



# 2020

## Curriculum Handbook



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Mary MacKillop College  
Kensington

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# Our vision

To be an outstanding Catholic girls' school that is known for excellence in education and leadership for girls, pastoral care and academic results.

This excellence is brought to fruition through holistic, inspiring and enabling education that leads our students to 'Know more, Do more and Be more'.



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FROM THE  
**Principal**





## 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 pathway, informed by what they enjoy doing and where they are drawn to. While university and career information is important, an often overlooked aspect is what students enjoy doing outside school, what they read about and what interests them.

The 2020 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 2020. 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**





# THE CURRICULUM AT **Mary MacKillop College**

The Australian Curriculum forms the core learning outcomes for all subject areas.

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

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

The Australian Curriculum has three key design features:

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

The content descriptions specify what teachers are expected to teach. They include the knowledge, understanding and skills for each learning area as students progress through schooling.

The content descriptions provide a well researched scope and sequence of teaching, within which teachers determine how best to cater for individual students' learning needs and interests.

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

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

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

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

Students in the middle years are exposed to a broad curriculum of compulsory subjects with some elective choices. 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 needs of all students.

The SACE Board has begun the implementation of the Australian Curriculum in a variety of subjects for students in Years 11 and 12.

For further information, the Australian Curriculum is published online at [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au).







# THE SOUTH AUSTRALIAN CERTIFICATE OF Education (SACE)

## What is the SACE?

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

The certificate is based on two stages of achievement:

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

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

## How do students get the SACE?

Most students gain their SACE over three years of study.

There are two stages:

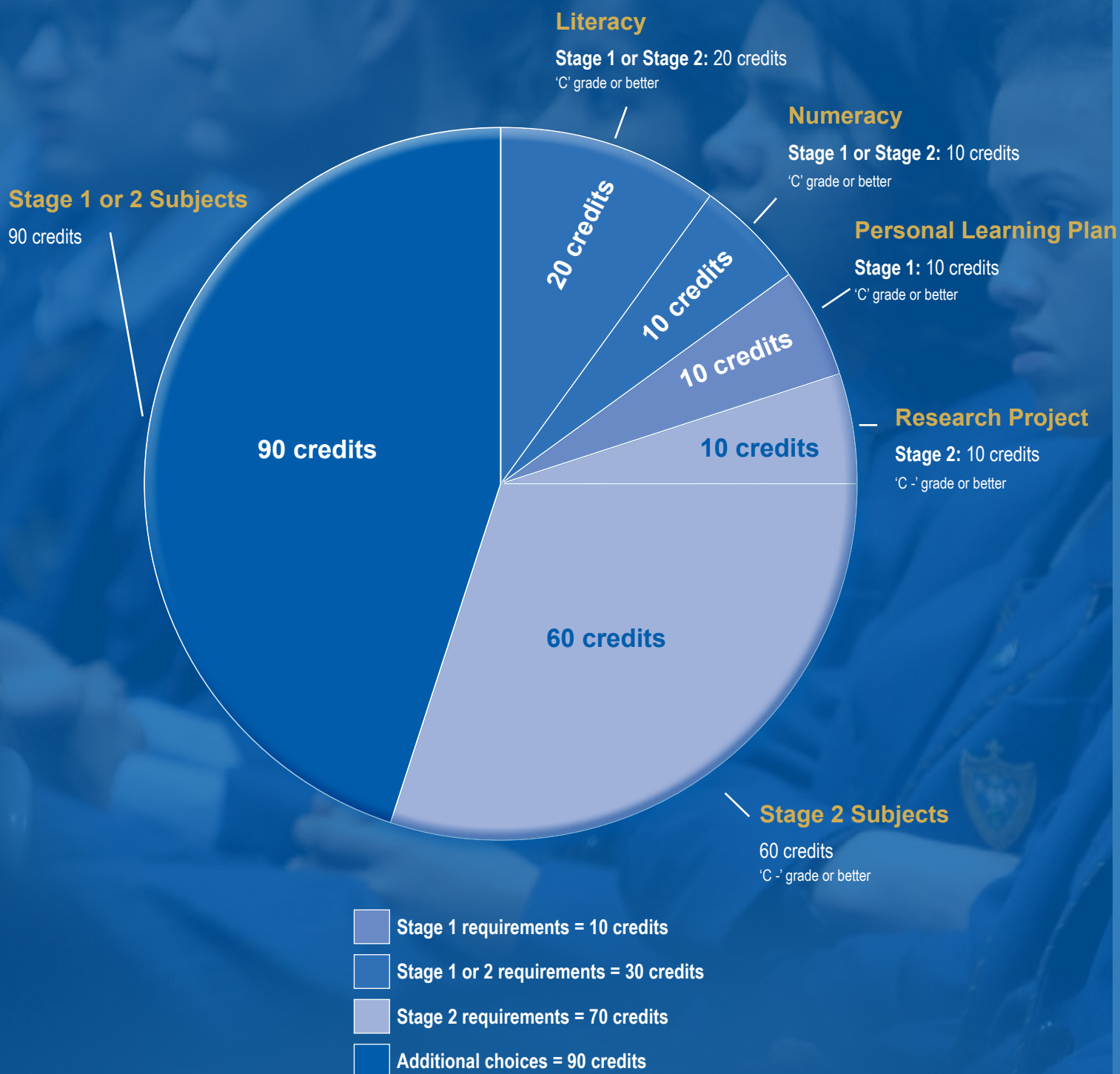
- Stage 1, which most students do in Year 11, except for the Personal Learning Plan, which most will do in Year 10
- Stage 2, which most students do in Year 12.

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

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

\*Most students will complete subjects and courses with more than 70 credits at Stage 2.





**SACE = 200 credits**



# THE SOUTH AUSTRALIAN CERTIFICATE OF Education (SACE)

## What is the Personal Learning Plan?

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

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

## What is Community Learning?

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

### 1. Community Developed Programs

Many community organisations develop their own learning programs, which students can undertake and obtain credits towards their SACE. These include programs such as:

- Duke of Edinburgh's Award
- Royal Life Saving Society
- SA Country Fire Service
- Scouts SA
- Australian Music Examination Boards (Grades 5 – 8)
- Australian Army Cadets.

### 2. Self Directed Community Learning

Students may be involved in a program or course outside school which is not formally accredited, but students may still receive SACE credits for. This could include:

- participating in a sport at an elite level
- acting as a carer for an elderly or invalid person
- teaching others a specialised skill
- gaining a pilot's license.

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

## University and TAFE Entry

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

Full details of university and TAFE entry requirements for 2021 will be included in the Tertiary Entrance Booklet 2019, 2020, 2021 to be published by SATAC - the South Australian Tertiary Admissions Centre in August 2019.

Visit the SATAC website for more information: [www.satac.edu.au](http://www.satac.edu.au), or for TAFE [www.tafesa.edu.au](http://www.tafesa.edu.au).



## Students with Disabilities

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

## Special Provisions

Special provisions are special arrangements for students who may be in a situation where an illness, impairment, learning difficulty or unforeseen incident has made completing their assessment difficult.

Students applying for special provisions need to provide evidence of their impairment, learning difficulty, or unforeseen circumstance. The school will determine eligibility for special provisions based on evidence from teachers, medical experts and families.

For more information about special provisions, visit: [www.sace.sa.edu.au/web/special-provisions](http://www.sace.sa.edu.au/web/special-provisions).

## Students Online

Students Online is a one-stop location 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/](http://www.sace.sa.edu.au/connect/).

## Further information

Visit the SACE website at [www.sace.sa.edu.au](http://www.sace.sa.edu.au) for more information about the SACE.

## VET 2020

### 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 a variety of Registration Training Organisations.

Students intending on pursuing VET opportunities should discuss this with Mrs Swain or the Year Level Pastoral Care Co-ordinator.

# UNIVERSITY ENTRY REQUIREMENTS 2021

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 (Australian Tertiary Admission Rank)
- meet any pre-requisite subject requirements for the course/program.

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

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

(Normally 10 credit subjects do not count towards this requirement but some 10 credit subjects in the same area, when studied in pairs, can substitute for a 20 credit subject. These are called Valid Pairs.)





# TAFE ENTRY REQUIREMENTS 2021

TAFE SA courses offered through SATAC - the South Australian Tertiary Admissions Centre - have different admission criteria.

Each award course has specific admission criteria which can be found on the website at [www.tafesa.edu.au](http://www.tafesa.edu.au). Many certificate courses have no entry requirements.

Some courses require students to demonstrate satisfactory skills in reading, writing and numeracy through the Core Skills Profile for Adults (CSPA) test.

To access subsidised training at Diploma or Advanced Diploma level, students need to have met the following criteria:

- SACE completion
- achievement of a satisfactory result in the CSPA
- a previous Certificate IV or higher

Some courses have limited places and are defined as *competitive* courses. To enter a competitive course, students must demonstrate satisfactory results in the CSPA and possibly an audition/written assessment or portfolio submission may be requested.

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](http://www.tafesa.edu.au) for all relevant and updated course information.

This website will always hold the current information.

# LEARNING AREA

## Overview 2020

Learning Area	Year 7	Year 8	Year 9
<b>The Arts</b>	<ul style="list-style-type: none"> <li>• Art</li> <li>• Dance</li> <li>• Drama</li> <li>• Music Experience</li> <li>• Music Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Art</li> <li>• Dance</li> <li>• Drama</li> <li>• Music Experience</li> <li>• Music Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Art A</li> <li>• Art B</li> <li>• Dance</li> <li>• Drama A</li> <li>• Drama B</li> <li>• Music Experience</li> <li>• Music Specialist</li> </ul>
<b>Business, Enterprise &amp; Technology</b>	<ul style="list-style-type: none"> <li>• Digital Technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Digital Technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Digital Technologies A</li> <li>• Digital Technologies B</li> </ul>
<b>Cross Disciplinary Studies</b>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>English</b>	<ul style="list-style-type: none"> <li>• English</li> </ul>	<ul style="list-style-type: none"> <li>• English</li> </ul>	<ul style="list-style-type: none"> <li>• English</li> </ul>
<b>Health &amp; Physical Education</b>	<ul style="list-style-type: none"> <li>• Home Economics</li> <li>• Health &amp; Physical Education</li> <li>• Physical Education Specialist Sport - Netball or Soccer</li> </ul>	<ul style="list-style-type: none"> <li>• Food &amp; Fabric</li> <li>• Health &amp; Physical Education</li> <li>• Physical Education Specialist Sport - Netball or Soccer</li> </ul>	<ul style="list-style-type: none"> <li>• Global Cuisine &amp; Fabric Technology</li> <li>• Nutrition &amp; Textiles</li> <li>• Health &amp; Physical Education</li> <li>• Physical Education Specialist Sport- Netball or Soccer</li> </ul>
<b>Humanities &amp; Social Sciences</b>	<ul style="list-style-type: none"> <li>• Humanities</li> </ul>	<ul style="list-style-type: none"> <li>• Humanities</li> </ul>	<ul style="list-style-type: none"> <li>• Geography</li> <li>• History</li> </ul>
<b>Languages</b>	<ul style="list-style-type: none"> <li>• Italian</li> </ul>	<ul style="list-style-type: none"> <li>• Italian</li> </ul>	<ul style="list-style-type: none"> <li>• Italian</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics</li> </ul>
<b>Religious Education</b>	<ul style="list-style-type: none"> <li>• Religious Education</li> </ul>	<ul style="list-style-type: none"> <li>• Religious Education</li> </ul>	<ul style="list-style-type: none"> <li>• Religious Education</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Science</li> </ul>	<ul style="list-style-type: none"> <li>• Science</li> </ul>	<ul style="list-style-type: none"> <li>• Science</li> </ul>



Year 10	Year 11 SACE Stage 1	Year 12 SACE Stage 2
<ul style="list-style-type: none"> <li>• Dance (Stage 1)</li> <li>• Drama</li> <li>• Music A Specialist</li> <li>• Music B Specialist</li> <li>• Music C Music Media</li> <li>• Visual Arts - Design</li> <li>• Visual Arts - Art A</li> <li>• Visual Arts - Art B</li> </ul>	<ul style="list-style-type: none"> <li>• Dance A &amp; B 1DAE10 (10 or 20 credits)</li> <li>• Drama 1DRM10 (10 credits)</li> <li>• Music Advanced 1MVD10 (2 x 10 credits)</li> <li>• Music Experience 1MXE10 (2 x 10 credits)</li> <li>• Visual Arts - Art A &amp; B 1VAA10 (2 x 10 credits)</li> <li>• Visual Arts - Design 1VAD10 (10 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• Dance 2DAE20 (20 credits)</li> <li>• Music Explorations 2MEX20 (20 credits)</li> <li>• Music Performance Ensemble 2MEB10 (10 credits)</li> <li>• Music Performance Solo 2MSO10 (10 credits)</li> <li>• Music Studies 2MSI20 (20 credits)</li> <li>• Visual Arts - Art 2VAA20 (20 credits)</li> </ul>
<ul style="list-style-type: none"> <li>• Digital Technologies A</li> <li>• Digital Technologies B</li> </ul>	<ul style="list-style-type: none"> <li>• Business Innovation 1BNV10 (10 credits)</li> <li>• Information Processing &amp; Publishing 1IPR10 (10 credits)</li> <li>• Tourism 1TOS10 (10 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• Business Innovation 2BNV20 (20 credits)</li> <li>• Information Processing &amp; Publishing 2IPR20 (20 credits)</li> <li>• Tourism 2TOS20 (20 credits)</li> </ul>
<ul style="list-style-type: none"> <li>• Personal Learning Plan 1PLP10 (10 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• Research Project A or B 2RPA/B10 (10 credits)</li> </ul>
<ul style="list-style-type: none"> <li>• English</li> </ul>	<ul style="list-style-type: none"> <li>• English A &amp; B 1ESH10 (2 x 10 credits)</li> <li>• Essential English A &amp; B 1ETE10 (2 x 10 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• English 2ESH20 (20 credits)</li> <li>• Essential English 2ETE20 (20 credits)</li> <li>• English Literary Studies 2ELS20 (20 credits)</li> </ul>
<ul style="list-style-type: none"> <li>• Commercial Cookery &amp; Garment Construction</li> <li>• Creative Culinary &amp; Textile Design</li> <li>• Physical Education A &amp; B</li> </ul>	<ul style="list-style-type: none"> <li>• Child Studies 1CSD10 (10 credits)</li> <li>• Food &amp; Hospitality 1FOH10 (10 credits)</li> <li>• Physical Education A &amp; B 1PHD10 (2 x 10 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• Child Studies 2CSD20 (20 credits)</li> <li>• Food &amp; Hospitality 2FOH20 (20 credits)</li> <li>• Physical Education 2PHD20 (20 credits)</li> </ul>
<ul style="list-style-type: none"> <li>• Geography-Environmental Studies</li> <li>• History</li> </ul>	<ul style="list-style-type: none"> <li>• Geography 1GHY10 (10 credits)</li> <li>• Modern History 1MOD10 (10 credits)</li> <li>• Women's Studies 1WOM10 (10 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• Geography 2GHY20 (20 credits)</li> <li>• Modern History 2MOD20 (20 credits)</li> <li>• Women's Studies 2WOM20 (20 credits)</li> </ul>
<ul style="list-style-type: none"> <li>• Italian A &amp; B</li> </ul>	<ul style="list-style-type: none"> <li>• Italian Continuers A &amp; B 1ITC10 (2 x 10 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• Italian Continuers 2ITC20 (20 credits)</li> </ul>
<ul style="list-style-type: none"> <li>• Mathematics</li> <li>• Mathematics A</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics 1MAM10 (A, B, C, D) (up to 4 x 10 credits)</li> <li>• General Mathematics A &amp; B 1MGM10 (2 x 10 credits)</li> <li>• Essential Mathematics A &amp; B 1MEM10 (2 x 10 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist Mathematics 2MSC20 (20 credits)</li> <li>• Mathematical Methods 2MHS20 (20 credits)</li> <li>• General Mathematics 2MGM20 (20 credits)</li> <li>• Essential Mathematics 2MEM20 (20 credits)</li> </ul>
<ul style="list-style-type: none"> <li>• Religious Education</li> </ul>	<ul style="list-style-type: none"> <li>• Religion Studies 1REL10 (10 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• Religion Studies 2REL10 (10 credits)</li> </ul>
<ul style="list-style-type: none"> <li>• Science</li> </ul>	<ul style="list-style-type: none"> <li>• Biology A &amp; B 1BGY10 (2 x 10 credits)</li> <li>• Chemistry A &amp; B 1CEM10 (2 x 10 credits)</li> <li>• Nutrition 1NUT10 (10 credits)</li> <li>• Physics A &amp; B 1PYI10 (2 x 10 credits)</li> <li>• Psychology 1PSC10 (10 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• Biology 2BGY20 (20 credits)</li> <li>• Chemistry 2CEM20 (20 credits)</li> <li>• Nutrition 2NUT20 (20 credits)</li> <li>• Physics 2PYI20 (20 credits)</li> <li>• Psychology 2PSC20 (20 credits)</li> </ul>

