS10 (10 credits)

12

- 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

8
- English
  Compulsory, Full Year

9
- English
  Compulsory, Full Year

10
- English
  Compulsory, Full Year

11
- Essential English A
  Compulsory
  Semester, 10 Credits
  Teacher recommended

- English A
  Compulsory
  Semester, 10 Credits

- English Pre Literary Studies A
  Compulsory
  Semester, 10 Credits

- English as an Additional Language A
  Compulsory
  Semester, 10 Credits

- Essential English B
  Compulsory
  Semester, 10 Credits

- English B
  Compulsory
  Semester, 10 Credits

- English Pre Literary Studies B
  Compulsory
  Semester, 10 Credits

- English as an Additional Language B
  Compulsory
  Semester, 10 Credits

12
- Essential English
  Full Year
  20 Credits

- English
  Full Year
  20 Credits

- English Pre Literary Studies
  Full Year
  20 Credits

- English as an Additional Language
  Full Year
  20 Credits
Health & Physical Education pathways

8
- **Food & Fabric**
  Semester, Elective

9
- **Global Cuisine & Fabric Technology**
  Semester, Elective
- **Nutrition and Textiles**
  Semester, Elective

10
- **Commercial Cooking & Garment Construction**
  Semester, Elective
- **Creative Culinary & Textile Design**
  Semester, Elective

11
- **Food & Hospitality**
  1FOH10 Semester (10 credits)
- **Child Studies**
  1CSD10 Semester (10 credits)

12
- **Food & Hospitality**
  2FOH20 (20 credits)
- **Child Studies**
  2CSD20 (20 credits)

Health & Physical Education
- Full Year, Compulsory
- **Specialist Sport** - Netball or Soccer
  Semester, Elective
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

12
Italian Continuers B
1ITC10 (10 credits) Semester

Italian Continuers
2ITC20 (20 credits) Full Year
Mathematics pathways

8
Mathematics
Full Year, Compulsory

9
Mathematics
Full Year, Compulsory

10
Mathematics
Full Year, Compulsory
Mathematics A
Full Year, Compulsory

11
Essential Mathematics A
Compulsory
Semester 1 (10 credits)
General Mathematics A
Compulsory
Semester 1 (10 credits)
Mathematics A
Compulsory
Semester 1 (10 credits)
Mathematics B
Elective
Semester 2 (10 credits)
Mathematics B
Elective
Semester 2 (10 credits)
Mathematics B
Elective
Semester 2 (10 credits)
Mathematics C
Elective
Semester 2 (10 credits)
Mathematics C
Elective
Semester 2 (10 credits)
Mathematics D
Elective
Semester 2 (10 credits)

12
Essential Mathematics
Full Year
(20 credits)
General Mathematics
Full Year
(20 credits)
Mathematical Methods
Full Year
(20 credits)
Specialist Mathematics
Full Year
(20 credits)
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)
Science pathways

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
1PYS10 (2 x 10 credits)

Psychology
1PSC10 (10 credits)

12
Biology
2BIG20 (20 credits)

Chemistry
2CME20 (20 credits)

Nutrition
2NUT20 (20 credits)

Physics
2PYS20 (20 credits)

Psychology
2PSC20 (20 credits)

Scientific Studies
2SCF20 (20 credits)
Choosing your subjects in 2016

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.

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<thead>
<tr>
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Elective subjects (students choose 4 x semester elective subjects)

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<tr>
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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, which include line, tone, texture, shape and colour. Particular emphasis is on drawing, painting and sculpture (clay). Students develop an awareness of the technology of art, tools and materials and safety in working with them. Students are encouraged to develop decision making and problem solving skills as well as promote self confidence as creative people. Students gain an understanding of art theory in a historical context with a focus on Ancient Greek Art.

Methodology
Students work both independently and collaboratively using practical activities and design application skills to solve problems and also apply them confidently. Research and investigative skills along with interactive demonstrations and class discussions ensure students have many opportunities to achieve.

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 choreography and performance. Students 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 Hip Hop, 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 and articulation in their own performance, and have an understanding of choreographic devices such as purpose, confidence, clarity of movement and expression, projection and musicality.

Methodology
The content of this course will be covered both individually and collaboratively. Students will learn about the construction of a performance piece through review and analysis of various choreographed dances. Eventually, students will choreograph their own performance piece. This course will also feature technique classes, and specialty classes with guest choreographers to progress individual dance skills for assessment.

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.

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 learn guitar, drums, keyboard, bass guitar or vocals and gain basic skills on these. Students may choose to focus on one towards the end of the semester. They play modern songs in an ensemble situation and learn the basic requirements of setting up a sound reinforcement system. Students learn basic theory to successfully play their instrument and are familiarised with compositional software programs. Students with musical backgrounds are not disadvantaged but catered for within the ensemble situation and are encouraged to audition for the Specialist course where they are more likely to be challenged and further developed.

Methodology
Students utilise both textbooks and worksheets and current music technology programs. Research and investigative skills along with a variety of oral, aural, written and practical activities ensure students have many opportunities to achieve success in this subject.

Assessment
Tests and practical assessments on various instruments form the assessment.

Pathways
Course leads to Year 9 Music Experience. Students who excel and enrol in instrumental lessons may consider the Year 9 Music Specialist course.

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Drama

Length of Course
Semester

Compulsory or Elective
Elective

Course Description
This course encourages students to increase clarity, expressiveness, focus and confidence. Students learn the qualities of vocal expression and performance which draw audience attention and interest. Students are encouraged to develop imagination and concentration.

The course content includes:
- Stagecraft and Drama Terminology
- Tableaux
- Trust
- Characterisation
- Improvisation
- Mime
- Storytelling
- Scripted Performance
- Play Reading
- Scene Work
- Puppetry.

Methodology
Students will cover the content using a variety of teaching tools and methodology. Students will have the opportunity to work in pairs, groups and individually. Students will reflect on their performances, workshops, role plays and other practical activities through class discussion. Students will have the experience of attending and reviewing performances with a chance to discuss what they view. Research and investigation is also introduced as a theory component where students investigate a character and mime professional.

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

Pathways
Course leads to Year 9 Drama.
### Digital Technologies

**Length of Course**
Year

**Compulsory or Elective**
Elective

**Course Description**
Students are introduced to the world of digital literacy and coding. 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 iPad apps to create content is also explored.

**Methodology**
Students will learn to choose appropriate software applications based on the required outcomes. An introduction to programming will allow students to write code using software and applications. A strong emphasis is on practical activities in electronic format.

**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 of written and practical forms.

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

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### Music - Specialist

**Length of Course**
Year

**Compulsory or Elective**
Elective - by audition in Year 7

**Pre-requisites**
This course is designed for students with a background in music instrumental study. Information regarding this course option is sent to all students enrolled for Year 8 in 2016. Students apply to the College and are selected on audition.

**Course Description**
This course provides students with the opportunity to develop practical skills in the ensemble and solo situation. Students study theory at their individual level from Grade 1 AMEB or above. Aural development is linked to the theoretical concepts covered. iPad apps are utilised to enhance musical learning wherever possible and technology is embedded in all aspects of the course, and used to enhance and promote creativity. Students take part in a co-curricular activity as half of the ensemble grade. Currently, students participate in the Year 8 Big Band program.

**Methodology**
Students work both individually and collaboratively to perform as soloists and in ensembles. Students utilise both textbooks and worksheets and current music technology programs. Research and investigative tasks along with a variety of oral, aural, written and practical activities ensure students have many opportunities to achieve success in this subject.

**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.
### English

**Length of Course**
- Year

**Compulsory or Elective**
- Compulsory

**Course Description**
Students undertake the study of a comprehensive range of shared and independently selected texts such as prose, film, poetry, media and drama. They develop their creative, analytical, visual and critical reading skills through a range of activities and present oral performances in relation to specific purposes, audiences and contexts. An Independent Reading Folio is maintained to further develop critical reading and writing skills.

**Methodology**
Students of English are encouraged to be independent, collaborative and cooperative learners. Strong emphasis is placed upon reading and viewing, listening and speaking and writing activities with questioning, scaffolding, drafting, proof reading and editing work as essential teaching and learning practices. ICT and multimodal texts are promoted and incorporated into tasks.

**Assessment**
There will be a range of assessment tasks that are both formative and summative.

**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.

**Methodology**
- Research & investigation
- Group work
- Practical activities
- Emphasis on skill based practical activities and design
- Worksheets / project work
- Reflection and evaluation of practical activities

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

**Pathways**
Course leads to Year 9 Global Cuisine & Fabric Technology.
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 students explore areas of health including personal hygiene, fitness, self esteem, bullying and the effects of alcohol.

**Methodology**
- Group work
- Practical activities
- Independent and cooperative learning practices
- Student centred learning
- Individual, pair and group work
- Reflection and evaluation

**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

**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.

**Methodology**
- Group work
- Practical activities
- Independent and cooperative learning practices
- Student centred learning
- Individual, pair and group work
- Reflection and evaluation

**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

**Length of Course**
Semester

**Compulsory or Elective**
Compulsory

**Course Description**
Geography provides students with the opportunity to explore, analyse and understand the characteristics of places that make up our world. Topics studied will include landforms and landscapes, and changing nations.

**Methodology**
- 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.

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Specialist Sport - Soccer

**Length of Course**
Semester 1 only

**Compulsory or Elective**
Elective

**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.

**Methodology**
- Group work
- Practical activities
- Independent and cooperative learning practices
- Student centred learning
- Individual, pair and group work
- Reflection and evaluation

**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.
### 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. They will also expand their cultural awareness through the study of the geography of Italy and schooling in Italy.

**Methodology**
Students will engage in independent, collaborative and cooperative learning practices to complete oral, aural and written activities. This will include group work, research and investigation, oral presentations and role plays.

**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.

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### History

**Length of Course**
Semester

**Compulsory or Elective**
Compulsory

**Course Description**
The Year 8 Curriculum provides for a study of History from the end of the ancient period to the end of the Medieval period. This was when major civilizations around the world came into contact with each other. Social, economic, religious and political beliefs were challenged and sometimes changed.

**Methodology**
- Group work; class and small group discussion, collaborative and cooperative learning, problem solving
- Oral presentations and/or performances, interviewing, role playing, debating, questioning
- Research and investigation, explicit teaching re: internet, library and persons as resources, examination of primary and secondary source material
- Written activities including answering text questions, essays, story writing, noting, summarising
- Writing as a process including drafting, proof reading, editing
- Use of ICT: word processing, PowerPoint, interactive whiteboard
- Digital media such as retrieving images and editing
- Drawing and illustrating, critiquing visual source material
- Reading, comprehension, analysis and synthesis of information
- Film/documentary viewing, comprehension, critique and review

**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 rate, 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

Methodology
Learning experiences in Mathematics are designed so that students have the opportunity to understand all aspects of each topic. The content is unpacked into discrete elements; concepts are explained and extensively practised. Student's understanding is further developed through the use of investigations where emphasis is placed on the application of mathematics to solve problems in context.