# The Arts

7

## Art

Elective, Semester

## Dance

Elective, Semester

## Music - Experience

Elective, Semester

8

## Art

Elective, Semester

## Drama

Elective, Semester

## Music - Specialist

Elective, Year

9

## Art A

Elective, Semester 1

## Art B

Elective, Semester 2

## Dance

Elective, Semester

## Drama

Elective, Semester

## Music - Experience

Elective, Semester

## Music - Specialist

Elective, Year

10

## Visual Arts – Design

Elective, Semester

## Visual Arts – Art A

Elective, Semester 1

## Visual Arts – Art B

Elective, Semester 2

## Dance

Elective, Semester

## Drama A

Elective, Semester 1

## Drama B

Elective, Semester 2

## Music - Experience

Elective, Semester

## Music - Specialist

Elective, Year

11

## Visual Arts - Art A

1VAA10 Semester 1, (10 credits)

## Visual Arts - Art B

1VAA10 Semester 2, (10 credits)

## Visual Arts - Design

1VAD10 Semester, (10 credits)

## Dance A (Stage 1)

Elective, Semester 1, (10 credits)

## Dance B (Stage 1)

Elective, Semester 2, (10 credits)

## Drama

Elective, Semester

## Music A - Specialist

Elective, Semester 1

## Music B - Specialist

Elective, Semester 2

## Music C - Music Media

Elective, Semester

12

## Visual Arts - Art

2VAA20 (20 credits)

## Dance A

1DAE10 Semester 1, (10 credits)

## Dance B

1DAE10 Semester 2, (10 credits)

## Drama

1DRM10 Semester (10 credits)

## Music Advanced A & B

1MVD10 (2 x 10 credits)

## Music Experience A & B

1MXE10 (2 x 10 credits)

## Music Explorations

2MEX20 (20 credits)

## Music Performance Ensemble

2MBL10 (10 credits)

## Music Performance Solo

2MFC10 (10 credits)

## Music Studies

2MSI20 (20 credits)

## Dance

2DAE20 (20 credits)



# Business, Enterprise & Technology

7

**Digital Technologies**  
Elective, Semester

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

**Business Innovation**  
1BNV10 (10 credits)

**Information Processing & Publishing**  
1IPR10 (10 credits)

**Tourism**  
1TOS10 (10 credits)

12

**Business Innovation**  
2BNV20 (20 credits)

**Information Processing & Publishing**  
2IPR20 (20 credits)

**Tourism**  
2TOS20 (20 credits)

# English

7

**English**  
Compulsory, Full Year

8

**English**  
Compulsory, Full Year

9

**English**  
Compulsory, Full Year

10

**English**  
Compulsory, Full Year

11

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

**English A 1ESHA10**  
Compulsory  
Semester 1, 10 Credits

**Essential English B 1ETEB10**  
Compulsory  
Semester 2, 10 Credits

**English B 1ESHB10**  
Compulsory  
Semester 2, 10 Credits

*Teacher  
Recommended*

12

**Essential English  
2ETE20**  
Full Year  
20 Credits

**English  
2ESH20**  
Full Year  
20 Credits

**English Literary Studies  
2END20**  
Full Year  
20 Credits

*Teacher  
Recommended*

*Teacher  
Recommended*



# Health & Physical Education

7

**Introduction to Home Economics**  
Elective, Semester

**Health & Physical Education**  
Compulsory, Full Year

**Specialist Sport** - Netball or Soccer  
Elective, Semester 1

8

**Food & Fabric**  
Elective, Semester

**Health & Physical Education**  
Compulsory, Full Year

**Specialist Sport** - Netball or Soccer  
Elective, Semester 1

9

**Global Cuisine & Fabric Technology**  
Elective, Semester

**Nutrition and Textiles**  
Elective, Semester

**Health & Physical Education**  
Compulsory, Full Year

**Specialist Sport** - Netball or Soccer  
Elective, Semester 1

10

**Commercial Cooking & Garment Construction**  
Elective, Semester

**Creative Culinary & Textile Design**  
Elective, Semester

**Physical Education A**  
Elective, Semester 1

**Physical Education B**  
Elective, Semester 2

11

**Child Studies**  
1CSD10 Semester (10 credits)

**Food & Hospitality**  
1FOH10 Semester (10 credits)

**Physical Education A**  
1PHE10 Semester 1 (10 credits)

**Physical Education B**  
1PHE10 Semester 2 (10 credits)

12

**Child Studies**  
2CSD20 (20 credits)

**Food & Hospitality**  
2FOH20 (20 credits)

**Physical Education**  
2PHE20 (20 credits)

# Humanities & Social Sciences

7

## Humanities

Compulsory, Full Year

8

## Humanities

Compulsory, Full Year

9

## Geography

Compulsory, Semester

## History

Compulsory, Semester

10

## Geography - Environmental Studies

Elective, Semester

## History

Compulsory, Semester

11

## Geography

1GHY10 Semester, (10 credits)

## Modern History

1MOD10 Semester, (10 credits)

## Women's Studies

1WOM10 Semester, (10 credits)

12

## Geography

2GHY20 (20 credits)

## Modern History

2MOD20 (20 credits)

## Women's Studies

2WOM20 (20 credits)



# Languages

7

## Italian

Compulsory, Full Year

8

## Italian

Compulsory, Full Year

9

## Italian

Compulsory, Full Year

10

## Italian A

Elective, Semester 1

## Italian B

Elective, Semester 2

11

## Italian Continuers A

1ITC10 (10 credits) Semester 1

## Italian Continuers B

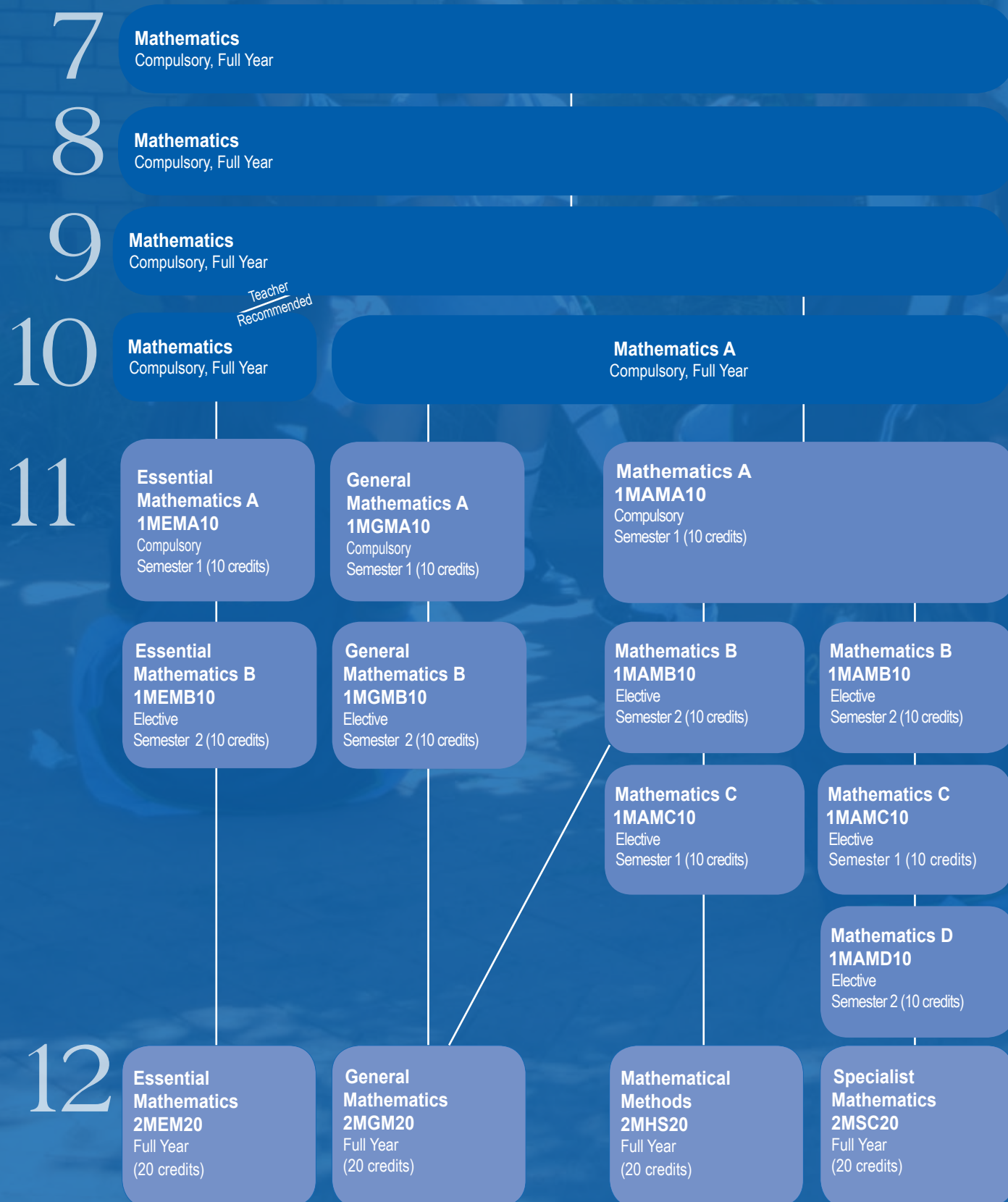
1ITC10 (10 credits) Semester 2

12

## Italian Continuers

2ITC20 (20 credits) Full Year

# Mathematics





# Religious Education

7

**Religious Education**  
Compulsory, Full Year



8

**Religious Education**  
Compulsory, Full Year



8

**Religious Education**  
Compulsory, Full Year



9

**Religious Education**  
Compulsory, Full Year



10

**Religious Education**  
Compulsory, Full Year



11

**Religion Studies**  
Compulsory, Semester  
1REL10 (10 credits)



12

**Religion Studies**  
Compulsory  
2REL10 (10 credits)

# Science

7

## Science

Compulsory, Full Year



8

## Science

Compulsory, Full Year



9

## Science

Compulsory, Full Year



10

## Science

Compulsory, Full Year



11

## Biology

1BGY10 (2 x 10 credits)

## Chemistry

1CEM10 (2 x 10 credits)

## Nutrition

1NUT10 (10 credits)

## Physics

1PYI10 (2 x 10 credits)

## Psychology

1PSC10 (10 credits)



12

## Biology

2BGY20 (20 credits)

## Chemistry

2CEM20 (20 credits)

## Nutrition

2NUT20 (20 credits)

## Physics

2PYI20 (20 credits)

## Psychology

2PSC20 (20 credits)



# YEAR 7

## Subjects

The Year 7 curriculum at Mary MacKillop College, is based on the framework of the Australian Curriculum. This will enable students to experience all subject areas and to discover their learning strengths. Compulsory subjects are Religious Education, English, Humanities & Social Sciences, Mathematics, Science, Physical Education and Italian. All Year 7 students will study elective subjects that will allow them to explore areas of interest and develop skills for further study.

Compulsory subjects	Semester	Full Year
<b>English</b>		
English		Y
<b>Health &amp; Physical Education</b>		
Health & Physical Education		Y
<b>Humanities &amp; Social Sciences</b>		
Humanities		Y
<b>Languages</b>		
Italian		Y
<b>Mathematics</b>		
Mathematics		Y
<b>Religious Education</b>		
Religious Education		Y
<b>Science</b>		
Science		Y
Elective subjects (students choose 4 semester elective subjects)	Semester	Full Year
<b>The Arts</b>		
Art	Y	
Dance	Y	
Drama	Y	
Music Experience	Y	
Music Specialist		Y
<b>Business, Enterprise &amp; Technology</b>		
Digital Technologies	Y	
<b>Health &amp; Physical Education</b>		
Home Economics	Y	
Specialist Sport - Netball or Soccer (instead of Semester 1 Health & Physical Education)	Y	

The College has a BYOD program and the recommended device for Year 7 students is an iPad.

# Art

# Dance

## Length of Course

Semester

## Compulsory or Elective

Elective

## Course Description

Students are introduced to skills and concepts encompassing drawing, painting, colour theory and clay sculpture.

Students develop decision making and problem solving skills and build self-confidence as creative individuals.

Students work independently and collaboratively in the following areas:

### Art Practical

- Elements of Art; line, texture and colour
- Painting
- 3D Sculpture; clay

### Art Theory

- Colour theory
- Egyptian art

## Assessment

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

## Pathways

Course leads to Year 8 Art.

## Length of Course

Semester

## Compulsory or Elective

Elective

## Course Description

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

This course focusses on the styles of jazz, contemporary and cultural styles. Fundamental movement skills, technical skills, expressive skills, improvisation and safe dance practices, will be taught in conjunction with various choreographic devices.

By the end of the semester, students should demonstrate progress with:

- Strength
- Balance
- Alignment
- Flexibility
- Endurance
- Performance skills
- Confidence and expression
- Clarity and extension of movement
- Projection and musicality
- Choreographic skill and understanding

## Assessment

The assessments for this course will include a variety of practical and written components that will be assessed in both a formative and summative manner. Assessments may be based on technical skills, dance reviews and reflections, and the composition of a piece of group choreography.

## Pathways

Course leads to Year 8 Dance.



# Drama

# Music Experience

## Length of Course

Semester

## Compulsory or Elective

Elective

## Course Description

This course is an introduction to Drama aimed at developing students' confidence and focus. They will learn how to clarify their performance and develop expressive skills. Through workshops and performances, students will explore and develop issues, ideas and themes. They will have opportunities to plan and rehearse drama in a supportive environment and view a theatre performance or film where they will learn about viewing techniques.

The course content includes:

- Trust
- Tableaux
- Voice
- Movement
- Puppetry

## Assessment

Students will participate in class workshops.

Assessment will include individual and collaborative work

Students will be assessed on their knowledge of the topics through both theory and practical assessments:

- Participation in trust, voice and movement workshops
- Tableaux practical group assessment
- Creation of a puppet and performance in a scripted puppetry play
- Reviewing techniques

## Pathways

Course leads to Year 8 Drama.

## Length of Course

Semester

## Compulsory or Elective

Elective

## Course Description

This course is designed to introduce students to music making through singing, rhythmic work and chords. Students are introduced to musical concepts and begin to build skills in voice, guitar, bass and drum-kit.

Students will participate in Rock Band and Vocal Groups.

Students will also have the opportunity to focus on vocal exploration and development and through the Year 7 Vocal Group, students will find their voice, while developing awareness of pitch and vocal intonation. The Vocal class aims to build confidence around singing and expression.

## Assessment

Assessment will be based on participation and application of practical skills on:

- drums
- guitar
- bass guitar
- voice

Assessment also includes collaboration, organisational abilities and culminates with live performance to an audience.

## Pathways

Course leads to Year 8 Music Experience or Year 8 Music Specialist upon recommendation.

# Music Specialist

# Digital Technologies

## Length of Course

Year

## Compulsory or Elective

Elective

## Course Description

This is a practical course with hands-on music learning on an instrument in a Big Band or Concert Band. Students will be provided with a take home instrument as well as group tuition on woodwind or brass instrument. A small number of students may specialise in percussion or keyboard/bass. Students will participate in:

- Woodwind or brass group tuition
- Year 7 Specialist Big Band rehearsal or Concert Band rehearsal

Students may choose to learn a second instrument from the list below to supplement their musical experience obtained from their principal instrument. To ensure a balanced ensemble students may choose or be selected to focus on one of the following instruments:

- alto saxophone
- trumpet
- trombone
- bass guitar
- keyboard
- percussion
- flute
- clarinet

Students will develop skills in music notation reading, aural, ensemble and teamwork, routines and organisation, coordination and instrument specific technique. All concepts are taught through the Essential Elements tutor method and online Hal Leonard resources.

## Assessment

Assessment will be based on participation, collaboration, organisation and performance, including composition and editing tasks.

## Pathways

Course leads to Year 8 Music Specialist.

## Length of Course

Semester

## Compulsory or Elective

Elective

## Course Description

Students focus on understanding and learning skills in computational thinking such as decomposing problems and prototyping to create interactive, programmable, multimedia digital solutions. They engage with a range of information systems to broaden their experiences and meet a range of present and future needs.

## Assessment

Students are assessed in a variety of forms including teamwork, ability to plan, document, create and evaluate. Assessments are in digital and non-digital forms.

## Pathways

Course leads to Year 8 Digital Technologies.



# English

# Home Economics

## Length of Course

Year

## Compulsory or Elective

Compulsory

## Course Description

The Year 7 English curriculum is built around three interrelated strands:

- Literature
- Language
- Literacy

In Year 7 English, students will engage with a variety of texts. Students will listen to, read, interpret, evaluate and perform a range of spoken, written and multi modal texts.