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 that exemplify respect and reconciliation as core Gospel values in our lives. Students are encouraged to appreciate that Scripture is central to the teaching, life and work of the Church. Mary is considered as a model of discipleship, and students recognise how this challenges their own lives. The topics covered include: New Beginnings at Mary MacKillop College, Prayer, Lent/Easter, Feast Days, Mary - Mother of God, and St Mary of the Cross MacKillop. Other topics include: An introduction to the Bible and Scripture, Jesus the Eucharist and Advent. Students are also encouraged to appreciate sexuality as a creative gift of God, and central to the development of identity.

Methodology
- Group work
- Reflection and evaluation
- Effective communication through a multimedia environment
- Class discussion and small group discussion
- Retreat (one day)

Assessment
Active participation in class activities is expected. Group and individual work focuses on tasks that require research and responses to visual and written texts that relate to relevant themes and issues in Religious Education. Oral presentations, written responses, personal reflections are also assessed. Participation in the Year 8 Retreat is expected.

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 and 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 scientific developments and examine how applications of science and technology affect people’s lives.

Methodology

All units of work are presented using inquiry based methodologies. Opportunities for students to continue their development of scientific understanding and inquiry skills as well as allowing them to increase their awareness of how the work of scientists leads to the development of scientific theories are provided through shared discussions, practical work, research assignments and problem solving activities (interactive demonstrations using ICT technologies are used to support learning and concept development). Students will use their iPad to support concept development through the use of relevant technologies.

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.
Choosing your subjects in 2016

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, Drama, Home Economics and Music as elective offerings. Subjects are offered as full year or semester length as indicated.

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### Compulsory subjects

- **English**
- **Health & Physical Education**
- **Humanities and Social Sciences**
- **Languages**
- **Mathematics**
- **Religious Education**
- **Science**

### Elective subjects

- **The Arts**
- **Business, Enterprise & Technology**
- **Health & Physical Education**

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Art - Drawing & Painting

Length of Course
Semester 1

Compulsory or Elective
Elective

Course Description
Students will develop and refine skills learnt in Year 8 and will also be introduced to new methods and media. Skills are developed further in drawing (still life) and painting (mandala design). Students will continue to develop decision making and problem solving skills and further increase confidence in their own ideas and work. Students will gain an understanding of the role of Art and artists in past and present contexts. Theory topics will focus on Historical & Contemporary Australian Indigenous Art.

Methodology
Students work both independently and collaboratively using skills based practical activities and design application skills to solve problems and also apply them confidently. 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.

Assessment
Oral, practical and written work will be assessed.

Pathways
Course leads to Year 10 Art.

Art - 3D Sculpture, Drawing & Painting

Length of Course
Semester 2

Compulsory or Elective
Elective

Course Description
Students will further develop and refine skills learnt in Year 8 and will also be introduced to new methods, media and skills which are developed in clay, drawing and painting (perspective and Baroque imagery). They will continue to develop decision making and problem solving skills and further increase confidence in their own ideas and work. Students will gain an understanding of the role of Art and artists in past and present contexts. Theory topics will focus on Baroque Art and Australian Landscape Painting.

Methodology
Students work both independently and collaboratively using skills based practical activities and design application skills to solve problems and also apply them confidently. Research and investigative skills along with interactive demonstrations, project work, class discussions and a variety of oral, aural and written activities ensure students have many opportunities to achieve.

Assessment
Oral, practical and written work will be assessed.

Pathways
Course leads to Year 10 Art.
Dance

Length of Course
Semester

Compulsory or Elective
Elective

Course Description
This course will further develop knowledge, understanding and skills in dance through choreography and performance. 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.

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 progression in strength, balance, alignment, technique, flexibility, endurance and performance. Additionally, the understanding of choreographic devices will be enhanced through confidence, clarity of movement, expression, projection and musicality.

Methodology
The content of this course will be covered individually and collaboratively. Students will learn about the construction of a performance piece through review and analysis of various choreographed dances. Students will also choreograph their own performance piece. This course will feature technique classes and specialty classes with guest choreographers to progress individual dance skills for assessment.

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.

Pathways
Leads to Year 10 Dance in 2017.
### Drama A

**Length of Course**  
Semester 1

**Compulsory or Elective**  
Elective

**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.

It is strongly recommended that students wanting to study Year 10 Drama complete this course.

**Methodology**  
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.

**Methodology**  
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.
The Arts

**Music - Experience**

**Length of Course**
Semester

**Compulsory or Elective**
Elective

**Pre-requisites**
Year 8 Music Experience or an interest in music

**Course Description**
This course is an extension of the Year 8 Music Experience program and allows students to further develop or to try new instruments and interests in the role of performing contemporary music. Students study the history of contemporary music and are introduced to composition through loop based software such as Mixcraft or Audacity.

**Methodology**
Students work both individually and collaboratively to perform in ensembles and experiment with software. Students utilise both textbooks and worksheets and current music technology programs. Research and investigative skills along with a variety of oral, aural, written and practical activities ensure students have many opportunities to achieve success in this subject.

**Assessment**
Assessment is varied and includes worksheets, tests and practical assessments.

**Pathways**
Course leads to Year 10 Music Media. Students who excel and enrol in instrumental lessons may consider the Year 10 Music Specialist course.

**Music - Specialist**

**Length of Course**
Year

**Compulsory or Elective**
Elective

**Pre-requisites**
Year 8 Music Specialist or having excelled in Year 8 Music Experience and enrolled in an instrumental study.

**Course Description**
Students study Grade 2 AMEB theory or higher, and in aural development they learn to creatively use music software such as Sibelius, Acid Music and Mixcraft to enhance their compositions and musical arrangements. They take part in ensemble and solo performances and are expected to take part in a co-curricular activity as half of the ensemble grade.

**Methodology**
Students work both individually and collaboratively to perform as soloists and in ensembles. Students utilise both textbooks and worksheets and current music technology programs. Research and investigative skills along with a variety of oral, aural, written and practical activities ensure students have many opportunities to achieve success in this subject.

**Assessment**
Assessment is varied and includes worksheets, tests and practical assessments along with co-curricular participation.

**Pathways**
Course leads to Year 10 Music Specialist.
Digital Technologies A

Length of Course
Semester 1

Compulsory or Elective
Elective

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

Methodology
• Strong emphasis on skills based practical activities and design.
• Students will be able to choose and apply appropriate software application skills to solve problems.
• Using technology to build confidence and motivation of students.

Assessment
Students are assessed on their class work and on their assignments which are 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. They use design to produce solutions to needs and opportunities relevant to global communities.

Methodology
• Students will have the opportunity to develop a project using design thinking.
• Use and impact of emerging technologies.
• Students will analyse factors of complex design and production.
• Students will investigate and make judgements on how properties and components can be combined to create designed solutions.

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 in practical (digital) form.

Pathways
Year 10 Digital Technologies A and/or B
English

Length of Course
Year

Compulsory or Elective
Compulsory

Course Description
Students undertake the study of a comprehensive range of shared and independently selected texts such as prose, film, poetry, media and drama. They develop their creative, analytical, visual and critical reading skills through a range of activities and present oral performances in relation to specific purposes, audiences and contexts. An Independent Reading Folio is maintained to further develop critical reading and writing skills.

Methodology
Students of English are encouraged to be independent, collaborative and cooperative learners. Strong emphasis is placed upon reading and viewing, listening and speaking and writing activities with questioning, scaffolding, drafting, proofreading and editing work as essential teaching and learning practices. ICT and multimodal texts are promoted and incorporated into tasks.

Assessment
There will be a range of assessment tasks utilised both formatively and summatively.

Pathway
Course leads to Year 10 English.

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.

Methodology
- Research & investigation
- Group work
- Practical activities
- Emphasis on the skill based practical activities and design
- Worksheets/project work

Assessment
Practical tasks 60%
Assignment and homework 40%

Pathways
Course leads to Year 10 Creative Culinary & Textile Design.
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, sofcrrosse, soccer, self defence, athletics, football and fitness testing. During Health lessons student explore areas of health including; fitness, group work & leadership, bullying and the effects of drugs & alcohol.

Methodology
- Group work
- Practical activities
- Independent and cooperative learning practices
- Student centred learning
- Individual, pair and group work
- Reflection and evaluation

Assessment
Practical performance, attitude, organisation and participation are all assessed. Theoretical assessment – participation, assignment work and personal reflection booklets.

Pathways
Course leads to Year 10 Physical Education.

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.

Methodology
- Research & investigation
- Group work
- Practical activities
- Emphasis on skill based practical activities and design
- Worksheets / project work
- Reflection and evaluation of practical activities

Assessment
Practical Task 60%
Assignment and Homework 40%

Pathways
Course leads to Year 10 Catering and Garment Construction.
**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. Positions are limited and trials will be held if required. 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.

**Methodology**
- Group work
- Practical activities
- Independent and cooperative learning practices
- Student centred learning
- Individual, pair and group work
- Reflection and evaluation

**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. Class sizes are limited and if required trials will be held. 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.

**Methodology**
- Group work
- Practical activities
- Independent and cooperative learning practices
- Student centred learning
- Individual, pair and group work
- Reflection and evaluation

**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
Geography provides students with the opportunity to explore, analyse and understand the characteristics of places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. Topics studied will include biomes and food security, and how societies are connected throughout the world.

Methodology
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 students 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 WW1 is a core topic.

Methodology
• Group work; class and small group discussion, collaborative and cooperative learning, problem solving, peer review and assessment
• Oral presentations and/or performance, interviewing, role playing, debating, questioning
• Research and investigation, explicit teaching re: internet, library and persons as resources, examination of primary and secondary source material
• Written activities including answering text questions, essays, story writing, noting, summarising
• Writing as a process including drafting, proof reading, editing
• Use of ICT: word processing, PowerPoint, interactive whiteboard
• Digital media such as retrieving images and editing
• Drawing and illustrating, critiquing visual source material
• Reading, comprehension, analysis and syntheses of information
• Film/documentary viewing, comprehension, critique and review

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. Written, aural and oral activities will assist in developing comprehension skills and language acquisition. Each topic provides a cultural perspective for students to appreciate.

**Methodology**
Students will engage in independent, collaborative and cooperative learning practices to complete oral, aural and written activities. This will include group work, research, investigation, oral presentations and role plays.

**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 of oral and written components.

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

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**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

**Methodology**
Learning experiences in Mathematics are designed so that students have the opportunity to understand all aspects of each topic. The content is unpacked into discrete elements; concepts are explained and extensively practised. Students' understanding is further developed through the use of investigations where emphasis is placed on the application of mathematics to solve problems in context.