Students will explore themes from a variety of genres and will engage with text structures and language features to create a range of imaginative, informative and persuasive text types.

Students will develop their literacy skills through regular grammar, spelling and critical reading based activities.

## Assessment

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

- Responses to texts
- Independent reading responses
- Text creation responses
- Oral task responses

## Pathways

Course leads to Year 8 English.

## Length of Course

Semester

## Compulsory or Elective

Elective

## Course Description

Students are introduced to the wonderful world of cooking and sewing. They will develop skills in the preparation of food and construction of a fabric article.

Students will research the following topics:

- Kitchen awareness
- Using the kitchen appropriately and safely
- Sewing machine use
- Fabric types

During the course, students will develop skills in the effective management of time, resources and practical skills.

## Assessment

Assignments, homework and practical tasks.

## Pathways

Course leads to Year 8 Food & Fabric.

# Health & Physical Education

# Specialist Sport Netball

## 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 co-operatively with each other in group situations. Practical topics covered may include: athletics, netball, softball, touch, volleyball, cricket, badminton and fitness testing.

During health lessons students will explore areas of health including mental wellbeing, safety, lifelong activity options and developing relationships.

## Assessment

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

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

## Pathways

Course leads to Year 8 Physical Education.

## Length of Course

Semester 1

## Compulsory or Elective

Elective

Replaces Semester 1 Health and Physical Education

## Course Description

The Year 7 Specialist Netball course is an introduction to netball.

Students of any ability level are welcomed and will receive an insight into sport at the elite level. Students undergo specialist coaching.

As part of the program students are required to participate in netball for the College on Saturday mornings.

There is an additional cost associated with this course.

## Assessment

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

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

## Pathways

Course leads to Year 8 Specialist Sport - Netball.





# Specialist Sport Soccer

# Humanities

## Length of Course

Semester 1

## Compulsory or Elective

Elective

Replaces Semester 1 Health and Physical Education

## Course Description

The Year 7 Specialist Soccer course is an introduction to soccer. Students of any ability level are welcomed and will receive an insight into sport at the elite level. Students undergo specialist coaching.

As part of the program students are required to participate in soccer for the College on Saturday mornings.

There is an additional cost associated with this course.

## Assessment

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

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

## Pathways

Course leads to Year 8 Specialist Sport - Soccer.

## Length of Course

Year

## Compulsory or Elective

Compulsory

## Course Description

This is an integrated course covering the requirements of the Australian Curriculum in the subjects of History, Geography and Civics & Citizenship.

Topics covered will include a study of at least one ancient civilization, the importance of water both in ancient times and in the world today, and an examination of citizenship, the making of laws and rights and responsibilities.

The curriculum will be delivered by a combination of inquiry, use of ICT, fieldwork, explicit teaching and both individual and group work.

There is a strong emphasis on literacy.

## Assessment

Assessment is continuous and will be based on the learning strands of knowledge, understanding, skills and practical application.

## Pathways

Course leads to Year 8 Humanities.



# Italian

# Mathematics

## 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 range of topics based around self and the wider community.

A range of communicative activities will be used to enhance students' written, aural and oral comprehension skills. This will include group work, research and investigation, oral presentation and role plays. They will also expand their cultural awareness through considering various aspects of Italian lifestyle.

## 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 8 Italian.

## 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

- Use index notation
- Solve problems using fractions, decimals and percentages
- Operate with integers
- Investigate money and financial decisions
- Use algebra to describe relationships
- Label points on the Cartesian plane
- Solve simple linear equations
- Evaluate algebraic expressions

### Measurement and Geometry

- Calculate perimeter, area of rectangles and triangles, volume of rectangular prisms
- Describe and draw three-dimensional objects
- Transform shapes in the Cartesian plane
- Investigate properties of parallel lines

### Statistics and probability

- Collect and represent data
- Calculate mean, median, mode and range of data
- Determine the sample space and probabilities of events

## Assessment

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

## Pathways

Course leads to Year 8 Mathematics.



# Religious Education

# Science

## 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 in the Catholic Church. They are encouraged to model ways of relating between individuals with respect and reconciliation, which reflect core Gospel values.

### The topics explored in this course are:

- God, Us and Faith - New Beginnings: A Josephite Tradition
- Prayer and Sacramentality - The Liturgical Year: Lent, Easter, Advent and Christmas
- Moral Life - Catholic Social teachings with a focus on Caritas Project Compassion and Mary MacKillop's response to the poor
- Prayer and Sacramentality - Elements of liturgy, prayer, the sacrament of Holy Communion and the Rosary
- Sacred Texts - An introduction to the Bible and its structure
- Church for the World - Discipleship: Mary the Mother of Jesus and Saints with a focus on Mary MacKillop
- MITIOG - Being Sexual Strand: Appreciate sexuality as a creative image of God and central to the development of identity

## Assessment

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

Attendance and participation at the Year 7 Retreat is compulsory.

## Pathways

Course leads to Year 8 Religious Education.

## Length of Course

Year

## Compulsory or Elective

Compulsory

## Course Description

Through interactive and inquiry based processes, students will begin to develop their scientific understanding in the biological, chemical, physical, earth and space sciences.

They will begin to explore the diversity of life on earth and develop their understanding of the role of classification in ordering and organising information.

They will use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of human activity on ecosystems.

Students will be introduced to the forces which act on objects and will consider the impact of unbalanced forces on an object's motion. They will investigate relationships in the earth-sun-moon system and use models to explain the seasons, lunar and solar eclipses.

Students will study mixtures, including solutions, and will investigate the range of techniques used in the laboratory and in everyday life to separate the components of these mixtures. They will describe uses of a variety of natural and manmade resources, classify them as either renewable or nonrenewable, and investigate strategies used to conserve and manage non renewable resources.

## Assessment

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

## Pathways

Course leads to Year 8 Science.





## YEAR 8

# Subjects

At Mary MacKillop College we ensure that students are exposed to a broad, common curriculum in line with the Australian Curriculum. This will enable 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. 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.

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

# Art

# Dance

## Length of Course

Semester

## Compulsory or Elective

Elective

## Course Description

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

### Art Practical

- Elements of art; tone, shape and colour
- Drawing
- Painting
- 3D sculpture

### Art Theory – Research and Analysis

- Australian Indigenous art
- Ancient Greek art

## Assessment

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

## Pathways

Course leads to Year 9 Art.

## Length of Course

Semester

## Compulsory or Elective

Elective

## Course Description

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

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

By the end of the semester, students should demonstrate progress with:

- Strength
- Balance
- Alignment
- Flexibility
- Endurance
- Performance, expression and confidence
- Clarity and extension of movement
- Projection and musicality
- Choreographic skill and understanding

## Assessment

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

## Pathways

Course leads to Year 9 Dance.



# Drama

# Music Experience

## Length of Course

Semester

## Compulsory or Elective

Elective

## Course Description

This course encourages students to increase expressiveness, focus and confidence. Students learn the qualities of vocal expression and movement, stillness and focus, expressiveness, levels, balance and position, body language, facial expressions, and they will develop their characterisation skills.

The course content includes:

- Characterisation
- Improvisation
- Mime
- Storytelling
- Reviewing Techniques

## Assessment

Students will participate in class workshops.

Assessment will include individual and collaborative work

Students will be assessed on their knowledge of the topics through both theory and practical assessments:

- Characterisation workshops
- Improvisation workshops
- Participation in a rehearsed mime practical performance and a theory based assignment
- Storytelling practical assessment
- Reviewing techniques

## Pathways

Course leads to Year 9 Drama.

## Length of Course

Semester

## Compulsory or Elective

Elective

## Course Description

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

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

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

Skills and concepts introduced include:

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

## Assessment

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

## Pathways

Students who excel in Year 8 Music Experience have the opportunity to join the Music Specialist class in Semester 2 or in the following year. They must also enrol in instrumental or vocal tuition.

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

# Music Specialist

# Digital Technologies

## Length of Course

Full Year

## Compulsory or Elective

Elective

## Course Description

The course is designed to extend students' existing knowledge of music and, depending on their level of expertise, their course is differentiated to suit. Areas of music covered include:

- Theoretical knowledge - minimum Grade 1 AMEB or above
- Aural recognition and ear training - Auralia software
- Ensemble performance - class band
- Solo performance - individual performance to an audience
- Music technology - Garage band, Mixcraft and Sibelius
- History of music - Rock and Baroque
- Composition and music creation

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

Skills and concepts introduced include:

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

## Assessment

Team and practical assessments on various instruments form the assessment.

## Pathways

Course leads to Year 9 Music Specialist.

## Length of Course

Semester

## Compulsory or Elective

Elective

## Course Description

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

## Assessment

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

## Pathways

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

# English

# Food & Fabric

## Length of Course

Year

## Compulsory or Elective

Compulsory

## Course Description

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

- Literature
- Language
- Literacy

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

Students will explore themes from a variety of genres and will engage with text structures and language features to create a range of imaginative, informative and persuasive text types.

Students will develop their literacy skills through regular grammar, spelling and critical reading based activities.

## Assessment

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

- Responses to texts
- Independent reading responses
- Text creation responses
- Oral task responses

## Pathway

Course leads to Year 9 English.

## Length of Course

Semester

## Compulsory or Elective

Elective

## Course Description

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

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

## Assessment

Assignments, homework and practical tasks.

## Pathways

Course leads to Year 9 Global Cuisine & Fabric Technology or Nutrition & Textiles.



# Health & Physical Education

## Length of Course

Year

## Compulsory or Elective

Compulsory

## Course Description

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

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

## Assessment

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

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

## Pathways

Course leads to Year 9 Physical Education.



# Specialist Sport Netball

# Specialist Sport Soccer

## Length of Course

Semester 1 only

## Compulsory or Elective

Elective

Replaces Semester 1 Health & Physical Education.

## Course Description

The Year 8 Specialist Netball course is a continuation from Year 7 Specialist Netball. Students of any ability level are welcomed and will receive an insight into sport at the elite level. Students undergo specialist coaching as part of the program.

Students are required to participate in netball for the College on Saturday mornings.

There is an additional cost associated with this course.

## Assessment

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

Theoretical assessment – participation and assignment work.

## Pathways

Course leads to Year 9 Specialist Sport - Netball in Semester 1.

## Length of Course

Semester 1 only

## Compulsory or Elective

Elective

Replaces Semester 1 Health & Physical Education.

## Course Description

The Year 8 Specialist Soccer course is a continuation from Year 7 Specialist Soccer. Students of any ability level are welcomed. Students undergo specialist coaching 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 soccer for the College on Saturday mornings.

There is an additional cost associated with this course.

## Assessment

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

Theoretical assessment – participation and assignment work.

## Pathways

Course leads to Year 9 Specialist Sport - Soccer in Semester 1.

# Humanities

# Italian

## Length of Course

Year

## Compulsory or Elective

Compulsory

## Course Description

This is an integrated subject of studies in History, Geography and Civics and Citizenship.

Topics include a study of the social, political, economic and religious beliefs of the Medieval periods in both Europe and Japan. An examination of landscapes, landforms and the changing use of space in both Europe and Japan will be explored.

Students will develop an appreciation and understanding of different perspectives, ethical approaches and different responses to geographical issues. Students will also develop geographical skills such as mapping, data collection and analysis.

## Assessment

Assessment is continuous. Knowledge and skills will be assessed in relevant areas.

## Pathways

Course leads to Year 9 History and Geography.

## Length of Course

Year

## Compulsory or Elective

Compulsory

## Course Description

Students will develop an understanding of the Italian language and culture through the study of a variety of topics including self, school and family.

A range of communicative activities will be used to enhance their written, aural and oral comprehension skills. This will include group work, research and investigation, oral presentations and role plays.

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

## Assessment

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

## Pathways

Course leads to Year 9 Italian.



# Mathematics

# Religious Education

## 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 students' mathematical ways of thinking and doing.

The following is studied from the three content strands:

### Number and Algebra

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

### Measurement and Geometry

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

### Statistics and Probability

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

## Assessment

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

## Pathways

Course leads to Year 9 Mathematics.

## Length of Course

Year

## Compulsory or Elective

Compulsory

## Course Description

Students continue to develop an appreciation of God's revealing love for the world and the example of Mary MacKillop as a disciple of Jesus. They are encouraged to express personal and communal relationship with God in liturgies and prayer. Students develop an awareness of goodness and justice in the light of Catholic Social teachings.

### The topics explored in this course are:

- God, Us and Faith - Humanity is made in the image of God and Jesus of Nazareth
- Prayer and Sacramentality -The Liturgical Year: Lent, Easter and significant Feast Days
- Prayer and Sacramentality -The Eucharist
- Sacred Texts -The Christian text and scripture
- Moral Life - Moral decision making using the Parables and Mary MacKillop's example
- Church for the World - The Saints: Mary MacKillop
- MITIOG - Being Sexual Strand: An appreciation of the implications of adolescent growth and development

## Assessment

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

Attendance and participation at the Year 8 Retreat is compulsory.

## Pathways

Course leads to Year 9 Religious Education.

# Science

## Length of Course

Year

## Compulsory or Elective

Compulsory

## Course Description

Students are given opportunities to develop their scientific understanding in the Biological, Chemical, Physical, Earth and Space Sciences. Students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs.

Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle.

Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views. They consider social and technological factors that have influenced the work of scientists and scientific developments. They examine how applications of science and technology affect people's lives.

## Assessment

Assessment is varied to cater for a range of learning styles. Assessment tasks 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.



# YEAR 9

# Subjects

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

Compulsory subjects	Semester	Full Year
<b>English</b>		
English		Y
<b>Health &amp; Physical Education</b>		
Health & Physical Education		Y
<b>Humanities &amp; Social Sciences</b>		
Geography	Y	
History	Y	
<b>Languages</b>		
Italian		Y
<b>Mathematics</b>		
Mathematics		Y
<b>Religious Education</b>		
Religious Education		Y
<b>Science</b>		
Science		Y
Elective subjects (students choose 4 semester elective subjects)	Semester	Full Year
<b>The Arts</b>		
Art A (Semester 1)	Y	
Art B (Semester 2)	Y	
Dance	Y	
Drama A (Semester 1)	Y	
Drama B (Semester 2)	Y	
Music Experience	Y	
Music Specialist		Y
<b>Business, Enterprise &amp; Technology</b>		
Digital Technologies A (Semester 1)	Y	
Digital Technologies B (Semester 2)	Y	
<b>Health &amp; Physical Education</b>		
Global Cuisine & Fabric Technology	Y	
Nutrition & Textiles	Y	
Specialist Sport - Netball or Soccer (instead of Semester 1 Health & Physical Education)	Y	



# Art A

## Length of Course

Semester 1

## Compulsory or Elective

Elective

## Course Description

Students will develop and refine skills in art techniques and explore new methods and media in drawing, sculpture and painting. Students will develop decision making and problem solving skills to increase confidence in producing creative concepts and art works.

Students will gain an understanding of the role of art and artists in past and present contexts through the study of landscapes and Australian Indigenous Art. Research and investigative skills along with interactive demonstrations and class discussions, ensure students have opportunities to achieve. Students will work independently and collaboratively in the following areas:

### Art Practical

- Perspective drawing
- Landscape painting
- 3D sculpture

### Art Theory

- Research and analysis
- Historical and contemporary landscape art
- The Renaissance

## Assessment

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

## Pathways

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



# Art B

# Dance

## Length of Course

Semester 2

## Compulsory or Elective

Elective

## Course Description

Students will develop and refine skills and explore new methods and media in drawing, tonal rendering and sculpture.

Students will develop decision making and problem solving skills to increase confidence in producing creative and individual concepts and art works. Students will gain an understanding of the role of art and artists in past and present contexts through the study of the Baroque Era. Research and investigative skills, along with interactive demonstrations and class discussions, ensure students have opportunities to achieve. Students will work independently and collaboratively in the following areas:

### Art Practical

- Tonal studies, design and pattern
- Baroque masks
- 3D sculpture, papier mache

### Art Theory

- Research and analysis
- Baroque art
- Australian Indigenous art

## Assessment

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

## Pathways

Course leads to Year 10 Art or Design.

## Length of Course

Semester

## Compulsory or Elective

Elective

## Course Description

This course further develops knowledge, understanding and skills in dance through technique, choreography and performance. Students continue to learn about the elements of dance, such as body, space, time, dynamics and relationships, and employ these 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 progress with:

- Strength
- Balance
- Alignment
- Flexibility
- Endurance
- Performance, expression and confidence
- Clarity and extension of movement
- Projection and musicality
- Choreographic skill and understanding

## Assessment

The assessments will include a variety of practical and written components are assessed in both a formative and summative manner. Assessments can be based on technical skills, dance reviews, reflections and the composition of a piece of choreography.

## Pathways

Course leads to Stage 1 Dance (studied at Year 10).