**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

Course Description
Students are given the opportunity to develop an understanding that through relationships with others they are invited to know God. Students are encouraged to recognise the value of human relationships based on Gospel values. Throughout the Year 9 program, students respond in practical ways to the needs of the poor and suffering in our community, and celebrate cultural diversity as a reflection of God’s creativity. The notion of an informed conscience is introduced and our duty to instruct our consciences appropriately. Students are also encouraged to appreciate sexuality as a creative gift of God, and central to the development of identity.

The topics addressed are: Creation & Personal Celebrations, Church Celebrations and the Liturgical Year, Social Justice and Morality, Women of the Bible, Prayer, The Sacraments & Liturgy.

Methodology
• Group work
• Oral presentations
• Effective communication through a multimedia environment
• Reflection and evaluation
• Class and small group discussion
• Exploration of issues
• Brainstorming
• Retreat (one day)

Assessment
Assessment occurs continually and emphasises active participation in class activities. Group and individual initiatives focus on tasks that require responses to visual and written texts that reflect relevance to issues, events and people. Oral presentations, written responses, and journal reflections are assessed. Participation in the Year 9 Retreat is expected.

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. They 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 examine how applications of science and technology affect people’s lives.

Methodology
All units of work are presented using inquiry based methodologies. Opportunities for students to continue their development of scientific understanding and inquiry skills as well as allowing them to increase their awareness of how the work of scientists leads to the development of scientific theories are provided through shared discussions, practical work, research assignments and problem solving activities. Interactive demonstrations using ICT technologies are used to support concept development.

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.
Choosing your subjects in 2016

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><strong>Cross Disciplinary</strong></td>
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<tr>
<td>1PLP10 Stage 1 Personal Learning Plan (10 credits)</td>
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<tr>
<td><strong>English</strong></td>
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<tr>
<td>English</td>
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<tr>
<td><strong>Humanities and Social Sciences</strong></td>
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<tr>
<td>Geography</td>
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<tr>
<td>History</td>
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<tr>
<td><strong>Mathematics</strong></td>
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<tr>
<td>Mathematics A</td>
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<td>Y</td>
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<tr>
<td>Mathematics (teacher recommendation)</td>
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<td>Y</td>
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<tr>
<td><strong>Religious Education</strong></td>
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<tr>
<td>Religious Education</td>
<td></td>
<td>Y</td>
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<tr>
<td><strong>Science</strong></td>
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<tr>
<td>Science</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective subjects</th>
<th>Semester</th>
<th>Full Year</th>
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</thead>
<tbody>
<tr>
<td><strong>The Arts</strong></td>
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<tr>
<td>Visual Arts - Design Focus</td>
<td></td>
<td>Y</td>
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<tr>
<td>Visual Arts - Art Focus A (Semester 1)</td>
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<tr>
<td>Visual Arts - Art Focus B (Semester 2)</td>
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<td>Y</td>
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<tr>
<td>Dance</td>
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<tr>
<td>Drama A (Semester 1)</td>
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<td>Y</td>
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<tr>
<td>Drama B (Semester 2)</td>
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<tr>
<td>Music A - Specialist (Semester 1)</td>
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<tr>
<td>Music B - Specialist (Semester 2)</td>
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<tr>
<td>Music C - Music Media (Semester 2)</td>
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<tr>
<td><strong>Business, Enterprise &amp; Technology</strong></td>
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<tr>
<td>Digital Technologies A (Semester 1)</td>
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<td>Y</td>
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<td>Digital Technologies B (Semester 2)</td>
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<td>Y</td>
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<tr>
<td><strong>Health &amp; Physical Education</strong></td>
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<tr>
<td>Commercial Cookery &amp; Garment Construction</td>
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<tr>
<td>Creative Culinary &amp; Textile Design</td>
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<td>Y</td>
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<tr>
<td>Physical Education A (Semester 1)</td>
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<tr>
<td>Physical Education B (Semester 2)</td>
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<tr>
<td><strong>Languages</strong></td>
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<tr>
<td>Italian A (Semester 1)</td>
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<td>Y</td>
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<tr>
<td>Italian B (Semester 2)</td>
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</table>
Dance

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, combinations of style specific movement skills and expressive skills, as well as 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 chorographic devices. Additionally, the influences of different cultures and times, and their impact upon dance, will be discovered.

By the end of the semester, students should demonstrate progression in strength, balance, alignment, technique, flexibility, endurance and performance. Furthermore, the understanding of chorographic devices and chorographic intent will be enhanced through confidence, clarity of movement, expression, projection and musicality.

Methodology
The content of this course will be covered individually and collaboratively. Students will learn about the construction of a performance piece through review, analysis and the creation of various choreographed dances. This course will feature technique classes to progress individual dance skills for assessment.

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.

Pathways
Stage 1 Dance
Drama A

Length of Course
Semester 1

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.

Pathways
Course leads to Drama B or Stage 1 Drama. One semester of Year 10 Drama is recommended before undertaking Stage 1 Drama.
Drama B

Length of Course
Semester 2

Compulsory or Elective
Elective

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

Course Description
This course includes practical workshops where students build on their skills and theory as well as critical reviewing. The content focuses on Theory and History of Staging Styles, Script Writing, an individual project and review writing. The practical component includes minor productions.

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 last year 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 will also be required.

Pathways
Course leads to Stage 1 Drama. One semester of Year 10 Drama is recommended before undertaking Stage 1 Drama.
Music A - Specialist

Length of Course
Semester 1

Compulsory or Elective
Elective

Pre-requisites
Year 9 Specialist Music and study of a musical instrument.

Course Description
Students study musicianship, music history, songwriting, and technology and participate in ensemble practical lessons. Twice a term, one of the ensemble lessons will be devoted to solo performance where students perform a piece to the class for assessment. Grade 3 AMEB Theory is studied, however, students may be accelerated to higher grades if this is appropriate for their level of experience. Creative opportunities are provided in the songwriting unit. Students are expected to participate in co-curricular musical activity as part of their ensemble grade.

Methodology
Students work both individually and collaboratively to perform as soloists and in ensembles. Students utilise both textbooks and worksheets and current music technology programs. Research and investigative skills along with a variety of oral, aural, written and practical activities ensure students have many opportunities to achieve success in this subject.

Assessment
Assessment includes worksheets, tests and practical assessments as a soloist and part of an ensemble.

Pathways
Course leads to Year 10 Music B or Stage 1 Music Advanced.

Music B - Specialist

Length of Course
Semester 2

Compulsory or Elective
Elective

Pre-requisites
Year 10 Music A Specialist

Course Description
Students further develop their skills in musicianship, music technology and confidence as a performer. They deepen their understanding of musical styles and interpretation. Jazz harmony is introduced and modern harmonic concepts are introduced and employed. Students create a workable musical arrangement in Sibelius in the context of class ensemble. Participation in co-curricular music ensembles is expected and students are graded on this participation as part of their ensemble grade. Students are enrolled in instrumental or vocal lessons and in partnership with an instrumental music teacher, present a number of solo pieces to the class for assessments over the semester.

Methodology
Students work both individually and collaboratively to perform as soloists and in ensembles. Students utilise both textbooks and worksheets and current music technology programs. Research and investigative skills along with a variety of oral, aural, written and practical activities ensure students have many opportunities to achieve success in this subject.

Assessment
Assessment includes worksheets, tests and practical assessment as a soloist and part of an ensemble and an end of year examination.

Pathways
Course leads to Stage 1 Music Advanced.
The Arts

Music C - Music Media

Length of Course
Semester 2

Compulsory or Elective
Elective

Pre-requisites
Year 9 Music Experience or a genuine interest in music and media.

Course Description
This course is designed for students who prefer listening and discovering music rather than performing it. Students will develop their understanding of the role music plays in society, how it is reflected in the media and how technology has influenced and impacted music. Students explore analogue and digital environments in music creation.

Skills are taught specific to the media studied and technology is used to present and create samples reflecting the topics studied.

Topics include:
- Live Sound Mixing
- Digital Recording: Sound and Animation
- Music in Society
- Music in various media; radio, film & theatre

Methodology
Students work both individually and collaboratively to research and discover aspects of topics described. A combination of instruction and self directed learning is utilised. Students will compare the role media has at various times and reflect on its function in society and present findings to the class as collaborative learning and sharing. Students will utilise creative processes to develop their own creations and compositions.

Assessment
Assessment includes worksheets, practical activities and presentations.

Pathways
Course leads to Stage 1 Music Experience.

Visual Arts - Art Focus A
Community 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 a variety of skills within drawing, painting, sculpture and papier mache. A written record of progress and technique is expected by students, as well as a personal evaluation of the finished product. Students will further develop skills in drawing, painting, and 3D work with an emphasis on a collaborative community art project and painting techniques on 2D and 3D artwork. Theoretical studies will involve an understanding and appreciation of European Art History from the Renaissance to Modern Art. Students will learn evaluation and criticism and be able to apply these to their own artworks.

Methodology
Students work both independently and collaboratively using skills based practical activities and design application skills to solve problems and also apply them confidently. 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.

Assessment
Assessment components include:
- Practical: Drawing, Painting & Sculpture 70%
- Theory: Assignments 30%

Pathways
Course leads to Year 10 Visual Art - Art Focus Semester 2 course or Stage 1 Art.
Year 10

Visual Arts - Art Focus 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 a variety of skills within drawing, painting, design, and a written record of progress and technique is expected by students, as well as a personal evaluation of the finished product. Students will further develop skills in drawing, painting and design with an emphasis on Still Life, Cubism and Surrealist Art. Theoretical studies will involve an understanding and appreciation of European Art History including Cubism and Surrealism. Students will learn evaluation and criticism and be able to apply these to their own artworks.

Methodology
Students work both independently and collaboratively using skills based practical activities and design application skills to solve problems and also apply them confidently. 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.

Assessment
Assessment components include:

- Practical: Drawing, Painting, Collage 70%
- Theory: Assignments 30%

Pathways
Course leads to Stage 1 Art.

Visual Arts - Design Focus

Length of Course
Semester

Compulsory or Elective
Elective

Pre-requisites
One semester of Year 9 Art preferred.

Course Description
Students develop a variety of skills within drawing and design. A written record of progress and technique is expected by students, as well as a personal evaluation of the finished product. Students will develop further skills in drawing, painting and design with an emphasis on Graphic and Fashion Design. They will also develop skills in Photoshop. Students will develop an understanding of aesthetics and realise the relationship between form and function with an understanding of art and design principles. Theoretical studies will involve an understanding and appreciation of European Design History from Art Nouveau, Art Deco to Bauhaus. Contemporary studies will involve Australian designers. Students will learn evaluation and criticism and be able to apply these to their own design works.

Methodology
Students work both independently and collaboratively using skills based practical activities and design application skills to solve problems and also apply them confidently. 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.

Assessment
Assessment components include:

- Practical: Drawing and Design 70%
- Theory: Assignments 30%

Pathways
Course leads to Stage 1 Visual Art - Design.
Digital Technologies A

Length of Course
Semester 1

Compulsory or Elective
Elective

Pre-requisites
None

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

Methodology
- Use of technology
- Practical activities & online tutorials
- Use of design cycle (investigate, design, plan, create, evaluate)
- Problem solving
- Project Work

Assessment
Includes short answer questions, assignments, application development tasks and tests (theory and practical).