# Drama A

# Drama B

## Length of Course

Semester 1

## Compulsory or Elective

Elective

## Course Description

The aim of this course is to further develop students' understanding of theatre history and connect this history to modern day drama. Through various topics students will further develop their understanding of how the elements of Drama are used. They will extend their understanding of reviewing and reflecting on dramatic performances.

The course content includes:

- Stagecraft knowledge development
- Melodrama including small group performances
- Individual project
- Reviewing and reflecting on dramatic performance

## Assessment

Students will participate in class workshops.

Assessment will include individual and collaborative work.

Students will be assessed on their knowledge of the topics through both theory and practical assessments:

- Melodrama workshop participation
- Melodrama theory assignment
- Small group performance
- Individual project

## Pathways

Course leads to Year 9 Drama B or Year 10 Drama.

## Length of Course

Semester 2

## Compulsory or Elective

Elective

## Course Description

The aim of this course is to deepen students' understanding of dramatic form and style, with a particular focus on realism. Students will also further their understanding of the page-to-stage process. Through the course of their studies they will be introduced to the importance of journaling and the place it has within studying Drama. Students will extend their understanding of reviewing and reflecting on dramatic performances.

The course content includes:

- Stagecraft knowledge development
- Realism and naturalism with a focus on Stanislavski's System
- Duologues in the Realistic style
- Individual project – Theatre off-stage roles
- Reviewing and reflecting on dramatic performance

## Assessment

Students will participate in class workshops.

Assessment will include individual and collaborative work.

Students will be assessed on their knowledge of the topics through both theory and practical assessments:

- Improvisation/characterisation workshop participation
- Stanislavski's Realistic workshop participation
- Journal Writing
- Duologue performance
- Individual project

## Pathways

Course leads to Year 10 Drama.



# Music Experience

## Length of Course

Semester

## Compulsory or Elective

Elective

## Course Description

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

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

Skills and concepts introduced include:

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

Students are extended or supported according to their abilities and practical activities are used to help discover individual strengths. Towards the end of the course students have the choice to continue developing their skills by enrolling in Instrumental or Vocal tuition.

## Assessment

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

## Pathways

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

# Music Specialist

## Length of Course

Full Year

## Pre-requisites

Year 8 Music Specialist or highly proficient achievement in Music Experience and/or prior enrolment in instrumental or vocal tuition

## Course Description

This course is designed to extend the students' existing knowledge of music and depending on their level of expertise the course is differentiated to suit. Areas of music covered include:

- Theoretical knowledge – minimum Grade 2 AMEB or above
- Aural recognition and ear training – Auralia software
- Ensemble Performance – class band and co-curricular ensembles
- Solo Performance – individual performance to an audience
- Music Technology – Garage Band, Mixcraft and Sibelius
- History of Music – The Blues and Classical overview
- Composition and music creation

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

Skills and concepts introduced include:

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

Learning is individualised according to the student's ability to read and write music notation and their practical level of expertise.

## Assessment

Written tests and practical assessment tasks demonstrating level of competencies, and teacher observation in a group setting to determine the level of ensemble skills demonstrated during rehearsals.

## Pathways

Students progress to Year 10 Music Specialist A or could choose to undertake Music C - Music Media course in Year 10 for a music technology focus.

# Digital Technologies A

# Digital Technologies B

## Length of Course

Semester 1

## Compulsory or Elective

Elective

## Course Description

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

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

## Assessment

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

## Pathways

Course leads to Year 9 Digital Technologies B or Year 10 Digital Technologies A and/or B.

## Length of Course

Semester 2

## Compulsory or Elective

Elective

## Course Description

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

## Assessment

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

## Pathways

Course leads to Year 10 Digital Technologies A and/or B.



# English

# Global Cuisine & Fabric Technology

## Length of Course

Year

## Compulsory or Elective

Compulsory

## Course Description

The Year 9 English curriculum is built around three interrelated strands:

- Literature
- Language
- Literacy

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

Students will explore themes from a variety of genres and will engage with text structures and language features and create a range of imaginative, informative and persuasive text types.

Students will develop their literacy skills through regular grammar, spelling and critical reading based activities.

## Assessment

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

- Responses to texts
- Independent reading responses
- Text creation responses
- Oral task responses

## Pathway

Course leads to Year 10 English.

## Length of Course

Semester

## Compulsory or Elective

Elective

## Course Description

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

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

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

## Assessment

Practical tasks, assignments and homework.

## Pathways

Course leads to Year 10 Creative Culinary & Textile Design.



# Nutrition & Textiles

# Health & Physical Education

## Length of Course

Semester

## Compulsory or Elective

Elective

## Course Description

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

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

## Assessment

Practical tasks, assignments and homework.

## Pathways

Course leads to Year 10 Commercial Cookery and Garment Construction or Year 10 Creative Culinary & Textile Design.

## Length of Course

Year

## Compulsory or Elective

Compulsory

## Course Description

Students will further their experience of a range of practical concepts and are given the opportunity to see the benefits of being physically active, while continuing their development of skills. Practical activities may include: basketball, hockey, European handball, tennis, sofcrosse, soccer, athletics, football and fitness testing.

During health lessons student explore areas of health including fitness, group work & leadership, first aid, developing mindsets and the effects of drugs & alcohol.

## Assessment

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

## Pathways

Course leads to Year 10 Physical Education.

# Specialist Sport Netball

# Specialist Sport Soccer

## Length of Course

Semester 1 only

## Compulsory or Elective

Elective

Replaces Semester 1 Health & Physical Education.

## Course Description

The Specialist Netball course is an extension for those students who wish to further their netball skills and knowledge. Students undergo specialist coaching during practical sessions and receive further insight into sport at the elite level.

As part of the specialist program, students are required to participate in netball for the College on Saturday mornings.

There is an additional cost associated with this course.

## Assessment

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

## Pathways

Course leads to Year 9 Health & Physical Education, Semester 2.

## Length of Course

Semester 1 only

## Compulsory or Elective

Elective

Replaces Semester 1 Health & Physical Education.

## Course Description

The Specialist Soccer course is an extension for those who wish to pursue soccer further. Students undergo specialist coaching and receive further insight into the sport at the elite level.

As part of the specialist program, students are required to participate in soccer for the College on Saturday mornings.

There is an additional cost associated with this course.

## Assessment

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

## Pathways

Course leads to Year 9 Health & Physical Education, Semester 2.

# Geography

# History

## Length of Course

Semester

## Compulsory or Elective

Compulsory

## Course Description

Students examine changes that take place within the environment. They are taught to look at possible consequences and solutions and explore these aspects through a study of biomes, food security, tourism and trade.

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

## Assessment

Assessment is continuous and will examine a student's learning according to the two strands, geographical knowledge and geographical skills.

## Pathways

Course leads to Year 10 Geography - Environmental Studies.

## Length of Course

Semester

## Compulsory or Elective

Compulsory

## Course Description

Students study the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of Nationalism and Imperialism, and the colonisation of Australia. Australia's role in World War 1 is a core topic.

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

## Assessment

Assessment is continuous and will examine a student's learning according to the strands of the specific discipline. In History, these strands are knowledge and understanding and historical skills.

## Pathways

Course leads to Year 10 History.



# Italian

# Mathematics

## Length of Course

Year

## Compulsory or Elective

Compulsory

## Course Description

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

## Assessment

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

## Pathways

Course leads to Year 10 Italian A & B.

## Length of Course

Year

## Compulsory or Elective

Compulsory

## Course Description

This subject is designed to enable students to develop an appreciation of, and a positive attitude towards mathematics. Emphasis is placed on extending students' mathematical ways of thinking and doing.

The following is studied from the three content strands:

### Number and Algebra

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

### Measurement and Geometry

- Calculate area, volume and surface area
- Identify similar triangles
- Interpret ratio and scale factors
- Use Pythagoras' Theorem and trigonometric ratios

### Statistics and Probability

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

## Assessment

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

## Pathways

Course leads to Year 10 Mathematics A.

# Religious Education

# Science

## 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. They are challenged to consider their identity, their values and their role within the wider community. Students critically examine gender stereotypes and learn to make ethical choices using Christian teachings.

The topics explored in this course are:

- God, Us and Faith: Creation stories and faith of the church expressed in The Creed
- Sacred Texts: Christian text and scripture
- Church for the World: Catholic Church history
- Moral Life: Decision making
- Prayer: Liturgy and ritual as public forms of communal prayer
- Sacramentality: The sacrament of marriage
- MITIOG: Being Sexual Strand - sexuality is appreciated as a gift from God and the portrayal of women in the media.

## Assessment

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

Attendance and participation at the Year 9 Retreat is compulsory.

## Pathways

Course leads to Year 10 Religious Education.

## Length of Course

Year

## Compulsory or Elective

Compulsory

## Course Description

Students continue to develop their scientific understanding in the Biological, Chemical, Physical and Earth and Space Sciences. They consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay.

Students learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement. They consider social and technological factors that have influenced scientific developments and the work of scientists. They examine how applications of science and technology affect people's lives.

## Assessment

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

## Pathways

Course leads to Year 10 Science.

# YEAR 10

## Subjects

Year 10 students study some compulsory subjects but are able to choose five 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 along with the elective choice subjects.

Compulsory subjects	Semester	Full Year
<b>Cross Disciplinary</b>		
Stage 1 Personal Learning Plan (10 credits)		Y
<b>English</b>		
English		Y
<b>Humanities &amp; Social Sciences</b>		
History	Y	
<b>Mathematics</b>		
Mathematics A		Y
Mathematics ( <i>teacher recommendation</i> )		Y
<b>Religious Education</b>		
Religious Education		Y
<b>Science</b>		
Science		Y
<b>Elective subjects (students choose 5 semester elective subjects)</b>	<b>Semester</b>	<b>Full Year</b>
<b>The Arts</b>		
Stage 1 Dance (10 or 20 credits) <i>refer to Year 11 Subject Selection Page 72</i>	Y	Y
Drama	Y	
Music A Specialist (Semester 1)	Y	
Music B Specialist (Semester 2)	Y	
Music C Music Media (Semester 2)	Y	
Visual Arts - Art A (Semester 1)	Y	
Visual Arts - Art B (Semester 2)	Y	
Visual Arts - Design	Y	
<b>Business, Enterprise &amp; Technology</b>		
Digital Technologies A (Semester 1)	Y	
Digital Technologies B (Semester 2)	Y	
<b>Health &amp; Physical Education</b>		
Commercial Cookery & Garment Construction	Y	
Creative Culinary & Textile Design	Y	
Physical Education A (Semester 1)	Y	
Physical Education B (Semester 2)	Y	
<b>Humanities and Social Sciences</b>		
Geography - Environmental Studies	Y	
<b>Languages</b>		
Italian A (Semester 1)	Y	
Italian B (Semester 2)	Y	



# Drama

## Length of Course

Semester

## Compulsory or Elective

Elective

## Pre-requisites

One semester of Year 9 Drama is preferred.

## Course Description

This course aims at extending students' knowledge of dramatic style. It focusses students' attention on understanding the role of character and relationships on stage, looking at mood, atmosphere, dramatic symbol and other dramatic devices. Through studying significant theatrical conventions students will have an extensive understanding of Drama. Through specific dramatic conventions students will explore the importance of oral language to Aboriginal and Torres Strait Islander Peoples. Students will attend a live theatre performance and will learn how to write a review.

The course content includes:

- Review writing
- Non-realistic theatre conventions with a focus on Brecht's Epic Theatre
- Comedy (including Commedia dell'arte)

## Assessment

Students will participate in class workshops. Assessments will include individual and collaborative work.

Students will be assessed on their knowledge of the topics through both theory and practical assessments:

- Non-realistic theatre workshop participation
- Comedy workshop participation
- Journal writing
- Individual project – monologues (Shakespeare)
- Short performance of a scripted play in either the comedy or non-realistic style

## Pathways

Course leads to Stage 1 Drama.

# Music A Specialist

## Length of Course Compulsory or Elective

Semester 1

Elective

## Pre-requisites

Year 9 Music Specialist or highly proficient achievement in Music Experience.

## Course Description

This course is designed to extend the student's existing knowledge of music and is differentiated to suit. Areas of music covered include:

- Theoretical knowledge – minimum Grade 3 AMEB or above
- Aural recognition and ear training – Auralia software
- Ensemble Performance – class band
- Solo Performance – individual performance
- Music Technology – Garage Band, Mixcraft and Sibelius
- History of Music – Jazz styles and performers
- Composition and music creation

Students specialise in a particular instrument or voice and they must be enrolled in private tuition. They will improve literacy in musical notation. Skills and concepts introduced include:

- Reading and decoding musical notation at Grade 3 AMEB level
- Applying theoretical knowledge to specific instruments and circumstances
- Teamwork and listening to self and others in an ensemble
- Stage presence and performance strategies
- Analysing elements of sound
- Visualisation to enhance accuracy in performance
- Creative improvisation and composition
- Historical contexts – performers of various jazz eras
- Identification of musical elements

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

## Assessment

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

## Pathways

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

# Music B Specialist

## Length of Course    Compulsory or Semester 1            Elective

### Pre-requisites

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

### Course Description

This course is designed to extend the student's existing knowledge of music and is differentiated to suit. Areas of music covered include:

- Theoretical knowledge – minimum Grade 3 AMEB or above
- Aural recognition and ear training – Auralia software
- Ensemble Performance – class band
- Solo Performance – individual performance
- Music Technology – Garage Band, Mixcraft and Sibelius
- History of Music – Romantic and Impressionist styles
- Composition and music arranging

Skills and concepts introduced include:

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

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

### Assessment

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

### Pathways

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

# Music C Music Media

## Length of Course    Compulsory or Semester            Elective

### Pre-requisites

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

### Course Description

This course is designed for students who prefer to listen to music and manipulate and match music to images as part of a performance medium. Areas of music covered include:

- Live sound mixing
- Digital recording and sound manipulation
- Matching sound and music to action
- The role of music in the media: radio, film, theatre, animation
- Music in society and its role in popular culture.

Skills and concepts introduced include:

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

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

### Assessment

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

### Pathways

Students progress to Stage 1 Music Experience with a technology focus.

# Visual Arts

## Art A



### Length of Course

Semester 1

### Compulsory or Elective

Elective

### Pre-requisites

One semester of Year 9 Art is preferred.

### Course Description

Students develop and confidently apply a variety of practical and problem solving skills. Students will learn to critique and evaluate their own artworks. They will gain an understanding and appreciation of historical and contemporary artwork. Research and investigative skills along with interactive demonstrations, project work, class discussions and a variety of oral and written activities ensure students have many opportunities to achieve. Students work both independently and collaboratively in the following areas:

#### Art Practical

- Lino printing
- Painting
- Collaborative project

#### Art Theory

- European Art History - 19th & 20th Century Art

### Assessment

Assessment components include:

- Practical: drawing, painting & print making
- Theory: assignments

### Pathways

Course leads to Year 10 Visual Arts - Art B or Stage 1 Visual Arts - Art.



# Visual Arts Art B

## Length of Course

Semester 2

## Compulsory or Elective

Elective

## Pre-requisites

One semester of Year 9 Art preferred.

## Course Description

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

### Art Practical

- Drawing and tonal studies
- Painting and mixed media
- Still Life

### Art Theory

- European Art History – 20th Century Art

## Assessment

Assessment components include:

- Practical: drawing, painting and collage
- Theory: assignments

## Pathways

Course leads to Stage 1 Visual Arts - Art.

# Visual Arts Design

## Length of Course

Semester

## Compulsory or Elective

Elective

## Pre-requisites

One semester of Year 9 Art preferred

## Course Description

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

### Design Practical

- 2D and 3D Fashion Design
- Graphic Design
- ICT - Photoshop

### Design Theory

- Contemporary Australian fashion design
- European Design History - Art Nouveau, Art Deco & Bauhaus

## Assessment

Assessment components include:

- Practical: drawing and design
- Theory: assignments

## Pathways

Course leads to Stage 1 Visual Arts - Art and/or Design.

# Digital Technologies A

# Digital Technologies B

## Length of Course

Semester 1

## Compulsory or Elective

Elective

## Pre-requisites

One semester of Year 9 Digital Technologies is preferred.

## Course Description

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

Topics covered include:

- CAD (Computer Aided Design)
- Website Programming

## Assessment

Includes short answer questions, assignments and application development tasks.

## Pathways

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

## Length of Course

Semester 2

## Compulsory or Elective

Elective

## Pre-requisites

One semester of Year 9 Digital Technologies is preferred.

## Course Description

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

Topics covered include:

- Programming & Robotics
- 3D Printing

## Assessment

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

## Pathways

Course leads to Stage 1 Information Processing and Publishing.

# Personal Learning Plan

# English

## Length of Course

Year

## SACE Credits

10 credits

## Compulsory or Elective

Compulsory

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

## Course Description

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

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

## Content

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

## Assessment

Assessment is school based. Students undertake four assessment tasks as outlined in the content. The course is complemented by career activities such as various visiting speakers and tours. Assessment tasks provide students with a range of opportunities to demonstrate evidence of their learning through their involvement in peer support, Future's Week and teacher/student interviews.

### Assessment components include:

Folio	50%
Reflection	50%

## Length of Course

Year

## Compulsory or Elective

Compulsory

## Pre-requisites

Year 9 English

## Course Description

The Year 10 English curriculum is built around three interrelated strands:

- Literature
- Language
- Literacy

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

Students will explore themes from a variety of genres and will engage with text structures and language features and create a range of imaginative, informative and persuasive text types.

Students will develop their literacy skills through regular grammar, spelling and critical reading based activities.

## Assessment

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

- Responses to texts
- Independent reading responses
- Text creation responses
- Oral task responses

## Pathways

Course leads to Stage 1 English or Stage 1 Essential English.





# Commercial Cookery & Garment Construction

# Creative Culinary & Textile Design

## Length of Course

Semester

## Compulsory or Elective

Elective

## Pre-requisites

Year 9 Global Cuisine & Fabric Technology

## Course Description

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

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

## Assessment

Assignments, homework and practical tasks.

## Pathways

Course leads to Stage 1 Food & Hospitality.

## Length of Course

Semester

## Compulsory or Elective

Elective

## Pre-requisites

Year 9 Nutrition & Textiles

## Course Description

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

## Short Course Embedded into Home Economics

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

## Assessment

Assignments, homework and practical tasks.

## Pathways

Course leads to Stage 1 Food & Hospitality.

# Physical Education A

# Physical Education B

## Length of Course

Semester 1

## Compulsory or Elective

Elective

## Pre-requisites

Year 9 Physical Education

## Course Description

This course 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 in relevant sports. Activities may include athletics, touch football, AFL and basketball.

A large emphasis is also placed on the theoretical aspects of this subject. Students study human anatomy, basic exercise physiology, fitness, nutrition and exercise. It is recommended that at least one semester of Year 10 Physical Education is taken in preparation for Stage 1 Physical Education.

## Assessment

Assessment components include:

- Practical skills development
- Tests and written assignments

## Pathways

Course leads to Year 10 Physical Education B or Stage 1 Physical Education.

## Length of Course

Semester 2

## Compulsory or Elective

Elective

## Pre-requisites

Year 10 Physical Education A

## Course Description

This course 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 study skill acquisition, sports nutrition, training principles, fitness, skill learning and training methods.

It is recommended that at least one semester of Year 10 Physical Education is taken in preparation for Stage 1 Physical Education.

## Assessment

Assessment components include:

- Practical skills development
- Tests and written assignments

## Pathways

Course leads to Stage 1 Physical Education.



# Geography Environmental Studies

# History

## Length of Course

Semester

## Compulsory or Elective

Elective

## Pre-requisites

Year 9 Geography

## Course Description

This course focuses on human activities and the environmental management that provides sustainability for future generations.

The course concentrates on:

- Environmental change & management
- Human Wellbeing: What makes a good life?
- Managing change in coastal environments

Students will use an inquiry approach together with ICT and field work.

## Assessment

Assessment will be continuous in the form of assignments.

## Pathways

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

## Length of Course

Semester

## Compulsory or Elective

Compulsory

## Pre-requisites

Year 9 History

## Course Description

This course covers the Modern World and Australia (from 1918 to present).

Three topics will be covered:

- World War II (with special emphasis on the Pacific War)
- Rights and freedom - with a special emphasis on Australia's Indigenous population
- The globalising world - concentrating on the issue of immigration

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

## Assessment

Assessment will be continuous in the form of assignments.

## Pathways

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

# Italian A

# Italian B

## Length of Course

Semester 1

## Compulsory or Elective

Elective

## Pre-requisites

Year 9 Italian

## Course Description

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

## Assessment

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

## Pathways

Course leads to Year 10 Italian B.

## Length of Course

Semester 2

## Compulsory or Elective

Elective

## Pre-requisites

Year 10 Italian A

## Course Description

Students will explore the migration phenomenon and its impact upon language and culture. A focus will be placed on the migration experiences of the Italian community in South Australia. They will further develop their skills of understanding, reading, writing, and speaking the language, as well as extend their grammatical skills. Students will engage in independent, collaborative and co-operative 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 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 A & B.

# 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. It 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.

The following is studied from the three content strands:

### Number and Algebra

- Simplify algebraic fractions
- Solve linear equations
- Solve problems involving parallel and perpendicular lines
- Solve linear simultaneous equations, using algebraic and graphical techniques, including using digital technology
- Solve linear inequalities and graph their solutions
- Develop and use the compound interest formula
- Simplify algebraic products and quotients using index laws
- Define rational and irrational numbers and perform operations with surds and fractional indices
- Factorise algebraic expressions
- Expand binomial products and factorise monic quadratic expressions
- Substitute values into formulas to determine an unknown
- Factorise monic and non-monic quadratic expressions and solve a wide range of quadratic equations

### Measurement and Geometry

- Solve right-angled triangle problems including those involving direction and angles of elevation and depression
- Apply Pythagoras' Theorem and trigonometry to solving three-dimensional problems in right-angled triangles
- Use the unit circle to define trigonometric functions, and graph them with and without the use of digital technologies

### Statistics and Probability

- Determine quartiles and interquartile range
- Construct and interpret box plots and use them to compare data sets
- Compare shapes of box plots to corresponding histograms and dot plots
- Calculate and interpret the mean and standard deviation of data and use these to compare data sets
- Use scatter plots to investigate and comment on relationships between two numerical variables
- Investigate and describe bivariate numerical data where the independent variable is time
- Use information technologies to investigate bivariate numerical data sets

## Assessment

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

## Pathways

Course leads to Stage 1 Mathematics A and C or Stage 1 General Mathematics A.



# Mathematics

## Length of Course

Year

## Compulsory or Elective

Compulsory with teacher recommendation

## Pre-requisites

Year 9 Mathematics

## Course Description

This subject is designed to develop students' confidence with a range of Mathematical concepts and relationships. Applications of mathematics in the context of the real world are explored.

The following is studied from the three content strands:

### Measurement and Geometry

- Find surface area and volume of a range of shapes
- Formulate proofs involving congruent triangles and angle properties
- Solve problems using Pythagoras' theorem and trigonometric ratios

### Number and Algebra

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

## Statistics and Probability

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

## Assessment

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

## Pathways

Course leads to Stage 1 Essential Mathematics.

# Religious Education

# Science

## Length of Course

Year

## Compulsory or Elective

Compulsory

## Pre-requisites

Year 9 Religious Education

## Course Description

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

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

The topics explored in this course are:

- Humanity in the image of God
- The Easter message
- Social Justice in the community
- Moral decision making
- Comparative spirituality
- Made In the Image of God (MITIOG) - The Catholic perspective on human sexuality and relationships
- Stewardship and the environment

## Assessment

Assessment includes:

- Group work
- Individual responses to visual and written text
- Oral presentations
- Written responses
- Journal reflections

Attendance and participation in the Year 10 Retreat is compulsory.

## Pathways

Course leads to Stage 1 Religion Studies.

## Length of Course

Year

## Compulsory or Elective

Compulsory

## Pre-requisites

Year 9 Science

## Course Description

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.

They understand that motion and forces are related by applying physical laws. They explain the processes that underpin heredity. Students analyse how the models and theories have developed over time and the work of scientists, through discussing factors that prompted their review.

## Assessment

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

## Pathways

Course leads to any Stage 1 Science subject upon teacher recommendation.

# STAGE 1 (YEAR 11)

## Subjects

### Requirements for completing the SACE

Students must achieve a "C" grade or higher 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

Subjects	Semester	Full Year	SACE Credits
<b>The Arts</b>			
Dance A	Y		10
Dance B	Y		10
Drama	Y		10
Music Advanced A (Semester 1)	Y		10
Music Advanced B (Semester 2)	Y		10
Music Experience A (Semester 1)	Y		10
Music Experience B (Semester 2)	Y		10
Visual Arts - Art A (Semester 1)	Y		10
Visual Arts - Art B (Semester 2)	Y		10
Visual Arts - Design	Y		10
<b>Business, Enterprise &amp; Technology</b>			
Business Innovation	Y		10
Information Processing & Publishing	Y		10
Tourism	Y		10
<b>Cross Disciplinary Studies</b>			
Personal Learning Plan (if not completed in Year 10)		Y	10
<b>English</b>			
English		Y	2 x 10
Essential English		Y	2 x 10
<b>Health &amp; Physical Education</b>			
Child Studies	Y		10
Food & Hospitality	Y		10
Physical Education A (Semester 1)	Y		10
Physical Education B (Semester 2)	Y		10





Subjects	Semester	Full Year	SACE Credits
<b>Humanities &amp; Social Sciences</b>			
Geography	Y		10
Modern History	Y		10
Women's Studies	Y		10
<b>Languages</b>			
Italian - Continuers A (Semester 1)	Y		10
Italian - Continuers B (Semester 2)	Y		10
<b>Mathematics</b>			
Mathematics A (Semester 1)	Y		10
Mathematics B (Semester 2)	Y		10
Mathematics C (Semester 1)	Y		10
Mathematics D (Semester 2)	Y		10
General Mathematics A (Semester 1)	Y		10
General Mathematics B (Semester 2)	Y		10
Essential Mathematics A (Semester 1)	Y		10
Essential Mathematics B (Semester 2)	Y		10
<b>Religious Education</b>			
Stage 1 Religion Studies (compulsory)	Y		10
<b>Science</b>			
Biology A	Y		10
Biology B	Y		10
Chemistry A	Y		10
Chemistry B	Y		10
Nutrition	Y		10
Physics A	Y		10
Physics B	Y		10
Psychology	Y		10

# Dance A & B

## SACE Credits

10 or 20 credits

## Length of Course

Semester or Full Year

## Compulsory or Elective

Elective

## Pre-requisites

Year 9 Dance or highly proficient achievement in Dance.

## Course Description

This course will further develop knowledge and understanding of the body, dance skills, dance elements, structural devices, production elements, and safe dance practice. Students apply technical and expressive dance skills in performance, communicate choreographic intent to an audience through composition, reflect on their own creative works as an artist and that of others as an audience and investigate dance in global contexts.

### Semester 1 Course

- choreographic development
- reflection of the choreographic process
- investigation of dance in a global context

### Semester 2 Course

- performance
- refinement of choreography
- analysis of the work of a professional dance company

Students will focus on three main areas of study:

- dance literacy
- creative explorations (choreography / performance)
- dance contexts

The assessments for this course will be categorised into three areas of study: understanding dance, creating dance and responding to dance.

The practical components will consist of a performance highlighting choreography and performance skill.

The theoretical section will include an investigation into dance practice and performance from specific cultures, historical periods or traditions and dance literacy tasks reflecting on the students' creative development as a dancer or choreographer.

## Assessment

Students demonstrate evidence of their learning through the following assessments:

Assessment Type 1: Dance Literacy	30%
Assessment Type 2: Creative Explorations	50%
Assessment Type 3: Dance Contexts	20%

The 10-credit course includes one assessment in each of these areas.

The 20-credit course includes two assessments.

## Pathways

Course leads to Stage 2 Dance.

# Drama



## SACE Credits

10 credits

## Length of Course

Semester

## Compulsory or Elective

Elective

## Pre-requisites

Year 10 Drama

## Course Description

Stage 1 Drama consists of the following three areas of study and gives students the opportunity to investigate and fulfil acting roles both rehearsed and improvised, as well as off-stage roles such as directing, lighting design, staging design, make-up design and script writing.

Students also learn and reflect on dramatic theories and techniques in the following topics:

- Presentation of dramatic works
- Dramatic theory and practice
- Individual investigation and presentation

## Assessment

Students demonstrate evidence of their learning through the following assessments:

Assessment Type 1: Performance	30%
Assessment Type 2: Folio	40%
Assessment Type 3: Investigation and Presentation	30%

To successfully meet all the performance standards students will be required to attend theatre productions, which may incur additional costs depending on the production. In the lead up to major productions, there is the expectation that students will attend after school hours rehearsals and make themselves available at times determined as a whole class to fulfil Assessment Type 1.

# Music

## Advanced A

### SACE Credits

10 credits

### Length of Course

Semester 1

### Compulsory or Elective

Elective

Students wishing to study Stage 2 Music Studies must complete Stage 1 Music Advanced A and B.

### Pre-requisites

Year 10 Music Specialist combined with instrumental or vocal tuition

### Course Description

The course consists of the following strands:

- understanding music
- creating music
- responding to music

**Understanding Music** allows students to extend their musical literacy and understanding of how musical elements underpin the creation of music. Students do this in a number of ways, including sight singing, investigating styles and theoretical exercises.

**Creating Music** means students develop, extend, and apply their knowledge and understanding of musical elements to their performances, arrangements, and compositions. Students do this by participating in performance workshops, providing feedback and analysing compositions.

**Responding to Music** means students reflect on their understanding of music and the music they create by appraising and refining their creative works in response to their musical understanding. Students do this in a number of ways including attending concerts, discussing musical structure and analysing scores.

### Assessment

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

Assessment Type 1 – Creative Works	Weighting
Solo performance	20%
Ensemble performance	20%
Arranging	20%

Assessment Type 2 – Musical Literacy	Weighting
Aural recognition / identification	15%
Theoretical Concepts	20%
Reflection on own creative work	5%

### Pathways

Course leads to Stage 1 Music Advanced B.



# Music

## Advanced B

### SACE Credits

10 credits

### Length of Course

Semester 2

### Compulsory or Elective

Elective.

Students wishing to study Stage 2 Music Studies must complete Stage 1 Music Advanced A and B.

### Pre-requisites

Stage 1 Music Advanced A

### Course Description

The course consists of the following strands:

- understanding music
- creating music
- responding to music

**Understanding Music** allows students to extend their musical literacy and understanding of how musical elements underpin the creation of music. Students do this in a number of ways, including reconstructing music, identifying notation and using technology.

**Creating Music** means students develop, extend, and apply their knowledge and understanding of musical elements to their performances, arrangements, and compositions. Students do this by exploring and planning creative ideas and arranging their own music.

**Responding to Music** means students reflect on their understanding of music and the music they create by appraising and refining their creative works in response to their musical understanding. Students do this in a number of ways, including discussing esthetic aspects and identifying rhythmic, melodic and harmonic patterns.

### Assessment

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

Assessment Type 1 – Creative Works	Weighting
Solo performance	20%
Ensemble performance	20%
Arranging or composition	20%

Assessment Type 2 – Musical Literacy	Weighting
Aural recognition / identification	15%
Theoretical Concepts	15%
Analysis of a selected musical work	10%

### Pathways

Course leads to Stage 2 Music Studies, Stage 2 Music Solo Performance, Stage 2 Music Ensemble Performance.

# Music Experience A

# Music Experience B

## SACE Credits

10 credits

## Length of Course

Semester 1

## Compulsory or Elective

Elective

## Pre-requisites

Year 10 Music C Media

## Course Description

The course consists of the following strands:

- understanding music
- creating music
- responding to music

**Understanding Music** allows students to extend their musical literacy and understanding of how musical elements underpin the creation of music. Students do this in a number of ways, including aural perception, reconstructing music and interpreting scores.

**Creating Music** means students develop, extend, and apply their knowledge and understanding of musical elements to their performances, arrangements, and compositions. Students do this by exploring and planning creative ideas, arranging their own music and attending concerts.

**Responding to Music** means students reflect on their understanding of music and the music they create by appraising and refining their creative works in response to their musical understanding. Students do this in a number of ways, including analysing scores, discussing musical structure and maintaining a reflection journal.

## Assessment

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

Assessment Type 1 – Creative Works	Weighting
Live Loop Creative Performance	20%
Mixed Composition	30%
Assessment Type 2 – Musical Literacy	Weighting
Aural technology concepts	20%
Analysis of a selected music work	10%
Reflection on own creative works	20%

## Pathways

Course leads to Stage 1 Music Experience Program B and Stage 2 Music Explorations.

## SACE Credits

10 credits

## Length of Course

Semester 2

## Compulsory or Elective

Elective

## Pre-requisites

Year 10 Music C Media or Stage 1 Music Experience Program A

## Course Description

The course consists of the following strands:

- understanding music
- creating music
- responding to music

**Understanding Music** allows students to extend their musical literacy and understanding of how musical elements underpin the creation of music. Students do this in a number of ways, including investigating styles, identifying notation and using technology.

**Creating Music** means students develop, extend, and apply their knowledge and understanding of musical elements to their performances, arrangements, and compositions. Students do this by providing feedback, analysing compositions and planning creative ideas.

**Responding to Music** means students reflect on their understanding of music and the music they create by appraising and refining their creative works in response to their musical understanding. Students do this in a number of ways, including attending concerts, discussing aesthetic aspects and analysing scores.