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

Digital Technologies B

Length of Course
Semester 2

Compulsory or Elective
Elective

Pre-requisites
None

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

Methodology
- Use of technology
- Problem solving
- Project work & use of design cycle (investigate, design, plan, create, evaluate)
- Practical activities and online tutorials

Assessment
A variety of assessment techniques including short answer questions, assignments, application development tasks and tests (theory and practical) are used.

Pathways
Course leads to Stage 1 Information Technology or Stage 1 Information Processing and Publishing.
**Personal Learning Plan (PLP) 1PLP10 SACE Stage 1**

**Length of Course**
Year

**Compulsory or Elective**
Compulsory

**Pre-requisites**
None

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 options
- 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, work education and teacher/student interviews.

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

Mary MacKillop College
English

Length of Course
Year

Compulsory or Elective
Compulsory

Pre-requisites
None

Course Description
Students undertake the study of a comprehensive range of shared and independently selected texts such as prose, film, poetry, media and drama. They develop their creative, analytical, visual and critical reading skills through a range of activities and present oral performances in relation to specific purposes, audiences and contexts. An Independent Reading Folio is maintained to further develop critical reading and writing skills.

Methodology
Students of English are encouraged to be independent, collaborative and cooperative learners. Strong emphasis is placed upon reading and viewing, listening and speaking and writing activities with questioning, scaffolding, drafting, proofreading and editing work as essential teaching and learning practices. ICT and multimodal texts are promoted and incorporated into tasks.

Assessment
There will be a range of assessment tasks with an examination at the end of Semester 2.

Pathways
Course leads to Stage 1 English, Stage 1 Essential English or Stage 1 English as an Additional Language.
Year 10

Health & Physical Education

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.

Methodology
- Group work
- Practical activities
- Emphasis on skill based practical activities and design
- Involvement in individual and collaborative decision making and task completion
- Reflection on practical activities

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.

Methodology
- Group work
- Practical activities
- Emphasis on skill based practical activities and design
- Involvement in individual and collaborative decision making and task completion
- Reflection on practical activities

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 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.

**Methodology**
- Group work
- Practical activities
- Independent and cooperative learning practices
- Student centred learning
- Individual, pair and group work
- Reflection and evaluation
- Peer assessment

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

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

### Physical Education B

**Length of Course**
Semester 2

**Compulsory or Elective**
Elective

**Pre-requisites**
None

**Course Description**
Physical Education 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.

**Methodology**
- Group work
- Practical activities
- Independent and cooperative learning practices
- Student centred learning
- Individual, pair and group work
- Reflection and evaluation
- Peer assessment

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

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

Methodology
• Group work; class and small group discussion, collaborative and cooperative learning, problem solving, peer review and assessment
• Oral presentations and/or performance, interviewing, debating, questioning
• Research and investigation, explicit teaching re: internet, library and persons as resources, examination of primary and secondary source material
• Written activities including answering text questions, essays, noting, summarising
• Use of ICT: word-processing, PowerPoint, interactive whiteboard
• Digital media such as retrieving images and editing
• Drawing and illustrating, critiquing visual source material
• Reading and comprehension
• Film/documentary viewing, comprehension, critique and review
• Use of community and local environment: guest speakers, excursions, on-site work (eg park), involvement in competitions and community initiatives, involvement in citizenship activities through Parliament or Council
• Numeracy skills such as measuring, surveying, creating charts, understanding statistics, contours, mapping, scale
• Field work

Assessment
Assessment is continuous throughout the semester in the form of assignments & will be assessed according to the Australian Curriculum Achievement Standards.

Pathways
Course leads to Stage 1 Geography or Stage 2 Geography.
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
• The Globalising World.

Throughout the course historical knowledge and understanding, and historical skills will be embedded.

Methodology
• Group work; class and small group discussion, collaborative and cooperative learning, problem solving, peer review and assessment
• Oral presentations and/or performance, interviewing, role playing, debating, questioning
• Research and investigation, explicit teaching re: internet, library and persons as resources, examination of primary and secondary source material
• Written activities including answering text questions, essays, story writing, noting, summarising
• Writing as a process including drafting, proof reading, editing
• Use of ICT: word-processing, PowerPoint, interactive whiteboard
• Digital media such as retrieving images and editing
• Drawing and illustrating, critiquing visual source material
• Reading and comprehension
• Film/documentary viewing, comprehension, critique and review
• Use of community and local environment: guest speakers, excursions, on-site work (eg park), involvement in competitions and community initiatives, involvement in citizenship activities through Parliament or Council
• Numeracy skills such as understanding statistics

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. There will be further extension of their grammatical skills.

**Methodology**
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.

**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.

### 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.

**Methodology**
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"

Methodology
Learning experiences in Mathematics are designed so that students have the opportunity to understand all aspects of each topic. The content is unpacked into discrete elements; concepts are explained and extensively practised. Student's understanding is further developed through the use of investigations where emphasis is placed on the application of mathematics to solve problems in context.

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

Pathways
Course leads to Stage 1 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:

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

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

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

Methodology
Learning experiences in Mathematics are designed so that students have the opportunity to understand all aspects of each topic. The content is unpacked into discrete elements; concepts are explained and extensively practised. Students understanding is further developed through the use of investigations where emphasis is placed on the application of mathematics to solve problems in context.

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.

The topics explored in this course are:

- Embracing Christianity Today
- The Easter Message
- Comparative Spirituality
- Moral Decision Making
- Social Justice in the Community
- Stewardship of the Environment
- Made in the Image of God focussing on sexuality as a gift from God

Methodology

- Research and investigation
- Oral and written activities
- Individual, pair and group work
- Class and small group discussion
- Evaluate and assess ideas, theories and practices
- Effective communication through a multimedia environment
- Retreat (one day)

Assessment

Students are expected to participate actively in class. Assessment includes group work and individual responses to visual and written texts. Oral presentations, written responses and journal reflections are part of the assessment process. Participation in the Year 10 Retreat is expected.

Pathways
Course leads to Stage 1 Religion Studies.
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 discuss factors that prompted their review.

Methodology
All units of work are presented using inquiry based methodologies. Opportunities for students to continue their development of scientific understanding and inquiry skills as well as allowing them to increase their awareness of how the work of scientists leads to the development of scientific theories are provided through shared discussions, practical work, research assignments and problem solving activities. Interactive demonstrations using ICT technologies are used to support concept development.

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
Any Stage 1 Science subject upon teacher recommendation.
### 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

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Semester</th>
<th>Full Year</th>
<th>SACE Credits</th>
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<tr>
<td><strong>The Arts</strong></td>
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<td>Y</td>
<td>Y</td>
<td>10</td>
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<td>1MUV10 Music Advanced Program B (Semester 2)</td>
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<td>1MUE10 Music Experience Program A (Semester 1)</td>
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<td>1MUE10 Music Experience Program B (Semester 2)</td>
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<td>1VAA10 Visual Arts - Art A</td>
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<tr>
<td>1PR10 Information Processing &amp; Publishing</td>
<td>Y</td>
<td>Y</td>
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<tr>
<td>1IFT10 Information Technology</td>
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<tr>
<td>1BUE10 Business &amp; Enterprise</td>
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<td>Y</td>
<td>10</td>
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<td>1TOS10 Tourism</td>
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<td><strong>Cross Disciplinary Studies</strong></td>
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<td>1PLP10 Personal Learning Plan (if not completed in Year 10)</td>
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<td>English as an Additional Language</td>
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<td><strong>Health &amp; Physical Education</strong></td>
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<td>1PHE10 Physical Education A (Semester 1)</td>
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<td>1FOH10 Food &amp; Hospitality</td>
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<td>1CSD10 Child Studies</td>
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Continued next page
## SACE Stage 1

**(Year 11) subject selection**

<table>
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<th>Subjects</th>
<th>Semester</th>
<th>Full Year</th>
<th>SACE Credits</th>
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<tr>
<td>1ANC10 Ancient Studies</td>
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<td>1GPY10 Geography</td>
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<td>1HSY10 Modern History</td>
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<td>1LEG10 Legal Studies</td>
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<tr>
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<td>1NUT10 Nutrition</td>
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<tr>
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<tr>
<td>1PSC10 Psychology</td>
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</table>

**SACE Eligibility for English as an Additional Language in Stage 1 and Stage 2**

SACE Board of SA sets eligibility requirements for this subject and SACE Board of SA approval is necessary to undertake this course. A student will be considered eligible for English as an Additional Language if they are:

- a student for whom English is a second language or an additional language or dialect **AND WHO EITHER**
  - has not had more than a total of five years of full time schooling where the medium of instruction was English **OR**
  - who 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.

An assessment of English language restrictiveness will be made if an applicant has had more than a cumulative total of five years of full time instruction in English during their schooling.
Music Advanced Program A
1MUVT0

SACE Credits
10 credits

Pre-requisites
Year 10 Music Advanced -
two semesters and proficiency
on an instrument or voice.

Length of Course
Semester 1

Compulsory or Elective
Elective

Stage 1 Music Advanced can be studied as a 10 credit subject.
Students who choose to study Music in Year 12 must complete a
full year (2 x 10 credits) in Year 11.

Course Description
This course involves the study of music and encourages
students to develop skills in performance while developing
complementary skills in musical notation and aural acuity, along
with creative aspects such as arranging music and composition.
Students learn the association between sound and graphical
representations and through a developing understanding of
melodic and harmonic concepts are encouraged to explore
improvisation and creative expression. The study of modern
and jazz harmonic concepts complement this. Genres of music
are studied and analysed with the concept of enhancing stylistic
interpretation and recreating authentic and musical performance.
Students will be involved in a co-curricular ensemble and will
be enrolled in tuition on their instrument or voice which will
form part of their performance assessment. Other performance
opportunities are provided in class ensemble and solo
performance presentations each term. Music technology
is utilised in every aspect of the course from performance,
thetical and aural development, genre research and analysis
and a special focus is on mastering Sibelius notational software.

Assessment
- Assessment Type 1 - Skills Presentation 40%
- Assessment Type 2 - Skills Development 50%
- Assessment Type 3 – Folio 10%

Pathways
Course leads to Stage 1 Music Advanced Program B.
Music Advanced Program B
1MUV10

SACE Credits
10 credits

Pre-requisites
Year 10 Music Advanced -
two semesters and Stage 1
Music Advanced Program A.

Length of Course
Semester 2

Compulsory or Elective
Elective

Stage 1 Music Advanced can be studied as a 10 credit subject.
Students who choose to study Music in Year 12 must complete a
full year (2 x 10 credits) in Year 11.

Course Description
This course continues the study of music and the development
of skills in musical performance and musical notation and its
aural identification. The students' understanding of harmonic
and melodic concepts are strengthened and their ability to
improvise and create are heightened through the study of jazz
harmony. Latin styles are analysed and rhythmical awareness
is the focus as polyrhythms are layered to construct authentic
rhythms in a composition or arrangement. Students will continue
to be involved in a co-curricular ensemble and will be enrolled
in tuition on their instrument or voice which will form part of their
performance assessment. Other performance opportunities are
provided in class ensemble and solo performance presentations
each term. Music technology is utilised in every aspect of the
course from performance, theoretical and aural development,
genre research and analysis and a special focus is on mastering
Sibelius notational software. Students are prepared for further
study in Stage 2 Music as this course lays essential foundations
for the Musicianship unit if students choose to pursue this.

Assessment
Assessment Type 1 - Skills Presentation 40%
Assessment Type 2 - Skills Development 40%
Assessment Type 3 - Folio 20%

Pathways
This course leads to Stage 2 Musicianship, Music Technology,
Solo Performance, Ensemble Performance and Music Individual
Study. It is the recommended pathway to tertiary music studies at
university.
**Music Experience Program A**
1MUE10

**SACE Credits**
10 credits

**Compulsory or Elective**
Elective

**Pre-requisites**
Year 10 Music Media or Music Specialist

**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 ideally caters for students interested in music technology and live mixing. Students use music technology to create and compose music and develop skills in recording and studio production and practise manipulating sound to create desired effects. Knowledge is gained about use of microphones and equalisation of sound to improve its quality and clarity and students become expert at operating a mixing desk to constructively support performers on stage. Students help to create a concert tour and are involved in the logistics and organisational aspects of this. A research assignment consists of the students exploring the impact and influence that a chosen band or artist has had on the music world.

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

- Assessment Type 1 – Skills Presentation: 50%
- Assessment Type 2 – Skills Development: 35%
- Assessment Type 3 – Folio: 25%

**Pathways**
Stage 1 Music Experience Program B.

**Music Experience Program B**
1MUE10

**SACE Credits**
10 credits

**Compulsory or Elective**
Elective

**Pre-requisites**
Year 10 Music Media or Year 10 Music Specialist and Stage 1 Music Experience program A.

**Length of Course**
Semester 2

**Course Description**
This course continues studying the workings of the music industry and skills associated in the commercial music industry. Students will choose between on-stage or off-stage roles and develop skills accordingly in performance or live mixing and staging. Students will use music technology to creatively compose music with special effects suitable for a movie soundtrack and develop skills in recording and studio production in the refinement of audio. Aspects of the music industry are researched and students are given choice in areas of research depending upon their area of interest. Possible areas include: concert staging, event management or promotion, studio production, musical theatre production, touring logistics, broadcasting and revenue streams.

**Assessment**
Assessment Type 1 – Skills Presentation: 40%
Assessment Type 2 – Skills Development: 40%
Assessment Type 3 – Folio: 20%

**Pathways**
Stage 2 Music Technology, Solo Performance, Ensemble Performance and Music Individual Study. The course leads to tertiary study of commercial music at TAFE or music technology at university.
Visual Arts - Art
1VAA10

SACE Credits
2 x 10 credits

Pre-requisites
One semester of Year 10
Art is preferred

Compulsory or Elective
Elective

Length of Course
Semester or Year

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.

The broad area of Art includes the development of ideas, research, analysis and experimentation with media and techniques, resolution and production. This course has a focus on Portraiture & Sculpture in Semester 1 and Collage & Painting in Semester 2.

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
1VAD10

SACE Credits
10 credits

Pre-requisites
One semester of Year 10
Art is preferred

Compulsory or Elective
Elective

Length of Course
Semester

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

The focus of this course involves Graphic and Interior Design. The emphasis is on defining the brief, problem solving, generating ideas, developing solutions and communicating resolutions. Students will build on techniques in drawing as well as develop an understanding of perspective drawing and SketchUp. This course has a focus on interior design and 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.
Accounting A
1ACG10

SACE Credits
10 credits

Compulsory or Elective
Elective

Length of Course
Semester 1

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
• Finance 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
• Investigation

Pathways
Course leads to Stage 1 Accounting B and Stage 2 Accounting.

Accounting B
1ACG10

SACE Credits
10 credits

Compulsory or Elective
Elective

Length of Course
Semester 2

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:
• Keeping Cash Records
• Business Documents
• Analysis and Interpretation of Financial Reports

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

• Skills and Applications Tasks
• Investigation

Pathways
Course leads to Stage 2 Accounting.
SACE Credits
10 Credits

Compulsory or Elective
Elective

Pre-requisites
None

Length of Course
Semester 1

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 50%
Practical 25%
Issues Study 25%

Pathways
Course leads to Stage 2 Business and Enterprise.
<table>
<thead>
<tr>
<th>SACE Credits</th>
<th>10 credits</th>
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<tbody>
<tr>
<td>Compulsory or Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Length of Course</td>
<td>Semester</td>
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</table>

### 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
Information Processing & Publishing

1IPR10

SACE Credits
10 credits

Compulsory or Elective
Elective

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.

Information Technology

1IFT10

SACE Credits
10 credits

Compulsory or Elective
Elective

Length of Course
Semester

Course Description
Students investigate existing information technology systems to discover their nature and components. They develop a range of information technology skills and techniques while creating their own systems that can be tested and evaluated. They develop and apply specialised skills and techniques in the use of software in a number of information technology areas.

Content
Stage 1 Information Technology is organised into the following topics:

- Multimedia Programming
- Website Programming

A 10 credit subject consists of two topics.

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

- Folio
- Skills and Presentation
- Project

Pathways
Course leads to Stage 2 Information Processing and Publishing.
English or English Pre Literary Studies

SACE Credits
2 x 10 credits

Compulsory or Elective
Elective

Pre-requisites
Minimum of B grade in Year 10 English for students wishing to undertake the Pre Literary Studies Course.

Length of Course
Year

Course Description
Stage 1 English Pre Literary Studies caters for students with a particular interest in literature and analysis.
Stage 1 English caters for students with a range of learning styles and interests.

In English and English Pre Literary Studies 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
For a 10 credit subject 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
Full year of Stage 1 English Pre Literary Studies leads to Stage 2 English Pre Literary Studies or Stage 2 English.
Full year of Stage 1 English leads to Stage 2 English.
Essential English

SACE Credits
2 x 10 credits

Compulsory or Elective
Teacher recommendation

Length of Course
Year

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 who require further development in their English language skills. There is an emphasis on communication, comprehension, analysis and text creation.

Content
For a 10 credit subject 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
Full year of Stage 1 Essential English leads to Stage 2 Essential English.

English as an additional Language

SACE Credits
2 x 10 credits

Compulsory or Elective
Students must meet the eligibility requirement set out by the SACE Board of SA, and SACE approval is required to undertake this course.

Length of Course
Year

Course Description
This subject is designed to improve students' general proficiency in the English language, with a focus on developing their academic literacy skills. There is an emphasis on communication, comprehension, analysis, and text creation. This subject provides the foundation for further study in Stage 2 English as an Additional Language.

Content
For a 10 credit subject students are required to read and respond to texts as well as create texts. The content includes:
• Responding to Texts
• Interactive Study
• Language Study

Responding to Texts
Students read and view a variety of texts and respond in writing or through an oral presentation.

Interactive Study
Interview
Students conduct an oral interview with one or more people about an issue or an aspect of cultural life and present the results in a written report.
Discussion
Students choose an idea, opinion, or perspective that arises in at least two texts and present, explain and discuss the idea, opinion, or perspective studied with reference to the texts.

Language Study
Students identify and analyse aspects of language used in one or more texts and present their response in a written, oral or multimodal form.

Assessment
Students demonstrate evidence of their learning through the following assessment types:
• Assessment Type 1: Responding to Texts
• Assessment Type 2: Interactive Study
• Assessment Type 3: Language Study

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

Pathways
Full year of Stage 1 English as an Additional Language leads to Stage 2 English as an Additional Language.
**Child Studies (1CSD10)**

**SACE Credits**
10 credits

**Compulsory or Elective**
Elective

**Course Description**
The Stage 1 subject examines the period of childhood from conception to eight years, and issues related to the growth, health and well being of children. Students examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society.

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

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

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

- Practical Activity
- Group Activity
- Investigation.

**Pathways**
Course leads to Stage 2 Child Studies.

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**Food & Hospitality (1FOH10)**

**SACE Credits**
10 credits

**Compulsory or Elective**
Elective

**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
1PHE10

SACE Credits
10 credits

Compulsory or Elective
Elective

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.

Physical Education B
1PHE10

SACE Credits
10 credits

Compulsory or Elective
Elective

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.
Ancient Studies
1ANC10

SACE Credits
10 credits

Compulsory or Elective
Elective

Length of Course
Semester

Course Description
In Ancient Studies students learn about the history, literature, society and culture of ancient civilisations, which may include Asia, Africa, Australia, the Americas, Europe and Western Asia, and the classical civilisation of Greece.

Students draw on many other fields of study including architecture, politics, religion and geography. The study of Ancient Studies enables students to consider environmental, social, economic, religious, cultural, and aesthetic factors that shape societies and provide personal and shared identity.

Content
This course explores the following topics:

• The Stone Age
• Crete and Mycenae
• Ancient Egypt.

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

• Folio
• Sources Analysis
• Special Study.

Grades are determined by reference to SACE Performance Standards. There is an end of semester examination.

Pathways
Course leads to Stage 2 Classical Studies.

Geography
1GPY10

SACE Credits
10 credits

Pre-requisites
Year 10 History

Compulsory or Elective
Elective

Length of Course
Semester

Course Description
The discipline of Geography deals with environmental phenomena and human activities as diverse as natural hazards, landforms, tourism, economic development, agriculture, and urban planning.

Through the study of Geography, students develop an understanding of the spatial interrelationships of people, places, and environments. They develop an understanding of how people interact with environments differently in different places and at different times, and of the opportunities, challenges, and constraints of different locations.

Content
The topics covered include Urban Landscapes and Development, with a focus on Asia and Tourism.

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

• Skills & Application Tasks
• Inquiry
• Field work
• Investigation.

There are four assessments, one from each assessment type and an end of semester examination.

Grades are determined by reference to SACE Performance Standards.

Pathways
Course leads to Stage 2 Geography.
**Legal Studies**  
1LEG10

- **SACE Credits**: 10 credits
- **Pre-requisites**: None, but good analytical and communication skills are important.
- **Compulsory or Elective**: Elective
- **Length of Course**: Semester

**Course Description**
Legal Studies explores Australia’s legal heritage. Students are provided with an understanding of the structures of the Australian legal system and how that system responds to social change while acknowledging tradition.

**Content**
A 10 credit subject consists of the compulsory topic:
- Law and Society
- Two option topics which will focus on young people and aspects of the law.

**Assessment**
Assessment is school based. Students demonstrate evidence of their learning through the following assessment types:
- Folio
- Issues Study
- Presentation.