## Assessment

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

Assessment Type 1 – Creative Works	Weighting
Live Loop Creative Performance	20%
Mixed Composition	40%
Assessment Type 2 – Musical Literacy	Weighting
Analysis of a selected music work	20%
Reflection on own creative works	20%

## Pathways

Course leads to Stage 2 Music Explorations.

# Visual Arts

## Art A

### SACE Credits

10 credits

### Length of Course

Semester

### Compulsory or Elective

Elective

### Pre-requisites

One semester of Year 10 Art/Design is preferred

### Course Description

Students express ideas through developmental practical work using drawings, sketches, diagrams, models, photographs and/or audio visual techniques leading to resolved pieces of artwork. Art includes the development of ideas, research, analysis and experimentation with media, techniques, resolution and production.

Each semester comprises the following layout:

Folio: Practical development on a teacher directed theme.

Visual Study: Practical development on an Art related research topic.

Practical: Final practical artwork accompanied by a practitioner's statement.

Topics include:

- Folio – Portraiture
- Visual Study – Sculpture
- Practical and Practitioner's Statement – Self portrait

### Content

The following three areas of study are covered:

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

### Assessment

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

Folio	40%
Practical	30%
Visual Study	30%

### Pathways

Course leads to Stage 1 Visual Arts - Art B or Stage 2 Visual Arts - Art.

# Visual Arts

## Art B

### SACE Credits

10 credits

### Length of Course

Semester

### Compulsory or Elective

Elective

### Pre-requisites

One semester of Year 10 Art/Design is preferred

### Course Description

Students express ideas through developmental practical work using drawings, sketches, diagrams, models, photographs and/or audio visual techniques leading to resolved pieces of artwork. Art includes the development of ideas, research, analysis and experimentation with media, techniques, resolution and production.

Each semester comprises the following layout:

Folio: Practical development on a teacher directed theme.

Visual Study: Practical development on an Art related research topic.

Practical: Final practical artwork accompanied by a practitioner's statement.

Topics include:

- Folio – Collage
- Visual Study – Landscape painting
- Practical and Practitioner's Statement – Collage

### Content

The following three areas of study are covered:

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

### Assessment

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

Folio	40%
Practical	30%
Visual Study	30%

### Pathways

Course leads to Stage 2 Visual Arts - Art.

# Visual Arts

## Design

### SACE Credits

10 credits

### Length of Course

Semester

### Compulsory or Elective

Elective

### Pre-requisites

One semester of Year 10 Art Design is preferred

### Course Description

Students express ideas through developmental practical work using drawings, sketches, diagrams, models, photographs and/or audio visual techniques leading to resolved pieces of artwork. Students will acquire an understanding of aesthetics and the relationship between form and function. Design includes the development of the design process: define a problem, idea generation, research, evaluate, communicate and present.

The semester comprises of the following topics and assessment types:

Folio: Practical development on a teacher directed theme

Practical: Final practical artwork accompanied by a practitioner's statement

Visual Study: Practical development on an Art related research topic.

Topics include:

Folio – Interior Design

Practical and practitioner's statement – Interior Design

Visual Study – Architecture

### Content

The following three areas of study are covered:

- Visual thinking
- Practical resolution
- Visual Arts in context.

### Assessment

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

Folio	40%
Practical	30%
Visual Study	30%

### Pathways

Course leads to Stage 2 Visual Arts - Art.





# Business Innovation

## SACE Credits

10 credits

## Compulsory or Elective

Elective

## Length of Course Pre-requisites

Semester

None

## Course Description

Business Innovation allows students to develop the knowledge, skills, and understandings to engage in business contexts in the modern world.

Students consider the opportunities and challenges associated with start-up and existing businesses in the modern, connected world. They consider how digital and emerging technologies may present opportunities to enhance business models and analyse the responsibilities and impact of proposed business models on global and local communities.

Students collect and analyse financial and business information that informs the process of proposing, developing, and testing solutions. In doing so, students develop and extend their financial awareness and skills in decision-making.

## Content

Business Innovation is studied through one of the following key contexts:

- Start-up business
- Existing business

Through these contexts, students develop and apply their understanding of the following learning strands:

- Finding and solving problems
- Financial awareness and decision-making
- Business information and communication
- Global, local, and digital connections

## Assessment

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

### School-based Assessment

Assessment Type 1: Business Skills

- Three business skills tasks

Assessment Type 2: Business Pitch & Evaluation

### Weighting

80%

20%

## Pathways

Course leads to Stage 2 Business Innovation.



# Information Processing & Publishing

## SACE Credits

10 credits

## Length of Course

Semester

## Compulsory or Elective

Elective

## Pre-requisites

Successful completion of one semester of Year 10 Digital Technologies

## Course Description

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

## Content

Two focus areas are chosen from:

- Business documents
- Personal publishing
- Digital presentations.

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

## Assessment

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

- Practical Skills
- Product and Documentation
- Issues Analysis

## Pathways

Course leads to Stage 2 Information Processing and Publishing.



# Tourism

## SACE Credits

10 credits

## Length of Course

Semester

## Compulsory or Elective

Elective

## Pre-requisites

None

## 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

There will be an examination 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.

# English

## SACE Credits

2 x 10 credits

## Length of Course

Year

## Compulsory or Elective

Compulsory

## Pre-requisites

Year 10 English

## Course Description

Stage 1 English caters for students with a range of learning styles and interests. Students critically and creatively engage with a variety of types of texts, including novels, film, media, poetry and drama texts.

## Content

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

- Responding to Texts
- Creating Texts
- Intertextuality Study

## Responding to Texts

Students will

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

## Creating Texts

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

## Intertextual Study

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

## Assessment

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

Assessment Type 1: Responding to Texts

Assessment Type 2: Creating Texts

Assessment Type 3: Intertextual Study

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

## Pathways

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



# Essential English

## SACE Credits

2 x 10 credits

## Length of Course

Year

## Compulsory or Elective

Compulsory with teacher recommendation

## Pre-requisites

Year 10 English

## Course Description

This subject is designed for students who are seeking to meet the SACE literacy requirement. It is designed for students to improve their proficiency in English and in their English language skills. There is an emphasis on communication, comprehension, analysis and text creation.

## Content

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

- Responding to Texts
- Creating Texts.

### Responding to Texts

Students consider a variety of ways in which texts communicate information, ideas and perspectives. They explore the relationship between structures, features, context, purpose, and the audience of texts.

Students examine and respond to how language is used in a variety of different contexts for diverse purposes and audiences. Through reviewing texts they discover how they achieve a specific purpose. By questioning texts and/or their purposes, through their knowledge and understanding of language, stylistic features and conventions, students develop a fuller understanding of them

### Creating Texts

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

## Assessment

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

Assessment Type 1: Responding to Texts  
Assessment Type 2: Creating Text

## Pathways

Course leads to Stage 2 Essential English.

# Child Studies

# Food & Hospitality

## SACE Credits

10 credits

## Compulsory or Elective

Elective

## Length of Course

Semester

## Pre-requisites

Year 10 Home Economics

## Course Description

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

## Content

Students study topics within one or more of the following 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.

## SACE Credits

10 credits

## Compulsory or Elective

Elective

## Length of Course

Semester

## Pre-requisites

Year 10 Home Economics

## Course Description

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 & B

## SACE Credits

10 or 20 credits

## Length of Course

Semester or Year

## Compulsory or Elective

Elective

## Pre-requisites

Year 10 Physical Education is recommended

## Course Description

In Stage 1 Physical Education students gain an understanding of human functioning and physical activity. Students take on an active role in data collection through practical units to support theory topics.

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:

- Application and Communication
- Exploration, Analysis and Reflection.

## Practical Skills and Applications

For a 10 credit subject, students complete two or three practicals.

This may include:

- Badminton
- European handball
- Netball / Fast5
- AFL
- Indoor cricket
- Korfball or
- Recreational activities such as surfing and lawn bowls.

A large emphasis is placed on subject content which may include:

- Training principles and methods
- Energy systems
- Fitness components
- Biomechanics
- Skill learning

## Assessment

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

- Performance Improvement
- Physical Activity Investigation

## Pathways

Course leads to Stage 2 Physical Education.

# Geography

# Modern History

## SACE Credits

10 credits

## Length of Course

Semester

## Compulsory or Elective

Elective

## Pre-requisites

Year 10 Geography is recommended

## Course Description

In their study of Geography students develop understanding of the spatial interrelationships between people, places, and environments. They appreciate the complexity of our world, the diversity of its environments, and the challenges and associated opportunities facing Australia and the world.

## Content

Stage 1 Geography consists of the following topics:

- Natural Hazards in Australia
- Biological and human induced hazards
- Local natural hazards studies – Adelaide Hills bush fires.

## Assessment

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

- Geographical Skills & Applications
- Field work

## SACE Credits

10 credits

## Length of Course

Semester

## Compulsory or Elective

Elective

## Pre-requisites

Year 10 History is recommended

## 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 the topics:

- Revolution: Communist China
- Elective: Nazi Germany

## Assessment

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

- 3 Historical Skills Assessments
- 1 Historical Study Assessment

## Pathways

Course leads to Stage 2 Modern History.



# Women's Studies

## SACE Credits

10 credits

## Length of Course

Semester

## Compulsory or Elective

Elective

## Pre-requisites

Year 10 History is recommended

## Course Description

In Women's Studies, students look at the world from the perspectives of women. Students examine the diversity of women's experiences and their relationships to others, and the diversity in gender representation of women in cultural texts.

Students identify complex and contradictory ideas that exist about femininity and masculinity, and how being a woman or a man may influence an individual's experiences and expectations.

An interdisciplinary approach is used in Women's Studies to explain how ideas about femininity and masculinity have come to influence diverse areas of knowledge.

## Assessment

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

- Text analysis
- Group presentation
- Issues analysis

## Pathways

Course leads to Stage 2 Women's Studies.



# Italian

## Continuers A & B

### SACE Credits

20 credits

### Length of Course

Year

### Compulsory or Elective

Elective

### Pre-requisites

Year 10 Italian A & B

Students must study Stage 1 Italian Continuers A & B to study Stage 2 Italian Continuers.

**A new subject outline is currently being developed by the SACE Board and these details are subject to change.**

### Course Description

Students use language to interact with others in person and via digital communication tools. They respond to a variety of multimodal, spoken and written texts, and apply what they learn about how language works to experiment with language structures and create their own texts. Students make connections and comparisons between languages and build their understanding of ways in which relationships between language, culture and environment shape social and personal identity, including their own.

### Content

Stage 1 Italian Continuers consists of at least two of the following concepts in each semester:

- Creativity
- Identity
- Landscapes
- Movement
- Technology

### Assessment

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

- One social interaction
- One text creation
- One language analysis
- One collaborative task
- A written examination will be held at the end of each semester

### Pathways

Stage 1 Italian Continuers A leads to Stage 1 Italian Continuers B.  
Stage 1 Italian Continuers B leads to Stage 2 Italian Continuers.

# Mathematics A

## SACE Credits

10 credits

## Length of Course

Semester

## Compulsory or Elective

Compulsory

## Pre-requisites

Year 10 Mathematics A

Stage 1 Mathematics A is studied in conjunction with Stage 1 Mathematics C.

## Course Description

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

## Content

### Polynomials

- Quadratic relationships

Students model real world situations from a range of contexts that have a quadratic relationship.

### Functions and Graphs

- Lines and linear relationships
- Inverse relationships
- Relations
- Functions

Students are provided with the algebraic concepts and techniques required for a successful introduction to the study of calculus.

## Counting and Statistics

- Discrete and continuous random data
- Samples and statistical measures
- Normal distributions

Students explore distributions and measures of spread, extending their knowledge of the measures of central tendency.

## Matrices

- Matrix arithmetic

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

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

## Assessment

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

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

An examination will be held at the end of Semester 1.

## Pathways

Course leads to Stage 1 Mathematics B.

# Mathematics B

## SACE Credits

10 credits

## Length of Course

Semester

## Compulsory or Elective

Elective

## Pre-requisites

Stage 1 Mathematics A

## Course Description

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

## Content

### Polynomials

- Cubic and quartic polynomials

Students model real world situations from a range of contexts that have a cubic or quartic relationship.

### Growth and Decay

- Indices and index laws
- Exponential functions
- Logarithmic functions

Students model growth and decay situations and will use their models to make predictions.

### Introduction to Differential Calculus

- Rate of change
- The concept of a derivative
- Computations of derivatives
- Properties of derivatives
- Applications of derivatives

Students will develop and apply the concept of derivative.

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

## Assessment

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

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

An examination will be held at the end of Semester 2.

## Pathways

Course leads to Stage 2 Mathematical Methods (if Stage 1 Mathematics C has been completed) or Stage 2 General Mathematics.



# Mathematics C

## SACE Credits

10 credits

## Length of Course

Semester

## Compulsory or Elective

Elective

## Pre-requisites

Year 10 Mathematics A

Stage 1 Mathematics C is studied in conjunction with Stage 1 Mathematics A.

## Course Description

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

## Content

### Trigonometry

- Cosine and Sine rules
- Circular measure and radian measure
- Trigonometric functions

Students extend their understanding of trigonometry into non right angled triangles. They are introduced to the basic trigonometric functions, beginning with the unit circle. Radian measure of angles is introduced and the graphs of trigonometric functions are explored.

### Counting and Statistics

- Counting

Students will explore counting techniques of permutations and combinations.

## Real and Complex Numbers

- The number line
- Complex numbers
- Roots of equations

Students continue their study of numbers, including irrational numbers. They develop and operate with complex numbers, and use them to solve problems that cannot be solved with real numbers alone.

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

## Assessment

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

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

An examination will be held at the end of Semester 1.

## Pathways

Course leads to Stage 2 Mathematical Methods.

# Mathematics D

## SACE Credits

10 credits

## Length of Course

Semester

## Compulsory or Elective

Elective

## Pre-requisites

Stage 1 Mathematics A and Mathematics C  
studied in conjunction with Stage 1 Mathematics B

## Course Description

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

## Content

### Geometry

- Circle properties
- The nature of proof

Students will form and test hypotheses about the properties of circles.

### Vectors

- Vector operations
- Component and unit vector forms
- Projections
- Geometric proofs using vectors

Students will gain skills in operating with vectors, their applications, and their use in proving results in geometry.

### Further trigonometry

- Further trigonometric functions
- Trigonometric identities

Students extend their understanding of trigonometric functions and will model circular motion in familiar contexts.

### Matrices

- Transformations in the plane

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

### Real and Complex Numbers

- Introduction to mathematical induction
- The complex (Argand) plane

Students will use mathematical induction as a way of proving a given statement for all integers and will represent complex numbers on an Argand plane.

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

## Assessment

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

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

An examination will be held at the end of Semester 2.

## Pathways

Course leads to Stage 2 Specialist Mathematics.

# General Mathematics A

## SACE Credits

10 credits

## Length of Course

Semester

## Compulsory or Elective

Compulsory

## Pre-requisites

Year 10 Mathematics A

## Course Description

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

## Content

### Investing and borrowing

- Investing in shares

Students discuss reasons for investing money and investigate using the share market as a vehicle for investment.

### Applications of Trigonometry

- Right angled triangle geometry
- Area of triangles
- Solving problems with non-right angled triangles

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

### Measurement

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

Students apply measurement techniques such as estimation, units of measurement, scientific notation, and measuring devices, and consider their accuracy.

## Statistical Investigation

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

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

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

## Assessment

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

School-based Assessment	Weighting
Skills and Applications Tasks	65%
Mathematical Investigation	35%

An examination will be held at the end of Semester 1.

## Pathways

Course leads to Stage 1 General Mathematics B.

# General Mathematics B

## SACE Credits

10 credits

## Length of Course

Semester

## Compulsory or Elective

Elective

## Pre-requisites

Stage 1 General Mathematics A or Stage 1 Mathematics A

## Course Description

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

## Content

### Investment and Borrowing

- Investing for interest
- Return on investment
- Costs of borrowing

Students discuss reasons for investing money and investigate using financial institutions as a vehicle for investment.

### Linear and Exponential Functions and their Graphs

- Linear functions and graphs
- Exponential functions and graphs

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

## Matrices and Networks

- Matrix arithmetic and costing applications
- Networks

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

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

## Assessment

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

School-based Assessment	Weighting
Skills and Applications Tasks	65%
Mathematical Investigation	35%

An examination will be held at the end of Semester 2.

## Pathways

Course leads to Stage 2 General Mathematics or Stage 2 Essential Mathematics.



# Essential Mathematics A

## SACE Credits

10 credits

## Length of Course

Semester

## Compulsory or Elective

Compulsory with teacher recommendation

## Pre-requisites

Year 10 Mathematics

## Course Description

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

## Content

### Calculations, Time, and Ratio

- Calculations
- Time and rates
- Ratio and scale

Students extend their proficiency with calculations required for everyday living.

## Earning and Spending

- Earning
- Spending
- Budgeting

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

## Geometry

- Shapes
- Angle geometry
- Geometry and construction

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

## Assessment

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

School-based Assessment	Weighting
Skills and Applications Tasks	50%
Folio	50%

## Pathways

Course leads to Stage 1 Essential Mathematics B.

# Essential Mathematics B

## SACE Credits

10 credits

## Length of Course

Semester

## Compulsory or Elective

Elective

## Pre-requisites

Stage 1 Essential Mathematics A

## Course Description

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

## Content

### Data in Context

- Classifying data
- Reading and interpreting graphs
- Drawing graphs
- Summarising and interpreting data
- Comparing data sets

Students learn to read and critically interpret data presented to them in various forms.

### Measurement

- Linear measure
- Area measure
- Mass
- Volume and capacity
- Power and energy

Students extend their skills in estimating, measuring, and calculating in practical situations.

### Investing

- Simple interest
- Compound interest
- Investing for interest

Students investigate interest, term deposits, and the costs of credit, using current and relevant examples.

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

## Assessment

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

School-based Assessment	Weighting
Skills and Applications Tasks	50%
Folio	50%

## Pathways

Course leads to Stage 2 Essential Mathematics.

# Religion Studies

## SACE Credits

10 credits

## Length of Course

Semester

## Compulsory or Elective

Compulsory

## Pre-requisites

Year 10 Religious Education

## Course Description

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

## Content

The subject consists of:

### An aspect of religion and/or spirituality

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

### A contemporary ethical or social justice issue study

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

## Assessment

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

### School-based Assessment

- Practical Activity
- Issues Investigation
- Reflection

### Weighting

40%  
30%  
30%

## Pathways

Course leads to Stage 2 Religion Studies.



# Biology A

## SACE Credits

10 credits

## Length of Course

Semester 1

## Compulsory or Elective

Elective

## Pre-requisites

Year 10 Science.

Stage 1 Biology A is the preferred pre-requisite course for Stage 2 Biology.

## Course Description

The study of Biology is constructed around inquiry into and application of, understanding the diversity of life, the structure and function of living things, and how they interact with their own and other species and their environments.

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

In their study of Biology, students inquire into and explain biological phenomena and draw evidence-based conclusions from their investigations of biology-related issues and innovations.

## Content

The topics covered in this course are:

- Topic 1: Cell structure and function
- Topic 2: The cell cycle
- Topic 3: Micro-organisms
- Topic 4: Protein synthesis

## Assessment

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

- Investigation Folio
- Skills and Applications Tasks.

Students will complete an examination at the end of the semester.

## Pathways

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





# Biology B

## SACE Credits

10 credits

## Length of Course

Semester

## Compulsory or Elective

Elective

## Pre-requisites

Year 10 Science

## Course Description

The study of Biology is constructed around inquiry into and application of understanding the diversity of life, the structure and function of living things, and how they interact with their own and other species and their environments.

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

In their study of Biology, students inquire into and explain biological phenomena and draw evidence-based conclusions from their investigations of biology-related issues and innovations.

## Content

The topics covered in this course are:

Topic 1: Infectious diseases and the immune system

Topic 2: Structure and function of multicellular organisms

Topic 3: The nervous & endocrine systems, and homeostasis

## Assessment

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

- Investigation Folio
- Skills and Applications Tasks.

Students will complete an examination at the end of the semester.

## Pathways

Course leads to Stage 2 Biology.



# Chemistry A

# Chemistry B

## SACE Credits

10 credits

## Compulsory or Elective

Elective

## Length of Course

Semester 1

## Pre-requisites

Year 10 Science

## Course Description

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

Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues. The study of chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

## Content

The topics covered in this course are:

- Topic 1: Materials and their atoms
- Topic 2: Combinations of atoms
- Topic 3: The chemistry of carbon

## Assessment

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

- Investigation Folio
- Skills and Application Tasks.

Students will complete an examination at the end of the semester.

## Pathways

Course leads to Stage 1 Chemistry B.

## SACE Credits

10 credits

## Compulsory or Elective

Elective

## Length of Course

Semester 2

## Pre-requisites

Stage 1 Chemistry A

## Course Description

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

Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues. The study of chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

## Content

The topics covered in this course are:

- Topic 1: Quantities in Chemistry
- Topic 2: Acid and bases
- Topic 3: Redox reactions

## Assessment

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

- Investigation Folio
- Skills and Application Tasks.

Students will complete an examination at the end of the semester.

## Pathways

Course leads to Stage 2 Chemistry.

# Nutrition

## SACE Credits

10 credits

## Length of Course

Semester

## Compulsory or Elective

Elective

## Pre-requisites

Year 10 Science

## Course Description

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

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

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

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

## Content

For a 10 credit subject, students undertake the study of three topics which include:

- Macronutrients and micronutrients
- Digestion
- Factors affecting food choices
- Psychology of food marketing and advertising
- Impact of European settlement on Indigenous nutrition

## 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 will complete an examination at the end of the semester.

## Pathways

Course leads to Stage 2 Nutrition.

# Physics A

# Physics B

## SACE Credits

10 credits

## Compulsory or Elective

Elective

## Length of Course

Semester 1

## Pre-requisites

Year 10 Science

## Course Description

The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them. By studying physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies, and innovations.

## Content

The topics covered in this course are:

- Topic 1: Linear motion and forces
- Topic 2: Nuclear models and radioactivity
- Topic 3: Energy

## Assessment

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

- Investigation Folio
- Skills and Applications Tasks.

Students will complete an examination at the end of the semester.

## Pathways

Course leads to Stage 1 Physics B.

## SACE Credits

10 credits

## Compulsory or Elective

Elective

## Length of Course

Semester 2

## Pre-requisites

Stage 1 Physics A

## Course Description

The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them. By studying physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies, and innovations.

## Content

The topics covered in this course are:

- Topic 1: Momentum
- Topic 2: Electric circuits
- Topic 3: Heat
- Topic 4: Waves

## 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 will complete an examination at the end of the semester.

## Pathways

Course leads to Stage 2 Physics.



# Psychology

## SACE Credits

10 credits

## Length of Course

Semester

## Compulsory or Elective

Elective

## Pre-requisites

Year 10 Science

## 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 (observation, experimentation and experience), this 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', and there are two elective topics:

- 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 will complete an examination at the end of the semester.

## Pathways

Course leads to Stage 2 Psychology.

## STAGE 2 (YEAR 12)

# Subjects

### Requirements for completing the SACE

In order to be eligible for 2021 entry into any one of the three universities in South Australia, students 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 2020 must:

- complete 200 credits of SACE subjects (or equivalent)
- 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 (3 x 20 credit subjects).

Subjects	Semester	Full Year	SACE Credits
<b>The Arts</b>			
Dance		Y	20
Music Explorations		Y	20
Music Performance Ensemble		Y	10
Music Performance Solo		Y	10
Music Studies		Y	20
Visual Arts - Art		Y	20
<b>Business, Enterprise &amp; Technology</b>			
Business Innovation		Y	20
Information Processing & Publishing		Y	20
Tourism		Y	20
<b>Cross Disciplinary Studies</b>			
Research Project A <i>(Semester 1 only)</i>	Y		10
Research Project B <i>(Semester 1 only)</i>	Y		10
<b>English</b>			
English		Y	20
Essential English		Y	20
English Literary Studies		Y	20

Subjects	Semester	Full Year	SACE Credits
<b>Health &amp; Physical Education</b>			
Child Studies		Y	20
Food & Hospitality		Y	20
Physical Education		Y	20
<b>Humanities &amp; Social Sciences</b>			
Geography		Y	20
Modern History		Y	20
Women's Studies		Y	20
<b>Languages</b>			
Italian Continuers		Y	20
<b>Mathematics</b>			
Specialist Mathematics		Y	20
Mathematical Methods		Y	20
General Mathematics		Y	20
Essential Mathematics		Y	20
<b>Religious Education</b>			
Religion Studies		Y	10
<b>Science</b>			
Biology		Y	20
Chemistry		Y	20
Nutrition		Y	20
Physics		Y	20
Psychology		Y	20

# Dance

## SACE Credits

20 credits

## Length of Course

Year

## Compulsory or Elective

Elective

## Pre-requisites

Stage 1 Dance or highly proficient achievement in Dance

## Course Description

This course will further develop knowledge and understanding in the application of dance technique in the context of safe dance practice. Students will improvise and experiment with dance composition through communicating to an audience, responding and critically analysing dance and use dance vocabulary and terminology. Students continue to expand on their knowledge of the elements of dance and choreographic devices applying these to develop their own choreography.

As students create and respond to dance, they will continue to explore and experiment with:

- choreographic intent
- combinations of movement skills in a range of genres
- expressive skills
- the choreographic process

## Content

Stage 2 Dance consists of three areas of study.

- Skills Development
- Response
- Performance

Students provide evidence of their learning through three practical skills assessments (choreography, technique and folio), two responses or one in-depth response, and one dance performance or presentation of an off-stage role.

## Assessment

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

### School-based Assessment

Skills Development  
Response

### Weighting

50%  
20%

### External Assessment

Performance

30%



# Music Explorations

## SACE Credits

20 credits

## Length of Course

Year

## Compulsory or Elective

Elective

## Pre-requisites

Stage 1 Music Advanced or Experience Programs (20 credits)

## Course Description

Students explore and experiment with musical styles, influences and/or techniques, as they develop their understanding of music, which is applied as they explore how others create, present, and/or produce music, and experiment with their own creations.

The course consists of the following strands:

- understanding music
- creating music
- responding to music

### Understanding Music

Understanding music underpins student learning in this subject. Students demonstrate their understanding of music through the creative exploration, application and reflection of musical influences, techniques and/or productions.

### Creating Music

Students think creatively and critically about the nature and scope of music, and apply this understanding to make informed and innovative choices in experimenting with music. Students apply techniques and technologies to create and present imaginative music for a range of purposes and contexts through the analysis and inspiration of the music of others.

### Responding to Music

Students engage critically and creatively with music through responding to their own and others' works. Students develop and extend their understanding of how learning in music is an iterative process and how responding and evaluating music helps refine their musical thinking and allows informed choices in their experimentation and creating.

## Assessment

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

### School-based Assessment Weighting

Assessment Type 1:

*Musical Literacy* 30%

Together, the musical literacy tasks should be to a maximum of 12 minutes if presented orally, 2,000 words if written, or the equivalent in multimodal form.

One task should enable students to demonstrate their compositional skills through the creation of a 32-48 bar original melody or a song with lyrics using notation appropriate to the style and be accompanied by a composer's statement.

Other musical literacy tasks may include a comparison of two or more works, an analysis and discussion of style, technique, and musical elements of one or two works or also a reflection and/or a critique of one or more works presented in a live music performance

Assessment Type 2:

*Explorations* 40%

Students provide evidence of their learning in a portfolio that comprises of a presentation of a set of short performances, compositions, and/or other musical products of between 8-10 minutes duration to a live audience that is then recorded.

Accompanying the portfolio is a commentary of 1,000 words if written, 6 minutes if oral, or the equivalent multimodal form on the processes of exploration and experimentation that they have used, and their key findings

### External Assessment

Assessment Type 3:

*Creative Connections* 30%

Students present and perform a final creative work of between 6-8 minutes, which is then recorded. Alternately students may produce a creative work that is a composition or arrangement of between 3-4 minutes that is pre-recorded in digital audio format.

Students engage in a discussion of that work in oral or multimodal form, to a maximum of 7 minutes or equivalent that critiques and reflects on their creative work and discusses the influences of others used as inspiration.

# Music

## Performance Ensemble

### SACE Credits

10 Credits

### Compulsory or Elective

Elective

### Length of Course

Year

### Pre-requisites

Refined performance skills on an instrument or voice

### Course Description

Students extend their musical literacy skills through discussing key musical elements of the repertoire, and interpreting creative works. Students express their musical ideas through performing, critiquing, and evaluating their own performances.

The course consists of the following strands:

- understanding music
- creating music
- responding to music

#### Understanding Music

Musical understanding underpins student learning in this subject. Students apply their understanding of the musical elements of their repertoire to express their musical ideas and think creatively and critically about ensemble music performance.

#### Creating Music

Students apply and extend their practical music making skills through performing works in an ensemble. They apply their musical understanding, skills, and techniques in refining and performing music.

#### Responding to Music

Students engage critically and creatively with music, and strengthen their musical literacy, through critiquing and evaluating their own performances in an ensemble, interpreting the creative works that they perform, and expressing their musical ideas.

### Assessment

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

#### School-based Assessment

#### Weighting

Assessment Type 1:

*Performance*

30%

Students present an ensemble performance to a live audience of 6-8 minutes in duration, and provide individual evidence of their contribution in the ensemble through part-testing of 2 minutes duration. All performances are recorded.

Assessment Type 2:

*Performance & discussion*

40%

Students present an ensemble performance to a live audience of 6-8 minutes in duration, and provide individual evidence of their contribution in the ensemble through part-testing of 2 minutes duration. All performances are recorded.

Students also present an individual discussion of up to 4 minutes orally or 800 words if written, demonstrating their understanding of musicianship of the music presented and critique their strategies employed in both rehearsal and performance.

#### External Assessment

Assessment Type 3:

*Performance Portfolio*

30%

Students present an ensemble performance portfolio of a live ensemble performance of 6-8 minutes of a musical work or works, and individual evidence of their learning through part-testing. Both of which are recorded.

Students also present an individual discussion of up to 3 minutes orally, or 500 word written or multimodal equivalent as an individual evaluation of their learning journey.

The musical work(s) chosen may be an extension of, or related to works already presented previously but must not be a repeat of works already performed in Assessment Type 1 or Assessment Type 2.

# Music

## Performance Solo

### SACE Credits

10 Credits

### Compulsory or Elective

Elective

### Length of Course

Year

### Pre-requisites

Refined performance skills on an instrument or voice

### Course Description

Students extend their musical literacy skills through discussing key musical elements of the repertoire, and interpreting creative works. Students express their musical ideas through performing, critiquing, and evaluating their own performances.

The course consists of the following strands:

- understanding music
- creating music
- responding to music

#### Understanding Music

Musical understanding underpins student learning in this subject. Students apply their understanding of the musical elements of their repertoire to express to their musical ideas and think creatively and critically about solo music performance.

#### Creating Music

Students apply and extend their practical music making skills through performing works for instrument and/or voice. They apply their musical understanding, skills, and techniques in refining and performing music.

#### Responding to Music

Students engage critically and creatively with music, and strengthen their musical literacy, through critiquing and evaluating their own performances as a soloist, interpreting the creative works they perform, and expressing their musical ideas.

### Assessment

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

#### School-based Assessment

#### Weighting

Assessment Type 1:

*Performance*

30%

Students present a solo performance to a live audience of 6-8 minutes in duration demonstrating their application of their musical understanding of style, phrasing and musical expression and accuracy in their musical interpretation. All performances are recorded.

Assessment Type 2:

*Performance & discussion*

40%

Students present a solo performance to a live audience of 6-8 minutes in duration demonstrating their application of their musical understanding of style, phrasing and musical expression and accuracy in their musical interpretation. All performances are recorded.

Students also present an individual discussion of up to 4 minutes orally, or 800 words if written, demonstrating their understanding of musicianship of the music presented and critique their strategies employed in both rehearsal and performance.

#### External Assessment

Assessment Type 3:

*Performance Portfolio*

30%

Students present a solo performance portfolio of a live solo performance of 6-8 minutes of a musical work or solo that is recorded.

Students also present an individual discussion of up to 3 minutes orally, or 500 word written or multimodal equivalent as an individual evaluation of their learning journey.

The musical work(s) chosen may be an extension of or related to works already presented previously but must not be a repeat works already performed in Assessment Type 1 or Assessment Type 2.

# Music Studies

## SACE Credits

20 credits

## Length of Course

Year

## Compulsory or Elective

Elective

## Pre-requisites

Stage 1 Music Advanced A & B

## Course Description

Students develop, synthesise and apply their musical literacy skills and express their musical ideas through responding to their own works, interpreting musical works and/or manipulating musical elements.

The course consists of the following strands:

- understanding music
- creating music
- responding to music

### Understanding Music

Musical understanding is integral to student learning in this subject.

Students demonstrate their understanding of music through the creative application and reflection of musical elements, influences and musicianship.

### Creating Music

Students apply and extend their musical understanding, skills, and techniques to develop, refine, reflect, and present creative works to demonstrate their musical literacy and aural perception.

### Responding to Music

Students engage critically and creatively with music through responding to their own and others' works. Students develop and extend their skills in deconstructing and analysing stylistic and technical elements of creating music using musical terminology to discuss and interpret music and performances of music.

## Assessment

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

### School-based Assessment

### Weighting

Assessment Type 1:

*Creative Works*

40%

Students present a portfolio of creative works selected from Solo Performance, Ensemble Performance, Compositions and/or Arrangements as well as a creator's statement reflecting on these works.