Grades are determined by reference to SACE Performance Standards.

**Pathways**
Course leads to Stage 2 Legal Studies.

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**Modern History**  
1HSY10

- **SACE Credits**: 10 credits
- **Pre-requisites**: Year 10 History
- **Compulsory or Elective**: Elective
- **Length of Course**: Semester

**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.
### Italian Continuers A

<table>
<thead>
<tr>
<th>SACE Credits</th>
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</thead>
<tbody>
<tr>
<td>Pre-requisites</td>
<td>Satisfactory completion of Year 10 Italian A and B</td>
</tr>
<tr>
<td>Compulsory or Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Length of Course</td>
<td>Semester 1</td>
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</table>

Stage 1 Languages Continuers can be studied as either a 10 credit subject or 2 x 10 credit subjects: Stage 1 Italian Continuers A and Stage 1 Italian Continuers B.

#### 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. They 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 1 Italian Continuers Level consists of the three themes of The Individual, The Italian Speaking Communities, The Changing World and a number of prescribed topics and suggested subtopics.

#### Assessment

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

- Interaction
- Text Production
- Text Analysis
- Investigation

A written and oral examination will be held at the end of Semester 1.

#### Pathways

Course leads to Stage 1 Italian Continuers B.

### Italian Continuers B

<table>
<thead>
<tr>
<th>SACE Credits</th>
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<tbody>
<tr>
<td>Pre-requisites</td>
<td>Satisfactory completion of Stage 1 Italian Continuers A</td>
</tr>
<tr>
<td>Compulsory or Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Length of Course</td>
<td>Semester 2</td>
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</tbody>
</table>

This is a 10 credit subject and follows on from Stage 1 Italian Continuers A.

#### Course Description

This course is not a repeat of Semester 1 Stage 1 Italian Continuers Level 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. They 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 1 Italian Continuers Level consists of the three themes of The Individual, The Italian Speaking Communities, The Changing World and a number of prescribed topics and suggested subtopics.

#### Assessment

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

- Interaction
- Text Production
- Text Analysis
- Investigation

A written and oral examination will be held at the end of Semester 2.

#### Pathways

Course leads to Stage 2 Italian Continuers.
Mathematics A

SACE Credits
10 credits

Compulsory or Elective
Compulsory

Length of Course
Semester

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
Note: subject to final release of subject outline by the SACE board in Term 4, 2015.

Functions and Graphs
This topic provides students with the algebraic concepts and techniques required for a successful introduction to the study of calculus. Simple relationships between variable quantities are used to introduce the key concepts of a function and its graph.

Trigonometry
This topic enables students to solve problems drawn from contexts such as construction, design, navigation, and surveying. The basic trigonometric functions are explored, beginning with a consideration of the unit circle, using degrees. Radian measure of angles is introduced, the graphs of the trigonometric functions are examined, and their applications in a range of settings are explored.

Counting and Probability
The study of inferential statistics begins in this unit with the introduction to counting techniques. Students build on their understanding of the fundamentals of probability and are introduced to the concepts of conditional probability and independence.

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

School-based Assessment
Skills and Applications Tasks
Mathematical Investigation

Weighting
80%
20%

Pathways
Course leads to Mathematics B.

Mathematics B

SACE Credits
10 credits

Compulsory or Elective
Elective

Length of Course
Semester

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
Note: subject to final release of subject outline by the SACE board in Term 4, 2015.

Growth and Decay
This topic covers the study of exponential and logarithmic functions under the unifying idea of modelling growth. The mathematical models investigated arise from actual growth situations. By developing and applying these mathematical models, students see how the wider community might use them for analysis, prediction, and planning.

Introduction to Differential Calculus
Rates and average rates of change are introduced, followed by the concept of the derivative as an 'instantaneous rate of change'. These concepts are reinforced numerically, by calculating difference quotients both geometrically and algebraically. Calculus is developed to study the derivatives of polynomial functions, with simple applications of the derivative to curve sketching, calculating slopes and equations of tangents, determining instantaneous velocities, and solving optimisation problems.

Statistics
An exploration of distributions and measures of spread, extending students' knowledge of the measures of central tendency in statistics, provides the background required for the study of inferential statistics in Stage 2.

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

School-based Assessment
Skills and Applications Tasks
Mathematical Investigation

Weighting
80%
20%

Pathways
Course leads to Stage 2 General Mathematics.
**Mathematics C**

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<thead>
<tr>
<th>SACE Credits</th>
<th>10 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory or Elective</td>
<td>Elective</td>
</tr>
<tr>
<td><strong>Course Description</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Note: subject to final release of subject outline by the SACE board in Term 4, 2015.</td>
</tr>
<tr>
<td>Arithmetic and Geometric Sequences and Series</td>
<td>Arithmetic and geometric sequences and series and their applications are introduced and their recursive definitions applied. They provide examples of applications such as growth and decay.</td>
</tr>
<tr>
<td>Geometry</td>
<td>The context of this topic is the geometry of planar figures. The focus is on forming and testing hypotheses about their properties, which become theorems. Students form ideas about properties of figures, and test enough examples to be convinced that their idea is correct before they attempt a formal proof.</td>
</tr>
<tr>
<td>Vectors in the Plane</td>
<td>The study of vectors in the plane provides new perspectives for working with two dimensional space. Vectors are used to specify quantities that have magnitude and direction. These quantities include velocity, force, acceleration, displacement, and are used in fields such as physics and engineering. The topic includes vector operations, their applications, and their use in proving results in geometry.</td>
</tr>
<tr>
<td>Students use electronic technology, where appropriate, to enable complex problems to be solved efficiently.</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>School-based Assessment</td>
<td>Weighting</td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>80%</td>
</tr>
<tr>
<td>Mathematical Investigation</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Pathways</strong></td>
<td>Course leads to Stage 2 Mathematical Methods.</td>
</tr>
</tbody>
</table>

**Mathematics D**

<table>
<thead>
<tr>
<th>SACE Credits</th>
<th>10 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory or Elective</td>
<td>Elective</td>
</tr>
<tr>
<td><strong>Course Description</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Note: subject to final release of subject outline by the SACE board in Term 4, 2015.</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>Students extend their understanding of trigonometric functions. Students model circular motion in the familiar contexts of, for example, ferris wheels, merry-go-rounds, and bicycle wheels. These functions are fundamental to understanding many natural oscillatory phenomena such as lunar illumination, tidal variation, and wave propagation.</td>
</tr>
<tr>
<td>Matrices</td>
<td>Matrices provide new perspectives for working with two dimensional space. The study of matrices includes extension of matrix arithmetic to applications such as linear transformations of the plane and cryptography.</td>
</tr>
<tr>
<td>Real and Complex Numbers</td>
<td>Mathematical induction is introduced as a way of proving a given statement for all integers. Complex numbers extend the concept of the number line to the two dimensional complex plane. This topic introduces operations with complex numbers, their geometric representation, and their use in solving problems that cannot be solved with real numbers alone.</td>
</tr>
<tr>
<td>Students use electronic technology, where appropriate, to enable complex problems to be solved efficiently.</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>School-based Assessment</td>
<td>Weighting</td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>80%</td>
</tr>
<tr>
<td>Mathematical Investigation</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Pathways</strong></td>
<td>Course leads to Stage 2 Specialist Mathematics.</td>
</tr>
</tbody>
</table>
### General Mathematics A

**SACE Credits**
10 credits

**Compulsory or Elective**
Compulsory

**Length of Course**
Semester

**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**

*Note: subject to final release of subject outline by the SACE board in Term 4, 2015.*

**Investing and borrowing**
Students calculate their expected returns from simple and compound interest investments using electronic technology, examine the effects of changing interest rates, terms, and investment balances. Investing in the share market is also considered. Students make comparisons between the returns possible from share investments and those made in financial institutions. The effects of taxation and inflation on the return from a lump sum investment are investigated to determine whether real growth has occurred. Students consider the costs of borrowing money using credit or a personal loan.

**Measurement**
Students apply measurement techniques such as estimation, units of measurement, scientific notation, and measuring devices and their accuracy. They extend their understanding of Pythagoras’ theorem and use formulae to calculate the perimeter, area, and volume of standard plane and solid shapes, including triangles, quadrilaterals, circles, ellipses, prisms, pyramids, cylinders, cones, and spheres.

**Statistical Investigation**
Students consider the structure of the process of statistical investigation from the collection of data using various methods of sampling, through its analysis using measures of central location and spread, to the formation of conjectures and the drawing of conclusions based on that analysis. 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>75%</td>
</tr>
<tr>
<td>Mathematical Investigation</td>
<td>25%</td>
</tr>
</tbody>
</table>

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

### General Mathematics B

**SACE Credits**
10 credits

**Compulsory or Elective**
Elective

**Length of Course**
Semester

**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**

*Note: subject to final release of subject outline by the SACE board in Term 4, 2015.*

**Applications of Trigonometry**
This topic focuses on the calculations involved in triangle geometry and their many applications in practical contexts such as construction, surveying, design, and navigation. An understanding of similarity and right triangle geometry leads students to the development of formulae for the calculation of the area of a triangle. The Cosine Rule and the Sine Rule are used to find unknown sides and angles in non right angled triangles found in both two and three dimensional situations. The ambiguous case of the Sine Rule is also considered.

**Linear Functions and their Graphs**
This topic focuses on developing the process of mathematical modelling. It examines linear functions through a study of the various forms in which such relationships can be represented – contextual, numerical, graphical and, in particular, algebraic. Students identify the links that allow them to move between these representations to analyse and solve problems, and make predictions.

**Matrices and Networks**
This topic introduces students to the application of matrices and graph theory to solve problems in familiar contexts. Three different applications of matrices are studied: costing and stock management, connectivity of networks, and transition problems. 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>75%</td>
</tr>
<tr>
<td>Mathematical Investigation</td>
<td>25%</td>
</tr>
</tbody>
</table>

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

SACE Credits
10 credits

Compulsory or Elective
Compulsory

Pre-requisites
Year 10 Mathematics

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
Note: subject to final release of subject outline by the SACE board in Term 4, 2015.

Calculations, Time, and Ratio
Students extend their proficiency with calculations required for everyday living. Computational skills are practised within contexts that are relevant to the students' interests. To develop a better understanding of the mathematical processes involved, the initial focus of the learning in this topic is through carrying out calculations by hand.

Earning and Spending
This topic examines basic financial calculations in the context of the students' personal experiences and intended pathways (e.g. living independently, working, pursuing a hobby). Students understand the different ways of being paid for work and the impact of taxation on their income. They learn to manage the spending of their earnings through budgeting.

Geometry
Students name a variety of common two and three dimensional figures and classify them according to their geometric properties. They learn to measure and classify angles, and use instruments, such as a pair of compasses and a straight edge, to construct geometrical figures. They identify the geometry involved in structures in the built environment and landscapes. 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 60%
Practical Report 40%

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
Note: subject to final release of subject outline by the SACE board in Term 4, 2015.

Data in Context
In this topic students learn to read and critically interpret data presented to them in various forms. They collect, organise, analyse, and interpret data to make informed decisions and predictions, or support a logical argument. Students learn to use various statistical tools and techniques for working with data. They manipulate and represent data on which to base sound statistical arguments.

Measurement
In this topic students extend their skills in estimating, measuring, and calculating in practical situations. They identify problems involving length, area, mass, volume, and capacity and apply relevant techniques to solve them. Units of measurement, appropriate measuring devices, and the degree of accuracy required for finding answers in a given situation are considered.

Investing
Students investigate interest, term deposits, and the costs of credit, using current and relevant examples. To explore the concepts and uses of simple and compound interest, students collect and analyse materials of various financial institutions outlining their financial products. They examine the effects of changing interest rates, terms, and investment balances on interest earned, and make comparisons.

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>60%</td>
</tr>
<tr>
<td>Practical Report</td>
<td>40%</td>
</tr>
</tbody>
</table>

Pathways
Course leads to Stage 2 Essential Mathematics.
SACE Credits
20 credits

Compulsory or Elective
Compulsory

Pre-requisites
None

Length of Course
Year

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. Students gain an appreciation of, and respect for, the different ways in which people develop an understanding and knowledge of religion as something living and dynamic, and the ways in which they think, feel and act because of their religious beliefs.

Content
The subject consists of:
• one religious and spiritual traditions study
• one ethical or social justice issue study.

Topics
• Community Service
• Judaism
• Moral Decision Making
• Youth and Religion

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

- Practical Activity 40%
- Issues Investigation 30%
- Reflection 30%

Pathways
Course leads to Stage 2 Religion Studies.
Science

Biology A
IBIG10

SACE Credits
10 credits

Pre-requisites
Successful completion of Year 10 Science

Length of Course
Semester

Compulsory or Elective
Elective

Course Description
In Biology students learn about cellular structures and function and the chemical processes that occur within these cells that allows an organism to function efficiently. Movement through membranes is also studied and then related to how the excretory system works to maintain constant conditions within the human body. In addition, this course will provide students with the skills and information necessary to form opinions and make decisions involving scientific issues, appreciating the contribution Biology makes to their understanding of the world. Students design and conduct biological investigations and gather evidence from their investigations. As they explore a range of biology related issues, students recognise that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies.

Content
The design and content of the program is determined at the school level. Areas of study include Cellular Biology, Physiology, Molecular Biology and Experimental Skills.

Semester topics include: Cell Structure and Function, DNA and Mitosis, Processes of Life, Movement through Membranes, Excretory System and Scientific Method.

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 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 and Stage 2 Biology.
SACE Credits
10 credits

Pre-requisites
Successful completion of Year 10 Science

Length of Course
Semester

Compulsory or Elective
Elective

Course Description
In Biology students learn about human disease and the immune system with a focus on the vaccination debate and antibiotic resistance. Genetic engineering and human reproduction are also studied allowing students to investigate relevant contemporary issues. In addition, this course will provide students with the skills and information necessary to make informed opinions and effectively communicate biological information, appreciating the contribution biology makes to their understanding of the world. Students design and conduct biological investigations and gather evidence from their investigations. As they explore a range of biology related issues, students recognise that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies.

Content
The design and content of the program is determined at the school level. Areas of study include: Cellular Biology, Physiology, Biotechnology, and Experimental Skills.

Semester topics include: Human Disease and the Immune System, Genetic Engineering, Nerves and Hormones, Human Reproduction and Scientific Method.

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 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
**1CME10**

<table>
<thead>
<tr>
<th>SACE Credits</th>
<th>10 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory or Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>

**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 social and environmental impact of human use of the products developed from these resources. 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**
The design and content of the program is determined at the school level. Areas of learning and topics include:

- Introductory Chemistry
- Options - Investigations (I)
- Bonding
- Carbon Chemistry

**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 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 each semester.

**Pathways**
Course leads to Stage 1 Chemistry B.

### Chemistry B
**1CME10**

<table>
<thead>
<tr>
<th>SACE Credits</th>
<th>10 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory or Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>

**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 social and environmental impact of human use of the products developed from these resources. 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**
The design and content of the program is determined at the school level. Topics covered in Chemistry B include:

- Chemical Calculations
- Reaction Types
- Options - Investigation (II).

**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 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.
Year 11

Nutrition
1NUT10

SACE Credits
10 credits

Compulsory or Elective
Elective

Pre-requisites
Year 10 Science

Length of Course
Semester

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
1PYS10

SACE Credits
10 credits

Compulsory or Elective
Elective

Course Description
The study of Physics offers opportunities for students to understand and appreciate the natural world. This subject requires the interpretation of physical phenomena through a study of motion in two dimensions, electricity and magnetism, light and matter, and atoms and nuclei. As well as applying knowledge to solve problems, students develop experimental, investigation design, information, and communication skills through practical and other learning activities. Students gather evidence from experiments and research and acquire new knowledge through their own investigations.

Content
The design and content of the program is determined at the school level. Areas of study and topics covered include:

- Motion
- Forces
- Nuclear Energy

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 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 Physics B.

Physics B
1PYS10

SACE Credits
10 credits

Compulsory or Elective
Elective

Course Description
The study of Physics offers opportunities for students to understand and appreciate the natural world. This subject requires the interpretation of physical phenomena through a study of motion in two dimensions, electricity and magnetism, light and matter, and atoms and nuclei. As well as applying knowledge to solve problems, students develop experimental, investigation design, information, and communication skills through practical and other learning activities. Students gather evidence from experiments and research and acquire new knowledge through their own investigations.

Content
The design and content of the program is determined at the school level. Areas of study and topics covered include:

- Motion in two dimensions: circular and projectile
- Momentum
- Fields – electrical, gravitational and magnetic
- Work, energy and power

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 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 Physics.
Psychology
1PSC10

SACE Credits
10 credits

Compulsory or Elective
Elective

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

Length of Course
Semester

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.
## Requirements for completing the SACE

Please see overview on page 19 for Stage 2 subjects 2017 onwards

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.

### Subjects

<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>Y</td>
<td></td>
<td>10</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>2MFC10 Music - Solo Performance</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 four (40 credits).*

### Business, Enterprise & Technology

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Semester</th>
<th>Full Year</th>
<th>SACE Credits</th>
</tr>
</thead>
<tbody>
<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>Y</td>
<td></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>
</tbody>
</table>

### Cross Disciplinary Studies

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Semester</th>
<th>Full Year</th>
<th>SACE Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Studies (Teacher recommendation)</td>
<td>Y</td>
<td>Y</td>
<td>10 or 20</td>
</tr>
<tr>
<td>2RPB10 Research Project B (Semester 1 only)</td>
<td></td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

### English

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Semester</th>
<th>Full Year</th>
<th>SACE Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Pre Literary Studies</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>English</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>Essential English</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>English as an Additional Language</td>
<td></td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

### Health & Physical Education

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Semester</th>
<th>Full Year</th>
<th>SACE Credits</th>
</tr>
</thead>
<tbody>
<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>2CSO20 Child Studies</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>
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<tr>
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<td>2GPY20 Geography Studies</td>
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<td>2LEG20 Legal Studies</td>
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<td>2NUT20 Nutrition</td>
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<tr>
<td>2PSC20 Psychology</td>
<td></td>
<td>Y</td>
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</tr>
</tbody>
</table>
**Music - Ensemble Performance**

**2MBL10**

**SACE Credits**
10 credits

Students studying Stage 2 Music need to choose a minimum of two Music subjects (20 credits) and may study up to five of which four can be used / 40 credits) for an ATAR.

**Compulsory or Elective**
Elective

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

**Length of Course**
Year

**Course Description**
This subject develops students' skills on a chosen instrument or their voice and the application of these skills and other musical knowledge in an ensemble. Students present a minimum of 20 minutes of prepared music for assessment prior to selecting their best 10-12 minutes for External Assessment. All assessments are video recorded.

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

**School-based Assessment**

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

**External Assessment**

External Assessment:

- Final Performance (10-12 Mins) 30%

Students perform in the ensemble in a practical examination. Students are required to perform individual selections from their parts in the final performance. The Final Performance is marked by external assessors with reference to the performance standards.

- **Music - Musicianship**

**2MNP10**

**SACE Credits**
10 Credits

Students studying Stage 2 Music need to choose a minimum of two Music subjects (20 credits) and may study up to five of which four can be used / 40 credits) for an ATAR.

**Compulsory or Elective**
Elective

**Pre-requisites**
Stage 1 Music Advanced Program A & B

**Length of Course**
Year

**Course Description**
This is a rigorous course of study that extends and challenges student's knowledge and understanding of theoretical concepts through the study of Jazz related harmony. It develops aural acuity in a highly specialised manner through the aural identification and recognition of music and sound. Concepts are consolidated through weekly assignments and assessed through two skills development tests and an end of year examination. Students work on a notated musical arrangement utilising skills learnt and demonstrating competency and creativity in giving an original treatment to an existing piece of music. The arrangement is packaged with a score and audio recording along with a statement outlining ideas used and the intention of the arrangement and submitted to SACE for moderation.

**Assessment**
Students have the opportunity to demonstrate their learning through the following assessment types:

**School-based Assessment**

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type 1: Skills Development</td>
<td>30%</td>
</tr>
<tr>
<td>Skills Development Test 1</td>
<td></td>
</tr>
<tr>
<td>Skills Development Test 2</td>
<td></td>
</tr>
<tr>
<td>Type 2: Arrangement</td>
<td>40%</td>
</tr>
</tbody>
</table>

**External Assessment**

External Assessment: Examination 30%

One hour of the Examination is responding to aural and theoretical questions from a CD of recorded samples and 30 minutes is used to complete a harmonic accompaniment to a given melody.
Music - Individual Study
2MVS10

SACE Credits
10 credits

Students studying Stage 2 Music need to choose a minimum of two Music subjects (20 credits) and may study up to five of which four can be used / 40 credits) for an ATAR.

Compulsory or Elective
Elective

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

Length of Course
Year

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:

School-based Assessment Weighting
Folio 30%
Product 40%

External Assessment
Report 30%

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

Music - Technology
2MHY10

SACE Credits
10 credits

Students studying Stage 2 Music need to choose a minimum of two Music subjects (20 credits) and may study up to five of which four can be used / 40 credits) for an ATAR.

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.

Length of Course
Year

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:

School-based Assessment Weighting
Folio of Minor Projects with Commentaries:
• Assessment Type 1: 3 minor projects 40%
• Assessment Type 2: 2 minor projects 30%

External Assessment
External Assessment: Major Project 30%

The Major Project with Commentary is marked by external assessors with reference to performance standards.
Music - Solo Performance
2MFC10

SACE Credits
10 credits

Students studying Stage 2 Music need to choose a minimum of two Music subjects (20 credits) and may study a maximum of four (40 credits).