Assessment Type 2:

*Musical Literacy*

30%

Students complete three musical literacy tasks that allow the student to manipulate musical elements, apply and refine their musical literacy skills and aural perception and notation as well as deconstruct and analyse musical works and/styles and to synthesise their findings.

### External Assessment

Assessment Type 3:

*Examination*

30%

Students complete a 2 hour examination in which they apply their knowledge and understanding of musical elements and their musicianship skills in creative and innovative ways including deconstructing, analysing, and interpreting musical works. Students also manipulate musical elements in the synthesis and expression of musical styles and musical literacy.



# Visual Arts

## Art

### SACE Credits

20 credits

### Length of Course

Year

### Compulsory or Elective

Elective

### Pre-requisites

At least one semester of Stage 1 Visual Arts

### Course Description

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

### Content

The following 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	Weighting
Folio	40%
Practical	30%
External Assessment	
Visual Study	30%



# Business Innovation

# Information Processing & Publishing

## SACE Credits

20 Credits

## Compulsory or Elective

Elective

## Length of Course

Year

## Pre-requisites

Stage 1 Business Innovation

**A new subject outline is currently being developed by the SACE Board and these details are subject to change.**

## Course Description

Students 'learn through doing' in Stage 2 Business Innovation, using design thinking and project management strategies in business contexts to explore problems and generate possible solutions to meet customer needs using a customer-focused approach. They learn in an environment in which a human-centered approach is strengthened, where creativity and business intelligence is applied to develop and evaluate business models and plans.

Students will analyse and evaluate business opportunities and challenges posed by emerging technologies, applying communication and collaboration skills to generate ideas and encourage innovation. Integral to this is the opportunity for students to analyse and evaluate, social, economic, environmental, and/or ethical impacts of global and local businesses.

## Content

Students explore at least two of the following contexts:

- designing business
- sustaining business
- transforming business

## Assessment

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

School-based Assessment	Weighting
Assessment Type 1: Business Skills	40%
Assessment Type 2: Business Model	30%

## External Assessment

Assessment Type 3: Business Plan & Pitch	30%
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## SACE Credits

20 credits

## Length of Course

Year

## Compulsory or Elective

Elective

## Pre-requisites

Stage 1 Information Processing and Publishing

## Course Description

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

## Content

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

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

## Assessment

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

School-based Assessment	Weighting
Practical Skills	40%
Issues Analysis	30%
External Assessment	
Product and Documentation	30%

# Tourism

## SACE Credits

20 credits

## Length of Course

Year

## Compulsory or Elective

Elective

## Pre-requisites

Stage 1 Tourism is recommended

## Course Description

In Stage 2 Tourism, students develop an understanding of the nature of tourists, tourism and the tourism industry. They investigate local, national and global tourism, and explore tourism as a business. They will study and apply tourism concepts and models, including sustainable tourism and cultural sustainability.

Students will develop this understanding by investigating, analysing and evaluating viewpoints and information about tourism trends, developments and/or contemporary issues. They will gain an understanding of the complex economic, social, cultural and environmental impacts of tourism.

## Content

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

### Themes

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

### Topics

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

## Assessment

### School-based Assessment

Folio	20%
Practical Activity	25%
Investigation	25%

### External Assessment

Examination	30%
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# Research Project A

# Research Project B

## SACE Credits

10 credits

## Length of Course

Semester 1 only

## Compulsory or Elective

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

## Pre-requisites

None

## Course Description

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

The Research Project can take many forms, for example:

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

## Assessment

The Research Project has an external assessment that must be undertaken in written form as a review.

### School-based Assessment

Folio  
Outcome

### Weighting

30%  
40%

### External Assessment

Review

30%

## SACE Credits

10 credits

## Length of Course

Semester 1 only

## Compulsory or Elective

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

## Pre-requisites

None

## Course Description

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

The Research Project can take many forms, for example:

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

## Assessment

The Research Project has an external assessment that must be undertaken in written form as an evaluation.

### School-based Assessment

Folio  
Outcome

### Weighting

30%  
40%

### External Assessment

Evaluation

30%



# English

## SACE Credits

20 credits

## Length of Course

Year

## Compulsory or Elective

Elective

## Pre-requisites

Recommended B grade or higher in Stage 1 English A & B

## Course Description

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

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

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

## Content

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

- Responding to Texts
- Creating Texts
- Comparative Analysis

## 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.

## Comparative Analysis

Students complete an independent written comparative analysis of two texts and evaluate how the language features, stylistic features and conventions in these texts are used to present ideas, perspectives and/or aspects of culture, and to influence audiences.

These texts can be selected from one or more of the following categories:

- Extended texts
- Poetry
- Drama texts
- Film texts
- Media texts

## Assessment

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

### School Assessment

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

### External Assessment

Assessment Type 3: Comparative Analysis	30%
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# Essential English

## SACE Credits

20 credits

## Length of Course

Year

## Compulsory or Elective

Teacher recommendation

## Pre-requisites

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

## Course Description

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

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

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

## Content

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

- Responding to Texts
- Creating Texts
- Language Study

## Responding to Texts

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

## Creating Texts

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

## Language Study

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

## Assessment

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

### School Assessment

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

### External Assessment

Assessment Type 3: Language Study	30%
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# English Literary Studies

## SACE Credits

20 credits

## Length of Course

Year

## Compulsory or Elective

Elective

## Pre-requisites

Recommended B grade or higher in Stage 1 English, and teacher recommendation.

## Course Description

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

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

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

## Content

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

- Responding to Texts – Shared Studies
- Text Study – Comparative Text Study
- 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

## Text Study – Comparative Text Study

This study involves the comparative study of two texts: one from the shared studies and the other independently chosen by the student.

## Creating Texts Study

The creating texts study focuses on:

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

## Assessment

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

### School Assessment

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

### External Assessment

Assessment Type 3: Text Study:	
• Comparative Text Study	15%
• Critical Reading	15%

# Child Studies

# Food & Hospitality

## SACE Credits

20 credits

## Length of Course

Year

## Compulsory or Elective

Elective

## Pre-requisites

Stage 1 Child Studies

## Course Description

Child Studies 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  
Group Activity

### Weighting

50%  
20%

### External Assessment

Investigation

30%

## SACE Credits

20 Credits

## Compulsory or Elective

Elective

## Length of Course Pre-requisites

Year

Stage 1 Food & Hospitality

## 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
- Socio cultural influences
- Technological influences

## Assessment

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

### School-based Assessment

Practical Activity  
Group Activity

### Weighting

50%  
20%

### External Assessment

Investigation

30%



# Physical Education

## SACE Credits

20 credits

## Length of Course

Year

## Compulsory or Elective

Elective

## Pre-requisites

One semester of Stage 1 Physical Education is recommended

## Course Description

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

## Content

Stage 2 Physical Education consists of three focus areas:

- Focus Area 1: In movement
- Focus Area 2: Through movement
- Focus Area 3: About movement

The three focus areas allow students to undertake, and learn about physical activity through a wide range of authentic activities. These may include sports, theme-based games, laboratories, and fitness and recreational activities.

Students will explore movement concepts and strategies to promote and improve participation and performance outcomes.

Students apply their understanding of movement concepts to evaluate aspects of their own or others' physical activity and implement strategies to improve their participation and/or performance.

Focus area topics will cater for the different skills and interests of the students.

Topics may include:

- Exercise physiology
- Biomechanics
- Physiological factors affecting physical performance
- Barriers and enablers to physical activity
- Energy sources affecting physical performance

## Assessment

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

### School-based Assessment

Diagnostic task(s)  
Improvement Analysis

### Weighting

30%

40%

### External Assessment

Group Dynamics task

30%



# Geography

# Modern History

## SACE Credits

20 credits

## Length of Course

Year

## Compulsory or Elective

Elective

## Pre-requisites

Stage 1 Geography

## Course Description

Students examine a world which is transforming through human and physical environments. They study the causes of change in environmental, social and economic systems. Students consider the implications of these changes and strategies for sustainability.

## Content

Students study five compulsory topics and will learn and practise skills specific to Geography such as investigative design and the collection of data, use of ICT, the interpretation and analysis of data, and communication skills.

## Assessment

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

School-based Assessment		Weighting
Assessment Type 1: Geographical Skills and Applications		40%
Assessment Type 2: Fieldwork		30%
External Assessment		
Examination		30%

## SACE Credits

20 credits

## Length of Course

Year

## Compulsory or Elective

Elective

## Pre-requisites

Stage 1 Modern History

## 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

- China 1949-2012
- Challenges to Peace and Security, with a focus on apartheid and civil rights in the USA.

## Assessment

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

School-based Assessment		Weighting
Assessment Type 1: Historical Skills		50%
Assessment Type 2: Historical Study		20%
External Assessment		
Examination		30%

# Women's Studies

# Italian Continuers

## SACE Credits

20 credits

## Length of Course

Year

## Compulsory or Elective

Elective

## Pre-requisites

Stage 1 Women's Studies

## Course Description

Students examine different understandings of gender identity and gender relations. These understandings range from an analysis of gender in a personal way to an analysis of how gender is used to construct politics, society and expectations in relationships.

## Content

These understandings are then applied to a number of Issue Studies, including such topics as Women and Work, Women and the Law or Women's Health and Wellbeing.

## Assessment

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

School-based Assessment		Weighting
Assessment Type 1: Text Analysis		20%
Assessment Type 2: Essay		20%
Assessment Type 3: Folio		30%
External Assessment		
Assessment Type 4: Issues Analysis		30%

## SACE Credits

20 credits

## Length of Course

Year

## Compulsory or Elective

Elective

## Pre-requisites

Stage 1 Italian Continuers A & 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. Students analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

## Content

Stage 2 Italian Continuers consists of the following three themes as well as a number of prescribed topics and suggested subtopics:

- The Individual
- The Italian Speaking Communities
- The Changing World

## Assessment

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

School-based Assessment		Weighting
Folio		50%
In-Depth Study		20%
External Assessment		
Written and Oral Examination		30%

# Specialist Mathematics

## SACE Credits

20 credits

## Length of Course

Year

## Compulsory or Elective

Elective

## Pre-requisites

Stage 1 Mathematics A, B, C and D

## Course Description

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

## Content

### Mathematical Induction

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

### Complex Numbers

The study of complex numbers is extended to the polar form. The arithmetic of complex numbers is developed and de Moivre's theorem is used to find  $n$ th 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  
Mathematical Investigation

### Weighting

50%  
20%

### External Assessment

Examination

### Weighting

30%



# Mathematical Methods

## SACE Credits

20 credits

## Length of Course

Year

## Compulsory or Elective

Elective

## Pre-requisites

Stage 1 Mathematics A, B and C

## Course Description

Stage 2 Mathematical Methods can lead to tertiary studies of economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. Stage 2 Mathematical Methods focuses on the development of mathematical skills and techniques that enable students to explore, describe, and explain aspects of the world around them in a mathematical way.

## Content

### 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  
Mathematical Investigation

### Weighting

50%  
20%

### External Assessment

Examination

### Weighting

30%

# General Mathematics

## SACE Credits

20 credits

## Length of Course

Year

## Compulsory or Elective

Elective

## Pre-requisites

Stage 1 General Mathematics B or Stage 1 Mathematics B

## Course Description

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

## Content

### Modelling with Linear Relationships

Students review and extend their understanding of continuous linear functions through the solution of problems involving simultaneous linear equations. The solution of problems involving the interaction of two variables is found using the method of linear programming.

### Modelling with Matrices

Students apply matrices to solve problems in practical contexts. Two practical applications of matrices are studied: connectivity of networks and transition problems.

### Statistical Models

The linear and exponential growth behaviours are observed in bivariate data. Students find algebraic models of the data and use them for predictive purposes. Students also investigate the characteristics and nature of the normal distribution and use this model to solve problems and make predictions.

## Financial Models

In this topic, the focus is on the annuity model and its applications to investing and borrowing money. Students consider saving money for a future need by making regular deposits, repayment of a reducing balance loan and receiving an income stream from a lump-sum investment.

## Discrete Models

The focus of this topic is on network applications to the solution of problems involving critical path analysis and assignment problems. In critical path analysis, students determine the shortest time in which a complex task can be completed and identify the critical components of that task. Students investigate assignment problems and learn the application of the Hungarian algorithm to their solution.

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  
Mathematical Investigations

### Weighting

40%  
30%

### External Assessment

Examination

### Weighting

30%

# Essential Mathematics

## SACE Credits

20 credits

## Length of Course

Year

## Compulsory or Elective

Elective

## Pre-requisites

Stage 1 Essential Mathematics B or Stage 1 General Mathematics B

## Course Description

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

## Content

### Scales, Plans, and Models

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

### Measurement

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

### Business Applications

Students investigate physical and financial planning aspects of a small business. Break-even calculations considering fixed and variable costs, provide the opportunity to investigate a business' viability.

Students examine how the structure of a business affects their taxation liability.

### 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  
Folio

### Weighting

30%  
40%

### External Assessment

Examination

### Weighting

30%

# Religion Studies

# Biology

## SACE Credits

10 Credits

## Compulsory or Elective

Compulsory

## Length of Course

Year

## Pre-requisites

Stage 1 Religion Studies

## Course Description

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

## Content

The subject consists of:

### Core topic - Overview of Religion

The core topic consists of three key areas of study:

- What is religion? What is spirituality?
- What are the key phenomena that make up religion?
- How are secular culture and religious culture linked?

### Option Topic - Christianity

- The History of Christianity
- The beliefs, practices, stories and worldview
- Ethics and contemporary traditions globally and in Australia

## Assessment

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

### School-based Assessment

Sources Analysis  
Folio

### Weighting

30%  
40%

### External Assessment

Investigation

30%

## SACE Credits

20 Credits

## Compulsory or Elective

Elective

## Length of Course

Year

## Pre-requisites

Successful completion of one semester of Stage 1 Biology

## Course Description

In this subject, students study the diversity of life as it has evolved, the function of living things and how they interact with their own and other species and their environments. Students then use their knowledge and understanding of biological science and skills to find solutions to problems and biological issues, and to understand how biological science impacts on their lives, society, and the environment.

Students explore the dynamic nature of biological science and the complex ways in which science interacts with society. They explore how biologists work with other scientists to develop new understanding and insights, and produce innovative solutions to problems and challenges in local, national, and global contexts, and apply their learning from these approaches to their own scientific thinking.

In Biology, students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges.

## Content

The topics for Stage 2 Biology are:

- Topic 1: DNA and proteins
- Topic 2: Cells as the basis of life
- Topic 3: Homeostasis
- Topic 4: Evolution

## Assessment

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

### School-based Assessment

Skills and Applications Tasks  
Investigations Folio

### Weighting

40%  
30%

### External Assessment

Examination

30%



# Chemistry

# Nutrition

## SACE Credits

20 Credits

## Compulsory or Elective

Elective

## Length of Course

Year

## Pre-requisites

Stage 1 Chemistry A & B

## Course Description

Through the study of Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies. Students consider examples of benefits and risks of chemical knowledge to the wider community.

Students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage them to be questioning, reflective, and critical thinkers, investigate and explain phenomena around them, and explore strategies and possible solutions to address major challenges now and in the future.

## Content

The topics for Stage 2 Chemistry are:

- Topic 1: Monitoring the environment
- Topic 2: Managing chemical processes
- Topic 3: Organic and biological chemistry
- Topic 4: Managing resources

## Assessment

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

School-based Assessment	Weighting
Skills and Applications Tasks	40%
Investigations Folio	30%
External Assessment	
Examination	30%

## SACE Credits

20 Credits

## Compulsory or Elective

Elective

## Length of Course

Year

## Pre-requisites

Stage 1 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:

School-based Assessment	Weighting
Investigations Folio	40%
Skills and Applications Tasks	30%
External Assessment	
Examination	30%

# Physics

# Psychology

## SACE Credits

20 Credits

## Compulsory or Elective

Elective

## Length of Course

Year

## Pre-requisites

Stage 1 Physics A & B

## Course Description

In this subject, students use qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Students gather, analyse and interpret primary and secondary data to investigate a range of phenomena and technologies and increase their understanding of physics concepts and the impact that physics has on contemporary life.

Through an exploration of science as a human endeavour, students develop and apply their understanding of the ways in which science interacts with society, they explore how physicists develop new understanding and insights to produce innovative solutions to everyday and complex problems and challenges in local, national, and global contexts.

Students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges.

## Content

The topics covered in this course are:

Topic 1: Motion and relativity

Topic 2: Electricity and magnetism

Topic 3: Light and atoms

## Assessment

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

### School-based Assessment

Investigations Folio

Skills and Applications Tasks

### Weighting

40%

30%

### External Assessment

Examination

30%

## SACE Credits

20 credits

## Length of Course

Year

## Compulsory or Elective

Elective

## Pre-requisites

Stage 1 Psychology

## 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 (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

Skills and Applications Tasks

### Weighting

30%

40%

### External Assessment

Examination

30%



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