Compulsory or Elective
Elective

Pre-requisites
Stage 1 Music Programs (20 credits).
Solo performance students need to consult with their instrumental teachers in conjunction with the Head of Music.

Length of Course
Year

Course Description
This subject develops students' skills on a chosen instrument or the voice and the application of these skills, musical understanding, and aesthetic awareness in a solo performance. Performance skills are practised and refined through weekly performance workshops where students receive supportive feedback from the cohort. Students present a minimum of 18 minutes of prepared music for assessment prior to selecting their best 10-12 minutes for external assessment.

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

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

- External Assessment
  - Final Performance (10-12 mins) 30%

Students perform in a practical examination. The Final Performance is marked by external assessors with reference to performance standards. All assessments are video recorded.

Visual Arts - Art
2VAA20

SACE Credits
20 credits

Compulsory or Elective
Elective

Pre-requisites
At least one semester of Stage 1 Art

Length of Course
Year

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.

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

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
2ACG20

SACE Credits
20 credits

Compulsory or Elective
Elective

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. This includes a range of problem questions, including short answer and extended response questions. Problem questions integrate the key skills, knowledge and understanding from all sections of the content with a focus on the knowledge, skills, applications, analysis and interpretation involved in accounting practice. The examination will be marked by external assessors with reference to the performance standards.

Business & Enterprise
2BUE20

SACE Credits
20 credits

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. They have the opportunity to reflect on current issues in business and enterprise, and make informed decisions. Students evaluate the impact and effect of business, enterprises, and technology on the well being and lifestyle of individuals, communities, the economy, and the environment.

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:

School-based Assessment
Folio 30%
Practical 20%
Issues Study 20%

External Assessment
Report 30%

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 2IPR20

SACE Credits
20 credits

Compulsory or Elective
Elective

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:

School-based Assessment
- Practical Skills: 40%
- Issues Analysis: 30%

External Assessment
- Product and Documentation: 30%

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 2TOS20

SACE Credits
20 credits

Compulsory or Elective
Elective

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:
1. Planning & managing sustainable tourism
2. Evaluating the nature of work in the tourism industry
3. Traveller’s perceptions and interaction of host community and visitor
4. Operations and structures of the tourism industry

Topics:
1. The impacts of tourism
2. Special interest tourism
3. Responsible tourism

Assessment

School-based Assessment
- Folio: 20%
- Practical Activity: 25%
- Investigation: 25%

External Assessment
- Examination: 30%
Workplace Practices
2WPC20

SACE Credits
20 credits

Compulsory or Elective
Elective

Pre-requisites
None

Length of Course
Year

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
2RPB10

SACE Credits
10 credits

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

Pre-requisites
None

Length of Course
Semester 1 only

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
Folio
Outcome

External Assessment
Evaluation

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 demonstration, development, and evaluation of the selected capability will be incorporated in the external assessment of this subject.
English Pre- Literary Studies

SACE Credits
20 credits

Compulsory or Elective
Elective

Pre-requisites
Recommended B grade or better in Stage 1 English Pre Literary Studies A & B, and teacher recommendation.

Length of Course
Year

Course Description
Stage 2 English Pre 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 (70%)
- Assessment Type 1: Responding to Texts (50%)
- Assessment Type 2: Creating Texts (20%)

External Assessment (30%)
- Assessment Type 3: Text Study:
  - Comparative Text Study (15%)
  - Critical Reading (15%)

The Stage 2 English Pre 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.
SACE Credits
20 credits

Compulsory or Elective
Elective

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

Length of Course
Year

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 on 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 70%
  Assessment Type 2: Creating Texts 30%

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.
Essential English

SACE Credits
20 credits

Compulsory or Elective
Teacher Recommendation

Pre-requisites
At least a C grade in Stage 1 Essential English A & B or Stage 1 English A & B.

Length of Course
Year

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 (70%)
  Assessment Type 1: Responding to Texts (30%)
  Assessment Type 2: Creating Texts (40%)

External Assessment (30%)
  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.
English as an Additional Language

SACE Credits
20 credits

Compulsory or Elective
Elective

Pre-requisites
Recommend a B grade or better in Stage 1 English as an Additional Language 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.

Length of Course
Year

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 (70%)
Assessment Type 1: Academic Literacy Study (30%)
Assessment Type 2: Responses to Texts (40%)

External Assessment (30%)
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.
Health & Physical Education

Child Studies
2CSD20

<table>
<thead>
<tr>
<th>SACE Credits</th>
<th>20 credits</th>
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</thead>
<tbody>
<tr>
<td>Compulsory or Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Length of Course</td>
<td>Year</td>
</tr>
</tbody>
</table>

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: 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
2FOH20

<table>
<thead>
<tr>
<th>SACE Credits</th>
<th>20 credits</th>
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</thead>
<tbody>
<tr>
<td>Compulsory or Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Length of Course</td>
<td>Year</td>
</tr>
</tbody>
</table>

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: 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
2PHE20

SACE Credits
20 credits

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

Length of Course
Year

Compulsory or Elective
Elective

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:

School-based Assessment
Practical
Folio

Weighting
50%
20%

External Assessment
Examination

Weighting
30%

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.
Classical Studies
2CLS20

SACE Credits
20 credits

Compulsory or Elective
Elective

Length of Course
Year

Pre-requisites
The study of Stage 1 History is an advantage, but not essential. Stage 1 English provides a useful background.

Course Description
This subject is divided into three sections:

- Greek and Roman Literature
- Greek and Roman Society, History and Culture
- Special Study.

Content
The literature is approached in the same manner as in English, with a study of the plot, themes, characterisation and language. The study of society focuses on Athens and Sparta and the political, social, economic and cultural roles of their inhabitants.

The topics studied in this class are:

- *The Odyssey* by Homer
- Plays by Euripides & Sophocles
- Greek Society - 5th century B.C.

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

**School-based Assessment**
- Folio
  - Weighting: 40%
- Essays
  - Weighting: 30%

**External Assessment**
- Special Study
  - Weighting: 30%

Grades are determined by reference to the SACE Performance Standards. Students undertake four to six folio assessments, three essays and one special study.
Year 12

Geography 2GPY20

SACE Credits
20 credits

Pre-requisites
At least a C in Stage 1 Geography or English

Length of Course
Year

Compulsory or Elective
Elective

Course Description
The discipline of geography deals with diverse environmental phenomena and human activities, including natural hazards, landforms, tourism, economic development, agriculture, and urban planning. Geography students develop an understanding of how people interact with environments differently in different places and at different times, and of the opportunities and challenges for, and constraints to, such interactions. An important component of geographical inquiry in the 21st Century is awareness that people are dependent on increasingly threatened human and physical environments. Students use spatial technologies to investigate contemporary issues, and develop knowledge and skills that enable them to contribute to the sustainable use of the Earth's physical and human environments.

Content
Core Topic - Population, Resources, and Development:
This topic introduces students to the key factors that influence human interactions with the natural environment, including population pressure and the level of consumption. Students will investigate the factors involved in population change. Students become familiar with issues related to the use of resources and the concept of an ecological footprint is studied in relation to countries at different stages of development. The ecosystem model is used to explore the complexity of potential impacts of resource use on the environment and the need for sustainable development.

Option Topics:
Students must complete an individual fieldwork report and an inquiry related to two option topics.

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fieldwork</td>
<td>25%</td>
</tr>
<tr>
<td>Inquiry</td>
<td>20%</td>
</tr>
<tr>
<td>Folio</td>
<td>25%</td>
</tr>
</tbody>
</table>

External Assessment
Examination 30%

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

SACE Credits
20 credits

Compulsory or Elective
Elective

Length of Course
Year

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>Weighting</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

2MOH20

SACE Credits
20 credits

Compulsory or Elective
Elective

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
• Depth study
• 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 Weighting
Folio 50%
Special Study Essay 20%

External Assessment
External Exam 30%

The Folio will consist of all school assignments, usually numbering 6 – 8 over the year.

The Modern History Subject Outline on the SACE website 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

2ITC20

SACE Credits
20 credits

Compulsory or Elective
Elective

Pre-requisites
Satisfactory completion of a full year of SACE Stage 1 Italian Continuers. Students should have the ability to express ideas fluently and accurately in Italian oral and written activities, including a reasonable understanding of the functions of grammar in Italian and English.

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. They 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 Weighting
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.
Specialist Mathematics

SACE Credits
20 credits

Compulsory or Elective
Elective

Length of Course
Year

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 subject outline by the SACE board in Term 4, 2016.

- 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%

Mathematical Methods

SACE Credits
20 credits

Compulsory or Elective
Elective

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 subject outline by the SACE board in Term 4, 2016.

- 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%
### General Mathematics

<table>
<thead>
<tr>
<th>SACE Credits</th>
<th>20 credits</th>
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</thead>
<tbody>
<tr>
<td>Compulsory or Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Length of Course</td>
<td>Year</td>
</tr>
</tbody>
</table>

**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 subject outline by the SACE board in Term 4, 2016.*

- **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 Non Linear Relationships**
  Students examine the geometric growth model and extend this to the continuous exponential function model. Applications of exponential functions set in a variety of contexts are studied with a view to solving problems and making predictions.

- **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

<table>
<thead>
<tr>
<th>SACE Credits</th>
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</thead>
<tbody>
<tr>
<td>Compulsory or Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Length of Course</td>
<td>Year</td>
</tr>
</tbody>
</table>

**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 subject outline by the SACE board in Term 4, 2016.*

- **Scales, Plans, and Models**
  Students investigate the properties of plane shapes and solids, and construct the nets of a range of three dimensional shapes. Students also develop practical skills in measuring and scaling down.

- **Measurement**
  Students consider practical problems in two and three dimensions. Pythagoras’ theorem and the trigonometry of right and non right triangles enable students to solve triangles 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%
  - Practical Reports: 40%

- **External Assessment**
  - Examination: 30%
Religion Studies
2REL10

SACE Credits
10 credits

Compulsory or Elective
Compulsory

Course Description
Students focus on an aspect of religion or spirituality within and across traditions, and explore the religious basis of an ethical or social justice issue. They 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
Students study the core topic and one option topic. The chosen option is Christianity.

Core Topic:
- Overview of Religion

Option Topic:
- Christianity

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
2CME20

SACE Credits
20 credits

Compulsory or Elective
Elective

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.
## 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:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigations Folio</td>
<td>40%</td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>30%</td>
</tr>
</tbody>
</table>

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

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-.

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## Nutrition
### 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:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
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</thead>
<tbody>
<tr>
<td>Investigations Folio</td>
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</table>

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

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
2PSC20

SACE Credits
20 credits

Compulsory or Elective
Elective

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
- 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.

Physics
2PYS20

SACE Credits
20 credits

Compulsory or Elective
Elective

Pre-requisites
Successful completion of Stage 1 Physics.

Length of Course
Year

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.
Be a MacKillop girl...

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